Publications Committee Report

November, 2013- October, 2014

Submitted by

Carolyn M. Callahan
Publications Chair

Introduction

This has been a year of focus on review of policy statements and developing and reviewing products for distribution by NAGC and for distribution in conjunction with other publishers, most notably Prufrock Press.

Position Papers

The Publications Committee reviewed and provided feedback on six Position Statements submitted for review by the Governance Committee. In each case at least 3 members of the Publications Committee (including at least one individual with a research background in the area under consideration and one practitioner) reviewed the paper. The Position Statements reviewed were:

- Accountability for Gifted and Talented Student Learning
- Fine Arts Education
- Collaboration Among All Educators to Meet the Needs of Gifted and Talented Learners
- Common Core and National Science Standards for Gifted and Talented Students
- Differentiating Curriculum & Instruction for Gifted and Talented Students
- Preparing All Pre-service Teachers to Work Effectively with Gifted and Talented Learners

NAGC Select

Completed Publications

We have, thanks to notable hard work by Cheryll Adams, Jane Clarenbach, and Carolyn Kaye, produced the first four in the NAGC Select Series. These publications are:

- Rigor for Gifted Learners: Modifying Curriculum with Intellectual Integrity, by B. Kingore
- Psychological Foundation of the Arts, by E. M. Miller & R. Sloan
- The Social and Emotional Characteristics of Gifted Students, by T. Missett
- Early Entrance to College as an Option for Highly Gifted Adolescents, by A. Pagnani

Draft Manuscripts

We still have a number of publications in the development phase. One manuscript is currently accepted and being edited (Homeschooling). Draft manuscripts have been submitted for the
manuscripts listed below, feedback has been provided and the authors are revising the manuscripts.

- Social and Emotional Development of Gifted Students: Early Childhood
- Identification of Diverse Gifted Students
- Development of Metacognition and Self-regulation in Gifted Students
- Second Language Learning

**Pending Manuscripts**

Proposals have been approved on the topics below; we are awaiting manuscripts.

- Digital Citizenship
- Perfectionism
- LBGTQ
- Rural Gifted Education
- Continuum of Services in Middle School
- Identification
- Arts Applied to Reading & Writing for Gifted Learners

**Proposals**

Proposals have been submitted and reviewed for the items listed below. Feedback has been sent to the authors.

- Problem-based Learning
- The Piirto Pyramid of Talent Development
- Incorporating Arts in Math Instruction
- Fighting Dogmatism: Jurisprudential Critical Thinking
- Concept Development
- Leadership Development & Curriculum Studies
- Parenting Gifted Children
- Teaching Young Gifted Children in Mixed Ability Classrooms

One proposal on curriculum development is under review. Two proposals were rejected.

**NAGC Service Publications and Co-publications**

For all co-publications listed below the Publications Committee provided feedback to Prufrock Press and only those manuscripts reviewed positively by the evaluators were distributed as co-publications. Two manuscripts were not approved. Service Publication proposals also undergo review and feedback.
## Published

<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Publication Date</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic Creativity in the Classroom: Teaching to Intuition in Academics and the Arts</td>
<td>Jane Piirto (Ed.)</td>
<td>Fall 2013</td>
<td>Co-publication with Prufrock</td>
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<tr>
<td>Critical Issues and Practices in Gifted Education: What the Research Says (2\textsuperscript{nd} ed.)</td>
<td>Jonathan Plucker and Carolyn Callahan (Eds.)</td>
<td>Fall 2013</td>
<td>Co-publication with Prufrock</td>
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<tr>
<td>A Teacher’s Guide to Using the Common Core State Standards with Mathematically Gifted and Advanced Learners</td>
<td>Susan Assouline, Susan Johnsen, and Gail Ryser</td>
<td>Fall 2013</td>
<td>Service Publication</td>
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<tr>
<td>A Teacher’s Guide to Using the Common Core State Standards with Gifted and Advanced Learners in the English Language Arts</td>
<td>Claire Hughes-Lynch, Todd Kettler, Elizabeth Shaunessy-Dedrick, and Joyce VanTassel-Baska</td>
<td>Fall 2013</td>
<td>Service Publication</td>
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<tr>
<td>Using the Next Generation Science Standards with Gifted and Advanced Learners</td>
<td>Cheryll Adams, Alicia Cotabish, and Mary Cay Ricci</td>
<td>Fall 2013</td>
<td>Service Publication</td>
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<tr>
<td>2012-2013 State of the States in Gifted and Talented Education</td>
<td>NAGC &amp; CSDPG</td>
<td>Fall 2013</td>
<td>Service Publication</td>
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<tr>
<td>A Century of Contributions to Gifted Education: Illuminating Lives</td>
<td>Ann Robinson and Jennifer Jolly (Eds.)</td>
<td>Fall 2013</td>
<td>Service Publication</td>
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## In Process

<table>
<thead>
<tr>
<th>Working Title</th>
<th>Authors/Editors</th>
<th>Anticipated Publication Date</th>
<th>Status</th>
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<tr>
<td>A Teacher's Guide to Using the Next Generation Science Standards With Gifted and Advanced Learners</td>
<td>C. Adams, A. Cotabish, and D. Dailey</td>
<td>Fall 2014</td>
<td>Service Publication (Reviewed and comments provided)</td>
</tr>
<tr>
<td>Handbook of Secondary Gifted Education (2\textsuperscript{nd} ed.)</td>
<td>S. Moon and F. Dixon (Eds.)</td>
<td>Fall 2014</td>
<td>Co-publication</td>
</tr>
<tr>
<td>Professional Learning in Gifted Education</td>
<td>K Chandler and J. Robins</td>
<td>May 2015(^1)</td>
<td>Co-publication</td>
</tr>
<tr>
<td>Best Practices for Serving Gifted Students in Rural Settings</td>
<td>T. Stambaugh (Ed.)</td>
<td>June 2015(^2)</td>
<td>Co-publication (Reviewed, need more information as of 9-6-14)</td>
</tr>
</tbody>
</table>

\(^1\) Note: The Publications Committee will receive updated prospectus on this to be sure NAGC wants to continue to co-publish

\(^2\) On 9-10-14 Prufrock asked Stambaugh to send new, expanded prospectus to NAGC
<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editors</th>
<th>Anticipated Publication Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Curriculum for Gifted and Advanced Academic Students</td>
<td>T. Kettler (Ed.)</td>
<td>Fall 2015</td>
<td>Co–publication</td>
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<tr>
<td>A Guide to State Policies in Gifted Education (2nd ed.)</td>
<td>W. Lord and J. D. Swanson (Eds.)</td>
<td>2015</td>
<td>Service Publication (in process)</td>
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<tr>
<td>Science and Technical Talent Development: Delivering a Comprehensive STEM Education Program</td>
<td>B. MacFarlane</td>
<td>June 2015</td>
<td>Co-publication</td>
</tr>
<tr>
<td>Social-Emotional Development of GT Children: What do we know? (2nd ed.)</td>
<td>M. Neihart, S. Pfeiffer, and T. Cross (Eds.)</td>
<td>Fall 2015</td>
<td>Service Publication (Reviewed and comments provided)</td>
</tr>
<tr>
<td>Designing Services and Programs for High-Ability Learners (2nd ed.)</td>
<td>B. Eckert and J. Robins (Eds.)</td>
<td>Fall 2015</td>
<td>Service Publication (Reviewed and comments provided)</td>
</tr>
</tbody>
</table>

**Other Initiatives**

Jonathan Plucker is taking the lead on developing a series entitled Research-Based Decision Making for Gifted and Talented Education. The proposed monograph will be a series of “concise (75-100 page), research-based books that summarize the available research on specific, high-value topics, provide provocative analyses of the many implications of that research (i.e., those that aren’t afraid to question the status quo or conventional wisdom), and propose research-based actions and interventions that can be used within K-12 schools.” Some of the proposed titles/authors are:

- The Development of Gifted and Talented Mathematics Students *by Linda Jensen Sheffield*
- An Analysis of the Research on Ability Grouping *by James A. Kulik*
- High-Ability Students with Behavioral Problems *by Tracy Missett*
- Advanced Placement and International Baccalaureate Programs *by Carolyn Callahan and Holly Hertberg-Davis*
- Diversity in Talent Development *by Frank Worrell*
- Identifying Academically Talented Minority Students *by David Lohman*
- Identifying Models That Foster Latino/a Student Success *by Patricia Gándara*

Plucker, who will serve as series editor, has submitted a proposal to Palgrave Macmillan that has been positively received. He submitted responses in October, 2014 to questions raised by reviewers.
Other Pending Publications

- Updates on the two Council for the Accreditation of Educator Preparation (CAEP) Standards books (one university version; one k-12 version): anticipated receipt by Publications Committee December 2015. No publisher identified at this time.
NAGC 2014 Board of Director’s Report for Gifted Child Quarterly

D. Betsy McCoach and Del Siegle

1. Over the past 12 months, we have received 63 original full length manuscripts. (We average about 5 a month). On average, it takes 58 days for an author to receive his or her first decision letter. Our accept ratio for the last 12 months is 40%, and we have 20 total pending manuscripts. We would definitely encourage all NAGC Board members and GCQ Review Board members to submit manuscripts to GCQ.

2. First drafts for the special issue on meta-analysis are due in mid-November. Our guest editors for the special issue are Terri Pigott and Sidney Moon. Terri D. Pigott is a Professor of Research Methodology in Loyola University Chicago’s School of Education and the Associate Dean of the School of Education. Her research interests are in developing new methods for meta-analysis, and the use of meta-analysis in public policy. She is the author of the book Advances in Meta-Analysis (Springer, 2012). We received 12 proposals for the special issue, and the guest editors asked five of those proposals to submit full manuscripts.

3. There are currently 3 research briefs in process: Replication Research, Meta-Analysis, and Design Experiments. We welcome research briefs on other topics. In particular, we are looking for people to do research briefs related to specific issues of qualitative research.

4. Our current impact factor is 1.0, which places us 28 out of 53 Educational Psychology journals. This reflect a new high ranking for the journal. Lisa Muller is talking to SAGE about having GCQ listed on the Education and Educational Research list, which contains over 200 journals.

5. Megan Foley-Nicpon organized a Symposium at APA that highlighted the recent special issue on twice exceptionality. In conjunction with this event, SAGE offered free online access to the special issue for the month of August to APA attendees. Although the audience was rather small, unbeknownst to us, a reporter from an Ed Week blog was in the audience, so we received some nice coverage of the event. See http://blogs.edweek.org/edweek/inside-school-research/2014/08/how_can_teachers_build_on_gift.html for a great piece on the symposium.

6. We have been making a concerted effort to utilize all of the page space that we are allocated for the journal. Therefore, we have increased the number of articles in each issue. Volume 58 (2014) was 331 pages. In contrast, volume 57 (2013) was 274 pages; volume 56 (2012) was 231 pages.

7. We published our first two “In Memoriam”: James Gallagher and Laurence Coleman were included in the last issue of this year’s volume. A memoriam for Abe Tannenbaum will appear in the first issue of next year.
8. We are meeting with the *GCQ* Editorial Review Board on Saturday at 10:30 a.m. during the November conference. Our SAGE contact will be present at that meeting to share data related to the journal.

9. During the November conference we will continue to collect video interview of authors’ of *GCQ* manuscripts for the blog (https://giftedchildquarterly.wordpress.com/).

10. We organized an editors’ panel presentation for the November conference on publishing in gifted education. The panel consists of editors from *Roeper Review*, *JEG*, *GCT*, *JoAA*, and *GCQ* and will be from 12:30 to 1:30 on Saturday.
Teaching for High Potential
Editorial Advisory Committee
Board Report
October 20, 2014
Prepared by Jeff Danielian

Year-to-Date Activities

It has been a great year for the publication *Teaching for High Potential* and for the advisory committee. Richard Cash’s term as chair has been invaluable and his involvement over the next year, his last, is eagerly anticipated.

It has been 8 years since the first publication of *THP*, a publication without a backlog of articles, a team of columnists, or clear direction. Now, *THP* has found a great niche in the field and a collective group of voices to carry it. As with any publication, relevancy and freshness are the keys to continued success, and so we have revamped the design a few times, added and removed columns, and experimented with theme-based issues. The mission has remained the same: to provide practical guidance and classroom-based materials for educators striving to understand and challenge their high-potential students.

The THP editorial advisory committee met during the annual conference in Indianapolis, IN on November 9, 2013 from 3:00pm – 4:00pm

Richard Cash, THP’s chair, presented a healthy outlook for the 2014 season. The committee was again asked to focus on more specific agenda items geared towards expanding THP’s exposure and also increasing writing and special issues. This same charge will be presented during the coming meeting in Baltimore.

What follows are highlights from the 2014 season, general updates / an update on agenda items, and a look ahead to the 2015 season

**Highlights of the year: General Updates and Update on Previous Agenda Items**

Those marked with an * indicate work to be done.

2 agenda items below (New Associate Editor / New Column Authors) presented the biggest challenge and so the focus was directed to them. New Agenda Items will be handled this year.

**New Associate Editor**
Matt Fugate, fresh off his doctorate from Purdue, will be the new THP Associate Editor. He will be officially announced when the Fall Issue comes out and begin his 3 year term starting with the Winter 2015 issue. The process by which Matt was selected required careful and detailed preparation and organization (new roles and responsibilities document), the selection of a review
board, an extensive application process, and sample work submission. The reviewers were detailed in their review and opinions/comments and all agreed that the candidate was the best suited for the position. Matt is very excited to join the THP family.

THP will certainly miss the efforts of Liz Fogarty, AE for over 7 years. The partnership developed over that time was one I hope to replicate with Matt.

Columns
THP saw folks depart this year. Each departing columnist worked tirelessly to produce relevant and important literature for educators in our field. The new columnist’s work will add to this growing body.

All new columnists will begin their work starting with the Winter 2015 issue, currently in production. Scheduling has begun for their rotation in 2015. New column names are also included.

Below is a list of each column, the author, and terms:

**Special Populations, authored by Joy Davis** (Term Ending Fall 2017)

**Arts Matter, authored by Anne Stevens** (Term Ended New ARTS NEEDED)

**A Secondary Look, authored by Felicia Dixon** (Term Ending Fall 2016)

**The Primary Place, authored by Kim Chandler and Barbara Dulligan** (Term Ending Fall 2017)

**Scientifically Speaking, authored by Steve Coxon** (Term Ending Fall 2017)

**School Spotlight, authored by Jennifer Troester** (Term Ending Fall 2016)

**Happily Ever After, authored by Tom Hebert** (formerly Bob Schultz) (Term Ending Fall 2018)

**The Curriculum Corner, authored by Bronwyn McFarlane** (formerly Jennifer Beasley) (Term Ending Fall 2018)

**Buried Under Books, authored by Susannah Richards** (formerly Bob Seney) (Term Ending Fall 2018)

**iMathination, authored by Scott Chamberlin** (formerly Eric Mann) (Term Ending Fall 2018)

**The Digital Ecosystem, authored by Kevin Besnoy** (formerly Brian Housand) (Term Ending Fall 2018)

**Smart Cookies, created by Hope and Jim Wilson**

**From The Editor, authored by Jeff Danielian**

I know that you will join me in celebrating the departing columnists’ work – and thanking them for their contribution to THP and NAGC.

*A new Arts columnist is needed as Anne Stevens stepped down after the Fall Issue’s release.*

*The winner of the Coordinators Award from NAGC for 2014 will be asked to write the first edition of a coordinators column.*

**Articles Submitted for Review:**
There are currently 8 articles ready for publishing and 2 articles in press for the Winter 2015
issue. There are 4 article reviews in process/ ready to be returned to the author. A total of 9-12 articles were published this year.

Special Issues

**Winter 2014 (STEM) went to press and was released in January 2014**
Eric Mann, iMathination author, constructed a wonderful issue.

**Fall 2014 (Diversity)**
Jeff Danielian worked with Tarek Grantham and others to secure authors for this special issue. Columnists were directed to write with the theme in mind.

**Summer 2015 (Social Studies)**
There will be a special issue for Summer 2015. M. Gail Hickey is leading the charge for a collaboration with NCSS, and has received submissions that have already been out for review.

**THP/GCQ**
This year did not see the release of a GCQ/THP Bridging the Divide connection piece.

**Social Media**
*Teaching for High Potential* was more heavily promoted on social media.

**Advertising**
Sales for ads peaked at the start of 2014 and have been stead, but a bit lower, over the past few issues! Currently 2-3 pages of 20 are taken up by ad space. The new ad managers have been working towards a greater push to secure ad space.

**Ad-Hoc Review Board**
THP began the formation of an Ad-Hoc editorial review board, simply for the purpose of article review. *Each Member of the Board will be asked to identify at least one individual and providing contact information to Jeff.*

**THP Committee Chair Outlook for 2015**
It was recommended that Richard Cash remain as Chair for another year, as it will put his cycle back in step with the changing of the Presidency. Richard has agreed and will be working with Jeff to find a suitable and reliable replacement.

**ISSN Number**
THP received and ISSN this year. Jennifer Robins agreed to take on the task and found that the first order of business was to apply for an ISSN number from the Library of Congress. She provided Jeff with the necessary paperwork and on January 30, 2014, *Teaching for High Potential* was issued the following number. **ISSN 2333-5076**

*She will now be checking out how to apply to ProQuest, Ebsco, and ERIC, as well as other options for spreading the publication out there.*
New Website
Continued efforts have been under way to update, manage, and add to the many THP content pages that were created.

*The new website will bring a blog feature into the mix and should be utilized.

Interviews
*More regular interviews with prominent individuals would be a nice addition. A few columnists have tackled real and imaginary interviews in past issues but there has not been a consistent piece as of yet. Other interview ideas include future keynote speakers, leaders outside the field, etc.

Partnerships
*The committee still needs to look at forming partnerships with NSAT, NCTM, NAIS, and others who could possibly do a joint article or issue with folks from our field. Partnerships within our own Networks could also be encouraged.

Other
*Smart Cookies Cartoon Top 12 Idea (layout in print) with an associated contest for stickers/t-shirt. A calendar is also a possibility.

*We’re read all over idea. Pictures or thoughts from folks using THP content in a variety of settings and geographical areas. Janine suggested an interactive or “pinned” map of the US and other places. Pinterest might be a good venue.

Article Reprints
There have been a few articles submitted that have appeared in affiliate newsletters. Jeff presented to the State Affiliates during the affiliate conference with a “push” for a use of THP articles in their pubs or for them to identify possible articles they have printed for use in THP. This should be continued next year.

Gifted Child Quarterly Connection
*Still needed is the writing of a little “guide” for authors on what to focus on.

Meeting in Baltimore, MD
The next Teaching for High Potential Editorial Advisory meeting will take place on Friday, November 14th from 1:45 pm – 2:45 pm in Johnson A of the Baltimore Hilton Hotel. An agenda will be sent to all committee members at least two weeks before the meeting.
The 2014/2015 THP Editorial Advisory Board
*(Note: There seem to be too many Ending Year folks for 2015.

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Overview

- **PHP** is in its 3rd year as an 8-issue publication (4 print, 4 digital per year).
- In 2014, continued delivery of high-quality articles grounded in research and best practices, with a parent-friendly tone.
- Produced January, March, April (digital), June/July, September, October (digital) issues on time and within budget. *(Note: Combined June and July issues into one.)*
- PECAB suggested the addition of regular social-emotional column in 2014: Published articles included: Hope (as an active construct), GLTBQ parenting tips, bullying, and teaching children to fail safely.
- Shifted from in-line to Endnote citation style (coinciding with volume change in September 2014) to increase parent readability, approachability, and ease of repackaging articles for other media.
- Estimated annual advertising revenue: $8,000.

### Summary of Inquiries & Submissions

**January-October 2014**

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<th>Type of Submission/Inquiry</th>
<th>Accepted &amp; Published (Jan-Oct 2014)</th>
<th>In Process (For future issue)</th>
<th>Desk Rejected</th>
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<td>4</td>
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<tr>
<td>Inquiry, re: guidelines; request to write future article (No manuscript)</td>
<td>1</td>
<td>6</td>
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<tr>
<td>Articles proactively solicited by editor</td>
<td>20</td>
<td>2</td>
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<tr>
<td><strong>Total PHP Articles January-October 2014</strong></td>
<td><strong>25</strong></td>
<td><strong>10</strong></td>
<td><strong>3</strong></td>
<td><strong>38</strong></td>
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Process & Staffing

- PECAB is extremely active, involved, and supportive: Committee meets monthly to discuss PHP, plus other value-added benefits for the parent audience. Helps set editorial calendar, conduct peer reviews, identify potential authors, write articles, serve as sounding board, and brainstorm ways to repurpose material.
- Editorial calendar is thoughtfully constructed in consideration of seasonal issues and parental needs (For example, January=Summer enrichment/camp enrollment; June/July=Relocation; September=Back-to-School topics, such as testing, conferences, standards, resources).
- Editor duties for PHP require approximately 50-60% of Parent Services & Communications Manager position (375-450 hours of 750 available hours January-October). Articles typically involve significant rewrites to obtain appropriate voice, tone, length, format, packaging, and citations.
- PHP Copy Editor (Jen Robins) resigned in April due to other commitments. PECAB is exploring the addition of a graduate student role to assist with PHP production, author liaison, and article solicitation.

Trends

Open rates for digital issues are declining, while parent engagement through social media is increasing. Parents have requested content in more bite-sized, easy-to-digest vehicles to match their current lifestyles (i.e. read on mobile devices, in short bursts). In addition, experience has found that national partnership organizations are less likely to distribute entire issues of PHP, but are willing to distribute pertinent single articles or provide hotlinks to specific articles on the NAGC web site.

PECAB and Parent Services and Communications Manager/PHP Editor are analyzing publishing format and parent engagement, including ways to:
- Increase open rates of PHP articles by packaging in more digital-friendly formats;
- Create a system for repurposing and repackaging PHP articles on Facebook, Twitter, NAGC web site, and partner distribution channels;
- Increase value to state and local affiliates and parent groups, a key channel for disseminating NAGC information; and
- Increase visibility for PHP and related content to audiences outside of NAGC core membership.

Looking Ahead

- PECAB and PHP Editor will continue ongoing analysis and evaluation of Parenting for High Potential model, including budget, frequency, format, electronic media options, and parent needs.
- PECAB is investigating new ways to respond to the data, content, and format desires of a younger, tech-savvy parent demographic, which includes exploring the frequency, packaging, and delivery mechanisms for PHP in future years.
- Editor and staff recommend extending PHP brand to parent-related content beyond the magazine (Example: “This content brought to you by Parenting for High Potential”) to increase visibility, brand identity, and perceived parent audience benefits.
- Will continue examining ways to take advantage of the social media explosion, including posting select PHP articles on Facebook. [PHP Facebook page “Likes” have grown from 2,460 (July 2013) to 3,057 (July 2014)]
- 2015 editorial calendar to be finalized during PECAB Meeting on November 15, 2014.
- There is significant opportunity to identify synergies between Gifted Child Quarterly, Teaching for High Potential, convention presentations, and webinars—editor would like to see more of those linkages explored in 2015.