
Q2 DEMOGRAPHICS

Q6 Contact Information

Q7 Were you the primary contact for gifted education in your State Education Agency (SEA) in 2014-2015?
   ○ Yes   ○ No

Q8 Does your state have a state gifted education advocacy group (e.g., an NAGC affiliate)?
   ○ Yes   ○ No

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

Q10 STATE EDUCATION AGENCY

Q11 Under which departments/divisions does your SEA include gifted/talented education? (Check all that apply.)
   □ Special Education
   □ Exceptional Students
   □ General Education
   □ Gifted and Talented (separate from special or general education)
   □ Curriculum and Instruction
   □ Vocational/Technical
   □ Other (please specify) ______________

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

Q13 How many designated SEA personnel (non-support personnel and not upper management with oversight responsibility) have partial responsibility for gifted/talented education? (Enter a number.)

Q14 Does the office for gifted education in the SEA have a supervisory role in any of the following programs? (Check all that apply.)
   □ College Board Advanced Placement courses and/or exams
   □ International Baccalaureate program
   □ Concurrent enrollment in college and public school course
   □ Credit by examination
   □ Governor’s schools
   □ Special statewide high schools
   □ Academic or other competition
   □ Online learning opportunities
   □ Virtual high school
Q15 Does the gifted education office in your state have responsibility for some general or other special programs or projects not specifically related to gifted/talented education?

☐ Yes  ☐ No

Q16 Please rank the top five activities performed by the SEA designated personnel responsible for gifted education based on the amount of time consumed. (Enter the number 1 for the activity that consumes the most time, 2 for the activity that consumes the 2nd greatest amount of time, and so on through the activity that takes the 5th greatest amount of time.)

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

Q17 Does your state provide a gifted education professional(s) separate from the SEA staff previously mentioned who provides technical support and assistance to school-based educators? (For example, at a regional or intermediate education agency, in a local school district, etc.)

☐ Yes  ☐ No

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

☐ Regionally
☐ District level
☐ School building level

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

Q20 How would you rate each of the following forces in terms of the positive or negative effects on the delivery of gifted education services in your state within the past two years?

<table>
<thead>
<tr>
<th>Force</th>
<th>Very negative</th>
<th>Negative</th>
<th>Slightly negative</th>
<th>Neutral</th>
<th>Slightly positive</th>
<th>Positive</th>
<th>Very positive</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on student growth for accountability</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tr>
<tr>
<td>Change in state funding for education</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>State assessments</td>
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<td>☐</td>
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<tr>
<td>Standards-based education</td>
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<td>Negative</td>
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<td>Neutral</td>
<td>Slightly positive</td>
<td>Positive</td>
<td>Very positive</td>
<td>Not applicable</td>
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<tr>
<td>State mandate</td>
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<td>o</td>
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<tr>
<td>Lack of state mandate</td>
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<td>Federal K-12 education law focus on struggling learners</td>
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<td>Professional development initiatives in gifted education</td>
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<td>o</td>
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<td>State accreditation</td>
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<td>Lack of recognition of GT students in federal education law</td>
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<td>Site-based decision making</td>
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<tr>
<td>Ability grouping debate</td>
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<td>o</td>
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<tr>
<td>Change in state funding for gifted education</td>
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<tr>
<td>Compliance / monitoring</td>
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<tr>
<td>Lack of compliance / monitoring</td>
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<td>Decrease in general education formula (funding or FTE)</td>
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<td>o</td>
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<tr>
<td>Focus on needs in science, technology, engineering, and mathematics (STEM)</td>
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<td>Response to Intervention (RtI) framework</td>
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<td>o</td>
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<td>Acceleration implementation</td>
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<td>Common Core state standards</td>
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<td>Effective teacher and principal reform</td>
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<tr>
<td>Implementation of Common Core State Standards</td>
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<td>o</td>
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</tr>
</tbody>
</table>

Q21 What other positive or negative forces are affecting gifted education in your state?

Q23 Please rate the degree of attention needed in each of the following areas of gifted education in order for gifted education services in your state to be optimal.
<table>
<thead>
<tr>
<th></th>
<th>Least in need of attention</th>
<th>Not in need of attention</th>
<th>Neutral</th>
<th>In need of attention</th>
<th>Most in need of attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusion of underrepresented students in gifted education (e.g., low SES, ethnicity, disabled, ELL, rural)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<td>Funding for gifted education</td>
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<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Funding for professional training in gifted education</td>
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<td>○</td>
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<tr>
<td>Use of above-grade level state assessments</td>
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<td>Mastery of mathematics among teachers of the gifted at the elementary level</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Mastery of science among teachers of the gifted at the elementary level</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>National mandate for gifted education</td>
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<tr>
<td>Program evaluation in gifted education</td>
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<tr>
<td>Pre-service training at the undergraduate level in gifted education</td>
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<td>○</td>
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<tr>
<td>Professional training for general education teachers to provide gifted/talented instruction</td>
<td>○</td>
<td>○</td>
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</tr>
<tr>
<td>Assessing academic growth in gifted students as a separate group</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Teaching standards for licensure/endorsement</td>
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<td>○</td>
<td>○</td>
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<td>○</td>
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<td>Graduate level coursework in gifted education</td>
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<td>○</td>
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<tr>
<td>Use of classroom/district assessments that can measure above-grade level mastery</td>
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<td>○</td>
<td>○</td>
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<tr>
<td>Curriculum that differentiates state standards</td>
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<tr>
<td>State definition of gifted</td>
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<td>Use of alternative assessments</td>
<td>○</td>
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</tr>
</tbody>
</table>

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

**Q25** **Gifted Education Advisory Committee**

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

○ Yes          ○ No
Q27 What kind of statewide gifted education advisory committee(s) does your state have? (Check all that apply.)

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

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

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

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

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

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

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

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

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

Q32 What are the functions or activities of the statewide advisory committee? (Check all that apply.)

☐ Study issues impacting gifted students
☐ Produce reports and/or data on gifted education in the state
☐ Make recommendations about gifted student education to the state board of education
☐ Make recommendations about gifted student education to the governor
☐ Recommend or provide input on law and policies
☐ Disseminate information about gifted education throughout the state
☐ Include a membership representative of the state’s business and educational communities
Q33 Has the advisory committee produced a written report within the last three years?

○ Yes  ○ No

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

Q35 **Definition of Gifted and Talented Students**

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

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

Q37 What areas of giftedness are specifically addressed in your state definition of gifted/talented? (Check all that apply.)

- Intellectually Gifted
- Academically Gifted
- Specific academic areas
- Leadership
- Performing/Visual Arts
- Creatively Gifted
- Highly or profoundly Gifted
- Low SES
- Underachieving
- Geographically isolated/rural
- Culturally/ethnically diverse
- Gifted with a disability
- ESL/ELL
- Other (please specify) ____________________

Q38 Are LEAs required to follow the state definition?

○ Yes  ○ No

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

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

Q41 **Mandates for Identification and Gifted and Talented Services**

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

○ Yes  ○ No

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

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

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

Q45 What is the citation in the state statute, regulation, or rules that mandate gifted education identification and services? (Please provide a citation and/or URL.)

Q46 Is the mandate funded in your state?

☐ Mandated with full funding
☐ Mandated with partial funding
☐ Mandated with no funding

Q47 ALIGNMENT WITH SPECIAL EDUCATION

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

☐ None required
☐ Free appropriate public education
☐ Child find
☐ Individual education plan for gifted students
☐ Least restrictive environment
☐ Non-discriminatory testing
☐ Mediation
☐ Due process
☐ Dispute resolution
☐ Related services

Q49 Please describe the related services.

Q50 STATE REQUIREMENTS FOR IDENTIFICATION

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

☐ Yes ☐ No

Q52 Are schools required to use specific criteria/methods for identification of gifted students? (Check all that apply)

☐ Yes, determined at the state level
☐ Yes, determined at the local level
☐ No
☐ Other (please specify) ____________________
Q53 Which of the following indicators are required for identifying gifted students? (Check all that apply.)

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

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

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

- Yes
- No

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

- All students screened in elementary school (one time only)
- Entering middle school
- Entering high school
- At multiple points in K-12
- When students transfer from out of state
- When students transfer from in state
- Following parent referral
- Following teacher referral
- Following student referral
- When taking other assessments approved for GT identification
- Kindergarten or early entrance screening
- Other (please specify) _________________

Q57 When are students usually identified for gifted programming in your state? (Check all that apply.)

- All students screened in elementary school (one time only)
- Entering middle school
- Entering high school
- At multiple points in K-12
- When students transfer from out of state
- When students transfer from in state
- Following parent referral
- Following teacher referral
- Following student referral
- When taking other assessments approved for GT identification
- Kindergarten or early entrance screening
- Other (please specify) _________________
Q58 Does the state provide guidance or guidelines for the identification process?

○ Yes ○ No

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

○ Yes ○ No

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

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

Q61 INFORMATION ABOUT THE GIFTED STUDENT POPULATION

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


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

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

○ Enter a number: ________________
○ Not collected

Q65 How was the number in the previous answer calculated?

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

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

○ Enter a number: ________________
○ Not collected

Q67 How was the number in the previous answer calculated?

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

Q68 Is there a maximum number or percentage of students that a district may identify for gifted programs and services in your state code or policy?

○ Yes ○ No
Q69 What is the maximum number or percentage of students that a district may identify for gifted programs and services?

Q70 We are interested in estimates on student subgroup information of the gifted student population. Please indicate whether you can provide the following types of information about students identified as gifted and talented in year you selected above.

<table>
<thead>
<tr>
<th></th>
<th>Can provide data</th>
<th>Can provide estimate</th>
<th>Data not collected or available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Race/ethnicity</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>English language learners</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Gifted students with disabilities (twice exceptional)</td>
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<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Low SES</td>
<td>○</td>
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<tr>
<td>Other</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

_____% Male
_____% Female

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

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

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

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

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

Q76 Please describe the “other” students identified as gifted and talented and provide its associated percent of the identified gifted and talented population.
**Q77 Programming and Accountability**

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

<table>
<thead>
<tr>
<th></th>
<th>Required by State</th>
<th>Offered in Schools/Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>None (no specific services)</td>
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<td>☐</td>
</tr>
<tr>
<td>Visual/performing arts</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Leadership</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Intellectual</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>General academic</td>
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<td>☐</td>
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<tr>
<td>Creativity</td>
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<td>☐</td>
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<tr>
<td>Specific academic areas</td>
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<td>☐</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Is gifted and talented programming REQUIRED and/or OFFERED?</th>
<th>What percent of gifted and talented students in this grade receive services?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Required</td>
<td>Offered</td>
</tr>
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Q80 **SEA/LEA Reports on Gifted and Talented Services**

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

- [ ] Yes
- [ ] No

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

Q83 Are there, or will there be, gifted and talented indicators on district report cards or other state accountability reporting forms? (Such as the number of certified teachers of the gifted in the district, the percent of students identified for gifted education in the district, or gifted student performance information.)

- [ ] Yes
- [ ] No

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

- [ ] Number of identified gifted students
- [ ] The achievement/performance of gifted students (as a separate group)
- [ ] The learning growth of gifted students (as a separate group)
- [ ] Availability of AP/International Baccalaureate classes
- [ ] Dual or concurrent enrollment
- [ ] Career/technical education
- [ ] Graduation rate
- [ ] Dropout rate
- [ ] Early entrance to Kindergarten
- [ ] Early exist from high school
- [ ] Other (please specify) ________________

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

- [ ] Yes
- [ ] No

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

- [ ] Yes
- [ ] No

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

- [ ] Gifted student achievement/performance
- [ ] Gifted services options
- [ ] Program evaluation
- [ ] Teacher training
- [ ] Service options
- [ ] Demographic breakdown of students served
- [ ] Other (please specify)
Q88 How does the state ensure compliance?

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

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

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

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

Q93 **Gifted Education Administrator**

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

☐ Yes  ☐ No

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

☐ Yes  ☐ No

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

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

☐ Yes  ☐ No
**Q98 Pre-K and Kindergarten Delivery Models**

**Q99** We are interested in an estimate of the top delivery models through which services are provided in Pre-K and Kindergarten. Is it possible to estimate this information for your state?

- Yes  
- No

**Q100** Please rank the top five delivery models through which services are provided in Pre-K and Kindergarten in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- Continuous progress/self-paced learning
- Independent study
- Magnet schools
- Regular classroom
- Self-contained classroom
- Telescopied learning
- Resource room
- Cluster classrooms
- Other (please specify) ________________

**Q101 Early Elementary Delivery Models**

**Q102** We are interested in an estimate of the top delivery models through which services are provided in early elementary grades (1-3). Is it possible to estimate this information for your state?

- Yes  
- No

**Q103** Please rank the top five delivery models through which services are provided in early elementary grades (1-3) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- Cluster classrooms
- Continuous progress/self-paced learning
- Independent study
- International Baccalaureate
- Magnet schools
- Mentorships
- Regional Math/Science school
- Regional Performing Arts school
- Regular classroom
- Resource room
- Self-contained classroom
- Telescopied learning
- Virtual classroom/coursework
- Virtual School
- Other (please specify) ________________
**Q104 Upper Elementary Delivery Models**

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

- Yes
- No

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

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

**Q107 Middle School Delivery Models**

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

- Yes
- No

**Q109** Please rank the top five delivery models through which services are provided in middle school (grades 6 – 7/8) in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- Advanced Placement (College Board)
- Cluster classrooms
- Continuous progress/self-paced learning
- Credit by demonstrated mastery
- Dual Enrollment
- Honors/advanced coursework
- Independent study
Q110  **HIGH SCHOOL DELIVERY MODELS**

Q111 We are interested in an estimate of the top delivery models through which services are provided in high school. Is it possible to estimate this information for your state?

- Yes
- No

Q112 Please rank the top five delivery models through which services are provided in high school in your state. (Enter 1 for the model used most often, 2 for the next most common model, and so on through 5.)

- Advanced Placement (College Board)
- Cluster classrooms
- Continuous progress curriculum
- Credit by demonstrated mastery
- Dual Enrollment (in college)
- Honors/advanced coursework
- Independent study
- International Baccalaureate
- Magnet schools
- Mentorships
- Regional Math/Science school
- Regional Performing Arts school
- Regular classroom
- Resource room
- Self-contained classroom
- Self-paced learning
- Telescoped learning
- Virtual classroom/coursework
- Virtual high school
- Other (please specify) ____________________

Q113 **OTHER POLICIES AND PRACTICES**

Q114 Does your state have an acceleration policy?

- State policy specifically permits
Q115 What is the age requirement (years and months) or cut-off date (e.g., “must be 5 by June 1”) in your state for admission to Kindergarten?

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

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

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

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

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

Q121 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

Q122 Who pays the tuition for a student dually or concurrently enrolled at a community college, college, or university? (Check all that apply.)

☐ SEA
☐ LEA
☐ Family
☐ Other (please specify) ________________

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

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

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

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

Q125 Does your state 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

Q126 How does the student demonstrate proficiency? (Check all that apply.)

☐ Left to LEA to determine
☐ Multiple choice test
☐ Essay
☐ Lab experiments
☐ Standardized tests
☐ Oral exam
☐ Portfolio
☐ Performance
☐ End of course assessment
☐ Other (please specify) ________________
Once a student demonstrates proficiency, what are the options to accommodate his/her needs for advancement? (Check all that apply.)

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

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

**OTHER POLICIES AND PRACTICES**

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

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<td>Differentiated instruction</td>
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<td>Content-based acceleration</td>
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How much contact time is specified in state policy?

Does your state recognize gifted eligibility from other states?

- State policy specifically permits
- State policy does not permit
- State policy leaves LEA to determine
- No state policy; up to LEA to determine
Q133 Does your state have a policy requiring LEAs to recognize gifted eligibility from other LEAs in the same state?

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

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

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

Q135 General Education Teacher Training

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

○ Yes
○ No

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

□ State statute
□ State regulation
□ State policy

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

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

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

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

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

□ One or more LEAs
□ One or more teacher preparation programs
Q141. Do general education teachers in your state receive professional development on gifted students after initial certification?

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

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

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

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

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

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

Q145. **GIFTED AND TALENTED EDUCATION TEACHER TRAINING**

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

- Yes
- No

Q147. How are hours earned for certification or endorsement? (Check all that apply.)

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

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

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

- Yes
- No
Q150 What percentage of professionals working in programs for gifted and talented students had a gifted and talented endorsement or certification in 2014-2015 in your state?

Q151 Is this based on:

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

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

- Yes
- No

Q153 How many hours of staff development are required?

Q154 What percentage of teachers and staff working in programs for gifted and talented students statewide do you estimate receive annual staff development in gifted education?

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

- Yes
- No

Q156 Please describe these competencies.

Q157 **Other Training**

Q158 Is training for administrators on the nature and needs of gifted students required in coursework in their endorsement/certification as administrators within your state?

- Yes
- No

Q159 Is training for counselors on the nature and needs of gifted students required in coursework in their counselor endorsement/certification within the state?

- Yes
- No

Q160 **Degree Programs**

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

- Yes
- No

Q162 At which levels are degrees with an emphasis in gifted education offered? (Check all that apply.)

- Bachelors
- Master's
- Specialist's
Q163 STATE AND NATIONAL FUNDING

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

☐ Yes          ☐ No

Q165 How is funding provided to LEAs?

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

Q166 What is the type of funding formula for gifted education in your state? (Check all that apply.)

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

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

2012-2013: $______________
2013-2014: $______________
2014-2015: $______________

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

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

Q169 What is the basis for the cap (ceiling) or other limit on the distribution of state funds? (Check all that apply.)

☐ Percent of identified students
☐ Percent of Average Daily Attendance (ADA)
☐ Teacher units
☐ Other (please specify) ______________
Q170 What is the percentage (%) of the cap (ceiling) on state funding?

Q171 How are state funds disbursed? (Check all that apply.)

☐ To all LEAs by mandate
☐ To LEAs through discretionary funding, based on application
☐ To all LEAs as part of general funding to districts
☐ Competitive grants
☐ Governor’s schools and summer programs
☐ Residential schools for the gifted and talented
☐ Virtual high school
☐ Not applicable
☐ Other (please specify) __________________

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

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

Q173 Which of the following does your state fund at the state level? (Check all that apply.)

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

Q174 If no:

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

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

2012-2013: $____________
2013-2014: $____________
2014-2015: $____________
**IMPACT OF STATE AND FEDERAL POLICY**

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

**Q178** In what ways could federal policy benefit gifted students and families?

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

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

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

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

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

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

**CONCLUDING COMMENTS**

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