2010–2011 State of the States in Gifted Education

National Policy and Practice Data

CSDPG

THE COUNCIL OF STATE DIRECTORS OF PROGRAMS FOR THE GIFTED

NATIONAL ASSOCIATION FOR Gifted Children

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

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

Council of State Directors of Programs for the Gifted

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FOREWORD FROM THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN

The *2010-2011 State of the States in Gifted Education* is the only compilation of information about the state of gifted education nationally. It is produced biannually by the Council of State Directors of Programs for the Gifted and the National Association for Gifted Children. This crucial report provides a detailed look at the degree and variety of support and services available for gifted students.

The quality of gifted education over the past 30 years can be seen only through the independent efforts of individual states to develop and implement policies that promote the identification of gifted children, deliver services to them, ensure their teachers are well-trained, and assess how well the programs and services are working. Advocates working at the state level are in a critical position to advance the field of gifted education by continuing to push for state policies and practices that support the provision of a range of appropriate services to gifted students at the local level. I am proud that NAGC continues to be a leader in these efforts and I thank the Council of State Directors, as well as the individual directors who completed the survey, for their support. Together we can build a strong and vital infrastructure to support gifted and talented students.

Paula Olszewski-Kubilius
NAGC President
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ACKNOWLEDGMENTS

An undertaking such as the *2010-2011 State of the States in Gifted Education* depends on the support and input from numerous individuals who contribute advice, expertise, and time to the report development, survey completion, and data compilation and analysis.

The National Association for Gifted Children and the Council of State Directors of Programs for the Gifted (CSDPG) would like to thank the working group of state directors for their assistance and support through the report's various stages: Rick Blanchard, South Carolina; Jacquelin Medina, Colorado, Rebecca Blocher, Oregon; Sneha Shah-Coltrane, North Carolina; and former Kentucky CSDPG member Greg Finkbonner. We would also like to thank all of the individual state directors who participated in the survey – without their support the report would not be possible. Finally, we would like to thank Del Siegle, Melissa Mitchell, Catherine Little, and Jaclyn Chancey at the University of Connecticut for conducting the survey and compiling the responses into this report. Thanks also go to Jane Clarenbach and Carolyn Kaye at NAGC for coordinating the project.

INTRODUCTION

Fifty years after winning the space race, neglect of our high-ability and high-potential children hampers our nation's economic competitiveness now and in the future. With millions of gifted and talented students in classrooms today, this *2010-2011 State of the States in Gifted Education* report again shows the lack of a coherent national strategy to educate the next generation of scientists, mathematicians, peacemakers, artists, and engineers. One could assume that our high-potential and high-performing students are receiving the education they need and deserve. Sadly, this is not the case. In fact, many states keep no data on their gifted students and few states test for knowledge beyond grade level.

We hope the data in *State of the States* can help gifted supporters advocate for a renewed focus on our most capable students with increased data collection, strong state policies, increased teacher training, and other critical resources. NAGC and CSDPG encourage legislators, administrators, teachers, and parents to learn more about gifted children and the kind of challenging education they need.

TABLE OF CONTENTS

ABOUT THE REPORT

The *State of the States in Gifted Education* report is organized into ten key areas that combine to provide readers with a better understanding of the degree of support individual states offered to gifted and talented education for the school year 2010-2011. This is not to say that these ten areas are clearly differentiated in actual practice. There are, in fact, multiple points of overlap and influence among them.

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

The allocation of funding and personnel is a major indicator of state-level commitment to gifted and talented education. Questions in the first section cover the allocation of employees at the state education agency to coordinate gifted education, the range of responsibilities for state agency staff, and the existence of a standing state advisory committee for gifted and talented education. The questions in the second section address the total amount of state funds allocated to gifted and talented education, along with details of the allocation of those funds, funding formulas, and funding caps.

III. MANDATES TO IDENTIFY AND SERVE GIFTED STUDENTS

There are two types of state-ordered mandates for gifted education: mandates to local school districts to identify children and mandates that services be provided. If a state does not have mandates to identify and/or serve gifted and talented students, it is up to each district to determine whether and how to identify students and what programs and services to offer high-ability learners. The questions in this section focus on the existence of state mandates for identification and services, the source of the mandate (law or regulation), the extent of the mandate, and the degree to which a mandate is supported by state funding.

IV. ACCOUNTABILITY

This section of the report focuses on whether states audit or monitor local gifted education programs and, if so, the areas in which districts are required to report. The section also contains questions about whether the states require districts to submit plans to the state agency and whether the district plan is for informational purposes only or if it is part of an evaluation plan.

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

The provision of programs and services for advanced learners is often tied to whether students are considered by law to be "gifted and talented." The state's definition of giftedness generally informs the identification process(es) used to determine eligibility. These two sections of the report focus on the existence and components of state definitions, as well as whether districts are required to follow a state definition and/or use specific criteria or methods to identify gifted students. The

identification section also includes data on when students are identified for services, the number and demographics of students identified in each state, and whether state law places a limit on the number of identified students.

VII. Programs and Services for Gifted Students

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

VIII. Staffing and Personnel Preparation

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

IX. Related Policies and Practices

In many states, there are policies in place that affect high-ability learners but may not have been designed with gifted learners in mind. For example, policies regarding early entrance to kindergarten often hold back children who are ready for school earlier than their age peers are. This section includes questions on state policies concerning entrance to kindergarten, alternate high school diplomas, dual enrollment, age cut-offs for general equivalency diplomas, and proficiency-based promotion, as well as whether these policies leave key decisions to local districts.

X. Concerns and Directions for the Future

Professionals in gifted and talented education share many common concerns about the current state of the field as well as the future of gifted programs and services. However, such concerns are influenced by the different environments in which these professionals operate. This section includes ratings of positive and negative forces, indications of areas needing attention, and free-form responses on recent legislative and other changes.

The *State of the States* offers not only a general overview of how individual states support gifted learners, but also details on the areas in which states perceive a need for federal support to help ensure that all of America's high-potential youth have equal opportunities to excel in school.

OVERVIEW

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

The data collected for this report and highlighted here offer a snapshot of the extent of state support for gifted learners in the 2010-2011 school year. Forty-four states and one territory (referred to collectively from here forward as "states") responded to this year's *State of the States* questionnaire, which contained a combination of closed-response and open-ended questions about gifted policies, programs, services, and other practices within the states. Several major themes emerged: decentralized decision-making and limited accountability; limited service options; the importance of professional development; the influence of federal education law; and funding issues in a difficult economic climate.

DECENTRALIZED DECISION-MAKING AND LIMITED ACCOUNTABILITY

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

- Thirty-one states have a mandate related to gifted and talented education, for identification, services, or both.

- Fourteen states have no mandate, and 5 states that have mandates do not provide any funding for them.

- Forty-one states have defined giftedness in statute or regulations. However, only 32 of them require LEAs to follow the definition.

- Schools in 30 states are required to use specific criteria and/or methods to identify gifted and talented students, and the criteria/methods are completely or partially determined at the state level in 23. Nine states require a particular identification process, while the others leave some or all of the specifics to the LEAs.

- Four states require LEAs to accept gifted identifications from other states, and 16 states require LEAs to accept identifications from other LEAs in the same state. Relocating families may have to repeat the identification process in order to obtain services for their gifted children.

- Some states require gifted education strategies aligned with special education, especially free appropriate public education (23) and non-discriminatory testing (24). Far fewer states require other strategies from special education, such as due process (14), dispute resolution (13), Child Find (13), and individual education plans (13).

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

- Seventeen states reported having one or more full-time staff members at the state level dedicated to gifted education. Twenty-seven states have entirely part-time gifted education staff. In 31 states, including 21 without a full-time person dedicated to gifted education, these staffs also have responsibilities for one or more programs or projects not specific to gifted education.

- Twenty states reported that they neither monitor nor audit LEA programs for gifted and talented students, and 4 others do so only when the LEAs apply for funds. In 13 states, LEAs are not required to report on their gifted education services, and in 2 others LEAs are only required to submit reports when applying for funds.

- Twelve states that do not monitor or audit LEA gifted programs also do not require reporting. Nine of those states gave no additional information on how they ensure compliance.

- Fourteen states reported that data regarding the number of students in the state who are identified as gifted and talented is not collected or not available. Several states did not have information on identified students' gender (16) or ethnicity (12).

- Ten states publish an annual report on the state of gifted education, and 5 others publish this information as part of a larger report.

- Sixteen states include gifted and talented indicators on district report cards or other state accountability reporting forms. Twenty-nine states report advanced proficiency indicators on those same forms.

SERVICE OPTIONS

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

- Twenty-six states require some form of program or service for gifted and talented students. These required services fall under a variety of categories, including intellectual (20), specific academic areas (12), general academic (9), creativity (9), visual or performing arts (8), and leadership (4).

- Twenty-one states require services starting in either pre-Kindergarten or Kindergarten all the way through grade 12. Another 4 start service requirements later, and 2 of those also end service requirements earlier.

- Very few states have state policy to specify whether gifted programs should include components such as differentiated instruction (9), contact time (7), social-emotional support (5), academic guidance and counseling (5), or content-based acceleration (3).

- At almost every grade level, the regular classroom is one of the most-used delivery methods for gifted services. It was the most frequently named method for pre-Kindergarten and Kindergarten (11) and second most frequently named in early elementary (19), upper elementary (18), and middle school (16).

State Policies Affecting Services

- In the majority of states (35), LEAs set academic acceleration policies. Eight states specifically allow acceleration by state policy.

- LEAs also set proficiency-based promotion policies in 25 states, although 14 states have policies permitting this practice. On the other hand, 3 states specifically prohibit proficiency-based promotion.

- Seven states have policies specifically permitting early entrance to Kindergarten. Ten states do not allow early entrance, and 24 states leave the decision to LEAs.

- In most states (24), policies on whether a student may be dually enrolled in middle and high school are made at the local level. Ten states specifically allow this kind of dual enrollment, and 8 states prohibit it. Whether high school graduation credit is earned for these courses is also usually determined at the local level (16), although 17 states have policies that permit it and 1 state prohibits it.

- Thirty-two states specifically permit students to be dually enrolled in high school and college or university. Eleven states set this policy locally, and 1 state prohibits it. In most cases (30), state policy allows the student to earn credit towards high school graduation through college courses.

- Several states fund residential public high schools for math and science (16), fine and performing arts (11), or the humanities (2). Fourteen states fund a virtual high school.

- States may also fund advanced programs called governor's schools during the summer (13) or during the school year (2).

The Importance Of Professional Development

Survey responses indicated that LEAs relied upon the regular classroom as one of the top three delivery methods for gifted services from pre-Kindergarten to middle school. However, only six

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

- Six states require all teachers to receive pre-service training in gifted and talented education.

- General education teachers in 36 states are not required to have training in gifted and talented education at any point in their careers.

Even where districts place gifted students in specialized programs, the professional preparation of their teachers will vary.

- Twenty-one states require teachers in specialized gifted education programs to have a certificate or endorsement in gifted education.

- Only five states require teachers in specialized gifted programs to receive annual professional development in gifted education.

Sixteen states require district administrators for gifted education; however, district administrators are only required to have training in gifted education in 6 states.

While there are signs that the emphasis placed on professional development in gifted education may be improving, it is still an area of concern. Professional development initiatives were considered a positive influence on gifted education by 28 of 43 respondents, and only 6 people said that this factor was not applicable to their states. However, a majority of respondents rated funding for professional training in gifted education (34), pre-service training in gifted education at the undergraduate level (34), and professional training for general education teachers in gifted instruction (40) as in need of attention.

The Influence of Federal Education Law

The extent to which federal education law, which does not address the learning needs of above-proficient children, has affected gifted and talented education is unclear. However, it does appear that federal law has had a negative effect on gifted education in many states.

- The lack of recognition of gifted and talented students in federal education law was one of the most negatively rated factors influencing gifted education, with 33 ratings in the very negative to slightly negative range, 7 neutrals, and only 1 positive rating.

- Federal education law's focus on struggling learners received similar ratings regarding its overall effect on gifted education, with 29 in the very negative to slightly negative range, 9 neutrals, and 2 in the positive to very positive range.

Open-ended questions regarding the effect of federal education law on gifted education programming and services elicited similar responses:

- Twelve referred to the focus on bringing underperforming students to proficiency levels, resulting in limited challenge for students who have met that target already.

- Thirteen explicitly stated that gifted and talented education programs, services, or staffing have been reduced or that less money is being spent on them.

- Thirteen noted that there had been little or no change as a result of federal education laws.

In response to later open-ended prompts for comments and questions, 4 respondents stated that a federal mandate or federal funding is needed to improve gifted education services.

Funding Issues In A Difficult Economic Climate

In the absence of federal funding for gifted education services, the success and long-term stability of gifted programs and services are tied to the degree to which states dedicate a reliable funding stream to districts to meet student needs. However, this report found that gifted and talented learners in the majority of states are dependent on local rather than state funding to support programs and services to meet their needs.

- Out of 43 responding states, 23 specifically allocate funding for gifted services. Eight additional states indicated that funds might be available as part of general education funding.

- Of the 32 states with mandates related to gifted and talented education, only 4 reported funding the mandate completely at the state level.

- Of the 26 states that submitted non-zero funding amounts for gifted education in 2010-2011, 7 spent more than $50 million and 4 spent less than $1 million. An additional 10 states reported spending $0 in state funds. State funding per identified gifted student ranged from less than $8 to more than $2,500.

- Funding for gifted education was rated as one of the areas of greatest need of attention, with 35 respondents rating it as most in need (16) or in need (19) of attention, and no one rating it as not in need or least in need of attention. Funding for professional training in gifted education was rated only slightly better, with 34 rating it as most in need (6) or in need (28) of attention and 3 rating it as not in need (2) or least in need (1) of attention.

The ongoing economic crisis has affected many state budgets, and gifted education budgets often reflect these changes.

- Between 2008-09 and 2010-11, 14 states decreased funding for gifted education, while 11 increased it.

- When asked about positive and negative influences on gifted education, respondents gave negative ratings to all three factors related to changes in funding: change in state funding

for gifted education; change in state funding for education; and decrease in general education formula.

- When asked about recent changes in their states, 6 respondents explicitly mentioned decreases in funding or a need for additional funds for gifted education.

A majority of states had representatives who responded to the request for information for this report, thereby providing us with a wide view of gifted education across the country. The report shows the great range of state-level support and direction in gifted education, as well as emphasizing the areas that are common concerns across the states. The range of responses highlights areas for growth and possible directions for change. Features such as specific mandates, high levels of funding, professional preparation requirements, and accountability measures in particular states represent possible models for other states to consider as they continue to strive for the best possible educational experiences for gifted and talented students.

METHODOLOGY

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

Invitations to participate in this study were sent to the employee charged with oversight of gifted programs within each state department of education. In states without a current designated individual, we contacted the state superintendent to request a response. Multiple requests for participation were made by e-mail and telephone between June and August 2011.

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

The survey instrument covered multiple topic areas, including policies, services, funding, and other information about the 2010-2011 school year. The survey was completed online using a system that allowed respondents to save their progress and resume at a later time; submitting a completed survey was a separate step. Representatives from 44 states and 1 territory submitted surveys.

NOTES ON READING THIS REPORT

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

SEA: State Education Agency

LEA: Local Education Agency

GT: Gifted and Talented

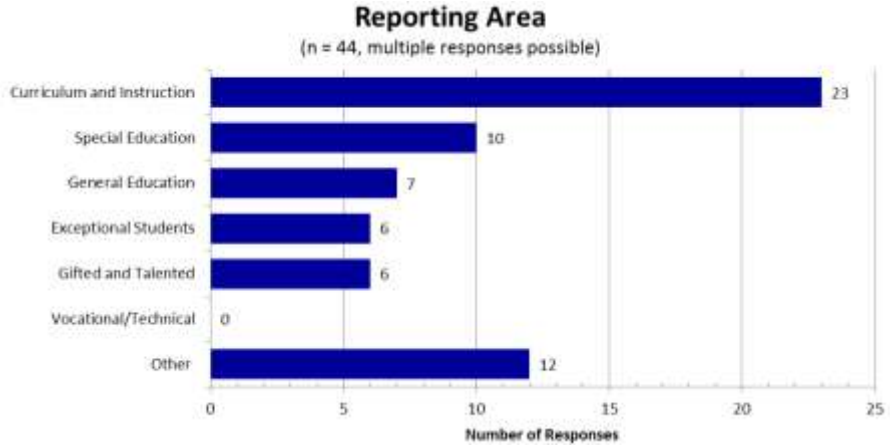
In a study of this type, which includes a small sample size, reporting percentages to question responses can be misleading. Therefore, results are reported as actual numbers of states responding and should be considered in context with the total number of responses for a given question, which is also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

The Appendix to this report consists of 41 tables reporting all responses to all questions. Within the summary of findings, the reader is directed to the specific table(s) containing the data for each question being discussed. Not all questions in this survey applied to all respondents. In addition, some questions were optional. Therefore, there are blank cells within the tabular data located in the appendix of this report. Those cells should be considered questions left blank by a given state's responding person. Crosshatching in the data tables is used to indicate states that did not submit a survey.

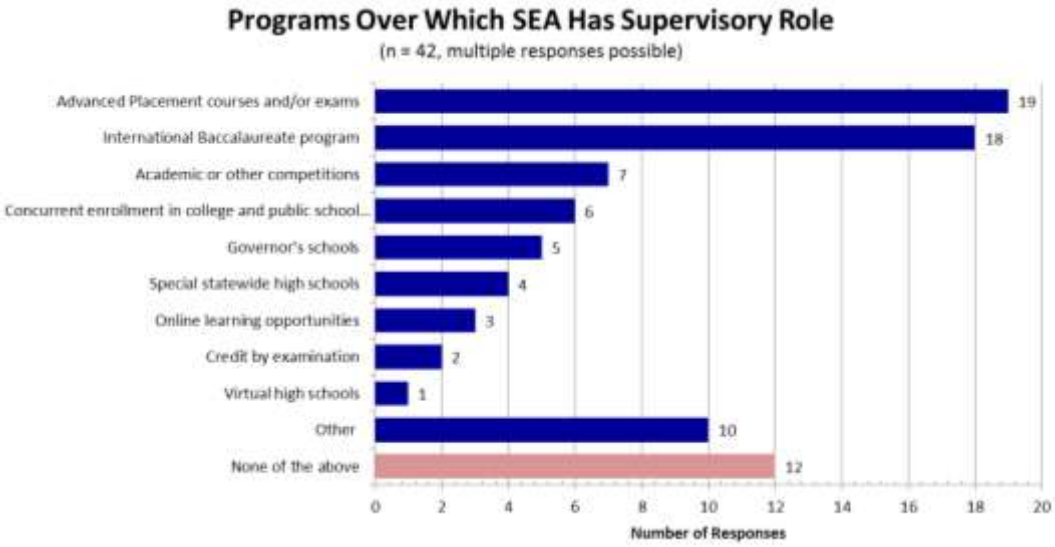
SUMMARY OF FINDINGS

STATE EDUCATION AGENCIES

State education agencies (SEAs) vary widely in how they are structured, including the reporting channel for gifted and talented education. All but 2 respondents indicated that at least a portion of gifted and talented education is part of a larger department; the larger departments include curriculum and instruction (23), special education (10), general education (7), exceptional students (6), and a variety of other departments (12). In 6 responding states, gifted and talented education was its own separate department, but 4 of the 6 listed other reporting channels as well. (See Appendix, Table 1.)



There is also variation in the types of programs that fall under the supervision of the SEA's GT office. Of 42 respondents, 30 indicated that their office has supervisory responsibilities for one or more programs, including Advanced Placement (AP) courses and/or exams (19), International Baccalaureate (IB) (18), academic or other competitions (7), concurrent enrollment in college (6), and governor's schools (5). (See Appendix, Table 1.)

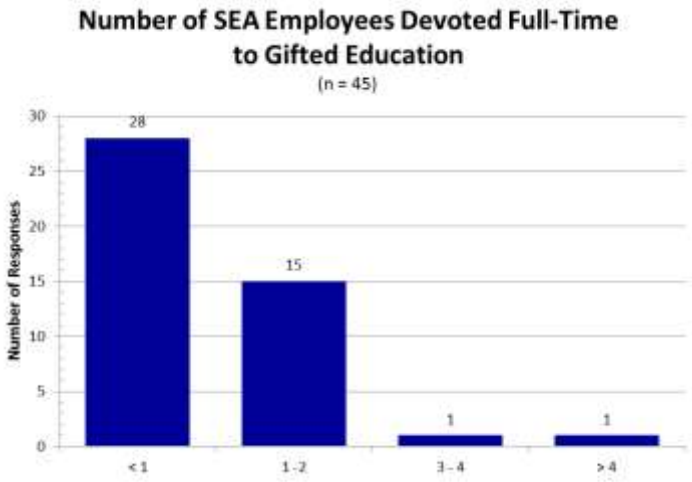


STAFFING

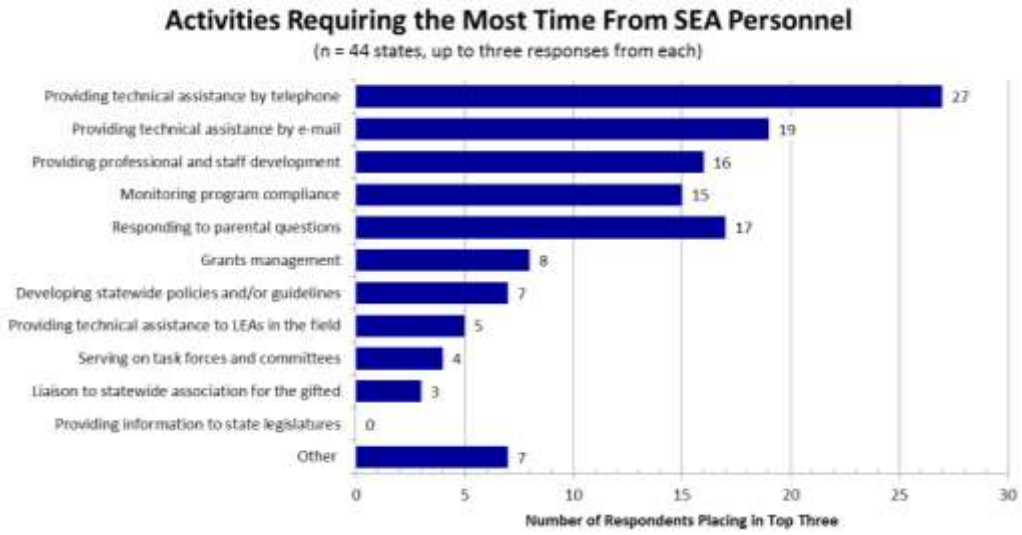
Only 17 of 45 states reported having at least 1 SEA employee devoted full-time to gifted and talented education. Of those 17, 4 have more than 1 full-time employee, and 4 also have some staff members that are partially responsible for GT education. Of the remaining states, 27 have some SEA employees allocated part-time to GT; one responding state (South Dakota) has no SEA staff members responsible for GT.[1] (See Appendix, Table 1.) Eleven states provide additional GT professionals to support school-based educators. These professionals provide assistance at the district level (9), regionally (7), and in individual school buildings (5). (See Appendix, Table 2.)

Of 43 respondents, 31 reported that their state gifted education office has responsibilities for some general education or other special programs or projects that were not directly related to gifted education. This included 21 states without a full-time person devoted to GT. (See Appendix, Table 1.)

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



The specific activities of SEA staff vary, but it is clear that supporting local educators is a core responsibility for most; all but 1 of 44 respondents selected providing technical assistance and/or providing professional and staff development as one of the three activities requiring the most time from SEA personnel. Many SEAs are also active in government and oversight functions: 28 respondents indicated that monitoring program compliance, developing statewide policies, grants management, and/or serving on task forces and committees are among their top three activities in terms of dedication of time. (See Appendix, Table 2.)

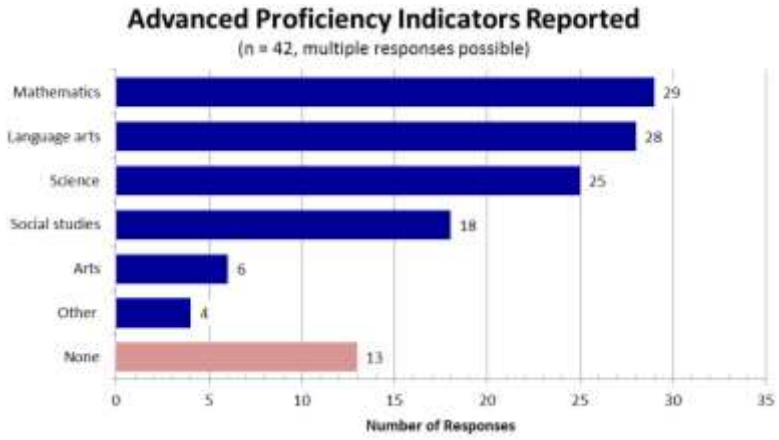


State Reporting

Thirty states do not publish an annual report on gifted education. Ten states do, and another 5 states publish gifted and talented education information as part of a larger annual report. (See Appendix, Table 3.)

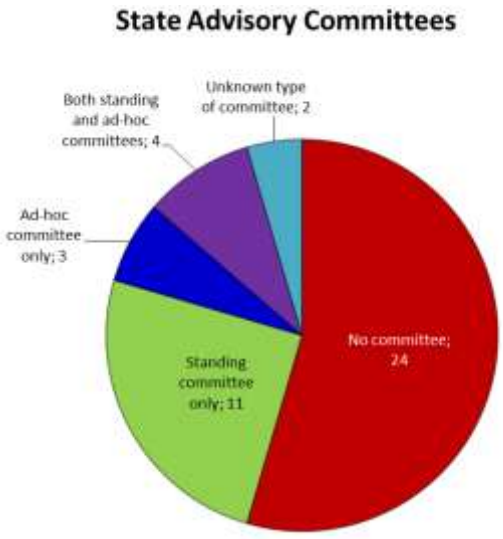
Only 16 states publish GT indicators—usually identified students (8) and/or AP/IB classes (8)—as part of district report cards or other state accountability reporting forms. Twenty-nine states report

advanced proficiency indicators on those same forms, in areas such as mathematics (29), language arts (28), science (25), and social studies (18). In only 7 states were the GT offices involved in the development of those advanced proficiency indicators. (See Appendix, Table 3.)



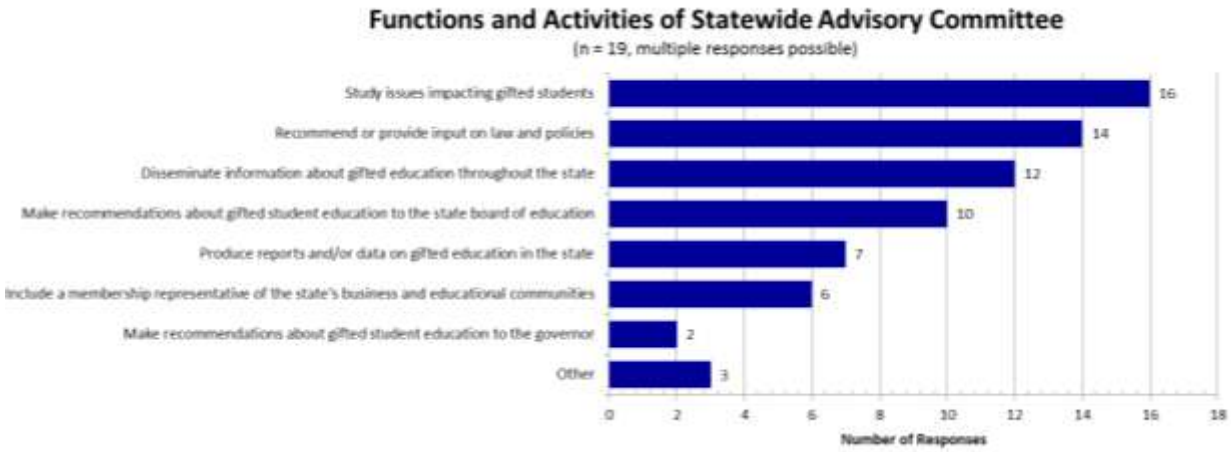
State Advisory Committee

A slight majority of responding states (24 out of 44) do not have a statewide GT advisory committee. Of those states that do have committees, the majority (15) have standing committees, while 8 have ad hoc committees instead of, or in addition to, standing committees. Even in those states with GT advisory committees, the committees are not generally required by law. Only 5 states require a standing committee, and only 2 require an ad hoc committee. (See Appendix, Table 10.)



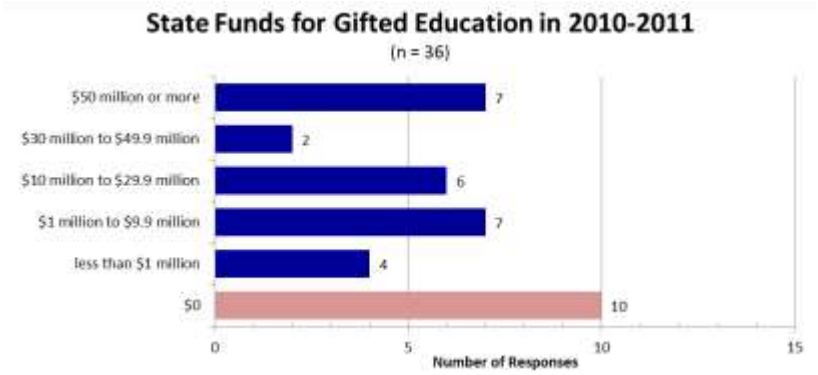
The most common specific reporting channel for both types of advisory group is the state superintendent/board of education (8), but most groups' (15) reporting channels were listed as "other." (See Appendix, Table 10.)

The advisory committees serve a variety of functions, with most responsible for studying issues impacting gifted students (16), recommending or providing input on law and policies (14), disseminating information about gifted education throughout the state (12), and/or making recommendations about gifted education to the state board of education (10). Most of the committees (12) have not produced a written report within the last three years. (See Appendix, Table 10.)

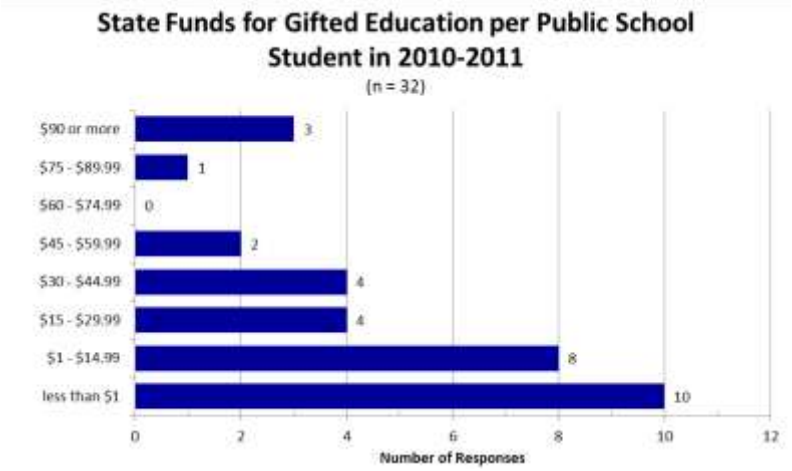


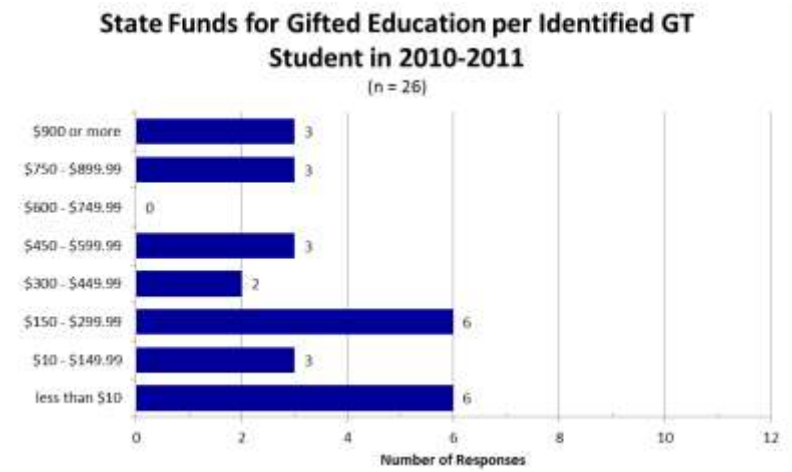
FUNDING FOR GIFTED AND TALENTED EDUCATION

Thirty-six states submitted information about their funding levels for gifted and talented education for at least one of the previous three school years; 29 of those states reported non-zero funding for at least one year. For the 2010-11 school year, 10 states reported spending $0 in state funds on gifted and talented education. Absolute GT state funding levels in the other 26 reporting states ranged from $5,000 in New Hampshire to slightly more than $300 million in Georgia. (See Appendix, Table 36.)



Funding was only moderately related to the size of the state, with computable non-zero per-pupil expenditures ranging from $0.03 (New Hampshire) to over $188 (Georgia). The relationship between funding levels and the number of identified gifted students was similarly weak, with computable non-zero spending per identified student ranging from $7.85 (Oregon) to over $2,500 (Louisiana). (See Appendix, Tables 17 and 36.)

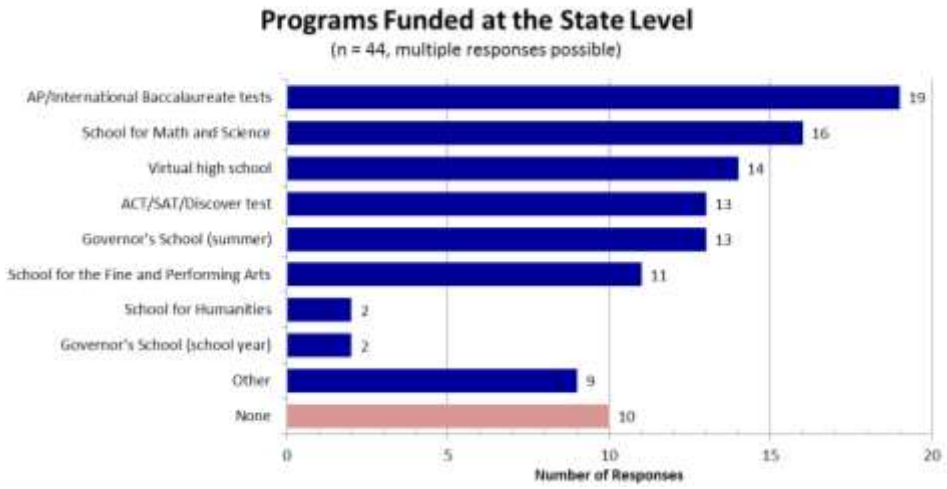




Between the 2008-09 and 2010-11 school years, 11 states increased their funding for gifted and talented education, with increases ranging from 1.7% in North Carolina to 49% in Ohio (as well as an increase in Oregon from $0 to $330,000). Of the other 23 states reporting funding amounts for both 2008-09 and 2010-11, 14 states decreased their funding, 2 held (non-zero) funding constant, and 7 reported spending $0 both years. (See Appendix, Table 36.)

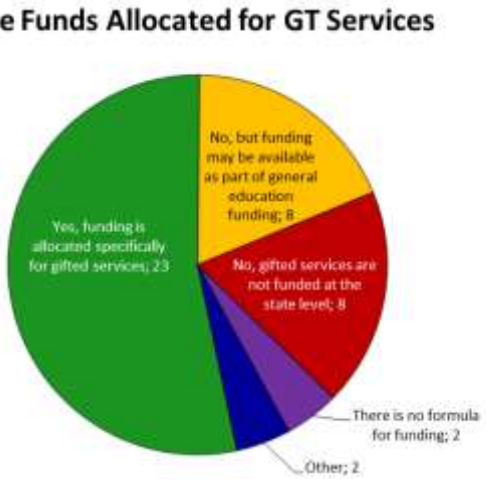
Programs Funded by the State

In a separate question, respondents were asked to indicate which of a variety of programs are funded at the state level. This funding may or may not be part of the reported funding for gifted and talented education in that state. Advanced Placement and International Baccalaureate tests were cited most frequently (19), followed by schools for math and science (16), virtual high schools (14), ACT/SAT/Discover tests (13), summer governor's schools (13), and schools for fine and performing arts (11). (See Appendix, Table 31.)

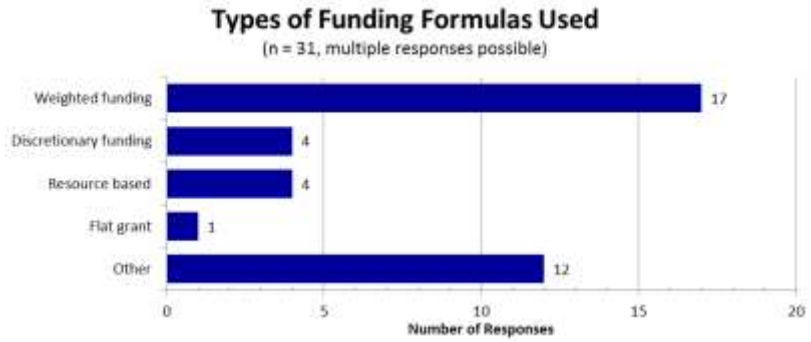


Funding Mechanisms

Out of 43 responding states, 23 specifically allocate funding for gifted services, 8 indicated that funds might be available as part of general education funding, 1 allocates funding for a larger instructional area that includes gifted education, and 1 requires districts to expend a minimum amount on GT services rather than allocating funding at the state level. A total of 10 states indicated that no state funds were specifically allocated for GT services. Responses to this question were related to funding amounts reported, with those states specifically allocating funding generally reporting non-zero funding, but there was some variation. This may a reflection of the complicated procedures involved in state and district funding. (See Appendix, Tables 35 and 36.)



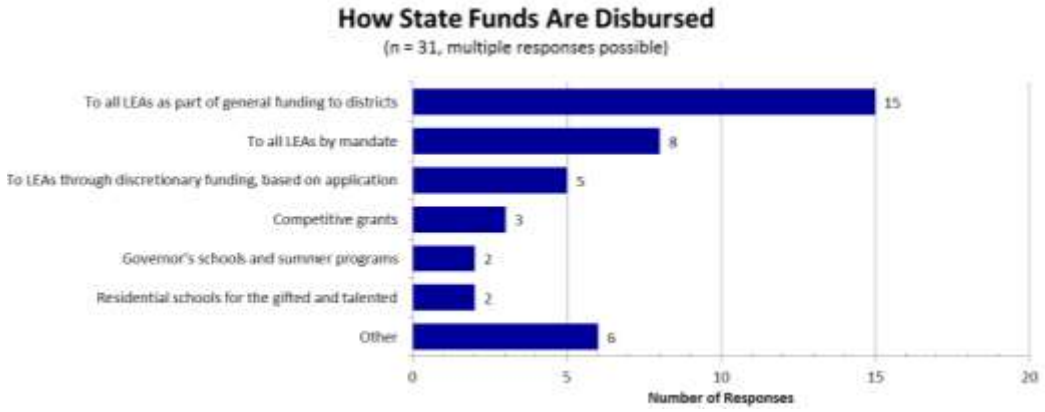
Of those states in which funding is available, the majority (20) make it available through formula or other allocation, with a smaller number (5) making it available through grants. The most commonly used funding formula is weighted funding (17). (See Appendix, Table 35.)



Fourteen states have a cap on the amount of funding available for gifted education, with caps based on percentages of identified students (3), percentages of average daily attendance (3), and a variety of other standards (10). (See Appendix, Table 35.)

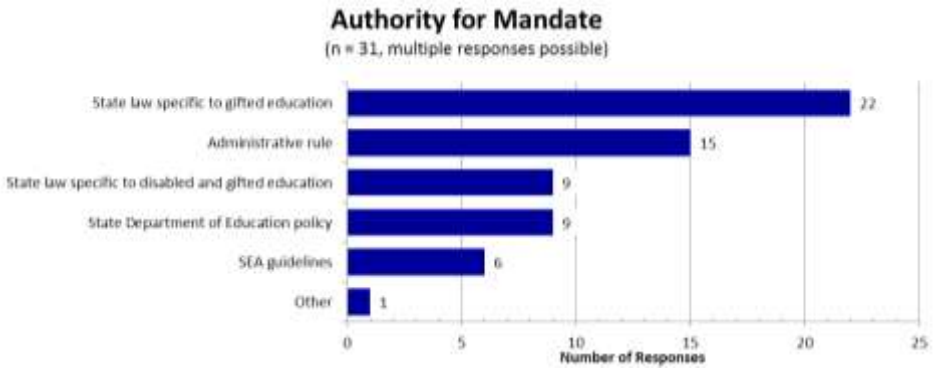
Disbursal of State Funds

Most states disburse funds to the districts, through general funding (15), by mandate (8), or based on application (5). They also are disbursed directly to governor's schools and summer programs (2) and to residential schools for the gifted and talented (2). (See Appendix, Table 36.)

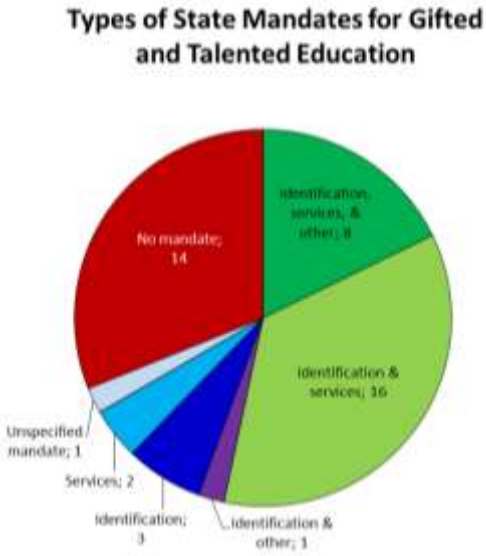


Mandates to Identify and Serve Gifted Students

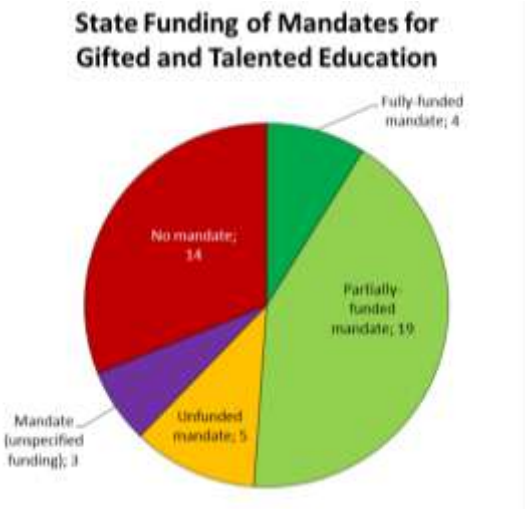
Thirty-one states have some form of legal mandate related to gifted and talented education. The authority for these mandates derives from a variety of sources across the states, including state law specific to gifted education (22), administrative rule (15), state law specific to disabled and gifted education (9), and state department of education policy (9). Respondents from all 31 states provided the citations for their mandates. (See Appendix, Table 12.)



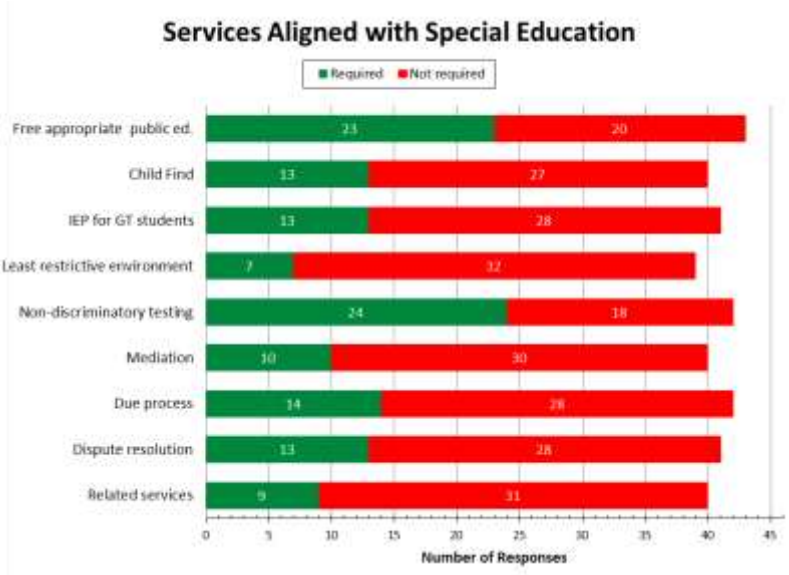
Respondents were asked what their states' mandates included. Of the 31 states with mandates, 28 require identification, 26 require services, and 9 have other requirements, such as program evaluation or professional development. A large majority of states with mandates require both identification and services (24). However, 4 states require identification but not services, and 2 states require services but not identification. (See Appendix, Table 12.)



Of the 31 states with mandates related to gifted and talented education, 4 fully fund the mandate at the state level, 19 partially fund the mandate, and 5 do not fund the mandate. Three respondents did not specify the level of funding for their states' mandates. Respondents for 14 states reported that they had no legal mandate related to gifted and talented education. (See Appendix, Table 12.)



Finally, respondents were asked if their states required certain services that were aligned with special education. The services that are most likely to be mandated for gifted and talented students are free appropriate public education (23) and non-discriminatory testing (24). Services such as least restrictive environment (7) and mediation (10) are much less frequently required. (See Appendix, Tables 13 and 14.)

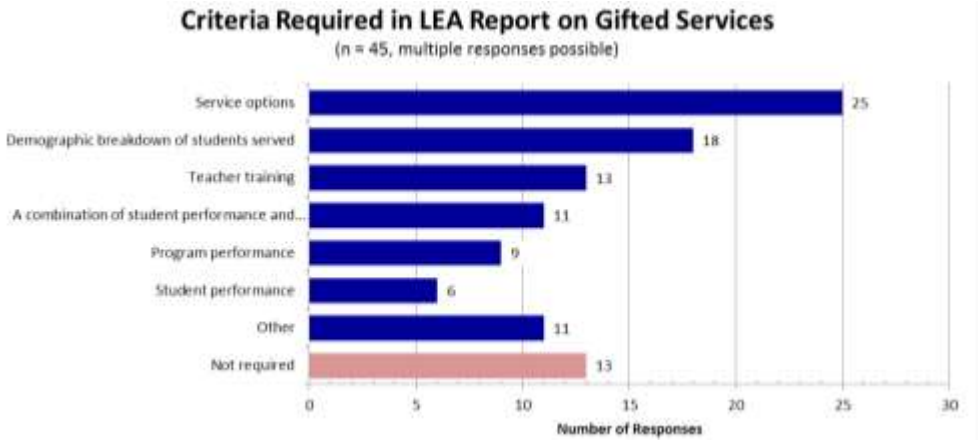


ACCOUNTABILITY

Slightly over half of the 45 responding states monitor and/or audit LEA programs for gifted and talented students regularly (21) or when the LEA applies for funds (4). A greater number of states require LEAs to report on their GT services, either regularly (30) or when the LEA applies for funds (2). Of the 12 states that neither monitor nor require reports, 3 provided information on how the state ensures compliance in other ways: Categorical Program Monitoring (California), through

GATE teachers (Guam), and by having a formal complaint process (Wisconsin). (See Appendix, Table 22.)

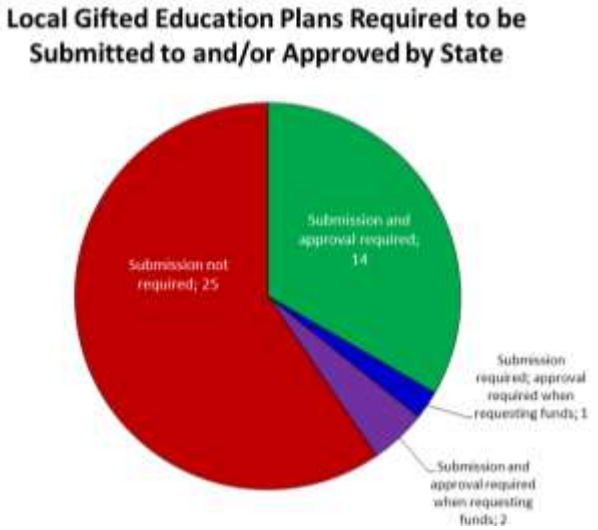
Among the 32 states that require LEAs to report on gifted services, the criteria most frequently required in reports are service options (25), a demographic breakdown of students served (18), teacher performance (13), and a combination of student performance and program evaluation (11). (See Appendix, Table 22.)



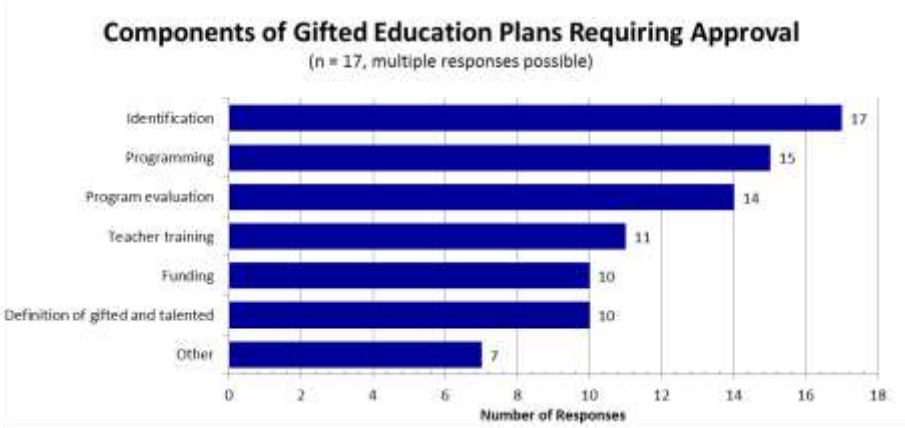
Some states reported using NAGC's Pre-K to 12 gifted programming standards to aid in the accountability process. Of 38 respondents to an open-ended question about these standards, 11 cited their use as the basis of state programming standards, evaluation tools, and reporting. (See Appendix, Table 39.)

Local Gifted Education Plans

Seventeen states require LEAs to submit their gifted education plans and get them approved by the SEA. In most of these states, plans must be submitted (15) and approved (14) regularly. In the other states, submission (2) and/or approval (3) is only required when the LEA is requesting funds. (See Appendix, Table 23.)

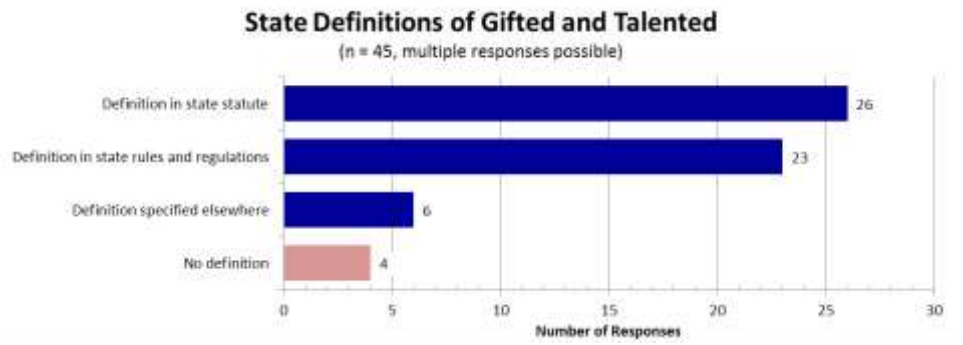


All 17 states that require state-level approval of LEA gifted plans require that the plans include descriptions of the identification processes used. Most also require approval of plans for programming (15), program evaluation (14), teacher training (11), funding (10), and the definition of gifted and talented used by the LEA (10). (See Appendix, Table 23.)

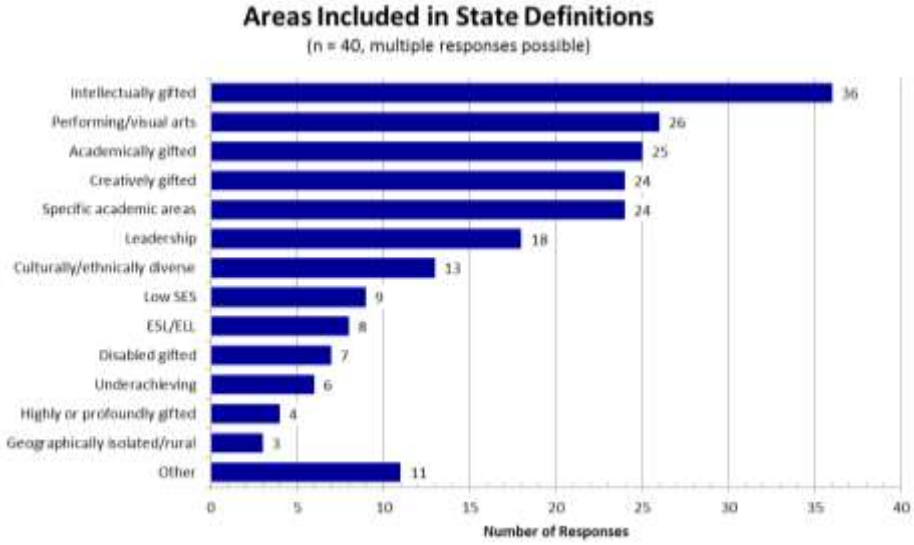


Definition of Giftedness

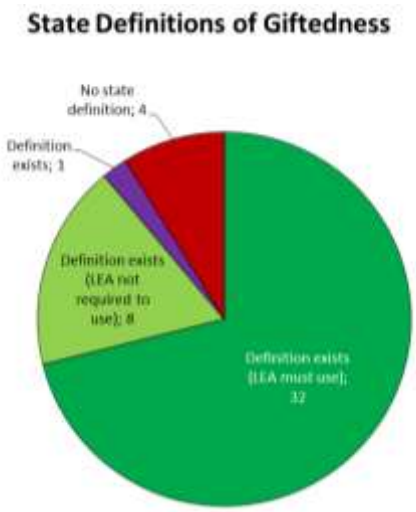
Of the 45 responding states, 41 have a state definition of gifted/talented. This definition is found in state statutes (26), state rules and regulations (23), and other sources (6), with many states' definitions found in multiple locations. Respondents from 40 states included citations for their states' definitions. (See Appendix, Table 11.)



State definitions of gifted and talented encompass multiple areas, with almost all including intellectually gifted (36) and most including performing/visual arts (26), academically gifted (25), creatively gifted (24), and/or specific academic areas (24). Far fewer state definitions include specific demographics of gifted/talented students, such as culturally or ethnically diverse (13), low SES (9), ESL/ELL (8), disabled (7), or geographically isolated/rural (3). (See Appendix, Table 11.)



In most of the 41 states that have a state definition of gifted and talented, LEAs are required to use the state definition (32). However, LEAs in 8 states are not required to use the same definition that is found in state law, rule, or regulation. The respondent from one state indicated that the definition exists but did not specify whether LEAs are required to use it. (See Appendix, Table 11.)



IDENTIFICATION OF GIFTED AND TALENTED STUDENTS

As noted above, 28 states mandate the identification of gifted and talented students. This section includes more details about how much of the identification process is regulated at the state level, as well as different identification processes used and the demographics of identified gifted students.

STATE INVOLVEMENT IN IDENTIFICATION

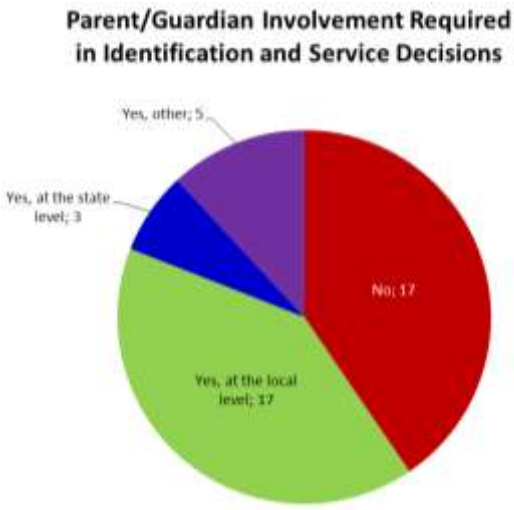
Schools in 30 states are required to use specific criteria and/or methods to identify gifted and talented students. In 8 of those states, the criteria/methods are completely determined at the state level, and in 7 states, the criteria/methods are determined at both the state and local levels. The criteria/methods in the remaining 15 states are determined entirely at the local level. Respondents from 13 states indicated that schools are not required to use specific identification criteria or methods. (See Appendix, Table 15.)

Different LEAs within the same state are generally not required to use the same identification process. In 21 states, the process is not specified at the state level, and in 13 states, the process is partially specified and partially left to the LEAs. Only 9 states require consistent identification processes for all LEAs. However, the majority of states (35) do provide their LEAs with some guidance on the identification process, even if the specific process to be used is not mandated. (See Appendix, Table 16.)

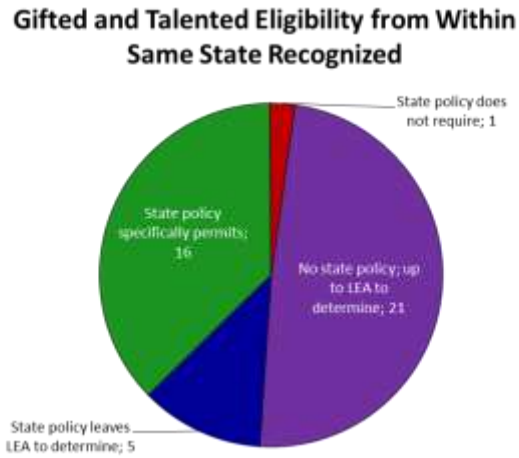
States Requiring Specific Identification Processes and/or Providing Guidance to LEAs on the Identification Process (N=45)

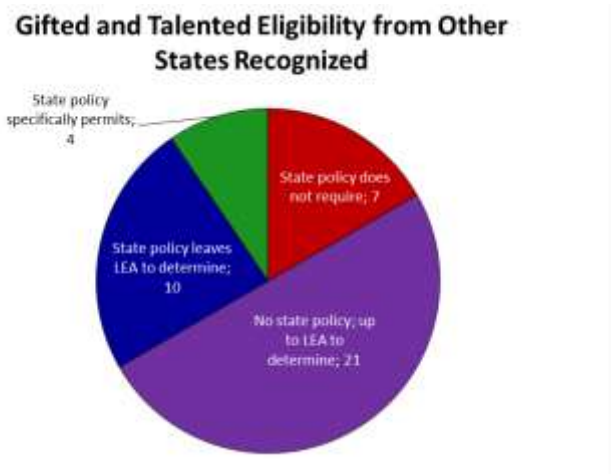
	Provides guidance	Does not provide guidance	No response	
Must follow state process	9	0	0	**9**
Combination of state & LEA process	13	0	0	**13**
No requirement of process	13	7	1	**21**
No response	0	2	0	**2**
	35	**9**	**1**	**45**

There are other aspects of the identification process that some states regulate. For example, 25 states require parent/guardian involvement in decisions related to gifted and talented identification or services at the local (17), state (3), or other (5) levels. (See Appendix, Table 11.)



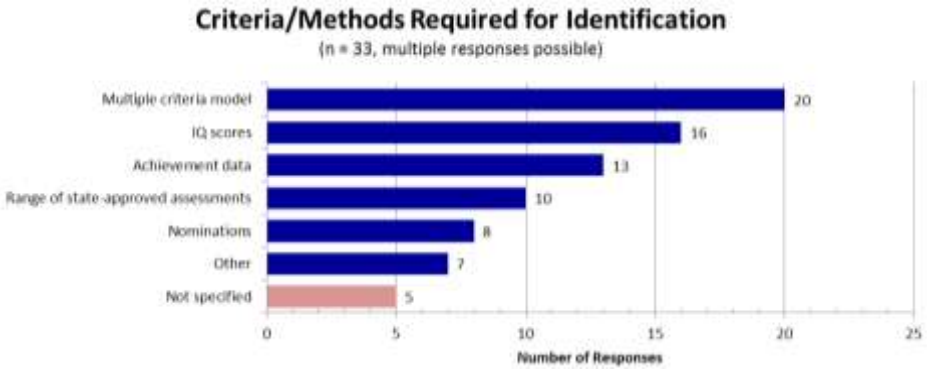
Some states also have policies that affect students who have relocated. Slightly more than one-third of responding states specify that gifted and talented program/service eligibility should be transferrable within the same state (16), while most states leave this decision to the LEAs, either by policy (5) or by the absence of policy (21). Far fewer specify that gifted and talented eligibility should transfer from other states (4), again leaving the decision to the LEAs through policy (10) or by not having a policy (21). (See Appendix, Table 31.)



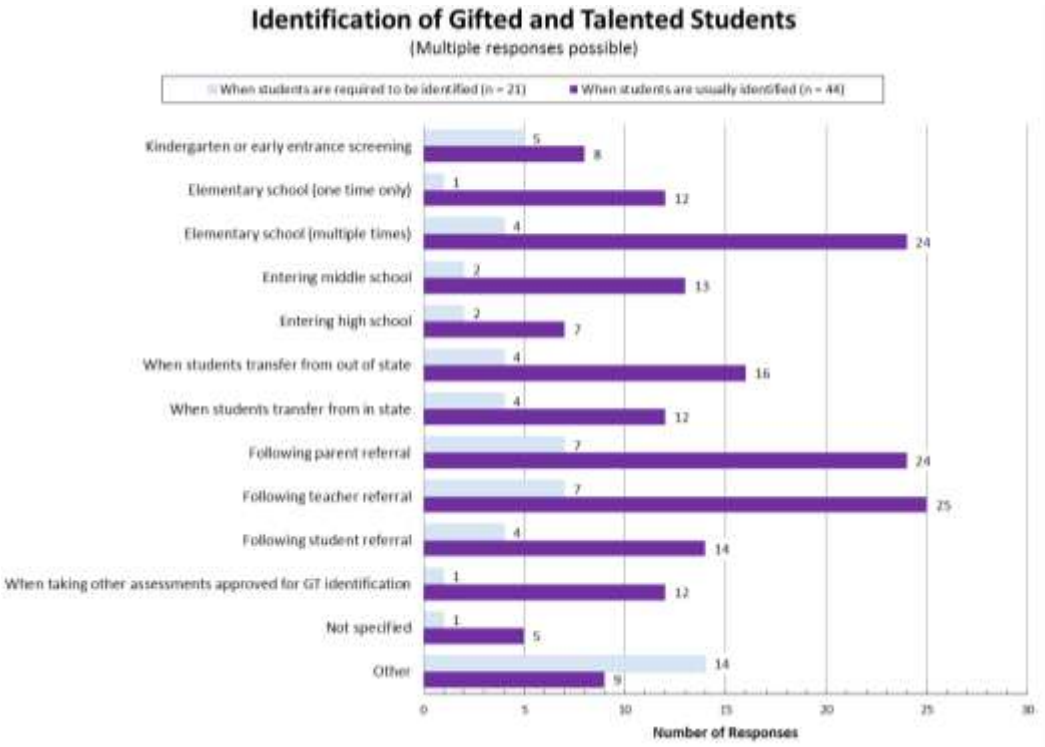


How and When Gifted and Talented Students are Identified

Twenty-eight states provided information on the criteria or methods required for the identification of gifted and talented students. The majority of these states required the use of a multiple criteria model (20), and most (18) specified at least two types of required information. . The most frequently required criteria include IQ scores (16), achievement data (13), a range of state-approved assessments (10), and nominations (8). (See Appendix, Table 15.)

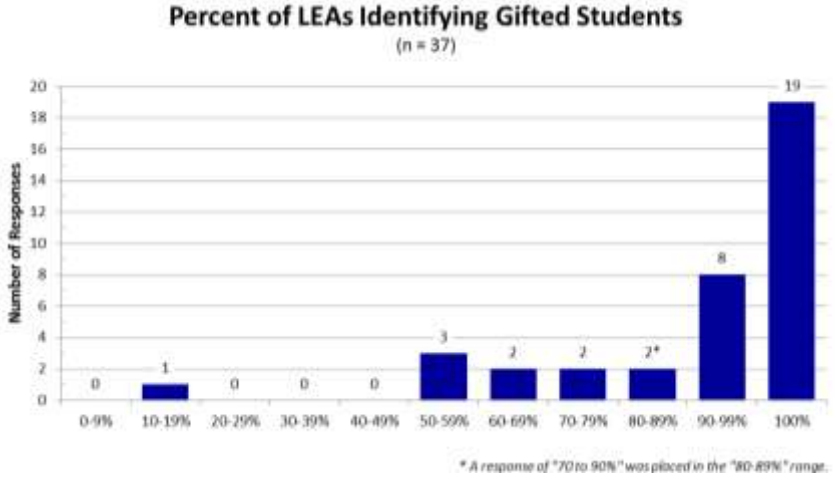


Twenty-one states require gifted and talented students to be identified at specific times. No single time is required by a majority of the 21 states, with the most commonly required times—following parent or teacher referrals—being required by 7 states each. Respondents for 39 states provided information about when gifted and talented students are usually identified, showing that most states identify following teacher referral (25), following parent referral (24), and multiple times during elementary school (24). (See Appendix, Table 16.)



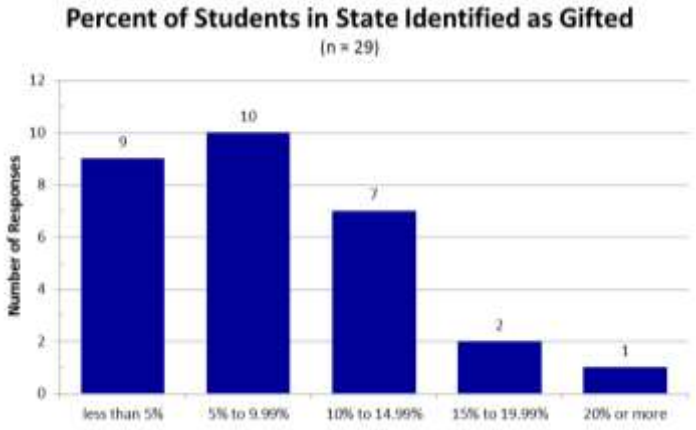
WHO IS IDENTIFIED AS GIFTED AND TALENTED

Whether a student is identified as gifted and talented is dependent upon where he or she lives—both state and district. Although 28 states reported having a mandate for gifted and talented identification, only 19 states reported that 100% of their LEAs identify gifted and talented students, and 3 of the 19 are not among those 28 with mandates. Among those states with identification-related mandates, the percent of LEAs identifying gifted students ranged from 75% to 100%. (See Appendix, Table 15.)



Due partially to this variation in identification among LEAs and also to the different definitions and identification processes used, the percent of states' students who are identified as gifted also varies.

Among the 29 states that provided information for both the total student population and the gifted student population, the percent of students identified ranged from 1.7% (West Virginia) to a high of 22.3% (Guam). A few states (5) have limits on the percent of students a district may identify as gifted; these limits were generally 3% or 5%. Fourteen states indicated that data regarding the number of students identified as gifted in the state was not collected and/or available. (See Appendix, Table 17.)



Respondents were asked to provide information about the percentage of gifted and talented students in their state that belong to various demographic groups. This information was not universally available, with 27 states reporting data for ethnicity, 22 for gender, 19 for students with disabilities, 17 for students categorized as low SES, and 13 for English language learners (ELL). Sixteen states reported that the information on identified students' gender was not collected or not available. Twelve states reported that ethnicity data was not collected, and 1 respondent indicated that he or she was not allowed to report that data. (See Appendix, Table 18 for all demographic data.)

- Fifteen states reported having a greater number of female than male students identified as gifted and talented. Among all 22 reporting states, gender proportions ranged from 45% male/55 % female (Arkansas) to 55% male/45% female (Kansas).

- It is difficult to compare ethnicity data from multiple states in a meaningful manner due to the variation in ethnicities in state populations. Readers should refer to Table 18 in the Appendix for ethnicity information for the state(s) of interest.

- Of the 13 states with information about the percentage of identified gifted students who are ELL, 8 reported 1% or fewer. The largest reported percentages were in Colorado (3.3%) and Virginia (5.3%).

- The 19 states reporting the percentage of identified gifted students who have disabilities gave responses ranging from 0.9% (Hawaii) to 8.96% (Oregon).

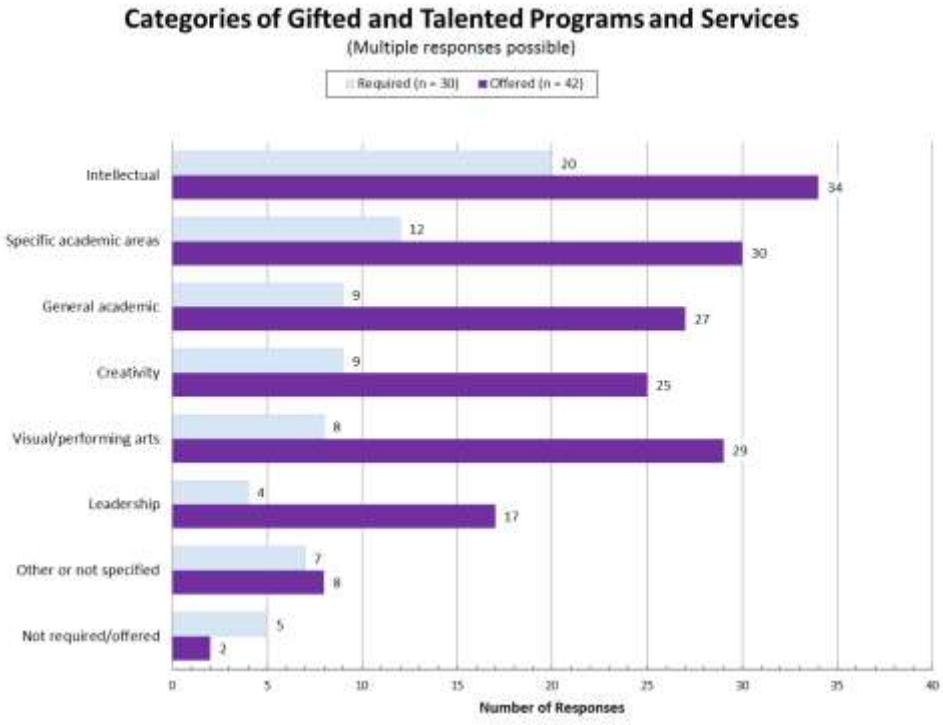
- Reported percentages of identified gifted students who are low SES varied widely, from a low of 5.4% (Virginia) to a high of 40.2% (Mississippi).

PROGRAMS AND SERVICES FOR GIFTED STUDENTS

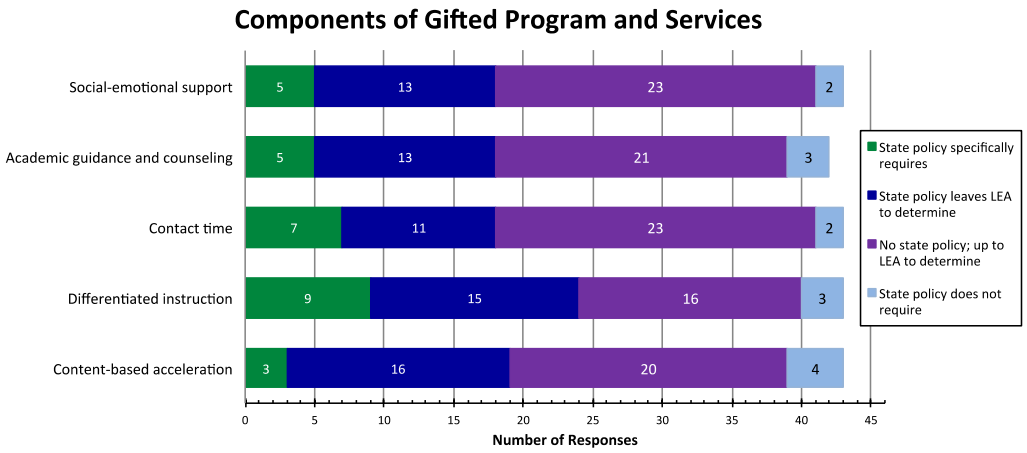
As noted above, 26 states reported having mandates that require services for gifted and talented students. This section contains additional information about the different kinds of gifted programs and services required, the different kinds offered, and the students who receive those services at the local level at different grade levels.

TYPES OF GIFTED PROGRAMS AND SERVICES

Twenty-three states reported that programs or services are required for specific categories of giftedness and talent. Most of these states require services for intellectual giftedness (20) and/or gifts and talents in specific academic areas (12). Five states reported that programs or services are not required, and 2 additional states reported that the categories for which programs or services should be provided are not specified. Intellectual giftedness and gifts and talents in specific academic areas are also the most commonly offered categories for gifted and talented programs and services, offered in 34 and 30 states, respectively. Other categories of gifted services that are offered in a majority of responding states—visual/performing arts (29), general academics (27), and creativity (25)—were each required in fewer than 10 states. (See Appendix, Table 19.)

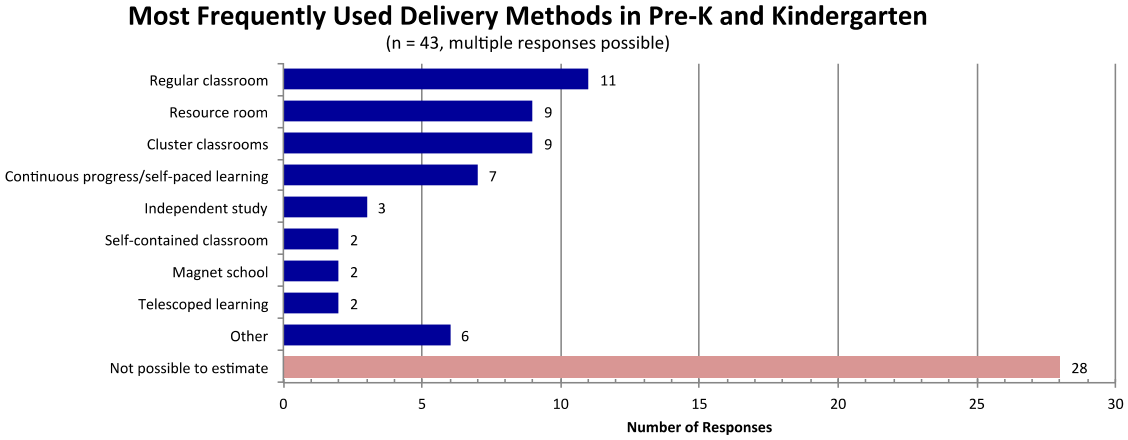


The particular components of gifted programs and services are largely not dictated by state policies. Thirteen responding states require one or more components, usually differentiated instruction (9) and/or contact time (7). Otherwise, program components are determined by the LEAs. (See Appendix, Table 30.)

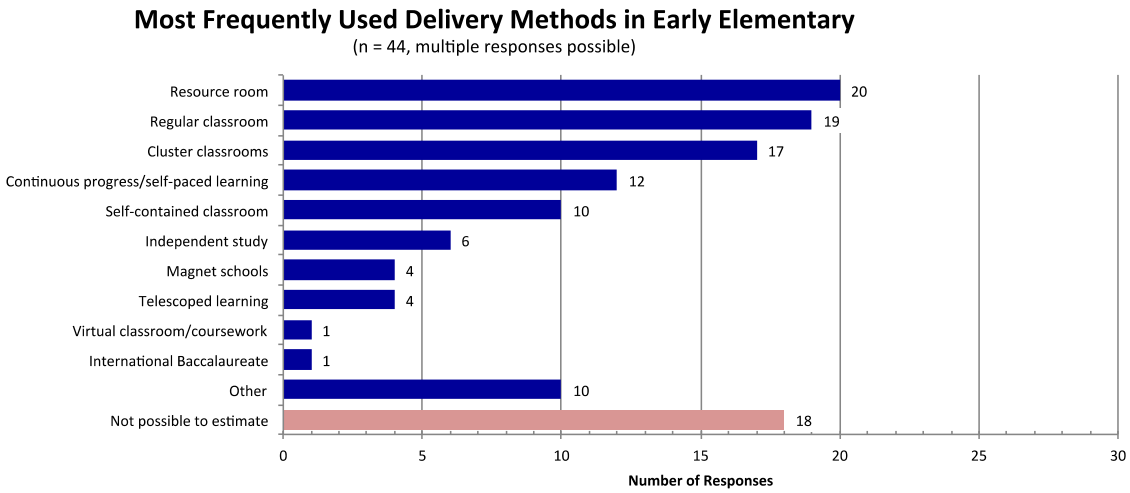


NAGC's Pre-K to 12 gifted programming standards also influence the design and delivery of gifted programs and services in several states. Of the 38 respondents to an open-ended question about the use of these standards, 11 cited their use in the creation of program standards or evaluation tools at the state level, and an additional 8 stated that they were used at the local level for program design and self-evaluation. (See Appendix, Table 39.)

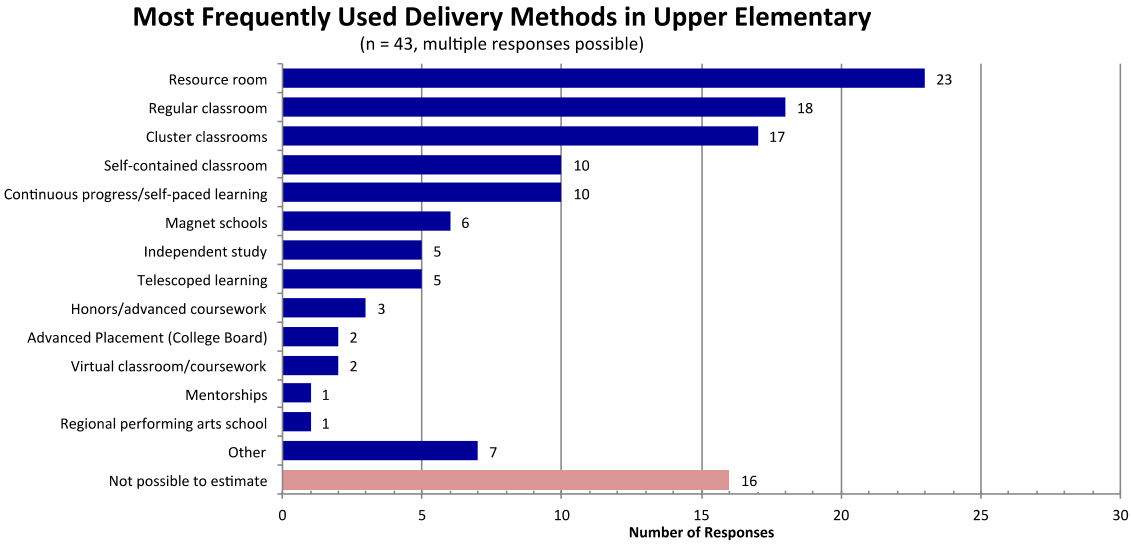
Among the 15 respondents who were able to estimate the most frequently used delivery methods in Pre-Kindergarten and Kindergarten, the most common methods are regular classrooms (11), resource rooms (9), cluster classrooms (9), and continuous progress/self-paced learning (7). (See Appendix, Table 25.)



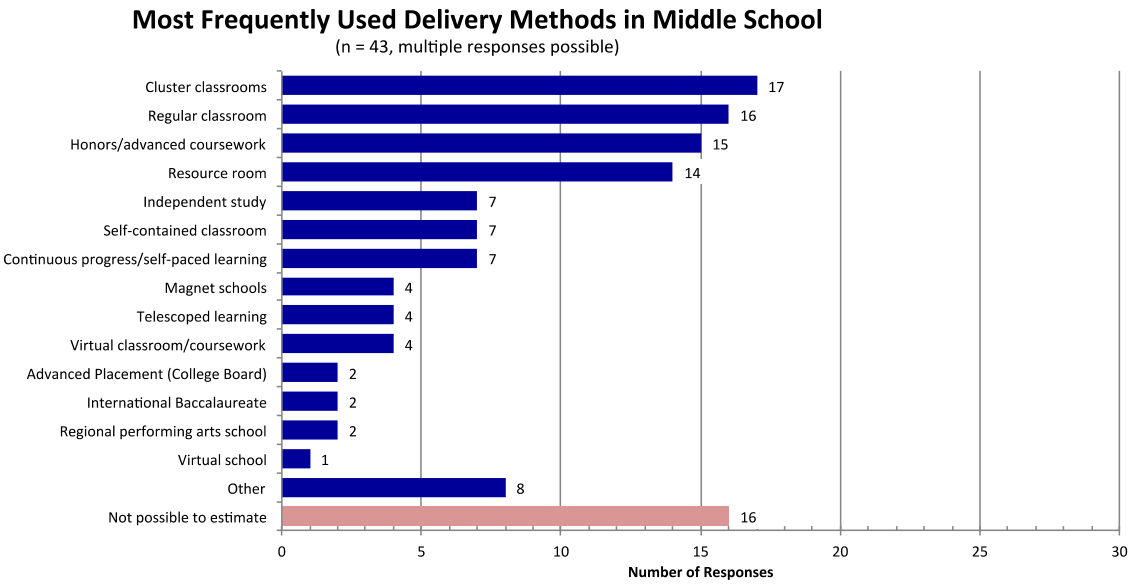
More respondents (26) were able to estimate the most frequently used delivery methods for early elementary, or grades 1-3. The same four methods were most common at this level as in Pre-K and Kindergarten, albeit in a slightly different order: resource rooms (20), regular classrooms (19), cluster classrooms (17), and continuous progress/self-paced learning (12). (See Appendix, Table 25.)



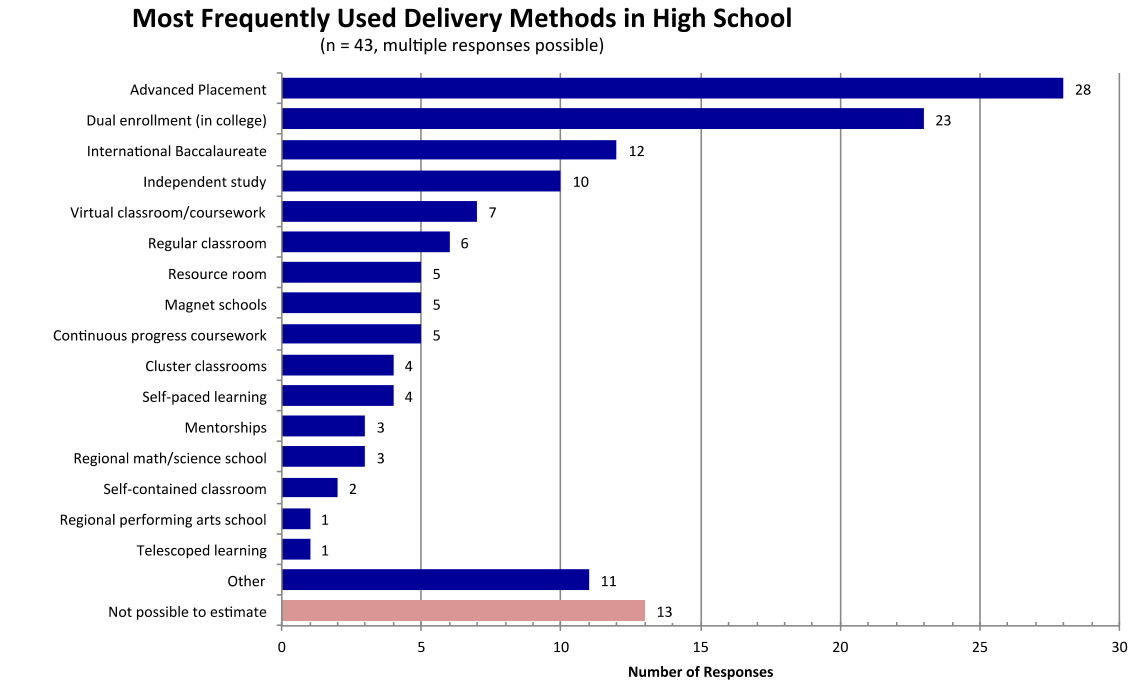
Twenty-seven respondents were able to estimate the most frequently used delivery methods for upper elementary, or grades 4-6. Resource rooms (23), regular classrooms (18), and cluster classrooms (17) are also the three most frequently used delivery methods at this level, with continuous progress/self-paced learning (10) and self-contained classrooms (10) tied for fourth most common. (See Appendix, Table 25.)



Among the 27 states with responses for frequently used delivery methods in middle school, cluster classrooms (17), regular classrooms (16), and resource rooms (14) remained common. However, this schooling level also makes greater use of honors classes and advanced coursework (15) than any of the levels for younger students. (See Appendix, Table 25.)



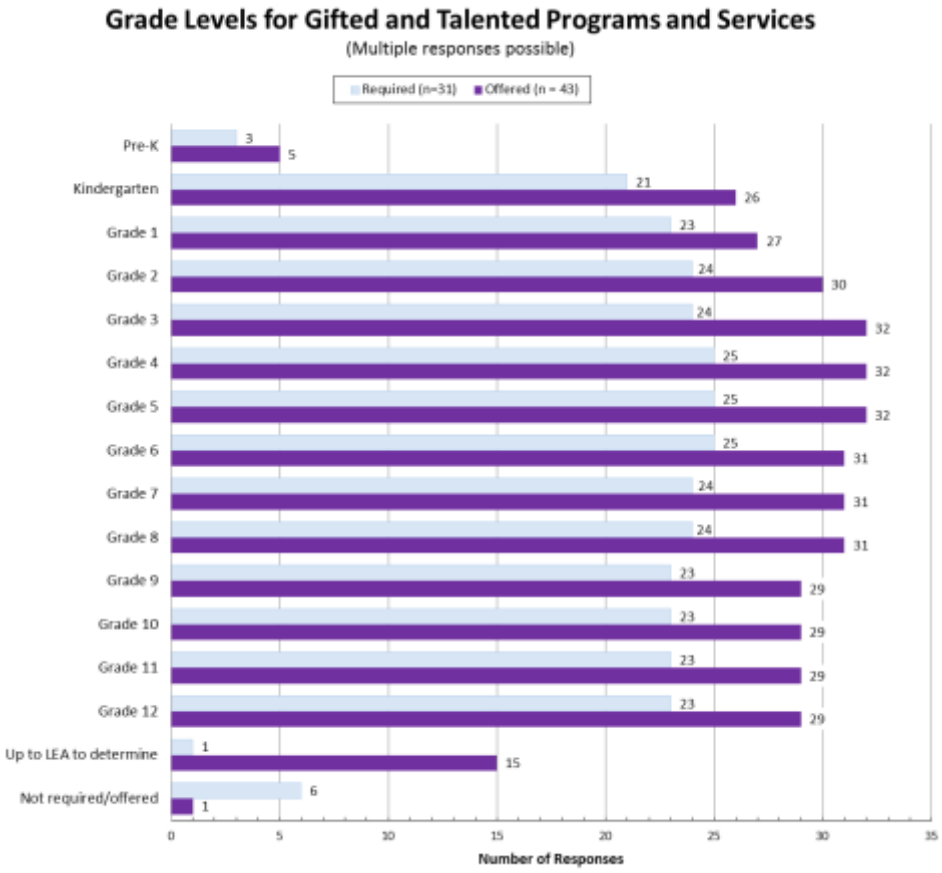
There are noticeable differences between the methods used in high school and those used in earlier grades. The 30 respondents who were able to estimate the high school delivery methods indicated that Advanced Placement (28), dual enrollment in college (23), International Baccalaureate (12), and independent study (10) were used more frequently than any of the most common methods from earlier grade levels. (See Appendix, Table 25.)



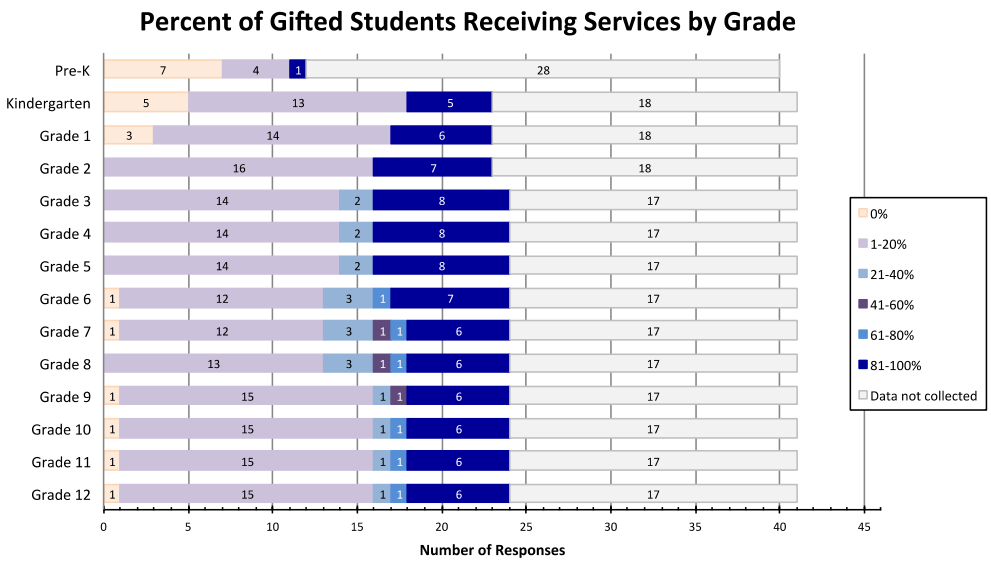
WHICH STUDENTS RECEIVE SERVICES

Of the 26 states that reported data regarding the number of gifted and talented students served, 17 reported serving all identified students, and an additional 3 reported serving more students than were identified. The remaining 6 states reported serving over 80% of identified students, with the exception of Ohio (20%), whose mandate requires identification but not services, and Hawaii (60%), which reported that gifted and talented services were not required at any grade level. (See Appendix, Table 17.)

Twenty-five states reported that services were required at particular grade levels. Most of those (18) require services for all grades from Kindergarten to grade 12, and another 3 also include pre-Kindergarten. The remaining 4 states start requiring services later, in grade 1, 2, or 4, and 2 of those states stop requiring services earlier, at grade 6 or 8. This reflects the same pattern as is found in the reports of offered gifted services, with the highest numbers of states offering services in grades 3-5, followed by grades 6-8. (See Appendix, Table 19.)



A similar pattern is evident in the responses to the question of the percent of gifted students in each grade receiving services. The highest rates of service are in grades 3-5, where 8 states reported 80-100% of identified students receive services. The middle school grades (6-8) and grade 2 have only slightly lower rates, while pre-Kindergarten, Kindergarten, and grade 1 have multiple states reporting 0% of gifted students receiving services. (See Appendix, Tables 20 and 21.)



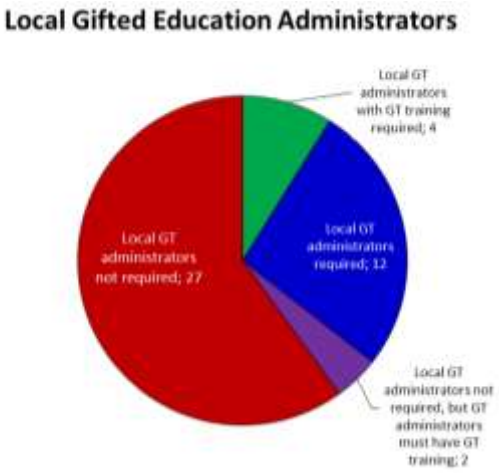
STAFFING AND PERSONNEL PREPARATION

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

PROFESSIONALS IN GIFTED AND TALENTED EDUCATION

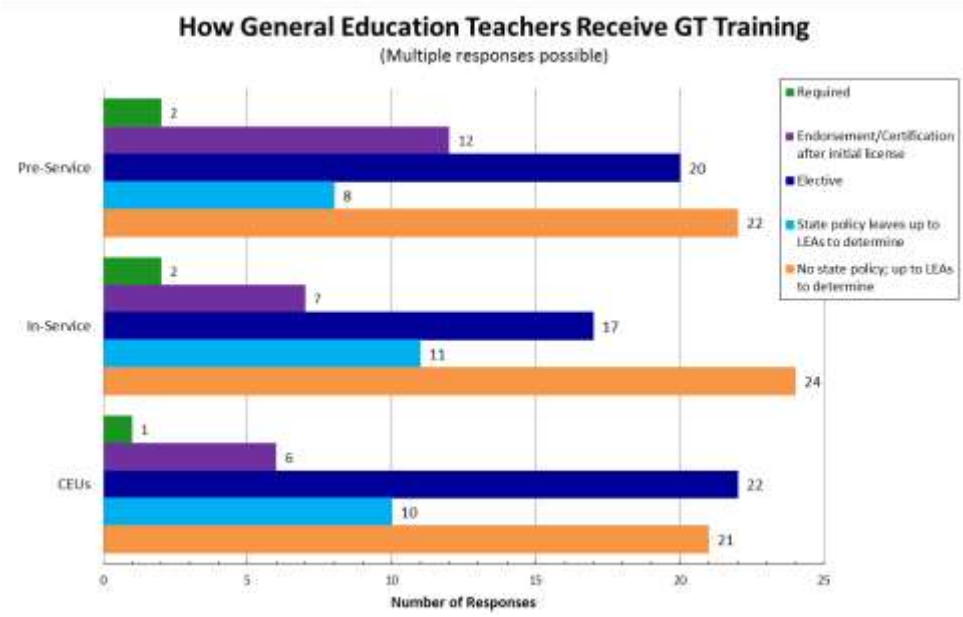
Professionals in specialized gifted and talented programs are required to have GT credentials in 21 of the 45 responding states. Seven states have written competencies (other than endorsement or certification standards) for teachers in GT programs. Teachers in specialized GT programs are required to receive annual professional development in GT in 5 states; 12 additional states allow LEAs to determine annual development requirements. Estimates of the percentage of teachers and staff in specialized GT programs who receive annual professional development in GT range from 10% or less (California, Hawaii, and Indiana) to 100% (Alabama, Guam, North Carolina, and Texas). (See Appendix, Tables 32 and 34.)

The majority of states (29) do not require each school district to have a gifted and talented administrator. Very few states require gifted and talented administrators to have training in gifted education (6); even fewer require that the position of administrator be full time (2). (See Appendix, Table 24.)



Other Education Professionals

Most general education teachers are unlikely to have been required to receive any training or development in gifted and talented education. Only 6 states require pre-service training in GT, and 3 of those states indicate that it is part of a larger special education or diverse learners requirement. Nine states require general education teachers to have some training in gifted education, and this training may be pre-service, in-service, or CEUs. The majority of respondents (36) were unable to estimate the percent of general education teachers in their states that have 3 or more credit hours in GT. (See Appendix, Tables 32 and 33.)



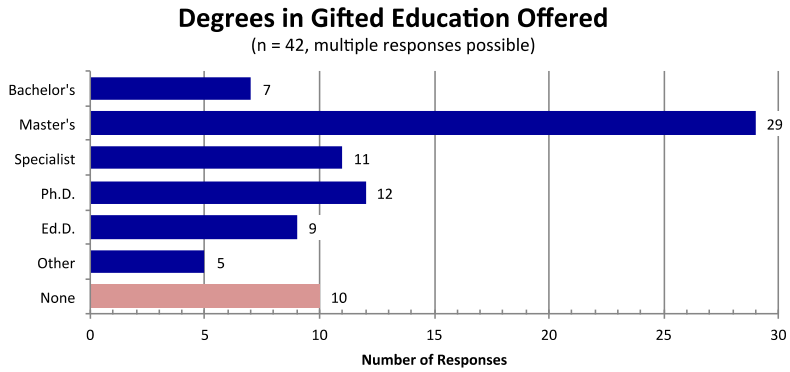
Other education professionals in a school district or school building are less likely than general education teachers to have had coursework in gifted education as part of their preparation programs. Only 1 state, Iowa, requires that principals, counselors, and curriculum/instruction directors have such coursework, although the respondent noted that principals and curriculum

directors fulfill that requirement as part of their teacher preparation licensure. (See Appendix, Table 34.)

Certifications and Degrees in Gifted and Talented Education

Most states (33) offer a credential in gifted and talented education, although as noted above it is only required for professionals in 21 states. The number of hours required for credentialing varies, with endorsements usually requiring 6 credit hours and certifications requiring 12 to 18 credit hours. (See Appendix, Table 32.)

Postsecondary degrees in gifted education are available in a majority of states (32). Most offer a master's degree (29), followed in frequency by Ph.D. (12) and specialist (11) degrees. (See Appendix, Table 34.)



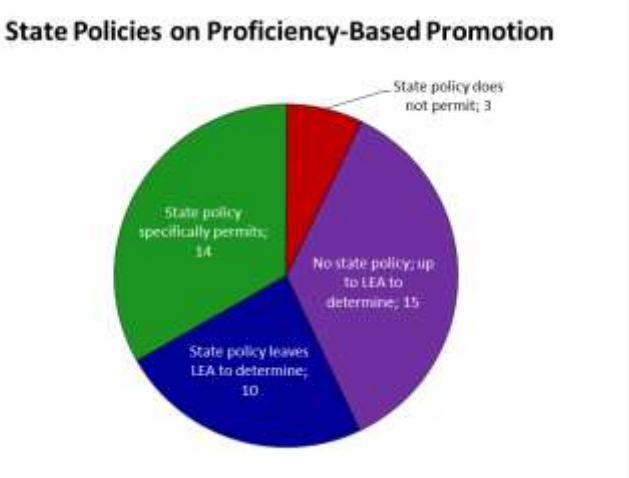
Related Policies and Practices

This section discusses areas of education policy that have or may have implications for gifted students from the time they enter kindergarten to the time they graduate—or do not graduate—from high school.

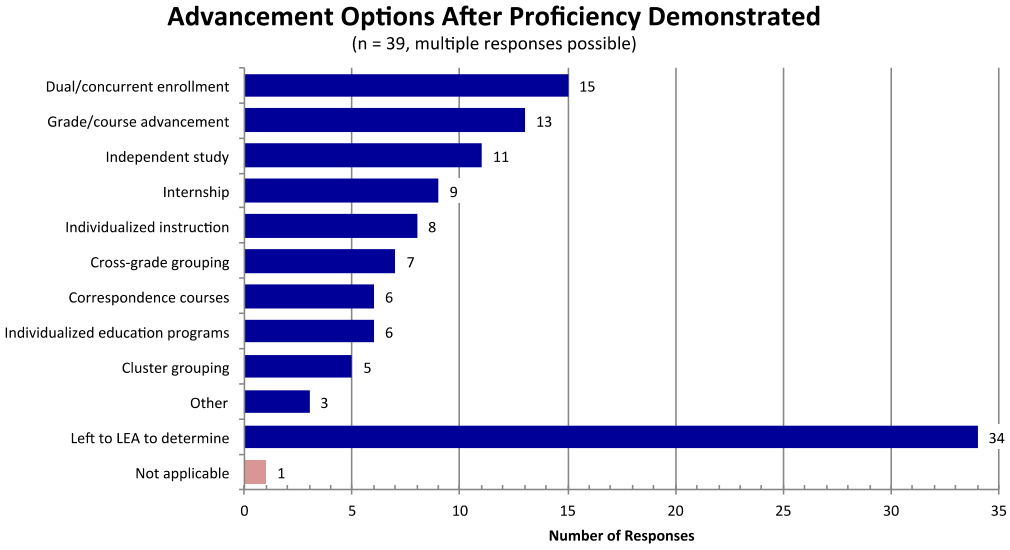
Acceleration and Proficiency-Based Promotion

Academic acceleration policies are generally set at the local level; only 8 states have policies that specifically permit acceleration, while 12 states have policies that allow the LEA to determine whether acceleration is allowed, and 23 states have no state-level policy. No state reported having a policy that prohibited acceleration. (See Appendix, Table 26.)

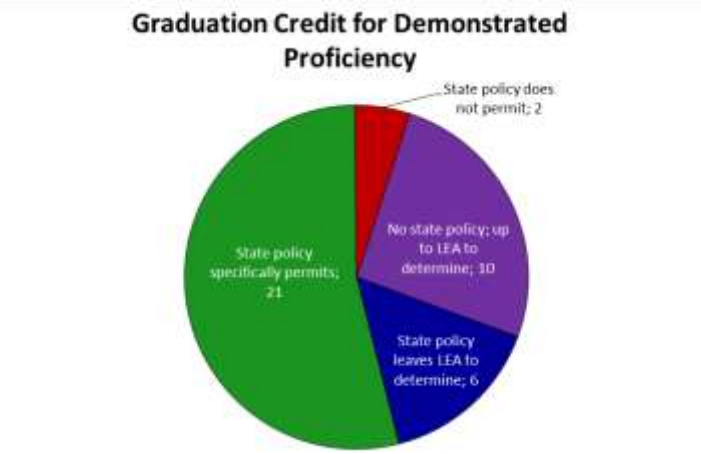
Proficiency-based promotion is more likely to be addressed at the state level, with 14 states specifically permitting the practice and 3 states prohibiting it. The remaining 25 states allow the LEAs to determine policy, either explicitly through state policy (10) or implicitly through the absence of policy (15). (See Appendix, Table 29.)



LEAs usually determine the methods by which proficiency may be demonstrated (35). A few states recommend methods, including standardized tests (4), portfolios (4), and performances (3). LEAs also determine the advancement options available to students who have demonstrated proficiency (34), although there is more state guidance in this area. States may allow dual or concurrent enrollment (15), grade or course advancement (13), independent study (11), or several other options. (See Appendix, Table 29.)



Demonstrating proficiency may allow students to earn credit toward graduation in 21 states; 16 other states leave this decision to the LEAs. (See Appendix, Table 29.)



Entrance into Kindergarten

All 38 states that described their Kindergarten entry policy indicated that children were required to be 5 years old at a given cut-off point, usually a date in September (22), August (5), or October (4). Ten states have policies prohibiting children from entering Kindergarten early, and 24 states leave the decision to the LEAs by policy (10) or through the lack of policy (14). In 7 states, state policy specifically permits early entry. (See Appendix, Table 26.)

Dual Enrollment

In 24 states, the decision to allow dual enrollment in middle school and high school is made at the local level, either because there is no state policy (13) or because the policy explicitly leaves the decision to the LEA (11). Ten states have policies allowing this kind of dual enrollment, and 8 states have policies prohibiting it. When dual enrollment in middle and high school does occur, 17 states explicitly permit the earning of credit toward high school graduation, but 1 state prohibits it. The other 16 responding states leave this decision to the LEA. (See Appendix, Table 28.)

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

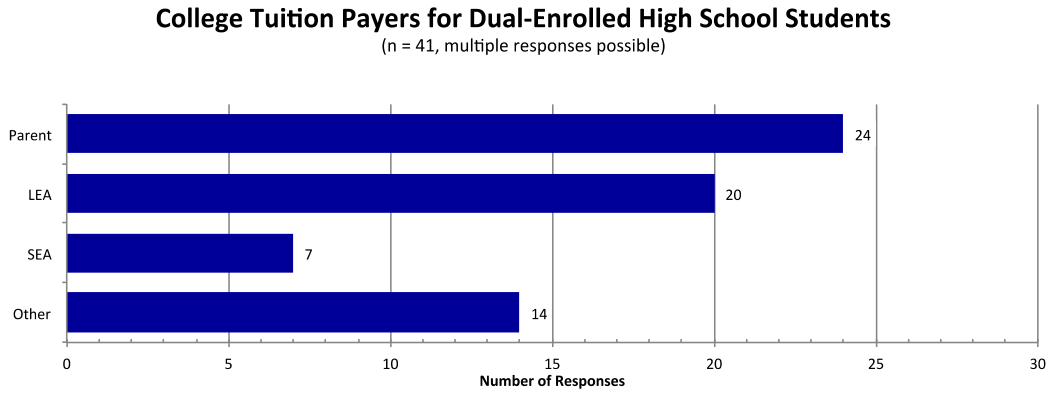
	No policy on credit	Policy leaves decision on credit to LEA	Policy permits credit	Policy prohibits credit	No response	
No policy on dual enrollment	8	1	4	0	0	**13**
Policy leaves decision on dual enrollment to LEA	0	6	5	0	0	**11**
Policy permits dual enrollment	0	1	8	1	0	**10**
Policy prohibits dual enrollment	0	0	0	0	8	**8**
	8	**8**	**17**	**1**	**8**	**42**

Far more states have policies related to dual enrollment in high school and college; 32 specifically permit and 1 specifically prohibits the practice, with 11 leaving it to the LEA to determine. The majority of states have policies permitting high school graduation credit to be given for college courses (30), and 13 states leave that decision to the LEA.

State Policies on Dual Enrollment in College or University and Credit Towards High School Graduation. (N=44)

	No policy on credit	Policy leaves decision on credit to LEA	Policy permits credit	Policy prohibits credit	No response	
No policy on dual enrollment	3	0	2	0	0	**5**
Policy leaves decision on dual enrollment to LEA	0	5	1	0	0	**6**
Policy permits dual enrollment	1	4	27	0	0	**32**
Policy prohibits dual enrollment	0	0	0	0	1	**1**
	4	**9**	**30**	**0**	**1**	**44**

When dual enrollment can begin is generally left to the LEA (15), with a few states specifying that it can begin in grade 11 (8), 10 (3), 9 (7), or 7 (2) or at age 16 (5), 15 (2), or 14 (1). The college tuition for high school students who are dually enrolled is generally paid by the parent (24) and/or the LEA (20). (See Appendix, Table 27.)



High School Graduation Alternatives

Most states either prohibit the award of an alternate high school diploma or certificate to a gifted and talented student with insufficient credits to qualify for the standard diploma (17) or have no policy on such a diploma and leave the decision to the LEA (17). Seven states allow this type of diploma, and 1 state has a policy that leaves the decision to the LEA. A student wishing to leave school early may be able to get a GED starting at age 16 (25) or 17 (7), but several states require that students be 18 years old (8), or have other time-based restrictions (3). (See Appendix, Tables 26 and 31.)

Concerns and Directions for the Future

Current Concerns

Respondents were asked to rank the impact of various forces on gifted and talented education on a scale ranging from very negative to very positive (coded -3 to 3 for the purposes of this analysis). They were also given the choice of not applicable. Most responses ranged from slightly negative to

slightly positive. However, there were several factors with average responses above 1.0 or below -1.0, or otherwise notable response profiles. (See Appendix, Tables 4, 5, and 6.)

- The most positively rated force was state mandate (average 1.8), with no negative ratings. However, 12 states rated this as not applicable. The force labeled lack of state mandate was rated very negatively (average -1.8), with 1 slightly positive rating and 22 raters choosing not applicable. (See Appendix, Table 4.)

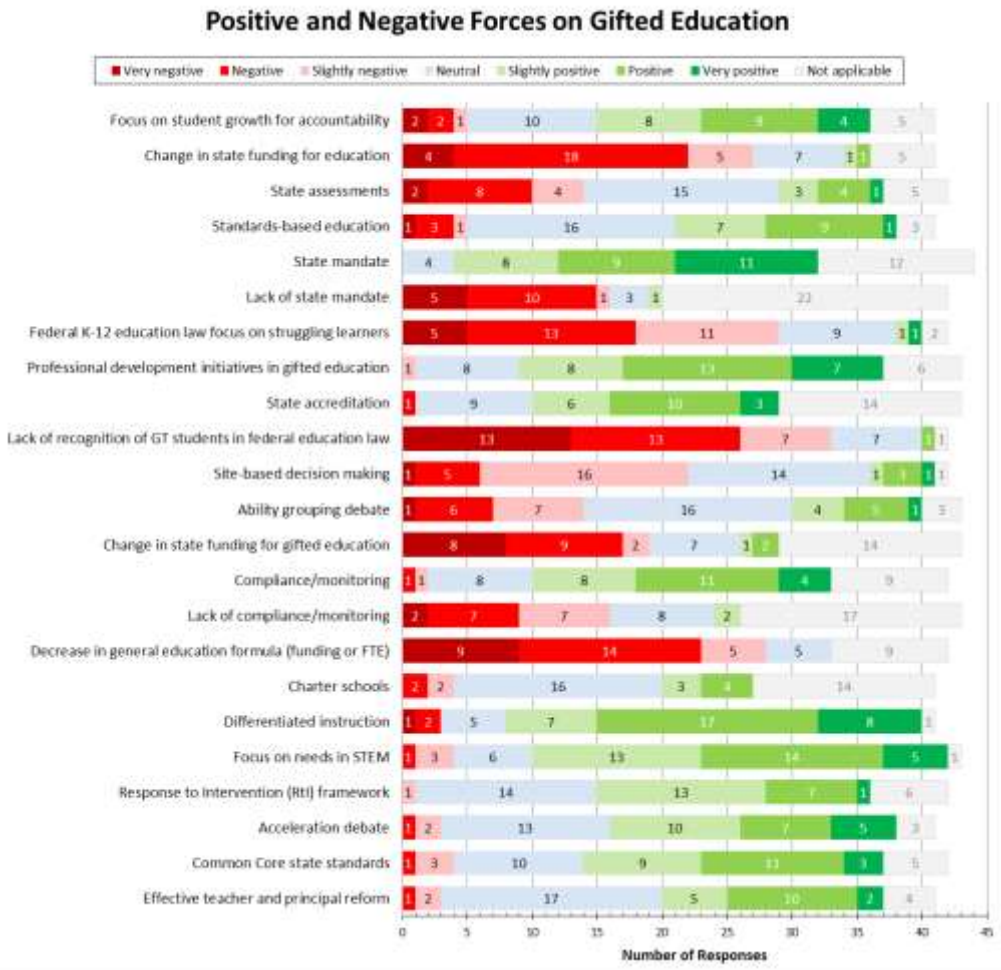
- The three forces explicitly related to funding were all rated negatively. Change in state funding for education (average -1.4) was rated negatively by 27 respondents and positively by 2. Change in state funding for gifted education (average -1.3) was rated negatively by 19 and positively by 3. The only force in this category that was phrased as a negative was decrease in general education formula (funding or FTE) (average -1.8). For this force, the interesting comparison is between the 28 respondents who rated it negatively and the 9 respondents who indicated that it was not applicable. As a whole, these responses indicate that trends have resulted in a decrease in funding for gifted education and that this is seen as having a negative effect on gifted services. (See Appendix, Tables 4 and 5.)

- Professional development initiatives in gifted education were rated positively (average 1.5), with 1 respondent rating slightly negatively and 6 indicating not applicable. Thus, it appears that gifted education professional development is seen as a positive force, even with the funding issues noted above. (See Appendix, Table 4.)

- Compliance/monitoring was rated as a positive force (average 1.2), with 2 negative ratings out of the 33 that indicated that the force was applicable to them. Conversely, lack of compliance/monitoring was rated negatively (average -1.0), with 2 positive ratings out of the 26 indicating it was applicable. (See Appendix, Table 5.)

- Two other forces, differentiated instruction (average 1.5) and focus on needs in STEM (average 1.2), had high ratings with very few negative responses (3 and 4, respectively) or responses of not applicable (1 each). (See Appendix, Table 6.)

Two forces were related explicitly to concerns about gifted education's omission from federal education law. Both of these forces, federal K-12 education law focus on struggling learners (average -1.2) and lack of recognition of GT students in federal education law (average -1.7) were rated negatively, with very few rating either positively (2 and 1, respectively) or as not applicable (2 and 1, respectively). (See Appendix, Tables 4 and 5.) A similar pattern of far more negative than positive responses can be found in two open-ended questions about the effects of federal education law. When asked about the effect of federal education law on GT programs and services, 15 of 33 respondents indicated that effects had been negative, 13 indicated that there had been little or no effect, 1 cited both positive and negative effects, 1 named only positive effects, and 3 did not express an opinion. Similarly, 13 of 32 respondents indicated that federal law had a negative effect on staffing for GT programs, 14 indicated that it had little or no effect, 1 cited mixed effects, 1 cited positive effects, and 3 did not express an opinion. (See Appendix, Table 37.)



Respondents were also asked to name other positive and/or negative forces affecting gifted education in their states, and 20 did so. Of those 20, 11 named only positive forces, 6 only negative forces, and 3 both. Positive forces included statements of support from state governments, including funding considerations (8), as well as state requirements for services (2) and reporting (2), professional development programs (2), and initiatives related to Advanced Placement courses or tests (2). Negative forces were generally related to funding issues (7), loss of staff (3), and the lack of federal support for gifted education (2). (See Appendix, Table 6.)

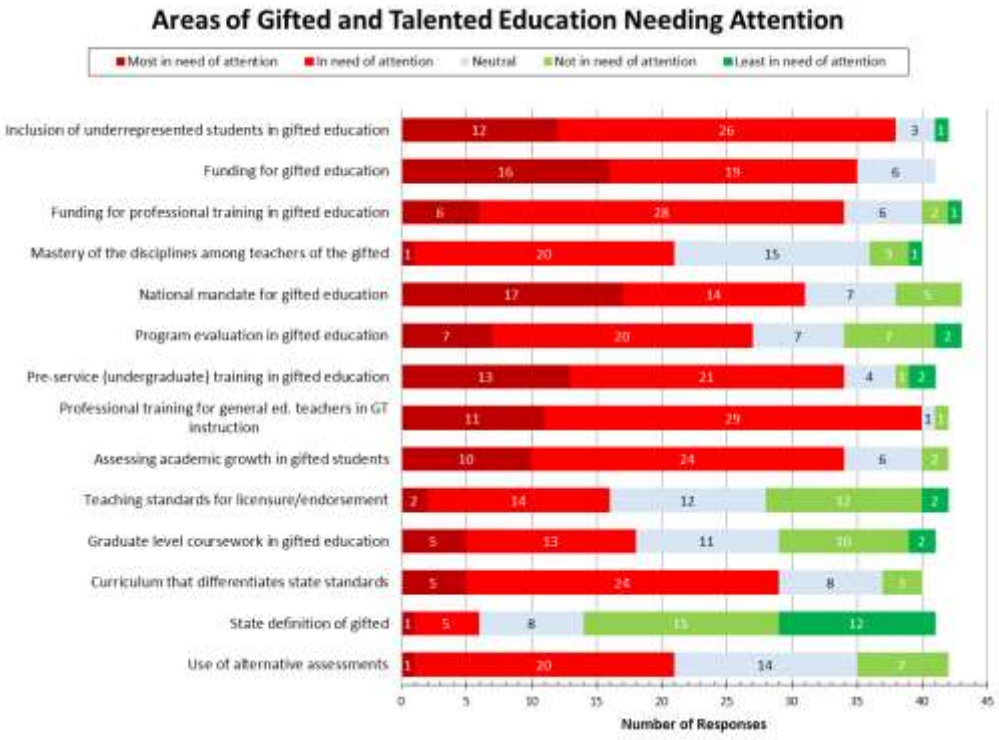
Respondents were asked if there had been any recent changes to their state rules and regulations that might impact GT education. Of the 37 who responded, 27 named one or more changes. There was wide variation in changes named, including increased focus on an aspect of GT, the creation of new committees, the creation of new proficiency-based diplomas, rewritten programming standards, and changes in funding. Of the listed changes, 16 were described as positive or as enhancements to existing services and 6 were described as having negative effects. All 6 of the negative changes were related to the reduction in state funding of gifted education. (See Appendix, Table 38.)

Two of the final questions on this year's survey asked for open-ended comments about the state of gifted and talented education, and 21 respondents provided at least one comment. The majority

(12) were positive, citing support from administration and their ability to improve programs and services. However, 6 respondents cited ongoing funding concerns, and 4 reiterated the need for federal law and funding supporting gifted education. (See Appendix, Table 40.)

Future Directions

Respondents were also asked to rate the degree of attention needed to 13 different areas. Ratings ranged from most in need of attention to least in need of attention (coded from -2 to 2 in this analysis). Respondents indicated that almost all areas needed attention, though they demonstrated a range of responses about the degree of need. The only area rated not in need of attention was state definition of giftedness (average 0.78), which 27 respondents said was either not in need or least in need of attention. Teaching standards for licensure/endorsement received approximately even numbers of responses for most in need/in need of attention (16) and least in need/not in need of attention (14). Areas most in need of attention were funding for gifted education (average -1.2), professional training for general education teachers in GT instruction (average -1.2), inclusion of underrepresented students in gifted education (average -1.1), pre-service (undergraduate) training in gifted education (average -1.0), national mandate for gifted education (average -1.0), and assessing academic growth in gifted students (average -1.0). (See Appendix, Tables 7, 8, and 9.)



Respondents were also asked to name other areas in greatest need of attention, which 22 did. They named a wide variety of areas, with some of the more common being professional development in gifted education for administrators and general education teachers (6), staffing needs (4), more state legislation and/or requirements for gifted education (3), and addressing the needs of gifted learners in conjunction with curriculum standards (3). (See Appendix, Table 9.)

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QUESTIONNAIRE: STATE OF THE STATES 2011

Demographics

1. Salutation
2. Full name
3. Title:
4. Department:
5. Mailing Address:
6. Telephone:
7. Fax number:
8. State department website URL:
9. E-mail address:
10. Alternate e-mail address:
11. Were you the primary contact for gifted education in your State Education Agency (SEA) in 2010-2011?
12. Does your state have a state gifted education advocacy group (e.g., an NAGC affiliate)?
13. Please provide the contact information for gifted education advocacy groups in your state in 2010-2011.

State Education Agency

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

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

15. How many designated SEA personnel have 100% of their time allocated to gifted/talented education? (Enter a number.)
16. How many designated SEA personnel (non-support personnel and not upper management with oversight responsibility) have partial responsibility for gifted/talented education? (Enter a number.)
17. Does the gifted education office in your state have responsibility for some general or other special programs or projects not specifically related to gifted/talented education?

- ○ Yes
- ○ No

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

- ☐ College Board Advanced Placement courses and/or exams
- ☐ Concurrent enrollment in college and public school course
- ☐ Governor's schools
- ☐ Academic or other competitions
- ☐ Virtual high schools
- ☐ Other (please specify)
- ☐ International Baccalaureate program
- ☐ Credit by examination
- ☐ Special statewide high schools
- ☐ Online learning opportunities
- ☐ None of the above

19. What activity performed by the SEA designated personnel responsible for gifted education consumes the greatest amount of time?

- ○ Providing technical assistance to LEAs in the field
- ○ Providing technical assistance by telephone
- ○ Providing technical assistance by e-mail
- ○ Providing professional and staff development
- ○ Providing information to state legislatures
- ○ Developing statewide policies and/or guidelines
- ○ Monitoring program compliance
- ○ Responding to parental questions
- ○ Serving on task forces and committees
- ○ Liaison to statewide association for the gifted
- ○ Grants management
- ○ Other (please specify)

20. What activity performed by the SEA designated personnel responsible for gifted education consumes the second greatest amount of time?

- ○ Providing technical assistance to LEAs in the field
- ○ Providing technical assistance by telephone
- ○ Providing technical assistance by e-mail
- ○ Providing professional and staff development
- ○ Providing information to state legislatures
- ○ Developing statewide policies and/or guidelines
- ○ Monitoring program compliance
- ○ Responding to parental questions
- ○ Serving on task forces and committees
- ○ Liaison to statewide association for the gifted
- ○ Grants management
- ○ Other (please specify)

21. What activity performed by the SEA designated personnel responsible for gifted education consumes the third greatest amount of time?

- ○ Providing technical assistance to LEAs in the field
- ○ Providing technical assistance by telephone
- ○ Providing technical assistance by e-mail
- ○ Providing professional and staff development
- ○ Providing information to state legislatures
- ○ Developing statewide policies and/or guidelines
- ○ Monitoring program compliance
- ○ Responding to parental questions
- ○ Serving on task forces and committees
- ○ Liaison to statewide association for the gifted
- ○ Grants management
- ○ Other (please specify)

22. Does your state provide a gifted education professional(s) separate from the SEA staff previously mentioned who provides technical support and assistance to school-based educators? (For example, at a regional or intermediate education agency, in a local school district, etc.)

- ○ Yes
- ○ No

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

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

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

- ○ Yes
- ○ No
- ○ Yes, as a section of a larger report

25. Please provide the URL for the annual report.

District Report Cards

26. Are there, or will there be, gifted and talented indicators on district report cards or other state accountability reporting forms? (Such as the number of certified teachers of the gifted in the district, the percent of students identified for gifted education in the district, or gifted student performance information)

- ○ Yes
- ○ No

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

- ☐ Identified students
- ☐ Gifted student achievement
- ☐ Other (please specify)
- ☐ Gifted program model
- ☐ AP/International Baccalaureate classes

28. In what areas does your state include advanced proficiency indicators on the district report card or other state accountability reporting forms? (Check all that apply.)

- ☐ None
- ☐ Mathematics
- ☐ Social studies
- ☐ Other (please specify)
- ☐ Language arts
- ☐ Science
- ☐ Arts

29. Was the gifted and talented office involved in the development of the advanced proficiency indicators?

- ○ Yes
- ○ No

Impact of Forces on Delivery of Gifted Education Services

30. How would you rate each of the following forces in terms of the positive or negative effects on the delivery of gifted education services in your state within the past two years?

a. Focus on student growth for accountability

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

b. Change in state funding for education

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

c. State assessments

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

d. Standards-based education

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

e. State mandate

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Negative
- ○ Neutral
- ○ Positive

- ○ Very positive
- ○ Not applicable

f. Lack of state mandate

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

g. Federal K-12 education law focus on struggling learners

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

h. Professional development initiatives in gifted education

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

i. State accreditation

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

j. Lack of recognition of GT students in federal education law

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

k. Site-based decision making

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

l. Ability grouping debate

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

m. Change in state funding for gifted education

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

n. Compliance/monitoring

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

o. Lack of compliance/monitoring

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

p. Decrease in general education formula (funding or FTE)

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

q. Charter schools

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

r. Differentiated instruction

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

s. Focus on needs in science, technology, engineering, and mathematics (STEM)

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

t. Response to Intervention (RtI) framework

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

u. Acceleration debate

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

v. Common Core state standards

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

w. Effective teacher and principal reform

- ○ Very negative
- ○ Slightly negative
- ○ Slightly positive
- ○ Very positive
- ○ Negative
- ○ Neutral
- ○ Positive
- ○ Not applicable

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

32. Please rate the degree of attention needed in each of the following areas of gifted education in order for gifted education services in your state to be optimal.

a. Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

b. Funding for gifted education

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

c. Funding for professional training in gifted education

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

d. Mastery of the disciplines among teachers of the gifted

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

e. National mandate for gifted education

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

f. Program evaluation in gifted education

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

g. Pre-service training at the undergraduate level in gifted education

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

h. Professional training for general education teachers to provide gifted/talented instruction

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

i. Assessing academic growth in gifted students

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

j. Teaching standards for licensure/endorsement

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

k. Graduate level coursework in gifted education

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

l. Curriculum that differentiates state standards

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

m. State definition of gifted

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

n. Use of alternative assessments

- ○ Least in need of attention
- ○ Neutral
- ○ Most in need of attention
- ○ Not in need of attention
- ○ In need of attention

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

Gifted Education Advisory Committee

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

- ○ Yes
- ○ No

35. Does your state have a STANDING gifted education advisory committee?

- ○ Yes, required by state law, regulation, or policy
- ○ Yes, but not required by state law, regulation, or policy
- ○ No, not required by state law, regulation, or policy

36. To whom do(es) the STANDING gifted education advisory committee(s) report?

- ○ Governor
- ○ Legislature
- ○ State superintendent/State board of education
- ○ Other (please specify)

37. Does your state have an AD-HOC gifted education advisory committee?

- ○ Yes, required by state law, regulation, or policy
- ○ Yes, but not required by state law, regulation, or policy
- ○ No, not required by state law, regulation, or policy

38. To whom do(es) the AD-HOC gifted education advisory committee(s) report?

- ○ Governor
- ○ Legislature
- ○ State superintendent/State board of education
- ○ Other (please specify)

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

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

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

- ○ Yes
- ○ No

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

Definition of Gifted and Talented Students

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

- ○ No
- ○ Yes, at the local level
- ○ Yes, at the state level
- ○ Yes, other (please specify)

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

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

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

- ☐ Intellectually gifted
- ☐ Specific academic areas
- ☐ Performing/visual arts
- ☐ Highly or profoundly gifted
- ☐ Underachieving
- ☐ Culturally/ethnically diverse
- ☐ ESL/ELL
- ☐ Academically gifted
- ☐ Leadership
- ☐ Creatively gifted
- ☐ Low SES
- ☐ Geographically isolated/rural
- ☐ Disabled gifted
- ☐ Other (please specify)

45. Are LEAs required to follow the state definition?

- ○ Yes
- ○ No

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

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

Mandates for Identification and Gifted and Talented Services

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

- ○ Yes
- ○ No

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

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

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

- ☐ Not specified
- ☐ State law specific to gifted education
- ☐ State law specific to disabled and gifted education
- ☐ Administrative rule
- ☐ SEA guidelines
- ☐ State Department of Education policy
- ☐ Other (please specify)

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

52. Is the mandate funded in your state?

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

Services Required that are Aligned with Special Education

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

a. Free appropriate public education

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

b. Child find

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

c. Individual education plan for gifted students

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

d. Least restrictive environment

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

e. Non-discriminatory testing

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

f. Mediation

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

g. Due process

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

h. Dispute resolution

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

i. Related services (Please describe the related services)

☐ Yes, by state special education law ☐ Yes, by other state law
☐ No, it is not required

State Requirements for Identification

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

☐ Yes, determined at the state level ☐ Yes, determined at the local level
☐ No ☐ Other (please specify)

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

☐ Not specified ☐ IQ scores
☐ Achievement data ☐ Nominations
☐ Multiple criteria model ☐ Range of state-approved assessments from which LEAs may select

☐ Other (please specify)

56. Approximately what percent of LEAs identify gifted/talented students?

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

- ○ Yes
- ○ No

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

- ☐ Not specified
- ☐ Elementary school (multiple times)
- ☐ Entering high school
- ☐ When students transfer from in state
- ☐ Following teacher referral
- ☐ When taking other assessments approved for GT identification
- ☐ Other (please specify)
- ☐ Elementary school (one time only)
- ☐ Entering middle school
- ☐ When students transfer from out of state
- ☐ Following parent referral
- ☐ Following student referral
- ☐ Kindergarten or early entrance screening

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

- ☐ Not specified
- ☐ Elementary school (multiple times)
- ☐ Entering high school
- ☐ When students transfer from in state
- ☐ Following teacher referral
- ☐ When taking other assessments approved for GT identification
- ☐ Other (please specify)
- ☐ Elementary school (one time only)
- ☐ Entering middle school
- ☐ When students transfer from out of state
- ☐ Following parent referral
- ☐ Following student referral
- ☐ Kindergarten or early entrance screening

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No
- ○ Combination of state and LEA policies

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

- ○ State law does not specifically require
- ○ There is no state law on identification process
- ○ Other (please specify)

63. How many public school students are enrolled in your state in 2010-2011?

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

65. If you entered a number to the previous question, how was that number calculated?

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

66. How many gifted and talented students, K-12, were served in your state in 2010-2011? (Enter a number or enter "not collected.")

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

- ○ Yes
- ○ No

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

69. We are interested in an estimate on student subgroup information of the gifted student population. Of those students identified as gifted and talented, what percent are in each of the following groups? (Enter a number or enter "not collected.")

a. The data I will be reporting in this survey is from the school year:

○ 2009-2010 ○ 2010-2011

b. Male students among identified gifted and talented:

c. Female students among identified as gifted and talented:

d. Black or African American students among identified gifted and talented:

e. American Indian or Alaska Native students among identified gifted and talented:

f. Asian students among identified gifted and talented:

g. Native Hawaiian or other Pacific Islander students among identified gifted and talented:

h. Hispanic or Latino students among identified gifted and talented:

i. White students among identified gifted and talented:

j. Students who have been identified as 2 or more races among gifted and talented students:

k. English language learners among identified gifted and talented:

l. Students with disabilities among identified gifted and talented:

m. Low SES students among identified gifted and talented:

n. Other (please specify "other" category and percentage.)

Programming and Accountability

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

☐ Visual/performing arts
☐ Intellectual
☐ Creativity
☐ Not specified
☐ Other (please specify)
☐ Leadership
☐ General academic
☐ Specific academic areas
☐ Not required

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

☐ Up to LEA to determine
☐ Kindergarten
☐ Grade 2
☐ Grade 4
☐ Grade 6
☐ Grade 8
☐ Grade 10
☐ Grade 12
☐ Pre-K
☐ Grade 1
☐ Grade 3
☐ Grade 5
☐ Grade 7
☐ Grade 9
☐ Grade 11
☐ Not required

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

☐ Not offered
☐ Leadership
☐ General academic
☐ Specific academic areas
☐ Visual/performing arts
☐ Intellectual
☐ Creativity
☐ Other (please specify)

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

☐ Services are not offered
☐ Pre-K
☐ Up to LEA to determine
☐ Kindergarten

☐ Grade 1
☐ Grade 2
☐ Grade 3
☐ Grade 4
☐ Grade 5
☐ Grade 6
☐ Grade 7
☐ Grade 8
☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12

74. In your state, approximately what percent of gifted and talented students in each grade below receive services?

a. Pre-kindergarten:

○ Data not collected
○ 0%
○ 1-10%
○ 11-20%
○ 21-30%
○ 31-40%
○ 41-50%
○ 51-60%
○ 61-70%
○ 71-80%
○ 81-90%
○ 91-100%

b. Kindergarten:

○ Data not collected
○ 0%
○ 1-10%
○ 11-20%
○ 21-30%
○ 31-40%
○ 41-50%
○ 51-60%
○ 61-70%
○ 71-80%
○ 81-90%
○ 91-100%

c. Grade 1:

○ Data not collected
○ 0%
○ 1-10%
○ 11-20%
○ 21-30%
○ 31-40%
○ 41-50%
○ 51-60%
○ 61-70%
○ 71-80%
○ 81-90%
○ 91-100%

d. Grade 2:

○ Data not collected
○ 0%
○ 1-10%
○ 11-20%
○ 21-30%
○ 31-40%
○ 41-50%
○ 51-60%
○ 61-70%
○ 71-80%
○ 81-90%
○ 91-100%

e. Grade 3:

○ Data not collected
○ 0%
○ 1-10%
○ 11-20%
○ 21-30%
○ 31-40%
○ 41-50%
○ 51-60%
○ 61-70%
○ 71-80%
○ 81-90%
○ 91-100%

f. Grade 4:

○ Data not collected
○ 0%
○ 1-10%
○ 11-20%
○ 21-30%
○ 31-40%
○ 41-50%
○ 51-60%
○ 61-70%
○ 71-80%
○ 81-90%
○ 91-100%

g. Grade 5:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

h. Grade 6:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

i. Grade 7:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

j. Grade 8:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

k. Grade 9:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

l. Grade 10:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

m. Grade 11:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

n. Grade 12:

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

LEA Reports on Gifted and Talented Services

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

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

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

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

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

- ☐ Student performance
- ☐ Program performance
- ☐ A combination of student performance and program evaluation
- ☐ Teacher training
- ☐ Service options
- ☐ Demographic breakdown of students served
- ☐ Other (please specify)

78. How does the state ensure compliance?

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

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

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

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

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

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

Gifted Education Administrator

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

- ○ Yes
- ○ No

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

- ○ Yes
- ○ No
- ○ Not applicable

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

- ○ Yes
- ○ No
- ○ Not applicable

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

Pre-K and Kindergarten Delivery Models

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

- ○ Yes
- ○ No

87. Please choose the TOP delivery model through which services are provided in Pre-K and Kindergarten in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Regular classroom
- ○ Self-contained classrooms
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ Magnet school
- ○ Resource room
- ○ Telescoped learning

88. Please choose the SECOND RANKED delivery model through which services are provided in Pre-K and Kindergarten in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Regular classroom
- ○ Self-contained classrooms
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ Magnet school
- ○ Resource room
- ○ Telescoped learning

89. Please choose the THIRD RANKED delivery model through which services are provided in Pre-K and Kindergarten in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Regular classroom
- ○ Self-contained classrooms
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ Magnet school
- ○ Resource room
- ○ Telescoped learning

90. Please choose the FOURTH RANKED delivery model through which services are provided in Pre-K and Kindergarten in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Regular classroom
- ○ Self-contained classrooms
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ Magnet school
- ○ Resource room
- ○ Telescoped learning

91. Please choose the FIFTH RANKED delivery model through which services are provided in Pre-K and Kindergarten in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Regular classroom
- ○ Self-contained classrooms
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ Magnet school
- ○ Resource room
- ○ Telescoped learning

Early Elementary Delivery Models

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

- ○ Yes
- ○ No

93. Please choose the TOP delivery model through which services are provided in early elementary grades (1-3) in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Continuous progress/self-paced learning
- ○ International Baccalaureate

- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school

94. Please choose the SECOND RANKED delivery model through which services are provided in early elementary grades (1-3) in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school

95. Please choose the THIRD RANKED delivery model through which services are provided in early elementary grades (1-3) in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school

96. Please choose the FOURTH RANKED delivery model through which services are provided in early elementary grades (1-3) in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school

97. Please choose the FIFTH RANKED delivery model through which services are provided in early elementary grades (1-3) in your state.

- ○ Cluster classrooms
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)
- ○ Continuous progress/self-paced learning
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school

Upper Elementary Delivery Models

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

- ○ Yes
- ○ No

99. Please choose the TOP delivery model through which services are provided in upper elementary grades (4-6) in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

100. Please choose the SECOND RANKED delivery model through which services are provided in upper elementary grades (4-6) in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

101. Please choose the THIRD RANKED delivery model through which services are provided in upper elementary grades (4-6) in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

102. Please choose the FOURTH RANKED delivery model through which services are provided in upper elementary grades (4-6) in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

103. Please choose the FIFTH RANKED delivery model through which services are provided in upper elementary grades (4-6) in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom

- ○ Telescoped learning
- ○ Virtual school
- ○ Virtual classroom/coursework
- ○ Other (please specify)

Middle School Delivery Models

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

- ○ Yes
- ○ No

105. Please choose the TOP delivery model through which services are provided in middle school in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

106. Please choose the SECOND RANKED delivery model through which services are provided in middle school in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

107. Please choose the THIRD RANKED delivery model through which services are provided in middle school in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

108. Please choose the FOURTH RANKED delivery model through which services are provided in middle school in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

109. Please choose the FIFTH RANKED delivery model through which services are provided in middle school in your state.

- ○ Advanced Placement (College Board)
- ○ Continuous progress/self-paced learning
- ○ Honors/advanced coursework
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Telescoped learning
- ○ Virtual school
- ○ Cluster classrooms
- ○ Dual enrollment
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Virtual classroom/coursework
- ○ Other (please specify)

High School Delivery Models

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

- ○ Yes
- ○ No

111. Please choose the TOP delivery model through which services are provided in high school in your state.

- ○ Advanced Placement
- ○ Continuous progress curriculum
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Telescoped learning
- ○ Virtual high school
- ○ Cluster classrooms
- ○ Dual enrollment (in college)
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Self-paced learning
- ○ Virtual classroom/coursework
- ○ Other (please specify)

112. Please choose the SECOND RANKED delivery model through which services are provided in middle school in your state.

- ○ Advanced Placement
- ○ Continuous progress curriculum
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Telescoped learning
- ○ Virtual high school
- ○ Cluster classrooms
- ○ Dual enrollment (in college)
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Self-paced learning
- ○ Virtual classroom/coursework
- ○ Other (please specify)

113. Please choose the THIRD RANKED delivery model through which services are provided in high school in your state.

- ○ Advanced Placement
- ○ Continuous progress curriculum
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Telescoped learning
- ○ Virtual high school
- ○ Cluster classrooms
- ○ Dual enrollment (in college)
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Self-paced learning
- ○ Virtual classroom/coursework
- ○ Other (please specify)

114. Please choose the FOURTH RANKED delivery model through which services are provided in high school in your state.

- ○ Advanced Placement
- ○ Cluster classrooms

- ○ Continuous progress curriculum
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Telescoped learning
- ○ Virtual high school
- ○ Dual enrollment (in college)
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Self-paced learning
- ○ Virtual classroom/coursework
- ○ Other (please specify)

115. Please choose the FIFTH RANKED delivery model through which services are provided in high school in your state.

- ○ Advanced Placement
- ○ Continuous progress curriculum
- ○ Independent study
- ○ Magnet schools
- ○ Regional math/science school
- ○ Regular classroom
- ○ Self-contained classroom
- ○ Telescoped learning
- ○ Virtual high school
- ○ Cluster classrooms
- ○ Dual enrollment (in college)
- ○ International Baccalaureate
- ○ Mentorships
- ○ Regional performing arts school
- ○ Resource room
- ○ Self-paced learning
- ○ Virtual classroom/coursework
- ○ Other (please specify)

Other Policies and Practices

116. Does your state have an acceleration policy?

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

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

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

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

119. Does your state offer an alternate high school diploma or certificate for gifted students without sufficient units to qualify for a regular high school diploma?

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

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

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

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

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

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

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

- ○ Left to LEA to determine
- ○ Age 12

- ○ Age 13
- ○ Age 14
- ○ Age 15
- ○ Age 16
- ○ Age 17
- ○ Other (please specify)

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

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

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

- ☐ SEA
- ☐ LEA
- ☐ Parent
- ☐ Other (please specify)

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

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

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

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

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

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

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

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

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

- ☐ Not applicable
- ☐ Individualized instruction
- ☐ Correspondence courses
- ☐ Independent study
- ☐ Dual/concurrent enrollment
- ☐ Cross-grade grouping
- ☐ Cluster grouping
- ☐ Grad/course advancement
- ☐ Individualized education programs
- ☐ Internship
- ☐ Left to LEA to determine
- ☐ Other (please specify)

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

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

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

a. Social-emotional support

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

b. Academic guidance and counseling

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

c. Contact time

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

d. Differentiated instruction

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

e. Content-based acceleration

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

133. Does your state recognize gifted eligibility from other states?

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

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

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

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

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

- ☐ None
- ☐ School for the Fine and Performing Arts
- ☐ Governor's School (summer)
- ☐ Virtual high school
- ☐ ACT/SAT/Discover test
- ☐ School for Math and Science
- ☐ School for Humanities
- ☐ Governor's School (school year)
- ☐ AP/International Baccalaureate tests
- ☐ Other (please specify)

Personnel Preparation

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

- ○ Yes
- ○ No

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

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

- ○ Yes
- ○ No

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

- ☐ Not specified
- ☐ Continuing Education Units (CEUs)
- ☐ Other (please specify)
- ☐ Course semester credit hours
- ☐ Staff development

141. How many course semester credit hours, Continuing Education Units, or staff development hours are required for certification or endorsement for professionals working with gifted children in specialized programs?

Teachers Working in Specialized Programs

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

- ○ Yes
- ○ No

143. What percentage of professionals working with gifted children in specialized programs had a gifted and talented endorsement or certification in 2010-2011 in your state?

- ○ Data not collected
- ○ 1-10%
- ○ 0%
- ○ 11-20%

- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

144. Is this based on:

- ○ An estimate
- ○ Collected data

Gifted Education Teacher Training

145. Are general education teachers in your state required to have training on gifted students?

- ○ Yes
- ○ No

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

a. College course credit (pre-service training)

- ☐ Elective
- ☐ Required
- ☐ Endorsement/Certification after initial license
- ☐ State policy leaves up to LEAs to determine
- ☐ No state policy; up to LEAs to determine

b. In-service staff development training

- ☐ Elective
- ☐ Required
- ☐ Endorsement/Certification after initial license
- ☐ State policy leaves up to LEAs to determine
- ☐ No state policy; up to LEAs to determine

c. Continuing Education Units

- ☐ Elective
- ☐ Required
- ☐ Endorsement/Certification after initial license
- ☐ State policy leaves up to LEAs to determine
- ☐ No state policy; up to LEAs to determine

147. For those options that you indicated as being required in the previous question, please provide the number of hours required.

a. College course credit (pre-service training):

b. In-service staff development training:

c. Continuing Education Units:

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

- ○ Data not collected
- ○ 0%
- ○ 1-10%
- ○ 11-20%
- ○ 21-30%
- ○ 31-40%
- ○ 41-50%
- ○ 51-60%
- ○ 61-70%
- ○ 71-80%
- ○ 81-90%
- ○ 91-100%

149. Is this based on:

- ○ Estimate
- ○ Collected data

Other Training

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

151. What percentage of teachers and staff working in specialized programs for the gifted and talented statewide do you estimate receive annual development in gifted education?

152. Does your state require annual staff development hours in gifted education for teachers working in specialized programs for the gifted and talented?

- ○ Yes
- ○ No
- ○ Left to LEA

153. How many hours of staff development are required?

154. Does your state require university coursework in meeting the needs of gifted students as part of the preparatory program for any of the following? (Check all that apply.)

- ☐ New/beginning teachers
- ☐ Principals
- ☐ Counselors
- ☐ Auxiliary staff
- ☐ Curriculum/instruction directors
- ☐ Assessment directors
- ☐ None of the above
- ☐ Other (please specify)

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

- ○ Yes
- ○ No

156. Please describe these competencies.

Degree Programs

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

- ○ Yes
- ○ No

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

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

State and National Funding

159. The data I will be reporting in this survey is from the school year:

- ○ 2009-2010
- ○ 2010-2011

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

- ○ Yes, funding is allocated specifically for gifted services
- ○ No, but funding may be available as part of general education funding
- ○ No, gifted services are not funded at the state level
- ○ There is no formula for funding
- ○ Other (please specify)

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

- ○ Funding available from the state through grants
- ○ Funding available from the state through formula or other allocation
- ○ Other (please specify)

162. Other (please specify)

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

- ☐ Discretionary funding: Districts apply for state funds and send a plan for how funds will be used
- ☐ Weighted funding: State aid is allocated on a per student basis formula, which accounts for the amount spent per pupil multiplied by the weighted figure
- ☐ Flat grant: A state provided a specific amount per student, with all districts receiving the same amount
- ☐ Percentage reimbursement: State provides a specific percentage of the prior year's budget
- ☐ Resource based: Funding is figured based on the specific education resources, such as staff or classroom units

☐ Other (please specify)

164. Is there a cap or other limit on the distribution of state funds?

○ Yes ○ No

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

☐ Percentage of identified students
☐ Percentage of average daily attendance (ADA)
☐ Teacher units
☐ Other (please specify)

166. What is the percentage (%) of the cap on state funding?

167. How are state funds disbursed? (Check all that apply.)

☐ To all LEAs by mandate
☐ To LEAs through discretionary funding, based on application
☐ To all LEAs as part of general funding to districts
☐ Competitive grants
☐ Governor's schools and summer programs
☐ Residential schools for the gifted and talented
☐ Virtual high school
☐ Other (please specify)

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

a. 2008-2009:
b. 2009-2010:
c. 2010-2011:

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

170. What has been the impact of federal law on staffing for gifted and talented programs and services in your state?

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

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

Concluding Comments

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

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

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

APPENDIX

TABLE 1: STATE EDUCATION AGENCIES

	Reporting department (Q14)	SEA staff: GT full-time (Q15)	SEA staff: GT part-time (Q16)	Responsibility for general/other education (Q17)	Programs for which GT office has supervisory role (Q18)
Alabama	Special Education	0	2	No	None of the above
Alaska					
Arizona	Gifted and Talented (separate from special or general education) Other: Policy Development & Government Relations	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Online learning opportunities Other: Grant Development
Arkansas	Gifted and Talented (separate from special or general education) Other: Division of Learning Services	4	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Governor's schools Academic or other competitions
California	General Education Curriculum and Instruction	0	1	Yes	International Baccalaureate program
Colorado	Exceptional Students Gifted and Talented (separate from special or general education)	0	1	Yes	College Board Advanced Placement courses and/or exams
Connecticut	Special Education Curriculum and Instruction	0	2	No	International Baccalaureate program
Delaware	Curriculum and Instruction	0	1	Yes	Governor's schools Academic or other competitions Online learning opportunities Other: Visual & Performing Arts, Charter School Curriculum
D.C.					
Florida	Exceptional Students General Education Gifted and Talented (separate from special or general education) Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Governor's schools
Georgia	Curriculum and Instruction	1	0	No	None of the above

	Reporting department (Q14)	SEA staff: GT full-time (Q15)	SEA staff: GT part-time (Q16)	Responsibility for general/other education (Q17)	Programs for which GT office has supervisory role (Q18)
Guam	Special Education Exceptional Students Gifted and Talented (separate from special or general education)	48	0	No	
Hawaii	General Education Curriculum and Instruction	1	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Special statewide high schools Academic or other competitions Online learning opportunities Other: Data for School Improvement
Idaho					
Illinois	Other: Grants	0	1	Yes	Academic or other competitions
Indiana	Curriculum and Instruction	1	0	No	
Iowa	Curriculum and Instruction	0	0.5	Yes	Other: This office writes and supervises the AP Test Fee Reimbursement Program, and is project director for grants awarded for gifted programming which has included the Iowa AP Online Academy, Advanced Placement Incentive Programs, Identifying Gifted and Talented English Language Learners, and Identifying Gifted and Talented Students in Alternative Schools.
Kansas	Special Education	0	1	Yes	None of the above
Kentucky	Special Education Exceptional Students	0	1	No	None of the above
Louisiana	Special Education	1	1	Yes	Special statewide high schools
Maine	Special Education	0	3	Yes	None of the above
Maryland	General Education Curriculum and Instruction	1	0.6	Yes	College Board Advanced Placement courses and/or exams Other: Maryland Summer Centers for Gifted and Talented Students

	Reporting department (Q14)	SEA staff: GT full-time (Q15)	SEA staff: GT part-time (Q16)	Responsibility for general/other education (Q17)	Programs for which GT office has supervisory role (Q18)
Massachusetts	Curriculum and Instruction	0	3		College Board Advanced Placement courses and/or exams Concurrent enrollment in college and public school course Special statewide high schools Virtual high schools
Michigan	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Credit by examination
Minnesota	Other: Division of School Improvement	1	0	Yes	Academic or other competitions Other: Award and Recognition programs
Mississippi	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Other: Social Studies
Missouri	Other: Office of Quality Schools	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Governor's schools Special statewide high schools
Montana	Curriculum and Instruction	0	2	Yes	Other: AP/IB low income fee waiver - otherwise no direct program involvement
Nebraska	Curriculum and Instruction	1	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Nevada					
New Hampshire	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Academic or other competitions
New Jersey	Curriculum and Instruction	0	1	No	None of the above

	Reporting department (Q14)	SEA staff: GT full-time (Q15)	SEA staff: GT part-time (Q16)	Responsibility for general/other education (Q17)	Programs for which GT office has supervisory role (Q18)
New Mexico	Curriculum and Instruction	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
New York	Curriculum and Instruction	0	1	Yes	Credit by examination
North Carolina	Other: Academic Services and Instructional Support	1	0	No	None of the above
North Dakota					
Ohio	Exceptional Students	2	1	No	None of the above
Oklahoma	Curriculum and Instruction	1	0	Yes	Other: Oklahoma Academic Scholars
Oregon	Curriculum and Instruction	1	0	No	None of the above
Pennsylvania	Special Education General Education Curriculum and Instruction	1	2	Yes	None of the above
Rhode Island					
South Carolina	General Education Curriculum and Instruction Other: Accountability	0.7	0	No	College Board Advanced Placement courses and/or exams International Baccalaureate program
South Dakota		0	0		
Tennessee	Special Education	1	0	No	None of the above
Texas	General Education Gifted and Talented (separate from special or general education) Curriculum and Instruction	2	0	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Academic or other competitions
Utah	Other: Teaching and Learning	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program Concurrent enrollment in college and public school course Other: scholarships
Vermont					
Virginia	Other: Office of Standards, Curriculum, and Instruction	1	0	Yes	Governor's schools

	Reporting department (Q14)	SEA staff: GT full-time (Q15)	SEA staff: GT part-time (Q16)	Responsibility for general/other education (Q17)	Programs for which GT office has supervisory role (Q18)
Washington	Other: Special Programs	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
West Virginia	Special Education Exceptional Students	0.5	1	Yes	None of the above
Wisconsin	Other: Content and Learning Team, Division of Academic Excellence	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Wyoming	Other: Standards and Assessment	0	1	Yes	College Board Advanced Placement courses and/or exams International Baccalaureate program
Summary	*Responses: 44* Curriculum and Instruction: 23 Special Education: 10 General Education: 7 Exceptional Students: 6 Gifted and Talented: 6 Other:12	*Responses: 45* Full-time GT staff: 19 No full-time GT staff: 26	*Responses: 45* Part-time GT staff: 30 No part-time GT staff: 15	*Responses: 43* Yes: 31 No: 12	*Responses: 42* Advanced Placement: 19 International Baccalaureate: 18 Academic or other competitions: 7 Concurrent enrollment in college and public school course: 6 Governor's schools: 5 Special statewide high schools: 4 Online learning opportunities: 3 Credit by examination: 2 Virtual high schools: 1 Other: 10 None of the above: 12

Table 2: State Education Agencies (continued)

	Major responsibilities of SEA-designated personnel ranked by time (Q19, Q20, Q21)	State provides additional GT support staff (Q22) Where they deliver services (Q23)
Alabama	1. Monitoring program compliance 2. Providing technical assistance by e-mail 3. Providing technical assistance by telephone	No
Alaska		
Arizona	1. Providing technical assistance by e-mail 2. Providing technical assistance by telephone 3. Responding to parental questions	No
Arkansas	1. Monitoring program compliance 2. Providing technical assistance by e-mail 3. Providing professional and staff development	Yes Regionally
California	1. Providing technical assistance by telephone 2. Providing technical assistance by e-mail 3. Responding to parental questions	Yes District level
Colorado	1. Providing technical assistance by e-mail 2. Developing statewide policies and/or guidelines 3. Monitoring program compliance	Yes Regionally District level
Connecticut	1. Responding to parental questions 2. Providing technical assistance by telephone 3. Liaison to statewide association for the gifted	No
Delaware	1. Providing professional and staff development 2. Developing statewide policies and/or guidelines 3. Serving on task forces and committees	No
D.C.		
Florida	1. Developing statewide policies and/or guidelines 2. Providing technical assistance by telephone 3. Responding to parental questions	No
Georgia	1. Providing technical assistance by e-mail 2. Providing technical assistance by telephone 3. Providing professional and staff development	No
Guam	1. Grants management 2. Monitoring program compliance 3. Providing professional and staff development	Yes District level School building level

	Major responsibilities of SEA-designated personnel ranked by time (Q19, Q20, Q21)	State provides additional GT support staff (Q22) Where they deliver services (Q23)
Hawaii	1. Providing professional and staff development 2. Grants management 3. Other: Program Manager Fiscal Duties	No
Idaho		
Illinois	1. Responding to parental questions 2. Providing technical assistance by e-mail 3. Developing statewide policy and/or guidelines	No
Indiana	1. Grants management 2. Providing technical assistance by telephone 3. Monitoring program compliance	Yes Regionally District level
Iowa	1. Other: Time is balanced between technical assistance to LEAs, professional development, and grants management.	Yes Regionally District level School building level
Kansas	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Providing technical assistance to LEAs in the field	No
Kentucky	1. Providing technical assistance by e-mail 2. Monitoring program compliance 3. Providing professional and staff development	Yes District level
Louisiana	1. Providing technical assistance by e-mail 2. Providing professional and staff development 3. Other: Collaboration with other SDE initiatives	No
Maine	1. Monitoring program compliance 2. Providing technical assistance by e-mail 3. Providing technical assistance by telephone	No
Maryland	1. Grants management 2. Providing technical assistance by e-mail 3. Serving on task forces and committees	No
Massachusetts	1. Other: Liaison to the Gifted and Talented Advisory Council 2. Responding to parental questions 3. Other: none	No
Michigan	1. Providing technical assistance by e-mail 2. Providing technical assistance by telephone 3. Responding to parental questions	No

	Major responsibilities of SEA-designated personnel ranked by time (Q19, Q20, Q21)	State provides additional GT support staff (Q22) Where they deliver services (Q23)
Minnesota	1. Providing professional and staff development 2. Providing technical assistance by telephone 3. Responding to parental questions	No
Mississippi	1. Monitoring program compliance 2. Providing professional and staff development 3. Providing technical assistance by telephone	Yes Regionally District level School building level
Missouri	1. Monitoring program compliance 2. Providing technical assistance by telephone 3. Providing technical assistance by e-mail	No
Montana	1. Grants management 2. Providing professional and staff development 3. Providing technical assistance by telephone	No
Nebraska	1. Providing technical assistance to LEAs in the field 2. Providing professional and staff development 3. Monitoring program compliance	No
Nevada		
New Hampshire	1. Responding to parental questions 2. Liaison to statewide association for the gifted 3. Providing technical assistance by telephone	No
New Jersey	1. Responding to parental questions 2. Providing technical assistance by e-mail 3. Providing technical assistance by telephone	No
New Mexico	1. Providing technical assistance by telephone 2. Providing technical assistance to LEAs in the field 3. Providing technical assistance by e-mail	No
New York	1. Providing technical assistance by telephone 2. Providing technical assistance by e-mail 3. Liaison to statewide association for the gifted	No
North Carolina	1. Developing statewide policies and/or guidelines 2. Other: Providing technical assistance in a variety of forms 3. Serving on task forces and committees	No
North Dakota		
Ohio	1. Providing technical assistance by telephone 2. Monitoring program compliance 3. Providing professional and staff development	No

	Major responsibilities of SEA-designated personnel ranked by time (Q19, Q20, Q21)	State provides additional GT support staff (Q22) Where they deliver services (Q23)
Oklahoma	1. Providing technical assistance by telephone 2. Monitoring program compliance 3. Responding to parental questions	No
Oregon	1. Providing technical assistance to LEAs in the field 2. Providing technical assistance by telephone 3. Providing technical assistance by e-mail	No
Pennsylvania	1. Monitoring program compliance 2. Responding to parental questions 3. Providing professional and staff development	Yes District level School building level
Rhode Island		
South Carolina	1. Providing technical assistance by e-mail 2. Providing professional and staff development 3. Developing statewide policies and/or guidelines	No
South Dakota		No
Tennessee	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Providing professional and staff development	No
Texas	1. Grants management 2. Other: Providing guidance to LEAs 3. Serving on task forces and committees	Yes Regionally District level School building level
Utah	1. Providing technical assistance by telephone 2. Responding to parental questions 3. Monitoring program compliance	No
Vermont		
Virginia	1. Other: Oversight of all three types of Governor's Schools 2. Developing statewide policies and/or guidelines 3. Providing technical assistance by telephone	No
Washington	1. Grants management 2. Providing technical assistance by telephone 3. Monitoring program compliance	No
West Virginia	1. Providing technical assistance by telephone 2. Providing technical assistance to LEAs in the field 3. Responding to parental questions	No

	Major responsibilities of SEA-designated personnel ranked by time (Q19, Q20, Q21)	State provides additional GT support staff (Q22) Where they deliver services (Q23)
Wisconsin	1. Grants management 2. Providing professional and staff development 3. Providing technical assistance by telephone	Yes Regionally
Wyoming	1. Responding to parental questions 2. Developing statewide policies and/or guidelines 3. Providing technical assistance by e-mail	No
Summary	*Responses: 44, 43, 43* **States listing in top three:** Providing technical assistance by telephone: 27 Providing technical assistance by e-mail: 19 Responding to parental questions: 17 Providing professional and staff development: 16 Monitoring program compliance: 15 Grants management: 8 Developing statewide policies and/or guidelines: 8 Providing technical assistance to LEAs in the field: 5 Serving on task forces and committees: 4 Liaison to statewide association for the gifted: 3 Other: 7	*Responses: 45, 11* No: 34 Yes: 11 District level: 9 Regionally: 7 School building level: 5

TABLE 3: STATE REPORTING

	State-published report (Q24) URL (Q25)	GT indicators on district report cards (Q26, Q27)	Areas advanced proficiency indicators reported (Q28)	GT office involved in developing indicators (Q29)
Alabama	No	No	None	No
Alaska				
Arizona	Yes, as a section of a larger report https://www.azed.gov/AnnualReport/AnnualReport2010/	AP/International Baccalaureate classes	Language arts Mathematics Science Social studies Other: Data are reported regarding the number of students achieving at the "Exceeds" level on the state's Arizona Instrument to Measure Standards (AIMS)	Yes
Arkansas	No	AP/International Baccalaureate classes	Language arts Mathematics Science	No
California	No	Identified students	Language arts Mathematics Science Social studies	No
Colorado	Yes http://www.cde.state.co.us/gt/data.htm	Identified students Gifted student achievement Other	Language arts Mathematics Science	No
Connecticut	No	No	None	No
Delaware	No	No		No
D.C.				
Florida	No	Other	Language arts Mathematics Science Social studies Arts	Yes

	State-published report (Q24) URL (Q25)	GT indicators on district report cards (Q26, Q27)	Areas advanced proficiency indicators reported (Q28)	GT office involved in developing indicators (Q29)
Georgia	Yes http://app.doe.k12.ga.us/ows-bin/owa/qbe_reports.public_menu?p_fy=2000	AP/International Baccalaureate classes	Language arts Mathematics Science Social studies Arts	Yes
Guam	Yes gdoe.net	Identified students	Mathematics Science Arts	Yes
Hawaii	Yes http://gt.k12.hi.us	No	Language arts Mathematics Science Social studies Arts Other: All content areas	No
Idaho				
Illinois	No	No	None	No
Indiana	No	Identified students AP/International Baccalaureate classes	None	No
Iowa	No	No	Language arts Mathematics Science	No
Kansas	No	No	None	No
Kentucky	Yes not provided	No	None	No
Louisiana	No	No	Language arts Mathematics Science Social studies	No
Maine	No	No	None	No
Maryland	No	No	Language arts Mathematics Science	No

	State-published report (Q24) URL (Q25)	GT indicators on district report cards (Q26, Q27)	Areas advanced proficiency indicators reported (Q28)	GT office involved in developing indicators (Q29)
Massachusetts	No	No	Language arts Mathematics Science Social studies	No
Michigan	Yes http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51035---,00.html	No	None	No
Minnesota	Yes, as a section of a larger report http://education.state.mn.us/MDE/Legislation/Reports_to_Legislature/index.html	Gifted program model AP/International Baccalaureate classes Other	Language arts Mathematics Science Social studies Arts	No
Mississippi	No	No	Language arts Mathematics Science Social studies	No
Missouri	No	No	None	No
Montana	No	No		
Nebraska	Yes, as a section of a larger report http://www.education.ne.gov/documents/SOSR.html	Identified students	None	No
Nevada				
New Hampshire	No	No	Language arts Mathematics Science	No
New Jersey	No	No	Language arts Mathematics	No
New Mexico	No	No	None	No
New York	No	No	Language arts Mathematics Science Social studies	No
North Carolina	No	Yes	Language arts Mathematics	Yes
North Dakota				

	State-published report (Q24) URL (Q25)	GT indicators on district report cards (Q26, Q27)	Areas advanced proficiency indicators reported (Q28)	GT office involved in developing indicators (Q29)
Ohio	No	Gifted student achievement	Language arts Mathematics Science Social studies	No
Oklahoma	Yes http://sde.state.ok.us/Curriculum/GiftTalent/report.html	Identified students Gifted program model AP/International Baccalaureate classes	None	No
Oregon	Yes, as a section of a larger report www.ode.state.or.us	No	Language arts Mathematics Science Social studies	No
Pennsylvania	No	Yes	Language arts Mathematics Science	No
Rhode Island				
South Carolina	No	Identified students AP/International Baccalaureate classes	Language arts Mathematics Science Social studies Other: writing	No
South Dakota	No	No	Language arts Mathematics	No
Tennessee	No	No	Language arts Mathematics Science Social studies	No
Texas	Yes, as a section of a larger report http://ritter.tea.state.tx.us/perfreport/aeis/2010/state.html	Identified students AP/International Baccalaureate classes Other	Language arts Mathematics Science Social studies	No
Utah	No	No	Language arts Mathematics	No
Vermont				

	State-published report (Q24) URL (Q25)	GT indicators on district report cards (Q26, Q27)	Areas advanced proficiency indicators reported (Q28)	GT office involved in developing indicators (Q29)
Virginia	Yes http://www.doe.virginia.gov/statistics_reports/gifted/index.shtml	No	Language arts Mathematics Science Social studies	No
Washington	Yes http://www.k12.wa.us/HighlyCapable/reports.aspx	No	Language arts Mathematics Science Social studies	Yes
West Virginia	Yes http://wvde.state.wv.us/osp/gifteddata-reports.html	No	None	
Wisconsin	No	No		
Wyoming	No	No	Language arts Mathematics Science Social studies Arts Other: Health, Physical Education, Foreign Language, Career/Technical Education	Yes
Summary	*Responses: 45, 15* No: 30 Yes: 10 Yes, as a section of a larger report: 5	*Responses: 45, 14* No: 29 Yes: 16 Identified students: 8 AP/International Baccalaureate classes: 8 Gifted program model: 2 Gifted student achievement: 2 Other: 4	*Responses: 42* Mathematics: 29 Language arts: 28 Science: 25 Social studies: 18 Arts: 6 Other: 4 None: 13	*Responses: 42* Yes: 7 No: 35

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

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	Focus on growth for accountability	**Changed state education funding**	**State assessments**	**Standards-based education**	**State mandate**	**Lack of state mandate**	**Federal focus on struggling learners**	**Professional development initiatives**
Alabama	Very negative	Very negative	Negative	Very negative	Very positive	Not applicable	Very negative	Positive
Alaska								
Arizona	Very positive	Very negative	Neutral	Neutral	Very positive	Not applicable	Negative	Very positive
Arkansas	Negative	Negative	Negative	Neutral	Very positive	Not applicable	Very negative	Positive
California	Not applicable	Negative	Neutral	Positive	Neutral	Negative	Neutral	Slightly negative
Colorado	Very positive	Negative	Positive		Very positive	Not applicable	Negative	Very positive
Connecticut	Neutral	Very negative	Slightly positive	Slightly positive	Neutral	Negative	Slightly positive	Slightly positive
Delaware	Negative	Neutral	Very negative	Positive	Not applicable	Very negative	Negative	Slightly positive
D.C.								
Florida	Positive	Neutral	Positive	Positive	Neutral	Neutral	Neutral	Positive
Georgia	Very positive	Positive	Positive	Very positive	Very positive	Not applicable	Very positive	Very positive
Guam	Positive	Slightly negative	Neutral	Not applicable	Positive	Neutral	Not applicable	Positive
Hawaii	Very negative	Slightly positive	Very negative	Neutral	Slightly positive	Not applicable	Very negative	Slightly positive
Idaho								
Illinois	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Indiana	Neutral	Negative	Neutral	Neutral	Very positive	Not applicable	Negative	Positive
Iowa	Neutral	Not applicable	Not applicable	Neutral	Positive	Not applicable	Neutral	Neutral
Kansas			Slightly negative	Neutral	Slightly positive	Not applicable		Neutral
Kentucky	Neutral	Negative	Neutral *See Table 41: Clarifications*	Neutral	Positive	Not applicable	Negative	Positive

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	Focus on growth for accountability	**Changed state education funding**	**State assessments**	**Standards-based education**	**State mandate**	**Lack of state mandate**	**Federal focus on struggling learners**	**Professional development initiatives**
Louisiana	Slightly positive	Negative	Slightly positive	Slightly positive	Slightly positive	Not applicable	Slightly negative	Slightly positive
Maine	Slightly positive	Not applicable	Not applicable	Neutral	Slightly positive	Not applicable	Slightly negative	Neutral
Maryland	Neutral	Negative	Slightly negative		Not applicable	Very negative	Slightly negative	Positive
Massachusetts	Neutral	Negative	Negative	Negative	Not applicable	Negative	Negative	Not applicable
Michigan		Neutral	Neutral	Neutral	Neutral	Very negative	Neutral	Neutral
Minnesota	Positive	Neutral	Neutral	Positive	Very positive	Slightly positive	Neutral	Very positive
Mississippi	Slightly negative	Negative	Negative	Neutral	Positive	Not applicable	Slightly negative	Slightly positive
Missouri	Slightly positive	Very negative	Negative	Negative	Not applicable	Very negative	Very negative	Not applicable
Montana	Neutral	Neutral	Neutral	Slightly positive	Slightly positive		Neutral	Slightly positive
Nebraska	Slightly positive	Slightly negative	Very positive	Slightly positive	Positive	Not applicable	Very negative	Neutral
Nevada								
New Hampshire	Neutral	Negative	Neutral	Neutral	Not applicable	Negative	Slightly negative	Not applicable
New Jersey								
New Mexico	Neutral	Negative	Neutral	Positive	Slightly positive	Negative	Slightly negative	Positive
New York	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Negative	Neutral	Neutral
North Carolina	Slightly positive	Negative	Neutral	Slightly positive	Very positive	Not applicable	Slightly negative	Very positive
North Dakota								
Ohio	Slightly positive	Negative	Not applicable	Slightly positive	Not applicable	Negative	Slightly negative	Positive

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	Focus on growth for accountability	Changed state education funding	State assessments	Standards-based education	State mandate	Lack of state mandate	Federal focus on struggling learners	Professional development initiatives
Oklahoma	Neutral	Slightly negative	Slightly negative	Positive	Very positive	Not applicable	Slightly negative	Not applicable
Oregon	Positive	Negative	Slightly negative	Neutral	Very positive	Not applicable	Negative	Neutral
Pennsylvania	Positive			Positive	Positive	Very negative	Negative	Positive
Rhode Island								
South Carolina	Positive	Negative	Neutral	Slightly negative	Very positive	Not applicable	Negative	Very positive
South Dakota					Not applicable	Negative		
Tennessee	Slightly positive	Neutral	Slightly positive	Slightly positive	Slightly positive	Neutral	Neutral	Very positive
Texas	Not applicable	Neutral	Negative	Neutral	Slightly positive	Not applicable	Slightly negative	Positive
Utah	Slightly positive	Negative	Neutral	Positive	Not applicable	Slightly negative	Slightly negative	Slightly positive
Vermont								
Virginia	Very positive	Slightly negative	Negative	Negative	Positive	Not applicable	Negative	Slightly positive
Washington	Positive	Slightly negative	Neutral	Neutral	Not applicable	Negative	Negative	Neutral
West Virginia	Positive	Negative	Positive	Positive	Positive		Negative	Positive
Wisconsin	Positive	Negative	Negative	Neutral	Positive	Not applicable	Negative	Positive
Wyoming	Not applicable	Not applicable	Neutral	Neutral	Not applicable	Negative	Neutral	Not applicable

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	Focus on growth for accountability	**Changed state education funding**	**State assessments**	**Standards-based education**	**State mandate**	**Lack of state mandate**	**Federal focus on struggling learners**	**Professional development initiatives**
Summary	*Responses: 41* V. neg.: 2 Neg.: 2 S. neg.: 1 Neutral: 10 S. pos.: 8 Pos.: 9 V. pos.: 4 N/A: 5	*Responses: 41* V. neg.: 4 Neg.: 18 S. neg.: 5 Neutral: 7 S. pos.: 1 Pos.: 1 V. pos.: 0 N/A: 5	*Responses: 42* V. neg.: 2 Neg.: 8 S. neg.: 4 Neutral: 15 S. pos.: 3 Pos.: 4 V. pos.: 1 N/A: 5	*Responses: 41* V. neg.: 1 Neg.: 3 S. neg.: 1 Neutral: 16 S. pos.: 7 Pos.: 9 V. pos.: 1 N/A: 3	*Responses: 42* V. neg.: 0 Neg.: 0 S. neg.: 0 Neutral: 4 S. pos.: 8 Pos.: 9 V. pos.: 11 N/A: 12	*Responses: 42* V. neg.: 5 Neg.: 10 S. neg.: 1 Neutral: 3 S. pos.: 1 Pos.: 0 V. pos.: 0 N/A: 22	*Responses: 42* V. neg.: 5 Neg.: 13 S. neg.: 11 Neutral: 9 S. pos.: 1 Pos.: 0 V. pos.: 1 N/A: 2	*Responses: 43* V. neg.: 0 Neg.: 0 S. neg.: 1 Neutral: 8 S. pos.: 8 Pos.: 13 V. pos.: 7 N/A: 6

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

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	State accreditation	Federal lack of recognition of GT students	Site-based decision making	Ability grouping debate	Changed state GT education funding	Compliance/ monitoring	Lack of compliance/ monitoring	Decreased general education formula
Alabama	Very positive	Very negative	Very negative	Negative	Very negative	Very positive	Not applicable	Very negative
Alaska								
Arizona	Positive	Very negative		Very positive	Very negative	Positive	Not applicable	Very negative
Arkansas	Very positive	Very negative	Neutral	Negative	Negative	Very positive	Not applicable	Not applicable
California	Neutral	Neutral	Neutral	Neutral	Very negative	Negative	Negative	Very negative
Colorado	Positive	Slightly negative	Neutral	Slightly positive	Positive	Very positive	Not applicable	Negative
Connecticut	Not applicable	Negative	Neutral	Slightly negative	Very negative	Neutral	Slightly negative	Very negative
Delaware	Positive	Very negative	Slightly negative	Slightly negative	Not applicable	Slightly positive	Not applicable	Not applicable
D.C.								
Florida	Not applicable	Neutral	Slightly negative	Neutral	Neutral	Neutral	Neutral	Neutral
Georgia	Very positive	Very negative	Positive	Positive	Not applicable	Slightly positive	Not applicable	Not applicable
Guam	Positive	Neutral	Very positive	Positive	Neutral	Slightly positive	Slightly positive	Not applicable
Hawaii	Not applicable	Very negative	Slightly negative	Neutral	Slightly positive	Not applicable	Neutral	Very negative
Idaho								
Illinois	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Indiana	Neutral	Slightly negative	Slightly negative	Neutral	Not applicable	Positive	Not applicable	Negative
Iowa	Positive	Neutral	Neutral	Positive	Not applicable	Positive	Not applicable	Not applicable
Kansas	Not applicable		Slightly negative	Slightly positive	Negative	Not applicable	Slightly negative	Negative
Kentucky	Positive	Negative	Neutral	Neutral	Negative	Positive	Negative	Negative

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	State accreditation	Federal lack of recognition of GT students	Site-based decision making	Ability grouping debate	Changed state GT education funding	Compliance/ monitoring	Lack of compliance/ monitoring	Decreased general education formula
Louisiana	Neutral	Very negative	Negative	Slightly negative	Not applicable	Neutral	Slightly positive	Neutral
Maine	Neutral	Slightly negative	Slightly negative	Not applicable	Not applicable	Positive	Not applicable	Slightly negative
Maryland	Not applicable	Very negative	Slightly negative	Very negative	Very negative	Not applicable	Negative	Very negative
Massachusetts	Slightly positive	Very negative	Slightly negative	Neutral	Very negative	Slightly negative	Slightly negative	Negative
Michigan	Neutral	Slightly negative	Slightly negative	Neutral	Very negative	Neutral	Neutral	Negative
Minnesota	Not applicable	Negative	Neutral	Slightly negative	Not applicable	Not applicable	Slightly negative	Negative
Mississippi	Positive	Slightly negative	Slightly negative	Slightly negative	Negative	Positive	Not applicable	Slightly negative
Missouri	Negative	Very negative	Negative	Negative	Very negative	Slightly positive	Very negative	Very negative
Montana	Slightly positive	Negative	Neutral	Neutral	Neutral	Neutral	Negative	Neutral
Nebraska	Neutral	Very negative	Slightly negative	Negative	Negative	Neutral	Neutral	Negative
Nevada								
New Hampshire	Not applicable	Negative	Negative	Neutral	Not applicable	Neutral	Neutral	Negative
New Jersey								
New Mexico	Positive	Positive	Slightly negative	Negative	Neutral	Slightly positive	Slightly negative	Negative
New York	Neutral	Negative	Slightly negative	Neutral	Not applicable	Not applicable	Not applicable	Very negative
North Carolina	Not applicable	Negative	Positive	Positive	Neutral	Very positive	Negative	Negative
North Dakota								
Ohio	Not applicable	Negative	Negative	Slightly negative	Negative	Positive	Not applicable	Not applicable

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	State accreditation	Federal lack of recognition of GT students	Site-based decision making	Ability grouping debate	Changed state GT education funding	Compliance/ monitoring	Lack of compliance/ monitoring	Decreased general education formula
Oklahoma	Slightly positive	Neutral	Neutral	Slightly positive	Not applicable	Slightly positive	Not applicable	Not applicable
Oregon	Not applicable	Very negative	Slightly negative	Slightly positive	Positive	Positive	Slightly negative	Negative
Pennsylvania	Not applicable	Negative	Positive	Neutral	Not applicable		Not applicable	Slightly negative
Rhode Island								
South Carolina	Neutral	Negative	Slightly negative	Positive	Negative	Positive	Not applicable	Negative
South Dakota								
Tennessee	Positive	Neutral	Slightly positive	Neutral	Neutral	Positive	Neutral	Neutral
Texas	Not applicable	Slightly negative	Negative	Not applicable	Not applicable	Not applicable	Negative	Not applicable
Utah	Slightly positive	Negative	Neutral	Slightly negative	Slightly negative	Neutral	Slightly negative	Very negative
Vermont								
Virginia	Neutral	Very negative	Neutral	Neutral	Not applicable	Slightly positive	Not applicable	Slightly negative
Washington	Not applicable	Slightly negative	Slightly negative	Negative	Slightly negative	Positive	Negative	Slightly negative
West Virginia	Positive	Negative	Neutral	Neutral	Negative	Slightly positive	Neutral	
Wisconsin	Slightly positive	Negative	Neutral	Neutral	Negative	Not applicable	Neutral	Negative
Wyoming	Slightly positive	Neutral	Neutral	Neutral	Neutral	Not applicable	Very negative	Neutral

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							
	State accreditation	**Federal lack of recognition of GT students**	**Site-based decision making**	**Ability grouping debate**	**Changed state GT education funding**	**Compliance/ monitoring**	**Lack of compliance/ monitoring**	**Decreased general education formula**
Summary	*Responses: 43* V. neg.: 0 Neg.: 1 S. neg.: 0 Neutral: 9 S. pos.: 6 Pos.: 10 V. pos.: 3 N/A: 14	*Responses: 42* V. neg.: 13 Neg.: 13 S. neg.: 7 Neutral: 7 S. pos.: 0 Pos.: 1 V. pos.: 0 N/A: 1	*Responses: 40* V. neg.: 1 Neg.: 5 S. neg.: 16 Neutral: 14 S. pos.: 1 Pos.: 3 V. pos.: 1 N/A: 1	*Responses: 43* V. neg.: 1 Neg.: 6 S. neg.: 7 Neutral: 16 S. pos.: 4 Pos.: 5 V. pos.: 1 N/A: 3	*Responses: 43* V. neg.: 8 Neg.: 9 S. neg.: 2 Neutral: 7 S. pos.: 1 Pos.: 2 V. pos.: 0 N/A: 14	*Responses: 42* V. neg.: 0 Neg.: 1 S. neg.: 1 Neutral: 8 S. pos.: 8 Pos.: 11 V. pos.: 4 N/A: 9	*Responses: 43* V. neg.: 2 Neg.: 7 S. neg.: 7 Neutral: 8 S. pos.: 2 Pos.: 0 V. pos.: 0 N/A: 17	*Responses: 42* V. neg.: 9 Neg.: 14 S. neg.: 5 Neutral: 5 S. pos.: 0 Pos.: 0 V. pos.: 0 N/A: 9

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

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							Other positive or negative forces affecting gifted education (Q31)
	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention framework	Acceleration debate	Common Core state standards	Effective teacher/ principal reform	
Alabama	Not applicable	Neutral	Positive	Not applicable	Very positive	Positive	Not applicable	Alabama Department of Education administrators are very supportive of gifted education.
Alaska								
Arizona	Positive	Positive	Positive	Positive	Very positive	Slightly positive	Positive	
Arkansas	Negative	Very positive	Very positive	Neutral	Positive	Positive	Neutral	All high schools are required to offer at least four Advanced Placement courses (one in each core area).
California	Slightly positive	Slightly positive	Slightly positive	Slightly positive	Neutral	Positive	Positive	
Colorado	Positive	Very positive	Positive	Very positive	Positive	Positive	Very positive	Positive: 1. There are collaborative efforts at the state level to integrate all units/all students into the primary statewide initiatives. 2. The reporting of student achievement and growth on the Colorado's School View includes gifted students in each district. 3. Representatives from higher education are collaborating with the state to initiate a plan to increase gifted student education in pre-service education. 4. There is a keen desire to maintain gifted programming during state economic difficulties.

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							Other positive or negative forces affecting gifted education (Q31)
	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention framework	Acceleration debate	Common Core state standards	Effective teacher/ principal reform	
Connecticut	Neutral	Positive	Slightly positive	Slightly positive	Slightly positive	Slightly positive	Neutral	Retirement of state gifted and talented consultant and inability to refill the position due to budgetary constraints is a major negative factor.
Delaware	Positive	Positive	Positive	Positive	Slightly positive	Neutral	Slightly negative	Reduction in the educational workforce. Fewer people are assigned more duties that are prioritized based on need, funding and accountability.
D.C.								
Florida	Neutral	Positive	Very positive	Positive	Very positive	Very positive	Very positive	
Georgia	Positive	Positive	Very positive	Positive	Very positive	Very positive	Positive	Due to the current economic conditions, state funding for statewide norm referenced mental ability and achievement testing has been eliminated. Travel budgets have been reduced.
Guam	Not applicable	Very positive	Positive	Not applicable	Not applicable	Not applicable	Positive	
Hawaii	Neutral	Very positive	Neutral	Neutral	Neutral	Neutral	Neutral	Lack of Mandated Policy--negative Weight for G/T Students in Budget--positive Interest in G/T students at school level--negative Online Education PD—positive
Idaho								
Illinois	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							Other positive or negative forces affecting gifted education (Q31)
	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention framework	Acceleration debate	Common Core state standards	Effective teacher/ principal reform	
Indiana	Neutral		Slightly positive	Slightly positive	Slightly positive	Slightly positive	Neutral	The IDOE has three goals, one of which is related to the percentage of graduates receiving a 3, 4, or 5 on Advanced Placement Exam. This has had a positive effect on high ability programs and services.
Iowa	Not applicable	Positive	Neutral	Slightly positive	Neutral	Neutral	Neutral	
Kansas	Neutral	Slightly positive	Slightly positive	Neutral				
Kentucky	Not applicable	Positive	Positive	Positive	Positive	Positive	Positive	The new accountability system includes addressing the higher level learning and will have a very positive impact in the near future.
Louisiana	Slightly negative	Very positive	Positive	Neutral	Slightly positive	Negative	Neutral	No federal support, financially or regulatory Decline of revenue Lack of understanding of appropriate programming for gifted and talented students
Maine	Not applicable	Slightly positive	Neutral	Slightly positive	Neutral	Neutral	Neutral	Negative: the poor economy; decrease in student enrollment. Positive: technical assistance offered to school districts; mandate for developing identification and providing services for the academics and the arts.
Maryland	Neutral	Neutral	Slightly negative	Not applicable	Slightly negative	Slightly negative	Neutral	

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							Other positive or negative forces affecting gifted education (Q31)
	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention framework	Acceleration debate	Common Core state standards	Effective teacher/ principal reform	
Massachusetts	Neutral	Neutral	Slightly positive	Neutral	Neutral	Positive	Positive	Lack of funding, especially in our neediest districts. Local control allows for positive impact in a few exemplary districts, negative in others.
Michigan	Neutral	Neutral	Slightly positive	Neutral	Neutral	Neutral	Neutral	
Minnesota	Slightly positive	Very positive	Slightly positive	Positive	Very positive	Neutral	Neutral	Positive: Efforts to include gifted education in the RtI Framework; increased understanding of twice exceptional learners; inclusion of gifted education strategies in the standards of effective teaching; increased professional development opportunities.
Mississippi	Not applicable	Positive	Neutral	Neutral	Neutral	Positive	Neutral	
Missouri	Neutral	Slightly positive	Slightly positive	Slightly positive	Slightly positive	Neutral	Neutral	
Montana	Not applicable	Slightly positive	Neutral	Slightly positive	Neutral	Neutral	Neutral	
Nebraska	Not applicable	Very positive	Very positive	Slightly positive	Slightly positive	Not applicable	Slightly positive	Funding on the federal level, lack of No federal mandate for gifted
Nevada								
New Hampshire	Slightly positive	Neutral	Slightly negative	Slightly positive	Not applicable	Neutral	Neutral	
New Jersey								
New Mexico	Negative	Very negative	Slightly negative	Neutral	Neutral	Slightly negative	Negative	
New York	Not applicable	Slightly positive	Slightly positive	Neutral	Negative	Slightly negative	Neutral	

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							Other positive or negative forces affecting gifted education (Q31)
	Charter schools	Differentiated instruction	Focus on needs in STEM	Response to Intervention framework	Acceleration debate	Common Core state standards	Effective teacher/ principal reform	
North Carolina	Neutral	Very positive	Slightly positive	Slightly positive	Positive	Slightly positive	Positive	Support of legislators, positive Support of state gifted education funding, positive
North Dakota								
Ohio	Not applicable	Positive	Positive	Not applicable	Positive	Positive	Not applicable	
Oklahoma	Not applicable	Slightly positive	Very positive	Not applicable	Neutral	Very positive	Neutral	
Oregon	Neutral	Positive	Positive	Neutral	Slightly positive	Positive	Positive	Oregon hired a 100% full-time TAG Program State Director in March 2010. OATAG, the parent advocacy group, is quite often ahead of the single person at the state level in their advocacy and legislative initiatives.
Pennsylvania			Positive	Slightly positive	Positive	Slightly positive	Positive	
Rhode Island								
South Carolina	Neutral	Positive	Slightly positive	Slightly negative	Positive	Slightly positive	Positive	
South Dakota								
Tennessee	Neutral	Positive	Positive	Neutral	Neutral	Slightly positive	Slightly positive	
Texas	Neutral	Positive	Positive	Neutral	Slightly negative	Not applicable	Neutral	Positive legislative support
Utah	Slightly negative	Positive	Positive		Slightly positive	Slightly positive	Slightly positive	The common core discussion has prompted a state-wide conversation about acceleration and the needs of gifted students.
Vermont								

	Rate each force in terms of the positive or negative effects on gifted education. (Q30)							Other positive or negative forces affecting gifted education (Q31)
	Charter schools	**Differentiated instruction**	**Focus on needs in STEM**	**Response to Intervention framework**	**Acceleration debate**	**Common Core state standards**	**Effective teacher/ principal reform**	
Virginia	Not applicable	Negative	Slightly positive	Neutral	Neutral	Not applicable	Not applicable	Retirement of gifted education coordinators Parent and other advocacy groups Support of universities in coordinator education Economics in certain divisions
Washington	Not applicable	Positive	Slightly positive	Slightly positive	Slightly positive	Neutral	Slightly positive	
West Virginia		Positive	Positive	Neutral		Positive		
Wisconsin	Neutral	Positive	Negative	Positive	Neutral	Slightly positive	Slightly negative	2010 NAGC PreK-12 Programming Standards
Wyoming	Neutral	Negative	Neutral	Slightly positive	Slightly positive	Positive	Slightly positive	
Summary	*Responses: 41* V. neg.: 0 Neg.: 2 S. neg.: 2 Neutral: 16 S. pos.: 3 Pos.: 4 V. pos.: 0 N/A: 14	*Responses: 41* V. neg.: 1 Neg.: 2 S. neg.: 0 Neutral: 5 S. pos.: 7 Pos.: 17 V. pos.: 8 N/A: 1	*Responses: 43* V. neg.: 0 Neg.: 1 S. neg.: 3 Neutral: 6 S. pos.: 13 Pos.: 14 V. pos.: 5 N/A: 1	*Responses: 42* V. neg.: 0 Neg.: 0 S. neg.: 1 Neutral: 14 S. pos.: 13 Pos.: 7 V. pos.: 1 N/A: 6	*Responses: 41* V. neg.: 0 Neg.: 1 S. neg.: 2 Neutral: 13 S. pos.: 10 Pos.: 7 V. pos.: 5 N/A: 3	*Responses: 42* V. neg.: 0 Neg.: 1 S. neg.: 3 Neutral: 10 S. pos.: 9 Pos.: 11 V. pos.: 3 N/A: 5	*Responses: 41* V. neg.: 0 Neg.: 1 S. neg.: 2 Neutral: 17 S. pos.: 5 Pos.: 10 V. pos.: 2 N/A: 4	*Responses: 20*

TABLE 7: AREAS NEEDING ATTENTION IN GIFTED EDUCATION (PART 1)

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Inclusion of underrepresented students in GT education	**Funding for gifted education**	**Funding for professional training in gifted education**	**Mastery of the disciplines among teachers of the gifted**	**National mandate for gifted education**	**Program evaluation in gifted education**
Alabama	Most in need of attention	Most in need of attention	Neutral	Not in need of attention	Most in need of attention	Not in need of attention
Alaska						
Arizona	Most in need of attention	Most in need of attention	Most in need of attention	Neutral	Most in need of attention	In need of attention
Arkansas	Most in need of attention	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention
California	Most in need of attention	In need of attention	In need of attention	Neutral	Neutral	Neutral
Colorado	In need of attention	Neutral	In need of attention	Neutral	In need of attention	Least in need of attention
Connecticut	In need of attention	Most in need of attention	In need of attention	In need of attention	Neutral	In need of attention
Delaware	In need of attention	In need of attention	Neutral	In need of attention	Most in need of attention	In need of attention
D.C.						
Florida	In need of attention	Neutral	Neutral	Neutral	Neutral	In need of attention
Georgia	In need of attention	In need of attention	In need of attention	Not in need of attention	Most in need of attention	Most in need of attention
Guam	Least in need of attention	In need of attention	Neutral	Not in need of attention	Not in need of attention	Not in need of attention
Hawaii	In need of attention	Most in need of attention	In need of attention	In need of attention	In need of attention	In need of attention
Idaho						
Illinois	Neutral	Most in need of attention	Not in need of attention	Neutral	Neutral	Neutral
Indiana	In need of attention	In need of attention	In need of attention	In need of attention	Most in need of attention	In need of attention

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Inclusion of underrepresented students in GT education	Funding for gifted education	Funding for professional training in gifted education	Mastery of the disciplines among teachers of the gifted	National mandate for gifted education	Program evaluation in gifted education
Iowa	In need of attention	Neutral	In need of attention	Neutral	Neutral	In need of attention
Kansas		In need of attention	In need of attention		Not in need of attention	Not in need of attention
Kentucky	In need of attention	Most in need of attention	In need of attention	In need of attention	Most in need of attention	Not in need of attention
Louisiana	In need of attention	In need of attention	In need of attention	In need of attention	Most in need of attention	Neutral
Maine	In need of attention	In need of attention	Neutral	In need of attention	In need of attention	Most in need of attention
Maryland	Neutral	In need of attention	In need of attention	Neutral	Most in need of attention	In need of attention
Massachusetts	In need of attention	Most in need of attention	Most in need of attention	Least in need of attention	Most in need of attention	Least in need of attention
Michigan	In need of attention	Most in need of attention	In need of attention	In need of attention	In need of attention	In need of attention
Minnesota	Most in need of attention	Neutral	Neutral	Neutral	Most in need of attention	In need of attention
Mississippi	Most in need of attention	In need of attention	In need of attention	Neutral	Neutral	Not in need of attention
Missouri	In need of attention	Most in need of attention	Least in need of attention	Neutral	Most in need of attention	Not in need of attention
Montana	In need of attention	In need of attention	In need of attention	In need of attention	Most in need of attention	In need of attention
Nebraska	In need of attention	Most in need of attention	Most in need of attention	Neutral	Most in need of attention	In need of attention
Nevada						
New Hampshire	In need of attention	Most in need of attention	In need of attention	Neutral	Not in need of attention	In need of attention
New Jersey						
New Mexico	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Inclusion of underrepresented students in GT education	Funding for gifted education	Funding for professional training in gifted education	Mastery of the disciplines among teachers of the gifted	National mandate for gifted education	Program evaluation in gifted education
New York	Neutral	Most in need of attention	In need of attention	Neutral	In need of attention	Most in need of attention
North Carolina	In need of attention	Neutral	In need of attention	In need of attention	In need of attention	Not in need of attention
North Dakota						
Ohio	Most in need of attention	Most in need of attention	Most in need of attention	In need of attention	In need of attention	Neutral
Oklahoma	In need of attention	In need of attention	In need of attention	Most in need of attention	Neutral	Neutral
Oregon	In need of attention	In need of attention	In need of attention	In need of attention	Most in need of attention	Most in need of attention
Pennsylvania	Most in need of attention		Most in need of attention		In need of attention	Most in need of attention
Rhode Island						
South Carolina	In need of attention	Most in need of attention	In need of attention	In need of attention	In need of attention	Neutral
South Dakota						
Tennessee	Most in need of attention	In need of attention	In need of attention	In need of attention	Most in need of attention	In need of attention
Texas	In need of attention	In need of attention	In need of attention	In need of attention	Not in need of attention	In need of attention
Utah	In need of attention	Most in need of attention	In need of attention	Neutral	In need of attention	In need of attention
Vermont						
Virginia	Most in need of attention	Neutral	In need of attention	Neutral	Most in need of attention	Neutral
Washington	Most in need of attention	Most in need of attention	In need of attention	In need of attention	Not in need of attention	Most in need of attention
West Virginia	In need of attention		Not in need of attention		In need of attention	In need of attention

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Inclusion of underrepresented students in GT education	**Funding for gifted education**	**Funding for professional training in gifted education**	**Mastery of the disciplines among teachers of the gifted**	**National mandate for gifted education**	**Program evaluation in gifted education**
Wisconsin	Most in need of attention	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention
Wyoming	In need of attention	In need of attention	Most in need of attention	In need of attention	Most in need of attention	Most in need of attention
Summary	*Responses: 42* Most in need: 12 In need: 26 Neutral: 3 Not in need: 0 Least in need: 1	*Responses: 41* Most in need: 16 In need: 19 Neutral: 6 Not in need: 0 Least in need: 0	*Responses: 43* Most in need: 6 In need: 28 Neutral: 6 Not in need: 2 Least in need: 1	*Responses: 40* Most in need: 1 In need: 20 Neutral: 15 Not in need: 3 Least in need: 1	*Responses: 43* Most in need: 17 In need: 14 Neutral: 7 Not in need: 5 Least in need: 0	*Responses: 43* Most in need: 7 In need: 20 Neutral: 7 Not in need: 7 Least in need: 2

TABLE 8: AREAS NEEDING ATTENTION IN GIFTED EDUCATION (PART 2)

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Pre-service GT training at undergraduate level	**Training for general education teachers in GT instruction**	**Assessing academic growth in gifted students**	**Teaching standards for licensure/ endorsement**	**Graduate level coursework in gifted education**	**Curriculum that differentiates state standards**
Alabama	Most in need of attention	In need of attention	Most in need of attention	Least in need of attention	Least in need of attention	In need of attention
Alaska						
Arizona	In need of attention	In need of attention	In need of attention	Neutral	Neutral	In need of attention
Arkansas	Most in need of attention	Most in need of attention	Most in need of attention	Not in need of attention	Least in need of attention	In need of attention
California	In need of attention	In need of attention	In need of attention	Neutral	Not in need of attention	In need of attention
Colorado	In need of attention	In need of attention	In need of attention	Not in need of attention	Not in need of attention	In need of attention
Connecticut	In need of attention	In need of attention	Neutral	In need of attention	Neutral	Neutral
Delaware	In need of attention	In need of attention	In need of attention	In need of attention	Neutral	In need of attention
D.C.						
Florida	In need of attention	In need of attention	In need of attention	Neutral	Neutral	Neutral
Georgia	Most in need of attention	Most in need of attention	Most in need of attention	Not in need of attention	In need of attention	In need of attention
Guam	Neutral	In need of attention	Neutral	Least in need of attention	Most in need of attention	Not in need of attention
Hawaii	In need of attention	In need of attention	In need of attention	Neutral	Neutral	In need of attention
Idaho						
Illinois	Least in need of attention	Not in need of attention	Neutral	In need of attention	Neutral	Neutral
Indiana	Most in need of attention	In need of attention	Most in need of attention	Neutral	Not in need of attention	Most in need of attention
Iowa	In need of attention	In need of attention	In need of attention	Neutral	Neutral	Neutral
Kansas						
Kentucky	In need of attention	In need of attention	In need of attention	In need of attention	Neutral	Not in need of attention

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Pre-service GT training at undergraduate level	Training for general education teachers in GT instruction	Assessing academic growth in gifted students	Teaching standards for licensure/ endorsement	Graduate level coursework in gifted education	Curriculum that differentiates state standards
Louisiana	In need of attention	In need of attention	Most in need of attention	Not in need of attention	In need of attention	Most in need of attention
Maine	In need of attention	In need of attention	Most in need of attention	In need of attention	Not in need of attention	In need of attention
Maryland	Neutral	In need of attention	Neutral	Not in need of attention	In need of attention	In need of attention
Massachusetts	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention	Most in need of attention
Michigan	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention
Minnesota	Most in need of attention	In need of attention	In need of attention	Neutral	Not in need of attention	Neutral
Mississippi	Neutral	In need of attention	Neutral	Neutral	Not in need of attention	Not in need of attention
Missouri	In need of attention	In need of attention	In need of attention	Not in need of attention	Neutral	In need of attention
Montana	Most in need of attention	Most in need of attention	In need of attention	In need of attention	Most in need of attention	In need of attention
Nebraska	Most in need of attention	Most in need of attention	In need of attention	In need of attention	Most in need of attention	In need of attention
Nevada						
New Hampshire	In need of attention	In need of attention	Not in need of attention	Neutral	In need of attention	In need of attention
New Jersey						
New Mexico		Neutral	In need of attention	In need of attention	In need of attention	In need of attention
New York	Least in need of attention	In need of attention	In need of attention	Not in need of attention	Not in need of attention	In need of attention
North Carolina	Not in need of attention	In need of attention	Most in need of attention	Not in need of attention	Not in need of attention	In need of attention
North Dakota						
Ohio	Most in need of attention	Most in need of attention	In need of attention	Not in need of attention	In need of attention	In need of attention

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)					
	Pre-service GT training at undergraduate level	**Training for general education teachers in GT instruction**	**Assessing academic growth in gifted students**	**Teaching standards for licensure/ endorsement**	**Graduate level coursework in gifted education**	**Curriculum that differentiates state standards**
Oklahoma	Most in need of attention	Most in need of attention	Not in need of attention	Neutral	Neutral	Neutral
Oregon	In need of attention	Most in need of attention	In need of attention	Most in need of attention	Most in need of attention	Most in need of attention
Pennsylvania	Most in need of attention	Most in need of attention	Most in need of attention	In need of attention	Most in need of attention	
Rhode Island						
South Carolina	In need of attention	In need of attention	In need of attention	Neutral	In need of attention	In need of attention
South Dakota						
Tennessee	Most in need of attention	Most in need of attention	Neutral	In need of attention	In need of attention	In need of attention
Texas	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention	In need of attention
Utah	In need of attention	In need of attention	In need of attention	Not in need of attention	Not in need of attention	Neutral
Vermont						
Virginia	Neutral	In need of attention	Most in need of attention	Neutral	Neutral	Neutral
Washington	Most in need of attention	Most in need of attention	Most in need of attention	In need of attention	In need of attention	Most in need of attention
West Virginia	In need of attention	In need of attention	In need of attention	Not in need of attention	Not in need of attention	In need of attention
Wisconsin	Most in need of attention	In need of attention	In need of attention	Not in need of attention	In need of attention	In need of attention
Wyoming	In need of attention	Most in need of attention	In need of attention	Most in need of attention		
Summary	*Responses: 41* Most in need: 13 In need: 21 Neutral: 4 Not in need: 1 Least in need: 2	*Responses: 42* Most in need: 11 In need: 29 Neutral: 1 Not in need: 1 Least in need: 0	*Responses: 42* Most in need: 10 In need: 24 Neutral: 6 Not in need: 2 Least in need: 0	*Responses: 42* Most in need: 2 In need: 14 Neutral: 12 Not in need: 12 Least in need: 2	*Responses: 41* Most in need: 5 In need: 13 Neutral: 11 Not in need: 10 Least in need: 2	*Responses: 40* Most in need: 5 In need: 24 Neutral: 8 Not in need: 3 Least in need: 0

TABLE 9: AREAS NEEDING ATTENTION IN GIFTED EDUCATION (PART 3)

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)		
	State definition of gifted	Use of alternative assessments	Other areas in greatest need of attention (Q33)
Alabama	Most in need of attention	In need of attention	
Alaska			
Arizona	Least in need of attention	Neutral	
Arkansas	Most in need of attention	Most in need of attention	Professional Development training for general district, building, and state level administrators on various gifted education topics
California	In need of attention	In need of attention	
Colorado	In need of attention	In need of attention	We are in a process of implementing new academic standards. Attention is being placed on integrating (Colorado's) 21st century skills, relevancy and application, depth of knowledge and concept learning for all students, including gifted students.
Connecticut	In need of attention	In need of attention	
Delaware	In need of attention	In need of attention	A legislative focus on gifted education, i.e. identification criteria and selection protocol supported by formula funding.
D.C.			
Florida	In need of attention	In need of attention	early identification (PK-3)
Georgia	Most in need of attention	Most in need of attention	Professional development is needed at the administrative level on the benefits of subject and grade acceleration. Test-out credit for students who can demonstrate mastery of subject area content and objectives.
Guam	Neutral	In need of attention	
Hawaii	In need of attention	In need of attention	Additional staff at state and complex levels
Idaho			
Illinois	Not in need of attention	Neutral	
Indiana	Most in need of attention	In need of attention	Professional training for administrators in the need for gifted education, the role of gifted education, and supervision of services
Iowa	In need of attention	In need of attention	
Kansas			

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)		
	State definition of gifted	Use of alternative assessments	Other areas in greatest need of attention (Q33)
Kentucky	In need of attention	In need of attention	The new Common Core Standards are much higher and can be differentiated with our deconstructed standards.
Louisiana	In need of attention	In need of attention	Lack of rigorous enrichment opportunities for gifted or talented students
Maine	In need of attention	In need of attention	While Maine offers technical assistance by phone and email, personal contact would be better. Alternative assessments and how to determine student growth and the effectiveness of gifted programs.
Maryland	Neutral	In need of attention	State regulations for gifted education identification and services and dedicated funding
Massachusetts	In need of attention	In need of attention	Awareness at the highest levels that the intellectual capabilities of gifted students do not guarantee their success.
Michigan	In need of attention	In need of attention	
Minnesota	Most in need of attention	In need of attention	All educators need differentiated instruction training and specific training on what is different about differentiated instruction for gifted learners.
Mississippi	Neutral	Neutral	
Missouri	In need of attention	In need of attention	
Montana	Most in need of attention	Most in need of attention	Increase in FTE dedicated to Gifted Education
Nebraska	Most in need of attention	Most in need of attention	Funding for professional development
Nevada			
New Hampshire	In need of attention	In need of attention	
New Jersey			
New Mexico		Neutral	
New York	Least in need of attention	In need of attention	
North Carolina	Not in need of attention	In need of attention	
North Dakota			
Ohio	Most in need of attention	Most in need of attention	
Oklahoma	Most in need of attention	Most in need of attention	

	Rate degree of attention needed in each of the following areas of gifted education. (Q32)		
	State definition of gifted	Use of alternative assessments	Other areas in greatest need of attention (Q33)
Oregon	In need of attention	Most in need of attention	Accuracy of identification categories reported at district level. Development of standard body of evidence for ID. Capacity building in instruction through differentiation - next big step.
Pennsylvania	Most in need of attention	Most in need of attention	Funding for professional development and additional coordinators/gifted education teachers
Rhode Island			
South Carolina	In need of attention	In need of attention	
South Dakota			
Tennessee	Most in need of attention	Most in need of attention	
Texas	In need of attention	In need of attention	Identifying and successfully serving students from poverty and twice-exceptional students
Utah	In need of attention	In need of attention	Principals need more training in the area of gifted education.
Vermont			
Virginia	Neutral	In need of attention	mandate of a full-time, gifted education endorsed, coordinator for oversight of division level services
Washington	Most in need of attention	Most in need of attention	
West Virginia	In need of attention	In need of attention	Curriculum that differentiates state standards
Wisconsin	Most in need of attention	In need of attention	Professional development for administrators
Wyoming	In need of attention	Most in need of attention	
Summary	*Responses: 41* Most in need: 1 In need: 5 Neutral: 8 Not in need: 15 Least in need: 12	*Responses: 42* Most in need: 1 In need: 20 Neutral: 14 Not in need: 7 Least in need: 0	*Responses: 22*

TABLE 10: STATE GIFTED EDUCATION ADVISORY COMMITTEES

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Alabama	No				
Alaska					
Arizona	Yes		Yes, but not required by state law, regulation, or policy Other - State Director of Gifted Education. Our Arizona Association for the Gifted and Talented (AAGT) Board of Directors provides input and works closely with the state director.	Study issues impacting gifted students Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
Arkansas	Yes	Yes, required by state law, regulation, or policy Governor	No, not required by state law, regulation, or policy	Study issues impacting gifted students Make recommendations about gifted student education to the governor Recommend or provide input on law and policies	Yes Arkansas Advisory Council for the Education of Gifted and Talented Children - Annual Report: Contact office of Gifted/Talented and Advanced Placement at the Arkansas Department of Education
California	No				

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Colorado	Yes	Yes, but not required by state law, regulation, or policy State superintendent/State board of education	No, not required by state law, regulation, or policy	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	Yes http://www.cde.state.co.us/gt/councomm.htm
Connecticut	No				
Delaware	Yes	Yes, but not required by state law, regulation, or policy State superintendent/State board of education	No, not required by state law, regulation, or policy	Study issues impacting gifted students Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
D.C.					
Florida	Yes	Yes, but not required by state law, regulation, or policy Other: SEA	No, not required by state law, regulation, or policy	Study issues impacting gifted students Disseminate information about gifted education throughout the state	Yes Guidance on Developing a State Plan and Framework for Gifted Education

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Georgia	Yes	Yes, but not required by state law, regulation, or policy Other: Gifted Education Specialist at the SEA	Yes, but not required by state law, regulation, or policy Other: Gifted Education Specialist at the SEA	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	No
Guam	Yes	No, not required by state law, regulation, or policy	No, not required by state law, regulation, or policy		No
Hawaii	Yes	Yes, but not required by state law, regulation, or policy Other: State G/T Specialist	No, not required by state law, regulation, or policy	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Other: Plan Conferences	No
Idaho					
Illinois	Yes	Yes, required by state law, regulation, or policy State superintendent/State board of education	Yes, required by state law, regulation, or policy State superintendent/State board of education	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
Indiana	No				
Iowa	No				

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Kansas	No				
Kentucky	Yes	Yes, required by state law, regulation, or policy State superintendent/State board of education	No, not required by state law, regulation, or policy	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Make recommendations about gifted student education to the governor Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities: Advocate for gifted and talented students	Yes Annual Report for Gifted and Talented. It is not available on-line.
Louisiana	No				
Maine					
Maryland	Yes	Yes, but not required by state law, regulation, or policy Other: State Superintendent of Schools	No, not required by state law, regulation, or policy	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities	Yes Annual Update to the Superintendent is posted on the website at www.marylandpublicschools.org/msde/programs/giftedtalented

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Massachusetts	Yes	Yes, required by state law, regulation, or policy Other: Board of Education	No, not required by state law, regulation, or policy	Study issues impacting gifted students Make recommendations about gifted student education to the state board of education	Yes Board of Ed Advisory Councils Report, pp. 30-33 http://www.doe.mass.edu/boe/sac/10annual.doc
Michigan	No				
Minnesota	Yes	Yes, but not required by state law, regulation, or policy Other: to leadership and the public upon request	Yes, but not required by state law, regulation, or policy	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
Mississippi	Yes	No, not required by state law, regulation, or policy	Yes, but not required by state law, regulation, or policy State superintendent/State board of education	Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies	No
Missouri	No				
Montana	No				
Nebraska	No				
Nevada					
New Hampshire	No				
New Jersey	No				

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
New Mexico	Yes	No, not required by state law, regulation, or policy	Yes, but not required by state law, regulation, or policy Other: to state inquiries in general	Study issues impacting gifted students Disseminate information about gifted education throughout the state	No
New York	No				
North Carolina	No				
North Dakota					
Ohio	Yes	No, not required by state law, regulation, or policy	Yes, but not required by state law, regulation, or policy Other: Director, Office for Exceptional Children	Recommend or provide input on law and policies	No
Oklahoma	No				
Oregon	No				
Pennsylvania	No				
Rhode Island					
South Carolina	No				
South Dakota	No				
Tennessee	No				
Texas	Yes	Yes, but not required by state law, regulation, or policy Other: Commissioner of Education	No, not required by state law, regulation, or policy Other	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Recommend or provide input on law and policies Disseminate information about gifted education throughout the state	No
Utah	No				
Vermont					

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Virginia	Yes	Yes, required by state law, regulation, or policy State superintendent/State board of education	No, not required by state law, regulation, or policy	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Make recommendations about gifted student education to the state board of education Recommend or provide input on law and policies Include a membership representative of the state's business and educational communities	Yes All reports and guidance documents produced in part by the committee can be found under the Resources linked on this page: http://www.doe.virginia.gov/instruction/gifted_ed/index.shtml
Washington	Yes	Yes, but not required by state law, regulation, or policy State superintendent/ State board of education	Yes, required by state law, regulation, or policy Other: Quality Education Council	Study issues impacting gifted students Produce reports and/or data on gifted education in the state Other: Report to Legislature and Quality Education Council (Ad-hoc group active in 2010 only)	Yes Highly Capable Program Technical Working Group Recommendations posted on OSPI website
West Virginia	No				
Wisconsin	Yes	Yes, but not required by state law, regulation, or policy Other: State Director for Gifted Education	No, not required by state law, regulation, or policy	Recommend or provide input on law and policies Disseminate information about gifted education throughout the state Include a membership representative of the state's business and educational communities Other: Provide feedback on statewide initiatives that might impact gifted education	No
Wyoming	No				

	Statewide GT advisory committee (Q34)	Standing committee (Q35) Reporting channels (Q36)	Ad-hoc committee (Q37) Reporting channels (Q38)	Functions/activities of advisory committee (Q39)	Written report within last three years (Q40) Title and access method (Q41)
Summary	*Responses: 44* No: 24 Yes: 20	*Responses: 19, 15* Yes, required… : 5 Yes, but not required… : 10 No, not required… : 4 State superintendent/State board of education: 6 Governor: 1 Other: 8	*Responses: 20, 8* Yes, required… : 2 Yes, but not required… : 6 No, not required… : 12 State superintendent/State board of education: 2 Other: 6	*Responses: 19* Study issues impacting gifted students: 16 Recommend or provide input on law and policies: 14 Disseminate information about gifted education throughout the state: 12 Make recommendations about gifted student education to the state board of education: 10 Produce reports and/or data on gifted education in the state: 7 Include a membership representative of the state's business and educational communities: 6 Make recommendations about gifted student education to the governor: 2 Other: 3	*Responses: 20, 8* No: 12 Yes: 8

TABLE 11: DEFINITIONS OF GIFTED AND TALENTED STUDENTS

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Alabama	No	Yes, in state rules and regulations Alabama Administrative Code 290-8-9-.12(1) Definition https://docs.alsde.edu/documents/65/AAC%20Gifted%20Code_5-14-2009.pdf	Intellectually gifted Academically gifted Creatively gifted Highly or profoundly gifted Low SES Underachieving Geographically isolated/rural Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes
Alaska				
Arizona	Yes, at the local level	Yes, in state statute Yes, in state rules and regulations	Intellectually gifted Academically gifted	Yes
Arkansas	Yes, at the local level	Yes, in state statute Yes, in state rules and regulations Arkansas Law 6-20-2303 Arkansas Gifted and Talented Program Approval Standards http://arkansased.org/about/pdf/current/ade_080_gifted_talented_09_current.pdf	Intellectually gifted Creatively gifted Other: task commitment and/or motivation	Yes
California	No	Yes, in state statute Yes, in state rules and regulations Education Code 52200-52212 http://www.leginfo.ca.gov/cgi-bin/waisgate?WAISdocID=28493811598+0+0+0&WAISaction=retrieve	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Highly or profoundly gifted Low SES Underachieving Culturally/ethnically diverse	No

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Colorado	Yes, at the state level	Yes, in state statute Yes, in state rules and regulations 22-20-R-12.00 (7) http://www.cde.state.co.us/gt/lawsregs.htm	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes
Connecticut	No	Yes, in state statute Connecticut General Statutes (C.G.S.) 10-76a(5) http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320938	Intellectually gifted Performing/visual arts Highly or profoundly gifted	Yes
Delaware	No	Yes, in state statute Title 14, Delaware Code, 1975, 1993 http://www.doe.k12.de.us/infosuites/students_family/gifted/definition.shtml	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: psychomotor ability	No
D.C.				
Florida	Yes, at the state level	Yes, in state statute Section 1003.01, Florida Statute, and Rule 6A-6.03019, State Board of Education Rules http://www.fldoe.org/ese/pdf/1b-stats.pdf	Intellectually gifted Academically gifted	Yes
Georgia	Yes, at the local level	Yes, in state statute GA 160-4-2-.38 Education Program for Gifted Students Code: IDDD http://www.legis.state.ga.us/cgi-bin/gl-codes-detail.pl?code=20-2-152	Intellectually gifted Academically gifted Specific academic areas Creatively gifted Culturally/ethnically diverse	Yes

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Guam	Yes, at the local level	Yes, other: Educational Policy and GATE Program no codes gdoe.net	Intellectually gifted Academically gifted Leadership Performing/visual arts Creatively gifted Underachieving Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes
Hawaii	Yes, other: School level	Yes, in state rules and regulations Yes, other: BOE Policy Hawaii Administrative Rules Chapter 51 Hawaii BOE Policy 2102 http://gt.k12.hi.us	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Other: Psychomotor	Yes
Idaho				
Illinois	No	Yes, in state statute 105ILCS 5/14A http://www.isbe.net/grants/html/gifted_resources.htm	Specific academic areas	Yes
Indiana	No	Yes, in state statute Yes, in state rules and regulations IC 20-36-2-2 http://www.in.gov/legislative/ic/code/title20/ar36/ch2.html	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: Technical and practical arts	Yes
Iowa	No	Yes, in state statute Iowa Code 257.44 Gifted and talented children defined. http://search.legis.state.ia.us/NXT/gateway.dll/ic/1/13/9578/9579/9735/9782?f=templates$fn=default.htm$q=[field 257.44]$x=Advanced#LPHit1	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Kansas	Yes, at the state level	Yes, in state statute Yes, in state rules and regulations Yes, other: Part of the special education IEP process for gifted students K.S.A. 72-962(h) and K.A.R. 91-40-1(c) http://www.ksde.org/default.aspx?tabid=2833	Intellectually gifted	Yes
Kentucky	Yes, at the local level	Yes, in state statute 704 KAR 3:285 http://www.lrc.state.ky.us/kar/704/003/285.htm	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Underachieving Culturally/ethnically diverse Disabled gifted ESL/ELL Other: gender, underachieving,	Yes
Louisiana	Yes, other: yes, at state and local levels	Yes, in state statute Yes, in state rules and regulations Louisiana RS 17:1942 http://www.legis.state.la.us/lss/lss.asp?doc=80046	Intellectually gifted Academically gifted Performing/visual arts Other: Performing Arts/ Music Performing Arts/ Theatre	Yes
Maine	Yes, at the local level	Yes, in state statute Citation: Statute Title 20A sections 8102-8104 Rule Chapter 104 http://www.maine.gov/education/gt/index.html	Intellectually gifted Specific academic areas Performing/visual arts Creatively gifted	Yes
Maryland	No	Yes, in state statute Maryland Annotated Code, Section 8-201 www.marylandpublicschools.org/msde/programs/giftedtalented	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	No
Massachusetts	No	No definition		
Michigan	No	No definition		

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Minnesota	Yes, at the local level	Yes, other: Minnesota Automated Reporting Student System (MARSS) Automated Reporting Student System (MARSS) Gifted and Talented Participation http://education.state.mn.us/mdeprod/groups/Finance/documents/Manual/009441.pdf	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Underachieving Geographically isolated/rural Culturally/ethnically diverse ESL/ELL	No
Mississippi	Yes, at the local level	Yes, in state statute MS Code 37-23-175 http://www.lexisnexis.com/hottopics/mscode/	Intellectually gifted Academically gifted Leadership Performing/visual arts Creatively gifted Low SES Underachieving Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes
Missouri	No	Yes, in state statute Yes, in state rules and regulations RSMo162.675 www.moga/statutes/C100-199/1620000675.HTM	Intellectually gifted Performing/visual arts Highly or profoundly gifted	No
Montana		Yes, in state rules and regulations Montana Code Annotated 20.7.901-904 Districts further define the definition locally http://data.opi.mt.gov/bills/mca/20/7/20-7-901.htm	Other: Gifted and talented means children of outstanding abilities who are capable of high performance	Yes
Nebraska	Yes, at the local level	Yes, in state rules and regulations 001.01C. Section 79-11107(3) http://www.education.ne.gov/LEGAL/webrulespdf/CLEAN3_1998.pdf	Intellectually gifted Academically gifted Performing/visual arts Creatively gifted	No
Nevada				
New Hampshire	No	No definition		

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
New Jersey	No	Yes, in state rules and regulations N.J.A.C. 6A:8-1.3 http://www.state.nj.us/education/code/current/title6a/chap8.pdf		Yes
New Mexico		Yes, other: Gifted Manual N/A N/A	Academically gifted Geographically isolated/rural Culturally/ethnically diverse Other	Yes
New York	Yes, at the local level	Yes, in state statute Chapter 740 of the Laws of 1982 NY Edn Law Article 90 Section 4452 http://www.p12.nysed.gov/ciai/gt/home.html http://public.leginfo.state.ny.us/LAWSSEAF.cgi?QUERYTYPE=LAWS+&QUERYDATA=@SLEDN0T6A90+&LIST=SEA5+&BROWSER=EXPLORER+&TOKEN=26456838+&TARGET=VIEW	Intellectually gifted Academically gifted Performing/visual arts	Yes
North Carolina	Yes, other: State AIG Program Standards, Board Policy	Yes, in state statute NC General Statutes, Article 9B ~115C-150.5-.8 http://www.ncga.state.nc.us/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf	Intellectually gifted Academically gifted Specific academic areas Low SES Culturally/ethnically diverse	Yes
North Dakota				
Ohio	No	Yes, in state statute Ohio Revised Code 3324.01-.07 http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=503&ContentID=7642&Content=102765	Intellectually gifted Academically gifted Specific academic areas Performing/visual arts Creatively gifted	Yes
Oklahoma	Yes, at the local level	Yes, in state statute Yes, in state rules and regulations Oklahoma Statute 70 Section 1210.301-307 http://sde.state.ok.us/Curriculum/GiftTalent/law.html	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Oregon	Yes, at the local level	Yes, in state statute Yes, in state rules and regulations Oregon Revised Statute 343.391 - 343.413(7) http://www.ode.state.or.us/policy/state/laws/tagors.pdf http://www.ode.state.or.us/policy/state/rules/tagoar.pdf	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: Potential to perform as gifted	Yes
Pennsylvania	Yes, at the local level	Yes, in state rules and regulations Chapter 16 Section 16.1 http://www.pacode.com/secure/data/022/chapter16/s/16/html	Intellectually gifted Academically gifted Specific academic areas Creatively gifted Culturally/ethnically diverse Disabled gifted ESL/ELL	
Rhode Island				
South Carolina	No	Yes, in state rules and regulations SC State Board of Education Regulation 43:220 http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/gifted_talented/documents/June2004GTRegulation.pdf	Academically gifted Specific academic areas Performing/visual arts	Yes
South Dakota	No	No definition		
Tennessee	Yes, other: Required in the evaluation and required at the IEP Team level	Yes, in state statute 0520-01-09-.02(11) http://www.tennessee.gov/education/speced/legal.shtml	Intellectually gifted	Yes

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Texas	Yes, at the local level	Yes, in state statute Yes, in state rules and regulations Texas Education Code (TEC) 29.121 The Texas State Plan for the Education of Gifted/Talented Students, pg. 18. http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.29.htm#29.121 http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147487537&libID=2147487535	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Other: All subpopulations	Yes
Utah		Yes, in state rules and regulations The rule has just been changed and the survey asks for 2010-11 school year. Utah Code 53A-17a-120 www.schools.utah.gov	Intellectually gifted Academically gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	No
Vermont				
Virginia	Yes, at the local level	Yes, in state rules and regulations Virginia Administrative Code 8VAC20-40-10 et. sequence http://leg1.state.va.us/000/reg/TOC08020.HTM#C0040	Intellectually gifted Specific academic areas Performing/visual arts Other: Career and Technical Aptitude	Yes
Washington	Yes, other: Parent permission to test and place in program	Yes, in state rules and regulations Revised Code of Washington (RCW) chapter 28A.185 http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.185	Intellectually gifted Specific academic areas Leadership Creatively gifted	Yes
West Virginia	Yes, at the local level	Yes, in state rules and regulations WV State Board Policy 2419 http://wvde.state.wv.us/policies/	Intellectually gifted Academically gifted Low SES Culturally/ethnically diverse Disabled gifted ESL/ELL	Yes

	Require parent involvement in GT decisions (Q42)	State definition of GT (Q43) Citation, URL for definition (Q46, Q47)	Areas of giftedness addressed in state definition(s) (Q44)	Require LEAs to follow state definition (Q45)
Wisconsin	Yes, at the local level	Yes, in state statute Yes, in state rules and regulations Wis. Stat. sec. 121.02(1)(t) Wis. Stat. sec. 118.35 Wis. Admin. Code sec. PI 8.01(2)(t)(2) http://dpi.wi.gov/cal/gift-law.html	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted	Yes
Wyoming	No	Yes, other: Advisory committee definition Wyoming State Statute 21-9-101 (c) ii http://legisweb.state.wy.us/LSOWeb/StatutesDownload.aspx	Intellectually gifted Specific academic areas Leadership Performing/visual arts Creatively gifted Low SES Culturally/ethnically diverse	No
Summary	*Responses: 42* No: 17 Yes, at the local level: 17 Yes, at the state level: 3 Yes, other: 5	*Responses: 45, 40, 40* Yes, in state statute: 26 Yes, in state rules and regulations: 23 Yes, other: 6 No definition: 4	*Responses: 40* Intellectually gifted: 36 Performing/visual arts: 26 Academically gifted: 25 Creatively gifted: 24 Specific academic areas: 24 Leadership: 18 Culturally/ethnically diverse: 13 Low SES: 9 ESL/ELL: 8 Disabled gifted: 7 Underachieving: 6 Highly or profoundly gifted: 4 Geographically isolated/rural: 3 Other: 11	*Responses: 40* Yes: 32 No: 8

TABLE 12: MANDATES FOR IDENTIFICATION AND GIFTED AND TALENTED SERVICES

	State mandate for GT (Q48)	Areas included in mandate (Q49)	Authority for mandate (Q50) Citation (Q51)	Mandate funded (Q52)
Alabama	Yes	Identification Services Other: Child Find, Acceleration, General Education Accommodations	State law specific to disabled and gifted education The Alabama Exceptional Child Education Act (Act 106) (Alabama Code 16-39-1 et seq.)	Mandated with no funding
Alaska				
Arizona	Yes	Identification Services	State law specific to gifted education Administrative rule SEA guidelines https://www.azed.gov/asd/gifted/ArizonaGiftedEducationStatutesAdministrativeCode.pdf	Mandated with no funding
Arkansas	Yes	Identification Services Other: Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.	State law specific to gifted education Administrative rule State Department of Education policy Arkansas Law 6-20-2208, 6-42-102, 6-42-109	Mandated with partial funding
California	No			
Colorado	Yes	Identification Services Other: A program plan describing the gifted program is required from each administrative unit.	State law specific to gifted education Administrative rule SEA guidelines http://www.cde.state.co.us/gt/lawsregs.htm	Mandated with partial funding
Connecticut	Yes	Identification	State law specific to disabled and gifted education State Department of Education policy Connecticut General Statutes Section 10-76d(a)(1) http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320938 see also: State Board of Education Position statement on Gifted and Talented (1993) http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/gifted_and_talented/gt_position_statement.pdf	Mandated with no funding
Delaware	No			
D.C.				

	State mandate for GT (Q48)	Areas included in mandate (Q49)	Authority for mandate (Q50) Citation (Q51)	Mandate funded (Q52)
Florida	Yes	Services	State law specific to gifted education Administrative rule section 1003.57, Florida Statute	Mandated with partial funding
Georgia	Yes	Identification Services Other: student continuation reviews, student plans of improvement and exit requirements and segments of time	State law specific to gifted education State law specific to disabled and gifted education State Department of Education policy http://www.doe.k12.ga.us/_documents/doe/legalservices/160-4-2-.38.pdf	Mandated with full funding
Guam	Yes	Services	State law specific to gifted education State law specific to disabled and gifted education State Department of Education policy no citation	Mandated with partial funding
Hawaii	Yes	Identification Services	Administrative rule State Department of Education policy http://gt.k12.hi.us	Mandated with no funding
Idaho				
Illinois	No			
Indiana	Yes	Identification Services	State law specific to gifted education Administrative rule IC 20-36 511 IAC 6-9-1	Mandated with partial funding
Iowa	Yes	Identification Services	State law specific to gifted education Administrative rule 281—59.1(257) Scope and general principles. 59.1(1) Scope. These rules apply to the provision of gifted and talented programs authorized in Iowa Code sections 257.42 to 257.49, for students who are identified as gifted and talented and who are enrolled in public school districts in this state. http://search.legis.state.ia.us/NXT/gateway.dll/ic/1/13/9578/9579/9580/9593?f=templates$fn=default.htm$q=[field 256.11]$x=Advanced#LPHit1	Mandated with full funding

	State mandate for GT (Q48)	Areas included in mandate (Q49)	Authority for mandate (Q50) Citation (Q51)	Mandate funded (Q52)
Kansas	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education http://www.ksde.org/default.aspx?tabid=2833	Mandated with partial funding
Kentucky	Yes	Identification Services Other: evidence	State law specific to disabled and gifted education Administrative rule 704 KAR 3:285	Mandated with partial funding
Louisiana	Yes	Identification Services	State law specific to gifted education State law specific to disabled and gifted education Louisiana RS 17L 1942 et seq. www.legis.state.la.us/lss/newWin.asap?doc=80045	Mandated with partial funding
Maine	Yes	Identification Services	State law specific to gifted education Citation: Statute Title 20A sections 8102-8104 Chapter 104	Mandated with partial funding
Maryland	No			
Massachusetts	No			
Michigan	No			
Minnesota	No			
Mississippi	Yes	Identification Services	State law specific to gifted education SEA guidelines State Department of Education policy SB policy 3700 MS Code 37-23-171-179	Mandated with full funding
Missouri	No			
Montana	Yes	Identification Services	Administrative rule Administrative Rules of Montana 11.55.804 http://www.mtrules.org/gateway/ruleno.asp?RN=10.55.804	Mandated with partial funding
Nebraska	Yes	Identification Other: Identification is mandated. Districts apply for state grants (Plans) to deliver services.	State law specific to gifted education Rule 3 001.01 Statutory Authority	Mandated with partial funding

	State mandate for GT (Q48)	Areas included in mandate (Q49)	Authority for mandate (Q50) Citation (Q51)	Mandate funded (Q52)
Nevada				
New Hampshire	No			
New Jersey	Yes	Identification Services	Other: Administrative Code http://www.state.nj.us/education/code/current/title6a/chap8.pdf	
New Mexico	No			
New York	No			
North Carolina	Yes	Identification Services Other: Local Plan Development; professional development component, community involvement component, program evaluation component; adhere to State Board guidelines, which now relate to NC AIG Program Standards	State law specific to gifted education SEA guidelines State Department of Education policy http://www.ncga.state.nc.us/EnactedLegislation/Statutes/pdf/ByArticle/Chapter_115c/Article_9B.pdf	Mandated with partial funding
North Dakota				
Ohio	Yes	Identification	State law specific to gifted education Administrative rule Ohio Revised Code 3324.01-.07 Ohio Administrative Code 3301-51-15 http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=503&ContentID=7642&Content=102765	Mandated with partial funding
Oklahoma	Yes	Identification Services	State law specific to gifted education Administrative rule SEA guidelines State Department of Education policy http://sde.state.ok.us/Curriculum/GiftTalent/law.html http://sde.state.ok.us/Curriculum/GiftTalent/regulations.html	Mandated with full funding

	State mandate for GT (Q48)	Areas included in mandate (Q49)	Authority for mandate (Q50) Citation (Q51)	Mandate funded (Q52)
Oregon	Yes	Identification Services	State law specific to gifted education Administrative rule http://www.ode.state.or.us/policy/state/laws/tagors.pdf http://www.ode.state.or.us/policy/state/rules/tagoar.pdf	Mandated with partial funding
Pennsylvania	Yes	Identification Services	State law specific to disabled and gifted education Citation: Chapter 16 Section 16.2(d)and Section 16.21 http://www.pacode.com/secure/data/022/chapter16/s/a6.2html	Mandated with no funding
Rhode Island				
South Carolina	Yes	Identification Services	State law specific to gifted education http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/old/cso/gifted_talented/documents/GTLegislation.pdf	Mandated with partial funding
South Dakota	No			
Tennessee	Yes	Identification	State law specific to gifted education T.C.A. 49-10-102(1)(A) and (B)	
Texas	Yes	Identification Services Other: Professional Development, Service Design, and Family/Community Involvement	State law specific to gifted education Administrative rule SEA guidelines Texas Education Code (TEC) 29.121 - 29.123 and 42.156 Texas Administrative Code (TAC) 89.1 - 89.5 and 105.11	Mandated with partial funding
Utah	Yes	Not specified	State law specific to gifted education State Department of Education policy www.schools.utah.gov Board Rule R277-711-3 *Note: There was a change in code and rule during the 2011 legislative session.	Mandated with partial funding
Vermont				

	State mandate for GT (Q48)	Areas included in mandate (Q49)	Authority for mandate (Q50) Citation (Q51)	Mandate funded (Q52)
Virginia	Yes	Identification Services	Administrative rule http://leg1.state.va.us/000/reg/TOC08020.HTM#C0040	Mandated with partial funding
Washington	No			
West Virginia	Yes	Identification Services	State law specific to disabled and gifted education WV Code 18-20-1 http://www.legis.state.wv.us/WVCODE/Code.cfm?chap=18&art=20#20	
Wisconsin	Yes	Identification Services Other: Board-approved gifted education plan, designate a coordinator, provide opportunity for parental participation in the identification process and subsequent programming decisions	State law specific to gifted education Administrative rule Wis. Stat. sec. 121.02(1)(t) Wis. Stat. sec. 118.35 Wis. Admin. Code sec. PI 8.01(2)(t)2	Mandated with partial funding
Wyoming	No			
Summary	*Responses: 45* Yes: 31 No: 14	*Responses: 31* Identification: 28 Services: 26 Other: 9 Not specified: 1	*Responses: 31, 31* State law specific to gifted education: 22 Administrative rule: 15 State law specific to disabled and gifted education: 9 State Department of Education policy: 9 SEA guidelines: 6 Other: 1	*Responses: 28* Mandated with partial funding: 19 Mandated with no funding: 5 Mandated with full funding: 4

TABLE 13: REQUIRED SERVICES THAT ARE ALIGNED WITH SPECIAL EDUCATION (PART 1)

	Required services for GT students (Q53)				
	Free appropriate public ed.	**Child Find**	**IEP for GT students**	**Least restrictive environment**	**Non-discriminatory testing**
Alabama	Yes, by state special education law	Yes, by other state law	Yes, by other state law No, it is not required	No, it is not required	Yes, by other state law
Alaska					
Arizona	No, it is not required	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
Arkansas	No, it is not required	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
California	Yes, by other state law	No, it is not required	No, it is not required	Yes, by state special education law	Yes, by state special education law
Colorado	No, it is not required	No, it is not required	Yes, by other state law	No, it is not required	No, it is not required
Connecticut	No, it is not required	Yes, by state special education law	No, it is not required	No, it is not required	No, it is not required
Delaware	Yes, by other state law	No, it is not required	No, it is not required	No, it is not required	No, it is not required
D.C.					
Florida	Yes, by state special education law	No, it is not required	Yes, by state special education law	No, it is not required	No, it is not required
Georgia	Yes, by state special education law Yes, by other state law	Yes, by other state law	No, it is not required	Yes, by state special education law	Yes, by state special education law Yes, by other state law
Guam	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law
Hawaii	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Idaho					
Illinois	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Indiana	Yes, by other state law	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
Iowa	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Kansas	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law		Yes, by state special education law
Kentucky	No, it is not required	No, it is not required	Yes, by other state law	No, it is not required	No, it is not required
Louisiana	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	No, it is not required	Yes, by state special education law

	Required services for GT students (Q53)				
	Free appropriate public ed.	Child Find	IEP for GT students	Least restrictive environment	Non-discriminatory testing
Maine	Yes, by state special education law	No, it is not required	No, it is not required	No, it is not required	Yes, by state special education law
Maryland	No, it is not required	No, it is not required		No, it is not required	No, it is not required
Massachusetts	Yes, by other state law	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Michigan	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Minnesota	Yes, by other state law	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
Mississippi	Yes, by other state law	Yes, by other state law	No, it is not required	No, it is not required	Yes, by other state law
Missouri	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Montana	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Nebraska	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Nevada					
New Hampshire	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
New Jersey					
New Mexico	Yes, by other state law	Yes, by other state law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law
New York	No, it is not required		No, it is not required	Yes, by state special education law	Yes, by state special education law
North Carolina	Yes, by other state law	Yes, by other state law	Yes, by other state law	No, it is not required	No, it is not required
North Dakota					
Ohio	No, it is not required	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
Oklahoma	Yes, by other state law				Yes, by other state law
Oregon	Yes, by other state law	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Pennsylvania	No, it is not required	Yes, by state special education law Yes, by other state law	Yes, by state special education law Yes, by other state law	No, it is not required	Yes, by state special education law Yes, by other state law
Rhode Island					
South Carolina	Yes, by other state law	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
South Dakota					
Tennessee	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	No, it is not required	Yes, by state special education law

	Required services for GT students (Q53)				
	Free appropriate public ed.	**Child Find**	**IEP for GT students**	**Least restrictive environment**	**Non-discriminatory testing**
Texas	No, it is not required	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Utah	Yes, by other state law	No, it is not required	No, it is not required	Yes, by state special education law	Yes, by other state law
Vermont					
Virginia	No, it is not required	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law
Washington	No, it is not required	No, it is not required	Yes, by other state law	No, it is not required	Yes, by other state law
West Virginia	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law		Yes, by state special education law
Wisconsin	Yes, by other state law	Yes, by other state law	No, it is not required	Yes, by state special education law	Yes, by other state law
Wyoming	Yes, by other state law		No, it is not required		
Summary	*Responses: 43* Yes, by state special education law: 9 Yes, by other state law: 15 No, it is not required: 20	*Responses: 40* Yes, by state special education law: 7 Yes, by other state law: 7 No, it is not required: 27	*Responses: 41* Yes, by state special education law: 8 Yes, by other state law: 6 No, it is not required: 29	*Responses: 39* Yes, by state special education law: 7 Yes, by other state law: 0 No, it is not required: 32	*Responses: 42* Yes, by state special education law: 11 Yes, by other state law: 15 No, it is not required: 18

TABLE 14: REQUIRED SERVICES THAT ARE ALIGNED WITH SPECIAL EDUCATION (PART 2)

	Required services for GT students (Q53)			
	Mediation	**Due process**	**Dispute resolution**	**Related services, with description**
Alabama	Yes, by other state law	No, it is not required	Yes, by other state law	No, it is not required
Alaska				
Arizona	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Arkansas	No, it is not required	No, it is not required	No, it is not required	No, it is not required
California	No, it is not required	Yes, by other state law	Yes, by other state law	No, it is not required
Colorado	No, it is not required	No, it is not required	Yes, by other state law	No, it is not required
Connecticut	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Delaware	No, it is not required	No, it is not required	No, it is not required	No, it is not required
D.C.				
Florida	No, it is not required	Yes, by other state law	Yes, by state special education law	No, it is not required
Georgia	Yes, by state special education law	Yes, by state special education law Yes, by other state law	Yes, by state special education law Yes, by other state law	
Guam	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Hawaii	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Idaho				
Illinois	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Indiana	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Iowa	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Kansas	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law Developmental, corrective, and supportive services that are required to assist an exceptional child to benefit from special education related services
Kentucky	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Louisiana	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law Counseling and transportation

	Required services for GT students (Q53)			
	Mediation	Due process	Dispute resolution	Related services, with description
Maine	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Maryland	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Massachusetts	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Michigan	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Minnesota	No, it is not required	No, it is not required	No, it is not required	Yes, by other state law Minnesota Statutes, section 120B.15 GIFTED and TALENTED STUDENTS PROGRAMS Section (c) directs school districts and charter schools to adopt procedures for the academic acceleration of gifted and talented students that include an assessment of students' readiness and motivation for acceleration and a match between the curriculum and the students' academic needs.
Mississippi	Yes, by other state law	Yes, by other state law	No, it is not required	Yes, by other state law Twice exceptional rulings require that students be served in both Sped and gifted.
Missouri	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Montana	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Nebraska	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Nevada				
New Hampshire	No, it is not required	No, it is not required	No, it is not required	No, it is not required
New Jersey				
New Mexico	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law
New York		Yes, by state special education law		
North Carolina	Yes, by other state law	Yes, by other state law	Yes, by other state law	Yes, by other state law Based on local plan.
North Dakota				
Ohio	No, it is not required	No, it is not required	No, it is not required	No, it is not required

	Required services for GT students (Q53)			
	Mediation	**Due process**	**Dispute resolution**	**Related services, with description**
Oklahoma		Yes, by other state law	Yes, by other state law	Yes, by other state law Programming options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school.
Oregon	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Pennsylvania	Yes, by state special education law Yes, by other state law	Yes, by state special education law Yes, by other state law	Yes, by state special education law Yes, by other state law	No, it is not required
Rhode Island				
South Carolina	No, it is not required	No, it is not required	No, it is not required	No, it is not required
South Dakota				
Tennessee	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Texas	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Utah	No, it is not required	No, it is not required	No, it is not required	No, it is not required
Vermont				
Virginia	No, it is not required	Yes, by other state law	No, it is not required	No, it is not required
Washington	No, it is not required	No, it is not required	No, it is not required	No, it is not required
West Virginia	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law	Yes, by state special education law Speech, Physical Therapy, Occupational Therapy, Nursing Care Plan
Wisconsin	Yes, by other state law	Yes, by other state law	Yes, by other state law	Yes, by other state law Education for Employment
Wyoming	Yes, by other state law	No, it is not required	Yes, by other state law	No, it is not required
Summary	*Responses: 40* Yes, by state special education law: 6 Yes, by other state law: 5 No, it is not required: 30	*Responses: 42* Yes, by state special education law: 7 Yes, by other state law: 9 No, it is not required: 28	*Responses: 41* Yes, by state special education law: 7 Yes, by other state law: 8 No, it is not required: 28	*Responses: 40* Yes, by state special education law: 4 Yes, by other state law: 5 No, it is not required: 31

TABLE 15: REQUIREMENTS FOR IDENTIFICATION

	Require specific criteria/ methods to identify (Q54)	Required criteria/methods (Q55)	Percent of LEAs that identify GT (Q56)
Alabama	Yes, determined at the state level	IQ scores Multiple criteria model Range of state-approved assessments from which LEAs may select	90%
Alaska			
Arizona	Yes, determined at the local level	IQ scores Nominations Range of state-approved assessments from which LEAs may select Other: Schools may use additional methods for identifying gifted learners beyond the minimum threshold in statute.	100% of school districts in Arizona are required to provide for identifying and serving gifted learners. Charter schools are currently exempt from the state mandate - though they may choose to 'opt in'.
Arkansas	Other: Arkansas Gifted and Talented Program Approval standards require a general process for identification that allows districts some freedom to develop their own system meeting state requirements.	Multiple criteria model Other: 2 objective measures, 2 subjective measures - one of those four measures must measure creativity	100%
California	Yes, determined at the local level	Not specified	unknown
Colorado	Yes, determined at the state level Yes, determined at the local level	Multiple criteria model	100%
Connecticut	Yes, determined at the local level	Not specified	75%
Delaware	No		68%
D.C.			
Florida	Yes, determined at the state level Yes, determined at the local level	IQ scores Nominations Multiple criteria model	100%
Georgia	Yes, determined at the state level	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	99%

	Require specific criteria/ methods to identify (Q54)	Required criteria/methods (Q55)	Percent of LEAs that identify GT (Q56)
Guam	Yes, determined at the local level	IQ scores Achievement data Nominations	100%
Hawaii	No		N/A: We do not have LEAs in Hawaii
Idaho			
Illinois	No		
Indiana	Yes, determined at the local level	Multiple criteria model	100%
Iowa	Yes, determined at the local level	Multiple criteria model	100%
Kansas	Yes, determined at the local level	Not specified	97%
Kentucky	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data Multiple criteria model Other: District can choose indicators, however, there is a minimum required for each area.	100%
Louisiana	Yes, determined at the state level	IQ scores Achievement data	100%
Maine	Yes, determined at the local level	Multiple criteria model	85%
Maryland	No		23 out of 24
Massachusetts	No		not collected
Michigan	No		50%
Minnesota	No		75%
Mississippi	Yes, determined at the state level Yes, determined at the local level	IQ scores Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	99%
Missouri	Other: If it is to be state approved, yes. If not state approved they can use whatever they choose. No mandate exists to identify or serve.	Other: for state approved program - any of these three areas are required: IQ Achievement, Creativity, Other documented evidence	52%
Montana	Yes, determined at the local level	Multiple criteria model	
Nebraska	No		95%
Nevada			
New Hampshire	No		10%

	Require specific criteria/ methods to identify (Q54)	Required criteria/methods (Q55)	Percent of LEAs that identify GT (Q56)
New Jersey	No		100%
New Mexico	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data	70 to 90 %
New York	Yes, determined at the local level	Not specified	100%
North Carolina	Yes, determined at the local level	Multiple criteria model	100%
North Dakota			
Ohio	Yes, determined at the state level	IQ scores Achievement data	99%
Oklahoma	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	99%
Oregon	Yes, determined at the state level	IQ scores Achievement data Nominations Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
Pennsylvania	Yes, determined at the local level	IQ scores Achievement data Multiple criteria model	100%
Rhode Island			
South Carolina	Yes, determined at the state level	Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select	100%
South Dakota	No		
Tennessee	Yes, determined at the state level	IQ scores Achievement data Multiple criteria model Range of state-approved assessments from which LEAs may select Other: Creativity/Characteristics of Gifted Assessment	100%
Texas	Yes, determined at the local level	Multiple criteria model Other: Qualitative and quantitative measures	100%

	Require specific criteria/ methods to identify (Q54)	Required criteria/methods (Q55)	Percent of LEAs that identify GT (Q56)
Utah	No Other: Each LEA determines the criteria/methods for identification. Board Rules suggest three assessments.	Not specified	No available data
Vermont			
Virginia	Yes, determined at the local level	Range of state-approved assessments from which LEAs may select Other: Depending on the program focus, the identification criteria must include a nationally norm-referenced aptitude and/or achievement test	100%
Washington	Yes, determined at the state level	IQ scores Achievement data Nominations Multiple criteria model	65%
West Virginia	Yes, determined at the state level Yes, determined at the local level	IQ scores Achievement data Range of state-approved assessments from which LEAs may select	100%
Wisconsin	Yes, determined at the local level	Multiple criteria model	Data not available
Wyoming	No		50%
Summary	*Responses: 45* Yes, determined at the local level: 22 Yes, determined at the state level: 15 No: 13 Other: 3	*Responses: 33* Multiple criteria model: 20 IQ scores: 16 Achievement data: 13 Range of state-approved assessments from which LEAs may select: 10 Nominations: 8 Not specified: 5 Other: 7	*Responses: 42*

TABLE 16: REQUIREMENTS FOR IDENTIFICATION (CONTINUED)

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Alabama	Other: Second Grade Child Find; any time as long as child is 6 years of age and enrolled in the public school system.	Elementary school (multiple times) Entering middle school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Yes	Combination of state and LEA policies
Alaska				
Arizona	When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening Other: School districts must provide for identification and appropriate services for all grades K-12.	Elementary school (multiple times) Following parent referral Following teacher referral	Yes	No State law does not specifically require
Arkansas	Other: Districts must formally begin identifying students no later than the beginning of the fourth grade year; however, districts may begin identifying as early as Kindergarten and continue identifying through 12th grade.	Elementary school (one time only) Elementary school (multiple times) Following teacher referral	Yes	Combination of state and LEA policies
California	Not mandated	Elementary school (one time only)	Yes	No State law does not specifically require

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Colorado	Other: K-12 - junctures determined at the local level	Elementary school (multiple times) Entering middle school Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Kindergarten or early entrance screening	Yes	Combination of state and LEA policies
Connecticut	Not mandated	Elementary school (multiple times) Following parent referral Following teacher referral	Yes	No There is no state law on identification process
Delaware	Not mandated	Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening	Yes	No There is no state law on identification process
D.C.				
Florida	Not mandated	Elementary school (multiple times)	Yes	Combination of state and LEA policies
Georgia	Not mandated	Elementary school (one time only) Elementary school (multiple times) Entering middle school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	Yes
Guam	Elementary school (multiple times) When students transfer from in state Following parent referral Following teacher referral Kindergarten or early entrance screening Other: Pre-school GATE is offered	Not specified	Yes	Yes

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Hawaii	Not mandated	Elementary school (one time only) Entering middle school Entering high school When students transfer from out of state Following parent referral Following teacher referral Following student referral	Yes	No State law does not specifically require
Idaho				
Illinois	Not mandated	Not specified	No	
Indiana	Kindergarten or early entrance screening: K - 12	Kindergarten or early entrance screening Other: Law requires students to be identified K - 12. It is a local decision as to when this occurs other than kindergarten.	Yes	No Other
Iowa	Not mandated	Not specified	No	No Other
Kansas	Not mandated	Elementary school (one time only) Elementary school (multiple times) When students transfer from out of state Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	No State law does not specifically require
Kentucky	Elementary school (multiple times) When students transfer from out of state When taking other assessments approved for GT identification Other: Starting in the 4th grade is when they can be formally identified.	Elementary school (multiple times) When students transfer from out of state When taking other assessments approved for GT identification	Yes	Combination of state and LEA policies
Louisiana	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral	Elementary school (multiple times) Entering middle school When students transfer from out of state Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	Combination of state and LEA policies

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Maine	Other: School districts must identify and serve the gt in grades k-12 but no grade is designated for beginning the identification. Usually, identification occurs by grade 3. A review of identification occurs periodically depending on the administrative configuration of the school district. An initial screening is required one time in grades k-12.	Elementary school (multiple times) When students transfer from out of state When students transfer from in state	Yes	Combination of state and LEA policies
Maryland	Not mandated	Elementary school (multiple times) Entering middle school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral When taking other assessments approved for GT identification	Yes	No There is no state law on identification process
Massachusetts	Not mandated	Not specified	No	No There is no state law on identification process
Michigan	Elementary school (multiple times) Entering middle school Entering high school	Elementary school (multiple times) Entering middle school Entering high school	No	No There is no state law on identification process
Minnesota	Not mandated	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Kindergarten or early entrance screening	Yes	No There is no state law on identification process

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Mississippi	Elementary school (one time only) Following parent referral Following teacher referral Following student referral	Elementary school (one time only) Following parent referral Following teacher referral Following student referral	Yes	Yes
Missouri	Not mandated	Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral	Yes	Combination of state and LEA policies
Montana	Not specified	Other: Any time K-12	Yes	No Other
Nebraska	Not mandated	Elementary school (one time only)	Yes	No State law does not specifically require
Nevada				
New Hampshire	Not mandated	Elementary school (one time only) Following parent referral	No	No There is no state law on identification process
New Jersey	Other: ongoing K-12 identification process	Other: ongoing K-12 identification process	Yes	No Other
New Mexico	Kindergarten or early entrance screening	Elementary school (one time only) Elementary school (multiple times)	Yes	Yes
New York	Other: Upon entry into any registered NYS public school	Other: Upon entry into any school a mandatory screening must take place	No	No State law does not specifically require

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
North Carolina	Not mandated	Elementary school (one time only) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening	Yes	Combination of state and LEA policies
North Dakota				
Ohio	Following parent referral Following teacher referral Following student referral Other: K-12 if referred	Following parent referral Following teacher referral Following student referral Other: Following whole grade screening	Yes	Yes
Oklahoma	Other: School entry	Elementary school (multiple times) Following teacher referral When taking other assessments approved for GT identification Other: School entry	Yes	Yes
Oregon	Not mandated	Elementary school (multiple times) Entering middle school Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Yes	Combination of state and LEA policies
Pennsylvania	Following parent referral Following teacher referral	Following parent referral Following teacher referral		No State law does not specifically require
Rhode Island				

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
South Carolina	Not mandated	Elementary school (multiple times) Entering middle school Entering high school When students transfer from in state Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification	Yes	Yes
South Dakota			No	
Tennessee	Not mandated	Elementary school (one time only) Elementary school (multiple times) When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Other: Required grade level screening for gifted no later than grade 4	Yes	Yes
Texas	When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening	Elementary school (one time only) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral Kindergarten or early entrance screening	Yes	No Other
Utah	Not mandated	Elementary school (multiple times) Entering middle school Entering high school Following parent referral Following teacher referral Kindergarten or early entrance screening	No	No There is no state law on identification process
Vermont				
Virginia	Other: Throughout K through 12th grade	Other: Throughout K through12th grade	Yes	Combination of state and LEA policies

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Washington	Not mandated	Elementary school (multiple times) Entering middle school Entering high school When students transfer from out of state When students transfer from in state Following parent referral Following teacher referral Following student referral When taking other assessments approved for GT identification Kindergarten or early entrance screening	Yes	Combination of state and LEA policies
West Virginia	Not mandated	Elementary school (multiple times) When students transfer from out of state Following parent referral Following teacher referral Following student referral	Yes	Yes
Wisconsin	Other: Identification is required from kindergarten through 12th grade	Other: Identification is required from kindergarten through 12th grade	Yes	Combination of state and LEA policies
Wyoming	Not mandated	Not specified	No	No There is no state law on identification process

	When students required to be identified (Q57, Q58)	When students usually identified (Q59)	State provides guidance on ID process (Q60)	LEAs required to use same ID process (Q61) If not, why not? (Q62)
Summary	*Responses: 44, 21* No: 23 Yes: 21 Kindergarten or early entrance screening: 5 Elementary school (one time only): 1 Elementary school (multiple times): 4 Entering middle school: 2 Entering high school: 2 When students transfer from out of state: 4 When students transfer from in state: 4 Following parent referral: 7 Following teacher referral: 7 Following student referral: 4 When taking other assessments approved for GT identification: 1 Not specified: 1 Other: 14	*Responses: 44* Kindergarten or early entrance screening: 8 Elementary school (one time only): 12 Elementary school (multiple times): 24 Entering middle school: 13 Entering high school: 7 When students transfer from out of state: 16 When students transfer from in state: 12 Following parent referral: 24 Following teacher referral: 25 Following student referral: 14 When taking other assessments approved for GT identification: 12 Not specified: 5 Other: 9	*Responses: 44* Yes: 35 No: 9	*Responses: 43, 21* No: 21 Combination of state and LEA policies: 13 Yes: 9 State law does not specifically require: 7 There is no state law on identification process: 9 Other: 5

TABLE 17: IDENTIFICATION FOR GIFTED AND TALENTED SERVICES

	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66)	State sets max number/percent district can identify as GT (Q67, Q68)
Alabama	741,043	49,536 State-collected information	49,536	No
Alaska				
Arizona	K-12: 1,065,363 as of October 1, 2010		Not collected. Services are mandated for identified students.	No
Arkansas	481,964	44,584 State-collected information	44,584	No
California	6,217,113	Not collected	Not collected	No
Colorado	843,316	59,650 State-collected information	59,650	No
Connecticut	559,646	10,186	Not collected	Yes: 5%
Delaware	126,000	Not collected	Not collected	No
D.C.				
Florida	2,739,287	140,698 State-collected information	140,698	Yes: There is a maximum number of high school students that can be reported for funding purposes. Districts may not report more high school students than they reported in 2006-2007.
Georgia	1,603,709	199,691 State-collected information	176,485	No
Guam	13,000 approx	2,896 District report (not mandatory reporting)	2,896	No
Hawaii	170,825	14,397 State-collected information	8,666	No
Idaho				
Illinois	2,064,312	Not collected	Not collected	
Indiana	1,035,439	144,024 State-collected information	144,024	No
Iowa	473,493	43,967 State-collected information	Not collected	No

	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66)	State sets max number/percent district can identify as GT (Q67, Q68)
Kansas	481,120	14,607 State-collected information	14,067	No
Kentucky	750,048	110,453 State-collected information	110,453	No
Louisiana	696,558	25,555 State-collected information	28,402	No
Maine	188,133	6,239 State-collected information	6,239	Yes: 5% in academics and 5% in the arts
Maryland	848,412	Not collected	Not collected	No
Massachusetts	955,563	Not collected	Not collected	No
Michigan		58,090 District report (not mandatory reporting)	Not collected	No
Minnesota	823,235	47,255 State-collected information	47,255	No
Mississippi	490,526	36,192 State-collected information	36,192	No
Missouri	892,281	39,358 State-collected information	31,977	No
Montana		Not collected	Not collected	No
Nebraska	294, 927 (09-10)	38,669 (09-10)	38,669 (09-10)	No
Nevada				
New Hampshire	197,000	Not collected	Not collected	No
New Jersey	1,383,705 (data from 2009-10)	Not collected	Not collected	No
New Mexico	330,142	Not collected	Not collected	Yes: n/a
New York	2.7 Million	Not collected	Not collected	No
North Carolina	1,400,127	173,215 State-collected information	More than 173,215	No
North Dakota				
Ohio	1,744,968 in 2009-2010	278,747 in 2009-2010 State-collected information	55,732 in 2009-2010	No
Oklahoma	659,615	105,703 State-collected information	104,660 (includes PK)	No

	Number of public school students (Q63)	Number of identified GT students (Q64) How calculated (Q65)	Number of GT K-12 students served (Q66)	State sets max number/percent district can identify as GT (Q67, Q68)
Oregon	552,883	42,065 State-collected information	42,065	No
Pennsylvania		Data not collected		No
Rhode Island				
South Carolina	773,985	92,486 State-collected information	92,486	No
South Dakota	125,596	Not collected	Not collected	
Tennessee	948,508 (09-10) Data not complete for 10-11 SY	18,656 (09-10) Data not complete for 10-11 SY State-collected information	18,656 (09-10) Data not complete for 10-11 SY	No
Texas	4,824,778 (09-10 data)	367,873 (09-10 data) State-collected information	367,873 (09-10 data)	No
Utah	567,245	Not collected	Not collected	No
Vermont				
Virginia	2009-2010 1,245,573	2009-2010 185,136 State-collected information	2009-2010 197,757	No
Washington	1,045,897	49,001 District report (not mandatory reporting)	Not collected yet	Yes: 3% with state grant
West Virginia	282,099	4,908 District report (not mandatory reporting)	4,908	No
Wisconsin	Data not available	Data not available	Data not available	No
Wyoming	88,165	2,918 State-collected information	2,918	No
Summary	*Total responses: 42* *Responses that include data: 41*	*Total responses: 44, 28* *Responses that include data (Q64): 30* State-collected information: 24 District report (not mandatory reporting): 4	*Responses: 44* *Responses that include data: 26*	*Responses: 43, 5* No: 38 Yes: 5

TABLE 18: IDENTIFICATION FOR GIFTED AND TALENTED SERVICES—DEMOGRAPHICS

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	**Gender**	**Ethnicity**	**ELL**	**Students with disabilities**	**Low SES**	**Other**
Alabama	2010-2011	Not collected	Black/African American: 18.25% American Indian/Alaska Native: 0.99% Asian: 2.12% Native Hawaiian/Pacific Islander: 0.01% Hispanic/Latino: 2.26% White: 76.11% Multiracial: 0.25% *See Table 41: Clarifications*	Not collected	Not collected	Not collected	
Alaska							
Arizona							
Arkansas	2010-2011	Male: 45% Female: 55%	Black/African American: 15.38% American Indian/Alaska Native: 0.5% Asian: 2.05% Native Hawaiian/Pacific Islander: 0.11% Hispanic/Latino: 4.1% White: 76.36% Multiracial: 1.5%	Not collected	Not collected	27.41%	
California		Not collected	Not collected	Not collected	Not collected	Not collected	
Colorado	2010-2011	Male: 52.4% Female: 47.6%	Black/African American: 2.7% American Indian/Alaska Native: 0.47% Asian: 4.4% Native Hawaiian/Pacific Islander: 0.17% Hispanic/Latino: 17.4% White: 71.8% Multiracial: 3.4%	3.3%	2%	19.7%	
Connecticut	2010-2011	Male: 46% Female: 54%	Black/African American: 5% American Indian/Alaska Native: < 1% Asian: 6% Native Hawaiian/Pacific Islander: < 1% Hispanic/Latino: 6% White: 81% Multiracial: 1%	< 1%	1.6%	11%	
Delaware		Not collected	Not collected	Not collected	Not collected	Not collected	

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	Gender	Ethnicity	ELL	Students with disabilities	Low SES	Other
D.C.							
Florida	2009-2010	Information is not readily available	Black/African American: 9.5% American Indian/Alaska Native: 0.31% Asian: 5.13% Native Hawaiian/Pacific Islander: 0.06% Hispanic/Latino: 26.48% White: 55.19% Multiracial: 3.28%	0.7%	1.02%	32.6%	
Georgia	2009-2010	Male: 41.65% Female: 46.73%	Black/African American: 6.49% American Indian/Alaska Native: 0.18% Asian: 6.49% Native Hawaiian/Pacific Islander: 0.06% Hispanic/Latino: 4.52% White: 59.70% Multiracial: 2.91%				
		See Table 41: Clarifications					
Guam	2010-2011	Male: 46.31% Female: 53.69% *See Table 41: Clarifications*	Not allowed to give that information	Not allowed to give that information	Not allowed to give that information	Not allowed to give that information	
Hawaii	2009-2010	Not reported	Black/African American: 1.94% American Indian/Alaska Native: 0.49% Asian: 38.29% Native Hawaiian/Pacific Islander: 18.74% Hispanic/Latino: 2.52% White: 18.70% Multiracial: 8.90%	1.96%	0.90%	Not reported	
			See Table 41: Clarifications				
Idaho							
Illinois	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	Gender	Ethnicity	ELL	Students with disabilities	Low SES	Other
Indiana	2010-2011	Male: 47% Female: 53%	Black/African American: 5% American Indian/Alaska Native: 0% Asian: 3% Native Hawaiian/Pacific Islander: 0% Hispanic/Latino: 4% White: 84% Multiracial: 3%	Not collected	Not collected	22%	
Iowa	2010-2011	Male: 50.6% Female: 49.4%	Black/African American: 2% American Indian/Alaska Native: 0.2% Asian: 2.9% Native Hawaiian/Pacific Islander: 0.05% Hispanic/Latino: 3.5% White: 89.4% Multiracial: 1.9%	0.5%	2%	19.5%	Migrant: 0.03%
Kansas	2010-2011	Male: 55% Female: 45%	Black/African American: 3% American Indian/Alaska Native: 1% Asian: 5% Native Hawaiian/Pacific Islander: 1% Hispanic/Latino: 5% White: 83% Multiracial: 3%	1%	3%	Not collected	
Kentucky	2010-2011	Male: 47.30% Female: 52.70%	Black/African American: 4.60% American Indian/Alaska Native: 0.08% Asian: 1.68% Native Hawaiian/Pacific Islander: 0.04% Hispanic/Latino: 1.35% White: 78.27% Multiracial: 1.00%	0.45%	2.16%	27.56%	Section 504: 0.82%
		See Table 41: Clarifications					
Louisiana	2009-2010	Male: 46.34% Female: 53.66%	Black/African American: 23.08% American Indian/Alaska Native: 0.29% Asian: 4.89% Native Hawaiian/Pacific Islander: 0.00% Hispanic/Latino: 2.77% White: 68.64% Multiracial: Not collected	Not collected	4.59%	Not collected	
		See Table 41: Clarifications					

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	Gender	Ethnicity	ELL	Students with disabilities	Low SES	Other
Maine	2010-2011	Male: 49.32% Female: 50.68%	Black/African American: 1.43% American Indian/Alaska Native: 0.61% Asian: 1.88% Native Hawaiian/Pacific Islander: 0.06% Hispanic/Latino: 0.88% White: 94.50% Multiracial: 0.64%	0.75%	2.85%	23.29%	
		See Table 41: Clarifications					
Maryland	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	
Massachusetts	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	
Michigan			Black/African American: 7.13% American Indian/Alaska Native: 0.38% Asian: 6.34% Native Hawaiian/Pacific Islander: 0.10% Hispanic/Latino: 2.14% White: 83.19% Multiracial: 0.71% *See Table 41: Clarifications*	Not reported	Not reported	Not reported	
Minnesota	2010-2011	Male: 51.05% Female: 48.95%	Black/African American: 5.38% American Indian/Alaska Native: 1.07% Asian: 7.80% Native Hawaiian/Pacific Islander: Not collected Hispanic/Latino: 3.04% White: 83.19% Multiracial: Not collected	1.45%	3.45%	15.02%	
		See Table 41: Clarifications					
Mississippi	2009-2010	Male: 45.45% Female: 45.45%	Black/African American: 23.18% American Indian/Alaska Native: 0.17% Asian: 1.75% Native Hawaiian/Pacific Islander: < 1% Hispanic/Latino: 1.53% White: 64.28% Multiracial: Not collected	Not collected	Not collected	40.20%	
		See Table 41: Clarifications					

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	Gender	Ethnicity	ELL	Students with disabilities	Low SES	Other
Missouri	2010-2011	Male: 51.20% Female: 48.80%	Black/African American: 8.13% American Indian/Alaska Native: 0.32% Asian: 5.33% Native Hawaiian/Pacific Islander: 0.06% Hispanic/Latino: 2.16% White: 82.63% Multiracial: 1.38%	0.72%	2.92%	18.41%	
		See Table 41: Clarifications					
Montana	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	
Nebraska	2009-2010		Black/African American: 4.91% American Indian/Alaska Native: 6.31% Asian: 17.61% Native Hawaiian/Pacific Islander: combined with Asian Hispanic/Latino: 5.55% White: 13.26%				
Nevada							
New Hampshire	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	
New Jersey							
New Mexico	2010-2011	Male: collected Female: collected	Black/African American: collected American Indian/Alaska Native: collected Asian: collected Native Hawaiian/Pacific Islander: collected Hispanic/Latino: collected White: collected Multiracial: not reported	collected	Not reported	Not reported	
New York		Not collected	Not collected	Not collected	Not collected	Not collected	
North Carolina	2010-2011	Male: 11.92% Female: 12.84%	Black/African American: 5.05% American Indian/Alaska Native: 6.87% Asian: 24.48% Native Hawaiian/Pacific Islander: 8.40% Hispanic/Latino: 5.30% White: 17.39% Multiracial: 11.69%	Not collected	1.41%	Not collected	

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	Gender	Ethnicity	ELL	Students with disabilities	Low SES	Other
North Dakota							
Ohio	2009-2010	Male: 51.68% Female: 48.32%	Black/African American: 6.01% American Indian/Alaska Native: 0.1% Asian: 2.77% Native Hawaiian/Pacific Islander: 0.008% Hispanic/Latino: 1.24% White: 87.14% Multiracial: 2.73%	0.76%	2.81%	19.49%	
Oklahoma	2010-2011	Male: 49% Female: 51%	Black/African American: 6% American Indian/Alaska Native: 16% Asian: 4% Native Hawaiian/Pacific Islander: 0.20% Hispanic/Latino: 7% White: 66% Multiracial: 2%	Not collected	2%	Not collected	
Oregon		Male: 52.94% Female: 47.06%	Black/African American: 1.54% American Indian/Alaska Native: 0.86% Asian: 8.76% Native Hawaiian/Pacific Islander: Included in Asian Hispanic/Latino: 2.03% White: 77.50% Multiracial: 8.96%		8.96%	23.35%	
		See Table 41: Clarifications					
Pennsylvania	2009-2010	Not collected	Not collected				
Rhode Island							
South Carolina	2010-2011	Male: 46.19% Female: 53.81%	Black/African American: 15.73% American Indian/Alaska Native: 0.21% Asian: 2.34% Native Hawaiian/Pacific Islander: 0.13% Hispanic/Latino: 3.12% White: 76.50% Multiracial: 1.97%	1.88%	1.93%	29.11%	
		See Table 41: Clarifications					
South Dakota							

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	Gender	Ethnicity	ELL	Students with disabilities	Low SES	Other
Tennessee	2009-2010	Not collected	Black/African American: 14.15% American Indian/Alaska Native: 0.17% Asian: 5.29% Native Hawaiian/Pacific Islander: Not collected Hispanic/Latino: 2.07% White: 78.33% Multiracial: Not collected	Not collected	1.16%	Not collected	
			See Table 41: Clarifications				
Texas	2009-2010	Male: 49% Female: 51%	Black/African American: 8% American Indian/Alaska Native: 1% Asian: 7% Native Hawaiian/Pacific Islander: 0% Hispanic/Latino: 36% White: 48% Multiracial: Not collected	Not collected	Not collected	34.21%	
Utah	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	
Vermont							
Virginia	2009-2010	Male: 49% Female: 51%	Black/African American: 12.1% American Indian/Alaska Native: 0.3% Asian: 11.5% Native Hawaiian/Pacific Islander: 0.1% Hispanic/Latino: 5.6% White: 66.9%	5.3%	2.8%	5.4%	Unknown race or ethnicity not provided: 3.4%
Washington	2009-2010	Male: 48.6% Female: 51.4%	Black/African American: 2.9% American Indian/Alaska Native: 1.1% Asian: 15.6% Native Hawaiian/Pacific Islander: not collected Hispanic/Latino: 6.6% White: 71.4%	Not collected	1.1% 504 plan 1.3% IEP	17.9%	Other than above ethnic categories: 2.4%
West Virginia	2010-2011	Not collected	Not collected	Not collected	Not collected	Not collected	
Wisconsin		Not collected	Not collected	Not collected	Not collected	Not collected	
Wyoming	2009-2010						

	Estimates of subgroups of GT student population (Q69)						
	Year data collected	**Gender**	**Ethnicity**	**ELL**	**Students with disabilities**	**Low SES**	**Other**
Summary	*Responses: 36* 2010-2011: 23 2009-2010: 13	*Total responses: 39* *Responses that include data: 22*	*Total responses: 41 (38 for multi-racial)* *Responses that include data for at least one ethnicity: 27*	*Total responses: 37* *Responses that include data: 13*	*Total responses: 38* *Responses that include data: 19*	*Total responses: 38* *Responses that include data: 17*	*Responses: 4*

TABLE 19: GIFTED AND TALENTED PROGRAMMING AND SERVICES

	Categories of GT programs/services required(Q70)	Grades services mandated (Q71)	Categories of GT programs/services offered(Q72)	Grades services offered (Q73)
Alabama	Intellectual General academic Creativity Specific academic areas	K–12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	K–12
Alaska				
Arizona	Intellectual General academic	K–12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	K–12
Arkansas	Intellectual Creativity Other: task commitment and/or motivation	K–12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Pre-K–12
California			Visual/performing arts Intellectual General academic Creativity Specific academic areas	2–12
Colorado	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	K–12	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	K–12
Connecticut	Not required	Not required	Visual/performing arts Intellectual General academic Creativity Specific academic areas	Up to LEA to determine

	Categories of GT programs/services required(Q70)	Grades services mandated (Q71)	Categories of GT programs/services offered(Q72)	Grades services offered (Q73)
Delaware			Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	2–8
D.C.				
Florida	Intellectual General academic	K–12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas Other: STEM	K–12
Georgia	Intellectual Creativity Specific academic areas	K–12	Intellectual General academic Creativity Specific academic areas	K–12
Guam	Visual/performing arts Intellectual General academic Creativity Specific academic areas	Pre-K–12	Visual/performing arts Intellectual General academic Creativity Specific academic areas	Up to LEA to determine Pre- K–5
Hawaii	Not required	Not required	Visual/performing arts Leadership Intellectual General academic Specific academic areas Other: Psychomotor	Up to LEA to determine
Idaho				
Illinois				Up to LEA to determine
Indiana	Intellectual General academic Specific academic areas	Kt 12	Intellectual General academic Specific academic areas	Kt 12

	Categories of GT programs/services required(Q70)	Grades services mandated (Q71)	Categories of GT programs/services offered(Q72)	Grades services offered (Q73)
Iowa	Other: LEAs are required to serve identified students, however statute does not list required services.	Kt 12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Kt 12
Kansas	Intellectual	Kt 12	Intellectual	Kt 12
Kentucky	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	4t 12	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	Kt 12
Louisiana	Visual/performing arts Intellectual Other: Music/Performing Arts; Theatre/Performing Arts	Pre-Kt 12	Visual/performing arts Intellectual Other: Music/Performing Arts; Theatre/Performing Arts	Pre-Kt 12
Maine	Visual/performing arts Intellectual Specific academic areas	Kt 12	Visual/performing arts Intellectual Creativity Specific academic areas	Kt 12
Maryland			Visual/performing arts Intellectual General academic Specific academic areas	Up to LEA to determine
Massachusetts			Other: up to LEA to determine	Up to LEA to determine
Michigan			Not offered	Up to LEA to determine
Minnesota			Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Up to LEA to determine Pre-Kt 12
Mississippi	Intellectual	2t 6	Visual/performing arts Intellectual General academic Creativity	2t 12

	Categories of GT programs/services required(Q70)	Grades services mandated (Q71)	Categories of GT programs/services offered(Q72)	Grades services offered (Q73)
Missouri			Visual/performing arts Intellectual General academic Specific academic areas	Up to LEA to determine Kt 12
Montana	Not specified	Kt 12	Other: not collected	Kt 12
Nebraska	Not specified	Up to LEA to determine	Visual/performing arts Intellectual General academic Creativity	Up to LEA to determine
Nevada				
New Hampshire			Not offered	Services are not offered
New Jersey		Kt 12		Kt 12
New Mexico			Visual/performing arts Leadership Creativity Specific academic areas	3t 12
New York			Other: At the option of the LEA.	Up to LEA to determine
North Carolina	Intellectual General academic	Kt 12	Intellectual General academic Specific academic areas	Kt 12
North Dakota				
Ohio	Not required	Not required	Visual/performing arts Intellectual General academic Creativity Specific academic areas	Kt 12
Oklahoma	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Not required Pre-Kt 12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Pre-Kt 12

	Categories of GT programs/services required(Q70)	Grades services mandated (Q71)	Categories of GT programs/services offered(Q72)	Grades services offered (Q73)
Oregon	Intellectual General academic Specific academic areas	Kt 12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas Other: Potential to perform as gifted	Kt 12
Pennsylvania	Intellectual Creativity	Kt 12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Kt 12
Rhode Island				
South Carolina	Visual/performing arts Intellectual Specific academic areas	1t 12	Visual/performing arts Specific academic areas	3t 12
	See Table 41: Clarifications			
South Dakota				
Tennessee	Not required	Not required	Intellectual	Up to LEA to determine Kt 12
Texas	Specific academic areas	Kt 12	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Kt 12
Utah	Not specified Not required	Not required	Visual/performing arts Leadership Intellectual General academic Creativity Specific academic areas	Up to LEA to determine
Vermont				

	Categories of GT programs/services required(Q70)	Grades services mandated (Q71)	Categories of GT programs/services offered(Q72)	Grades services offered (Q73)
Virginia	Other: general intellectual or specific academic - LEA choice	Kt 12	Visual/performing arts Intellectual Specific academic areas Other: career and technical aptitude	Kt 12
Washington			Intellectual General academic Creativity Specific academic areas	Up to LEA to determine
West Virginia	Intellectual General academic	1t 8	Intellectual General academic	1t 8
Wisconsin	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	Kt 12	Visual/performing arts Leadership Intellectual Creativity Specific academic areas	Kt 12
Wyoming			General academic	Up to LEA to determine
Summary	*Responses: 30* Intellectual: 20 Specific academic areas: 12 General academic: 9 Creativity: 9 Visual/performing arts: 8 Leadership: 4 Not specified: 3 Not required: 5 Other: 4	*Responses: 31* Up to LEA to determine: 1 Pre-K: 3 Kindergarten: 21 Grade 1: 23 Grade 2: 24 Grade 3: 24 Grade 4: 25 Grade 5: 25 Grade 6: 25 Grade 7: 24 Grade 8: 24 Grade 9: 23 Grade 10: 23 Grade 11: 23 Grade 12: 23 Not required: 6	*Responses: 42* Intellectual: 34 Specific academic areas: 30 Visual/performing arts: 29 General academic: 27 Creativity: 25 Leadership: 17 Not offered: 2 Other: 8	*Responses: 44* Up to LEA to determine: 15 Pre-K: 5 Kindergarten: 26 Grade 1: 27 Grade 2: 30 Grade 3: 32 Grade 4: 32 Grade 5: 32 Grade 6: 31 Grade 7: 31 Grade 8: 31 Grade 9: 29 Grade 10: 29 Grade 11: 29 Grade 12: 29 Services are not offered: 1

TABLE 20: GIFTED AND TALENTED SERVICES BY GRADE (PART 1)

	Approximate percent of GT students in each grade receiving services (Q74)						
	Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Alabama	0%	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Alaska							
Arizona	Data not collected						
Arkansas	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
California	0%	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Colorado	0%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%
Connecticut	Data not collected	0%	0%	1-10%	1-10%	11-20%	11-20%
Delaware	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
D.C.							
Florida	Data not collected	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
Georgia		1-10%	1-10%	1-10%	1-10%	1-10%	11-20%
Guam	1-10%	1-10%	1-10%	11-20%	11-20%	11-20%	11-20%
Hawaii	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Idaho							
Illinois	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Indiana	Data not collected	1-10%	1-10%	1-10%	11-20%	11-20%	11-20%
Iowa	Data not collected	1-10%	1-10%	1-10%	1-10%	1-10%	11-20%
	See Table 41: Clarifications						
Kansas	0%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%
Kentucky	Data not collected	1-10%	1-10%	1-10%	1-10%	11-20%	11-20%
Louisiana	Data not collected	0%	91-100%	91-100%	91-100%	91-100%	91-100%
Maine	Data not collected	Data not collected	1-10%	1-10%	81-90%	81-90%	81-90%
Maryland	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Massachusetts	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Michigan	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%
Minnesota	Data not collected	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%

	Approximate percent of GT students in each grade receiving services (Q74)						
	Pre-K	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Mississippi	0%	0%	0%	91-100%	91-100%	91-100%	91-100%
Missouri	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Montana	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Nebraska							
Nevada							
New Hampshire	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
New Jersey	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
New Mexico	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
New York	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
North Carolina	Data not collected	1-10%	1-10%	1-10%	1-10%	11-20%	11-20%
North Dakota							
Ohio	Data not collected	11-20%	1-10%	1-10%	21-30%	31-40%	31-40%
Oklahoma	1-10%	1-10%	1-10%	1-10%	1-10%	11-20%	11-20%
Oregon	0%	0%	0%	1-10%	1-10%	1-10%	1-10%
Pennsylvania		Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Rhode Island							
South Carolina	Data not collected	Data not collected	Data not collected	Data not collected	1-10%	1-10%	11-20%
South Dakota							
Tennessee	1-10%	1-10%	1-10%	1-10%	21-30%	21-30%	21-30%
Texas	Data not collected	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
Utah	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Vermont							
Virginia	Data not collected	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
Washington	Data not collected	81-90%	81-90%	81-90%	81-90%	81-90%	81-90%
West Virginia	0%	0%	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Wisconsin	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Wyoming							

	Approximate percent of GT students in each grade receiving services (Q74)						
	Pre-K	**Kindergarten**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Summary	*Responses: 40* Data not collected: 28 0%: 7 1-10%: 4 11-20%: 0 21-30%: 0 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 0 91-100%: 1	*Responses: 41* Data not collected: 18 0%: 5 1-10%: 12 11-20%: 1 21-30%: 0 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 1 91-100%: 4	*Responses: 41* Data not collected: 18 0%: 3 1-10%: 14 11-20%: 0 21-30%: 0 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 1 91-100%: 5	*Responses: 41* Data not collected: 18 0%: 0 1-10%: 15 11-20%: 1 21-30%: 0 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 1 91-100%: 6	*Responses: 41* Data not collected: 17 0%: 0 1-10%: 12 11-20%: 2 21-30%: 2 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 2 91-100%: 6	*Responses: 41* Data not collected: 17 0%: 0 1-10%: 8 11-20%: 6 21-30%: 1 31-40%: 1 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 2 91-100%: 6	*Responses: 41* Data not collected: 17 0%: 0 1-10%: 5 11-20%: 9 21-30%: 1 31-40%: 1 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 2 91-100%: 6

TABLE 21: GIFTED AND TALENTED SERVICES BY GRADE (PART 2)

	Approximate percent of GT students in each grade receiving services (Q74)						
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Alabama	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Alaska							
Arizona							
Arkansas	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
California	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Colorado	11-20%	11-20%	11-20%	11-20%	11-20%	1-10%	1-10%
Connecticut	11-20%	11-20%	11-20%	1-10%	1-10%	1-10%	1-10%
Delaware	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
D.C.							
Florida	91-100%	91-100%	91-100%	81-90%	81-90%	81-90%	81-90%
Georgia	11-20%	11-20%	1-10%	1-10%	1-10%	1-10%	1-10%
Guam	0%	0%	1-10%	0%	0%	0%	0%
Hawaii	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Idaho							
Illinois	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Indiana	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%
Iowa	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%
	See Table 41: Clarifications						
Kansas	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%
Kentucky	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%
Louisiana	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
Maine	71-80%	71-80%	71-80%	41-50%	71-80%	71-80%	71-80%
Maryland	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Massachusetts	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Michigan	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%
Minnesota	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%

	Approximate percent of GT students in each grade receiving services (Q74)						
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Mississippi	91-100%	51-60%	51-60%	1-10%	1-10%	1-10%	1-10%
Missouri	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Montana	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Nebraska							
Nevada							
New Hampshire	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
New Jersey	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
New Mexico	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
New York	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
North Carolina	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%	11-20%
North Dakota							
Ohio	21-30%	21-30%	21-30%	1-10%	1-10%	1-10%	1-10%
Oklahoma	21-30%	21-30%	21-30%	21-30%	21-30%	21-30%	21-30%
Oregon	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%	1-10%
Pennsylvania	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Rhode Island							
South Carolina	11-20%	11-20%	11-20%	1-10%	1-10%	1-10%	1-10%
South Dakota							
Tennessee	21-30%	21-30%	21-30%	1-10%	1-10%	1-10%	1-10%
Texas	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
Utah	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Vermont							
Virginia	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%	91-100%
Washington	81-90%	81-90%	81-90%	81-90%	81-90%	81-90%	81-90%
West Virginia	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Wisconsin	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected	Data not collected
Wyoming							

	Approximate percent of GT students in each grade receiving services (Q74)						
	Grade 6	**Grade 7**	**Grade 8**	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Summary	*Responses: 41* Data not collected: 17 0%: 1 1-10%: 4 11-20%: 8 21-30%: 3 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 1 81-90%: 1 91-100%: 6	*Responses: 41* Data not collected: 17 0%: 1 1-10%: 4 11-20%: 8 21-30%: 3 31-40%: 0 41-50%: 0 51-60%: 1 61-70%: 0 71-80%: 1 81-90%: 1 91-100%: 5	*Responses: 41* Data not collected: 17 0%: 0 1-10%: 6 11-20%: 7 21-30%: 3 31-40%: 0 41-50%: 0 51-60%: 1 61-70%: 0 71-80%: 1 81-90%: 1 91-100%: 5	*Responses: 41* Data not collected: 17 0%: 1 1-10%: 10 11-20%: 5 21-30%: 1 31-40%: 0 41-50%: 1 51-60%: 0 61-70%: 0 71-80%: 0 81-90%: 2 91-100%: 4	*Responses: 41* Data not collected: 17 0%: 1 1-10%: 10 11-20%: 5 21-30%: 1 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 1 81-90%: 2 91-100%: 4	*Responses: 41* Data not collected: 17 0%: 1 1-10%: 11 11-20%: 4 21-30%: 1 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 1 81-90%: 2 91-100%: 4	*Responses: 41* Data not collected: 17 0%: 1 1-10%: 11 11-20%: 4 21-30%: 1 31-40%: 0 41-50%: 0 51-60%: 0 61-70%: 0 71-80%: 1 81-90%: 2 91-100%: 4

TABLE 22: REPORTING AND ACCOUNTABILITY

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
Alabama	Yes	Yes Program performance A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	The state ensures compliance through program monitoring and site reviews.
Alaska			
Arizona	Yes	Yes A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served Other: Districts are required to submit a comprehensive plan detailing their gifted education continuum of services. The plan must be updated annually should any changes be made, or no less than once every four years. The plan must be approved by the local governing board and the department of education (ARS 15-779.02(3))	Through program monitoring. Monitoring is currently tied to the state's 6 Cycle Title I Monitoring process as the majority of Cycle 5. Additionally, technical assistance and site visits are conducted as needed.
Arkansas	Yes	Yes Student performance Program performance A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served Other: Community Involvement, Identification Procedures, Curriculum	*A yearly submission of a program application reviewed for approval by Arkansas Department of Education, Office of Gifted/Talented and Advanced Placement *On-site monitoring every three years
California	No	No	Categorical Program Monitoring

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
Colorado	Yes	Yes Student performance Teacher training Service options Demographic breakdown of students served	Submission of program plan and reports by administrative units; periodic on-site peer review and setting of priorities for improvement
Connecticut	No	Yes Other: number of students enrolled in G&T programs collected on annual Public School Information Survey (PSIS)	PSIS is required before LEAs can receive state education funding. This is not just G&T information; G&T data is one of several indicators that must be recorded by each district.
Delaware	No	No	With the elimination of Title V funding there is no longer an opportunity to monitor programs.
D.C.			
Florida	Yes	Yes Service options Demographic breakdown of students served	Districts must submit Student Progression Plans annually. Districts must submit plan to serve underrepresented populations annually.
Georgia	Yes	Yes A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	Self assessment procedures, professional development and data reporting requirements
Guam	No	No	GATE teachers
Hawaii	No	Yes Service options Demographic breakdown of students served Other: Screening and identification procedures	Complex Area Superintendents are notified of any delinquent schools
Idaho			
Illinois	No	No	
Indiana	Yes	Yes Teacher training Service options Demographic breakdown of students served	Approved use of high ability funds dependent on degree of compliance

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
Iowa	Yes	Yes Program performance	As part of the school improvement accreditation site visit process. Iowa Code section 257.42 states as part of their school improvement plan.
Kansas	Yes	Yes Program performance Demographic breakdown of students served	5-year cyclical file review
Kentucky	Yes	Yes Student performance Program performance A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	Through a consolidated review of programs and desk audits.
Louisiana	Yes	Yes A combination of student performance and program evaluation Service options	IEP compliance reports are disseminated monthly. Each district completes an annual self-review and formulates goals for the upcoming year from that data. Documentation is submitted to the LDOE in the following spring.
Maine	No	Yes A combination of student performance and program evaluation Service options	Annual application or plans are reviewed.
Maryland	No	Yes Other: Each school system is required by state law to submit a Master Plan. As part of that plan, systems are required to report progress and challenges on their "goals, objectives, and strategies regarding the performance of gifted and talented students."	The state specialist for gifted education reviews the local school system's Master Plan update gifted and talented education update for completeness.
Massachusetts	No	No	N/A
Michigan	No	Yes Service options Demographic breakdown of students served	

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
Minnesota	No	Yes Teacher training Service options Other: Identification procedure, acceleration options	The state requires completion of the Gifted and Talented Staff Development Report by site.
Mississippi	Yes	Yes Program performance Teacher training Service options	State audits every 5 years, District self-audits every year
Missouri	Yes	Yes Service options Demographic breakdown of students served	A desk audit is performed.
Montana	Only when LEA applies for funds	Yes Demographic breakdown of students served	Accreditation review process does not focus on G/T as a top priority. Thus the data are not reliable.
Nebraska	Only when LEA applies for funds	Yes A combination of student performance and program evaluation Service options	
Nevada			
New Hampshire	No	No	
New Jersey	Yes	Yes Other: QSAC	QSAC http://www.state.nj.us/education/genfo/qsac/
New Mexico	No	No	
New York	No	No	No mandate
North Carolina	Yes	Yes Program performance A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served Other: Aligned with NC AIG Program Standards and Article 9B, state legislation	Local AIG Plan Reviews, where SEA must provide comments and feedback per state legislation, Interim Reports, AIG Regional Implementation

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
North Dakota			
Ohio	Yes	Yes Service options	Reported as part of statewide data system
Oklahoma	Yes	Yes Teacher training Service options Other: Budget, total identified served and not served	Random audit of programs annually, approval of Gifted Education Plans, completion and approval of annual GT report
Oregon	Yes	Yes Student performance Program performance Demographic breakdown of students served	We are in the process of designing compliance assurances based on 2011 Legislative session which will require districts to submit TAG District plans. These will be a form of monitoring, scored to a rubric.
Pennsylvania	Yes	Yes Service options	Compliance monitoring process
Rhode Island			
South Carolina	Yes	Yes Student performance A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	Annual Evaluation of three year plans and annual screening and services report required by SC Board of Education Regulation 43-220.
South Dakota	No	No	
Tennessee	No	Yes Service options Other: Identification and eligibility is the same across the state; however, service delivery is a district level decision.	Each district is required to submit an End of Year Report for Gifted due June 30 of each school year. Each district also submits an LEA Plan for Gifted addressing issues related to serving gifted students in their district. These plans are approved by the SEA.

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
Texas	No	No	The board of trustees of a school district or the governing body of an open enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs. Texas Education Code (TEC) 7.028
Utah	Only when LEA applies for funds	Only when LEA applies for funds Service options	LEA's must submit an annual application/report to receive G/T funds
Vermont			
Virginia	No	Yes Service options Demographic breakdown of students served Other: administrator background and responsibilities	The gifted regulations require local school boards to approve local plans, to receive annually the review of effectiveness study of the local gifted plan from the local gifted advisory committee, and to appoint local advisory committee members reflective of the community. SEA provides for a technical review of the plan every 5 years.
Washington	Only when LEA applies for funds	Only when LEA applies for funds Student performance Program performance A combination of student performance and program evaluation Teacher training Service options Demographic breakdown of students served	End of Year report; Program monitoring
West Virginia	Yes	No	
Wisconsin	No	No	The Wisconsin Department of Public Instruction has a formal complaint process for all of its curricular standards, including gifted education.
Wyoming	No	No	We do not ensure compliance

	State monitors/audits LEA GT programs (Q75)	LEAs must report on GT services (Q76) Criteria required in report (Q77)	How the state ensures compliance (Q78)
Summary	*Responses: 45* Yes: 21 No: 20 Only when LEA applies for funds: 4	*Responses: 45, 31* Yes: 30 No: 13 Only when LEA applies for funds: 2 Service options: 25 Demographic breakdown of students served: 18 Teacher training: 13 A combination of student performance and program evaluation: 11 Program performance: 9 Student performance: 6 Other: 11	*Responses: 38*

TABLE 23: GIFTED AND TALENTED EDUCATION PLANS

	Districts submit GT plans to SEA (Q79)	Local GT plans approved by SEA (Q80)	Components of GT plan requiring SEA approval (Q81)
Alabama	Yes	Yes	Definition of gifted and talented Identification Programming Program evaluation Teacher training Other: Acceleration Procedures, Second Grade Child Find
Alaska			
Arizona	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training Other: Criteria to include: Program design, identification, curriculum, instruction, social development, emotional development, professional development of administrators, teachers, school psychologists and counselors, parent involvement, community involvement, program assessment and budgeting.
Arkansas	Yes	Yes	Identification Programming Program evaluation Teacher training Other: Community Involvement, Curriculum
California	No	No	
Colorado	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Other: communications, accountability, personnel, record keeping, dispute resolution and progress on local student achievement targets
Connecticut	No	No	
Delaware	No	No	
D.C.			

	Districts submit GT plans to SEA (Q79)	Local GT plans approved by SEA (Q80)	Components of GT plan requiring SEA approval (Q81)
Florida	No	No	
Georgia	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Guam	No	No	
Hawaii	No	No	
Idaho			
Illinois	No	No	
Indiana	No	No	
Iowa	Yes	Yes	Identification Programming Funding Program evaluation Other: These areas are monitored for compliance through our School Improvement Accreditation process. Compliance equates to approved in this process. Non-compliance required a plan of action and improvement with SEA guidance.
Kansas	No		
Kentucky	No	No	
Louisiana	Yes	Only when LEA applies for funds	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Maine	Yes	Yes	Identification Programming Funding Program evaluation Teacher training
Maryland	No	No	
Massachusetts	No	No	
Michigan	No	No	

	Districts submit GT plans to SEA (Q79)	Local GT plans approved by SEA (Q80)	Components of GT plan requiring SEA approval (Q81)
Minnesota	No	No	
Mississippi	Yes	Yes	Definition of gifted and talented Identification Programming Program evaluation Teacher training
Missouri	No	No	
Montana	No	No	
Nebraska	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Nevada			
New Hampshire	No	No	
New Jersey	No	No	
New Mexico	No	No	
New York			
North Carolina	Yes	No	
North Dakota			
Ohio	Yes	Yes	Identification Programming
Oklahoma	Yes	Yes	Definition of gifted and talented Identification Programming Funding Program evaluation Teacher training
Oregon	Yes	Yes	Definition of gifted and talented Identification Programming Program evaluation Teacher training
Pennsylvania	No	No	

	Districts submit GT plans to SEA (Q79)	Local GT plans approved by SEA (Q80)	Components of GT plan requiring SEA approval (Q81)
Rhode Island			
South Carolina	Yes	Yes	Definition of gifted and talented Identification Programming Funding Teacher training
South Dakota	No	No	
Tennessee	Yes	Yes	Identification Program evaluation Other: Grade Level Screening procedures and assurances included for Multi-modal assessment
Texas	No	No	
Utah	Only when LEA applies for funds	Only when LEA applies for funds	Identification Programming Other: Instructional strategies
Vermont			
Virginia	Yes	No	
Washington	Only when LEA applies for funds	Only when LEA applies for funds	Identification Funding Program evaluation
West Virginia	No	No	
Wisconsin	No	No	
Wyoming	No	No	
Summary	*Responses: 44* Yes: 17 No: 25 Only when LEA applies for funds: 2	*Responses: 43* Yes: 14 No: 26 Only when LEA applies for funds: 3	*Responses: 17* Identification: 17 Programming: 15 Program evaluation: 14 Teacher training: 11 Funding: 10 Definition of gifted and talented: 10 Other: 7

TABLE 24: GIFTED EDUCATION ADMINISTRATORS

	Require school districts to have GT administrator (Q82)	Require GT administrator to have GT training (Q83)	Require GT administrator to be full-time (Q84)	Percent of LEAs with full-time GT administrator (Q85)
Alabama	Yes	No	No	5%
Alaska				
Arizona	No	Not applicable	Not applicable	Data not available at this time.
Arkansas	Yes	Yes	No	59%
California	No	No	No	Not collected
Colorado	No	No	No	The law applies to administrative units, not district. 100% of AUs have a gifted ed administrator
Connecticut	No	No	No	Data not collected
Delaware	No	No	No	10%
D.C.				
Florida	Yes	No	No	Data not readily available at this time
Georgia	Yes	No	No	
Guam	Yes	No	Yes	100%
Hawaii	No	No	Not applicable	0%
Idaho				
Illinois	No	No	No	
Indiana	Yes	No	No	1%
Iowa	No	Not applicable	Not applicable	N/A
Kansas	No			NA
Kentucky	Yes	Yes	No	Unknown
Louisiana	Yes	No	No	56%
Maine	Yes	No	No	25%
Maryland	No	Not applicable	Not applicable	11 out of 24
Massachusetts	No	Not applicable	Not applicable	Not collected
Michigan	No	Not applicable	Not applicable	Unknown
Minnesota	No	No	No	Less than 1%
Mississippi	Yes	Yes	No	99%

	Require school districts to have GT administrator (Q82)	Require GT administrator to have GT training (Q83)	Require GT administrator to be full-time (Q84)	Percent of LEAs with full-time GT administrator (Q85)
Missouri	No	Not applicable	Not applicable	Less than 1%
Montana	No	No	No	Unable to estimate - very few districts
Nebraska	Yes	No	Yes	6%
Nevada				
New Hampshire	No	No	Not applicable	5 or less
New Jersey	No	Not applicable	Not applicable	
New Mexico	No	No	No	N/A
New York	No	Not applicable	Not applicable	
North Carolina	Yes	No	No	50%
North Dakota				
Ohio	No	Yes	No	17%
Oklahoma	No	Not applicable	Not applicable	Not collected
Oregon	Yes	No	No	Less than 1%
Pennsylvania	No	No		Unknown
Rhode Island				
South Carolina	Yes	Yes	No	10%
South Dakota	No	No	No	
Tennessee	No		Not applicable	
Texas	No	Yes	No	25%
Utah	No	Not applicable	Not applicable	25%
Vermont				
Virginia	Yes	No	No	25%
Washington	No	Not applicable	Not applicable	Under 1%
West Virginia	No	Not applicable	Not applicable	0%
Wisconsin	Yes	No	No	Data not available
Wyoming	No	No	No	

	Require school districts to have GT administrator (Q82)	Require GT administrator to have GT training (Q83)	Require GT administrator to be full-time (Q84)	Percent of LEAs with full-time GT administrator (Q85)
Summary	*Responses: 45* Yes: 16 No: 29	*Responses: 43* Yes: 6 No: 25 Not applicable: 12	*Responses: 43* Yes: 2 No: 26 Not applicable: 15	*Total responses: 38* *Responses that include data: 24*

TABLE 25: GIFTED AND TALENTED DELIVERY MODELS BY GRADE

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
Alabama	1. Other: Kindergarten, Consultative services; Pre-K, No services 2. Regular classroom 3. Other: subject acceleration	1. Other: Grades 1-2, Consultative services; Grade 3, Resource room 2. Regular classroom 3. Magnet schools 4. Independent study	1. Resource room 2. Regular classroom 3. Magnet schools 4. Independent study 5. Cluster classrooms	1. Honors/advanced coursework 2. Cluster classrooms 3. Regular classroom 4. International Baccalaureate 5. Regional performing arts school	1. Advanced Placement 2. Dual enrollment (in college) 3. Virtual classroom/ coursework 4. Magnet schools 5. International Baccalaureate
Alaska					
Arizona	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Cluster classrooms 4. Resource room 5. Telescoped learning	1. Cluster classrooms 2. Continuous progress/ self-paced learning 3. Resource room 4. Telescoped learning 5. Regular classroom	1. Cluster classrooms 2. Continuous progress/ self-paced learning 3. Resource room 4. Telescoped learning 5. Regular classroom	1. Cluster classrooms 2. Honors/advanced coursework 3. Continuous progress/ self-paced learning 4. Resource room 5. Regular classroom	1. Advanced Placement 2. Continuous progress coursework 3. Dual enrollment (in college) 4. Independent study 5. Self-paced learning
Arkansas	1. Other: Whole Group Enrichment (long-term identification) 2. Resource room 3. Self-contained classroom	1. Other: Whole Group Enrichment (long-term identification) 2. Resource room 3. Self-contained classroom	1. Resource room 2. Other: Pre-Advanced Placement Courses 3. Other: Regular classroom differentiation with a trained teacher	1. Other: Pre-Advanced Placement Course 2. Other: Regular classroom differentiation with trained teacher 3. Honors/advanced coursework 4. Resource room 5. Other	1. Advanced Placement 2. Other: Pre-Advanced Placement Courses 3. Other: Regular classroom differentiation with a trained teacher 4. Dual enrollment (in college) 5. Resource room
California	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. International Baccalaureate 2. Cluster classrooms 3. Advanced Placement 4. Magnet schools 5. Independent study

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
Colorado	1. Regular classroom 2. Continuous progress/ self-paced learning	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Resource room 4. Magnet schools	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Resource room 4. Cluster classrooms 5. Magnet schools	1. Honors/advanced coursework 2. Continuous progress/ self-paced learning 3. Independent study 4. Cluster classrooms 5. Virtual classroom/ coursework	1. Advanced Placement 2. Dual enrollment (in college) 3. Independent study 4. Self-paced learning 5. Virtual classroom/ coursework
Connecticut	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Delaware	1. Regular classroom 2. Cluster classrooms 3. Independent study 4. Resource room 5. Continuous progress/ self-paced learning	1. Regular classroom 2. Cluster classrooms 3. Independent study 4. Resource room 5. Continuous progress/ self-paced learning	1. Regular classroom 2. Cluster classrooms 3. Independent study 4. Resource room 5. Continuous progress/ self-paced learning	1. Regular classroom 2. Cluster classrooms 3. Independent study 4. Resource room 5. Continuous progress/ self-paced learning	1. Advanced Placement 2. International Baccalaureate 3. Regular classroom 4. Cluster classrooms 5. Independent study
D.C.					
Florida	Not possible to estimate	1. Resource room 2. Other: Gifted content course 3. Regular classroom 4. Cluster classrooms 5. Magnet schools	1. Self-contained classroom 2. Resource room 3. Honors/advanced coursework 4. Regular classroom 5. Cluster classrooms	1. Honors/advanced coursework 2. Self-contained classroom 3. Regular classroom 4. Cluster classrooms 5. Other: Consultation	1. Other: Consultation 2. Other: Gifted content course 3. Regular classroom 4. Continuous progress curriculum 5. Advanced Placement
Georgia	1. Resource room 2. Cluster classrooms	1. Resource room 2. Cluster classrooms 3. Other: Collaboration Model	1. Advanced Placement (College Board) 2. Resource room 3. Cluster classrooms 4. Other: Collaboration Model	1. Advanced Placement (College Board) 2. Cluster classrooms 3. Other: Collaboration Model	1. Advanced Placement 2. Cluster classrooms 3. Independent study 4. Dual enrollment (in college) 5. Virtual high school
Guam	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Hawaii	1. Regular classroom 2. Resource room 3. Self-contained classroom	1. Other: Pull-out program 2. Regular classroom 3. Self-contained classroom	1. Resource room 2. Regular classroom	1. Honors/advanced coursework 2. Regular classroom 3. Resource room	1. Advanced Placement 2. Regular classroom 3. Other: Learning Centers 4. Dual enrollment (in college) 5. International Baccalaureate

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
Idaho					
Illinois	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Indiana	1. Regular classroom 2. Cluster classrooms	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Self-contained classroom	1. Cluster classrooms 2. Regular classroom 3. Resource room 4. Self-contained classroom	1. Regular classroom 2. Honors/advanced coursework 3. Cluster classrooms	1. Other: Honors 2. Advanced Placement 3. Dual enrollment (in college)
Iowa	Not possible to estimate	1. Regular classroom 2. Telescoped learning 3. Resource room 4. Cluster classrooms	1. Regular classroom 2. Telescoped learning 3. Resource room 4. Cluster classrooms	1. Regular classroom 2. Telescoped learning 3. Resource room 4. Independent study	1. Advanced Placement 2. Dual enrollment (in college) 3. Independent study 4. Virtual classroom/ coursework 5. Mentorships
Kansas	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Kentucky	1. Regular classroom 2. Cluster classrooms 3. Other: Acceleration 4. Independent study 5. Resource room	1. Cluster classrooms 2. Other: enrichment 3. Other: collaboration 4. Resource room 5. Continuous progress/ self-paced learning	1. Cluster classrooms 2. Other: enrichment 3. Resource room 4. Other: collaboration 5. Continuous progress/ self-paced learning	1. Cluster classrooms 2. Other: enrichment 3. Other: Differentiated by individual 4. Resource room 5. Other: collaboration	1. Resource room 2. Continuous progress coursework 3. Other: enrichment 4. Other: collaboration 5. Advanced Placement
Louisiana	Not possible to estimate	1. Resource room 2. Cluster classrooms 3. Continuous progress/ self-paced learning 4. Regular classroom	1. Resource room 2. Magnet schools 3. Continuous progress/ self-paced learning 4. Continuous progress/ self-paced learning 5. Regular classroom	1. Resource room 2. Magnet schools 3. Honors/advanced coursework 4. Cluster classrooms 5. Virtual school	1. Resource room 2. Magnet schools 3. Dual enrollment (in college) 4. Advanced Placement 5. Regional math/science school
Maine	Not possible to estimate	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Resource room 4. Independent study 5. Virtual classroom/ coursework	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Resource room 4. Telescoped learning 5. Virtual classroom/ coursework	1. Continuous progress/ self-paced learning 2. Regular classroom 3. Resource room 4. Independent study 5. Virtual classroom/ coursework	1. Advanced Placement 2. Regular classroom 3. Virtual classroom/ coursework 4. Dual enrollment (in college) 5. Independent study

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
Maryland	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Resource room	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Magnet schools 5. Independent study	1. Regular classroom 2. Cluster classrooms 3. Self-contained classroom 4. Magnet schools 5. Resource room	1. Self-contained classroom 2. Honors/advanced coursework 3. Magnet schools 4. Resource room 5. Cluster classrooms	1. Advanced Placement 2. Self-contained classroom 3. Mentorships 4. Dual enrollment (in college) 5. Resource room
Massachusetts	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Michigan	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Minnesota	Not possible to estimate	1. Regular classroom 2. Resource room 3. Cluster classrooms 4. Continuous progress/ self-paced learning 5. Self-contained classroom	1. Regular classroom 2. Cluster classrooms 3. Resource room 4. Continuous progress/ self-paced learning 5. Self-contained classroom	1. Regular classroom 2. Honors/advanced coursework 3. Continuous progress/ self-paced learning 4. Cluster classrooms 5. Magnet schools	1. Advanced Placement 2. Dual enrollment (in college) 3. Virtual classroom/ coursework 4. Magnet schools 5. Mentorships
Mississippi	Not possible to estimate	1. Self-contained classroom 2. Resource room 3. Cluster classrooms 4. Continuous progress/ self-paced learning 5. International Baccalaureate	1. Self-contained classroom 2. Resource room 3. Continuous progress/ self-paced learning;	1. Self-contained classroom	1. Advanced Placement 2. Dual enrollment (in college) 3. International Baccalaureate
Missouri	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Montana	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Nebraska	Not possible to estimate	Not possible to estimate		Not possible to estimate	Not possible to estimate
Nevada					
New Hampshire	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. Advanced Placement 2. 3. Dual enrollment (in college) 4. Virtual high school 5. International Baccalaureate
New Jersey	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
New Mexico	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
New York	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
North Carolina	1. Regular classroom 2. Resource room 3. Continuous progress/ self-paced learning 4. Cluster classrooms: Early Entrance to K 5. Other: Early K Admittance	1. Resource room 2. Regular classroom 3. Cluster classrooms 4. Continuous progress/ self-paced learning 5. Independent study	1. Resource room 2. Self-contained classroom 3. Cluster classrooms 4. Continuous progress/ self-paced learning 5. Independent study	1. Cluster classrooms 2. Honors/advanced coursework 3. Telescoped learning 4. Resource room 5. Regular classroom	1. Advanced Placement 2. International Baccalaureate 3. Dual enrollment (in college) 4. Cluster classrooms 5. Telescoped learning
North Dakota					
Ohio	Not possible to estimate	1. Resource room 2. Self-contained classroom 3. Cluster classrooms 4. Regular classroom 5. Other: Cluster classrooms where a gifted intervention specialist works directly with students	1. Resource room 2. Self-contained classroom 3. Cluster classrooms 4. Other: Cluster classrooms where a gifted intervention specialist works directly with students 5. Regular classroom	1. Self-contained classroom 2. Honors/advanced coursework 3. Resource room 4. Regular classroom 5. Cluster classrooms	1. Other: Honors Classes 2. Advanced Placement 3. Self-contained classroom 4. Regular classroom 5. Other: Post Secondary Enrollment Option Classes
Oklahoma	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate
Oregon	1. Regular classroom: general education classroom with differentiation 2. Cluster classrooms 3. Magnet schools 4. Continuous progress/ self-paced learning 5. Telescoped learning	1. Regular classroom: Regular classroom with differentiation 2. Continuous progress/ self-paced learning 3. Telescoped learning 4. Cluster classrooms 5. Resource room	1. Regular classroom: General education with differentiation 2. Continuous progress/ self-paced learning 3. Cluster classrooms 4. Telescoped learning 5. Honors/advanced coursework	1. Regular classroom: general education with differentiation 2. Honors/advanced coursework 3. Continuous progress/ self-paced learning 4. Telescoped learning 5. Cluster classrooms	1. Advanced Placement 2. Other: general education with differentiation 3. Continuous progress curriculum 4. Self-paced learning 5. Dual enrollment (in college)
Pennsylvania	Not possible to estimate	Not possible to estimate	1. Resource room 2. Cluster classrooms 3. Regular classroom 4. Virtual classroom/ coursework 5. Mentorships		1. Resource room 2. Continuous progress coursework 3. Regular classroom 4. Self-paced learning 5. Virtual classroom/ coursework
Rhode Island					

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
South Carolina	Not possible to estimate	1. Resource room 2. Self-contained classroom 3. Cluster classrooms	1. Self-contained classroom 2. Resource room 3. Magnet schools 4. Honors/advanced coursework 5. Regional performing arts school	1. Self-contained classroom 2. Honors/advanced coursework 3. Resource room 4. Magnet schools 5. Regional performing arts school	1. Other: Honors and Advanced Classes 2. Other: Advanced Placement Classes- (not formally a gifted option) 3. Regional performing arts school 4. Regional math/science school 5. Other: International Baccalaureate (not formally a gifted option)
South Dakota					
Tennessee	Not possible to estimate	1. Resource room 2. Regular classroom 3. Continuous progress/ self-paced learning	1. Resource room 2. Independent study 3. Advanced Placement (College Board)	1. Independent study 2. Advanced Placement (College Board) 3. Virtual classroom/ coursework	1. Advanced Placement 2. Dual enrollment (in college) 3. Independent study
Texas	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. Cluster classrooms 2. Regular classroom 3. Other: Pre-AP 4. Independent study 5. Self-contained classroom	1. Advanced Placement 2. Dual enrollment (in college) 3. Independent study 4. Magnet schools 5. International Baccalaureate
Utah	1. Regular classroom 2. Cluster classrooms 3. Independent study 4. Continuous progress/ self-paced learning 5. Magnet schools	1. Regular classroom 2. Continuous progress/ self-paced learning 3. Telescoped learning 4. Independent study 5. Cluster classrooms	1. Regular classroom 2. Cluster classrooms 3. Magnet schools 4. Independent study 5. Telescoped learning	1. Regular classroom 2. Telescoped learning 3. Continuous progress/ self-paced learning 4. Independent study 5. International Baccalaureate	1. Dual enrollment (in college) 2. Advanced Placement 3. Independent study 4. Regional math/science school 5. International Baccalaureate
Vermont					

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
Virginia	1. Other: acceleration based on individual needs - in content area 2. Other: acceleration based on individual needs - grade level 3. Cluster classrooms 4. Resource room	1. Cluster classrooms 2. Other: acceleration based on individual needs - in content area 3. Other: acceleration based on individual needs - by grade levels 4. Resource room	1. Other: acceleration based on individual needs - in content area 2. Other: acceleration based on individual needs - by grade level 3. Cluster classrooms 4. Resource room	1. Other: acceleration based on individual needs - in content area 2. Other: acceleration based on individual needs - by grade level 3. Cluster classrooms 4. Resource room	1. Other: acceleration based on individual needs - in content area 2. Other: Academic Year Governor's Schools 3. Dual enrollment (in college) 4. Advanced Placement
Washington	Not possible to estimate	1. Regular classroom 2. Other: part time grouping - content specific 3. Self-contained classroom	1. Regular classroom 2. Other: part time grouping - content specific 3. Self-contained classroom	1. Honors/advanced coursework 2. Regular classroom 3. Other: part time grouping - content specific	1. Advanced Placement 2. Dual enrollment (in college) 3. Other: Honors 4. International Baccalaureate
West Virginia		1. Resource room 2. Regular classroom 3. Self-contained classroom	1. Resource room 2. Regular classroom 3. Self-contained classroom	1. Resource room 2. Regular classroom 3. Self-contained classroom	
Wisconsin	1. Other: Differentiation in the regular classroom 2. Other: Flexible grouping within the classroom or between classrooms 3. Other: Pull-out program 4. Other: Subject or grade acceleration	1. Other: Differentiation in the regular classroom 2. Other: Flexible grouping within the classroom and between classrooms 3. Other: Pull-out programs 4. Other: Subject or grade acceleration	1. Other: Differentiation in the regular classroom 2. Other: Flexible grouping within the classroom or between classrooms 3. Other: Pull-out programs 4. Other: Subject or grade acceleration	1. Cluster classrooms: Differentiation in the regular classroom 2. Other: Differentiation in the regular classroom 3. Other: Pull-out programs 4. Virtual classroom/ coursework	1. Other: Honors/ Advanced courses 2. Advanced Placement 3. Dual enrollment (in college) 4. International Baccalaureate 5. Virtual classroom/ coursework
Wyoming	Not possible to estimate	Not possible to estimate	Not possible to estimate	Not possible to estimate	1. Advanced Placement 2. Dual enrollment (in college) 3. International Baccalaureate

	Top delivery models in pre-K, kindergarten (Q86 - Q91)	Top delivery models in early elementary (Q92 t Q97)	Top delivery models in upper elementary (Q98 t Q103)	Top delivery models in middle school (Q104 t Q109)	Top delivery models in high school (Q110 t Q115)
Summary	*Responses: 43, 15, 15, 12, 8, 6* Not possible to estimate: 28 **Respondents putting in top five:** Regular classroom: 11 Resource room: 9 Cluster classrooms: 9 Continuous progress/ self-paced learning: 7 Independent study: 3 Self-contained classrooms: 2 Magnet school: 2 Telescoped learning: 2 Other: 6	*Responses: 44, 26, 26, 26, 19, 12* Not possible to estimate: 18 **Respondents putting in top five:** Resource room: 20 Regular classroom: 19 Cluster classrooms: 17 Continuous progress/ self-paced learning: 12 Self-contained classroom: 10 Independent study: 6 Magnet schools: 4 Telescoped learning: 4 Virtual classroom/ coursework: 1 International Baccalaureate: 1 Other: 10	*Responses: 43, 27, 27, 26, 21, 16* Not possible to estimate: 16 **Respondents putting in top five:** Resource room: 23 Regular classroom: 18 Cluster classrooms: 17 Self-contained classroom: 10 Continuous progress/ self-paced learning: 10 Magnet schools: 6 Independent study: 5 Telescoped learning: 5 Honors/advanced coursework: 3 Advanced Placement (College Board): 2 Virtual classroom/ coursework: 2 Mentorships: 1 Regional performing arts school: 1 Other: 7	*Responses: 43, 27, 26, 26, 20, 17* Not possible to estimate: 16 **Respondents putting in top five:** Cluster classrooms: 17 Regular classroom: 16 Honors/advanced coursework: 15 Resource room: 14 Independent study: 7 Self-contained classroom: 7 Continuous progress/ self-paced learning: 7 Magnet schools: 4 Telescoped learning: 4 Virtual classroom/ coursework: 4 Advanced Placement (College Board): 2 International Baccalaureate: 2 Regional performing arts school: 2 Virtual school: 1 Other: 8	*Responses: 43, 30, 29, 30, 26, 24* Not possible to estimate: 13 **Respondents putting in top five:** Advanced Placement: 28 Dual enrollment (in college): 23 International Baccalaureate: 12 Independent study: 10 Virtual classroom/ coursework: 7 Regular classroom: 6 Resource room: 5 Magnet schools: 5 Continuous progress coursework: 5 Cluster classrooms: 4 Self-paced learning: 4 Mentorships: 3 Regional math/science school: 3 Self-contained classroom: 2 Regional performing arts school: 1 Telescoped learning: 1 Other: 11

TABLE 26: ACCELERATION POLICIES AND PRACTICES

	State acceleration policy (Q116)	State policy on kindergarten early entrance (Q117)	State kindergarten entry age or cut-off date (Q118)	Alternate high school diploma or certificate offered to GT students (Q119) Basis on which it is offered (Q120)
Alabama	State policy leaves LEA to determine		5 on or before September 1 (AL ST Â§ 16-28-4)	State policy does not permit
Alaska				
Arizona	No state policy; up to LEA to determine	State policy leaves LEA to determine	5 years of age before September 1 of the current school year. Local discretion to admit if 5 by January 1.	State policy does not permit
Arkansas	No state policy; up to LEA to determine	State policy does not permit	Must be 5 on or before August 1st	State policy specifically permits General Education Development Tests are offered to individuals who lack credits to graduate. Passing GED tests results in the issuance of an Arkansas High School Diploma
California	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by December 2 for 2011-12; November 1 for 2012-13; October 1 for 2013-14; and September 1 for 2014-15 school year and each school year thereafter	No state policy; up to LEA to determine LEA discretion
Colorado	State policy leaves LEA to determine	State policy specifically permits	5 by October 1	No state policy; up to LEA to determine NA
Connecticut	No state policy; up to LEA to determine	State policy leaves LEA to determine	Children 5 years or older who reach age 5 by first day of January of any school year....boards of education by vote may admit any school children under five years of age (CGS 10-15c)	State policy specifically permits test results, portfolio (C.G.S. 10-5)
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by August 31	No state policy; up to LEA to determine Dual enrollment, weighted coursework
D.C.				
Florida	State policy specifically permits	State policy does not permit	Must be 5 by September 1	State policy specifically permits IB or AICE diploma
Georgia	State policy leaves LEA to determine	State policy does not permit	Must be 5 by Sept. 1	State policy does not permit

	State acceleration policy (Q116)	State policy on kindergarten early entrance (Q117)	State kindergarten entry age or cut-off date (Q118)	Alternate high school diploma or certificate offered to GT students (Q119) Basis on which it is offered (Q120)
Guam	No state policy; up to LEA to determine	State policy leaves LEA to determine		State policy does not permit
Hawaii	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by June 1	
Idaho				
Illinois	No state policy; up to LEA to determine	No state policy; up to LEA to determine		No state policy; up to LEA to determine
Indiana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by August 1	No state policy; up to LEA to determine
Iowa	No state policy; up to LEA to determine	State policy does not permit	Must be 5 years old by September 15	State policy does not permit
Kansas	State policy specifically permits	State policy does not permit	Must be five by September 1st	State policy does not permit
Kentucky	No state policy; up to LEA to determine	State policy does not permit	Must be 5 by October 1	State policy does not permit
Louisiana	State policy leaves LEA to determine	State policy leaves LEA to determine	Must be 5 on or before Sept. 30	State policy specifically permits Completion of their GED
Maine	No state policy; up to LEA to determine	State policy does not permit	Must be 5 by October 15	State policy specifically permits portfolio
Maryland	No state policy; up to LEA to determine	State policy specifically permits	Must be 5 by September 1	State policy does not permit
Massachusetts	State policy leaves LEA to determine	State policy leaves LEA to determine	Up to LEA to determine	No state policy; up to LEA to determine up to LEA to determine
Michigan	No state policy; up to LEA to determine	No state policy; up to LEA to determine	5 by December 1st.	No state policy; up to LEA to determine
Minnesota	State policy specifically permits	State policy leaves LEA to determine	Must be 5 by school start date	State policy does not permit
Mississippi	State policy leaves LEA to determine	No state policy; up to LEA to determine	must be 5 by Sept. 1	State policy specifically permits portfolio

	State acceleration policy (Q116)	State policy on kindergarten early entrance (Q117)	State kindergarten entry age or cut-off date (Q118)	Alternate high school diploma or certificate offered to GT students (Q119) Basis on which it is offered (Q120)
Missouri	No state policy; up to LEA to determine	State policy does not permit	5 by August 1	No state policy; up to LEA to determine Up to LEA to determine
Montana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Age 5 on or before September 10th	No state policy; up to LEA to determine
Nebraska	State policy leaves LEA to determine	State policy leaves LEA to determine	Must be 5 by October 15	No state policy; up to LEA to determine online/ hs courses; dual enrollment
Nevada				
New Hampshire	No state policy; up to LEA to determine	No state policy; up to LEA to determine	5 years- cut-off dates vary	No state policy; up to LEA to determine
New Jersey			See Statutes 18A:38-5 & 18A:44-2	
New Mexico	State policy leaves LEA to determine	State policy leaves LEA to determine	n/a	State policy does not permit
New York	State policy specifically permits	No state policy; up to LEA to determine	LEA Determined.	State policy does not permit
North Carolina	State policy specifically permits	State policy specifically permits	5 by August 31.	No state policy; up to LEA to determine not applicable
North Dakota				
Ohio	State policy specifically permits	State policy specifically permits	Must be 5 by August 1 or September 30 depending on district policy	No state policy; up to LEA to determine
Oklahoma	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 on or before September 1	State policy leaves LEA to determine LEA decision
Oregon	No state policy; up to LEA to determine	No state policy; up to LEA to determine	5 by September 1st	No state policy; up to LEA to determine
Pennsylvania				
Rhode Island				
South Carolina	State policy leaves LEA to determine	State policy does not permit	Must be 5 on or before September 1	State policy does not permit
South Dakota	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by September 1	No state policy; up to LEA to determine

	State acceleration policy (Q116)	State policy on kindergarten early entrance (Q117)	State kindergarten entry age or cut-off date (Q118)	Alternate high school diploma or certificate offered to GT students (Q119) Basis on which it is offered (Q120)
Tennessee	State policy leaves LEA to determine	State policy does not permit	Must be 5 by September 30	No state policy; up to LEA to determine
Texas	State policy specifically permits	State policy specifically permits	5 years of age by September 1	State policy does not permit
Utah	No state policy; up to LEA to determine		Must be 5 by Sept 1st	No state policy; up to LEA to determine
Vermont				
Virginia	State policy leaves LEA to determine	State policy specifically permits	Must be 5 by September 30th	State policy does not permit
Washington	No state policy; up to LEA to determine	State policy leaves LEA to determine	Must be 5 by September 1	State policy does not permit
West Virginia	State policy specifically permits	State policy specifically permits	Must by 5 by September 1	State policy does not permit
Wisconsin	State policy leaves LEA to determine	State policy leaves LEA to determine	Must be 5 by September 1 of the school year	State policy specifically permits Competency based, project based, HSED, GED
Wyoming	No state policy; up to LEA to determine	No state policy; up to LEA to determine	Must be 5 by September 10	State policy does not permit
Summary	*Responses: 43* No state policy; up to LEA to determine: 23 State policy leaves LEA to determine: 12 State policy specifically permits: 8	*Responses: 41* No state policy; up to LEA to determine: 14 State policy does not permit: 10 State policy leaves LEA to determine: 10 State policy specifically permits: 7	*Responses: 42*	*Responses: 42, 15* State policy does not permit: 17 No state policy; up to LEA to determine: 17 State policy specifically permits: 7 State policy leaves LEA to determine: 1

TABLE 27: DUAL ENROLLMENT POLICIES AND PRACTICES

	Dual enrollment in high school and college allowed (Q121)	Earliest grade for dual enrollment (Q122)	Earliest age for dual enrollment (Q123)	High school credit given for college courses (Q124)	Pays tuition for dual enrollment (Q125)
Alabama	State policy specifically permits	Other: To be determined by School System Superintendent and College President	Other: To be determined by School System Superintendent and College President	State policy specifically permits	Parent
Alaska					
Arizona	State policy specifically permits	Other: Junior or senior year of high school, if enrolled for college credit.	Other	State policy specifically permits	LEA
Arkansas	State policy specifically permits	Grade 9	Other: Grade specific, not age specific	State policy specifically permits	LEA Parent Other: Institution of Higher Education / tuition waived
California	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	Parent
Colorado	State policy specifically permits	Grade 9	Other: Criteria uses grade level not age	State policy specifically permits	LEA Parent Other: Tuition is paid up to amount in community college courses
Connecticut	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	SEA Parent
Delaware	No state policy; up to LEA to determine	Grade 10	Age 16	No state policy; up to LEA to determine	Parent
D.C.					
Florida	State policy specifically permits	Other: Students must meet required scores on the Postsecondary Education Readiness Test to enroll in dual enrollment courses	Left to LEA to determine	State policy specifically permits	Other: Tuition is waived for dual enrollment

	Dual enrollment in high school and college allowed (Q121)	Earliest grade for dual enrollment (Q122)	Earliest age for dual enrollment (Q123)	High school credit given for college courses (Q124)	Pays tuition for dual enrollment (Q125)
Georgia	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Parent Other: Georgia's lottery funded Hope Program
Guam	State policy does not permit				
Hawaii	State policy specifically permits	Grade 11	Age 16	State policy specifically permits	Parent Other: GEAR UP grant
Idaho					
Illinois	No state policy; up to LEA to determine	Left to LEA to determine		No state policy; up to LEA to determine	LEA Parent
Indiana	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent
Iowa	State policy specifically permits	Grade 9	Other: no state policy	State policy specifically permits	LEA
Kansas	State policy specifically permits	Other: Grade 9 or if IEP indicates a need for concurrent enrollment prior to grade 9		State policy specifically permits	Parent
Kentucky	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	SEA
Louisiana	State policy leaves LEA to determine	Grade 7	Left to LEA to determine	State policy specifically permits	LEA Parent
Maine	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine	SEA LEA Parent Other: State University
Maryland	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	Parent Other: Typically students attend a community college at a reduced tuition.

	Dual enrollment in high school and college allowed (Q121)	Earliest grade for dual enrollment (Q122)	Earliest age for dual enrollment (Q123)	High school credit given for college courses (Q124)	Pays tuition for dual enrollment (Q125)
Massachusetts	State policy specifically permits	Grade 9	Other: only specifies that they must be enrolled in secondary school	State policy specifically permits	Other: state funded through Department of Higher Education
Michigan	State policy specifically permits	Grade 11		State policy specifically permits	LEA Parent
Minnesota	State policy specifically permits	Grade 7	Other: grade assignment is not dependent upon age	State policy specifically permits	SEA
Mississippi	State policy specifically permits	Grade 9	Age 15	State policy specifically permits	LEA Parent
Missouri	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Parent
Montana	State policy specifically permits	Grade 9		State policy specifically permits	Parent
Nebraska	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Parent
Nevada					
New Hampshire	State policy specifically permits	Grade 11	Other: Not stated	State policy specifically permits	Parent
New Jersey	State policy specifically permits			State policy specifically permits	
New Mexico	State policy specifically permits	Left to LEA to determine		State policy leaves LEA to determine	SEA
New York	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent
North Carolina	State policy specifically permits	Other: Grade 9 or earlier if deemed by LEA or in Early College Program	Age 16	State policy specifically permits	Other: FTE based
North Dakota					
Ohio	State policy specifically permits	Grade 9	Age 14	State policy specifically permits	LEA

	Dual enrollment in high school and college allowed (Q121)	Earliest grade for dual enrollment (Q122)	Earliest age for dual enrollment (Q123)	High school credit given for college courses (Q124)	Pays tuition for dual enrollment (Q125)
Oklahoma	State policy specifically permits	Grade 11	Other: Grade 11 who meet criteria (not specified by age)	State policy leaves LEA to determine	Other: Regents for Higher Education
Oregon	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits	LEA Other: Local agency is responsible for setting the criteria and negotiating the agreements with universities/ colleges of dual/ concurrent.
Pennsylvania					
Rhode Island					
South Carolina	State policy specifically permits	Other: left to the college to determine. LEA may have input to guide the student in this direction.	Other: Left to the College to determine. LEA may have some input to guide student in this direction.	State policy specifically permits	LEA Parent
South Dakota	State policy specifically permits	Other: no limit	Other: no limit	No state policy; up to LEA to determine	Other: depends on situation
Tennessee	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	
Texas	State policy specifically permits	Grade 11	Age 16	State policy specifically permits	Other: varies depending on the district
Utah	State policy specifically permits	Grade 10	Age 15	State policy specifically permits	SEA
Vermont					
Virginia	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine	LEA Parent Other: university or community college may provide reduced tuition or waive tuition fees

	Dual enrollment in high school and college allowed (Q121)	Earliest grade for dual enrollment (Q122)	Earliest age for dual enrollment (Q123)	High school credit given for college courses (Q124)	Pays tuition for dual enrollment (Q125)
Washington	No state policy; up to LEA to determine	Grade 11	Other: LEA determination of junior/senior status	State policy specifically permits	SEA
West Virginia	State policy specifically permits	Grade 11		State policy specifically permits	LEA
Wisconsin	State policy specifically permits	Grade 11	Other: Based on grade, not age	State policy specifically permits	LEA Parent
Wyoming	State policy leaves LEA to determine	Grade 10	Age 16	State policy leaves LEA to determine	LEA
Summary	*Responses: 44* State policy specifically permits: 32 State policy leaves LEA to determine: 6 No state policy; up to LEA to determine: 5 State policy does not permit: 1	*Responses: 42* Left to LEA to determine: 15 Grade 7: 2 Grade 9: 7 Grade 10: 3 Grade 11: 8 Other: 7	*Responses: 36* Left to LEA to determine: 15 Age 14: 1 Age 15: 2 Age 16: 5 Other: 13	*Responses: 43* State policy specifically permits: 30 State policy leaves LEA to determine: 9 No state policy; up to LEA to determine: 4	*Responses: 41* Parent: 24 LEA: 20 SEA: 7 Other: 14

TABLE 28: DUAL ENROLLMENT POLICIES AND PRACTICES (CONTINUED)

	Dual enrollment in middle and high school allowed (Q126)	High school graduation credit received for dual enrollment while in middle school (Q127)
Alabama	No state policy; up to LEA to determine	State policy specifically permits
Alaska		
Arizona	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Arkansas	State policy does not permit	
California	State policy leaves LEA to determine	State policy leaves LEA to determine
Colorado	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Connecticut	No state policy; up to LEA to determine	State policy leaves LEA to determine
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine
D.C.		
Florida	State policy specifically permits	State policy specifically permits
Georgia	State policy leaves LEA to determine	State policy specifically permits
Guam	State policy does not permit	
Hawaii	State policy does not permit	
Idaho		
Illinois		
Indiana	No state policy; up to LEA to determine	State policy specifically permits
Iowa	State policy does not permit	
Kansas	State policy specifically permits	State policy specifically permits
Kentucky	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Louisiana	State policy leaves LEA to determine	State policy specifically permits
Maine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Maryland	State policy specifically permits	State policy leaves LEA to determine
Massachusetts	State policy does not permit	
Michigan	State policy leaves LEA to determine	State policy specifically permits
Minnesota	No state policy; up to LEA to determine	State policy specifically permits
Mississippi	State policy leaves LEA to determine	State policy specifically permits
Missouri	No state policy; up to LEA to determine	No state policy; up to LEA to determine

	Dual enrollment in middle and high school allowed (Q126)	High school graduation credit received for dual enrollment while in middle school (Q127)
Montana	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Nebraska	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Nevada		
New Hampshire	State policy does not permit	
New Jersey		
New Mexico	State policy leaves LEA to determine	State policy leaves LEA to determine
New York	State policy leaves LEA to determine	State policy specifically permits
North Carolina	State policy specifically permits	State policy specifically permits
North Dakota		
Ohio	State policy specifically permits	State policy specifically permits
Oklahoma	State policy specifically permits	State policy specifically permits
Oregon	State policy leaves LEA to determine	State policy leaves LEA to determine
Pennsylvania		
Rhode Island		
South Carolina	State policy specifically permits	State policy specifically permits
South Dakota	State policy does not permit	
Tennessee	State policy leaves LEA to determine	State policy leaves LEA to determine
Texas	No state policy; up to LEA to determine	State policy specifically permits
Utah	State policy does not permit	
Vermont		
Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine
Washington	State policy specifically permits	State policy specifically permits
West Virginia	State policy specifically permits	State policy specifically permits
Wisconsin	State policy specifically permits	State policy does not permit
Wyoming	State policy leaves LEA to determine	State policy leaves LEA to determine

	Dual enrollment in middle and high school allowed (Q126)	High school graduation credit received for dual enrollment while in middle school (Q127)
Summary	*Responses: 42* No state policy; up to LEA to determine: 13 State policy leaves LEA to determine: 11 State policy specifically permits: 10 State policy does not permit: 8	*Responses: 34* State policy specifically permits: 17 State policy leaves LEA to determine: 8 No state policy; up to LEA to determine: 8 State policy does not permit: 1

TABLE 29: PROFICIENCY-BASED PROMOTION POLICIES AND PRACTICES

	State allows proficiency-based promotion (Q128)	Methods of demonstrating proficiency (Q129)	Advancement options after proficiency (Q130)	State allows graduation credit for proficiency (Q131)
Alabama	State policy leaves LEA to determine	Left to LEA to determine	Independent study Dual/concurrent enrollment Grad/course advancement Internship Left to LEA to determine Other: Electives, Mentorships, Online courses	State policy specifically permits
Alaska				
Arizona	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Arkansas	State policy does not permit			
California	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
Colorado	No state policy; up to LEA to determine	Left to LEA to determine	Individualized instruction Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Internship Left to LEA to determine	No state policy; up to LEA to determine
Connecticut	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Delaware	No state policy; up to LEA to determine	Left to LEA to determine	Individualized instruction Independent study Dual/concurrent enrollment Grad/course advancement Internship Left to LEA to determine	No state policy; up to LEA to determine
D.C.				

	State allows proficiency-based promotion (Q128)	Methods of demonstrating proficiency (Q129)	Advancement options after proficiency (Q130)	State allows graduation credit for proficiency (Q131)
Florida	State policy specifically permits	Standardized tests Portfolio Other: A district must identify tools used to determine mastery	Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship Left to LEA to determine	State policy specifically permits
Georgia	State policy leaves LEA to determine	Left to LEA to determine Multiple choice test Essay Standardized tests Portfolio Performance	Individualized instruction Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Internship Left to LEA to determine	State policy does not permit
Guam	State policy does not permit			
Hawaii	State policy leaves LEA to determine	Left to LEA to determine	Dual/concurrent enrollment Left to LEA to determine	State policy specifically permits
Idaho				
Illinois				
Indiana	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Iowa	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
Kansas	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Kentucky	State policy specifically permits	Left to LEA to determine	Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship Left to LEA to determine	State policy specifically permits

	State allows proficiency-based promotion (Q128)	Methods of demonstrating proficiency (Q129)	Advancement options after proficiency (Q130)	State allows graduation credit for proficiency (Q131)
Louisiana	No state policy; up to LEA to determine	Other: Standards based test developed by the district	Correspondence courses Independent study Dual/concurrent enrollment Grad/course advancement Left to LEA to determine	State policy specifically permits
Maine	No state policy; up to LEA to determine	Left to LEA to determine	Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Grad/course advancement Individualized education programs Internship	No state policy; up to LEA to determine
Maryland	State policy leaves LEA to determine	Left to LEA to determine	Correspondence courses Independent study Dual/concurrent enrollment Grad/course advancement Internship Left to LEA to determine	State policy leaves LEA to determine
Massachusetts	No state policy; up to LEA to determine	Left to LEA to determine	Not applicable	State policy leaves LEA to determine
Michigan	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Minnesota	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Mississippi	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
Missouri	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Montana	State policy specifically permits	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
Nebraska	No state policy; up to LEA to determine	Left to LEA to determine	Individualized instruction Independent study Dual/concurrent enrollment Grad/course advancement Individualized education programs Left to LEA to determine	State policy leaves LEA to determine
Nevada				

	State allows proficiency-based promotion (Q128)	Methods of demonstrating proficiency (Q129)	Advancement options after proficiency (Q130)	State allows graduation credit for proficiency (Q131)
New Hampshire	State policy specifically permits	Left to LEA to determine	Dual/concurrent enrollment Left to LEA to determine Other: Virtual HS	State policy specifically permits
New Jersey				
New Mexico	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
New York	State policy specifically permits	Left to LEA to determine Standardized tests Other: Promotion or retention grades K-8 is determined by LEA. Students may earn HS diploma credit by examination where a state examination exists.	Left to LEA to determine	State policy specifically permits
North Carolina	No state policy; up to LEA to determine	Other: Up to LEA	Left to LEA to determine	No state policy; up to LEA to determine
North Dakota				
Ohio	State policy specifically permits	Left to LEA to determine Multiple choice test Essay Lab experiments Standardized tests Oral exam Portfolio Performance	Individualized instruction Correspondence courses Independent study Dual/concurrent enrollment Cross-grade grouping Cluster grouping Grad/course advancement Individualized education programs Internship Left to LEA to determine	State policy specifically permits
Oklahoma	State policy specifically permits	Left to LEA to determine	Grad/course advancement	State policy specifically permits
Oregon	State policy specifically permits	Left to LEA to determine Portfolio Performance	Dual/concurrent enrollment Cross-grade grouping Grad/course advancement	State policy leaves LEA to determine
Pennsylvania				
Rhode Island				
South Carolina	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
South Dakota	No state policy; up to LEA to determine	Other: end of course exams	Left to LEA to determine	State policy specifically permits

	State allows proficiency-based promotion (Q128)	Methods of demonstrating proficiency (Q129)	Advancement options after proficiency (Q130)	State allows graduation credit for proficiency (Q131)
Tennessee	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy leaves LEA to determine
Texas	State policy specifically permits	Left to LEA to determine Other: Credit by examination; district may develop their own credit by examination	Grad/course advancement Left to LEA to determine	State policy specifically permits
Utah	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy does not permit
Vermont				
Virginia	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Washington	No state policy; up to LEA to determine	Left to LEA to determine	Left to LEA to determine	No state policy; up to LEA to determine
West Virginia	State policy specifically permits	Left to LEA to determine	Dual/concurrent enrollment Individualized education programs Other: Virtual school	State policy specifically permits
Wisconsin	State policy leaves LEA to determine	Left to LEA to determine	Left to LEA to determine	State policy specifically permits
Wyoming	State policy does not permit			
Summary	*Responses: 42* No state policy; up to LEA to determine: 15 State policy specifically permits: 14 State policy leaves LEA to determine: 10 State policy does not permit: 3	*Responses: 39* Left to LEA to determine: 35 Standardized tests: 4 Portfolio: 4 Performance: 3 Multiple choice test: 2 Essay: 2 Lab experiments: 1 Oral exam: 1 Other: 6	*Responses: 39* Left to LEA to determine: 34 Dual/concurrent enrollment: 15 Grad/course advancement: 13 Independent study: 11 Internship: 9 Individualized instruction: 8 Cross-grade grouping: 7 Correspondence courses: 6 Individualized education programs: 6 Cluster grouping: 5 Other: 3 Not applicable: 1	*Responses: 39* State policy specifically permits: 21 State policy does not permit: 9 No state policy; up to LEA to determine: 7 State policy leaves LEA to determine: 2

TABLE 30: COMPONENTS OF GIFTED AND TALENTED PROGRAMS AND SERVICES

	Components of GT services (Q132)				
	Social-emotional support	**Academic guidance and counseling**	**Contact time**	**Differentiated instruction**	**Content-based acceleration**
Alabama	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Alaska					
Arizona	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine	State policy specifically requires	State policy leaves LEA to determine
Arkansas	State policy leaves LEA to determine	State policy does not require	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine
California	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Colorado	State policy specifically requires	State policy specifically requires	No state policy; up to LEA to determine	State policy specifically requires	State policy leaves LEA to determine
Connecticut	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
D.C.					
Florida	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires
Georgia	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine
Guam	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires	State policy does not require
Hawaii	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Idaho					
Illinois	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Indiana	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy specifically requires	No state policy; up to LEA to determine

	Components of GT services (Q132)				
	Social-emotional support	Academic guidance and counseling	Contact time	Differentiated instruction	Content-based acceleration
Iowa	State policy specifically requires	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Kansas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Kentucky	State policy does not require	State policy does not require	State policy does not require	State policy does not require	State policy does not require
Louisiana	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Maine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Maryland	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Massachusetts	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Michigan	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Minnesota	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires
Mississippi	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy specifically requires	State policy leaves LEA to determine
Missouri	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy specifically requires	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Montana	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Nebraska	State policy leaves LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy does not require	State policy does not require
Nevada					
New Hampshire	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
New Jersey					
New Mexico	No state policy; up to LEA to determine		State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine

	Components of GT services (Q132)				
	Social-emotional support	Academic guidance and counseling	Contact time	Differentiated instruction	Content-based acceleration
New York	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
North Carolina	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
North Dakota					
Ohio	State policy does not require	State policy does not require	State policy does not require	State policy does not require	State policy does not require
Oklahoma	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Oregon	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine
Pennsylvania	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy specifically requires
Rhode Island					
South Carolina	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy specifically requires	State policy leaves LEA to determine	State policy leaves LEA to determine
South Dakota					
Tennessee	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Texas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Utah	No state policy; up to LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Vermont					
Virginia	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	State policy leaves LEA to determine	No state policy; up to LEA to determine
Washington	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
West Virginia	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine	State policy leaves LEA to determine
Wisconsin	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine

	Components of GT services (Q132)				
	Social-emotional support	**Academic guidance and counseling**	**Contact time**	**Differentiated instruction**	**Content-based acceleration**
Wyoming	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	No state policy; up to LEA to determine
Summary	*Responses: 43* No state policy; up to LEA to determine: 23 State policy leaves LEA to determine: 13 State policy specifically requires: 5 State policy does not require: 2	*Responses: 42* No state policy; up to LEA to determine: 21 State policy leaves LEA to determine: 13 State policy specifically requires: 5 State policy does not require: 3	*Responses: 43* No state policy; up to LEA to determine: 23 State policy leaves LEA to determine: 11 State policy specifically requires: 7 State policy does not require: 2	*Responses: 43* No state policy; up to LEA to determine: 16 State policy leaves LEA to determine: 15 State policy specifically requires: 9 State policy does not require: 3	*Responses: 43* No state policy; up to LEA to determine: 20 State policy leaves LEA to determine: 16 State policy specifically requires: 3 State policy does not require: 4

TABLE 31: OTHER POLICIES AND PRACTICES

	GT eligibility from other states recognized (Q133)	LEAs must recognize in-state GT eligibility (Q134)	Minimum age for GED (Q135)	Funded at state level (Q136)
Alabama	State policy does not require	State policy specifically permits	16	School for Math and Science School for the Fine and Performing Arts Governor's School (summer) Virtual high school
Alaska				
Arizona	State policy specifically permits	State policy specifically permits		Other: AP/IB Tests for Low-Income Students. College Access Challenge Grant (CACG) aims to provide ACT-EXPLORE to all 8th grade students in 2012.
Arkansas	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	School for Math and Science School for the Fine and Performing Arts Governor's School (summer) Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test Other: PSAT or PLAN
California	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None
Colorado	State policy specifically permits	State policy specifically permits	16	ACT/SAT/Discover test
Connecticut	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	AP/International Baccalaureate tests
Delaware	No state policy; up to LEA to determine	No state policy; up to LEA to determine	18	School for Math and Science School for the Fine and Performing Arts Governor's School (summer) AP/International Baccalaureate tests ACT/SAT/Discover test
D.C.				
Florida	State policy specifically permits	State policy specifically permits	16	School for the Fine and Performing Arts Governor's School (summer) Virtual high school AP/International Baccalaureate tests

	GT eligibility from other states recognized (Q133)	LEAs must recognize in-state GT eligibility (Q134)	Minimum age for GED (Q135)	Funded at state level (Q136)
Georgia	State policy does not require *See Table 41: Clarifications*	State policy specifically permits	17	Governor's School (summer) Virtual high school AP/International Baccalaureate tests Other: PSAT
Guam	State policy does not require	State policy specifically permits	18	None
Hawaii	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	Virtual high school AP/International Baccalaureate tests Other: Learning Centers
Idaho				
Illinois	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	Virtual high school
Indiana	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	School for Math and Science School for Humanities AP/International Baccalaureate tests Other: PSAT
Iowa	No state policy; up to LEA to determine	No state policy; up to LEA to determine	A student may take the GED tests at 17 years of age, but cannot get their diploma until they are 18 years of age and their 9th grade peers graduate. There are a few exceptions.	None
Kansas	State policy does not require	State policy specifically permits	16	School for Math and Science
Kentucky	State policy leaves LEA to determine	State policy specifically permits	19, however, applicant can be 16 if they have officially withdrawn from a public or private school.	School for Math and Science Virtual high school ACT/SAT/Discover test
Louisiana	State policy leaves LEA to determine	State policy specifically permits	17 with a waiver from the district or 18 without the waiver	School for Math and Science School for the Fine and Performing Arts
Maine	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	School for Math and Science Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Maryland	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None

	GT eligibility from other states recognized (Q133)	LEAs must recognize in-state GT eligibility (Q134)	Minimum age for GED (Q135)	Funded at state level (Q136)
Massachusetts	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	School for Math and Science Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Michigan	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	AP/International Baccalaureate tests ACT/SAT/Discover test
Minnesota	State policy leaves LEA to determine	No state policy; up to LEA to determine	16	School for the Fine and Performing Arts AP/International Baccalaureate tests Other: Post Secondary Enrollment Option (dual enrollment for grades 11 & 12)
Mississippi	No state policy; up to LEA to determine	State policy specifically permits	16 and a year behind cohort	School for Math and Science School for the Fine and Performing Arts İ Ü Ŵ Š sSchool (summer) Virtual high school AP/International Baccalaureate tests
Missouri	State policy does not require	State policy specifically permits		None
Montana	State policy leaves LEA to determine	State policy leaves LEA to determine	16	None Other: Federal program provides low income students with fee waiver
Nebraska	State policy leaves LEA to determine	State policy leaves LEA to determine	16	None
Nevada				
New Hampshire	No state policy; up to LEA to determine	No state policy; up to LEA to determine	18	Virtual high school AP/International Baccalaureate tests
New Jersey			16	
New Mexico	State policy leaves LEA to determine	State policy leaves LEA to determine	N/A	School for Math and Science School for the Fine and Performing Arts AP/International Baccalaureate tests ACT/SAT/Discover test
New York	No state policy; up to LEA to determine	No state policy; up to LEA to determine	17	Governor's School (summer) AP/International Baccalaureate tests
North Carolina	State policy leaves LEA to determine	State policy leaves LEA to determine	16	School for Math and Science School for the Fine and Performing Arts Governor's School (summer) Virtual high school
North Dakota				

	GT eligibility from other states recognized (Q133)	LEAs must recognize in-state GT eligibility (Q134)	Minimum age for GED (Q135)	Funded at state level (Q136)
Ohio	State policy does not require	State policy specifically permits	Varies	None
Oklahoma	State policy leaves LEA to determine	State policy leaves LEA to determine	16	School for Math and Science School for the Fine and Performing Arts AP/International Baccalaureate tests
Oregon	No state policy; up to LEA to determine	State policy does not require	16	Other: PSAT and PLAN tests for low income 10th graders
Pennsylvania	State policy specifically permits	State policy specifically permits	18	School for Math and Science
Rhode Island				
South Carolina	State policy does not require	State policy specifically permits	16 years old	School for Math and Science School for the Fine and Performing Arts Governor's School (school year) AP/International Baccalaureate tests ACT/SAT/Discover test Other: virtual school program (not a school)
South Dakota			18	Governor's School (summer)
Tennessee		State policy specifically permits	17	Governor's School (summer) ACT/SAT/Discover test
Texas	State policy leaves LEA to determine	No state policy; up to LEA to determine	16	School for Math and Science School for Humanities Governor's School (summer) Virtual high school AP/International Baccalaureate tests ACT/SAT/Discover test
Utah	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	AP/International Baccalaureate tests ACT/SAT/Discover test
Vermont				
Virginia	No state policy; up to LEA to determine	No state policy; up to LEA to determine	18	Governor's School (summer) Governor's School (school year) Virtual high school
Washington	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	None
West Virginia	State policy leaves LEA to determine	State policy specifically permits	One year after leaving school	Governor's School (summer)

	GT eligibility from other states recognized (Q133)	LEAs must recognize in-state GT eligibility (Q134)	Minimum age for GED (Q135)	Funded at state level (Q136)
Wisconsin	No state policy; up to LEA to determine	No state policy; up to LEA to determine	18 years 6 months	None
Wyoming	No state policy; up to LEA to determine	No state policy; up to LEA to determine	16	ACT/SAT/Discover test
Summary	*Responses: 42* No state policy; up to LEA to determine: 21 State policy leaves LEA to determine: 10 State policy does not require: 7 State policy specifically permits: 4	*Responses: 43* No state policy; up to LEA to determine: 21 State policy specifically permits: 16 State policy leaves LEA to determine: 5 State policy does not require: 1	*Responses: 43*	*Responses: 44* AP/International Baccalaureate tests: 19 School for Math and Science: 16 Virtual high school: 14 ACT/SAT/Discover test: 13 Governorʹs School (summer): 13 School for the Fine and Performing Arts: 11 School for Humanities: 2 Governorʹs School (school year): 2 Other: 9 None: 10

TABLE 32: PERSONNEL PREPARATION AND DEVELOPMENT

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
Alabama	No	Yes Course semester credit hours 18 core gifted course hours in addition to required courses for Masters degree	Yes	Data not collected
Alaska				
Arizona	No	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development The equivalent of 18 semester hours (12 hours of coursework, 6 hours of practicum)	Yes	Data not collected
Arkansas	No	Yes Course semester credit hours Approved Programs of Study usually include 18 graduate hours	Yes	81-90% (Collected data)
California	No	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 9 units	No	Data not collected
Colorado	Yes Teacher prep programs describe gifted education content in plan to the state.	Yes Course semester credit hours 24 semester graduate credits	No	Data not collected
Connecticut	No	No	No	0 (Collected data)

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
Delaware	No	Yes Course semester credit hours Staff development 15 credit hours of content specific courses and 18 hours of teaching and learning courses	No	71-80% (An estimate)
D.C.				
Florida	No	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 15 course semester hours, 300 staff development hours	Yes	81-90% (Collected data)
Georgia	No	Yes Course semester credit hours Continuing Education Units (CEUs) 200	Yes	91-100% (Collected data)
Guam	No	No	Yes	0 (Collected data)
Hawaii	No	No	No	Data not collected
Idaho				
Illinois	No	No	No	Data not collected
Indiana	No	Yes Not specified Not specified	No	1-10% (An estimate)

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
Iowa	Yes It is offered as part of Professional Core for Diverse Learners.	Yes Course semester credit hours 12 course semester credit hours	No	Data not collected
Kansas	No	Yes Course semester credit hours: The endorsement requires completion of an approved program. NA	Yes	71-80% (An estimate)
Kentucky	No	Yes Course semester credit hours It is up to universities, but typically a minimum of 12 hours.	Yes	Data not collected
Louisiana	No	Yes Course semester credit hours 18	Yes	61-70% (An estimate)
Maine	No	Yes Course semester credit hours Continuing Education Units (CEUs) Staff development 12 semester hours	Yes	71-80% (An estimate)
Maryland	No	Yes Course semester credit hours 18 credit hours	No	Data not collected

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
Massachusetts	No	Yes Not specified Other: MA Test for Educator Licensure (MTEL) for teachers of academically advanced 3 years employment by a district in a role working with academically advanced students	Yes	Data not collected
Michigan	No	No	No	Data not collected
Minnesota	No	No	No	Data not collected
Mississippi	No	Yes Course semester credit hours 12	Yes	91-100% (An estimate)
Missouri	No	Yes Course semester credit hours 15	Yes	91-100% (Collected data)
Montana	Yes The requirement is very general. It speaks to preparing preservice teachers to meet the needs of learners with diverse needs.	No	No	Data not collected
Nebraska	No	Yes Course semester credit hours 18	No	Data not collected
Nevada				
New Hampshire	No	No	No	0 (An estimate)

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
New Jersey	Yes Aligned with NJ Professional Standards for Teachers adapted from INTASC	No	No	Data not collected
New Mexico	No	Yes Staff development n/a	Yes	Data not collected
New York	No	Yes Course semester credit hours 18 credits	Yes	
North Carolina	No	Yes Course semester credit hours 12 credit hours from an IHE with an AIG licensure program approved by SEA	Yes	91-100% (An estimate)
North Dakota				
Ohio	No	Yes Course semester credit hours Varies	No	
Oklahoma	No	No	No	1-10% (Collected data)
Oregon	No	No	No	Data not collected
Pennsylvania	No	No	No	Data not collected
Rhode Island				

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
South Carolina	Yes It is incorporated in the Special Needs class, but only as a small part.	Yes Other: graduate credit hours Endorsement= 6 graduate credit hours Certification = 18 graduate credit hours	Yes	91-100% (An estimate)
South Dakota	No	Yes Course semester credit hours 18	No	Data not collected
Tennessee		Yes Course semester credit hours Other: Programs of study meet the gifted endorsement standards but do not exceed 15 semester hours. One can meet TN Employment Standards by obtaining 6 hours or the equivalent in addressing characteristics and methods. Programs of study meet the gifted endorsement standards but do not exceed 15 semester hours. One can meet TN Employment Standards by obtaining 6 hours or the equivalent in addressing characteristics and methods.	Yes	81-90% (An estimate)
Texas	Yes 30 clock hours of gifted/talented training to include nature and needs of G/T students, identification and assessment of G/T students' needs, and curriculum and instruction.	Yes Course semester credit hours Other: TExES examination 30 clock hours are required to be considered "trained."	No	Data not collected

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
Utah	No	Yes Course semester credit hours 16 credit hours are required	Yes	91-100% (Collected data)
Vermont				
Virginia	No	Yes Course semester credit hours Other: plus 45 hours instructional practicum hours 12 course semester credit hours	No	Data not collected
Washington	No	Yes Other: Specialty endorsement offered by one graduate program No requirement	No	Data not collected
West Virginia	No	Yes Not specified Successful completion of a gifted education program	Yes	Data not collected
Wisconsin	No	Yes Other: Program determined by higher educational institution and approved by the Wisconsin Department of Public Instruction Generally 12 - 15 credit hours	No	Data not collected
Wyoming	No	Yes Not specified No set number - must attend a certified program of study	Yes	Data not collected

	GT training required for all pre-service teachers (Q137, Q138)	GT credential offered (Q139) How hours earned (Q140) Number hours required (Q141)	GT credential required for professionals in specialized programs (Q142)	Percent of GT professionals in specialized programs with credential (Q143) Basis of percentage (Q144)
Summary	*Responses: 44, 6* No: 38 Yes: 6	*Responses: 45, 33, 33* Yes: 33 No: 12 Course semester credit hours: 25 Staff development: 6 Continuing Education Units (CEUs): 5 Other: 7 Not specified: 4	*Responses: 45* No: 24 Yes: 21	*Responses: 43, 18* Data not collected: 25 0%: 3 1-10%: 2 61-70%: 1 71-80%: 3 81-90%: 3 91-100%: 6 An estimate: 10 Collected data: 8

TABLE 33: PERSONNEL PREPARATION AND DEVELOPMENT (CONTINUED)

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
Alabama	No	**Pre-service:** Elective No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** Elective No state policy; up to LEAs to determine	Data not collected	75%
Alaska				
Arizona	Yes	**Pre-service:** State policy leaves up to LEAs to determine **In-service:** State policy leaves up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine	Data not collected	Data not collected. However, districts are required to provide ongoing PD and support.
Arkansas	No	**Pre-service:** State policy leaves up to LEAs to determine **In-service:** State policy leaves up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine	Data not collected	50%
California	No	**Pre-service:** Elective No state policy; up to LEAs to determine **In-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine **CEUs:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine	Data not collected	10%
Colorado	Yes	**Pre-service:** Elective Endorsement/Certification after initial license State policy leaves up to LEAs to determine **In-service:** Elective No state policy; up to LEAs to determine **CEUs:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine	Data not collected	40%
Connecticut	No	**Pre-service:** Elective **In-service:** Elective **CEUs:** Elective	Data not collected	Data not collected/No estimate possible

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
Delaware	No	**Pre-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine **In-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine **Pre-service:** 0 **In-service:** 90 clock hours every 5 years **CEUs:** n/a	11-20% (Estimate)	5%
D.C.				
Florida	No	**Pre-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine **In-service:** Endorsement/Certification after initial license No state policy; up to LEAs to determine **CEUs:** Elective No state policy; up to LEAs to determine	Data not collected	Data not collected
Georgia	No	**Pre-service:** Elective **In-service:** Elective **CEUs:** Elective	Data not collected	
Guam	Yes	**Pre-service:** No state policy; up to LEAs to determine **In-service:** Required **CEUs:** Elective **Pre-service:** n/a **In-service:** 12 **CEUs:** n/a	0 (Collected data)	10%
Hawaii	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs**: No state policy; up to LEAs to determine	Data not collected	1%
Idaho				
Illinois	No	**Pre-service:** Elective **In-service:** Elective **CEUs:** Elective	Data not collected	Not collected

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
Indiana	No	**Pre-service:** Elective No state policy; up to LEAs to determine **In-service:** Elective No state policy; up to LEAs to determine **CEUs:** Elective No state policy; up to LEAs to determine	Data not collected	0 - 10%
Iowa	Yes	**Pre-service:** Required **In-service:** State policy leaves up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine **Pre-service:** part of the 3 hours within the Professional Core for Diverse Learners	Data not collected	data not collected
Kansas	Yes		Data not collected	data not collected
Kentucky	No	**Pre-service:** Endorsement/Certification after initial license **In-service:** Elective No state policy; up to LEAs to determine **CEUs:** Elective No state policy; up to LEAs to determine	Data not collected	Not reported
Louisiana	No	**Pre-service:** State policy leaves up to LEAs to determine **In-service:** State policy leaves up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine **Pre-service:** 0 **In-service:** 0 **CEUs:** 0	21-30% (Estimate)	25%

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
Maine	No	**Pre-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine **In-service:** Elective Required Endorsement/Certification after initial license No state policy; up to LEAs to determine **CEUs:** Elective Required Endorsement/Certification after initial license No state policy; up to LEAs to determine **Pre-service:** 12 semester hours **In-service:** 90 workshop hours may be combined with 6 university semester hours **CEUs:** 12 semester hours	1-10% (Estimate)	5%
Maryland	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy: up to LEAs to determine	Data not collected	No way to estimate
Massachusetts	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	data not collected
Michigan	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	unknown
Minnesota	No	**Pre-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine **In-service:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine; **CEUs:** Elective Endorsement/Certification after initial license No state policy; up to LEAs to determine	21-30% (Estimate)	35%
Mississippi	Yes	**Pre-service:** Elective **In-service:** State policy leaves up to LEAs to determine **CEUs:** Elective State policy leaves up to LEAs to determine	Data not collected	10-25%

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
Missouri	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	0%
Montana	No	**Pre-service:** Required **In-service:** Elective **CEUs:** Elective **Pre-service:** The requirement is very general. It speaks to preparing preservice teachers to meet the needs of learners with diverse needs. This information is to be provided in general course work and not in a specific course on gifted education. **In-service:** no requirement; **CEUs:** no requirement	Data not collected	Data not collected
Nebraska	No	**Pre-service:** Elective **In-service:** Elective **CEUs:** Elective	Data not collected	50%
Nevada				
New Hampshire	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	0%
New Jersey	Yes		Data not collected	
New Mexico	No	**Pre-service:** Elective State policy leaves up to LEAs to determine **In-service:** Elective State policy leaves up to LEAs to determine **CEUs:** Elective State policy leaves up to LEAs to determine **Pre-service:** n/a **In-service:** n/a **CEUs:** n/a	1-10%	Not reported
New York	No	**Pre-service:** Elective Endorsement/Certification after initial license **In-service:** No state policy; up to LEAs to determine **CEUs:** 18 credits for a G&T extension to a professional license	Data not collected	Not collected

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
North Carolina	No	**Pre-service:** Elective Endorsement/Certification after initial license State policy leaves up to LEAs to determine **In-service:** Elective Endorsement/Certification after initial license State policy leaves up to LEAs to determine **CEUs:** Elective Endorsement/Certification after initial license State policy leaves up to LEAs to determine **Pre-service:** up to IHE **In-service:** up to LEA **CEUs:** up to LEA *See Table 41: Clarifications*	Data not collected	75%
North Dakota				
Ohio	No	**Pre-service:** Elective Endorsement/Certification after initial license; **In-service:** Elective Endorsement/Certification after initial license; **CEUs:** Elective Endorsement/Certification after initial license		
Oklahoma	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	not collected
Oregon	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	1-10% (Estimate)	50%
Pennsylvania	Yes	**Pre-service:** Elective No state policy; up to LEAs to determine **In-service:** Elective No state policy; up to LEAs to determine **CEUs:** Elective No state policy; up to LEAs to determine	Data not collected	25-50%
Rhode Island				

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
South Carolina	Yes	**Pre-service:** State policy leaves up to LEAs to determine **In-service:** State policy leaves up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine	Data not collected	It is supposed to be 100%
South Dakota	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	
Tennessee	No	**Pre-service:** State policy leaves up to LEAs to determine **In-service:** State policy leaves up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine	Data not collected	Data not collected
Texas	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** State policy leaves up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine **Pre-service:** N/A **In-service:** N/A **CEUs:** N/A	Data not collected	70%
Utah	No	**Pre-service:** Endorsement/Certification after initial license No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** State policy leaves up to LEAs to determine **Pre-service:** 0 **In-service:** 100 hours of staff development to renew a license **CEUs:** can be in combination with in service credits for license	1-10% (Collected data)	10%
Vermont				
Virginia	No	**Pre-service:** Elective Endorsement/Certification after initial license; **In-service:** State policy leaves up to LEAs to determine **CEUs:** Elective	Data not collected	<10%

	GT training required for general education teachers (Q145)	How general education teachers receive GT training (Q146) Number of hours required (Q147)	Percent of general teachers with 3+ credit hours GT (Q148) Basis of percentage (Q149)	Percent of general teachers, staff receiving annual GT staff development (Q150)
Washington	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** No state policy; up to LEAs to determine	Data not collected	not collected
West Virginia	No		Data not collected	0%
Wisconsin	No	**Pre-service:** Elective Endorsement/Certification after initial license **In-service:** Elective No state policy; up to LEAs to determine **CEUs:** Elective No state policy; up to LEAs to determine	Data not collected	Data not available
Wyoming	No	**Pre-service:** No state policy; up to LEAs to determine **In-service:** No state policy; up to LEAs to determine **CEUs:** Elective	Data not collected	2%
Summary	*Responses: 45* No: 36 Yes: 9	*Responses: 42, 11* **Pre-service:** Elective: 20 Endorsement/Certification after initial license: 12 Required: 2 State policy leaves up to LEAs to determine: 8 No state policy; up to LEAs to determine: 22 **In-service:** Elective: 17 Endorsement/Certification after initial license: 7 Required: 2 State policy leaves up to LEAs to determine: 11 No state policy; up to LEAs to determine: 24 **CEUs:** Elective: 22 Endorsement/Certification after initial license: 6 Required: 1 State policy leaves up to LEAs to determine: 10 No state policy; up to LEAs to determine: 21	*Responses: 44, 7* Data not collected: 36 0%: 1 1-10%: 4 11-20%: 1 21-30%: 2 Estimate: 5 Collected data: 2	*Total responses: 41* *Responses that include data: 24*

TABLE 34: PERSONNEL PREPARATION AND DEVELOPMENT (CONTINUED)

	Percent GT teachers receiving annual GT development (Q151)	Annual GT staff development required for GT teachers (Q152, Q153)	Prep programs requiring GT coursework (Q154)	Competencies (not certification) for GT teachers (Q155, Q156)	Degrees in GT offered in state (Q157, Q158)
Alabama	100%	Yes: 10 per year	None of the above	No	Master's Specialist
Alaska					
Arizona	Data not collected. However, districts are required to provide ongoing PD and support.	Left to LEA		Yes State provides information on the NAGC K-12 Program Standards and the NAGC-CEC NCATE Standards.	Bachelor's Master's Specialist Ph.D. Ed.D.
Arkansas	90%	Left to LEA	None of the above	No	Master's Specialist Ph.D. Ed.D.
California	10%	Left to LEA	None of the above	No	Master's Specialist Ed.D.
Colorado	80%	Yes: Not specified; every administrative unit determines professional development	New/beginning teachers	No	Master's Specialist Ph.D.
Connecticut	Data not collected	No	None of the above	No	Master's Ph.D.
Delaware	75%	Left to LEA	None of the above	No	Master's
D.C.					
Florida	data not collected	Left to LEA	None of the above	No	None
Georgia		Left to LEA		No	Bachelor's Master's Specialist Ph.D. Ed.D.
Guam	100%	No	None of the above	No	None

	Percent GT teachers receiving annual GT development (Q151)	Annual GT staff development required for GT teachers (Q152, Q153)	Prep programs requiring GT coursework (Q154)	Competencies (not certification) for GT teachers (Q155, Q156)	Degrees in GT offered in state (Q157, Q158)
Hawaii	1%	No	None of the above	No	None
Idaho					
Illinois	Not collected	No	None of the above	No	Master's Other: certificate
Indiana	0 - 10%	No	None of the above	No	Bachelor's Master's Ph.D.
Iowa	data not collected	No	New/beginning teachers Principals Counselors Curriculum/instruction directors Other: Since teacher licensure is required for principal and curriculum director endorsements, the requirement was met in their teacher prep program.	No	None
Kansas	data not collected	No	New/beginning teachers	No	Master's
Kentucky	Not reported	Left to LEA	None of the above	No	None
Louisiana	80%	No	None of the above	No	Master's Specialist Ph.D. Ed.D.
Maine	40%	No	None of the above	No	Master's
Maryland	No way to estimate	No	None of the above	Yes Teacher competencies are included in the state document, Criteria for Excellence: Gifted and Talented Education Program Guidelines.	Master's
Massachusetts	data not collected	No	None of the above	Yes	None
Michigan	unknown	No	None of the above	No	None

	Percent GT teachers receiving annual GT development (Q151)	Annual GT staff development required for GT teachers (Q152, Q153)	Prep programs requiring GT coursework (Q154)	Competencies (not certification) for GT teachers (Q155, Q156)	Degrees in GT offered in state (Q157, Q158)
Minnesota	75%	No	None of the above	No	Master's Specialist Ph.D. Ed.D. Other: Teacher Preparation in Gifted Education Certificate
Mississippi	75-90%	Left to LEA		Yes required Instructional management plans in each district	Master's
Missouri	80%	No	None of the above	No	Master's
Montana	data not collected	No	New/beginning teachers Other: The requirement is very general. It speaks to preparing preservice teachers to meet the needs of learners with diverse needs. This content is to be delivered in the general coursework, not in a specific gifted education class.	Yes Administrative Rule of Montana 10.55.804 sets forth criteria for teachers with an "Area of Permissive Special Competency" in gifted education. Twenty semester hours are required to develop those competencies. Successful candidates have a notation placed on their teaching license. Note: this is not an endorsement.	None
Nebraska	50%	Left to LEA	None of the above	No	Master's
Nevada					
New Hampshire	not collected	No	None of the above	No	None
New Jersey			New/beginning teachers	No	
New Mexico	Not reported		None of the above	No	Other: n/a
New York	Not collected	No			
North Carolina	100%	Left to LEA	None of the above	No	Bachelor's Master's Specialist Ph.D.

	Percent GT teachers receiving annual GT development (Q151)	Annual GT staff development required for GT teachers (Q152, Q153)	Prep programs requiring GT coursework (Q154)	Competencies (not certification) for GT teachers (Q155, Q156)	Degrees in GT offered in state (Q157, Q158)
North Dakota					
Ohio		No	None of the above	No	Bachelor's Master's Specialist Ph.D. Ed.D.
Oklahoma	not collected	No	None of the above	No	Master's
Oregon	25-50%	No	None of the above	No	Other: Specialized endorsement from Pacific University
Pennsylvania	50-75%	No	None of the above		
Rhode Island					
South Carolina	80% as counselors are not required to have some training each year as teachers are	Left to LEA	Other: State does not require this at this time	No	Master's
South Dakota		No		No	Bachelor's Master's
Tennessee	Left to LEA. State offers sessions focusing on resources to identify and provide services to our gifted learners at conferences throughout the year.	Left to LEA		Yes There is a Praxis Exam for Gifted Endorsement	Bachelor's Master's
Texas	100%	Yes: 6 clock hours	None of the above	No	Master's Ed.D.
Utah	80%	Yes: must have 100 hours to renew license	None of the above	No	Master's Ph.D.
Vermont					

	Percent GT teachers receiving annual GT development (Q151)	Annual GT staff development required for GT teachers (Q152, Q153)	Prep programs requiring GT coursework (Q154)	Competencies (not certification) for GT teachers (Q155, Q156)	Degrees in GT offered in state (Q157, Q158)
Virginia	60%	Yes: left to LEA's to determine	None of the above	Yes http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-542-310	Master's Specialist Ph.D. Ed.D.
Washington	50% reported by districts	No	None of the above	No	Other: Specialty endorsement
West Virginia	50%	No		No	Master's
Wisconsin	Data not available	No	None of the above	No	Master's
Wyoming	50%	No	None of the above	No	None
Summary	*Total responses: 41* *Responses that include data: 24*	*Responses: 43, 5* No: 26 Left to LEA: 12 Yes: 5	*Responses: 38* New/beginning teachers: 5 Principals: 1 Counselors: 1 Curriculum/instruction directors: 1 Other: 3 None of the above: 32	*Responses: 43, 6* No: 36 Yes: 7	*Responses: 42, 32* None: 10 Bachelor's: 7 Master's: 29 Specialist: 11 Ph.D.: 12 Ed.D.: 9 Other: 5

TABLE 35: STATE FUNDING

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Alabama	2010-2011	No, gifted services are not funded at the state level			
Alaska					
Arizona					
Arkansas	2010-2011	Other: Expenditure requirement vs. funding requirement	Other: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student.	Weighted funding Other: Local school districts shall expend from state and local revenues not less than the following amounts on gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education - the previous year's average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year's average daily membership, multiplied by fifteen hundredths (.15) times the base local revenue per student.	Yes Percentage of average daily attendance (ADA) Percentage: 5%
California	2009-2010	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding	
Colorado	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Discretionary funding Weighted funding	No
Connecticut	2010-2011	No, gifted services are not funded at the state level			

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Delaware	2009-2010	No, but funding may be available as part of general education funding	Funding available from the state through formula or other allocation	Resource based	No
D.C.					
Florida	2009-2010	Other: Yes, funding is specifically allocated for exceptional education which includes gifted education	Funding available from the state through formula or other allocation	Weighted funding	Yes Other: At high school, a district's expenditure of funds from the guaranteed allocation for gifted students may not be greater than the amount expended during the 2006-07 fiscal year
Georgia	2009-2010	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding	No
Guam	2010-2011	There is no formula for funding			
Hawaii	2010-2011	No, but funding may be available as part of general education funding	Funding available from the state through formula or other allocation	Weighted funding	Yes Other: school population total x 3% Percentage: 3%
Idaho					
Illinois	2010-2011	No, gifted services are not funded at the state level			
Indiana	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through grants	Discretionary funding Other: All corporations receive same base amount. Additional per pupil amount based on total pupil enrollment.	Yes Other: State line item

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Iowa	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Other: Gifted programming funds are a part of Categorical Funding based on the state percent of allowable growth and multiplied by the certified school district enrollment (previous fall) is two thirds of the funding. The school district is required to match the other one third.	No
Kansas	2010-2011	Yes, funding is allocated specifically for gifted services		Resource based	No
Kentucky	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Flat grant	No Other
Louisiana	2009-2010	No, but funding may be available as part of general education funding	Other: weighted funding	Weighted funding	No
Maine	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Other: Percentage reimbursement based in the regular school funding formula	No
Maryland	2010-2011	No, but funding may be available as part of general education funding	Other: Local school systems may use their state Bridge to Excellence funds and their local funds for gifted and talented education, but there is no percentage required.		No
Massachusetts	2010-2011	No, gifted services are not funded at the state level			
Michigan	2009-2010	No, gifted services are not funded at the state level			
Minnesota	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding	No

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Mississippi	2009-2010	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding Resource based	No
Missouri	2010-2011	No, gifted services are not funded at the state level			
Montana	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through grants	Discretionary funding	Yes Percentage: Districts must match the funds with local funding.
Nebraska	2009-2010	Yes, funding is allocated specifically for gifted services	Funding available from the state through grants	Discretionary funding Weighted funding	Yes Percentage of identified students Other: %age of identified students or 10% of total enrollment, whichever is less.
Nevada					
New Hampshire	2010-2011	No, gifted services are not funded at the state level			
New Jersey	2010-2011	No, but funding may be available as part of general education funding			
New Mexico					
New York		No, but funding may be available as part of general education funding	Funding available from the state through formula or other allocation	Other: Funding for gifted programming is included in LEA's foundation aid	
North Carolina	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding Other: State legislates funding for 4% of total ADM per LEA.	Yes Percentage of average daily attendance (ADA) Percentage: 4%
North Dakota					

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Ohio	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Other: Combination of weighted funding and resource based funding	Yes Other: State share percentage in overall funding formula Percentage: Varies
Oklahoma	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding	Yes Other: Percentage of average daily membership (ADM) Percentage: There are two categories of gifted students. There is no cap on the first category and the second category is funded up to 8% of the average daily membership (ADM).
Oregon	2010-2011	Yes, funding is allocated specifically for gifted services	Other: State School Fund Moneys	Other: State School funds held for state-wide programs at State level. Some grants in aid to districts if available. Determined by need at state level.	No Percentage of identified students Percentage: Formula distribution is yet to be determined
Pennsylvania	2010-2011	No, gifted services are not funded at the state level			
Rhode Island					
South Carolina	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding	No
South Dakota		There is no formula for funding			
Tennessee	2009-2010	No, but funding may be available as part of general education funding	Funding available from the state through formula or other allocation	Weighted funding Resource based	

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Texas	2009-2010	Yes, funding is allocated specifically for gifted services	Other: Both through state grants and through formula or other allocation	Weighted funding	Yes Percentage of average daily attendance (ADA) Percentage: 5%
Utah	2010-2011	Yes, funding is allocated specifically for gifted services		Other: LEA's must apply for funding, and it is based on a weighted pupil ratios	Yes Other: A set amount of money is designated for G/T
Vermont					
Virginia	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Other: Categorical funding: through the SOQ based on total student population of LEA, not just the gifted population	No
Washington	2009-2010	Yes, funding is allocated specifically for gifted services	Funding available from the state through grants	Other: Prototypical school model	Yes Percentage of identified students Percentage: 3%
West Virginia	2010-2011	No, but funding may be available as part of general education funding	Funding available from the state through formula or other allocation	Weighted funding	No
Wisconsin	2010-2011	Yes, funding is allocated specifically for gifted services	Funding available from the state through grants	Other: Competitive grants	Yes Other: For 2011-2012, the maximum grant award is $25,000
Wyoming	2009-2010	Yes, funding is allocated specifically for gifted services	Funding available from the state through formula or other allocation	Weighted funding	Yes Other: per pupil expenditure

	Year data collected (Q159)	State funds allocated for GT services (Q160)	How GT education funded (Q161)	Type of funding formula used (Q162)	Cap on state funding (Q163) Basis for cap (Q164) Percent of cap (Q165)
Summary	*Responses: 41* 2009-2010: 12 2010-2011: 29	*Responses: 43* Yes, funding is allocated specifically for gifted services: 23 No, but funding may be available as part of general education funding: 8 No, gifted services are not funded at the state level: 8 There is no formula for funding: 2 Other: 2	*Responses: 30* Funding available from the state through formula or other allocation: 20 Funding available from the state through grants: 5 Other: 5	*Responses: 31* Weighted funding: 17 Discretionary funding: 4 Resource based: 4 Flat grant: 1 Other: 12	*Responses: 29, 15, 9* No: 15 Yes: 14 Percentage of identified students: 3 Percentage of average daily attendance (ADA): 3 Other: 10

TABLE 36: STATE FUNDING (CONTINUED)

	How state funds disbursed (Q166)	Amount of state funding for GT education (Q167)		
		2008-2009	2009-2010	2010-2011
Alabama		$0	$0	$0
Alaska				
Arizona		$3,192,500	$640,272.16	$0
Arkansas	To all LEAs as part of general funding to districts Governor's schools and summer programs Residential schools for the gifted and talented	$19,928,018	$20,218,917	$20,657,864
California	To LEAs through discretionary funding, based on application	$46,833,000	$44,222,000	$44,239,000
Colorado	To all LEAs by mandate To all LEAs as part of general funding to districts	$8,396,099	$9,003,120	$9,059,625
Connecticut		$0	$0	$0
Delaware	To all LEAs as part of general funding to districts	General education funds based on unit count	General education funds based on unit count	General education funds based on unit count
D.C.				
Florida	To all LEAs by mandate			$267,326,200
		See Table 41: Clarifications		
Georgia	To all LEAs by mandate	$231,285,738	$260,122,164	$301,942,761
Guam		Pay the teacher's salary	Pay the teacher's salary	Pay the teacher's salary
Hawaii	Other (please specify): To all schools	$0	$0	$0
Idaho				
Illinois		$0	$0	$0
Indiana	To all LEAs by mandate To LEAs through discretionary funding, based on application Competitive grants Residential schools for the gifted and talented	$12,936,181	$12,936,181	$12,547,823

	How state funds disbursed (Q166)	Amount of state funding for GT education (Q167)		
		2008-2009	2009-2010	2010-2011
Iowa	Other (please specify): To LEAs as part of Categorical funding. If any portion of the gifted and talented program budget remains unexpended at the end of the budget year, the remainder shall be carried over to the subsequent budget year and added to the gifted and talented program budget for that year.	State formula= $24,991,657.60 Required local match= $8,330,552.53 For a total of $33,322,210.13 for gifted programming.	State formula= $25,759,026.00 Required local match= $8,586,342.00 For a total of $34,345,368.00 for gifted programming.	State formula= $26,082,571.00 Required local match= $8,692,592 .00 For a total of $34,775,163.00 for gifted programming.
Kansas	Other (please specify): Gifted teachers are paid out of state special education funding	$13,315,880	$10,853,640	$10,977,210
		See Table 41: Clarifications		
Kentucky	To all LEAs as part of general funding to districts	$6,665,400	$6,665,400	$6,572,047
Louisiana	To all LEAs as part of general funding to districts	$53,386,353	$59,108,715	$65,693,826
Maine	Other (please specify): Monies are disbursed only to approved programs.	$5,118,690	$4,415,868	$4,773,603
Maryland	To all LEAs as part of general funding to districts	$456,829 for Maryland Summer Centers	$0	$0
Massachusetts		$0	$0	$0
Michigan		$285,000	$0	$0
Minnesota	To all LEAs by mandate	$11,400,600	$11,365,900	$11,377,200
Mississippi	To all LEAs as part of general funding to districts			
Missouri		$0	$0	$0
Montana	Other (please specify): Non Competitive Grants	$250,000	$250,000	$250,000
Nebraska	To LEAs through discretionary funding, based on application	$2,500,000	$2,300,000	$2,300,000
Nevada				
New Hampshire		$5,000	$5,000	$5,000
New Jersey				
New Mexico		By funding formula	By funding formula	By funding formula
New York	To all LEAs as part of general funding to districts			
North Carolina	To all LEAs by mandate	$66,949,383	$66,985,569	$68,067,940
		See Table 41: Clarifications		
North Dakota				
Ohio	To all LEAs as part of general funding to districts	$46,297,417	$55,604,857	$68,990,933

	How state funds disbursed (Q166)	Amount of state funding for GT education (Q167)		
		2008-2009	2009-2010	2010-2011
Oklahoma	To all LEAs as part of general funding to districts	$56,646,607	$53,481,523	$51,654,946
Oregon	Competitive grants Other (please specify): Competitive Grants when not needed at state level	$0 *See Table 41: Clarifications*	$106,953	$330,000
Pennsylvania		$0	$0	$0
Rhode Island				
South Carolina	To all LEAs by mandate To all LEAs as part of general funding to districts	$33,766,617	$26,628,246	$26,628,246
South Dakota				
Tennessee		Not collected	Not collected	Not collected
Texas	To all LEAs as part of general funding to districts	$92,718,204	$134,427,247	$137,724,874
Utah	To LEAs through discretionary funding, based on application To all LEAs as part of general funding to districts		$3,494,781	$3,494,781
Vermont				
Virginia	To all LEAs by mandate Governor's schools and summer programs	$43,852,546	$44,987,462	$44,697,913
Washington	To LEAs through discretionary funding, based on application	$9,430,000	$9,189,000	$9,137,000
West Virginia	To all LEAs as part of general funding to districts			
Wisconsin	Competitive grants	$273,000	$263,500	$263,500
Wyoming	To all LEAs as part of general funding to districts	$2,525,490	$2,551,790	$2,573,536
Summary	*Responses: 31* To all LEAs as part of general funding to districts: 15 To all LEAs by mandate: 8 To LEAs through discretionary funding, based on application: 5 Competitive grants: 3 Governor's schools and summer programs: 2 Residential schools for the gifted and talented: 2 Other: 6	*Total responses: 38* *Responses that include data: 34*	*Total responses: 39* *Responses that include data: 35*	*Total responses: 40* *Responses that include data: 36*

TABLE 37: IMPACT OF FEDERAL EDUCATION LAW

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q168)	What has been the impact of federal law on staffing for gifted and talented programs and services in your state? (Q169)
Alabama	The ESEA has had a negative impact on gifted services.	The ESEA has had a negative impact on staffing. We need funding and accountability.
Alaska		
Arizona	The lack of a federal mandate for gifted education, and related funding support, is a major weakness in federal law. Additionally, the lack of support for gifted education, through specific citation as an allowable expenditure within federal education funding sources, is another major weakness. There has also not been a specific focus on talent development or on measuring, and holding states accountable, for students achieving beyond basic proficiency level targets, or the growth of students already at basic proficiency or above.	The lack of specific federal legislation supporting gifted and advanced learners is a major weakness. Federal requirements often tend to take precedence over state requirements.
Arkansas		
California	Minimal impact	Minimal impact
Colorado	The IDEA regulation about response to intervention has had a positive impact, in that the state is supporting RtI as an instructional framework for all students. Directors advocate for and implement gifted student identification and programming to the best of local resources without federal support. Federal funds are targeted for other student groups.	Staffing is based upon available resources in an administrative unit. Implementation of Federal regulations might cause a distribution of resources in favor of federal regulation and a decrease in gifted education and/or general education resources.
Connecticut	None	None
Delaware	Little or no impact	Little or no impact
D.C.		
Florida	None	None
Georgia	Georgia is in compliance with all federal regulations.	Georgia is in compliance with all federal regulations.
Guam	There really hasn't been any impact due to limited funding available.	There really hasn't been any impact due to limited funding available.
Hawaii	Schools are more interested in making AYP than meeting the needs of the G/T student. The middle is growing while the exceeds is shrinking.	We no longer have designated positions.
Idaho		
Illinois		
Indiana	Indiana has had several JAVITS grants	

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q168)	What has been the impact of federal law on staffing for gifted and talented programs and services in your state? (Q169)
Iowa	Fewer grant opportunities for research.	Attention to data has been positive. Districts are looking at data for advanced learners when looking at data for non-proficient learners.
Kansas		
Kentucky	None	None
Louisiana	The state is unfamiliar with specific federal laws regarding gifted and talented programming.	The state is unfamiliar with specific federal laws regarding gifted and talented programming.
Maine	Perhaps there has been less money to focus on the gifted.	None
Maryland	The lack of federal law communicates to the state and local school systems that programs and services are not required, valued, or even necessary for the students.	The lack of federal law communicates to the state and local school systems that special staffing is not required, valued, or even necessary for the students.
Massachusetts	None	None
Michigan		
Minnesota	The lack of federal mandates for gifted and talented education has had a negative impact on the provision of services for highly able learners.	The lack of a federal mandate for gifted and talented education has allowed districts with limited resources to limit or forgo services to ensure compliance in areas that are mandated.
Mississippi		
Missouri	NCLB has been detrimental in that it has focused time, effort, money on lower achieving students.	It has diminished the number of staff dedicated to providing gifted education services.
Montana	The impact has been negative. The focus, both instructionally and resource allocation has shifted to lower performing students to assist those students with their needs and to meet federal AYP regulations.	GT programs, services and staffing have been reduced. While it coincides with NCLB, other factors may be involved.
Nebraska	No impact yet	No impact yet
Nevada		
New Hampshire	Negative- shifts emphasis	Negative except for one district with Javits grant
New Jersey		
New Mexico	n/a	n/a
New York		
North Carolina	We are fortunate to have a strong state law that mandates identification and service. However, more support from the federal level would further strengthen the need and mandate for gifted education.	State funding has been maintained over the years; however, local funding for AIG has decreased. Many LEAs report that more funding goes to sub-groups that are part of ESEA.
North Dakota		
Ohio		

	What has been the impact of federal law on gifted and talented programs and services in your state? (Q168)	What has been the impact of federal law on staffing for gifted and talented programs and services in your state? (Q169)
Oklahoma	None	None
Oregon	Limited	In most cases, TAG students are considered capable and the lack of a federal law parallel to NCLB has diminished resources in districts. The emphasis has not been on high ability learners.
Pennsylvania	Negligible	No impact
Rhode Island		
South Carolina	The focus on raising the floor has shifted the attention away from adequately challenging the more advanced learners.	n/a
South Dakota		
Tennessee	In most cases, more emphasis is placed on students who underachieve. TVAAS has been instrumental for motivating teachers to continue 'pushing' gifted students to higher learning competencies.	Again, there has been more emphasis on the general ed program than on related services (gifted ed).
Texas		
Utah	It is difficult to truly determine the impact on the programs.	It is difficult to truly determine the impact on the services.
Vermont		
Virginia	Less LEA funding/focus on gifted and talented programs	Less LEA staffing; increased responsibilities other than gifted for the gifted administrator
Washington		
West Virginia		
Wisconsin	Federal education laws have increased attention on students that are struggling, concomitantly reducing attention on students who are exceeding grade-level expectations.	Federal education laws have increased attention on students that are struggling, concomitantly reducing attention on students who are exceeding grade-level expectations.
Wyoming	No impact	No impact
Summary	*Responses: 33*	*Responses: 32*

TABLE 38: CHANGES IN STATE RULES AND REGULATIONS

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q170)
Alabama	None
Alaska	
Arizona	ARS Title 15, Chapter 7, Article 6: "Move On When Ready Initiative" / Board Examination System and Grand Canyon Diploma. The Move On When Ready legislation approved in 2010 (HB 2731) stipulates: • Arizona students who demonstrate readiness for college through participation in board examination systems can earn a performance-based high school diploma, called the Grand Canyon High School Diploma. • School districts and charter schools may choose to offer a Grand Canyon High School Diploma beginning in the 2012-2013 school year. Schools must provide qualified students participating in Move On When Ready with multiple education options upon passing a series of exams that are part of their school's board examination system. • No current options open to students for high school study are closed by the passage of this legislation. • Participation in the program is completely voluntary for schools and students. The intent of Move On When Ready is not to fast track students to early graduation, but rather to improve academic achievement for all students to national and international standards. It allows them to move forward based on their interests and proven mastery of the knowledge and skills needed to succeed in college and career. The model remains voluntary for Arizona schools and is designed to significantly enhance the proportion of Arizona students who graduate from high school college- and career-ready.
Arkansas	
California	If funding increased through state legislation or it was no longer considered "categorical flexibility", the program would include more students.
Colorado	Educator effectiveness rules incorporate the requirement to meet the needs of gifted students. Concurrent enrollment permits gifted students in grades 9-12 to take college courses. The former law was limited to 11-12 grades. A recent bill amended the ECEA statute, Exceptional Children's Education Act, so that the provisions for gifted students are more clearly seen in a separate section of the ECEA law.
Connecticut	None
Delaware	Delaware's legislature is developing a pro-charter school climate. Charter schools with a focus on highly able learners are becoming more commonplace.
D.C.	
Florida	The 2011 state budget does not provide an appropriation for the Working on Gifted Issues grant or the Governor's Summer Program.
Georgia	N/A
Guam	The federal funds have been slashed by 50 thousand
Hawaii	The Committee of Weights just implemented the 3% of total school population to receive an extra weighting factor of 0.2650 for the annual school budget.
Idaho	
Illinois	We now have legislation that also addresses the twice exceptional child.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q170)
Indiana	Mandate in 2007
Iowa	
Kansas	
Kentucky	No changes yet.
Louisiana	Major revisions were made to Bulletin 1706, Subpart 2: Regulations for Gifted/Talented Students in 2010. The major changes were: no formal compliance monitoring done in districts; self-study with goals was implemented; Removed the LRE justification from the IEP; a gifted/ talented contact person must be identified to facilitate programming in districts--this may or may not be the special education director.
Maine	N/A
Maryland	We are currently working on a draft of gifted and talented program regulations.
Massachusetts	None
Michigan	
Minnesota	Minnesota's 2007 mandate requiring LEAs to adopt procedures for the academic acceleration of gifted students has increased awareness of the need to assess a student's readiness and motivation for acceleration and to match the level, complexity, and pace of the curriculum to a student to achieve the best type of acceleration for the student.
Mississippi	Funding for gifted is in the general fund as of right now. This negatively impacts enforcement of gifted standards and regulations.
Missouri	The elimination of earmarked funds for gifted in 2006 has had a detrimental impact on the quality and quantity of gifted services being offered in the state.
Montana	None, however a review of the Administrative Rules of Montana is currently underway and there is proposed language changes for gifted education.
Nebraska	Funding was switched to lottery funds.
Nevada	
New Hampshire	Proficiency based credits/graduation
New Jersey	
New Mexico	n/a
New York	
North Carolina	We are fortunate to have had recent policy changes that permit high school courses to be taken in middle school for high school credit. The elimination of certain high school end-of-course assessments may impact gifted education.
North Dakota	
Ohio	
Oklahoma	Common Core State Standards
Oregon	There are two new legislative initiatives: 1. A new law requiring districts to submit their TAG plans to ODE for approval. 2. A TAG task force which will investigate how to obtain more funding sources for TAG education. These two new laws have yet to be fleshed out, but they show promising impact on future TAG endeavors.

	What recent changes in your state statute or rules and regulations might impact gifted and talented education in your state? (Q170)
Pennsylvania	Screening and evaluation procedures and program elements must be included in each district's strategic plan, and there are additional accountability requirements for meeting the individual needs of each student identified as gifted.
Rhode Island	
South Carolina	On the funding, in the last two years the gifted and talented funding has been "rolled up" with the Advanced Placement, Junior Scholar, and International Baccalaureate funding. Prior to 2009-10, the gifted and talented funding was separate. Funding flexibility has also been granted to districts and some districts have chosen to partially divert the GT funds to other needs. Additionally, budget cuts have forced consolidations of jobs and we have lost a large number of full time gifted and talented coordinators.
South Dakota	
Tennessee	Interactive feedback has been positive, especially in the area of identification from “at-risk” sub-groups.
Texas	81st Texas Legislature authorized the creation of standards for the G/T program.
Utah	The legislature has written new code regarding "Enhancement for Accelerated Students program"
Vermont	
Virginia	New revised regulations governing educational services for gifted students
Washington	The Highly Capable Program (HCP) Technical Working Group was created by ESSB 6444, Section 501(q). The purpose of the HCP Technical Working Group is to establish recommendations to be provided to the Legislature on what constitutes a basic education program for highly capable students. In addition, the working group will recommend an appropriate funding structure to support the state's HCP students. Working Group's Objectives: Establish standards, guidelines, definitions for what constitutes a basic education program for highly capable students Identify an appropriate HCP funding structure Ensure that students who are both highly capable and students of color, who are poor, or who have disabilities, have equitable access to the state's Highly Capable Program. Prepare and deliver HCP recommendations to the Quality Education Council (QEC) and state legislators by December 1, 2010 http://www.k12.wa.us/HighlyCapable/Workgroup/pubdocs/HCPWorkgroupLegReport.pdf
West Virginia	LEAs must use state allocation to fund students with disabilities placed out-of-state by state department of health and human resources.
Wisconsin	There have been no recent changes in state statute or rule related to gifted education.
Wyoming	No impact
Summary	*Responses: 37*

TABLE 39: NAGC GIFTED PROGRAM STANDARDS

	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q171)
Alabama	Using these standards as part of gifted program monitoring of quality of services.
Alaska	
Arizona	The NAGC Pre-K-12 standards were used to inform our current state mandate - particularly in framing the elements required for each district plan for providing gifted education programs and services.
Arkansas	
California	They are implemented at the local level.
Colorado	The state used the standards along with state rules to develop a gifted program rubric. Individual districts used the standards for professional development and setting policy.
Connecticut	Not used by state; unknown use in districts.
Delaware	The NAGC pre-K to 12 gifted programming standards are used as guidelines for program development and implementation.
D.C.	
Florida	As a resource along with a number of others
Georgia	Georgia's 2011-2012 LEA Gifted Education Self Assessment will be based on NAGC's and Georgia's Gifted Programming Standards.
Guam	GATE provides these standards and monitors progress. The island does not monitor unless there is a problem that gets their attention.
Hawaii	Just starting to in-service on standards, but most schools are not familiar with them.
Idaho	
Illinois	
Indiana	State standards are currently under revision and will reflect the NAGC standards.
Iowa	To guide program self evaluations and determine program goals.
Kansas	
Kentucky	As informational.
Louisiana	These standards are reviewed by the district coordinators in developing programming and services in their districts.
Maine	N/A
Maryland	The state used these to align its Criteria for Excellence Gifted and Talented Education program guidelines. Some school systems use the NAGC standards for program planning.
Massachusetts	May be used by a few LEAs
Michigan	
Minnesota	The state uses the standards to provide guidance to LEAs and as a primary source of evidence-based practices for professional development. LEAs often use the standards to enhance and evaluate existing services.

	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q171)
Mississippi	They are used to encourage districts to develop Instructional management plans based on them.
Missouri	Up to local education agencies if used.
Montana	Local districts may choose to use the standards.
Nebraska	We are beginning to use them as standards to judge grant applications and district programs.
Nevada	
New Hampshire	Not
New Jersey	Districts must take them into consideration
New Mexico	n/a
New York	
North Carolina	Original ones were used to guide our development of NC's AIG Program Standards.
North Dakota	
Ohio	
Oklahoma	Determined by LEA
Oregon	So far, we have not been able to implement them fully. I anticipate a state-wide professional development opportunity in the fall in which the new programming standards will be featured prominently.
Pennsylvania	Some school districts incorporate the NAGC programming standards in the development of GIEPs.
Rhode Island	
South Carolina	They are used in program planning, evaluation, and implementation. They are stressed in the writing of the district's three year plans.
South Dakota	
Tennessee	Some districts utilize these standards while others do not. There does seem to be a big correlation between use of NAGC's standards and involvement of personnel in TAG (Tennessee Association for the Gifted).
Texas	Evaluation
Utah	G/T coordinators are aware of the standards but I am not sure how each LEA is using the standards.
Vermont	
Virginia	Local plan/program requirements in the gifted regulations are aligned with new NAGC standards; currently, academic year Governor's School program evaluation standards are being revised to align with the new NAGC standards (they were aligned with old NAGC standards)
Washington	Please see reference in HCP TWG document above
West Virginia	Professional development
Wisconsin	We are just beginning to use the NAGC Pre-K-12 Gifted Programming Standards in Wisconsin. They provide guidance in implementing Response to Intervention frameworks in both academics and behavior. There is also a great opportunity for the NAGC Programming Standards to inform and guide the implementation of the Common Core Standards.

	How are NAGC's Pre-K to 12 gifted programming standards used in your state? (Q171)
Wyoming	Local districts may use them, but I am unaware of which districts that may include.
Summary	*Responses: 38*

TABLE 40: OTHER COMMENTS

	Further comments on the status of gifted education in the state (Q172)	Further comments that may help future efforts to study the status of gifted education in the United States (Q174)
Alabama		
Alaska		
Arizona	Arizona is working hard to maintain our progress toward increasing opportunities for gifted and advanced learners in all Arizona public schools. These efforts continue in the face of particular challenges - the most significant being a suspension of state supplemental funding for gifted education programs. This suspension reduced the additional funding support to districts from a statewide total of $3,192,500 to $0. However, there has been progress in districts adopting approaches to providing services that, in the past, were met with some resistance. In particular, the expansion of the Cluster Grouping Model and opportunities for acceleration. Additionally, gifted and advanced learners remain a strong area of focus with the Arizona Department of Education - which has committed to championing and supporting these learners to the extent possible.	
Arkansas	Gifted Education and programming in districts are continually improving in our state.	
California	Senate Bill 4 of the 2009-10 Third Extraordinary Session (SBX3 4) (Chapter 12, Statutes of 2009), enacted significant funding changes to law, including the GATE Program amongst State-funded programs for which funding has been designated as "unrestricted." Based on SBX3 4, GATE funds may be used for any educational purpose. Even when a district receives GATE funding, the governing board may determine whether they will implement any or all of the GATE program and funding provisions.	
Colorado	There is a statewide network of support and service for gifted education. Directors meet, collaborate and sustain regional support groups when planning and implementing gifted programs and/or providing professional development.	It would be most helpful to be able to access federal funds at the state level to improve gifted education identification, programming, academic growth projects, and/or teacher incentive and preparation programs.
Connecticut	Gifted education programs across the state seem to be closing or shrinking in response to budgetary limitations and lack of support from State and local Boards of Education.	
Delaware	Delaware currently lacks a statewide identification process. In the last year, however, there has been movement with an active on-line parent/teacher group to draft legislation to support these efforts.	It would be wonderful to have exemplars of successful national and international programs related to the specific questions that were being asked.
D.C.		

	Further comments on the status of gifted education in the state (Q172)	Further comments that may help future efforts to study the status of gifted education in the United States (Q174)
Florida	The Florida Department of Education has recently published its Plan for Gifted Education, which includes goals for statewide improvement of gifted education, a district self-assessment, and resources for districts to assist in developing and/or improving their own plans.	
Georgia	The State of Georgia has a long and proud history of serving intellectually and creatively gifted students. In the 1950s Ms. Margaret Bynum, Georgia's initial Gifted Education Specialist, led the way as Georgia became the first state to pass legislation that requires all public school systems in Georgia to offer programs for gifted education students. As a result of Dr. Mary Frasier's research at the University of Georgia, legislative and rule-making initiatives in 1994 and 1995 led to the adoption of a multiple-criteria rule for the identification of gifted students. Georgia's due process procedures are an equitable and fair approach to the identification of gifted students. These procedures offer state school districts the opportunity to identify a diverse group of talented students for gifted education programs. The gifted education leaders and students in Georgia are appreciative of the support and funding awarded to the program by the Georgia General Assembly, the Georgia Board of Education and Dr. John Barge, State School Superintendent.	
Guam		
Hawaii	We are no longer required to collect data from schools to monitor programs and compile numbers. This is the last year the report will be done.	Encourage the federal government to create funding again for programs. Without funds, schools do not implement and we cannot mandate.
Idaho		
Illinois		
Indiana	It is difficult to demonstrate student growth with a state assessment that is criterion referenced and grade level based. Increased support from IDOE leadership has had a positive impact on high ability education in Indiana.	
Iowa		
Kansas		I apologize for all the survey items I didn't answer. I am new to this position and to this state's education system. I tried to track down as many people for help as I could on such short notice.

	Further comments on the status of gifted education in the state (Q172)	Further comments that may help future efforts to study the status of gifted education in the United States (Q174)
Kentucky	Funding continues to be a concern in our state in allocating enough money to fully implement the gifted and talented regulation. The Kentucky Board of Education has supported increasing the amount of funding.	We could use help from our US Dept. of Education on funding and making gifted education a priority.
Louisiana	All public school districts offer gifted programming and have initiated screening, evaluations and programming for talent areas of art, music, and theatre.	
Maine	No	No comment
Maryland		
Massachusetts		
Michigan		
Minnesota	Every Minnesota student is entitled to a challenging and appropriate education. Opportunities continue to expand as evidenced by the growth of services in the LEAs and increased number of special schools for the gifted. The Minnesota Department of Education enjoys strong relationships with the higher education community and two independent advocacy groups: the Minnesota Council for Gifted and Talented and the Minnesota Educators of the Gifted. Minnesota educators benefit from a plethora of high-quality graduate level training opportunities in gifted education, through the Minnesota Department of Education, universities, affiliate conferences, and the annual Hormel Foundation Gifted and Talented Education Symposium. The state is currently working with the Board of Teaching to establish an optional credential in gifted education.	
Mississippi		
Missouri		
Montana		
Nebraska	High Ability Learning is still viable.	We need a federal law, just as there is for special education, to mandate gifted education.
Nevada		
New Hampshire	The problem is in part the larger problem of local control, and limited spending, but there is a regional bias against T&G.	
New Jersey		
New Mexico	Needs more support	n/a
New York		

	Further comments on the status of gifted education in the state (Q172)	Further comments that may help future efforts to study the status of gifted education in the United States (Q174)
North Carolina	We are incredibly fortunate to have synergized efforts of all involved regarding gifted issues in our state the last two years. We have our SEA, LEAs, some Charters, NCAGT (and other organizations, like Duke TIP), legislation, and funding that all work together to make NC a state dedicated to advanced students and their education.	Consider separating placement options from service delivery options. For example, regular classroom may also have cluster groups and telescoping.
North Dakota		
Ohio		
Oklahoma	No	No
Oregon	The new TAG State Director for Oregon has been in place full time (100%) for 14 months. During that time, the emphasis has been on getting districts off "corrective action" and moving toward capacity building statewide. We are initiating new programming options and informative sessions in the fall about identification and instruction. We are just now laying firm footings to support TAG statewide.	Thank you for setting up a document that can be printed, worked on, returned to and finalized with no glitches. Despite the length and the requirements of the document, it has been a relatively painless process. I appreciate that I can return to this and all previous entries have remained in place. I hope for this - - but it actually happened!!!
Pennsylvania		
Rhode Island		
South Carolina	In SC, Advanced Placement Courses and International Baccalaureate Classes are not formally included as options for gifted and talented students. SC specifies three acceptable models of services. LEAs can determine which model best fits the needs of their students. Budget cuts have led to a large decrease in district level full time coordinators of gifted and talented programs as well as a reduction in services. SC has a multidimensional identification system that includes a "performance task assessment." While there is a statewide definition and identification process, LEA's may adopt a trial placement policy or a local identification policy to augment services. However, no additional funding is provided for non-state identified students. Many districts find that students locally identified or trial placed in these programs meet the state identification criteria within 1-2 years.	
South Dakota		

	Further comments on the status of gifted education in the state (Q172)	Further comments that may help future efforts to study the status of gifted education in the United States (Q174)
Tennessee	Receiving special education services for intellectually gifted is a two prong process in Tennessee. After completing the student's comprehensive evaluation, the IEP/Assessment Team will determine eligibility for services in special education. This determination is based on meeting the two prongs of eligibility: 1) meeting the evaluation criteria for Intellectual Giftedness, and 2) determination of need for services. It will be a team decision as to whether or not the child meets the second prong of eligibility. If the child does not meet the second prong of the requirement for eligibility as intellectually gifted, it is not appropriate to write an IEP. Both prongs of eligibility must be met for the child to be eligible for special education services.	
Texas		
Utah		
Vermont		
Virginia	VDOE policy requires LEA's to be compliant with the new gifted regulations by the start of the 2012-2013 school year; divisions are currently revising their local gifted plans	
Washington		
West Virginia		
Wisconsin		
Wyoming		
Summary	*Responses: 23*	*Responses: 11*

TABLE 41: CLARIFICATIONS

	Are there any clarifications to your responses that you would like to make? (Q173)
Alabama	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 49,536 Black/African American: 9,042 American Indian/Alaska Native: 491 Asian: 1,048 Native Hawaiian/Pacific Islander: 6 Hispanic/Latino: 1,120 White: 37,703 Multiracial: 126
Alaska	
Arizona	
Arkansas	
California	The data I am reporting on in this survey is from the 2008-09 school year.
Colorado	
Connecticut	
Delaware	Delaware policy is most definitely focused on decision making at the local level. Development and implementation of services for gifted and talented students fall under this parameter.
D.C.	
Florida	**Question 167:** [Ed.] Florida originally reported "approximately $800,000,000" for each of the three fiscal years. However, that amount included all student funding allocated for the individuals identified as gifted and talented, which consists of a base amount that is allocated for every student plus an extra allocation for gifted and talented services. The adjusted figure reported for 2010-2011 consists of only that extra gifted education funding: $1900 per identified student.

	Are there any clarifications to your responses that you would like to make? (Q173)
Georgia	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 199,691 Male: 83,169 Female: 93,316 Black/African American: 12,950 American Indian/Alaska Native: 357 Asian: 12,950 Native Hawaiian/Pacific Islander: 117 Hispanic/Latino: 9,033 White: 119,222 Multiracial: 5,806 **Question 133:** During the 2009 session, the Georgia General Assembly enacted several laws relating to the education of children of military families that impact the gifted education reciprocity of students whose households include a member of the United States uniform services. The goal of the legislation is to maximize a student's educational continuity despite the frequent movement across states and school districts. These laws are codified at O.C.G.A. 20-2-2140 through 20_2-2180. Eligible students are school-aged children whose household includes at least one of the following: An active duty member of the uniformed services. A member or veteran of the uniformed services who is severely injured and medically discharged. A member of the uniformed services that died on active duty or as a result of injuries sustained on active duty.
Guam	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 2,896 Male: 1,341 Female: 1,555

	Are there any clarifications to your responses that you would like to make? (Q173)
Hawaii	Whenever a question refers to LEA, my answers really are meant for individual schools because there are no LEA in Hawaii. We are a one SEA/LEA state. **Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 14,397 Black/African American: 279 American India/Alaska Native: 71 Asian: 5,513 Native Hawaiian/Pacific Islander: 2,698 Hispanic/Latino: 363 White: 2,692 Multiracial: 1,282 ELL: 282 Students with disabilities: 129
Idaho	
Illinois	
Indiana	
Iowa	**Question 74:** Clarification to the percentage of students being served at grade levels. The 11-20 % band is deceiving - here are our actual percentages: Kindergarten: 330 (0.9%), 0.8% Grade 1: 2% Grade 2: 4% Grade 3: 6.6% Grade 4: 9.9% Grade 5: 12.1% Grade 6: 13.2% Grade 7: 13.4% Grade 8: 12.9% Grade 9: 12.4% Grade 10: 12.4% Grade 11: 11.8% Grade 12: 11.1%
Kansas	**Question 167:** [Ed] Funding was originally listed as amounts per teacher. Amounts listed here are based on additional data. 2009-2010 = $26,515 x 414 (both from e-mail from SEA) 2008-2009 = $24,780 (submitted) x 438 (from state's Personnel FTE by Area FY09 report) 2007-2008 = $28,760 (submitted) x 436 (from state's Personnel FTE by Area 08 report)

	Are there any clarifications to your responses that you would like to make? (Q173)
Kentucky	**Question 30:** Page 5 asks for a rating on the effects of the state assessment on the delivery of gifted education services. In Kentucky, we are in the process of adopting a new assessment, which will be based on the new Common Core Standards. Our accountability model will also include growth, which will have an impact on students that are gifted and/or are higher level learners. **Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 110,453 Male: 52,239 Female: 58,214 Black/African American: 5,086 American Indian/Alaska Native: 83 Asian: 1,854 Native Hawaiian/Pacific Islander: 45 Hispanic/Latino: 1,488 White: 86,457 Multiracial: 1,100 ELL: 498 Students with disabilities: 2,386 Low SES: 30,441 Other – Section 504: 907
Louisiana	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 25,555 Male: 11,841 Female: 13,714 Black/African American: 5,899 American Indian/Alaska Native: 73 Asian: 1,249 Native Hawaiian/Pacific Islander: 0 Hispanic/Latino: 707 White: 17,542 Students with disabilities: 1,172

	Are there any clarifications to your responses that you would like to make? (Q173)
Maine	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 6,239 Male: 3,077 Female: 3,162 Black/African American: 89 American Indian/Alaska Native: 38 Asian: 117 Native Hawaiian/Pacific Islander: 4 Hispanic/Latino: 55 White: 5,896 Multiracial: 40 ELL: 47 Students with disabilities: 178 Low SES: 1,453
Maryland	
Massachusetts	
Michigan	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 58,090 Black/African American: 4,140 American Indian/Alaska Native: 218 Asian: 3,684 Native Hawaiian/Pacific Islander: 59 Hispanic/Latino: 1,242 White: 48,324 Multiracial: 411
Minnesota	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 47,255 Male: 24,126 Female: 23,129 Black/African American: 2,544 American Indian/Alaska Native: 507 Asian: 3,686 Hispanic/Latino: 1,438 White: 39,313

	Are there any clarifications to your responses that you would like to make? (Q173)
Mississippi	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 36,192 Male: 16,451 Female: 16,451 Black/African American: 8,388 American Indian/Alaska Native: 60 Asian: 632 Native Hawaiian/Pacific Islander: 1 Hispanic/Latino: 555 White: 23,266 Low SES: 14,550
Missouri	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 39,358 Male: 20,151 Female: 19,207 Black/African American: 3,198 American Indian/Alaska Native: 124 Asian: 2,096 Native Hawaiian/Pacific Islander: 22 Hispanic/Latino: 851 White: 32,523 Multiracial: 544 ELL: 285 Students with disabilities: 1,149 Low SES: 7,247
Montana	
Nebraska	Nebraska is a "local control" state. NDE mandates identification, but if students are served and the LEA wants state funds, the LEA must submit a plan and the plan must be approved by the SEA. Some of the questions were not applicable because of the way the questions were stated. I would be happy to clarify any data that you wish. Please contact me.
Nevada	
New Hampshire	
New Jersey	
New Mexico	n/a
New York	

	Are there any clarifications to your responses that you would like to make? (Q173)
North Carolina	**Question 146:** Page 26: Regular education teachers and all school personnel involved with AIG learners are expected to have some level of professional development regarding AIG issues, determined by LEA. This is an expectation for in our SEA's guidelines for AIG program, the NC AIG Program Standards. **Question 167:** Page 29: Funding for Governor's School, NC School of Science and Math, and NC School of the Arts is not included in the state budget allocation reported in this survey.
North Dakota	
Ohio	
Oklahoma	none
Oregon	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 42,065 Male: 22,270 Female: 19,795 Black/African American: 648 American Indian/Alaska Native: 360 Asian (including Native Hawaiian/Pacific Islander): 3,683 Hispanic/Latino: 853 White: 32,600 Multiracial: 3,767 Students with disabilities: 3,767 Low SES: 9,821 **Question 167:** State School Fund money has been held at the state level for State employee salaries and support staff salaries. Very little has been released to LEAs.
Pennsylvania	
Rhode Island	

	Are there any clarifications to your responses that you would like to make? (Q173)
South Carolina	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 92,486 Male: 42,719 Female: 49,767 Black/African American: 14,551 American Indian/Alaska Native: 194 Asian: 2,166 Native Hawaiian/Pacific Islander: 124 Hispanic/Latino: 2,882 White: 70,748 Multiracial: 1,819 ELL: 1,737 Students with disabilities: 1,788 Low SES: 26,924 **Questions 70-73:** Page 13: While the state law mandates gifted and talented services be provided from grades 1-12, it also sets priorities on funding. The first priority of funding is GT academic for grades 3-12; second priority is GT artistic services grades 3-12; and the last priority is GT Academic and Artistic services for grades 1 and 2. SC has never fully funded the GT programs, so districts often only serve the first priority fully and partially serve the second priority.
South Dakota	
Tennessee	**Question 69:** [Ed.] The responses given to this question were given as population totals rather than percentages. The percentages reported here were computed based on the total number of gifted students in the state (question 64) and rounded to two decimal places. The responses given were: Total identified: 18,656 Black/African American: 2,639 American Indian/Alaska Native: 31 Asian: 986 Hispanic/Latino: 386 White: 14,614 Students with disabilities: 217
Texas	
Utah	
Vermont	
Virginia	
Washington	
West Virginia	West Virginia provides gifted education services under an IEP for students who were identified as gifted and have another exceptionality in grades 9 through 12.

	Are there any clarifications to your responses that you would like to make? (Q173)
Wisconsin	
Wyoming	