

2018-2019

STATE OF THE STATES IN GIFTED EDUCATION



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



Prepared by Anne N. Rinn, Rachel U. Mun, and Jaret Hodges, University of North Texas, on behalf of the National Association for Gifted Children and the Council of State Directors of Programs for the Gifted.

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PREFACE

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

The *State of the States in Gifted Education* report is a collaborative effort between the Council of State Directors of Programs for the Gifted and the National Association for Gifted Children. The report is the premier data collection of gifted and talented programming and services offered in the states and territories of the United States. The results included in this report are intended to be used by professionals, researchers, and other stakeholders to improve the programming for advanced learners on a local, state, and national level. May the report serve as a call to action to adequately address the needs of the advanced learners in our nation.

COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED 2020-2022 OFFICERS

Donna Poland

President

Donna.Poland@doe.virginia.gov

Maria Lohr

President-Elect

Maria.Lohr@education.ohio.gov

Jody Hess

Secretary

Jody.Hess@k12.wa.us

Christine Nobbe

Treasurer

Christine.Nobbe@dese.mo.gov

Sneha Shah-Coltrane

Past-President

Sneha.ShahColtrane@dpi.nc.gov

Josie Stratton

Eastern Regional Representative

jstratton@ed.sc.gov

Jen Cornett

Central Regional Representative

JCornett@mdek12.org

Angela Allen

Western Regional Representative

angela.m.allen@state.or.us

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 *2018-2019 State of the States in Gifted Education Report*. The *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 a renewed focus on the importance of professional learning and addressing the equity and excellence gaps. 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. Building capacity, issuing strong guidelines addressing the intellectual, social, and emotional needs of gifted and talented students in schools, and providing educator training and professional development are essential components to support our children, especially the most vulnerable, as they reach for their personal best.

NAGC invests in this essential report 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 gifted education.



Jonathan Plucker, Ph.D.
President
jplucker1@jhu.edu



John Segota, MPS, CAE
Executive Director
jsegota@nagc.org

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

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Stephanie Cyrus	Peter Laing	Sneha Shah-Coltrane
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Executive Summary

Without a federal mandate to identify or serve gifted students, state education agencies and local education agencies are responsible for determining programs and services for gifted students. 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.

This *2018-2019 State of the States in Gifted Education* report represents a snapshot of gifted education across the nation during the academic year 2018-2019. The National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG) conducted this survey to explore if and how states provide and support programs for gifted and talented students. The previous *State of the States* report was based on the 2014-2015 academic year.

For the 2018-2019 report, findings from *all 50 states and the District of Columbia* are presented.

STATES THAT PROVIDE GIFTED SERVICES

Gifted services are provided in 49 states and the District of Columbia. While South Dakota reported that they have no state requirements or full-time equivalents for gifted education, there are some districts in the state that provide gifted services. Although nearly all respondents indicate gifted services are provided in their state, only about half of the respondents report having state program standards/guidelines for gifted education in their state. Further, about half of respondents indicated their state provides one full-time equivalent dedicated to gifted education, and about half of respondents indicated their state provides dedicated funding to the local education agencies for gifted education.

State-level oversight regarding the training and credentials of those professionals who work with gifted students is minimal. Most respondents report their state does not have a law or rule requiring each local education agency to have a gifted education administrator/coordinator, and few of those that do mandate credentials in gifted education. Training requirements in gifted education for teachers of the gifted vary from state to state. Thirty-five out of 46 states indicate an endorsement or certification is required; however, only 3 respondents indicated their state requires pre-service teachers take university coursework related to gifted students.

DEFINITION OF GIFTED & IDENTIFICATION

Of the 51 respondents, 44 report a state definition of giftedness; 42 of those are required to use the state definition to identify gifted students. The most frequently mentioned aspects of giftedness were advanced intellectual ability, creativity or creative thinking, and specific academic ability. The majority of the 51 respondents had legal mandates to identify gifted and talented students (38), but most did not require a universal screening process or noted universal screening is determined by the local education agencies. Of the 30 respondents with data, identified gifted students range from about 2% to 19% of the student population in their respective states. Some states report specific efforts at reducing the equity gap in gifted education such as the use of universal screening, professional development on identification and services for traditionally underrepresented students, and state mandates or funding to target and address equity in gifted education.

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STANDARDS & PROGRAMMING
OPTIONS

About half of the respondents reported a law or rule mandating gifted programming options/ services in their state, with some others indicating it is determined by the local education agency. The majority of gifted services are offered at district or school building levels. Indeed, the most common factor impacting gifted education was reported as “site-based decision making or local control.” From pre-kindergarten to eighth grade, the most common service delivery model reported is “differentiation in the general education classroom.” “Advanced Placement” is the most common service delivery model in high school.

States that specify standards or requirements regarding gifted programs and services differ in their ability to monitor and report on the quality of those gifted programs and services. About half of respondents reported local education agencies in their state were required to report on gifted education programs and services and about half of respondents indicated their state monitors/ audits local education agency gifted education programs. About half of respondents indicated their local education agencies are required to submit gifted education program implementation plans to their state education agency. Fewer than half indicated the plans must be approved by their state education agency.

FUTURE DIRECTIONS

Finally, some states provided additional thoughts on initiatives the impact gifted education and recommendations for the future. Themes that emerged included the importance of federal funding, integration into and collaboration with other district/state departments, and initiatives to improve gifted services/programs with a focus on equitable access.

The *2018-2019 State of the States in Gifted Education* report provides a glimpse of common themes as well as the wide range of state-level support and direction presently in gifted education across the states. The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted hope this report will assist stakeholders to better understand the state of gifted education in the nation.

Introduction

Biennially, the National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG) combine forces to conduct a survey to understand if and how states provide and support programs for gifted and talented students. The survey responses result in a report, titled *State of the States in Gifted Education*. The most prior report was written based on the 2014-2015 academic year.

This *State of the States in Gifted Education* report represents a snapshot of gifted education across the nation during the academic year 2018-2019. The current report differs somewhat from the 2014-2015 report as the current survey administered is shorter than the last survey administered. The current report also reflects heightened interest in access to and equity in gifted education. For example, several questions related to universal screening were added to this survey. Also, states were explicitly asked to describe their efforts to close the equity gap in gifted education.

For the 2018-2019 report, we were able to gather data from *all 50 states and the District of Columbia*, despite a unique and challenging historical context that hampered our efforts. Data collection commenced Spring 2020 amid an unprecedented global health pandemic due to the proliferation of the coronavirus disease (COVID-19). The spread of COVID-19 shuttered businesses and schools, and many families were required to shelter in place except for essential workers. State education departments, districts, and schools worked to quickly bring education online to millions of students. Data collection was complete by the end of June 2020 amid these national and international events.

We were heartened to see that gifted services are provided in nearly all states, although information on gifted services is not collected in South Dakota. Research repeatedly demonstrates that K-12 gifted programs and services are vital to developing gifts and talents of children. However, the quality and consistency of these services vary considerably across the nation. Also, the challenges that gifted educators face are increasingly complex. The population of American children grows more ethnically, racially, and linguistically diverse but gifted programs do not equitably represent this diversity (Goings & Ford, 2018; Hodges et al., 2018; Mun et al., in press; Siegle et al., 2016). Policy, services, and funding practices can also vary widely, and be inconsistent, contradictory, or nonexistent (Kettler et al., 2015; Plucker et al., 2017). In this survey alone, we found that only 23 states provide dedicated funding for LEAs to support gifted education. These are problems that scholars and practitioners have and continue to grapple with in improving gifted education.

We live in uncertain and troubling times, but we have hope for a better future in gifted education. To do so, we must continue to advocate for gifted children, particularly those from diverse backgrounds, and their needs.

The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted hope this report will assist policymakers, researchers, principals, teachers, and parents to learn more about the state of gifted education in the United States and the systems all students need to optimally develop their talents in schools today.

Methods

The purpose of the *State of the States* report is to provide an in-depth look at the condition of education for gifted students in the United States. As such, all 50 states and the District of Columbia were invited to participate.

Invitations to complete the survey for this report were sent to the employee charged with oversight of gifted programs within each state department of education. Multiple requests for participation, as well as follow-up requests regarding incomplete data and inconsistencies, were made by e-mail and telephone between January and June of 2020. States that did not complete their survey were contacted on a bi-weekly basis until survey completion. In the case of states that did not respond initially to the survey, inquiries were made at the appropriate state agencies as to whom the survey should be sent. States that were disproportionately affected by COVID-19 at the time of the survey administration (e.g., states surrounding the New York City metropolitan area) were more likely to request an extension to complete the survey. In the case of New York, the gifted personnel requested the survey responses from the prior version of the State of the State report to assist with completing the current survey.

The survey covered multiple topic areas, including personnel, policies, services, funding, and other information about the 2018-2019 school year. This was the most recent academic year for which all states and the District of Columbia had complete information. The survey was completed online using Qualtrics and respondents were provided the option to save their progress and submit at a later time. Representatives from all 50 states and the District of Columbia completed surveys. These representatives were all state education agency personnel with one exception. Due to school closures linked to COVID-19, a state affiliate of NAGC in Maine filled out the survey on behalf of the state education agency. Upon completion, their survey responses were reviewed by the state education agency for accuracy. The state education agency made additions and changes to this response.

For the purposes of this report, both states and the District of Columbia are sometimes referred to, in general, as “states” or “respondents.”

Abbreviations employed throughout the report include:

NAGC: National Association for Gifted Children

SEA: State Education Agency

LEA: Local Education Agency

GT: Gifted and Talented

FTE: Full-time Equivalent

STEM: Science, Technology, Engineering & Math

ESSA: Every Student Succeeds Act

RTI: Response to Intervention

N/A: Not Applicable

Not all questions in this survey applied to all respondents; some questions were optional, and some were not applicable. As such, although 51 respondents completed the survey, results should be considered in context with the total number of responses for a given question, which is also provided. See more information about nonresponses below.

The end of this report consists of 47 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.

VALIDITY CONSIDERATIONS AND LIMITATIONS

All 51 responses were reported by state education agency employees. In most cases, these employees were directly affiliated with gifted education (e.g., gifted education specialist or coordinator). In other cases, there was a vacancy at the state for gifted education affiliated employees or no such position existed. In such cases, the employee that supervised gifted education in the state responded to the survey. In the case of one state, Maine, a state affiliate of NAGC responded on behalf of the state agency. Following this, the survey response was certified by state officials with amendments and corrections applied.

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That said, there are still likely issues of validity. The primary validity issue is the variance of institutional and current knowledge across respondents. At some states, the respondent enjoyed years of experience leading gifted education services within their state. At others, the respondent might be a new hire. Further, in the cases where the position associated with gifted education was vacant, an affiliated employee responded to the survey. In cases such as these, there is a possibility that the responses provided are not an accurate reflection of the state's policies as the individual might not have the institutional knowledge required to accurately and adequately respond to all questions on the survey. As such, the responses are a snapshot or representation of gifted education in each state.

A second validity issue stems from the fact that a portion of the responses were acquired during the period of school shutdowns due to COVID-19. In acquiring responses for this survey, multiple states requested extensions and some responses were incomplete. The uncertainty surrounding COVID-19 could have influenced survey responses.

NONRESPONSES

In this report, nonresponses should be interpreted with caution. The lack of a response does not necessarily indicate the absence of a policy or number. Lack of response can be attributed to an individual not being able to provide the information despite knowing the requested information (e.g., due to legal reasons). In other cases, a lack of response could indicate that the respondent did not know the answer to the question and chose not to respond. A nonresponse could also indicate that an individual did not wish to elaborate on a response, or a question was not required (e.g., in questions that asked a respondent to explain their choices). In some cases, where indicated, a nonresponse occurs because a question is not applicable to a particular state.

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About the Report

The *State of the States* report is organized into eight key areas that provide readers with a better understanding regarding how individual states handled gifted and talented education for the 2018-2019 school year. These eight areas include information about key personnel, funding, factors that impact gifted education, identification and services, staffing and training, accountability, future directions, and common themes found within this report and across previous reports. Common themes were decided upon after team review of both quantitative and qualitative data from the survey and consideration of themes from the prior 2014-2015 report to provide consistency and continuity. This report is reflective of the responses given within the survey.

SECTION I: State Education Agency Personnel and Funding for Gifted Education

This section covers the allocation of personnel and funding for gifted education in each state and includes information from Questions 7-14 and Questions 111-118. Information in this section pertains to whether gifted services are provided for students in each state, allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, the existence of a standing state advisory committee for gifted and talented education, the amount of state funds allocated to gifted education, and details about the allocation of those funds.

SECTION II: Factors Impacting Gifted Education

This section covers an overview of factors impacting gifted education in each state and includes information from Questions 15-17 and Questions 119-121. Information in this section pertains to a variety of factors that impact gifted education, including state and federal policy.

SECTION III: Definition of Gifted, Identification of Gifted and Talented Students, and Information about the Gifted Student Population

This section covers state definitions of gifted, state requirements for identification of gifted students, and demographic information about students identified as gifted during the 2018-2019 school year and includes information from Questions 18-40 and Question 125. Information in this section

also includes the use of universal screening in the identification process and any attempts to close the equity gap in each state.

SECTION IV: Programs and Services for Gifted Students

This section covers programs and services available for gifted students in each state and includes information from Questions 65-97. Information in this section includes state requirements for service offerings, the most common service delivery methods, components of programs and services, and other policies, practices, and services that facilitate meeting the needs of gifted students.

SECTION V: Personnel Training Requirements

This section covers personnel training requirements for those who work with gifted students and includes information from Questions 60-64 and Questions 98-110. Information in this section pertains to state requirements regarding pre-service teacher training, certification and endorsement, and professional learning requirements for teachers, GT coordinators, administrators, counselors, and special education professionals.

SECTION VI: Accountability

This section covers state accountability measures for gifted education and includes information from Questions 41-59. Information in this section pertains to whether and how states monitor gifted education programs.

SECTION VII: Concluding Thoughts and Future Directions

This section covers any concluding thoughts offered by the states and includes information from Questions 122-124 and Question 126. Information in this section pertains to state or current initiatives that have impacted gifted education in each state since the previous *State of the States* report, as well as recommendations regarding future efforts to study the status of gifted education in the United States.

SECTION VIII: Themes Across States

This section covers common themes across states found in the current analysis, as well as a comparison to the previous *State of the States* reports.

SUMMARY OF FINDINGS

Section I: State Education Agency Personnel and Funding for Gifted Education

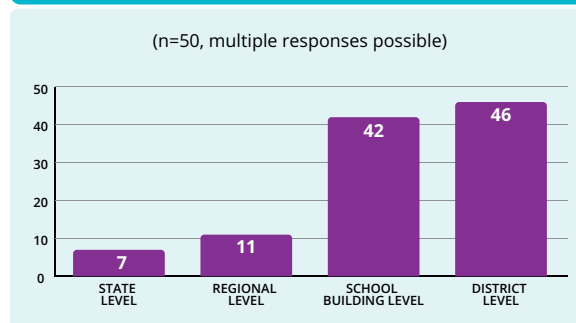
This section covers the allocation of personnel and funding for gifted education in each state and includes information from Questions 7-14 and Questions 111-118. Information in this section pertains to whether gifted services are provided for students in each state, allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, the existence of a standing state advisory committee for gifted and talented education, the amount of state funds allocated to gifted education, and details about the allocation of those funds. See Tables 1-6 for information covered in this section.

GIFTED AND TALENTED SERVICES

Respondents were asked whether gifted and talented services are delivered in their state. All 50 states and the District of Columbia (D.C.) responded. Of those, 49 states and D.C. reported that gifted and talented services are delivered; 1 state (South Dakota) reported they are not, but clarified that while “some districts provide some gifted education,” there are “no state requirements or FTE for gifted education.” As such, information about gifted education is not collected by the state and is under full local control.

Respondents were asked at what level gifted and talented services are delivered to students in their state. Of the 50 respondents, 46 indicated services delivered at the district level, 42 at the school building level, 11 at the regional level, and 7 at the state level (multiple responses are possible) (see Figure 1). See Table 3 for any further comments about the work for gifted and talented education provided by the SEAs. See the Appendices for State Education Agency Gifted and Talented Contact Information and State Gifted and Talented Association Websites.

FIGURE 1. Level of Gifted and Talented Services Delivered to Students

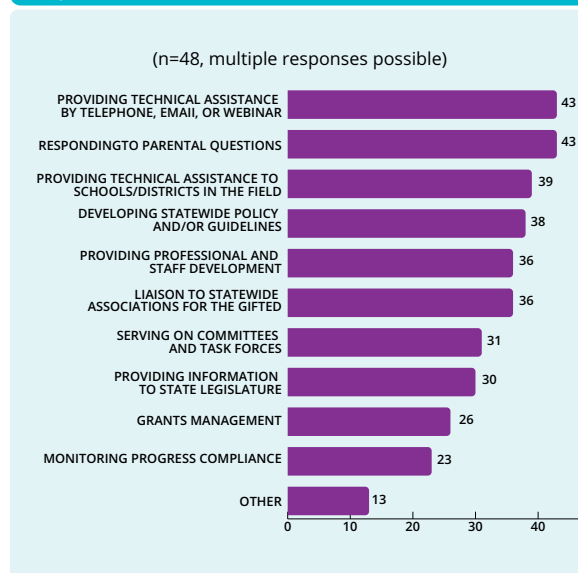


STATE EDUCATION AGENCIES

Respondents were asked how many full-time equivalents were assigned to gifted education at the SEA level in 2018-2019. Of the 49 respondents, there were between 0 to 4 full-time equivalents assigned per state. Most reported 1 full-time equivalent (25), followed by 0 full-time equivalents (10), less than 1 full-time equivalent (9), 3 full-time equivalents (3), and 4 full-time equivalents (2). See Table 1 for the full-time equivalents by respondent.

Respondents were asked to select from a list of those activities performed by the SEA designated personnel responsible for gifted education in their state. Of the 48 respondents, the most common activities reported were “providing technical assistance by telephone, email, or webinar” (43) and “responding to parental questions” (43), followed by “providing technical assistance to schools/districts in the field” (39), “developing statewide policy and/or guidelines” (38), “providing professional and staff development” (36), “liaison to statewide associations for the gifted” (36), “serving on committees and task forces” (31), “providing information to state legislature” (30), “grants management” (26), “monitoring progress compliance” (23), and “other” (13) (see Figure 2). See Table 2 for activities listed by respondent.

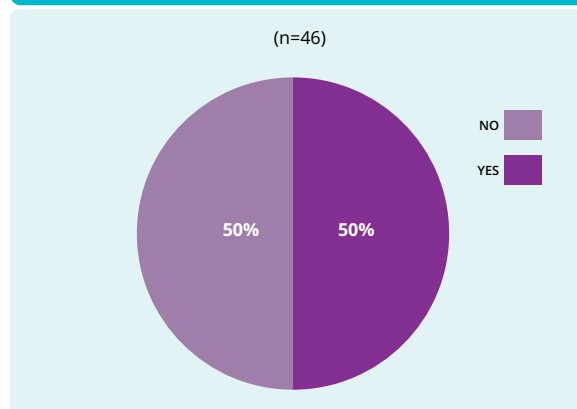
FIGURE 2. Activities of SEA Designated Personnel Responsible for Gifted Education



FUNDING FOR GIFTED AND TALENTED EDUCATION

Respondents were asked if their states provide dedicated funding to LEAs specifically to support gifted education. Of the 46 respondents, 23 said their states provide dedicated funding and 23 said their states do not (see Figure 3). See Table 4 for more information about how states provide dedicated funding to support gifted education, as well as links to policy information regarding funding as applicable.

FIGURE 3. Dedicated State Funding to LEAs to Support Gifted Education



If applicable, respondents were asked to report how much funding was provided by their state to LEAs to support gifted education in the academic years 2017-2018 and 2018-2019. For the academic year 2017-2018, of the 23 states that provide dedicated funding, 20 respondents provided funding amounts ranging from \$237,200 (Wisconsin) to \$393,336,069 (Texas). For the academic year 2018-2019, 21 respondents provided funding amounts ranging from \$237,200 (Wisconsin) to \$428,288,310 (Texas). One state (Arizona) went from no dedicated funding in 2017-2018 to \$950,000 in funding in 2018-2019. One state (Louisiana) experienced a decrease in funding. The dedicated funding amounts of several states did not change between 2017-2018 and 2018-2019 (e.g., Alabama, Kentucky, North Dakota, Utah, Wisconsin). For the remaining states, it increased (e.g., Colorado, Oklahoma, Texas, Virginia). See Table 5 for the dedicated funding information provided for each state.

It is important to note that funding is not always straightforward. For example, in Texas and Oklahoma, funding is a function of student enrollment. As more students are enrolled in Texas or Oklahoma schools, funding increases; however, per pupil funding does not necessarily increase.

Further, funding sources can be allocated that indirectly benefit gifted students; for example, a new biology lab is likely to benefit students taking AP Biology.

Respondents were also asked how much funding is provided by the state (but not distributed to LEAs) to support gifted education programs and professional development in gifted education in the academic years 2018-2019 and 2019-2020. Of the 20 respondents, 18 provided funding amounts in 2018-2019 and 15 provided funding amounts in 2019-2020. Several states indicated no dedicated funding to LEAs, but funding was provided by the state to support gifted education programs and professional development in gifted education (Hawaii, Montana, Pennsylvania, Tennessee, and West Virginia). Likewise, several states have dedicated funding to LEAs provided by the state for gifted education (Louisiana, Nevada, Ohio, Oklahoma, and Wisconsin). What constitutes dedicated funding varies by state. For example, in Ohio, school districts are provided specific direct funding for the identification of students and direct funding to hire coordinators and specialists. Further, how direct funds are calculated differs across states. In Ohio, a school district receives direct funding on a total enrollment basis where in Washington funding is calculated per identified student.



Section II: Factors Impacting Gifted Education

This section provides an overview of factors impacting gifted education in each state and includes information from Questions 15-17 and Questions 119-121. Information in this section pertains to a variety of factors that impact gifted education, including state and federal policy. See Tables 7-8 for information covered in this section.

Respondents were asked to indicate factors impacting gifted education in their state. A list of 23 factors was provided (multiple responses were possible), as well as the option to mark “other” (see Figure 4, Table 7). There were 50 respondents to this question.

- The most common factor impacting gifted education was reported as “site-based decision making or local control” (41).
- Other common factors include “state mandate” (29), followed by “professional development initiatives in gifted education” (28), “lack of recognition of GT students in federal education law” (27), “focus on student growth for accountability” (25), and “differentiated instruction” (24).
- Less common factors include “acceleration implementation” (19), “ability grouping debate” (19), “standards-based education” (18), “state assessments” (16), “state ESSA plan” (16), “lack of state mandate” (15), “Response to Intervention (RTI) framework” (14), “change in state funding for education” (14), “compliance/monitoring” (14), “effective educator/administrator reform” (13), “lack of compliance/monitoring” (12), “change in state funding for gifted education” (11), “focus on needs in STEM” (10), “other” (8), “charter schools” (7), “state accreditation” (6), “decrease in general education formula (funding or FTE)” (6), and “Common Core state standards” (4).

FIGURE 4. Factors Impacting Gifted Education Services

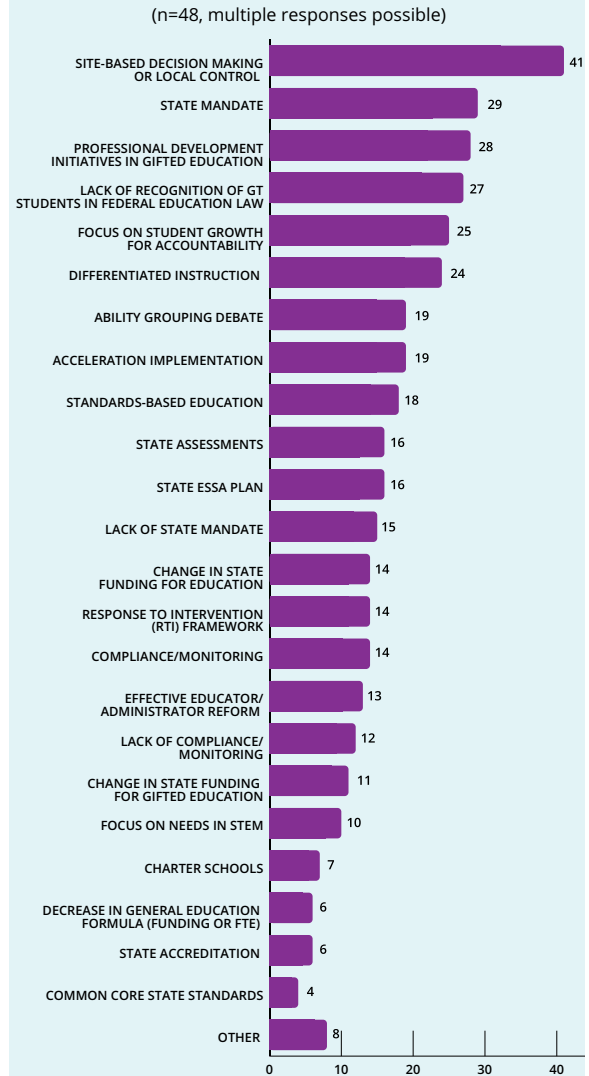


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Respondents were also asked to indicate any new or changed state policies that have impacted gifted education services in their state from the last three years, as well as any federal policy that impacts gifted education services in their states (see Table 8).

- Sixteen responded to the question about new or changed state policies. See Table 8 for the links provided by each state to said new or changed state policy. Examples include “currently our state regulations are ‘open’ for change” (Virginia), new rules regarding an assessment on gifted education that “successful candidates for gifted education licensure or endorsement” must take and pass (Ohio), and changes in advanced mathematics course enrollment opportunities (North Carolina).
- Thirteen responded to the question about federal policy (see Table 8). Of those, 4 respondents noted the impact of the Jacob K. Javits Gifted and Talented Students Education Program on their state and 4 respondents mentioned the impact of the Every Student Succeeds Act (2015). The importance of needing federal policy and funding for gifted education was noted by multiple states. Ohio summarized the need for federal policy:

“Federal policy related to the identification of and services for students who are gifted would be beneficial by providing protections for this subgroup of students. Rules, regulations, and policies established by the federal government would provide a framework for states related to identification and services for students which would ensure all learners, including advanced learners, have their educational needs recognized and met. Federal policy related to gifted education would also provide more equity in the recognition of and services to advanced learners from populations who are historically underrepresented, including minority students, economically disadvantaged students, English learners, and students with disabilities.”

Section III: Definition of Gifted, Identification of Gifted and Talented Students, and Information about the Gifted Student Population

This section covers state definitions of gifted, state requirements for identification of gifted students, and demographic information about students identified as gifted during the 2018-2019 school year, and includes information from Questions 18-40 and Question 125. Information in this section also includes the use of universal screening in the identification process and any attempts to close the equity gap in each state. See Tables 9-18 for information covered in this section.

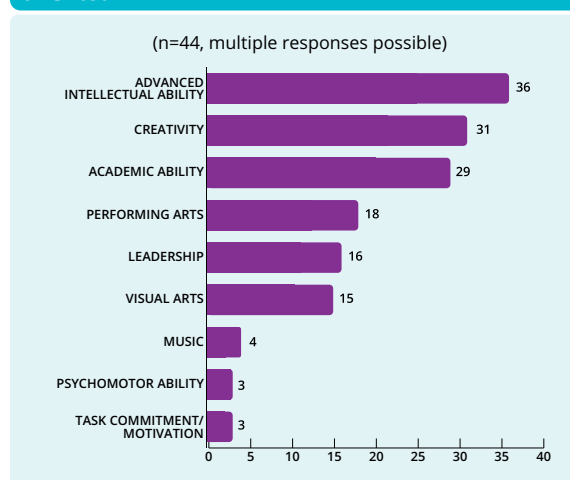
The No Child Left Behind Act (NCLB) (2002) is the well-known legislation that reauthorized the 1965 Elementary and Secondary Education Act (ESEA). While there is a federal definition of giftedness in NCLB (P.L. 107110 [Title IX, Part A, Definition 22] [2002]; 20 USC 7801[22] [2004], there is no official mandate related to gifted identification and services. Therefore, states have the authority to define, identify, and serve gifted students. However, the 2015 Every Student Succeeds Act (ESSA) that revised and reauthorized the ESEA included some provisions related specifically to gifted and talented learners. States must collect and report achievement data disaggregated by student sub-group at each achievement level including advanced levels, and state/districts that receive Title II professional development funds must use the money to address the learning needs of all students including gifted and talented learners (NAGC, 2015). Most recently, the National Association for Gifted Children (2019) released a definition of giftedness as:

Students with gifts and talents perform—or have the capability to perform—at higher levels compared to others of the same age, experience, and environment in one or more domains. They require modification(s) to their educational experience(s) to learn and realize their potential. Students with gifts and talents come from all racial, ethnic, and cultural populations, as well as all economic strata; require sufficient access to appropriate learning opportunities to realize their potential; can have learning and processing disorders that require specialized intervention and accommodation; and need support and guidance to develop socially and emotionally as well as in their areas of talent. (p. 1)

DEFINITION OF GIFTED

Respondents were asked whether their state had a definition of “gifted” and, if so, to provide a URL to that definition. Forty-four respondents noted that they had a state definition, and 7 responded that they did not have one (District of Columbia, California, Massachusetts, Michigan, New Hampshire, North Dakota, and South Dakota). Definitions varied across respondents and included demonstrated or potential for multi-dimensional aspects of giftedness such as advanced intellectual ability (36), creativity or creative thinking (31), specific academic ability (29), performing arts (18), leadership (16), visual arts (15), music (4), psychomotor ability (3), and task commitment/motivation (3) (see Figure 5). Respondents were also asked if LEAs were required to follow their state’s definition. Of the 44 respondents, 42 indicated yes, and 2 indicated no (Utah and Vermont). See Table 9 for the definition of “gifted” according to each state, and the URL to said definition, as applicable.

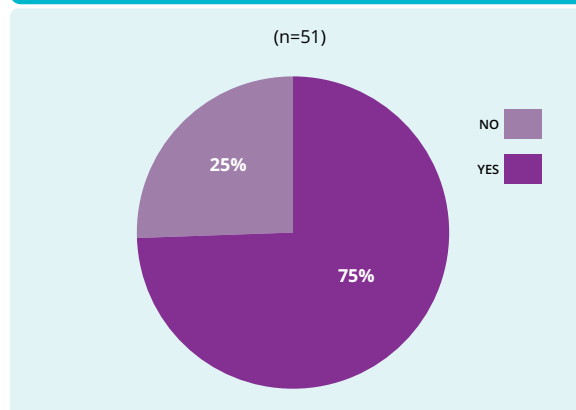
FIGURE 5. Areas Included in State Definition of Gifted



IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

While the majority of the 51 respondents had legal mandates to identify gifted and talented students (38; see Figure 6), there were notably 13 that did not: D.C., California, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New York, North Dakota, Rhode Island, South Dakota, Utah, and Vermont (see Table 10).

FIGURE 6. State Mandate for Identification of Gifted and Talented Students



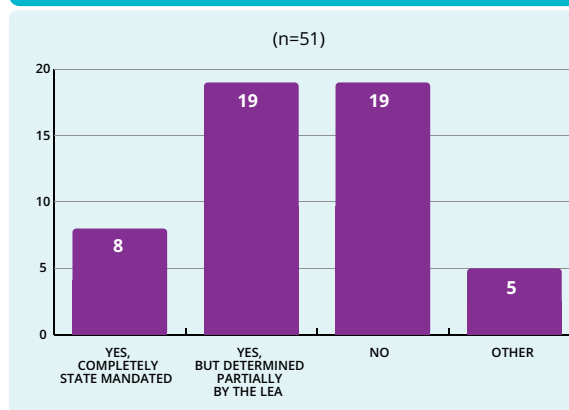
Respondents were asked if specific criteria/methods for identification of gifted and talented students were completely state mandated (see Figure 7). Of the 51 respondents, 8 indicated they are completely state mandated, 19 that they are determined partially by the LEA, 19 that they were not state mandated, and 5 indicated "Other."

Maine, who selected "Other," further clarified that *"There is criteria for identifying students as gifted and talented. However, there is no mandated methodology that must be followed or implemented to make the identification."*

Wisconsin, in their clarification of "Other," noted that *"Districts have wide flexibility, but the identification process must include multiple measures and shall result in a pupil profile. The specific measures are not dictated by the state. That, instead, is a local decision."*

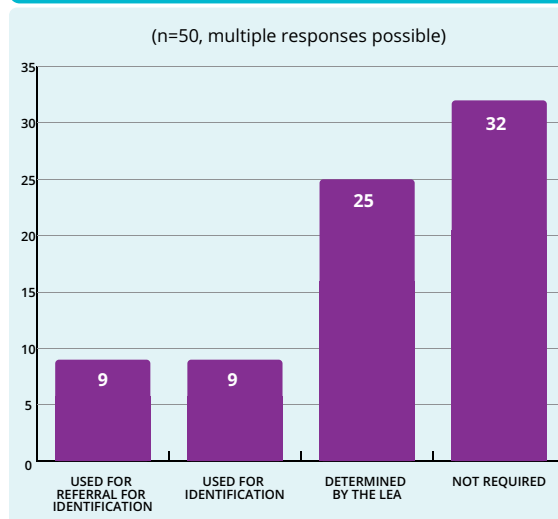
See Table 11 for any further comments regarding each state's specific criteria/method used for identification and/or URLs to the appropriate website.

FIGURE 7. Does Your State Mandate Specific Criteria/Methods for Identification of Gifted and Talented Students?



Respondents were asked specifically about the use of a universal screening process for referral and/or identification of gifted and talented students. Of the 50 respondents, 9 indicated that a universal screening process is used for referral for identification, 9 that it is used for identification, 32 that it is not required, and 25 that it is determined by the LEA (multiple responses are possible) (see Figure 8).

FIGURE 8. Use of Universal Screening Process



For those states where a universal screening process is required for referral or identification, respondents were asked if the state specifies when and with whom the screen occurs. Of the 17 respondents, 3 indicated yes, 1 indicated no, and 13 indicated it is determined by the LEA. Of the 3 respondents that indicated their state specifies when and with whom the screen occurs, it occurs in second grade in Alabama; in Kindergarten, second grade, and fifth grade in Indiana (but the

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LEA must accept an identification award for the funding); and prior to the end of second grade and prior to the end of sixth grade in Ohio. See Table 12 for detailed information by state.

Respondents were then asked if their state specifies an instrument to be used if a universal screening process is required. Of the 45 respondents, 2 indicated their state specifies an instrument (Kentucky and Ohio), 16 indicated their state does not, and 27 indicated it is determined by the LEA. See Table 13 for any further information about the use of a specific instrument in a universal screening process.

Finally, respondents were asked if their state provided funding to conduct a universal screening process for gifted education in 2018-2019. Of the 51 respondents, 8 indicated their state provided funding (Alabama, Alaska, Colorado, Indiana, Nevada, Ohio, Oklahoma, and Virginia), and 43 indicated their state did not. If applicable, respondents were then asked to indicate the funding source. Of the 7 respondents that indicated their state provided funding, 6 indicated the funding source as “included in funds allocated to LEAs specifically for GT education” (6), “additional funds to LEAs specified for universal screening” (2), and “other” (1) (multiple responses are possible). See Table 14 for any further comments about funding for universal screening for gifted education by state.

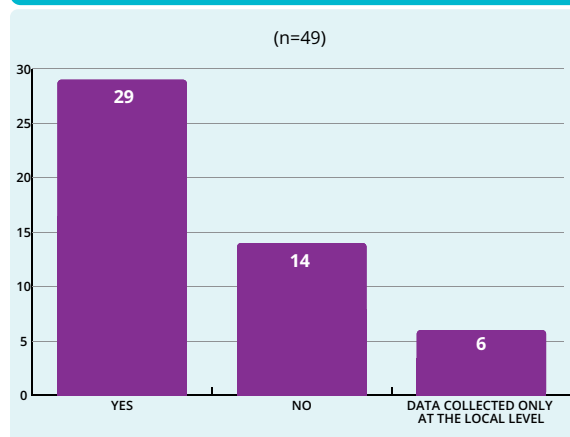
INFORMATION ABOUT THE GIFTED STUDENT POPULATION

Respondents were asked how many public school students were enrolled in their state in 2018-2019, as well as how many students were identified as gifted and talented in their state in 2018-2019. Of the 50 states with enrollment numbers for public school students (D.C. did not report), only 30 provided the number of students identified as gifted and talented. For those that did not provide the number of students identified as gifted and talented in their state, the respondent either did not answer the question, data is not available, or data is not collected. For the 30 states with information about the enrollment of public school students, as well as the number of students identified as gifted and talented, the percentage of students identified as gifted and talented ranges from around 2% (Hawaii, Kansas, Tennessee, and West Virginia), to around 14% (Kentucky, Ohio, Oklahoma, and Virginia), to around 17% (South

Carolina) and around 19% (Nevada). See Table 15 for specific numbers by state. It is important to note that gifted identification is based on how the state classifies and defines gifted students.

Respondents were then asked whether their state collects data on sub-groups of students identified as gifted and talented. Of the 49 respondents, 29 indicated yes, 14 indicated no, and 6 indicated “data collected only at the local level” (see Figure 9).

FIGURE 9. Does Your State Collect Data on Sub-groups of Students Identified as Gifted and Talented?



Of the states where data on sub-groups of students identified as gifted and talented is collected (and available), respondents were asked to indicate the percentage of students belonging to various demographic groups (see Table 16).

- Regarding gender, of the 21 respondents, gender proportions of identified gifted students ranged from 42.05% male/57.50% female (Louisiana) to 57.20% male/42.80% female (Kansas). Most states were pretty evenly split between males and females identified as gifted and talented.
- Regarding race/ethnicity, it is difficult to compare race/ethnicity data of identified gifted students across states without the race/ethnicity data of all public school students in each state. See Table 16 for the available information regarding students identified as gifted across racial/ethnic groups.
- Regarding identified gifted students who are also English language learners, of the 17 respondents, states range from 0 (West Virginia) to 7.93% (Texas).
- Regarding identified gifted students also identified for special education services under the Individuals with Disabilities Education Act, of the 16 respondents, states range from 1.20% (Hawaii) to 4.99% (New Mexico).

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- Regarding identified gifted students with a Section 504 plan under the Rehabilitation Act, of the 8 respondents, states range from less than 1% (New Mexico) to 5.98% (Maine).
- Regarding identified gifted students who qualify for free/reduced lunch, of the 18 respondents, states range from 3.3% (Oregon) to 46.71% (New Mexico).

EFFORTS TO ADDRESS THE EQUITY GAP

Respondents were asked to describe efforts in their states to close the equity gap in gifted education. There were 24 responses to this question. See Table 18 for efforts provided by each respondent. Several common themes emerged across states:

- Use of universal screening (e.g., Alabama, Arkansas, Indiana, Ohio)
- Professional development related to the identification of underserved populations for GT teachers, specialists, coordinators, and administrators (e.g., Arkansas, Colorado, Delaware, Georgia, Missouri, Ohio, Oregon)
- Collaborative efforts with other relevant departments or institutions (e.g., district English Language Department, local university) (e.g., Arizona, Colorado, Georgia, Illinois, Nevada, New Jersey, North Carolina)
- State mandate specifically addresses equity in gifted identification (e.g., Colorado, Florida, North Carolina, Washington)
- State or federal funding specifically targeted to address equity in gifted identification (e.g., Indiana, Maryland, Oklahoma, Wisconsin)

Section IV: Programs and Services for Gifted Students

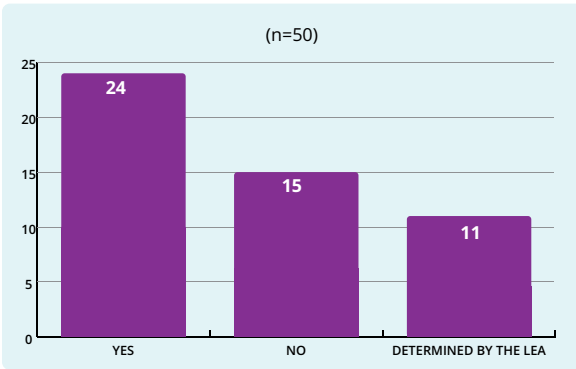
This section covers programs and services available for gifted students in each state and includes information from Questions 65-97. Information in this section includes state requirements for service offerings, the most common service delivery methods, components of programs and services, and other policies, practices, and services that facilitate meeting the needs of gifted students. See Tables 19-31 for information covered in this section.

SERVICES REQUIRED BY LAW OR RULE

Recall from Section I that 50 out of 51 states deliver gifted and talented services to students (South Dakota does not have data).

Respondents were asked whether gifted programming options/services were mandated by law or rule. Of the 50 respondents, 24 reported a law or rule mandating gifted programming options/services, 15 indicated no mandate, and 11 indicated it was determined by the LEA (see Figure 10). See Table 19 for links to policy as applicable.

FIGURE 10. State Mandate for Gifted Programming Options/Services



Respondents were asked which of the following services are required by law or rule in their state:

- Regarding “academic guidance and counseling,” 43 responded. Of these, 15 indicated it is required, 11 indicated it is not required, and 17 indicated it is determined by the LEA.
- Regarding “differentiated instruction,” 43 responded. Of these, 16 indicated it is required, 7 indicated it is not required, and 20 indicated it is determined by the LEA.
- Regarding “content-based acceleration,” 44 responded. Of these, 9 indicated it is required, 12 indicated it is not required, and 23 indicated it is determined by the LEA.
- Regarding “contact time/required minutes of service,” 45 responded. Of these, 14 indicated it is required, 11 indicated it is not required, and 20 indicated it is determined by the LEA.
- Regarding “reciprocity for GT identification with other states,” 43 responded. Of these, 4 indicated it is required, 21 indicated it is not required, and 18 indicated it is determined by the LEA.
- Regarding “reciprocity for GT identification between districts within your state,” 44 responded. Of these, 17 indicated it is required, 11 indicated it is not required, and 16 indicated it is determined by the LEA.
- Regarding “Response to Intervention for GT,” 42 responded. Of these, 4 indicated it is required, 13 indicated it is not required, and 25 indicated it is determined by the LEA.

See Table 29 for any other services listed by each state that are required by law or rule. See Table 30 for further comments regarding services provided.

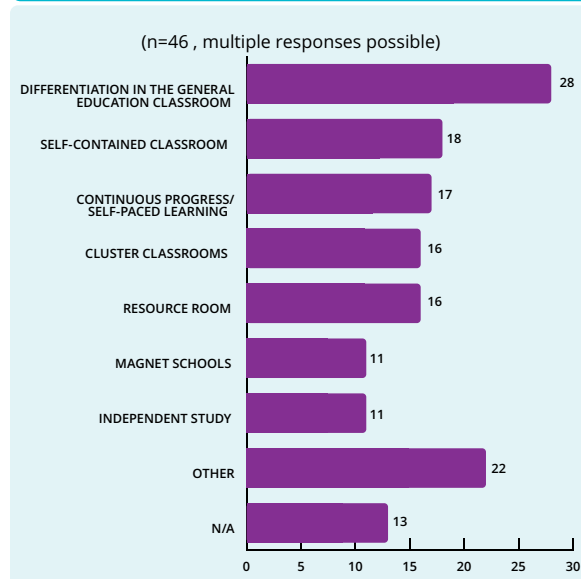
Respondents were asked if their state has state program standards/guidelines for gifted education. There were 48 responses. Of these, 23 respondents indicated yes and 25 respondents indicated no. See Table 31 for links to the state program standards as applicable.

SERVICE DELIVERY MODELS

Respondents were asked to indicate the programming options or services provided in their state across grade levels.

Regarding **pre-kindergarten** and **kindergarten**, 46 states responded and 13 of those indicated “not applicable.” Of the remaining 33 states, the most common service delivery model was “differentiation in the general education classroom” (28 states), followed by “self-contained classroom” (18 states), “continuous progress/self-paced learning” (17 states), “cluster classrooms” (16 states), “resource room” (16 states), “magnet schools” (11 states), and “independent study” (11 states) (see Figure 11). Further, 22 “other” service delivery models were listed and included such services as International Baccalaureate (Ohio and Minnesota) and enrichment opportunities (Arizona, Arkansas, and California). See Table 20 for further comments about the delivery models used in pre-kindergarten and kindergarten delivery models.

FIGURE 11. Pre-K and Kindergarten Service Delivery Models



Regarding the **early elementary grades (Grades 1-3)**, 45 states responded and 6 of those indicated “not applicable.” Of the remaining 39 states, the most common service delivery model was “differentiation in the general education classroom” (34 states), followed by “acceleration” (28 states), “resource room” (27 states), “cluster classrooms” (23 states), “self-contained classroom” (22 states), “magnet schools” (16 states), “continuous progress/self-paced learning” (13 states), “independent study” (12 states), “International Baccalaureate” (12 states), “virtual classroom/coursework/school options” (9 states), “regional math/science or performing arts school” (6 states), and “mentorships” (4 states) (see Figure 12).

Further, 20 “other” service delivery models were listed and included such services as flexible and/or part-time grouping (Arizona, Indiana, Tennessee, and Washington) and enrichment opportunities (Arizona, Arkansas, Maryland, Ohio, and West Virginia). See Table 21 for further comments about the delivery models used in early elementary grades.

FIGURE 12. Early Elementary Service Delivery Models

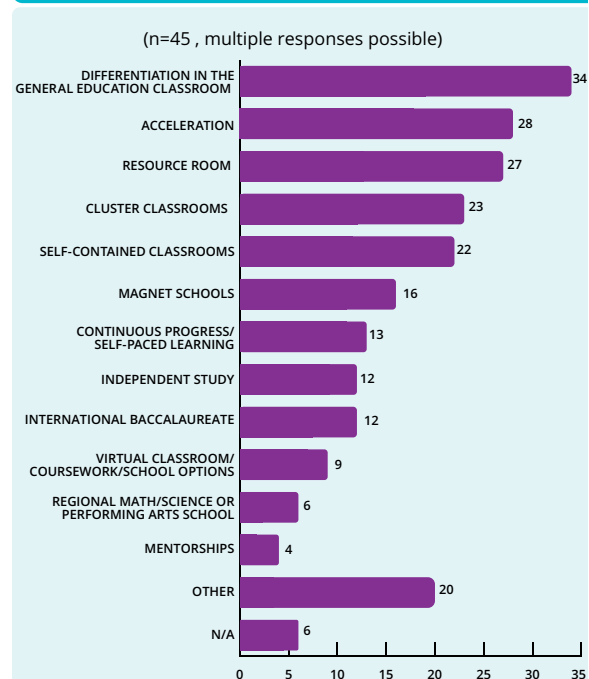


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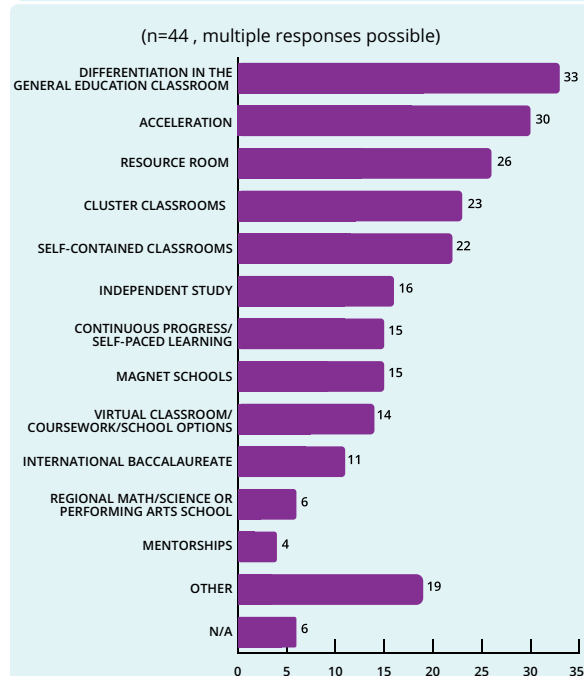
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Regarding the **upper elementary grades (Grades 4-5 or 6)**, 44 states responded and 6 of those indicated “not applicable.” If the remaining 38 states, the most common service delivery model was “differentiation in the general education classroom” (33 states), followed by “acceleration” (30 states), “resource room” (26 states), “cluster classrooms” (23 states), “self-contained classroom” (22 states), “independent study” (16 states), “continuous progress/self-paced learning” (15 states), “magnet schools” (15 states), “virtual classroom/coursework/school options” (14), “International Baccalaureate” (11 states), “regional math/science or performing arts school” (6 states), and “mentorships” (4 states) (see Figure 13).

Further, 19 “other” service delivery models were listed and included such services as flexible and/or part-time grouping (Arizona, Indiana, Tennessee, and Washington), enrichment opportunities (Arizona, Maryland, Ohio, and West Virginia), and honors or advanced coursework (Arkansas, Indiana, Maryland, and Ohio). See Table 22 for further comments about the delivery models used in upper elementary grades.

FIGURE 13. Upper Elementary Service Delivery Models



Regarding **middle school (Grades 6 or 7-8)**, 39 states responded. The most common service delivery model was “differentiation in the general education classroom” (33 states), followed by “honors/advanced coursework” (31 states), “resource room” (22 states), “cluster classrooms” (21 states), “International Baccalaureate” (20 states), “magnet schools” (19 states), “independent study” (19 states), “virtual classroom/coursework/school options” (16 states), “Advanced Placement” (13 states), “dual enrollment” (12 states), “regional math/science or performing arts school” (9 states), “mastery-based learning” (8 states), and “mentorships” (6 states) (see Figure 14).

Further, 26 “other” service delivery models were listed and included services such as acceleration (Arizona, Colorado, Maryland, North Carolina, Ohio, Washington, and West Virginia) and enrichment opportunities (Arizona, Maryland, Minnesota, and West Virginia). See Table 23 for further comments about the delivery models used in middle school.

FIGURE 14. Middle School Service Delivery Models

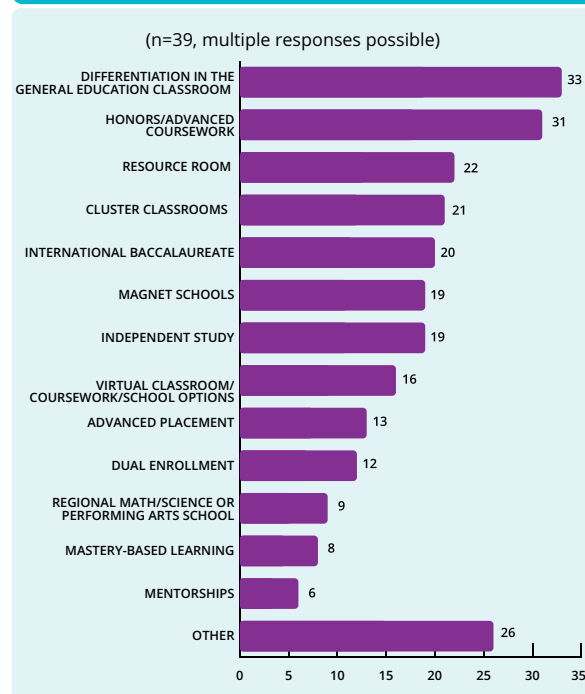


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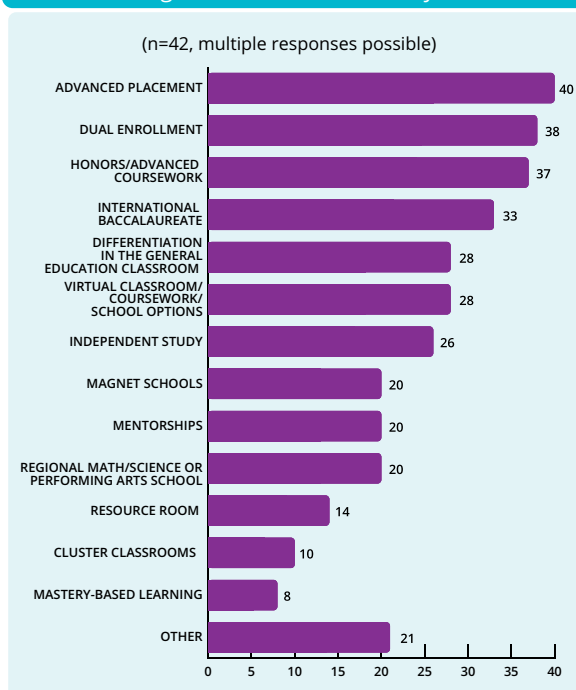
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Regarding high school (Grades 9-12), 42 states responded. The most common service delivery model was “Advanced Placement” (40 states), followed by “dual enrollment” (38 states), “honors/advanced coursework” (37 states), “International Baccalaureate” (33 states), “differentiation in the general education classroom” (28 states), “virtual classroom/coursework/school options” (28 states), “independent study” (26 states), “magnet schools” (20 states), “mentorships” (20 states), “regional math/science or performing arts school” (20 states), “resource room” (14 states), “cluster classrooms” (10 states), and “mastery-based learning” (8 states) (see Figure 15).

Further, 21 “other” service delivery models were listed and included services such as acceleration (Arizona, Maryland, North Carolina, and Ohio), enrichment opportunities (Arizona and Minnesota), and internships/job shadowing (Nevada). See Table 24 for further comments about the delivery models used in high school.

FIGURE 15. High School Service Delivery Models

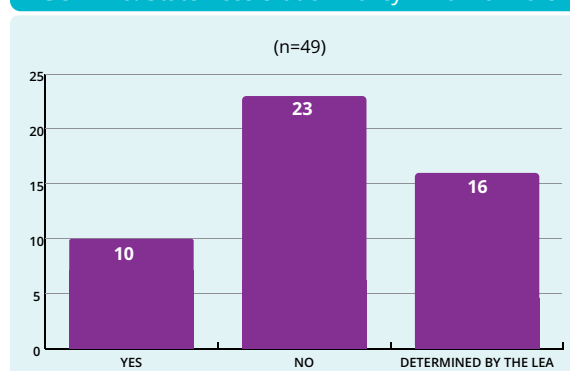


RELATED POLICIES AND PRACTICES

Respondents were asked to indicate whether their state had a law or rule about several areas of education policy that may have implications for gifted students.

Regarding an acceleration policy, 49 states responded. Of these, 10 indicated a state law or rule about acceleration, 23 indicated no law or rule, and 16 indicated acceleration policy is determined by the LEA (see Figure 16). See Table 25 for links to more information about acceleration laws or rules as applicable.

FIGURE 16. State Acceleration Policy in Law or Rule



Regarding an early entrance to kindergarten policy, 48 states responded. Of these, 11 indicated a state law or rule about early entrance to kindergarten, 25 indicated no law or rule, and 12 indicated early entrance to kindergarten policy is determined by the LEA. See Table 26 for links to more information about early entrance to kindergarten laws or rules as applicable.

Regarding a dual or concurrent enrollment policy, 48 states responded. Of these, 38 indicated a state law or rule about dual or concurrent enrollment and 10 indicated it is determined by the LEA. Regarding at what grade students are allowed dual or concurrent enrollment in a community college, college, or university, 44 states responded. Of these, 2 states indicated 7th grade, 14 states indicated 9th grade, 3 states indicated 10th grade, 2 states indicated 11th grade, and 23 states indicated it is determined by the LEA. See Table 27 for links to more information about dual or concurrent enrollment laws or rules as applicable.

Regarding middle school credit toward high school graduation, 44 states responded. Of these, 22 indicated a state law or rule about middle school credit toward high school graduation, 9 indicated no law or rule, and 13 indicated it is determined by the LEA. See Table 28 for links to more information about proficiency-based promotion as applicable.

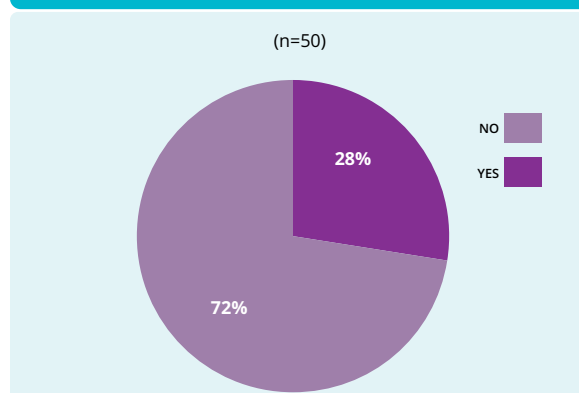
Section V: Personnel Training Requirements

This section covers personnel training requirements for those who work with gifted students and includes information from Questions 60-64 and Questions 98-110. Information in this section pertains to state requirements regarding pre-service teacher training, certification and endorsement, and professional learning requirements for teachers, GT coordinators, administrators, counselors, and special education professionals. See Tables 32-37 for information covered in this section.

TRAINING AND CREDENTIALS

Respondents were asked to indicate whether their state has a law or rule requiring each LEA to have a gifted education administrator/coordinator. Fifty states responded to the question; 14 responded yes and 36 responded no (see Figure 17). Links to the law or rule, if applicable, are found in Table 33. Of the 14 states indicating a law or rule requiring each LEA to have a gifted education administrator/coordinator, 5 (Arkansas, Iowa, Kentucky, North Carolina, and South Carolina) of those indicated their state has a law or rule requiring said gifted education administrator/coordinator to have a credential in gifted education and 9 indicated their state did not. See Table 32 for any additional comments regarding LEA administrators/coordinators.

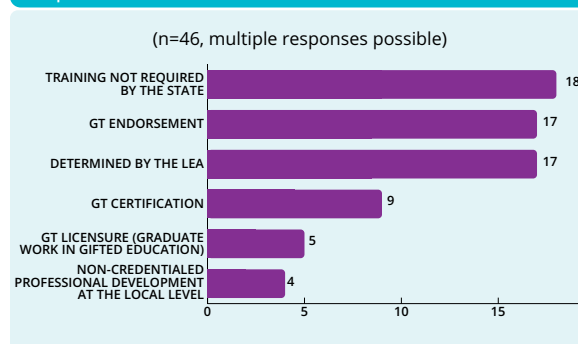
FIGURE 17. Does Your State Law or Rule Require Each LEA to Have a Gifted Education Administrator/Coordinator?



Respondents were asked what level of training in gifted education is required for teachers of the gifted in their state. Of the 46 states that responded, 18 indicated “training not required by the state.” Other responses included (multiple responses were possible) “GT Endorsement” (17 states), “determined by the LEA” (17 states), “GT Certification” (9 states), “GT Licensure (graduate work in gifted education)” (5 states), and “non-credentialed professional development at the

local level” (4 states) (see Figure 18). See Table 33 for further comments about GT teacher training requirements and links to policy regarding licensure, endorsement, or credentialing.

FIGURE 18. Gifted Education Teacher Training Requirements



Respondents were asked whether all *pre-service teacher candidates* in their state are required to take university coursework in gifted education. Of the 48 states that responded, 3 indicated university coursework is required (Iowa, Maine, and Virginia), with Maine specifying the coursework is part of a course related to exceptional students that includes gifted students. See Table 34 for further comments about university coursework for pre-service teacher candidates and links to policy regarding said coursework.

PROFESSIONAL LEARNING REQUIREMENTS

Respondents were asked to indicate whether there are GT professional learning requirements for different professionals in their states.

Regarding GT professional learning requirements for *administrators*, 47 states responded. Of these, 4 indicated professional learning is required, 32 indicated it is not required, and 11 indicated it is determined by the LEA. See Table 35 for links to policy as applicable.

Regarding GT professional learning requirements for *counselors*, 45 states responded. Of these, 4 indicated professional learning is required, 29 indicated it is not required, and 12 indicated it is determined by the LEA. See Table 36 for links to policy as applicable.

Regarding GT professional learning requirements for *special education professionals*, 45 states responded. Of these, 4 indicated professional learning is required, 29 indicated it is not required, and 12 indicated it is determined by the LEA. See Table 37 for links to policy as applicable.

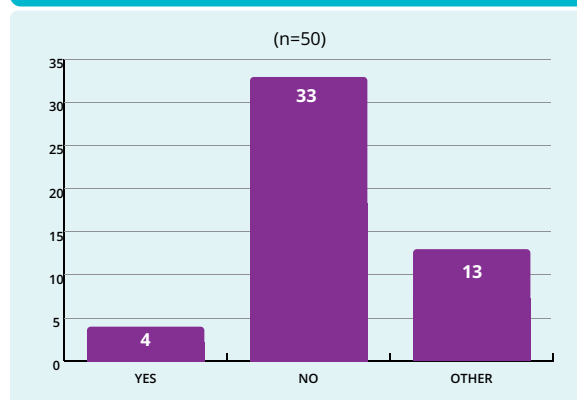
Section VI: Accountability

This section covers state accountability measures for gifted education and includes information from Questions 41-59. Information in this section pertains to whether and how states monitor gifted education programs. See Tables 38-44 for information covered in this section.

SEA ANNUAL REPORT ON GIFTED AND TALENTED SERVICES

Respondents were asked whether the SEA or gifted education services unit produces an annual report on gifted and talented services in the state. Of the 50 states that responded, 4 reported yes, 33 reported no, and 13 reported "other" (see Figure 19). Examples of "other" include having data but not producing a report (Indiana and Missouri), the inclusion of data in other reports (Arkansas, Colorado, Connecticut, Georgia, and New Mexico), and a note that the first report of this kind is forthcoming (Maryland and New Jersey). See Table 38 for links to the most recent annual reports as applicable.

FIGURE 19. Does the SEA or Gifted Education Services Unit Produce an Annual Report on Gifted and Talented Services in the State?



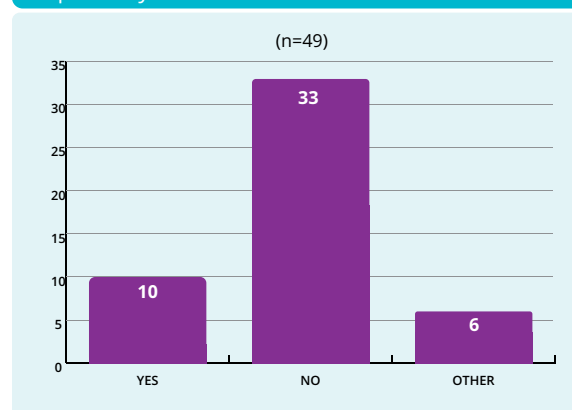
Respondents were asked whether LEAs in their state were required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines. Of the 49 states that responded, 30 reported LEAs in their state were required and 19 reported they were not. See Table 39 for any further comments about the required report on gifted and talented education programs.

Respondents were asked whether their state identifies "gifted" as a sub-reporting group for accountability purposes. Of the 48 states that responded, 11 reported their state identifies

"gifted" as a sub-reporting group and 37 reported they do not. See Table 40 for any further comments regarding each state's mandate for reporting gifted as a sub-group for accountability purposes.

Respondents were asked whether gifted and talented indicators are required by state law or rule (such as the percent of students identified for gifted education in the district, or gifted student performance information) to be included on district report cards or other state accountability reporting forms. Of the 49 respondents, 10 indicated gifted and talented indicators are required by state law or rule to be included on district report cards or other state accountability reporting forms, 33 indicated they are not required, and 6 indicated it is determined by the LEA (see Figure 20). With regard to specific indicators required by those states, 11 respondents indicated the most common required indicator is "number of identified gifted students" (11), followed by "achievement/performance of gifted students (as a separate group)" (9), "demographics of the gifted population" (8), "graduation rate of gifted students (as a separate group)" (7), "learning growth of gifted students (as a separate group)" (6), "dropout rate of gifted students (as a separate group)" (5), "availability of Advanced Placement/International Baccalaureate/Cambridge courses" (4), "dual or concurrent enrollment with institutions of higher education" (4), "career/technical education" (2), "other" (2), and "number of students granted early entrance to Kindergarten" (1). Zero respondents indicated having to report the number of students who graduated early from high school. See Table 41 for any further comments about each state's required gifted and talented indicators on district report cards or other state accountability reporting forms.

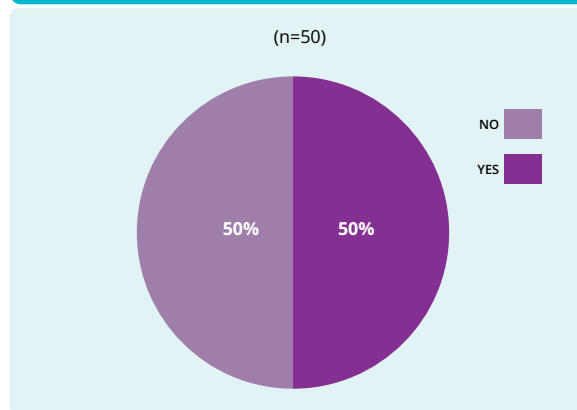
FIGURE 20. Are Gifted and Talented Indicators Required by State Law or Rule?



MONITORING, REVIEW, AND APPROVAL OF LEA PLANS BY THE SEA

Respondents were asked whether their state monitors/audits LEA gifted education programs. Of the 50 respondents, 25 indicated their state monitors/audits LEA gifted education programs and 25 indicated their state does not (see Figure 21). See Table 42 for any further comments about each state's monitoring.

FIGURE 21. Monitoring of LEA Gifted Education Plans by the SEA

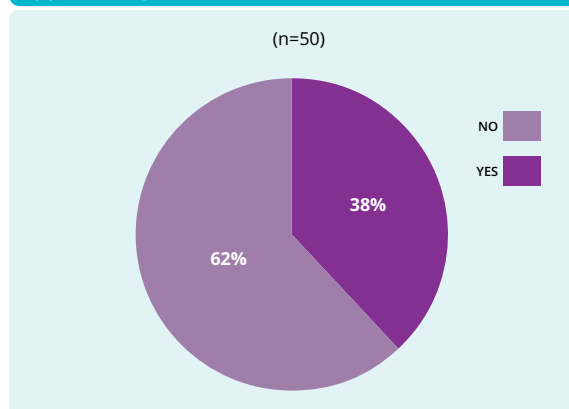


Respondents were asked whether LEAs are required to submit gifted education program implementation plans to the SEA. Of the 50 respondents, 27 indicated LEAs are required to submit gifted education program implementation plans to their SEA and 23 indicated their LEAs are not required. See Table 43 for any further comments about submitting gifted education program implementation plans to each SEA.

Respondents were asked whether LEA plans are reviewed by the SEA and whether feedback/comments are provided to the LEA by the SEA. Of 49 respondents, 26 indicated LEA plans are reviewed by the SEA and 23 indicated they are not. Of the 26 respondents indicating LEA plans are reviewed by the SEA, 22 indicated feedback/comments are provided to the LEA by the SEA and 4 indicated they are not. See Table 44 for responses by state.

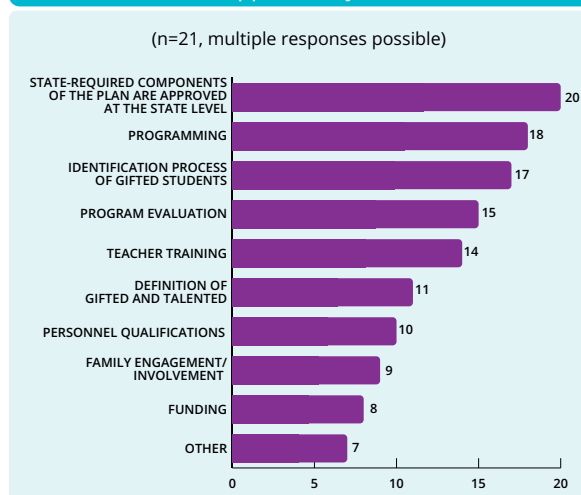
Respondents were then asked whether LEA gifted education plans must be approved by the SEA. Of the 50 respondents, 19 indicated the plans must be approved by their SEA and 31 indicated approval is not required (see Figure 22).

FIGURE 22. Must LEA Gifted Education Plans Be Approved by the SEA?



Respondents were then asked to select which components of LEA gifted education plans must be approved by the SEA. Of the 21 respondents, 20 indicated "state-required components of the plan are approved at the state level." Other components that must be approved by the SEA included "programming" (18), "identification process of gifted students" (17), "program evaluation" (15), "teacher training" (14), "definition of gifted and talented" (11), "personnel qualifications" (10), "family engagement/involvement" (9), "funding" (8), and "other" (7) (see Figure 23). See Table 43 for components requiring approval by state.

FIGURE 23. Components of LEA Gifted Education Plans that Must Be Approved by the SEA



Section VII: Concluding Thoughts and Future Directions

This section covers any concluding thoughts offered by the states and includes information from Questions 122-124 and Question 126. Information in this section pertains to state or current initiatives that have impacted gifted education in each state since the previous *State of the States* report, as well as recommendations regarding future efforts to study the status of gifted education in the United States. See Tables 45-47 for information covered in this section.

A handful of respondents provided minor clarifications to their responses. Those can be found in Table 45.

Respondents were asked in what ways gifted education was being blended/integrated with state initiatives or a current initiative. Several themes emerged across responses:

- Importance of federal funding in improving gifted services/programs (Arizona, Florida, Maryland)
- Specific focus on statewide rural initiatives (Florida, Georgia)
- Upcoming initiatives designed to improve gifted services/programs (Missouri, Montana, Virginia)
- Gifted education integrated into/collaborating with other state or district departments (Colorado, Delaware, Nebraska, Nevada, New Jersey, North Carolina, Wisconsin)

Further comments by state can be found in Table 46.

Finally, respondents were asked to provide any comments that will help future efforts to study the status of gifted education in the United States. A handful of respondents provided some comments. Ohio noted the need for and benefits of large-scale research to provide effective services and instructional practices for GT students, particularly for traditionally underrepresented students. Delaware recommended that we “explore new opportunities to make this information available to interested stakeholders such as posting the link to this study on state website.” The full text of responses can be found in Table 47.

Section VIII: Themes Across States

As observed in the *2014-2015 State of the States in Gifted Education* report, and well as in prior past analyses, several key themes emerged across states regarding decentralized decision-making and accountability, limited service options, the importance of training professional learning, the influence of federal education law, and funding issues. In addition, a new theme emerged in the current report surrounding issues related to access and equity.

DECENTRALIZED DECISION-MAKING AND LIMITED ACCOUNTABILITY

Without a federal mandate to identify or serve gifted students, SEAs and LEAs remain the authorities in determining programs and services for gifted students. 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.

One state, South Dakota, does not provide gifted services on which data are collected; the remaining 49 states and the District of Columbia report providing gifted services. Of the 50 respondents that report providing gifted services, 41 of those report “site-based decision making or local control” as the factor that most impacts gifted education in their state. Other common factors include “state mandate” (29) and “lack of recognition of GT students in federal education law” (27). The emphasis on local control, and to a lesser degree state control, is observed throughout this report. Indeed, the large majority of gifted services in the United States are offered at the district and school building levels.

Of the 51 respondents, 44 have a state definition of “gifted” and 7 do not. Definitions of “gifted” varied across states, but most included advanced intellectual ability, creativity or creative thinking, and specific academic ability as components. The arts (visual, performing, and musical) were also frequently mentioned. Of the 44 states with a definition of “gifted,” 42 of those indicated their LEAs are required to follow their state’s definition. The varying definitions of “gifted” across states illustrates another example of decentralization and impacts which students are identified as gifted in which states. Further, while there are 44 state definitions of “gifted,” only 38 states mandate the identification of gifted and talented students and only 8 states indicate specific criteria/methods for the identification of gifted and talented students. Thus, most of the identification of gifted students

based on a state definition of giftedness ends up occurring at the local level. Only 30 respondents were able to provide data on the number of identified gifted students in their state; many states reported that information is not available, indicating less oversight and accountability.

Of the 30 respondents providing both the number of identified gifted students and the total number of public school students in their state, the percentage of gifted students in those states ranges from about 2% to 19% of students.

Decentralization becomes increasingly salient when states are compared regarding accountability. States that specified standards or requirements regarding gifted programs and services differ in their ability to monitor and report on the quality of those gifted programs and services. Of 49 respondents, 30 reported LEAs in their state were required to report on gifted education programs and services. Of 50 respondents, only half (25) indicated their state monitors/audits LEA gifted education programs. This finding is like that of the prior *2014-2015 State of the States* report, where it was noted that 21 out of 40 responding states monitored and/or audited LEA gifted programs.

Of 50 respondents, 27 indicated their LEAs are required to submit gifted education program implementation plans to their SEA. Of 49 respondents, 26 indicated those LEA plans are reviewed by the SEA. Of those 26, 22 indicated feedback/comments are provided to the LEA by the SEA. Only 19 indicated the plans must be approved by their SEA.

Also notable is the number of states with new individuals in the gifted and talented specialist position, empty positions, or gifted education under the direction of someone wearing many hats. Institutional knowledge might be lost or is unknown.

LIMITED SERVICE OPTIONS

The *2014-2015 State of the States* report allowed respondents for the first time to distinguish between services required by the states and those determined by the LEAs. The current analysis also makes such a distinction. In the current analysis, 24 states have a law or rule mandating gifted programming options/services, 15 states do not have a mandate, and in 11 states such mandates are determined by the LEAs. The 24 states that have state mandated gifted programming options/services also have state mandated identification

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of gifted and talented students. Of the 15 states that do not have a mandate for programming, the majority (11) also do not have a mandate for identification. However, four notably have a mandate for identification (Delaware, Montana, Ohio, and Wyoming) despite the lack of a mandate for programming options/services.

Respondents were asked whether a number of specific services are required by law or rule in their state. The following services were reported as primarily determined by the LEAs: “academic guidance and counseling,” “differentiated instruction,” “contact time/required minutes of service,” and “Response to Intervention for GT.” Regarding reciprocity for GT identification, 17 respondents indicated it is required between districts within their state, but only 4 respondents indicated it is required with other states.

Respondents were also asked about related education policy that might impact services for gifted students. Respondents were more likely to report there are no state laws or rules about acceleration and early entrance to kindergarten or that the policies are determined by the LEAs. Only 9 respondents indicated a state law or rule about acceleration and 11 about early entrance to kindergarten. However, the majority of respondents indicated a state law or rule about dual or concurrent enrollment and middle school credit toward high school graduation.

Finally, respondents were asked to report services provided by grade level:

- Of the 33 states that reported providing services in pre-kindergarten and kindergarten, the most common service delivery model was “differentiation in the general education classroom.” The *2014-2015 State of the States* report had slightly different answer choices; they reported that “regular classroom” (which is comparable) was the most common delivery model for this age group.
- Of the 39 states that reported providing services in the early elementary grades (1-3), the most common service delivery model was also “differentiation in the general education classroom.” The use of “cluster classrooms” was the most common service delivery model reported in the *2014-2015 State of the States* report.
- Of the 38 states that reported providing services in the upper elementary grades (4-5 or 6), the most common service delivery model was yet again “differentiation in the general education

classroom.” The use of “cluster classrooms” was the most common service delivery model reported in the *2014-2015 State of the States* report.

- Of the 39 states that reported providing services in middle school, “differentiation in the general education classroom” was again the most common service delivery model, closely followed by “honors/advanced coursework,” which was the most common reported service in middle school in the *2014-2015 State of the States* report.
- Of the 42 states that reported providing services in high school, the most common service delivery model was “Advanced Placement,” which was also the most common reported service in high school in the *2014-2015 State of the States* report.

Given the heavy emphasis on differentiation in the general education classroom for pre-K through Grade 8, the importance of professional learning for general education teachers regarding gifted students and gifted education cannot be understated.

IMPORTANCE OF TRAINING AND PROFESSIONAL LEARNING

Respondents highlighted the importance of teachers, both in the general education classroom and as teachers of the gifted, and administrators receiving training and continued professional learning opportunities on topics related to gifted students and gifted education. However, very little regarding training and professional learning are required by the states. Again, much of the training and professional learning opportunities are left up to the LEAs.

Yet, oversight is again limited. Of 50 respondents, only 14 indicated their state has a law or rule requiring each LEA to have a gifted education administrator/coordinator. Of those, only 5 indicated their state requires said gifted education administrator/coordinator to have a credential in gifted education.

Teachers of the gifted are required to have a credential in gifted education in more states, though; 28 out of 46 respondents indicated some credential is required (35) or determined by the LEA (17) (multiple responses possible). Pre-service teachers, however, are not often required to take university coursework in gifted education. Only 3 respondents indicated their state requires university coursework related to gifted students.

Professional learning opportunities regarding gifted students and gifted education for administrators, counselors, and special education professionals are largely not required by the states or are determined by the LEAs.

INFLUENCE OF FEDERAL EDUCATION LAW AND FUNDING

The lack of federal education law for gifted and talented education places authority and responsibility for all decisions regarding gifted students in the hands of states that, in turn, frequently delegate that responsibility and authority to LEAs, as is seen throughout this report. This also results in wide variability in quality and consistency of services for students. Several states noted that federal policy and regulated funding for gifted identification and services could improve accountability for states as well as provide more equitable access for students from traditionally underrepresented backgrounds. The importance of the federal Jacob K. Javits Gifted and Talented Students Education Program was also noted as an influential source of funding.

Funding sources, amounts, and terms for use varied greatly. Of 46 respondents, 23 said their states provided dedicated funding to LEAs to specifically support gifted education, and 23 said their states do not. State funding for LEAs ranged from \$237,000 to \$428,288,310 in 2018-2019. State funding provided to LEAs for gifted education ranged from \$150,000 to \$157.2 million in 2014-2015.

Since the 2014-2015 *State of the States* report, the 2015 Every Student Succeeds Act (ESSA) requires that states collect and report achievement data disaggregated by student sub-group at each achievement level including advanced levels. Additionally, states/districts that receive Title II professional development funds must use the money to address the learning needs of all students including gifted and talented learners (NAGC, 2015). The current report did not specifically examine the effects of the 2015 ESSA mandate, but we did observe that states selected professional development initiatives as the third most common factor impacting gifted education and it is possible that this finding is related to the recent mandate. We recommend further exploration in this area for future reports.

ACCESS AND EQUITY

An increase in reported efforts to address issues related to access and equity from the last *State of the States* report to the current one is notable and reflects continued and increased efforts to better identify and serve gifted students from underserved populations.

Several respondents mentioned the use of universal screening as an effort to address the equity gap in gifted education. In the current report, respondents were specifically asked about the use of universal screening for referral and/or identification of gifted and talented students. Of the respondents, 32 out of 50 indicated universal screening is not required by their state. However, 25 indicated it is determined by the LEA. Very few state guidelines are provided for those states that require universal screening for referral and/or identification; 3 respondents indicated their state specifies when and with whom the screen occurs, and 2 respondents indicated their state specifies an instrument to be used in the universal screening process. However, 8 states provide direct funding to conduct a universal screening process. Several other states indicate general or other funding can be used for universal screening, which is largely up to the LEAs.

Efforts to address the equity gap across multiple states include professional development related to the identification of traditionally underserved populations and collaborative efforts with other departments and institutions with the goal of better identifying and serving gifted students.

Multiple respondents also mentioned the importance of a state mandate addressing equity in gifted identification, as well as the role state and/or federal funding plays in addressing equity in gifted identification.

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Note: All hyperlinks on the following pages were provided by the respondents at the time of data collection. They may have since been updated, changed, or deleted from the web.

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State Education Agency Gifted and Talented Contact Information

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1200 First Street, NE

Washington, DC 20002

<https://dcps.dc.gov/page/advanced-and-enriched-instruction>

ALABAMA STATE DEPARTMENT OF EDUCATION

3346 Gordon Persons Building, P.O. Box 302101

Montgomery, AL 36130

<https://www.alsde.edu/sec/ses/gifted/Pages/home.aspx?navtext=Gifted>

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

801 West 10th Ave., Suite 200

Juneau, AK 99811

<https://education.alaska.gov/teachercertification/certification/prof>

ARIZONA DEPARTMENT OF EDUCATION

1535 West Jefferson St., Bin #64

Phoenix, AZ 85007

<http://www.azed.gov/gifted-education/>

ARKANSAS DEPARTMENT OF EDUCATION

Division of Elementary and Secondary Education

Four Capitol Mall, Slot 28

Little Rock, AR 72201

<http://dese.ade.arkansas.gov/divisions/learning-services/gifted-and-talented-and-advanced-placement>

CALIFORNIA DEPARTMENT OF EDUCATION

1430 North St.

Sacramento, CA 95814

<https://www.cde.ca.gov/sp/gt/>

COLORADO DEPARTMENT OF EDUCATION

1560 Broadway, Suite 1100

Denver, CO 80203

<https://www.cde.state.co.us/gt>

CONNECTICUT STATE DEPARTMENT OF EDUCATION

450 Columbus Blvd.

Hartford, CT 06103

<https://portal.ct.gov/SDE/Gifted-and-Talented/Identifying-gifted-and-talented-children-in-CT>

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DELAWARE DEPARTMENT OF EDUCATION

401 Federal St., Suite 2

Dover, DE 19901

<https://education.delaware.gov/>**FLORIDA DEPARTMENT OF EDUCATION**

325 West Gaines

Tallahassee, FL 32399

<http://www.fldoe.org/academics/standards/gifted.stml>**GEORGIA DEPARTMENT OF EDUCATION**

205 Jesse Hill Jr. Dr. SE

Atlanta, GA 30334

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx>**HAWAII DEPARTMENT OF EDUCATION**

Office of Curriculum and Instructional Design

475 22nd Ave.

Honolulu, HI 96816

<http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx>**IDAHO STATE DEPARTMENT OF EDUCATION**

650 West State St.

Boise, ID 83720

<https://www.sde.idaho.gov/academic/gifted-talented/>**ILLINOIS STATE BOARD OF EDUCATION**

100 North First St.

Springfield, IL 62777

<https://www.isbe.net/>**INDIANA DEPARTMENT OF EDUCATION**

115 West Washington, Suite 600

Indianapolis, IN 46204

<https://www.doe.in.gov/highability>**IOWA DEPARTMENT OF EDUCATION**

400 East 14th St.

Des Moines, IA 50319

<https://educateiowa.gov/pk-12/advanced-learning-opportunities/gifted-talented>

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KANSAS STATE DEPARTMENT OF EDUCATION

900 SW Jackson St.

Topeka, KS 66612

<https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education/Gifted-Education-Services>**KENTUCKY DEPARTMENT OF EDUCATION**

300 Sower Blvd.

Frankfort, KY 40601

<https://education.ky.gov/Pages/default.aspx>**LOUISIANA DEPARTMENT OF EDUCATION**

Office of School Improvement

1201 North Third St.

Baton Rouge, LA 70802

<https://www.louisianabelieves.com/academics/gifted-and-talented-students>**MAINE DEPARTMENT OF EDUCATION**

23 State House Station

Augusta, ME 04333

<https://www.maine.gov/doe/funding/gpa/gt>**MARYLAND STATE DEPARTMENT OF EDUCATION**

200 West Baltimore St., Floor 5

Baltimore, MD 21201

<http://www.marylandpublicschools.org/programs/Pages/Gifted-Talented/index.aspx>**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

75 Pleasant St.

Malden, MA 02148

<http://www.doe.mass.edu/>**MICHIGAN DEPARTMENT OF EDUCATION**

608 West Allegan St., P.O. Box 30008

Lansing, MI 48909

https://www.michigan.gov/mde/0,4615,7-140-81351_40100---,00.html**MINNESOTA DEPARTMENT OF EDUCATION**

1500 Hwy 36 West

Roseville, MN 55113

<https://education.mn.gov/MDE/dse/gift/>

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MISSISSIPPI DEPARTMENT OF EDUCATION

359 North West St.

Jackson, MS 39205

<https://www.mdek12.org/OAE/OEER/ALGP>**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION**

205 Jefferson St., P.O. Box 480

Jefferson City, MO 65102

<https://dese.mo.gov/quality-schools/gifted-education>**MONTANA OFFICE OF PUBLIC INSTRUCTION**

1227 11th Ave.

Helena, MT 59601

<http://opi.mt.gov/Educators/Teaching-Learning/Gifted-Talented-Advanced-Placement>**NEBRASKA DEPARTMENT OF EDUCATION**

301 Centennial Mall South

P.O. Box 94987

Lincoln, NE 68509

<https://www.education.ne.gov/hal/>**NEVADA DEPARTMENT OF EDUCATION**

Office of Special Education

700 East Fifth St., Suite 113

Carson City, NV 89701

<http://www.doe.nv.gov/>**NEW HAMPSHIRE DEPARTMENT OF EDUCATION**

101 Pleasant St.

Concord, NH 03301

https://www.education.nh.gov/instruction/curriculum/gifted_talented/index.htm**NEW JERSEY DEPARTMENT OF EDUCATION**

100 Riverview Plaza

Trenton, NJ 08625

https://www.nj.gov/education/genfo/faq/faq_gandt.htm**NEW MEXICO PUBLIC EDUCATION DEPARTMENT**

300 Don Gaspar

Santa Fe, NM 87501

<https://webnew.ped.state.nm.us/bureaus/constituent-services/>

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NEW YORK STATE EDUCATION DEPARTMENT

89 Washington Ave., Room 860 EBA

Albany, NY 12234

<http://www.nysed.gov/curriculum-instruction>**NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION**

301 North Wilmington St.

Raleigh, NC 27699

<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education>**NORTH DAKOTA OFFICE OF SPECIAL EDUCATION**

600 East Boulevard Ave., Dept. 201

Bismarck, ND 58505

<https://www.nd.gov/dpi/sites/www/files/documents/SpecEd/Guidelines/Volume%20in%20Word%20Format.pdf>**OHIO DEPARTMENT OF EDUCATION**

25 South Front St.

Columbus, OH 43215

<http://education.ohio.gov/Topics/Other-Resources/Gifted-Education>**OKLAHOMA STATE DEPARTMENT OF EDUCATION**

2500 North Lincoln Blvd.

Oklahoma City, OK 73105

<https://sde.ok.gov/>**OREGON DEPARTMENT OF EDUCATION**

255 Capitol St. NE

Salem, OR 97310

<https://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx>**PENNSYLVANIA DEPARTMENT OF EDUCATION**

333 Market St.

Harrisburg, PA 17126

<https://www.education.pa.gov/K-12/Gifted%20Education/Pages/default.aspx>**RHODE ISLAND DEPARTMENT OF EDUCATION**

255 Westminster St.

Providence, RI 02903

<https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx>

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SOUTH CAROLINA DEPARTMENT OF EDUCATION

1429 Senate St.

Columbia, SC 29201

<https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/>**SOUTH DAKOTA DEPARTMENT OF EDUCATION**

800 Governors Dr.

Pierre, SD 57501

<https://doe.sd.gov/>**TENNESSEE DEPARTMENT OF EDUCATION**

710 James Robertson Parkway

Nashville, TN 37243

<https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html>**TEXAS EDUCATION AGENCY**

1701 North Congress Ave.

Austin, TX 78701

<https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education>**UTAH STATE BOARD OF EDUCATION**

250 East 500 South

Salt Lake City, UT 84114

<https://schools.utah.gov/curr/giftedtalented>**VERMONT AGENCY OF EDUCATION**

1 National Life Dr., Davis 5

Montpelier, VT 05620

<https://education.vermont.gov/>**VIRGINIA DEPARTMENT OF EDUCATION**

101 North 14th St.

Richmond, VA 23219

<http://www.doe.virginia.gov/>**WASHINGTON OFFICE OF PUBLIC INSTRUCTION**

600 SE Washington St.

Olympia, WA 98504

<https://www.k12.wa.us/student-success/learning-alternatives/highly-capable-program>**WEST VIRGINIA DEPARTMENT OF EDUCATION**

1900 Kanawha Blvd. East, Building 6, Room 248

Charleston, WV 25305

<https://wvde.us/special-education/resources-sp-page/gifted/>

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

125 South Webster St.

Madison, WI 53703

<https://www.dpi.wi.gov/gifted>

WYOMING DEPARTMENT OF EDUCATION

122 West 25th St., Suite E200

Cheyenne, WY 82002

<https://edu.wyoming.gov/>

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ALABAMA ASSOCIATION FOR GIFTED CHILDREN

<http://www.alabamagifted.org/>

ALASKA

N/A

ARIZONA ASSOCIATION FOR GIFTED AND TALENTED

<http://www.arizonagifted.org/>

ARKANSAS FOR GIFTED AND TALENTED EDUCATION

<http://giftedarkansas.org/>

ARKANSAS ASSOCIATION OF GIFTED EDUCATION ADMINISTRATORS

<https://www.theaaea.org/o/aaea/page/aagea>

CALIFORNIA ASSOCIATION FOR THE GIFTED

<http://www.cagifted.org/>

COLORADO ASSOCIATION FOR GIFTED AND TALENTED

<http://www.coloradogifted.org/>

CONNECTICUT ASSOCIATION FOR THE GIFTED

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

DELAWARE

N/A

DISTRICT OF COLUMBIA

N/A

FLORIDA ASSOCIATION FOR THE GIFTED

<https://www.floridagifted.org/>

FLORIDA GIFTED NETWORK

<https://www.floridagiftednetwork.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 GIFTED CHILDREN

<http://www.iagcgifted.org/>

INDIANA ASSOCIATION FOR THE GIFTED

<http://www.iag-online.org/index.html>

IOWA TALENTED AND GIFTED ASSOCIATION

<http://www.iowatag.org/>

KANSAS ASSOCIATION FOR THE GIFTED, TALENTED, AND CREATIVE

<http://www.kgtc.org/>

KENTUCKY ASSOCIATION FOR GIFTED EDUCATION

<http://kagegifted.org/>

ASSOCIATION FOR GIFTED AND TALENTED STUDENTS IN LOUISIANA

AGTSLouisiana.org

MAINE EDUCATORS FOR THE GIFTED AND TALENTED

<http://www.megat.org/>

MARYLAND COALITION FOR GIFTED AND TALENTED EDUCATION

<http://mcgate.org/>

MARYLAND EDUCATORS OF GIFTED STUDENTS

<https://www.megs.org/>

MASSACHUSETTS ASSOCIATION FOR GIFTED EDUCATION

<http://www.massgifted.org/>

MICHIGAN ASSOCIATION FOR GIFTED CHILDREN

<http://migiftedchild.org/>

MINNESOTA COUNCIL FOR THE GIFTED AND TALENTED

<http://mcgt.net/>

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**MINNESOTA EDUCATORS OF THE GIFTED
AND TALENTED**<http://www.mnegt.org/>**MISSISSIPPI ASSOCIATION FOR GIFTED
CHILDREN**<https://www.magcgifted.org/>**GIFTED ASSOCIATION OF MISSOURI**<http://www.mogam.org/>**MONTANA'S ASSOCIATION FOR GIFTED
AND TALENTED EDUCATION**<http://www.mtagate.org/>**NEBRASKA ASSOCIATION FOR THE GIFTED**http://107.182.234.62/~negifted/?page_id=302**NEVADA**

N/A

**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/>**GIFTED NEW YORK STATE, INC.**<https://giftednys.org/>**NORTH CAROLINA ASSOCIATION FOR THE
GIFTED AND TALENTED**<http://www.ncagt.org/>**NORTH DAKOTA ASSOCIATION FOR GIFTED
CHILDREN**<https://www.ndgiftedchildren.org/>**OHIO ASSOCIATION FOR GIFTED CHILDREN**<http://www.oagc.com/>**OKLAHOMA ASSOCIATION FOR THE GIFTED,
CREATIVE, AND TALENTED**<http://www.oagct.org/>**OREGON ASSOCIATION FOR TALENTED AND
GIFTED**<http://www.oatag.org/>**PENNSYLVANIA ASSOCIATION FOR GIFTED
EDUCATION**<http://www.giftedpage.org/>**RHODE ISLAND**

N/A

**SOUTH CAROLINA CONSORTIUM FOR
GIFTED EDUCATION**<http://www.scgifted.org/>**SOUTH DAKOTA**

N/A

TENNESSEE ASSOCIATION FOR THE GIFTED<http://www.tngifted.com/>**TEXAS ASSOCIATION FOR THE GIFTED AND
TALENTED**<http://txgifted.org/>**UTAH ASSOCIATION FOR GIFTED CHILDREN**<http://www.uagc.org/>**VERMONT**

N/A

VIRGINIA ASSOCIATION FOR THE GIFTED<http://www.vagifted.org/>**WASHINGTON ASSOCIATION FOR
EDUCATORS OF THE TALENTED AND GIFTED**<http://www.waetag.net/>**WEST VIRGINIA ASSOCIATION FOR GIFTED
AND TALENTED**<http://wvgifted.com/>**WISCONSIN ASSOCIATION FOR TALENTED
AND GIFTED**<http://www.watg.org/>**WYOMING**

N/A

Questionnaire: 2018-2019 State of the States

Q3 STATE AGENCY CONTACT INFORMATION

Q4-Q6 Demographics

Q7 How many full-time equivalents were assigned to gifted education at the SEA level in 2018-2019? (Fill in)

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

☐ Yes ☐ No

Q9 Provide the URLs/links to the website of each gifted education advocacy group in your state. (Fill in)

Q10 Please select all activities performed by the SEA designated personnel responsible for gifted education.

- ☐ Providing Technical Assistance to Schools/Districts in the Field
- ☐ Providing Technical Assistance by Telephone, Email, or Webinar
- ☐ Providing Professional and Staff Development
- ☐ Providing Information to State Legislature
- ☐ Developing Statewide Policy and/or Guidelines
- ☐ Monitoring Progress Compliance
- ☐ Responding to Parental Questions
- ☐ Serving on Committees and Task Forces
- ☐ Liaison to Statewide Associations for the Gifted
- ☐ Grants Management
- ☐ Other (Fill in)

Q11 Please rank the activities you selected [in Q10] based on the amount of time spent on the activities by SEA designated personnel responsible for gifted education.

- ___ Providing Technical Assistance to Schools/Districts in the Field
- ___ Providing Technical Assistance by Telephone, Email, or Webinar
- ___ Providing Professional and Staff Development
- ___ Providing Information to State Legislature
- ___ Developing Statewide Policy and/or Guidelines
- ___ Monitoring Progress Compliance
- ___ Responding to Parental Questions
- ___ Serving on Committees and Task Forces
- ___ Liaison to Statewide Associations for the Gifted
- ___ Grants Management
- ___ Other

Q12 Are gifted and talented services delivered to students in your state?

☐ Yes ☐ No

Q13 At what level are gifted and talented services delivered to students in your state? Check all that apply:

- ☐ State Level
- ☐ Regionally
- ☐ District Level
- ☐ School Building Level

Q14 Provide any explanations/comments about the work for gifted and talented education provided by your SEA. (Fill in)

Q15 IMPACT OF FORCES ON DELIVERY OF GIFTED SERVICES

Q16 Please select all factors impacting gifted education services in your state.

- ☐ Focus on student growth for accountability
- ☐ Change in state funding for education
- ☐ State assessments
- ☐ Standards-based education
- ☐ State mandate
- ☐ Lack of state mandate
- ☐ Professional development initiatives in gifted education
- ☐ State accreditation
- ☐ Lack of recognition of GT students in federal education law
- ☐ Site-based decision making or local control
- ☐ 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 STEM
- ☐ Response to Intervention (RTI) framework
- ☐ Acceleration implementation
- ☐ Common Core state standards
- ☐ State ESSA plan
- ☐ Effective educator/administrator reform
- ☐ Other (Please describe the force(s) affecting gifted education in your state) (Fill in)

Q17 Please rank the factors you indicated [in Q16] impacting gifted education in your state where 1 is the factor that impacts gifted education the greatest.

- ___ Focus on student growth for accountability
- ___ Change in state funding for education
- ___ State assessments
- ___ Standards-based education
- ___ State mandate
- ___ Lack of state mandate
- ___ Professional development initiatives in gifted education
- ___ State accreditation
- ___ Lack of recognition of GT students in federal education law
- ___ Site-based decision making or local control
- ___ 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 STEM
- ___ Response to Intervention (RTI) framework
- ___ Acceleration implementation
- ___ Common Core state standards
- ___ State ESSA plan
- ___ Effective educator/administrator reform
- ___ Other (Please describe the force(s) affecting gifted education in your state) (Fill in)

Q18 DEFINITION OF GIFTED

Q19 Does your state have a definition of “gifted” in law or rule?

- ☐ Yes ☐ No

Q20 Please provide a URL to your state definition. (Fill in)

Q21 Are Local Education Agencies required to follow the state definition of gifted?

- ☐ Yes ☐ No

Q22 STATE REQUIREMENTS FOR IDENTIFICATION

Q23 Does your state require by law or rule the identification of gifted and talented students?

- ☐ Yes ☐ No

Q24 Please provide a URL to the law or rule for identification in your state. (Fill in)

Q25 Does your state mandate specific criteria/methods for identification of gifted and talented students?

- ☐ Yes, completely state mandated
☐ Yes, but determined partially by the LEA
☐ No
☐ Other

Q26 Please explain your state’s specific criteria/methods for identification. (Fill in)

Q27 Please provide the URL/link to the law or rule mandating specific criteria/methods for identification. (Fill in)

Q28 Are LEAs in your state required to use a universal screening process for referral and/or identification of gifted and talented students? (Choose as many as apply.) Universal screening is an identification practice where all students in a targeted grade are administered a screening instrument. Scoring at or above a pre-determined score may lead to further consideration for placement or services.

- ☐ Used for Referral for Identification
☐ Used for Identification
☐ Not Required
☐ Determined by the Local Education Agency

Q29 If a universal screening process is required for referral or identification, does the state specify when and with whom the screen occurs (e.g., screening of all 2nd graders)?

- ☐ Yes
☐ No
☐ Determined by the Local Education Agency

Q30 Please describe when and with whom the state specifies. (Fill in)

Q31 If a universal screening process is required, does the state specify an instrument(s) to be used?

- ☐ Yes
☐ No
☐ Determined by the Local Education Agency

Q32 Please describe/identify the instrument(s) to be used. (Fill in)

Q33 Did your state provide funding to conduct the universal screening process for gifted education in 2018-2019?

- ☐ Yes ☐ No

Q34 Please indicate the funding source:

- ☐ included in funds allocated to LEAs specifically for GT education
☐ included in funds allocated to LEAs for general education
☐ included in funds allocated to LEAs for use in testing
☐ additional funds to LEAs specified for universal screening
☐ other (describe the funding source) (Fill in)

Q35 Provide comments about funding for universal screening for gifted education in your state. (Fill in)

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Q36 INFORMATION ABOUT THE GIFTED STUDENT POPULATION**Q37** How many public school students were enrolled in your state in 2018-2019? (Fill in)**Q38** How many students were identified as gifted and talented in your state in 2018-2019? (If data was not collected, please state so.) (Fill in)**Q39** Does your state collect data on sub-groups of students identified as gifted and talented?

- ☐ Yes
- ☐ No
- ☐ Data collected only at the local level

Q40 Of the total gifted student population in 2018-2019, provide the percentage of students identified as gifted and talented from the following sub-groups:

- ☐ % of GT students who are male (Fill in)
- ☐ % of GT students who are female (Fill in)
- ☐ % of GT students who are Black or African American (Fill in)
- ☐ % of GT students who are American Indian or Alaska Native (Fill in)
- ☐ % of GT students who are Asian (Fill in)
- ☐ % of GT students who are Native Hawaiian or other Pacific Islander (Fill in)
- ☐ % of GT students who are Hispanic or Latinx (Fill in)
- ☐ % of GT students who are White (Fill in)
- ☐ % of GT students who identify as 2 or more races (Fill in)
- ☐ % of GT students who are "other" (Fill in)
- ☐ % of GT students who are English language learners (ELLs) (Fill in)
- ☐ % of GT students who are identified for special education services under the Individuals with Disabilities Education Act (Fill in)
- ☐ % of GT students with a Section 504 plan under the Rehabilitation Act (Fill in)
- ☐ % of GT students who qualify for free/reduced lunch (Fill in)

Q41 SEA/LEA REPORTS ON GIFTED AND TALENTED SERVICES**Q42** Does the SEA or gifted education services unit produce an annual report on gifted and talented services in the state?

- ☐ Yes
- ☐ No
- ☐ Other (Please explain) (Fill in)

Q43 Please provide a URL/link to the most recent annual report. (Fill in)**Q44** Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?

- ☐ Yes ☐ No

Q45 Please provide any comments or context about the required report on gifted and talented education programs. (Fill in)**Q46** Does your state identify "gifted" as a sub-reporting group for accountability purposes?

- ☐ Yes ☐ No

Q47 Please provide any comments or context about your state's mandate for reporting gifted as a sub-group for accountability purposes. (Fill in)**Q48** Are gifted and talented indicators required by state law or rule (such as the percent of students identified for gifted education in the district, or gifted student performance information) to be included on district report cards or other state accountability reporting forms?

- ☐ Yes
- ☐ No
- ☐ Determined by the Local Education Agency

Q49 Please provide any comments or context about your state's required gifted and talented indicators. (Fill in)

Q50 If the state requires gifted and talented indicators on district report cards or other state accountability reporting forms, check all the specific indicators that apply.

- ☐ Number of identified gifted students
- ☐ Demographics of the gifted population
- ☐ Achievement/performance of gifted students (as a separate group)
- ☐ Learning growth of gifted students (as a separate group)
- ☐ Availability of Advanced Placement/ International Baccalaureate/ Cambridge courses
- ☐ Dual or concurrent enrollment with institutions of higher education
- ☐ Career/technical education
- ☐ Graduation rate of gifted students (as a separate group)
- ☐ Dropout rate of gifted students (as a separate group)
- ☐ Number of students granted early entrance to kindergarten
- ☐ Number of students who graduated early from high school
- ☐ Other (Please explain) (Fill in)

Q51 Please provide comments about specific indicators on district report cards or other state accountability reporting forms. (Fill in)

Q52 Does your state monitor/audit LEA gifted education programs?

☐ Yes ☐ No

Q53 Please provide comments about your state's monitoring. (Fill in)

Q54 Are LEAs required to submit gifted education program implementation plans to the SEA?

☐ Yes ☐ No

Q55 Must LEA gifted education plans be approved by the SEA?

☐ Yes ☐ No

Q56 Please provide any comments or context about submitting gifted education program implementations plans to your SEA. (Fill in)

Q57 If gifted education plans must be approved by the SEA, select all the components that must be approved.

- ☐ State-required components of the plan are approved at the state level
- ☐ Definition of gifted and talented
- ☐ Identification process of gifted students
- ☐ Programming
- ☐ Funding
- ☐ Program evaluation
- ☐ Teacher training
- ☐ Family engagement/involvement
- ☐ Personnel qualifications
- ☐ Other (Please provide the components that must be approved by the SEA.) (Fill in)

Q58 Are LEA plans reviewed by the SEA?

☐ Yes ☐ No

Q59 Are feedback/comments provided to the LEA by the SEA?

☐ Yes ☐ No

Q60 GIFTED EDUCATION ADMINISTRATOR/COORDINATOR

Q61 Does your state law or rule require each LEA to have a gifted education administrator/coordinator?

☐ Yes ☐ No

Q62 Please provide the URL/link to the law or rule. (Fill in)

Q63 Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?

☐ Yes ☐ No

Q64 Please provide any additional comments on LEA administrators/coordinators. (Fill in)

Q65 GIFTED EDUCATION DELIVERY MODELS

Q66 Does your state have a law or rule that mandates gifted programming options/services?

- ☐ Yes
- ☐ No
- ☐ Determined by the Local Education Agency

Q67 Please provide the URL/link to the law or rule. (Fill in)

Q68 What programming options or services are provided in pre-K and kindergarten in your state?

- ☐ Continuous progress/self-paced learning
- ☐ Independent study
- ☐ Magnet schools
- ☐ Differentiation in the general education classroom
- ☐ Self-contained classroom
- ☐ Resource room
- ☐ Cluster classrooms
- ☐ Other #1 (Fill in)
- ☐ Other #2 (Fill in)
- ☐ Other #3 (Fill in)
- ☐ Not applicable

Q69 Please rank the programming options you selected [in Q68] (where the top rank is the service most used in your state).

- ___ Continuous progress/self-paced learning
- ___ Independent study
- ___ Magnet schools
- ___ Differentiation in the general education classroom
- ___ Self-contained classroom
- ___ Resource room
- ___ Cluster classrooms
- ___ Other #1
- ___ Other #2
- ___ Other #3
- ___ Not applicable

Q70 What are the delivery models through which services are provided in early elementary (Grades 1-3) in your state?

- ☐ Acceleration
- ☐ Cluster classrooms
- ☐ Continuous progress/self-paced learning
- ☐ Differentiation in the general education classroom
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1 (Fill in)
- ☐ Other #2 (Fill in)
- ☐ Other #3 (Fill in)
- ☐ Not applicable

Q71 Provide any comments, explanation, or context about the delivery models and grades where the models are used. (Fill in)

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Q72 Please rank the delivery models you selected [in Q70] (where 1 is associated with the most common or most used in your state).

- ☐ Acceleration
- ☐ Cluster classrooms
- ☐ Continuous progress/self-paced learning
- ☐ Differentiation in the general education classroom
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable

Q73 What are the delivery models through which services are provided in upper elementary (Grades 4-5/6) in your state?

- ☐ Acceleration
- ☐ Cluster classrooms
- ☐ Continuous progress/self-paced learning
- ☐ Differentiation in the general education classroom
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1 (Fill in)

☐ Other #2 (Fill in)

☐ Other #3 (Fill in)

☐ Not applicable

Q74 Provide any comments, explanation, or context about the delivery models and grades where the models are used. (Fill in)

Q75 Please rank the delivery models you selected [in Q73] (where 1 is associated with the most common or most used in your state).

- ☐ Acceleration
- ☐ Cluster classrooms
- ☐ Continuous progress/self-paced learning
- ☐ Differentiation in the general education classroom
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable

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Q76 What are the delivery models through which services are provided in middle school (Grades 6/7-8) in your state?

- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual enrollment
- ☐ Differentiation in the general education classroom
- ☐ Honors/advanced coursework
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mastery-based learning
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1 (Fill in)
- ☐ Other #2 (Fill in)
- ☐ Other #3 (Fill in)
- ☐ Not applicable

Q77 Provide any comments, explanation, or context about the delivery models and grades where the models are used. (Fill in)

Q78 Please rank the delivery models you selected [in Q76] (where 1 is associated with the most common or most used in your state).

- ___ Advanced Placement
- ___ Cluster classrooms
- ___ Dual enrollment
- ___ Differentiation in the general education classroom
- ___ Honors/advanced coursework
- ___ Independent study
- ___ International Baccalaureate
- ___ Magnet schools
- ___ Mastery-based learning
- ___ Mentorships

- ___ Regional math/science or performing arts school
- ___ Resource room
- ___ Virtual classroom/coursework/school options
- ___ Other #1
- ___ Other #2
- ___ Other #3
- ___ Not applicable

Q79 What are the delivery models through which services are provided in high school in your state?

- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual enrollment
- ☐ Differentiation in the general education classroom
- ☐ Honors/advanced coursework
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mastery-based learning
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1 (Fill in)
- ☐ Other #2 (Fill in)
- ☐ Other #3 (Fill in)
- ☐ Not applicable

Q80 Provide any comments, explanation, or context about the delivery models and grades where the models are used. (Fill in)

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Q81 Please rank the delivery models you selected [in Q79] (where 1 is associated with the most common or most used in your state).

- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual enrollment
- ☐ Differentiation in the general education classroom
- ☐ Honors/advanced coursework
- ☐ Independent study
- ☐ International Baccalaureate
- ☐ Magnet schools
- ☐ Mastery-based learning
- ☐ Mentorships
- ☐ Regional math/science or performing arts school
- ☐ Resource room
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable

Q82 OTHER POLICIES AND PRACTICES

Q83 Does your state have an acceleration policy in law or rule?

- ☐ Yes
- ☐ No
- ☐ Determined by the Local Education Agency

Q84 Please provide a URL/link to the acceleration law or rule. (Fill in)

Q85 Does your state have an early entrance to kindergarten policy in law or rule?

- ☐ Yes
- ☐ No
- ☐ Determined by the Local Education Agency

Q86 Please provide a URL/link to the early entrance to kindergarten law or rule. (Fill in)

Q87 Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?

- ☐ Yes
- ☐ No
- ☐ Determined by the Local Education Agency

Q88 Please provide a URL/link to the dual or concurrent enrollment law or rule. (Fill in)

Q89 Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?

- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9
- ☐ 10
- ☐ 11
- ☐ 12
- ☐ Determined by the Local Education Agency

Q90 Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?

- ☐ Yes
- ☐ No
- ☐ Determined by the Local Education Agency

Q91 Please provide a URL/link to the state law or rule permitting proficiency-based promotion. (Fill in)

Q92 GIFTED AND TALENTED SERVICES

Q93 Which of the following services are required by law or rule in your state?

	Required	Not Required	Determined by LEA
Academic guidance and counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-based acceleration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact time/required minutes of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocity for GT identification with other states	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reciprocity for GT identification between districts within your state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to intervention for GT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other #1 (Fill in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other #2 (Fill in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other #3 (Fill in)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q94 Are there any other services required by law or rule in your state? (Fill in)

Q95 Please provide any comments, explanations, or context about any of the services you listed above. (Fill in)

Q96 Does your state have state program standards/guidelines for gifted education?

☐ Yes ☐ No

Q97 Please provide the URL/link to your state program standards. (Fill in)

Q98 What level of training in gifted education is required for teachers of the gifted in your state? Check all that apply.

- ☐ GT Endorsement
- ☐ GT Certification
- ☐ GT Licensure (graduate work in gifted education)
- ☐ Non-credentialed professional development at the local level
- ☐ Training not required by the state
- ☐ Determined by the LEA

Q99 Provide comments about GT teacher training requirements in your state. (Fill in)

Q100 Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing. (Fill in)

Q101 GENERAL EDUCATION TEACHER TRAINING

Q102 Are all pre-service teacher candidates in your state required to take university coursework in gifted education?

☐ Yes ☐ No

Q103 Please provide a URL/link to the policy requiring pre-service coursework in gifted education. (Fill in)

Q104 OTHER TRAINING

Q105 Is professional learning for administrators on the nature and needs of gifted students required in your state?

☐ Yes

☐ No

☐ Determined by the Local Education Agency

Q106 Please provide a URL/link to the policy requiring coursework in gifted education for administrators. (Fill in)

Q107 Is professional learning for counselors on the nature and needs of gifted students required in your state?

☐ Yes

☐ No

☐ Determined by the Local Education Agency

Q108 Please provide a URL/link to the policy requiring coursework in gifted education for counselors. (Fill in)

Q109 Is professional learning for special education professionals on the nature and needs of gifted students required in your state?

☐ Yes

☐ No

☐ Determined by the Local Education Agency

Q110 Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals. (Fill in)

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Q111 STATE FUNDING**Q112** Does your state provide dedicated funding to LEAs specifically to support gifted education?

- ☐ Yes ☐ No

Q113 Please describe how your state provides dedicated funding to support gifted education programs. (Fill in)**Q114** Please provide the URL/link to the policy regarding funding for gifted education. (Fill in)**Q115** How much funding was provided by the state to LEAs to support gifted education in the following years:

- ☐ 2018-2019 (Fill in)
☐ 2017-2018 (Fill in)

Q116 How much funding was provided by the state (but not distributed to LEAs) to support gifted education programs and professional development in gifted education in the following years:

- ☐ 2018-2019 (Fill in)
☐ 2019-2020 (Fill in)

Q117 Check all sources of funding for gifted education in your state in 2018-2019.

- ☐ Local
☐ State
☐ Federal
☐ Other (Fill in)

Q118 Please provide any comment, explanation, or context about the sources of funding for gifted education. (Fill in)**Q119 IMPACT OF STATE AND FEDERAL POLICY****Q120** Provide the URLs/links to any new or changed state policies that impact gifted education services in your state from the last three years. (Fill in)**Q121** List any federal policy that could positively impact gifted education services in your state. (Fill in)**Q122 CONCLUDING COMMENTS****Q123** Provide any clarifications to your responses that you would like to make. (Please include a reference to the question number and text in your answer.) (Fill in)**Q124** In what ways is gifted education blended/integrated with state initiatives or a current initiative? Please also provide a URL/link to information about the initiative if possible. (Fill in)**Q125** Describe efforts in your state to close the equity gap in gifted education. (Fill in)**Q126** Please provide any comments that will help future efforts to study the status of gifted education in the United States. (Fill in)

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Table 1. Full-Time Equivalents Assigned to Gifted Education

Q7 How many full-time equivalents were assigned to gifted education at the SEA level in 2018-2019?

District of Columbia	0	Missouri	1
Alabama	1	Montana	0.25
Alaska	0.1	Nebraska	1
Arizona	1	New Hampshire	0
Arkansas	4	New Jersey	3
California	1	New Mexico	0
Colorado	4	New York	0.1
Connecticut	0.30	North Carolina	3
Delaware	0	Ohio	3
Florida	1	Oklahoma	1
Georgia	1	Oregon	1
Hawaii	1	Pennsylvania	1
Idaho	1	Rhode Island	0
Illinois	1	South Carolina	1
Indiana	1	South Dakota	0
Iowa	1	Tennessee	1
Kansas	less than 1	Texas	1
Kentucky	1	Utah	0.25
Louisiana	1	Vermont	0
Maine	0	Virginia	1
Maryland	1	Washington	0.5
Massachusetts	0	West Virginia	0.5
Michigan	0	Wisconsin	1
Minnesota	1	Wyoming	0.05
Mississippi	1	SUMMARY Responses = 49 Range = 0 to 4	

The following states did not respond: Nevada, North Dakota

Table 2. Activities of SEA Designated Personnel Responsible for Gifted Education

Q10 Please select all activities performed by the SEA designated personnel responsible for gifted education.											
	Providing Technical Assistance to Schools/Districts in the Field	Providing Technical Assistance by Telephone, Email, or Webinar	Providing Professional and Staff Development	Providing Information to State Legislature	Developing Statewide Policy and/or Guidelines	Monitoring Progress Compliance	Responding to Parental Questions	Serving on Committees and Task Forces	Liaison to Statewide Associations for the Gifted	Grants Management	Other
District of Columbia											•
Alabama	•	•	•	•	•	•	•	•	•	•	
Alaska									•		•
Arizona	•	•	•	•	•	•	•	•	•	•	
Arkansas	•	•	•	•	•	•	•	•	•	•	•
California	•	•	•	•			•		•		
Colorado	•	•	•	•	•	•	•	•	•	•	
Connecticut	•	•	•		•	•	•	•	•		
Delaware	•	•	•	•	•	•	•	•	•	•	
Florida	•	•	•				•		•		
Georgia	•	•	•	•	•	•	•	•	•	•	•
Hawaii	•	•	•	•	•		•	•			
Idaho	•	•	•	•	•		•	•	•	•	
Illinois	•	•					•	•	•		
Indiana	•	•	•	•	•	•	•			•	
Iowa	•	•	•	•	•		•	•	•	•	•
Kansas	•	•	•		•	•	•	•	•		
Kentucky	•	•	•	•	•	•	•	•	•	•	
Louisiana	•	•	•				•	•			
Maine	•			•	•						
Maryland	•	•	•	•	•	•	•	•	•	•	
Massachusetts					•				•		
Michigan											•
Minnesota	•	•	•	•	•		•	•	•	•	•
Mississippi	•	•	•	•	•	•	•	•	•		

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Q10 Please select all activities performed by the SEA designated personnel responsible for gifted education.

	Providing Technical Assistance to Schools/Districts in the Field	Providing Technical Assistance by Telephone, Email, or Webinar	Providing Professional and Staff Development	Providing Information to State Legislature	Developing Statewide Policy and/or Guidelines	Monitoring Progress Compliance	Responding to Parental Questions	Serving on Committees and Task Forces	Liaison to Statewide Associations for the Gifted	Grants Management	Other
Missouri	•	•	•		•	•	•	•	•		•
Montana		•	•	•	•	•	•	•	•	•	
Nebraska	•	•	•	•	•		•	•	•	•	
New Jersey		•	•		•		•		•		
New Mexico	•	•		•	•		•				
New York		•					•				
North Carolina	•	•	•	•	•		•	•	•	•	•
North Dakota	•	•	•		•		•		•		
Ohio	•	•	•	•	•	•	•	•	•	•	
Oklahoma	•	•	•	•	•	•	•	•	•	•	
Oregon	•	•	•	•	•	•	•	•	•	•	
Pennsylvania	•	•	•	•	•	•	•	•	•	•	•
Rhode Island	•	•					•				
South Carolina	•	•	•		•	•	•		•	•	
Tennessee	•	•	•	•	•		•	•			
Texas		•		•	•	•	•		•	•	
Utah		•		•	•		•	•	•	•	
Vermont	•	•	•	•	•		•			•	
Virginia	•	•	•	•	•	•	•	•	•	•	•
Washington	•	•	•	•	•	•	•	•	•	•	•
West Virginia	•	•	•		•		•		•		
Wisconsin	•	•	•	•	•	•	•	•	•	•	•
Wyoming	•	•			•	•	•	•			
SUMMARY Responses = 48	39	43	36	30	38	23	43	31	36	26	13

The following states did not respond: Nevada, New Hampshire, South Dakota

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Table 3A. Gifted and Talented Services

Q12 Are gifted and talented services delivered to students in your state?			
District of Columbia	Yes	Montana	Yes
Alabama	Yes	Nebraska	Yes
Alaska	Yes	Nevada	Yes
Arizona	Yes	New Hampshire	Yes
Arkansas	Yes	New Jersey	Yes
California	Yes	New Mexico	Yes
Colorado	Yes	New York	Yes
Connecticut	Yes	North Carolina	Yes
Delaware	Yes	North Dakota	Yes
Florida	Yes	Ohio	Yes
Georgia	Yes	Oklahoma	Yes
Hawaii	Yes	Oregon	Yes
Idaho	Yes	Pennsylvania	Yes
Illinois	Yes	Rhode Island	Yes
Indiana	Yes	South Carolina	Yes
Iowa	Yes	South Dakota	No
Kansas	Yes	Tennessee	Yes
Kentucky	Yes	Texas	Yes
Louisiana	Yes	Utah	Yes
Maine	Yes	Vermont	Yes
Maryland	Yes	Virginia	Yes
Massachusetts	Yes	Washington	Yes
Michigan	Yes	West Virginia	Yes
Minnesota	Yes	Wisconsin	Yes
Mississippi	Yes	Wyoming	Yes
Missouri	Yes	SUMMARY Responses = 51	Yes = 50 No = 1

Table 3B. Gifted and Talented Services

	Q13 At what level are gifted and talented services delivered to students in your state? Check all that apply:			
	State Level	Regionally	District Level	School Building Level
District of Columbia			•	•
Alabama	•	•	•	•
Alaska			•	•
Arizona				•
Arkansas	•	•	•	•
California			•	•
Colorado		•	•	•
Connecticut			•	•
Delaware			•	•
Florida				•
Georgia			•	•
Hawaii				•
Idaho			•	•
Illinois			•	
Indiana			•	•
Iowa		•	•	•
Kansas			•	•
Kentucky			•	•
Louisiana	•	•	•	•
Maine			•	
Maryland			•	•
Massachusetts			•	•
Michigan			•	•
Minnesota	•		•	•
Mississippi	•		•	•
Missouri			•	•

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Q13 At what level are gifted and talented services delivered to students in your state? Check all that apply:

	State Level	Regionally	District Level	School Building Level
Montana			•	
Nebraska		•	•	•
Nevada			•	•
New Hampshire			•	•
New Jersey			•	
New Mexico			•	•
New York			•	•
North Carolina	•		•	•
North Dakota				•
Ohio			•	
Oklahoma			•	
Oregon				•
Pennsylvania		•	•	•
Rhode Island			•	
South Carolina			•	•
South Dakota—N/A				
Tennessee			•	•
Texas		•	•	•
Utah			•	•
Vermont		•	•	•
Virginia	•	•	•	
Washington			•	•
West Virginia			•	•
Wisconsin		•	•	•
Wyoming			•	•
SUMMARY Responses = 51 (1=N/A)	7	11	45	42

Table 3C. Gifted and Talented Services

	Q14 Provide any explanations/comments about the work for gifted and talented education provided by your SEA.
Alabama	A gifted strand is presented at the annual state MEGA conference. Alabama Association for Gifted Children conference presentations. Technical assistance (face to face, email, phone). Virtual webinars.
Alaska	Programs vary from district to district.
Arkansas	State - Arkansas Governor's School, AEGIS, intervention block grants (Quiz Bowl, History Day, Science Fair, Destination Imagination, Odyssey of the Mind) Regionally - Education Service Coop Opportunities (competitions, events, mini-conferences) District and School - (funded through foundation funding expenditure requirement and by districts - vary by district and school) minimum of 150 minutes per week of services are provided to identified students.
California	California law now places GATE programming under local control.
Colorado	SEA supports districts with their efforts to serve the academic and social emotional needs of gifted learners through professional learning and resource allocation for programming.
Delaware	The Delaware Department of Education establishes policy and then provides support to LEAs as they implement services for gifted and talented students.
Florida	Provide information regarding rule and statute to district gifted coordinators. Facilitate gifted endorsement courses for teachers adding gifted endorsement on their teaching certificates. Assist with initial add-on gifted endorsement program approvals for districts' professional learning catalog. Collaborate with other local and state agencies to update standards and objectives in gifted endorsement courses.
Hawaii	Write guidelines for identification screening; create professional development on differentiation for gifted learners in the regular education classroom; maintain a state-wide database for G/T identified students; and inform schools/teachers/parents on the ways to meet the needs of the gifted learner.
Iowa	Decisions concerning the types of K-12 services for students and how services are delivered to students are made at the local school district level. Area Education Agencies (Regions) offer additional opportunities for identified students and educators.
Maine	Technical assistance was primarily provided to Maine schools and districts. In the 2018/2019 year, Maine began to facilitate professional development for the field, provide information to the legislature, and develop state policy.
Massachusetts	None.
Michigan	As an SEA we have very little authority when it comes to local education decisions around curriculum and instruction. The state has no dedicated funds for gifted education. We work to promote opportunities for gifted students in the context of our multi-tiered systems of support (MTSS) initiative funded with IDEA funds.
Minnesota	Creating an equitable infrastructure to ensure access and opportunity for all gifted and talented learners is the focus of the state gifted and talented education specialist's work. The specialist designs professional learning opportunities to ensure educators, administrators, parents, psychologists, counselors, and others are able to effectively identify and support gifted and highly able learners. Gifted and Talented workshops are practical, timely training opportunities that bridge theory into practice. The state gifted specialist is a member of a collaborative team at the department that includes content specialists who develop academic standards; direct the standards review process; and implement the standards. The amount of time dedicated to specific tasks depends greatly on the time of year.
Mississippi	We establish program regulations and standards for all programs in our state. This includes identification practices. We also provide the gifted program outcomes (standards/curriculum) that is mandated for districts to use. We provide annual professional development opportunities, in-person, webinar, and in conjunction with the Mississippi Association for Gifted Children. Our 144 districts are on a 3-year monitoring cycle. Districts receive ratings of non-compliant, compliant, or exemplary.
Nevada	SEA Provides ongoing TA to District Education leaders participating in GATE. SEA formed the Gifted Education Directors Association that meets quarterly to discuss programming, data, funding, monitoring, professional development, licensure, etc.

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New Jersey	Gifted and talented services are determined at the school district level. The Commissioner of Education shall appoint a coordinator for gifted and talented services. The coordinator shall be responsible for providing support by identifying and sharing research and resources to school districts as they develop, implement, and review their local gifted and talented services. The coordinator shall be responsible for reviewing the information about gifted and talented services provided by each school district to support implementation of the provisions of this act.
North Carolina	<p>Division of Advanced Learning and Gifted Education (DALGE). Supporting the advanced learning needs of students across North Carolina is critical as DPI and NC educators work to ensure that all students are career and college ready.</p> <p>DALGE's Mission: To increase access and opportunity to increase achievement and growth for all.</p> <p>Purpose: The primary purpose of the Division of Advanced Learning and Gifted Education is to guide the development and implementation of programs related to Advanced Learning and Gifted Education in NC public schools and within the agency.</p> <ul style="list-style-type: none"> • Communicate and partner with internal and external stakeholders, including students/families, NC public schools/districts and other state agencies; • Provide technical assistance and professional development to build leadership capacity in schools/districts; • Design resources to support program improvement and policy implementation; • Collect and analyze data to enhance program needs and effectiveness; and • Develop and implement state-level policies to support the growth of advanced learners. <p>Program Areas:</p> <ul style="list-style-type: none"> • Academically and/or Intellectually Gifted Programs (AIG) • Advanced Placement/International Baccalaureate/Cambridge and Honors programming • Career and College Promise (CCP) • Cooperative Innovative High Schools (CIHS) • Credit by Demonstrated Mastery (CDM) and Competency-based Education • Career and College Ready Graduates legislation • Adult High School Programs (AHSP) • Policy Support: Transcripts, Endorsements, Credit Recovery, Graduation Req. <p>Some data points:</p> <p>12% of K-12 public school students are identified as AIG and receive services</p> <p>51% of 2019 graduates earned credit through college-level coursework, including dual enrollment and AP/IB courses.</p> <p>NC is one of the top states for gifted education funding.</p> <p>https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education</p>
Oklahoma	Oklahoma is a local control state so the exact services provided to students is determined by individual districts.
Oregon	Provide training (laws and instructional practices) specific to our administrative rules regarding "services" delivered to TAG students by teachers at the building level.
South Dakota	Our state rules for gifted education were removed in the mid-nineties and so we have no state requirements or FTE for gifted education. Some districts provide some gifted education, but we don't collect that information.
Texas	None
Vermont	In 2014, the State Board of Education adopted the Education Quality Standards which required a move to proficiency-based graduation requirements, PLPs for all students grades 7 through 12, and access to flexible pathways including dual enrollment and early college. This statewide policy ensures that all students have access to extended learning opportunities and advanced and rigorous coursework no matter what school they attend.
West Virginia	Provide technical assistance to parents, districts (LEAs), and teachers. Provide professional learning opportunities during the summer conferences. Liaison and support financially the West Virginia Association of Gifted and Talented.

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Wisconsin	Our office is typically involved with regional organizations that are providing student opportunities. Many times (although not always) these student opportunities happen using state grant funds that we distribute. Work at the district and school level generally happen only at the local level without support from our office.
The following states did not respond: District of Columbia, Arizona, Connecticut, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee, Utah, Virginia, Washington, Wyoming	

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Table 4A. Dedicated Funding to LEAs to Support Gifted Education**Q112** Does your state provide dedicated funding to LEAs specifically to support gifted education?

District of Columbia	No	Missouri	No
Alabama	Yes	Montana	Yes
Alaska	Yes	Nebraska	Yes
Arizona	Yes	Nevada	Yes
Arkansas	Yes	New Hampshire	No
California	No	New Jersey	No
Colorado	Yes	New Mexico	Yes
Connecticut	No	New York	No
Delaware	No	North Carolina	Yes
Georgia	Yes	North Dakota	Yes
Hawaii	No	Ohio	Yes
Illinois	No	Oklahoma	Yes
Indiana	Yes	Oregon	No
Iowa	Yes	Pennsylvania	No
Kansas	No	Rhode Island	No
Kentucky	Yes	South Carolina	Yes
Louisiana	Yes	South Dakota	No
Maine	Yes	Tennessee	No
Maryland	No	Texas	Yes
Michigan	No	Utah	Yes
Minnesota	Yes	Virginia	Yes
Mississippi	Yes	Washington	Yes
		West Virginia	No
		Wisconsin	No
SUMMARY		Yes = 26	
Responses = 46		No = 20	

The following states did not respond: Florida, Idaho, Massachusetts, Vermont, Wyoming

Table 4B. Dedicated Funding to LEAs to Support Gifted Education

	Q113 Please describe how your state provides dedicated funding to support gifted education programs.
District of Columbia	N/A
Alabama	District enrollment plus gifted enrollment divided by two equals total student number to be multiplied by state gifted allotment.
Alaska	A fund amount is generated by formula in which districts may allot a portion towards specialized programs, including gifted programs.
Arizona	<p>The state currently (as of SY19-20) provides partial funding of a state Gifted Education grant at a level of \$1,000,000.</p> <p>Per ARS 15-779.03: School districts that comply with section 15-779.01 and that submit evidence that all district teachers who have primary responsibility for teaching gifted pupils have obtained or are working toward obtaining the appropriate certification endorsement as required by the State Board of Education may apply to the Department of Education for additional funding for gifted programs equal to \$75 per pupil for 4 percent of the district's student count, or \$2,000, whichever is more. As an alternate to the individual district application process, a governing board may request that a county school superintendent apply on its behalf as part of an educational consortium. The consortium may include school districts in more than one county.</p>
Arkansas	Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulates an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student.
California	N/A
Colorado	LEAs receive state categorical funding. LEAs may also apply for grant funding to support hiring of qualified personnel to oversee LEAs gifted education program as well as to offset costs of applying universal screening.
Connecticut	N/A
Delaware	N/A
Florida (Continues on next page)	<p>You can still pull the FTE associated with gifted students even if the FTE is not reported with a gifted course in the Course Code Directory. You can do this by identifying Exceptional Student records reported with a gifted exceptionality (code L on data element Exceptionality, Primary or Exceptionality, Other), then pull the associated Student Course records/FTE for those ESE records.</p> <p>For students identified as exceptional who do not have a matrix of services and students who are gifted in Grades K through 8, there is created a guaranteed allocation to provide these students with a free appropriate public education, in accordance with s. 1001.42(4) (l) and rules of the State Board of Education, which shall be allocated initially to each school district in the amount provided in the General Appropriations Act. These funds shall be supplemental to the funds appropriated for the basic funding level, and the amount allocated for each school district shall be recalculated during the year, based on actual student membership from FTE surveys. Upon recalculation, if the generated allocation is greater than the amount provided in the General Appropriations Act, the total shall be prorated to the level of the appropriation based on each districts' share of the total recalculated amount. These funds shall be used to provide special education and related services for exceptional students and students who are gifted in Grades K through 8. A district's expenditure of funds from the guaranteed allocation for students in Grades 9 through 12 who are gifted may not be greater than the amount expended during the 2006-2007 fiscal year for gifted students in Grades 9 through 12.</p>

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Q113 Please describe how your state provides dedicated funding to support gifted education programs.

Florida (Continued from previous page)	Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for districts' use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).
Georgia	Through FTE funding
Hawaii	Hawaii is one SEA; one LEA
Illinois	N/A
Indiana	State funding includes a dedicated additional amount for identification funding and is available to all public LEAs in the state (traditional districts and charters). Funding is distributed based on #/proportionate share of gifted students enrolled in the LEA.
Iowa	State funding formula based on the total K-12 district student population. The funding is categorical funding used to supplement the cognitive and affective needs of identified gifted students. Any portion of the gifted and talented program budget that remains unexpended at the end of the budget year shall be carried over to the subsequent budget year and added to the gifted and talented program budget for that year.
Kansas	N/A
Kentucky	State grants
Louisiana	Louisiana's Minimum Foundation Program provides funding for gifted and talented students in all public and charter schools that have current Individualized Education Plan on file with the state. Sixty percent of the base student cost amount is multiplied by the weighted number of identified students for each LEA. These funds are included in the district funding that is dispersed monthly to LEAs. Districts are accountable for how gifted/talented funding is spent.
Maine	School units file annual program applications for approval by the Maine Department of Education; Rule Chapter 104 determines the program costs eligible for subsidy consideration. Subsidy is provided two years after the program is approved; the subsidy allocation is the lesser of the approved program budget or the actual program expenditures. State and local shares are then applied to the allocation.
Maryland	N/A
Michigan	N/A
Minnesota	Gifted and talented revenue for each district equals the district's adjusted pupil units for that school year times \$13. A school district must reserve gifted and talented revenue and, consistent with section 120B.15, must spend the revenue only to: (1) identify gifted and talented students; (2) provide education programs for gifted and talented students; or (3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students Funds may be held over but remain restricted.
Mississippi	Mississippi funds gifted programs through the calculation of gifted teacher units. The first 20 students in a district = 1 gifted teacher unit. When the district reaches 41 students, they are funded for the 2nd unit. The 40+1 formula continues until all students are counted. If a district shows growth in gifted students over a three year trend, that growth is calculated and added to the allocation. The Office of School Financial Services calculates the average gifted teacher salary by districts and adds the cost of the state benefit package to that calculation. The average salary is multiplied by the allocation and districts receive those funds in their annual lump sum. While MDE does not prorate gifted funding and districts receive all of their funds no matter how many teacher units they actually use, districts with a teacher-student ratio greater than 1:60 are ruled non-compliant on the basis that state funds were not used appropriately.

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Q113 Please describe how your state provides dedicated funding to support gifted education programs.

Missouri	Funding is provided through the foundation formula.
Montana	There is a match grant that schools can apply for. That is the only funding provided to LEAs regarding gifted education.
Nebraska	Formula-based funding on number of gifted students
Nevada	The State of Nevada currently provides funds under Senate Bill 555 for Gifted and Talented Education. The allocated money is divided on a per pupil basis based on GATE Eligibility and is distributed to LEAs for those students who meet the GATE requirements outlined by the SEA.
New Hampshire	N/A
New Jersey	N/A
New Mexico	Through the State Equalization Formula
New York	N/A
North Carolina	NCGA allocates funding for AIG programs through a per pupil expenditure, representing 4% of ADM. For 18-19, it was ~\$1300 per student for 4%. Note that it is not the intent for this to be a per pupil funding for each identified student. This is a generic way the NCGA chose to fund decades ago. Many LEAs add additional funding.
North Dakota	Levels of Service application outlines professional FTEs and level of education allocated to providing gifted services to students in districts which determines the amount of funding provided.
Ohio	<p>Gifted funding is provided to Local Education Agencies through the state's larger school funding formula. The law provides funding for identification of and services to students who are gifted, however, there are no specific spending requirements on gifted education funds. The funding is distributed through three streams:</p> <ol style="list-style-type: none"> 1. Gifted Identification Funding, based on the per pupil amount of \$5.05 applied to the formula Average Daily Membership (ADM) of the district. 2. Gifted Coordinator Services Funding, based on a salary figure of \$37,370 for every coordinator serving 3,300 students in the formula Average Daily Membership (ADM), reduced by the number of community school students, with a minimum of 0.5 and a maximum of 8 coordinators per district. 3. Gifted Intervention Specialist Funding, based on a salary figure of \$37,370 for every specialist serving 1,100 students in the formula Average Daily Membership (ADM), reduced by the number of community school students, with a minimum of 0.3 specialists per district. <p>Gifted education funding is not equalized by the State Share Index. Here is the calculation:</p> <ul style="list-style-type: none"> • Identification Funding = (Formula ADM) X \$5.05 • Coordinator Funding = [(Formula ADM Community School ADM) / 3,300] x \$37,370 • Specialist Funding = [(Formula ADM Community School ADM) / 1,100] x \$37,370 • The law limits the number of required coordinators to a minimum of 0.5 and a maximum of 8. The minimum number of specialists for a district is set at 0.3. <p>State funding for gifted education is also provided to Educational Service Centers. Educational Service Centers provide large-scale support and special programs to local, city, and exempted village school districts. School districts may enter into service agreements with Educational Service Centers. State law authorizes the Ohio Department of Education to set aside \$3,800,000 for Educational Service Centers for gifted education.</p>
Oklahoma	State funding is formula-based so schools receive yearly funding based upon the number of students identified as gifted and talented.
Oregon	N/A
Pennsylvania	N/A
Rhode Island	N/A

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Q113 Please describe how your state provides dedicated funding to support gifted education programs.

South Carolina	The SCDE will annually calculate each district's allocation based on the number of gifted and talented students projected to be served in each district as it relates to the total of all such students in the state. Unobligated funds, which become available during the fiscal year (July 1-June 30) will be redistributed to serve additional eligible students.
South Dakota	N/A
Tennessee	N/A
Texas	It is a formula-based allocation for gifted/talented services within the basic allotment to LEAs.
Utah	formula grant
Virginia	Virginia provides a portion of one teacher's salary (for that area) for every 1,000 students in the school division (not just gifted students but all students). A portion is determined by the division's composite index or ability to pay. For poorer divisions, the state pays a higher percentage than for wealthy divisions.
Washington	State apportionment for allowable activities, which LEA may or may not choose to accept; LEA must identify and serve HiCap whether accepting funding or not
West Virginia	Districts are provided state generated funds to be used for special education purposes. These funds can also be used for gifted services but are not specifically dedicated for that purpose.
Wisconsin	Competitive grant funds are currently available but few districts apply and the amount of funding is very limited.

The following states did not respond: Idaho, Massachusetts, Vermont, Wyoming

Table 4C. Dedicated Funding to LEAs to Support Gifted Education

	Q114 Please provide the URL/link to the policy regarding funding for gifted education.
District of Columbia	N/A
Alabama	NO RESPONSE GIVEN
Alaska	https://education.alaska.gov/schoolfinance/foundationfunding
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Arkansas	A.C.A. Â§ 6-20-2208 _Monitoring of Expenditures
California	N/A
Colorado	http://www.cde.state.co.us/gt/giftedfundingsources
Connecticut	N/A
Delaware	N/A
Florida	To view a district's approved SP&P visit http://www.beessgs.org/spp/institution/public . To view a district's past approved SP&P visit http://beess.fcim.org/sppDistrictDocSearch.aspx
Georgia	https://www.gadoe.org/Technology-Services/Data-Collections/Documents/FTE%20Resources/FY2019/FY2019%20FTE%20Categories%20and%20Weights.pdf#search=FTE%20gifted%20funding
Hawaii	N/A
Idaho	NO RESPONSE GIVEN
Illinois	N/A
Indiana	http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-36-2-1 https://www.in.gov/sba/files/AP_2019_0_0_0_HEA_1001_-_The_Budget_Bill.pdf
Iowa	https://www.legis.iowa.gov/docs/code/257.46.pdf
Kansas	N/A
Kentucky	https://education.ky.gov/districts/fin/Pages/State-Grants.aspx
Louisiana	https://www.louisianabelieves.com/resources/library/minimum-foundation-program
Maine	https://legislature.maine.gov/statutes/20-A/title20-Ach311sec0.html ; https://www.mainelegislature.org/legis/statutes/20-A/title20-Ach606-Bsec0.html
Maryland	N/A
Massachusetts	NO RESPONSE GIVEN
Michigan	N/A
Minnesota	https://www.revisor.mn.gov/statutes/cite/126C.10
Mississippi	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013-Gifted-Standards.pdf
Missouri	NO RESPONSE GIVEN
Montana	NO RESPONSE GIVEN
Nebraska	https://nebraskalegislature.gov/laws/statutes.php?statute=79-1108.02
Nevada	https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB555.pdf
New Hampshire	N/A
New Jersey	N/A

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	Q114 Please provide the URL/link to the policy regarding funding for gifted education.
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/SBFAB_home_How-New-Mexico-Schools-Are-Funded-4-7-16.pdf
New York	N/A
North Carolina	https://files.nc.gov/dpi/documents/fbs/allotments/general/2018-19policymanual.pdf
North Dakota	NO RESPONSE GIVEN
Ohio	http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Traditional-School-Districts/SFPR-Funding-Form-Line-by-Line-Explanation-FY2019.pdf.aspx?lang=en-US http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Educational-Service-Centers-ESC-Funding/Education-Service-Center-Funding-Present.pdf.aspx?lang=en-US
Oklahoma	https://sde.ok.gov/sites/ok.gov.sde/files/Regulations%20and%20Program%20Approval%20Standards.pdf
Oregon	N/A
Pennsylvania	N/A
Rhode Island	N/A
South Carolina	https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota	N/A
Tennessee	N/A
Texas	http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121
Utah	https://le.utah.gov/xcode/Title53F/Chapter2/53F-2-S408.html
Vermont	NO RESPONSE GIVEN
Virginia	https://budget.lis.virginia.gov/item/2019/1/HB1700/Chapter/1/136/
Washington	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.020
West Virginia	NO RESPONSE GIVEN
Wisconsin	NO RESPONSE GIVEN
Wyoming	NO RESPONSE GIVEN

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Table 5A. Funding Amounts

	Q115 How much funding was provided by the state to LEAs to support gifted education in the following years: 2017-2018	Q115 How much funding was provided by the state to LEAs to support gifted education in the following years: 2018-2019
District of Columbia	0	0
Alabama	\$2.5 million	\$2.5 million
Arizona	0	\$950,000
Arkansas	FY 18 - Expenditure Required based on Foundation Funding Formula - \$23,166,086.77	FY 19 - Expenditure Required based on Foundation Funding Formula - \$23,673,623.60
Colorado	\$9,246,903	\$9,406,542
Georgia	Fully funded through mandate	Fully funded through mandate
Hawaii	0	0
Illinois	0	0
Indiana	\$12,216,676	\$12,664,181
Iowa	\$40,105,498	\$40,846,219
Kentucky	\$6,208,400	\$6,208,400
Louisiana	\$115,744,381	\$113,926,282
Maine	\$5,209,171	\$5,255,182
Maryland	0	0
Mississippi	\$35,000,000 (estimated)	\$35,000,000 (estimated)
Nebraska	Approximately \$2.3 million	Approximately \$2.3 million
Nevada	\$8,272,711	\$8,274,243
New York	0	0
North Carolina	\$76,740,982	\$77,482,434
North Dakota	\$400,000	\$400,000
Ohio	\$77,144,630.27	\$77,989,557.72
Oklahoma	\$44,584,340	\$54,360,217
Oregon	0	0
Pennsylvania	0	0
Rhode Island	0	0
Tennessee	0	0
Texas	\$393,336,069	\$428,288,310
Utah	\$3,289,980	\$3,289,980
Virginia	\$34,402,263	\$35,280,085
West Virginia	0	0
Wisconsin	\$237,200	\$237,200

The following states did not respond: Alaska, California, Connecticut, Delaware, Florida, Idaho, Kansas, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Hampshire, New Jersey, New Mexico, South Carolina, South Dakota, Vermont, Washington, Wyoming

Table 5B. Funding Amounts

	Q116 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs and professional development in gifted education in the following years: 2018-2019	Q116 How much funding is provided by the state (but not distributed to LEAs) to support gifted education programs and professional development in gifted education in the following years: 2019-2020
District of Columbia	0	0
Alabama	\$2.5 million	\$3.75 million
Arizona	\$50,000 (for grant program administration and support)	\$50,000 (for grant program administration and support)
Arkansas	APSI, GT Spec Grants, PREAP, AGS, Int Block, AEGIS, GT PD Grants	NO RESPONSE GIVEN
Colorado	\$864,183	\$754,490
Georgia	Funding for activities provided through Curriculum Departmental funds	Funding for activities provided through Curriculum Department and Title IV-A funds
Hawaii	\$5,487,963	\$5,960,453
Illinois	0	0
Indiana	\$302,495	\$1,469.70
Iowa	\$25,000	\$25,000
Kentucky	\$6,208,400	NO RESPONSE GIVEN
Louisiana	0	0
Maine	\$650	\$0
Maryland	0	0
Mississippi	\$35,000,000 (estimated)	NO RESPONSE GIVEN
Missouri	0	NO RESPONSE GIVEN
Montana	\$250,000	\$350,000
Nebraska	Funding is distributed to LEAs	Funding is distributed to LEAs
New York	0	0
North Carolina	Approx. \$80,000 plus 5 staff	Approx. \$80,000 plus 5 staff
North Dakota	\$400,000	\$400,000
Ohio	0	0
Oklahoma	0	0
Oregon	0	0
Pennsylvania	\$140,000	\$140,000
Rhode Island	0	0
Tennessee	1 full time person at the SEA	1 full time person at the SEA
Texas	\$437,500	\$437,500
Utah	\$2,000	\$3,000
Virginia	\$17,647,820	\$18,611,917
West Virginia	\$10,000	\$10,000
Wisconsin	0	0
The following states did not respond: Alaska, California, Connecticut, Delaware, Florida, Idaho, Kansas, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, South Carolina, South Dakota, Vermont, Washington, Wyoming		

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Table 6A. Sources of Funding for Gifted Education

	Q117 Check all sources of funding for gifted education in your state in 2018-2019.			
	Local	State	Federal	Other (Fill in)
District of Columbia	N/A			
Alabama		•		
Alaska		•		
Arizona	•	•	•	
Arkansas	•	•	•	Javits grant to in-state university
Colorado	•	•		
Delaware	•			
Georgia	•	•	•	
Hawaii		•		
Illinois	•			
Indiana	•	•		
Iowa		•		
Kansas		•		
Kentucky	•	•		
Louisiana	•	•		
Maine	•	•		
Maryland	•			Some funds from a Jacob Javits Federal Grant have been used.
Minnesota	•	•	•	The Hormel Foundation
Mississippi		•		
Montana	•	•		
Nebraska	•	•		
Nevada	•	•		
New Mexico	•	•		
North Carolina	•	•	•	Please note many LEAs are partnering with Federal programs to synergize efforts.
North Dakota	•	•		
Ohio	•	•		

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Q117 Check all sources of funding for gifted education in your state in **2018-2019**.

	Local	State	Federal	Other (Fill in)
Oklahoma	•	•		
Oregon	•			
Pennsylvania	•	•		
Rhode Island	•			
Tennessee		•		
Texas	•	•		
Utah	•	•		
Virginia	•	•	•	
Washington	•	•	•	
West Virginia	•	•		
Wisconsin	•	•	•	
SUMMARY Responses = 37	29	31	8	4

The following states did not respond: California, Connecticut, Florida, Idaho, Massachusetts, Michigan, Missouri, New Hampshire, New Jersey, New York, South Carolina, South Dakota, Vermont, Wyoming

Table 6B. Sources of Funding for Gifted Education

	Q118 Please provide any comment, explanation, or context about the sources of funding for gifted education.
Alabama	\$750,000 earmarked for Gifted Students competitive grant program starting in 2018-2019.
Alaska	Amounts vary at the district level.
Arizona	Districts may leverage federal, state and local funds to support Gifted Education programs and services. In addition to the state Gifted Education Grant, schools receive an additional 'Group A Weight', applied to all students as part of the calculation of basic state aid, that may (not required) be used to support gifted education.
California	LEAs determine use of funding in the LCAP.
Georgia	Some districts are using Title IV, Part A funds for gifted education.
Hawaii	Weighted student formula is calculated for each school at .265 for 3% of the entire school population, amounting to approximately \$1,200 per student.
Iowa	The funding amount provided for professional development is SEA funding for the state gifted consultant to provide annual statewide professional development in support of state initiatives as appropriate.
Maryland	Six local school systems have recently been provided funds to offset Pilot Student Identification Projects through Maryland's Jacob Javits Grant.
Minnesota	Minnesota was awarded a three-year Javits Grant for 2015-2018 and a five-year grant for 2019-2024. Minnesota collaborates with the Hormel Foundation and Austin Public School District to provide the annual Hormel Foundation Gifted and Talented Education Symposium.
North Carolina	Note: The state AIG allocation does not include the following other NCDPI related programs to gifted education: NC AP Partnership, AP/IB/CIE Test Fees and Teacher Bonuses; Career and College Promise (NC's Dual Enrollment program); and Governor's School. In the UNC System: NC School for Science and Mathematics, Summer Ventures, and NC School for the Arts.
Ohio	<p>Funding for gifted education is a line item in general education funding; however, there are no specific spending requirements on gifted education funds. For more information, please use the link below:</p> <p>http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Traditional-School-Districts/SFPR-Funding-Form-Line-by-Line-Explanation-FY2019.pdf.aspx?lang=en-US</p> <p>State funding is also provided to Educational Service Centers for gifted education. State law authorizes the Ohio Department of Education to set aside \$3,800,000 for Educational Service Centers for this purpose. The totals above include this \$3.8 million figure for Educational Service Centers. For more information, please use the link below:</p> <p>http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Educational-Service-Centers-ESC-Funding/Education-Service-Center-Funding-Present.pdf.aspx?lang=en-US</p>
Utah	SEA provides support to UAGC for conference.
Virginia	Funding number above represents state contributions -- I do not have access to local funding numbers spent on gifted education. Federal funds were grants awarded to me for professional development on gifted education through ESSA Title 2 and 4 funds.
Washington	LEA may expend basic education or levy funds for HiCap; LEA must expend HiCap state apportionment (no carryover) for allowable activities; Federal Javits grant funded professional development opportunities in 2018-19.
West Virginia	Districts are provided state generated funds to be used for special education purposes. These funds can also be used for gifted services but are not specifically dedicated for that purpose.
Wisconsin	The \$237,200 is available to LEAs through a competitive grant process but these funds are available to other education-related organizations as well so most LEAs are not receiving any of these funds.

The following states did not respond: District of Columbia, Arkansas, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Wyoming

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Table 7. Factors Impacting Gifted Education

Q16 Please select all factors impacting gifted education services in your state. (continued on next page)												
	Focus on student growth for accountability	Change in state funding for education	State assessments	Standards-based education	State mandate	Lack of state mandate	Professional development initiatives in gifted education	State accreditation	Lack of recognition of GT students in federal education law	Site-based decision making or local control	Ability grouping debate	Change in state funding for gifted education
District of Columbia										•		
Alabama	•	•	•	•	•		•		•	•	•	•
Alaska					•					•		
Arizona		•			•		•		•	•		•
Arkansas	•		•	•	•		•	•		•	•	
California				•		•	•		•	•		•
Colorado	•	•	•	•	•		•	•	•	•		
Connecticut					•		•			•		
Delaware	•		•		•		•	•	•	•		
Florida	•		•	•	•		•		•	•		
Georgia	•	•	•	•	•		•	•	•	•	•	
Hawaii		•			•		•		•	•		•
Idaho	•				•					•		
Illinois	•	•		•		•				•		
Indiana	•						•			•		•
Iowa	•		•		•				•	•		
Kansas	•				•		•			•		
Kentucky	•	•	•		•		•		•			
Louisiana	•		•	•	•				•	•	•	
Maine										•		
Maryland	•		•		•		•		•	•	•	
Massachusetts												
Michigan	•					•			•	•		
Minnesota	•			•	•	•	•		•	•		
Mississippi	•		•		•		•		•			
Missouri	•					•				•		•

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Q16 Please select all factors impacting gifted education services in your state.
(continued from previous page)

	Compliance/monitoring	Lack of compliance/monitoring	Decrease in general education formula (funding or FTE)	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other
District of Columbia												
Alabama	•				•		•	•		•	•	•
Alaska			•									
Arizona												
Arkansas	•			•	•	•	•	•	•	•	•	
California		•					•		•	•		
Colorado	•				•			•		•	•	
Connecticut					•							
Delaware		•					•					
Florida		•			•	•		•		•	•	
Georgia				•	•	•	•	•		•	•	
Hawaii		•			•			•				
Idaho							•			•		
Illinois		•	•					•			•	
Indiana		•									•	
Iowa										•		
Kansas					•		•	•			•	
Kentucky	•				•	•	•	•				
Louisiana		•		•						•		
Maine												
Maryland					•			•		•		
Massachusetts												•
Michigan			•				•					
Minnesota					•			•		•		
Mississippi	•										•	•
Missouri												

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(continued on next page)

	Focus on student growth for accountability	Change in state funding for education	State assessments	Standards-based education	State mandate	Lack of state mandate	Professional development initiatives in gifted education	State accreditation	Lack of recognition of GT students in federal education law	Site-based decision making or local control	Ability grouping debate	Change in state funding for gifted education
Montana						•			•	•		
Nebraska					•					•		
Nevada	•	•		•	•		•		•	•	•	•
New Jersey						•	•			•		
New Mexico		•	•	•	•					•		•
New York						•						
North Carolina	•		•		•		•		•	•	•	
North Dakota				•						•		
Ohio	•					•	•		•	•	•	
Oklahoma	•				•		•	•		•		
Oregon		•					•		•	•	•	
Pennsylvania			•		•		•		•	•	•	
Rhode Island						•				•		
South Carolina							•		•			•
South Dakota						•						
Tennessee	•			•		•			•		•	
Texas	•	•					•					
Utah			•	•		•			•	•	•	
Vermont		•		•	•							
Virginia		•			•				•	•		
Washington				•	•		•			•		
West Virginia				•	•		•	•	•	•		
Wisconsin		•			•	•	•			•	•	•
Wyoming	•		•	•		•			•	•	•	
SUMMARY Responses = 50	25	14	16	18	29	15	28	6	27	41	14	10

The following states did not respond: New Hampshire

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(continued from previous page)

	Compliance/monitoring	Lack of compliance/monitoring	Decrease in general education formula (funding or FTE)	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other
Montana			•									
Nebraska		•										•
Nevada	•			•	•	•				•		
New Jersey		•						•				
New Mexico					•		•		•			
New York												
North Carolina		•	•	•	•	•	•	•		•	•	•
North Dakota					•		•					
Ohio	•							•				
Oklahoma	•		•		•					•		
Oregon	•				•			•			•	•
Pennsylvania	•			•	•	•		•	•		•	•
Rhode Island					•							
South Carolina												
South Dakota												
Tennessee		•			•							
Texas	•				•						•	
Utah		•		•	•	•	•	•		•		
Vermont												
Virginia										•		
Washington	•											•
West Virginia		•			•	•		•				
Wisconsin	•				•	•	•	•				
Wyoming												
SUMMARY Responses = 50	13	13	6	7	24	10	14	19	4	16	13	8

The following states did not respond: New Hampshire

Table 8A. State and Federal Policy Impacting Gifted Education

	Q120 Provide the URLs/links to any new or changed state policies that impact gifted education services in your state from the last three years.
District of Columbia	N/A
Connecticut	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/140/902%20Final%20Order%20SEC%20and%20SBE.pdf https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/140/Regulation%201572.pdf
Georgia	N/A
Illinois	https://www.bing.com/search?q=illinois%20accelerated%20placement%20act&FORM=PRHPHI&refig=2e0265a030764092b05b2786899869c4&httpsmsn=1&msnews=1&rec_search=1
Maryland	http://www.marylandpublicschools.org/programs/Documents/Gifted-Talented/COMAR_13A0407_GT_Education.pdf
Mississippi	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/outcomes-2017-print.pdf . Our current regulations and standards are being revised now. In 2017, our Gifted Program Outcomes was updated. This document guides gifted program instruction. See link. We also updated our monitoring tool to reduce the amount of documentation required of districts. It can be found here: https://www.mdek12.org/OAE/OEER/ALGP
Missouri	https://revisor.mo.gov/main/OneSection.aspx?section=162.720&bid=35973&hl=gifted%u2044 . https://revisor.mo.gov/main/OneSection.aspx?section=162.722&bid=35974&hl=acceleration%u2044 . https://revisor.mo.gov/main/OneSection.aspx?section=163.031&bid=47859&hl=withholding%u2044gifted
Montana	https://leg.mt.gov/bills/2019/billpdf/HB0153.pdf
Nevada	https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB555.pdf
New Jersey	https://www.njleg.state.nj.us/2018/Bills/A5000/4710_I1.HTM
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
North Carolina	Session Law 2019-185: Provides that qualified 9th and 10th grade students determined to academically gifted may participate in the College Transfer Pathway of Career and College Promise: https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/2019-2020/SL2019-185.pdf ; Session Law 2019-120: Revises Advanced Mathematics course enrollment. All students in grades 3-5 who earn at the highest level on an EOG mathematics assessment shall be offered advanced learning opportunities in mathematics the following year. Students in grades 6 and higher who earn at the highest level on an EOG or EOC mathematics assessment shall be placed in an advanced mathematics course in the following year; for those students in grade 7 who earn at the highest level on the EOG in mathematics, they shall be placed in a high school mathematics course in eighth grade: https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S500v7.pdf .

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Q120 Provide the URLs/links to any new or changed state policies that impact gifted education services in your state from the last three years.

Ohio

<http://codes.ohio.gov/oac/3301-51-15>

In July 2017 and again in July 2018 the state of Ohio revised Ohio Administrative Code 3301-51-15 (the Operating Standards for Identifying and Serving Students Who are Gifted). Significant changes to these rules included the following: -Provision of two whole-grade screening opportunities. Public school districts (city, local, and exempted village) are required to provide whole-grade testing for gifted identification once in the K-2 grade band and once again in the 3-6 grade band for the following identification areas: Superior cognitive ability; Specific academic ability in mathematics; Creative thinking ability.

These whole-grade screening opportunities are in addition to the two opportunities per year districts must provide for the testing of students who are referred for gifted identification in any area recognized by state law.

Professional development requirements for general education teachers who are designated providers of gifted service. When school districts designate general education teachers as providers of gifted services, these educators are now required to receive specified clock hours of gifted education professional development from qualified providers that meet specified competencies. In addition, these educators are required to receive on-going support from an educator with gifted licensure or endorsement and district determined hours of on-going gifted education professional development after the total clock hour requirements are met.

Service criteria shall not be unduly restrictive. The revised gifted operating standards specify that districts shall not establish service criteria that is unduly restrictive. The state defines this as criteria that has the effect of limiting access to services for populations of students.

<http://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations/Educator-Licensure-Testing-Requirements.pdf.aspx?lang=en-US>

As of January 1, 2019, successful candidates for gifted education licensure or endorsement (or supplemental gifted licensure or endorsement) must take and pass the content assessment, Ohio Assessments for Educators -Gifted Education.

Rhode Island

None

Texas

<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121>

Utah

<https://le.utah.gov/~2020/bills/static/SB0151.html>; <https://rules.utah.gov/publicat/code/r277/r277-707.htm>

Virginia

Currently our state Regulations are 'open' for change.

Washington

<http://app.leg.wa.gov/RCW/default.aspx?cite=28A.300.770>; <http://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.020>

The following states did not respond: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Florida, Hawaii, Idaho, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming

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Table 8B. State and Federal Policy Impacting Gifted Education

	Q121 List any federal policy that could positively impact gifted education services in your state.
Arizona	The Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA)
Delaware	Inclusion of gifted education in federal and state accountability. Federal mandate for identification and services for highly able learners.
Georgia	Federal funding for gifted services
Hawaii	Jacob Javits Grant
Maryland	Jacob Javits Gifted and Talented Education Program and Every Student Succeeds Act
Nevada	The addition of a Federal GATE Mandate and GATE Funding would positively impact gifted education services in the State of Nevada.
North Carolina	Any federal legislation focused on AIG Programming could positively impact gifted education...whether that's more clarity in existing legislation or new.
Ohio	Federal policy related to the identification of and services for students who are gifted would be beneficial by providing protections for this subgroup of students. Rules, regulations, and policies established by the federal government would provide a framework for states related to identification and services for students which would ensure all learners, including advanced learners, have their educational needs recognized and met. Federal policy related to gifted education would also provide more equity in the recognition of and services to advanced learners from populations who are historically underrepresented, including minority students, economically disadvantaged students, English learners, and students with disabilities.
Oklahoma	Oklahoma was awarded a Javits Grant in 2017 from the USDE.
Pennsylvania	Javits Grants and other educational grants we could apply for to help support gifted education in the state.
Virginia	ESSA -- always for use of Title II and IV funds for professional development
West Virginia	Federal definition of gifted and talented. Federal funding to SEA specifically earmarked for gifted services.
Wisconsin	President's budget includes funding for Javits. Possibly ESSA rules as well.
The following states did not respond: District of Columbia, Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Florida, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, Wyoming	

Table 9A. State Definitions

	Q19 Does your state have a definition of "gifted" in law or rule?	Q20 Please provide a URL to your state definition.
District of Columbia	No	N/A
Alabama	Yes	https://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf
Alaska	Yes	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	Yes	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Arkansas	Yes	http://dese.ade.arkansas.gov/divisions/learning-services/gifted-and-talented-and-advanced-placement/gifted-talented-services
California	No	N/A
Colorado	Yes	https://www.cde.state.co.us/gt/about#g
Connecticut	Yes	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	Yes	https://www.doe.k12.de.us/Page/430
Florida	Yes	http://www.fl DOE.org/academics/exceptional-student-edu/gifted-edu.shtml
Georgia	Yes	gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Gifted-Education.aspx
Hawaii	Yes	http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx
Idaho	Yes	https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	Yes	https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf
Indiana	Yes	http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-36-1
Iowa	Yes	https://www.legis.iowa.gov/docs/code/257.44.pdf
Kansas	Yes	https://rules.utah.gov/publicat/code/r277/r277-707.htm
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/704/003/285.pdf
Louisiana	Yes	http://www.doa.la.gov/osr/lac/28v43/28v43.doc
Maine	Yes	https://www.maine.gov/sos/cec/rules/05/chaps05.htm
Maryland	Yes	http://www.marylandpublicschools.org/programs/Documents/Gifted-Talented/AnnotatedCodeGiftedTalented.pdf
Massachusetts	No	N/A
Michigan	No	N/A
Minnesota	Yes	https://education.mn.gov/MDE/fam/gifted/
Mississippi	Yes	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
Missouri	Yes	https://revisor.mo.gov/main/OneSection.aspx?section=162.675
Montana	Yes	http://opi.mt.gov/GTE-Requirements

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	Q19 Does your state have a definition of "gifted" in law or rule?	Q20 Please provide a URL to your state definition.
Nebraska	Yes	https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	Yes	https://www.leg.state.nv.us/NAC/NAC-388.html#NAC388Sec043
New Hampshire	No	N/A
New Jersey	Yes	https://www.njleg.state.nj.us/2018/Bills/A5000/4710_11.HTM
New Mexico	Yes	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	Yes	NO RESPONSE GIVEN
North Carolina	Yes	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
North Dakota	No	N/A
Ohio	Yes	http://codes.ohio.gov/orc/3324.01v1
Oklahoma	Yes	https://sde.ok.gov/sites/ok.gov.sde/files/Education%20of%20Gifted%20and%20Talented%20Children%20Act.pdf
Oregon	Yes	https://www.oregon.gov/ode/learning-options/TAG/Documents/tagors.pdf
Pennsylvania	Yes	http://pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.1.html&d=reduce
Rhode Island	Yes	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx
South Carolina	Yes	https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota	No	N/A
Tennessee	Yes	https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html
Texas	Yes	http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121
Utah	Yes	https://rules.utah.gov/publicat/code/r277/r277-707.htm
Vermont	Yes	https://legislature.vermont.gov/statutes/section/16/001/00013
Virginia	Yes	https://law.lis.virginia.gov/admincode/title8/agency20/chapter40/section20/
Washington	Yes	https://apps.leg.wa.gov/wac/default.aspx?cite=392-170-035
West Virginia	Yes	http://wvde.state.wv.us/policies/
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	Yes	https://wyoleg.gov/NXT/gateway.dll/2019Statutes/Titles/1151/1188/1189?f=templates&fn=default.htm&vid=Publish:10.1048/Enu
SUMMARY Responses = 51	Yes = 44 No = 7	

Table 9B. State Definitions

	State Definition	Q21 Are Local Education Agencies required to follow the state definition of gifted?
District of Columbia	N/A	N/A
Alabama	Intellectually gifted children and youth are those who perform or who have demonstrated the potential to perform at high levels in academic or creative fields when compared with others of their age, experience, or environment. These children and youth require services not ordinarily provided by the regular school program. Children and youth possessing these abilities can be found in all populations, across all economic strata, and in all areas of human endeavor.	Yes
Alaska	"Gifted" means exhibiting outstanding intellect, ability, or creative talent.	Yes
Arizona	"Gifted pupil" means a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.	Yes
Arkansas	Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and /or motivation, and creative ability.	Yes
California	N/A	N/A
Colorado	Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness: General or specific intellectual ability; Specific academic aptitude; Creative or productive thinking; Leadership abilities; Visual arts, performing arts, musical or psychomotor abilities	Yes

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	State Definition	Q21 Are Local Education Agencies required to follow the state definition of gifted?
Connecticut	<p>(1) "Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.</p> <p>(2) "Gifted and talented" means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.</p> <p>(3) "Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.</p>	Yes
Delaware	<p>Gifted and talented children are those identified by professionally qualified persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:</p> <p>1. general intellectual ability; 2. specific academic aptitude; 3. creative productive thinking; 4. leadership ability; 5. visual and performing arts; 6. psychomotor ability</p>	Yes
Florida	Florida defines gifted students as students who have superior intellectual development and are capable of high performance.	Yes
Georgia	A gifted education student is defined as one who demonstrates a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her ability(ies).	Yes
Hawaii	Gifted and talented are children and youth whose superior performance or potential indicates possible giftedness in intellectual, creative, or specific academic abilities, leadership capability, psychomotor ability, or talent in the performing and visual arts.	Yes
Idaho	Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.	Yes
Illinois	Children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.	Yes

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	State Definition	Q21 Are Local Education Agencies required to follow the state definition of gifted?
Indiana	<p>"High ability student" means a student who: (1) performs at or shows the potential for performing at an outstanding level of accomplishment in at least one (1) domain when compared with other students of the same age, experience, or environment; and</p> <p>(2) is characterized by exceptional gifts, talents, motivation, or interests.</p> <p>"Domain" includes the following areas of aptitude and talent: (1) General intellectual. (2) General creative. (3) Specific academic. (4) Technical and practical arts. (5) Visual and performing arts. (6) Interpersonal.</p>	Yes
Iowa	<p>1. "Gifted and talented children" are those children who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.</p> <p>2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: a. General intellectual ability. b. Creative thinking. c. Leadership ability. d. Visual and performing arts ability. e. Specific ability aptitude.</p>	Yes
Kansas	"Gifted and talented programs" means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas: (i) general intellectual ability; (ii) specific academic aptitude; and (iii) creative or productive thinking.	Yes
Kentucky	"Exceptional students" are identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.	Yes
Louisiana	Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.	Yes
Maine	<p>"Gifted and talented children" shall mean those children in grades K-12 who excel, or have the potential to excel, beyond their age peers, in the regular school program, to the extent that they need and can benefit from programs for the gifted and talented. Gifted and talented children shall receive specialized instruction through these programs if they have exceptional ability, aptitude, skill, or creativity in one or more of the following categories: 1. General Intellectual Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in all academic areas. 2. Specific Academic Aptitude as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic area(s). 3. Artistic Ability as shown by demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts.</p> <p>NOTE: Children with exceptional General Intellectual Ability and/or exceptional Specific Academic Aptitude usually comprise five percent of the school population. Students with exceptional Artistic Ability usually comprise five percent of the school population. Children in the top two percent of the school population may be considered highly gifted.</p>	Yes

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	State Definition	Q21 Are Local Education Agencies required to follow the state definition of gifted?
Maryland	"Gifted and talented student" means an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.	Yes
Massachusetts	N/A	N/A
Michigan	N/A	N/A
Minnesota	Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in one or more of these areas: general intellectual, specific academic subjects, creativity, leadership, and visual/performing arts.	Yes
Mississippi	<p>"Intellectually gifted children" shall mean those children and youth who are found to have an exceptionally high degree of intelligence as documented through the identification process.</p> <p>"Academically gifted children" shall mean those children and youth who are found to have an exceptionally high degree of demonstrated academic ability as documented through the identification process.</p> <p>"Artistically gifted children" shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the visual arts as documented through the identification process.</p> <p>"Creatively gifted children" shall mean those children and youth who are found to have an exceptionally high degree of creativity and an exceptionally high degree of ability in the performing arts as documented through the identification process.</p>	Yes
Missouri		Yes
Montana	High ability/high potential students are defined as children with capabilities that "require differentiated educational programs beyond those normally offered in public schools in order to fully achieve their potential contribution to self and society."	Yes
Nebraska	Learner with high ability means a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires accelerated or differentiated curriculum programs in order to develop those capabilities fully.	Yes
Nevada	"Gifted and talented" means a person who possesses or demonstrates outstanding ability in one or more of the following: 1. General intelligence; 2. Academic aptitude in a specific area; 3. Creative thinking; 4. Productive thinking; 5. Leadership; 6. The visual arts; or 7. The performing arts.	Yes
New Hampshire	N/A	N/A

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New Jersey	"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.	Yes
New Mexico	As used in 6.31.2.12 NMAC, "gifted child" means a school-age person as defined in Subsection D of Sec. 22-13-6 NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted IEP team determines that special education services are required to meet the child's educational needs.	Yes
New York	NO RESPONSE GIVEN	Yes
North Carolina	Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.	Yes
North Dakota	N/A	N/A
Ohio	"Gifted" means students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment and who are identified under division (A), (B), (C), or (D) of section 3324.03 of the Revised Code.	Yes
Oklahoma	"Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas: a. creative thinking ability, b. leadership ability, c. visual performing arts ability, and d. specific academic ability.	Yes
Oregon	"Talented and gifted children" means those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential in one or more of the following areas: (a) General intellectual ability as commonly measured by measures of intelligence and aptitude. (b) Unusual academic ability in one or more academic areas. (c) Creative ability in using original or nontraditional methods in thinking and producing. (d) Leadership ability in motivating the performance of others either in educational or noneducational settings. (e) Ability in the visual or performing arts, such as dance, music or art.	Yes
Pennsylvania	Mentally gifted—Outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program.	Yes

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Rhode Island	Learning Beyond Grade Level (frequently called Gifted and Talented Education) is the identification of students who show evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity; as well as in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.	Yes
South Carolina	1. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational programming beyond that normally provided by the general school programming in order to achieve their potential. 2. Gifted and talented abilities for these regulations include (a) Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas. (b) Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts (dance, music, theatre, and visual arts).	Yes
South Dakota	N/A	N/A
Tennessee	"Intellectually Gifted" means a child whose intellectual abilities, creativity, and potential for achievement are so outstanding that the child's needs exceed differentiated general education programming, adversely affects educational performance, and requires specifically designed instruction or support services. Children from all populations (e.g., all cultural, racial, and ethnic groups, English Learners, all economic strata, twice exceptional, etc.) can be found to possess these abilities. Children identified as intellectually gifted are exempted from the discipline procedures at 34 C.F.R. §300.530- 537. Children with a dual diagnosis that includes intellectually gifted must be considered as children with a disability and may not be exempted from the discipline procedures at 34 C.F.R. §300.530-537.	Yes
Texas	"Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: (1) exhibits high performance capability in an intellectual, creative, or artistic area; (2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	Yes
Utah	"Gifted and talented programs" means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas: (i) general intellectual ability; (ii) specific academic aptitude; and (iii) creative or productive thinking.	No
Vermont	"Gifted and talented children" means children identified by professionally qualified persons who, when compared to others of their age, experience, or environment, exhibit capability of high performance in intellectual, creative, or artistic areas, possess an unusual capacity for leadership, or excel in specific academic fields.	No
Virginia	"Gifted students" means those students in public elementary, middle, and secondary schools beginning with kindergarten through twelfth grade who demonstrate high levels of accomplishment or who show the potential for higher levels of accomplishment when compared to others of the same age, experience, or environment. Their aptitudes and potential for accomplishment are so outstanding that they require special programs to meet their educational needs.	Yes

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Washington	Highly capable students are students who perform or show potential for performing at significantly advanced academic levels when compared with others of their age, experiences, or environments. Outstanding abilities are seen within students' general intellectual aptitudes, specific academic abilities, and/or creative productivities within a specific domain. These students are present not only in the general populace, but are present within all protected classes according to chapters 28A.640 and 28A.642 RCW.	Yes
West Virginia	Giftedness is exceptional intellectual abilities and potential for achievement that requires specially designed instruction and/or services beyond those normally provided in the general classroom instruction.	Yes
Wisconsin	"Gifted and talented pupils" means pupils enrolled in public schools who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.	Yes
Wyoming	Gifted and talented students identified by professionals and other qualified individuals as having outstanding abilities, who are capable of high performance and whose abilities, talents and potential require qualitatively differentiated educational programs and services beyond those normally provided by the regular school program in order to realize their contribution to self and society.	Yes
SUMMARY Responses = 44		Yes = 42 No = 2

Table 10. State Requirements for Identification of Gifted Students

	Q23 Does your state require by law or rule the identification of gifted and talented students?	Q24 Please provide a URL to the law or rule for identification in your state.
District of Columbia	No	N/A
Alabama	Yes	https://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf
Alaska	Yes	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	Yes	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Arkansas	Yes	http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf
California	No	N/A
Colorado	Yes	https://www.cde.state.co.us/gt/lawsregs
Connecticut	Yes	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	Yes	https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/140/902%20Final%20Order%20SEC%20and%20SBE.pdf
Florida	Yes	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019
Georgia	Yes	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/2019%202020%20Georgia%20Gifted%20%20Resource%20Manual.pdf
Hawaii	Yes	http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx
Idaho	Yes	https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	Yes	https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf
Indiana	Yes	http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-36-2
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/12-11-2013.281.59.pdf
Kansas	Yes	NO RESPONSE GIVEN
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/704/003/285.pdf
Louisiana	Yes	http://www.doa.la.gov/osr/lac/28v43/28v43.doc
Maine	Yes	Districts are also permitted to request a waiver from the department from this requirement. URL is same as URL for state definition.
Maryland	Yes	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.02.htm
Massachusetts	No	N/A
Michigan	No	N/A
Minnesota	No	N/A

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Mississippi	Yes	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
Missouri	No	N/A
Montana	Yes	http://opi.mt.gov/GTE-Requirements
Nebraska	Yes	https://nebraskalegislature.gov/laws/statutes.php?statute=79-1108
Nevada	Yes	https://www.leg.state.nv.us/NAC/NAC-388.html#NAC388Sec435
New Hampshire	No	N/A
New Jersey	Yes	https://www.njleg.state.nj.us/2018/Bills/A5000/4710_11.HTM
New Mexico	Yes	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	No	N/A
North Carolina	Yes	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
North Dakota	No	N/A
Ohio	Yes	http://codes.ohio.gov/orc/3324.03v1
Oklahoma	Yes	https://sde.ok.gov/sites/ok.gov.sde/files/Education%20of%20Gifted%20and%20Talented%20Children%20Act.pdf
Oregon	Yes	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145311
Pennsylvania	Yes	http://pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.21.html&d=reduce
Rhode Island	No	N/A
South Carolina	Yes	https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota	No	N/A
Tennessee	Yes	Gifted falls under IDEA.
Texas	Yes	http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121
Utah	No	N/A
Vermont	No	N/A
Virginia	Yes	https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:1/
Washington	Yes	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.150.220
West Virginia	Yes	www.wvlegislature.gov/wvcode/code.cfm?chap=18&art=20 WV Code 18-20-1
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws

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Wyoming	Yes	Wyoming Statute 21-9-101(c) - https://wyoleg.gov/NXT/gateway.dll/2019Statutes/Titles/1151/1188/1189?f=templates&fn=default.htm&vid=Publish:10.1048/Enu
SUMMARY Responses = 51	Yes = 38 No = 13	

Table 11A. Methods for Identifying Gifted Students

	Q25 Does your state mandate specific criteria/methods for identification of gifted and talented students?			
	Yes, completely state mandated	Yes, but determined partially by the LEA	No	Other
District of Columbia			•	
Alabama		•		
Alaska			•	
Arizona		•		
Arkansas		•		
California			•	
Colorado	•			
Connecticut			•	
Delaware		•		
Florida		•		
Georgia		•		
Hawaii			•	
Idaho	•			
Illinois		•		
Indiana		•		
Iowa		•		
Kansas		•		
Kentucky		•		
Louisiana	•			
Maine				•
Maryland		•		
Massachusetts			•	
Michigan			•	
Minnesota				•
Mississippi	•			
Missouri			•	

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Q25 Does your state mandate specific criteria/methods for identification of gifted and talented students?

	Yes, completely state mandated	Yes, but determined partially by the LEA	No	Other
Montana			•	
Nebraska			•	
Nevada		•		
New Hampshire			•	
New Jersey			•	
New Mexico		•		
New York			•	
North Carolina		•		
North Dakota			•	
Ohio	•			
Oklahoma			•	
Oregon		•		
Pennsylvania		•		
Rhode Island			•	
South Carolina	•			
South Dakota			•	
Tennessee	•			
Texas		•		
Utah				•
Vermont			•	
Virginia		•		
Washington				•
West Virginia	•			
Wisconsin				•
Wyoming			•	
SUMMARY Responses = 51	8	19	19	5

Table 11B. Methods for Identifying Gifted Students

	Q26 Please explain your state's specific criteria/ methods for identification.	Q27 Please provide the URL/link to the law or rule mandating specific criteria/ methods for identification.
District of Columbia	N/A	N/A
Alabama	NO RESPONSE GIVEN	https://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf
Alaska	N/A	N/A
Arizona	NO RESPONSE GIVEN	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Arkansas	2 subjective and 2 objective measures must be included (one of which must assess creativity)	http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf
California	N/A	N/A
Colorado	NO RESPONSE GIVEN	https://www.cde.state.co.us/gt/lawsregs#giftedrules
Connecticut	N/A	N/A
Delaware	NO RESPONSE GIVEN	https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/140/902%20Final%20Order%20SEC%20and%20SBE.pdf
Florida	Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019 http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.57.html
Georgia	NO RESPONSE GIVEN	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/2019%202020%20Georgia%20Gifted%2020Resource%20Manual.pdf
Hawaii	N/A	N/A
Idaho	NO RESPONSE GIVEN	https://adminrules.idaho.gov/rules/current/08/080203.pdf

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	Q26 Please explain your state's specific criteria/ methods for identification.	Q27 Please provide the URL/link to the law or rule mandating specific criteria/ methods for identification.
Illinois	NO RESPONSE GIVEN	https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf
Indiana	Since July 1, 2007, Indiana schools have been required to identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas, K-12 (refer to IC- 20-36-2-2: http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-36-2-2). Specific identification processes remain a local decision and will vary according to district size, building configurations, demographics, etc. However, guidelines for identifying high ability students for services in the general intellectual and specific academic domains are given in the IDOE High Ability Coordinator's Handbook.	http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-36-2-2
Iowa	NO RESPONSE GIVEN	https://www.legis.iowa.gov/docs/iac/chapter/12-11-2013.281.59.pdf
Kansas	NO RESPONSE GIVEN	https://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf
Kentucky	NO RESPONSE GIVEN	https://apps.legislature.ky.gov/law/kar/704/003/285.pdf
Louisiana	NO RESPONSE GIVEN	http://www.doa.la.gov/osr/lac/28v101/28v101.doc
Maine	There is criteria for identifying students as gifted and talented. However, there is no mandated methodology that must be followed or implemented to make the identification.	NO RESPONSE GIVEN
Maryland	NO RESPONSE GIVEN	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.02.htm
Massachusetts	N/A	N/A
Michigan	N/A	N/A
Minnesota	Minnesota state statute 120B.15 permits school districts to identify students, locally develop programs addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs. The statute requires school districts to adopt guidelines for assessing and identifying students for participation in gifted and talented programs consistent with section 120B.11, subdivision 2, clause (2). The guidelines should include the use of: (1) multiple and objective criteria; and (2) assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.	NO RESPONSE GIVEN

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Mississippi	NO RESPONSE GIVEN	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013%20Regulations%20for%20the%20Gifted%20Education%20Programs%20in%20Mississippi%20-%20Board%20Approved%202013.05.17.pdf
Missouri	N/A	N/A
Montana	N/A	N/A
Nebraska	N/A	N/A
Nevada	NO RESPONSE GIVEN	https://www.leg.state.nv.us/NAC/NAC-388.html#NAC388Sec435
New Hampshire	N/A	N/A
New Jersey	N/A	N/A
New Mexico	NO RESPONSE GIVEN	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	N/A	N/A
North Carolina	NO RESPONSE GIVEN	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
North Dakota	N/A	N/A
Ohio	NO RESPONSE GIVEN	http://codes.ohio.gov/orc/3324.02v1 AND http://codes.ohio.gov/orc/3324.03v1
Oklahoma	N/A	N/A
Oregon	NO RESPONSE GIVEN	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145311
Pennsylvania	NO RESPONSE GIVEN	http://pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.22.html&d=reduce
Rhode Island	N/A	N/A
South Carolina	NO RESPONSE GIVEN	https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota	N/A	N/A
Tennessee	NO RESPONSE GIVEN	https://www.tn.gov/education/student-support/special-education/intellectually-gifted.html
Texas	NO RESPONSE GIVEN	https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf

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Utah	<p>"Gifted and talented programs" means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas: (i) general intellectual ability; (ii) specific academic aptitude; and (iii) creative or productive thinking.</p> <p>Instruments for identifying gifted and talented students shall not be solely dependent upon English vocabulary or comprehension skills and shall take into consideration abilities of culturally diverse students and students with disabilities.</p>	NO RESPONSE GIVEN
Vermont	N/A	N/A
Virginia	NO RESPONSE GIVEN	https://law.lis.virginia.gov/admincode/title8/agency20/chapter40/
Washington	NO RESPONSE GIVEN	http://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.020
West Virginia	NO RESPONSE GIVEN	http://wvde.state.wv.us/policies/
Wisconsin	Districts have wide flexibility but the identification process must include multiple measures and shall result in a pupil profile. The specific measures are not dictated by the state. That, instead, is a local decision.	NO RESPONSE GIVEN
Wyoming	N/A	N/A

Table 12A. Use of a Universal Screening Process

	Q28 Are LEAs in your state required to use a universal screening process for referral and/or identification of gifted and talented students? (Choose as many as apply.)			
	Used for Referral for Identification	Used for Identification	Not Required	Determined by the LEA
District of Columbia			•	
Alabama	•	•		•
Alaska				•
Arizona			•	•
Arkansas			•	•
California				•
Colorado	•	•	•	•
Connecticut				•
Delaware	•	•	•	•
Florida	•		•	•
Georgia			•	
Hawaii			•	
Idaho			•	
Illinois				•
Indiana	•	•		•
Iowa			•	
Kansas			•	•
Kentucky	•	•		•
Louisiana	•		•	
Maine			•	
Maryland		•		
Massachusetts			•	
Michigan			•	•
Mississippi	•	•		
Missouri	•			
Montana			•	•

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Q28 Are LEAs in your state required to use a universal screening process for referral and/or identification of gifted and talented students? (Choose as many as apply.)

	Used for Referral for Identification	Used for Identification	Not Required	Determined by the LEA
Nebraska			•	•
Nevada			•	•
New Hampshire			•	
New Jersey			•	•
New Mexico				•
New York			•	
North Carolina				•
North Dakota				•
Ohio		•		
Oklahoma			•	•
Oregon			•	•
Pennsylvania				•
Rhode Island			•	
South Carolina			•	
South Dakota			•	
Tennessee				•
Texas				•
Utah			•	
Vermont			•	
Virginia	•			
Washington			•	
West Virginia			•	
Wisconsin			•	
Wyoming			•	
SUMMARY Responses = 50	10	8	32	26

The following states did not respond: Minnesota

Table 12B. Use of a Universal Screening Process

	Q29 If a universal screening process is required for referral or identification, does the state specify when and with whom the screen occurs. (e.g., screening of all 2nd graders)?		
	Yes	No	Determined by the LEA
Alabama	•		
Alaska			•
California			•
Connecticut			•
Illinois			•
Indiana	•		
Kentucky			•
Maryland			•
Mississippi			•
Missouri		•	
New Mexico			•
North Carolina			•
North Dakota			•
Ohio	•		
Pennsylvania			•
Tennessee		•	
Texas			•
Virginia			•
SUMMARY			
Responses = 18	3	2	13

The following states did not respond: District of Columbia, Arizona, Arkansas, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming

Table 12C. Use of a Universal Screening Process

	Q30 Please describe when and with whom the state specifies.
Alabama	Second grade; most LEAs screen during the second or third quarter of the school year.
Indiana	If LEAs accept the identification award, they are to use the monies to ensure verbal and quantitative reasoning tests to be administered to all students within the corporation or charter school that are enrolled in kindergarten, second grade, and fifth grade. https://www.in.gov/sba/files/AP_2019_0_0_0_HEA_1001_-_The_Budget_Bill.pdf
Ohio	The provision of at least two whole grade screening opportunities as follows: (a) For (I) superior cognitive ability, (II) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (III) creative thinking ability for all students once prior to the end of Grade 2. (b) For (I) superior cognitive ability, (II) specific academic ability in the areas of (a) mathematics and (b) reading, writing or a combination of these skills, and (III) creative thinking ability for all students once after the completion of Grade 2 but prior to the end of Grade 6.

The following states did not respond: District of Columbia, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Table 13A. Instrument Used for Universal Screening

	Q31 If a universal screen process is required, does the state specify an instrument(s) to be used?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama		•	
Alaska			•
Arizona			•
Arkansas		•	
California			•
Colorado			•
Connecticut			•
Delaware			•
Florida			•
Georgia		•	
Hawaii		•	
Idaho			•
Illinois			•
Indiana			•
Kansas			•
Kentucky	•		
Louisiana		•	
Maine			•
Maryland			•
Massachusetts		•	
Michigan		•	
Mississippi		•	
Missouri		•	
Montana			•
Nebraska			•
Nevada			•
New Jersey			•

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Q31 If a universal screen process is required, does the state specify an instrument(s) to be used?

	Yes	No	Determined by the LEA
New Mexico			•
New York			•
North Carolina			•
North Dakota			•
Ohio	•		
Oklahoma			•
Oregon		•	
Pennsylvania			•
Rhode Island			•
South Dakota		•	
Tennessee		•	
Texas			•
Utah		•	
Virginia			•
Washington		•	
Wisconsin			•
Wyoming		•	
SUMMARY Responses = 45	2	16	27

The following states did not respond: Iowa, Minnesota, New Hampshire, South Carolina, Vermont, West Virginia

Table 13B. Instrument Used for Universal Screening

State	Q32 Please describe/identify the instrument(s) to be used.
Kentucky	Those listed as acceptable evidence on our student information system. Norm-referenced.
Ohio	State law requires districts to only use assessments approved by the Ohio Department of Education for gifted identification. Districts may choose any approved assessment from this list for whole-grade screenings.
The following states did not respond: District of Columbia, Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	

Table 14A. Funding for Universal Screening

		Q34 Please indicate the funding source:				
		Included in funds allocated to leas specifically for gt education	Included in funds allocated to leas for general education	Included in funds allocated to leas for use in testing	Additional funds to leas specified for universal screening	Other (Describe the funding source)
	Q33 Did your state provide funding to conduct the universal screening process for gifted education in 2018-2019?					
District of Columbia	No	N/A				
Alabama	Yes	●				●
Alaska	Yes	●				
Arizona	No	N/A				
Arkansas	No	N/A				
California	No	N/A				
Colorado	Yes				●	
Connecticut	No	N/A				
Delaware	No	N/A				
Florida	No	N/A				
Georgia	No	N/A				
Hawaii	No	N/A				
Idaho	No	N/A				
Illinois	No	N/A				
Indiana	Yes				●	
Iowa	No	N/A				
Kansas	No	N/A				
Kentucky	No	N/A				
Louisiana	No	N/A				
Maine	No	N/A				
Maryland	No	N/A				
Massachusetts	No	N/A				
Michigan	No	N/A				
Minnesota	No	N/A				
Mississippi	No	N/A				
Missouri	No	N/A				

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	Q33 Did your state provide funding to conduct the universal screening process for gifted education in 2018-2019?	Q34 Please indicate the funding source:				
		Included in funds allocated to leas specifically for gt education	Included in funds allocated to leas for general education	Included in funds allocated to leas for use in testing	Additional funds to leas specified for universal screening	Other (Describe the funding source)
Montana	No	N/A				
Nebraska	No	N/A				
Nevada	Yes	●				
New Hampshire	No	N/A				
New Jersey	No	N/A				
New Mexico	No	N/A				
New York	No	N/A				
North Carolina	No	N/A				
North Dakota	No	N/A				
Ohio	Yes	●				
Oklahoma	Yes	●				
Oregon	No	N/A				
Pennsylvania	No	N/A				
Rhode Island	No	N/A				
South Carolina	No	N/A				
South Dakota	No	N/A				
Tennessee	No	N/A				
Texas	No	N/A				
Utah	No	N/A				
Vermont	No	N/A				
Virginia	Yes	●				
Washington	No	N/A				
West Virginia	No	N/A				
Wisconsin	No	N/A				
Wyoming	No	N/A				
SUMMARY Responses = 51	Yes = 8 No = 43	6	0	0	2	1

Table 14B. Funding for Universal Screening

	Q35 Provide comments about funding for universal screening for gifted education in your state.
Alabama	The universal screening is funded by the LEAs. There is not a line item for universal screening, local funds can be used.
Arizona	LEAs may choose to fund universal screening for gifted education.
California	LEAs determine use of funding for universal screening for gifted education.
Colorado	Grant funding supports administrative units to offset costs associated with universal screening.
Delaware	Funding for gifted education identification and services are part of the allocation each LEA receives for general education.
Florida	Section 1003.01 Definitions Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for districts' use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).
Georgia	It is a district decision to have universal screening and to provide the funding for this.
Hawaii	Every school receives a .265 weight for 3% of the entire school population to be used for gifted and talented education. The funding is not monitored and does not attach to specifically identified students.
Indiana	The policy states that if the Identification award is accepted by an LEA, they are to use the funds for verbal and quantitative reasoning tests. The exact tool/assessment used is determined by the LEA. https://www.in.gov/sba/files/AP_2019_0_0_0_0_HEA_1001_-_The_Budget_Bill.pdf
Kentucky	Districts receive a state grant. Seventy-five percent of the grant must be used for salaries for those providing direct instructional services to GT students. The other part of the grant may or may not be used for assessment materials.
Louisiana	Louisiana Act 688 requires all students in Grades K-3 to complete a universal literacy screening. All students scoring in the above average range are further reviewed by districts for possible gifted classification.
Maine	Each district is required to screen- please see funding section of this survey.
Maryland	Universal Screening is state-mandated, but each local school system funds its own screening.
Minnesota	Identification of students for programs or services is an allowable expenditure of gifted and talented revenue in Minnesota. Many districts and charter schools choose to use some of their funding for universal screening. Other allowable funding uses include provision of programs/services and professional development so that staff understand the unique social, emotional and instructional needs of gifted and talented learners.
Mississippi	Our state provides funding for teacher units (salaries + benefits) based on the number of gifted students in each district. While funds are not allocated for assessment tools, very few of our districts use all of their teacher units, but receive their full funding allocation.
Nevada	The LEA is provided GATE funding on a per pupil eligibility basis that may be used for the purposes of universal screening.
New York	Not funded
North Carolina	Note: Not exactly no... NC does provide funding for all local AIG programs and school districts, which may be utilized for universal screening. Screening is required by policy and is described in Local AIG Plans. Almost all school districts use a universal screener in elementary grades.

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Q35 Provide comments about funding for universal screening for gifted education in your state.

Ohio	The state allocates funds for identification as a part of the funds allocated for gifted education. Funding for gifted education is a line item in general education funding; however, there are no specific spending requirements on gifted education funds.
Oklahoma	School districts are given funds each year that they can use how they choose and universal screening can be one of those options.
Oregon	State does not provide funding for universal screening or any identification method for gifted education.
South Dakota	We don't require universal screening for gifted education. We have no gifted education requirements. All have been repealed so there is no funding.
Texas	The state provides funding for G/T program services which could include assessments and/or universal screeners. The use of G/T funds are determined at the local education agency.
Utah	LEAs may choose to use grant money for universal screening.
Virginia	Funds provided to school divisions can be used for any component of gifted education so some divisions may use it for screening
Washington	Allowable activity for HiCap funding; Up to LEA to determine
Wisconsin	There are state mandated assessments that could theoretically be used for screening but there is not requirement that these assessments are used for universal screening purposes.
The following states did not respond: District of Columbia, Alaska, Arkansas, Connecticut, Idaho, Illinois, Iowa, Kansas, Massachusetts, Michigan, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, North Dakota, Pennsylvania, Rhode Island, South Carolina, Tennessee, Vermont, West Virginia, Wyoming	

Table 15. Student Enrollment and Students Identified as Gifted

	Q37 How many public school students were enrolled in your state in 2018-2019?	Q38 How many students were identified as gifted and talented in your state in 2018-2019? (If data was not collected, please state so.)	Percentage of Students Identified as Gifted
District of Columbia	93,708	not collected	-
Alabama	722,212	60,312	8.35%
Alaska	132,554	not collected	-
Arizona	1,125,599	NO RESPONSE GIVEN	-
Arkansas	478,318	43,863	9.17%
California	6,186,278	NO RESPONSE GIVEN	-
Colorado	913,223	66,983	7.33%
Connecticut	530,612	not collected	-
Delaware	140,849	not collected	-
Florida	2,846,857	176,431	6.20%
Georgia	1,767,178	181,842	10.29%
Hawaii	168,152	3,445	2.05%
Idaho	307,416	16,425	5.34%
Illinois	1,998,072	not collected	-
Indiana	1,055,353	140,043	13.27%
Iowa	483,591	44,132	9.13%
Kansas	518,836	11,787	2.27%
Kentucky	646,766	94,644	14.63%
Louisiana	717,109	30,248	4.23%
Maine	180,817	7,692	4.24%
Maryland	896,837	not collected (The baseline year for state data collection is 2019-2020.)	-
Massachusetts	951,631	not collected	-
Michigan	1,507,772	not collected	-
Minnesota	865,573	not collected	-
Mississippi	470,668	26,244	5.58%
Missouri	884,035	32,253 identified as gifted and served; 5,203 identified as gifted and NOT served	3.65% (identified as gifted and served)
Montana	147,713	6,560	4.44%
Nebraska	325,984	42,476	13.03%
Nevada	492,638	9,696	19.68%
New Hampshire	177,365	not collected	-
New Jersey	1,364,714	not collected	-
New Mexico	330,000	14,782	4.48%

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	Q37 How many public school students were enrolled in your state in 2018-2019?	Q38 How many students were identified as gifted and talented in your state in 2018-2019? (If data was not collected, please state so.)	Percentage of Students Identified as Gifted
New York	2,622,879	not collected	-
North Carolina	1,427,822	178,227	12.48%
North Dakota	113,646	not collected	-
Ohio	1,737,279	255,098	14.68%
Oklahoma	698,586	95,045	13.61%
Oregon	575,195	39,097	6.80%
Pennsylvania	1,576,835	53,631	3.40%
Rhode Island	124,000	not collected	-
South Carolina	781,493	137,361	17.58%
South Dakota	136,133	not collected	-
Tennessee	973,659	22,626	2.32%
Texas	5,431,910	436,442	8.03%
Utah	651,796	Data collection is inconsistent	-
Vermont	83,207	not collected	-
Virginia	1,249,309	181,533	14.53%
Washington	1,139,298	71,110	6.24%
West Virginia	265,755	4,689 (Gifted is only in Grades 1-8).	1.76%
Wisconsin	858,833	not collected	-
Wyoming	93,029	not collected	-

Table 16. Sub-Groups of Students Identified as Gifted and Talented

	Q39 Does your state collect data on sub-groups of students identified as gifted and talented?		
	Yes	No	Data collected only at the local level
District of Columbia		•	
Alabama	•		
Alaska		•	
Arizona	•		
Arkansas	•		
California	•		
Colorado	•		
Connecticut			•
Delaware		•	
Florida	•		
Georgia	•		
Hawaii	•		
Idaho	•		
Illinois			•
Indiana	•		
Iowa	•		
Kansas	•		
Kentucky	•		
Louisiana	•		
Maine	•		
Massachusetts		•	
Michigan		•	
Mississippi		•	
Missouri	•		
Montana		•	
Nebraska	•		

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Q39 Does your state collect data on sub-groups of students identified as gifted and talented?

	Yes	No	Data collected only at the local level
Nevada	•		
New Hampshire		•	
New Jersey		•	
New Mexico			•
New York		•	
North Carolina	•		
North Dakota		•	
Ohio	•		
Oklahoma	•		
Oregon	•		
Pennsylvania	•		
Rhode Island		•	
South Carolina	•		
South Dakota		•	
Tennessee	•		
Texas	•		
Utah			•
Vermont		•	
Virginia	•		
Washington	•		
West Virginia	•		
Wyoming			•
SUMMARY Responses = 48	29	14	5

The following states did not respond: Maryland, Minnesota, Wisconsin

Table 17. Data on Sub-Groups of Students Identified as Gifted and Talented

	Q40 Of the total gifted student population in 2018-2019, provide the percentage of students identified as gifted and talented from the following sub-groups:						
	% Male	% Female	% Black or African American	% American Indian or Alaska Native	% Asian	% Native Hawaiian or Pacific Islander	% Hispanic or Latinx
Alabama	48.84	51.21	16.10	1.30	2.82	0.08	4.93
Arkansas	46.49	53.51	15.57	0.44	2.77	0.22	8.52
Colorado	54.30	45.70	1.70	0.30	5.30	0.10	15.90
Georgia	48.33	51.67	18.00	0.16	10.49	0.00	6.40
Hawaii	46.20	53.80	0.80	0.20	36.90	15	9.80
Iowa	51.27	48.73	2.05	0.15	3.52	0.06	5.46
Kansas	57.20	42.80	1.80	0.40	7.80	0.10	6.90
Kentucky	48.30	51.70	5.12	0.12	2.94	0.10	3.82
Louisiana	42.05	57.50	23.20	0.40	4.80	0.10	5.30
Maine	48.10	51.90	1.24	0.25	2.89	0.08	1.57
Missouri			7.57	0.24	5.97		4.18
Nebraska			5.93	8.37	18.15	8.78	6.76
Nevada	53.00	47.00	4.00	< 0.5	10.00	1.00	25.00
New Mexico	53.63	46.37	3.13	7.77	4.63	0.39	41.25
North Carolina	50.90	49.10	9.65	0.64	7.04	0.10	8.57
Ohio	52.68	47.32	4.68	0.09	4.77	0.06	2.82
Oklahoma	50.00	50.00	4.00	12.50	3.75	0.20	11.90
Pennsylvania	51.00	49.00	4.00	0.09	10.00	0.09	3.90
Tennessee	51.38	48.62	12.39	0.30	6.72	0.10	5.29
Texas	50.96	49.50	6.29	0.27	10.41	0.11	40.73
Virginia	49.90	50.10	11.50	0.20	13.90	0.20	9.40
Washington	51.46	48.36	1.77	0.46	17.25	0.38	10.02
West Virginia	52.50	47.50	1.90	0.04	3.70	0.20	1.00

The following states did not respond: District of Columbia, Alaska, Arizona, California, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, New Hampshire, New Jersey, New York, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Wisconsin, Wyoming

Note: All values are percentages. Blank cells indicate data are not collected or are not available. Zero states reported students' race/ethnic background as "other," so that column was not included.

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Table 17. Data on Sub-Groups of Students Identified as Gifted and Talented (continued)

	Q40 Of the total gifted student population in 2018-2019, provide the percentage of students identified as gifted and talented from the following sub-groups:					
	% White	% 2 or more races	% ELL	% Identified for SPED	% Have a 504	% Free/reduced lunch
Alabama	72.14	2.62				
Arkansas	69.92	11.08				45.47
Colorado	71.40	5.20	1.70	2.60	5.00	16.40
Georgia	58.40	4.36				
Hawaii	19.90	17.60	2.10	1.20		23.70
Iowa	85.39	3.37	0.25	1.58	2.20	21.30
Kansas	77.80	5.30				14.70
Kentucky	84.50	3.39	0.84	3.31		36.90
Louisiana	63.40	2.80	0.60		5.70	38.20
Maine	91.93	2.05	0.46	3.64	5.98	20.03
Missouri	77.50	4.54	1.36	3.31		24.28
Nebraska	15.56	10.96				
Nevada	52.00	9.00	2	4		42
New Mexico	42.83		1.81	4.99	0.87	46.71
North Carolina	69.84	4.16	0.42	1.42		29.40
Ohio	83.40	4.21	0.29	2.52	3.91	22.98
Oklahoma	58.00	9.50		2.30		
Oregon			<5	1.77		3.30
Pennsylvania	82.50	3.50	0.06	3.34		14.85
Tennessee	76.10	4.35				
Texas	37.28	2.75	7.93	1.48		38.13
Virginia	58.30	6.50	4.90	2.90		19.40
Washington	61.39	8.72	1.10	2.90	5.39	19.28
West Virginia	90.00	1.00	0		1.10	19.00
The following states did not respond: District of Columbia, Alaska, Arizona, California, Connecticut, Delaware, Florida, Idaho, Illinois, Indiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, New Hampshire, New Jersey, New York, North Dakota, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Wisconsin, Wyoming						
Note: All values are percentages. Blank cells indicate data are not collected or are not available. Zero states reported students' race/ethnic background as "other," so that column was not included.						

Table 18. Reported Efforts to Close the Equity Gap in Gifted Education

	Q125 Describe efforts in your state to close the equity gap in gifted education.
District of Columbia	N/A
Alabama	Use of universal screener and second grade lessons taught in each classroom by the gifted specialist to generate products.
Arizona	<p>The Gifted Education Unit champions the academic, intellectual, social and emotional development of Arizona's gifted and advanced learners so they may develop and achieve according to their abilities and potential. ADE provides leadership and assistance to all Arizona public schools to support them in providing appropriate locally-designed gifted education services K-12 for their gifted and advanced learners (approximately 8% of Arizona's public school population).</p> <p>Provides differentiated assistance to LEAs and schools statewide to design, implement and evaluate locally designed programs and services for their gifted and advanced learners that are a reflection of their unique local needs and contexts.</p> <p>Supports schools with improving access, opportunities and success for traditionally underrepresented student populations, to include those students who may be culturally, linguistically and socioeconomically diverse.</p> <p>Develops and provides professional learning and resources for administrators, teachers, counselors and support increased parent, family and community engagement.</p> <p>Monitors and reviews programs and policies to ensure compliance with applicable state law and rules for gifted programs.</p> <p>Coordinates efforts with other state and federal programs and initiatives.</p> <p>Champions expanded accelerated learning options for all students, such as supporting access and success in accelerated, rigorous and enriched curricular and instructional opportunities K-12, advanced placement programs, dual/concurrent enrollment and other college and career readiness programs.</p>
Arkansas	<ul style="list-style-type: none"> • Risk Assessment includes calculation of equity gaps. If gaps exist, risk is increased. • Equity Gaps Calculations Worksheet for Districts/Coops • Recommendations/conversations during statewide meeting, meetings with specialists and coordinators, and onsite technical assistance visits - regarding universal screeners and whole group enrichment data • Supporting regional Educational Service Center GT Specialists by providing PD related to identification of underserved populations.
Colorado	We have developed a collaborative relationship with English Language Department and the Office of Gifted Education to build identification and programming guidance for English learners. We regularly offer training on equity and issues related to identification and programming for culturally, linguistically diverse gifted learners. Our state mandate specifically addresses equity for gifted identification. Unified improvement planning requires the analysis of disaggregated gifted learner data.
Connecticut	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	Delaware SEA and LEAs have focused on providing professional learning opportunities for teachers and administrators to understand dual exceptionalities including services for English Language Learners: https://www.doe.k12.de.us/domain/595

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Q125 Describe efforts in your state to close the equity gap in gifted education.

Florida	<p>6A-6.03019 Special Instructional Programs for Students who are Gifted.</p> <p>(1) Gifted. One who has superior intellectual development and is capable of high performance.</p> <p>(2) Criteria for eligibility. A student is eligible for special instructional programs for the gifted if the student meets the criteria under paragraph (2)(a) or (b) of this rule.</p> <p>(a) The student demonstrates:</p> <ol style="list-style-type: none"> 1. Need for a special program. 2. A majority of characteristics of gifted students according to a standard scale or checklist; and, 3. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence. <p>(b) The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students.</p> <ol style="list-style-type: none"> 1. For the purpose of this rule, under-represented groups are defined as groups: <ol style="list-style-type: none"> a. Who are limited English proficient, or b. Who are from a low socio-economic status family. 2. The Department of Education is authorized to approve school district plans for increasing the participation of students from under-represented groups in special instructional programs for the gifted, provided these plans include the following: <ol style="list-style-type: none"> a. A district goal to increase the percent of students from under-represented groups in programs for the gifted and the current status of the district in regard to that goal; b. Screening and referral procedures which will be used to increase the number of these students referred for evaluation; c. Criteria for determining eligibility based on the student's demonstrated ability or potential in specific areas of leadership, motivation, academic performance, and creativity; d. Student evaluation procedures, including the identification of the measurement instruments to be used; e. Instructional program modifications or adaptations to ensure successful and continued participation of students from under-represented groups in the existing instructional program for gifted students; and, f. An evaluation design which addresses evaluation of progress toward the district's goal for increasing participation by students from under-represented groups. <p>(3) Procedures for student evaluation. The minimum evaluations for determining eligibility are the following:</p> <ol style="list-style-type: none"> (a) Need for a special instructional program; (b) Characteristics of the gifted; (c) Intellectual development; and, (d) May include those evaluation procedures specified in an approved district plan to increase the participation of students from under-represented groups in programs for the gifted. <p>(4) This rule shall take effect July 1, 1977.</p> <p>Rulemaking Authority 1001.42(4)(1), 1003.57 FS. Law Implemented 1000.01, 1001.42(4)(1), 1003.57(5), FS. History New 7-1-77, Formerly 6A-6.3019, Amended 10-10-91, 5-19-98, 7-14-02.</p>
Georgia	<ol style="list-style-type: none"> 1. Rural Initiatives for training for teachers 2. Task Force Efforts for equity and access in conjunction with the University of Georgia 3. Work with new gifted coordinators on studying demographics
Hawaii	N/A
Illinois	Developing ways to monitor districts, working with higher ed for micro credentials for gifted specialists, providing resources for districts, parents, and teachers.

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Q125 Describe efforts in your state to close the equity gap in gifted education.

Indiana	An additional portion of state funding is allocated to LEAs for universal screening and identification of high ability students using a multi-faceted identification process. These additional funds were to assist LEAs in moving to a more inclusive process of identification. Throughout the state, Advanced Placement programming has continued to increase. The state funds the full cost of all AP exams for free and reduced students as well as all AP STEM exam costs for ALL students.
Maryland	The Jacob Javits Grant, designed to identify and serve more underrepresented students, the implementation and monitoring of new state gifted and talented regulations, and the addition of GT students in the state accountability system are the major efforts Maryland has undertaken to close the equity gap.
Mississippi	We have a policy that allows districts to identify children who have emerging potential. It is included in the regulations document that has been linked multiple times.
Missouri	There are several ongoing efforts including: teacher recruitment and retention, equitable identification in gifted education, and equity training. https://dese.mo.gov/educator-quality/equitable-access-excellent-education
Nevada	The Nevada Department of Education works in partnership with Local Education Agencies and the Gifted Education Directors Association. The Gifted Education Directors Association meets regularly to share ideas and create policy to support innovative ways of closing the equity gap in gifted education across the state.
New Jersey	NJDOE formed the Strengthening Gifted and Talented Education Advisory Committee (SGTEAC) in April 2020, an advisory committee comprised of educators and parents across the state, to assist the Department in ensuring that the Strengthening Gifted and Talented Education Act is implemented equitably for all students. The committee will liaise between the school districts, NJAGC, and NJDOE to assist in the following areas: the law's implementation in school districts, educator professional development, gifted and 2e student identification, gifted programming options and services, and intersectionality of cognitive and affective needs (social and emotional learning).
North Carolina	For several years, NCDPI has focused on equity and excellence. We have updated our State board of Education's NC AIG Program Standards to explicitly include standards that address issues of equity. And most recently, the NC Department of Public Instruction has launched a strategic Call to Action focused on Critical Actions to Realize Equity and Excellence in Gifted Education: Changing Mindsets, Policies, and Practices. NC's Call to Action for Equity and Excellence is essential to increase access and opportunities which will lead to increased achievement and growth for all. This strategic initiative is focused on six critical actions for public school districts to address the inequities often leading to inequitable representation in gifted programs. In partnership with Duke TIP, NCDPI has developed a one-page brief to clearly communicate these six critical actions, including the how and why, and to clarify what is equity and excellence and what it is not. NCDPI is further providing ongoing focused professional learning opportunities for district and charter school leaders including face-to-face Think Tanks focused on each of the six critical actions for district leaders and problem-solving technical assistance webinars. NCDPI and Duke TIP are also in the process of developing one-page research briefs on each of the six critical actions to provide research support and Pockets of Excellence from districts across the state to better communicate the evidence-base for each of the critical actions and promote effective implementation. NC has worked on many of these issues throughout the last decade, however, by raising the urgency and focusing on actions versus ideas with a variety of leaders in district and charter schools, we will further change mindsets, policies and practices and realize equity and excellence in gifted education. To view NC's Call to Action, please visit: http://www.ncpublicschools.org/advancedlearning/

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Q125 Describe efforts in your state to close the equity gap in gifted education.

Ohio	<p>Public school districts (city, local, and exempted village) are required to provide whole-grade testing for gifted identification once in the K-2 grade band and once again in the 3-6 grade band for the following identification areas:</p> <ul style="list-style-type: none"> Superior cognitive ability, Specific academic ability in mathematics, Specific academic ability in reading/writing, and Creative thinking ability <p>These whole-grade screening opportunities are in addition to the two opportunities per year districts must provide for testing for students who are referred for gifted identification in any area of identification recognized by state law.</p> <p>When school districts designate general education teachers as providers of gifted services, these educators are now required to receive specified clock hours of gifted education professional development meeting specified competencies. Competencies include topics such as culturally responsive pedagogy and social/emotional needs of students who are gifted.</p> <p>While districts are not required to provide gifted services, when they do districts establish their own criteria for services. However, recent revisions (July 1, 2017) to the gifted operating standards clarified that service criteria shall not be unduly restrictive. The state defines this as criteria that has the effect of limiting access to services for populations of students. In addition, the state is beginning to analyze data specifically related to equity and gifted education to use as a baseline for the development of a state strategic plan for gifted education.</p>
Oklahoma	Our current Javits grant is focused on better identifying underrepresented populations in elementary gifted and talented programs in OK.
Oregon	Use belief gap, opportunity gap, achievement gap, and excellence gap research when presenting at state, district, and school levels.
Utah	New Board Rule and new Grant Application. Equity Labs around the state.
Virginia	The state advisory committee has published two reports to the BOE regarding equity. Here is a link to one http://www.doe.virginia.gov/instruction/gifted_ed/increasing-diversity.pdf
Washington	RCW 28A.185.020 charges LEAs to prioritize equitable identification of low-income students.
West Virginia	Working with educators and directors in regard to twice-exceptional student identification. The eligibility criteria allows for special consideration for historically underrepresented gifted populations.
Wisconsin	We are finishing up our Javits grant on addressing disproportionality using a RtI approach. This has allowed us to work with regional partners to address these issues at a local level.
<p>The following states did not respond: Alaska, California, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Montana, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Wyoming</p>	

Table 19. Mandate Regarding Gifted Programming Options/Services

	Q66 Does your state have a law or rule that mandates gifted programming options/services?			Q67 Please provide the URL/link to the law or rule.
	Yes	No	Determined by the LEA	
District of Columbia		●		NO RESPONSE GIVEN
Alabama	●			https://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf
Alaska			●	NO RESPONSE GIVEN
Arizona			●	NO RESPONSE GIVEN
Arkansas	●			Pgs. 20-25 http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf
California		●		NO RESPONSE GIVEN
Colorado	●			https://www.cde.state.co.us/gt/lawsregs#giftedrules
Connecticut			●	NO RESPONSE GIVEN
Delaware		●		NO RESPONSE GIVEN
Florida	●			https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019 Special Instructional Programs for Students who are Gifted http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia			●	NO RESPONSE GIVEN
Hawaii	●			http://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/GiftedandTalented/Pages/home.aspx
Illinois			●	NO RESPONSE GIVEN
Indiana	●			http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-36-2
Iowa	●			https://www.legis.iowa.gov/docs/iac/chapter/12-11-2013.281.59.pdf
Kansas	●			NO RESPONSE GIVEN
Kentucky	●			https://apps.legislature.ky.gov/law/kar/704/003/285.pdf
Louisiana	●			https://legis.la.gov/legis/Law.aspx?p=y&d=80045
Maine			●	NO RESPONSE GIVEN

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	Yes	No	Determined by the LEA	
Maryland	●			http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.03.htm
Massachusetts		●		NO RESPONSE GIVEN
Michigan		●		NO RESPONSE GIVEN
Minnesota		●		NO RESPONSE GIVEN
Mississippi	●			NO RESPONSE GIVEN
Missouri		●		NO RESPONSE GIVEN
Montana		●		NO RESPONSE GIVEN
Nebraska	●			https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada			●	NO RESPONSE GIVEN
New Hampshire		●		NO RESPONSE GIVEN
New Jersey	●			https://www.njleg.state.nj.us/2018/Bills/A5000/4710_11.HTM
New Mexico	●			https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York		●		NO RESPONSE GIVEN
North Carolina	●			https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy https://www.ncleg.net/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115C/Article_9B.pdf
North Dakota			●	NO RESPONSE GIVEN
Ohio		●		NO RESPONSE GIVEN
Oklahoma	●			https://sde.ok.gov/sites/ok.gov.sde/files/Regulations%20and%20Program%20Approval%20Standards.pdf
Oregon	●			https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145372
Pennsylvania	●			NO RESPONSE GIVEN
Rhode Island			●	NO RESPONSE GIVEN

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	Q66 Does your state have a law or rule that mandates gifted programming options/services?			Q67 Please provide the URL/link to the law or rule.
	Yes	No	Determined by the LEA	
South Carolina	●			https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota		●		NO RESPONSE GIVEN
Tennessee			●	NO RESPONSE GIVEN
Texas	●			http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121
Utah		●		NO RESPONSE GIVEN
Vermont		●		NO RESPONSE GIVEN
Virginia	●			https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:1/
Washington	●			http://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.030
West Virginia			●	NO RESPONSE GIVEN
Wisconsin	●			https://dpi.wi.gov/gifted/laws
Wyoming		●		NO RESPONSE GIVEN
SUMMARY Responses = 50	24	15	11	
The following states did not respond: Idaho				

Table 20. Pre-Kindergarten and Kindergarten Delivery Models

Q68 What programming options or services are provided in pre-K and kindergarten in your state?								
	Continuous progress/ self-paced learning	Independent study	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Cluster classrooms	Other
District of Columbia								
Alabama				•				Consultative services
Alaska								
Arizona	•	•	•	•	•	•	•	Flexible grouping; Acceleration; Enrichment opportunities in school and after school
Arkansas				•		•		Whole Group Enrichment. In LEAs where students are not typically formally identified in Kindergarten, students are provided weekly enrichment.
California	•	•	•	•	•	•	•	After school enrichment
Colorado	•		•	•	•	•	•	
Delaware				•	•	•	•	
Georgia	•		•	•	•	•	•	
Hawaii								
Illinois				•				
Indiana				•	•	•	•	
Iowa	•			•				Grade acceleration
Kansas	•	•	•	•	•	•	•	
Kentucky								Primary Talent Pool
Louisiana				•	•	•		
Maine								Delivery models are determined at the local (district/school level)

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Q68 What programming options or services are provided in pre-K and kindergarten in your state?

	Continuous progress/ self-paced learning	Independent study	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Cluster classrooms	Other	Not applicable (N/A)
Maryland	•	•		•	•		•	Primary Talent Development Program; Advanced PreK, Testing for early admittance to K	
Massachusetts									N/A
Michigan									N/A
Minnesota	•	•	•	•	•	•		Montessori Programs; IB Primary years program; Young scholars programs	
Missouri	•			•		•	•		
Montana									N/A
Nebraska									N/A
Nevada				•					
New Jersey									N/A
New Mexico	•	•	•	•	•				
New York									N/A
North Carolina		•	•	•		•	•		
North Dakota	•			•					
Ohio					•	•	•	International Baccalaureate; Early Entrance to Kindergarten; Acceleration	
Oklahoma								Determined by LEA	
Oregon									N/A
Pennsylvania	•		•	•		•	•		
Rhode Island	•			•					
South Carolina									N/A

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Q68 What programming options or services are provided in pre-K and kindergarten in your state?

	Continuous progress/ self-paced learning	Independent study	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Cluster classrooms	Other	Not applicable (N/A)
South Dakota									N/A
Tennessee	•	•		•	•		•	As determined by IEP team	
Texas	•	•	•	•	•	•	•		
Utah			•	•	•				
Vermont	•	•		•	•			Flexible Pathways	
Virginia				•		•	•		
Washington				•	•		•	Part-time grouping	
West Virginia									N/A
Wisconsin								"Appropriate program[ming]" is determined by the LEA	
Wyoming	•	•		•	•				
SUMMARY Responses = 46	17	11	11	28	18	16	16	22	13

The following states did not respond: Connecticut, Florida, Idaho, Mississippi, New Hampshire

Table 21A. Early Elementary Delivery Models

	Q70 What are the delivery models through which services are provided in early elementary (Grades 1-3) in your state?													
	Acceleration	Cluster classrooms	Continuous progress/ self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable (N/A)
District of Columbia														N/A
Alabama	•	•		•	•		•			•		•	Consultative Services	
Alaska														N/A
Arizona	•	•		•	•	•				•	•	•	Flexible Grouping; Enrichment Options (In School and After School)	
Arkansas	•			•		•	•			•			Whole Group Enrichment. In LEAs where students are not typically formally identified in any of the grades in this grade band, students are provided weekly enrichment.	
California				•	•	•	•	•	•	•	•	•		
Colorado	•	•	•	•	•	•	•			•	•			
Delaware	•	•		•						•	•			
Florida	•	•	•	•	•		•	•	•	•	•	•		
Georgia	•	•	•	•		•	•		•	•	•			
Hawaii	•	•		•						•		•	Pull-out Program	
Illinois	•			•										
Indiana		•		•		•	•			•	•		Between class/ flexible grouping; Honors	
Iowa	•	•	•	•										
Kansas	•		•	•	•	•				•		•		
Kentucky	•			•						•	•			
Louisiana	•			•					•	•	•	•		

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Q70 What are the delivery models through which services are provided in early elementary (Grades 1-3) in your state?

	Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable (N/A)
Maryland	•	•	•	•	•	•	•	•		•	•		Primary Talent Development Program (PreK-2); Research investigations, STEM classes, and Makerspaces; Pull-out program	
Michigan														N/A
Minnesota	•	•	•	•	•	•	•			•	•		Virtual classroom/coursework/school options	
Mississippi										•				
Missouri	•	•	•	•						•				
Montana				•										
Nevada	•	•		•			•			•	•	•		
New Hampshire				•										
New Jersey														N/A
New Mexico	•	•	•	•	•		•			•	•	•		
New York														N/A
North Carolina	•	•		•	•	•	•			•				
North Dakota	•	•	•	•							•			
Ohio	•	•				•				•	•		Visual or Performing Arts; Educational Options (includes independent studies, internships, mentorships, or credit flexibility; Honors or advanced coursework)	
Oklahoma													Determined by LEA	
Oregon														N/A
Pennsylvania	•	•	•	•			•		•	•				
Rhode Island			•	•	•									
South Carolina		•		•		•	•	•	•	•	•			

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Q70 What are the delivery models through which services are provided in early elementary (Grades 1-3) in your state?

	Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable (N/A)
South Dakota										•	•			
Tennessee	•			•									Small group of intellectual peers by IEP goal	
Texas	•	•		•						•	•			
Utah	•	•		•			•			•	•			
Virginia		•		•			•				•			
Washington	•	•		•							•		Part-time grouping	
West Virginia	•			•						•			Enrichment; Compacting	
Wisconsin													"Appropriate program[ming]" is determined by the LEA	
Wyoming	•		•	•	•						•			
SUMMARY Responses = 45	28	23	13	34	12	12	16	4	6	27	22	9	20	6

The following states did not respond: Connecticut, Idaho, Maine, Massachusetts, Nebraska, Vermont

Table 21B. Early Elementary Delivery Models

	Q71 Provide any comments, explanation, or context about the delivery models and grades where the models are used.
Alabama	Grades 1-2 are consultative services as defined in the Alabama Administrative Code. The Second Grade Child Find occurs during the second grade year. Pull-out services begin at the beginning of third grade.
Alaska	LEA determination
Arizona	Program and services models may (and do) vary widely between LEAs, and within LEAs, based on the unique local contexts of a given school. The SEA provides assistance to LEAs and schools statewide to design, implement and evaluate locally designed programs and services for their gifted and advanced learners that are a reflection of their unique local needs and contexts.
California	All services, if provided, are determined at the local level.
Connecticut	Determined by LEAs.
Florida	LEAs may determine gifted program delivery for students through the student educational plan. Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted: https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum that can be offered. This ranking is determined by each school and district. ACCEL options are decided at the school level. The principal determines the ACCEL options: http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Hawaii	Up to individual schools to determine type of program for gifted learners
Louisiana	Each Local Education Agency may determine the delivery model.
Maine	Delivery models are determined at the local (district/school) level. Context will be district and/or school specific.
Minnesota	Young Scholars programs identify and nurture advanced academic potential in students from traditionally underrepresented populations. Though not gifted programs, they often prepare students to success in gifted programs. The model has gained increasing popularity among Minnesota districts and has led to increased identification and participation among underrepresented populations in gifted programs. This information is based on observation and is not reported or formally collected by the Minnesota Department of Education.
Nebraska	Determined at the district level.
North Carolina	Please note that there are many options of how students are served "All Day, Every Day" in NC.
Ohio	Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to provide gifted education services in Grades K-12, they must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately. Similarly, districts may report services through Educational Options. Educational Options include options such as independent study, internships, mentorships, and credit flexibility (credit through demonstrated mastery). In Ohio, the cluster classroom is taught by a general education teacher who has met specific gifted education professional development requirements. It may also include co-teaching in a cluster classroom where a gifted intervention specialist (and educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services.
Oregon	Determined by LEA
Pennsylvania	Pennsylvania is just beginning to collect this data. The models checked are models I have observed during cyclical monitoring visits.
South Carolina	South Carolina begins GT services in third grade.
Utah	Varies by LEA
Virginia	Typically the magnet schools and self-contained classrooms, where available, would start at 2nd or 3rd grade.
The following states did not respond: District of Columbia, Arkansas, Colorado, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Rhode Island, South Dakota, Tennessee, Texas, Vermont, Washington, West Virginia, Wisconsin, Wyoming	

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Table 22A. Upper Elementary Delivery Models

	Q73 What are the delivery models through which services are provided in upper elementary (Grades 4-5/6) in your state?													
	Acceleration	Cluster classrooms	Continuous progress/ self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable
District of Columbia														N/A
Alabama	•	•		•	•		•			•		•	Consultative Services	
Arizona	•	•	•	•	•	•				•	•	•	Flexible Grouping; Enrichment Opportunities (In School and After School)	
Arkansas	•			•		•	•			•			Pre-Advanced Placement classes	
Colorado	•	•	•	•	•	•	•			•	•	•		
Delaware	•	•		•						•	•			
Florida	•	•	•	•	•		•	•	•	•	•	•		
Georgia	•	•	•	•	•	•	•		•	•	•			
Hawaii	•	•		•						•		•	Pull-out Program	
Illinois	•	•		•					•					
Indiana		•		•		•	•			•	•		Between class/ flexible grouping; Honors	
Iowa	•	•	•	•										
Kansas	•		•	•	•	•				•		•		
Kentucky	•			•						•	•			
Louisiana	•			•	•		•		•	•	•	•		
Maine														N/A

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Q73 What are the delivery models through which services are provided in upper elementary (Grades 4-5/6) in your state?

	Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable
Maryland	•	•	•	•	•	•	•	•	•	•	•	•	Leadership Modules, research investigations, and STEM classes; Pull-out enrichment programs in ELA and math or extension units with GT Resource Teacher; Merit classes for Grade 6 incorporating GATE strategies	
Michigan														N/A
Minnesota	•	•	•	•	•	•	•	•		•	•	•		
Mississippi										•				
Missouri	•	•	•	•						•	•			
Montana				•										
Nevada	•	•		•			•			•	•	•		
New Hampshire				•										
New Jersey														N/A
New Mexico	•	•	•	•	•		•			•	•	•		
New York														N/A
North Carolina	•	•		•	•	•	•			•	•			
North Dakota	•		•	•										
Ohio	•	•				•				•	•		Visual or Performing Arts; Honors or advanced coursework; Educational Options (includes independent studies, internships, mentorships, or credit flexibility)	
Oklahoma													Determined by LEA	

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Q73 What are the delivery models through which services are provided in upper elementary (Grades 4-5/6) in your state?

	Acceleration	Cluster classrooms	Continuous progress/self-paced learning	Differentiation in the general education classroom	Independent study	International Baccalaureate	Magnet schools	Mentorships	Regional math/science or performing arts school	Resource room	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable
Oregon														N/A
Pennsylvania	•	•	•	•	•					•		•		
Rhode Island			•	•	•									
South Carolina	•	•		•	•	•	•	•	•	•	•	•		
South Dakota										•	•			
Tennessee	•			•	•								Small group of intellectual peers working on IEP goals	
Texas	•	•	•	•	•					•	•	•		
Utah	•	•		•			•			•	•			
Virginia	•	•		•			•				•			
Washington	•	•		•							•		Part-time grouping	
West Virginia	•			•						•			Enrichment Compacting	
Wisconsin													"Appropriate program[ming]" is determined by the LEA	
Wyoming	•		•	•							•			
SUMMARY Responses = 44	30	23	15	33	16	11	15	4	6	26	22	14	19	6

The following states did not respond: Alaska, California, Connecticut, Idaho, Massachusetts, Nebraska, Vermont

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Table 22B. Upper Elementary Delivery Models

	Q74 Provide any comments, explanation, or context about the delivery models and grades where the models are used.
Alabama	Sixth grade services vary depending on the organization of the school (i.e. included in elementary or middle).
Alaska	LEA determination
Arizona	Program and services models may (and do) vary widely between LEAs, and within LEAs, based on the unique local contexts of a given school. The SEA provides assistance to LEAs and schools statewide to design, implement and evaluate locally designed programs and services for their gifted and advanced learners that are a reflection of their unique local needs and contexts.
California	Locally determined
Connecticut	Determined by LEAs.
Florida	LEAs may determine gifted program delivery for students through the student educational plan. Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum that can be offered. This ranking is determined by each school and district.
Hawaii	Up to individual schools to provide learning environment for gifted learners
Maine	Delivery models are determined at the local (district/school) level.
Minnesota	This information is based on observation and is not reported or formally collected by the Minnesota Department of Education.
Nebraska	Determined at the district level.
North Carolina	There are many service options in NC in order to ensure "All Day, Every Day."
Ohio	Grades 4-6 were included in the data provided for ranking services. Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to provide gifted education services in grades K-12, they must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately. Similarly, districts may report services through Educational Options. Educational Options include options such as independent study, internships, mentorships, and credit flexibility (credit through demonstrated mastery). In Ohio, the cluster classroom is taught by a general education teacher who has met specific gifted education professional development requirements. It may also include co-teaching in a cluster classroom where a gifted intervention specialist (and educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services.
Oregon	Determined by LEA
Utah	Varies by LEA
The following states did not respond: District of Columbia, Arkansas, Colorado, Delaware, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	

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Table 23A. Middle School Delivery Models

	Q76 What are the delivery models through which services are provided in middle school (Grades 6/7-8) in your state?													
	Advanced Placement	Cluster classrooms	Dual enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional math/science or performing arts school	Resource room	Virtual classroom/coursework/school options	Other
Alabama		•		•	•	•	•	•			•	•	•	Consultative Services
Arizona		•		•	•	•	•	•				•	•	Enrichment Opportunities (In School and After School); Acceleration
Arkansas				•	•		•	•				•		Pre-Advanced Placement classes; GT Seminar
California	•	•		•	•		•	•		•	•		•	
Colorado		•	•	•	•	•	•	•	•	•	•	•	•	Acceleration
Delaware	•			•	•									
Florida	•	•	•	•	•	•	•	•		•	•	•	•	
Georgia		•		•	•	•	•	•			•	•		
Hawaii		•		•	•	•						•	•	
Illinois	•	•	•	•	•	•	•				•			
Indiana		•		•	•		•	•				•		Between class/flexible grouping; Self-contained
Iowa				•	•				•					
Kansas	•		•	•	•	•	•		•			•	•	
Kentucky				•		•			•			•		
Louisiana	•		•	•	•	•		•				•	•	
Maryland	•	•	•	•	•	•	•	•	•		•	•	•	Acceleration; STEM classes, research investigations; Pull-out enrichment projects
Minnesota	•	•	•	•	•	•	•	•	•	•		•	•	Guided Discussion Groups; University of Minnesota Talented Youth Math Program; Academic competition/enrichment
Mississippi												•		Gifted is offered as an elective to eligible students
Missouri	•	•	•	•	•	•	•					•	•	

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Q76 What are the delivery models through which services are provided in middle school (Grades 6/7-8) in your state?

	Advanced Placement	Cluster classrooms	Dual enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional math/science or performing arts school	Resource room	Virtual classroom/coursework/school options	Other
Montana				•										
Nevada		•			•			•						
New Hampshire				•	•									
New Mexico	•		•	•	•	•	•	•					•	
North Carolina		•		•	•	•	•	•	•			•	•	Acceleration
North Dakota				•								•		
Ohio	•	•	•		•					•		•		Self-contained classrooms; Visual or Performing Arts; Acceleration
Oklahoma														Determined by LEA
Pennsylvania	•	•	•	•	•	•		•				•	•	
Rhode Island				•	•	•	•						•	
South Carolina				•	•	•	•	•			•			
South Dakota												•		
Tennessee		•		•	•	•								Small group of intellectual peers working on IEP goals
Texas	•	•		•	•			•				•		
Utah		•	•	•	•		•	•						
Virginia		•		•	•		•	•			•			
Washington		•		•	•		•							Part-time grouping; Acceleration
West Virginia				•								•	•	Acceleration/High Credit; Enrichment
Wisconsin														"Appropriate program[ming]" is determined by the LEA
Wyoming				•	•				•					
SUMMARY Responses = 39	13	21	12	33	31	19	20	19	8	6	9	22	16	26

The following states did not respond: District of Columbia, Alaska, Connecticut, Idaho, Maine, Massachusetts, Michigan, Nebraska, New Jersey, New York, Oregon, Vermont

Table 23B. Middle School Delivery Models

	Q77 Provide any comments, explanation, or context about the delivery models and grades where the models are used.
Alabama	Sixth grade services vary depending on the organization of the school (i.e. included in elementary or middle).
Alaska	LEA determination
Arizona	Program and services models may (and do) vary widely between LEAs, and within LEAs, based on the unique local contexts of a given school. The SEA provides assistance to LEAs and schools statewide to design, implement and evaluate locally designed programs and services for their gifted and advanced learners that are a reflection of their unique local needs and contexts. The SEA champions expanded accelerated learning options for all students, such as supporting access and success in accelerated, rigorous and enriched curricular and instructional opportunities K-12, advanced placement programs, dual/concurrent enrollment and other college and career readiness programs.
California	Locally determined
Connecticut	Determined by LEAs.
Florida	LEAs may determine gifted program delivery for students through the student educational plan. Rule 6A-6.030191 Development of Educational Plans for Exceptional Students who are Gifted https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum that can be offered. This ranking is determined by each school and district.
Maine	Delivery models are determined at the local (district/school) level.
Minnesota	University of Minnesota Talented Youth Math Program (UMTYMP) is an accelerated mathematics option for students who are highly gifted in math. The program has two components: high school level and college level. In the high school level, students will complete the traditional four-year high school mathematics sequence in two years (Algebra I and II in Year 1; Geometry and Math Analysis/Precalculus in Year 2). Students test into the program, typically in Grades 5-7, and replace traditional math classes with a once-a-week class on a college campus and earn high school credit. Online learning/virtual classroom/coursework provides a unique way for gifted students to expand or enhance their education by providing learning opportunities they have not had access to before. Some online learning combines traditional classroom courses and online courses at the student's local school, while others allow students to attend classes from home and other locations. Minnesota public school students may enroll in a full-time online program or they may choose to take supplemental courses (taken in place of a course period during the regular school day); state academic standards and credits transfer to other public school districts and apply toward high school graduation.
Nebraska	Determined at the district level.
North Carolina	There are many service options in NC so that students' needs are met "All Day, Every Day."
Ohio	Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to provide gifted education services in Grades K-12, they must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately. Similarly, districts may report services through Educational Options. Our response and ranking of Mentorships is inclusive of Educational Options as they include options such as independent study, internships, mentorships, and credit flexibility (credit through demonstrated mastery). In Ohio, the cluster classroom is taught by a general education teacher who has met specific gifted education professional development requirements. It may also include co-teaching in a cluster classroom where a gifted intervention specialist (an educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services.
Oregon	Determined by LEA
Utah	Varies by LEA
The following states did not respond: District of Columbia, Arkansas, Colorado, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	

Table 24A. High School Delivery Models

	Q79 What are the delivery models through which services are provided in high school in your state?													
	Advanced Placement	Cluster classrooms	Dual enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional math/science or performing arts school	Resource room	Virtual classroom/coursework/school options	Other
District of Columbia	•		•				•	•			•			
Alabama	•	•	•	•	•	•	•	•		•	•	•	•	Consultative Services
Arizona	•		•	•	•	•	•	•					•	Acceleration; Enrichment Opportunities (In School and After School)
Arkansas	•		•	•	•		•	•		•	•		•	GT Seminar; Pre-Advanced Placement classes
California	•		•		•	•	•	•			•		•	
Colorado	•		•	•	•	•	•	•		•	•		•	
Delaware	•		•	•	•		•							
Florida	•		•		•	•	•	•		•	•		•	
Georgia	•	•	•	•	•	•	•	•		•	•	•	•	
Hawaii	•		•		•	•	•			•			•	Learning Centers within a host school
Illinois	•	•	•	•	•	•	•				•		•	
Indiana	•	•	•	•	•		•	•			•	•		Between class/ flexible grouping; Self-contained
Iowa	•		•		•	•				•			•	
Kansas	•		•	•	•	•	•					•	•	
Kentucky	•		•	•	•	•	•	•	•	•	•	•	•	
Louisiana	•		•	•	•	•	•	•			•	•	•	
Maryland	•	•	•	•	•	•	•	•	•	•	•		•	Acceleration; Advanced CTE
Michigan	•		•		•		•				•		•	
Minnesota	•		•	•	•	•	•	•	•	•	•	•	•	Academic competition/ enrichment; University of Minnesota Talented Youth Math Program
Mississippi	•		•		•						•			

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Q79 What are the delivery models through which services are provided in high school in your state?

	Advanced Placement	Cluster classrooms	Dual enrollment	Differentiation in the general education classroom	Honors/advanced coursework	Independent study	International Baccalaureate	Magnet schools	Mastery-based learning	Mentorships	Regional math/science or performing arts school	Resource room	Virtual classroom/coursework/school options	Other
Missouri	•		•	•	•	•	•	•		•	•	•	•	
Montana	•		•	•	•									
Nevada	•		•	•	•					•				Job Shadowing; Internships
New Hampshire	•			•	•	•	•						•	
New Mexico	•	•	•	•	•	•	•		•				•	
North Carolina	•		•	•	•	•	•	•	•	•	•		•	Acceleration
North Dakota	•		•	•		•						•		
Ohio	•	•	•		•		•			•		•		Self-contained classrooms; Visual or Performing Arts; Acceleration
Oklahoma														Determined by LEA
Pennsylvania	•	•	•	•	•	•	•	•			•	•	•	
Rhode Island	•		•	•	•	•	•			•			•	Advanced Coursework Network
South Carolina	•				•		•	•			•			
South Dakota	•		•							•		•	•	
Tennessee	•		•		•									
Texas	•	•	•	•	•	•	•	•		•		•	•	
Utah	•		•	•	•		•							
Vermont	•		•	•	•	•	•		•				•	
Virginia	•	•	•		•	•	•	•		•	•			
Washington	•		•	•	•	•	•	•	•	•			•	
West Virginia	•		•	•	•		•					•	•	
Wisconsin														"Appropriate program[ming]" is determined by the LEA
Wyoming	•		•	•	•	•	•		•	•			•	
SUMMARY Responses = 42	40	10	38	28	37	26	33	20	8	20	20	14	28	21

The following states did not respond: Alaska, Connecticut, Idaho, Maine, Massachusetts, Nebraska, New Jersey, New York, Oregon

Table 24B. High School Delivery Models

	Q80 Provide any comments, explanation, or context about the delivery models and grades where the models are used.
Alaska	LEA determination
Arizona	Program and services models may (and do) vary widely between LEAs, and within LEAs, based on the unique local contexts of a given school. The SEA provides assistance to LEAs and schools statewide to design, implement and evaluate locally designed programs and services for their gifted and advanced learners that are a reflection of their unique local needs and contexts. The SEA champions expanded accelerated learning options for all students, such as supporting access and success in accelerated, rigorous and enriched curricular and instructional opportunities K-12, advanced placement programs, dual/concurrent enrollment and other college and career readiness programs.
California	Locally determined
Connecticut	Determined by LEAs.
Maine	Delivery models are determined at the local (district/school) level.
Michigan	Our state provides lots of flexibility for local districts to provide advanced learning opportunities for students.
Minnesota	University of Minnesota Talented Youth Math Program (UMTYMP) is an accelerated mathematics option for students who are highly gifted in math. The program has two components: high school level and college level. In the high school level, students will complete the traditional four-year high school mathematics sequence in two years (Algebra I and II in Year 1; Geometry and Math Analysis/Precalculus in Year 2). Students test into the program, typically in Grades 5-7, and replace traditional math classes with a once a week class on a college campus and earn high school credit. Online learning/virtual classroom/coursework provides a unique way for gifted students to expand or enhance their education by providing learning opportunities they have not had access to before. Some online learning combines traditional classroom courses and online courses at the student's local school, while others allow students to attend classes from home and other locations. Minnesota public school students may enroll in a full-time online program or they may choose to take supplemental courses (taken in place of a course period during the regular school day); state academic standards and credits transfer to other public school districts and apply toward high school graduation.
Nebraska	Determined at the district level.
North Carolina	In NC, there are many options for services to ensure students' needs are met "All Day, Every Day." Note: There are several options noted above that are duplicative. For example, advanced coursework would also count for AP/IB/Dual Enrollment in our state.
Ohio	Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to provide gifted education services in grades K-12, they must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. Services may be provided in a wide variety of settings including virtual learning environments and at magnet schools. However, districts are not able to report magnet schools or virtual learning environments separately. Similarly, districts may report services through Educational Options. Our response and ranking of Mentorships is inclusive of Educational Options as they include options such as independent study, internships, mentorships, and credit flexibility (credit through demonstrated mastery). In Ohio, the cluster classroom is taught by a general education teacher who has met specific gifted education professional development requirements. It may also include co-teaching in a cluster classroom where a gifted intervention specialist (an educator who holds gifted licensure or endorsement) and a trained general education teacher both provide services.
Oregon	Determined by LEA
Utah	Varies by LEA - strong emphasis on AP and Concurrent Enrollment.
West Virginia	Gifted services end in 8th grade. Students have a four-year plan followed for advanced course work as appropriate. A small number of students continue with exceptional gifted services. These students are underachieving, twice exceptional, and/or low SES.
Wisconsin	At all levels (K-12) many of the above listed delivery models are being used but it's a local decision for which are used. "Appropriate program" means a systematic and continuous set of instructional activities or learning experiences which expand the development of the pupils identified as gifted or talented (per PI 8.01(2)(t)1.a., Wis. Admin. Rule).
The following states did not respond: District of Columbia, Alabama, Arkansas, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, Wyoming	

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Table 25A. Acceleration Policy

	Q83 Does your state have an acceleration policy in law or rule?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama	•		
Alaska			•
Arizona			•
Arkansas			•
California			•
Colorado			•
Connecticut		•	
Delaware		•	
Florida	•		
Georgia			•
Hawaii		•	
Illinois	•		
Indiana			•
Iowa		•	
Kansas		•	
Kentucky	•		
Louisiana			•
Maine			•
Maryland			•
Michigan		•	
Minnesota	•		
Mississippi		•	
Missouri	•		
Montana		•	
Nebraska		•	
Nevada			•
New Hampshire		•	
New Jersey			•
New Mexico	•		
New York		•	
North Carolina	•		
North Dakota		•	

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Q83 Does your state have an acceleration policy in law or rule?

	Yes	No	Determined by the LEA
Ohio	•		
Oklahoma			•
Oregon		•	
Pennsylvania			•
Rhode Island		•	
South Carolina		•	
South Dakota		•	
Tennessee		•	
Texas	•		
Utah		•	
Vermont		•	
Virginia		•	
Washington			•
West Virginia			•
Wisconsin		•	
Wyoming		•	
SUMMARY Responses = 49	10	23	16

The following states did not respond: Idaho, Massachusetts

Table 25B. Acceleration Policy

	Q84 Please provide a URL/link to the acceleration law or rule.
Alabama	https://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf
Florida	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Illinois	https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf
Kentucky	https://education.ky.gov/educational/AL/Pages/default.aspx
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.15
Missouri	https://dese.mo.gov/quality-schools/gifted-education/acceleration-policies-and-gifted-programs
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
North Carolina	https://files.nc.gov/dpi/documents/advancedlearning/aig/ncaig-program-standards.pdf
Ohio	http://codes.ohio.gov/orc/3324.10v1
Texas	https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf
The following states did not respond: District of Columbia , Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	

Table 26A. Early Entrance to Kindergarten Policy

	Q85 Does your state have an early entrance to kindergarten policy in law or rule?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama		•	
Alaska	•		
Arizona			•
Arkansas		•	
California		•	
Colorado	•		
Delaware		•	
Florida		•	
Georgia		•	
Hawaii		•	
Illinois	•		
Indiana			•
Iowa		•	
Kansas		•	
Kentucky	•		
Louisiana		•	
Maine		•	
Maryland	•		
Michigan		•	
Minnesota	•		
Mississippi		•	
Missouri		•	
Montana			•
Nebraska		•	
Nevada	•		
New Hampshire		•	
New Jersey			•
New Mexico			•
New York			•
North Carolina	•		
North Dakota		•	
Ohio	•		

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	Q85 Does your state have an early entrance to kindergarten policy in law or rule?		
	Yes	No	Determined by the LEA
Oklahoma	•		
Oregon		•	
Pennsylvania			•
Rhode Island		•	
South Carolina		•	
South Dakota		•	
Tennessee		•	
Texas			•
Utah		•	
Vermont			•
Virginia		•	
Washington			•
West Virginia			•
Wisconsin	•		
Wyoming			•
SUMMARY Responses = 48	11	25	12
The following states did not respond: Connecticut, Idaho, Massachusetts			

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Table 26B. Early Entrance to Kindergarten Policy

	Q86 Please provide a URL/link to the early entrance to kindergarten law or rule.
Alaska	4 AAC 06.712
Colorado	https://www.cde.state.co.us/gt/lawsregs#giftedrules
Illinois	https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf
Kentucky	https://education.ky.gov/curriculum/conpro/prim-pre/Pages/EarlyEntranceK.aspx
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.08.01.02.htm
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.15
Nevada	https://www.leg.state.nv.us/nrs/NRS-392.html#NRS392Sec040
North Carolina	https://www.ncleg.gov/Sessions/1997/Bills/House/PDF/H1099v5.pdf
Ohio	http://codes.ohio.gov/orc/3321.01
Oklahoma	https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/EC-Kinder70%20OS%2018-108.pdf
Wisconsin	https://dpi.wi.gov/early-childhood/kind/admission
<p>The following states did not respond or do not have early entrance to kindergarten law or rule: District of Columbia, Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming</p>	

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Table 27A. Dual or Concurrent Enrollment Policy

	Q87 Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?		
	Yes	No	Determined by the LEA
District of Columbia			•
Alabama	•		
Alaska			•
Arizona	•		
Arkansas	•		
California	•		
Colorado	•		
Delaware	•		
Florida	•		
Georgia	•		
Hawaii	•		
Illinois			•
Indiana	•		
Iowa	•		
Kansas	•		
Kentucky	•		
Louisiana	•		
Maine	•		
Maryland	•		
Michigan	•		
Minnesota	•		
Mississippi	•		
Missouri	•		
Montana			•
Nebraska	•		
Nevada			•
New Hampshire			•
New Jersey			•
New Mexico	•		
New York	•		
North Carolina	•		
North Dakota	•		
Ohio	•		

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Q87 Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?

	Yes	No	Determined by the LEA
Oklahoma	•		
Oregon			•
Pennsylvania			•
Rhode Island	•		
South Carolina	•		
South Dakota	•		
Tennessee	•		
Texas	•		
Utah	•		
Vermont	•		
Virginia	•		
Washington	•		
West Virginia			•
Wisconsin	•		
Wyoming	•		
SUMMARY Responses = 48	38	0	10

The following states did not respond: Connecticut, Idaho, Massachusetts

Table 27B. Dual or Concurrent Enrollment Policy

	Q88 Please provide a URL/link to the dual or concurrent enrollment law or rule.
Alabama	alabamaadministrativecode.state.al.us/docs/ed/290-3-1.pdf
Arizona	https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/01821-01.htm
Arkansas	Pgs. 22-23. Acceleration allowable as a program option. http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf Newly revised Grading and Course Credit Rules include a chapter related to concurrent enrollment. Not available online yet.
Colorado	http://www.cde.state.co.us/postsecondary/concurrentenrollment
Delaware	https://education.delaware.gov/wp-content/uploads/2020/02/200121_dual_enrollment_guidance_document.pdf
Florida	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Transition-Career-Partnerships.aspx
Hawaii	http://www.hawaiipublicschools.org/TeachingAndLearning/CollegeAndCareerReadiness/DualCredit/Pages/home.aspx
Indiana	http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-32-3-9
Iowa	https://www.legis.iowa.gov/docs/code/261E.1.pdf
Kentucky	https://education.ky.gov/educational/AL/dc/Pages/default.aspx
Maine	https://legislature.maine.gov/legis/statutes/20-A/title20-Asec6971.html https://legislature.maine.gov/legis/statutes/20-A/title20-Asec15689-A.html https://legislature.maine.gov/legis/statutes/20-A/title20-Ach208-Asec0.html
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.04.htm ; http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.10.htm
Michigan	https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html
Minnesota	https://www.revisor.mn.gov/statutes/cite/124D.09
Mississippi	https://www.mdek12.org/ESE/Dual0Enrollment-Dual-Credit
Missouri	https://dese.mo.gov/quality-schools/mo-school-improvement-program/dual-credit-dual-enrollment
Nebraska	There is no dual credit law or rule.
North Carolina	https://files.nc.gov/dpi/documents/advancedlearning/cihs/legislation/cihs-egislation-fall2015.pdf https://www.ncleg.gov/enactedlegislation/sessionlaws/pdf/2017-2018/sl2017-57.pdf https://www4.ncleg.net/sessions/2011/bills/house/pdf/h200v9.pdf
North Dakota	https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/NDCC%2015.1-25.pdf
Ohio	http://codes.ohio.gov/orc/3365
Oklahoma	http://ecs.force.com/mbdata/mbstprofexcl?Rep=DC15P&st=Oklahoma
Rhode Island	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/DualEnrollment.aspx
South Dakota	https://sdlegislature.gov/rules/DisplayRule.aspx?Rule=24:43:09:04
Tennessee	https://www.tn.gov/content/dam/tn/education/ccte/eps/pc967_dual_credit.pdf
Texas	https://tea.texas.gov/academics/college-career-and-military-prep/dual-credit

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Q88 Please provide a URL/link to the dual or concurrent enrollment law or rule.

Utah	https://schools.utah.gov/curr/earlycollege?mid=1354&tid=1
Virginia	https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section140/
Wisconsin	https://dpi.wi.gov/dual-enrollment
Wyoming	https://wyoleg.gov/NXT/gateway.dll/2019Statutes/Titles/1151/1233/1235?f=templates&fn=default.htm&vid=Publish:10.1048/Enu

The following states did not respond: District of Columbia, Alaska, California, Connecticut, Idaho, Illinois, Kansas, Louisiana, Massachusetts, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, Oregon, Pennsylvania, South Carolina, Vermont, Washington, West Virginia

Table 27C. Dual or Concurrent Enrollment Policy

Q89 Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?

	5	6	7	8	9	10	11	12	Determined by the LEA
District of Columbia									•
Alabama						•			
Alaska									•
Arizona							•		
Arkansas					•				
California					•				
Colorado					•				
Delaware						•			
Florida									•
Georgia					•				
Hawaii					•				
Illinois									•
Indiana									•
Iowa									•
Kansas									•
Kentucky									•
Louisiana									•
Maine					•				
Maryland									•
Michigan					•				
Minnesota			•						
Missouri									•
Montana									•

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Q89 Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?

	5	6	7	8	9	10	11	12	Determined by the LEA
Nebraska									•
Nevada									•
New Hampshire									•
New Jersey									•
New Mexico									•
New York									•
North Carolina					•				
North Dakota						•			
Ohio			•						
Oklahoma									•
Oregon									•
Pennsylvania									•
Rhode Island					•				
South Dakota							•		
Tennessee									•
Texas					•				
Utah					•				
Virginia					•				
West Virginia									•
Wisconsin					•				
Wyoming					•				
SUMMARY Responses = 44	0	0	2	0	14	3	2	0	23

The following states did not respond: Connecticut, Idaho, Massachusetts, Mississippi, South Carolina, Vermont, Washington

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Table 28A. Middle School Credit Toward High School Graduation Policy

	Q90 Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama	•		
Alaska			•
Arizona	•		
Arkansas	•		
California		•	
Colorado			•
Delaware		•	
Florida	•		
Georgia	•		
Hawaii		•	
Illinois			•
Indiana	•		
Iowa	•		
Kansas			•
Kentucky		•	
Louisiana	•		
Maine			•
Maryland	•		
Michigan	•		
Minnesota	•		
Mississippi	•		
Missouri			•
Nebraska			•
Nevada			•
New Hampshire		•	
New Jersey		•	
New Mexico	•		
New York	•		
North Carolina	•		
North Dakota		•	
Ohio	•		
Oklahoma			•

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Q90 Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?

	Yes	No	Determined by the LEA
Oregon		•	
Pennsylvania			•
Rhode Island			•
Tennessee	•		
Texas	•		
Utah	•		
Virginia			•
Washington			•
West Virginia	•		
Wisconsin	•		
Wyoming	•		
SUMMARY Responses = 44	22	9	13

The following states did not respond: Connecticut, Idaho, Massachusetts, Montana, South Carolina, South Dakota, Vermont

Table 28B. Middle School Credit Toward High School Graduation Policy

	Q91 Please provide a URL/link to the state law or rule permitting proficiency-based promotion.
Alabama	https://www.alsde.edu/sites/memos/Memoranda/FY13-2121.pdf
Arizona	https://apps.azsos.gov/public_services/Title_07/7-02.pdf (R7-2-302)
Florida	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Guidance-for-Rule-160-5-1-15.pdf#search=middle%20school%20students%20receiving%20high%20school%20credit
Indiana	http://iga.in.gov/legislative/laws/2019/ic/titles/020#20-32-3-4
Iowa	https://www.legis.iowa.gov/docs/code/256.7.pdf
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.03.02.04.htm
Michigan	www.michigan.gov/highschool
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.021
Nebraska	https://cdn.education.ne.gov/wp-content/uploads/2017/10/CLEANRULE10_2015LD.pdf
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
North Carolina	https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=CCRE-001&Sch=10399&S=10399&C=CCRE&RevNo=2.66&T=A&Z=P&St=ADOPTED&PG=6&SN=true
Ohio	http://codes.ohio.gov/orc/3313.603 (Ohio Revised Code 3313.603 (G))
Tennessee	https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2.103_High_School_Policy_10-20-17.pdf
Texas	http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074c.html
Utah	https://rules.utah.gov/publicat/code/r277/r277-700.htm
Virginia	https://law.lis.virginia.gov/admincode/title8/agency20/chapter131/section110/
West Virginia	http://wvde.state.wv.us/policies/ Policy 2510
Wisconsin	https://dpi.wi.gov/cal/middle-school-credit
Wyoming	Wyoming Department of Education Chapter 31 Rules, Section 4 (a) (i)(E) - https://rules.wyo.gov/Default.aspx https://rules.wyo.gov/DownloadFile.aspx?source_id=13362&source_type_id=81&doc_type_id=110&include_meta_data=Y&file_type=pdf&filename=13362.pdf&token=035054049242089156041125220004020220071003232074
The following states did not respond, have no state law or rule permitting proficiency-based promotion, or rule is determined by LEA: District of Columbia, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Vermont, Washington	

Table 29A. Services Required by Law or Rule

	Q93 Which of the following services are required by law or rule in your state?						
	Academic guidance and counseling	Differentiated instruction	Content-based acceleration	Contact time/ required minutes of service	Reciprocity for GT ID with other states	Reciprocity for GT ID between districts within your state	Rtl for GT
District of Columbia	Required	Required	Determined by LEA	Determined by LEA	Required	Required	Determined by LEA
Alabama	Determined by LEA	Required	Required	Not Required	Required	Required	X
Alaska	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Arizona	Determined by LEA	Required	Determined by LEA	Determined by LEA	Determined by LEA	Required	Determined by LEA
Arkansas	Required	Required	Determined by LEA	Required	Determined by LEA	Determined by LEA	Determined by LEA
California	Not Required	Determined by LEA	Determined by LEA	Not Required	Not Required	Determined by LEA	Determined by LEA
Colorado	Required	Required	Determined by LEA	Determined by LEA	Determined by LEA	Required	Determined by LEA
Connecticut	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Delaware	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Florida	X	X	Required	Required	Required	Required	X
Georgia	Determined by LEA	Determined by LEA	Determined by LEA	Required	Not Required	Required	Required
Hawaii	Required	Not Required	Not Required	Required	Required	Required	Required
Idaho	X	X	X	X	X	X	X
Illinois	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Indiana	Required	Required	Determined by LEA	Determined by LEA	Not Required	Not Required	Not Required
Iowa	Not Required	Required	Not Required	Not Required	Not Required	Not Required	Not Required
Kansas	Required	Required	Required	Required	X	Required	Required
Kentucky	Not Required	Not Required	Not Required	Not Required	Not Required	X	Required
Louisiana	Not Required	Required	Required	Required	Not Required	Required	Not Required
Maine	X	X	X	X	X	X	X
Maryland	Required	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Massachusetts	X	X	X	X	X	X	X
Michigan	Required	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Minnesota	Determined by LEA	Required	Required	Not Required	Not Required	Not Required	Not Required
Mississippi	Not Required	Not Required	Not Required	Required	Not Required	Required	Not Required

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Q93 Which of the following services are required by law or rule in your state?

	Academic guidance and counseling	Differentiated instruction	Content-based acceleration	Contact time/ required minutes of service	Reciprocity for GT ID with other states	Reciprocity for GT ID between districts within your state	Rtl for GT
Missouri	Determined by LEA	Determined by LEA	Required	Required	Not Required	Not Required	Determined by LEA
Montana	Determined by LEA	Determined by LEA	Determined by LEA	Required	Determined by LEA	Determined by LEA	Determined by LEA
Nebraska	Determined by LEA	Determined by LEA	Determined by LEA	Not Required	Not Required	Not Required	Determined by LEA
Nevada	Determined by LEA	Required	Determined by LEA	Required	Not Required	Required	Determined by LEA
New Hampshire	X	X	X	X	X	X	X
New Jersey	Required	Not Required	Not Required	Determined by LEA	Not Required	Not Required	Not Required
New Mexico	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
New York	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
North Carolina	Required	Required	Required	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
North Dakota	Not Required	Determined by LEA	Not Required	Determined by LEA	Not Required	Not Required	Determined by LEA
Ohio	Not Required	Required	Required	Required	Not Required	Required	Not Required
Oklahoma	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Required	Determined by LEA
Oregon	Required	Determined by LEA	Determined by LEA	Required	Determined by LEA	Determined by LEA	Determined by LEA
Pennsylvania	Determined by LEA	Determined by LEA	Determined by LEA	Not Required	Not Required	Required	Determined by LEA
Rhode Island	Required	Determined by LEA	Required	Determined by LEA	Not Required	Not Required	Determined by LEA
South Carolina	X	X	X	Required	X	Required	X
South Dakota	X	X	X	X	X	X	X
Tennessee	Not Required	Determined by LEA	Not Required	Not Required	Not Required	Required	Not Required
Texas	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Utah	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA	Determined by LEA
Vermont	X	X	X	X	X	X	X
Virginia	Required	Required	Not Required	Determined by LEA	Determined by LEA	Determined by LEA	Not Required
Washington	Not Required	Not Required	Not Required	Not Required	Determined by LEA	Determined by LEA	Not Required

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Q93 Which of the following services are required by law or rule in your state?

	Academic guidance and counseling	Differentiated instruction	Content-based acceleration	Contact time/ required minutes of service	Reciprocity for GT ID with other states	Reciprocity for GT ID between districts within your state	Rtl for GT
West Virginia	Required	Required	Determined by LEA	Determined by LEA	Not Required	Required	Determined by LEA
Wisconsin	Required	Not Required	Not Required	Required	Not Required	Not Required	Not Required
Wyoming	Not Required	Required	Not Required	Not Required	Not Required	Not Required	Not Required
SUMMARY							
Responses	43	43	44	45	43	44	42
Required	15	16	9	14	4	17	4
Not Required	11	7	12	11	21	11	13
Determined by LEA	17	20	23	20	18	16	25

Table 29B. Services Required by Law or Rule

	Q94 Are there any other services required by law or rule in your state?
Alabama	Consultative services, advanced/ honors classes, mentorships, independent study.
Colorado	Diverse content options, pre- collegiate and or pre- advanced coursework, Advanced Learning Plans, concurrent enrollment opportunities.
Delaware	N/A
Florida	6A-6.03024, F.A.C. Provision of Occupational or Physical Therapy to Exceptional Students as a Related Service
Hawaii	No
Iowa	Ch 12.5(12) "... a qualitatively differentiated program to meet the students' cognitive and affective needs."
Maine	No
Pennsylvania	Collaboration between the teacher of gifted and general education teacher
Tennessee	No, it is determined by the IEP team.
West Virginia	Upon exit in eighth grade a four year plan is developed and reviewed annually to determine appropriately challenging courses... Personal Education Plans (PEP).
Wisconsin	Yes, Academic and Career Planning for students in Grades 6-12 - https://dpi.wi.gov/acp
The following states did not respond: District of Columbia, Alaska, Arizona, Arkansas, California, Connecticut, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, Wyoming	

Table 30. Comments Regarding Services Required

	Q95 Please provide any comments, explanations, or context about any of the services you listed above.
Alabama	These are part of the Placement and Service delivery options in the Alabama Administrative Code.
Arizona	The governing board of each school district shall develop a scope and sequence for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.
Florida	1002.3105 Academically Challenging Curriculum to Enhance Learning (ACCEL) options. (1) ACCEL OPTIONS. (a) Academically Challenging Curriculum to Enhance Learning (ACCEL) options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. (b) At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program under s. 1003.4295. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.
Iowa	The following guidance is provided and determined at the local school district level: 281 - 59.5(2) Development of curriculum and instructional strategies. The program of instruction shall consist of content and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students. A linkage between the selection of students, the anticipated student outcomes and the special instructional programs shall be evident. Learning activities shall provide for the development of skills which are beyond the scope of the regular classroom, introduce advanced concepts and contents, and offer students a greater latitude of inquiry than would be possible without the specialized instructional program. Specialized instructional activities shall be those not ordinarily found in the regular school program and may include, but shall not be limited to: a. A special curriculum supplementing the regular curriculum, using a high level of cognitive and affective concepts and processes. b. Flexible instructional arrangements such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers.
Maine	Each district must have a plan but the delivery is up to each district.
Minnesota	School districts must adopt procedures for the academic acceleration of gifted and talented students. These procedures must include how the district will: (1) assess a student's readiness and motivation for acceleration; and (2) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student. School districts must also adopt procedures early admission to kindergarten or first grade of gifted and talented learners
Mississippi	Mississippi requires all districts to universally screen all students at one grade level. Most districts complete this in grade 1. Law requires gifted services be provided to eligible students in grades 2 - 6. About 20 districts also serve grades 7 & 8. Our funding is based on the number of gifted students in our state calculated into teacher units. Once a calculation is determined, districts receive that allocation. It may be reduced by the percentage that our legislature funds education that year e.g. 92%.
Nevada	Gifted students are required to receive 600 minutes per month of Gifted Differentiated Instruction by a licensed teacher who holds a Gifted and Talented Endorsement in the State of Nevada.

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Q95 Please provide any comments, explanations, or context about any of the services you listed above.

New Jersey	N.J.A.C. 6A:8-3.2 requires school districts to provide academic counseling to students in fulfillment of NJSLS. https://www.nj.gov/education/code/current/title6a/chap8.pdf
North Carolina	Please see the NC AIG Program Standards for requirements. https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
Ohio	<p>Gifted education services are not mandated in the state of Ohio. However, if a public school district chooses to provide gifted education services for students in grades K-12, they must follow state rules for the provision of services detailed in the Operating Standards for Identifying and Serving Students Who are Gifted, Ohio Administrative Code 3301-51-15. Gifted services must include instruction that is differentiated from the standard curriculum for that course in depth, breadth, complexity, pace, and/or where content is above-grade level.</p> <p>Gifted education services must be provided during the typical school day with exceptions made for internships, mentorships, and dual enrollment. Instructional time for gifted services must be equivalent to district wide instructional time for the corresponding subject, grade level, and setting. However, for students who receive gifted services within the cluster group setting, co-teaching in a cluster group setting (where an educator with licensure or endorsement in gifted education and a general education teacher with professional development in gifted education both provide services), or in a resource room/pull out classroom setting, instructional time for services must be no less than one core content class period a day or an average of fifteen percent of the total instructional time for the school week.</p> <p>Related to reciprocity with other states, there is only reciprocity if the student's date of identification is no more than 24 months old and the student's identification is in conformance with state criteria for identification (qualifying score on an approved assessment).</p> <p>Related to reciprocity between school districts within the state, once a student is identified gifted by a public school district in the state of Ohio in conformance with the state laws and rules for gifted identification, the student retains this identification regardless of subsequent testing or classroom performance.</p> <p>Related to acceleration, all public school districts (city, local, and exempted village) are required to have an academic acceleration policy for advanced learners that is approved by the Ohio Department of Education. Formal acceleration includes options such as whole-grade acceleration, subject acceleration, early entrance to kindergarten or first grade, and early graduation. When a student is referred for acceleration, districts are required to follow their policy to evaluate the student for possible accelerated placement. Once the transition period defined in a student's Written Acceleration Plan has concluded, the acceleration becomes a permanent placement. This is true even if the student transfers to another public school district in the state of Ohio.</p>
Texas	<p>The Texas State Plan for the Education of Gifted/Talented Students (State Plan) under the Texas Education Code Section 29.123 provides the rules and guidelines for local education agencies to adhere to gifted/talented education.</p> <p>Some form of differentiated instruction is required for gifted students.</p>
Virginia	Counseling is not specifically required for gifted students -- but in general required for all students.
West Virginia	West Virginia includes gifted as an exceptionality under the Special Education Policy. Eligibility is standardized and qualifying students have an Individualized Education Program (IEP) developed and reviewed annually.
Wisconsin	LEAs can and do provide things like differentiation but this is not required by law. Also, some of the services (i.e., Guidance & Counseling, instructional minutes, Academic and Career Planning) are required for all students, not just those identified as gifted.

The following states did not respond: District of Columbia, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Washington, Wyoming

Table 31. State Program Standards/Guidelines

	Q96 Does your state have state program standards/guidelines for gifted education?	Q97 Please provide the URL/link to your state program standards.
District of Columbia	No	X
Alabama	Yes	https://www.alsde.edu/sec/ses/gifted/scope%20and%20sequence/Alabama%20Gifted%20Education%20Programs--Standards%20and%20Student%20Outcomes%20Manual.pdf
Alaska	Yes	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	Yes	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcfbfc27
Arkansas	Yes	http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/Gifted%20and%20Talented%20Program%20Approval%20Standards%20ADE%20080.pdf
California	Yes	www.cde.ca.gov/sp/gt/re
Colorado	Yes	https://www.cde.state.co.us/gt/director
Connecticut	Yes	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	Yes	https://www.doe.k12.de.us/domain/140
Florida	Yes	http://www.fldoe.org/core/fileparse.php/5660/urlt/k12giftedlearners.pdf http://www.fldoe.org/core/fileparse.php/7567/urlt/FPK12GE.pdf http://www.fldoe.org/core/fileparse.php/5660/urlt/RGEGSF.pdf http://www.fldoe.org/academics/standards/gifted.stml
Georgia	Yes	http://archives.gadoe.org/DMGetDocument.aspx/Gifted%20Education%20Print%20Ready%20Program%20Standards%20for%20Gifted%20Learners%202010.pdf?p=6CC6799F8C1371F699F45FE4A11CF3C08B54F6B48806372C48EEB55604A6C480&Type=D
Hawaii	No	X
Illinois	No	X
Indiana	Yes	https://www.doe.in.gov/sites/default/files/highability/high-ability-coordinator-handbook-2018-2019.pdf
Iowa	No	X
Kansas	No	X
Kentucky	No	X
Louisiana	No	X
Maine	No	X
Maryland	Yes	http://www.marylandpublicschools.org/programs/Documents/Gifted-Talented/COMAR_13A0407_GT_Education.pdf
Michigan	No	X
Minnesota	No	X
Mississippi	Yes	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013-Gifted-Standards.pdf
Missouri	No	X
X	Indicates NO RESPONSE GIVEN	

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	Q96 Does your state have state program standards/guidelines for gifted education?	Q97 Please provide the URL/link to your state program standards.
Montana	No	X
Nebraska	No	X
Nevada	No	X
New Hampshire	No	X
New Jersey	No	X
New Mexico	Yes	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
New York	No	X
North Carolina	Yes	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
North Dakota	Yes	https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/Volume%201%20in%20Word%20Format.pdf
Ohio	Yes	http://codes.ohio.gov/oac/3301-51-15
Oklahoma	No	X
Oregon	No	X
Pennsylvania	Yes	https://www.education.pa.gov/K-12/Gifted%20Education/Pages/default.aspx
Rhode Island	Yes	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx
South Carolina	Yes	https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/
South Dakota	No	X
Tennessee	No	X
Texas	Yes	https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf
Utah	Yes	https://schools.utah.gov/file/449c04db-9c3e-49bd-a255-a1bd949a19e1
Virginia	Yes	https://law.lis.virginia.gov/admincode/title8/agency20/chapter40/
Washington	No	X
West Virginia	No	X
Wisconsin	No	X
Wyoming	No	X
SUMMARY	Responses = 48 Yes = 23 No = 25	
The following states did not respond: Idaho, Massachusetts, Vermont		
X	Indicates NO RESPONSE GIVEN	

Table 32A. Gifted Education Administrator/Coordinator and Credentials

	Q61 Does your state law or rule require each LEA to have a gifted education administrator/coordinator?	Q62 Please provide the URL/link to the law or rule.
District of Columbia	No	X
Alabama	Yes	https://www.alsde.edu/sec/ses/Policy/AAC%20Gifted%20Code_5-14-2009.pdf
Alaska	No	X
Arizona	No	X
Arkansas	Yes	http://dese.ade.arkansas.gov/public/userfiles/Learning_Services/Gifted%20and%20Talented/2009_GT_Revised_Program_Approval_Standards.pdf
California	No	X
Colorado	Yes	https://www.cde.state.co.us/gt/lawsregs#giftedrules
Connecticut	Yes	https://www.cga.ct.gov/2017/act/pa/pdf/2017PA-00082-R00SB-00911-PA.pdf
Delaware	No	X
Florida	Yes	X
Georgia	No	X
Hawaii	No	X
Illinois	No	X
Indiana	No	X
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/12-11-2013.281.59.pdf
Kansas	Yes	X
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/704/003/285.pdf
Louisiana	Yes	https://legis.la.gov/legis/Law.aspx?p=y&d=80045
Maine	No	X
Maryland	No	X
Massachusetts	No	X
Michigan	No	X
Minnesota	No	X
Mississippi	No	X
Missouri	No	X
Montana	No	X
Nebraska	Yes	https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	No	X
X	Indicates NO RESPONSE GIVEN	

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	Q61 Does your state law or rule require each LEA to have a gifted education administrator/coordinator?	Q62 Please provide the URL/link to the law or rule.
New Hampshire	No	X
New Jersey	No	X
New Mexico	No	X
New York	No	X
North Carolina	Yes	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
North Dakota	No	X
Ohio	No	X
Oklahoma	No	X
Oregon	No	X
Pennsylvania	No	X
Rhode Island	No	X
South Carolina	Yes	https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota	No	X
Tennessee	Yes	X
Texas	No	X
Utah	No	X
Vermont	No	X
Virginia	No	X
Washington	No	X
West Virginia	No	X
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	No	X
SUMMARY	Responses = 50 Yes = 14 No = 36	
The following state did not respond: Idaho		
X	Indicates NO RESPONSE GIVEN	

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Table 32B. Gifted Education Administrator/Coordinator and Credentials

	Q63 Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?	Q64 Please provide any additional comments on LEA administrators/coordinators.
Alabama	No	Many special education coordinators serve in a dual role that includes being the gifted coordinator.
Arkansas	Yes	GT licensure requires graduate level coursework and obtaining a passing score on the GT Praxis.
Colorado	No	X
Connecticut	No	X
Florida	No	Requirements that are most closely related to improving educational results for children with disabilities.
Iowa	Yes	The rule that requires a gifted endorsement for the teacher of gifted programming became effective August 20, 2008.
Kansas	No	X
Kentucky	Yes	X
Louisiana	No	X
Nebraska	No	X
North Carolina	Yes	X
South Carolina	Yes	X
Tennessee	No	The gifted coordinators must have either an administrative endorsement, gifted endorsement, or met the state-level gifted employment standards.
Wisconsin	No	Licensure for coordinators and/or teachers is optional.
SUMMARY	Responses = 14 Yes = 5 No = 9	
X	Indicates NO RESPONSE GIVEN	

The following states did not respond: District of Columbia, Alaska, Arizona, California, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming

Table 33A. Teacher Training Requirements

Q98 What level of training in gifted education is required for teachers of the gifted in your state? Check all that apply.						
	GT Endorsement	GT Certification	GT Licensure (graduate work in gifted education)	Non-credentialed professional development at the local level	Training not required by the State	Determined by the LEA
District of Columbia					•	•
Alabama		•	•			
Alaska						•
Arizona	•					•
Arkansas		•				
California					•	
Colorado						•
Delaware		•				
Florida	•					
Georgia	•					
Illinois					•	
Indiana					•	•
Iowa	•					
Kansas			•			
Kentucky	•					
Louisiana		•	•			
Maine	•					
Maryland					•	•
Michigan					•	
Minnesota					•	•
Mississippi	•					
Missouri		•				
Montana				•		•
Nebraska					•	
Nevada	•					
New Hampshire					•	
New Jersey					•	•
New Mexico	•					
The following states did not respond: Connecticut, Hawaii, Idaho, Massachusetts, Vermont						

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Q98 What level of training in gifted education is required for teachers of the gifted in your state? Check all that apply.

	GT Endorsement	GT Certification	GT Licensure (graduate work in gifted education)	Non-credentialed professional development at the local level	Training not required by the State	Determined by the LEA
New York		•				
North Carolina		•				•
North Dakota	•					
Ohio	•		•	•		
Oklahoma					•	
Oregon					•	
Pennsylvania						•
Rhode Island					•	•
South Carolina	•					
South Dakota	•				•	
Tennessee	•	•				
Texas				•		•
Utah	•					•
Virginia						•
Washington					•	•
West Virginia	•	•			•	•
Wisconsin					•	
Wyoming					•	
SUMMARY Responses = 46	16	9	4	3	18	17

The following states did not respond: Connecticut, Hawaii, Idaho, Massachusetts, Vermont

Table 33B. Teacher Training Requirements

	Q99 Provide comments about GT teacher training requirements in your state.
Arkansas	*graduate level work in gifted education, passing score on the praxis exam
Connecticut	CT Teaching Certificate
Delaware	Regulation 1572
Florida	<p>6A-4.01791 Specialization Requirements for the Gifted Endorsement Academic Class Beginning July 1, 1992.</p> <p>(1) A bachelor's or higher degree with certification in an academic class coverage; and,</p> <p>(2) Fifteen (15) semester hours in gifted education to include three (3) semester hours in each area specified below:</p> <p>(a) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;</p> <p>(b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;</p> <p>(c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;</p> <p>(d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations;</p> <p>(e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.</p>
Georgia	The LEAs have flexibility to develop their own PQ for all teachers. Teachers may be in field or out of field with their certification. Districts are encouraged to have gifted teachers who meet their PQ and are in field, but it is a district decision.
Hawaii	No GT teacher training requirements
Iowa	The endorsement requires completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include 1) Psychology of the gifted, 2) Programming for the gifted, 3) Administration and supervision of gifted programs, and 4) Practicum experience in gifted programs. More information can be found at 14.140(13) Talented and gifted teacher-coordinator on the following link.
Maryland	<p>A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional learning aligned with the competencies specified by the Gifted and Talented Education Specialist certification in COMAR 13A.12.03.12.</p> <p>B. Teachers who wish to pursue leadership roles in gifted and talented education shall be encouraged to obtain Gifted and Talented Education Specialist certification as defined in COMAR 13A.12.03.12.</p>
Minnesota	Most Minnesota districts prefer to hire teachers who have obtained an optional certificate of teacher preparation in gifted and talented education.
Missouri	<p>15 hours of classes about gifted learners plus additional courses; gifted courses include:</p> <p>a. A Survey of Gifted and Talented Education</p> <p>b. Programming, Planning, and Development: An Understanding of Administration and Supervision of Gifted Programs</p> <p>c. Screening, Assessing, and Evaluating Gifted Students</p> <p>d. Curriculum and Instruction for the Gifted</p> <p>e. Meeting the Affective Needs of Gifted Students</p>
North Carolina	All AIG teachers in the state of NC must have an AIG Add-On License to their primary educator license if they are funded by the state AIG allocation. LEAs and Charter School may determine other professional learning requirements for other personnel based on the NC AIG Program Standards.

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Q99 Provide comments about GT teacher training requirements in your state.

Ohio

In the state of Ohio, gifted intervention specialists are educators who hold valid licensure or endorsement in gifted education and provide services to students who are identified gifted. As of January 1, 2019 successful candidates for gifted education licensure or endorsement must take and pass the content assessment, Ohio Assessments for Educators - Gifted Education.

In addition, districts may designate general education teachers as providers of gifted services. These educators must receive professional development from an educator who holds licensure or endorsement in gifted education, a graduate degree in gifted education, or is a state or national presenter in gifted education as follows:

For general education teachers who are designated providers of gifted services and who have earned at least 24 hours of certified AP or IB training within the past five years, at least 7.5 clock hours of gifted education professional development each year over four years (a minimum total of 30 clock hours) related to the following competencies:

- The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
- The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
- The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments; and
- The ability to participate in the development of the "Written Education Plan."

For general education teacher who are designed providers of gifted services and who have NOT earned at least 24 hours of certified AP or IB training within the past five years, at least 15 clock hours of gifted education professional development each year over four years (a minimum of 60 total clock hours) related to the following competencies:

- The ability to differentiate instruction based on a student's readiness, knowledge and skill level, including using accelerated content, complexity, depth, challenge, creativity and abstractness;
- The ability to select, adapt, or create a variety of differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive and complex content;
- The ability to provide an extension or replacement of the general education curricula, to modify the learning process through strategies such as curriculum compacting, and to select alternative assignments and projects based on individual student needs;
- The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning;
- The ability to recognize and respond to characteristics and needs of students from traditionally underrepresented populations who are gifted and create safe and culturally responsive learning environments;
- The ability to use data from a variety of sources to measure and monitor the growth of students who are gifted;
- The ability to select, use, and interpret technically sound formal and informal assessments for the purpose of academic decision making; and
- The ability to participate in the development of the "Written Education Plan."

General education teachers who are designated providers of gifted services are also required to receive on-going support from an educator with gifted licensure or endorsement and district determined hours of on-going gifted education professional development after the total clock hour requirements are met.

Pennsylvania

Instructional certification in any area to teach enrichment classes and content and grade specific Instructional certification to teach graded and weighted courses.

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Q99 Provide comments about GT teacher training requirements in your state.

Texas	School districts shall ensure that: (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students; (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester; (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.
West Virginia	To obtain the certification/endorsement the teacher must already possess a valid teaching license. The additional certification can be obtained from successful completion of Praxis or a master's degree in Gifted Education.
Wisconsin	Licensure for becoming a gifted coordinator or a gifted teacher is available, but is also optional.

The following states did not respond: District of Columbia, Alabama, Alaska, Arizona, California, Colorado, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, Wyoming

Table 33C. Teacher Training Requirements

	Q100 Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.
Alabama	https://www.alsde.edu/ofc/otl/Admin%20Code/290-3-2%20Educator%20Certification%20Chapter%20Effective%204-24-16.pdf
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=58a22a041130c2091cf212c9
Arkansas	http://dese.ade.arkansas.gov/public/userfiles/Legal/Legal-Current%20Rules/Gifted%20and%20Talented%20Program%20Approval%20Standards%20ADE%20080.pdf
Colorado	http://www.cde.state.co.us/gt/endorsements
Delaware	https://regulations.delaware.gov/AdminCode/title14/1500/1572.shtml#TopOfPage
Florida	https://www.flrules.org/gateway/ruleNo.asp?ID=6A4.01791
Georgia	https://www.gadoe.org/Technology-Services/Data-Collections/Documents/Student%20Class/FY2020/FY2020%20Student%20Class%20Delivery%20Model.pdf
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/11-05-2008.282.14.pdf
Kentucky	https://apps.legislature.ky.gov/law/kar/704/003/285.pdf
Louisiana	http://www.doa.la.gov/osr/lac/28v131/28v131.doc
Maine	https://www.maine.gov/sos/cec/rules/05/071/071c104.doc
Missouri	dese.mo.gov/sites/default/files/QS-gifted-2017GiftedCertificationRequirements.pdf
Montana	http://opi.mt.gov/Educators/Licensure/Become-a-Licensed-Montana-Educator
Nebraska	https://cdn.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	https://www.leg.state.nv.us/NAC/NAC-391.html#NAC391Sec394
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/02/PLB-Quick-Guide-1-24-19.pdf
New York	8 CRR-NY 52.21
North Carolina	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-policy
North Dakota	https://www.legis.nd.gov/information/acdata/pdf/67.1-02-03.pdf
Ohio	http://codes.ohio.gov/oac/3301-24-05 http://codes.ohio.gov/oac/3301-51-15
Pennsylvania	http://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.5.html&d=reduce
South Carolina	https://ed.sc.gov/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
Tennessee	Currently under revision.
Texas	https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6126
Utah	https://schools.utah.gov/curr/licensing
Virginia	The following links show minimal topics in gifted education are required of all teachers: Pre-K https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section110/ Elem https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section120/ Middle https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section130/ CTE https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/section240/
The following states did not respond: District of Columbia, Alaska, California, Connecticut, Hawaii, Idaho, Illinois, Indiana, Kansas, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, New Hampshire, New Jersey, Oklahoma, Oregon, Rhode Island, South Dakota, Vermont, Washington, West Virginia, Wisconsin, Wyoming	

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Table 34A. Pre-Service University Coursework Requirement**Q102** Are all pre-service teacher candidates in your state required to take university coursework in gifted education?

District of Columbia	No	Montana	No
Alabama	No	Nebraska	No
Alaska	No	Nevada	No
Arizona	No	New Hampshire	No
Arkansas	No	New Jersey	No
California	No	New Mexico	No
Colorado	No	New York	No
Connecticut	No	North Carolina	No
Delaware	No	North Dakota	No
Florida	No	Ohio	No
Georgia	No	Oklahoma	No
Hawaii	No	Oregon	No
Illinois	No	Pennsylvania	No
Indiana	No	Rhode Island	No
Iowa	Yes	South Carolina	No
Kansas	No	South Dakota	No
Kentucky	No	Tennessee	No
Louisiana	No	Texas	No
Maine	Yes	Utah	No
Maryland	No	Virginia	Yes
Michigan	No	Washington	No
Minnesota	No	West Virginia	No
Mississippi	No	Wisconsin	No
Missouri	No	Wyoming	No

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Table 34B. Pre-Service University Coursework Requirement

	Q103 Please provide a URL/link to the policy requiring pre-service coursework in gifted education.
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Maine	A course is required related to exceptional students. Gifted students would be included in these exceptionalities.
Virginia	Not just on code -- see comments in prior questions
The following states did not respond: District of Columbia, Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming	

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Table 35A. GT Professional Learning Requirements for Administrators

	Q105 Is professional learning for administrators on the nature and needs of gifted students required in your state?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama		•	
Alaska		•	
Arizona	•		
Arkansas		•	
California		•	
Colorado			•
Connecticut			•
Delaware		•	
Florida		•	
Georgia			•
Hawaii		•	
Illinois			•
Indiana			•
Iowa	•		
Kentucky		•	
Louisiana		•	
Maine		•	
Maryland		•	
Michigan		•	
Minnesota		•	
Mississippi		•	
Missouri		•	
Montana		•	
Nebraska			•
Nevada			•
New Hampshire		•	
New Jersey		•	
New Mexico			•
New York		•	

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Q105 Is professional learning for administrators on the nature and needs of gifted students required in your state?

	Yes	No	Determined by the LEA
North Carolina		•	
North Dakota		•	
Ohio		•	
Oklahoma			•
Oregon		•	
Pennsylvania			•
Rhode Island			•
South Carolina	•		
South Dakota		•	
Tennessee		•	
Texas	•		
Utah		•	
Virginia		•	
Washington		•	
West Virginia		•	
Wisconsin		•	
Wyoming		•	
SUMMARY Responses = 47	4	32	11

The following states did not respond: Idaho, Kansas, Massachusetts, Vermont**Table 35B.** GT Professional Learning Requirements for Administrators**Q106** Please provide a URL/link to the policy requiring coursework in gifted education for administrators.

Arizona	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Texas	http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html

The following states did not respond: District of Columbia, Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

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Table 36A. GT Professional Learning Requirements for Counselors

	Q107 Is professional learning for counselors on the nature and needs of gifted students required in your state?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama			•
Alaska		•	
Arizona	•		
Arkansas		•	
California		•	
Colorado			•
Connecticut			•
Delaware		•	
Georgia			•
Hawaii		•	
Illinois			•
Indiana			•
Iowa	•		
Kentucky		•	
Louisiana		•	
Maine		•	
Maryland		•	
Michigan		•	
Minnesota		•	
Mississippi		•	
Missouri		•	
Nebraska			•
Nevada			•
New Hampshire		•	
New Jersey		•	
New Mexico			•
New York		•	

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Q107 Is professional learning for counselors on the nature and needs of gifted students required in your state?

	Yes	No	Determined by the LEA
North Carolina		•	
North Dakota		•	
Ohio		•	
Oklahoma			•
Oregon		•	
Pennsylvania			•
Rhode Island			•
South Carolina	•		
South Dakota		•	
Tennessee		•	
Texas	•		
Utah		•	
Virginia		•	
Washington		•	
West Virginia		•	
Wisconsin		•	
Wyoming		•	
SUMMARY Responses = 45	4	29	12

The following states did not respond: Florida, Idaho, Kansas, Massachusetts, Montana, Vermont

Table 36B. GT Professional Learning Requirements for Counselors

	Q108 Please provide a URL/link to the policy requiring coursework in gifted education for counselors.
Arizona	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Texas	http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089a.html
The following states did not respond: District of Columbia, Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming	

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Table 37A. GT Professional Learning Requirements for Special Education Professionals

	Q109 Is professional learning for special education professionals on the nature and needs of gifted students required in your state?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama			•
Alaska		•	
Arizona	•		
Arkansas		•	
California		•	
Colorado			•
Connecticut		•	
Delaware		•	
Georgia			•
Hawaii		•	
Illinois			•
Indiana			•
Iowa	•		
Kentucky		•	
Louisiana		•	
Maine	•		
Maryland	•		
Michigan		•	
Minnesota		•	
Mississippi		•	
Missouri		•	
Nebraska			•
Nevada			•
New Hampshire		•	
New Jersey		•	
New Mexico			•
New York		•	
North Carolina		•	

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Q109 Is professional learning for special education professionals on the nature and needs of gifted students required in your state?

	Yes	No	Determined by the LEA
North Dakota		•	
Ohio		•	
Oklahoma			•
Oregon		•	
Pennsylvania			•
Rhode Island			•
South Carolina		•	
South Dakota		•	
Tennessee		•	
Texas			•
Utah		•	
Virginia		•	
Washington		•	
West Virginia		•	
Wisconsin		•	
Wyoming		•	
SUMMARY Responses = 45	4	29	12

The following states did not respond: Florida, Idaho, Kansas, Massachusetts, Montana, Vermont**Table 37B.** GT Professional Learning Requirements for Special Education Professionals**Q110** Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals.

Arizona	https://cms.azed.gov/home/GetDocumentFile?id=5503172e1130c016dcbfbc27
Iowa	https://www.legis.iowa.gov/docs/iac/chapter/02-12-2020.281.79.pdf
Maine	All education programs require a course related to exceptional students. Gifted students would be included in these exceptionalities.
Maryland	http://www.dsd.state.md.us/comar/comarhtml/13a/13a.04.07.04.htm http://www.marylandpublicschools.org/programs/Documents/Gifted-Talented/COMAR_Gifted_Talented_Ed_Specialist.pdf

The following states did not respond: District of Columbia, Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

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Table 38A. Annual Report

	Q42 Does the SEA or gifted education services unit produce an annual report on gifted and talented services in the state?		
	Yes	No	Other (Please explain)
District of Columbia		●	
Alabama		●	
Alaska		●	
Arizona		●	
Arkansas			The Arkansas Advisory Council for Education of Gifted and Talented Children Report produces an annual report. The SEA Office of Gifted Education serves as secretary to the council and provides multiple data reports to be included in their annual report.
California		●	
Colorado			Included in other reporting structures
Connecticut			Reported in Public Information System (PSIS)
Delaware		●	
Florida			All of the gifted data is available on the EdStats portal https://edstats.fldoe.org/SASPortal/main.do Bureau of Exceptional Education and Student Services provides ESE onsite monitoring of each district in Florida. http://www.fldoe.org/academics/exceptional-student-edu/monitoring/
Georgia			An annual report is produced by our Curriculum and Instruction Department which includes information on the gifted and advanced academic programs.
Hawaii	●		
Illinois		●	
Indiana			Has data, doesn't report
Iowa		●	
Kansas		●	
Kentucky	●		
Louisiana		●	
Maine		●	
Maryland			The first report of this type will not be produced until after the 2019-2020 school year.
Massachusetts		●	
Michigan		●	
Minnesota		●	
Mississippi		●	

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Q42 Does the SEA or gifted education services unit produce an annual report on gifted and talented services in the state?

	Yes	No	Other (Please explain)
Missouri			We provide public data but not a report
Montana		●	
Nebraska			Each LEA completes a end-of-year report submitted to the SEA annually
Nevada	●		
New Hampshire		●	
New Jersey			Commencing 2020-2021 school year, NJDOE will produce an annual report.
New Mexico			Reported within the district data
New York		●	
North Carolina		●	
North Dakota		●	
Ohio		●	
Oklahoma	●		
Oregon			Yes, but just state/district data
Pennsylvania		●	
Rhode Island		●	
South Carolina		●	
South Dakota		●	
Tennessee		●	
Texas		●	
Utah		●	
Vermont		●	
Virginia	●		
Washington		●	
West Virginia		●	
Wisconsin		●	
Wyoming		●	
SUMMARY Responses = 50	5	33	12

The following state did not respond: Idaho

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Table 38B. Annual Report

	Q43 Please provide a URL/link to the most recent annual report.
Arkansas	http://dese.ade.arkansas.gov/divisions/learning-services/gifted-and-talented-and-advanced-placement/gifted-talented-advisory
Colorado	https://www.cde.state.co.us/accountability/schoolviewdataandresults
Connecticut	https://portal.ct.gov/SDE/Special-Education/State-Performance-Plan-SPP-and-Annual-Performance-Report-APR/Documents
Florida	https://edstats.fldoe.org/SASWebReportStudio/gotoReportSection.do?sectionNumber=7 The gifted population has race, minority, ELL status, disability status, economic status, gender, lunch status code, charter status and homeless status available to analyze. Each subgroup can be separated out by district, school, grade and year.
Georgia	N/A
Hawaii	https://drive.google.com/file/d/1HKyxMDYEI3IALFGhamavayijKI30Knnn/view?usp=sharing
Indiana	https://www.doe.in.gov/accountability/find-school-and-corporation-data-reports
Kentucky	https://www.kyschoolreportcard.com/organization/20/educational_opportunity/gifted_talented_participation/gifted_talented_participation?year=2019
Missouri	https://apps.dese.mo.gov/MCDS/Reports/SSRS_Print.aspx?ReportId=a2b10404-e05c-4be1-8f13-b905a1869897
Oklahoma	https://sde.ok.gov/sites/default/files/FY%2019%20Annual%20Report%20GT_0.pdf
Oregon	https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcard2019.pdf
Virginia	https://law.lis.virginia.gov/vacode/22.1-18.1/
The following states did not respond: District of Columbia, Alabama, Alaska, Arizona, California, Delaware, Idaho, Illinois, Iowa, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wisconsin, Wyoming	

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Table 39A. LEA Reporting Requirements on GT Education Programs and Services

Q44 Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?

District of Columbia	No	Nebraska	Yes
Alabama	Yes	Nevada	Yes
Alaska	No	New Hampshire	No
Arizona	Yes	New Jersey	Yes
Arkansas	Yes	New Mexico	Yes
California	No	New York	No
Colorado	Yes	North Carolina	Yes
Delaware	Yes	North Dakota	No
Florida	Yes	Ohio	Yes
Georgia	Yes	Oklahoma	Yes
Hawaii	No	Oregon	No
Illinois	Yes	Pennsylvania	Yes
Indiana	Yes	Rhode Island	No
Iowa	Yes	South Carolina	Yes
Kansas	Yes	South Dakota	No
Kentucky	Yes	Tennessee	Yes
Louisiana	No	Texas	Yes
Maine	Yes	Utah	No
Maryland	Yes	Vermont	No
Massachusetts	No	Virginia	Yes
Michigan	No	Washington	Yes
Minnesota	No	West Virginia	No
Mississippi	Yes	Wisconsin	No
Missouri	Yes	Wyoming	Yes
Montana	No		
SUMMARY		Yes = 30	
Responses = 49		No = 19	

The following states did not respond: Connecticut, Idaho

Table 39B. LEA Reporting Requirements on GT Education Programs and Services

	Q45 Please provide any comments or context about the required report on gifted and talented education programs.
Alabama	Source of gifted referrals, assessments used, timelines for referrals and demographic breakdown of students referred, gifted service options, program evaluation, demographic breakdown of students served, teacher training.
Arizona	LEAs are required to develop a Scope and Sequence for Gifted Education, that must be approved by the local governing board and the SEA. Local plans must be updated annually if changes are made, and updated and reviewed at least once every five years if no changes are made. All LEAs also submit annual financial reports to the SEA (to include gifted education) that are publicly reported via the Superintendent's Annual Financial Report (SAFR). LEAs receiving funding through the state Gifted Education Grant also report on local uses of grant funds through the SEA's Grants Management system. LEAs leveraging federal funds to support Gifted Education include detailed information regarding planned, budgeted activities via locally developed School and LEA Integrated Action Plans (IAPs) that serve as one planning vehicle as a requirement to access ESSA funding.
Arkansas	A.C.A. Â§ 6-42-109 Required Report
California	Reporting on Gifted and Talented is optional, it is not mandatory.
Colorado	LEAs are required to complete an annual Unified Improvement Plan that specifically includes gifted learners.
Connecticut	LEAs must report on the Public School Information System (PSIS) if a student is identified as Gifted and Talented.
Delaware	LEAs are required under regulation 902, to create or refine their Gifted Education Plan. This is a five year process where LEA plans are reviewed by the SEA including criteria specific to goals, inclusion of stakeholders, identification by qualified persons, equity in the identification process, external communication and transparency, compliance with Regulation 1572 teacher certification in gifted education, reciprocity, and program and service evaluation.
Florida	Each district has a policy and procedures document sent to the state for approval. The Bureau of Exceptional Education and Student Services monitors the gifted compliance through this document. https://beessgsw.org/spp/institution/public
Georgia	Student enrollment of identified gifted students is reported through the FTE process. This is the only required reporting process.
Hawaii	The Hawaii State Department of Education is an SEA and LEA.
Iowa	District plans and number of students served by grade level are provided to the Bureau of School Improvement through a data collection system in September. Student Reporting in Iowa (SRI) data is submitted to the Bureau of Information and Analysis in Winter and Spring.
Maine	Maine school districts are required to report on gifted and talented education as part of the comprehensive school review process which is within a 5 year cycle and additionally when and if required by the Department. Schools who receive a waiver from this requirement do not need to report. Financial reports are completed on an annual basis.
Maryland	Beginning September 1, 2019, local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan: (1) The process for identifying gifted and talented students; (2) The number of gifted and talented students identified in each school; (3) The percentage of gifted and talented students identified in the local school system; (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale; (5) The continuum of programs and services; and (6) Data-informed goals, targets, strategies, and timelines.

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Q45 Please provide any comments or context about the required report on gifted and talented education programs.

Minnesota	<p>LEAs are required to include their identification, procedure, acceleration procedure and early entrance procedure within their World's Best Workforce report. While the full World's Best Workforce (WBWF) plan is a multi-year strategic roadmap, each year, districts develop a WBWF Annual Report, engage in an annual public meeting with stakeholders, and release the annual report publicly on district websites. The annual report and annual public meetings are focused on the strategies and initiatives that the district engaged in to meet the goals and the progress made on those goals in the prior school year. Specific areas of gifted education reporting are:</p> <p>Process to Assess and Identify Students for Participation in Gifted and Talented Programs</p> <p>All local district WBWF plans must now include the process used to assess and identify students for participation in gifted and talented programs including: (1) multiple and objective criteria; and, (2) assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to underrepresented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.</p> <p>Acceleration</p> <p>All local WBWF plans must now include the procedures used for the academic acceleration of gifted and talented students. These procedures must include how the district will: (1) assess a student's readiness and motivation for acceleration; and, (2) match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.</p> <p>Early Admission to Kindergarten and First Grade</p> <p>All local WBWF plans must now include a procedure for early admission to kindergarten and first grade, consistent with section 124D.02, subdivision 1. The procedure should be sensitive to underrepresented groups and include the evaluation of cognitive, social, and emotional development domains to help determine the child's ability to meet expectations and progress in the subsequent year.</p>
Mississippi	Gifted Education is part of our accreditation standards 17.8.
Missouri	LEAs report their identification/selection process (minimal detail), the number of minutes students are being served, the number of students identified and receiving services, the number of students identified but not receiving services, and the name of the certified teacher(s).
Montana	The only LEAs that are required to report on gifted and talented are LEAs that receive the match grant from the state.
Nebraska	The report is required as part of the application for state funding.
Nevada	LEAs are required to submit a Gifted and Talented Education Annual Planning Report. Each LEA submits their plan for the upcoming year in September and their Final Report at the End of the School Year in June.
New Jersey	Commencing school year 2020-2021, LEAs will be required to report on their gifted and talented education programs. Prior to the Strengthening Gifted and Talented Education Act that was signed into law in January 2020, schools were not required to record or report information regarding gifted and talented education services.
North Carolina	Each year, AIG student achievement data is reported on School Report Cards for the schools and districts. AIG is collected subgroup for all Accountability measures and is collected statewide within existing collections measures.

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Q45 Please provide any comments or context about the required report on gifted and talented education programs.

Ohio	School districts are required to report in Ohio's Education Management Information System (EMIS) the number of students screened and assessed for gifted identification, the number of students identified as gifted, the number of students who receive gifted education services, the number of students who are accelerated, gifted education staffing (staff with gifted licensure or endorsement), and gifted education expenditures. Educational Service Centers (ESCs) are required to report gifted education staffing and gifted education expenditures. In addition, school districts are required to complete an annual self-report on the identification and services for students who are gifted. This self-report collects additional information not collected in Ohio's Educational Management Information System (EMIS), such as district policies and practices related to gifted education. This self-report provides information that the Ohio Department of Education uses to develop related resources and professional development. School districts are required to submit their board approved District Gifted Identification Plan to the Department for approval. When districts submit their identification plans to the Department they are required to attach a copy of their District Gifted Education Policy.
Oklahoma	Every LEA in Oklahoma does a yearly GT report detailing their identification practices, service options and budget.
Pennsylvania	Pennsylvania Public School Districts are required to report the status of Gifted students in the Pennsylvania Information Management System (PIMS) annually as follows: Field Gifted and Talented 1.) GY- Gifted, has a GIEP 2.) GS- Gifted, received gifted services through an IEP 3.) GX- Gifted but does not receive services 4.) N- Not identified as Gifted
Tennessee	This is pulled through their IEPs. We monitor and flag for disproportionality by race, socio-economic, and EL.
Texas	Current reporting is on identification, program options and use of funds. A more robust reporting process is under development.
Utah	LEAs that accept grant money will be expected to report beginning next year.
Virginia	Completed through the VDOE website -- but not required to present it to local community
Washington	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.050
Wisconsin	Districts do submit data on gifted students through our office which then goes to CRDC/OCR. However, these data are shown on OCR website for each single district rather than statewide. In addition, these data are not vetted in any manner by our office and there is a severe lag in the data so it's impossible to get current data to use in any meaningful way since as of this month the most current OCR data is from Survey Year 2015.
Wyoming	Districts are required to describe available supports for gifted students through the accreditation process.

The following states did not respond: District of Columbia, Alaska, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, New Hampshire, New Mexico, New York, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, West Virginia

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Table 40A. Reporting Gifted as a Sub-Group**Q46** Does your state identify “gifted” as a sub-reporting group for accountability purposes?

District of Columbia	No	Nebraska	No
Alabama	No	Nevada	Yes
Alaska	No	New Hampshire	No
Arizona	No	New Jersey	No
Arkansas	No	New Mexico	Yes
California	No	New York	No
Colorado	Yes	North Carolina	Yes
Connecticut	No	North Dakota	No
Delaware	No	Ohio	Yes
Georgia	No	Oklahoma	No
Hawaii	No	Oregon	Yes
Illinois	No	Pennsylvania	No
Indiana	No	Rhode Island	No
Iowa	No	South Carolina	No
Kentucky	Yes	South Dakota	No
Louisiana	Yes	Tennessee	No
Maine	No	Texas	No
Maryland	Yes	Utah	No
Massachusetts	No	Vermont	No
Michigan	No	Virginia	No
Minnesota	No	Washington	Yes
Mississippi	No	West Virginia	No
Missouri	Yes	Wisconsin	No
Montana	No	Wyoming	No
		SUMMARY Responses = 48	Yes = 11 No = 37
		The following states did not respond: Florida, Idaho, Kansas	

Table 40B. Reporting Gifted as a Sub-Group

	Q47 Please provide any comments or context about your state's mandate for reporting gifted as a sub-group for accountability purposes.
Alabama	Reporting will improve with the roll-over to a new student information system during the 2020-2021 school year.
Arizona	'Gifted' has not yet been included within public reporting for assessment results. However, student access to, and performance in, accelerated learning options is included within the state's accountability system as part of the College or Career Readiness (CCRI) index.
Arkansas	Data is reported, but not factored into accountability.
California	It is not mandatory.
Florida	Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for district's use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).
Iowa	Iowa uses subgroups identified at the federal level for accountability reporting.
Louisiana	Gifted students scores are calculated for each content area (ELA, math, science, and social studies) at the district and state levels. Talented students' scores are calculated for each content area (ELA, math, science, and social studies) at the district and state levels.
Maryland	From Maryland's State ESSA Plan, page 10: The State intends to take steps to add gifted and talented students as an additional student group by the end of school year 2017-2018. This will be fully implemented for the 2019-2020 school year.
Missouri	https://apps.dese.mo.gov/MCDS/home.aspx - go to Report Card
North Carolina	ALG has been an identified subgroup for Accountability measures since 2012-2013. And was reported prior to that in other reporting measures.
Ohio	<p>State law (Ohio Revised Code 3317.40) requires the Ohio Department of Education to identify schools annually that fail to show satisfactory achievement and progress for four specific subgroups of students if they also receive state funding earmarked to serve those student groups. The four subgroups include English learners, students with disabilities, economically disadvantaged and students who are gifted. Schools identified under this provision must submit an improvement plan to the Department. The gifted subgroup is defined in law as students identified as gifted in superior cognitive ability and specific academic ability.</p> <p>A school or district meets the state Watch school/district criteria for its gifted subgroup if:</p> <ul style="list-style-type: none"> -The subgroup failed to show satisfactory achievement because the school's gifted Performance Index score was below 117 in 2018-2019; and -The subgroup failed to show satisfactory progress because it did not earn at least "-1" or higher in either the English language arts or math Value-Added one-year gain. <p>For subgroups without Value-Added, the subgroup failed to show satisfactory progress because it did not earn at least 50 Annual Measurable Objective improvement points in either English language arts or math. Unlike the other subgroups in this identification criteria, the Annual Measurable Objectives calculation does not currently include a gifted subgroup and the Annual Measurable Objectives improvement points will therefore be calculated by Department staff according to all existing Annual Measurable Objective business rules using the gifted Performance Index the calculation will include the Annual Measurable Objectives goal of 117 for English language arts and math in alignment with the Gifted Indicator on the Ohio School Report Cards.</p>
Oklahoma	For accountability purposes for our state report card, gifted is not a subgroup reported upon.
Washington	https://www.k12.wa.us/data-reporting/reporting/student-growth-percentiles-sgp/student-growth-percentiles-faq ; some districts are disaggregating by Hi Cap vs. non Hi Cap
Wisconsin	Gifted is not part of DPI-generated school district report cards

The following states did not respond: District of Columbia, Alaska, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wyoming

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Table 41A. Gifted and Talented Indicators

	Q84 Are gifted and talented indicators required by state law or rule (such as the percent of students identified for gifted education in the district, or gifted student performance information) to be included on district report cards or other state accountability reporting forms?		
	Yes	No	Determined by the LEA
District of Columbia		•	
Alabama		•	
Alaska		•	
Arizona		•	
Arkansas	•		
California			•
Colorado	•		
Connecticut		•	
Delaware		•	
Georgia		•	
Hawaii		•	
Illinois			•
Indiana		•	
Iowa		•	
Kansas			•
Kentucky	•		
Louisiana	•		
Maine		•	
Maryland	•		
Massachusetts		•	
Michigan		•	
Minnesota	•		
Mississippi		•	
Missouri	•		
Montana		•	
Nebraska			•

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Q84 Are gifted and talented indicators required by state law or rule (such as the percent of students identified for gifted education in the district, or gifted student performance information) to be included on district report cards or other state accountability reporting forms?

	Yes	No	Determined by the LEA
Nevada		•	
New Hampshire		•	
New Jersey		•	
New Mexico			•
New York		•	
North Carolina	•		
North Dakota		•	
Ohio	•		
Oklahoma		•	
Oregon			•
Pennsylvania		•	
Rhode Island		•	
South Carolina		•	
South Dakota		•	
Tennessee		•	
Texas	•		
Utah		•	
Vermont		•	
Virginia		•	
Washington		•	
West Virginia		•	
Wisconsin		•	
Wyoming		•	
SUMMARY Responses = 49	10	33	6

The following states did not respond: Florida, Idaho

Table 41B. Gifted and Talented Indicators

	Q49 Please provide any comments or context about your state's required gifted and talented indicators.
Arizona	While not required, the SEA would like to include gifted and talented indicators, and other indicators relative to reporting on student access and success within accelerated learning options via school and district report cards.
California	It is optional.
Florida	https://beessgsw.org/spp/institution/public Bureau of Exceptional Education and Student Services (BEESS) ESE Policies and Procedures (SP&P)/Monitoring describe the district Plan B numbers and percentage of ELL and SES students compared to total student population.
Maine	There are no g/t indicators and therefore no associated reporting. Maine school districts however do have the option to report locally.
Maryland	Beginning with the 2019-2020 school year, gifted and talented students will be an additional student group in the State's accountability system and reported for all indicators at the school and LEA level on the Maryland State Report Card.
Missouri	https://apps.dese.mo.gov/MCDS/home.aspx - go to district report card
Ohio	Ohio has a Gifted Indicator on the School Report Card. The Gifted Indicator reflects the level of services to, and the performance of, students who are identified gifted. It includes the performance of these students on state assessments and value-added growth measures. The Gifted Indicator is a part of the graded measure, Indicators Met, on the Report Card. The Gifted Indicator is a "Met" or "Not Met" determination that requires a district or school to obtain a minimum threshold on each of its three components. The gifted indicator components include: Gifted Performance Index: Performance of students who are gifted as determined by the Gifted Performance Index. A school or district must have a minimum of 10 unique students with applicable tests in order to be evaluated on this component. Gifted Value-Added: Progress of gifted students, as determined by the Gifted Value-Added letter grade. Evaluation on this component requires a minimum of six unique students in a single grade and subject. Gifted Input Points: District or school inputs for gifted students, as determined by a total point score connected to various measure of gifted identification and service. Currently, the minimum thresholds are as follows: Gifted Performance Index = 117 points Gifted Value-Added = Grade of "C" or higher Gifted Input Points = 80 points
Texas	The percent of students identified for gifted education is reported.
Washington	Discussion about including HiCap on district report cards but no action to date
Wisconsin	Not required
The following states did not respond: District of Columbia, Alabama, Alaska, Arkansas, Colorado, Connecticut, Delaware, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, West Virginia, Wyoming	

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Table 41C. Gifted and Talented Indicators

Q50 If the state requires gifted and talented indicators on district report cards or other state accountability reporting forms, check all the specific indicators that apply.												
	Number of identified gifted students	Demographics of the gifted population	Achievement/performance of gifted students (as a separate group)	Learning growth of gifted students (as a separate group)	Availability of Advanced Placement/International Baccalaureate/Cambridge courses	Dual or concurrent enrollment with institutions of higher education	Career/ technical education	Graduation rate of gifted students (as a separate group)	Dropout rate of gifted students (as a separate group)	Number of students granted early entrance to kindergarten	Number of students who graduated early from high school	Other (Please explain)
Arkansas	•	•	•	•	•	•		•				
Colorado	•	•	•	•				•	•	•		
Kentucky	•	•	•									
Louisiana	•		•									
Maryland	•		•	•	•	•		•	•			
Missouri	•	•	•					•				
New Mexico	•											
North Carolina	•	•	•	•	•	•	•	•	•			•
Ohio	•	•	•	•								•
Oregon	•	•	•	•				•	•			
Texas	•	•			•	•	•	•	•			
SUMMARY Responses = 11	11	8	9	6	4	4	2	7	8	1	0	2
The following states did not respond: District of Columbia, Alabama, Alaska, Arizona, California, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming												

Table 41D. Gifted and Talented Indicators

Q51 Please provide comments about specific indicators on district report cards or other state accountability reporting forms.	
North Carolina	The last two are available, but are not reported because those students are accelerated and as a result are captured in those grade-levels.
Ohio	Other indicators include percent of students screened for gifted identification, and the number of students accelerated for subject and whole-grade acceleration.

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Table 42A. State Monitoring of LEA Gifted Programs

Q52 Does your state monitor/audit LEA gifted education programs?			
District of Columbia	No	Montana	No
Alabama	Yes	Nebraska	No
Alaska	Yes	Nevada	Yes
Arizona	Yes	New Hampshire	No
Arkansas	Yes	New Jersey	Yes
California	No	New Mexico	No
Colorado	Yes	New York	No
Connecticut	No	North Carolina	Yes
Delaware	Yes	North Dakota	No
Florida	Yes	Ohio	Yes
Georgia	Yes	Oklahoma	Yes
Hawaii	No	Oregon	Yes
Illinois	No	Pennsylvania	Yes
Indiana	No	Rhode Island	No
Iowa	Yes	South Carolina	Yes
Kansas	No	South Dakota	No
Kentucky	Yes	Tennessee	No
Louisiana	No	Texas	Yes
Maine	No	Utah	No
Maryland	Yes	Vermont	No
Massachusetts	No	Virginia	Yes
Michigan	No	Washington	Yes
Minnesota	No	West Virginia	No
Mississippi	Yes	Wisconsin	Yes
Missouri	Yes	Wyoming	No
SUMMARY Responses = 50		Yes = 25 No = 25	
The following state did not respond: Idaho			

Table 42B. State Monitoring of LEA Gifted Programs

	Q53 Please provide comments about your state's monitoring.
Alabama	Review includes gifted referral information, student folders, advanced/honors courses in middle and high school, gifted specialists caseloads and class sizes, racial representation in gifted programs, gifted service indicators (i.e. professional development of gifted specialists, curriculum and instruction, social-emotional, program administration, management and design).
Arizona	Gifted Education is included as part of the SEA's Title I monitoring system. Every 5 years, LEAs must provide an updated Scope and Sequence for Gifted Education (per ARS 15-779.02) for review and approval, and affirm that the LEA is adhering to state law and State Board of Education Rules regarding Gifted Education programs and services. LEAs are also monitored/ audited upon request of LEAs, and as a result of concerns submitted to the SEA.
Arkansas	LEAs submit annual program approval applications detailing how students are receiving services and including program evaluation findings from the prior year. LEAs also receive onsite monitoring of their gifted programs from the SEAs GT Office. Which LEAs receive those visits is determined annually based on a risk assessment with additional districts not identified as high risk included as part of a sampling.
California	California law now places GATE under local control.
Colorado	Monitoring is a required component within state gifted education rules.
Delaware	Regulation 902. Five-year review process of Gifted Education Plans. Delaware has conducted on site monitoring in schools where gifted program classrooms were visited.
Florida	<p>Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for districts use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the districts application for funds available under the Individuals with Disabilities Education Act (IDEA).</p> <p>Monitoring: In carrying out its roles of leadership, resource allocation, technical assistance, monitoring, and evaluation, the Bureau of Exceptional Education and Student Services is required to examine and evaluate procedures, records, and programs of exceptional student education; provide information and assistance to school districts; and assist the districts in operating effectively and efficiently (section 1008.32, Florida Statutes). In accordance with the Individuals with Disabilities Education Act (IDEA), the Department is responsible for ensuring that the requirements of IDEA are carried out and that each educational program for children with disabilities administered in the state meets the educational requirements of the state (section 300.600(b)(1) and (2) of Title 34, Code of Federal Regulations).</p> <p>http://www.fldoe.org/academics/exceptional-student-edu/monitoring/</p>
Georgia	The College Readiness and Talent Development Team distributes an LEA gifted self-evaluation for districts to complete every three years and then submit to the Georgia Department of Education.
Indiana	Gifted education programs are not formally audited. Monitoring of programming occurs through an annual grant report submitted by all LEAs accepting the offered high ability allotment.
Iowa	Districts provide their district gifted programming plan and annual data to the Bureau of School Improvement using the Consolidated Accountability and Support Application (CASA) electronically in September.
Kansas	We have an IEP file review process that selects random students from districts every three years on a cohort system.
Maine	Monitoring in relation to whether a district has a yearly approved g/t application, or waiver, or neither, in order to meet the rule from chapter 104.

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Q53 Please provide comments about your state's monitoring.

Maryland	Beginning September 1, 2019, the Maryland State Department of Education shall: (1) Facilitate a peer-review of local school systems' gifted and talented identification, programs, and services every three years; and (2) Submit an annual report on the status and progress of gifted and talented students in Maryland to the State Board of Education.
Minnesota	Minnesota is a local control state.
Missouri	We monitor the identification process, if the teacher is certified, the number of minutes the students receive services, how many students are gifted and receiving services, and how many students are gifted and not receiving services.
Nebraska	Monitoring functions are being considered within a consolidated monitoring approach.
New Jersey	Commencing school year 2020-2021, NJDOE will monitor LEA gifted and talented education programs. Prior to the Strengthening Gifted and Talented Education Act that was signed into law in January 2020, NJDOE was not required to monitor or audit gifted and talented education services.
North Carolina	But this response depends on the type of monitoring. NC does not have staff that monitors for compliance like other federal programs. However, our AIG personnel do review Local AIG Plans and provide feedback along with on-going progress monitoring and technical support.
Ohio	Public school districts are required to report to the Ohio Department of Education the number of students in grades K-12, who are screened, assessed, and identified as gifted in each gifted identification category under Ohio law (Ohio Revised Code 3324.03). In addition, school districts must report data related to gifted services. Per Ohio law, the Department is required to audit each district's number of students screened, assessed, and identified as gifted once every three years. The Department may audit a district more frequently upon complaint or suspicion of noncompliance. In addition, Ohio school districts are required to participate in audits based on risk assessment criteria as determined by the Department. These audits may include onsite reviews, desk reviews, or self-reviews of gifted education data, policies, practices, and procedures. Districts are provided an opportunity to validate the data used in an audit and the Department shall provide technical assistance to any district found in non-compliance. Districts who are found non-compliant may be placed on corrective action plan or a district improvement plan.
Oklahoma	State law requires that at least 25 LEAs within Oklahoma are monitored each year.
Oregon	We monitor through an assurance form that the district presents to their local school board and community then submits to our state agency.
Pennsylvania	We monitor 10 randomly selected School Districts per school year and conduct targeted monitoring when complaints are filed.
Texas	LEAs are fiscally monitored and audited. The state is moving to include program audits.
Virginia	They are peer reviewed and reviewed by myself every 6 six years with a feedback report sent to the gifted coordinator and local superintendent. It is a technical review and they are not required to make changes -- unless they have not addressed a mandated component of the plan.
Washington	https://www.k12.wa.us/policy-funding/grants-grant-management/closing-educational-achievement-gaps-title-i-part/consolidated-program-review-cpr-title-i-part-lap ; LEAs are reviewed every 5 years for compliance with RCWs and WACs
Wisconsin	Compliance audits only occur if a complaint is submitted against a particular school district and varied procedures might result from said complaint.
The following states did not respond: District of Columbia, Alaska, Connecticut, Hawaii, Idaho, Illinois, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Montana, Nevada, New Hampshire, New Mexico, New York, North Dakota, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wyoming	

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Table 43A. LEA Gifted Education Plan Review

	Q54 Are LEAs required to submit gifted education program implementation plans to the SEA?	Q55 Must LEA gifted education plans be approved by the SEA?
District of Columbia	No	No
Alabama	Yes	Yes
Alaska	Yes	No
Arizona	Yes	Yes
Arkansas	Yes	Yes
California	No	No
Colorado	Yes	Yes
Connecticut	No	No
Delaware	Yes	Yes
Florida	Yes	Yes
Georgia	No	No
Hawaii	No	No
Illinois	No	No
Indiana	Yes	Yes
Iowa	Yes	Yes
Kansas	Yes	No
Kentucky	No	No
Louisiana	No	No
Maine	Yes	Yes
Maryland	Yes	Yes
Massachusetts	No	No
Michigan	No	No
Minnesota	No	No
Mississippi	Yes	Yes
Missouri	No	No
Montana	No	No
Nebraska	Yes	No
Nevada	Yes	Yes

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	Q54 Are LEAs required to submit gifted education program implementation plans to the SEA?	Q55 Must LEA gifted education plans be approved by the SEA?
New Hampshire	No	No
New Jersey	Yes	No
New Mexico	No	No
New York	No	No
North Carolina	Yes	No
North Dakota	No	No
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon	Yes	Yes
Pennsylvania	Yes	Yes
Rhode Island	No	No
South Carolina	Yes	Yes
South Dakota	No	No
Tennessee	No	No
Texas	Yes	No
Utah	Yes	Yes
Vermont	No	No
Virginia	Yes	No
Washington	Yes	Yes
West Virginia	No	No
Wisconsin	No	No
Wyoming	Yes	No
SUMMARY Responses = 50	Yes = 27 No = 23	Yes = 19 No = 31

The following state did not respond: Idaho

Table 43B. LEA Gifted Education Plan Review

	Q56 Please provide any comments or context about submitting gifted education program implementations plans to your SEA.
Alabama	Gifted Education Plans are submitted when there is a change in leadership (i.e. superintendent, gifted coordinator, etc.) in the LEA. Any revisions to the Gifted Education Plan must be approved by the SEA.
Arizona	<p>LEAs are required to develop a Scope and Sequence for Gifted Education per ARS 15-779.0 for the identification process of and curriculum modifications for gifted pupils to ensure that gifted pupils receive gifted education commensurate with their academic abilities and potentials. Programs and services for gifted pupils shall be provided as an integrated, differentiated learning experience during the regular school day.</p> <p>The local plan must Include an explanation of how gifted education for gifted pupils differs from regular education in such areas as:</p> <ul style="list-style-type: none"> (a) Content, including a broad based interdisciplinary curriculum. (b) Process, including higher level thinking skills. (c) Product, including variety and complexity. (d) Learning environment, including flexibility. <p>The plan must also address the elements of program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting.</p>
Arkansas	<p>A.C.A. Â§ 6-15-202 Included in Accreditation</p> <p>A.C.A. Â§ 6-42-109 Required Report</p>
California	California law now places GATE programming under local control.
Delaware	Regulation 902
Florida	<p>Bureau of Exceptional Education and Student Services approves the district plans every three years.</p> <p>Section 1003.57(1)(b)4., Florida Statutes (F.S.), requires that district school boards submit to the Florida Department of Education (FDOE) proposed procedures for the provision of special instruction and services for exceptional students once every three years. Approval of this document by FDOE is required by Rule 6A-6.03411, Florida Administrative Code (F.A.C.), as a prerequisite for districts' use of weighted cost factors under the Florida Education Finance Program (FEFP). This document also serves as the basis for the identification, evaluation, eligibility determination, and placement of students to receive exceptional education services, and is a component of the district's application for funds available under the Individuals with Disabilities Education Act (IDEA).</p> <p>To view a district's approved SP&P visit http://www.beessgsw.org/spp/institution/public.</p> <p>To view a district's past approved SP&P visit http://beess.fcim.org/sppDistrictDocSearch.aspx</p>
Indiana	In order to receive annual high ability funding, LEAs submit a grant application providing a detailed plan on how the funds will enhance the education of gifted students through training in and implementation of best practices.
Maine	Districts complete an "application" that outlines how funds can be used. The Department does not require a separate plan be submitted other than what's required in the comprehensive school review process. The application is reviewed by Department staff.
Maryland	<p>Beginning September 1, 2019, local school systems shall report in their consolidated local Every Student Succeeds Act (ESSA) plan:</p> <ul style="list-style-type: none"> (1) The process for identifying gifted and talented students; (2) The number of gifted and talented students identified in each school; (3) The percentage of gifted and talented students identified in the local school system; (4) The schools that have been exempted from identification of a significant number of gifted and talented students and the rationale; (5) The continuum of programs and services; and (6) Data-informed goals, targets, strategies, and timelines.

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Q56 Please provide any comments or context about submitting gifted education program implementations plans to your SEA.

Mississippi	Gifted program proposals are due every 3 years.
Nebraska	Submitted as part of the funding application.
Nevada	LEAs are required to submit a Gifted and Talented Education Annual Planning Report. Each LEA submits their plan for the upcoming year in September and their Final Report at the End of the School Year in June.
North Carolina	By legislation, the State Board of Education/SEA reviews and provides feedback on Local AIG Plans. These Local AIG Plans are approved at the local level and must adhere to the NC AIG Program Standards, which are the state's guidelines and approved SBE policy.
Ohio	School districts are required to submit their local board approved District Gifted Identification Plan to the Department for approval. When districts submit their identification plans to the Department, they are required to attach a copy of their District Gifted Education Policy. District Gifted Education Policies must be approved by district boards of education. The Department reviews these policies for compliance monitoring purposes but is not required to approve them.
Oklahoma	Every district must have a gifted education plan that is approved by the SEA and the LEAs school board. Any time changes are made, the approval process must start over again.
Pennsylvania	Districts submit gifted education plans as a portion of a comprehensive plan once every 6 years.
Texas	LEAs out of compliance with law and rule will submit implementation plans.
Utah	Plans are required to receive grant funding. Plan questions are related to identifying underrepresented students. A copy may be requested by email.
Virginia	Every six years LEA's are required to submit their plans for technical review. Plans are approved by local school boards.
Wisconsin	Not applicable unless the district is being audited for compliance and submission of the LEAs gifted plan is required.

The following states did not respond: District of Columbia, Alaska, Colorado, Connecticut, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oregon, Rhode Island, South Carolina, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wyoming

Table 43C. LEA Gifted Education Plan Review

Q57 If gifted education plans must be approved by the SEA, select all the components that must be approved.										
	State-required components of the plan are approved at the state level	Definition of gifted and talented	Identification process of gifted students	Programming	Funding	Program evaluation	Teacher training	Family engagement/ involvement	Personnel Qualifications	Other
Alabama	•	•	•	•		•	•			
Arizona	•	•	•	•	•	•	•	•	•	•
Arkansas				•		•			•	
California	•	•	•	•	•	•	•	•	•	•
Colorado	•	•	•	•	•	•	•	•	•	•
Delaware	•		•	•		•	•	•	•	
Florida	•	•	•	•	•	•	•	•	•	
Indiana	•	•	•	•	•	•	•			
Iowa	•		•	•		•			•	
Maine	•	•	•	•	•	•	•			
Maryland	•		•	•		•	•			
Mississippi	•		•	•						•
Nebraska	•	•	•	•		•	•			
Nevada	•	•	•	•	•	•	•	•	•	•
New Jersey	•	•								
North Carolina	•	•	•	•	•	•	•	•	•	•
Ohio	•		•							
Oklahoma	•		•	•		•	•	•	•	
Oregon	•	•	•	•		•	•			
Pennsylvania	•		•	•			•	•	•	
South Carolina	•			•						•
Texas	•	•	•	•		•	•			
Utah	•				•			•		
Virginia	•	•	•	•		•	•			
Washington	•	•	•	•		•	•			•
Wisconsin	•	•	•	•		•	•			
	25	16	17	23	9	20	19	10	11	8

The following states did not respond: District of Columbia, Alaska, Connecticut, Georgia, Hawaii, Idaho, Illinois, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Hampshire, New Mexico, New York, North Dakota, Rhode Island, South Dakota, Tennessee, Vermont, West Virginia, Wyoming

Table 44. SEA Review of LEA Plans

	Q58 Are LEA plans reviewed by the SEA?	Q59 Are feedback/comments provided to the LEA by the SEA?
District of Columbia	No	X
Alabama	Yes	Yes
Alaska	Yes	No
Arizona	Yes	Yes
Arkansas	Yes	Yes
California	No	X
Colorado	Yes	Yes
Connecticut	No	X
Delaware	Yes	Yes
Florida	Yes	Yes
Georgia	Yes	No
Hawaii	No	X
Idaho	X	X
Illinois	No	X
Indiana	Yes	Yes
Iowa	Yes	No
Kansas	No	X
Kentucky	No	X
Louisiana	No	X
Maine	Yes	No
Maryland	Yes	Yes
Massachusetts	No	X
Michigan	No	X
Minnesota	No	X
Mississippi	Yes	Yes
Missouri	No	X
Montana	No	X
Nebraska	Yes	Yes
X	Indicates NO RESPONSE GIVEN	

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	Q58 Are LEA plans reviewed by the SEA?	Q59 Are feedback/comments provided to the LEA by the SEA?
Nevada	Yes	Yes
New Hampshire	No	X
New Jersey	Yes	Yes
New Mexico	No	X
New York	No	X
North Carolina	Yes	Yes
North Dakota	No	X
Ohio	Yes	Yes
Oklahoma	Yes	Yes
Oregon	Yes	Yes
Pennsylvania	Yes	Yes
Rhode Island	No	X
South Carolina	Yes	Yes
South Dakota	No	X
Tennessee	No	X
Texas	No	X
Utah	Yes	Yes
Vermont	X	X
Virginia	Yes	Yes
Washington	Yes	Yes
West Virginia	No	X
Wisconsin	No	X
Wyoming	Yes	Yes
SUMMARY	Responses = 49 Yes = 26 No = 23	Responses = 26 Yes = 22 No = 4
X	Indicates NO RESPONSE GIVEN	

Table 45. Clarifications to Responses

	Q123 Provide any clarifications to your responses that you would like to make.
District of Columbia	N/A
Alabama	Dual enrollment may occur in ninth grade with permission.
Arizona	Charter LEAs in the State of Arizona are not required to adhere to the state mandate for Gifted Education or State Board Rules for Gifted Education programs and services. Charter LEAs may choose to opt-in to the mandate, and by so doing, become eligible to receive funding through the state Gifted Education Grant.
Hawaii	N/A
Nebraska	The lack of state staff and local educators is problematic. Nebraska will have a High Ability Learning Specialist beginning on June 22, 2020.
North Carolina	Feel free to call on us if something we submitted is unclear.
Ohio	<p>Related to questions regarding state requirements for gifted identification, please find one note below:</p> <p>The state of Ohio recognizes four broad categories for the identification of students who are gifted in grades K-12 who attend traditional public school districts (city, local, and exempted village). Public charter schools and non-public schools are not required to identify students who are gifted. Additionally, state law requires the Ohio Department of Education to maintain a list of assessments approved for gifted identification. These assessments, wherever possible, shall utilize nationally recognized standards for scoring or be nationally normed. Districts must use assessments from this list to identify students who are gifted.</p> <ol style="list-style-type: none"> 1) Per state law, a student shall be identified gifted in the category of “superior cognitive ability” if the student accomplishes either of the following within the preceding twenty-four months: <ol style="list-style-type: none"> a. Scores two standard deviations above the mean, minus the standard error of measurement, on an approved individual standardized intelligence test administered by a licensed school psychologist or licensed psychologist; or b. Accomplishes any one of the following: <ol style="list-style-type: none"> i. Scores at least two standard deviations above the mean, minus the standard error of measurement, on an approved standardized group intelligence test; ii. Performs at or above the ninety-fifth percentile on an approved individual or group standardized basic or composite battery of a nationally normed achievement test; or iii. Attains an approved score on one or more above-grade level standardized, nationally normed approved tests. 2) Per state law, a student shall be identified gifted in the category of “specific academic ability” in a specific academic ability field if within the preceding twenty-four months the student performs at or above the ninety-fifth percentile at the national level on an approved individual or group standardized achievement test of specific academic ability in that field. A student may be identified as gifted in more than one specific academic ability field. State law defines the academic ability fields as the following areas of instruction: <ol style="list-style-type: none"> a. Mathematics; b. Science; c. Reading, writing, or a combination of these skills; and d. Social studies. 3) Per state law, a student shall be identified gifted in the category of “creative thinking ability” if within the previous twenty-four months, the student scores one standard deviation above the mean, minus the standard error of measurement, on an approved individual or group intelligence test; and also <ol style="list-style-type: none"> a. Accomplished either of the following: <ol style="list-style-type: none"> i. Attained a sufficient score, as established by the department of education, on an approved individual or group test of creative ability; or ii. Exhibited sufficient performance, as established by the department of education, on an approved checklist of creative behaviors.

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Q123 Provide any clarifications to your responses that you would like to make.

Ohio (continued)

- 4) Per state law, a student shall be identified in the category of "visual or performing arts ability" if the student has done both of the following:
- Demonstrated through a display of work, an audition, or other performance or exhibition, superior ability in a visual or performing arts area; and
 - Exhibited sufficient performance, as established by the department of education, on an approved checklist of behaviors related to a specific arts area. The visual or performing arts areas such as the visual arts (drawing, painting, or sculpting), music, dance, and drama. For the question regarding gifted education administrators/coordinators, please find one note below:
- Currently there is no specific language in state law or rule requiring districts to obtain the services of a qualified gifted coordinator. However, if a district would like to assign and report a staff member to the role of gifted coordinator, director, or supervisor in Ohio's Education Management Information System (EMIS) then the staff member must meet the requirements per Ohio Administrative Code 3301-51-15(8)(b). These requirements include the following:
- A Coordinator of gifted education services shall:
 - Demonstrate evidence of at least three years successful teaching experience;
 - Hold Ohio administrative specialist license, if the coordinator is to supervise teachers;
 - Hold licensure or endorsement in gifted education; and
 - Participate in ongoing professional development related to gifted education as documented on the "Individual Professional Development Plan" (IPDP) or other methods as determined by the department.
- (9) Coordinators of gifted education shall provide the following services for school districts:
- Assist in the identification of students who are gifted;
 - Assist in the placement of students who are gifted in appropriate educational services and settings;
 - Assist school personnel in the design of gifted education services;
 - Consult with school personnel regarding gifted education issues in district strategic planning processes and the development of school improvement plans;
 - Assist school personnel in the on-going evaluation of the effectiveness of gifted education services, including input from parents of students who are gifted;
 - Consult with school personnel about ways to develop and adapt curriculum, materials, and teaching strategies; and
 - Assist school personnel in ensuring that documents required in this rule regarding gifted identification procedures and written criteria for placement in gifted services are accurate and accessible to parents and other stakeholders.
- For the question regarding information on the gifted student population, please find four notes below:
- Note #1: Due to certain students having been counted with more than one race/ethnicity within the school year, the percentages of the various races/ethnicities, when totaled will equal slightly over 100%.
- Note #2: The Students with Disabilities Child Count is that which is annually certified to the United States Department of Education, which is assumed to be synonymous with having been "identified for special education services under the Individuals with Disabilities Act".
- Note #3: There may be more Gifted Identified students reported as having been served by a 504 plan, however if they are already being represented as having been "identified for special education services under the Individuals with Disabilities Education Act", they are not represented with this percentage. Reason being, such students would have an Individualized Education Program, which is all-encompassing.
- Note #4: Due to limitations with the data reported, we are unable to successfully determine the percentage of students who qualify for free/ reduced lunches. As such, we are choosing to use Economic Disadvantage status as a proxy.

The following states did not respond: Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming

Table 46. Additional Information about Initiatives Impacting Gifted Education

	Q124 In what ways is gifted education blended/integrated with state initiatives or a current initiative? Please also provide a URL/link to information about the initiative if possible.
District of Columbia	N/A
Arizona	Gifted Education has worked to collaborate closely with state and federal programs and initiatives - in particular with ESSA funding programs, to include Title I-A, I-D, II-A, IV-A and V-B, Subparts 1 & 2.
Arkansas	*PLCs. SEA and regional gifted specialists attended PLC coaching training and support schools in implementing PLC's. __AR Strategic Plan includes milestones and actions related to gifted education.
Colorado	Gifted Education is part of the state wide accountability process. We are working collaboratively with English Learner Department to increase identification of EL learners and develop programming. Talent identification within the arts
Connecticut	https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf
Delaware	Gifted Education may be included in Delaware's Reimagining Professional Learning Grant Program. https://www.doe.k12.de.us/Page/4124#grant_criteria
Florida	Currently, an initiative to facilitate gifted endorsement coursework for a cohort of teachers in rural districts is being made available through the Department of Standards and Instructional Support. Some districts are using Title IV, Part A funds to support their gifted education programs.
Georgia	The College Readiness and Talent Development has a Rural Initiative that includes: opportunities for schools with few or no gifted endorsed teachers to obtain gifted endorsements and other opportunities for Pre-AP Strategy Training for teachers in grades 8-10 through Title IV, Part A funding. This follows the SEA initiative to provide equitable services for teachers in our rural areas.
Hawaii	N/A
Maryland	In 2017, the Maryland State Department of Education was awarded a Jacob Javits Grant to create and populate GT Discover, an online technical assistance resource through which information, data, instructional toolkits, professional learning, guidance, and collaboration will be available to educators, students, families, researchers, and community members. GT Discover will host and facilitate the development and implementation of state policy and recommended identification protocols, thereby increasing local school system capacity to identify and serve more underrepresented students. https://www2.ed.gov/programs/javits/206a-2017awards.doc https://gtdiscover.org/
Michigan	https://www.michigan.gov/mde/0,4615,7-140-28753_65803_86454---,00.html
Missouri	Our MSIP 6 document focusing on access and equity for all students. (Missouri School Improvement Program) MSIP 6 will begin in two years. https://dese.mo.gov/quality-schools/mo-school-improvement-program/msip-6
Montana	Gifted education is currently being integrated into the MTSS Framework at the state level. We are currently working on an MTSS webpage for the state that will include gifted education, but that is not available at this time.
Nebraska	The work is integrated with the Office of Teaching, Learning, and Assessment. We work to ensure that HAL staff are able to help us integrate the work within content area standards, frameworks, etc.
Nevada	Gifted Education is integrated into the Nevada Department of Education Statewide Plan for the Improvement of Pupils (STIP).

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Q124 In what ways is gifted education blended/integrated with state initiatives or a current initiative? Please also provide a URL/link to information about the initiative if possible.

New Jersey	The New Jersey Administrative Code integrates gifted education into the Standards and Assessment chapter in the curriculum and instruction regulations and the standards-based instruction regulations. https://www.nj.gov/education/code/current/title6a/chap8.pdf N.J.A.C. 6A:8-1.3 N.J.A.C. 6A:8-3.1(a)-(a)5 N.J.A.C. 6A:8-3.1(c) N.J.A.C. 6A:13-2.1(a) https://www.nj.gov/education/code/current/title6a/chap13.pdf
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2019/08/manual-08-22-19ver3-Gifted-TAM.pdf
North Carolina	NC's Division of Advanced Learning and Gifted Education collaborates with many other state initiatives regularly. Some examples include working with the various other NCDPI Divisions on the following projects/policies, High School courses in Middle School, Credit by Demonstrated Mastery, and Advanced Mathematics Course Enrollment, Honors programming, CTE/Career and College Promise, Personalized Learning, Career and College Ready Graduates, and several others.
Virginia	Our current focus is equitable access -- equitable access for all students to all programs is the primary focus of our BOE. Our Regulations were 'opened' in July 2019 and are in the current process of undergoing revisions. Proposed language and program requirement changes are more aligned with equitable access. Acceleration (early entrance and whole grade and subject acceleration) is included in the proposed changes. More information to be included in the annual report, with distribution to the local school board and community, is a proposed change.
Wisconsin	Since gifted education happens in specific subject areas, we work across our internal team and external teams to better meet the needs of these students.
The following states did not respond: Alabama, Alaska, California, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Minnesota, Mississippi, New Hampshire, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Washington, West Virginia, Wyoming	

Table 47. Concluding Comments Regarding Future Directions

	Q126 Please provide any comments that will help future efforts to study the status of gifted education in the United States.
District of Columbia	N/A
Colorado	Accountability should allow data to be tracked on the students who are actually served vs only those identified. Stronger federal law specific to gifted education would assist in closing gaps for gifted education.
Delaware	NAGC should continue to collaborate with State Directors of Gifted Education to compile information to create this State of the State report. Explore new opportunities to make this information available to interested stakeholders such as posting the link to this study on state websites.
New Jersey	On January 13, 2020, New Jersey legislature signed the Strengthening Gifted and Talented Education Act into law. This Act codifies guidelines, requirements, and rules that NJDOE and LEAs must follow in regard to gifted and talented education services. Prior to this Act, the NJDOE Administrative Code required local school boards of education to provide gifted and talented services to students, but there were no requirements to monitor or regulate services. Commencing school year 2020-2021, NJDOE will monitor and collect data from LEA gifted and talented education services.
North Carolina	For the particular survey: please consider providing definitions for terms, since so many of the terms could be defined differently; please consider not having us rank all of the services but instead put the top 5.... this would be more accurate; please consider developing follow-up resources to look for synthesized strengths and challenges. For large research ideas -- we can share lots of ideas! Give us a call!
Ohio	It would be beneficial to state education agencies if there was more large-scale research into effective services and instructional practices for students who are gifted (research-based practices). In addition, continued research into equitable identification practices for students who are gifted is needed, particularly for students from underrepresented populations (i.e. use of local norms, alternative methods for identification, etc.).
Wisconsin	No suggestions
Wyoming	N/A
The following states did not respond: Alabama, Alaska, Arizona, Arkansas, California, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Dakota, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia	



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Gifted Children

For more information, contact:

National Association for Gifted Children
202-785-4268
www.nagc.org