

2022-2023

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 Jaret Hodges on behalf of the National Association for Gifted Children and the Council of State Directors of Programs for the Gifted.

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

Suggested APA Citation:

Hodges, J. (2025). *2022-2023 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted.

Copyright 2025 National Association for Gifted Children

PREFACE	1
Foreword from the Council of State Directors of Programs for the Gifted	2
Foreword from the National Association for Gifted Children	3
Board Members of the Council of State Directors of Programs for the Gifted and the National Association for Gifted Children	4
Acknowledgments	5
Introduction	6
Executive Summary	7
Methods	9
About the Report	11
SUMMARY OF FINDINGS	13
Section I: State Education Agency Overview	14
Figure 1. Q10: Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities	14
Section II: Definition of <i>Gifted</i> and Identification of Students	15
Figure 2. Q14: Does your state have a definition of “gifted” in law or rule?	15
Figure 3. Q19: Does your state require by law or rule the identification of gifted and talented students?	16
Figure 4. Q21: Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?	16
Figure 5. Q32: 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)	17
Section III: Information about the Gifted Student Population	18
Figure 6. Q45: Does your state collect data on sub-groups of students identified as gifted and talented? ...	18
Section IV: Programs and Services for Gifted Students	20
Figure 7. Q72: Does your state have a law or rule that mandates gifted programming options/services? ...	20
Figure 8. Q75: Please select the top three delivery models through which gifted services are provided in Pre-K and Kindergarten in your state	20
Figure 9. Q77: Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state	21
Figure 10. Q79: Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.	21
Figure 11. Q81: Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.	22
Figure 12. Q83: Please select the top five delivery models through which gifted services are provided in high school in your state	22
Figure 13. Q86: Does your state have an acceleration policy in law or rule?	23
Figure 14. Q88: Does your state have an early entrance to kindergarten policy in law or rule?	23
Figure 15. Q90: Under your state laws and rules, are LEAs required to provide students opportunities for dual or concurrent enrollment in a community college, college, or university?	23

Figure 16. Q96: Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?	24
Figure 17. Q101: Does your state have a law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in the course)?	24
Figure 18. Q111: Does your state have state program standards/guidelines for gifted education?	25
Section V: Personnel and Training Requirements	26
Figure 19. Q67: Does your state law or rule require each LEA to have a gifted education administrator/ coordinator?	26
Figure 20. Q113: What level of training in gifted education is required for teachers of the gifted in your state? (Check all that apply.)	26
Figure 21. Q117: Are all pre-service teacher candidates in your state required to take coursework in gifted education?	27
Figure 22. Q120: Is professional learning with respect to gifted education for administrators required in your state?	27
Figure 23. Q125: Is professional learning with respect to gifted education for counselors required in your state?	28
Figure 24. Q130: Is professional learning with respect to gifted education for special education professionals required in your state?	28
Section VI: Factors Impacting Gifted Services	29
Figure 25. Q12: Please select the top five most influential components impacting gifted education services in your state.	29
Figure 26. Q155: Does your state have a policy and/or initiative to address the equity/excellence gap for gifted students?	30
Figure 27. Q158: Does your state collect data regarding LEA policies and/or initiatives to address the equity/ excellence gap for gifted students?	30
Figure 28. Q169. Has the 2015 Every Student Succeeds Act affected your state's policies or practices in gifted education?	30
Section VII: Funding	31
Figure 29. Q136: Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?	31
Figure 30. Q144. Did your state provide funding specifically earmarked for identification of gifted students in 2022-2023?	31
Figure 31. Q146. Did your state provide funding specifically earmarked to conduct the universal screening process for gifted education 2022-2023?	32
Figure 32. Q149. Did your state provide funding specifically earmarked for programming/services for gifted students in 2022-2023?	32
Section VIII: Accountability	33
Figure 33. Q48. Does the SEA produce an annual report on gifted and talented services in the state?	33
Figure 34. Q50. Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?	33
Figure 35. Q52: Does your state identify "gifted" as a sub-reporting group for accountability purposes?	33
Figure 36. Q54: 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?	34

Figure 37. Q60: Does your state monitor/audit LEA gifted education programs?	34
Figure 38. Q62: Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? (Select all that apply).	35
Figure 39. Q64: Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? (Select all that apply).	35
Section IX: COVID-19 Pandemic	36
Figure 40. Q163. Did your state provide guidance to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19?	36
Figure 41. Q165. Did your state collect any data regarding specific changes in gifted education policy or practices made by LEAs during the COVID-19 pandemic?	37
Section X: Themes Across States and Future Directions	38
APPENDIX	42
References	43
State Education Agency Gifted and Talented Contact Information.	44
State Gifted and Talented Association Websites	48
Questionnaire: 2022-2023 State of the States.	51
Tables	64
Section I: State Education Agency Overview.	64
Table 1. State-Level Support for Gifted Education	64
Table 2. Activities of SEA-Designated Personnel Responsible for Gifted Education.	65
Section II: Definition of Gifted and Identification	68
Table 3. State Definition of Gifted in Law or Rule.	68
Table 4. State Definitions of Gifted	70
Table 5. Requirements Regarding State Definition of Gifted	75
Table 6. State Requirements for Identification of Gifted Students	77
Table 7. Requirements for Specific Criteria/Methods for Identification	79
Table 8. Criteria/Methods Required for Identification.	80
Table 9. Modifications to Criteria/Methods Used for Identification	85
Table 10. Measures Used for Identification	86
Table 11. Data Collected by States Without Specific Identification Criteria Requirements.	89
Table 12. State Guidance to LEAs in States Without Specific Identification Criteria Requirements.	90
Table 13. State-Required Universal Screening Process	91
Table 14. State-Required Universal Screening Process Specifics.	93
Table 15. State-Required Universal Screening Instrument Specifics	94
Table 16. Data Collected by States Without Universal Screening Requirements	94
Section III: Information about the Gifted Student Population	96
Table 17. Student Enrollment by State	96
Table 18. Subgroups of Students Identified as Gifted	100

Table of Contents

Preface

Summary of
Findings

Appendix

Table 19 (Part 1). Data on Subgroups of Students Identified as Gifted	102
Table 19 (Part 2). Data on Subgroups of Students Identified as Gifted	103
Section IV: Programs and Services for Gifted Students.	104
Table 20. State Mandate for Gifted Programming Options/Services.	104
Table 21. Comments on State Mandate for Gifted Programming Options/Services.	105
Table 22. Pre-K and Kindergarten Service Delivery Models.	108
Table 23. Comments on Pre-K and Kindergarten Service Delivery Models.	110
Table 24. Early Elementary Service Delivery Models	111
Table 25. Comments on Early Elementary Service Delivery Models.	113
Table 26. Upper Elementary Service Delivery Models	113
Table 27. Comments on Upper Elementary Service Delivery Models.	115
Table 28. Middle School Service Delivery Models	116
Table 29. Comments on Middle School Service Delivery Models	117
Table 30. High School Service Delivery Models	118
Table 31. Comments on High School Service Delivery Models	120
Table 32. State Acceleration Policy.	121
Table 33. State Early Entrance to Kindergarten Policy	122
Table 34. State Dual or Concurrent Enrollment Policy	124
Table 35. Data Collected by States for Dual or Concurrent Enrollment	126
Table 36. Grade Level Associated with Dual or Concurrent Enrollment Policy	129
Table 37. Middle School Credit Toward High School Graduation.	130
Table 38. Access to Middle School Credit Toward High School Graduation	131
Table 39. State Proficiency-Based Promotion Policy.	134
Table 40. State Proficiency-Based Promotion Policy.	136
Table 41 (Part 1). Services Available by State	138
Table 41 (Part 2). Services Available by State.	140
Table 42. Services Available by State: Reciprocity Rules for Identification.	143
Table 43. State GT Program Standards/Guidelines	145
Section V. Personnel and Training Requirements	147
Table 44. LEA Gifted Education Administrator/Coordinator.	147
Table 45. LEA Gifted Education Administrator/Coordinator Credential Requirement	148
Table 46. Training Requirements for Teachers of the Gifted	150
Table 47. Information on Training Requirements for Teachers of the Gifted.	152
Table 48. Preservice University Requirements in GT for All Teacher Candidates.	155
Table 49. GT Professional Learning Requirements for Administrators	156
Table 50. GT Professional Learning Opportunities for Administrators	158
Table 51. GT Professional Learning Requirements for Counselors	161
Table 52. GT Professional Learning Opportunities for Counselors	162

Table of Contents

Preface

Summary of
Findings

Appendix

Table 53. GT Professional Learning Requirements for Special Education Professionals	164
Table 54. GT Professional Learning Opportunities for Special Education Professionals.	166
Section VI: Factors Impacting Gifted Services	168
Table 55 (Part 1). Factors Impacting Gifted Education Services	168
Table 55 (Part 2). Factors Impacting Gifted Education Services.	170
Table 56. State Policies That Impact Gifted Education Services.	172
Table 57. State Policy and/or Initiative to Address the Equity/Excellence Gap	173
Table 58. How States Address the Equity/Excellence Gap	174
Table 59. Populations Addressed in Equity/Excellence Gap Policy	175
Table 60. Data Collected to Address the Equity/Excellence Gap.	175
Table 61. Comments on Addressing the Equity/Excellence Gap	178
Table 62. Effects of ESSA on Gifted Education	179
Section VII: Funding	181
Table 63. Dedicated State Funding to LEAs to Support Gifted Education	181
Table 64. How States Provide Dedicated Funding to LEAs to Support Gifted Education.	182
Table 65. State Funding Amounts to LEAs to Support Gifted Education	184
Table 66. Other State Funding to Support Gifted Education.	185
Table 67. Comments Regarding Funding Changes	186
Table 68. State Funding for Identification of Gifted Students	188
Table 69. State Funding for a Universal Screening Process	189
Table 70. State Funding for Programming for Gifted Students	191
Table 71. State Funding to Address the Equity/Excellence Gap	192
Section VIII: Accountability	193
Table 72. Annual State-Level Gifted Education Report.	193
Table 73. State Requirement for LEA Annual GT Report	195
Table 74. Gifted as a Sub-Reporting Group for Accountability	198
Table 75. Inclusion of GT Indicators for State Report Cards/Other Accountability Reporting.	199
Table 76. Specific Gifted and Talented Indicators Required to be Reported	201
Table 77. Data Collected on Gifted and Talented Indicators	202
Table 78. State Monitoring/Auditing of LEA Gifted Education Programs	203
Table 79. LEA Submission of Gifted Education Plans to the SEA.	207
Table 80. SEA Approval of LEA Gifted Education Plans.	210
Section IX: COVID-19 Pandemic.	213
Table 81. COVID-19 Pandemic Effects	213
Table 82. SEA Guidance to LEAs on Modifications Related to COVID-19.	215
Table 83. Data Collected on COVID-19 Pandemic Effects and Changes	217
Table 84. Additional Information on COVID-19 Effects and Changes on Gifted Education.	219

Preface

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

Foreword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive
Summary

Methods

About the Report

Summary of
Findings

Appendix

PREFACE

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

There is a ubiquitous saying that you cannot expect what you do not inspect. This saying helps justify the arduous work that went into collecting, submitting, and analyzing the data for the *2023 State of the States in Gifted Education* report. We cannot expect gifted education to grow and improve if we do not take stock of where things stand now. We need an accurate assessment that allows all partners in this work to better understand what is occurring in our respective states. Relying on anecdotal evidence is untenable, especially when the support and funding for the important work being done on behalf of gifted children and youth is routinely debated.

Inspection could potentially direct our attention only to any existing gaps, thus reinforcing a deficit mindset about gifted and talented education. That is not our intent. In fact, we have no desire to obscure what can also be learned by recognizing the many asset-based practices that currently exist across our nation. This “inspection” allows us to highlight the excellent work that is happening, including an abundance of models of this excellent work, and highlight potential opportunities for further growth of gifted and talented education.

For the *2023 State of the States* report, we made some significant revisions to the survey instrument. As explained later in the Executive Summary, we decided to remove one of the answer choices (i.e., “determined by the LEA”) throughout the survey, since we believed doing so would give us more detailed information. While this change makes comparisons to prior reports more difficult for those particular questions, keeping an imprecise answer choice for the sake of comparison seemed inadvisable. Instead, our planning team decided to add pertinent follow-up questions that we believe ultimately elicited more precise and valuable information both for this and for future surveys.

Despite that change, the “determined by the LEA” answer choice was only being used for certain questions, so comparisons over time are still feasible in most cases. And with the addition of the follow-up questions, we believe we now have a richer picture of the state of gifted education in this country.

The “So What” question for the necessity of this report is a fair one. We believe the report allows each state to share “the good, the bad, and the ugly” data. Hopefully, there is more “good” than anything else, but painting only a sunny picture will do little to show our growth (or regression) over time. The arguments related to funding gifted education, supporting best practices in gifted education, and the nonsensical claim that eliminating gifted education somehow puts a school/district/state on the path to equity, mean that having the necessary data to support what we value is critical. The stakes are high when we have so many competing priorities for diminishing resources. While this report does not answer every key question, it does provide an important baseline and can serve as the impetus for deeper conversation.

A special thanks goes out to Dr. Jaret Hodges from University of North Texas, John Segota from NAGC, and CSDPG’s president-elect Beth Cross for committing their time and expertise to this important work. We truly are stronger together.

Mark Schwingle, Ph.D.
President, Council of State Directors of Programs for the Gifted

Foreword from the National Association for Gifted Children

The National Association for Gifted Children (NAGC) is pleased to again collaborate with the Council of State Directors of Programs for the Gifted to present the *2022-2023 State of the States in Gifted Education* report. This report stands as the only national study of its kind, offering a comprehensive examination of the policies, practices, and trends shaping gifted education across the country. At a time when educational landscapes are rapidly evolving, this analysis provides critical insights into how schools and districts identify, serve, and support gifted learners.

Over the past several years, gifted education has experienced notable shifts influenced by policy changes, increased attention to issues of equity and access, and impacts of outside forces on learning environments. Many states and districts have re-evaluated their identification practices, seeking to ensure that gifted programs reflect the full diversity of student talent. Likewise, the field has seen an expansion in program models, instructional strategies, and professional development opportunities to better meet the unique needs of gifted students.

Despite this progress, challenges remain. Persistent disparities in identification and access, variability in state-level policies, and ongoing debates about the role of gifted education in a broader educational framework all underscore the need for data-driven decision making. This report serves as an essential resource for educators, policymakers, and advocates committed to strengthening gifted education and ensuring that all gifted and talented learners receive the support they need to thrive.

We extend our deepest appreciation to the researchers, educators, and policymakers who contributed to this report. Their work is instrumental in advancing our understanding of gifted education and informing future initiatives. As we move forward, NAGC remains steadfast in its mission to empower all who support children with advanced abilities to access equitable opportunities that develop their gifts and talents.

We hope this report will serve as a valuable tool in guiding conversations, shaping policy, and ultimately fostering a more inclusive and effective system of gifted education nationwide. Working together, we can achieve our vision of all children having the opportunities and support to realize their full potential.

Shelagh Gallagher, Ph.D.
President

John Segota, MPS, CAE
Executive Director




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

COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED BOARD MEMBERS

Mark Schwingle	President	Wisconsin
Beth Cross	President-Elect	North Carolina
Rebecca McKinney	Secretary	Colorado
Sheyanne Smith	Treasurer	Nebraska
Maria Lohr	Past-President	Ohio
Vacant	Eastern Regional Representative	
Emily Hurst	Central Regional Representative	Alabama
Rebecca Martin	Western Regional Representative	Idaho

NATIONAL ASSOCIATION FOR GIFTED CHILDREN BOARD OF DIRECTORS

Shelagh Gallagher	President	University of North Texas
Catherine Little	President-Elect	University of Connecticut
Lauri Kirsch	Past President	Hillsborough County School District (Retired)
Michelle Frazier Trotman Scott	Governance Secretary	University of West Georgia
Nancy Hertzog	Treasurer	University of Washington
Dante Dixon	At-Large Member	Michigan State University
Mark Hess	State Representative	Colorado Association for the Gifted
Genein Letford	President Appointment	CAFFE Strategies
Jennifer Madsen	At-Large Member	New Jersey Association for Gifted Children
D. Betsy McCoach	At-Large Member	University of Connecticut
Kristie Speirs Neumeister	At-Large Member	Ball State University
Darryl L. Peterkin	Presidential Appointment	City University of New York
Ashley Phelps	Parent Representative	Florida Gifted Network
Karen Rambo-Hernandez	At-Large Member	Texas A&M University
Antonia Szymanski	Network Representative	Western Kentucky University
April Wells	School/District Representative	Illinois School District U-46
Dornswalo Wilkins-McCorey	At-Large Member	Chesapeake Public Schools
John Segota	Executive Director	

Acknowledgments

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

Foreword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive
Summary

Methods

About the Report

Summary of
Findings

Appendix

I thank Lacy Compton and David Cutler (National Association for Gifted Children), Beth Cross (North Carolina; Council of State Directors of Programs for the Gifted), and Mark Schwingle (Wisconsin; Council of State Directors of Programs for the Gifted) for their assistance with this project.

I also thank Vicky Ji and Candace Martinez, doctoral students at the University of North Texas, for their assistance with this project.

—Jaret Hodges

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

Foreword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive
Summary

Methods

About the Report

Summary of
Findings

Appendix

Introduction

Biennially, the National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG) collaborate to conduct a comprehensive survey on gifted education across the nation. This report, *2022-2023 State of the States in Gifted Education*, reflects the latest insights and updates in gifted education and services, including the impacts of legislative changes, policy shifts, and unprecedented challenges such as the COVID-19 pandemic.

The previous reports, based on the 2018-2019 and 2020-2021 academic years, laid the groundwork by exploring themes of accessibility, funding, state support, and the effect of federal policies like the federal Every Student Succeeds Act (ESSA). This year, additional questions were included that focused on changes in funding distribution, equity initiatives, and specific interventions during the COVID-19 pandemic.

This *State of the States in Gifted Education* report is a gifted education snapshot of the 2022-2023 academic year. The current report differs from the 2020-2021 report in terms of participation. New York and Ohio did not participate in this year’s report.

Further, the *2022-2023 State of the States in Gifted Education* makes comparisons to previous reports. These comparisons can be found in footnotes throughout the report where appropriate. The comparisons are made in reference to the 2018-2019 and 2020-2021 reports.

Importantly, the survey includes a major divergence in question responses. During the process of developing the 2022-2023 survey, NAGC and CSDPG requested that survey questions be revised to remove uncertainty associated with the answer choice “determined by the LEA.” Given this difference, caution is warranted to potential readers in trying to draw absolute conclusions about trends between this report and previous reports.

In the case where an answer choice in the previous survey was “determined by the LEA,” follow-up questions were added to provide context to “yes” or “no” responses. Further, additional questions related to funding were added to the report. Finally, a new section of questions regarding the COVID-19 pandemic was added in order to provide a nuanced look at the impact of the pandemic on gifted education. NAGC and CSDPG felt it was imperative to document responses to COVID-19 while the details were still clear in respondents’ recollection.

Foreword from
the Council of
State Directors
of Programs
for the GiftedForeword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive Summary

Methods

About the Report

Summary of
Findings

Appendix

Executive Summary

This *State of the States in Gifted Education* report is an overview of gifted education during the school year 2022-2023. The National Association for Gifted Children (NAGC) and the Council of State Directors of Programs for the Gifted (CSDPG) conducted this survey of if and how states provide and support programs for gifted students. The most recent *State of the States* reports were based on the 2020-2021 and 2018-2019 school years. A major addition to this year's report was the inclusion of a section focused on the COVID-19 pandemic, which builds on information provided in the previous report.

For the 2022-2023 report, the findings include 48 states (New York and Ohio did not respond), the District of Columbia, and the Department of Defense Education Activity.

The survey used to inform this report underwent substantial revisions. The primary revision was the removal of "determined by the LEA" from survey responses. Feedback from previous reports noted the ambiguity of "determined by the LEA." As such, the hope is to provide greater clarity by removing this response option. In place of "determined by the LEA," a branch structure to survey questions was adopted. For example, in the survey question "Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?", respondents would be given different follow-up questions depending on if they indicated "yes" or "no" to this question.

STATE EDUCATION AGENCY PERSONNEL

Of respondents, 42 of 50 have personnel assigned to gifted education at the State Education Agency (SEA) level. More than half of the respondents (60%) reported that their state provides at least one full-time equivalent for gifted education and 40% reported less than one full-time equivalent, with 16% reporting no full-time equivalent. The SEA-designated personnel responsible for gifted education are typically responsible for providing technical assistance, responding to family questions, providing professional development, and acting as a liaison to statewide associations for the gifted. See Section I for information on state agencies.

DEFINITION OF GIFTED AND IDENTIFICATION OF STUDENTS

Of the 50 respondents, 46 reported having a state definition of giftedness, which typically included advanced intellectual ability, creativity, and academic performance. In addition, 5 states noted that their definition of giftedness has changed since the 2020-2021 report. Also, 38 states required their Local Education Agencies (LEAs) to follow the state definition. Responses were roughly split on whether their state required specific criteria/methods for identification of gifted and talented students (24 required and 26 did not). In terms of universal screening, 37 of 50 respondents noted that universal screening was not required. See Section II for information on definitions of giftedness.

GIFTED EDUCATION SERVICES

From pre-Kindergarten to upper elementary grades (grades 5-6), the most common service delivery model was reported as differentiation in the general education classroom, followed by pull-out programs and subject matter acceleration (see Section IV for data by grade cluster). In middle school differentiation, subject matter acceleration, and honors/advanced coursework are the most common services. The only difference between this report and the prior report is that for 2022-2023, subject matter acceleration (28 states) was indicated at a slightly higher rate than honors/advanced coursework (26 states). In high school, advanced placement is the primary service delivery model (36 states), with honors/advanced coursework only indicated slightly less (33 states).

The five most influential factors impacting gifted education were reported as site-based decision making or local control, state mandate, lack of recognition of gifted students in federal education law, professional development initiatives in gifted education, focus on student growth for accountability, and compliance/monitoring. See Section VI for more information and data on factors influencing gifted education.

OTHER POLICIES AND PRACTICES

Few states reported policies regarding early entrance to Kindergarten; dual or concurrent enrollment in a community college, college, or university; middle school students receiving credit toward high school graduation; and proficiency-based promotion (see Section IV for more information and data points). Few states reported requirements in law or rule regarding academic guidance and counseling; differentiated

Preface

Foreword from
the Council of
State Directors
of Programs
for the GiftedForeword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive Summary

Methods

About the Report

Summary of
Findings

Appendix

instruction; content-based acceleration; contact time/required minutes of service; multi-tiered systems of support for gifted students; response to intervention for gifted students; and automatic or conditional reciprocity either within a state or across states for gifted identification. Also of note: some states did not allow for the use of proficiency-based promotion or provide access for middle school students to receive credit toward high school graduation.

PERSONNEL TRAINING

More than half of states (30) required some level of training for teachers of gifted students in their state. In contrast, few states (4) required preservice teacher training or training for counselors/administrators. The majority of states report offering professional development and learning opportunities for education personnel. See Section V for more information on training and personnel data.

FUNDING

Slightly more than half of the states (55%) reported having dedicated funding for gifted education. Similar to the previous report, several states indicated that state funds were specifically earmarked for universal screening (7), identification of gifted students (9), programming for gifted students (13), and to address the equity/excellence gap in gifted education (1). Funding largely did not change relative to the previous reports. See Section VII for more information on funding.

ACCOUNTABILITY

States varied in their requirements for monitoring and reporting on the quality of gifted programs and services. Just over half of respondents (27 states) indicated that their state monitored or audited gifted education programs at the LEA level. Similarly, more than half reported that LEAs were required to submit data on the gifted education services they provided. However, in the current report, fewer than half of respondents (20 states) indicated that their LEAs were required to submit gifted education identification plans or program implementation plans to their state education agency, while only 14 states reported a requirement to submit policy plans. See Section VIII for more information and data points.

COVID-19

The COVID-19 pandemic presented significant challenges for gifted education policies and practices across states. Based on general questions and comments from the previous survey, this *State of the States* survey included additional questions on the impact of COVID-19. The challenges facing states were varied and ranged from turnover among personnel to providing gifted services through virtual classrooms. Some states provided guidance to LEAs on adapting services for gifted students during school closures, offering examples of how to navigate reduced services and virtual learning environments. A few states also focused on collecting data about these modifications, though the approaches ranged from formal data collection to informal methods. While some states integrated gifted education into broader guidance, others provided targeted resources to address specific needs. One common response in addition to guidance was to provide waivers to LEAs. These responses underscore the importance of flexible policies and clear communication in ensuring continuity for gifted education during future educationally challenging crises. See Section IX for more information on the impact of COVID-19.

CONCLUSION

This report provides a current overview of key themes, state-level support, and guidance for gifted education in the United States. The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted intend for the 2022-2023 *State of the States in Gifted Education* report to equip stakeholders with a comprehensive understanding of gifted education nationwide, encouraging efforts to strengthen programs and services at both the state and local levels.

Methods

Representatives from the National Association for Gifted Children and the Council of State Directors of Programs for the Gifted collaborated with the research team to revise the survey used in the *2020-2021 State of the States in Gifted Education* report. Once the survey was revised, all 50 United States, the District of Columbia, the Department of Defense Education Activity, Puerto Rico, Guam, and the U.S. Virgin Islands were invited to participate in this project in March 2024. The final response included in this survey came in August of 2024. For the purposes of this report, the U.S. states, the District of Columbia, the Department of Defense Education Activity, Puerto Rico, Guam, and the U.S. Virgin Islands are collectively referred to as “states” or “respondents.”

Invitations to complete the survey for this report were sent to the designated representatives of state departments of education. In most cases, these representatives were affiliated with gifted education within their respective departments. In some instances, individuals whose roles were not directly related to gifted education, such as Directors of Strategic Initiatives or Directors of College, Career, and Student Success, were deemed to be appropriate representatives for their associated SEA. For states that did not initially respond to the survey, inquiries through email and phone were made to the relevant state agencies to determine the appropriate recipients. Multiple requests for participation, as well as follow-up requests for incomplete or inconsistent data, were made by email and telephone on a weekly basis from April to August 2024. Further clarifications and resolution of inconsistencies occurred between August and September 2024.

Respondents completed an online survey through the Qualtrics platform. They were asked up to 152 questions covering a broad area of topics ranging from funding to training requirements. Further, respondents were provided the option to save their progress and submit at a later time. Representatives from 48 U.S. states, the District of Columbia, and the Department of Defense Education Activity completed surveys. The representatives were all state education agency personnel.

An important note is that due to the construction of the survey, respondents were unlikely to be asked all questions within the survey. The survey employed extensive branching logic such that if a respondent selected “no” to a survey question, they would potentially have a different following question than a respondent who selected “yes.” For example, a survey

respondent who noted that their state did not have a definition of giftedness would not be asked follow-up questions about how their state’s definition of giftedness was implemented throughout LEAs.

VALIDITY CONSIDERATIONS AND LIMITATIONS

All 50 responses were provided by state education agency employees. In most cases, these employees were directly involved with gifted education (e.g., Gifted and Talented Education Specialist, Gifted and Talented Coordinator, Director of the Office of Gifted Education). In some states, there was either a vacancy in the gifted education role or no such position existed. In these cases, either an employee overseeing gifted education or another suitable state education agency employee was tasked with completing the survey. Due to the variation in who completed the survey, there are potential validity concerns, primarily related to differences in institutional knowledge among respondents. In some states, the respondent had extensive experience leading gifted education services, while in others, the respondent might have been a recent hire. For example, in one state, the survey was partially completed by a new employee whose first task was filling out this survey. Additionally, in cases where the position overseeing gifted education was vacant, an affiliated employee completed the survey. In such situations, there is a risk that the responses may not accurately reflect state policies, as the individual might lack the institutional knowledge needed for a thorough and precise response. To address inconsistencies, responses were compared with the 2020-2021 survey data, and follow-ups were conducted for clarification. Nevertheless, the responses should be viewed as a snapshot or representation of gifted education in each state at that time.

It should be noted that in the case of respondents that had significant concerns and questions regarding the survey, the survey administrator met directly with those individuals through an online meeting. During these meetings, survey respondents were able to directly ask questions and were provided with immediate feedback.

A potential issue related to validity is the change in answer choices to certain items. In previous surveys, the answer choice “determined by the LEA” was offered as an answer choice. This answer choice has largely been removed as a potential response, and was only included with one question (95) regarding dual enrollment. As such, respondents were forced to

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

Foreword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive
Summary

Methods

About the Report

Summary of
Findings

Appendix

select “yes” or “no.” This directly influences the validity of conclusions drawn from examining this report in the context of the previous reports that included “determined by the LEA” as a potential response.

NONRESPONSES

The absence of a response to a particular survey question in this report should be interpreted cautiously, as there are several possible reasons for nonresponse, including but not limited to the following:

- Not all questions applied to all respondents, thus not all respondents were presented with every question. For instance, a respondent would not be asked whether local education agencies are required to use a state definition of giftedness if the state reported having no official definition. Also, a respondent from a state with extensive support for gifted education would receive a longer survey than a respondent from a state with no support.
- The lack of a response does not necessarily indicate the absence of a policy or data. It may be due to an individual being unable to provide the information despite being aware of it (e.g., due to statutory constraints).
- In some cases, a lack of response may mean that the respondent did not know the answer and chose not to respond. This possibility was mitigated by including an “unsure” option in several survey questions.
- Nonresponses could also reflect that an individual did not wish to elaborate on a response or that a question was not mandatory (e.g., questions asking respondents to explain their choices).

Therefore, while all 50 respondents completed the survey, the results should be interpreted with consideration of the total number of responses to each question. This information is provided within the text and indicated as “n=...” in the tables and figures.

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

Foreword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive
Summary

Methods

About the Report

Summary of
Findings

Appendix

About the Report

The 2022-2023 *State of the States* report is organized into 10 sections. These 10 sections provide information from the survey pertaining to state education agencies, identification, information about the gifted student population, programs and services for gifted students, personnel and training requirements, factors impacting gifted education, funding, accountability, responses to COVID-19, and themes across states and future directions. The report and the associated themes are reflective of the responses provided by state representatives of their associated state education agency. A copy of the 2022-2023 survey questions can be found at the end of this report followed by tables containing the responses from the states to the survey questions.

The following abbreviations are used within the report and refer to:

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, and Math

ESSA: Every Student Succeeds Act

CLED: Culturally, Linguistically, and Economically Diverse

RTI: Response to Intervention, and

N/A: Not Applicable.

SECTION I: State Education Agency Overview

This section focuses on the allocation of personnel for gifted education in each state and includes information from Questions 7-12. Information in this section relates to allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, and the presence of state gifted education advocacy groups.

SECTION II: Definition of *Gifted* and Identification of Students

This section focuses on the state definitions of *gifted* and state requirements for identification of gifted students, which includes information from Questions 14-17 and 19-39. Information in this section relates to state definitions of *gifted* and usage of that definition if applicable, state requirements for identification of gifted and talented students, and information about the universal screening process.

SECTION III: Information about the Gifted Student Population

This section focuses on information about students identified as gifted during the 2022-2023 school year and includes information from Questions 41-46. Information in this section relates to the number of students enrolled in traditional public schools in 2022-2023 and those identified as gifted within the total number enrolled, as well as information on subgroups of students identified as gifted.

SECTION IV: Programs and Services for Gifted Students

This section focuses on information about programs and services available for gifted students in each state and includes information from Questions 72-112. Information in this section relates to delivery models through which gifted services are provided across grade levels, policies related to gifted services, and state program standards/guidelines for gifted education.

SECTION V: Educator and Other Personnel Training

This section focuses on personnel training requirements for those who work with gifted students and includes information from Questions 67-70 and 113-134. Information in this section relates to state requirements regarding preservice teacher training, certification and endorsement, and professional learning requirements for teachers, coordinators, administrators, counselors, and special education professionals.

Preface

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

Foreword from
the National
Association for
Gifted Children

Board Members

Acknowledgments

Introduction

Executive
Summary

Methods

About the Report

Summary of
Findings

Appendix

SECTION VI: Factors Impacting Gifted Services

This section focuses on factors impacting gifted services and includes information from Questions 12, 153-160, and 169-170. Information in this section relates to local, state, and federal factors and policies that impact gifted education across states, as well as to issues regarding the equity/excellence gap in gifted education and the 2015 Every Student Succeeds Act (ESSA).

SECTION VII: Funding

This section focuses on funding for gifted education services and includes information from Questions 136-151. Information in this section relates to policies around funding, amounts of funding, if and how funds are earmarked for gifted education, and funding earmarked specifically for the universal screening process and for addressing the equity/excellence gap in gifted education.

SECTION VIII: Accountability

This section focuses on LEA and SEA accountability practices related to gifted and talented services and includes information from Questions 48-65. Information in this section relates to SEA and LEA reporting practices and the monitoring and/or auditing of LEA gifted education programs.

SECTION IX: COVID-19

This section focuses on SEA responses to the COVID-19 pandemic related to gifted education and includes information from Questions 162-167. Information in this section pertains to changes in response to COVID-19 to gifted education practices within the state as well as responses by the SEA.

SECTION X: Themes Across States and Future Directions

This section covers common themes across states found in the current analysis, as well as a comparison to the previous two *State of the States* reports (2018-2019; 2020-2021).

SUMMARY OF FINDINGS

Section I: State Education Agency Overview

This section provides an overview of how personnel are allocated for gifted education across each state agency, based on responses to Questions 5-12. It highlights the number of employees at state education agencies dedicated to coordinating gifted education, the various responsibilities of state agency staff, and the role of state advocacy groups for gifted education. Refer to Tables 1 and 2 for detailed information.

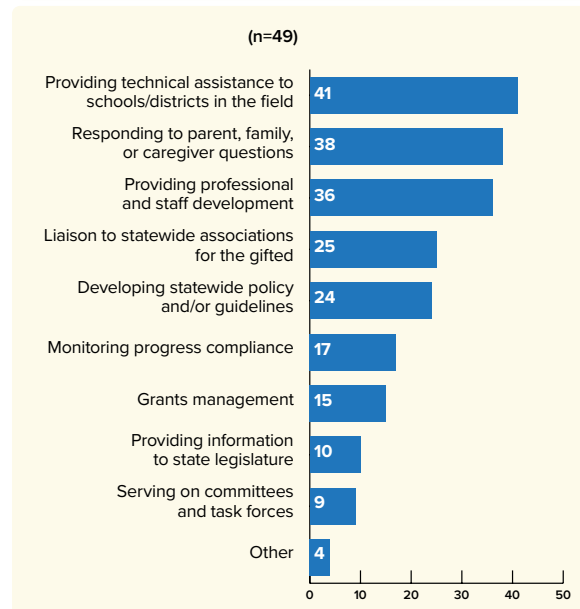
Respondents were asked how many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2022-2023. Of the 50 respondents, there were between 0 to 7 full-time equivalents assigned per state. 22 indicated 1 full-time equivalent, 11 indicated less than 1 full-time equivalent, 9 indicated more than 1 full-time equivalent, and 8 indicated 0 full-time equivalent. See Table 1 for the full-time equivalents by respondent.

Respondents were asked to select from a list of 10 activities the top five activities performed by the SEA-designated personnel responsible for gifted education based on the amount of time spent on those activities in their state. Respondents also had the option to indicate "Other."

Of the 49 respondents, the most common activities reported were Providing Technical Assistance to Schools/Districts in the Field (41); Responding to Parent, Family, or Caregiver Questions (38); Providing Professional and Staff Development (36); and Liaison to Statewide Associations for the Gifted (25) (see Figure 1). See Table 2 for activities listed by respondent, as well as any explanations or comments about the activities for gifted and talented education provided by each SEA.

Finally, respondents were also asked whether their state has a gifted education advocacy group. Of the 50 respondents, 41 responded yes and 9 responded no (see Table 1). A list of State Education Agency Gifted and Talented Contact Information and the State Gifted and Talented Association Websites is included at the end of this report.

FIGURE 1. Q10: Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.



Section II: Definition of *Gifted* and Identification of Students

This section provides an overview of state definitions of *gifted* and state requirements for identification of gifted students from Questions 14-17 and 19-39. Information in this section pertains to state definitions of *gifted* and usage of that definition if applicable, state requirements for identification of gifted and talented students, and information about the universal screening process. See Tables 3 through 16 for information covered in this section.

DEFINITION OF *GIFTED*

The Every Student Succeeds Act (ESSA) (2015) reauthorized the 1965 Elementary and Secondary Education Act (ESEA). It contains the federal definition of giftedness in (P.L. 114-95; 20 USC 7801[27] [2015]):

The term ‘gifted and talented,’ when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

In addition, ESSA provided increased flexibility for states and districts to develop programs for gifted and talented students. Notably, ESSA introduced new provisions allowing Title I funds to support gifted education programs, particularly benefiting children from low-income backgrounds and required student achievement on state tests to be disaggregated by performance level, including for identified gifted learners.

It is important to note that states are under no obligation to use the federal definition. States have the authority to define, identify, and serve gifted students. Further, it is also important to note that states also have the authority to not provide formal support for gifted students.

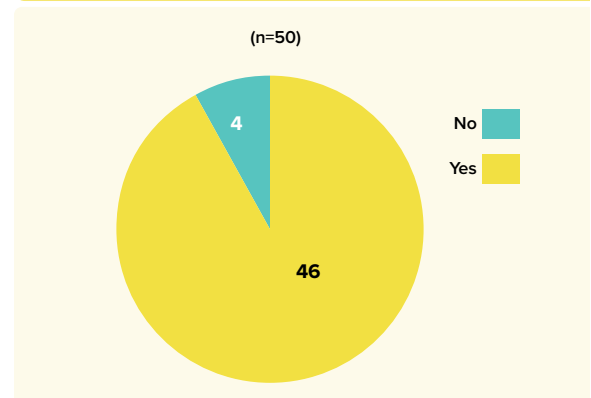
The National Association for Gifted Children (2019) released a definition of giftedness as:

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)

Respondents were asked whether their state has a definition of *gifted*, and if so, to provide a URL to that definition. Of the 50 respondents, 46 respondents noted that they had a state definition of *gifted*, and 4 responded that they did not have one (see Figure 2). SEAs that indicated they had a definition of *gifted* were asked two follow-up questions. The first was whether the definition of *gifted* had changed since the 2018-2019 report. Of the 46 initial respondents, 5 indicated that their definition of *gifted* had changed since the 2020-2021 report. The second follow-up question asked whether LEAs were required to follow that definition. Of the 46 states with definitions, 38 indicated that LEAs were required to follow the state definition. See Tables 3 through 5 for responses by state as well as the URLs to the state definitions, as applicable.

FIGURE 2. Q14: Does your state have a definition of “gifted” in law or rule?

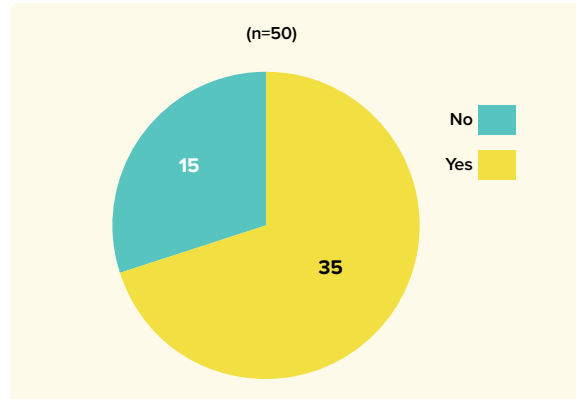


IDENTIFICATION FOR GIFTED SERVICES

Mandate for Identification

Of the 50 respondents, 35 require by law or rule the identification of gifted and talented students and 15 do not. See Figure 3 and Table 6, which also includes the URL to the law or rule, as applicable.

FIGURE 3. Q19: Does your state require by law or rule the identification of gifted and talented students?



Required Identification Criteria

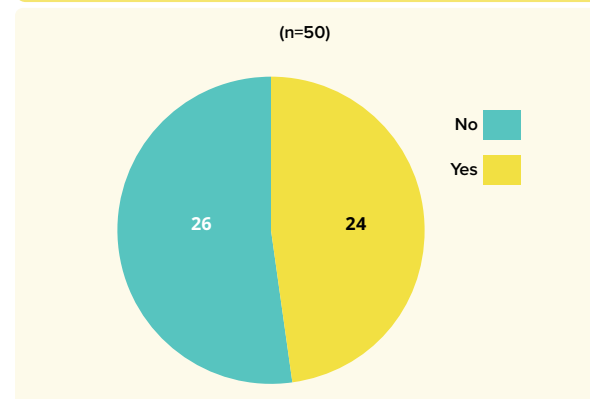
Respondents were asked if LEAs in their state were required to use specific criteria/methods for identification of gifted and talented students. Of the 50 respondents, 24 indicated yes and 26 indicated no (see Figure 4).¹ See Table 7 for responses by state and the URL to the law or rule mandating specific criteria/methods for identification and responses by state. Depending on their response, states were asked follow-up questions.

The 24 respondents who indicated “yes, LEAs are required to use specific criteria/methods for identification of gifted and talented students” were asked two follow-up questions. The first requested information on the specific criteria/methods that the state requires for identification of gifted and talented students (see Table 8 for their responses). The second question asked if LEAs were allowed to modify or alter the criteria or methods in any way: 18 indicated yes and 6 indicated no. The 18 respondents who indicated yes were asked if the state collects data from districts on those modifications. Of those, 13 indicated yes and 5 indicated no. Finally, the 13 respondents who indicated yes were asked to provide information on the data the state collects from LEAs (see Table 9 for their responses).

In addition, the 24 respondents who indicated yes to whether their states are required to use specific criteria/methods for identification were later asked to provide information regarding the specific measures used by the state in the identification of gifted and talented students. They were finally asked a follow-up question to the URL or link to the law or rule mandating specific criteria/methods for identification (see Table 6 for URLs). The responses to all of these follow-up questions can be found in Tables 8 through 10.

The 26 respondents who indicated “no, LEAs are not required to use specific criteria/methods for identification of gifted and talented students” were asked a different set of follow-up questions. The first asked if the state collected data regarding the specific criteria/methods for identification of gifted and talented students used by LEAs. Of the 26 respondents, 7 indicated yes and 19 indicated no. For the 7 respondents who indicated “yes,” they were asked what data the state collects. The 26 respondents were also asked whether the state provides any guidance (e.g., suggestion of best practices) to LEAs in lieu of mandated criteria or methods. Of those, 15 indicated “yes,” 10 indicated “no,” and 1 did not provide a response. Those who indicated “yes” were asked to describe the guidance provided by the state to LEAs. The responses to these specific follow-up questions can be found in Tables 11 and 12.

FIGURE 4. Q21: Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?

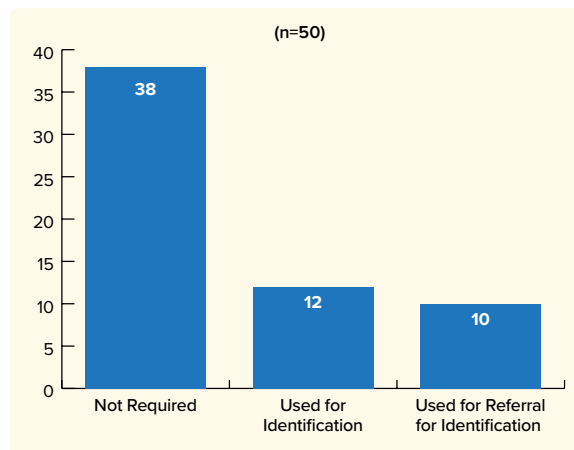


¹ It is important to note that in previous reports, the answer choice “determined by the LEA” and “other” could be selected by respondents. For context, in the previous report, of the 51 respondents, 10 responded yes, 9 responded no, 20 responded it was determined by the LEA, and 12 responded “other.”

Universal Screening

The next group of questions regarding identification asked about universal screening practices. Respondents were asked if LEAs in their state were required to use a universal screening process for referral and/or identification of gifted and talented students. Respondents could select one or more from the choices “Used for referral for identification,” “Used for Identification,” or “Not Required.” Of the 50 respondents, 10 indicated “Used for referral for identification,” 12 indicated “Used for Identification,” and 38 indicated “Not Required.” Responses can be found in Figure 5 and Table 13.¹

FIGURE 5. Q32: 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.)



The 12 states that responded that universal screening was required for identification and/or referral for identification were asked follow-up questions. The first was whether the state specifies when and with whom the screen occurs (e.g., screening of all second graders). Of those 12 respondents, 9 indicated “yes” and 3 indicated “no.” The next follow-up question asked if the state specifies an instrument(s) to be used. Of respondents, 3 indicated “Yes, LEAs can choose from a list of approved instruments/assessments,” 2 indicated “Yes, all LEAs must use the same instrument(s),” and 7 indicated “no” the state does not require the instrument to be used. For each question, respondents were also asked to provide any explanation they felt appropriate. The responses to their follow-up questions can be found in Tables 14 and 15.

Respondents who selected that universal screening is “Not Required” were provided with two follow-up questions. The first asked if their state collects data on LEAs that do use a universal screening process for referral and/or identification of gifted and talented students. Of the 38 respondents, 5 indicated “yes” and 33 indicated “no.” The 5 respondents were asked what data the state collects regarding using a universal screening process for referral and/or identification of gifted and talented students. The response to these two questions can be found in Table 16.

¹ Readers should note that this item was modified from the previous report. In the 2020-2021 report, respondents were provided with the additional answer choice of “Determined by the LEA.” In comparison, in the previous report with 51 respondents, 7 states used a universal screening process for referral for identification, 9 states used it for identification, 23 states indicated a universal screening process is not required, and 30 states indicated a universal screening process determined by the LEA.

Section III: Information about the Gifted Student Population

This section provides an overview of students identified as gifted during the 2022-2023 school year, drawing on data from Questions 41-46. It includes details about the total number of students enrolled in traditional public schools during this period, the proportion identified as gifted, and insights into subgroups of gifted students. For more detailed information, refer to Tables 17-19.¹

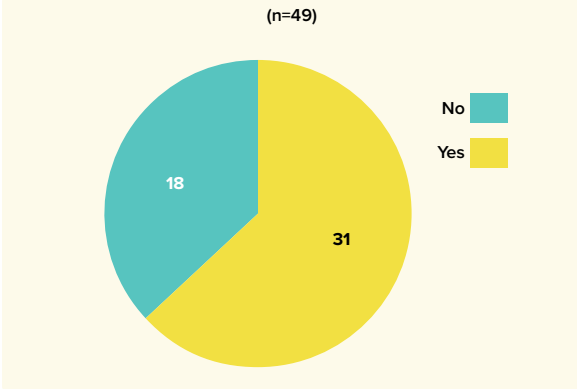
NUMBERS OF IDENTIFIED GIFTED AND TALENTED STUDENTS

States reported the number of students identified as gifted and talented in their state during 2022-2023. See Table 17 for specific numbers by state. Also see Table 17 for any comments provided by the respondents in relation to enrollment and identification counts provided.

SUBGROUPS OF IDENTIFIED GIFTED AND TALENTED STUDENTS

In this version of the report, the answer choice “data is collected only at the local level” was eliminated. As such, respondents were asked whether their state collects data on subgroups of students identified as gifted and talented. Of the 49 respondents, 31 indicated yes and 18 indicated no (See Figure 6 and Table 18). In comparison, of the previous report’s 51 respondents, 32 indicated yes, 14 indicated no, and 5 indicated data were collected only at the local level.²

FIGURE 6. Q45: Does your state collect data on subgroups of students identified as gifted and talented?



In total, 29 of 31 respondents provided subgroup identification data. Respondents were asked to provide the percentage of total gifted students belonging to specific subgroups (see Table 19).

- Regarding gender, of the 29 respondents, 27 provided information regarding gender proportions. The percentage of gifted students who were male ranged from 39.1% to 59%. The percentage of students who were female ranged from 41% to 60.9%. Further, 7 respondents provided demographic information on students who were nonbinary. The reported percentages ranged from 0% in Alabama to 1.2% in Oregon. Colorado indicated that their SEA was in the process of collecting this data.

¹ A change from the previous report was made regarding the overall student population. In the previous report, respondents were asked for total public school enrollment in traditional public schools in 2022-2023. In this report, respondents were asked for total enrollment, total public school enrollment, and total private school enrollment. The impetus to this change was due to multiple states reporting that they were unable to separate enrollment numbers between non-charter and charter public schools. See Table 17 for enrollment numbers by state and any additional information or clarifications provided by each state, as applicable.

² The question associated with subgroup identification data collection was changed in this version of the report in comparison to previous versions. The impetus behind this question is related to the 2015 Every Student Succeeds Act (ESSA). ESSA included provisions related specifically to gifted and talented learners. States must collect and report achievement data disaggregated by student subgroup at each achievement level including advanced levels, and 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).

Table of Contents

Preface

Summary of Findings

Section I

Section II

Section III

Section IV

Section V

Section VI

Section VII

Section VIII

Section IX

Section X

Appendix

- Regarding race/ethnicity, responses ranged from 15-29 states responding to specific questions. Reported percentages of GT students from these subgroups ranged as follows:
 - Black or African American: 0.9% (Hawaii) to 22.96% (Maryland);
 - American Indian or Alaska Native: 0% (Florida) to 11% (Oklahoma);
 - Asian: Less than 1% (Louisiana) to 43.6% (Hawaii);
 - Native Hawaiian or other Pacific Islander: 0% (Florida) to 6.6% (Hawaii);
 - Hispanic or Latinx: 1.3% (West Virginia) to 42.9% (New Mexico);
 - White: 3.3% (Illinois) to 95.2% (Montana);
 - Two or more races: 2.9% (New Jersey) to 36% (Arizona); and
 - Other” race/ethnicity: 0% (Alabama) to 11.1% (Indiana). Most states reported that data on GT students who are categorized as “other” race/ethnicity was not collected.
- Regarding identified gifted students who are also English Learners, of the 23 respondents, reported percentages ranged from 0% (Montana) to 12% (Florida).
- Regarding identified gifted students also identified for special education services under the Individuals with Disabilities Education Act or who have a Section 504 plan under the Rehabilitation Act, of the 22 respondents, reported percentages range from 0% (Florida) to 18.66% (South Carolina).
- Regarding identified gifted students from low socioeconomic status backgrounds, of the 23 respondents, reported percentages ranged from 7.9% (Tennessee) to 47.4% (New Mexico).

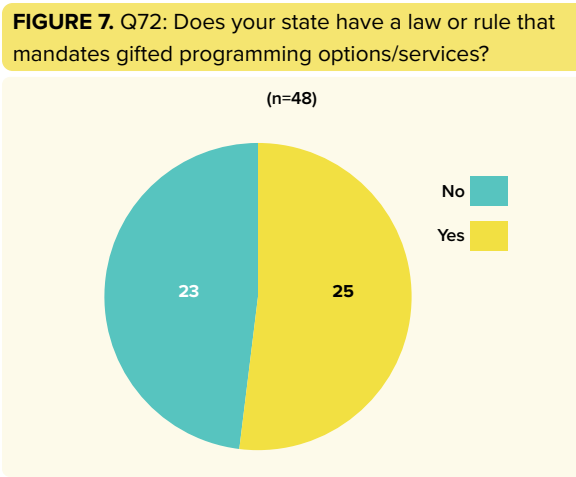
- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

Section IV: Programs and Services for Gifted Students

This section provides information about the programs and services available for gifted students in each state and is based on data from Questions 72-112. It includes details about the delivery models used to provide gifted services across grade levels, policies governing gifted services, and state standards or guidelines for gifted education programs. It also includes reporting practices required of LEAs by the state education agency regarding their programs and services. For additional details, refer to Tables 20 through 43.

MANDATE FOR PROGRAMS AND SERVICES

Of 48 respondents, 25 reported their state has a law or rule that mandates gifted programming options/ services and 23 reported their state does not (see Figure 7). See Table 20 for responses by state and the URL to the law or rule, as applicable. See Table 21 for comments, explanations, or context about the law or rule (or lack of) for gifted programming options/ services by state, as applicable.



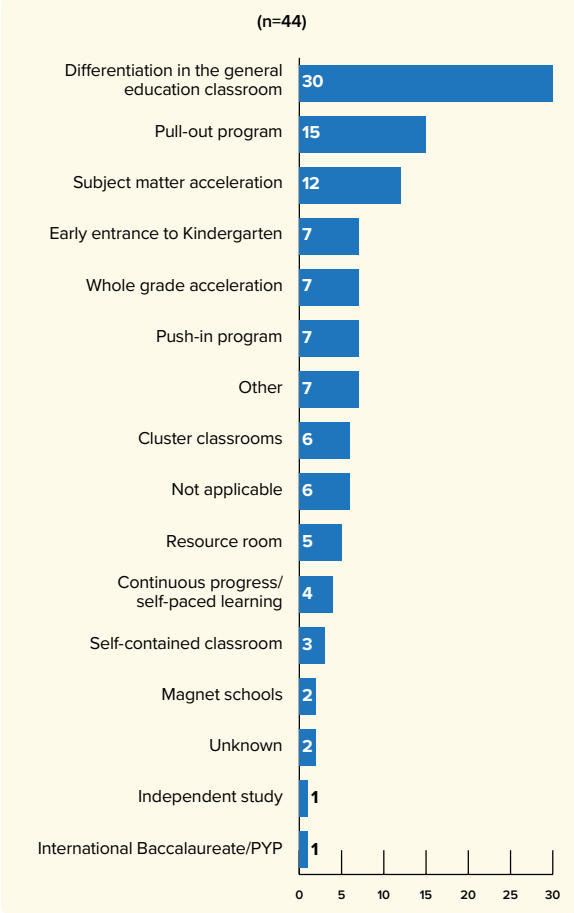
GIFTED SERVICES ACROSS GRADE LEVELS

Respondents were asked to select the top three delivery models through which gifted services were provided across grade levels. Respondents were able to select from prepopulated options or include other options.

Pre-K and Kindergarten

Regarding Pre-Kindergarten and Kindergarten delivery models, 44 states responded. The three most common responses were “differentiation in the general education classroom” (30), “pull-out program” (15), and “subject matter acceleration” (12). See Figure 8 and Tables 22 and 23 for more information about the delivery models at these grade levels.

FIGURE 8. Q75: Please select the top three delivery models through which gifted services are provided in Pre-K and Kindergarten in your state.

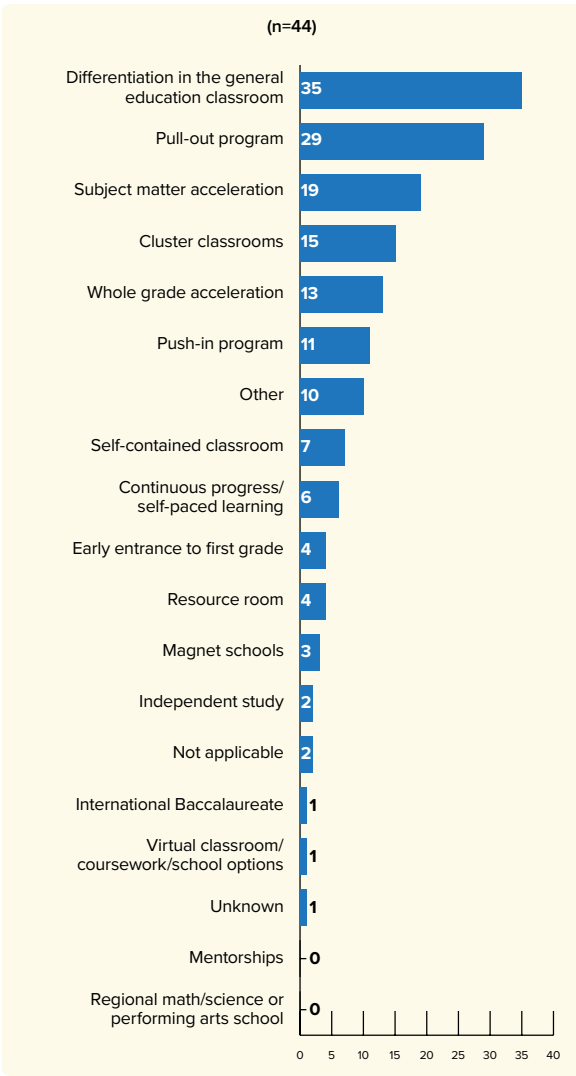


- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

Early Elementary

Regarding the Early Elementary grades (1-3) delivery models, 44 states responded. The three most common responses were “differentiation in the general education classroom” (35), “pull-out program” (29), and “subject matter acceleration” (19). See Figure 9 and Tables 24 and 25 for more information about the delivery models at these grade levels.

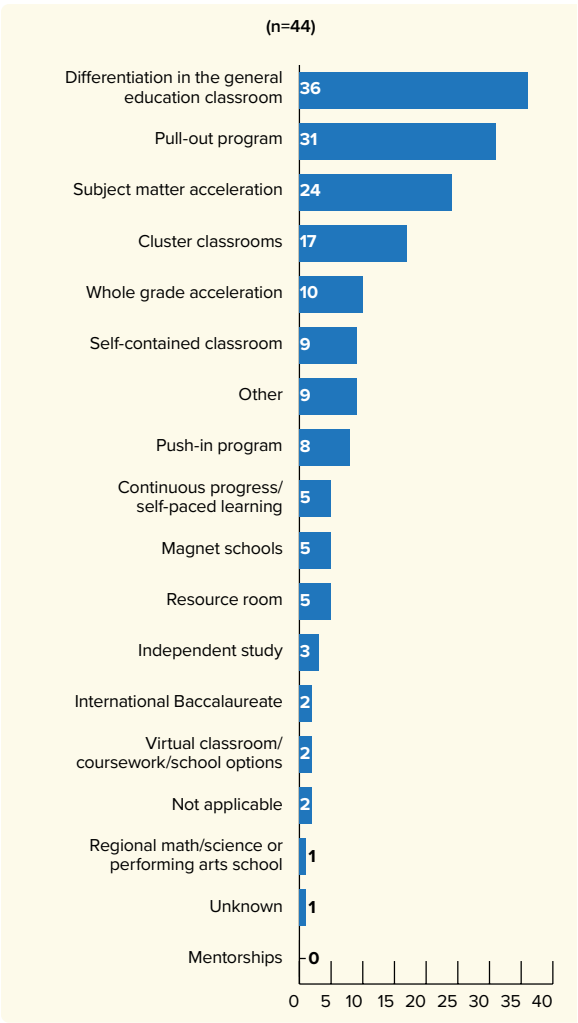
FIGURE 9. Q77: Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.



Upper Elementary

Regarding the Upper Elementary grades (4-5/6) delivery models, 44 states responded. The three most common responses were “differentiation in the general education classroom” (36), “pull-out program” (31), and “subject matter acceleration” (24). See Figure 10 and Tables 26 and 27 for more information about the delivery models at these grade levels.

FIGURE 10. Q79: Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.



- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

Middle School

Regarding Middle School (grades 6/7-8) delivery models, 44 states responded. The three most common responses were “differentiation in the general education classroom” (36), “subject matter acceleration” (28), and “honors/advanced coursework” (25). See Figure 11 and Tables 28 and 29 for more information about the delivery models at these grade levels.

FIGURE 11. Q81: Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.



High School

Regarding High School delivery models, 44 states responded. The three most common responses were “advanced placement” (35), “honors/advanced coursework” (33), and “dual enrollment/joint enrollment/concurrent enrollment” (28). See Figure 12 and Tables 30 and 31 for more information about the delivery models at these grade levels.

FIGURE 12. Q83: Please select the top five delivery models through which gifted services are provided in high school in your state.



- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

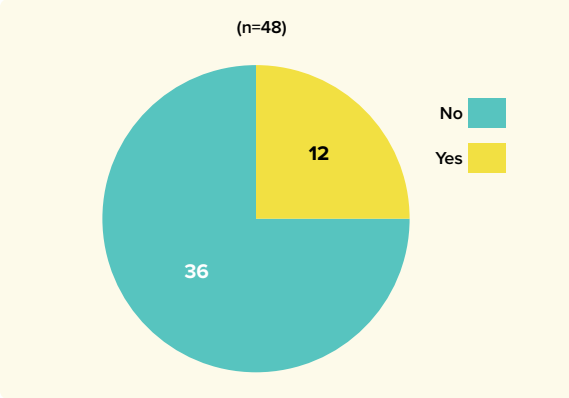
OTHER POLICIES AND PRACTICES

Respondents were asked to indicate whether their state had a law or rule regarding several policies that may have implications for students identified as gifted.

Acceleration

Respondents were asked whether their state had an acceleration policy in law or rule. Of 48 respondents, 12 indicated their state had a law or rule about acceleration and 36 indicated their state did not (see Figure 13). See Table 32 for information by state and the URLs to more information about acceleration laws or rules, as applicable.

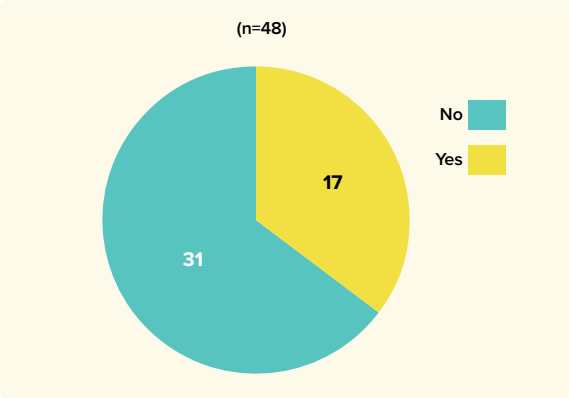
FIGURE 13. Q86: Does your state have an acceleration policy in law or rule?



Early Entrance to Kindergarten

Regarding an early entrance to Kindergarten policy, 48 states responded. Of these, 17 indicated their state had a law or rule about early entrance to Kindergarten and 31 indicated their state did not (see Figure 14). See Table 33 for information by state and for the URLs to more information about early entrance to Kindergarten laws or rules, as applicable.

FIGURE 14. Q88: Does your state have an early entrance to kindergarten policy in law or rule?



Dual or Concurrent Enrollment

Regarding a policy on dual or concurrent enrollment in a community college, college, or university, states were asked whether they had law or rule that required LEAs to provide dual or concurrent enrollment. Of the 48 respondents, 24 indicated “yes” and 24 indicated “no” (see Figure 15). The 24 that indicated “no” were asked if their state laws and rules allowed students dual or concurrent enrollment in a community college, college, or university. Of those 24 respondents, 18 responded with “yes” and 6 responded with “no.” Respondents who indicated yes to either the required or allowed dual or concurrent enrollment question were asked to provide the URL to the rule or law (see Table 34).

The respondents who indicated “yes” to either question were asked whether their state collected corresponding data (e.g., enrollment, passing rates, etc.) for dual or concurrent enrollment in a community college, college, or university. Of the 37 respondents, 30 indicated “yes” and 7 indicated “no.” Further, the 30 respondents who indicated “yes” were asked to provide further information about the data the state collected (see Table 35).

Next, those who indicated “yes” to the original two questions regarding dual or concurrent enrollment were asked at what grade students are allowed dual or concurrent enrollment in a community college, college, or university. Of 31 respondents, 1 indicated 11th grade, 3 indicated 10th grade, 7 responded 9th grade, 1 noted 5th grade, and 19 indicated “Determined by the LEA” (see Table 36).

FIGURE 15. Q90: Under your state laws and rules, are LEAs required to provide students opportunities for dual or concurrent enrollment in a community college, college, or university?

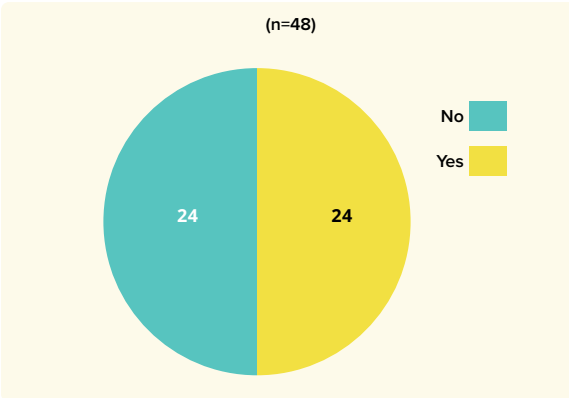
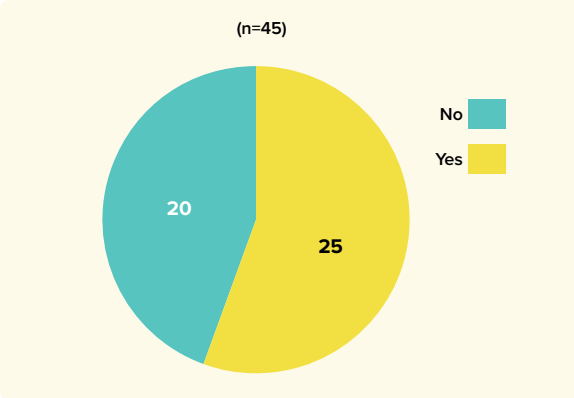


Table of Contents
Preface
Summary of Findings
Section I
Section II
Section III
Section IV
Section V
Section VI
Section VII
Section VIII
Section IX
Section X
Appendix

Graduation Credit in Middle School

Respondents were asked if there was a law or rule permitting middle school students to receive credit toward high school graduation. Of the 45 respondents, 25 indicated “yes” and 20 indicated “no.” See Figure 16 and Table 37 for the state responses and URLs to the law or rule, as applicable.¹

FIGURE 16. Q96: Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?



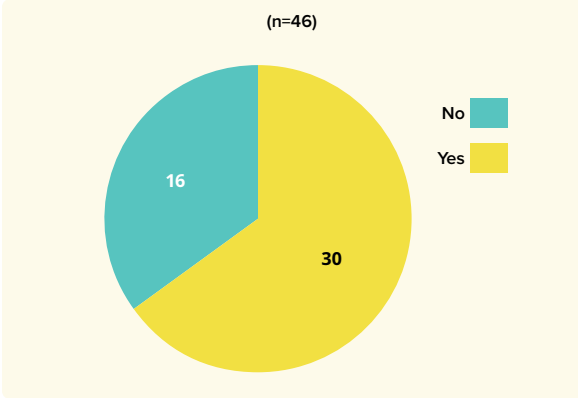
Respondents that indicated “no” were asked if LEAs in their state were allowed to provide middle school students with access to course credit toward high school graduation. Of the 20 respondents, 15 indicated “yes” and 5 indicated “no.”

Respondents that indicated “yes” to either question regarding a law or rule permitting middle school students to receive credit toward high school graduation were asked if their state collects data or district policy information regarding LEAs that allow middle school students to receive credit toward high school graduation. Of the 35 respondents, 9 indicated “yes” and 26 indicated “no.” Information regarding these responses can be found in Tables 38.

Proficiency-Based Promotion

States were asked if there was state law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in a course). Of the 46 respondents, 30 indicated “yes” and 16 indicated “no” (see Figure 17 and Table 39).²

FIGURE 17. Q101: Does your state have a law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in the course)?



For this report, respondents were given a follow-up question if they indicated “no” to the question about if there was a law or rule permitting proficiency-based promotion. Those respondents were asked if LEAs in their state allowed proficiency-based promotion (demonstrating proficiency without seat time in the course) for students. Of the 13 respondents, 5 indicated “yes” and 8 indicated “no.”

Respondents that indicated “yes” to the question about state law or rule permitting proficiency-based promotion were asked if their state collects data or district policy information regarding proficiency-based promotion for students. Of the 32 respondents, 10 indicated “yes” and 22 indicated “no.” Information regarding these responses and the URLs for state law or policy can be found in Tables 39 and 40.

¹ Readers should note that in the previous report, respondents could select the answer choice “determined by the LEA.” To provide context, in the previous report, of 49 respondents, 22 indicated “yes,” 6 indicated “no,” and 21 indicated “determined by the LEA.”

² Readers should note that in the previous report, the answer choice “determined by the LEA” could be selected by respondents. To provide context, in the previous report, of 48 respondents, 20 indicated “yes,” 7 indicated “no,” and 21 indicated “determined by the LEA.”

Table of Contents

Preface

Summary of Findings

Section I

Section II

Section III

Section IV

Section V

Section VI

Section VII

Section VIII

Section IX

Section X

Appendix

Other Gifted and Talented Service Policies

Respondents were asked to report which of seven gifted education service policies were required by rule or law in their state. Space for additional policies was provided.

Regarding *academic guidance and counseling*, of the 41 respondents, 20 indicated “required by rule or law in their state,” and 21 indicated “not required.” Regarding *differentiated instruction*, of the 40 respondents, 17 indicated “required by rule or law in their state,” and 23 indicated “not required.” Regarding *subject-based acceleration*, of the 37 respondents, 10 indicated “required by rule or law in their state,” and 27 indicated “not required.” Regarding *whole-grade acceleration*, of the 37 respondents, 7 indicated “required by rule or law in their state,” and 30 indicated “not required.” Regarding *contact time/required minutes of service*, of the 39 respondents, 15 indicated “required by rule or law in their state,” and 24 indicated “not required.” Regarding *multi-tiered systems of support* for GT, of the 38 respondents, 4 indicated “required by rule or law in their state,” and 34 indicated “not required.” Regarding *response to intervention for GT*, of the 39 respondents, 4 indicated “required by rule or law in their state,” and 35 indicated “not required.”

Information about these responses can be found in Table 41. In addition, respondents were asked for any comments or clarity to their responses. Those comments can also be found in Table 41.¹

Reciprocity Rules for Identification

Within this same question about required services, states were asked whether reciprocity for identification for gifted services was required by rule or law.

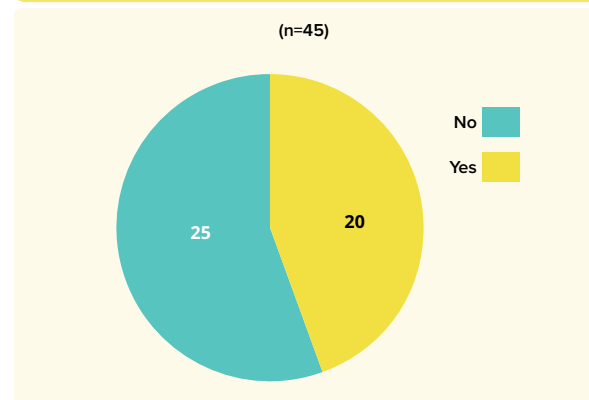
Regarding *automatic reciprocity for GT identification* with other states, of the 39 respondents, 4 indicated “required by rule or law in their state,” and 35 indicated “not required.” Regarding *conditional reciprocity* for GT identification with other states, of the 39 respondents, 7 indicated “required by rule or law in their state,” and 32 indicated “not required.” Regarding *reciprocity for GT identification between districts within your state*, of the 38 respondents, 12 indicated “required by rule or law in their state,” and 26 indicated “not required.” Regarding *conditional reciprocity for GT identification between districts within your state*, of the 38 respondents, 10 indicated “required by rule or law in their state,” and 28 indicated “not required.”

Information about these responses can be found in Table 42. In addition, respondents were asked a follow-up question asking for any comments or clarity to their responses. Those comments can be found in Table 41.²

State Program Standards and/or Guidelines

States were asked whether they have state program standards/guidelines for gifted education. Of the 45 respondents, 20 indicated “yes” and 25 indicated “no” (see Figure 18). See Table 43 for information by state and the URLs to the state program standards/guidelines, as applicable.

FIGURE 18. Q111: Does your state have state program standards/guidelines for gifted education?



¹ Readers should note that this item was revised from the previous report to contain additional answer choices. Additionally, respondents could select the answer choice “determined by the LEA” in the previous report.

² Readers should note that in the previous report, respondents could indicate “determined by the LEA” as a response choice.

- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

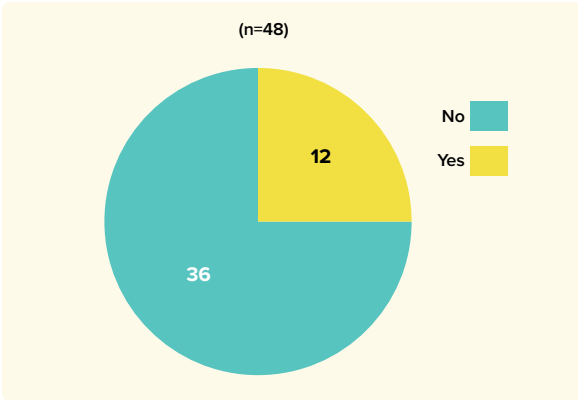
Section V: Personnel and Training Requirements

This section provides an overview of personnel training requirements for individuals working with gifted students, based on data from Questions 67-70 and 113-134. It includes details about state requirements for preservice teacher training, certification and endorsements, and professional learning mandates for teachers, coordinators, administrators, counselors, and special education professionals. For more details, refer to Tables 44 through 51.

LEA GIFTED EDUCATION ADMINISTRATOR/COORDINATOR

Respondents were asked to indicate whether their state had a law or rule requiring each LEA to have a gifted education administrator/coordinator. Of the 48 states that responded to the question, 12 indicated “yes” and 36 “no” (see Figure 19). See Table 44 for information by state and the URLs to the law or rule requiring gifted education administrators/coordinators, as applicable. Of the 12 states indicating a law or rule requiring each LEA to have a gifted education administrator/coordinator, 5 of those indicated their state had a law or rule requiring the gifted education administrator/coordinator to have a credential in gifted education and 7 indicated their state did not. See Table 45 for information by state and any additional comments provided by each state regarding LEA administrators/coordinators.

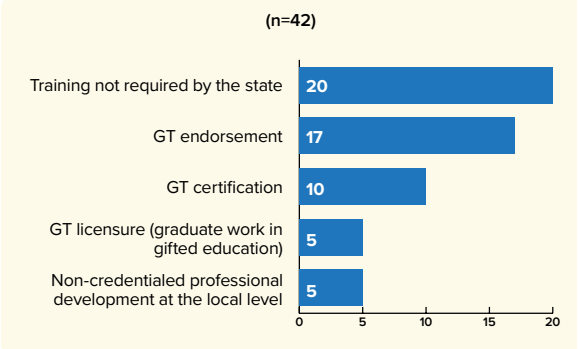
FIGURE 19. Q67: Does your state law or rule require each LEA to have a gifted education administrator/coordinator?



GT TEACHER TRAINING REQUIREMENTS

States were asked what level of training in gifted education was required for teachers of gifted students in their state (multiple responses were possible). Of the 42 respondents, 20 indicated “training not required by the state,” and 17 indicated “GT Endorsement.” Other responses included “GT Certification” (10), “non-credentialed professional development at the local level” (5), and “GT Licensure (graduate work in gifted education)” (5; see Figure 20). See Table 46 for state-specific responses and Table 47 for additional comments on training requirements for teachers of the gifted. Table 47 also includes URLs with more details on policies related to licensure, endorsements, or credentialing.

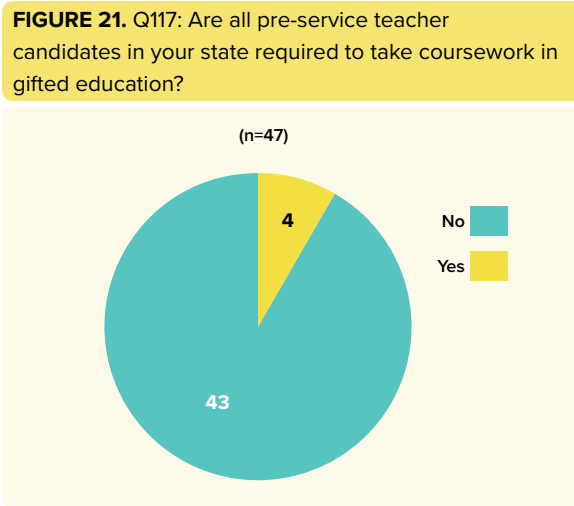
FIGURE 20. Q113: What level of training in gifted education is required for teachers of the gifted in your state? (Check all that apply.)



- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

PRESERVICE COURSEWORK REQUIREMENT FOR ALL TEACHER CANDIDATES

States were asked whether all preservice teacher candidates in their state are required to take university coursework in gifted education. Of the 47 states that responded, 4 indicated university coursework is required (Idaho, Iowa, Oklahoma, Virginia; see Figure 21) and 43 indicated no requirement for preservice coursework for all teachers. See Table 48 for responses by state and the URLs to policy regarding this coursework.

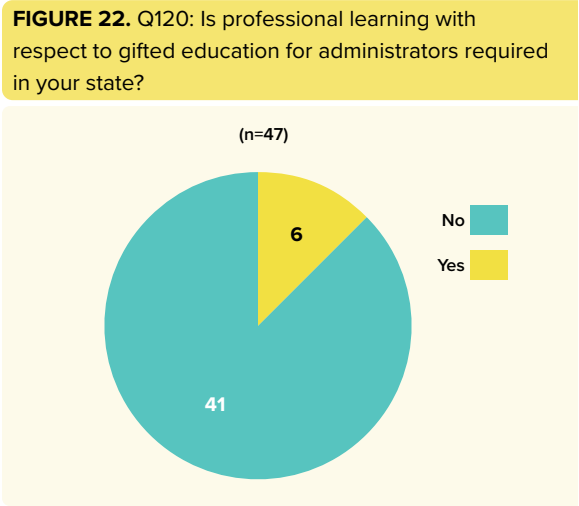


GT PROFESSIONAL LEARNING REQUIREMENTS

Respondents were asked to indicate whether there are GT professional learning requirements for different professionals in their states.¹

Administrators

Regarding whether professional learning for administrators about gifted students was required, 47 states responded. Of these, 6 indicated “yes” and 41 indicated “no” (see Figure 22). See Table 49 for responses by state and the URLs to policy regarding this coursework.



States were asked to indicate if any opportunities/ resources for professional learning with respect to gifted education was available for administrators. Of the 45 respondents, 25 indicated “yes” and 20 indicated “no.” See Table 50 for responses by state with their associated comments and URLs to policy regarding these opportunities. Of respondents asked the follow-up question related to specific areas covered in the professional learning for administrators (Q122), only five responded with either “no” or “unsure” so data is not reported in the tables.

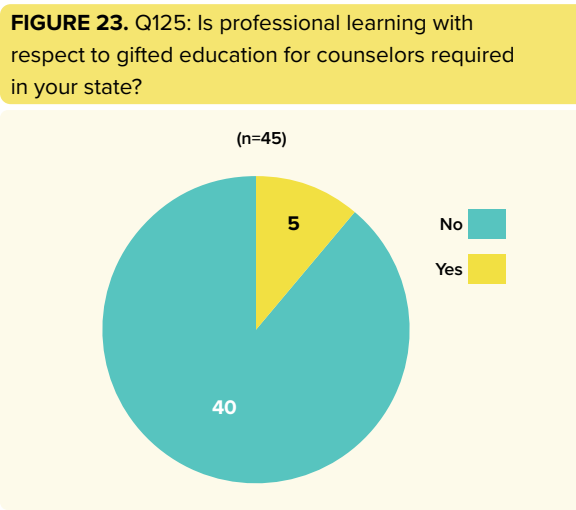
¹ Readers should note that in the previous report, respondents could indicate “determined by the LEA” as a response choice. An additional change was made to this set of questions. In the previous report, respondents were asked specifically about professional learning as it relates to the nature and needs of gifted children. In this report, respondents were asked about professional learning and then were provided follow-up questions about specific areas, including the nature and needs of gifted children.

Table of Contents
Preface
Summary of Findings
Section I
Section II
Section III
Section IV
Section V
Section VI
Section VII
Section VIII
Section IX
Section X
Appendix

Counselors

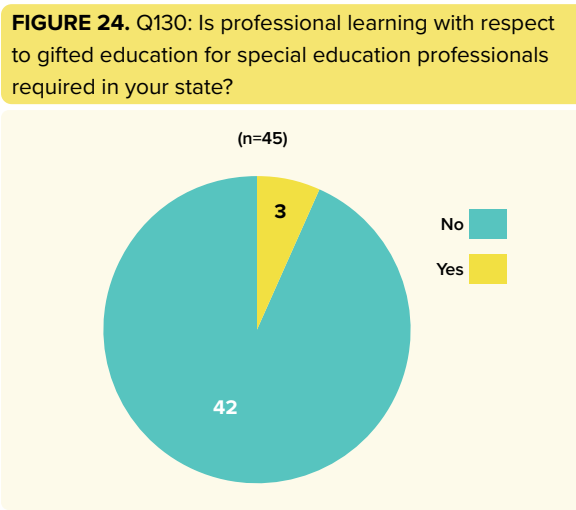
Regarding whether professional learning for counselors about gifted students was required, 45 states responded. Of these, 5 indicated “yes” and 40 indicated “no.” See Figure 23 and Table 51 for responses by state and the URLs to policy regarding this coursework.

States were asked to indicate if any opportunities/ resources for professional learning with respect to gifted education was available for counselors. Of the 44 respondents, 20 indicated “yes” and 24 indicated “no.” See Table 52 for responses by state with their associated comments and URLs to policy regarding these opportunities. Of respondents asked the follow-up question related to specific areas covered in the professional learning for counselors (Q127), only five states responded so data is not reported in the tables.



Special Education Professionals

Regarding whether professional learning for special education professionals about gifted students was required, 45 states responded. Of these, 3 indicated “yes” and 42 indicated “no.” See Figure 24 and Table 53 for responses by state and the URLs to policy regarding this coursework.



Respondents were asked to indicate if their state provided or created opportunities/resources for professional learning with respect to gifted education for special education professionals. Of the 43 respondents, 26 indicated “yes” and 17 indicated “no.” See Table 54 for responses by state with their associated comments and URLs to policy regarding these opportunities. Of respondents asked the follow-up question related to specific areas covered in the professional learning for counselors (Q132), only three states responded so data is not reported in the tables.

Table of Contents

Preface

Summary of Findings

Section I

Section II

Section III

Section IV

Section V

Section VI

Section VII

Section VIII

Section IX

Section X

Appendix

Section VI: Factors Impacting Gifted Services

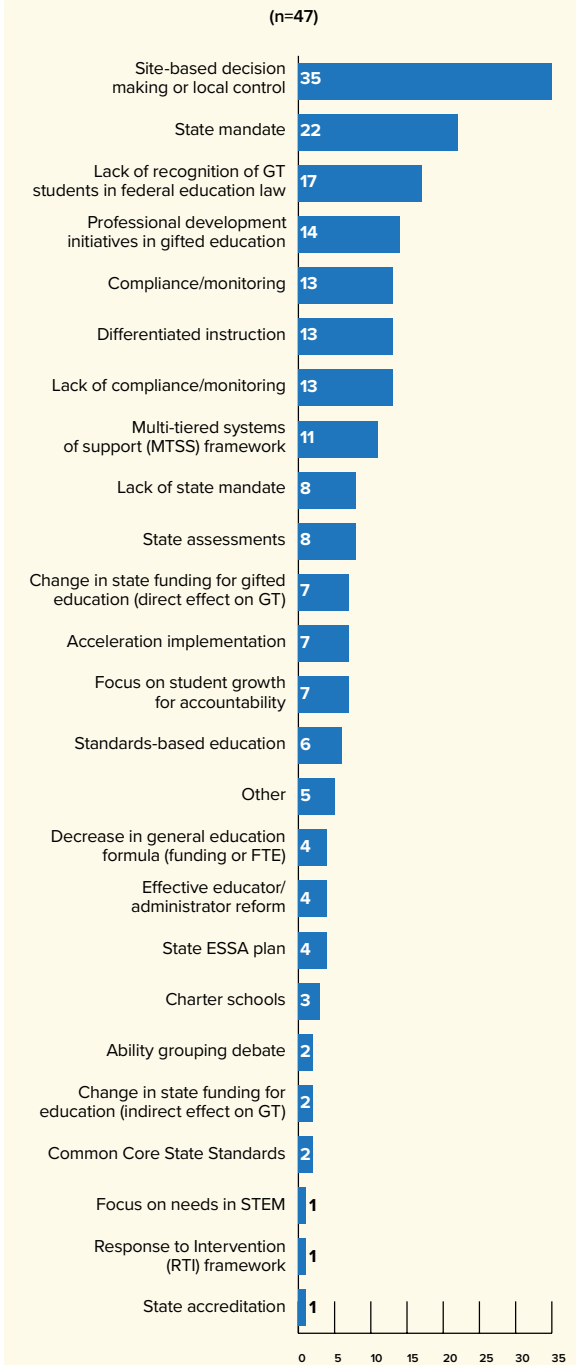
This section covers factors impacting gifted services and includes information from Questions 12, 153-160, and 169-170. Information in this section pertains to local, state, and federal factors and policies that impact gifted education across states, as well as to issues regarding the equity/excellence gap in gifted education, and the 2015 Every Student Succeeds Act (ESSA). See Tables 55-62 for information covered in this section.

States were asked to select the top five most influential components impacting gifted education services in their state from among a list of 24 factors (multiple responses were possible), as well as the option to mark “other.”

There were 47 respondents to this question. The most common component impacting gifted education was reported as “site-based decision making or local control” (35) followed by “state mandate” (22), “Lack of recognition of GT students in federal education law” (17), and “Professional development initiatives in gifted education” (14); see Figure 25. See Table 55 for responses by state.

Respondents were asked to provide the URLs to any new or changed state policies that have impacted gifted education services in their state in the past three years and to provide an explanation. That information can be found in Table 56.

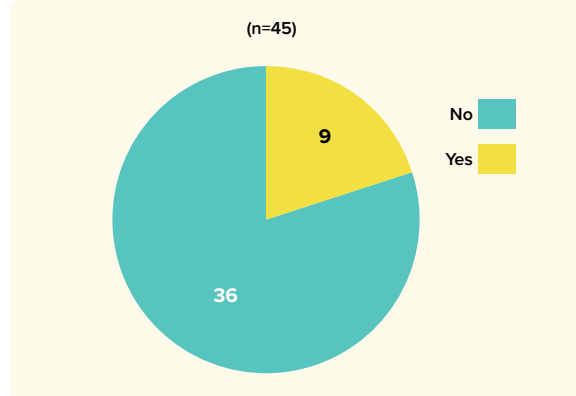
FIGURE 25. Q12: Please select the top five most influential components impacting gifted education services in your state.



EQUITY/EXCELLENCE GAP FOR GIFTED STUDENTS

Respondents were asked if their state had a policy and/or initiative to address the equity/excellence gap for gifted students. Of the 45 respondents, 9 indicated “yes” and 36 indicated “no” (see Figure 26 and Table 57).¹

FIGURE 26. Q155: Does your state have a policy and/or initiative to address the equity/excellence gap for gifted students?

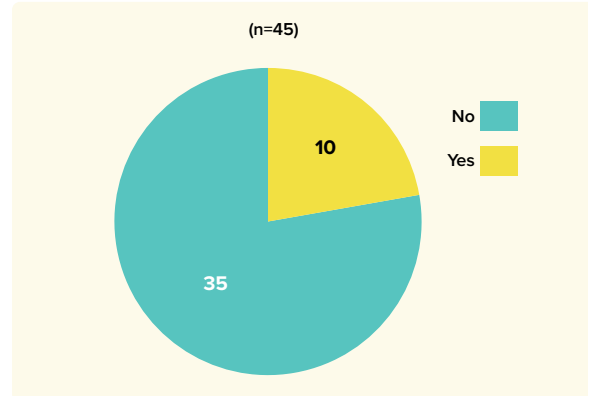


The states that indicated “yes” were asked to provide more information about those initiatives from a list of 10 options, plus the opportunity to provide additional comments. These states also were asked about the special student population(s) specifically addressed in the policy and/or initiative. See Tables 58 and 59 for information and responses by state.

States were asked if they collected data regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students. Of the 45 respondents, 10 indicated “yes” and 35 indicated “no” (see Figure 27 and Table 60). Those states that indicated “yes” were asked to provide more information about the data they collected.

In addition, all respondents were offered the opportunity to provide comments on how their state addressed the equity/excellence gap (see Table 61).

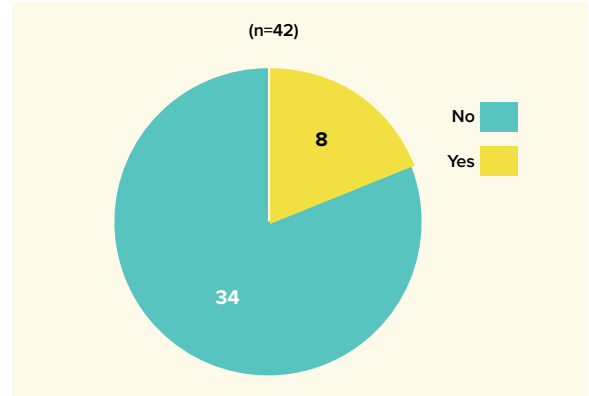
FIGURE 27. Q158: Does your state collect data regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students?



2015 EVERY STUDENT SUCCEEDS ACT (ESSA)

Respondents were asked whether the 2015 Every Student Succeeds Act has affected their state’s policies or practices in gifted education. Of the 42 respondents, 8 indicated “yes” and 34 indicated “no” (see Figure 28). Respondents who indicated “yes” were asked for elaboration. See Table 62 for responses by state.

FIGURE 28. Q169. Has the 2015 Every Student Succeeds Act affected your state’s policies or practices in gifted education?



¹ Readers should note that in the 2020-2021 report, respondents had the opportunity to select “determined by the LEA” for this question. For reference, in the previous report’s 44 respondents, 10 indicated “yes,” 21 indicated “no,” and 13 indicated “determined by the LEA.”

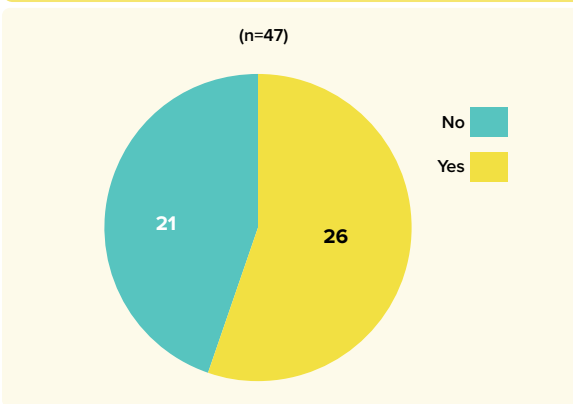
- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

Section VII: Funding

This section provides an overview of funding for gifted education, drawing on data from Questions 136-151. It includes details about funding policies, allocated amounts, whether and how funds are earmarked for gifted education, and funding specifically designated for universal screening and addressing the equity/ excellence gap in gifted education. For more details, refer to Tables 63-71.

Respondents were asked if their states provided dedicated funding to LEAs specifically earmarked to support gifted education. Of the 47 respondents, 26 indicated “yes” and 21 indicated “no” (see Figure 29). See Table 63 for responses by state and the URLs to policy information regarding funding, as applicable. See Table 64 for a description of how each state provides dedicated funding to support gifted education programs, as applicable.

FIGURE 29. Q136: Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?

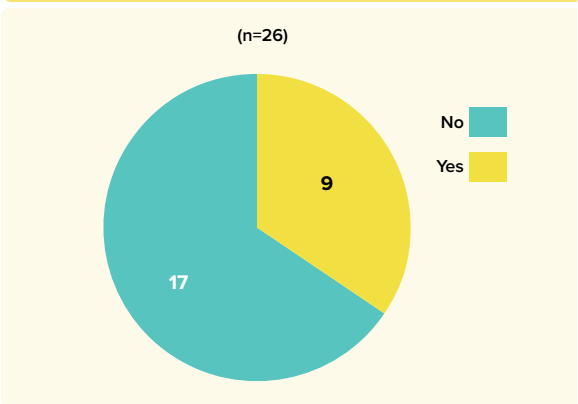


Respondents were asked to report how much funding was provided by their state to LEAs to support gifted education in the academic years 2021-2022 and 2022-2023. Responses to these questions can be found in Table 65. Additionally, respondents were asked how much funding was provided to the SEA (but not distributed to LEAs) to support gifted education programs in the academic years 2021-2022 and 2022-2023. Responses to these questions can be found in Table 66. An explanation for any changes in funding reported by states can be found in Table 67.

FUNDING FOR IDENTIFICATION

The 26 respondents that responded that they provide dedicated funding specifically for gifted and talented education were asked a follow-up about whether their state provided dedicated funding for the identification of gifted students in the academic year 2022-2023. Of the 26 respondents, 9 reported their state provided funding specifically earmarked for identification of gifted students in the academic year 2022-2023 and 17 reported their state did not (see Figure 30).

FIGURE 30. Q144. Did your state provide funding specifically earmarked for identification of gifted students in 2022-2023?

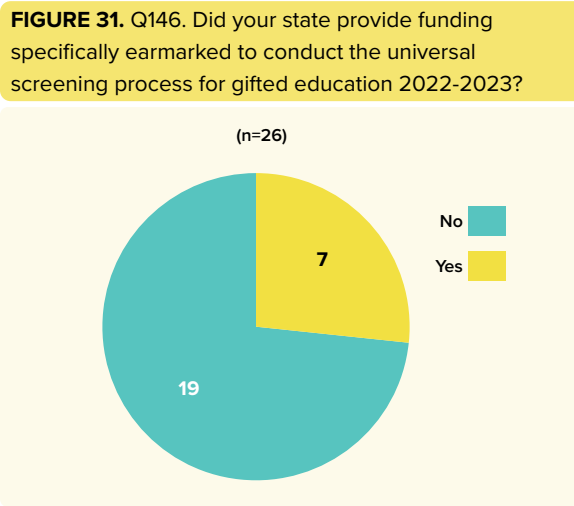


For those who reported their state provided dedicated funding for gifted identification, respondents were asked to indicate the funding source for identification from among five choices, plus “other.” The most common response was “included in funds allocated to LEAs specifically for GT education” with 7 respondents indicating this. The second most common response was “Other” (3 states). Responses to this question can be found in Table 68. An explanation for any changes in funding since the previous report can be found in Table 67.

Table of Contents
Preface
Summary of Findings
Section I
Section II
Section III
Section IV
Section V
Section VI
Section VII
Section VIII
Section IX
Section X
Appendix

FUNDING FOR UNIVERSAL SCREENING

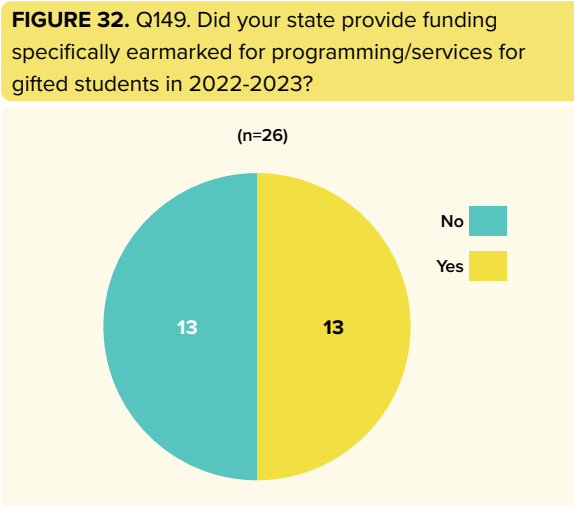
The respondents that reported their state provided funding specifically earmarked for identification were asked whether they provided funding specifically earmarked to conduct the universal screening process for gifted identification in the academic year 2022-2023. Of the 26 respondents, 7 reported their state provided funding specifically earmarked to conduct the universal screening process for gifted identification in the academic year 2022-2023 and 19 reported their state did not (see Figure 31).



Respondents that reported their state provided funding were asked to indicate the funding source for universal screening. Of the 7 respondents, 4 indicated the funding source was “included in funds allocated to LEAs specifically for GT education.” See Table 69 for information by state, as well as comments about funding for universal screening in gifted education in each state, as applicable.

FUNDING FOR PROGRAMMING

States were asked whether they provided funding specifically earmarked for programming for gifted students in the academic year 2022-2023. Of the 26 respondents, 13 indicated “yes” and 13 indicated “no” (see Figure 32). See Table 70 for information by state.



FUNDING FOR ADDRESSING THE EQUITY/ EXCELLENCE GAP IN GIFTED EDUCATION

Respondents were asked whether they provided funding to address the equity/excellence gap in gifted education in the academic year 2022-2023. Of the 25 respondents, 1 indicated “yes” and 24 indicated “no.” See Table 71 for information by state and explanations regarding that funding by state as applicable.

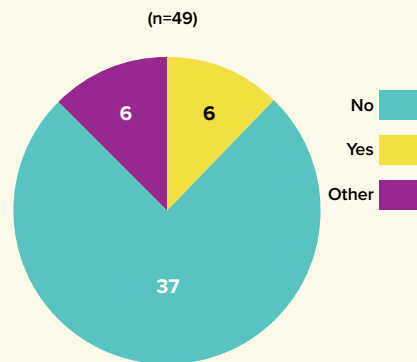
Section VIII: Accountability

This section provides an overview of LEA and SEA accountability practices for gifted and talented services, based on data from Questions 48-65. It includes details about SEA and LEA reporting practices, as well as the monitoring and auditing of LEA gifted education programs. For more information, refer to Tables 72 through 80.

REPORTING PRACTICES

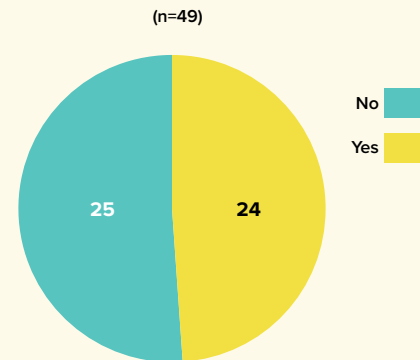
Respondents were asked if the SEA or gifted education services unit in their state produced an annual report on gifted and talented services. Of the 49 respondents, 6 indicated “yes,” 37 indicated “no,” and 6 indicated “other” (see Figure 33). See Table 72 for responses by state and the URLs to the most recent annual reports, as applicable.

FIGURE 33. Q48. Does the SEA produce an annual report on gifted and talented services in the state?



Respondents were asked if the LEAs in their states were required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines. Of the 49 respondents, 24 indicated “yes” and 25 indicated “no” (see Figure 34). See Table 73 for responses by state and comments/context about the required report, as applicable.

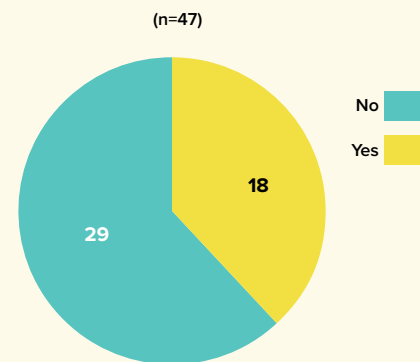
FIGURE 34. Q50. Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?



GIFTED STUDENTS AS A SUB-REPORTING GROUP FOR ACCOUNTABILITY

Respondents were asked if their state identified “gifted” as a sub-reporting group for accountability purposes. Of the 47 respondents, 18 indicated “yes” and 29 indicated “no” (see Figure 35). See Table 74 for responses by state and comments or context about each state’s mandate for reporting “gifted” as a subgroup for accountability purposes.

FIGURE 35. Q52: Does your state identify “gifted” as a sub-reporting group for accountability purposes?

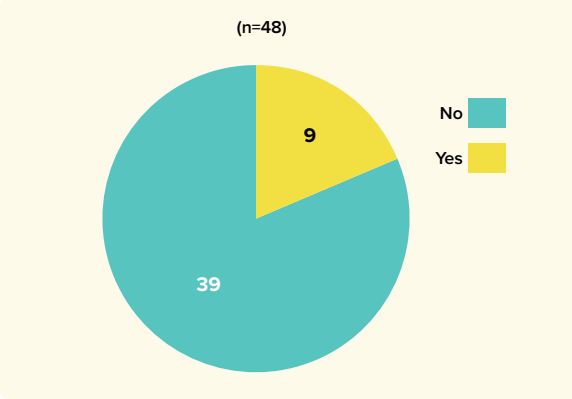


- Table of Contents
- Preface
- Summary of Findings
 - Section I
 - Section II
 - Section III
 - Section IV
 - Section V
 - Section VI
 - Section VII
 - Section VIII
 - Section IX
 - Section X
- Appendix

GIFTED EDUCATION INDICATORS ON STATE REPORT CARDS OR OTHER ACCOUNTABILITY REPORTING

Respondents were asked if gifted and talented indicators are required by state law or rule (such as the percentage 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 48 respondents, 9 indicated “yes” and 39 indicated “no” (see Figure 36). See Table 75 for responses by state and comments or context about required indicators, as applicable.¹

FIGURE 36. Q54: 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?



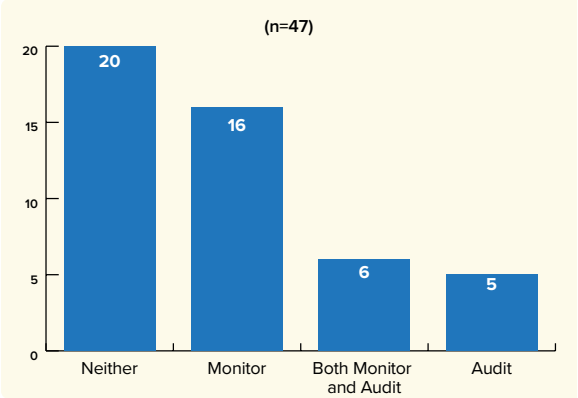
The 9 states that required gifted and talented indicators on district report cards or other state accountability reporting forms were asked which of 11 indicators, plus “other,” on which they must report. Of the 8 respondents, 8 indicated they must report “number of identified gifted students” and 7 indicated they must report “demographics of the gifted population.” See Table 76 for responses by state and comments about specific indicators on district report cards or other state accountability reporting forms.

The states that indicated “no, gifted and talented indicators are not required by state law or rule” were asked whether they collected any academic or administrative data relating to gifted and talented indicators. Of the 38 respondents, 7 indicated “yes” and 31 indicated “no.” See Table 77 for responses by state.

Monitoring and/or Auditing of LEA Gifted Education Programs

States were asked if they monitored/audited LEA gifted education programs. Of 47 respondents, 16 indicated “monitor,” 5 indicated “audit,” 6 indicated “monitor and audit,” and 20 indicated “neither” (see Figure 37). See Table 78 for responses by state and comments about the monitoring and/or auditing of LEA gifted education programs, as applicable.

FIGURE 37. Q60: Does your state monitor/audit LEA gifted education programs?



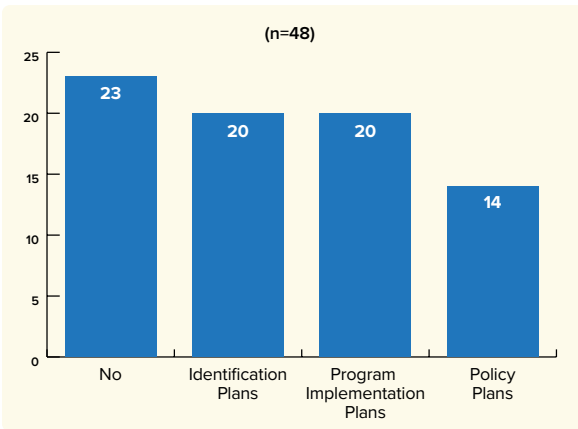
¹ Readers should note that this item was modified from the previous report. In the 2020-2021 report, respondents were provided with the additional answer choice of “Determined by the LEA.” In comparison, in the previous report with 51 respondents, 7 indicated “yes,” 37 indicated “no,” and 7 indicated “it is determined by the LEA.”

Table of Contents
Preface
Summary of Findings
Section I
Section II
Section III
Section IV
Section V
Section VI
Section VII
Section VIII
Section IX
Section X
Appendix

LEA Submission of Gifted Education Plans

Respondents were asked whether LEAs were required to submit gifted education identification, program implementation, and/or policy plans to the SEA. Respondents could select more than one choice. Of 48 respondents, 20 indicated “Yes, identification plans must be submitted,” 20 indicated “Yes, program implementation plans must be submitted,” 14 indicated “Yes, policy plans must be submitted,” and 23 indicated “no” (see Figure 38). See Table 79 for responses by state and comments about the submission of gifted education plans to the SEA.

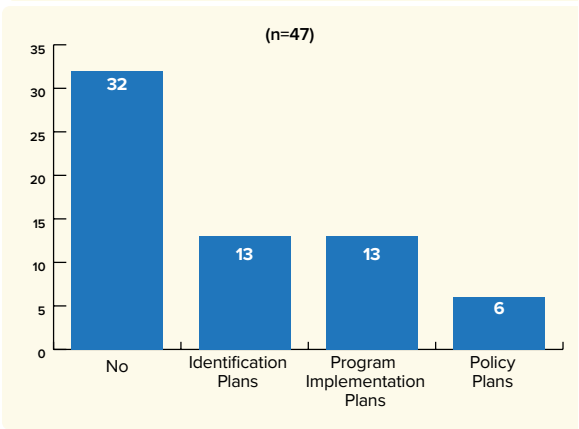
FIGURE 38. Q62: Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? (Select all that apply.)



Required Approval of LEA Gifted Education Plans

Respondents were asked whether LEA gifted education identification, program implementation, and/or policy plans must be approved by the SEA. Of 47 respondents, 13 indicated “Yes, identification plans must be approved,” 13 indicated “Yes, program implementation plans must be approved,” 6 indicated “Yes, policy plans must be approved,” and 32 indicated “no” (see Figure 39). See Table 80 for responses by state and for comments or context about state approval for gifted education identification, program implementation, and/or policy plans.

FIGURE 39. Q64: Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? (Select all that apply.)



Section IX: COVID-19 Pandemic

This section provides an overview of the effects of and responses to the COVID-19 pandemic. Data for this section is drawn from Questions 162-167. It includes details about how COVID-19 affected funding, personnel allocations, and programming options for gifted education. It also details what modifications were made and data collected by states. For more details, refer to Tables 81 through 84. Readers should note that the format of the responses for the subsection “Effects of the COVID-19 Pandemic” was “yes,” “no,” or “unsure.” The choice for adding “unsure” was due to feedback in the development of this section of the survey.

EFFECTS OF THE COVID-19 PANDEMIC

Respondents were asked “In what ways has the COVID-19 pandemic impacted gifted education in your state?” and were provided a series of options to select (see Table 81 for information by state). The first choice was whether the COVID-19 pandemic caused a modification of identification procedures. Of the 40 respondents, 13 indicated “yes,” 16 indicated “no,” and 11 indicated “unsure.”

When asked if the COVID-19 pandemic caused a reduction in funding for gifted education, from 39 respondents, 2 indicated “yes,” 33 indicated “no,” and 4 indicated “unsure.” For the choice about whether respondents saw modification of duties of SEA gifted education personnel to areas not associated with gifted education, from 40 respondents, 6 indicated “yes,” 29 indicated “no,” and 5 indicated “unsure.” When asked if the COVID-19 pandemic caused a reduction in professional learning opportunities, from 40 respondents, 8 indicated “yes,” 26 indicated “no,” and 6 indicated “unsure.”

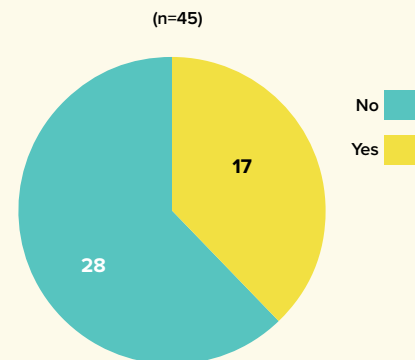
For the choice as to whether the COVID-19 pandemic caused an increase in demand for virtual learning for gifted students, from 40 respondents, 21 indicated “yes,” 9 indicated “no,” and 10 indicated “unsure.” For the selection of modification to curriculum/programming for gifted students besides virtual learning requirements, from 40 respondents, 10 indicated “yes,” 17 indicated “no,” and 13 indicated “unsure.”

Respondents were then asked to provide any further information about how the pandemic caused any modifications in services, personnel, and identification as an “other” option. For example, Pennsylvania noted that there was also an increase in mental health institution placements among gifted populations. Maine noted that LEAs were able to extend their 2018-2019 approvals through the 2022-2023 academic year. Arizona noted that the COVID-19 pandemic related to high turnover rates among gifted education personnel in LEAs. (See Table 81 for information by state on all possible choices.)

RESPONSES TO THE COVID-19 PANDEMIC

States were asked if they provided guidance to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19. Of 45 respondents, 17 indicated “yes” and 28 indicated “no” (see Figure 40). Respondents who indicated “yes” were asked a follow-up question to describe their guidance. For example, Alabama described how the state allowed LEAs to reduce services for gifted students. Florida noted that gifted education modifications were included in the overall guidance given to LEAs. North Carolina noted that the state provided additional resources and guidance on virtual learning. See Table 82 for information by state.

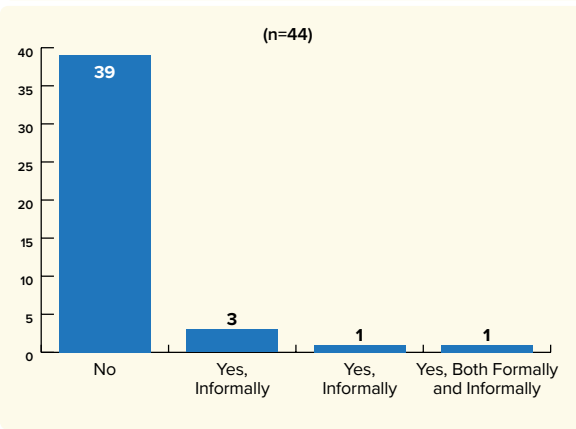
FIGURE 40. Q163. Did your state provide guidance to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19?



- Table of Contents
- Preface
- Summary of Findings
- Section I
- Section II
- Section III
- Section IV
- Section V
- Section VI
- Section VII
- Section VIII
- Section IX
- Section X
- Appendix

Respondents were asked if their state collected any data regarding specific changes in gifted education policy or practices made by LEAs during the COVID-19 pandemic. Of 44 respondents, 5 indicated “yes, either formally, informally, or both, and 39 indicated “no” (see Figure 41). See Table 83 for information by state.

FIGURE 41. Q165. Did your state collect any data regarding specific changes in gifted education policy or practices made by LEAs during the COVID-19 pandemic?



Finally, respondents were asked to provide any other information or commentary about COVID-19. Those responses can be found in Table 84.

Section X: Themes Across States and Future Directions

This section covers common themes across states found in the current analysis, as well as a comparison to the previous two *State of the States* reports (2018-2019; 2020-2021). Drawing on findings from the current report and the previous two reports, many of the themes are similar to the previous reports regarding decentralized decision making and limited accountability; service and program options, particularly as they relate to the importance of training and professional learning; the influence of federal education law; and access and equity. In addition to these themes discussed in previous reports, this report delves deeper into the experiences of LEAs and guidance from the SEAs related to COVID-19. One theme in this report particularly highlighted (that is not related directly to the items on the survey) is the theme of “status quo.” In general, this can be seen as the overarching theme of the report.

STATUS QUO

Overall, from the previous report, two words best summarize the change from the 2020-2021 report to this report: status quo. SEAs reported having similar priorities as the previous report, definitions of giftedness largely stayed the same (barring five states). States that were working to close gaps in equity and access are still working towards those efforts. Funding for gifted education was relatively stable. States that were requiring or not requiring professional development did not change. The gifted education delivery models reported by states were relatively stable. In terms of factors affecting gifted education, “site-based decision making or local control” is still the primary issue reported by respondents.

In general, the potential upheaval that a few individuals prognosticated has not yet come to pass in gifted education. Gifted education still faces challenges, but based on the findings of this report, they are the same challenges that it faced during and prior to the COVID-19 pandemic.

DETERMINED BY THE LEA OFTEN MEANT NO

Changing an item on an instrument is not an undertaking that is done lightly in research. Fundamental changes can affect the overall validity of findings and any potential inferences that could be drawn. In the case of the removal of “determined by the LEA,” one theme arose throughout reviewing this survey to previous surveys: “determined by the

LEA” often meant “No.” In the majority of cases, states that had indicated “determined by the LEA” in their response to a survey question in previous reports (2018-2019; 2020-2021) indicated “no” in this report.

It is important to note that the relationship between “determined by the LEA” in previous reports and “no” in this report is not 1-to-1. Caution should still be used in interpreting this report’s results in the context of the two prior reports.

DECENTRALIZED DECISION MAKING AND LIMITED ACCOUNTABILITY

An emphasis on local control, and to a lesser degree state control, is a theme observed across the *State of the States* reports. SEAs and LEAs continue to remain the authorities in determining programs and services for gifted students due to lack of a federal mandate for gifted education. While decentralization allows states to address specific needs of their population, it leads to variation and inconsistencies in services across and within states.

The most influential factor affecting gifted education reported by respondents in this report is still site-based decision making or local control (35 of 47 respondents). It was in the 2020-2021 report (35 of 49 respondents). It was in the 2018-2019 report (41 of 50 respondents). Unless there is a dramatic shift in the educational landscape in gifted education, the most influential factor affecting gifted education reported by respondents in the next report will likely still be site-based decision making or local control.

In this report, 46 states reported having a definition of *gifted*. This is the same as the previous report. Of the 46 states with a definition of *gifted*, 38 indicated that LEAs were required to follow their state’s definition of gifted. In comparison in the previous report, of the 46 states with a definition of *gifted*, 41 indicated that LEAs were required to follow their state’s definition of gifted.

In line with states reporting having a definition of *gifted*, state definitions of *gifted* remained largely the same from the prior report with the majority still including advanced intellectual ability, creativity or creative thinking, and academic ability/performance as aspects of giftedness. Among the 46 states with definitions of *gifted*, 24 have specific criteria and mandates, and 18 are allowed to make modifications.. As a result, decisions regarding the identification of gifted students are primarily made at the district or school level.

Table of Contents

Preface

Summary of Findings

Section I

Section II

Section III

Section IV

Section V

Section VI

Section VII

Section VIII

Section IX

Section X

Appendix

In this report, 27 respondents provided demographic data on the number of identified gifted students in their state, which is consistent with the previous two reports. Across all three reports, several states indicated that such information is either not collected or unavailable, reflecting limited state oversight and accountability in this area.

A comparison of accountability across the three *State of the States* reports provides more evidence for this theme of decentralization. In the current report, fewer than half of respondents indicated their LEAs were required to submit gifted education identification plans and program implementation plans to their state education agency, and 29% were required to submit policy plans (in comparison to 30% in the previous report).

Additionally, in the prior two reports (2018-2019; 2020-2021), about half of the states indicated that their state monitors/audits LEA gifted education programs. In the current report, 57% of respondents indicated that their state monitored/audited their LEA gifted education programs. This is the same percentage of respondents that indicated that their state monitored/audited their LEA gifted education programs in the 2020-2021 report.

One area of accountability that this report focused on was data collection. Multiple items probed respondents about the data they collected. For example, in Question 109 respondents were asked whether their state collects data regarding the gifted education services provided by LEAs. Of 44 respondents, 23 indicated “Yes” and 21 indicated “no.” In other words, more than half of the reporting states in the report are collecting accountability data that goes beyond demographic information. States collect data on curriculum and programming (e.g., data for dual or concurrent enrollment in a community college, college, or university). Even if that state might not have a rule or law mandating a particular service, they might still collect data on that particular service. But an important note is that different states collect accountability data in different areas.

As with the 2018-2019 and 2020-2021 *State of the States* reports, several states reported newly hired individuals in gifted and talented specialist roles, vacant positions, or instances where gifted education was managed by individuals balancing multiple responsibilities. These circumstances suggest that institutional knowledge may have been lost or remained unknown, which could contribute to variability across reports.

SERVICE AND PROGRAMMING OPTIONS

As with the previous reports, a law or rule that mandates gifted programming option/services does not necessarily mean that a law describes what those options/services should look like. In the previous reports, few states report policies, state laws, or rules regarding any of the following: early entrance to Kindergarten; dual or concurrent enrollment in a community college, college, or university; middle school students receiving credit toward high school graduation; proficiency-based promotion; academic guidance and counseling; differentiated instruction; content-based acceleration; contact time/required minutes of service; multi-tiered systems of support for gifted students; response to intervention for gifted students; and automatic or conditional reciprocity either within a state or across states for gifted identification. In general, this aligns with the theme of states taking a hands-off role towards gifted education.

One addition to this report that warrants further discussion is what LEAs are not allowed to do. In previous reports, the focus was on what states mandated that LEAs do in terms of services and programming. In this report, multiple SEAs indicated that LEAs were not allowed to use proficiency-based promotion or provide access for middle school students to receive credit toward high school graduation.

RESPONDENTS WERE ASKED TO REPORT GIFTED SERVICES PROVIDED BY GRADE LEVEL

The most common gifted service delivery model in pre-Kindergarten and Kindergarten, early elementary grades, upper elementary grades, and middle school was reported as “differentiation in the general education classroom.” The number of states reporting this model as most common is the same for this report and the prior two reports.

The most common service delivery model in high school was reported as “Advanced Placement” by 36 states. This is the same finding from the 2020-2021 report and 2018-2019 report.

In terms of service and programming options for pre-K to grade 8, differentiation in the general education classroom is not just the primary means of service, but it is the current status quo.

IMPORTANCE OF TRAINING AND PROFESSIONAL LEARNING

Overall, there has been minimal change in the area of required training and professional learning. For example, in previous reports, preservice teachers were largely not required to take university coursework relating to giftedness. In this report, as in the prior

Table of Contents

Preface

Summary of Findings

Section I

Section II

Section III

Section IV

Section V

Section VI

Section VII

Section VIII

Section IX

Section X

Appendix

version (2020-2021), only 4 states require coursework. In general, states that did not require credentials or training still do not. As another example, of respondents in this report, only 5 states indicated that they have a law that requires LEAs to have an accredited gifted coordinator. Conversely, those states that did require credentials and training in the previous report still require it. When considering the dominant service delivery model, this is potentially an area of concern and highlights a need for advocacy.

Given that differentiation in the general education classroom remains the most frequently reported service delivery model for pre-K through middle school, and has been for nearly a decade, this year's findings reinforce the need for professional learning opportunities for general education teachers and preservice teachers. Given that students identified for gifted services are likely to be in the regular education classroom, equipping all teachers with the necessary skills to meet their needs is essential.

Similarly, this report and the previous two reports reveal that 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.

Findings from this report and the previous *State of the States* reports provide evidence for LEAs and SEAs to consider or further consider the need for increased professional learning regarding gifted students for both general education teachers and teachers of the gifted, as well as other professionals on a campus. Further, this report provides evidence for the need for preservice teacher university coursework as it pertains to gifted students and gifted education. University professors and administrators should consider offering coursework on their university campus for preservice teachers and other undergraduate majors that may impact elementary and secondary education.

INFLUENCE OF FEDERAL EDUCATION LAW

Consistent with the findings in the two previous reports, this report again underscores that the absence of federal education law for gifted education places the authority for such decisions primarily with SEAs and LEAs. The 2018-2019 *State of the States* report recommended further investigation into the effects of the 2015 ESSA mandate on gifted education. At that time, findings revealed that states identified professional development initiatives as the third most common factor influencing gifted education, with authors speculating that this might be tied to the recent enactment of the 2015 ESSA mandate. By the 2020-2021 report, respondents were specifically asked how ESSA had affected their state's policies

or practices in gifted education. Among the 25 respondents, 9 indicated they were unsure, felt the question was not applicable, or reported that ESSA had no impact. For the remaining respondents, ESSA's primary influence appeared to be on funding for gifted education and professional learning opportunities for educators.

By the 2022-2023 report, respondents were specifically asked how ESSA had affected their state's policies or practices in gifted education. Among the 42 respondents, only 8 indicated that ESSA had affected policies in their state.

INFLUENCE OF THE COVID-19 PANDEMIC

This *State of the States* report built upon the previous report's work of documenting the influence of the COVID-19 pandemic on gifted education. In the previous report, respondents were asked to narratively describe how the COVID-19 pandemic influenced gifted education in their state. Respondents discussed the challenge of shifting to virtual learning, staff retention, and meeting basic functioning of gifted education services (e.g., identification).

One concern of the respondents in the previous report was that the COVID-19 pandemic might lead to a cascade of challenges for gifted education across the United States. For example, they worried that states would divert resources to other areas of education and once the pandemic was over, those resources would not be returned. There was an overall concern that the COVID-19 pandemic could lead to an irrevocable decline for gifted education. Where the previous report offered respondents a narrative opportunity to describe how the COVID-19 pandemic influenced gifted education in their state, this report focused on how specific aspects of gifted education were impacted.

Of these, given the previous reports' responses, it is without surprise that there was a noted increase in demand for virtual learning for gifted students. However, there was not nearly the same effect on funding, modifying the duties of SEA gifted education personnel, or a reduction of professional learning opportunities. What this means is that the core components of the SEA remained intact during the COVID-19 pandemic. States maintained funding, maintained allocated personnel, and kept providing professional development opportunities. In examining the open-ended responses from states, providing guidance and support was consistently discussed as one of the primary functions of the SEA for gifted education in the state.

Table of Contents

Preface

Summary of Findings

Section I

Section II

Section III

Section IV

Section V

Section VI

Section VII

Section VIII

Section IX

Section X

Appendix

LEAs were more adversely affected by COVID-19 than SEAs. Respondents indicated that the areas that they noted as affected were identification procedures, modifications of curriculum and programming, and the demand for virtual learning. These are duties largely carried out by LEAs. For these duties, SEAs consistently reported providing waivers to LEAs. For example, Oregon noted that they provided waivers for identification during COVID-19. Other states, like Maine, noted that they waived normal monitoring procedures.

One aspect that the report sought to capture was the potential uncertainty surrounding the effect of the COVID-19 pandemic. Respondents indicated “unsure” on more than 20% of responses to questions on the survey. It’s important to note that having a full-time equivalent or greater at the SEA level did not relate to certainty. It is possible that with the observed turnover described by respondents and with the passage of time, the uncertainty surrounding the influence of COVID-19 on gifted education will only increase. At the very least, this report provides a historical record that future researchers, policy makers, and advocates can use if gifted education in the United States faces another once-in-a-generation event.

ACCESS AND EQUITY

The previous two *State of the States* reports (2018-2019 and 2020-2021) noted increases in efforts to address issues related to access and equity for underserved gifted populations from the 2014-2015 report. The continuing effort was not observed within this report. It is important to note, that although there was not an observed increase in efforts, there also was not a decline. Readers should interpret this positively. The COVID-19 pandemic did have an effect on gifted education. It’s quite possible that its influence extended towards equity and access efforts.

One critical aspect that was captured in this report was that 10 respondents indicated that they collected data with regard to policies and/or initiatives to address the equity/excellence gap for gifted students. For example, New Mexico has an initiative to address access and equity gaps and they have a system in place to collect data associated with it. Serious considerations should be given by researchers, advocates, and policy makers to examine these states.

The previous report noted that more work needed to be done to make progress in access and equity related to gifted education. That is still the case. The lack of inertia in this area should be viewed in context of the educational landscape within the time frame of the report. The 21 states that the previous report noted lacked a policy and/or initiative to address the equity/

excellence gap for gifted students still largely lack policies. Readers should be optimistic, though, that COVID-19 did not derail efforts in states that did have those initiatives in place.

FUTURE DIRECTIONS AND CONCLUSION

In considering the next *State of the States* report, one area of future direction is the inclusion of all states and territories of the United States. In this data collection period, three states were not included that were included in the previous report: New York, Ohio, and Puerto Rico. Further, Guam Islands, American Samoa, and U.S. Virgin Islands were not included despite efforts to include them in this year’s report.

Although there were fewer respondents, the rate of missing responses declined from the previous report to this report. Future versions of the report should continue to reduce the overall rate of missing responses.

A critical direction for the next report is to assess the efficacy of the removal of “determined by the LEA” as an answer choice. There is a noticeable cost in changing items in that assessing longitudinal change becomes challenging. That said, there was the belief by NAGC and the Council of State Directors of Programs for the Gifted that the change was appropriate.

This report offers an updated overview of common themes, state-level support, and guidance for gifted education in the United States. The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted aim for the *2022-2023 State of the States in Gifted Education* report to help stakeholders gain a clearer understanding of gifted education nationwide, supporting efforts to improve all aspects of gifted education at both the LEA and SEA levels.

APPENDIX

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.

If you are using a VPN, some of the links may not work.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

References

Every Student Succeeds Act, P.L. 114-95; 20 U.S.C. § 6301 (2015).
<https://www.congress.gov/bill/114th-congress/senate-bill/1177>

National Association for Gifted Children. (2015). *Gifted education provisions in final version of ESEA--the Every Student Succeeds Act*. https://nagc.org/resource/resmgr/advocacy/FAQ_and_Gifted_Education_Pro.pdf

National Association for Gifted Children & The Council of State Directors of Programs for the Gifted. (2015). *2014–2015 State of the states in gifted education: Policy and practice data*. <https://nagc.org/page/state-of-the-states-report>

Rinn, A. N., Mun, R. U., & Hodges, J. (2020). *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. <https://nagc.org/page/state-of-the-states-report>

Rinn, A. N., Mun, R. U., & Hodges, J. (2022). *2020-2021 State of the states in gifted education*. National Association for Gifted Children and the Council of State Directors of Programs for the Gifted. <https://nagc.org/page/state-of-the-states-report>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

State Education Agency Gifted and Talented Contact Information

ALABAMA STATE DEPARTMENT OF EDUCATION

P.O. Box 302101
Montgomery, AL 36130

<https://www.alabamaachievers.org/gifted-education/>

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

801 West 10th Ave., Suite 200
Juneau, AK 99811

<https://education.alaska.gov/>

ARIZONA DEPARTMENT OF EDUCATION

1535 West Jefferson St., Bin #64
Phoenix, AZ 85007

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

ARKANSAS DEPARTMENT OF EDUCATION

Four Capitol Mall, Slot 28
Little Rock, AR 72201

<https://dese.ade.arkansas.gov/Offices/learning-services/gt-ap/gifted--talented-services>

CALIFORNIA DEPARTMENT OF EDUCATION

1430 North St.
Sacramento, CA 95814

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

COLORADO DEPARTMENT OF EDUCATION

201 E. Colfax Ave., 4th Floor
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>

DELAWARE DEPARTMENT OF EDUCATION

401 Federal St., Suite 2
Dover, DE 19901

<https://education.delaware.gov/educators/academic-support/instructional-support/special-education/gifted-and-talented-education/>

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

4800 Mark Center Dr.
Alexandria, VA 22350

<https://www.dodea.edu/Curriculum/giftedEduc/index.cfm>

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1200 First Street, NE
Washington, DC 20002

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

FLORIDA DEPARTMENT OF EDUCATION

325 West Gaines
Tallahassee, FL 32399

<http://www.fldoe.org/academics/standards/gifted.shtml>

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 STATE DEPARTMENT OF EDUCATION

475 22nd Ave.
Honolulu, HI 96816

<https://hawaiipublicschools.org/academics/gifted-and-talented/?highlight=gifted%20and%20talented>

IDAHO STATE DEPARTMENT OF EDUCATION

650 West State St.
Boise, ID 83720

<https://www.sde.idaho.gov/academic/gifted-talented/>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

ILLINOIS STATE BOARD OF EDUCATION

100 North First St.
Springfield, IL 62777

<https://www.isbe.net/Pages/Learning-Standards.aspx>

INDIANA DEPARTMENT OF EDUCATION

100 N. Senate Ave.
Indianapolis, IN 46204

<https://www.in.gov/doe/students/high-ability-education/>

IOWA DEPARTMENT OF EDUCATION

400 East 14th St.
Des Moines, IA 50319

<https://educate.iowa.gov/pk-12/standards/specialized-instruction/gifted>

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/specialed/GT/Pages/Gifted-and-Talented-Resources.aspx>

LOUISIANA DEPARTMENT OF EDUCATION

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/mtss/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/services/flexible-learning>

MINNESOTA DEPARTMENT OF EDUCATION

400 North East Stinson Blvd.
Minneapolis, MN 55413

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

MISSISSIPPI DEPARTMENT OF EDUCATION

359 West Lamar St.
Jackson, MS 39201

<https://www.mdek12.org>

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

<https://opi.mt.gov/Educators/Teaching-Learning/Gifted-Talented-AP>

NEBRASKA DEPARTMENT OF EDUCATION

500 South 84th St., 2nd Floor
Lincoln, NE 68510

<https://www.education.ne.gov/hal/>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

NEVADA DEPARTMENT OF EDUCATION

2080 East Flamingo Rd., Suite 210
Las Vegas, NV 89119

<https://doe.nv.gov/>

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

25 Hall Street
Concord, NH 03301

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/technical-advisory-gifted-and-talented_0.pdf

NEW JERSEY DEPARTMENT OF EDUCATION

100 Riverview Plaza
Trenton, NJ 08625

<https://www.nj.gov/education/standards/gifted/index.shtml>

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

300 Don Gaspar Avenue
Santa Fe, NM 87501

<https://webnew.ped.state.nm.us/bureaus/curriculum-instruction/gifted-education/>

NEW YORK STATE EDUCATION DEPARTMENT

89 Washington Ave.
Albany, NY 12234

<http://www.nysed.gov>

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

6307 Mail Service Center
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/>

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://oklahoma.gov/education/services/standards-learning/gifted-talented-education.html>

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

1713 Bridge Street
New Cumberland, PA 17070

<https://www.education.pa.gov/K-12/Gifted%20Education/Pages/default.aspx>

PUERTO RICO DEPARTMENT OF EDUCATION

P.O. Box 190759
San Juan, Puerto Rico 00919-0759

<https://www.de.pr.gov>

RHODE ISLAND DEPARTMENT OF EDUCATION

255 Westminster St.
Providence, RI 02903

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

SOUTH CAROLINA DEPARTMENT OF EDUCATION

1429 Senate St.
Columbia, SC 29201

<https://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

**SOUTH DAKOTA DEPARTMENT OF
EDUCATION**800 Governors Dr.
Pierre, SD 57501<https://doe.sd.gov/>**WISCONSIN DEPARTMENT OF PUBLIC
INSTRUCTION**125 South Webster St.
Madison, WI 53703<https://www.dpi.wi.gov/gifted>**TENNESSEE DEPARTMENT OF EDUCATION**710 James Robertson Parkway
Nashville, TN 37243[https://www.tn.gov/education/families/student-support/
special-education/intellectually-gifted.html](https://www.tn.gov/education/families/student-support/special-education/intellectually-gifted.html)**WYOMING DEPARTMENT OF EDUCATION**122 West 25th St., Suite E200
Cheyenne, WY 82002<https://edu.wyoming.gov/>**TEXAS EDUCATION AGENCY**1701 North Congress Ave.
Austin, TX 78701[https://tea.texas.gov/academics/special-student-
populations/gifted-and-talented-education](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[https://www.doe.virginia.gov/teaching-learning-
assessment/specialized-instruction/gifted-education](https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/gifted-education)**WASHINGTON OFFICE SUPERINTENDENT OF
PUBLIC INSTRUCTION**P.O. Box 47200
Olympia, WA 98504[https://www.k12.wa.us/student-success/learning-
alternatives/highly-capable-program](https://www.k12.wa.us/student-success/learning-alternatives/highly-capable-program)**WEST VIRGINIA DEPARTMENT OF EDUCATION**1900 Kanawha Blvd. East, Building 6, Suite 750
Charleston, WV 25305[https://wvde.us/special-education/resources-sp-page/
gifted/](https://wvde.us/special-education/resources-sp-page/gifted/)

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

State Gifted and Talented Association Websites

ALABAMA ASSOCIATION FOR GIFTED CHILDREN

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

ALASKA

N/A

ARIZONA ASSOCIATION FOR GIFTED AND TALENTED

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

ARKANSANS FOR GIFTED AND TALENTED EDUCATION

<https://giftedarkansas.org/>

CALIFORNIA ASSOCIATION FOR THE GIFTED

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

COLORADO ASSOCIATION FOR GIFTED AND TALENTED

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

CONNECTICUT ASSOCIATION FOR THE GIFTED

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

DELAWARE

N/A

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

N/A

DISTRICT OF COLUMBIA

N/A

FLORIDA ASSOCIATION FOR THE GIFTED

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

FLORIDA GIFTED NETWORK

<https://floridagiftednetwork.org/>

GEORGIA ASSOCIATION FOR GIFTED CHILDREN

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

HAWAII

<https://higifted.info/>

IDAHO: THE ASSOCIATION FOR THE GIFTED

<https://www.idahogifted.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

<http://agtslouisiana.org/>

MAINE EDUCATORS FOR THE GIFTED AND TALENTED

<https://mainegifted.org/>

MARYLAND COALITION FOR GIFTED AND TALENTED EDUCATION

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

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

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/>**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://www.negifted.org/>**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**<https://giftednys.org>**NORTH CAROLINA ASSOCIATION FOR THE GIFTED AND TALENTED**<http://www.ncagt.org/>**NORTH DAKOTA ASSOCIATION FOR GIFTED CHILDREN**<https://ndagc.org/>**OHIO ASSOCIATION FOR GIFTED CHILDREN**<http://www.oagc.com/>**OKLAHOMA ASSOCIATION FOR THE GIFTED, CREATIVE & TALENTED**<http://www.oagct.org/>**OREGON ASSOCIATION FOR TALENTED AND GIFTED**<http://www.oatag.org/>**PENNSYLVANIA ASSOCIATION FOR GIFTED EDUCATION**<https://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/>

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

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

<https://waetag.com/>

WEST VIRGINIA ASSOCIATION FOR GIFTED AND TALENTED

<https://wvgifted.com/>

WISCONSIN ASSOCIATION FOR TALENTED AND GIFTED

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

WYOMING

N/A

Questionnaire: 2022-2023 State of the States

Q1: State Agency Contact Information

Q2-Q6: Demographic Information

Q7 How many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2022-2023?

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:

URL/Link 1

URL/Link 2

URL/Link 3

If more than 3 URLs/Links, please list the remaining with a comma separating them.

Q10 Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.

- ☐ Providing technical assistance to schools/districts in the field
- ☐ Providing professional and staff development
- ☐ Providing information to state legislature
- ☐ Developing statewide policy and/or guidelines
- ☐ Monitoring progress compliance
- ☐ Responding to parent, family, or caregiver questions
- ☐ Serving on committees and task forces
- ☐ Liaison to statewide associations for the gifted
- ☐ Grants management
- ☐ Other (If selected, please describe those duties)

Q11 If applicable, provide any explanations/comments about the activities for gifted and talented education provided by your SEA.

Q12 Please select the top five most influential components impacting gifted education services in your state.

- ☐ Change in state funding for education (indirect effect on GT)
- ☐ Change in state funding for gifted education (direct effect on GT)
- ☐ Decrease in general education formula (funding or FTE)
- ☐ Focus on student growth for accountability
- ☐ State assessments
- ☐ Compliance/monitoring
- ☐ Lack of compliance/monitoring
- ☐ 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
- ☐ Charter schools
- ☐ Differentiated instruction
- ☐ Focus on needs in STEM
- ☐ Response to Intervention (RTI) framework
- ☐ Multi-Tiered Systems of Support (MTSS) framework
- ☐ Acceleration implementation
- ☐ Common Core State Standards
- ☐ State ESSA plan
- ☐ Effective educator/administrator reform
- ☐ Other (If selected, please describe the force(s) affecting gifted education in your state)

Q13: DEFINITION OF GIFTED

Q14 Does your state have a definition of “gifted” in law or rule?

☐ Yes ☐ No

Q15 Please provide a URL to your state definition:

Q16 If your state has a definition of “gifted” in law or rule, has the definition changed since the 2022-2023 school year?

☐ Yes

☐ No

☐ My state does not have a definition of “gifted” in law or rule.

Q17 Are LEAs required to follow the state definition of gifted?

☐ Yes ☐ No

Q18: STATE REQUIREMENTS FOR IDENTIFICATION

Q19 Does your state require by law or rule the identification of gifted and talented students?

☐ Yes ☐ No

Q20 Please provide a URL to the law or rule for identification in your state:

Q21 Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?

☐ Yes ☐ No

Q22 What criteria or methods for identification are required?

Q23 Are LEAs allowed to modify or alter the criteria or methods in any way?

☐ Yes ☐ No

Q24 Does the state collect data from districts on those modifications?

☐ Yes ☐ No

Q25 What data does the state collect?

Q26 Does the state collect data regarding the specific criteria/methods for identification of gifted and talented students used by LEAs?

☐ Yes ☐ No

Q27 What data does the state collect regarding the specific criteria/methods for identification of gifted and talented students used by LEAs?

Q28 Does the state provide any guidance (e.g., suggestion of best practices) to LEAs in lieu of mandated criteria or methods?

☐ Yes ☐ No

Q29 What is the guidance that the state provides to LEAs?

Q30 Please list the measures your state uses for identification of gifted and talented students.

Q31 Please provide the URL/link to the law or rule mandating specific criteria/methods for identification.

Q32 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

Q33 Does the state collect data on LEAs that do use a universal screening process for referral and/or identification of gifted and talented students?

☐ Yes ☐ No

Q34 What data does the state collect regarding using a universal screening process for referral and/or identification of gifted and talented students?

Q35 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 second graders)?

☐ Yes ☐ No

Q36 Please describe when and with whom the state specifies.

Q37 If a universal screening process is required, does the state specify an instrument(s) to be used?

☐ Yes, all LEAs must use the same instrument(s)

☐ Yes, LEAs can choose from a list of approved instruments/assessments

☐ No

Q38 Please describe/identify the instrument(s) to be used.

Q39 Please explain.

Q40: INFORMATION ABOUT THE GIFTED STUDENT POPULATION

Q41 How many students were enrolled in your state in 2022-2023?

- ☐ Total enrollment
- ☐ Total public enrollment
- ☐ Total private enrollment
- ☐ Total public enrollment in traditional public schools (i.e., excluding public charter, closed enrollment schools, etc.)

Q42 If applicable, provide any additional information or clarifications.

Q43 How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2022-2023? (If data were not collected, please state so.)

Q44 If applicable, provide comments on the number you reported related to gifted and talented identification.

Q45 Does your state collect data on subgroups of students identified as gifted and talented?

☐ Yes ☐ No

Q46 Of the total gifted student population in 2022-2023, provide the percentage of students identified as gifted and talented from the following sub-groups:

- ☐ % of GT students who are male
- ☐ % of GT students who are female
- ☐ % of GT students who identify as non-binary
- ☐ % of GT students who are Black or African American
- ☐ % of GT students who are American Indian or Alaska Native
- ☐ % of GT students who are Asian
- ☐ % of GT students who are Native Hawaiian or other Pacific Islander
- ☐ % of GT students who are Hispanic or Latinx
- ☐ % of GT students who are White

☐ % of GT students who identify as 2 or more races

☐ % of GT students who are categorized as "other" race/ethnicity

☐ % of GT students who are English Learners (ELs)

☐ % of GT students who are identified for special education services under the Individuals with Disabilities Education Act or who have a Section 504 plan under the Rehabilitation Act

☐ % of GT students who are from low socioeconomic status (SES) backgrounds

Q47: SEA/LEA REPORTS ON GIFTED AND TALENTED SERVICES

Q48 Does the SEA produce an annual report on gifted and talented services in the state?

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

Q49 Please provide a URL/link to the most recent annual report.

Q50 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

Q51 If applicable, please provide any comments or context about the required report on gifted and talented education programs.

Q52 Does your state identify "gifted" as a sub-reporting group for accountability purposes?

☐ Yes ☐ No

Q53 If applicable, please provide any comments or context about your state's mandate for reporting gifted as a subgroup for accountability purposes.

Q54 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

Q55 Does the state collect any academic or administrative data relating to gifted and talented indicators?

☐ Yes ☐ No

Q56 If applicable, please provide any comments or context about the gifted and talented indicators your state collects.

Q57 If applicable, please provide any comments or context about your state's required gifted and talented indicators.

Q58 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 and Technical Education (CTE)
- ☐ 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)

Q59 If applicable, provide comments about specific indicators on district report cards or other state accountability reporting forms.

Q60 Does your state monitor/audit LEA gifted education programs?

- ☐ Monitor
- ☐ Audit
- ☐ Both monitor and audit
- ☐ Neither

Q61 If applicable, please provide comments about your state's monitoring and/or auditing.

Q62 Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.

- ☐ Yes, identification plans must be submitted.
- ☐ Yes, program implementation plans must be submitted.
- ☐ Yes, policy plans must be submitted.
- ☐ No

Q63 If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.

Q64 Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? Select all that apply.

- ☐ Yes, identification plans must be approved.
- ☐ Yes, program implementation plans must be approved.
- ☐ Yes, policy plans must be approved.
- ☐ No

Q65 If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.

Q66: GIFTED EDUCATION ADMINISTRATOR/ COORDINATOR

Q67 Does your state law or rule require each LEA to have a gifted education administrator/coordinator?

☐ Yes ☐ No

Q68 Please provide the URL/link to the law or rule.

Q69 Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?

☐ Yes ☐ No

Q70 Please provide any additional comments on LEA administrators/coordinators.

Q71: GIFTED EDUCATION DELIVERY MODELS

Q72 Does your state have a law or rule that mandates gifted programming options/services?

- ☐ Yes ☐ No

Q73 Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.

Q74 Please provide the URL/link to the law or rule.

Q75 Please select the top three delivery models through which gifted services are provided in Pre-K and Kindergarten in your state.

- ☐ Early entrance to Kindergarten
- ☐ Whole grade acceleration
- ☐ Subject matter acceleration
- ☐ Continuous progress/self-paced learning
- ☐ Independent study
- ☐ International Baccalaureate/PYP
- ☐ Magnet schools
- ☐ Differentiation in the general education classroom
- ☐ Self-contained classroom
- ☐ Resource room
- ☐ Pull-out program
- ☐ Push-in program
- ☐ Cluster classrooms
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q76 Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Q77 Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.

- ☐ Early entrance to first grade
- ☐ Whole grade acceleration
- ☐ Subject matter 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
- ☐ Pull-out program
- ☐ Push-in program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q78 Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q79 Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.

- ☐ Whole grade acceleration
- ☐ Subject matter 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
- ☐ Pull-out program
- ☐ Push-in program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q80 Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Q81 Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.

- ☐ Whole grade acceleration
- ☐ Subject matter acceleration
- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual credit
- ☐ Dual enrollment/joint enrollment/concurrent 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
- ☐ Pull-out program
- ☐ Push-in program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q82 Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Q83 Please select the top five delivery models through which gifted services are provided in high school in your state.

- ☐ Whole grade acceleration
- ☐ Subject matter acceleration
- ☐ Advanced Placement
- ☐ Cluster classrooms
- ☐ Dual credit
- ☐ Dual enrollment/joint enrollment/concurrent 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
- ☐ Pull-out program
- ☐ Push-in program
- ☐ Self-contained classroom
- ☐ Virtual classroom/coursework/school options
- ☐ Other #1
- ☐ Other #2
- ☐ Other #3
- ☐ Not applicable
- ☐ Unknown

Q84 Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Q85 OTHER POLICIES AND PRACTICES

Q86 Does your state have an acceleration policy in law or rule?

☐ Yes ☐ No

Q87 Please provide a URL/link to the acceleration law or rule.

Q88 Does your state have an early entrance to Kindergarten policy in law or rule?

☐ Yes ☐ No

Q89 Please provide a URL/link to the early entrance to Kindergarten law or rule.

Q90 Under your state laws and rules, are LEAs required to provide students opportunities for dual or concurrent enrollment in a community college, college, or university?

☐ Yes ☐ No

Q91 Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?

☐ Yes ☐ No

Q92 Please provide a URL/link to the dual or concurrent enrollment law or rule.

Q93 Does your state collect corresponding data (e.g., enrollment, passing rates, etc.) for dual or concurrent enrollment in a community college, college, or university?

☐ Yes ☐ No

Q94 Please describe the corresponding data (e.g., enrollment, passing rates, etc.) collected by the state.

Q95 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

Q96 Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?

☐ Yes ☐ No

Q97 Please provide a URL/link to the state law or rule permitting middle school students to receive credit toward high school graduation.

Q98 Are LEAs in your state allowed to provide access for middle school students to receive credit toward high school graduation?

☐ Yes ☐ No

Q99 Does your state collect data or district policy information regarding LEAs that allow middle school students to receive credit toward high school graduation?

☐ Yes ☐ No

Q100 Please describe the data or district policy information collected by the state regarding LEAs that allow middle school students to receive credit toward high school graduation.

Q101 Does your state have a law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in the course)?

☐ Yes ☐ No

Q102 Please provide a URL/link to the state law or rule permitting proficiency-based promotion.

Q103 Are LEAs in your state allowed to use proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?

☐ Yes ☐ No

Q104 Does your state collect data or district policy information regarding proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?

☐ Yes ☐ No

Q105 Please describe the data or district policy information regarding proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?

Q106: GIFTED AND TALENTED SERVICES

Q107 Which of the following are required in your state?

	Required by Rule or Law	Not Required
Academic guidance and counseling	<input type="radio"/>	<input type="radio"/>
Differentiated instruction	<input type="radio"/>	<input type="radio"/>
Subject-based acceleration	<input type="radio"/>	<input type="radio"/>
Whole grade acceleration	<input type="radio"/>	<input type="radio"/>
Contact time/required minutes of service	<input type="radio"/>	<input type="radio"/>
Multi-Tiered Systems of Support for GT	<input type="radio"/>	<input type="radio"/>
Response to Intervention for GT	<input type="radio"/>	<input type="radio"/>
Automatic reciprocity for GT identification with other states	<input type="radio"/>	<input type="radio"/>
Conditional reciprocity for GT identification with other states	<input type="radio"/>	<input type="radio"/>
Reciprocity for GT identification between districts within your state	<input type="radio"/>	<input type="radio"/>
Conditional reciprocity for GT identification between districts within your state	<input type="radio"/>	<input type="radio"/>
Other #1	<input type="radio"/>	<input type="radio"/>
Other #2	<input type="radio"/>	<input type="radio"/>
Other #3	<input type="radio"/>	<input type="radio"/>

Q108 Please provide any comments, explanations, or context about any of the services you listed above.

Q109 Does your state collect data regarding the gifted education services provided by LEAs?

☐ Yes ☐ No

Q110 Please describe the data collected by the state regarding the gifted education services provided by LEAs?

Q111 Does your state have state program standards/guidelines for gifted education?

☐ Yes ☐ No

Q112 Please provide the URL/link to your state program standards.

GT TEACHER TRAINING

Q113 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

Q114 Provide comments about GT teacher training requirements in your state.

Q115 Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.

Q116 GENERAL EDUCATION TEACHER TRAINING

Q117 Are all pre-service teacher candidates in your state required to take coursework in gifted education?

☐ Yes ☐ No

Q118 Please provide a URL/link to the policy requiring pre-service coursework in gifted education.

Q119 OTHER TRAINING

Q120 Is professional learning with respect to gifted education for administrators required in your state?

☐ Yes ☐ No

Q121 Please provide a URL/link to the policy requiring coursework in gifted education for administrators.

Q122 Please select the following areas covered in the professional learning for administrators:

	Yes	No	Unsure
Curriculum/program planning for gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature and needs of gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity in gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse populations in gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q123 Does the state provide or create opportunities/resources for professional learning with respect to gifted education for administrators?

☐ Yes ☐ No

Q124 Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for administrators.

Q125 Is professional learning with respect to gifted education for counselors required in your state?

☐ Yes ☐ No

Q126 Please provide a URL/link to the policy requiring coursework in gifted education for counselors.

Q127 Please select the following areas covered in the professional learning for counselors:

	Yes	No	Unsure
Curriculum/program planning for gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature and needs of gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity in gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse populations in gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q128 Does the state provide or create opportunities/resources for professional learning with respect to gifted education for counselors?

☐ Yes ☐ No

Q129 Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for counselors.

Q130 Is professional learning with respect to gifted education for special education professionals required in your state?

☐ Yes ☐ No

Q131 Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals.

Q132 Please select the following areas covered in the professional learning for special education professionals:

	Yes	No	Unsure
Curriculum/program planning for gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature and needs of gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity in gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse populations in gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q133 Does the state provide or create opportunities/resources for professional learning with respect to gifted education for special education professionals?

☐ Yes ☐ No

Q134 Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for special education professionals.

Q135 STATE FUNDING

Q136 Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?

☐ Yes ☐ No

Q137 Please describe how your state provides dedicated funding to support gifted education programs.

Q138 Please provide the URL/link to the policy regarding funding for gifted education.

Q139 How much funding was provided by the state to LEAs to support gifted education in the following years:

☐ 2021-2022

☐ 2022-2023

Q140 How much funding per identified student was provided by the state to LEAs to support gifted education in the following years:

☐ 2021-2022

☐ 2022-2023

Q141 If applicable, explain the funding and/or any changes since the previous State of the States survey.

Q142 How much funding is provided to the SEA (but not distributed to LEAs) to support gifted education programs in gifted education in the following years:

☐ 2021-2022

☐ 2022-2023

Q143 Please provide any comments, explanations, or context about the sources of funding for gifted education.

Q144 Did your state provide funding specifically earmarked for identification of gifted students in 2022-2023?

☐ Yes ☐ No

Q145 Please indicate the funding source for identification of gifted students.

☐ 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

☐ Included in funds for which districts can apply

☐ Other

Q146 Did your state provide funding specifically earmarked to conduct the universal screening process for gifted education in 2022-2023?

☐ Yes ☐ No

Q147 Please indicate the funding source for universal screening.

☐ 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

☐ Included in funds for which districts can apply

☐ Other

Q148 Please provide comments about funding for universal screening for gifted education in your state.

Q149 Did your state provide funding specifically earmarked for programming/services for gifted students in 2022-2023?

☐ Yes ☐ No

Q150 Does your state provide funding to address the equity/excellence gap in gifted education in 2022-2023?

☐ Yes ☐ No

Q151 Please explain that funding.

Q152 IMPACT OF STATE AND FEDERAL POLICY

Q153 Please provide the URLs/links to any new or changed state policies that impact gifted education services from the last three years and explain.

Q154 If applicable, please upload the associated documentation related to any new or changed state policies that impact gifted education services from the last three years and explanation (e.g., pdf of new policy).

Q155 Does your state have a policy and/or initiative to address the equity/excellence gap for gifted students?

☐ Yes ☐ No

Q156 Please select the way(s) your state is addressing the equity/excellence gap in gifted education:

- ☐ State policy or initiative
- ☐ Universal screening
- ☐ Using alternative assessment (e.g., nonverbal tests like the NNAT)
- ☐ Using specialized checklists (e.g., CLED checklist)
- ☐ Teacher training/professional development
- ☐ Engagement of families and communities of color
- ☐ Culturally responsive teaching
- ☐ Hiring diverse faculty
- ☐ Conducting research
- ☐ Javits funding
- ☐ Other

Q157 Select the special population(s) specifically addressed in the policy and/or initiative:

- ☐ English Learners
- ☐ Racially/ethnically/culturally diverse
- ☐ Twice-exceptional (2E)
- ☐ Rural
- ☐ Socioeconomic status (e.g., qualifies for free/reduced lunch)
- ☐ Other

Q158 Does your state collect data regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students?

☐ Yes ☐ No

Q159 Please describe the data your state collects regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students.

Q160 If applicable, please provide comments regarding the ways in which your state is addressing the equity/excellence gap in gifted education.

Q161 COVID-19

Q162 In what ways has the COVID-19 pandemic impacted gifted education in your state?

	Yes	No	Unsure
Modification of identification procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in funding for gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modification of duties of SEA gifted education personnel to areas not associated with gifted education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced professional learning opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase in demand for virtual learning for gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modification to curriculum/programming for gifted students besides virtual learning requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q163 Did your state provide guidance to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19?

☐ Yes ☐ No

Q164 Please describe the guidance provided by the state to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19?

Q165 Did your state collect any data regarding specific changes in gifted education policy or practices made by LEAs during the COVID-19 pandemic?

- ☐ Yes, formally
- ☐ Yes, informally
- ☐ No

- Table of Contents
- Preface
- Summary of Findings
- Appendix
- References
- State Agency Contacts
- State Association Contacts
- Questionnaire
- Tables

Q166 Please describe the data collected regarding specific changes in gifted education policy made by LEAs during the COVID-19 Pandemic.

Q167 Please provide details to any other areas surrounding COVID-19 and gifted education in your state that you feel important but was not covered by questions in this survey.

Q168 EVERY STUDENT SUCCEEDS ACT

Q169 Has the 2015 Every Student Succeeds Act affected your state’s policies or practices in gifted education?

☐ Yes ☐ No

Q170 In what ways has the 2015 Every Student Succeeds Act (ESSA) affected your state’s policies or practices in gifted education?

Q171 CONCLUDING COMMENTS

Q172 Provide any clarifications to your responses that you would like to make. (Please include a reference to the question text in your answer.)

Q173 Please provide any comments that will help future efforts to study the status of gifted education in the United States.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Tables

SECTION I: STATE EDUCATION AGENCY OVERVIEW

Table 1. State-Level Support for Gifted Education

	Q7: How many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2022-2023?	Q8: Does your state have state gifted education advocacy groups (e.g., an NAGC affiliate)?
Alabama	2	Yes
Alaska	0.1	No
Arizona	0	Yes
Arkansas	3	Yes
California	1	Yes
Colorado	7	Yes
Connecticut	0.30 FTE	Yes
Delaware	0 (This position is supported by the Visual and Performing Arts Ed. Associate)	Yes
Florida	1	Yes
Georgia	3 full time for Gifted Education and Advanced Academics	Yes
Hawaii	1	No
Idaho	.5 (I am also Arts & Humanities)	Yes
Illinois	0.5	Yes
Indiana	1	Yes
Iowa	1	Yes
Kansas	0.5	Yes
Kentucky	1.2	Yes
Louisiana	1	Yes
Maine	1	Yes
Maryland	2	Yes
Massachusetts	1	Yes
Michigan	0	Yes
Minnesota	1	Yes
Mississippi	2	Yes
Missouri	1	Yes
Montana	.2 FTE	Yes
Nebraska	1	Yes
Nevada	1	No
New Hampshire	0	Yes
New Jersey	1	Yes
New Mexico	0.5	Yes
North Carolina	7	Yes
North Dakota	0.1	Yes
Oklahoma	1	Yes
Oregon	1	Yes
Pennsylvania	1	Yes
Rhode Island	0	No

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q7: How many full-time equivalents were assigned to gifted education at the SEA (state department) level in 2022-2023?	Q8: Does your state have state gifted education advocacy groups (e.g., an NAGC affiliate)?
South Carolina	1	Yes
South Dakota	0	No
Tennessee	0.5	Yes
Texas	1	Yes
Utah	1	Yes
Vermont	0	No
Virginia	1	Yes
Washington	0.5	Yes
West Virginia	0.1	Yes
Wisconsin	1	Yes
Wyoming	1 FTE Accreditation Consultant (5% of time dedicated to supporting GT)	No
Department of Defense Education Activity	3.5	No
Washington, DC	0	No
Summary n=50	Range = 0-7	Yes = 41; No = 9

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

	Q10: Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.									
	Providing technical assistance to schools/districts in the field	Providing professional and staff development	Providing information to state legislature	Developing statewide policy and/or guidelines	Monitoring progress compliance	Responding to parent, family, or caregiver questions	Serving on committees and task forces	Liaison to statewide associations for the gifted	Grants management	Other
Alabama	•	•			•			•	•	
Alaska								•		•
Arizona					•	•		•		
Arkansas	•	•		•	•				•	
California						•		•		
Colorado	•	•		•	•				•	
Connecticut	•	•				•		•		
Delaware	•	•			•	•		•		
Florida	•			•		•		•		
Georgia	•	•				•	•		•	
Hawaii	•	•	•	•		•				
Idaho	•	•	•		•	•				
Illinois	•	•				•	•	•		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q10: Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.

	Providing technical assistance to schools/districts in the field	Providing professional and staff development	Providing information to state legislature	Developing statewide policy and/or guidelines	Monitoring progress compliance	Responding to parent, family, or caregiver questions	Serving on committees and task forces	Liaison to statewide associations for the gifted	Grants management	Other
Indiana	•	•	•		•				•	
Iowa	•	•				•		•		
Kansas	•	•			•	•		•		
Kentucky	•	•			•	•		•		
Louisiana	•	•		•		•	•			
Maine	•		•	•				•		
Maryland	•	•		•		•		•		
Massachusetts		•				•				
Michigan						•				•
Minnesota		•				•	•	•	•	
Mississippi	•	•		•	•			•		
Missouri	•	•		•	•	•		•		
Montana	•	•				•		•	•	
Nebraska	•	•		•		•			•	
Nevada	•	•		•	•	•				
New Hampshire	•		•	•		•				
New Jersey	•			•		•	•	•		
New Mexico	•	•		•		•		•		
North Carolina	•	•		•		•	•			•
North Dakota	•	•		•		•		•		
Oklahoma	•	•		•	•				•	
Oregon	•	•	•	•		•				
Pennsylvania	•	•			•	•			•	
Rhode Island	•	•				•				
South Carolina	•	•		•	•			•		
South Dakota						•				
Tennessee	•	•	•	•		•				
Texas	•	•	•	•		•	•	•	•	
Utah	•	•					•	•	•	
Vermont										•
Virginia	•		•			•		•	•	
Washington	•	•	•	•		•				

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q10: Please select the top five activities performed by SEA designated personnel responsible for gifted education based on the amount of time spent on the activities.

	Providing technical assistance to schools/districts in the field	Providing professional and staff development	Providing information to state legislature	Developing statewide policy and/or guidelines	Monitoring progress compliance	Responding to parent, family, or caregiver questions	Serving on committees and task forces	Liaison to statewide associations for the gifted	Grants management	Other
West Virginia	•			•		•		•	•	
Wisconsin	•	•				•	•		•	
Wyoming	•				•	•				
Department of Defense Education Activity	•	•		•	•	•				
Washington, DC										
Summary n=49	41	36	10	24	17	38	9	25	15	4

Other Responses

Alaska: Collection of gifted and talented student plans

Michigan: It is noted that although our SEA does not have any designated FTEs to support G & T education efforts in the state, our Office of Educational Supports staff meets regularly with MAGC advocates, and works in partnership to provide resources to Michigan districts and schools seeking to implement G & T programming to support identified student needs.

North Carolina: We provide information for legislators and are the liaisons to the statewide association for gifted, but the items selected represent our top five activities.

Vermont: Proficiency-based education systems, as required by Vermont's Education Quality Standards, are designed to benefit all children by enabling them to progress at their own pace and creating the space and time to do so. Additionally, the goal of proficiency-based learning is to provide equitable, relevant, and rigorous learning opportunities that engage each and every student and foster the skills, knowledge, and habits of work necessary to be successful.

SECTION II: DEFINITION OF GIFTED AND IDENTIFICATION

Table 3. State Definition of Gifted in Law or Rule

	Q14: Does your state have a definition of gifted in law or rule?	Q15: Please provide a URL to your state definition
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	Yes	https://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	Yes	https://www.azleg.gov/ars/15/00779.htm
Arkansas	Yes	https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
California	Yes	https://www.cde.ca.gov/sp/gt/
Colorado	Yes	https://colorado.public.law/statutes/crs_22-20-202
Connecticut	Yes	https://portal.ct.gov/-/media/sde/gifted-and-talented/gifted-and-talented-education---guidance.pdf
Delaware	Yes	https://regulations.delaware.gov/AdminCode/title14/900/902.shtml
Florida	Yes	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019
Georgia	Yes	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/ https://gadoe.org/learning/gifted-education/
Hawaii	No	
Idaho	Yes	https://legislature.idaho.gov/wp-content/uploads/statutesrules/idstat/Title33/T33CH20.pdf
Illinois	Yes	https://www.ilga.gov/legislation/publicacts/fulltext.asp?Name=094-0151&GA=94
Indiana	Yes	https://iga.in.gov/laws/2024/ic/titles/20#20-36
Iowa	Yes	https://www.legis.iowa.gov/docs/code/257.44.pdf
Kansas	Yes	https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-1
Kentucky	Yes	https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=40170
Louisiana	Yes	https://www.doa.la.gov/media/qknk551n/28v101.doc
Maine	Yes	https://www.maine.gov/sos/sites/maine.gov/sos/files/content/assets/071c104.doc
Maryland	Yes	https://mgaleg.maryland.gov/mgaweb/laws/StatuteText?article=ged&section=8-201&enactments=false
Massachusetts	No	
Michigan	Yes	https://www.michigan.gov/mde/services/flexible-learning/academic-acceleration-gifted-talented-student-resources-and-supports
Minnesota	Yes	https://education.mn.gov/mdeprod/groups/educ/documents/basic/mdaw/mdqw/~edisp/040081.pdf
Mississippi	Yes	https://law.justia.com/codes/mississippi/title-37/chapter-23/gifted-education/section-37-23-175/
Missouri	Yes	https://revisor.mo.gov/main/OneSection.aspx?section=162.675&bid=8022&hl=gifted%u2044
Montana	Yes	https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0010/0200-0070-0090-0010.html#:~:text=(1)%2022Gifted%20and%20talented,contribution%20to%20self%20and%20society
Nebraska	Yes	https://www.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	Yes	https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/sonh/technical-advisory-gifted-and-talented_0.pdf
New Jersey	Yes	https://www.nj.gov/education/standards/gifted/legislation.shtml

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q14: Does your state have a definition of gifted in law or rule?	Q15: Please provide a URL to your state definition
New Mexico	Yes	https://www.srca.nm.gov/nmac/nmregister/xxxiv/6.31.3.pdf
North Carolina	Yes	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-or-intellectually-gifted
North Dakota	Yes	https://ndlegis.gov/cencode/t15-1c32.pdf
Oklahoma	Yes	https://oklahoma.gov/content/dam/ok/en/osde/documents/services/standards-learning/gifted/Education_of_Gifted_and_Talented_Children_Act.pdf
Oregon	Yes	https://oregon.public.law/statutes/ors_343.395
Pennsylvania	Yes	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.21.html&d=reduce
Rhode Island	Yes	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx
South Carolina	Yes	https://ed.sc.gov/index.cfm?LinkServID=5FD381E6-C221-0449-5E1C5EE985A2F0F8
South Dakota	No	
Tennessee	Yes	https://www.tn.gov/education/families/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://schools.utah.gov/curr/giftedtalented
Vermont	Yes	https://legislature.vermont.gov/statutes/section/16/001/00013
Virginia	Yes	https://www.doe.virginia.gov/home/showpublisheddocument/2314/637950367189030000
Washington	Yes	In development at this time - moving toward defining a student who performs or has potential to perform above grade-level standards and would benefit from accelerated and enhanced instruction.
West Virginia	Yes	https://code.wvlegislature.gov/18-20-1/
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	Yes	https://law.justia.com/codes/wyoming/title-21/chapter-9/article-1/section-21-9-101/
Department of Defense Education Activity	Yes	https://www.dodea.edu/education/student-services/advanced-academic-program-and-services
Washington, DC	No	
Summary n=50	Yes = 46; No = 4	

Table 4. State Definitions of Gifted

Note: Although New York and Ohio did not participate in this year's report, we have selected to include their definitions from the 2020-2021 report so that advocates within those states have easy access to the information.

	State Definitions
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.
Alaska	Gifted means exhibiting outstanding intellect, ability, or creative talent.
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.
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.
California	N/A
Colorado	<p>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:</p> <ul style="list-style-type: none"> • General or specific intellectual ability • Specific academic aptitude • Creative or productive thinking • Leadership abilities • Visual arts, performing arts, musical or psychomotor abilities
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>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	State Definitions
Delaware	<p>Delaware's Definition of Giftedness (Currently under Revision) The definition of a gifted child in Delaware (Title 14, Delaware Code, 1975, 1993) was developed for the purposes of federal education programs and is still the most universally accepted.</p> <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.</p> <p>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> <ol style="list-style-type: none"> 1. general intellectual ability 2. specific academic aptitude 3. creative productive thinking 4. leadership ability 5. visual and performing arts 6. psychomotor ability 7. (Marland 1971, 2)
Florida	Florida defines gifted students as students who have superior intellectual development and are capable of high performance.
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).
Hawaii	N/A
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.
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.
Indiana	<p>High ability student means a student who:</p> <ol style="list-style-type: none"> (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 (2) is characterized by exceptional gifts, talents, motivation, or interests. <p>Domain includes the following areas of aptitude and talent:</p> <ol style="list-style-type: none"> (1) General intellectual. (2) General creative. (3) Specific academic. (4) Technical and practical arts. (5) Visual and performing arts. (6) Interpersonal.
Iowa	<ol style="list-style-type: none"> 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. 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: <ol style="list-style-type: none"> a. General intellectual ability. b. Creative thinking. c. Leadership ability. d. Visual and performing arts ability. e. Specific ability aptitude.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	State Definitions
Kansas	<p>Gifted and talented programs means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas:</p> <ul style="list-style-type: none"> (i) general intellectual ability; (ii) specific academic aptitude; and (iii) creative or productive thinking.
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.
Louisiana	Gifted children and youth are students who demonstrate abilities that give evidence of high performance in academic and intellectual aptitude.
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:</p> <ol style="list-style-type: none"> 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>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>
Maryland	<p>Gifted and talented student means an elementary or secondary student who is identified by professionally qualified individuals as:</p> <ul style="list-style-type: none"> (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.
Massachusetts	N/A
Michigan	N/A
Minnesota	<p>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.</p>
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>
Missouri	Gifted children - children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade-level curriculum.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	State Definitions
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.
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.
Nevada	<p>Gifted and talented means a person who possesses or demonstrates outstanding ability in one or more of the following:</p> <ol style="list-style-type: none"> 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.
New Hampshire	Gifted and Talented Student means a student identified as having unique academic, artistic, or athletic potential according to assessments selected and administered locally.
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.
New Mexico	"Gifted student" means a person between the ages of five and 21 whose abilities, talents, or potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs.
New York	The term gifted pupils means those pupils who show evidence of high performance capability and exceptional potential in areas such as general intellectual ability, special academic aptitude and outstanding ability in visual and performing arts. Such definition shall include those pupils who require educational programs or services beyond those normally provided by the regular school program in order to realize their full potential.
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.
North Dakota	Student who is gifted means an individual who is identified by qualified professionals as being capable of high performance and who needs educational programs and services beyond those normally provided in a regular education program.
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.
Oklahoma	<p>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:</p> <ol style="list-style-type: none"> a. creative thinking ability, b. leadership ability, c. visual performing arts ability, and d. specific academic ability.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

State Definitions

Oregon	<p>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:</p> <p>(a) General intellectual ability as commonly measured by measures of intelligence and aptitude.</p> <p>(b) Unusual academic ability in one or more academic areas.</p> <p>(c) Creative ability in using original or nontraditional methods in thinking and producing.</p> <p>(d) Leadership ability in motivating the performance of others either in educational or noneducational settings.</p> <p>(e) Ability in the visual or performing arts, such as dance, music or art.</p>
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.
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.
South Carolina	<p>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.</p> <p>2. Gifted and talented abilities for these regulations include</p> <p>(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.</p> <p>(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).</p>
South Dakota	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.
Texas	<p>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:</p> <p>(1) exhibits high performance capability in an intellectual, creative, or artistic area;</p> <p>(2) possesses an unusual capacity for leadership; or</p> <p>(3) excels in a specific academic field.</p>
Utah	<p>Gifted and talented programs means programs to identify, through multiple assessment instruments, and serve students with outstanding abilities in the following areas:</p> <p>(i) general intellectual ability;</p> <p>(ii) specific academic aptitude; and</p> <p>(iii) creative or productive thinking.</p>
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.
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.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	State Definitions
Washington	<p>*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.</p> <p>*Note. This is the definition used by Washington during the 2020-2022 SotS survey. At the time of this survey's data collection, Washington was in the process of revising its definition.</p>
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.
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.
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.
Department of Defense	In 1993, the United States Department of Education defined gifted learners as children and youth with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
District of Columbia	N/A

Table 5. Requirements Regarding State Definition of Gifted

	Q16: If your state has a definition of gifted in law or rule, has the definition changed since the 2022-2023 school year?	Q17: Are LEAs required to follow the state definition of gifted?
Alabama	No	Yes
Alaska	No	Yes
Arizona	No	Yes
Arkansas	No	Yes
California	No	No
Colorado	No	Yes
Connecticut	No	Yes
Delaware	No	Yes
Florida	No	Yes
Georgia	No	Yes
Hawaii		
Idaho	No	Yes
Illinois	No	Yes
Indiana	No	Yes
Iowa	No	Yes
Kansas	No	Yes
Kentucky	No	Yes
Louisiana	No	Yes
Maine	Yes	Yes
Maryland	No	No
Massachusetts		
Michigan	No	No

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q16: If your state has a definition of gifted in law or rule, has the definition changed since the 2022-2023 school year?	Q17: Are LEAs required to follow the state definition of gifted?
Minnesota	No	No
Mississippi	No	Yes
Missouri	No	Yes
Montana	No	Yes
Nebraska	Yes	No
Nevada	No	No
New Hampshire	No	Yes
New Jersey	No	Yes
New Mexico	Yes	Yes
North Carolina	No	Yes
North Dakota	No	No
Oklahoma	No	Yes
Oregon	No	Yes
Pennsylvania	No	Yes
Rhode Island	No	Yes
South Carolina	No	Yes
South Dakota		
Tennessee	No	Yes
Texas	Yes	Yes
Utah	No	No
Vermont	No	Yes
Virginia	No	Yes
Washington	Yes	Yes
West Virginia	No	Yes
Wisconsin	No	Yes
Wyoming	No	Yes
Department of Defense Education Activity	No	Yes
Washington, DC		
Summary n=46	Yes = 5; No = 41	Yes = 38; No = 8

Note: Hawaii, Massachusetts, South Dakota, and Washington, DC, did not respond.

Table 6. State Requirements for Identification of Gifted Students

	Q19: Does your state require by law or rule the identification of gifted and talented students?	Q20: Please provide a URL to the law or rule for identification in your state.
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	No	
Arizona	Yes	https://www.azleg.gov/viewdocument?docName=https://www.azleg.gov/ars/15/00779-02.htm
Arkansas	Yes	https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/identification
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/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf
Hawaii	No	
Idaho	Yes	IDAPA code: 08.02.03.171. https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	Yes	https://www.isbe.net/Documents/Accelerated_Placement_Act_Guidance.pdf
Indiana	Yes	https://regulations.justia.com/states/indiana/title-511/article-6/rule-9-1/section-2/
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/281.59.pdf
Kansas	Yes	https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-7
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Yes	Bulletin 1508, Pupil Appraisal Handbook, Chapter 9. Gifted and Talented
Maine	Yes	https://www.maine.gov/sos/cec/rules/05/chaps05.htm ; districts are able to request a waiver
Maryland	Yes	https://www.marylandpublicschools.org/programs/Documents/Gifted-Talented/COMAR_13A0407_GT_Education.pdf
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	Yes	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf
Missouri	No	
Montana	Yes	https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0040/0200-0070-0090-0040.html
Nebraska	Yes	https://www.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	No	
New Hampshire	No	
New Jersey	Yes	https://www.nj.gov/education/standards/gifted/legislation.shtml
New Mexico	Yes	https://www.srca.nm.gov/nmac/nmregister/xxxiv/6.31.3.pdf
North Carolina	Yes	https://www.ncleg.gov/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115C/Article_9B.pdf
North Dakota	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q19: Does your state require by law or rule the identification of gifted and talented students?	Q20: Please provide a URL to the law or rule for identification in your state.
Oklahoma	Yes	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91282
Oregon	Yes	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785
Pennsylvania	Yes	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.21.html&d=reduce
Rhode Island	No	
South Carolina	Yes	https://www.scstatehouse.gov/code/t59c029.php
South Dakota	No	
Tennessee	Yes	https://publications.tnsosfiles.com/rules/0520/0520-01/0520-01-09.20230406.pdf
Texas	Yes	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch089a.pdf
Utah	No	
Vermont	No	
Virginia	Yes	https://www.doe.virginia.gov/home/showpublisheddocument/2314/637950367189030000
Washington	Yes	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.020&pdf=true
West Virginia	Yes	https://code.wvlegislature.gov/18-20-1/ AND https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D55985%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	Yes	https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=572ded0e-2e50-436a-acdb-e7b05f9fa124&config=00JABmMTEzODA5Zi0wOWExLTQ3NTAtOThmNy0xYjc5ZjUwYzRkZmIKAFBvZENhdGFsb2f3sjqEYfYX7EMD8yWYBYCu%2Fpddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3Acontentitem%3A652K-G333-CH1B-T2KG-00008-00&pdcontentcomponentid=234174&pdteaserkey=sr0&pditab=allpods&ecomp=6s65kkl&earg=sr0&prid=4756e958-a222-4906-8871-681ac605cd4c
Department of Defense Education Activity	Yes	https://www.dodea.edu/education/student-services/advanced-academic-program-and-services/identification
Washington, DC	No	
Summary n=50	Yes = 35; No = 15	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 7. Requirements for Specific Criteria/Methods for Identification

	Q21: Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?	Q31: Please provide the URL/link to the law or rule mandating specific criteria/methods for identification.
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	No	
Arizona	No	
Arkansas	Yes	https://dese.ade.arkansas.gov/Files/20201223145241_2009_GT_Revised_Program_Approval_Standards.pdf
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/bodyofevidence
Connecticut	No	
Delaware	No	
Florida	Yes	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019
Georgia	Yes	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf
Hawaii	No	
Idaho	Yes	IDAPA Code 08.02.03.171. https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	No	
Indiana	Yes	https://regulations.justia.com/states/indiana/title-511/article-6/rule-9-1/section-2/
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/281.59.pdf
Kansas	No	
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Yes	Pages 24 and 25 of the Pupil Appraisal Handbook (https://www.doe.la.gov/media/qknk551n/28v101.doc) lists the rules mandating the criteria for the identification of gifted student and talented students in art, music and theatre
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	Yes	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf
Missouri	Yes	https://dese.mo.gov/media/pdf/gifted-education-program-guidelines-0
Montana	No	
Nebraska	No	
Nevada	Yes	
New Hampshire	No	
New Jersey	No	
New Mexico	Yes	https://www.srca.nm.gov/nmac/nmregister/xxxiv/6.31.3.pdf
North Carolina	No	
North Dakota	No	
Oklahoma	Yes	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91282
Oregon	Yes	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=287785

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q21: Are LEAs in your state required to use specific criteria/methods for identification of gifted and talented students?	Q31: Please provide the URL/link to the law or rule mandating specific criteria/methods for identification.
Pennsylvania	Yes	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.21.html&d=reduce
Rhode Island	No	
South Carolina	Yes	https://ed.sc.gov/index.cfm?LinkServID=5FD381E6-C221-0449-5E1C5EE985A2F0F8
South Dakota	No	
Tennessee	Yes	https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_intellect_gift.pdf
Texas	No	
Utah	No	
Vermont	No	
Virginia	Yes	https://www.doe.virginia.gov/home/showpublisheddocument/2314/637950367189030000
Washington	Yes	https://app.leg.wa.gov/RCW/default.aspx?cite=28A.185.020&pdf=true
West Virginia	Yes	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D55985%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	No	
Department of Defense Education Activity	Yes	https://dodea.widen.net/content/7418dd6f-92a5-4bd1-9f9b-f93ed7fdd6ef/webp/AAPS-Implementation-Guide-2019-for-DoDEA-website.pdf
Washington, DC	No	
Summary n=50	Yes = 24; No = 26	

Table 8. Criteria/Methods Required for Identification

	Q22: What criteria or methods for identification are required?
Alabama	LEAs must conduct a Second Grade Child Find and administer a universal screener. Standard referrals may be accepted at any time. Multiple criteria including performance indicators (e.g., products, work samples), a characteristics checklist, and aptitude assessments.
Arkansas	At least two objective and two subjective measures, one of which must assess creativity, with no single criterion or cut-off score used to include or exclude a student
Colorado	<p>Identification Procedures 12.02(2)(c)</p> <p>The program plan shall describe the assessment process used by the AU for identifying students who meet the definition specified in section 12.01(16) and for identifying the educational needs of gifted students. The assessment process shall recognize a student's exceptional abilities or potential, interests, and needs in order to guide student instruction and individualized planning and programming. In traditionally underrepresented student groups and visual/music/performing arts student groups or talent pools, identification may require the collection of student information over time, using additional data points from a response to intervention approach, or additional assessment. The AU identification procedures shall include, but need not be limited to:</p> <p>12.02(2)(c)(i) A method(s) to ensure equal and equitable access for all students. The program plan shall describe the efforts that the AU will make to identify gifted students from all populations, including preschool (if applicable) through twelfth grade students, minority students, economically diverse students, culturally diverse students, students with limited English proficiency and children with disabilities;</p> <p>12.02(2)(c)(ii) Referral procedures that seek referrals from a variety of sources, and screening procedures used for conducting identification assessment. Every AU is strongly encouraged to include optional universal screening in identification procedures;</p>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q22: What criteria or methods for identification are required?**Colorado
(continued)**

12.02(2)(c)(iii) A time line of no more than 30 school days after a referral to determine whether a student will continue with formal identification assessment, or will receive talent pool designation;

12.02(2)(c)(iv) Implementation of assessments that align with the purpose of identifying exceptionality in the categories of giftedness, and in traditionally underrepresented populations. The AU may choose local assessment tools from the Department's chart of common and varied assessment tools used in identification;

12.02(2)(c)(v) Collection of data for a body of evidence that includes, but is not limited to: assessment results from multiple sources and multiple types of data (i.e. qualitative and quantitative data about achievement, cognitive ability, performance, parent and teacher input, motivation and observations of gifted characteristics/behaviors). The body of evidence contains data to identify the strength area defined in the definition of gifted children and determine appropriate programming services. These same categories are used in data collection and for developing the ALP;

12.02(2)(c)(vi) A review team procedure; and that includes at least one person trained or endorsed in gifted identification and programming;

12.02(2)(c)(vii) A review team procedure for determining identification or a talent pool designation from a body of evidence and for developing individualized ALPs for identified students. When only cognitive ability assessment data meets criteria in a body of evidence, the review team may determine that the student is identified with general or specific intellectual ability. This identification meets the condition of portability.

12.02(2)(c)(viii) A determination letter for parents and school files describing the decision of the review team, and area(s) of giftedness if the student is found to have exceptional abilities; and

12.02(2)(c)(ix) A communication procedure by which parents are made aware of the identification assessment process for their student, understand the results of the determination, and engage in the development and review of the student's ALP.

Criteria for Determining Exceptional Ability (Giftedness) or Talent Pool 12.02(2)(d)

12.02(2)(d)(i) For each category of giftedness defined in 12.01(16), criteria for exceptional ability means: 95 percentile or above on a standardized nationally normed test or observation tool, or a rating on a performance assessment that indicates exceptionality/distinguished compared to age mates.

12.02(2)(d)(ii) Not meeting criteria on a single assessment tool shall not prevent further data collection or consideration for identification, if other indicators suggest exceptional potential as observed in a body of evidence.

12.02(2)(d)(iii) Criteria for screening assessments is a score range less than the 95 percentile ranking or results on observation/performance assessment tools as determined by the AU to determine referrals, further data collection and observation, and/or formation of student talent pools.

Florida

Determined by the LEA

Georgia

In option A and B, information must be gathered in each of the four categories.

At least one of the criteria must be met by a score on a GaDOE-approved, nationally norm-referenced test.

Any data used to establish eligibility in one category cannot be used to establish eligibility in another category.

If a rating scale is used to evaluate creativity, a rating scale cannot be used to evaluate motivation. If a rating scale is used to evaluate motivation, a rating scale cannot be used to evaluate creativity.

Any piece of information used to establish eligibility must be current within two years.

Local school systems must establish policies regarding the use of data gathered and analyzed by private entities.

Category

Option A

Student must have a qualifying score in the mental ability AND achievement categories.

Mental Ability: Grades K-2: 99th percentile composite score on a nationally age normed mental ability test; Grades 3-12: ≥96th percentile composite score on a nationally age-normed mental ability test

Achievement: Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test

Creativity: Evaluation data required

Motivation: Evaluation data required

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q22: What criteria or methods for identification are required?	
Georgia (continued)	<p>Option B</p> <p>Student must qualify in three of the four categories.</p> <p>Mental Ability:</p> <p>Grades K- 12: ≥ 96th percentile composite OR appropriate component score on a nationally age-normed mental ability test</p> <p>Achievement:</p> <p>Grades K-12: ≥ 90th percentile Total Reading, Total Math, or Complete Battery on a nationally normed achievement test</p> <p>Grades K – 12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</p> <p>Creativity:</p> <p>Grades K-12: ≥ 90th percentile on composite score on a nationally normed creativity test</p> <p>Grades K-12: Rating scales used to qualify student creativity must equate to the 90th percentile</p> <p>Grades K-12: Superior product/performance with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</p> <p>Motivation:</p> <p>Grades 6-12: Two-year average of a 3.5 GPA on a 4.0 scale in regular core subject of mathematics, ELA, social studies, science, and full year world languages. (See pg. 36 for additional information)</p> <p>Grades K-12: Rating scales used to qualify student motivation must equate to the 90th percentile</p> <p>Grades K – 12: Superior product/performance/structured observation with a score ≥ 90 on a scale of 1-100, as evaluated by a panel of three or more qualified evaluators</p>
Idaho	<p>Screening: The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-07) b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-07)</p> <p>Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-30-07) a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-30-07) b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (330-07) c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-30-07)</p>
Indiana	Students must be administered a multifaceted identification process to include both ability and achievement measures in grades K, 2, and 5 in addition to qualitative measures. Students may qualify for high ability programming through either ability or achievement scores. Criteria for identification are set locally based on demographics and resources.
Iowa	The state requires that multiple measures of criteria are used to determine placement in a gifted and talented program, with no single criteria eliminating a student from participation. These measures must include both subjective and objective data. Districts have local control over the specific assessments and identification processes used.
Kentucky	<p>* Primary Talent Pool selection grades K through 3</p> <p>* Formal identification grades 4 through 12</p> <p>* Multiple criteria</p> <p>* Continuous assessment</p> <p>* Equal access to screening and identification</p>
Louisiana	<p>Specific criteria for identification of gifted or as talented in visual arts, music or theater is defined in Bulletin 1508, Pupil Appraisal Handbook, Chapter 9.</p> <p>Gifted and Talented</p>
Mississippi	<p>https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf</p> <p>Pages 10-37</p>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q22: What criteria or methods for identification are required?

Missouri	<p>The student selection process must consist of at least two (2) stages: 1. Universal Screening 2. Further Evaluation</p> <p>Following screening, the school system may determine criteria which would be appropriate for the academic or fine arts service(s) provided, the grade levels to be served, and the background and needs of students. After gathering data in all four areas (General Mental Ability, Academic Ability, Creativity/Reasoning/Problem Solving, and Other Evidence of gifts and talents, the school system MUST use at least three of the four areas below to place a child in gifted services. It is expected that the use of tests and scales may differ within school systems as well as between districts.</p>
Nevada	<p>There is a state approved rubric for identification.</p> <p>They need to have 150 minutes of instruction by a gifted certified teacher.</p>
New Mexico	<p>https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/Gifted-TAM-2023.pdf</p> <p>We have outlined a soft 95% for our six areas of gifted. We require a body of evidence that includes quantitative and qualitative evidence to support the identification of students. We also encourage the use of local norms and culturally-responsive definitions of leadership and artistic ability to meet the needs of our student populations.</p>
Oklahoma	<p>Students who score in the top 3% on any nationally standardized test of intellectual ability, OR multi-criteria evaluation in areas such as creative thinking, leadership ability, visual and performing arts ability, and specific academic ability. Multi-criteria identification methods can be determined by the LEA.</p>
Oregon	<p>Preponderance of evidence, both qualitative and quantitative. What LEAs use for qualitative and quantitative evidence may vary (based on local control). LEAs may also set their threshold for identification (cut score/percentile). Intellectually gifted students must have an abilities test score included in their eligibility case study.</p>
Pennsylvania	<p>___ § 16.21. General.</p> <p>(a) Each school district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction.</p> <p>(b) Each school district shall conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities shall be designed to reach parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities shall be conducted annually and include providing information in local newspapers, other media, student handbooks and on the school district web site.</p> <p>(c) Each school district shall determine the student's needs through a screening and evaluation process which meets the requirements of this chapter.</p> <p>(d) Each school district shall establish procedures to determine whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in this chapter and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist.</p> <p>(e) Multiple criteria indicating gifted ability include:</p> <p>(1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.</p> <p>(2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.</p> <p>(3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.</p> <p>(4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.</p> <p>(5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.</p>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q22: What criteria or methods for identification are required?

South Carolina	The following criteria organized by dimensions shall be used in the screening/referral/assessment processes of identification: (1) Dimension A: Reasoning Abilities - These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three. a) Individual aptitude test (full-scale or component score) b) Group aptitude test (composite, verbal, or nonverbal scores) (2) Dimension B: High Achievement in Reading and/or Mathematical Areas - These students demonstrate high achievement (94th national percentile and above or meet criteria set forth by the SCDE) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments. (3) Dimension C: Intellectual/Academic Performance - These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through a) Evidence of commitment in academic disciplines through grades for placement in grades six through twelve; the standard is 3.75 points on a 4.0 scale; or b) Assessments of performance on Performance Task Assessment for placement in grades three through six.
Tennessee	https://www.tn.gov/content/dam/tn/education/special-education/eligibility/se_eligibility_intellect_gift.pdf
Virginia	<ul style="list-style-type: none"> -Assessment of appropriate student products, performance, or portfolio -Record of observation of in-class behavior -Appropriate rating scales, checklists, or questionnaires -Individual interview -Individually administered or group-administered, nationally norm-referenced aptitude or achievement tests -Record of previous accomplishments -Additional valid and reliable measures or procedures <p>A minimum of three from the list above is required; a nationally norm-referenced assessment is required.</p>
Washington	Universal Screening is required at two grade spans (K-2 and 3-6). Consider multiple data points; no single score can eliminate a student from identification. Use local norms. Assess in native language (if possible) or use non-verbal tool. Subjective data can only support, not eliminate a student.
West Virginia	<ol style="list-style-type: none"> 1. General Intellectual Ability 97%tile Full Scale or General Ability Index. 2. Academic Achievement 90%tile in at least one of the four core curriculum areas. 3. Need for specially designed instruction.
Wisconsin	There are requirements in rule about the creation of a pupil profile via the identification process, but LEAs have flexibility about what assessments are used, how the profile is built, etc. The criteria/methods are outlined in both statute and administrative code. From ss. 118.35(1), identification applies to students who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. From PI 8.01(2)(t)2 the LEA must identify in all five domains, must do so in grades K-12, and "the identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats."
Department of Defense Education Activity	CogAT Screener for 2nd grade (and eventually all 6th grade) students. Full battery CogAT for students who are referred. Parent Perspective (Questionnaire). TABs (for Teacher observations) Student Interview, Student Work Samples, Achievement data. Cut off scores are NEVER used to exclude students. We use guidelines to provide recommendation for services (no labeling of students)

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, it is not reported in the table.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 9. Modifications to Criteria/Methods Used for Identification

	Q23: Are LEAs allowed to modify or alter the criteria or methods in any way?	Q24: Does the state collect data from districts on those modifications?	Q25: What data does the state collect?
Alabama	Yes	Yes	Referral Data (i.e., assessments, timelines, products, type of referral), Second Grade Child Find Data, gifted enrollment data For clarification, the LEAs may elect to screen students with a state approved screening score. Some Enrichment model systems identify students for Enrichment programs with an approved alternate matrix of identification. Multiple criteria must still be used.
Arkansas	Yes	No	
Colorado	Yes	Yes	Our department collects a Comprehensive Program Plan every 5 years in which all Administrative Units must report how they meet the identification procedures as well as all other required components of state statute and rule. We also monitor Administrative Unit implementation on a 5 year cycle. Additionally, Administrative Units are responsible for developing Annual Plans which set yearly goals for improvement of systems including but not limited to identification.
Florida	Yes	Yes	District Gifted Plans
Georgia	No		
Idaho	Yes	Yes	We don't tell LEA's how to screen or what assessments to use. However, they have to submit a 3 Year Plan explaining how they screen, assess, and serve.
Indiana	Yes	Yes	School corporations must annually submit information regarding their identification measures and cut scores as part of the required High Ability Program plan. This information is submitted as part of the grant application process.
Iowa	Yes	Yes	The state asks for the identification criteria and procedures used by the district for each grade level K-12
Kentucky	Yes	Yes	Through monitoring the State collects methods and assessments for screening and identification.
Louisiana	No		
Mississippi	Yes	Yes	Districts are required to provide student names, teacher names, grades, test names, survey names, testing matrices, special considerations checklists, testing protocols, etc. for state approval.
Missouri	Yes	Yes	https://dese.mo.gov/media/pdf/gifted-education-program-guidelines-0
Nevada	No		
New Mexico	Yes	Yes	https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/Gifted-TAM-2023.pdf See Appendix G.
Oklahoma	Yes	Yes	The state collects the methods of identification that are used, which nationally standardized test of ability was used, and how multi-criteria ID is evaluated.
Oregon	Yes	No	
Pennsylvania	Yes	Yes	Districts are required to describe their screening and evaluation process in a Gifted Assurances Plan that is a state Report filed every 6 years within a Comprehensive Plan required every three years. Additionally, the screening and evaluation process is reviewed within the monitoring system.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q23: Are LEAs allowed to modify or alter the criteria or methods in any way?	Q24: Does the state collect data from districts on those modifications?	Q25: What data does the state collect?
South Carolina	No		
Tennessee	Yes	No	
Virginia	Yes	No	
Washington	Yes	Yes	LEAs report their policies and procedures, as well as tools used for identification at all grade levels.
West Virginia	Yes	No	
Wisconsin	No		
Department of Defense Education Activity	No		
Summary	Yes = 18; No = 6 n=24	Yes = 13; No = 5 n=18	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, it is not reported in the table.

Table 10. Measures Used for Identification

	Q30: Please list the measures your state uses for identification of gifted and talented students.
Alabama	Aptitude, performance indicators, characteristics rating scale, creativity assessment. Achievement may be used but is not required.
Arkansas	At least two objective measures and two subjective measures, one of which must assess creativity
Colorado	Colorado does not designate or limit what measures are used to develop a body of evidence for identification as long as it aligns to state criteria.
Florida	Districts may use Plan a or Plan b included in Rule 6A-6.03019, Florida Administrative Code. Plan b is submitted in addition to Plan a.
Georgia	The state provides an approved list of assessments, but there is local control as to which assessments are used.
Idaho	Must include multiple criteria both formal and informal and from multiple sources.
Indiana	Ability measures, such as CogAt Achievement measures, such as NWEA Qualitative measures, such as the KOI We have a list of approved measures that is available to all corporations and the public.
Iowa	The state requires that multiple measures of criteria are used to determine placement in a gifted and talented program, with no single criteria eliminating a student from participation. These measures must include both subjective and objective data. Districts have local control over the specific assessments and identification processes used.
Kentucky	* Assessments * Observations * Anecdotal evidence * Behavior checklist * Portfolios * Auditions * Recommendations * Continuous assessment
Louisiana	Each student referred for a gifted evaluation is administered an intelligence test and academic achievement tests in reading and in math. A gifted classification is attained based on an intelligence score 2.5 or 3 standard deviations above the norm or through a combination of matrix points determined by standard scores on an intelligence test and reading and math achievement tests. Students earn classifications of talented visual arts, talented music and talented theatre after successfully attaining established thresholds on a written test and drawing sample for visual arts, on individual interviews, auditions and performances for music and theatre. Bulletin 1508 defines the measures to be implemented.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q30: Please list the measures your state uses for identification of gifted and talented students.

Mississippi	<p>SPECIAL CONSIDERATIONS FOR GIFTED IDENTIFICATION CHECKLIST</p> <p>The Special Considerations for Gifted Identification Checklist (Appendix B) makes provisions for certain factors that exist that may require special considerations when inappropriate instruments are used during the assessment process. All students should be considered when using the Special Considerations for Gifted Identification Checklist. These students shall be given special consideration(s) during the gifted identification process.</p> <p>IDENTIFICATION PROCESS 1: MASS SCREENING</p> <p>Stage 1: Mass Screening</p> <p>This process requires all Mississippi districts to screen all students in at least one grade level each year. Districts shall use a normed group measure of intelligence in the Mass Screening Referral Process. This process assists in identifying students in underrepresented populations. Students who obtain a full-scale score at or above the 90th percentile on the normed group measure of intelligence shall move forward in the referral process. Any student who does not meet the minimum acceptable criteria (score in the 90th percentile) on the normed group measure of intelligence during the Mass Screening Referral Process and does not qualify for the Special Considerations for Gifted identification criteria, can be referred by anyone for the Individual Referral for Screening Process. The individually referred student shall not be excluded from the referral process by performance on the normed group measure of intelligence administered during the Mass Screening Referral Process. Students with special considerations for gifted assessment, who scored at or above the 84th percentile but lower than the 90th percentile on the normed group measure shall move forward in the gifted identification process.</p> <p>Stage 2: Data Collection</p> <p>The next step in the process will consist of the collection of substantiated student data obtained through the use of other objective and subjective measures. District personnel shall make decisions as to which measures will be used during this step of the Mass Screening Referral Process. A student shall satisfy TWO of the following referral criteria (with a total of THREE) before moving forward to the LSC Review of Referral Data Stage:</p> <ul style="list-style-type: none"> • A score at or above the superior range on a normed, published characteristics of giftedness checklist • A score at or above the superior range on a normed, published measure of creativity • A score at or above the superior range on a normed, published measure of leadership • A score at or above the 90th percentile on total language, total math, total reading, total science, total social studies, or the composite on a normed achievement test • A score at or above the 90th percentile on a normed measure of cognitive ability • A score at or above the 90th percentile on an existing measure of individual intelligence that has been administered within the past twelve months • Other measures that are documented in the research on the identification of intellectually gifted students <p>Students with special considerations for gifted assessment who scored at or above the 84th percentile but lower than the 90th percentile on the preceding criteria shall move forward in the gifted identification process.</p>
Missouri	<ol style="list-style-type: none"> 1. General Mental Ability 2. Academic Ability 3. Creativity, Reasoning, and/or Problem Solving 4. Other Evidence of Gifts and Talents <p>Districts choose the instruments they will use but our guidelines provide a list of “frequently used tests.”</p>
Nevada	<p>Determined by the LEA. Must be a national normed standardized assessment. This must be cognitive. There must also be an achievement assessment.</p> <p>There are optional measures– “other considerations.” There are 7 considerations that can help a student qualify. These only apply to students who are “underidentified populations”--FRL, ELL, homelessness and foster care, anyone who is 504 or IEP eligible.</p> <p>Students can also gain points for a parent recommendation or teacher recommendation.</p>
New Mexico	https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/Gifted-TAM-2023.pdf
Oklahoma	<p>97th percentile (composite score) on a nationally standardized test of intellectual ability. Multi-criteria measures are locally controlled by each district.</p>
Oregon	<p>Qualitative and quantitative data set at local level (percentile and thresholds)</p>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q30: Please list the measures your state uses for identification of gifted and talented students.

Pennsylvania	<p>Cognitive Assessments (WISC-V, Stanford-Binet, Reynolds, Woodcock -Johnson, Kaufman, WIPSSI etc.– Must be a nationally normed 1:1 psychometric given by a certified school psychologist.</p> <p>Academic Achievement (WIAT, KETA, Stanford-Binet, etc.) Must be a nationally normed 1:1 psychometric given by a certified school psychologist.</p> <p>Masking Factors of underrepresented subgroups Culturally Diverse, Linguistically Diverse, Disability, Socio-Economic Disadvantaged</p> <p>Districts have local authority to determine the assessment tools therefore the list above is merely a sampling of the frequently used tools.</p>
South Carolina	<p>Aptitude Assessment</p> <p>Achievement Assessment</p> <p>Performance Assessment</p>
Tennessee	No response
Virginia	<p>-Assessment of appropriate student products, performance, or portfolio</p> <p>-Record of observation of in-class behavior</p> <p>-Appropriate rating scales, checklists, or questionnaires</p> <p>-Individual interview</p> <p>-Individually administered or group-administered, nationally norm-referenced aptitude or achievement tests</p> <p>-Record of previous accomplishments</p> <p>-Additional valid and reliable measures or procedures</p> <p>A minimum of three from the list above is required; a nationally norm-referenced assessment is required.</p>
Washington	LEAs are directed to review at least two objective data points to determine eligibility for service. (Many LEAs use more than two.)
West Virginia	<p>1. General Intellectual Ability 97%tile Full Scale or General Ability Index.</p> <p>2. Academic Achievement 90%tile in at least one of the four core curriculum areas.</p> <p>3. Need for specially designed instruction.</p>
Wisconsin	Any measures are outlined in state statute 118.35 and administrative code PI 8.01 (2)(t)2.
Department of Defense Education Activity	Cognitive Abilities Test; DoDEA Achievement test data; Parent Perspective (Questionnaire); TABs (for observations); Student Interview; Student Work Samples; Record of Differentiation; Other achievement data as needed

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 11. Data Collected by States Without Specific Identification Criteria Requirements

	Q26: Does the state collect data regarding the specific criteria/ methods for identification of gifted and talented students used by LEAs?	Q27: What data does the state collect regarding the specific criteria/ methods for identification of gifted and talented students used by LEAs?
Alaska	No	
Arizona	Yes	The state collects Gifted Scope and Sequence plans for each LEA outlining which of the State Board Approved tests the LEA chooses to use and the minimum threshold for participation in the gifted program if less than the state required threshold of 97th percentile or higher.
California	No	
Connecticut	No	
Delaware	No	
Hawaii	Yes	Demographics, matrix with screening identification tools listed, input into statewide data system.
Illinois	No	
Kansas	No	
Maine	No	
Maryland	Yes	Through our ESSA Plan, LEAs must provide information regarding the tools used for identification and ensure they are a part of an equitable process.
Massachusetts	No	
Michigan	No	
Minnesota	No	
Montana	No	
Nebraska	Yes	The state collects a High Ability Learner plan from districts who apply for funding. The plan includes their identification procedures.
New Hampshire	No	
New Jersey	Yes	LEAs are required to include their identification policy and procedures in their Gifted and Talented Education Service Report.
North Carolina	Yes	SBE policy (ACIG-000) dictates that identification criteria/methods must be outlined in the Local AIG Plan. Specific measures are determined by the LEA.
North Dakota	No	
Rhode Island	No	
South Dakota	No	
Texas	No	
Utah	Yes	This information is provided as a part of the grant funding application process.
Vermont	No	
Wyoming	No	
Washington, DC	No	
Summary n=26	Yes = 7; No = 19	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table 12. State Guidance to LEAs in States Without Specific Identification Criteria Requirements

	Q28: Does the state provide any guidance (e.g., suggestion of best practices) to LEAs in lieu of mandated criteria or methods?	Q29: What is the guidance that the state provides to LEAs?
Alaska	No	
Arizona	No	
California	Yes	Gifted and Talented Education Program Resource Services Guide on the California Association for the Gifted web page. This is archived information regarding guidance for GATE programming when GATE was funded as a categorical program.
Connecticut	Yes	https://portal.ct.gov/-/media/sde/gifted-and-talented/gifted-and-talented-education---guidance.pdf
Delaware	Yes	The Statewide Advisory Council for Programs of the Gifted and Talented puts forth a guidebook to support LEA's creating gifted plans with topics including program design, identification, curriculum and instruction, educators and certified staff, caregivers, and GT plan and program evaluation.
Hawaii	Yes	Guide is available for use in the identification and implementation process.
Illinois	No	
Kansas	Yes	https://www.ksde.org/Portals/0/SES/misc/iep/EligibilityIndicators.pdf Guidance is on pages 19 and 20
Maine	No	
Maryland	Yes	The state provides varied levels of guidance and support to equitably identify and provide services.
Massachusetts	Yes	We developed a Continuum of Services document aligned to MTSS for districts.
Michigan	Yes	https://www.michigan.gov/mde/-/media/Project/Websites/mde/Flexible-Learning-Options/Academic-Acceleration---Gifted-and-Talented/MDE_Academic_Acceleration_Guidance.pdf?rev=2e733a2de3624b31858807ed15e3f291&hash=F9DBF467E833C4BDBDA8CA0E5535D118
Minnesota	Yes	120B.15 GIFTED AND TALENTED STUDENTS PROGRAMS AND SERVICES. (a) School districts may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services. (b) School districts must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services 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.
Minnesota		(c) School districts must adopt procedures for the academic acceleration of gifted and talented students consistent with section 120B.11, subdivision 2, clause (2). 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. (d) School districts must adopt procedures consistent with section 124D.02, subdivision 1, for early admission to kindergarten or first grade of gifted and talented learners consistent with section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to underrepresented groups.
Montana	No	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q28: Does the state provide any guidance (e.g., suggestion of best practices) to LEAs in lieu of mandated criteria or methods?	Q29: What is the guidance that the state provides to LEAs?
Nebraska	Yes	Best practice suggestions
New Hampshire	No	
New Jersey	Yes	The Strengthening Gifted and Talented Education Act requires LEAs to make provisions for an ongoing kindergarten through grade 12 identification process that includes multiple measures to identify a student's strengths in intellectual ability, creativity, or a specific academic area. The identification process must also include consideration of all students, including those who are multilingual learners, and those with Individualized Education Plans or 504 plans. The SEA provides resources and technical assistance to support LEAs in meeting this requirement.
North Carolina	Yes	State Board Policy ACIG-000 NC AIG Program Standards, as well as supporting resource documents
North Dakota	Yes	In June 2021 the state published an updated Best Practices in Gifted Education document: https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/FINAL_ND%20Best%20Practices%20for%20Gifted%20Education.pdf
Rhode Island	No response	
South Dakota	No	
Texas	Yes	Texas State Plan for the Education of Gifted/Talented Students https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf Guidance for Interpreting the Expectations of the State Plan: https://tea.texas.gov/academics/special-student-populations/gifted-and-talented-education/guidance-for-interpreting-the-expectations-of-the-texas-state-plan-for-the-education-of-gifted/talented-students
Utah	No	
Vermont	Yes	Vermont Education Quality Standards: https://education.vermont.gov/documents/state-board-rules-series-2000
Wyoming	No	
Washington, DC	No	
Summary n=25	Yes = 15; No = 10; No response = 1	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table 13. State-Required Universal Screening Process

	Q32: 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
Alabama	•	•	
Alaska			•
Arizona			•
Arkansas			•
California			•
Colorado	•	•	•
Connecticut			•

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q32: 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
Delaware			•
Florida			•
Georgia			•
Hawaii			•
Idaho			•
Illinois			•
Indiana		•	
Iowa			•
Kansas			•
Kentucky	•	•	
Louisiana			•
Maine			•
Maryland	•	•	
Massachusetts			•
Michigan			•
Minnesota			•
Mississippi	•	•	
Missouri		•	
Montana			•
Nebraska			•
Nevada			•
New Hampshire			•
New Jersey			•
New Mexico	•	•	
North Carolina	•	•	
North Dakota			•
Oklahoma			•
Oregon			•
Pennsylvania	•	•	
Rhode Island			•
South Carolina		•	
South Dakota			•
Tennessee			•
Texas			•
Utah			•
Vermont			•
Virginia			•

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q32: 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
Washington	•	•	
West Virginia			•
Wisconsin			•
Wyoming			•
Department of Defense Education Activity	•		
Washington, DC			•
Summary n=50	10	12	38

Table 14. State-Required Universal Screening Process Specifics

	Q35: 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 second graders)?	Q36: Please describe when and with whom the state specifies.
Alabama	Yes	During the second grade year as part of the Second Grade Child Find process which includes classroom lessons, observations, and characteristics ratings.
Indiana	Yes	Students are assessed locally in grades K, 2, and 5.
Kentucky	Yes	Universal screening begins in grade 4 and continuous through grade 12.
Maryland	Yes	A universal screening process shall be used to identify a significant number of students in every school and at least 10 percent in each local school system, as early as possible, but no later than Grade 3. Additional identification shall occur at the 3 – 5 and 6 – 9 grade bands for participation in the programs and services.
Mississippi	Yes	The process requires all Mississippi districts to screen all students in the 1st grade, usually in the spring semester.
Missouri	No	
New Mexico	Yes	Required for all students by the end of 3rd grade. Suggested that screening for all students occur in 2nd grade.
North Carolina	No	
Pennsylvania	No	
South Carolina	Yes	All second graders are screened in October.
Washington	Yes	Universal Screening is required once in two grade spans (K-2 and 3-6).
Department of Defense Education Activity	Yes	All 2nd graders in October with a make-up window in February for students who transferred in after October. We are phasing in a new middle school program. Eventually, all 6th grade students will be screened during the same time period. We use the CogAT Screener for the universal screener. We also use thinkLaw lessons as authentic lessons. These can be used as qualitative data to screen all students at least twice per year.
Summary n=12	Yes = 9; No = 3	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table 15. State-Required Universal Screening Instrument Specifics

	Q37_If a universal screening process is required, does the state specify an instrument(s) to be used?			Q38: Please describe/identify the instrument(s) to be used
	Yes, all LEAs must use the same instrument(s)	Yes, LEAs can choose from a list of approved instruments/assessments	No	
Alabama		•		NNAT3, CogAT, OLSAT, K-BIT2, Slosson are currently listed as approved instruments. The majority of our districts are using the NNAT3 or CogAT. The state provides a list of approved screeners and LEAs choose the instrument they will administer.
Indiana		•		LEAs must administer ability and achievement measures along with qualitative measures. The choice of specific measures is made locally.
Kentucky			•	
Maryland			•	
Mississippi		•		A normed group measure of intelligence
Missouri			•	
New Mexico			•	
North Carolina			•	
Pennsylvania		•	•	
South Carolina	•			All LEA's administer Cog-AT and Iowa to all second graders in October of second grade for identification of GT services beginning in third grade.
Washington			•	
Department of Defense Education Activity	•			Cognitive Abilities Test Screener
Summary:	2	3	7	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table 16. Data Collected by States Without Universal Screening Requirements

	Q33: Does the state collect data on LEAs that do use a universal screening process for referral and/or identification of gifted and talented students?	Q34: What data does the state collect regarding using a universal screening process for referral and/or identification of gifted and talented students?
Alaska	No	
Arizona	Yes	The State provides a No-Cost Universal 2nd Grade screener for LEAs. The State collects date of LEA usage and number of students tested with the aforementioned screener.
Arkansas	No	
California	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q33: Does the state collect data on LEAs that do use a universal screening process for referral and/or identification of gifted and talented students?	Q34: What data does the state collect regarding using a universal screening process for referral and/or identification of gifted and talented students?
Colorado	Yes	We collect budget reports for our Universal Screening Qualified Personnel Grant in which Administrative Units report how many students were tested, which assessments were used, and how many students qualified from universal screening.
Connecticut	No	
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	Yes	All schools enter data into statewide database when GT students have been identified.
Idaho	Yes	The data is collected through the 3 Year Plan on districts who use a universal screener.
Illinois	No	
Iowa	No	
Kansas	No	
Kentucky		
Louisiana	No	
Maine	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	Yes	LEAs are required to include their identification policy and procedures in their Gifted and Talented Education Service Report.
North Dakota	No	
Oklahoma	No	
Oregon	No	
Rhode Island	No	
South Dakota	No	
Tennessee	No	
Texas	No	
Utah	No	
Vermont	No	
Virginia	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Washington, DC	No	
Summary n=38	Yes = 5; No = 33	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

SECTION III: INFORMATION ABOUT THE GIFTED STUDENT POPULATION

Table 17. Student Enrollment by State

	Q41: How many students were enrolled in your state in 2022-2023?				Q42: If applicable, provide any additional information or clarifications	Q43: How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2022-2023? (If data were not collected, please state so.)
	Total Enrollment	Total Public Enrollment	Total Private Enrollment	Total Public Enrollment in traditional public schools (i.e., excluding public charter, closed enrollment schools, etc.)		
Alabama	727,685	727,685		723,826		58,733
Alaska	131,212	131,212	data not collected	data not collected	data not collected	
Arizona	1,125,618			897,000		45,248
Arkansas		476,579			Public charters are included in Arkansas public school data	39,956 (NOTE- this includes public charter school data)
California					I do not have access to this information	
Colorado	882,933	882,933			Our state does not report private enrollment.	64,599
Connecticut	565,953	513,513	52,440	458,353	Some students included in the Total Public Enrollment are outplaced to approved private special education programs. While these students are attending nonpublic organizations, the public school district is fiscally responsible for their education. Total Public Enrollment in traditional public schools only includes those attending local and regional public schools. It does not include public charter schools, endowed academies, CT Technical high schools, etc. Counts provided in Total Private Enrollment are based on aggregate counts submitted by nonpublic organizations in the state. There may be some duplication between these aggregate counts and the Total Public Enrollment counts.	Some students included in the Total Public Enrollment are outplaced to approved private special education programs. While these students are attending nonpublic organizations, the public school district is fiscally responsible for their education. Total Public Enrollment in traditional public schools only includes those attending local and regional public schools. It does not include public charter schools, endowed academies, CT Technical high schools, etc. Counts provided in Total Private Enrollment are based on aggregate counts submitted by nonpublic organizations in the state. There may be some duplication between these aggregate counts and the Total Public Enrollment counts.
Delaware	161,299	141,299	approx. 20,000	117,873	The DDOE does not collect private school enrollment data. This is from a web search.	Specific Data not collected
Florida	287,050					159,652

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q41: How many students were enrolled in your state in 2022-2023?				Q42: If applicable, provide any additional information or clarifications	Q43: How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2022-2023? (If data were not collected, please state so.)
	Total Enrollment	Total Public Enrollment	Total Private Enrollment	Total Public Enrollment in traditional public schools (i.e., excluding public charter, closed enrollment schools, etc.)		
Georgia		1,750,888			We collect information from all our public schools.	183,236
Hawaii		168,634		168,634	I do not have the data for the entire state.	2,758
Idaho		309,891				13,821
Illinois	1,858,774	1.9 million	984	1,857,790	*non public information is self-reported	58,033 (3%)
Indiana	1,163,968	1,036,138	127,830	985,016		129,451
Iowa	518,614	481,713	36,901			38,471
Kansas	510,771	484,068	26,446			10,189
Kentucky	634,424	634,424		634,424		87,613
Louisiana	704,889	683,518	21,371	683,518		27,813
Maine						
Maryland	1,024,841	889,971	134,870	Charter are treated as traditional public	140,599	
Massachusetts	913,735					
Michigan	1,429,895					Data not collected and/or available.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q41: How many students were enrolled in your state in 2022-2023?				Q42: If applicable, provide any additional information or clarifications	Q43: How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2022-2023? (If data were not collected, please state so.)
	Total Enrollment	Total Public Enrollment	Total Private Enrollment	Total Public Enrollment in traditional public schools (i.e., excluding public charter, closed enrollment schools, etc.)		
Minnesota	897,116	870,693	26,423	870,693	Minnesota charter schools are tuition free, independent public schools that are open to and welcome all students, no matter ability or need, and are governed and operated jointly by licensed teachers, parents and community members. Minnesota was the birthplace of the charter movement with the enactment of the nation's first charter school law in 1990. As of October 2021, there were 179 charter schools in operation in the state. This number has increased to 181 in FY 2023. While 71% of charters are located in the greater Twin Cities metropolitan area, there are charters in communities across the state. As of October 1, 2021, there were 65,971 K-12 students, and 596 PreK students enrolled in Minnesota's chartered public schools for a total of 66,567 students or, about 7.8% of the state's PreK-12 public enrollment.	Information is not collected.
Mississippi	25,151	25,151		457,954	We do not monitor or collect data from private schools.	25,151
Missouri	37,464	37,464	N/A	N/A	DESE does not track private enrollment and we do not differentiate between traditional public schools and public charters. The number provided is the number of students identified as gifted. The number of students who were identified as gifted and served in a program was 31,156 students.	37,464
Montana	165,200	149,198	16,002	149,198		6064
Nebraska	328,722	328,722	unknown	unknown		42,734
Nevada						
New Hampshire	184,227	167,357	17,742			Data not collected

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q41: How many students were enrolled in your state in 2022-2023?				Q42: If applicable, provide any additional information or clarifications	Q43: How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2022-2023? (If data were not collected, please state so.)
	Total Enrollment	Total Public Enrollment	Total Private Enrollment	Total Public Enrollment in traditional public schools (i.e., excluding public charter, closed enrollment schools, etc.)		
New Jersey		1,371,921			The public enrollment data includes regular, vocational, alternative, charter, and renaissance schools.	116,838
New Mexico	13,063	13,063		11,466		12,862
North Carolina	1,411,753	1,411,753	Do not collect at SEA	Included in public enrollment	This is the total enrollment for all of North Carolina's public schools.	175,157 students
North Dakota	124,210	115,385	8,825	115,385		Data is not collected.
Oklahoma		701,258		656,840		88,287
Oregon		552,380		552,380	We do not track private school data	33,660
Pennsylvania	1,958,515	1,742,819	215,696	1,512,575		49,413
Rhode Island						
South Carolina	586,320	586,320		586,320		93,241
South Dakota	153,143	138,075	15,068		These are fall 2022 enrollment numbers for the entire K-12 population (not specific to gifted students).	NA - Data not collected
Tennessee	973,983					
Texas	453,686	5,518,432	not collected			453,689
Utah		465,117	NA	NA	These enrollment numbers are specifically for K-8.	Data not collected
Vermont		82,901				
Virginia		1,261,962			Virginia does not collect data on private school enrollment.	180,261
Washington		1,175,101				78,355
West Virginia	142,600			141,775	The enrollment numbers only reflect grades 1st through 8th grade. These are the grade levels that gifted services are provided.	4,259
Wisconsin	822,804	822,804	unknown	822,804	Charter schools are public schools and consequently are counted in the above figures.	No data are collected
Wyoming	90,297	90,297		90,297	We do not collect enrollment data from private schools in the state of Wyoming.	No data is collected on the number of gifted students in our state.
Department of Defense Education Activity	63,750	63,750				

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q41: How many students were enrolled in your state in 2022-2023?				Q42: If applicable, provide any additional information or clarifications	Q43: How many students were identified as gifted and talented in your state (in traditional public schools, e.g., non-charter) in 2022-2023? (If data were not collected, please state so.)
	Total Enrollment	Total Public Enrollment	Total Private Enrollment	Total Public Enrollment in traditional public schools (i.e., excluding public charter, closed enrollment schools, etc.)		
Washington, DC	119,424	96,543	22,881	50,131	Private school enrollment is based on estimates shared by the Office of the Deputy Mayor for Education: https://edscape.dc.gov/page/pop-and-students-private-school-enrollment#:~:text=The%20latest%20American%20Community%20Survey,in%20private%20school%20in%202021 .	Data not collected here

Table 18. Subgroups of Students Identified as Gifted

	Q45: Does your state collect data on subgroups of students identified as gifted and talented?
Alabama	Yes
Alaska	No
Arizona	Yes
Arkansas	Yes
California	No
Colorado	Yes
Connecticut	Yes
Delaware	No
Florida	Yes
Georgia	Yes
Hawaii	Yes
Idaho	No
Illinois	Yes
Indiana	Yes
Iowa	Yes
Kansas	Yes
Kentucky	Yes
Louisiana	Yes
Maine	Yes
Maryland	Yes
Massachusetts	No
Michigan	No
Minnesota	No
Mississippi	No
Missouri	Yes
Montana	Yes
Nebraska	Yes

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q45: Does your state collect data on subgroups of students identified as gifted and talented?

Nevada	No
New Hampshire	No
New Jersey	Yes
New Mexico	Yes
North Carolina	Yes
North Dakota	No
Oklahoma	Yes
Oregon	Yes
Pennsylvania	Yes
Rhode Island	No
South Carolina	Yes
South Dakota	No
Tennessee	Yes
Texas	Yes
Utah	No
Vermont	No
Virginia	Yes
Washington	Yes
West Virginia	Yes
Wisconsin	No
Wyoming	No
Department of Defense Education Activity	
Washington, DC	No
Summary n=49	Yes = 31; No = 18

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 19 (Part 1). Data on Subgroups of Students Identified as Gifted

Reported Demographics: Q46 Of the total gifted student population in 2022-2023, provide the percentage of students identified as gifted and talented from the following sub-groups:

	% Male	% Female	% Non-Binary	% Black or African American	% American Indian or Alaska Native	% Asian	% Native Hawaiian or other Pacific Islander	% Hispanic or Latinx	% White	% 2 or more races	% Other Race or Ethnicity
Alabama	49.62	50.6	0	16.35	1.18	2.94	0.09	6.66		3.11	0
Arizona	57	43		6	4	10	1	29	89	36	
Arkansas	48.31	51.69		12.96	0.40	3.08	0.29	9.59	70.05	13.22	
Colorado	55.80	44.20	Collection of this data just began	1.90	0.30	5.80	0.10	15.40	70.20	6.30	Our state does not collect this data.
Connecticut	50.20	49.60	0.20	6.60	0.20	10.00	0.10	16.20	61.80	5.20	N/A
Florida	50	50		9	0	7	0	32	47	4	
Georgia	49.67	50.33		17.73	0.17	12.13	0.09	9.98	54.65	5.24	
Hawaii	46.60	53.40	N/A	0.90	0.20	43.60	6.60	11.10	17.30	20.40	N/A
Illinois	3	3	6.40	1	2.70	12.90	5.20	1.60	3.30	3.80	N/A
Indiana	52.8	47.2	No data available	6.1	0.1	5.1	0.1	8.5	75.4	4.8	11.1
Iowa	52.8	47	0.14	2.7	0.16	4	0.09	6.4	82.5	4.1	NA
Kansas	59	41	data not gathered	2	less than 1%	8	less than 1%	8	76	6	N/A
Kentucky	49.26	50.74		6.92	0.12	3.7	0.13	5.46	78.86	4.8	
Louisiana	39.10	60.90	not reported	21.30	<1	<1	<1	7.30	61.50	4.20	not reported
Maryland	49.25	50.61	Not Reported	22.96	Less than 5%	15.02	Less than 5%	10.61	44.94	6.1	N/A
Missouri				7.59	0.28	6.31	0.19	5.42	73.91	6.31	
Montana	56.6	43.4	N/A	1.5	5	2.8	0.54	3.5	95.2	4.4	N/A
Nebraska				4	0.60	5		10	77	4	
New Jersey	47.50	52.50	0.10	10.60	0.60	21.40	0.60	22.80	55.50	2.90	
New Mexico	56.1	43.9	N/A	1.6	5.1	3.9	0.2	42.9	42	4.4	N/A
North Carolina	52.02	47.98	Not collected at SEA	9.5	0.59	9	0.09	10.2	65.7	4.9	Not a data field for NC
Oklahoma	51	49	0.005	4	11	4	0.2	14	56	12	
Oregon	54.1	44.7	1.2	1.2	0.3	11.5	0.3	11	66.1	9.6	
Pennsylvania	55.64	44.36	not collected	2.67	0.11	11.39	0.1	4.08	76.42	4.93	not collected
South Carolina	47.25	52.75	NA	12.94	0.2	3.54	0.1	7.57	70.54	5.11	NA
Tennessee	53	47		10.94	0.10	7.74	0.06	6.34	69.24	5.57	
Texas	52	48		6.6	0.3	12.1	0.1	41.5	35.9	3.6	
Virginia	50.90	49	0.10	11.85	0.22	14.61	0.17	11.23	54.19	7.72	
West Virginia	56.1	43.9	NA	1.7	0.1	3.5	0.1	1.3	88.9	4.3	0.1
	n=27	n=27	n=7	n=29	n=29	n=29	n=28	n=29	n=28	n=29	n=15

Note. All numbers listed in percentages. If states provided raw numbers, then percentages were calculated based upon the enrollment numbers of gifted students provided by the state. Totals are not provided for these subgroups because total enrollment varies from state to state.

The following states did not respond: Alaska, California, Delaware, Idaho, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Nevada, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, Vermont, Washington, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 19 (Part 2). Data on Subgroups of Students Identified as Gifted

Reported Demographics: Q46 Of the total gifted student population in 2022-2023, provide the percentage of students identified as gifted and talented from the following sub-groups:

	% English Language Learners	% of GT students who are identified for special education services under the Individuals with Disabilities Education Act or who have a Section 504 plan under the Rehabilitation Act	% Low socioeconomic status (SES) backgrounds
Alabama	1.4	1.78	38.86
Arizona			
Arkansas			46.45
Colorado	1.20	9.50	16.10
Connecticut	0.90	3.2 (does not include Sec 504)	21.00
Florida	12	0	32
Georgia	1		
Hawaii	1.30	4.60	20.10
Illinois	0.50	1.60	1.10
Indiana	No data	11.1	38
Iowa	0.36	1.96	22.25
Kansas	less than 1%	4	data not gathered
Kentucky	1.65	4.25	37.65
Louisiana	<1	8.0% of GT students have a 504 plan under the Rehabilitation Act	40.60
Maryland	Less than 5%	9.07	17.96
Missouri	1.46	2.54	24.33
Montana	0	7.95	20.5
Nebraska			
New Jersey	8.10	4.10	23.90
New Mexico	3.3	8	47.4
North Carolina	0.54	1.7, does not include 504	Do not report
Oklahoma	0.4	2	35
Oregon	<1	4.7	41.1
Pennsylvania	0.11	6.18	15.95
South Carolina	5.98	18.66	34.59
Tennessee	0.25		7.49
Texas			38.7
Virginia			
West Virginia	0.1	6.9	20.2
	n=23	n=22	n=25

Note. All numbers listed in percentages. If states provided raw numbers, then percentages were calculated based upon the enrollment numbers of gifted students provided by the state. Totals are not provided for these subgroups because total enrollment varies from state to state.

The following states did not respond: Alaska, California, Delaware, Idaho, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Nevada, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, Vermont, Washington, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC.

SECTION IV: PROGRAMS AND SERVICES FOR GIFTED STUDENTS

Table 20. State Mandate for Gifted Programming Options/Services

	Q72: Does your state have a law or rule that mandates gifted programming options/services?	Q74: Please provide the URL/link to the law or rule.
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf and https://archive.org/details/alabama-acts-1976_v2/page/n243/mode/2up (pages 950-952)
Alaska	Yes	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	No	
Arkansas		
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/programming ; https://leg.colorado.gov/agencies/office-legislative-legal-services/colorado-revised-statutes ; https://www.coloradosos.gov/CCR/GenerateRulePdf.do?ruleVersionId=10194&fileName=1%20CCR%20301-8
Connecticut	No	
Delaware	No	
Florida	Yes	https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.03019
Georgia	Yes	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.38.pdf
Hawaii	No	
Idaho	Yes	IDAPA Code 08.02.03.171. https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	No	
Indiana	Yes	https://iga.in.gov/laws/2024/ic/titles/20#20-36
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/281.59.pdf
Kansas	Yes	https://www.ksrevisor.org/statutes/chapters/ch72/072_034_0029.html
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	No	
Maine	No	
Maryland	Yes	https://www.marylandpublicschools.org/programs/Documents/Gifted-Talented/COMAR_13A0407_GT_Education.pdf
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	Yes	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf
Missouri	Yes	https://revisor.mo.gov/main/OneSection.aspx?section=162.720
Montana	Yes	https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0010/0200-0070-0090-0010.html#:~:text=(1)%20%22Gifted%20and%20talented,contribution%20to%20self%20and%20society
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	Yes	https://www.srca.nm.gov/nmac/nmregister/xxxiv/6.31.3.pdf

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q72: Does your state have a law or rule that mandates gifted programming options/services?	Q74: Please provide the URL/link to the law or rule.
North Carolina	Yes	https://ncleg.net/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf
North Dakota	No	
Oklahoma	Yes	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CitelD=91282
Oregon	Yes	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=286193
Pennsylvania	No	
Rhode Island	No	
South Carolina	Yes	https://www.scstatehouse.gov/code/t59c029.php
South Dakota	No	
Tennessee	No	
Texas	Yes	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.29.htm#29.121
Utah	No	
Vermont	No	
Virginia	Yes	https://www.doe.virginia.gov/home/showpublisheddocument/2314/637950367189030000
Washington	Yes	
West Virginia	Yes	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D55985%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	Yes	https://advance.lexis.com/documentpage/?pdmfid=1000516&crd=572ded0e-2e50-436a-acdb-e7b05f9fa124&config=00JABmMTEzODA5Zi0wOWExLTQ3NTAtOThmNy0xYjc5ZjUwYzRkZmIKAFBvZENhdGFsb2f3sjqEYfYX7EMD8yWYBYCu&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A652K-G333-CH1B-T2KG-00008-00&pdcontentcomponentid=234174&pdteaserkey=sr0&pditab=allpods&ecomp=6s65kkk&earg=sr0&prid=4756e958-a222-4906-8871-681ac605cd4c
Department of Defense Education Activity		
Washington, DC	No	
Summary n=48	Yes = 25; No = 23	

Note. Arkansas and the Department of Defense Education Activity did not respond.

Table 21. Comments on State Mandate for Gifted Programming Options/Services

	Q73: Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.
Alabama	The Alabama Exceptional Child Education Act includes Intellectually gifted in the definition. The gifted chapter of the Alabama Administrative Code mandates gifted programming and services.
Arizona	The LEA provides a plan to address programming services in the following categories: that 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.
California	Gifted education is a local control decision.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q73: Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.

Colorado	<p>Our Colorado Statute legislative declaration: 22-20-201. Legislative declaration.</p> <p>(1) The general assembly, recognizing the obligation of the state of Colorado to provide educational opportunities to all children that will enable them to lead fulfilling and productive lives, declares that the purpose of this part 2 is to provide means for identifying and educating those children who are gifted.</p> <p>(2) It is the intent of the general assembly that:</p> <p>(a) Evidence-based practices support instruction and the social and emotional development of gifted children; and</p> <p>(b) Each gifted child is educated in a rigorous learning environment and culture that develops the child's areas of exceptionality and coordinates programs and services among available support systems.</p> <p>(3) The general assembly further finds and declares that traditional assessment methods may not adequately identify some gifted children, including children from all socioeconomic, ethnic, and cultural populations and gifted children who also have disabilities. It is therefore the general assembly's intent that the state board, the department, and every administrative unit include all student groups in each administrative unit's procedures for identifying gifted children and for developing educational programs that include gifted children.</p> <p>(4) The general assembly declares that, for purposes of section 17 of article IX of the state constitution, gifted education programs are accountable programs to meet state academic standards and may therefore receive funding from the state education fund created in section 17 (4) of article IX of the state constitution.</p> <p>This is the overarching declaration upon which our statute and rules related to Gifted Education in Colorado are based.</p>
Florida	<p>The LEAs determine gifted program delivery for students through the student educational plan found in Rule 6A-6.030191 Florida Administrative Code (F.A.C.), Development of Educational Plans for Exceptional Students who are Gifted.</p> <p>https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191 The educational plan is dependent on district resources and curriculum available.</p>
Georgia	Our state rule gives LEAs the responsibility to develop the curricula for gifted students.
Hawaii	We had a Chapter in the Administrative Rules but it was deleted and now have only a Board of Education policy. We are a one district/one state so do not have any LEAs.
Indiana	IC 20.30 requires LEAs to deliver high ability identification and programming. There is much flexibility in how this can look from district to district as decisions are made locally regarding high ability services.
Iowa	<p>The program of instruction will consist of content and teaching strategies that reflect the accelerative pace, intellectual processes and creative abilities that characterize gifted and talented students. A linkage among the selection of students, the anticipated student outcomes and the special instructional programs will be evident. Learning activities will provide for the development of skills that 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.</p> <p>Specialized instructional activities are those not ordinarily found in the regular school program and may include the following:</p> <p>a. A special curriculum supplementing the regular curriculum, using a high level of cognitive and affective concepts and processes.</p> <p>b. Flexible instructional arrangements, such as special classes, seminars, resource rooms, independent study, student internships, mentorships, research field trips, and research centers.</p>
Maryland	Each school system shall provide different services beyond those normally provided by the regular school program from an annually reviewed Maryland State Department of Education approved list of programs and services in order to develop the gifted and talented student's potential. Appropriately differentiated, evidenced-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning.
Minnesota	<p>Minnesota has a mandate for acceleration. Districts and charter schools are required by state statute to have a procedure for the academic acceleration of students in order to achieve a better match between a student's instructional needs and the curriculum.</p> <p>Minnesota districts are also required by law to have procedures for early entry to kindergarten and first grade as well as a procedure for the identification of gifted and talented learners. Please see state statute 120B.15</p>
Mississippi	<p>https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf</p> <p>Pages 41-42</p>

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q73: Provide any comments, explanations, or context about the law or rule (or lack of) for gifted programming options/services.

Missouri	For school year 2024-25 and all subsequent school years, if three percent or more of students enrolled in a school district are identified as gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, the district shall establish a state-approved gifted program for gifted children. https://revisor.mo.gov/main/OneSection.aspx?section=162.720
New Jersey	Programming options/services are determined by the LEA.
New Mexico	Gifted is considered part of special education under New Mexico law and gifted students are required to have an IEP in place.
North Carolina	NC's gifted legislation (Article 9B) requires the delivery of services for identified students. These services are outlined in the Local AIG Plans approved by each local board of education on a three-year cycle. NC's AIG Program Standards (ACIG-000) also provide guidance and expectations for serving gifted students.
Oklahoma	Oklahoma defines programming as "those special instructional programs, supportive services, unique educational materials, learning settings and other educational services which differentiate, supplement and support the regular educational program in meeting the needs of the gifted and talented child" (70 O.S.§1210.301). Statute requires that "it shall be the duty of each school district to provide gifted child educational programs and to serve those children...who reside in that school district" (70 O.S.§1210.307).
Rhode Island	Determined by the LEA
South Carolina	SC State Law SECTION 59-29-170 requires SC students be identified and served for academic and artistic GT services.
Tennessee	Since IG is under special education, a child identified as IG must be served with an IEP if found eligible.
Texas	Sec. 29.122. ESTABLISHMENT. (a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts. (b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students. The local district determines the programming options and services.
Virginia	Per the regulations linked below, "identified gifted students shall be offered placement in an instructional setting that provides appropriately differentiated curriculum and instruction provided by professional instructional personnel trained to work with gifted students..."
West Virginia	West Virginia Board of Education Policy 2419.
Wisconsin	Our administrative code is focused primarily on identification but does require an LEA to provide "access" to "appropriate programming" for identified gifted/talented pupils. Worth noting, appropriate program is defined but it is very subjective and not monitored by the SEA unless there is a complaint.

Note: Table includes only the states who provided comments.

Table 22. Pre-K and Kindergarten Service Delivery Models

Q75: Please select the top three delivery models through which gifted services are provided in Pre-K and Kindergarten in your state.

	Early entrance to Kindergarten	Whole grade acceleration	Subject matter acceleration	Continuous progress/self-paced learning	Independent study	International Baccalaureate/PYP	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Pull-out program	Push-in program	Cluster classrooms	Other	Not applicable	Unknown
Alabama			•					•						*		
Alaska															•	
Arizona	•							•	•				•			
Colorado	•		•					•								
Connecticut															•	
Delaware			•					•			•		•			
Florida														*		
Georgia										•			•	*		
Hawaii								•		•	•					
Idaho															•	
Illinois	•	•	•													
Indiana								•			•		•			
Iowa		•	•					•								
Kansas			•	•							•					
Louisiana								•	•	•						
Maine														*		
Maryland	•	•						•			•	•				
Michigan																•
Minnesota	•	•						•								
Mississippi								•			•					
Missouri								•		•				*		
Montana								•								
Nebraska								•			•			*		
Nevada															•	
New Hampshire								•								
New Jersey								•				•		*		
New Mexico			•					•								
North Carolina			•					•			•					
North Dakota								•			•	•				

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q75: Please select the top three delivery models through which gifted services are provided in Pre-K and Kindergarten in your state.

	Early entrance to Kindergarten	Whole grade acceleration	Subject matter acceleration	Continuous progress/self-paced learning	Independent study	International Baccalaureate/PYP	Magnet schools	Differentiation in the general education classroom	Self-contained classroom	Resource room	Pull-out program	Push-in program	Cluster classrooms	Other	Not applicable	Unknown
Oklahoma				•				•			•					
Oregon		•	•					•								
Pennsylvania								•			•	•				
Rhode Island				•				•								
South Carolina															•	
Tennessee								•			•	•				
Texas		•	•	•	•	•	•	•	•	•	•	•	•			
Utah							•	•			•					
Virginia								•			•	•				
Washington	•	•	•					•					•			
West Virginia															•	
Wisconsin	•		•					•								
Wyoming								•								
Washington, DC																•
Summary n=44	7	7	12	4	1	1	2	30	3	5	15	7	6	7	6	2

* **Alabama:** Consultation by Gifted Specialist; **Florida:** The gifted services begin once students have been evaluated and identified. Gifted Kindergarten students have their services provided through their educational plan (EP) which specifies the student goals and includes the location, duration, and frequency of services; **Georgia:** Collaborative; **Maine:** Delivery models are determined at the local level; **Missouri:** Consultative Model for Grades 9-12; **Nebraska:** Extracurricular Activities (Quiz Bowl, Science Olympiad, Chess Club, etc.); **New Jersey:** Multi-Tiered System of Support

Note: Arkansas, California, Kentucky, Massachusetts, South Dakota, Vermont, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 23. Comments on Pre-K and Kindergarten Service Delivery Models

	Q76: Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Alabama	Consultation from the gifted specialist can occur in Kindergarten. Gifted Specialists do not serve pre-k.
California	We do not collect this information in our SEA
Connecticut	Programming is at the discretion of the Local Education Agency.
Georgia	Gifted services can start in Kindergarten. We do not have Pre-K gifted services.
Iowa	Pre-K identification and services are optional but not required.
Minnesota	All Minnesota public schools including charter schools are required by law to have a procedure to assess students for early entrance to kindergarten and first grade. This includes at a minimum, assessment of the cognitive, social, and emotional domains.
Missouri	We call the three models Resource Room Teacher, Special Class Teacher, and Gifted Resource Teacher. We have a state statute for acceleration for all districts that allows for grade skipping and subject matter acceleration. These are not considered gifted services. We also have AP, IB, and dual credit/enrollment courses. These are not considered gifted services. Finally, we have a state law that does not allow early entrance to kindergarten.
Montana	Montana is a local control state. Local educational agencies decide what their service delivery model will be.
Nevada	LEA's are able to provide services but currently none do.
North Carolina	Please note that there are many options of how students are served "All Day, Every Day" in NC. LEAs determine services within the Local AIG Plan. Advanced Learning and Gifted Education is a K-12 program in NC. Talent Development services intentionally occur in the primary grades, K-3 in LEAs, and this often happens in a pull-out setting.
North Dakota	Two of the state's largest districts use push-in models that provide thinking skills activities to all K-2 students. Differentiation within the classroom is the primary delivery model for most districts at this level. Pull out delivery is used in a few districts
South Carolina	South Carolina begins identifying students for GT services beginning in grade 3.
Texas	Local districts provide various options at Kindergarten. No pre-K services in the state.
Washington	No pre-K Highly Capable services are funded
West Virginia	Students cannot be found eligible for Gifted services until the first grade.
Wisconsin	Because there is no required reporting, it is difficult to provide a solid answer to this question (and the ones that follow).

Note: Table includes only the states who provided comments.

Table 24. Early Elementary Service Delivery Models

Q77: Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.

	Early entrance to first grade	Whole grade acceleration	Subject matter 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable	Unknown
Alabama			•	•		•							•				*		
Alaska																		•	
Arizona			•	•	•								•	•					
Colorado		•	•	•		•													
Connecticut																		•	
Delaware			•	•		•							•		•				
Florida																	*		
Georgia				•								•					*		
Hawaii				•		•							•						
Idaho						•							•	•					
Illinois	•	•	•			•													
Indiana				•		•							•		•		*		
Iowa		•	•			•							•	•					
Kansas			•			•							•						
Louisiana			•			•			•			•	•						
Maine																	*		
Maryland		•		•		•							•	•					
Michigan																		•	
Minnesota		•	•	•		•							•						
Mississippi						•							•						
Missouri		•	•			•							•		•				
Montana						•							•						
Nebraska	•					•							•						
Nevada						•			•				•	•	•				
New Hampshire						•										•			
New Jersey				•		•							•	•			*		
New Mexico		•	•		•	•													
North Carolina			•	•		•							•				*		
North Dakota		•	•			•							•	•					

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q77: Please select the top five delivery models through which gifted services are provided in early elementary grades (1-3) in your state.

	Early entrance to first grade	Whole grade acceleration	Subject matter 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Oklahoma		•			•	•						•	•						
Oregon		•	•	•		•	•												
Pennsylvania		•	•			•							•	•					
Rhode Island					•	•	•												
South Carolina													•		•				
Tennessee			•		•	•							•	•					
Texas	•	•		•	•	•							•	•	•				
Utah						•			•				•						
Virginia				•		•							•	•	•				
Washington	•		•	•		•							•						
West Virginia		•	•			•						•	•						
Wisconsin			•			•							•						
Wyoming						•													
Washington, DC						•		•											
Summary n=44	4	13	19	15	6	35	2	1	3	0	0	4	29	11	7	1	10	2	1

* **Alabama:** Consultation by Gifted Specialist; **Florida:** The Local Educational Agencies (LEAs) determine gifted program delivery for students through the student educational plan found in Rule 6A-6.030191 Florida: Administrative Code (F.A.C.), Development of Educational Plans for Exceptional Students who are gifted. <https://www.flrules.org/gateway/ruleno.asp?id=6A-6.030191> The EP is dependent on district resources and curriculum available.; **Georgia:** Advanced Content, Collaborative, Innovative; **Indiana:** Between class groupings; **Maine:** Delivery models are determined at the local level; **New Jersey:** Multi-Tiered System of Support; **North Carolina:** Talent Development

Note: Arkansas, California, Kentucky, Massachusetts, South Dakota, Vermont, and Department of Defense Education Activity did not respond.

Table 25. Comments on Early Elementary Service Delivery Models

	Q78: Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Alabama	Students in grades 1-2 are served via consultative services from the gifted specialist. Gifted pull-out services begin in grade 3 for a minimum of 3 hours per week.
California	We do not collect this information
Connecticut	Programming is at the discretion of the LEA.
Louisiana	Each LEA is allowed to determine the type of delivery model for the students in their school system.
Minnesota	Most Minnesota schools begin gifted programs and services in third grade. Our teachers are trained to differentiate instruction and to provide acceleration within the classroom in early grades.
Missouri	See previous comments.
Montana	Montana is a local control state. Local educational agencies decide what their service delivery model will be.
North Carolina	Please note that there are many options of how students are served "All Day, Every Day" in NC. Over the last several years, NC has embraced Talent Development programming options. These options often occur in the regular classroom or in small groups with a specialist.
North Dakota	Two of the state's largest districts use push-in models that provide thinking skills activities to all K-2 students. Differentiation within the classroom is the primary delivery model for most districts at this level. Pull out delivery is used in a few districts. Single subject and Whole-grade Acceleration occurs in various capacities throughout the state. One district has a self-contained GT classroom for 3rd grade, which is not reflected in the data above.
Washington	Subject matter acceleration includes "walk to read" and "walk for math"
Washington, DC	There are no standard practices, but the DC Public Schools curriculum is built with differentiation options and there are 3 elementary schools that offer IB PYP programs.

Note: Table includes only the states who provided comments.

Table 26. Upper Elementary Service Delivery Models

	Q79: Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.																	
	Whole grade acceleration	Subject matter 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable	Unknown
Alabama		•	•		•							•				*		
Alaska																	•	
Arizona		•	•		•							•		•				
Colorado		•	•		•			•				•						
Connecticut																	•	
Delaware		•	•		•													
Florida																*		
Georgia			•								•					*		
Hawaii			•		•							•						
Idaho		•			•							•	•		•			

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q79: Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.

	Whole grade acceleration	Subject matter 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/ coursework/school options	Other	Not applicable	Unknown
Illinois		•	•		•					•								
Indiana			•		•							•		•		*		
Iowa	•	•		•	•							•						
Kansas		•			•							•						
Louisiana		•			•			•			•	•						
Maine																*		
Maryland		•	•		•							•						
Michigan																		•
Minnesota	•	•	•		•							•						
Mississippi					•							•						
Missouri	•	•			•							•		•				
Montana					•							•						
Nebraska					•							•				*		
Nevada					•			•				•	•	•				
New Hampshire					•										•			
New Jersey		•	•		•							•				*		
New Mexico		•		•	•							•	•					
North Carolina		•	•		•							•	•					
North Dakota	•	•			•							•		•				
Oklahoma	•				•	•					•	•						
Oregon	•	•	•		•	•												
Pennsylvania	•	•			•							•	•					
Rhode Island				•	•	•												
South Carolina												•		•				
Tennessee		•		•	•							•	•					
Texas	•	•	•	•	•		•	•			•	•	•	•				
Utah					•			•				•						
Virginia			•		•							•	•	•				
Washington		•	•		•							•		•				
West Virginia	•	•			•						•	•						
Wisconsin		•			•							•						

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q79: Please select the top five delivery models through which gifted services are provided in upper elementary grades (4-5/6) in your state.

	Whole grade acceleration	Subject matter 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Wyoming	•	•			•							•						
Washington, DC					•		•											
Summary n=44	10	24	16	5	36	3	2	5	0	1	5	31	8	9	2	9	2	1

***Alabama:** Consultation by gifted specialist; **Florida:** The LEAs determine gifted program delivery for students through the student educational plan found in Rule 6A-6.030191 Florida Administrative Code (F.A.C.), 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 available; **Georgia:** Advanced Content, Collaborative, Innovative; **Indiana:** Between Class Groupings; **Maine:** Delivery models are determined at the local level; **Nebraska:** Extracurricular/Field Trips; **New Jersey:** Multi-Tiered System of Support

Note: Arkansas, California, Kentucky, Massachusetts, South Dakota, Vermont, and the Department of Defense Education Activity did not respond.

Table 27. Comments on Upper Elementary Service Delivery Models

	Q80: Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Alabama	The pull-out program serves students in grades 4 and 5 for a minimum of three hours per week. Students also receive indirect consultative services from the gifted specialist as time permits. Grade 6 services depend on the organization of the school. Students may either be served in the pull-out program, advanced courses, and/or a gifted elective class.
Alaska	Delivery models are determined by LEAs
California	We do not collect this information.
Connecticut	Programming is at the discretion of the LEA.
Louisiana	Each LEA is allowed to determine the type of delivery model for the students in their school system.
Minnesota	A sixth popular model of service would be push-in. Minnesota is also home to over 35 full-time service programs. These programs are more common in larger metro areas than in greater Minnesota where districts tend to be smaller.
Missouri	See previous comments.
Montana	Montana is a local control state. Local educational agencies decide what their service delivery model will be.
North Carolina	Please note that there are many options of how students are served "All Day, Every Day" in NC. Service delivery models are determined by the LEA.
North Dakota	Differentiation within the classroom is the primary delivery model for most districts at this level. Pull out delivery is used in several districts. Single subject and Whole-Grade Acceleration occurs in various capacities throughout the state. 6th grade students are offered accelerated options for Math and ELA, and one district has a self-contained GT classroom for 4 and 5 grades.
Washington	Subject matter acceleration includes "walk to read" and "walk for math"

Note: Table includes only the states who provided comments.

Table 28. Middle School Service Delivery Models

	Q81: Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.																					
	Whole grade acceleration	Subject matter acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/ concurrent 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/ school options	Other	Not applicable	Unknown
Alabama	•	•					•	•											•			
Alaska																					•	
Arizona	•			•			•									•		•				
Colorado		•					•	•			•				•							
Connecticut																					•	
Delaware		•					•															
Florida																				*		
Georgia		•		•				•												*		
Hawaii		•		•			•															
Idaho		•					•	•						•					•			
Illinois		•		•			•	•						•					•			
Indiana				•			•	•										•		*		
Iowa	•	•				•	•		•													
Kansas		•					•									•						
Louisiana						•	•	•			•				•							
Maine																				*		
Maryland		•		•			•	•														
Michigan			•			•		•		•												
Minnesota	•	•		•			•	•														
Mississippi			•				•															
Missouri	•	•					•									•		•	•			
Montana							•									•						
Nebraska							•		•											*		
Nevada		•					•	•			•											
New Hampshire							•												•			
New Jersey		•		•			•	•								•						
New Mexico	•	•					•	•								•						
North Carolina		•					•	•											•	*		
North Dakota		•					•	•											•			

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q81: Please select the top five delivery models through which gifted services are provided in middle school (grades 6/7-8) in your state.

	Whole grade acceleration	Subject matter acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/ concurrent 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/ school options	Other	Not applicable	Unknown
Oklahoma	•	•		•			•	•														
Oregon	•	•					•	•			•											
Pennsylvania	•	•					•	•				•										
Rhode Island							•	•	•										•			
South Carolina																•		•				
Tennessee		•	•			•	•	•														
Texas	•	•	•	•			•	•		•	•				•	•	•	•	•			
Utah		•					•				•											
Virginia		•					•	•	•							•						
Washington		•		•			•	•												*		
West Virginia		•					•								•	•	•					
Wisconsin		•					•									•						
Wyoming	•	•					•	•				•				•	•					
Washington, DC							•	•		•												
Summary n=44	11	28	4	11	0	4	36	25	4	3	6	2	0	2	4	12	3	5	9	8	2	0

***Florida:** The Local Educational Agencies determine gifted program delivery for students through the student educational plan found in Rule 6A-6.030191 Florida Administrative Code (F.A.C.), 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 available; **Georgia:** Collaborative, Innovative; **Indiana:** Between Class Grouping; **Maine:** Delivery models are determined at the local level; **Nebraska:** Extracurricular/Field Trips; **North Carolina:** Special interest groups or schoolwide enrichment blocks; **Washington:** Extracurricular academic clubs and competitions

Note: Arkansas, California, Kentucky, Massachusetts, South Dakota, Vermont, and the Department of Defense Education Activity did not respond.

Table 29. Comments on Middle School Service Delivery Models

	Q82: Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Alabama	Grades 7 and 8 are served through advanced courses and electives. In some LEAs students receive 1 hour of pull-out services focused independent study and/or affective needs. Grade 6 services depend on the organization of the school. Students may either be served in the pull-out program, advanced courses, and/or a gifted elective class.
Alaska	Delivery models are determined by LEAs
California	We do not collect this information
Connecticut	Programming is at the discretion of the LEA.
Louisiana	Each LEA is allowed to determine the type of delivery model for the students in their school system.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q82: Provide any comments, explanations, or context about the delivery models and grades where the models are used.

Minnesota	In this section, the term cluster is used to describe classes in which gifted students are clustered together in a rigorous course which may or may not require qualifying scores or a recommendation for a teacher.
Missouri	I chose six models. Missouri is focusing on competency-based education, but we don't have enough participation to consider it a top model. Some districts are using cluster grouping, but this is less common.
Montana	Montana is a local control state. Local educational agencies decide what their service delivery model will be.
North Carolina	Please note that there are many options of how students are served "All Day, Every Day" in NC. Service delivery models are determined by the LEA.
North Dakota	Differentiation within the classroom is the primary delivery model for most districts at this level. Single subject acceleration occurs in various capacities throughout the state. 6th-8th grade students are offered accelerated options for Math and ELA. Some districts are offering Pre-AP courses at these grade levels which is not indicated above.
Washington	Academic competitions clubs: science fair, Math is Cool, robotics, other interest-area extracurriculars
Washington, DC	Two middle schools in DC Public Schools offer IB MYP programs.

Note: Table includes only the states who provided comments.

Table 30. High School Service Delivery Models

Q83: Please select the top five delivery models through which gifted services are provided in high school in your state.

	Select your state																					
	Whole grade acceleration	Subject matter acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/ concurrent 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/ school options	Other	Not applicable	Unknown
Alabama			•			•	•	•		•												
Alaska																					•	
Arizona			•	•			•	•														
Arkansas																•						
Colorado			•			•		•		•									•			
Connecticut																					•	
Delaware		•	•				•	•														
Florida																				*		
Georgia			•	•				•					•							*		
Hawaii	•	•	•		•			•														
Idaho		•	•		•			•											•			
Illinois		•	•		•	•		•														
Indiana			•	•	•		•	•														
Iowa	•	•	•			•			•													
Kansas					•			•								•						
Louisiana			•			•		•						•	•							

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q83: Please select the top five delivery models through which gifted services are provided in high school in your state.

	Whole grade acceleration	Subject matter acceleration	Advanced Placement	Cluster classrooms	Dual credit	Dual enrollment/joint enrollment/concurrent 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	Pull-out program	Push-in program	Self-contained classroom	Virtual classroom/coursework/school options	Other	Not applicable	Unknown
Maine																				*		
Maryland			•		•	•	•	•														
Michigan			•			•		•		•												
Minnesota		•	•			•	•	•														
Mississippi			•			•		•						•					•			
Missouri																				*		
Montana			•			•	•	•	•													
Nebraska			•			•														*		
Nevada			•		•	•		•			•											
New Hampshire		•	•		•	•	•	•	•			•	•						•			
New Jersey			•			•		•	•			•										
New Mexico			•		•	•	•	•														
North Carolina			•			•		•											•	*		
North Dakota			•		•			•					•						•			
Oklahoma	•	•	•			•								•								
Oregon		•	•		•	•	•	•		•	•											
Pennsylvania			•			•		•	•				•									
Rhode Island			•			•	•	•	•	•			•						•			
South Carolina							•	•										•				
Tennessee			•		•	•	•	•														
Texas	•	•	•	•	•	•	•	•	•	•	•		•		•	•	•	•	•			
Utah						•		•		•												
Virginia			•			•		•		•				•								
Washington		•	•		•	•				•												
West Virginia		•	•		•			•														
Wisconsin			•		•	•		•														
Wyoming	•	•	•		•	•		•	•	•		•	•			•	•					
Washington, DC			•			•				•	•			•								
Summary n=44	5	13	35	4	17	28	14	33	8	11	4	3	7	5	2	4	2	2	8	6	2	0

***Florida:** Local Educational Agencies (LEAs) determine gifted program delivery for students through the student educational plan. Rule 6A-6.030191 Florida Administrative Code (F.A.C.), 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; **Georgia:** Collaborative; **Maine:** Delivery models are determined at the local level; **Missouri:** Gifted Resource Teacher model - a consultative model; **Nebraska:** Seminars; **North Carolina:** interest based opportunities - like academic competitions, CTE course work, interest based clubs, and mentorship/internship opportunities.

Note: California, Kentucky, Massachusetts, South Dakota, Vermont, and the Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 31. Comments on High School Service Delivery Models

	Q84: Provide any comments, explanations, or context about the delivery models and grades where the models are used.
Alaska	Delivery models are determined by LEAs
California	We do not collect this information
Connecticut	Programming is at the discretion of the LEA.
Louisiana	Each LEA is allowed to determine the type of delivery model for the students in their school system.
Minnesota	<p>Minnesota high school students may participate in the Post-Secondary Enrollment Option. Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn college credit tuition free while still in high school, through enrollment in and successful completion of college courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution; some courses are offered online.</p> <p>Most PSEO courses are only open to high school students during their 11th- and 12th-grade year, with each participating college and university setting their own requirements for enrollment into the PSEO courses and programs. Students may take PSEO courses on a full- or part-time basis. Students must meet the PSEO eligibility requirements and abide by participation limits outlined in the Postsecondary Enrollment Options Act and described in the PSEO Reference Guide (below).</p> <p>PSEO for Students and Families</p> <p>Visit About PSEO for a short guide about benefits of the program, making the decision to participate and how to apply. https://education.mn.gov/MDE/fam/dual/pseo/</p>
Missouri	It is important to point out that Missouri has an acceleration state statute, but this is not considered gifted education services. Also, many districts provide dual credit and dual enrollment, but this is not considered gifted education services. In the middle school, I selected options that districts provide to meet the needs of all students. Since mentioning acceleration several times, here is the link to the law: https://revisor.mo.gov/main/OneSection.aspx?section=162.722&bid=35974&hl=acceleration%u2044
Montana	Montana is a local control state. Local educational agencies decide what their service delivery model will be.
North Carolina	Please note that there are many options of how students are served "All Day, Every Day" in NC. We do consider AP/IB/Cambridge, dual enrollment to be subject acceleration, even though you have it listed separately. We have International Baccalaureate and Cambridge programs in about 40 schools in North Carolina.
North Dakota	AP courses and Dual Credit options are offered at several schools throughout the state. Many rural schools use virtual and online options to provide students with advanced coursework. Honors and advanced coursework is provided in most districts either face-to-face or virtually. Mentorships are in the infant stages in some districts.
South Dakota	South Dakota has a robust dual credit program, which is available to all students who meet the criteria.
Virginia	Many school divisions participate in an Academic Year Governor's School program. There are 19 regional programs around the state that provide a rigorous high school experience for advanced students.
Washington, DC	Honors and advanced classes are also offered, but the curricular requirements for those are not standard across all schools.

Note: Table includes only the states who provided comments.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 32. State Acceleration Policy

	Q86: Does your state have an acceleration policy in law or rule?	Q87: Please provide a URL/link to the acceleration law or rule.
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	No	
Arizona	No	
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida	Yes	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	Yes	https://www.ilga.gov/legislation/publicacts/101/101-0654.htm#:~:text=%C2%A0%C2%A0%C2%A0(105%20ILCS%205%2F14A-32,421%2C%20eff.%207-1-18.)
Indiana	No	
Iowa	No	
Kansas	Yes	https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-3
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	Yes	https://www.michigan.gov/mde/services/flexible-learning/academic-acceleration-gifted-talented-student-resources-and-supports
Minnesota	Yes	https://www.revisor.mn.gov/statutes/cite/120B.15
Mississippi	No	
Missouri	Yes	https://revisor.mo.gov/main/OneSection.aspx?section=162.722&bid=35974&hl=acceleration%u2044
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
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-legislation
North Dakota	No	
Oklahoma	Yes	https://rules.ok.gov/code?q=gifted
Oregon	No	
Pennsylvania	No	
Rhode Island	No	
South Carolina	No	
South Dakota	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q86: Does your state have an acceleration policy in law or rule?	Q87: Please provide a URL/link to the acceleration law or rule.
Tennessee	Yes	https://casetext.com/statute/tennessee-code/title-49-education/chapter-6-elementary-and-secondary-education/part-10-curriculum-generally/section-49-6-1012-academic-acceleration-policy#:~:text=Section%2049%2D6%2D1012%20%2D%20Academic%20acceleration%20policy%20(a,%22Parent%22%20means-%20the%20parent%2C
Texas	Yes	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch074c.pdf
Utah	No	
Vermont	No	
Virginia	No	
Washington	Yes	https://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.195
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Washington, DC	No	
Summary n=48	Yes = 12; No = 36	

Note: Arkansas and Department of Defense Education Activity did not respond.

Table 33. State Early Entrance to Kindergarten Policy

	Q88: Does your state have an early entrance to Kindergarten policy in law or rule?	Q89: Please provide a URL/link to the early entrance to Kindergarten law or rule.
Alabama	No	
Alaska	No	
Arizona	Yes	https://www.azleg.gov/search/oop/qfullhit.asp?CiWebHitsFile=/ars/15/00821.htm&CiRestriction=admission%20age
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/earlyaccess
Connecticut	Yes	https://portal.ct.gov/-/media/sde/digest/2023-24/new-kindergarten-age-information-72423.pdf
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	Yes	https://ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+14A&ActID=1005&ChapterID=17&SeqStart=122900000&SeqEnd=125200000
Indiana	No	
Iowa	No	
Kansas	No	
Kentucky	Yes	https://apps.legislature.ky.gov/law/Statutes/statute.aspx?id=44468
Louisiana	Yes	Bulletin 741, Louisiana Handbook for Public School Administrators, Chapter 11. §1111. Age Requirements
Maine	No	
Maryland	Yes	https://dsd.maryland.gov/regulations/Pages/13A.08.01.02.aspx

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q88: Does your state have an early entrance to Kindergarten policy in law or rule?	Q89: Please provide a URL/link to the early entrance to Kindergarten law or rule.
Massachusetts	No	
Michigan	No	
Minnesota	Yes	https://www.revisor.mn.gov/statutes/cite/120B.15
Mississippi	No	
Missouri	No	
Montana	Yes	https://leg.mt.gov/bills/mca/title_0200/chapter_0050/part_0010/section_0010/0200-0050-0010-0010.html
Nebraska	No	
Nevada	Yes	Early entrance is not allowed- AB 65 2023
New Hampshire	No	
New Jersey	No	
New Mexico	No	
North Carolina	Yes	https://www.ncleg.gov/Sessions/1997/Bills/House/PDF/H1099v5.pdf
North Dakota	Yes	https://ndlegis.gov/cencode/t15-1c06.pdf
Oklahoma	No	
Oregon	No	
Pennsylvania	No	
Rhode Island	No	
South Carolina	No	
South Dakota	No	
Tennessee	No	
Texas	Yes	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.48.htm
Utah	No	
Vermont	No	
Virginia	No	
Washington	Yes	https://app.leg.wa.gov/WAC/default.aspx?cite=392-335-025
West Virginia	Yes	https://code.wvlegislature.gov/18-8-1A/#:~:text=Commencement%20and%20termination%20of%20compulsory,public%20school%20entrance%20requirements%3B%20exceptions
Wisconsin	Yes	https://dpi.wi.gov/early-childhood/kind/early-admit
Wyoming	Yes	https://advance.lexis.com/documentpage/?pdmfid=1000516&crd=e12b12bd-a08c-4918-b803-823858591f61&config=00JABmMTEzODA5Zi0wOWExLTQ3NTAtOThmNy0xYjc5ZjUwYzRkZmIKAFBvZENhdGFsb2f3sjqEYfYX7EMD8yWYBYCu&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3Acontentitem%3A5YJS-01V3-GXJ9-31F3-00008-00&pdcontentcomponentid=234174&pdteaserkey=sr0&pdtab=allpods&ecomp=6s65kkk&earg=sr0&prid=d05488b4-58f6-4383-9df9-867ec751bb89
Washington, DC	No	
Summary n=48	Yes = 17; No = 31	

Note: Arkansas and the Department of Defense Education Activity did not respond.

Table 34. State Dual or Concurrent Enrollment Policy

	Q90: Under your state laws and rules, are LEAs required to provide students opportunities for dual or concurrent enrollment in a community college, college, or university?	Q91: Under your state laws and rules, are students allowed dual or concurrent enrollment in a community college, college, or university?	Q92: Please provide a URL/link to the dual or concurrent enrollment law or rule.
Alabama	Yes		https://admincode.legislature.state.al.us/api/rule/290-3-1-.02
Alaska	No	No	
Arizona	No	Yes	https://www.azleg.gov/viewdocument?docName=https://www.azleg.gov/ars/15/01821-01.htm
Arkansas			
California	No	Yes	https://www.cde.ca.gov/ci/gs/hs/duenconstgs.asp
Colorado	Yes		https://www.cde.state.co.us/postsecondary/concurrentenrollment
Connecticut	No	No	
Delaware	Yes		https://education.delaware.gov/wp-content/uploads/2020/02/200121_dual_enrollment_guidance_document.pdf
Florida	Yes		http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=dual+enrollment&URL=1000-1099/1003/Sections/1003.4295.html
Georgia	No	Yes	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.34.pdf
Hawaii	No	Yes	https://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-0401.htm
Idaho	Yes		https://www.sde.idaho.gov/student-engagement/advanced-ops/
Illinois	No	Yes	https://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3117&ChapterID=18
Indiana	No	Yes	https://iga.in.gov/laws/2024/ic/titles/21#21-43-1-2.5
Iowa	Yes		https://www.legis.iowa.gov/docs/code/261E.pdf
Kansas	Yes		https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-3
Kentucky	No	Yes	https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3417
Louisiana	No	Yes	Bulletin 741, Louisiana Handbook for Public School Administrators, Chapter 23. §2327. Dual Enrollment
Maine	No	Yes	
Maryland	Yes		https://mgaleg.maryland.gov/2024RS/fnotes/bil_0002/hb0082.pdf
Massachusetts	No	Yes	
Michigan	Yes		https://www.michigan.gov/mde/services/flexible-learning/dual-enroll
Minnesota	Yes		https://www.revisor.mn.gov/statutes/cite/124D.09

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q90: Under your state laws and rules, are LEAs required to provide students opportunities for dual or concurrent enrollment in a community college, college, or university?	Q91: Under your state laws and rules, are students allowed to dual or concurrent enrollment in a community college, college, or university?	Q92: Please provide a URL/link to the dual or concurrent enrollment law or rule.
Mississippi	Yes		https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/SEC/Accelerated%20Programs/final_procedures_manual_fall_2023_july_31.pdf
Missouri	No	No	
Montana	No	No	
Nebraska	No	No	
Nevada	Yes		NRS 389.310
New Hampshire	No	Yes	
New Jersey	No	Yes	https://law.justia.com/codes/new-jersey/title-18a/section-18a-61c-10/
New Mexico	Yes		https://webnew.ped.state.nm.us/bureaus/college-career-readiness/college-acceleration/dual-credit/
North Carolina	No	Yes	Initial CCP Legislation: SL 2011-145 - https://www.ncleg.gov/enactedlegislation/sessionlaws/html/2011-2012/sl2011-145.html
North Dakota	No	Yes	https://ndlegis.gov/cencode/t15-1c25.pdf
Oklahoma	No	Yes	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=91043
Oregon	Yes		https://www.oregonlegislature.gov/bills_laws/ors/ors340.html
Pennsylvania	Yes		
Rhode Island	Yes		https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/DualEnrollment.aspx
South Carolina	No	No	
South Dakota	Yes		https://sdlegislature.gov/Statutes/13-28-37.1
Tennessee	Yes		https://advance.lexis.com/container/?pdmfid=1000516&crid=673b620e-9a76-4c05-a368-930a4e413a17&pdtocsearchterm=dual+enrollment&pdtocsearchoption=doconly&pdsearchterms=&pdtocsearch=TOCSearchDoc&pdfilterstring=MTA5MTlwMA&pdsearchdisplaytext=TN+-+Tennessee+Code+Annotated&pdccontextvalue=statutes-legislation&pdtocfullpath=%2Fshared%2Ftableofcontents%2Furn%3AcontentItem%3A8001-XKW0-Y907-33PJ-00008-00&pdbcts=1721915373418&config=0151JAAwMDE1NjllYS02MjE1LTQyYjYtOWU4YS0xOTEwNDg1NzgyOTQKAFBvZENhdGFsb2dnw6sFEQKF0E34FcRC39gu&ecomp=6gf5kkk&prid=833435d5-06d0-43a8-9e84-09145106b427
Texas	Yes		https://statutes.capitol.texas.gov/Docs/ED/htm/ED.28.htm#28.009
Utah	No	Yes	
Vermont	Yes		https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment
Virginia	Yes		https://law.lis.virginia.gov/pdf/admincode/8/20/131/100/
Washington	Yes		https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.320.196

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q90: Under your state laws and rules, are LEAs required to provide students opportunities for dual or concurrent enrollment in a community college, college, or university?	Q91: Under your state laws and rules, are students allowed to provide dual or concurrent enrollment in a community college, college, or university?	Q92: Please provide a URL/link to the dual or concurrent enrollment law or rule.
West Virginia	No	Yes	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D55089%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin	Yes		https://dpi.wi.gov/dual-enrollment
Wyoming	Yes		https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=2bd0e8a0-e556-4856-9230-ac1b79aeb3a1&config=00JABmMTEzODA5Zi0wOWExLTQ3NTAtOTMmNy0xYjc5ZjUwYzRkZmIKAFBvZENhdGFsb2f3sjqEYfYX7EMD8yWYBYCu&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3Acontentitem%3A5YFP-8433-CH1B-T50W-00008-00&pdcontentcomponentid=234174&pdteaserkey=sr3&pdtab=allpods&ecomp=6s65kkk&earg=sr3&prid=8d3aa1c7-1613-4984-8648-ecb5d35ee69b
Department of Defense Education Activity			
Washington, DC	No	Yes	https://osse.dc.gov/page/osse-dual-enrollment-opportunities
Summary	Yes = 24; No = 24 n=48	Yes = 18; No = 6 n=24	

Table 35. Data Collected by States for Dual or Concurrent Enrollment

	Q93: Does your state collect corresponding data (e.g., enrollment, passing rates, etc.) for dual or concurrent enrollment in a community college, college, or university?	Q94: Please describe the corresponding data (e.g., enrollment, passing rates, etc.) collected by the state.
Alabama	Yes	Data collected includes district, gender, race, grade, EL, SES factors, course type, and exceptionality.
California	No	
Colorado	Yes	https://cdhe.colorado.gov/sites/highered/files/2021_Concurrent_Enrollment_March_2023.pdf This report shares the data collected by Colorado.
Delaware	No	
Florida	Yes	Enrollment by course with indicators. https://knowyourdatafl.org/views/PK12-CourseEnrollments/DUALENROLLMENTCOURSES/BUILDATABLE?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y
Georgia	Yes	
Hawaii	Yes	https://www.hawaii.edu/dualcredit/early-college/
Idaho	Yes	
Illinois	Yes	We collect information on if students were enrolled in a dual credit course or not.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q93: Does your state collect corresponding data (e.g., enrollment, passing rates, etc.) for dual or concurrent enrollment in a community college, college, or university?	Q94: Please describe the corresponding data (e.g., enrollment, passing rates, etc.) collected by the state.
Indiana	Yes	Data regarding enrollment and passing rates in dual credit courses is collected.
Iowa	Yes	The Iowa Department of Education collects information on joint enrollment (high school students enrolled in community college credit coursework) from Iowa's 15 community colleges and publishes it in an annual report. Data collected includes headcount enrollment, credit hours taken, student demographics, and enrollment by type and offering arrangement. Additionally, the annual Condition of Education report collects trend data based on Student Reporting in Iowa (SRI) data submitted by school districts. This data includes student enrollment in Senior Year Plus programs (AP courses, concurrent enrollment, Post-Secondary Enrollment options).
Kansas	No	
Kentucky	Yes	https://kystats.ky.gov/Content/Reports/DCFR_Tech_Notes.pdf
Louisiana	No	
Maine	No	
Maryland	Yes	https://mldscenter.maryland.gov/dashboards.html
Michigan	Yes	As required under Michigan Compiled Law, annual reporting provided is an aggregation of the data required from districts around postsecondary credit earning options for secondary students. Specifically, this includes: The number and percentage of pupils enrolled in the school who enrolled during the immediately preceding school year in one or more postsecondary courses; the number of college-level equivalent courses offered to pupils enrolled in the school, in the school district, and in consortia or cooperative programs available to pupils of the school district; the number and percentage of pupils enrolled in the school who were enrolled in at least one college-level equivalent course during the immediately preceding school year; the number and percentage of pupils enrolled in the school who were enrolled in at least one college-level equivalent course during the immediately preceding school year disaggregated by grade; the number and percentage of pupils described previously who took a college-level equivalent credit examination; and, the number and percentage of pupils described previously who achieved a score on a college-level equivalent credit examination that is at or above the level recommended by the testing service for college credit.
Minnesota	Yes	Report on enrollment in advanced placement and international baccalaureate courses; teachers attending training programs; teachers participating in support programs; recent trends, expenditures, other recommendations. Rigorous Course Taking: Advanced Placement, International Baccalaureate, Concurrent Enrollment and Postsecondary Enrollment Options Programs. Statute 120B.13 Subd. 4
Mississippi	Yes	The percentage of students participating in dual credit courses more than doubled from 6.6% in 2016 to 14.4% in 2023. In 2023, 94.7% of students passed their courses and earned college credit.
Nevada	Yes	They are to submit a report to the state on odd number years. The report contents are determined by the state, the University of Nevada, and school districts.
New Jersey	Yes	LEAs are required to report student enrollment on the Department of Education's NJ Standards Measurement and Resource for Teaching Course Roster.
New Mexico	Yes	Enrollment data is collected

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q93: Does your state collect corresponding data (e.g., enrollment, passing rates, etc.) for dual or concurrent enrollment in a community college, college, or university?	Q94: Please describe the corresponding data (e.g., enrollment, passing rates, etc.) collected by the state.
North Carolina	Yes	Student enrollment and earned credit are collected by the state and shared with the State Board of Education and General Assembly.
North Dakota	No	
Oklahoma	Yes	Oklahoma State Regents for Higher Education is required to collect corresponding data and provide an annual report on enrollment.
Oregon	Yes	https://sites.ednw.org/or-accelerated-learning-dashboard/
Pennsylvania	No	
South Dakota	Yes	Enrollment numbers and pass rates. There may be more.
Tennessee	Yes	
Texas	Yes	<p>TEC 28.009 stipulates that each school district in Texas shall implement a program whereby high school students may earn at least twelve semester hours of college credit. This college credit may be earned through articulated postsecondary courses, advanced placement (AP), International Baccalaureate (IB), or dual credit courses.</p> <p>Districts began reporting these data to TEA in 2011-12. The data are submitted on the 43415 Course Completion Subcategory during the summer submission of the Public Education Information Management System (PEIMS), a statewide data system for public education information in Texas. School districts submit their data, which are defined in a yearly publication, the TSDS TEDS Data Standards.</p> <p>These reports include students enrolled in public school districts and charter schools. The reports do not include students in private schools.</p> <p>Reported Information</p> <p>The report shows, by district, by region, or for the entire state, each of the courses offered where students earn college credit hours. It provides counts of students earning college credit, the total number of college credit hours earned, and the average hours per student. The same counts and percentages are shown for career and technical education (CTE) students, as well. From 2020-2021 to 2021-2022, the counts and percentages are shown for CTE Explorers, Concentrators and Completers only. Beginning with 2022-2023, the following students are identified as CTE students:</p> <p>CTE Program Participant: A student completing either only one CTE course for any number of credits or more than one course for less than two credits where a CTE course is defined by 19 TAC Chapter 126 (C), 127 (B) or 130 (the student does not have to pass or receive credit).</p> <p>CTE Program Explorer: A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).</p> <p>CTE Program Concentrator: A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.</p> <p>CTE Program Completer: A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.</p> <p>When a student earns college credit hours in multiple courses, the student is counted multiple times in the "Total" row.</p> <p>https://rptsrv1.tea.texas.gov/adhocrpt/Standard_Reports/CTE_Students_College_Credit/CTE_Reports.html</p>
Vermont	Yes	
Virginia	Yes	Virginia collects enrollment data.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q93: Does your state collect corresponding data (e.g., enrollment, passing rates, etc.) for dual or concurrent enrollment in a community college, college, or university?

Q94: Please describe the corresponding data (e.g., enrollment, passing rates, etc.) collected by the state.

Washington	Yes	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.300.560
West Virginia	Yes	The state collects demographic information and credit hours for those enrolled in the Grow Your Own Teacher program.
Wisconsin	Yes	Report cards include dual enrollment counts and percentages of students (grades 9-12) who successfully complete at least one dual enrollment course for the reporting year. Course and program data are reported by districts to DPI.
Wyoming	Yes	
Washington, DC	Yes	I'm not sure what data is collected at the state level, but at the district level we do collect data on enrollment and pass rates by the various dual enrollment partnerships.
Summary n=37	Yes = 30; No = 7	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table 36. Grade Level Associated with Dual or Concurrent Enrollment Policy

	Q95: Beginning with what grade are students allowed dual or concurrent enrollment in a community college, college, or university?								Determined by the LEA
	5	6	7	8	9	10	11	12	
Arizona					•				
California									•
Delaware						•			
Georgia						•			
Hawaii					•				
Illinois									•
Indiana									•
Kansas									•
Kentucky									•
Louisiana									•
Maine					•				
Maryland									•
Massachusetts									•
Michigan					•				
Minnesota	•								
Nevada									•
New Hampshire									•
New Jersey									•

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q95: 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
North Dakota						•			
Oklahoma									•
Oregon					•				
Pennsylvania									•
Rhode Island					•				
South Dakota									•
Texas									•
Vermont							•		
Virginia									•
West Virginia									•
Wisconsin									•
Wyoming					•				
Washington, DC									•
n=31	1	0	0	0	7	3	1	0	19

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table 37. Middle School Credit Toward High School Graduation

	Q96: Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?	Q97: Please provide a URL/link to the state law or rule permitting middle school students to receive credit toward high school graduation.
Alabama	Yes	https://admincode.legislature.state.al.us/administrative-code/290-3-1
Alaska	No	
Arizona	No	
California	Yes	Local Control Decision
Colorado	Yes	https://www.cde.state.co.us/postsecondary/gradguidelinesfaqs#GGMenueofoptions
Connecticut	No	
Delaware	No	
Florida	Yes	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	Yes	https://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-4-2-.48.pdf
Hawaii	No	
Idaho	Yes	https://www.sde.idaho.gov/student-engagement/advanced-ops/
Illinois	Yes	https://www.ilga.gov/legislation/ilcs/fulltext.asp?DocName=010500050K27-22.10
Indiana	No	
Iowa	Yes	https://www.legis.iowa.gov/docs/code/256.7.pdf
Kansas	Yes	https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-3

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q96: Does your state have a law or rule permitting middle school students to receive credit toward high school graduation?	Q97: Please provide a URL/link to the state law or rule permitting middle school students to receive credit toward high school graduation.
Kentucky	Yes	https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3545
Louisiana	Yes	Bulletin 741, Louisiana Handbook for Public School Administrators, Chapter 23 §2315. Adding Electives to the Program of Studies-Middle and Secondary
Maine	No	
Maryland	Yes	https://dsd.maryland.gov/regulations/Pages/13A.03.02.04.aspx
Michigan	Yes	https://www.michigan.gov/mde/-/media/Project/Websites/mde/CTE/cte_emc/EMC-Tool-Kit/6__Michigan_Merit_Curriculum_FAQ.pdf?rev=4a74d259f5a842c69690ed8f57bb0c61&hash=4E02CE7909B286A79D53DBD37F6677FB
See page #5.		
Minnesota	Yes	https://www.revisor.mn.gov/statutes/cite/120b.024
Mississippi	Yes	
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	Yes	
North Carolina	Yes	https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=LqMfG5xsABxhiC5yX1Ay4w%3d%3d&PG=6&st=miscellaneous+graduation+policies&mt=Exact
North Dakota	No	
Oklahoma	Yes	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=438855
Oregon	No	
Pennsylvania	No	
Rhode Island	No	
South Carolina	Yes	https://ed.sc.gov/districts-schools/school-safety/state-regulations/uniform-grading-policy/
South Dakota	Yes	https://sdlegislature.gov/Rules/Administrative/24:43:01:01
Texas	Yes	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch074c.pdf
Vermont	No	
Virginia	No	
Washington	Yes	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.230.090
West Virginia	Yes	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D55089%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin	Yes	https://dpi.wi.gov/cal/middle-school-credit
Wyoming	Yes	https://drive.google.com/file/d/1DcFw95VsuRKdCYxNDSHEs5FbsUj9iJ6/view?usp=drive_link
Washington, DC	No	
Summary n=45	Yes = 25; No = 20	

Note: Arkansas, Massachusetts, Tennessee, Utah, and Department of Defense Education Activity did not respond.

Table 38. Access to Middle School Credit Toward High School Graduation

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q98 and Q99 represent follow-up questions to Q97. States who answered No to Q96 received Q98. States who answered Yes to either Q96 or Q98 received Q99.

	Q98: Are LEAs in your state allowed to provide access for middle school students to receive credit toward high school graduation?	Q99: Does your state collect data or district policy information regarding LEAs that allow middle school students to receive credit toward high school graduation?	Q100: Please describe the data or district policy information collected by the state regarding LEAs that allow middle school students to receive credit toward high school graduation.
Alabama		Yes	Districts may submit a waiver for approval of middle school students to receive credit.
Alaska	No		
Arizona	Yes	No	
California		No	
Colorado		No	
Connecticut	Yes	No	
Delaware	Yes	No	
Georgia		Yes	This is generated through student reporting in the high school course codes allowable for middle school students.
Hawaii	No		
Idaho		Yes	
Illinois		No	
Indiana	Yes		
Iowa		No	
Kansas		No	
Louisiana		No	
Maine	No		
Maryland		No	
Michigan		No	
Minnesota		No	
Mississippi		Yes	
Missouri	Yes	No	
Montana	Yes	No	
Nebraska	Yes	No	
Nevada	Yes		
New Hampshire	Yes	No	
New Jersey	No		
New Mexico		Yes	District data is collected regarding which specific courses are offered for high school credit. The most common are Algebra I, Health, and Physical Education.
North Carolina		Yes	Student enrollment data and earned credit are stored in North Carolina's student information system.
North Dakota	Yes	No	
Oklahoma		No	
Oregon	Yes	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q98: Are LEAs in your state allowed to provide access for middle school students to receive credit toward high school graduation?	Q99: Does your state collect data or district policy information regarding LEAs that allow middle school students to receive credit toward high school graduation?	Q100: Please describe the data or district policy information collected by the state regarding LEAs that allow middle school students to receive credit toward high school graduation.
Pennsylvania	Yes	Yes	949 Act 14____(e) No later than July 31, 2023, and each school year thereafter, a school entity shall provide to the Department of Education the number and form of agreements the school entity has entered into under this section and the number of secondary school students participating in the agreements, including total credits earned. The Department of Education shall compile the information received under this subsection and include it in the department's electronic database or software program and portal established under section 2005-C(4)
Rhode Island	Yes	No	
South Carolina		No	
South Dakota		No	
Texas		No	
Vermont	No		
Virginia	Yes	Yes	Master Schedule Collection (MSC) requires divisions to report how many middle school students pass a high school course.
West Virginia		Yes	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D55089%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin		No	
Wyoming		No	
Washington, DC	Yes	No	
Summary	Yes = 15; No = 5 n=20	Yes = 9; No = 26 n=35	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table 39. State Proficiency-Based Promotion Policy

	Q101: Does your state have a law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in the course)?	Q102: Please provide a URL/link to the state law or rule permitting proficiency-based promotion.
Alabama	Yes	https://admincode.legislature.state.al.us/administrative-code/290-3-1
Alaska	No	
Arizona	Yes	15-701.01(J) requires SBE to adopt rules to allow high school students to demonstrate competency in a course without taking a course; SBE Rule R7-2-302(5)(c) requires LEAs to provide an opportunity for students to demonstrate competency in lieu of classroom time, upon request of the student. https://apps.azsos.gov/public_services/Title_07/7-02.pdf https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00701-01.htm
California	Yes	Local Control Decision
Colorado	Yes	https://statebillinfo.com/bills/bills/07/1118_enr.pdf
Connecticut	No	
Delaware	No	
Florida	Yes	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1002/Sections/1002.3105.html
Georgia	Yes	https://law.justia.com/codes/georgia/2020/title-20/chapter-2/article-6/part-3/section-20-2-159-4/
Hawaii	No	
Idaho	Yes	https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2015/legislation/H0110.pdf
Illinois	No	
Indiana	Yes	https://iga.in.gov/laws/2024/ic/titles/20#20-36
Iowa	Yes	https://www.legis.iowa.gov/docs/code/256.7.pdf
Kansas	Yes	https://sos.ks.gov/publications/pubs_kar_Regs.aspx?KAR=91-40-3
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/305/
Louisiana	Yes	Bulletin 741, Louisiana Handbook for Public School Administrators, Chapter 23 §2314. Carnegie Credit and Credit Flexibility
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	Yes	https://www.michigan.gov/mde/-/media/Project/Websites/mde/CTE/cte_emc/EMC-Tool-Kit/6__Michigan_Merit_Curriculum_FAQ.pdf?rev=4a74d259f5a842c69690ed8f57bb0c61&hash=4E02CE7909B286A79D53DBD37F6677FB
Minnesota	Yes	https://www.revisor.mn.gov/statutes/cite/120B.15
Mississippi	No	
Missouri	Yes	https://dese.mo.gov/quality-schools/mo-school-improvement-program - scroll down to the Embedded Credit tab
Montana	No	
Nebraska	No	
Nevada	Yes	NRS 389.171
New Hampshire	Yes	https://www.education.nh.gov/who-we-are/deputy-commissioner/office-of-governance/education-laws
New Jersey	No	
New Mexico	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q101: Does your state have a law or rule permitting proficiency-based promotion (demonstrating proficiency without seat time in the course)?	Q102: Please provide a URL/link to the state law or rule permitting proficiency-based promotion.
North Carolina	Yes	https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=10399&revid=LqMfG5xsABxhiC5yX1Ay4w%3d%3d&PG=6&st=miscellaneous+graduation+policies&mt=Exact
North Dakota	Yes	There is not a specific statute, but information included within the following: https://ndlegis.gov/cencode/t15-1c21.pdf#nameddest=15p1-21-02 https://ndlegis.gov/cencode/t15-1c01.pdf#nameddest=15p1-01-01 https://ndlegis.gov/cencode/t15-1c02.pdf#nameddest=15p1-02-04
Oklahoma	Yes	https://rules.ok.gov/code?q=proficiency%202010:35-27-2
Oregon	Yes	https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145206
Pennsylvania	Yes	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter4/s4.24.html
Rhode Island	No	
South Carolina	No	
South Dakota	Yes	https://sdlegislature.gov/Rules/Administrative/24:43:01:01
Texas	Yes	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch074c.pdf
Vermont	Yes	https://education.vermont.gov/documents/state-board-rules-series-2000
Virginia	Yes	https://law.lis.virginia.gov/vacode/title22.1/chapter13.2/section22.1-253.13:4/
Washington	Yes	https://app.leg.wa.gov/rcw/default.aspx?cite=28A.300.575 https://apps.leg.wa.gov/WAC/default.aspx?cite=180-51-050
West Virginia	No	
Wisconsin	Yes	https://docs.legis.wisconsin.gov/statutes/statutes/118/33/1/es
Wyoming	Yes	https://drive.google.com/file/d/1o0I2D0UmXyceKPfjVy-pjQcVyWP4Ln5/view?usp=sharing
Washington, DC	Yes	https://osse.dc.gov/page/credit-flexibility-%E2%80%93-waiver-award-competency-based-units
Summary n=46	Yes = 30; No = 16	

Note: Arkansas, Tennessee, Utah, and Department of Defense Education Activity did not respond.

Table 40. State Proficiency-Based Promotion Policy

Q103 and Q104 represent follow-up questions to Q101. States who answered No to Q101 received Q103. States who answered Yes to either Q101 or Q103 received Q104.

	Q103: Are LEAs in your state allowed to use proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?	Q104: Does your state collect data or district policy information regarding proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?	Q105: Please describe the data or district policy information regarding proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?
Alabama		Yes	Data collected includes district, gender, race, grade, EL, SES factors, course type, and exceptionality.
Alaska	No		
Arizona		No	
California		No	
Colorado		Yes	Local Education Providers (LEPs) must report the measure by which each student has demonstrated Postsecondary and Workforce Readiness (PWR) according to the Graduation Guidelines Menu of Options. https://www.cde.state.co.us/postsecondary/graduationguidelines
Delaware	No		
Georgia		Yes	The State Board of Education, in consultation with the Board of Regents of the University System of Georgia and the State Board of the Technical College System of Georgia, shall adopt policies and establish guidelines for awarding units of high school credit to students based on a demonstration of subject area competency, instead of or in combination with completion of courses of classroom instruction. Such policies and guidelines shall clearly delineate the manner in which students can earn credit, how mastery of standards will be assessed, how locally developed assessments will be reviewed and approved, how such credit will be recorded on high school transcripts, and when outcomes as a result of these policies and guidelines will be reviewed. The state board shall adopt such policies and establish guidelines, and such policies and guidelines shall be applicable beginning with the 2013-2014 school year. https://law.justia.com/codes/georgia/2020/title-20/chapter-2/article-6/part-3/section-20-2-159-4/
Hawaii	No		
Idaho		Yes	
Illinois	Yes	Yes	Competency-Based Education is a learning program that assesses and advances students based on their demonstration of mastery of skills and knowledge. https://www.isbe.net/competency
Iowa		No	
Kansas		No	
Louisiana		No	
Maine	Yes	No	
Maryland	Yes	No	
Michigan		No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q103: Are LEAs in your state allowed to use proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?	Q104: Does your state collect data or district policy information regarding proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?	Q105: Please describe the data or district policy information regarding proficiency-based promotion (demonstrating proficiency without seat time in the course) for students?
Minnesota		No	
Mississippi	No		
Missouri		Yes	https://dese.mo.gov/quality-schools/mo-school-improvement-program Scroll down to Embedded Credit for information
Montana	Yes	No	
Nebraska	Yes	No	
Nevada		Yes	
New Hampshire		No	
New Jersey	No		
New Mexico	No		
North Carolina		Yes	North Carolina includes number of credits/courses earned via the Credit by Demonstrated Mastery (CDM) process.
North Dakota		No	
Oklahoma		No	
Oregon		No	
Pennsylvania		No	
South Carolina	No		
South Dakota		No	
Texas		No	
Utah			
Vermont		No	
Virginia		No	
Washington		Yes	https://ospi.k12.wa.us/student-success/resources-subject-area/world-languages/world-language-proficiency-assessment-options
West Virginia	No		
Wisconsin		No	
Wyoming		No	
Washington, DC		No	
Summary	Yes = 5; No = 8 n=13	Yes = 9; No = 23 n=32	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 41 (Part 1). Services Available by State

	Q107: Which of the following are required in your state?						
	Academic guidance and counseling	Differentiated instruction	Subject-based acceleration	Whole grade acceleration	Contact time/required minutes of service	Multi-Tiered Systems of Support for GT	Response to intervention for GT
Alabama	Not Required	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law
Alaska	Required by Rule or Law	Required by Rule or Law					
Arizona	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Arkansas							
California	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Colorado	Required by Rule or Law	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Connecticut	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Delaware	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required
Florida	Not Required	Not Required	Required by Rule or Law	Not Required	Required by Rule or Law	Not Required	Not Required
Georgia	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Hawaii	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Idaho	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Illinois	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required
Indiana	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required
Iowa	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Kansas	Not Required	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Kentucky	Required by Rule or Law	Required by Rule or Law					Required by Rule or Law
Louisiana	Not Required	Required by Rule or Law	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Maine	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Maryland	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Massachusetts							
Michigan	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
Minnesota	Required by Rule or Law	Not Required	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required
Mississippi	Required by Rule or Law				Required by Rule or Law	Required by Rule or Law	Required by Rule or Law
Missouri	Required by Rule or Law	Not Required	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required
Montana	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Nebraska	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q107: Which of the following are required in your state?

	Academic guidance and counseling	Differentiated instruction	Subject-based acceleration	Whole grade acceleration	Contact time/required minutes of service	Multi-Tiered Systems of Support for GT	Response to intervention for GT
Nevada	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
New Hampshire							
New Jersey	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required	Not Required
New Mexico	Not Required	Required by Rule or Law	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law
North Carolina	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required
North Dakota	Required by Rule or Law	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Oklahoma	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required
Oregon	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Pennsylvania	Required by Rule or Law	Not Required		Not Required	Not Required	Not Required	Not Required
Rhode Island	Required by Rule or Law	Not Required	Required by Rule or Law				
South Carolina					Required by Rule or Law		
South Dakota							
Tennessee							
Texas	Required by Rule or Law	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required
Utah							
Vermont							
Virginia	Required by Rule or Law	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required	Not Required
Washington	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required	Not Required	Not Required
West Virginia	Not Required	Required by Rule or Law	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Wisconsin	Required by Rule or Law	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Wyoming	Not Required	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Department of Defense Education Activity							
Washington, DC	Required by Rule or Law	Not Required	Not Required	Not Required	Required by Rule or Law	Not Required	Not Required
Summary	Required by Rule or Law = 20 Not Required = 21 n=41	Required by Rule or Law = 17 Not Required = 23 n=40	Required by Rule or Law = 10 Not Required = 27 n=37	Required by Rule or Law = 7 Not Required = 30 n=37	Required by Rule or Law = 15 Not Required = 24 n=39	Required by Rule or Law = 4 Not Required = 34 n=38	Required by Rule or Law = 4 Not Required = 35 n=39

Note: Arkansas, Massachusetts, New Hampshire, South Dakota, Tennessee, Utah, Vermont, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 41 (Part 2). Services Available by State

Q107: Which of the following are required in your state?		
	Other Requirements	Please provide any comments, explanations, or context about any of the services you listed above.
Alabama		Each district has an approved acceleration plan. Acceleration is for all students, not only gifted identified students. In step two of the plan, if the student has not previously been referred for gifted services, a referral is initiated.
Alaska		
Arizona		The above items may be determined by the LEA ARS 15-779.01 speaks to reciprocity for identification: C. If a pupil who was previously identified as a gifted pupil by a school district or charter school transfers into another school district, the school district into which the pupil transferred shall determine in a timely manner whether the pupil shall be identified as a gifted pupil in that school district. The school district into which the pupil transferred shall provide gifted education to transfer pupils who are identified as gifted without unreasonable delay. https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00779-01.htm
Arkansas		
California		All decisions about GT are local control decisions
Colorado		For the ones selected not required, it is allowed but not required and determined by LEA.
Connecticut		
Delaware		
Florida		
Georgia		
Hawaii	Military Compact to allow GT students to forgo identification.	Schools allow all military dependents to participate in their GT program as soon as they are enrolled if they have participated in a GT program at another school. The school can require testing to ensure the military dependent qualifies for the school's GT program if needed.
Idaho		
Illinois		*Automatic acceleration is required for grades 9-12, districts have to have a policy for acceleration for grades K-8 *Districts have to have a policy that allows for whole grade acceleration.
Indiana		While the state has specific recommendations, decisions regarding high ability programming are determined at the local level.
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	System of intervention is required.	
Maryland		
Massachusetts		
Michigan		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q107: Which of the following are required in your state?

	Other Requirements	Please provide any comments, explanations, or context about any of the services you listed above.
Minnesota	Early Entrance to K and First Grade, Post Secondary Enrollment Option, Social Emotional Education	The mandate for acceleration policies is the foundation for gifted services and programs in the state of Minnesota. Nearly one half of the school districts have adopted the state MTSS model for serving students. The state MTSS model includes research and evidenced based information on serving gifted learners. MTSS is not required but is quickly proving a system of choice for Minnesota schools. Please visit https://education.mn.gov/MDE/dse/mtss/ to learn more about the Minnesota framework for MTSS.
Mississippi		
Missouri		Academic counseling is provided through school guidance counseling, not gifted education specialists. The Individual Career & Academic Plan (ICAP), is a plan of study to guide students through the coursework and activities for achieving personal career goals, post-secondary planning and providing individual pathway options. An ICAP is a multi-year process, beginning no later than the eighth grade, that intentionally guides students and families in the exploration of career, academic and multiple post-secondary opportunities to include *direct access to the workforce *military *tech school/area career center *vocational training (apprenticeship), *2 year college and *4 year college. An ICAP is a "roadmap" to help students develop the awareness, knowledge, attitudes, and skills to create their own meaningful pathways to be success ready graduates. ICAP (Personal Plan of Study) legislative requirements begin on Section 167.903 of Senate Bill 638 (page 45)
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		Gifted and talented services are determined by the LEA.
New Mexico		We generally practice reciprocity with other states as a best practice; however, there is currently not a specific policy regarding reciprocity.
North Carolina		https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-orintellectually-gifted/aig-program-standards-and-related-legislation Most services in the state of NC are governed by the LEA, with guidance from the NC AIG Program Standards. The Program Standards require acceleration, differentiated instruction, and transfer procedures. Additionally, there is legislation that mandates the acceleration of students in mathematics, when the student scores at the highest level on a state mandated end of grade or end of course assessment in mathematics. S500v7.pdf (ncleg.gov) In addition, there is state board policy (CCRE-001) that requires districts to implement the Credit by Demonstrated Mastery process. View Policy CCRE-001: Course for Credit (eboardsolutions.com) Otherwise, services are determined by the LEA and outlined in the Local AIG Plan every three years.
North Dakota		School districts must have one counselor for every three hundred students in grades seven through twelve and one counselor for every three hundred students in grades kindergarten through six. The student's career advisor or guidance counselor should meet with the student to review rationally recognized test results. High School Units - instructional time. Each unit of instructional time must consist of at least one hundred twenty hours of student engagement per school calendar.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q107: Which of the following are required in your state?

	Other Requirements	Please provide any comments, explanations, or context about any of the services you listed above.
Oklahoma		Students who score in the top 3% on a Nationally Standardized Test of Intellectual Ability would likely have reciprocity, but ultimately LEAs can determine if the test the student took is similar enough to the test the LEA uses to be reciprocal. Additionally, OK does have rules regarding Proficiency-based promotion, which are used like acceleration in this case.
Oregon		Academic guidance and counseling is not specific to GT, but is expected for all students, including GT.
Pennsylvania		Pennsylvania does have reciprocity for military families on active duty or retired within 1 year of enrollment in a PA school
Rhode Island		
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington	Military compact	https://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.195
West Virginia		Gifted services are documented within an Individualized Education Program (IEP). Service minutes and accommodations must be provided based on each students' IEP.
Wisconsin		There is flexibility with contact time
Wyoming		
Department of Defense Education Activity		
Washington, DC		

Note: Arkansas, Massachusetts, New Hampshire, South Dakota, Tennessee, Utah, Vermont, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 42. Services Available by State: Reciprocity Rules for Identification

	Q107: Which of the following are required in your state?			
	Automatic reciprocity for GT identification with other states	Conditional reciprocity for GT identification with other states	Reciprocity for GT identification between districts within your state	Conditional reciprocity for GT identification between districts within your state
Alabama	Not Required	Required by Rule or Law	Required by Rule or Law	Not Required
Alaska				
Arizona	Not Required	Required by Rule or Law	Not Required	Required by Rule or Law
Arkansas				
California	Not Required	Not Required	Not Required	Not Required
Colorado	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law
Connecticut	Not Required	Not Required	Not Required	Not Required
Delaware	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law
Florida	Required by Rule or Law	Not Required	Required by Rule or Law	Not Required
Georgia	Not Required	Not Required	Required by Rule or Law	Not Required
Hawaii	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law
Idaho	Not Required	Not Required	Not Required	Not Required
Illinois	Not Required	Not Required	Not Required	Not Required
Indiana	Not Required	Not Required	Not Required	Not Required
Iowa	Not Required	Not Required	Not Required	Not Required
Kansas	Not Required	Not Required	Not Required	Not Required
Kentucky		Not Required	Required by Rule or Law	
Louisiana	Not Required	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law
Maine	Not Required	Not Required	Not Required	Not Required
Maryland	Not Required	Not Required	Not Required	Not Required
Massachusetts				
Michigan	Not Required	Not Required	Not Required	Not Required
Minnesota	Not Required	Not Required	Not Required	Not Required
Mississippi	Required by Rule or Law			Required by Rule or Law
Missouri	Not Required	Required by Rule or Law		Required by Rule or Law
Montana	Not Required	Not Required	Not Required	Not Required
Nebraska	Not Required	Not Required	Not Required	Not Required
Nevada	Not Required	Not Required	Not Required	Not Required
New Hampshire				
New Jersey	Not Required	Not Required	Not Required	Not Required
New Mexico	Not Required	Not Required	Required by Rule or Law	Not Required
North Carolina	Not Required	Required by Rule or Law	Not Required	Required by Rule or Law

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q107: Which of the following are required in your state?

	Automatic reciprocity for GT identification with other states	Conditional reciprocity for GT identification with other states	Reciprocity for GT identification between districts within your state	Conditional reciprocity for GT identification between districts within your state
North Dakota	Not Required	Not Required	Not Required	Not Required
Oklahoma	Not Required	Not Required	Not Required	Required by Rule or Law
Oregon	Not Required	Not Required	Not Required	Not Required
Pennsylvania	Not Required	Not Required	Required by Rule or Law	Required by Rule or Law
Rhode Island				
South Carolina	Required by Rule or Law	Required by Rule or Law	Required by Rule or Law	
South Dakota				
Tennessee				
Texas	Not Required	Not Required	Not Required	Not Required
Utah				
Vermont				
Virginia	Not Required	Not Required	Not Required	Not Required
Washington	Not Required	Not Required	Not Required	Not Required
West Virginia	Not Required	Not Required	Required by Rule or Law	Not Required
Wisconsin	Not Required	Not Required	Not Required	Not Required
Wyoming	Not Required	Not Required	Not Required	Not Required
Department of Defense Education Activity				
Washington, DC	Not Required	Not Required	Not Required	Not Required
Summary	Required by Rule or Law = 4 Not Required = 35 n=39	Required by Rule or Law = 7 Not Required = 32 n=39	Required by Rule or Law = 12 Not Required = 26 n=38	Required by Rule or Law = 10 Not Required = 28 n=38

Note: Alaska, Arkansas, Massachusetts, New Hampshire, Rhode Island, South Dakota, Tennessee, Utah, Vermont, and Department of Defense Education Activity did not respond.

Table 43. State GT Program Standards/Guidelines

	Q111: Does your state have state program standards/guidelines for gifted education?	Q112: Please provide the URL/link to your state program standards.
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2024/01/GE_20220311_Alabama-Gifted-Education-Programs-Standards-and-Student-Outcomes-Manual_V1.0.pdf
Alaska	Yes	http://www.akleg.gov/basis/aac.asp#4.52.800
Arizona	Yes	https://www.azed.gov/sites/default/files/2015/03/arizonagiftededucationstatutesadministrativecode.pdf
Arkansas		
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/programming
Connecticut	No	
Delaware	Yes	https://www.doe.k12.de.us/domain/140
Florida	Yes	https://www.cpalms.org/public/search/Standard
Georgia	Yes	https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Gifted%20Education/Gifted%20Education%20Print%20Ready%20Program%20Standards%20for%20Gifted%20Learners.pdf
Hawaii	No	
Idaho	No	
Illinois	No	
Indiana	Yes	https://iga.in.gov/laws/2024/ic/titles/20#20-36
Iowa	No	
Kansas	No	
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	No	
Maine	Yes	https://www.maine.gov/sos/cec/rules/05/chaps05.htm ; districts are able to request a waiver
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	Yes	https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/2013-Gifted-Standards.pdf
Missouri	Yes	https://dese.mo.gov/quality-schools/gifted-education
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	Yes	https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/Gifted-TAM-2023.pdf
North Carolina	Yes	AIG Program Standards and Related Legislation NC DPI download (nc.gov) NC AIG Program Standards https://www.dpi.nc.gov/media/11786/download?attachment
North Dakota	Yes	https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/FINAL_ND%20Best%20Practices%20for%20Gifted%20Education.pdf
Oklahoma	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q111: Does your state have state program standards/guidelines for gifted education?	Q112: Please provide the URL/link to your state program standards.
Oregon		
Pennsylvania	Yes	https://www.pa.gov/en/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/gifted-education.html
Rhode Island	Yes	https://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx
South Carolina	Yes	https://ed.sc.gov/instruction/standards/advanced-academic-programs/gifted-and-talented/gifted-and-talented-program-models/
South Dakota	No	
Tennessee		
Texas	Yes	https://tea.texas.gov/sites/default/files/GT_State_Plan_2019_1.pdf
Utah		
Vermont	No	
Virginia	Yes	https://www.doe.virginia.gov/home/showpublisheddocument/2314/637950367189030000
Washington	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=45	Yes = 20; No = 25	

Note. Arkansas, Oregon, Tennessee, Utah, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

SECTION V. PERSONNEL AND TRAINING REQUIREMENTS

Table 44. LEA Gifted Education Administrator/Coordinator

	Q67: Does your state law or rule require each LEA to have a gifted education administrator/coordinator?	Q68: Please provide the URL/link to the law or rule.
Alabama	Yes	https://www.alabamaachieves.org/wp-content/uploads/2021/01/AAC-Gifted-Code_5-14-2009-1.pdf
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/personnel
Connecticut	No	
Delaware	No	
Florida	Yes	
Georgia	No	
Hawaii	No	
Idaho	Yes	IDAPA Code 08.02.03.171. https://adminrules.idaho.gov/rules/current/08/080203.pdf
Illinois	No	
Indiana	No	
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/281.59.pdf
Kansas	No	
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Yes	Bulletin 1706, Subpart 2, Chapter 11. §1167. Appointment of a Gifted/ Talented Program Contact Person
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	Yes	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
North Carolina	Yes	https://www.ncleg.gov/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_115C/Article_9B.pdf
North Dakota	No	
Oklahoma	No	
Oregon	No	
Pennsylvania	No	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q67: Does your state law or rule require each LEA to have a gifted education administrator/coordinator?	Q68: Please provide the URL/link to the law or rule.
Rhode Island	No	
South Carolina	Yes	https://ed.sc.gov/educators/certification/certification-forms/forms/required-credentials-for-professional-staff-members/
South Dakota	No	
Tennessee	No	
Texas	No	
Utah	No	
Vermont	No	
Virginia	Yes	https://www.doe.virginia.gov/teaching-learning-assessment/specialized-instruction/gifted-education
Washington	No	
West Virginia	No	
Wisconsin	Yes	https://dpi.wi.gov/gifted/laws
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=48	Yes = 12; No = 36	

Note: Arkansas and Department of Defense Education Activity did not respond.

Table 45. LEA Gifted Education Administrator/Coordinator Credential Requirement

	Q69: Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?	Q70: Please provide any additional comments on LEA administrators/coordinators.
Alabama	No	Many gifted coordinators serve dual roles as special education coordinator and gifted coordinator or may even have multiple responsibilities.
Colorado	Yes	
Florida	No	Many districts have an Exceptional Student Education program manager that provides the gifted coordinator services.
Idaho	No	
Iowa	Yes	59.4(9) Qualifications of personnel. Instructional personnel providing programs for gifted and talented students should have preservice or in-service preparation in gifted and talented education that is commensurate with the extent of their involvement in the gifted and talented program. The gifted and talented program teacher-coordinator will hold an endorsement allowing the holder to serve as a teacher or a coordinator of programs for gifted and talented students from the prekindergarten level through grade 12.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q69: Does your state law or rule require that the gifted education administrator/coordinator have a credential in gifted education?	Q70: Please provide any additional comments on LEA administrators/coordinators.
Iowa (continued)	Yes	<p>282-13.28(24) Talented and gifted teacher.</p> <p>a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement.</p> <p>b. Program requirements—content. Completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include the following:</p> <p>(1) Psychology of the gifted: 1. Social needs; 2. Emotional needs.</p> <p>(2) Programming for the gifted: 1. Prekindergarten-12 identification; 2. Differentiation strategies; 3. Collaborative teaching skills; 4. Program goals and performance measures; 5. Program evaluation.</p> <p>(3) Practicum experience in gifted programs.</p> <p>NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.</p>
Kentucky	No	
Louisiana	No	
Mississippi	Yes	Each local district superintendent shall appoint at least two Gifted Education Contact Persons (GEP) Contacts. These individuals are the link between the district and the MDE. This is not intended to be an additional administrative position at the district level. At least one of the GEP Contacts in the district shall hold a valid gifted endorsement and have experience as a GEP teacher. It is the responsibility of these individuals to keep the superintendent informed about the local gifted education program and all communications from the MDE regarding gifted education programs.
North Carolina	Yes	NC AIG Program Standards outline expectations for the licensure of gifted LEA administrators/coordinators. These standards are in State Board of Education Policy (ACIG-000) in North Carolina.
South Carolina	Yes	
Virginia	No	
Wisconsin	No	One person is required at each LEA to coordinate the gifted and talented program. While an LEA's gifted/talented coordinator is not required to hold a gifted/talented coordinator license, it is certainly encouraged. We also have a gifted/talented teacher license, but that license is optional as well.
Summary n=12	Yes = 5; No = 7	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table 46. Training Requirements for Teachers of the Gifted

	Q113: 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
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		•			
Montana					
Nebraska					•
Nevada	•		•		
New Hampshire					•
New Jersey					•
New Mexico	•				
North Carolina	•	•	•	•	
North Dakota	•				
Oklahoma				•	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q113: 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
Oregon					•
Pennsylvania					
Rhode Island					•
South Carolina	•				
South Dakota					•
Tennessee					
Texas		•		•	
Utah					•
Vermont					•
Virginia				•	
Washington					•
West Virginia	•	•			
Wisconsin					•
Wyoming	•				
Department of Defense Education Activity					
Washington, DC					•
Summary n=42	17	10	5	5	20

Note: Arkansas, Connecticut, Idaho, Massachusetts, Montana, Pennsylvania, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 47. Information on Training Requirements for Teachers of the Gifted

	Q114: Provide comments about GT teacher training requirements in your state.	Q115: Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.
Alabama	Gifted specialists are required to complete a certification program.	https://admincode.legislature.state.al.us/api/rule/290-3-3-.44
Arizona		https://www.azed.gov/sites/default/files/2017/02/Requirements%20for%20Endorsement%20-%20Gifted.pdf?id=58a22a041130c2091cf212c9
Colorado	<p>Colorado offered 3 levels of endorsement: core, specialist, and director that can be obtained by completing an approved program (3 universities currently within CO who are approved programs). Many local administrative units have developed and require internal certification programs to aid in increasing the number of individuals with training in gifted education.</p> <p>LEAs are responsible for determining and set requirements for educators working with gifted students. Administrative Unit Gifted Directors of Record must be endorsed or considered highly qualified if they receive funding from the Universal Screening Qualified Personnel grant.</p>	https://www.cde.state.co.us/gt/endorsements
Connecticut	Determined by LEA. There is not an endorsement specific to gifted and talented. Regulations authorize anyone with a grade-appropriate endorsement to serve in this role; it is up to the hiring district to select an educator they feel would be the best fit.	
Delaware		https://regulations.delaware.gov/AdminCode/title14/1500/1572.shtml#TopOfPage
Florida		https://www.flrules.org/gateway/RuleNo.asp?title=CERTIFICATION&ID=6A-4.01791
Hawaii	The local higher education does not offer any license or certification so it would not be appropriate for HIDOE to require these.	
Illinois	We do have two subsequent teaching endorsements: Gifted Education Specialist and Gifted Education Teacher	
Indiana	High Ability licensure and/or professional development is strongly recommended but not required. Grant funding may be used for licensure and professional development for teachers of high ability students.	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q114: Provide comments about GT teacher training requirements in your state.	Q115: Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.
Iowa	<p>282-13.28(24) Talented and gifted teacher.</p> <p>a. Authorization. The holder of this endorsement is authorized to serve as a teacher or a coordinator of programs for the talented and gifted from the prekindergarten level through grade twelve. This authorization does not permit general classroom teaching at any level except that level or area for which the holder is eligible or holds the specific endorsement. b. Program requirements—content. Completion of 12 undergraduate or graduate semester hours of coursework in the area of the talented and gifted to include the following:</p> <p>(1) Psychology of the gifted. 1. Social needs; 2. Emotional needs.</p> <p>(2) Programming for the gifted. 1. Prekindergarten-12 identification; 2. Differentiation strategies; 3. Collaborative teaching skills; 4. Program goals and performance measures; 5. Program evaluation.</p> <p>(3) Practicum experience in gifted programs.</p> <p>NOTE: Teachers in specific subject areas will not be required to hold this endorsement if they teach gifted students in their respective endorsement areas.</p>	<p>https://educate.iowa.gov/media/116/download?inline=</p>
Kentucky		<p>https://apps.legislature.ky.gov/law/kar/titles/016/002/110/#:~:text=KRS%20161.052%20requires%20that%20all%20persons%20employed%20as,a%20preparation-certification%20program%20for%20teachers%20for%20gifted%20education.</p>
Louisiana		<p>Bulletin 746, Bulletin 746â€•Louisiana Standards for State Certification of School Personnel Â§1321 Requirements to add Academically Gifted and Â§539. Artist or Talented Certificate.</p>
Maine		<p>same- 104 URL</p>
Minnesota	<p>All Minnesota schools are encouraged to take advantage of the robust professional learning opportunities available through the department of education. These include on-demand courses in gifted education, videos, seminars, discussion groups, Boot Camp for New Coordinators, the fall through winter workshops on timely topics, open office hours and the Hormel Gifted and Talented Education Symposium.</p>	
Mississippi		<p>https://www.mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/Advanced%20Learning%20and%20Gifted%20Programs/gifted_endorsement_guide.pdf</p>
Missouri	<p>In small districts with average daily attendance at 350 or below, certification is not required, but six clock hours of training is required annually.</p>	<p>https://dese.mo.gov/media/pdf/k-12-gifted-certification-requirements-august-2024</p>
Montana	<p>No training, PD, endorsement, certification, or licensure is required by the state for teachers of the gifted.</p>	
Nebraska		
Nevada	<p>The wording in the law refers to licensure. The law also lists it as an endorsement.</p>	<p>NAC 388.165</p>

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q114: Provide comments about GT teacher training requirements in your state.	Q115: Please provide a URL/link to the policy regarding licensure, endorsement, or credentialing.
New Mexico		https://webnew.ped.state.nm.us/bureaus/licensure/endorsements-how-to-add-a-license/gifted-education/
North Carolina	Note: We checked the terms above because our "term" was not listed, and we are unsure of the definitions of the terms. 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 Schools may determine other professional learning requirements for other personnel based on the NC AIG Program Standards and the Local AIG Plans.	https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/academically-orintellectually-gifted/aig-add-licensure https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learningand-gifted-education/academically-or-intellectually-gifted/aig-program-standards-and-related-legislation
North Dakota		https://www.nd.gov/espb/sites/www/files/documents/SFN-58894-Gifted-and-Talented-Endorsement-05-17.pdf
Oklahoma		https://rules.ok.gov/code?q=gifted
Pennsylvania	To teach enrichment, professional instructional I or II certification at any grade level and any in any content. Teachers of record for content-specific classes (AP, IB, or Honors) must be highly qualified with credentials in the content and grade level.	Chapter 5: Personnel (pa.gov) describes the guidelines. https://www.pa.gov/en/agencies/education/programs-and-services/instruction/elementary-and-secondary-education/gifted-education.html
Rhode Island	Determined by the LEA	
South Carolina		https://ed.sc.gov/sites/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
Texas	G/T certified" refers to a teacher who has obtained the G/T Supplemental Certificate available through the State Board of Educator Certification after successfully challenging the G/T TExES Supplemental Exam. This certificate alone, however, does not qualify a teacher to teach gifted students in Texas. It must be accompanied by the 30-hour foundational G/T training required by TAC §89.2. A teacher with the appropriate 30-hour training but without the supplemental certificate is considered G/T trained (TAC §89.2 and State Plan 5.1).	
Virginia		https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section370/
West Virginia		https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fapps.sos.wv.gov%2Fadlaw%2Fcsr%2Freadfile.aspx%3FDocId%3D56258%26Format%3DWORD&wdOrigin=BROWSELINK
Wisconsin	Training is encouraged but is not required. See https://docs.legis.wisconsin.gov/code/admin_code/pi/34/ix/081 for optional gifted/talented teacher license.	See https://docs.legis.wisconsin.gov/code/admin_code/pi/34/viii/072 for optional gifted/talented coordinator license.
Wyoming	This requires a gifted and talented program completion through an accredited college that leads to licensure.	https://advance.lexis.com/documentpage/?pdmfid=1000516&crd=f716ca04-edce-48a3-8f7a-6c990beb4251&config=00JABmMTEzODA5Zi0wOWExLTQ3NTAtOThmNy0xYjc5ZjUwYzRkZmIKAFBvZENhdGFsb2f3sjqEYfYX7EMD8yWYBYCu&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A652K-G013-CH1B-T2K5-00008-00&pdcontentcomponentid=234174&pdteaserkey=sr0&pdtab=allpods&ecomp=6s65kkk&earg=sr0&prid=0e73a454-8cfa-4499-ba6d-fe4871576717

Note. Table only includes states who provided comments/URLs.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 48. Preservice University Requirements in GT for All Teacher Candidates

	Q117: Are all preservice teacher candidates in your state required to take coursework in gifted education?	Q118: Please provide a URL/link to the policy requiring preservice coursework in gifted education.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	No	
Idaho	Yes	It's a chapter in the special services coursework.
Illinois	No	
Indiana	No	
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/04-17-2024.28179.pdf
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	No	
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
North Carolina	No	
North Dakota	No	
Oklahoma	Yes	https://www.oscn.net/applications/oscn/deliverdocument.asp?lookup=Previous&listorder=38000&dbCode=STOKST70&year=
Oregon	No	
Pennsylvania	No	
Rhode Island	No	
South Carolina	No	
South Dakota	No	
Tennessee		
Texas	No	
Utah	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q117: Are all preservice teacher candidates in your state required to take coursework in gifted education?	Q118: Please provide a URL/link to the policy requiring preservice coursework in gifted education.
Vermont	No	
Virginia	Yes	https://law.lis.virginia.gov/admincode/title8/agency20/chapter23/section190/
Washington	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=47	Yes = 4; No = 43	

Note. Arkansas, Tennessee, and Department of Defense Education Activity did not respond.

Table 49. GT Professional Learning Requirements for Administrators

	Q120: Is professional learning with respect to gifted education for administrators required in your state?	Q121: Please provide a URL/link to the policy requiring coursework in gifted education for administrators.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	No	
Indiana	No	
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/04-17-2024.281.79.pdf
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q120: Is professional learning with respect to gifted education for administrators required in your state?	Q121: Please provide a URL/link to the policy requiring coursework in gifted education for administrators.
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
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-legislation
North Dakota	No	
Oklahoma	Yes	https://rules.ok.gov/code?q=gifted
Oregon	No	
Pennsylvania	Yes	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.5.html&d=
Rhode Island	No	
South Carolina	Yes	https://ed.sc.gov/sites/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota	No	
Tennessee		
Texas	Yes	https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch089a.pdf
Utah	No	
Vermont	No	
Virginia	No	
Washington	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=47	Yes = 6; No = 41	

Note. Arkansas, Tennessee, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 50. GT Professional Learning Opportunities for Administrators

	Q123: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for administrators?	Q124: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for administrators.
Alabama	Yes	Administrators may attend annual regional trainings, state conferences and the state affiliate conference.
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	Yes	We are in process of updating our PD offerings including targeted PD for administrators. https://www.cde.state.co.us/gt/professionaldevelopment
Connecticut	Yes	https://portal.ct.gov/-/media/sde/gifted-and-talented/gifted-and-talented-education---guidance.pdf
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	No	
Idaho	Yes	I provide professional development for the state for GT district supervisors.
Illinois	Yes	The State Board of Education hosted many webinars for assisting districts with their accelerated placement policies. We also work with the IAGC to provide professional development to educators.
Indiana	Yes	Through the High Ability Program Grant, LEAs may earmark funds for professional development for staff working with high ability students. The state also offers webinars and other opportunities.
Iowa	No	
Kansas	Yes	IDEA and Gifted File Review training
Kentucky	Yes	New GT Coordinator, GT Beginning of Year and End of Year Training is annually provided.
Louisiana	No	
Maine	No	
Maryland	Yes	We are creating a PL inventory of courses that will be differentiated by job classification.
Massachusetts		
Michigan	Yes	The Michigan Department of Education (MDE), in partnership with various stakeholders, has created this Guidance for Academic Acceleration for districts to ensure that all students are supported in reaching their highest academic potential. This document was created in 2019 and was originally aligned to Michigan's previous strategic plan titled, "Top 10 in 10". Although Michigan's Top 10 Strategic Education Plan has been updated, the information in the Guidance for Academic Acceleration may still be useful for districts, schools, educators, and families. Coming Soon: MDE Revised Guidance for Academic Acceleration

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q123: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for administrators?	Q124: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for administrators.
Michigan (continued)	Yes	MDE collaborates with districts and a wide range of partners and stakeholders in support of students and their achievements. Parents, students, and educators who would like to learn more about options, services, and resources for G & T students are encouraged to visit the Michigan Association for Gifted Children website, which provides additional materials and resources to explore - including information regarding specific Michigan PreK-12 schools/districts and Institutions of Higher Learning with identified related programs and services. Additionally, the SEA works collaboratively with external partners and G & T Advocates to support development and promotion of educator professional learning opportunities as offered through EduPath Course Training Modules. https://migiftedchild.org/gifted-education-course-2-is-now-available/ https://www.michigan.gov/mde/-/media/Project/WebSites/mde/Flexible-Learning-Options/Academic-Acceleration---Gifted-and-Talented/MDE_Academic_Acceleration_Guidance.pdf?rev=2e733a2de3624b31858807ed15e3f291
Minnesota	Yes	Administrators frequently attend meetings, trainings, open office hours and the Hornell Gifted and Talented Education Symposium. They are encouraged to request technical assistance as needed. Presentations on equitable identification and services for gifted and talented learners are made at administrator conferences. These presentations often include information on how to leverage state and federal funds to sustain equitable gifted and talented services.
Mississippi	No	
Missouri	Yes	The Director of Gifted Education provides the following: 1) monthly one-hour virtual professional learning as part of the Gifted and Talented Tuesday events, 2) summer virtual workshops, Bootcamp for Gifted Program Leaders, and 3) a virtual learning platform module on Gifted Education.
Montana	Yes	Access to short, free online GT overview and twice-exceptional courses, access to a GT training site created and maintained by the state, access to GT specialist for training and technical support.
Nebraska	Yes	Professional learning delivered by the state director.
Nevada	Yes	The state works with LEA's to determine professional development needs.
New Hampshire	No	
New Jersey	Yes	The SEA's gifted and talented education webpage contains links to resources that are accessible to all LEAs. LEAs are also notified by the SEA regarding upcoming professional learning opportunities.
New Mexico	No	
North Carolina	Yes	North Carolina has developed and shared AIG Booster Shots, designed for any school personnel working with gifted learners to include a variety of topics to understand the nature and needs of gifted learners, including social/emotional needs. In addition, NC has developed a variety of resources around our equity and excellence strategic initiative which are appropriate for administrators.
North Dakota	No	
Oklahoma	Yes	Online webinar training or district training by request.
Oregon	Yes	Synchronous and asynchronous training specific to identification and services as well as an overview of statutes and rules. Training is provided by the Department's TAG Specialist.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q123: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for administrators?	Q124: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for administrators.
Pennsylvania	Yes	The Gifted in PA Team (1 FTE at state level for compliance and two .50 FTE contracted for PD and technical assistance) develop and deliver the professional training for administrators through intermediate units, regional in-services, individual LEAs, statewide webinars, and list serves. PDE partners with Pennsylvania Association for Gifted Education (Pennsylvania's affiliate of NACG) to offer a Principals Learning and Understanding Gifted Education PLUG/PIL course which offers Act 45 credits (required in PA for continuing education for credentials) for the participating administrators.
South Carolina	Yes	The state provides funding for regional GT PD. In addition, the SCDE GT Education Association works with regions, districts, and the entire state to meet PD needs around GT based on supporting data.
South Dakota		
Tennessee		
Texas	Yes	The state provides professional learning opportunities at the regional education service center level for administrators to complete training.
Utah	Yes	Through our coordinators' network, we meet monthly to discuss the needs of the community and provide services.
Vermont	No	
Virginia	No	
Washington	Yes	LEAs can subscribe to a newsletter that publicizes professional learning about nature and needs of gifted provided by OSPI and outside organizations in state and elsewhere.
West Virginia	No	
Wisconsin	Yes	There are opportunities for administrators (along with gifted/talented coordinators, teachers and pupil services staff) to participate in our agency professional development opportunities. But this is optional for all.
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=45	Yes = 25; No = 20	

Note. Arkansas, Massachusetts, South Dakota, Tennessee, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 51. GT Professional Learning Requirements for Counselors

	Q125: Is professional learning with respect to gifted education for counselors required in your state?	Q126: Please provide a URL/link to the policy requiring coursework in gifted education for counselors.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	No	
Indiana	No	
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/04-17-2024.281.79.pdf
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts		
Michigan	No	
Minnesota	No	
Mississippi	No	
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
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-legislation
North Dakota	No	
Oklahoma	No	
Oregon	No	
Pennsylvania	Yes	https://www.pacodeandbulletin.gov/Display/pacode?file=/secure/pacode/data/022/chapter16/s16.5.html&d=
Rhode Island	No	
South Carolina	Yes	https://ed.sc.gov/sites/scdoe/assets/File/instruction/standards/Advanced%20Programs/GT-Reg-43-220.pdf
South Dakota		

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q125: Is professional learning with respect to gifted education for counselors required in your state?	Q126: Please provide a URL/link to the policy requiring coursework in gifted education for counselors.
Tennessee		
Texas	Yes	
Utah	No	
Vermont	No	
Virginia	No	
Washington	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=45	Yes = 5; No = 40	

Note. Arkansas, Massachusetts, South Dakota, Tennessee, and Department of Defense Education Activity did not respond.

Table 52. GT Professional Learning Opportunities for Counselors

	Q128: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for counselors?	Q129: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for counselors.
Alabama	Yes	Counselors may attend annual regional trainings, state conferences, or the state affiliate conference.
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	Yes	See response to previous question regarding administrators. https://www.cde.state.co.us/gt/professionaldevelopment
Connecticut	Yes	Professional Development Activities delivered the Special Education Resource Center.
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	Yes	We offer online courses that explain the methods used for GT identification and how to implement a robust GT program.
Idaho	Yes	I provide PD opportunities for the educators in the state.
Illinois	No	
Indiana	Yes	Through the High Ability Program Grant, LEAs may earmark funds for professional development for staff working with high ability students. The state also offers webinars and other opportunities.
Iowa	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q128: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for counselors?	Q129: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for counselors.
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts		
Michigan	Yes	The state works with external partners and G & T advocates to support the development and promotion of G & T related professional learning and training opportunities for educators (teachers, administrators, counselors, etc.). https://migiftedchild.org/gifted-education-course-2-is-now-available/
Minnesota	Yes	The state invites counselors to attend all gifted and talented professional learning opportunities. The department also collaborates with advocacy groups within the state on a series targeting school counselors, psychologists and providers working with gifted learners.
Mississippi	No	
Missouri	Yes	The Director of Gifted Education provides information to new counselors at the New Counselor Summer Institute and presents annually at the Missouri School Counseling Conference.
Montana	Yes	Access to short, free online GT overview and twice-exceptional courses, access to a GT training site created and maintained by the state, access to GT specialist for training and technical support.
Nebraska	Yes	Professional development by state director.
Nevada	No	
New Hampshire	No	
New Jersey	Yes	The SEA's gifted and talented education webpage contains links to resources that are accessible to all LEAs. LEAs are also notified by the SEA regarding upcoming professional learning opportunities.
New Mexico	No	
North Carolina	Yes	North Carolina has developed and shared AIG Booster Shots, designed for any school personnel working with gifted learners to include a variety of topics to understand the nature and needs of gifted learners, including social/emotional needs. In addition, NC has developed a variety of resources around our equity and excellence strategic initiative which are appropriate for counselors.
North Dakota	No	
Oklahoma		
Oregon	Yes	Counselors are invited to attend with classroom educators and administrators
Pennsylvania	Yes	Counselors are sometimes involved as gifted case managers and provide guidance for educational pathways for all students. _ The Gifted in PA Team (1 FTE at state level for compliance and two .50 FTE contracted for PD and technical assistance) develop and deliver the professional training for administrators through intermediate units, regional in-services, individual LEAs, statewide webinars, and list serves.
Rhode Island	No	
South Carolina	Yes	The state provides funding for regional GT PD. In addition, the SCDE GT Education Association works with regions, districts, and the entire state to meet PD needs around GT based on supporting data.
South Dakota		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q128: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for counselors?	Q129: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for counselors.
Tennessee		
Texas	Yes	The state provides professional learning opportunities at the regional education service center level for counselors to complete training.
Utah	Yes	Based on the results of needs surveys, professional learning is provided for educators.
Vermont	No	
Virginia	No	
Washington	Yes	LEAs can subscribe to a newsletter that publicizes professional learning about nature and needs of gifted provided by OSPI and outside organizations in state and elsewhere.
West Virginia	No	
Wisconsin	Yes	There are opportunities for counselors (along with gifted/talented coordinators, teachers and administrators) to participate in our agency professional development opportunities. But this is optional for all.
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=44	Yes = 20; No = 24	

Note. Arkansas, Massachusetts, Oklahoma, South Dakota, Tennessee, and Department of Defense Education Activity did not respond.

Table 53. GT Professional Learning Requirements for Special Education Professionals

	Q130: Is professional learning with respect to gifted education for special education professionals required in your state?	Q131: Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida	No	
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	No	
Indiana	No	
Iowa	Yes	https://www.legis.iowa.gov/docs/iac/chapter/04-17-2024.281.79.pdf

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q130: Is professional learning with respect to gifted education for special education professionals required in your state?	Q131: Please provide a URL/link to the policy requiring coursework in gifted education for special education professionals.
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts		
Michigan	No	
Minnesota	No	
Mississippi	No	
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
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-legislation
North Dakota	No	
Oklahoma	No	
Oregon	No	
Pennsylvania	Yes	
Rhode Island	No	
South Carolina	No	
South Dakota		
Tennessee		
Texas	No	
Utah	No	
Vermont	No	
Virginia	No	
Washington	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=45	Yes = 3; No = 42	

Note. Arkansas, Massachusetts, South Dakota, Tennessee, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 54. GT Professional Learning Opportunities for Special Education Professionals

	Q133: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for special education professionals?	Q134: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for special education professionals.
Alabama	Yes	Special education professionals may attend sessions at the annual state conference, back-to-school event for special education coordinators, annual regional trainings, and the annual state affiliate conference.
Alaska	No	
Arizona	No	
California	No	
Colorado	Yes	Our SEA Office of Gifted Education has a Twice Exceptional Cadre which provides professional development. https://www.cde.state.co.us/gt/2epd
Connecticut	Yes	https://portal.ct.gov/-/media/sde/gifted-and-talented/gifted-and-talented-education---guidance.pdf
Delaware	No	
Georgia	No	
Hawaii	Yes	We have developed (with a grant from Javits received by UH Manoa) an online course specifically addressing the 2e learner.
Idaho	Yes	
Illinois	Yes	We had a subcommittee of the Advisory Council for Gifted and Talented Children work on Twice Exceptional Resources for students. The council will focus on support for EL and Multilingual students this year.
Indiana	Yes	Through the High Ability Program Grant, LEAs may earmark funds for professional development for staff working with high ability students. The state also offers webinars and other opportunities.
Iowa	No	
Kansas	Yes	IDEA and Gifted File Review Training
Kentucky	Yes	Sessions on twice exceptional at state conferences.
Louisiana	No	
Maine	Yes	see 2022 response
Maryland	No	
Michigan	Yes	See previous responses. https://migitfchild.org/gifted-education-course-2-is-now-available/
Minnesota	Yes	The state collaborates with advocacy groups to present special events to prepare educators, administrators and counselors to work with twice exceptional students within their classrooms. We also collaborate with clinical psychologists and advocacy groups to provide information to parents through meetings and printed materials.
Mississippi	No	
Missouri	Yes	The Director of Gifted Education presents annually at the Federal Programs Conference, run by the department.
Montana	Yes	Access to short, free online GT overview and twice-exceptional courses, access to a GT training site created and maintained by the state, access to GT specialist for training and technical support.
Nebraska	Yes	Professional development by state director.
Nevada	Yes	We work with LEA's to determine PD needs
New Hampshire	No	
New Jersey	Yes	The SEA's gifted and talented education webpage contains links to resources that are accessible to all LEAs. LEAs are also notified by the SEA regarding upcoming professional learning opportunities.
New Mexico	Yes	The NMPED has begun to offer professional development opportunities for at both a statewide level and upon LEA request regarding gifted.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q133: Does the state provide or create opportunities/resources for professional learning with respect to gifted education for special education professionals?	Q134: Please describe how the state provides or creates opportunities/resources for professional learning with respect to gifted education for special education professionals.
North Carolina	Yes	North Carolina has developed and shared AIG Booster Shots, designed for any school personnel working with gifted learners to include a variety of topics to understand the nature and needs of gifted learners, including social/emotional needs. NC has developed a variety of resources around our equity and excellence strategic initiative which are appropriate for special education professionals, such as the Call to Action for Reaching and Teaching Twice Exceptional Learners guidance brief.
North Dakota	No	
Oregon	Yes	Special Education educators and program directors are invited to attend trainings with classroom educators and administrators.
Pennsylvania	Yes	The Gifted in PA Team (1 FTE at state level for compliance and two .50 FTE contracted for PD and technical assistance) develop and deliver the professional training for administrators through intermediate units, regional in-services, individual LEAs, statewide webinars, and list serves. There has been an increase in the identification of 2E children, as such, PDE is beginning to address training specific to the Neurodivergent learners.
Rhode Island	No	
South Carolina	Yes	Special education professionals have opportunities to participate in GT PD with other teachers across the state. In addition, they may add the GT endorsement to their certificate.
Texas	Yes	The state provides twice-exceptional professional learning opportunities at the regional education service center level for special education professionals to complete training.
Utah	No	
Vermont	No	
Virginia	Yes	The VDOE and Virginia Advisory Committee for Education of the Gifted (VACEG) have several guides for twice-exceptional students that inform special educators of best practices in identification and services.
Washington	Yes	LEAs can subscribe to a newsletter that publicizes professional learning about nature and needs of gifted provided by OSPI and outside organizations in state and elsewhere.
West Virginia	No	
Wisconsin	Yes	There are opportunities for special ed professionals (along with gifted/talented coordinators, teachers, pupil services staff, and administrators) to participate in our agency professional development opportunities. But this is optional for all.
Wyoming	No	
Washington, DC	No	
Summary n=43	Yes = 26; No = 17	

Note. Arkansas, Florida, Massachusetts, Oklahoma, South Dakota, Tennessee, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

SECTION VI: FACTORS IMPACTING GIFTED SERVICES

Table 55 (Part 1). Factors Impacting Gifted Education Services

	Q12: Please select the top five most influential components impacting gifted education services in your state.															
	Change in state funding for education (indirect effect on GT)	Change in state funding for gifted education (direct effect on GT)	Decrease in general education formula (funding or FTE)	Focus on student growth for accountability	State assessments	Compliance/monitoring	Lack of compliance/monitoring	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	Charter schools
Alabama		•				•			•				•	•		
Alaska			•						•					•		
Arizona		•					•		•				•			•
California		•						•						•		
Colorado						•			•				•	•		
Connecticut									•		•			•		
Delaware							•		•		•			•		•
Florida				•									•	•		
Georgia									•		•			•		
Hawaii					•		•			•			•	•		
Idaho		•	•						•			•		•		
Illinois				•			•			•						
Indiana					•		•		•		•			•		
Iowa					•	•			•				•	•		
Kansas						•			•				•	•		
Louisiana				•	•		•		•				•			
Maine														•		
Maryland									•					•		
Massachusetts										•	•					
Michigan	•			•										•		
Minnesota								•			•			•		
Mississippi					•	•								•		
Missouri						•			•				•			
Montana							•		•				•	•		
Nebraska							•			•			•	•		
Nevada	•									•			•	•		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q12: Please select the top five most influential components impacting gifted education services in your state.

	Change in state funding for education (indirect effect on GT)	Change in state funding for gifted education (direct effect on GT)	Decrease in general education formula (funding or FTE)	Focus on student growth for accountability	State assessments	Compliance/monitoring	Lack of compliance/monitoring	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	Charter schools
New Hampshire														•		
New Jersey					•	•			•					•		
New Mexico		•				•			•				•			
North Carolina					•	•			•		•			•		
North Dakota							•			•			•	•	•	
Oklahoma						•			•		•			•		
Oregon							•				•		•	•		
Pennsylvania						•			•		•					
Rhode Island										•				•		
South Carolina		•		•				•			•			•		
Tennessee				•		•	•	•								
Texas			•				•							•		
Utah											•			•		
Virginia					•			•			•			•		
Washington			•						•					•	•	
West Virginia								•	•				•			•
Wisconsin		•					•						•	•		
Wyoming				•										•		
Department of Defense Education Activity						•					•					
Washington, DC										•						
Summary n=47	2	7	4	7	8	13	13	6	22	8	14	1	17	35	2	3

Note: Arkansas, Kentucky, South Dakota, and Vermont did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 55 (Part 2). Factors Impacting Gifted Education Services

	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Multi-Tiered Systems of Support (MTSS) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other (If selected, please describe the force(s) affecting gifted education in your state)
Alabama									
Alaska									
Arizona									
California	•					•	•		
Colorado									Lack of trained gifted educators and specific requirement for training in gifted education to be able to teach gifted learners.
Connecticut	•								
Delaware									
Florida									
Georgia	•						•		
Hawaii									
Idaho									
Illinois					•			•	
Indiana									
Iowa									
Kansas			•						
Louisiana									
Maine				•					
Maryland	•				•		•		
Massachusetts				•					
Michigan									
Minnesota				•	•				
Mississippi	•							•	
Missouri					•				Identification/Selection of students
Montana									State mandated requirements are almost entirely unfunded.
Nebraska				•					
Nevada									
New Hampshire	•			•					
New Jersey	•								
New Mexico				•					
North Carolina									
North Dakota									
Oklahoma				•					
Oregon							•		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Differentiated instruction	Focus on needs in STEM	Response to Intervention (RTI) framework	Multi-Tiered Systems of Support (MTSS) framework	Acceleration implementation	Common Core state standards	State ESSA plan	Effective educator/administrator reform	Other (If selected, please describe the force(s) affecting gifted education in your state)
Pennsylvania				•	•				
Rhode Island	•								
South Carolina									
Tennessee	•								
Texas		•							
Utah	•							•	At the local level, leadership does not feel like they have the supports necessary to provide services to GT students at the local level.
Virginia	•								
Washington									Specifically, state mandated universal screening (among other earlier mandates)
West Virginia					•				
Wisconsin					•				
Wyoming	•			•				•	
Department of Defense Education Activity	•			•		•			
Washington, DC				•					
Summary n=47	13	1	1	11	7	2	4	4	5

Note: Arkansas, Kentucky, South Dakota, and Vermont did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 56. State Policies That Impact Gifted Education Services

	Q153: Please provide the URLs/links to any new or changed state policies that impact gifted education services from the last three years and explanation.
Arizona	https://www.azleg.gov/legtext/55Leg/1R/laws/0404.pdf
Florida	6A-4.01791, Florida Administrative Code
Hawaii	N/A
Illinois	https://www.ilga.gov/legislation/publicacts/101/101-0654.htm#:~:text=%C2%A0%C2%A0%C2%A0(105%20ILCS%205/14A-32,421%2C%20eff.%207-1-18
Iowa	No policy changes for the 2021-2022 or 2022-2023 years. However, new legislation was passed beginning July 1, 2023, which allows all or a portion of the money carried forward from a prior year or received in that current year as gifted and talented funds to be used for Teacher Salary Supplemental pay. https://www.legis.iowa.gov/docs/iac/rule/04-17-2024.281.98.20.pdf
Louisiana	N/A
Maine	N/A
Michigan	No related changes to state policy from the last three years.
Minnesota	https://www.revisor.mn.gov/statutes/cite/120B.15
Mississippi	https://www.mdek12.org/sites/default/files/documents/OAE/OEER/Intervention%20Services/2023_gep_regs_approved_12_21_23.pdf
Missouri	https://revisor.mo.gov/main/OneSection.aspx?section=162.720
Montana	Wording changed from “A school district may provide educational services to gifted and talented students that are commensurate to student needs and foster a positive self-image” to “A school district SHALL provide...” (emphasis added). https://leg.mt.gov/bills/mca/title_0200/chapter_0070/part_0090/section_0020/0200-0070-0090-0020.html#:~:text=And%20Talented%20Children-,20%2D7%2D902.,foster%20a%20positive%20self%2DImage
Nebraska	https://nebraskalegislature.gov/FloorDocs/108/PDF/Slip/LB1329.pdf Revisions to the law were passed in the 2024 legislative session. Major changes include updated definition, allowing districts to consort funds, and giving the SEA authority to regulate identification.
New Mexico	https://www.srca.nm.gov/nmac/nmregister/xxxiv/6.31.3.pdf
North Carolina	NC SBE policies: https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=10399 Advanced Courses Satisfying Grad Requirements-GRAD-008, NC Governor's School Organization and Administration-ACIG-001, Career and College Promise - CACP-000, Course for Credit - CCRE-001, NC AIG Program Standards 2021 -ACIG-000. Legislation -Advanced Math Courses Enrollment https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S500v7.pdf , and Expanding Career and College Promise https://www.dpi.nc.gov/documents/advancedlearning/s366v5/download?attachment
North Dakota	https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/FINAL_ND%20Best%20Practices%20for%20Gifted%20Education.pdf
Washington	https://app.leg.wa.gov/rcw/default.aspx?cite=28A.185
Wisconsin	Not applicable, change occurred as part of 2021 biennium budget.
Wyoming	N/A

Note: Table includes only the states who provided comments.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 57. State Policy and/or Initiative to Address the Equity/Excellence Gap**Q155:** Does your state have a policy and/or initiative to address the equity/excellence gap for gifted students?

Alabama	No	New Mexico	Yes
Alaska	No	North Carolina	Yes
Arizona	No	North Dakota	No
Arkansas		Oklahoma	Yes
California	No	Oregon	No
Colorado	Yes	Pennsylvania	Yes
Connecticut	No	Rhode Island	No
Delaware	No	South Carolina	No
Florida		South Dakota	No
Georgia	No	Tennessee	
Hawaii	No	Texas	No
Idaho	No	Utah	No
Illinois	No	Vermont	No
Indiana	No	Virginia	No
Iowa	No	Washington	Yes
Kansas	No	West Virginia	No
Kentucky	Yes	Wisconsin	No
Louisiana	No	Wyoming	No
Maine	No	Department of Defense Education Activity	
Maryland	Yes	Washington, DC	No
Massachusetts		Summary n=45	Yes = 9; No = 36
Michigan	No		
Minnesota	No		
Mississippi	No		
Missouri	No		
Montana	No		
Nebraska	No		
Nevada	No		
New Hampshire	No		
New Jersey	Yes		

Note: Arkansas, Florida, Massachusetts, Tennessee, and Department of Defense Education Activity did not respond.

Table 58. How States Address the Equity/Excellence Gap

Q156: Please select the way(s) your state is addressing the equity/excellence gap in gifted education.											
	State policy or initiative	Universal screening	Using alternative assessment (e.g. nonverbal tests like the NNAT)	Using specialized checklists (ex. CLED checklist)	Teacher training/professional development	Engagement of families and communities of color	Culturally responsive teaching	Hiring diverse faculty	Conducting research	Javits funding	Other
Colorado	•	•	•	•	•	•	•	•		•	
Kentucky	•										
Maryland	•	•	•	•	•	•	•		•		
New Jersey	•										
New Mexico	•	•	•	•	•	•	•				
North Carolina	•				•						We encourage the use of many of these practices as best practices, and LEAs determine the use.
Oklahoma					•					•	
Pennsylvania	•	•	•	•	•	•	•	•	•	•	PDE was awarded a Javits Grant on 9/14/2023 titled Pennsylvania Gifted Equity Initiative.
Washington	•	•	•	•	•		•				
Summary n=9	8	5	5	5	7	4	5	2	2	3	2

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table 59. Populations Addressed in Equity/Excellence Gap Policy

	Q157: Select the special population(s) specifically addressed in the policy and/or initiative.					
	English Learners	Racially/ethnically/ culturally diverse	Twice Exceptional (2E)	Rural	Socioeconomic Status (e.g., qualifies for free/ reduced lunch)	Other
Colorado	•	•	•	•	•	
Kentucky		•	•		•	
Maryland	•	•	•	•	•	
New Jersey	•					
New Mexico	•	•	•	•	•	
North Carolina	•	•	•	•	•	These groups are specifically addressed in the NC AIG Program Standards (ACIG-000), and additionally include highly gifted.
Oklahoma	•	•	•	•	•	
Pennsylvania	•	•	•	•	•	
Washington	•		•		•	
Summary n=9	8	7	8	6	8	1

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question, they are not reported in the table.

Table 60. Data Collected to Address the Equity/Excellence Gap

	Q158: Does your state collect data regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students?	Q159: Please describe the data your state collects regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida		
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	Yes	Through state statute, ISBE has elevated the level of data collection required at the local level on an annual basis. This, along with the newly implemented Equity Journey Continuum will allow ISBE to conduct data analysis and research related to opportunity gaps. More initiatives have been focused on other Advanced Academic Programs, such as Accelerated Placement, which now requires the automatic enrollment of every student who scores at or above a specific level on state/nationally normed assessments.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q158: Does your state collect data regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students?	Q159: Please describe the data your state collects regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students.
Indiana	No	
Iowa	No	
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	Yes	LEA's create goals based on increasing underserved student groups. Various workgroups from recommendations and initiatives target access for underserved students. We are currently conducting a research study in the state focused on excellence gaps in GT.
Massachusetts		
Michigan	No	
Minnesota	No	
Mississippi	No	
Missouri	Yes	Data is collected through Core Data/MOSIS and through the Missouri Assessment Program. Students are identified as gifted and reports can be generated that provide this information.
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	Yes	In accordance with the Strengthening Gifted and Talented Education Act, LEAs are required to report their gifted and talented policies and procedures to the SEA during their NJ QSAC review period.
New Mexico	Yes	The focus of the policy change implemented in July 2023 was meant to address equity issues found in a House Memorial report called for in 2022. We are collecting identification data, service provision data, alternative protocol for identification usage and success data, qualitative feedback from practitioners, and other misc data.
North Carolina	Yes	NC collects and shares data around Promising Practices found in Local AIG Plans representing all 8 education regions in the state.
North Dakota	No	
Oklahoma	Yes	Oklahoma requires LEAs to submit their gifted and talented policy and plan and describe "Procedures used in the identification process are nondiscriminatory with respect to race, economic background, national origin or handicapping condition" (OK Administrative Rule: 210:15-23-2).
Oregon	No	
Pennsylvania	Yes	PDE is in year 1 of the grant. LEAs are now required (March 2024 – Gifted Assurance Plan) to report their gifted proportionality as follows: Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.
Rhode Island	No	
South Carolina	No	
South Dakota	No	
Tennessee		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q158: Does your state collect data regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students?	Q159: Please describe the data your state collects regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students.
Texas	No	
Utah	Yes	In order to receive monies (our Enhancement for Accelerated Programs Grant), LEAs wishing to receive funds must identify an underrepresented student group and describe how they will increase participation by their selected student group.
Vermont	No	
Virginia	No	
Washington	Yes	District policy must reflect current RCW (state law) requirements for identification and services for gifted students. LEAs are reviewed for compliance by submitting their policy for review.
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=45	Yes = 10; No = 35	

Note: Arkansas, Florida, Massachusetts, South Dakota, and Department of Defense Education Activity did not respond.

Table 61. Comments on Addressing the Equity/Excellence Gap

	Q160: Please describe the data your state collects regarding LEA policies and/or initiatives to address the equity/excellence gap for gifted students.
Colorado	<p>Colorado has revised identification guidance in support of equitable identification practices, and we have developed guidance specific to identification of Multilingual Learners. Talent development is encouraged as a way to serve students prior to formal identification. We also identify in all academic areas (reading, writing, mathematics, science, social studies, and world language), talent areas (visual arts, performing arts, music, dance, psychomotor), creative or productive thinking, and leadership.</p> <p>We work in partnership with other unit within the SEA to collaborate and provide training and support specific to various student groups. We also have a Twice-Exceptional cadre whose work is designed to support equitable identification and programming for our twice-exceptional students.</p>
Delaware	<p>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</p>
Georgia	<p>Our agency has established the division of Rural Education and Innovation to “provide a continued, cabinet-level voice for the needs of rural Georgia, establish state and community partnerships to channel resources, and identify funding opportunities within the agency to support rural areas of our state” (https://www.gadoe.org/rural/Pages/default.aspx). We are partnering with REI to broaden access for gifted services.</p>
Hawaii	<p>Created an online course to help schools identify culturally and linguistically diverse students.</p>
Illinois	<p>Through state statute, ISBE has elevated the level of data collection required at the local level on an annual basis. This, along with the newly implemented Equity Journey Continuum will allow ISBE to conduct data analysis and research related to opportunity gaps. More initiatives have been focused on other Advanced Academic Programs, such as Accelerated Placement, which now requires the automatic enrollment of every student who scores at or above a specific level on state/nationally normed assessments.</p>
Michigan	<p>As part of our state-wide focus on successful implementation of district/school Multi-tiered System of Support model, our state has and continues to implement academic initiatives to address the equity/excellence gaps for ALL students - including those representing special populations.</p>
Minnesota	<p>The state of Minnesota is addressing the equity/excellence gap through professional learning workshops and on-demand training. Equity is woven into the work we do and all presentations.</p>
New Jersey	<p>NJ State Legislation P.L.2017, c. 171 requires the SEA to develop guidance to assist LEAs in identifying multilingual learners for gifted and talented education programs. The legislation was designed to ensure MLs are appropriately identified and have access to gifted and talented programs.</p>
New Mexico	<p>We completely rewrote our identification policy, have begun offering professional development regarding gifted identification, included gifted and advanced learners within our multi-layered systems of supports, and implemented universal screening.</p>
North Carolina	<p>In the fall of 2019, NCDPI launched a Call to Action strategic initiative for realizing equity and excellence in gifted education which identified six critical actions to do so. A year later, we launched a guidebook to share promising practices which highlight the work being accomplished in the districts aligned with the critical actions along with a comprehensive annotated bibliography to further support work in these critical actions. In addition, in June 2021, our State Board of Education approved our revised NC AIG Program Standards, which now explicitly include standards and practices which address issues of equity. 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. In 2022-2023 we launched a Call to Action: Guidebook 2.0 with more promising practices and introduced Promising Districts that are synergizing practices within their districts to find more success with the equity and excellence initiative.</p>
Oklahoma	<p>Oklahoma received a Javits Grant in 2017 and it was completed in 2023. Strategies learned from the grant will continue to be employed (educator training that will culminate in a micro-credential, best practices in assessments, etc.).</p>
Wisconsin	<p>This is a regular conversation between our agency and LEAs and Regional Service Centers. We provide evidence, research, tools, and PD to help first identify the level of disproportionality and then discuss strategies for how to mitigate current barriers to identification. We also regularly discuss ways to provide more engaging and culturally relevant and sustaining programming, so these students may learn and grow.</p>

Note: Table includes only the states who provided comments.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 62. Effects of ESSA on Gifted Education

	Q169: Has the 2015 Every Student Succeeds Act affected your state's policies or practices in gifted education?	Q170: In what ways has the 2015 Every Student Succeeds Act (ESSA) affected your state's policies or practices in gifted education?
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida		
Georgia	Yes	A gifted advisory council/task force was established to support our gifted initiatives per our ESSA state plan.
Hawaii	No	
Idaho	Yes	We have spent more time and resources in bringing students to proficiency than we have anything else.
Illinois	Yes	ESSA: identification as Gifted is a data component to the Evidence-Based Funding Model the state uses for district funding. Districts receive additional funding for each student identified as gifted.
Indiana		
Iowa	No	
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	Yes	Gave attention to GT in formalized setting. Information must be included and reported on through ESSA.
Massachusetts		
Michigan	No	
Minnesota	No	
Mississippi		
Missouri	No	
Montana	No	
Nebraska	Yes	ESSA has put a focus on gifted as a group. We are in the process of having gifted as a reported group for test scores. We also created guidance for using Title dollars to support gifted education.
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
North Carolina	No	
North Dakota	No	
Oklahoma	Yes	Although our ESSA plan echoes current policy and practices in gifted education in Oklahoma, it emphasizes our initiatives to address disproportionality and continue training educators in the field of gifted education.
Oregon	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q169: Has the 2015 Every Student Succeeds Act affected your state's policies or practices in gifted education?	Q170: In what ways has the 2015 Every Student Succeeds Act (ESSA) affected your state's policies or practices in gifted education?
Pennsylvania	Yes	1. PDE applied for a Javits Grant in 2022 and received the award in 2023. ESSA retained the Javits grant program which enabled PA to secure critical funding to address the inequity of gifted eligibility and programming. 2. ESSA provided data collection and reporting additions for gifted ensuring gifted student's progress is included in state and local report cards. 3. ESSA allows gifted specific professional development opportunities through professional development funding. 4. Through ESSA, Title 1 funds can be used to address the educational needs of gifted students. 5. ESSA also endorses the use of computer Adaptive Assessments to identify and program for the individual gifted education needs.
Rhode Island		
South Carolina	No	
South Dakota	No	
Tennessee		
Texas	No	
Utah	No	
Vermont	No	
Virginia	No	
Washington	Yes	None
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=42	Yes = 8; No = 34	

Note: Arkansas, Florida, Indiana, Massachusetts, Mississippi, Rhode Island, Tennessee, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

SECTION VII: FUNDING

Table 63. Dedicated State Funding to LEAs to Support Gifted Education

	Q136: Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?	Q138: Please provide the URL/link to the policy regarding funding for gifted education.
Alabama	Yes	https://budget.alabama.gov/wp-content/uploads/2022/06/FY23-ETF-Appropriation-Bill-2022-393.pdf (page 68-69)
Alaska	Yes	https://education.alaska.gov/schoolfinance/foundationfunding
Arizona	Yes	https://www.azleg.gov/legtext/55Leg/1R/laws/0404.pdf
Arkansas		
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/giftedfundingsources
Connecticut	No	
Delaware	No	
Florida	Yes	
Georgia	Yes	
Hawaii	Yes	N/A
Idaho	No	
Illinois	No	
Indiana	Yes	https://iga.in.gov/laws/2024/ic/titles/20#20-36
Iowa	Yes	https://www.legis.iowa.gov/docs/code/257.46.pdf
Kansas	Yes	https://www.ksde.org/Default.aspx?tabid=538#guide
Kentucky	Yes	https://apps.legislature.ky.gov/law/kar/titles/704/003/285/
Louisiana	Yes	https://www.louisianabelieves.com/funding/minimum-foundation-program
Maine	Yes	Title 20-A, Chapter 311; Chapter 606-B, ~B15672 ,Äi 9(A) and ~B15681-A (5); Rule Chapter 104: https://legislature.maine.gov/statutes/20-A/title20-Ach311sec0.html
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	Yes	https://www.revisor.mn.gov/statutes/cite/126C.10
Mississippi	No	
Missouri	No	
Montana	Yes	
Nebraska	Yes	https://www.education.ne.gov/wp-content/uploads/2017/10/Rule3_1998.pdf
Nevada	Yes	
New Hampshire	No	
New Jersey	No	
New Mexico	Yes	https://webnew.ped.state.nm.us/wp-content/uploads/2023/08/Gifted-TAM-2023.pdf
North Carolina	Yes	https://www.dpi.nc.gov/documents/fbs/allotments/state/state-allotment-formulas-initial-23pdf/download?attachment
North Dakota	Yes	https://ndlegis.gov/assembly/68-2023/regular/documents/23-0267-05000.pdf
Oklahoma	Yes	https://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=436942

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q136: Does your state provide dedicated funding to LEAs specifically earmarked to support gifted education?	Q138: Please provide the URL/link to the policy regarding funding for gifted education.
Oregon	No	
Pennsylvania	No	
Rhode Island	No	
South Carolina	Yes	https://www.scstatehouse.gov/code/t59c029.php
South Dakota	No	
Tennessee		
Texas	Yes	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.48.htm#48.109
Utah	Yes	https://www.schools.utah.gov/administrativerules/_administrative_rules/_effective_rules/R277707EffectiveSeptember2020.pdf
Vermont	No	
Virginia	Yes	https://budget.lis.virginia.gov/item/2023/2/HB6001/Introduced/1/137/
Washington	Yes	https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.185&full=true#:~:text=(2)%20The%20legislature%20further%20intends,percent%20of%20the%20student%20population.
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=47	Yes = 26; No = 21	

Note: Arkansas, Tennessee, and Department of Defense Education Activity did not respond.

Table 64. How States Provide Dedicated Funding to LEAs to Support Gifted Education

	Q137: Please describe how your state provides dedicated funding to support gifted education programs.
Alabama	The state provides dedicated gifted funding allocation in the Education Trust Fund and a line item for a competitive gifted grant.
Alaska	A fund amount is generated by formula in which districts may allot a portion towards specialized programs, including gifted programs.
Arizona	The state provided \$850,000 funding to support gifted education programs and an additional \$1,383,737.12 in Group B weight per gifted student reporting in the school information system.
Colorado	Annually the state allocates funds to each Administrative Unit based on the total student population of the Administrative Unit. We also employ a hold harmless formula to support small and rural Administrative Units with additional funds. Funds are also dedicated to a grant to universal screening and the hiring of qualified personnel for which annual applications are submitted. The AUs receive a pro rata amount based on the total funds available and the amount requested.
Hawaii	All schools receive a weight in the weighted student formula that budgets a weight of 0.265 to 3% of the school's total population.
Indiana	There is annual funding made available for LEAs through the High Ability Program Grant. This is a non-competitive grant open to all LEAs in Indiana.
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.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q137: Please describe how your state provides dedicated funding to support gifted education programs.

Kansas	In Kansas, gifted is part of special education and state law often refers to students with exceptionalities, i.e. students identified as gifted and/or students identified as having a disability. State special education funding is provided for staff qualified to provide, or assist in providing special education and related services, which in Kansas includes gifted. So, if a district claims staff for providing gifted services required on one or more IEPs, funding is provided (amounts vary each year based on the amount allocated by the state and the total amount of qualified FTE claimed).
Kentucky	The Kentucky General Assembly provides funding in the state budget every two years.
Louisiana	Louisiana's Minimum Foundation Program provides funding for gifted and talented students in all public and charter schools that have a 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 Local Education Agency (LEA). These funds are included in the school system funding that is dispersed monthly to LEAs. School systems are accountable for how gifted/talented funding is spent.
Maine	Title 20-A, Chapter 311; Chapter 606-B, ¶815672, ¶9(A) and ¶815681-A (5); Rule Chapter 104: https://legislature.maine.gov/statutes/20-A/title20-A-ch311sec0.html
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 Minnesota Statutes 2021, 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.
Montana	Schools may apply for a matching-funds grant for state money. Grants are awarded on a two-year cycle. Allocated state funds total \$700,000 for two years (\$350,000 per year) to be divided fairly between any schools that apply at the beginning of a grant cycle. Funds are adjusted based on school/district size (small, medium, large) so that larger districts get a bigger share of the pot.
Nebraska	\$2.3 million allotment. Districts apply for the grant funds (non-competitive). Every district who applies gets base funds of .01% of the funds, approximately \$2,300. Those who apply for matching funds will receive a pro-rata share of the remainder based on identified students up to 10% of the population. If schools apply for matching funds, they must provide local dollars of at least 50% of the amount the state provides.
New Mexico	There is a multiplier to the state equalization grant that each identified gifted student receives.
North Carolina	North Carolina's funding model consists of a funding formula which provides a set amount of funding for 4% of the LEA's average daily membership (ADM). For the 2022-2023 school year, the formula was \$1423.14 per student for 4% of the LEA's ADM.
North Dakota	The sum of \$800,000, included in the integrated formula payments, must be distributed to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the superintendent of public instruction. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
Oklahoma	Gifted education is part of weighted state aid at .34. This funding is meant to be used for gifted identification and programming. Any top 3% student is funded, and up to 8% of the total average daily membership can be funded through multicriteria evaluation.
South Carolina	The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of Education shall receive fifteen thousand dollars annually. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.
Texas	The state provides a G/T allotment of .07.
Utah	Utah provides an annual grant to LEAs (districts and charters) for Gifted and Talented services.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q137: Please describe how your state provides dedicated funding to support gifted education programs.

Virginia	The Commonwealth of Virginia provides each locality with an apportioned share of funds to support local program services, based on that locality's total student enrollment. The money is apportioned according to guidelines in the Standards of Quality and must be matched with a prescribed amount of local funds. State funds administered by the Department of Education and local matching funds may be used to support only those activities identified in the school division's approved local plan for the education of the gifted.
Washington	State apportionment is categorical funding for districts to identify and provide services for Highly Capable students. A funding formula is based on 5% of the LEA student population X funding factor specified in the state education budget.

Note: Table includes only the states who provided comments.

Table 65. State Funding Amounts to LEAs to Support Gifted Education

	Q139: How much funding was provided by the state to LEAs to support gifted education in 2021-2022?	Q139: How much funding was provided by the state to LEAs to support gifted education in 2022-2023?	Q140: How much funding per identified student was provided by the state to LEAs to support gifted education in 2021-2022?	Q140: How much funding per identified student was provided by the state to LEAs to support gifted education in 2022-2023?
Alabama	4,000,000	8,925,000	\$10.35	\$22.79
Arizona	850,000	850,000	1,000,000	1,383,737.12*
Colorado	12,423,056	12,579,942	198.6	194.74
Hawaii	\$5,777,144	\$5,994,034	\$1,208.35	\$1,276.96
Indiana	Total grant amount: \$12,689,981.00; total distributed: \$12,583,013.12	Total grant amount: \$12,048,654.18; total distributed: \$10,646,862.70		
Iowa	\$43,251,504	\$44,678,032		
Kansas	\$11,083,740.90	\$10,945,887.55		
Kentucky	6.2 million	10 million	6.2 million	10 million
Louisiana	\$44,357,855	Not available	60% of the annual per pupil allocation	60% of the annual per pupil allocation
Maine	~14,000,000	~14,000,000		
Minnesota	12,200,000	12,300,000		
Montana	\$350,000	\$350,000	N/A	N/A
Nebraska	\$2.3 million	\$2.3 million	\$54	\$54
North Carolina	\$76,431,120	\$75,746,224	\$1,407.54	\$1,423.14
North Dakota	800,000	800,000	0	0
Oklahoma	\$51,712,058	\$51,363,609.09	\$546.60	\$581.78
South Carolina		29,565,990.12		317.09
Texas	\$99,358,267	\$99,362,550	\$73.00	\$73.00
Utah	\$3,388,860	\$3,628,980		
Virginia	\$36,546,487.00	\$38,532,124.00	varies by division; calculated based on the local composite index	varies by division; calculated based on the local composite index
Washington	\$31,551,000	\$32,213,000	N/A - 5% of district population funding formula	N/A - 5% of district population funding formula
N = 21				

Note: Alaska, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, New Mexico, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC did not respond. * State reported total funding versus per student funding.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Table 66. Other State Funding to Support Gifted Education

	Q142: How much funding is provided to the SEA (but not distributed to LEAs) to support gifted education programs in gifted education in 2021-2022?	Q142: How much funding is provided to the SEA (but not distributed to LEAs) to support gifted education programs in gifted education in 2022-2023?	Q143: Please provide any comments, explanations, or context about the sources of funding for gifted education.
Alabama	350,000	350,000	These funds cover SEA salaries, travel, conference registrations, memberships, and other office expenditures.
Arizona	340,600	404,000	The Group B add-on weight would be in addition to these funds.
Colorado	571,886	415,450	
Hawaii	N/A	N/A	The SEA does not receive any GT funding from the state or federal government. The budgeted funds in weighted student formula go directly to the schools.
Iowa	0	0	No additional funding besides the salary of the state Gifted and Talented program consultant is provided to the SEA (1.0 FTE).
Kansas			Kansas provides no funding specifically to the state Department of Education for gifted, however the State Board of Education has set aside funds for a staff member to support gifted services, and as part of special education, the state has ensured that gifted services are supported at the state level.
Louisiana	\$64,402,206	Not available	
Maine			see previous comment
Minnesota	0	0	All funds are distributed to schools based on public school enrollment.
Montana	0	0	100% of the funding specified by the legislature for the GT grant is distributed to the GT grant schools.
Nebraska	0	0	
New Mexico	0	0	The SEA does not receive funding specifically for gifted.
North Carolina	\$79,519 + 7 FTE	\$79,519 + 7 FTE	\$79,519 supports the Office of Advanced Learning and Gifted Education with a total of 7 staff members dedicated to gifted and advanced learning. Note: The state AIG allocation does not include the following other NCDPI related programs to gifted education: NC AP Partnership (\$2,000,000), AP/IB/CIE Test Fees (\$13,500,000) and Teacher Bonuses; Career and College Promise (NC's Dual Enrollment program); and Governor's School (\$800,000). In the UNC System: NC School for Science and Mathematics, Summer Ventures, and NC School for the Arts.
North Dakota	0	0	
Oklahoma	\$420,950.99	\$238,643.87	OK received a \$2+ million grant that did not go directly to LEAs. The Javits grant period ended in 2023. Otherwise, all funding for GT goes to the LEAs.
South Carolina		100,000.00	Money is provided for SC GT regions to provide PD to GT teachers.

	Q142: How much funding is provided to the SEA (but not distributed to LEAs) to support gifted education programs in gifted education in 2021-2022?	Q142: How much funding is provided to the SEA (but not distributed to LEAs) to support gifted education programs in gifted education in 2022-2023?	Q143: Please provide any comments, explanations, or context about the sources of funding for gifted education.
Texas	457,000	457,000	
Virginia	\$18,910,228.00	\$21,104,659.00	These amounts include state-appropriated amounts for Academic Year Governor's Schools, Summer Residential Governor's Schools, Summer Regional Governor's Schools, and operating costs for the Office of Advanced Learning at the Virginia Department of Education. All programs support advanced learners in the Commonwealth.
Washington	0	0	
n=19			

Note: Alaska, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Kentucky, Maryland, Massachusetts, Michigan, Mississippi, Missouri, Nevada, New Hampshire, New Jersey, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Utah, Vermont, West Virginia, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC did not respond.

Table 67. Comments Regarding Funding Changes

	Q141: If applicable, explain the funding and/or any changes since the previous State of the States survey.
Alabama	Funding has increased each year since the last State of the States survey. Current funding is 8,925,000 for pupil allocation and 1,425,000 for the gifted competitive grant. There is a 2 million dollar increase projected for FY25. The formula for determining each district allocation is the average of total enrollment and gifted enrollment multiplied by the state allocation per pupil.
Arizona	Starting in 2021-2022 school year, a new Group B add on weight has been implemented.
California	No changes
Connecticut	0
Hawaii	The funding has remained the same. The GT count in the weighted student formula is higher than the count in the GT report because an exact count is not used. The WSF uses 3% of the schools total population weighted at 0.265.
Idaho	Our GT money was taken right before the pandemic.
Illinois	Districts can get evidence based funding for gifted students, but districts have discretion on deciding how to use their funds.
Iowa	Gifted and talented funding is included in the school district cost per pupil calculated for each school district under the school foundation formula. The per pupil amount increases each year by the allowable growth percentage. This amount must account for no more than 75 percent of the school district's total gifted and talented budget. The school district must also provide a local match from the school district's regular program school district cost and this portion must be a minimum of 25 percent of the total gifted and talented budget. In addition, school districts may have donations and grants, and the school district may contribute more local school district resources toward the program.
Kansas	As stated above, the amount per staff FTE can vary from year to year, and the services/staff time are dependent upon student needs. Otherwise, no changes to the state law.
Kentucky	Funding increase for 2022-2024 to 10 million from 6.2 million in previous years.
Louisiana	None
Maine	The ~14,000,000 is in a bucket fund. Schools submit an application for the money and how they will use it. For example, for personnel or identification tools. The state meets a percentage portion of required implementation funds.
Michigan	No changes since the previous State of the States survey (2022).

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q141: If applicable, explain the funding and/or any changes since the previous State of the States survey.
Minnesota	Gifted and Talented Programs and Services Revenue is based on the total enrollment of students per district or charter school. As enrollment grows in the state additional funding is provided. Funding is based on \$13.00 per adjusted student unit.
Missouri	Gifted education funding is in the foundation formula. This is not new, but I don't recall commenting on it in the last survey.
Montana	Funds are not provided per identified student. Schools/districts who are part of the grant receive a lump sum from which they can draw down half the first year and half the second year of the grant. Identified student numbers are not taken into consideration.
New Jersey	LEAs are encouraged to utilize Title I, Part A funds and Title II, Part A funds for the provision of gifted and talented professional development for educators.
New Mexico	Previously all gifted funding went into operations and was not tracked. Tracking of funding will begin in SY 25-26.
North Carolina	There have been no changes to the funding model since 2022. However, the amount per year fluctuates based on LEAs Average Daily Membership (ADM).
North Dakota	The sum of \$800,000, included in the integrated formula payments, must be distributed to reimburse school districts or special education units for gifted and talented programs upon the submission of an application that is approved in accordance with guidelines adopted by the superintendent of public instruction. The superintendent of public instruction shall encourage cooperative efforts for gifted and talented programs among school districts and special education units.
South Carolina	The funds appropriated for Gifted and Talented Programs under the Education Improvement Act of 1984 must be allocated to the school districts of the State on the basis that the number of gifted and talented students served in each district bears to the total of all those students in the State. However, districts unable to identify more than forty students using the selection criteria established by regulations of the State Board of Education shall receive fifteen thousand dollars annually. Provided, further, school districts shall serve gifted and talented students according to the following order of priority: (1) grades 3-12 academically identified gifted and talented students not included in the state-funded Advanced Placement Program for eleventh and twelfth grade students; (2) after all students eligible under priority one are served, students in grades 3-12 identified in one of the following visual and performing arts areas: dance, drama, music, and visual arts must be served; and (3) after all students eligible under priorities one and two are served, students in grades 1 and 2 identified as academically or artistically gifted and talented must be served. All categories of students identified and served shall be funded at a weight of .30 for the base student cost as provided in Chapter 20 of this title. Where funds are insufficient to serve all students in a given category, the district may determine which students within the category shall be served. Provided, further, no district shall be prohibited from using local funds to serve additional students above those for whom state funds are provided.
Texas	The G/T allotment was reinstated.
West Virginia	State special education funds distributed to each Local Education Agency can be used for Gifted services and or personnel.
Wisconsin	There has been no change. However, there was an increase in funding for our GT grants (from \$237,200 to \$474,400) in summer 2021 which is still in place. But there is no specific GT funding allotted for each LEA.
Wyoming	N/A

Note: Table includes only the states who provided comments.

Table 68. State Funding for Identification of Gifted Students

	Q144: Did your state provide funding specifically earmarked for identification of gifted students in 2022-2023?	Q145: Please indicate the funding source for identification of gifted students.					
		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	Included in funds for which districts can apply	Other
Alabama	Yes	•					
Alaska	No						
Arizona	No						
Colorado	Yes	•		•	•	•	
Florida	No						
Georgia	No						
Hawaii	Yes		•				Schools, not LEAs.
Indiana	Yes	•					LEAs may choose to pull additional funding from different sources.
Iowa	No						
Kansas	No						
Kentucky	No						
Louisiana	No						
Maine	No						
Minnesota	Yes	•	•	•			
Montana	No						
Nebraska	No						
Nevada	No						
New Mexico	No						
North Carolina	Yes	•					
North Dakota	No						
Oklahoma	Yes	•					
South Carolina	Yes				•		
Texas	No						
Utah	No						
Virginia	No						
Washington	Yes	•					LEAs may use levy funds for Highly Capable services
Summary n=26	Yes = 9; No = 17	7	2	2	2	1	3

Note: Arkansas, California, Connecticut, Delaware, Idaho, Illinois, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC did not respond.

Table 69. State Funding for a Universal Screening Process

	Q146: Did your state provide funding specifically earmarked to conduct the universal screening process for gifted education in 2022-2023?	Q147: Please indicate the funding source for universal screening.						Q148: Please provide comments about funding for universal screening for gifted education in your state.
		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	Included in funds for which districts can apply	Other	
Alabama	Yes	•						Funding for universal screening is included in the per-pupil allocation for gifted.
Alaska	No							
Arizona	Yes						Universal Screening for 2nd graders provided by the state.	
Colorado	Yes	•	•	•	•	•		Colorado has dedicated grant funds for universal screening, but other gifted education and general education funds are used to support the implementation of universal screening. Universal Screening is encouraged, and all Administrative Units may apply for these additional funds to support the implementation of universal screening in K-3 and MS. The grant is not fully funded at this time and AUs receive a pro rata award based on amount of funds available. The legislature has committed to increase grant funding for the next 5 years until we reach full funding.
Florida	No							
Georgia	No							
Hawaii	Yes		•					Funding goes directly to all HDOE schools through weighted student formula.
Indiana	Yes	•					LEAs may choose to pull funding for screening from other sources.	Each LEA has a certain amount of funding that must be spent on high-ability identification.
Iowa	No							
Kansas	No							
Kentucky	No							

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q146: Did your state provide funding specifically earmarked to conduct the universal screening process for gifted education in 2022-2023?	Q147: Please indicate the funding source for universal screening.						Q148: Please provide comments about funding for universal screening for gifted education in your state.
		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	Included in funds for which districts can apply	Other	
Louisiana	No							
Maine	No							
Minnesota	No							
Montana	No							
Nebraska	No							
Nevada	No							
New Mexico	No							
North Carolina	Yes	•						NC AIG Program Standards June 2021 revision set the expectation in Standard 1, Practice A, which states that LEAs provide opportunities for every student to show their strengths and talents. This includes universal screening using a variety of district-approved measures.
North Dakota	No							
Oklahoma	No							
South Carolina	Yes							Universal screen assessments are paid for at the state level.
Texas	No							
Utah	No							
Virginia	No							
Washington	No							
Summary n=26	Yes = 7; No = 19	4	2	1	1	1	2	

Note: Arkansas, California, Connecticut, Delaware, Idaho, Illinois, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 70. State Funding for Programming for Gifted Students

	Q149: Did your state provide funding specifically earmarked for programming/services for gifted students in 2022-2023?
Alabama	Yes
Alaska	No
Arizona	No
Colorado	Yes
Florida	Yes
Georgia	Yes
Hawaii	Yes
Indiana	Yes
Iowa	Yes
Kansas	No
Kentucky	Yes
Louisiana	Yes
Maine	No
Minnesota	Yes
Montana	No
Nebraska	No
Nevada	No
New Mexico	No
North Carolina	Yes
North Dakota	No
Oklahoma	Yes
South Carolina	No
Texas	No
Utah	No
Virginia	No
Washington	Yes
Summary n=26	Yes = 13; No = 13

Note: Arkansas, California, Connecticut, Delaware, Idaho, Illinois, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 71. State Funding to Address the Equity/Excellence Gap

	Q150: Does your state provide funding to address the equity/excellence gap in gifted education in 2022-2023?	Q151: Please explain that funding.
Alabama	No	
Alaska	No	
Arizona	No	
Colorado	No	
Georgia	No	
Hawaii	No	
Indiana	No	
Iowa	No	
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Minnesota	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Mexico	No	
North Carolina	Yes	Funding we receive at the state level is earmarked for our professional development around our statewide strategic initiative, which is the foundation for all professional development for the last several years. In addition, LEAs can choose to use AIG funds for the purpose of addressing the equity and excellence gap in gifted education. However, funds are not specifically earmarked for this at the LEA level.
North Dakota	No	
Oklahoma	No	
South Carolina	No	
Texas	No	
Utah	No	
Virginia	No	
Washington	No	
Summary n=25	Yes = 1; No = 24	

Note: Arkansas, California, Connecticut, Delaware, Idaho, Illinois, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Hampshire, New Jersey, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, West Virginia, Wisconsin, Wyoming, Department of Defense Education Activity, and Washington, DC did not respond.

SECTION VIII: ACCOUNTABILITY

Table 72. Annual State-Level Gifted Education Report

	Q48: Does the SEA produce an annual report on gifted and talented services in the state?	"Other" Responses	Q49: Please provide a URL/Link to the most recent annual report.
Alabama	No		
Alaska	No		
Arizona	No		
Arkansas	No		
California	No		
Colorado	No		
Connecticut	Other	We are currently working on an interactive dashboard.	N/A
Delaware	No		
Florida	Other	Gifted reports are found in the Florida Know Your Schools portal.	https://knowyourdatafl.org/views/PK12-Enrollment/BUILDATABLE?%3AshowAppBanner=false&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link&%3AisGuestRedirectFromVizportal=y&%3Aembed=y
Georgia	No		
Hawaii	Yes		https://drive.google.com/file/d/1GXbL1FaNoMjJkuiMYOVvb5RR2Wlw8K5k/view?usp=sharing
Idaho	Yes		https://www.sde.idaho.gov/superintendent/files/leg-priorities/reports/2024/Gifted-and-Talented-Education-23-33-1007.pdf
Illinois	No		
Indiana	No		
Iowa	No		
Kansas	No		
Kentucky	No		
Louisiana	No		
Maine	No		
Maryland	No		
Massachusetts	No		
Michigan	No		
Minnesota	No		
Mississippi	No		
Missouri	Other	We report public data for the state and for each district/charter. Gifted data is also included in the annual report cards. The Advisory Council on the Education of Gifted and Talented Children reports to the State Board of Education annually.	https://dese.mo.gov/quality-schools/gifted-education and scroll down to the Data tab AND https://dese.mo.gov/quality-schools/gifted-education/gifted-advisory-council and scroll down to the Reports to the State Board of Education tab

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q48: Does the SEA produce an annual report on gifted and talented services in the state?	"Other" Responses	Q49: Please provide a URL/Link to the most recent annual report.
Montana	Other	Every 2 years as requested by the legislature regarding schools that receive the state matching grant.	Not available
Nebraska	No		
Nevada	Yes		Not available for public request or for public view. Only for internal use.
New Hampshire	No		
New Jersey	Yes		https://www.nj.gov/education/sboe/meetings/agenda/2023/August/public/4_Gifted_and_Talented_presentation.pdf
New Mexico	Other	We have not, but we plan on beginning to produce semi-annual to annual reports on equity and services.	https://nmped.instructure.com/courses/4217/pages/official-nmped-documents
North Carolina	No		
North Dakota	No		
Oklahoma	Yes		https://sde.ok.gov/sites/default/files/documents/files/FY21%20Annual%20Report%20Gifted%20and%20Talented.pdf
Oregon	No		
Pennsylvania	Other	A brief report regarding districts monitored, requests for experimental programs as well as data on complaints and due process is reported to the State Board of Education annually	
Rhode Island	No		
South Carolina	No		
South Dakota	No		
Tennessee	No		
Texas	No		
Utah	No		
Vermont	No		
Virginia	Yes		https://vdoe.prod.govaccess.org/home/showpublisheddocument/50735/638348816406300000
Washington	No		
West Virginia	No		
Wisconsin	No		
Wyoming	No		
Department of Defense Education Activity			
Washington, DC	No		
Summary n=49	Yes = 6; No = 37; Other = 6		

Note: Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 73. State Requirement for LEA Annual GT Report

	Q50: Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?	Q51: If applicable, please provide any comments or context about the required report on gifted and talented education programs.
Alabama	Yes	LEAs report referral data through our state data reporting system. LEAs complete a report on referrals, public notice, professional development, curriculum and instruction, placement and service delivery options, annual staff training, personnel certification, disproportionality, caseloads and class sizes, program administration, and progress since the most recent monitoring review.
Alaska	No	
Arizona	No	
Arkansas	Yes	
California	No	
Colorado	Yes	Gifted Education Annual Plans are connected to the district Unified Improvement Plan accountability process. Our Gifted Comprehensive Program Plans and Monitoring are all accountability measures as well.
Connecticut	No	
Delaware	Yes	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	Yes	Gifted services are provided in the ESE documents found at http://beessgsw.org/#/spp/institution/public/
Georgia	No	
Hawaii	No	
Idaho	Yes	03. District Plan. Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15. The plan shall be updated and submitted every three (3) years thereafter and shall include: a. Philosophy statement; b. Definition of giftedness; c. Program goals; d. Program options; e. Identification procedures; f. Program evaluation.
Illinois	Yes	https://www.isbe.net/Documents/Gifted-and-Accelerated.pdf
Indiana	Yes	LEAs must submit an end of year report reflecting how they spent grant funds, their high ability program plan, and identification measures.
Iowa	Yes	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.
Kansas	No	
Kentucky	Yes	Districts are requested to submit an Annual Summative Evaluation Report to the SEA.
Louisiana	No	
Maine	No	
Maryland	Yes	Services and programs are reported through our ESSA plan. Additionally, all LEA's must go through a 3-year peer review process which is facilitated by the state.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q50: Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?	Q51: If applicable, please provide any comments or context about the required report on gifted and talented education programs.
Massachusetts	No	
Michigan	No	
Minnesota	Yes	<p>MN State Statute 120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.</p> <p>Subd. 2. Adopting plans and budgets. (a) A school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:</p> <p>(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);</p> <p>(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;</p>
Mississippi	Yes	
Missouri	Yes	Data is reported through DESE's Core Data and MOSIS system. Also, districts conduct an annual evaluation and keep it on file in the district.
Montana	Yes	For select schools that receive state matching grant funds, very limited reporting elements are required every two years. For all schools, even more limited reporting is required yearly based on accreditation standards.
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	Yes	In accordance with the Strengthening Gifted and Talented Education Act, LEAs are required to file with the SEA, a report by October 1, 2020, and thereafter on a schedule that coincides with the LEA's New Jersey Quality Single Accountability Continuum review.
New Mexico	Yes	We just implemented this as a requirement and the first reports are due Spring 2025.
North Carolina	Yes	Each year, AIG student achievement data is reported on School Report Cards for the schools and districts. AIG students are considered a subgroup for all Accountability measures and data are collected statewide within existing collection measures.
North Dakota	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q50: Are LEAs in your state required to report on gifted and talented education programs and services through state accountability procedures, regulations, or guidelines?	Q51: If applicable, please provide any comments or context about the required report on gifted and talented education programs.
Oklahoma	Yes	<p>70 O.S.§1210.307 requires an annual report on</p> <ol style="list-style-type: none"> 1. A written policy statement which specifies a process for selection and assessment of children for placement in gifted and talented programs that is consistent for grades one through twelve; 2. A description of curriculum for the gifted child educational program. Such description shall demonstrate that the curriculum is differentiated from the normal curriculum in pace and/or depth and that it has scope and sequence; 3. Criteria for evaluation of the gifted child educational program; 4. Evidence of participation by the local advisory committee on education for gifted and talented children in planning, child identification process and program evaluation; 5. Required competencies and duties of gifted child educational program staff; 6. Number and percentage of students identified by the district as gifted children pursuant to subparagraph g of paragraph 2 of subsection B of Section 18-201 of this title; and 7. A budget for the district gifted child educational programs.
Oregon	No	
Pennsylvania	Yes	PA requires a Gifted Assurances Plan once every six years, which includes accountability for procedures, regulations and guidelines. Districts are required to report eligible gifted students on an annual basis.
Rhode Island	No	
South Carolina	Yes	Regulation 43-220 outlines LEAs' required reporting.
South Dakota	No	
Tennessee	Yes	Child Find counts
Texas	No	
Utah	No	
Vermont	No	
Virginia	No	
Washington	Yes	
West Virginia	Yes	Data is collected on Child Find (initial evaluations) and can be review Gifted student files and IEPs within general supervision cyclical monitoring.
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=49	Yes = 24; No = 25	

Note: Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 74. Gifted as a Sub-Reporting Group for Accountability

	Q52: Does your state identify “gifted” as a sub-reporting group for accountability purposes?	Q53: If applicable, please provide any comments or context about your state’s mandate for reporting gifted as a subgroup for accountability purposes.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	Yes	
Connecticut	No	
Delaware	No	
Florida	Yes	The Know Your Schools portal includes indicators for gifted education. Please visit https://edudata.fldoe.org/
Georgia	No	
Hawaii	No	
Idaho	Yes	
Illinois	Yes	https://www.isbe.net/Documents/Gifted-and-Accelerated.pdf
Indiana	No	
Iowa	No	
Kansas	Yes	Gifted falls under Special Education in Kansas and is qualified as an exceptionality category.
Kentucky	Yes	
Louisiana	Yes	Performance of gifted and talented students on state accountability assessments is determined at the state and school system level.
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	Yes	Minnesota currently collects data on how students are served in Ed-Fi and Gifted Education Reporting. Two videos have been created to assist school districts and charter schools with new reporting requirements. The gifted education winter and spring data collections capture important information about how services are delivered to advanced students attending Minnesota public schools. Business rules and guidelines for Ed-Fi and Gifted Reporting Frequently asked questions about Ed-Fi and Gifted Reporting
Mississippi	Yes	
Missouri	Yes	
Montana	Yes	GT as a sub-group is reported on very broadly. GT student populations are lumped in with SPED, ELL, and at-risk students for a minor amount of accreditation review.
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	Yes	In accordance with the Strengthening Gifted and Talented Education Act, LEAs are required to report the total number of students receiving gifted and talented services in each grade level, kindergarten through grade 12 disaggregated by race, gender, special education designation, and multilingual designation. The SEA collects this data in the Fall and end of school year.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q52: Does your state identify “gifted” as a sub-reporting group for accountability purposes?	Q53: If applicable, please provide any comments or context about your state’s mandate for reporting gifted as a subgroup for accountability purposes.
New Mexico	Yes	Students are reported in the state’s accountability program NOVA as a student population that can be tracked. They are considered part of special education under New Mexico law.
North Carolina	Yes	AIG has been an identified subgroup for Accountability measures since 2012-2013, and it was reported prior to that in other reporting measures.
North Dakota	No	
Oklahoma	Yes	The mandate is related to State Aid funding for gifted and talented. Districts must report how students are identified to ensure funding is provided appropriately. 70 O.S.§18-2011
Oregon	Yes	Usually test scores are reported for TAG students, but not growth.
Pennsylvania	Yes	
Rhode Island	No	
South Carolina	No	
South Dakota	No	
Tennessee	No	
Texas	No	
Utah	No	
Vermont	No	
Virginia	No	
Washington	Yes	
West Virginia		
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=47	Yes = 18; No = 29	

Note: Arkansas, West Virginia, and Department of Defense Education Activity did not respond.

Table 75. Inclusion of GT Indicators for State Report Cards/Other Accountability Reporting

	Q54: 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?	Q57: If applicable, please provide any comments or context about your state’s required gifted and talented indicators.
Alabama	No	
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Q54: 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?

Q57: If applicable, please provide any comments or context about your state's required gifted and talented indicators.

Florida	Yes	The Know Your Schools portal includes indicators for gifted education. Please visit https://edudata.fldoe.org/
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	Yes	https://www.isbe.net/Documents/Gifted-and-Accelerated.pdf
Indiana	No	
Iowa	No	
Kansas	No	
Kentucky	Yes	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	Yes	
Missouri	Yes	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	Yes	On an annual basis, student and staff data must be submitted by LEAs to the Department of Education's NJ Standards Measurement and Resource for Teaching for the Fall and end-of-year collections.
New Mexico	No	
North Carolina	Yes	Each year, AIG student achievement data is reported on School Report Cards for the schools and districts. AIG students are considered a subgroup for all Accountability measures and data are collected statewide within existing collection measures.
North Dakota	No	
Oklahoma	No	
Oregon	No	
Pennsylvania	No	
Rhode Island	No	
South Carolina	No	
South Dakota	No	
Tennessee	No	
Texas	Yes	Identified and served gifted/talented students is an indicator for attendance and funding. We also have an indicator for program options.
Utah	No	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

Q54: 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?

Q57: If applicable, please provide any comments or context about your state's required gifted and talented indicators.

Vermont	No	
Virginia	No	
Washington	Yes	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=48	Yes = 9; No = 39	

Note: Arkansas and Department of Defense Education Activity did not respond.

Table 76. Specific Gifted and Talented Indicators Required to be Reported

Q58: 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 and Technical Education (CTE)	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)
Florida	•	•		•		•	•					
Illinois	•	•				•				•		
Kentucky	•	•			•	•						
Mississippi	•				•	•						
Missouri	•	•	•	•				•	•			
New Jersey	•	•			•	•	•					
North Carolina	•	•	•	•	•	•		•				*
Washington	•	•										
Summary n=8	8	7	2	3	4	6	2	2	1	1	0	1

* **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. We collect current enrollment of Advanced Placement/ International Baccalaureate/ Cambridge courses.

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 77. Data Collected on Gifted and Talented Indicators

	Q55: Does the state collect any academic or administrative data relating to gifted and talented indicators?	Q56: If applicable, please provide any comments or context about the gifted and talented indicators your state collects.
Alabama	No	
Alaska	No	
Arizona	No	
California	No	
Colorado	Yes	
Connecticut	No	
Delaware	No	
Georgia	Yes	We collect numbers of students (with demographics) in the gifted services, the gifted service delivery models used, and qualifications of the gifted teachers.
Hawaii	No	
Idaho	No	
Indiana	No	
Iowa	No	
Kansas	No	
Kentucky		
Louisiana	Yes	Data concerning the number of gifted students and the number of talented students in each school system is collected and disaggregated by gender, ethnicity, 504 accommodations, English Learner, and economically disadvantaged.
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	Yes	The Michigan School Index System is comprised of seven components. The components were selected based on ESSA requirements, stakeholder input, public feedback, and consideration of best practices for school accountability reporting among states and education data nationwide. One Component within the index is School Quality/Student Success - which accounts for 14% of the overall Index score. For "Advanced Coursework" the approximate weight within the School Quality/Student Success Component is 3%. https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/Accountability/Index/MI_School_Index_System_Guide.pdf?rev=14b4daa914564a55b3f7a62d8adb545a
Minnesota	No	
Montana	Yes	Very basic reporting only by schools receiving GT grant matching funds.
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Mexico	Yes	Indicators are required in the new reporting requirements that went into effect July 2023 with the first reports coming in Spring 2025.
North Dakota	No	
Oklahoma	No	
Oregon	No	
Pennsylvania	Yes	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q55: Does the state collect any academic or administrative data relating to gifted and talented indicators?	Q56: If applicable, please provide any comments or context about the gifted and talented indicators your state collects.
South Carolina	No	
South Dakota	No	
Tennessee	No	
Utah	No	
Vermont	No	
Virginia	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Washington, DC	No	
Summary n=38	Yes = 7; No = 31	

Note. For tables where states were asked specific follow-up questions, only the states asked those questions are included in the tables. If a state did not receive the question or did not respond, they are not reported in the table.

Table 78. State Monitoring/Auditing of LEA Gifted Education Programs

	Q60: Does your state monitor/audit LEA gifted education programs?				Q61: If applicable, please provide comments about your state's monitoring and/or auditing.
	Monitor	Audit	Both monitor and audit	Neither	
Alabama	•				LEAs are monitored on a 5-year cycle by way of desk review and on-site visits. During the on-site visit gifted specialists are interviewed and the SEA monitor meets with the gifted coordinator. The SEA monitor reviews student records both electronically and on-site. All teachers and principals complete a response form regarding differentiation strategies used, assistance from the gifted specialist, service delivery (e.g., pull-out services, advanced courses), and assurances for second-grade child find, interruption of services, acceleration procedures, and accommodations. Other items reviewed include gifted allocation budgeting, adherence to the state mandate, concept-based curriculum units, adherence to the LEA Plan for Gifted, caseloads and class sizes, and proportionality in gifted program and second-grade child find referrals.
Alaska				•	
Arizona				•	
Arkansas					
California				•	
Colorado			•		We require monitoring/auditing on a 5 year cycle.
Connecticut		•			Required data submissions are audited for timeliness and accuracy.
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.

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q60: Does your state monitor/audit LEA gifted education programs?				Q61: If applicable, please provide comments about your state's monitoring and/or auditing.
	Monitor	Audit	Both monitor and audit	Neither	
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 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). To view a district's approved ESE Policies & Procedures (ESE P&P), visit http://www.beessgsw.org/spp/institution/public. To view a district's past approved ESE P&P, visit http://beess.fcim.org/sppDistrictDocSearch.aspx.</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). • Monitoring Introduction (PDF) • SPP 13 Instructions (PDF) • SPP 13 Protocol (PDF) Monitoring Reports – Listed by School District are located at: http://www.fldoe.org/academics/exceptional-student-edu/monitoring/"</p>
Georgia				•	
Hawaii				•	
Idaho	•				We just collect the plans. It is unknown if the states actually follow them other than parental complaints that they don't and the reporting of zero identified students.
Illinois				•	
Indiana	•				Programs are monitored through the submission of high-ability program plans and district site visits.
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. The Bureau of School Business Operations provides spring budget audits that include appropriate expenditures drawn from gifted programming state formula funding.
Kansas	•				Monitoring of Gifted IEPs is done in conjunction with monitoring of IDEA IEPs.
Kentucky	•				
Louisiana		•			At the end of the fiscal year, all school systems must provide verification of expenditures for gifted and talented services and programming.
Maine				•	

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q60: Does your state monitor/audit LEA gifted education programs?				Q61: If applicable, please provide comments about your state's monitoring and/or auditing.
	Monitor	Audit	Both monitor and audit	Neither	
Maryland	•				Goals are set and monitored through the ESSA plan as well as the peer review process.
Massachusetts				•	
Michigan				•	
Minnesota				•	
Mississippi			•		
Missouri		•			The Missouri Department of Elementary and Secondary Education (DESE) Office of Quality Schools, Gifted Education, conducts desk audits. The annual review looks at the Core Data submitted by districts to ensure that districts have an approved identification process, have certified gifted education teachers, and are providing the appropriate services for the students. Emailed communications will be sent to the Gifted Contact (identified on Core Data) indicating any discrepancies discovered in the data that need to be corrected. The Director of Gifted Education will work with districts to ensure compliance and accurate reporting.
Montana	•				Only schools receiving GT grant matching funds receive some limited monitoring.
Nebraska				•	
Nevada	•				Monitoring is done on a 4-year cycle for districts that get GATE funding.
New Hampshire				•	
New Jersey	•				In accordance with the Strengthening Gifted and Talented Education Act, LEAs are required to submit a report to the SEA on a schedule that coincides with their New Jersey Quality Single Accountability Continuum review. On an annual basis, LEAs are also required to submit gifted and talented student and staff data for the Fall and end-of-year collections.
New Mexico	•				
North Carolina	•				In North Carolina, LEAs must submit a local Board-approved Local AIG Plan every three years, and the NCDPI team provides feedback and monitoring on the plans during the three-year time period.
North Dakota				•	
Oklahoma			•		70 O.S.§1210.303 requires the auditing of 25 districts selected at random each year as well as program monitoring and auditing for districts with extraordinary numbers of identified students, identified students who as a group are not representative of racial and socioeconomic demographics of district student population, unusual budget reports, inappropriate implementation policies or questionable gifted child programming to determine compliance with the Education of Gifted and Talented Children Act.
Oregon				•	
Pennsylvania	•				PDE monitors 10 districts per year and may do more if there is a need for target monitoring based on a parent complaint. PDE also uses the Gifted Assurances Plan as an additional monitoring tool.
Rhode Island				•	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q60: Does your state monitor/audit LEA gifted education programs?				Q61: If applicable, please provide comments about your state's monitoring and/or auditing.
	Monitor	Audit	Both monitor and audit	Neither	
South Carolina			•		Districts are required to include GT goals and support for implementing state requirements for GT services in their 5-year strategic plans.
South Dakota				•	
Tennessee	•				
Texas				•	
Utah				•	
Vermont				•	
Virginia	•				School divisions participate in a technical review every five years. During the review, local school boards submit plans for the education of gifted students and engage in a peer review process that is facilitated by the Virginia Department of Education.
Washington					
West Virginia	•				Gifted students are included in the general supervision cyclical monitoring process annually.
Wisconsin		•			There is no formal monitoring that occurs. However, a compliance audit could occur based on an external complaint or based on information our agency has gathered. However, that is a rather rare occurrence.
Wyoming		•			During the annual accreditation process, district policies are reviewed to ensure G/T programs are in place.
Department of Defense Education Activity					
Washington, DC				•	
Summary n=47	16	5	6	20	

Note: Arkansas and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 79. LEA Submission of Gifted Education Plans to the SEA

	Q62: Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.				Q63: If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.
	Yes, identification plans must be submitted.	Yes, program implementation plans must be submitted.	Yes, policy plans must be submitted.	No	
Alabama	•	•			The LEA Plan for Gifted outlines how the LEA will administer the gifted program and services. The plan includes how referrals are processed (e.g., screening or not screening), service delivery for K-2, 3-5/6, 6/7-8, and 9-12, staff professional development, acceleration procedures, and virtual options. If a LEA will have enrichment model programming, the LEA must submit an alternate matrix, if different from the state criteria. Screening systems must submit the screening score they will use.
Alaska			•		
Arizona	•	•			LEAs are required by statute to submit Gifted Scope and Sequence plans every to the state on a routine basis and upon changes that outline the identification of gifted students and how the LEA will provide a program meeting statutory requirements: https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/00779-02.htm
Arkansas					
California				•	
Colorado	•	•	•		These are all encompassed in our Comprehensive Program Plans.
Connecticut				•	
Delaware		•			Regulation 902
Florida	•	•	•		<p>"Section 1003.57(1)(b)1., 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).</p> <p>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). To view a district's approved ESE P&P visit http://www.beessgsw.org/spp/institution/public To view a district's past approved ESE P&P visit http://beess.fcim.org/sppDistrictDocSearch.aspx or https://beessgsw.org/#/spp/institution/public/."</p>
Georgia				•	
Hawaii				•	
Idaho	•	•	•		

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q62: Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.				Q63: If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.
	Yes, identification plans must be submitted.	Yes, program implementation plans must be submitted.	Yes, policy plans must be submitted.	No	
Illinois				•	
Indiana	•	•			There is a high-ability program plan template that LEAs must submit annually to include programming models, identification, etc. per HEA 511 6.9-1.2.
Iowa	•	•			In September, LEAs provide their district gifted program plan and annual program data electronically to the Bureau of School Improvement using the Consolidated Accountability and Support Application (CASA). The submitted district gifted program plan includes K-12 gifted program goals/measurements, student identification procedures, gifted program services, gifted program staff development, staffing design, personnel qualifications, and gifted program evaluation process.
Kansas				•	
Kentucky				•	
Louisiana				•	
Maine	•				
Maryland				•	
Massachusetts				•	
Michigan				•	
Minnesota				•	
Mississippi		•			
Missouri	•				Districts complete an annual application (a WuFoo survey) and provide data through Core Data and MOSIS (the state student information system). Here is a link to the application: https://modese.wufoo.com/forms/sm01msb091x8qx/
Montana				•	
Nebraska	•				
Nevada	•	•	•		
New Hampshire			•		
New Jersey	•	•	•		In accordance with the Strengthening Gifted and Talented Education Act, LEAs must report the continuum of services, policies, and procedures implemented, and professional development opportunities provided for staff.
New Mexico	•	•			Program plans are part of the updated policy and will be submitted by Spring 2025.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q62: Are LEAs required to submit gifted education identification, program implementation, and/or policy plans to the SEA? Select all that apply.				Q63: If applicable, please provide any comments or context about submitting gifted education identification, program implementation, and/or policy plans.
	Yes, identification plans must be submitted.	Yes, program implementation plans must be submitted.	Yes, policy plans must be submitted.	No	
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.
North Dakota				•	
Oklahoma	•	•	•		According to 70 O.S. § 1210.307, districts must annually submit a plan for gifted child educational programs to the SDE that contains information on identification, programming, and policy.
Oregon	•	•	•		
Pennsylvania	•	•	•		
Rhode Island				•	
South Carolina		•	•		Identification is outlined for all LEAs in Regulation 43-220.
South Dakota				•	
Tennessee	•	•	•		
Texas				•	
Utah				•	
Vermont				•	
Virginia	•	•	•		School divisions participate in a technical review every five years. During the review, local school boards submit plans for the education of gifted students and engage in a peer review process that is facilitated by the Virginia Department of Education.
Washington	•	•			
West Virginia				•	
Wisconsin				•	
Wyoming				•	
Department of Defense Education Activity					
Washington, DC				•	
Summary n=48	20	20	14	23	

Note: Arkansas and Department of Defense Education Activity did not respond.

Table 80. SEA Approval of LEA Gifted Education Plans

	Q64: Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? Select all that apply.				Q65: If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.
	Yes, identification plans must be approved.	Yes, program implementation plans must be approved.	Yes, policy plans must be approved.	No	
Alabama	•	•			LEAs submit their plan on a 5-year cycle and/or when new staff is in place (e.g., superintendent, gifted coordinator). Plans are reviewed by the SEA and signed by the state superintendent.
Alaska				•	
Arizona	•	•			
Arkansas					
California				•	
Colorado	•	•	•		
Connecticut				•	
Delaware		•			Collected and reviewed by an external reviewer for feedback and returned with approval to LEA.
Florida	•	•	•		<p>“Section 1003.57(1)(b)1., 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).</p> <p>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). To view a district’s approved ESE P&P visit http://www.beessgsw.org/spp/institution/public To view a district’s past approved ESE P&P visit http://beess.fcim.org/sppDistrictDocSearch.aspx or https://beessgsw.org/#/spp/institution/public/”</p>
Georgia				•	
Hawaii				•	
Idaho				•	
Illinois				•	
Indiana	•	•			A high-ability program plan must be approved in order to receive state grant funding on an annual basis per IAC 511 6.9-1.2.
Iowa	•	•			The plans are approved as part of the Chapter 12 General Accreditation Standards process through the Bureau of School Improvement.
Kansas				•	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q64: Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? Select all that apply.				Q65: If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.
	Yes, identification plans must be approved.	Yes, program implementation plans must be approved.	Yes, policy plans must be approved.	No	
Kentucky				•	
Louisiana				•	
Maine	•				
Maryland				•	
Massachusetts				•	
Michigan				•	
Minnesota				•	
Mississippi	•	•	•		
Missouri	•				Once the annual applications are submitted, the Director of Gifted Education studies them and follows up as needed. Districts are required to have an identification process in place, to offer 150 minutes or more of services weekly, and to have a certified teacher(s) in districts with average daily attendance above 350 students. (For small schools, a certified teacher is not required but the teacher must have six clock hours of training annually.)
Montana				•	
Nebraska				•	
Nevada				•	
New Hampshire				•	
New Jersey				•	
New Mexico	•	•			Program plans will be reviewed and collaboration will be used to provide any support needed for possible improvement.
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. Plans are required by the State Board of Education, but the plans are not approved by the SBE/SEA.
North Dakota				•	
Oklahoma					
Oregon				•	
Pennsylvania	•	•	•		Plans are required to be submitted every 6 years.
Rhode Island				•	
South Carolina		•			GT plans are included in LEAs 5-year strategic plan. Regulation 43-220 outlines the requirements for statewide identification.
South Dakota				•	
Tennessee	•	•	•		

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q64: Must LEA gifted education identification, program implementation, and/or policy plans be approved by the SEA? Select all that apply.				Q65: If applicable, please provide comments or context about state approval for gifted education identification, program implementation, and/or policy plans.
	Yes, identification plans must be approved.	Yes, program implementation plans must be approved.	Yes, policy plans must be approved.	No	
Texas				•	
Utah				•	
Vermont				•	
Virginia				•	
Washington				•	
West Virginia				•	
Wisconsin				•	
Wyoming				•	
Department of Defense Education Activity					
Washington, DC				•	
Summary n=47	13	13	6	32	

Note: Arkansas, Oklahoma, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

SECTION IX: COVID-19 PANDEMIC

Table 81. COVID-19 Pandemic Effects

	Q162: In what ways has the COVID-19 pandemic impacted gifted education in your state?						
	Modification of identification procedures	Reduction in funding for gifted education	Modification of duties of sea gifted education personnel to areas not associated with gifted education	Reduced professional learning opportunities	Increase in demand for virtual learning for gifted students	Modification to curriculum/ programming for gifted students besides virtual learning	Other
Alabama	Yes	No	No	No	Yes	Yes	Pull-out Services
Alaska	No	No	No	No	Yes	No	
Arizona	Yes	No	Yes	No	No	Yes	Due to pandemic- related staff turnover, some districts have needed to re-build their gifted program.
Arkansas							
California	Unsure	Unsure	Unsure	Unsure	Unsure	Unsure	
Colorado	No	No	No	No	Yes	Yes	LEA Gifted staff pulled to other role
Connecticut	No	No	No	No	No	No	Unknown- LEA specific experience
Delaware	Unsure	No	No	No	Unsure	Unsure	
Florida							
Georgia	No	No	No	No	Yes	No	
Hawaii	Yes	No	Unsure	No	Yes	Yes	
Idaho	No	Yes	No	Yes	Yes	No	
Illinois	Yes	Unsure	Yes	No	Yes	Yes	
Indiana	No	No	No	Yes	Yes	No	
Iowa	Unsure	No	No	Unsure	Unsure	Unsure	
Kansas	Yes	No	No	Unsure	Unsure	Unsure	
Kentucky							
Louisiana	Yes	No	No	No	Yes	No	
Maine	No	No	No	No	No	No	Schools were able to extend their 2018-2019 approval through 2023
Maryland	Unsure	No	Unsure	Unsure	Yes	Yes	
Massachusetts							
Michigan	Unsure	No	No	No	Unsure	Unsure	
Minnesota	Unsure	No	No	No	Yes	Unsure	
Mississippi	No	No	No	No	No	No	
Missouri	Yes	No	No	No	Unsure	No	
Montana	No	No	No	Yes	No	No	
Nebraska	No	No	No	Yes	No	No	
Nevada	Yes	Yes	Yes	Yes	Yes	No	
New Hampshire							

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q162: In what ways has the COVID-19 pandemic impacted gifted education in your state?						
	Modification of identification procedures	Reduction in funding for gifted education	Modification of duties of sea gifted education personnel to areas not associated with gifted education	Reduced professional learning opportunities	Increase in demand for virtual learning for gifted students	Modification to curriculum/ programming for gifted students besides virtual learning	Other
New Jersey	Unsure	No	No	Unsure	Unsure	Unsure	
New Mexico	Yes	Unsure	Yes	Yes	Yes	Yes	Created space for a gifted education professional at the SEA.
North Carolina	Yes	No	No	No	Yes	Unsure	
North Dakota	Unsure	No	No	No	Unsure	Unsure	
Oklahoma	No	No	No	No	No	Unsure	
Oregon	No	No	No	Yes	Unsure	No	
Pennsylvania	Yes		Yes	Yes	Yes	Yes	Increase in mental health institution placements among gifted populations
Rhode Island							
South Carolina	No	No	No	No	No	No	
South Dakota							
Tennessee							
Texas	Yes	No	Yes	No	Yes	Yes	
Utah	Unsure	No	Unsure	No	Yes	Unsure	
Vermont							
Virginia	No	No	No	No	Yes	No	
Washington	Yes	No	No	No	Yes	Yes	
West Virginia	No	No	No	No	Yes	No	
Wisconsin	Unsure	No	No	No	Yes	Unsure	
Wyoming	Unsure	Unsure	Unsure	Unsure	Unsure	Unsure	
Department of Defense Education Activity							
Washington, DC	No	No	No	No	No	No	
	Yes = 13; No = 16; Unsure = 11 n=40	Yes = 2; No = 33; Unsure = 4 n=39	Yes = 6; No = 29; Unsure = 5 n=40	Yes = 8; No = 26; Unsure = 6 n=40	Yes = 21; No = 9; Unsure = 10 n=40	Yes = 10; No = 17; Unsure = 13 n=40	n=7

Note: Arkansas, Florida, Kentucky, Massachusetts, New Hampshire, Rhode Island, South Dakota, Tennessee, Vermont, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 82. SEA Guidance to LEAs on Modifications Related to COVID-19

	Q163: Did your state provide guidance to LEA's specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19?	Q164: Please describe the guidance provided by the state to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19.
Alabama	Yes	Waivers were available to LEAs for the purpose of delaying the second grade child find process until students were back face-to-face. LEAs taking advantage of waivers had to complete the process upon return to face-to-face learning. LEAs were allowed to reduce pull-out services to no less than 1.5 hours with the intent to return to the minimum of 3 hours when schools returned to normal scheduling. LEAs were provided with resources for virtual learning.
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	Yes	https://www.cde.state.co.us/gt/gecovid19guidance
Connecticut	No	
Delaware	No	
Florida	Yes	Gifted policies were included under the ESE policies and practices during school closures related to COVID-19 in each LEA Instructional Continuity Plan. https://icp.fldoe.org/
Georgia	Yes	Guidance was provided for the use of all of our gifted service delivery models during the school closures related to COVID-19.
Hawaii	Yes	Guidance and resources made available through website.
Idaho	No	
Illinois	No	
Indiana	No	
Iowa	No	
Kansas	Yes	Gifted was included in guidance FAQs for all special education in Kansas.
Kentucky	Yes	Best practices and support provided.
Louisiana	Yes	Specific guidance was provided for conducting academically gifted evaluations and talented evaluations for visual arts, music, and theatre.
Maine	No	
Maryland	No	
Massachusetts		
Michigan	No	
Minnesota	Yes	A header Distance Learning Resources for Gifted Learners was added to the gifted education web page with links to the following resources: Assessment of Young Gifted Learners for Early Entrance to Kindergarten or First Grade Gifted Education Support for Distance Learning Social and Emotional Support for Gifted Learners during COVID-19 Utilizing the HOPE Scale in Distance Learning Settings
Mississippi	Yes	
Missouri	No	
Montana	No	

Table of Contents

Preface

Summary of Findings

Appendix

References

State Agency Contacts

State Association Contacts

Questionnaire

Tables

	Q163: Did your state provide guidance to LEA's specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19?	Q164: Please describe the guidance provided by the state to LEAs specifically related to modifying gifted and talented policies or practices during school closures related to COVID-19.
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	No	
New Mexico	No	
North Carolina	Yes	Our focus was to develop remote learning resources for students and teachers during the initial remote period and when schools began hybrid instruction. Schools developed Remote Learning Plans, and OALGE provided guidance specifically for the instruction of gifted learners.
North Dakota	No	
Oklahoma	Yes	Development of instructional support: https://sde.ok.gov/covid19-instruction-support
Oregon	Yes	Waived identification requirements for the 2019-20 school year.
Pennsylvania	Yes	Guidance was provided through professional development, statewide webinars, intermediate Unit gifted liaison consultations with LEAs collectively and individually, consultations with the state gifted in PA team.
Rhode Island		
South Carolina	Yes	Districts were provided guidance in identification, minutes served, and models used.
South Dakota	No	
Tennessee		
Texas	Yes	Guidance on identification, providing G/T services, and instructional supports for parents
Utah	No	
Vermont	No	
Virginia	No	
Washington	Yes	LEAs were advised to continue to provide identification and services for Highly Capable students as capacity allowed. Some differentiated instruction was provided virtually, some LEAs facilitated competency-based online opportunities for students. OSPI offered virtual "Office Hour" meetings for coordinators to network, share resources, and receive guidance.
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=45	Yes = 17; No = 28	

Note: Arkansas, Massachusetts, Rhode Island, Tennessee, and Department of Defense Education Activity did not respond.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

Table 83. Data Collected on COVID-19 Pandemic Effects and Changes

	Q165: Did your state collect any data regarding specific changes in gifted education policy or practices made by LEAs during the COVID-19 pandemic?	Q166: Please describe the data collected regarding specific changes in gifted education policy made by LEAs during the COVID-19 pandemic.
Alabama	Yes, Informally	Waivers for identification and universal screening. Timeline delays in referral processes. Gifted specialist schedules.
Alaska	No	
Arizona	No	
Arkansas		
California	No	
Colorado	No	
Connecticut	No	
Delaware	No	
Florida		
Georgia	No	
Hawaii	No	
Idaho	No	
Illinois	No	
Indiana		
Iowa	No	
Kansas	No	
Kentucky	No	
Louisiana	No	
Maine	No	
Maryland	No	
Massachusetts	No	
Michigan	No	
Minnesota	No	
Mississippi	No	
Missouri	No	
Montana	No	
Nebraska	No	
Nevada	No	
New Hampshire	No	
New Jersey	Yes, Formally	On January 20, 2020, Governor Murphy signed the Strengthening Gifted and Talented Education Act codifying school district responsibilities in educating gifted and talented students as referenced in N.J.A.C. 6A:8-3.1. The law went into effect for the 2020-2021 school year.
New Mexico	No	
North Carolina	Yes, Formally, Yes, Informally	Student identification information Anecdotal data regarding services provided during this time.
North Dakota	No	
Oklahoma	Yes, Informally	
Oregon	No	
Pennsylvania	Yes, Informally	Through consultations with LEAs, the state regional gifted support network- discussed topics coming in across the commonwealth and developed best practice messages used by the group to guide districts with questions.

Table of Contents

Preface

Summary of
Findings

Appendix

References

State Agency
ContactsState Association
Contacts

Questionnaire

Tables

	Q165: Did your state collect any data regarding specific changes in gifted education policy or practices made by LEAs during the COVID-19 pandemic?	Q166: Please describe the data collected regarding specific changes in gifted education policy made by LEAs during the COVID-19 pandemic.
Rhode Island		
South Carolina	No	
South Dakota	No	
Tennessee		
Texas	No	
Utah	No	
Vermont	No	
Virginia	No	
Washington	No	
West Virginia	No	
Wisconsin	No	
Wyoming	No	
Department of Defense Education Activity		
Washington, DC	No	
Summary n=44	Yes, Formally = 2; Yes, Informally = 4; No = 39	

Note: Arkansas, Florida, Indiana, Rhode Island, Tennessee, and Department of Defense Education Activity did not respond.

Table 84. Additional Information on COVID-19 Effects and Changes on Gifted Education

	Q167: Please provide details to any other areas surrounding COVID-19 and gifted education in your state that you feel is important but was not covered by questions in this survey.
Alabama	Informal guidance on virtual learning was provided. Resources to support gifted services were provided for gifted specialists. Technical assistance continued via virtual meetings and phone calls.
Idaho	We updated the Best Practices Manual that had not been updated since 2007: https://www.sde.idaho.gov/academic/gifted-talented/files/general/Best-Practices-Manual-for-Gifted-and-Talented-Programs-in-Idaho.pdf
Illinois	*Data could have been affected by the suspension of in-person instruction during the 2020-21 school year. While data was collected in accordance with ISBE data policy and validated through normal procedures, the state environment and policy changes resulting from the suspension of in-person instruction may have possibly affected the results. Thus, please use caution when interpreting results and trends.
Maine	N/A
Minnesota	Following the return to in-person classes, many families requested acceleration for their students. The perception of families was that classes were less rigorous in order to address the needs of students who had fallen behind during Covid. Informal conversations with teachers indicated a need for greater differentiation of instruction within their classrooms. In addition, many educators expressed a need for increased counseling availability.
Missouri	At this point in time, gifted education is not collecting data or providing support surrounding COVID-19. The bigger focus is on teacher recruitment and retention. Also, on certification changes, the new state statute, and updated Gifted Education Program Guidelines.
New Mexico	The move to online provided the opportunity for people outside of Santa Fe (the location of NMPED) to begin working for the NMPED. This allowed for my position to be created and filled. If we had not been allowed work from home, it is unlikely I would have been able to take this position and gifted would not have been placed with a gifted educator as the position was MLSS and gifted was added on because of my endorsement.
North Carolina	While initial data analyzing the learning loss for North Carolina's students indicated that gifted students were among those who experienced learning loss, recent data show that gifted students are making gains in achievement that rival pre-pandemic levels. One of the positive impacts of COVID was increased communication with AIG Coordinators across the state, which increased the level of collaboration during this difficult time. To that end, NC has continued virtual professional learning opportunities in addition to in person professional learning opportunities.
North Dakota	Because there are no requirements for gifted education in ND, each district determined how to serve its gifted population during the COVID-19 pandemic.
Oklahoma	Educational gaps are more evident, and more districts needed guidance on acceleration and proficiency-based promotion. It is interesting that more districts are open to proficiency-based promotion and acceleration, but there are still many myths surrounding these concepts/strategies that need to be addressed.
Pennsylvania	PDS found goal writing to be the area most impacted for future best practice. Goals written for competitions could not be implemented during COVID as all competitions were cancelled. The gifted in PA team wrote and delivered new guidance on goal writing.
Wisconsin	COVID exacerbated already existing staffing issues, since many G/T staff were reassigned temporarily and sometimes even permanently.

Note: Table includes only the states who provided comments.

CSDPG

THE COUNCIL OF STATE DIRECTORS
OF PROGRAMS FOR THE GIFTED



NATIONAL ASSOCIATION FOR
GIFTED CHILDREN

For more information, contact:

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