Our Mission
The National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, researchers, other professionals, and community leaders who unite to address the unique needs of children and youth with demonstrated gifts and talents as well as those children who may be able to develop their talent potential with appropriate educational experiences.

Our Vision
Giftedness and high potential in children and youth are recognized, universally valued, actively supported, and developed. Schools are the place where children with great promise—regardless of background—are guaranteed the educational and psychosocial support and resources they need to achieve at the highest levels.
Each year between the September Board Retreat and the NAGC Annual Convention, the Board of Directors identifies and approves the new projects and programs that NAGC staff and leaders will work to accomplish over the next 12–18 months. This begins with a look “over the balcony” at the landscape facing national education organizations in the next two to three years. Factors such as the economy, new national education initiatives (like the Common Core) and data from members’ participation in past programs, contribute to an informed backdrop for decision making. Like any national membership organization, NAGC looks for that sweet spot—mission-driven programs that really help our members be more successful in the work that they do on behalf of gifted learners. Of course, we also think more broadly—finding ways we can contribute to the national educational conversation as well as influence change in policy and advocacy circles.

As we finalized our Leadership Initiatives at the close of 2014, I was encouraged that NAGC’s commitment to diversity continues to grow. Sharing that success widely with the many groups who support these efforts, including state directors of programs for the gifted, state affiliate leaders, NAGC’s 15 Networks, business and education leaders, and our many organization committees, we continue our work as “One NAGC.”

I was also pleased to see that in our first full year of an annual fund campaign, we were able to meet and well exceed our goal of $35,000. This generosity is a testament to the commitment of our members—and the commitment of increasingly more people outside of our membership—who see the value and urgency of the goals and mission of NAGC. A development and fundraising program takes time to root itself and then to bear fruit. We should be proud of the progress already made. I look forward to building that momentum in 2015.

Tracy L. Cross

NAGC represents a powerful and passionate community of advocates who work together to build awareness and support for the needs of high-achieving and high-potential learners around the country. With an estimated three to five million academically gifted and talented students in classrooms today, it is critical that their unique needs be recognized, validated, and served. Through a variety of programs, resources, and services, as well as an active Board of Directors and a dynamic collaboration of volunteers, committees, and networks, NAGC extends its influence through partnerships and outreach at federal, state, and local levels, and develops expertise inside and outside gifted education so that parents, policymakers, and all professionals have the knowledge and skills to support high-ability youth.

Throughout the pages of this report you’ll find key highlights from our 2014 program of work—the achievements of the past year and new initiatives designed to further awareness and expand our reach. We’ve also noted the important work that remains to be done.
Since 2006, the Javits-Frasier Scholarship Fund for Diverse Talent Development has provided professional development and mentoring opportunities to nearly 200 teachers and counselors, in turn benefiting thousands of children. The Javits-Frasier program trains teachers, counselors, and administrators from Title I schools to make a difference in the lives of underserved children, many of them living below the poverty line—who often have unrecognized and untapped potential.

The fund was created by NAGC to honor the legacy of Mary Frasier, a well-loved past president who focused her research on under-represented populations, and Jacob K. Javits, a revered U.S. Senator who laid the groundwork for the sole federal program that supports low-income, gifted learners.

### 2014 Javits-Frasier Scholars

(From left to right)

Cory Messenger, Nancy Green, former NAGC Executive Director, Joyce David, Alex Wallace, Stacy Hayden, Cindy Lippencott, Lisa Rogers, Kathryn Lavin Brave, Danelle Foster, Yvette Cantu, Carmen C. Salas-Serrano, Maggie Aldana, Jeff Danielian, Javits/Frasier Program Coordinator. Not Pictured: Lisha Noel Perdue

### The Javits-Frasier Mentor

Javits-Frasier scholars are matched with a mentor who guides them before, during, and after the convention. This is a critical component of the scholarship experience, and one the scholars remember for years to come. It is during the annual convention that scholars immerse themselves in the theory and practice of gifted education, conversing with experts and NAGC leaders about their perspectives and specific strategies for identifying and working with advanced learners. Mentors meet with their scholars in small breakout sessions and also make themselves available for impromptu “touching base” conversations. After the convention, mentors follow up with the scholars to see if they have any questions, concerns or feedback about what they’ve learned so far. Upon returning home, scholars are expected to plan, develop, and complete a project that implements what they have learned. Projects range from in-service presentations to written newspaper opinion pieces to advocacy at their local legislatures. Throughout the year, mentors interact frequently with scholars to brainstorm and evaluate the progress they are making on their projects.

When we meet with the scholars the first day of the convention, we can feel their excitement, the anticipation for what is to come, pride in being selected, and enthusiasm for learning and sharing their knowledge. The eagerness shows on their faces and in the conversations that continue throughout the convention and beyond. I, along with NAGC’s other committed mentors, share a goal to help these educators and their colleagues develop a passion for serving culturally diverse students. We know that the relationships we build with them will resonate for years to come. They are our future ambassadors. It begins here.

—Dina Brulles, NAGC Board member and Javits-Frasier mentor
Field Notes—Teresa Reddish
Scholarship Is a Career Turning Point

“We have some students that have never been to a mall or ridden an escalator. Some of them have never taken a bus into the city. I experienced this in Los Angeles, as well, where many of the kids had never seen a tide pool or been to the ocean. They just ride around their neighborhoods, and that’s all they know. To give them such life experiences is eye-opening. They’re like little sponges, soaking it all in.”

Talking with Teresa Reddish is a bit like chatting with a hummingbird. Unflaggingly positive, her high energy and enthusiasm seem to buzz across miles of telephone wire.

Working with gifted children wasn’t a first or obvious choice for Teresa. You might say it was LEGOS that sealed the deal. She had been teaching third grade and had a cluster of gifted boys in her class. She wanted to learn how she could do LEGO robotics activities with them, but that required her having a gifted education teaching credential. When she began to work more closely with these students, she realized how desperately they needed an advocate. “I was like a lot of other people who have preconceived notions about gifted children,” shares Teresa. “I thought they already got it. Then I realized that there was way too much focus on catch-up in my classes, rather than extension. My gifted kids needed MORE. They weren’t being challenged. That’s when I became a cheerleader for them.” And more is indeed what Teresa brings to her students—through enrichment opportunities and exposure to divergent ways of thinking that expand their horizons and build confidence.

Every year she and another teacher take turns applying for Target field trip grants. But these aren’t conventional field trips: they are highly interactive and hands-on, and they give the children life experiences many of them wouldn’t have otherwise. She takes the students to a play and then gives them the opportunity to go backstage to talk to the actors afterwards. She takes them to an art museum, but not before they’ve talked about artists like Frida Kahlo and read books like Chasing Vermeer. Once at the museum, the children met an actual folk artist and made their own traditional masks and bowls. Before a trip to the local Botanical Museum, the class discussed the difference between medicinal and cooking herbs, later planting and potting their own herb gardens. “All of these field trip activities came out of what I learned at the NAGC Convention,” says Teresa. “We’re building background knowledge for these kids. Once I see them get it, it’s priceless for them.”

Teresa heard about the Javits-Frasier Scholarship in 2009 through a colleague. The NAGC Convention was in Georgia (where Teresa teaches) in 2010, so it was an ideal time to apply. “I was over the moon,” says Teresa when she heard she was one of that year’s recipients. “It was a turning point in my career.”

One of the things Teresa valued most about her Javits-Frasier experience was the opportunity to work with mentor Sally Krisel. “I was lucky or it was some kind of divine intervention for me to connect with Sally. She’s a force of nature. She has been such an inspiration to me. She helped me to map out my own professional goals and to really think about what kind of impact I wanted to make over the course of the next 20 years. And then, after the Convention, she gave the charge: ‘Now, you have this new information. It’s time to share it.’” It was Sally who encouraged Teresa to continue her studies at the University of Georgia to become a Specialist in Gifted and Creative Education. And it was Sally who told her she had to get out there and do her own advocacy on behalf of students. “Sally’s a great prompter and so much fun to bounce ideas off of. When you’re struggling with something, she always says exactly the right thing.”

Teresa and Sally have co-presented at the Georgia Gifted Association, but that’s just one of many ways Teresa stays active in gifted education advocacy. She also pays it forward by being a Javits-Frasier mentor.
Michele Riggs knows firsthand the challenges facing gifted children in schools. She witnessed her own son’s struggle for years. “It was frustrating to watch Merrill in school,” shares Michele. “First, his teachers would complain that he wouldn’t do the work (‘Why should I do it when I already know it?’), then when he finished his work before everyone else, his teachers would say, ‘You must be doing it wrong.’” There was no gifted program for her son. “I tried to advocate for him,” says Michele, “but as is true for many gifted students, his grades were poor and his standardized tests were very high. Throughout his life he has always resisted doing things the customary way. Subsequently, he was a bit of a loner in school, struggled to make friends, and by the 6th grade, he’d already started to check out.”

Unfortunately, such experiences are all too common for advanced learners, but they also can be catalysts for change. Her son’s experience prompted Michele to pursue a career in gifted education. Now in her 28th year as an educator, Michele has taught every elementary grade except first. She is now an administrator for the Salt Lake City School District, where she works with 27 elementary schools in the Extend-District, where she works with 27 elementary schools in the Extend-
ed Learning Program and Supervision. The gifted teachers she supervises offer 90 minutes of programming a week that includes William & Mary Language Arts Units, Junior Great Books, Math Olympiads Problem Solving, and Jacobs Ladder Reading Comprehension. “There is a lot of depth and complexity in what we’re teaching them, says Michele. “In addition, we work with students to advocate for their own needs, which will help them at every level of their education. One project was to ask students to write to an elected official about the needs of gifted learners (see below). There is so much more we’d like to do with the students, but schools are very regimented now, with an overemphasis on testing.”

Dear Senator Hatch,

My name is Lydia, I’m a 5th grader and I’m in the Advanced Learning Program. In 2nd grade I had a lot of fun, but it was the worst school year I’ve had so far. We always wrote in our journals for a while, but I wrote fast and I was always done first. I would just sit at my desk bored and hope my teacher would come and ask me to write math problems for the class to solve, but even when she did ask me it took only five minutes or so and I would have to sit and be bored again. When I first got to this program, I really wasn’t too happy about passing the test, but now that I’m here it’s easier to make friends, so for once I have someone to talk to. After the first year I had learned a lot more, so for once I have someone to talk to. After the first year I had learned a lot more, so for once I have someone to talk to. After the first year I had learned a lot more, so for once I have someone to talk to. After the first year I had learned a lot more, so for once I have someone to talk to. After the first year I had learned a lot more, so for once I have someone to talk to. After the first year I had learned a lot more, so for once I have someone to talk to.
Salt Lake City School District is an inner-city school system with a highly varied student population made up of Pacific Islanders, Hispanics, Native Americans, and African Americans. Learning how to best meet the needs of these students became a passion of Michele’s after she was awarded a Javits-Frasier Scholarship in 2009, the 4th class of scholars. One of the benefits of her scholarship experience was that she learned a lot about diversity issues. “Diversity was not something I knew much about,” confesses Michele.

However, over the years she often saw how easily students could get pigeonholed, especially when English is a second language. She shares a story: “Years ago, I had a 4th grade student from Mexico who spoke no English. But she was the most advanced math student I’ve ever had. This girl was amazing. At the end of the year, I asked the students to write about their favorite field trip, assembly or program for their memory books. When it was her turn, she asked me, ‘Spanish first?’ I said, ‘Yes!’ She had written her experience in English, but she spoke it in Spanish. When she had finished, she smiled and read the entire piece again in perfect English. We were all in tears because that was the first time she had spoken so much English. This child was an extremely fast learner. We had no gifted program at the time, but I had worked shoulder to shoulder with her all year. It was a great experience and one I will always treasure. Thanks to the scholarship, my understanding is so much greater. I’m now in a position where I can advocate for all kids, and help to eliminate some of the barriers to success that they face.”

Sheila Harrington and Janet Marisco from Pearson Education with Javits-Frasier Program Coordinator Jeff Danielian at the ‘Meet the Scholars’ Reception. Pearson contributed $10,000 to the 2014 Annual Fund in support of the Javits-Frasier Scholarship program.

Thanks to the 2014 Annual Fund Campaign, NAGC successfully raised more than $21,000 to support the Javits-Frasier Scholarship Program, sending 12 scholars to the annual convention in Baltimore. However, the need is great and NAGC is forced to turn away many worthy applicants each year. Greater funding support will allow NAGC to provide scholarships to many more educators, to broaden the scope of its scholarship outreach and publicity, and to connect local funders to local teachers in cities/regions where NAGC holds it convention. NAGC has set a goal to send at least 20 scholars to the Phoenix convention in 2015.

“We are what we celebrate. We celebrate actors and athletes and aspire to be like them, but we don’t do that for scientists and engineers.”

—Marc Shulman, Executive Director, USA Science & Engineering Festival
NAGC Select
An E-Book Series on Timely Topics and Issues in Gifted Education

In 2014, NAGC launched a new series of concise, informative booklets for practicing educators and/or families. NAGC Select books are sophisticated primers designed for the non-researcher who wants to know the basics of a particular topic in gifted education. Each book is a “quick read,” drawing on illustrative anecdotes, case studies, and other examples, and translating theory and research into practical recommendations that are accessible to the lay reader. NAGC Select is offered as a series of e-books through Amazon.com, and also is available in publish-on-demand format for those seeking print copies.

In the area of gifted education, teachers, administrators, and parents are among those that face particular time constraints in accessing and digesting the research and theory. I challenged the NAGC Publications Committee and the Network chairs to work with me to identify topics and authors who could produce high interest publications based on current research and theory that ‘could be read by practitioners and/or parents as they waited for their children to finish soccer practice.’

— Carolyn Callahan, NAGC Association Editor

What’s Next?
The first four NAGC Select e-books have been published; both e-format and print editions are in demand. There are approximately a dozen proposals or draft manuscripts in the review pipeline. NAGC will produce more titles on timely topics for parents, teachers, and others in this easy-to-access format.
The Syllabi Project
Helping New Teachers to Better Serve Advanced Learners

Over the last several years, NAGC’s Professional Standards Committee considered how NAGC might work informally with faculty in teacher preparation programs to ensure that more new teachers were exposed to the needs of advanced students. Beginning teachers typically have very little coursework in gifted education — usually a one- or two-hour lecture as part of a special populations course. Now, faculty in gifted education have modified sample syllabi to show how gifted and talented students and their needs can be inserted into the typical pre-service course of study. Three syllabi have been modified thus far: reading/literature (designed by Elizabeth Shaunessy-Dedrick), exceptional special education (designed by Alicia Cotabish), and secondary science methods (designed by Claire Hughes). This grassroots initiative has the potential to increase awareness among many new teachers before they enter their first classroom.

“I became involved in this project a few years ago when the committee began to focus on how we could support our teacher preparation colleagues in increasing awareness of gifted learners among their students. We decided to create the most authentic examples that could be implemented to address both awareness of identification and adaptation of instruction to meet the learning needs of students who are gifted. It was a long-term project, but ultimately we crafted syllabi that we feel reflect the goals of the project.” —Elizabeth Shaunessy-Dedrick, Associate Professor and Coordinator of the Gifted Education Program, University of South Florida

Advocacy
Funding Doubled in 2014 for Javits Gifted and Talented Program

In 2014, thanks to the leadership of Maryland Senator Barbara Mikulski, then chair of the Senate Appropriations Committee, funding for the Jacob Javits Gifted and Talented Students Education Act was doubled to $10 million for fiscal year 2015. Just a few years ago, Congress completely defunded this modest yet high-impact program that seeks to develop research-based interventions to help teachers identify and serve talented students from populations that have been traditionally under-represented in gifted programs.

Early last year, Congress took a major first step to restore the program with an initial $5 million. The $10 million level marks the program’s highest level of funding since 2005, and enables the U.S. Department of Education to fund additional applied research programs in the field, to continue the work of the National Center for Research on Gifted Education, and to make grant funds available, competitively, to states and districts to support their work with underserved, high-potential students. In September 2014, the Department used the $5 million funding to make 10 grant awards to institutions throughout the nation. The funded projects include those focused on twice-exceptional students, English Language Learners, and students from a wide array of underrepresented populations and settings including rural, urban and Indian Reservations. The 2015 grant awards likely will be made during the summer.

WHAT’S NEXT?
The syllabi are available on the NAGC website to share with higher education faculty. Additional syllabi in the full range of core courses will be needed. A checklist has been developed to help guide that process.

WHAT’S NEXT?
NAGC looks forward to working with the new Congress and Administration to build and strengthen the Javits program in the coming years and to advancing other needed policies to benefit high-potential and high-achieving learners.
The Common Core Standards and Gifted Learners

An Interview with Jonathan Plucker

**NAGC: What do you see as some of the benefits of Common Core for gifted students?**

**Jonathan:** First and foremost, the creation of more rigorous, internationally-competitive standards is a big plus for gifted students, especially given the very weak, inconsistent standards across several states before the arrival of the Common Core State Standards. In the pre-CCSS era, it was not uncommon for some state assessments to have over 50% of students scoring in the advanced range. These “low bar” standards and assessments made a mockery of promoting educational excellence, and replacing them with more realistic frameworks will provide a much more honest sense of how our advanced students perform academically.

Second, having a well-articulated system of standards could be a boon to academic acceleration, given that the curricular and learning expectations would be carefully delineated regardless of where one lives. In a highly mobile society, this is not a minor concern as students and their families move from district-to-district and state-to-state. When I was a classroom teacher, an often-voiced frustration of parents was that their children were considered gifted in some school districts but not in others. A well-integrated set of curriculum standards and assessments could minimize these issues.

Third, having high-quality assessments tied to the Core could be tremendous for gifted students, in that adaptive assessments could remove the ceiling effects that are found on most state tests, allowing educators to pinpoint a student’s level of achievement, leading the way to decisions about appropriate instructional adjustments.

And finally, having a curricular framework and high-quality assessment data that crosses most state lines should greatly assist advocacy for educational excellence—rather than adapt advocacy efforts to 50 different state contexts, gifted education proponents can adapt to one general set of standards.

**NAGC: What challenges do the Common Core Standards pose for gifted educators and students?**

**Jonathan:** The standards should be seen as a starting point. Teachers need to be able to differentiate instruction successfully for students

*Suggesting that new, grade-level standards allow us to jettison grouping, acceleration, and enrichment for high-ability students is about as logical as eliminating driver’s education programs because we lowered the speed limit. The argument just doesn’t make any sense.*

—Jonathan Plucker, Raymond Neag Endowed Professor of Education, University of Connecticut
of different abilities and performance levels. But this is challenging to do, especially as teachers are just learning how to work with the new standards. Educators of the gifted have extensive expertise and experience with “differentiating up” to meet the intellectual needs of talented students, providing a great leadership opportunity as districts and schools across the country wrestle with improving differentiation.

And the existing standards may be underdeveloped for gifted students. For example, the math standards currently end at Algebra 2—hardly an advanced level for students who are mathematically talented. However, educators of the gifted and advocates for gifted children are uniquely qualified to help build on the current standards and encourage state policymakers to devote the necessary resources to facilitate these efforts.

There is evidence that the two major CCSS-aligned assessments have limited adaptability and may suffer from ceiling effects. But these are fixable problems once the assessment framework is in place. In the meantime, we can help develop formative assessments that can be used to assess student mastery of — and progress beyond — the CCSS.

**NAGC: What resources do you think NAGC should focus on to support teachers of gifted students using the Common Core?**

**Jonathan:** NAGC’s books on the Math and English language arts standards are excellent, as are the books on the Next Generation Science Standards. A lot of smart, talented people brought their “A game” to those publications. We need more books and webinars that focus on critical thinking. I can see one on creativity, for instance. We need to get more resources into the hands of teachers. NAGC is uniquely qualified to fill that gap.

**NAGC: What do you think are the next steps?**

**Jonathan:** I think more work needs to be done on the advocacy front. We’ve been assuming that Common Core Standards will work great for gifted kids, but that’s not guaranteed. Educators are telling us that it will be a good thing, but they’re also saying, ‘hey, we don’t have to pay attention to gifted students.’ This becomes a handy excuse for not dealing with these students, and then we start to see gifted programs disappear.

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**NAGC’s Common Core for Gifted Learners books have been instrumental in helping our curriculum specialists and teacher leaders guide our transition to the new standards. Classroom teachers love the differentiated examples and use them as models in their own instructional planning. The Common Core is the floor, and not the ceiling, for advanced learners! These resource books ensure that we marry the standards with the level of challenge our advanced learners need.**

—Margaret Lee, Supervisor of Advanced Academics, Frederick County Public Schools

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**UPDATE**

**Common Core for Gifted Learners**

*Published in 2014, Using the Next Generation Science Standards is the latest in NAGC’s exemplary collection of books on using CCSS and Science curriculum standards with gifted and advanced learners. As of February 2015, the Common Core curriculum guides for gifted and advanced learners had sold more than 21,000 copies, making the series an NAGC best seller.*
NAGC/CEC Teacher Preparation Standards in Gifted Education
Revised Standards Used in Program National Recognition Decisions

In collaboration with the Council for Exceptional Children, NAGC developed national standards for teacher preparation programs in gifted and talented education. The standards were revised in late 2013 and are used as part of national teacher preparation accreditation by the Council for the Accreditation of Educator Preparation (CAEP). The revised standards are leaner, with 7 standards (compared to 10) and 28 key elements (compared to 70). For teacher preparation programs, the new standards are clearer and more focused, helping to streamline the program review process during which programs document that their teachers have mastered the standards. The revision process included surveying teachers, administrators, faculty, psychologists, and counselors, asking them questions such as “Is this standard essential?” “Can we eliminate or merge this knowledge or skill element?” The resulting standards, representing views from practitioners working with gifted, twice-exceptional, and young children, are supported with extensive research.

Finalizing the revised standards was an exacting, time-consuming process, but when we were done we were quite satisfied that what we’d arrived at was not in any way whimsical, but absolutely essential. There had been a perception that NAGC was too forgiving about the standards. Now NAGC reviewers and auditors review reports from the universities to make sure the standards are being met. It is far more rigorous.
—Cheryll Adams, Director Emerita, Center for Gifted Studies & Talent Development, Ball State University

WHAT’S NEXT? In 2015, NAGC will provide webinar training on the revised standards for program reviewers and for teacher preparation programs. A handbook for university programs is being updated to reflect the new standards and will be released at the NAGC annual convention in Phoenix. A second book on the standards, designed for use in K–12 professional development, will be developed next year.
NAGC’s 61st Annual Convention took place November 13–16 in Baltimore, Maryland, the largest gathering of gifted educators and thought leaders anywhere in the world. Several groups participated in this event, including NAGC’s 15 Networks, the National Consortium for Secondary STEM Schools (NCSSS), the Maryland Coalition for Gifted and Talented Education (MCGATE) and Maryland Educators of Gifted Students and its local arrangements committee, our presenters, sponsors, and exhibitors. The Convention is a much-anticipated learning lab, where those who are new to the field have the opportunity to meet and network with some of the most respected names in gifted education.

2,500 participants attended NAGC’s Annual Convention in Baltimore, Maryland, on November 13–16, 2014.

NAGC members Laurie Croft and Christine Weber share notes and a laugh at the Network Leadership Retreat.

An eager shopper browses at the NAGC Bookstore. More than 75 exhibitors participated in the Baltimore Convention.

Lauri Kirsch, Christie Ray, and Brian Housand at the Creativity Network event.

Jack Andraka, age 18, cancer researcher, entrepreneur, and recipient of the 2012 Gordon E. Moore Award, entertains and inspires at the Saturday General Session.

(left to right) U.S. Senator Barbara Mikulski was presented the David W. Belin Advocacy Award for her leadership in gifted education. Former Maryland state superintendent Nancy Grasmick and former Maryland state director of gifted education Jean Paynter received NAGC’s President’s Award.

(left to right) Elaine Tuttle Hansen, Johns Hopkins University Center for Talented Youth, Keynote speaker Freeman A. Hrabowski, University of Maryland, Baltimore County, former NAGC Executive Director Nancy Green, and Crystal Bonds, President, National Consortium of Secondary STEM Schools, before Thursday’s Opening General Session.
The 2014 Annual Fund

For many years NAGC has received donations for our teacher scholarship programs, as well as unrestricted support for other initiatives and areas of need. Fundraising—through the Annual Fund, foundation and corporate grants, planned giving, and other means—allows us to fulfill our mission ... better. And new funding streams also ensure that our scope of innovation is unlimited and that we are always leading the way in cutting-edge research and best practices.

Your Gift Will Support:

• Teacher scholarships and professional development
• Webinars and briefings on cutting-edge issues in gifted education
• Dissemination of gifted education best practices
• Public education and advocacy
• Educational resource materials for teachers and parents
• Continuing research on low-income, high-ability learners
• The Talent Development Initiative

2014 Annual Fund Contributions

• Unrestricted (Areas of Greatest Need) ………………… $17,779
• Teacher Training Scholarships ……………………... $21,116
  - Javits Frasier Scholarship Fund ($20,401)
  - Harry Passow Fund ($25)
  - General ($690)
• National Advocacy & Public Education ……………… $1,235

2014 Goal: ……………………………. $35,000
Total Raised: ……………………………. $40,130

I feel blessed to have given a talk at NAGC’s convention this year. I believe that gifted and talented programs are underfunded across the country, and there are lots of kids who are falling between the cracks because they aren’t being challenged or given an opportunity to flourish. When I can, I like to donate to organizations that are in line with my values, and this seemed like a perfect fit. I am a spontaneous guy, and the spirit moved me.

—Scott Barry Kaufman, on why he gave to the 2014 Annual Fund.
Dr. Kaufmann graciously donated $1,000 of his Convention Speaker fee to the Annual Fund.
Our culture of giving is strong ...

“The culture of giving has always been strong at NAGC, and it has been wonderful to see that culture bear fruit in the support of the Annual Fund—a vital ingredient in NAGC’s overall development strategy. There were many spontaneous acts of generosity throughout the year, and especially during the Convention.

One important element of the Annual Fund is the money raised for Javits-Frasier scholars. Supporters of the Javits-Frasier Scholarship Program gathered together at the Convention this year to celebrate the work and commitment of these burgeoning and passionate educators. The energy for this program is so positive and inspiring. I’m delighted we were able to raise more than $21,000 for Javits-Frasier in 2014, which allowed 12 scholars to attend convention and will be a continuing support to them throughout the year.

There are other programs that need support from the Annual Fund, including our new Talent Development initiative. With an inaugural brainstorming event in Baltimore, we have created a golden opportunity to learn from corporate leaders and partner with them to achieve greater support for our nation’s gifted learners. This was an important conversation that lays the foundation for bolder steps in the future.

To all of our donors, I send heartfelt thanks, and I look forward to sharing and celebrating what your contributions have accomplished.”

—Katie Augustyn, Chair of NAGC’s Development and Fundraising Committee

2014 Participation Snapshot

- 100% Participation from NAGC’s Board of Directors
- 100% Participation from NAGC’s Development Committee
- More than 160 individual donations
- 61% made donations of $50 and above

Your gift to the annual fund is indispensable to making our What’s Next? dreams a reality. Help Us Reach Our 2015 Annual Fund Goal—$50,000!
2014 Annual Fund Donor Honor Roll

FOUNDER’S CIRCLE — $5,000 and above

PEARSON

GOLD LEVEL — $1,000–$4,999

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<td>(via Network for Good)</td>
<td>Angela and Brian Hundsd</td>
<td>Sylvia Rimm</td>
</tr>
<tr>
<td>Kimberley Chandler</td>
<td>Jann Leppien</td>
<td>Lois S. Roets</td>
</tr>
<tr>
<td>Joy Lawson Davis</td>
<td>Catherine Little</td>
<td>Marcia Wall</td>
</tr>
</tbody>
</table>

GRANITE LEVEL — $50–249

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
<th>Name</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Susan Bakaitis</td>
<td>Joanne Russillo Funk</td>
<td>Susan Dulong Langley</td>
<td>Stephanie Shampine</td>
</tr>
<tr>
<td>Linda Barnes-Robinson</td>
<td>John Gaston</td>
<td>Karmen Laurh</td>
<td>Cindy Sheets</td>
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<tr>
<td>Charles Beckman</td>
<td>Abby Glasgow</td>
<td>Sung Hee Lee</td>
<td>Jeanne Simmonds</td>
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<tr>
<td>Laura M. Belchenko</td>
<td>Susan Gold</td>
<td>Patricia Luther</td>
<td>Joan Smutny</td>
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<td>George and Donnie Betts</td>
<td>Julie Gonzales</td>
<td>Kathy Marks</td>
<td>Kristen Stephens</td>
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<td>Randee Blair</td>
<td>Keri Guilbault</td>
<td>Suzanne Martinson</td>
<td>Mary Grace Stewart</td>
</tr>
<tr>
<td>Allison Brill</td>
<td>Wes Guthrie</td>
<td>Amy Mason</td>
<td>Rena Subotnik</td>
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<tr>
<td>JoAnne Bucsko</td>
<td>Beth Hahn</td>
<td>Michael Matthews</td>
<td>Michelle Swain</td>
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<tr>
<td>Sue Burgard</td>
<td>Barbara Hampton</td>
<td>Regina McClure</td>
<td>Debra A. Troxclair</td>
</tr>
<tr>
<td>Ginny Burney</td>
<td>Nancy Hertzog</td>
<td>Lauren Neudorfer</td>
<td>J. Eric and Lucretia</td>
</tr>
<tr>
<td>Pamela Clinkenbeard</td>
<td>Gail and Edward Hubbard</td>
<td>William Neudorfer</td>
<td>Vandemark</td>
</tr>
<tr>
<td>Nicholas Colangelo</td>
<td>Tracy Inman</td>
<td>New Life Assembly of God</td>
<td>Patricia Wells</td>
</tr>
<tr>
<td>Susan Corwith</td>
<td>Ponsurie Jivananamon</td>
<td>Kathleen Nilles</td>
<td>Shirley Winch</td>
</tr>
<tr>
<td>Council of State Directors</td>
<td>Kathy Jones</td>
<td>Bonnie O’Regan</td>
<td>Mariann and Charles</td>
</tr>
<tr>
<td>of Programs for the Gifed</td>
<td>David Jove</td>
<td>Kerstin Rao</td>
<td>Younger</td>
</tr>
<tr>
<td>Christine Deitz</td>
<td>Sandy Kaplan</td>
<td>Jennifer Robins</td>
<td>Helaine Zinaman</td>
</tr>
<tr>
<td>Sue Feigal-Hitch</td>
<td>Dona Marie Kaufman</td>
<td>Judith Roseberry</td>
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<tr>
<td>Lori Flint</td>
<td>William Keilty</td>
<td>Mary Ann Rotondi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lauri Kirsch</td>
<td>Robert Seney</td>
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</tbody>
</table>
They paved the way ... and you let them know how much it means.
Honor a Teacher/Mentor Program Generates More than $2,500.

More than 25 appreciative donors honored a teacher, mentor or gifted education leader with a gift made in their name to the 2014 Annual Fund:

• Laura Beltchenko, in honor of Catherine Brighton, Ginny Burney, Brian Housand Tonya Moon, Sandy Kaplan, Jonathan Plucker, Joyce VanTassel-Baska
• Sue Burgard, in honor of George Betts
• Pamela Clinkenbeard and Dr. Lori Flint, in honor of Dr. Mary Frasier
• Diane Gardner and Jacob Haun, in honor of Shelly Eye
• Julie Gonzales, in honor of Valerie James and Roberta Reed
• Erin Gribben, in honor of Paula Haynes
• Jennifer Griffith, in honor of Ayodele Richardson
• Barbara Hampton, in honor of George Dreitlein
• William Keilty, in honor of Reeve Dalton Keilty
• Jann Leppien, in memory of Vergie and ElRay Harper
• Suzanne Martinson and the parents and students of 5/6 self-contained gifted class in honor of Dolores L. Salisz
• Brian Reimer, in memory of Dr. Roberta Millberry Simmons
• Ann Robinson, in memory of Abraham Tannenbaum
• Christina Russell, in honor of Libby Craig
• Bob Seney, in memory of Maurine Tunnell
• Nick and Pauline Toews, in honor of Cynthia Rhodes

In addition, the following individuals made contributions in recognition of Jill Marie Olthouse, who passed away in May 2014. Dr. Olthouse requested that memorials be made in her name to NAGC.

• Nancy Susan Bakaitis
• Patricia Coon
• Donna Marie Kaufman
• Karmen Lauth
• Sung Hee Lee
• Patricia Luther
• New Life Assembly of God
• Neil Punsalan
• CJ Barnes Rowland
• J. Eric and Lucretia Vandemark
• Shirley Winch
• Mariann and Charles Young

If you would like to recognize a special teacher, mentor or NAGC leader who had a positive impact on you or your child, please show your appreciation by making a tax-deductible gift in their name that will further NAGC’s work in 2015 and years to come.

Contact NAGC at 202-785-4268 or make your gift online at: www.nagc.org/donate
The Expert Speakers Program (ESP)

NAGC’s current and past board members and other experts are available to State Affiliates and conference planners to speak on numerous topics at a significant discount off their regular honorarium. These NAGC leaders and subject matter experts are very popular speakers and, for those new to the gifted profession, they are often important role models. Their generous in-kind gift—$9,000 in 2014—is really beyond numeric value.

This year’s Expert Speakers include:

Katie Augustyn
Susan Baum*
Wendy Behrens
George Betts
Eric Calvert*
Richard M. Cash*
Jaime Castellano*
Scott Chamberlin
Kimberley Chandler
Alicia Cotabish
Bonnie Cramond
Tracy L. Cross
Joy L. Davis
Felicia A. Dixon
Patti Drapeau*
Donna Y. Ford
Marcia Gentry
Diane Heacox
Thomas P. Hébert*
Brian Housand*
Susan Johnsen
Frances A. Karnes
Lauri Kirsch
Sally Krisel*

Susan Dulong Langley
Jann Leppien
Eric Mann
James L. Moore, III
Chrystyna Mursky
Christine Nobbe
Rick Olenchak
Paula Olszewski-Kubilius
Jeane Sunde Peterson
Susan R. Rakow
Diana Reeves
Mary Cay Ricci

Sylvia Rimm*
Julia Link Roberts
Ann Robinson*
Karen B. Rogers*
Bob Seney
Cindy Sheets
Linda Sheffield
Del Siegle
Mary Slade
Michelle Swain
Carol Tieso
Frank Worrell

* These speakers made ESP presentations November 1, 2013–December 31, 2014

Brian Housand was AMAZING!! He had a room full of 400 teachers in the palm of his hands! His dynamic presentation resonated with all of us GEEKS! AAGC appreciates NAGC’s commitment to supporting state organizations through the ESP program.

—Patricia F. Wood, Alabama Association for Gifted Children

NAGC’s Corporate Advisory Council

In addition to Council Chair Norm Augustine, four new members joined the Corporate Advisory Council in 2014, and their first meeting took place in October 2014. Comprised of business leaders and entrepreneurs who come from a variety of business backgrounds and experiences—and all with a commitment to developing high levels of talent, particularly among underrepresented students—the Corporate Advisory Council will provide an invaluable industry perspective to NAGC’s Talent Development Initiative. NAGC will continue to search for new members to join the Council in 2015.

• Norman R. Augustine, Chair
  Retired Chairman & CEO
• John E. Pepper
  Retired Chairman & CEO, The Procter & Gamble Company
• Bill Ritchie
  President, ThinkFun, Inc.
• Kathy Kilmer
  Director, Worldwide Sales Planning and Development, Disney Destinations
• Gary Ray
  Chair, The Hormel Foundation
The Talent Development Challenge—November 12, 2014

On November 12th, in conjunction with NAGC’s annual convention in Baltimore, Maryland, NAGC brought together relevant stakeholders for the “Talent Development Challenge,” a half-day invitation-only event designed to identify strategies for moving successful business/education partnership models into widespread practice.

Facilitator Sally Krisel opened the Talent Development Challenge by addressing the urgent need our nation has for a dynamic talent development pipeline that meets the needs of the country’s most valuable resource—gifted and talented students. She stressed the importance of moving beyond an internal conversation about this critical issue to creating a blueprint that is global and actionable.

NAGC then heard from key leaders across the talent development community on a selection of critical questions addressed by two response panels. The event concluded with a period of audience participation.

Questions posed to the panels:
1. What do you see as the most powerful elements of your partnership initiatives? What makes them run?
2. What does industry look for as indicators of a successful program?
3. How do these programs specifically address the unique learning needs of the gifted child? (Cognitively, academically, creatively, socially, emotionally)
4. In a decade or more from now, how do you envision your industry transforming, and what are the skills and abilities your employees will need?
5. What educational environments and opportunities would help them thrive? How do we jump on this right now?

WHAT’S NEXT?

In collaboration with the Corporate Advisory Council, a task force will be formed to identify next steps in NAGC’s Talent Development Initiative. Together, they will look for opportunities to forge engaging, collaborative relationships between business and education communities and to identify and articulate the vital role NAGC can play in this dialogue. The task force will present its recommendations at the Convention in Phoenix.

Corporate Panel

(From left to right) Constance Soloway, Vice President, Human Resources, Northrop Grumman Electronic Systems; Marc Schulman, Executive Director, USA Science & Engineering Festival; Liz Huntley, Director, Corporate Citizenship & Community Relations, MedImmune; Stephanie Hill, Vice President & General Manager, Lockheed Martin IS&GS-Civil

Education Panel

Constance Holloway and Marc Shulman join Education panelists (middle to right): Crystal Bonds, President, National Consortium of Secondary STEM Schools and Principal, High School for Math, Science and Engineering at City College, New York, NY; Buck Greene, Principal, Sutton Middle School, Atlanta Public Schools; Gyimah Whitaker, Coordinator, Gifted and Talented Education, Atlanta Public Schools

Board members Susan Dulong Langley and Joy Lawson Davis listen intently during NAGC’s Talent Development Challenge event.
Operating Budget
NAGC finished the 2013-14 fiscal year with an operating budget shortfall of approximately $181,000. Income totaled $1.95 million, down 14% from FY 2012-13. Fortunately, expenses also decreased by 3% to $2.1 million. In contrast to the FY12-13 surplus of $83,000, the deficit was due primarily to a lower turnout at the 2013 annual convention in Indianapolis.

Operating Revenues
Membership revenue dipped 11% (membership levels generally follow convention attendance). NAGC has made membership recruitment and retention a top priority this year.

Convention revenue, NAGC’s main source of income, was down 16%. The 2,270 paid registrants were less than the 2,500 budgeted level and the 3,000 that turned out the previous year in Denver. Note, however, that more than 950 attendees were from Indiana, one of the strongest state turnouts ever! Registrations from the rest of the country were hurt by decreased availability of professional development dollars.

Other income such as advertising, annual giving, royalties from publication sales, and interest and dividends increased by 8% to $144,000. NAGC is working on diversifying and implementing new revenue streams to reduce reliance on our convention. NAGC has invested in a new online platform that will allow us to offer on-line courses for the first time in 2015.

Operating Expenses
Total expenses were $2.1 million, $200,000 below the budgeted level.

During Fiscal Year 2013-14 NAGC completed major upgrades to its information technology infrastructure. A new website and management database were both launched in June 2014. Remaining critical applications were moved to the cloud, internet capacity was doubled, and staff received new desktop computers. The total cost of these investments was nearly $300,000.

Reserves
NAGC has reserves of $1.8 million. These reserves total almost one year of operating requirements—a satisfactory ratio for nonprofit associations. NAGC’s reserves are diversified and actively invested to provide for short- and long-term financial stability. NAGC’s investments showed a realized gain of $114,000 due to the strong stock market during FY 13-14.
## NAGC Statement of Financial Position
(For the year ended August 31, 2014)

 Flynn, Abell & Associates, LLC performed the fiscal year 2012/13 financial audit for NAGC.

### ASSETS

<table>
<thead>
<tr>
<th></th>
<th>August 31, 2014</th>
<th>August 31, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash &amp; Equivalents</td>
<td>148,481</td>
<td>43,400</td>
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<tr>
<td>Investments</td>
<td>1,471,569</td>
<td>1,816,557</td>
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<tr>
<td>Accounts Receivable</td>
<td>59,454</td>
<td>65,197</td>
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<td>Inventory</td>
<td>18,282</td>
<td>15,100</td>
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<td>Prepaid Expenses</td>
<td>122,030</td>
<td>113,427</td>
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<tr>
<td>Total Current Assets</td>
<td>1,819,816</td>
<td>2,053,681</td>
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</tbody>
</table>

| **Fixed Assets**       |                 |                 |
| Equipment              | 110,223         | 125,042         |
| Website/Database      | 277,711         | 406,663         |
| Leasehold Improvements | 18,367          | 18,367          |
| Less: accumulated      | (115,941)       | (411,345)       |
| depreciation & amortization |           |                 |
| Total Fixed Assets     | 290,360         | 138,727         |

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<tr>
<th>Security deposit &amp; others</th>
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<th>17,744</th>
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<tbody>
<tr>
<td><strong>Total Assets</strong></td>
<td>2,127,857</td>
<td>2,210,152</td>
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### LIABILITIES & NET ASSETS

<table>
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<tr>
<th></th>
<th>August 31, 2014</th>
<th>August 31, 2013</th>
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<tr>
<td><strong>Current Liabilities</strong></td>
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<tr>
<td>Accounts payable and accrued expenses</td>
<td>36,520</td>
<td>36,868</td>
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<tr>
<td>Accrued salaries and related benefits</td>
<td>24,617</td>
<td>23,709</td>
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<tr>
<td>Deferred Revenue:</td>
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<tr>
<td>Membership</td>
<td>143,095</td>
<td>137,390</td>
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<tr>
<td>Convention</td>
<td>290,502</td>
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<tr>
<td>Other</td>
<td>4,130</td>
<td>3,792</td>
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<tr>
<td>Deferred Rent</td>
<td>42,482</td>
<td>33,894</td>
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<tr>
<td>Total Current Liabilities</td>
<td>541,346</td>
<td>588,074</td>
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</table>

| **Total Liabilities**   | 541,346         | 588,074         |

| **Net Assets**          |                 |                 |
| Unrestricted:           |                 |                 |
| Undesignated           | 1,401,055       | 1,443,874       |
| Board designated /networks | 135,317       | 135,317         |
| Temporarily Restricted  | 50,139          | 42,887          |
| **Total Net Assets**    | 1,586,511       | 1,622,078       |

| **Total Liabilities & Members' Equity** | 2,127,857 | 2,210,152 |

### Operating Expenses

- **Restricted** 1%
- **Fundraising** 3%
- **Administration** 11%
- **Books** 2%
- **Membership Services** 51%

### Revenue & Support

- **Convention** 57%
- **Fundraising** 2%
- **Publications** 3%
- **Investment** 5%
- **Webinars** 2%
- **Other Income** 7%
2014 NAGC Board, Development Committee and Staff

NAGC Board of Directors

Tracy L. Cross
President
College of William and Mary
Williamsburg, VA

Kimberley L. Chandler
Network Representative
College of William and Mary
Williamsburg, VA

Susan Dulong Langley
Governance Secretary
Framingham Public Schools
Milford, MA

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At-Large Member
University of Connecticut
Glastonbury, CT

George Betts
President-Elect
University of Northern Colorado
Greeley, CO

Joy Lawson Davis
At-Large Member
Virginia Union University
Richmond, VA

Catherine Little
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University of Connecticut
Storrs, CT

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Round Rock ISD
Round Rock, TX

Paula Olszewski-Kubilius
Past President
Northwestern University
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Notre Dame of Maryland University
Bel Air, MD

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Charlotte, NC

Dina Brulles
School/District Representative
Paradise Valley Unified School District
Phoenix, AZ

Brian Housand
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East Carolina University
Greenville, NC

James L. Moore, Ill
Presidential Appointee
Ohio State University
Columbus, OH

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Connecticut Association for the Gifted
Westport, CT

Kimberley L. Chandler
Network Representative
College of William and Mary
Williamsburg, VA

Susan Dulong Langley
Governance Secretary
Framingham Public Schools
Milford, MA

Jonathan Plucker
At-Large Member
University of Connecticut
Glastonbury, CT

Wendy Behrens
Minnesota Department of Education
Roseville, MN

Wes Guthrie
NC Association for the Gifted & Talented
Swansboro, NC

Julia Link Roberts
Western Kentucky University
Bowling Green, KY

Nancy Green, CAE, 2014 Executive Director

JoAnne Bucsko
Vacaville USD
Vacaville, CA

Sandy Kaplan
University of Southern California
Los Angeles, CA

Ann Robinson
University of Arkansas at Little Rock
Little Rock, AR

Rebecca Mehringer, Volunteer Relations and Development Coordinator

Nicholas Colangelo
University of Iowa
Iowa City, IA

Sandy Kaplan
University of Southern California
Los Angeles, CA

Lyndi Schrecengost
Director of Development

Susan Corwith
Center for Talent Development
Evanston, IL

Lauri Kirsch
Hillsborough County Public Schools
Tampa, FL

Lyndi Schrecengost
Director of Development

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Connecticut Association for the Gifted
Westport, CT

JoAnne Bucsko
Vacaville USD
Vacaville, CA

Nicholas Colangelo
University of Iowa
Iowa City, IA

Susan Corwith
Center for Talent Development
Evanston, IL

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Connecticut Association for the Gifted
Westport, CT

JoAnne Bucsko
Vacaville USD
Vacaville, CA

Nicholas Colangelo
University of Iowa
Iowa City, IA

Susan Corwith
Center for Talent Development
Evanston, IL

NAGC Development and Fundraising Committee

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Connecticut Association for the Gifted
Westport, CT

Wendy Behrens
Minnesota Department of Education
Roseville, MN

JoAnne Bucsko
Vacaville USD
Vacaville, CA

Nicholas Colangelo
University of Iowa
Iowa City, IA

Susan Corwith
Center for Talent Development
Evanston, IL

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Jane Clarenbach, J.D., Director of Public Education

Jeff Danielian, Teacher Resource Specialist & Editor

Robin Feldman, Director of Professional Development & Meetings

Nancy Green, CAE, 2014 Executive Director

Lyndi Schrecengost
Director of Development

Paula Olszewski-Kubilius
Northwestern University
Evanston, IL

Julia Link Roberts
Western Kentucky University
Bowling Green, KY

Ann Robinson
University of Arkansas at Little Rock
Little Rock, AR

Rebecca Mehringer, Volunteer Relations and Development Coordinator

Kathleen Nilles, Manager of Parent Services & Communications and Editor

Adriane Wiles, Membership Manager

Karen Yoho, CAE, Senior Director of Marketing & Member Services

NAGC Staff
Embracing Innovation: The Talent-Workforce Connection

By Ann Robinson

Innovations in every facet of our lives emerge with dazzling speed. What can we expect or, more appropriately, how can we shape future opportunities for our talented youth? To shape a future rather than being run over by one, we must link the needs of students with gifts and talents to constituencies who can provide opportunities and infrastructure for them.

We need our familiar local, state, and national constituencies to continue in their commitment to strategic advocacy for our most talented students. We are grateful that a dedicated national policymaker led the way to double the dollars of the Jacob K. Javits Gifted and Talented Programs budget in a year of funding austerity for education. Moving from approximately $5 million in 2014 to $10 million in 2015 means that far more talented students can be identified and served in the future.

Increased federal funding assuredly moves us forward, but public revenue cannot be our sole source of support. NAGC should also turn to the private sector with greater understanding and intensity. Although we think of ourselves as an organization focused on children in K–12 or at best K–16 educational settings, we also accept the challenge of encouraging lifespan development—and that includes the world of work. Talented young people identify strongly with their prospective careers. Their professional aspirations are frequently how they make their passions practical. If we can clearly connect the educational needs of talented students with the pressing workforce needs of innovative industries, we have opened an avenue for a powerful collaboration on behalf of many talented youth.

At the Talent Development Challenge, a one-day meeting of industry and NAGC leaders during the November NAGC conference, we listened to business executives explain their need for talented young people, the opportunities in which their companies invest money and time to support talent development, and the ways we can most effectively craft our message for the private sector. The day was an exciting exchange of ideas. As the role of the NAGC Corporate Advisory Council begins to take shape, the lessons learned in Baltimore help us forge collaborations with partners who want the talents our most advanced learners bring to the table.

As we take our message to corporations aching for a talented workforce, we are truly accepting responsibility for lifespan development. By listening to their expressed need for more engineers, scientists, and technology whiz kids, and by examining the ways industries stand ready to help us cultivate talent in the schools, we can and must take on the challenge of building an innovative pathway from early interests to career engagement for our talented youth.

Dr. Ann Robinson is Professor of Educational Psychology and Director of the Jodie Mahony Center for Gifted Education at the University of Arkansas at Little Rock.
My school makes me love to learn because we do interesting work and meaningful projects that are helping me to become a better, more well-rounded person. It is also very encouraging to be surrounded by teachers who appreciate you and kids who want to learn. I feel that I am a part of something important at school and that what I’m learning will someday make the world a better place.

— A Gifted Student