



The NAGC Year in Review 2013

Championing America's Gifted Youth



National Association for Gifted Children

Our Mission

The National Association for Gifted Children (NAGC) is an organization of parents, teachers, educators, 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.



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President's Message | Tracy L. Cross



One of the rewarding aspects of the learning journey I started when I was elected NAGC President has been the ability to contribute my own passion and experience to the broader goals of the organization as defined by the Board and leadership. The area of diversity and equity has been top-of-mind for NAGC

for some years, and now I am pleased to be able to lead the effort to broaden this focus. Building on the work of past president Paula Olszewski-Kubilius, particularly her leadership in convening a national summit and its subsequent report, *Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students*, I am endeavoring to bring further change to other aspects of NAGC's work and resources. The leadership initiatives defined for NAGC during my presidency include an appreciation for diversity in a number of areas:

- focus on actively cultivating diverse leaders and members,
- build alliances that strengthen our diversity and equity agenda, and
- expand conversations that result in appreciation for what it takes to build a multicultural classroom, to better identify and support diverse learners, and to be sensitive to multiple populations.

NAGC's ability to implement truly worthwhile ideas is limited only by the resources we have to support them, which is why we have made such a commitment to development and fundraising. With your continued support, NAGC will collect strategies and models that work and build a community that celebrates and embraces diversity and equity, and ultimately challenges and supports students from every background and every walk of life. We CAN make a difference. —Tracy L. Cross



Executive Director's Message | Nancy Green



As I write this, I'm closing in on my 10th year with NAGC. I can make two observations about my tenure with complete certainty. First, I have never worked with a more dedicated group of leaders, experts, and advocates—who look for any and all ways to support and challenge high-potential and high-achieving learners. You know who you are. Passionate. Tireless. Resourceful.

Second, my collaborations with members, national office staff, and other partners have ALWAYS resulted in great ideas worth implementing. What a great environment to be part of.

But one challenge is unrelenting—finding the financial resources to implement programs widely, to shout from the rooftops about the needs of gifted learners, to get the attention of general education teachers, and to find ways to “scale up” the decades of research our field has generated, most recently our timely and critical recommendations on what works with high-potential learners from low-income backgrounds.

When the NAGC Board agreed to support a development and fundraising strategy, they were truly looking to the future health

of the field, the sustainability of NAGC, and the future of the programs and services we support. For many years, NAGC's annual convention generated the revenue to underwrite many other initiatives. However, in this unpredictable economic climate, with education funding and professional development dollars consistently on the chopping block, we can no longer depend on this major source of revenue. So our focus on philanthropy is about diversifying revenue but, more importantly, it is about celebrating and supporting our cause. As efforts to build the Annual Fund and our grants program continue, we will bring new partners and supporters into the arena because fundraising is as much about outreach and awareness building as it is about finding new money.

With every new grant, we educate and enlighten a new audience about the changes that can happen—in the classroom and beyond—when every child is academically challenged and supported. First, we have to lead by example, and I want to thank each of you—our trailblazers—who added your support to our fundraising efforts this year. It was a great way to begin this journey and I couldn't be more delighted that the NAGC Board, the Development and Fundraising Committee, and so many members have stepped onto this path along with us! Your support DOES make a difference! —Nancy Green



Making Gifted Students a National Priority | Our Important Work

NAGC represents a powerful and passionate community of advocates who work together to build awareness and support for the needs of high-ability 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 dynamic variety of programs, resources, and services, as well as an active Board of Directors and an involved 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-potential youth. This report provides key highlights from our 2013 program of work, as well as new initiatives designed to further raise awareness and broaden our reach.



Program Highlights | The Javits-Frasier Scholarship Fund

The Javits-Frasier Scholarship Fund



Now in its ninth year, the Javits-Frasier Scholarship Fund has provided professional development and mentoring opportunities to nearly 170 teachers and counselors, in turn benefiting thousands of children.

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. 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 well below the poverty line—who have great, yet often unrecognized, potential.



Field Notes—Tiombe-Bisa Kendrick

Making Robust Programming Available to ALL Gifted Students

Since 2005, Tiombe-Bisa Kendrick has served the School Board of Miami-Dade County, Florida, as a school psychologist. In addition to full-time employment with the school board, she has a part-time private practice. Tiombe currently serves eight charter schools, six of which are low-income (Title I) schools. With a population of students that is 63% Hispanic and 18% African-American, her school district is the second most diverse in the country. “In addition to African-American and Hispanic students, there are also Asians and many black students



Tiombe-Bisa Kendrick



WHAT'S NEXT?

NAGC must turn away many worthy Javits-Frasier applicants each year (approximately 75% in 2013). 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 its convention.



✎ *Javits-Frasier-trained counselors have helped to better assess, identify, and support culturally diverse students.*

exhibit behavioral problems and act out. It was suggested that he come under psychiatric evaluation. But it had always been clear to his teachers that this was an unusual child. At the age of 2 or 3 he could identify all the names of dinosaurs. His grades on standardized tests, like Florida’s state test, were very high, and he was a strong, if somewhat erratic student. However, his initial I.Q. test score was between 100 and 110—average range. “There was no way this kid was average in anything!” laughs Tiombe. In third grade Tiombe administered a second I.Q. test,

from Caribbean countries,” shares Tiombe. “It’s a rich and virtually untapped area in terms of giftedness and diversity.”

For Tiombe, receiving the J-F scholarship in 2006 was a broadening and stimulating experience. “The scholarship made me cognizant of the challenges surrounding culturally and linguistically diverse gifted students,” shares Tiombe. “It’s helped me to choose appropriate IQ assessments based on a child’s unique background and talents. I look at each child as an individual and I’m more aware of how these cultural issues can affect the results of assessments.”

“The [NAGC convention] was a wonderful educational experience for me and, since 2006, I’ve gone every year on my own dime, as my school district doesn’t cover the expense of the convention.”

Tiombe has seen the impact of this knowledge on her students in ways that are powerful and real. One boy whose life has been beset with challenges virtually from birth was particularly memorable. Born to a mother who was still in high school and foster care, this student’s early years were unstable and often impoverished. In pre-school he began to

and this time he scored in the profoundly gifted range (145 and above). Tiombe shares that now, in spite of family circumstances that continue to be challenging, this student has thrived in his gifted program and in having teachers who recognize and nurture his abilities. His grades have improved and his behavior problems have subsided.

Since receiving the J-F scholarship Tiombe has worked with school principals to increase the number of identified gifted students and assisted with improving programming for gifted students. In 2013, her school district allowed her to conduct a district-wide professional development workshop on low-income, culturally diverse gifted students. She had the opportunity to work at one school for five years, and because of her sustained involvement at the school, was able to establish a gifted and talented resource center there.

And what is next for Tiombe? “I would eventually like to get my Ph.D. in School Psychology. I’d like to also grow my private practice, specifically with gifted and talented students. I am less interested in pathology, which is what most psychologists focus on. Giftedness is a very unique specialty to work in.”

Our most gifted children need our help just as much as our most vulnerable do. They need to be held to high standards, they need to be challenged, and they need to be engaged. I’m proud to fight to support the Javits Gifted and Talented Education program—our nation’s only federal program dedicated specifically to gifted and talented students.

—Senator Barbara Mikulski (D-MD)



Field Notes—Kathy Marks

Diversity is a Perspective, Not a Background

Kathy Marks is not new to diversity. Although not from a culturally or linguistically diverse background herself, she grew up in neighborhoods and attended schools that were. Born and raised in Jacksonville, Florida, Kathy moved to Norcross, Georgia, (near Atlanta) when she was 16. In Jacksonville Kathy had attended magnet schools, where the emphasis was on mixing different cultures together. “I really enjoyed that environment,” shares Kathy. “It felt very natural to me. Then, when I moved to Atlanta, I discovered an already very diverse population.” It was an easy fit then, when she began to work at Hopkins Elementary in Lilburn, Georgia, a Title I school that is 65% Hispanic and 30% African-American.



Kathy Marks

As a first-year teacher, Kathy was eager to learn more about her field and how to get actively involved. Exploring NAGC’s web site, she discovered the Javits-Frasier Scholarship program. After applying in 2010, she was awarded a scholarship and attended NAGC’s convention in Atlanta.

“The convention was amazing!” she exclaimed. “It was so interesting to meet other people from around the country who were also new to the field and so passionate. And it was very beneficial to connect and network with established experts who also shared that passion. I got to talk to people I had only heard about in school, like NAGC Board member Dr. Sally Krisel. I was able to learn about what was happening beyond my own single school or school district. It just opened a lot of possibilities for me.”

» Kathy Marks assists a student with a book about the challenges and feelings associated with giftedness. Student writers interviewed other gifted students and each wrote sections of the book, called *How We Focus*.

“I work harder to find those students who need gifted services but are not as easy to identify, and I try to keep their needs in mind as we serve them in our school. I also advocate for them at every point to teachers, administration, parents ... anyone who will listen!”

Although gifted education is mandated and supported in Georgia, Kathy doesn’t feel it is a top priority, particularly in low-income schools. “My school struggles with student background issues like poverty and language, which keeps the focus on lower-achieving students.” In addition, Kathy feels gifted programming in schools is still developed primarily for mainstreamers. “Great systems and teachers adapt to who they serve, and this is not happening in many schools. For example, a lot of gifted assessments are very vocabulary rich, with an emphasis on English. Children who don’t speak English as a first language need more non-verbal connections. And with low-income children, they often don’t have the background and life experiences that mainstream children do. They don’t have a way to talk about what they know, so we struggle to officially identify these students for gifted services.”

It can’t ever be said that Javits-Frasier scholars rest on their laurels. Now in her ninth year of teaching, Kathy has taught a wide variety of subjects and grade levels, from gifted resource classes and advanced math to enrichment, thinking skills, and writing. Kathy’s belief in the value of hard work has driven her to stay active and contributing: “I have been able to do a lot of networking within the gifted field,



My NAGC experience in Indy was powerful! Meeting fellow professionals from across the nation helped me to realize the importance of our profession. There is so much to learn. This conference allowed me the chance to consider the whole child, from their emotional wellbeing to pedagogy to the importance of research! I am grateful for the financial assistance. The scholarship allowed me the gift of time among those who share my passion for our kids.

—Gratefully, Lori Martin, 2013 Scholarship Recipient

especially with those who are passionate about diverse students. I try to infuse what I learned as a scholar into professional development.”

In an effort to give back to the gifted community and NAGC, Kathy stays involved with the Javits-Frasier program as an application reviewer, mentor, and promoter. This year she developed a training and resource page for the Scholars as her final Ed.S. project. Last fall, she co-authored a newsletter article for the Special Populations Network,

and has another article coming out in NAGC's *Teaching for High Potential* in the coming year.

Although she clearly thrives in teaching, Kathy would like to eventually go beyond the classroom and gain experience in various leadership and administrative roles in gifted education, either in a school system or a gifted organization.



2013 Javits-Frasier Scholars

- Molly Beam, Ohio
- Lindsay Black, Kansas
- Catherine Ensell, Ohio
- Lisa Friend-Kalupa, Wisconsin
- Joyce Greco-Foster, Florida
- Lori Martin, Kansas
- Lacy McIntosh, Kansas
- Chris Pauling, Florida
- Mimi Pearle, New York
- Bethany Spratley, New Mexico
- Angela West, Florida
- Andrea Witt, Georgia



« Javits-Frasier scholars gather at the 2013 convention in Indianapolis.



Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students

An Interview with Paula Olszewski-Kubilius

In late 2012, NAGC published a report on low-income, high-ability learners, largely drawn from a national summit that had taken place on the topic earlier in the year in Washington, DC. Both summit and report—funded by the Jack Kent Cooke Foundation—provided a more cogent and nuanced understanding of the issues and challenges affecting underserved populations of learners, and it also spotlighted strong evidence-based program models that have been producing excellent performance results for these students. In 2013, the report was widely disseminated and numerous presentations were made via webinars, at convention, and through partnering organizations. Paula Olszewski-Kubilius, who served as NAGC



Paula Olszewski-Kubilius, Director of the Center for Talent Development, Northwestern University, Evanston, IL.

president in 2012 and 2013, was one of the co-authors of the report, along with Jane Clarenbach from the NAGC staff. Paula spoke with NAGC about the evolution of the report and its impact, both now and in the future:

NAGC: How did the idea for doing a national Summit and then the white paper *Unlocking Emergent Talent* come about?

Paula: NAGC has always had a focus on underserved gifted children. This population is at the center of research funded by the Javits Act and a priority of my predecessors. We received a grant from the Jack Kent

Cooke Foundation in 2007 for an invited conference that presented current programs for underserved gifted students, and so it seemed natural to go to them and ask for money to update our members and others in the field on current research and effective programs and practices. JKCF was very interested in the summit, as low-income gifted children are the focus of their programming efforts. So, it was a great fit and good timing.

The white paper was an important outcome. We decided on a product that would coalesce the research and best practice in the field on low-income, gifted learners. We wanted something that we could leverage to influence other advocacy organizations, to educate our members and other educators about the needs of these learners and successful educational approaches, and to use it to make connections to other organizations that were focused on achievement gap issues.

NAGC: How does this work tie into the mission of NAGC? From a public perspective, why is this work important?

Paula: Our mission is to help prepare educators to work with all gifted children. *Emergent Talent* was viewed as a resource to do just that. This work is important because it says very publicly that our field and NAGC are interested in achievement gap issues, specifically narrowing the excellence gap that exists between white, relatively affluent students, and their poorer nonwhite classmates. It underscores our focus on identifying and developing the talents of low-income children.

NAGC: Why were you motivated to do research in this area?

Paula: I run large out-of-school programs for gifted learners of all ages—and have been doing so for 30 years. We experience the same under-representation issues in our programs as school districts do in theirs—a lack of cultural, racial and economic diversity among our students. So, I have always been interested in achievement gaps and have been working on this all of my career. I run a program, Project Excite, which specifically tries to close achievement gaps early by starting with 3rd graders. It also provides lots of supplemental academic programming—with the goal of having students qualify for honors and advanced courses in high school. I have been involved with it for 14 years and it is a program I have written extensively about. So, the summit and the white paper were a natural fit for me.

While underachievement is a problem across the entire spectrum of gifted students, there is reason to believe that it may be especially pronounced among gifted low-income and minority students.

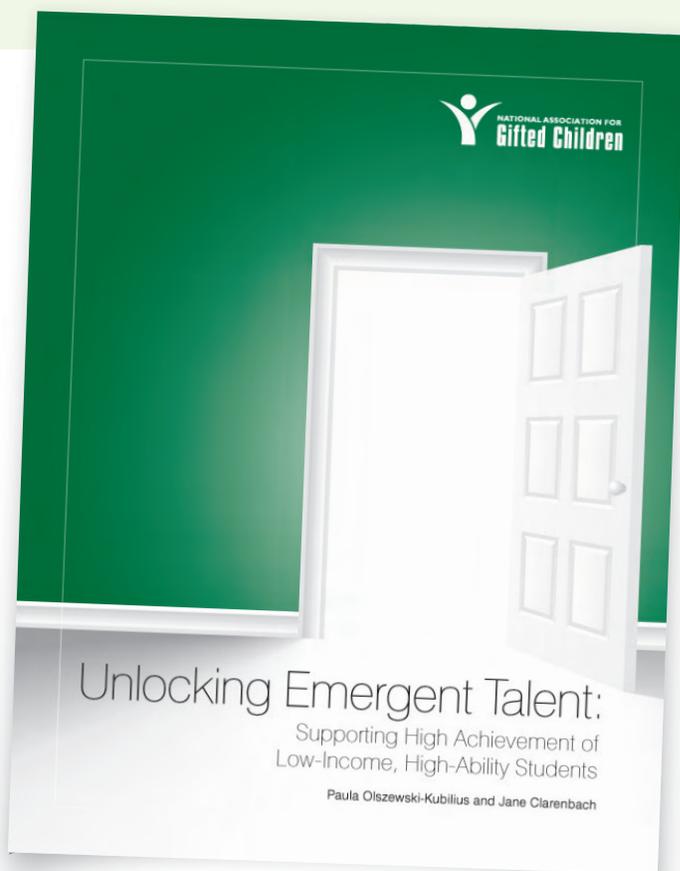
—from *Closing America's High-Achievement Gap*
(Philanthropy Roundtable)

NAGC: *What was one of the more startling or revealing discoveries you made during the summit or while you were putting together these research and practice recommendations?*

Paula: When [NAGC Director of Public Education] Jane Clarenbach and I set about writing the report, it was amazing how many programs shared similar practices—including out-of-school and in-school programs—and programs that specifically said they were for gifted children and ones that did not. So, the programming easily coalesced around best practices—being gateway programs or initial steps to subsequent, continuous programming; adding instructional time via summers, afterschool, and school breaks; providing a high powered, challenging curriculum rather than remediation, despite skill gaps; using selection criteria calibrated to students' previous opportunities to learn; augmenting students' social networks through additional teachers, mentors, etc.; and providing supports like tutoring or private college counseling that more advantaged families could access on their own.

NAGC: *At the end of the white paper you identified a research agenda to support low-income, high-ability students. What will it take to see some of these recommendations come to life?*

Paula: First it will take recognition that closing the excellence gap is critical to the nation. Then it will require funding and commitment to see the research through so that the results can be scaled up to large-scale implementation.



NAGC: *Do you have any ideas for how this paper might be built upon?*

Paula: I think one intriguing possibility would be to do a summit on gifted students in rural areas; there are some special issues with low-income rural gifted. I think we also want to find resources to do a study on exemplary in-school programs, again, so that educators can access research-based best practices.



WHAT'S NEXT?

In 2014, NAGC will pursue an initiative that broadens the impact of Unlocking Emergent Talent, both in terms of dissemination and further research. For example, NAGC seeks to create a clearinghouse of program models and examples of best practices that teachers can implement with low-income, high-ability students.

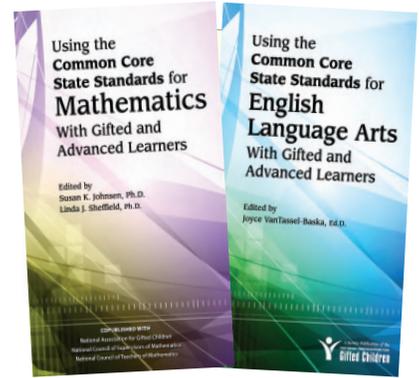


Common Core State Standards and Gifted Learners

Raising the Bar

In an effort to navigate the changing landscape of general education, NAGC actively seeks to understand reform efforts and how they will affect the nation's gifted learners. A great example of this is our proactive response to the Common Core State Standards.

The Common Core State Standards (CCSS) are K–12 content standards in Mathematics and English Language Arts. Adopted by 45 states to date, the new standards stress rigor, depth, clarity, and coherence. Although more robust than most current state standards, Common Core still fails to meet the unique needs of gifted learners. In response to this shortcoming, NAGC developed a series of handbooks that include sample assignments differentiated for advanced learners in each standard area. Practical and thoughtful, these curriculum guides provide teachers with concrete classroom exercises and strategies they can successfully implement with advanced learners.



When drafts of the Common Core State Standards were first made available for public comment in 2010, NAGC was exceptionally quick to respond—thanks to forward-thinking leaders and dedicated experts from the field. Our apprehensions about the standards as they applied to gifted learners were a great catalyst, as we were able to put a white paper in place by the close of the annual convention in New Orleans, where NAGC leadership met for the first time to address the standards in a meaningful way.

Then in February 2012, the Professional Standards Committee met to further the discussion and take action. That meeting laid the foundation for our first two books on Math and English Language Arts, and then the Next Generation Science Standards the following year. NAGC did a great job of posting information and resources, devoting sessions at the conference to the topic, and conducting webinars, etc. In the last three years, we've produced five books, all of which have been very well received by educators. I can see tremendous potential for disseminating materials about the implications of the Common Core and National Science Standards for advanced learners on a state-by-state basis through ongoing professional development and new resources.



—Susan Johnsen, Director of Gifted Programs, School of Education, Baylor University, Waco, Texas



NAGC's Common Core experts are now designing an online course that will train teachers on how the Common Core State Standards can be adapted for gifted learners. This interactive course will include a community of practice, sample lesson plans, lectures, and discussions with experts. Supplemental funding will allow NAGC to develop and disseminate this program nationwide.



Public Education

Narrowing the Excellence Gap

Public education will remain a top priority and a necessity at NAGC as long as new decision makers arrive on the scene. Newly elected state and local officials, new superintendents and school principals, as well as news reporters and parents need information to help support gifted education and gifted students, and the consequences of failing to do so. NAGC’s public education work begins with both broad and specific messages tied to key issues of the day, such as U.S. competitiveness, equity, and the needs of gifted students in the Common Core State Standards era. Next, NAGC uses several targeted strategies to advance the message, including media campaigns, outreach to other national associations to educate their members, and materials to support advocates working at the state and local level. In addition, NAGC staff and volunteers consult with Members of Congress on ways federal law can be modified to support our nation’s top academic talent. In 2013, bipartisan legislation, known as the TALENT Act, was introduced that includes many of NAGC’s priorities, including supporting high ability in low-income settings where students often languish unidentified and undeveloped.



The absence of federal policy on advanced and gifted learners should shake our confidence in America’s future. The TALENT Act brings attention to this important group of learners who have been overlooked as the U.S. has set proficiency as its goal rather than excellence. The TALENT Act identifies ways to incorporate the critical role of developing America’s talent into federal policy.

—Julia Link Roberts, The Center for Gifted Studies,
Western Kentucky University, Bowling Green, KY



WHAT'S NEXT?

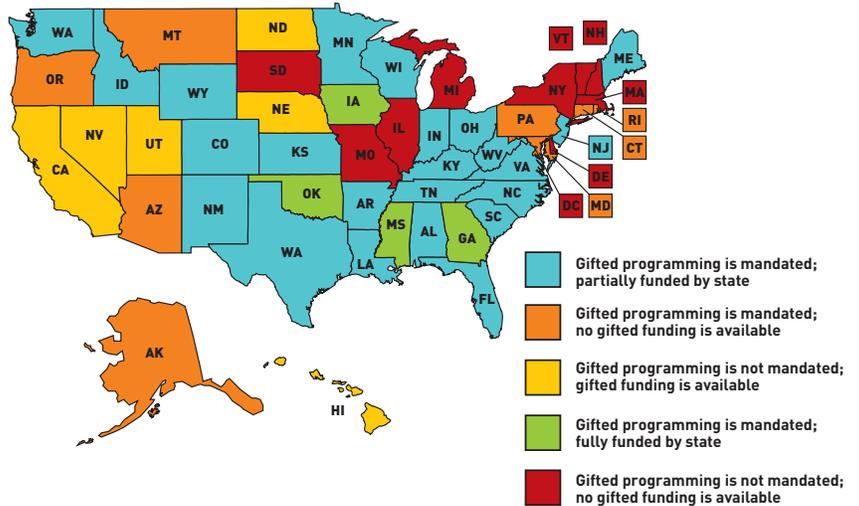
NAGC will build on media and other public education success by partnering with more national organizations to raise member awareness, placing additional opinion pieces in the home newspapers of key decision makers, and systematically reaching out to news reporters with story ideas and examples of how the climate for gifted learners can be improved. In addition, NAGC will work with our individual members and State Affiliates to speak with one voice about the urgency and strategic thinking required to build academic support and challenge for gifted learners. Funding will be instrumental in developing and disseminating public awareness models and materials replicable on a state-by-state basis.



The State of the States Report on Gifted Education

The Only National Report on Gifted Education in the U.S.

The *State of the States* report is a collaborative effort between NAGC and the Council of State Directors of Programs for the Gifted (CSDPG)—a biannual snapshot of how states regulate and support programs and services for gifted students. Designed to collect data from 44 states and two U.S. territories on 10 key areas of gifted education, the *2012–2013 State of the States* provides a rich view of the condition of gifted education in our country, and provides compelling, strong evidence to advocate for strengthening policies, practices, and support for high-achieving and high-potential students. It also brings into sharp focus the lack of a coherent national strategy that commits attention and resources to ensure that high-ability students will receive an education that maximizes their talent and supports them in attaining advanced levels of achievement in school and beyond.



Map graphic courtesy of the Davidson Institute for Talent Development

The collaborative effort of CSDPG and NAGC to design the questions, distribute the survey, collect the responses, and analyze the data has helped build a productive relationship between the two organizations. Each brings resources and expertise to the project which, when combined, make the survey and report a reality. Additionally, each organization uses the data in ways that further its respective mission to support students with gifts and talents across our country. The most important measure of the success of this collaboration, after all, is progress toward our mutual goal of ensuring rich, meaningful educational experiences for our high ability/high potential youth.



—Chrys Mursky, Gifted & Talented and AP Consultant,
Wisconsin Department of Public Instruction, Madison, WI



- NAGC will work with state gifted education associations and other education leaders to support comprehensive state strategies that remove barriers and expand access for more students to a full range of high-quality gifted education services, including:
- training in gifted education for all teachers and school leaders
 - adopting state policy that allows a wide range of acceleration options
 - following gifted and talented students as a separate population in student achievement accountability measures



The Annual Fund



“While helping all kids to learn and grow is a part of every school’s goal, it’s neither easy nor guaranteed. Schools are stressed by myriad issues, and the needs of gifted learners are all too often overlooked. As a state leader I see firsthand the critical role NAGC plays in training teachers to recognize and respond to the needs of gifted learners. The world’s largest advocacy and research organization to work on behalf of these learners, NAGC continues to provide the vital expertise needed to identify and serve not only the students who demonstrate high achievement, but also those who have the ability to achieve at high levels. At a time when increasingly complex issues challenge the world’s future, how can we afford to overlook the potential of the next generation of problem solvers and decision makers? NAGC really matters, and so does your contribution to the annual fund.”—Wendy Behrens, Gifted & Talented Specialist, Minnesota Department of Education, Roseville, MN

NAGC Donors Give Gifted Children a Voice

For many years NAGC has received donations for our teacher scholarship programs, as well as unrestricted support for other initiatives and areas of need. Such giving is neither exceptional nor unusual to nonprofit associations. 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.



2013 Annual Fund Contributions

• Unrestricted (Greatest Need)	\$10,787.29
• Harry Passow Fund	\$1,350.00
• Javits-Frasier Scholarship Fund.....	\$5,150.00
• Supporting Disadvantaged Populations.....	\$95.00
• National Advocacy & Public Education	\$50.00
TOTAL	\$17,432.29



To make a donation online, go to:
www.nagc.org/SupportingGiftedEdu.aspx



WHAT'S NEXT?

Throughout the pages of this report we’ve highlighted some of the achievements of the past year, as well as the important work that remains to be done. Your gift to the Annual Fund is indispensable to making our What’s Next? dreams a reality.

In addition to the initiatives described in this report, your gift will support:

- Webinars and briefings on cutting-edge issues
- Dissemination of gifted education best practices
- Public education and advocacy
- Resources and materials for parents



The Expert Speakers Program (ESP)

NAGC's current and past board members and other experts are available to State Affiliates and other 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 who encourage and inspire. Their generous in-kind gift—\$14,000 in 2013—is really beyond numeric value. We tip our hats to them here:



- | | | | |
|--------------------|------------------------|---------------------------|--------------------|
| Katie Augustyn | Shelagh Gallagher | Susan Dulong Langley | Sylvia Rimm* |
| Carole Barnes* | Marcia Gentry* | Jann Leppien* | Julia Link Roberts |
| Susan Baum | Kris Haslund | Chrys Mursky* | Ann Robinson* |
| George Betts | Diane Heacox* | Christine Nobbe | Karen Rogers* |
| Jaime Castellano* | Thomas Hébert | F. Richard Olenchak | Bob Seney* |
| Kimberley Chandler | Patricia Hollingsworth | Paula Olszewski-Kubilius* | Cindy Sheets |
| Mary Ruth Coleman | Brian Housand | Stuart Omdal | Del Siegel* |
| Bonnie Cramond | Sandy Kaplan | Jean Peterson* | Mary Slade* |
| Tracy L. Cross | Frances Karnes | Jane Piirto | Kristen Stephens |
| Joy Lawson Davis* | Lauri Kirsch* | Susan Rakow | Michelle Swain |
| Ken Dickson | Sally Krisel* | Diana Reeves* | Frank Worrell |
| Felicia Dixon | Ric Ladt | Sally M. Reis | Carol Tieso |

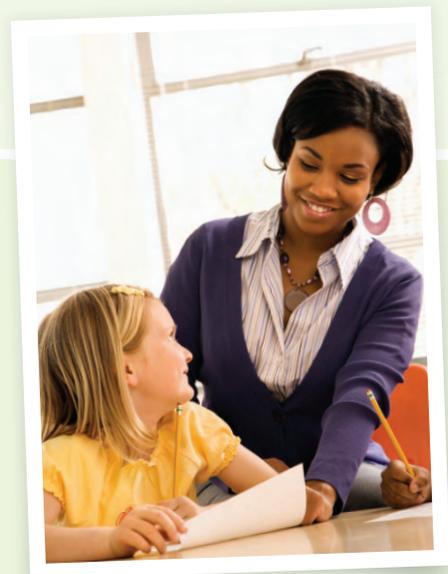
* These speakers made ESP presentations November 1, 2012–October 31, 2013



Great teachers inspire great minds ... *thank them*

Appreciative parents have honored the following teachers with a gift made in their name to the 2013 Annual Fund:

- Melissa Dodge, Mount Jackson, VA (nominated by Dr. Jacob Haun)
- Brian Fitzpatrick, Bensalem, PA (nominated by Julie Hawk)
- Derrick Holt, Buckeye, AZ (nominated by Patricia Messer)
- Ms. Kleinman, Syosset, NY (nominated by Ronald Langsman)
- Lon Knappenberger and Laura Wilson, Westfield, NY (nominated by Karen Cockram)
- Darlene Price, Lanoka Harbor, NJ (nominated by Jennifer Pena)
- All my students, current and former, Polson, MT (nominated by Tamara Fisher)





2013 Annual Fund Donor Honor Roll

FOUNDER'S CIRCLE — \$5,000 and above

GOLD LEVEL — \$1,000–\$4,999

Wendy Behrens	Sally Krisel	Sylvia Rimm
Noriko Chandler	Paula Olszewski-Kubilius	Ann Robinson
Susan Dulong Langley	Joseph Renzulli and Sally M. Reis	

SILVER LEVEL — \$500–\$999

Katie Augustyn	Houghton Mifflin	Jennifer Robins
Tracy L. Cross	Catherine Little	

BRONZE LEVEL — \$250–499

Charles Beckman	Joy Lawson Davis	Lauri Kirsch	Marcia Wall
Kimberley Chandler	Judy Galbraith	Julia Link Roberts	
Jan and Bob Davidson	Marcia Gentry	Brent Mundt	

GRANITE LEVEL — \$50–249

Kathie Anderson	Diane Gardner	Christine Nobbe
Alexinia Baldwin	Linda Goldstein	North Carolina Association for
Kathy Balsamo	Keri M. Guilbault	the Gifted and Talented
Jeanne Balzuweit	Wes Guthrie	Gwen T. Olmstead
Linda Barnes-Robinson	Lisa Hancock-Rehrig	Megan Parker Peters
George Betts	Thomas Hébert	Judith Roseberry
Tiombe-Bisa Kendrick	Thomas Homorodi	Meghan M. Salyers
Ginny Burney	Brian and Angela Housand	Patricia A. Schuler
Karin Cockram	Tracy F. Inman	Cindy Sheets
Nicholas Colangelo	Janice D. James	Paul Shepherd
Colorado Association	Garland Jay Hart	Kristen Stephens
for the Gifted	Kathy Jones	Mary Grace Stewart
Susan Corwith	K12, Inc.	Jeffrey T. Stroebel
Council of State Directors of	Richard E. Lange	Barbara Still
Programs for the Gifted	Ruth E. Lyons	Michelle Swain
Arlene R. DeVries	M. Heather MacMaster	Nora J. Webb
Christine Deitz	Eric and Becky Mann	Hope E. Wilson
Sue Feigal-Hitch	Kathy Marks	Andrea Wolfe
Beverly Fink	Patty Messer	Frank C. Worrell
Tamara J. Fisher	Suzanne Morgen	



Help Us Reach Our 2014 Annual Fund Goal—\$35,000!



The NAGC Corporate Advisory Council

The Talent Solution

NAGC has taken first steps in forming a Corporate Advisory Council, a team of thought leaders from the business, government, and nonprofit sectors who are deeply concerned that our nation's gifted children are being short-changed in ways that seriously impact our global competitiveness. As visionaries and change leaders, Council members understand how urgent it is that we nurture and develop the next generation of entrepreneurs, innovators, scientists, and artists, and they are committed to realizing meaningful transformation. The Council's leadership, and the national visibility it will generate, will be instrumental in helping NAGC to take faster, larger leaps that will drive and sustain actionable improvements in identifying, developing, and enabling our nation's best talent. Norm Augustine, retired chairman and CEO of Lockheed Martin Corporation, has in turn been instrumental in making the Corporate Advisory Council a reality.

There are high-capacity kids in every corner of our society; they exist everywhere. We need to create structures to allow human talent to express itself and grow.

—Jay Heiler, Founder of Great Hearts, in *Closing America's High-Achievement Gap* (Philanthropy Roundtable)



Norm Augustine

"In spring 2012, I met for the first time with Nancy Green and other NAGC staff to discuss the subject of talent development and its vital connection to the way we motivate and enrich our country's high-ability learners. This issue is a critical and meaningful one to me, as I grew up in an America that was rich with opportunity, but also well grounded in the belief that talent and intelligence needed to be nurtured with excellent teachers and institutions, and sustained by hard work and initiative.

I believe in recent decades our country has gone a bit off course. America did not get to where it is today by being mediocre, but for decades now we've been living on past investments. The pipeline of talent, which ensures that our nation thrives, remains competitive, and preserves a high quality of life, has been slowing down to a trickle. We don't prepare our highest-achieving learners with the tools and resources they need to be competitive and innovative in a global, technology-driven marketplace ... and this could have unfortunate and far-reaching consequences to our country—and the companies we lead—today and tomorrow. I was very pleased to learn, then, of NAGC's intention to form a corporate advisory council composed of executives and other thought leaders who are passionate about the issue of talent development and how to improve the prospects and potential of our gifted children from across the nation and society. I am proud to play a part in leading the way with this new initiative, and I look forward to seeing the many ways it will bear fruit in 2014 and the years that follow."





The Gifted Legacy Society for Planned Giving

A Commitment that Defines the Future

In 2013, NAGC initiated the Gifted Legacy Society to highlight the importance of planned gifts in ensuring NAGC's longevity and impact. A bequest or other "planned gift" is an eloquent and enduring gesture that exemplifies confidence in NAGC and its work. Planned giving is the best way to guarantee that NAGC will continue to make an important difference in the lives of our gifted and talented children through gifted education training, research, and advocacy.

Legacy Society members include anyone who has chosen to support NAGC through estate planning or life income vehicles. Membership involves no dues, obligations, or solicitations, but it does allow us to thank and recognize members for the plans they have made. These farsighted philanthropists are a wonderful example to others in the gifted education field.



My professional life has been dedicated to the field of gifted education for more than 30 years. During that time, NAGC has been a source of support and inspiration for my work. The field of gifted education is chronically underfunded; we lack sufficient funding for both research and practice. Private giving can help fill this funding gap. That is why I have made a provision for NAGC in my estate plan. I know that the money I give to NAGC will go directly to helping the often underserved and misunderstood talented young people to whom I have dedicated my professional life. Through an annual conference, publications, research grants, and professional development programs, NAGC makes a difference in the trajectories of young, high potential lives. I want to support the NAGC mission through the Gifted Legacy Society for Planned Giving.



—Sidney Moon, Associate Dean, College of Education, Purdue University, West Lafayette, IN

To learn more about how you can support NAGC through the Gifted Legacy Society, please contact us at (202) 785-4268.



From the Convention Floor

More than 2,300 participants attended NAGC's 60th anniversary convention in Indianapolis on November 7–10, 2013, the largest gathering of gifted educators and thought leaders anywhere in the world. Several groups came together to participate in this event, including NAGC's 15 Networks, the National Consortium for Specialized Secondary Schools of Mathematics, Science, and Technology (NCSSSMST), the Indiana Association for the Gifted and its local arrangements committee, and our presenters, sponsors, and exhibitors. The annual meeting is a much-anticipated learning lab and lively community, 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.



75+ exhibitors participated in the 2013 annual convention.



During an inspiring keynote address, Dr. Milton Chen, former Executive Director of the George Lucas Educational Foundation, talked about the "Six Edges of Innovation" and how they enable gifted educators to address "the whole gifted child," as well as the multiple intelligences of every learner.



Workshops cover a wide and dynamic range of topics related to gifted education, from creativity and STEM to curriculum planning and global awareness.

Some past presidents gathered to celebrate NAGC's 60th, from left to right: Ann Robinson, James J. Gallagher (deceased), Sandra Kaplan, Sally Reis, Carolyn Callahan, F. Richard Olenchak, Paula M. Olszewski-Kubilius, Nancy Green, Executive Director, Del Siegle, and Tracy L. Cross, NAGC President.



NAGC recognized the talents and accomplishments of bright stars in the field of gifted education on November 8th. From left to right: Cindy M. Gilson, Roy A. Weaver, Christine Deitz, Jonathan Plucker, Elizabeth Shaunessy-Dedrick, Jennifer L. Jolly, Maurine Donovan, Sidney M. Moon, Wendy A. Behrens, and C. Matthew Fugate.



Hosted by the Local Arrangements Committee, the State Reception featured live entertainment provided by several schools and programs in Indiana.





NAGC Board, Development Committee and Staff

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College of William & Mary
Williamsburg, VA

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Wes Guthrie

NC Association for the Gifted
& Talented
Swansboro, NC

Paula Olszewski-Kubilius

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Julia Link Roberts

Center for Gifted Studies
Western Kentucky University
Bowling Green, KY

Ann Robinson

University of Arkansas at
Little Rock
Jodie Mahony Center
Little Rock, AR

Hope E. Wilson

University of North Florida
Dept. of Foundations &
Secondary Education
Jacksonville, FL

NAGC Staff Liaisons

Nancy Green

Executive Director

Lyndi Schrecengost

Director of Development

NAGC Staff

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- Andrew Bassett, Director of Finance and Administration
- Karen Yoho, CAE, Senior Director of Marketing & Member Services
- Jane Clarenbach, J.D., Director of Public Education
- Robin Feldman, Director of Professional Development & Meetings
- Carolyn Kaye, Manager, Stakeholder Outreach
- Rebecca Mehninger, Volunteer Relations & Development Coordinator
- Adriane Wiles, Membership Manager
- Jeff Danielian, Teacher Resource Specialist & Editor
- Kathleen Nilles, Manager of Parent Services and Communications

In our effort to leave no child behind, we are failing the high-ability children who are the most likely to become tomorrow's scientists, inventors, poets, and entrepreneurs—and in the process we risk leaving our nation behind.

—Chester E. Finn, Jr. *National Affairs*, 2014



Financial Highlights

Operating Budget

NAGC finished the 2012/13 fiscal year with an operating budget surplus of approximately \$89,000. Income totaled \$2.3 million, up 30% from FY 2011/12. This increase was due to a strong turnout at NAGC's annual convention in Denver 2012. Although attendance for the 2012 convention was the largest in years, NAGC had a shortfall in attendance in Indianapolis in 2013.

Operating Revenues

Membership revenue grew 23% as NAGC's commitment to recruit and retain members remains a top priority.

Publication revenue increased more than 100%, largely due to NAGC's new Common Core State Standards and Gifted Learners books (see page 10).

Operating Expenses

Total expenses were \$2.2 million, \$100,000 below the budgeted level.

During FY 2012/13 NAGC invested in major upgrades to its information technology infrastructure. Critical applications were moved to the "cloud." NAGC plans to roll out a new website and membership database in May 2014.

Reserves

NAGC has reserves of \$2.2 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.



In spite of an economic downturn, NAGC's fiscal standing remains sound due to prudent management, strategic choices about resource development and outreach, a small, but highly competent staff that responsively serves the needs of a national membership base of 5,000, and a firm commitment to a comprehensive fundraising and development program.



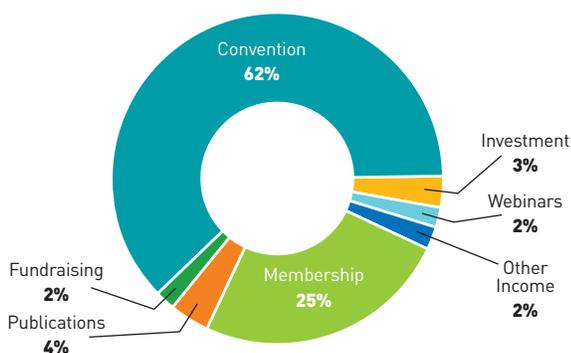
NAGC Statement of Financial Position (For the year ended August 31, 2013)

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

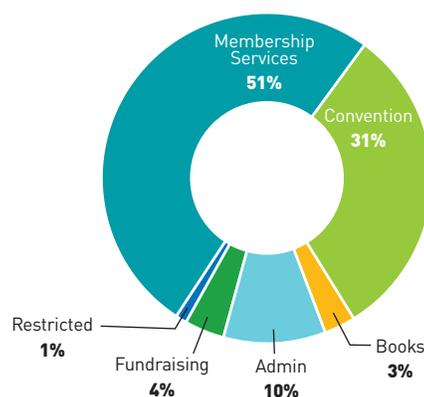
	August 31, 2013	August 31, 2012
ASSETS		
Current Assets		
Cash & Equivalents	43,400	239,152
Investments	1,816,557	1,768,461
Accounts Receivable	65,197	44,422
Inventory	15,100	21,006
Prepaid Expenses	113,427	118,449
Total Current Assets	2,053,681	2,191,490
FIXED ASSETS		
Equipment	125,042	114,514
Website/Database Development	406,663	314,426
Leasehold Improvements	18,367	18,367
Less: accumulated depreciation & amortization	(411,345)	(388,300)
Total Fixed Assets	138,727	59,007
Security deposit & others	17,744	17,496
Total Assets	2,210,152	2,267,993

	August 31, 2013	August 31, 2012
LIABILITIES & NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	36,868	18,265
Accrued salaries and related benefits	23,709	22,034
Deferred Revenue:		
Membership	137,390	130,375
Convention	352,421	514,184
Other	3,792	12,310
Deferred Rent	33,894	23,024
Total Current Liabilities	588,074	720,192
Total Liabilities	588,074	720,192
Net Assets		
Unrestricted:		
Undesignated	1,443,874	1,349,994
Board designated /networks	135,317	136,660
Temporarily Restricted	42,887	61,147
Total Net Assets	1,622,078	1,547,801
Total Liabilities & Members' Equity	2,210,152	2,267,993

Revenue & Support



Operating Expenses





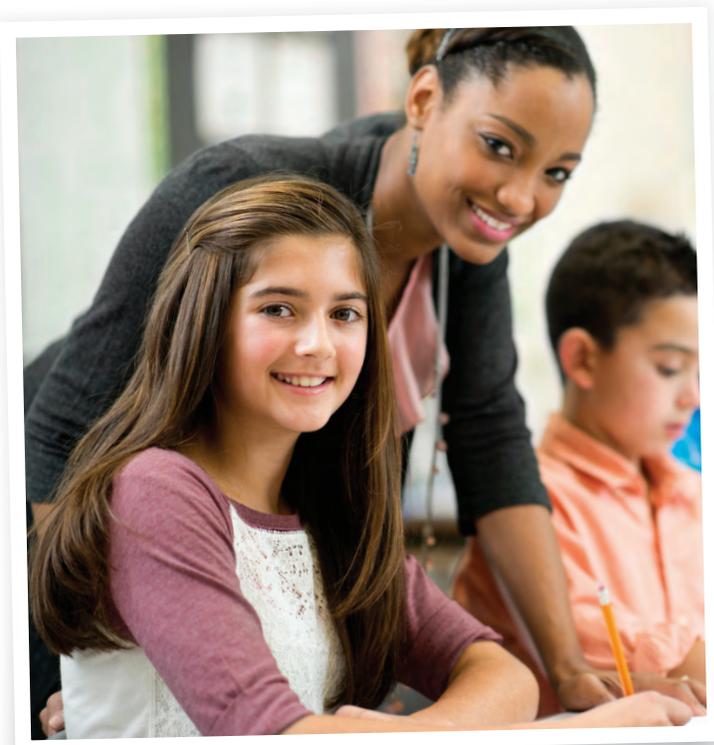
Thoughts on the Gifted Frontier

By Sally M. Reis

What does the future hold for our most academically talented students? Given what we have learned in research conducted during the last few decades, our field can and must respond to the critical need for our gifted and talented students to participate in programs and services that both challenge and engage them. We can continue to debate how and when they will have access to these programs and services. We can advocate for these services in regular classroom settings or in special programs, and argue about whether the services are enrichment-based, curricular enhancements, or acceleration. But what is not open to debate is that gifted and talented students **MUST** have opportunities to make continuous progress in school. Many gifted students underachieve in school and some drop out of high school—their talent unacknowledged or misdirected. Without programming and opportunities that are stimulating and engaging, more gifted students will underachieve and languish. This is especially disheartening when we know that if given challenging and enriching learning opportunities, many find their passion and eventually achieve at high levels.

Longitudinal research demonstrates the effectiveness of gifted education programs and gifted education curriculum in raising student achievement, as well as in helping students to develop interests, creativity, productivity, and career goals. The absence of professional development in gifted education for classroom teachers will result in greater underachievement, not just for gifted students, but ALL students.

Advocates for gifted students must work collaboratively to demonstrate both the profound need for programs and the research-based services currently available to this population. Indeed, the need may be more critical than in any period in recent history. What does the future hold? A stubborn excellence gap and a shrinking talent pool that continues to lose ground in international rankings have combined to bring about a resurgent interest in how to support and nurture our gifted and talented



students. We believe that it is time for gifted education services and pedagogy to be implemented in every school in the country. It is time that we extend and enrich the educational experiences of all high-potential, academically talented students. With so much at stake, the future is bright for our field, and our ability to challenge our most able students is a worthy goal that **CAN** be achieved.



Sally M. Reis is Vice Provost for Academic Affairs and the Letitia Neag Morgan Chair in Educational Psychology at the University of Connecticut.



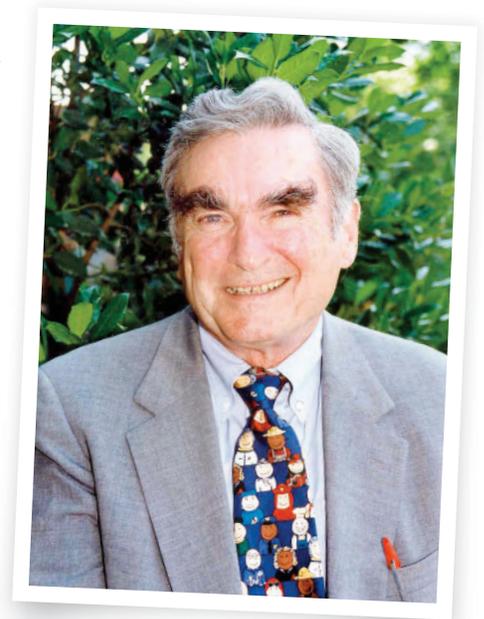
In Memoriam

James J. Gallagher

The NAGC 2013 Year in Review is dedicated to the memory of James J. Gallagher in recognition of his many years of service to NAGC and the field of gifted education. Dr. Gallagher was one of the world's foremost experts in both special education and gifted education, and made numerous vital contributions to educational policy on state, national, and international levels.

During his career, Dr. Gallagher served as president of the National Association for Gifted Children, the Council for Exceptional Children, the World Council for Gifted and Talented Children, and the North Carolina Association for Gifted and Talented. He was a researcher on the Abecedarian Project, one of the first scientific studies to demonstrate important long-lasting benefits in academic performance in a cohort of children from lower socioeconomic circumstances.

Dr. Gallagher contributed to groundbreaking efforts to establish federal policy for gifted and talented students, including *The Marland Report and National Excellence: A Case for Developing America's Talent*. He published more than 200 journal articles and 39 books, including two seminal books—*Teaching the Gifted Child* and *Educating Exceptional Children*.





NAGC
Annual Fund
Championing America's Gifted Youth



***NAGC has done so much for me.
I wanted to give something back.***

*—Christine Deitz, 2013 Doctoral Student Award Winner,
on giving to the Annual Fund*



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