



Colorado Association for Gifted and Talented

CAGT Mission

It is CAGT's belief that all humans have an inherent right to develop their full potential. The Colorado Association for Gifted and Talented fosters an understanding of all gifted children and their exceptional needs, and advocates for appropriate education and affective support through partnerships with educators, families, students, administrators, legislators, and the general public.

CAGT Vision

CAGT's vision is to assure that gifted children grow socially, emotionally and academically to become well-adjusted, contributing members of society.



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What is Gifted?

The Exceptional Children's Educational Act (ECEA, CRS 22-20-2020(6) + Sections 12.00-12.08, 1 CCR 301-8) defines "gifted" children as:

Those persons between the ages of four and twenty-one whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socio-economic, ethnic, and cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of these areas of giftedness:

- General or specific intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership abilities
- Visual arts, performing arts, musical or psychomotor abilities

GT-specific Legislation

- TALENT Act: To Aid Gifted and High-Ability Learners by Empowering the Nation's Teachers Act (S.363 & H.R. 2960)
- Jacob K. Javits Gifted and Talented Students Education Act, 1988, 1994 (codified 20 U.S.C. §§ 8031 et seq.)
- Every Student Succeeds Act (ESSA) - 20 U.S.C. ch. 28 § 1001 et seq. 20 U.S.C. ch. 70 Dec 2015
- Colorado Exceptional Children's Act CRS 22-20-2020(6) + Sections 12.00-12.08
- HB07-1244: Concerning the Provisions of Educational Programs for Gifted Students
- HB08-1021: Early Access for Highly Advanced Gifted Children Under Age Six
- HB09-1319: Concurrent Enrollment Programs Act
- HB11-1077: Gifted and Talented Students
- HB13-1023: Concerning Polies Relating to Academic Acceleration in Pre-School through Twelfth Grade
- HB14-1102: Gifted Education Programs
- Resulting ESSA State Plan



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GT Categorical Funding Over Time

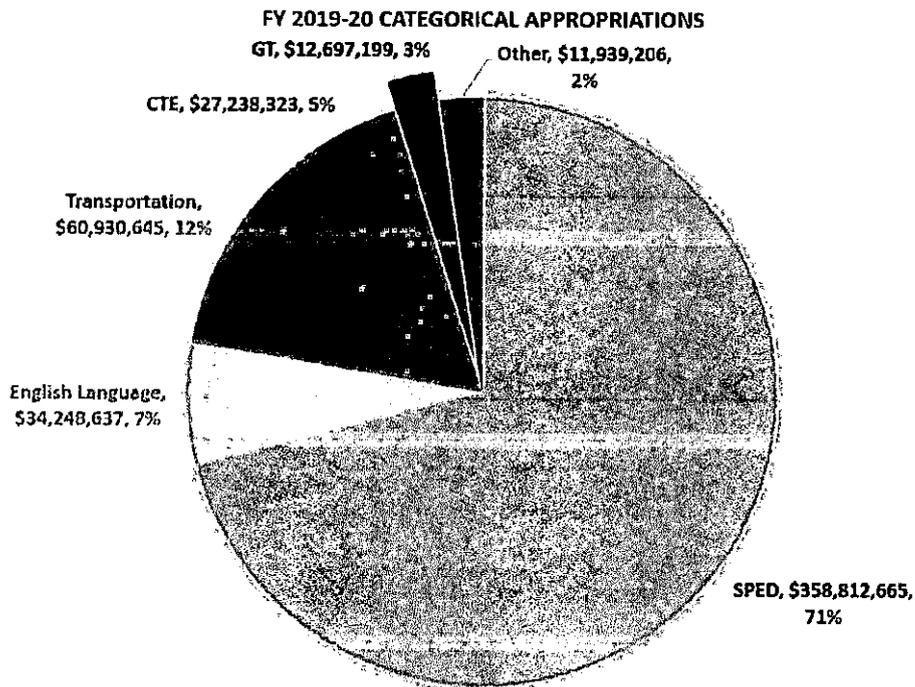
	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21
GT Funding*	\$11,860,181	\$12,023,342	\$12,049,347	\$12,181,783	\$12,412,244	\$12,697,199	\$12,807,821
Increase over Prior Year		\$163,161	\$26,005	\$132,436	\$230,461	\$284,955	\$110,622
Percent		1.4%	0.2%	1.1%	1.9%	2.3%	0.9%
TOTAL Categoricals*	\$447,902,993	\$470,957,182	\$464,255,236	\$472,865,312	\$494,970,587	\$505,866,615	\$511,999,634
Increase over Prior Year		\$23,054,189	-\$6,701,946**	\$8,610,076	\$22,105,275	\$10,896,028	\$6,133,019
Percent		5.1%	-1.4%	1.9%	4.7%	2.2%	1.2%
GT Percent of Overall Categorical		2.55%	2.60%	2.58%	2.51%	2.51%	2.50%
GT Percent of Overall Increase		0.71%	0.50%***	2.58%	1.04%	2.62%	1.80%

Main Categoricals: English language proficiency education, gifted and talented education, small attendance centers, special education, transportation, and vocational education

*Funding figures include General Fund, Cash Funds and Federal Funds

** Anticipated Federal Funding did not come through

*** % of state funding (Amendment 23 inflation = \$1,438,232)



Gifted and Talented Data Detail



COLORADO
Department of Education

AU Total PK-12 Count	AU GT Count	AU GT %	Twice Exceptional Count	% Twice Exceptional within GT population	K Early Access	Grade 1 Early Access
911,248	66,674	7.3%	4,492	6.7%	24	36

State

Gender	AU Count	AU %	GT Count	GT %
Male	468,120	51.4%	36,039	54.1%
Female	443,128	48.6%	30,635	45.9%

Ethnicity	AU Count	AU %	GT Count	GT %
Native American	6,501	0.7%	191	0.3%
Asian	29,051	3.2%	3,576	5.4%
Black	41,086	4.5%	1,205	1.8%
Latino & Hispanic	305,819	33.6%	10,865	16.3%
White	486,537	53.4%	47,367	71.0%
Hawaiian	2,436	0.3%	95	0.1%
Multi-race	39,818	4.4%	3,375	5.1%

Free/ Reduced Lunch	AU Count	AU %	GT Count	GT %
	371,326	40.7%	11,373	17.1%

English Learners	AU Count	AU %	GT Count	GT %
ELL	125,462	13.8%	1,224	1.8%
NEP	29,818	3.3%	28	0.0%
LEP	70,200	7.7%	388	0.6%
FEP	25,444	2.8%	808	1.2%

High School	AU			GT		
	Count	Cohort Total	%	Count	Cohort Total	%
Graduation	53,240	65,933	80.7%	7,440	7,940	93.7%
Dropout	10,180	459,833	2.2%	186	48,183	0.4%

Gifted Categories				Students w/ Multiple	56.4%	
General Intelligence	Reading	Writing	Math	Science	Social Studies	Languages
31.3%	57.0%	24.3%	65.7%	2.3%	0.44%	0.07%
Creativity	Leadership	Art	Drama	Dance	Music	Psycho-motor
1.7%	0.49%	0.62%	0.13%	0.04%	0.37%	0.08%

Ten Things All Administrators Should Know About Gifted Children

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1. Gifted students are not all alike. They vary in respect to general ability, domain-specific aptitude, interests and predispositions, and motivation and personality. Thus one program or service is insufficient to respond to their diverse needs.
2. Gifted students benefit from interaction with peers. Intellectual peerage contributes to important growth patterns in all subject areas (Kulik & Kulik, 1992). For example, cooperative learning, carried out in heterogeneous classroom settings, produces no growth (Rogers, 2001).
3. Gifted students need various forms of acceleration throughout their school years, ranging from content acceleration to Advanced Placement or dual enrollment to mentorships (Shiever & Maker, 2003; Renzulli & Reis, 2003; Clasen & Clasen, 2003).
4. Gifted students are capable of producing high level products in specific areas of learning at the level of a competent adult (NAGC, 1990). For example, fourth graders can draft a policy for pollution that would rival an adult community committee.
5. Gifted students need to be challenged and stimulated by an advanced and enriched curriculum that is above their current level of functioning in each area of learning (VanTassel-Baska, 2003).
6. Gifted students need to be instructed by personnel trained in the education of gifted students to ensure that they are sufficiently challenged, exposed to appropriate level work, and motivated to excel (Croft, 2003).
7. Gifted students at elementary level require differentiated staffing and flexible scheduling to accommodate their needs; at secondary level, they require special classes (Feldhusen, 2003).
8. Gifted students have counseling needs that require psychosocial, academic, and career preparation on an annual basis (Colangelo, 2003; Greene, 2003; Jackson & Snow, 2004; Silverman, 1993). At secondary level, assigning one counselor to the gifted may be the best staffing model to employ.
9. Gifted students have affective characteristics that render them vulnerable in school settings such as perfectionism, sensitivity, and intensity (Lovecky, 1992; Robinson, 2002).
10. Gifted students in general have healthy social relationships and adjust well to new situations (Robinson, 2002). Concerns for social development more than cognitive growth are rarely warranted.

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