Serving as a catalyst for intellectual and creative growth among high potential youth

INSTITUTE FOR EDUCATIONAL ADVANCEMENT

2010 Annual Report

"The main hope of a nation lies in the proper education of its youth."

– Erasmus

www.educationaladvancement.org
Dear Friends,

Reflecting on the last 12 years, it is remarkable to me how we've grown. IEA started as a dream to serve an exceptional group of young people. A small organization with a staff of two has now become a diverse, expansive organization serving thousands of students from the gifted community nationwide. Our work is challenging yet stimulating. The accomplishments are real and take on new meaning with each child, parent, and teacher we touch. We have been able to grow only because of the support and energy of our staff, contributors, and participants. This year, we let the numbers speak for themselves.

Existing IEA programs demonstrated sustained success in 2010.

Apprenticeship worked with 30 students, all of whom reflected that their experiences with the program met or exceeded their expectations. The program has served over 420 students since its inception and continues to strengthen its relationships with mentors in a variety of fields.

Over 100 people participated in the 2010 Bradley Seminar in Boston. The Seminar included an impressive lineup of speakers and contributors who shared their thoughts on gifted education and on the theme of the evening—Resiliency.

Fifteen CDB scholars graduated from high school and matriculated at a prestigious group of colleges. Eleven promising CDB scholars were selected for the coming year from a pool of nearly 400 applicants—our most competitive pool to date.

65 campers attended Yunasa in the summer, where they played, learned, and grew under the guidance of a highly skilled staff. In the post-program survey, 94% of campers indicated that Yunasa taught them useful skills and techniques for dealing with challenges in their lives.

In addition, 2010 marked the end of one program and the start of a new one.

We celebrated the conclusion of the Pipeline to Success program. In the final year of the pilot program, IEA recognized the accomplishments of the last group of seniors; all of these students graduated and enrolled in a four-year college or university. This program is now being evaluated for implementation at future sites.

In conjunction with h-bar Tutoring, we introduced a new program, Academy, to hold supplemental classes for elementary and middle school students. Through Academy, we hope to foster in children the type of curiosity that will encourage them to explore and learn in years to come.

This report seeks to share with you our recent successes and to assure you of our continued commitment to “supporting our nation’s most talented young people in pursuing their full academic potential.” We are dedicated to those whom we serve, humbled by their accomplishments, and excited for the year to come.

Elizabeth D. Jones
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"Genius without education is like silver in the mine." — Benjamin Franklin
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"Education is more than a luxury; it is a responsibility that society owes to itself."  — Robin Cook

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Every student attending an IEA program benefits from income IEA earns through consultation and tuition, generous donor gifts and grants. Each program is supported by financial contributions, opening offerings to all qualified students.

"IEA is an organization that makes a meaningful difference in the lives of gifted kids. By helping them make effective connections to gifted peers, mentors and teachers, IEA helps them thrive and unleashes their potential. I am proud to give to the organization and to serve as a member of the Board of Directors."

– Chris Newman, Board Member

IEA continues to explore new funding opportunities and strategic partnerships that will allow us to expand our programs in size, effectiveness, efficiency and quality control.

IEA does not seek government funding for our initiatives. Any fees associated with our programs and services cover only a small fraction of total costs. We are grateful for your trust and commitment in support of our students, our mission, and our organization.

Your gift to IEA is a targeted, powerful investment in the future of our young people, our community, and our nation. With your support, IEA can continue to provide our nation's gifted youth with the educational opportunities and developmental support essential to helping them realize their potential. As our partners in this noble mission, we applaud you and your efforts on their behalf.

"Gifted children have no greater obligation than any other children to be future leaders or world class geniuses. They should just be given a chance to be themselves, children who might like to classify their collections of baseball cards by the middle initials of the players, or who might like to spend endless afternoon hours in dreamy reading of novels, and to have an education that appreciates and serves these behaviors."

– Dr. Jane Piirto
In 2010, IEA launched a joint venture with h-bar Tutoring, a local educational services company. h-bar Tutoring was founded by graduate students at the California Institute of Technology (Caltech) for the purpose of making science and math fun for young, inquisitive minds. The new partnership, Academy, offers small group classes in math, science, and other areas for gifted students working at the second through the eighth grade levels. Classes meet once per week after school and on weekends during eight-week fall, winter, and spring terms and four days per week during three-week summer sessions. Courses are taught by instructors who are graduate students or recent PhDs from Caltech and other area universities.

Academy is a tuition-based initiative with a small amount of financial aid made available. Each class serves no more than 12 students to ensure individual attention is provided and to promote community building among participants.

Goals for Academy are for students to:
- Build social, emotional, and intellectual connections with peers
- Participate in the community by sharing knowledge
- Be inspired by instructors to pursue a field of interest
- Learn to be life-long learners

Objectives are for Academy students to:
- Be challenged and motivated in the learning process
- Explore and study content areas of interest in greater depth
- Identify strengths to pursue future educational goals
- Forge mentoring relationships with instructors from Caltech
- Enrich their learning outside of the general curriculum
- Be introduced to IEA programs

Two classes with four students were held during the 2010 Fall Term: Art of Science and Intro to Neuro-Electricity.

During the 2011 Winter Term, IEA will offer five classes: Art of Science, Games and Theory, Neuro-Energy, Rocket to Calculus, and Sustainable Earth.

Courses held in the 2010 terms included:

Creating Comic Books
Kids discovered the fun of storytelling through comics! After an introduction to the world of comic books, students learned how to create their own. They delved into the elements of story including character, setting, and conflict, in addition to learning the format of a comic book script. They also explored the visual language of comics and experimented with various illustrative styles. As a group they combined their learned skills to write and illustrate their very own comic book.

Intro to Neuro-Electricity
This class was an introduction to basic concepts of Electricity and Neuroscience. The class centered on two questions: “What is your brain made out of?” and “What is electricity and how does the brain use it to transmit information?” Students learned basic cellular neurobiology to identify the major parts of the neuron (such as the axons and dendrites) and how they process electrical information (voltage, current, and resistance). Students also did a project: Can you use your mind to control electric flow? Students built a Galvanic-Skin-Response meter; the basis of the modern “lie detector” and tested whether or not this technology is actually useful for detecting lies.

Art of Science
Fascinating visualizations of scientific data show that art can be useful in science. Students were encouraged to pursue their creativity artistically in fun media such as 3-D modeling. Students explored nanometer caverns blown up by factors of over one million, watched water molecules dance between hydrogen bonds, and observed natural selection in action on a micro machined fitness landscape of bacteria. Students learned about advanced topics like DNA, proteins, cosmology, and atomic structure visually. They explored questions like: Is there a mathematical structure to poetry? Can an equation or a computer code be poetic? How is art perceived by the brain?

"Students learn what they care about from people they care about and who they know care about them."

- Barbara Harrell Carson
The Apprenticeship Program (Apprenticeship) matches gifted high school students from diverse cultural, racial, and economic backgrounds with renowned mentors at universities, businesses, and centers of medicine, research, technology, and art in an intensive, hands-on residential summer program. Gifted high school students spend three or four weeks working on cutting-edge projects under the guidance of scientists, doctors, professors, and experts who serve as mentors at venues such as California Institute of Technology (Caltech), University of Southern California, Children's Hospital Los Angeles, and Art Center College of Design. Since its inception in 1999, Apprenticeship has served over 420 students nationwide.

Goals for Apprenticeship are for Apprentices to:
- Pursue their full intellectual and personal potential
- Grow as individuals through exploration of new ideas, places, and people
- Utilize their talents and skills to benefit society
- Learn to be life-long learners

Objectives are for Apprentices to:
- Acquire and apply new knowledge and skills to gain experience in their area of interest and passion
- Use their experience to make more informed career decisions
- Be matched with a team of preeminent scientists, researchers, artists, or professionals who will meet their individual needs
- Develop positive relationships with Mentors
- Form relationships with intellectual peers from diverse backgrounds who share their interests, desires, and ambitions
- Develop leadership, interpersonal, teambuilding, and creative problem-solving skills
- Develop a network of support (Mentor, IEA staff, and fellow Apprentices) upon which they can rely during and after the program
- Increase confidence and self-awareness in personal and professional arenas
- Understand the realities of a workplace environment and develop valuable life skills

Accomplishments:
- Apprenticeship served 30 students—from public, private, and parochial schools—in residence at the University of Southern California
- IEA subsidized program fees for 2010 Apprentices at 40% of total costs
- More than one third of all Apprentices received financial assistance
- 100% of the 2010 Apprentices reported that their experience with Apprenticeship met or exceeded their expectations
- 93% of the 2010 Apprentices were satisfied or extremely satisfied with the program
- 100% of the 2010 Apprentices believe that their participation in Apprenticeship made them a stronger candidate for admission to college
- 80% of the 2010 Apprentices reported being more motivated to achieve their personal and career goals as a result of participating in the program
- Eight of the thirteen 2010 participants who apprenticed in Industrial Design at the Art Center College of Design were admitted to the prestigious design school. Over the last three years, fifteen Apprentices have been accepted by the Art Center after participating in the Industrial Design Apprenticeship (and several of these students are on full tuition scholarship)
- Our partnership with USC has been so successful that we are continuing it in 2011

Challenges:
- Identifying and maintaining a large group of qualified Mentors from diverse fields of study
- Successfully recruiting students for all Apprenticeship sites

Colleges and Universities Apprentices are attending:

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134 participants gathered in Boston, Massachusetts for the seventh annual Bradley Seminar, April 23-25, 2010. Guests included Caroline D. Bradley (CDB) Scholars, alumni, parents, educators, and IEA staff. The weekend brought together a community representing 41 states and over 50 high schools, colleges, and universities.

The three day weekend included discussion sessions, guest speakers, interactive workshops, and field trips. Each year a theme is selected to prompt thought and engaging conversation. This year’s seminar theme was “Resiliency.”

Guest speakers included Dr. Kristen Olsen, an author, teacher, and consultant in the field of education, whose work addresses learning disengagement and reconfiguring school culture to better support all learners. Jim Davis, one of the co-founders of IEA and a nationally recognized authority on public education models and efficacy, gave a workshop interpreting the results of the Keirsey Personality Sorter, which each seminar participant completed. The Keirsey is a cognitive test used internationally to help people understand their individual personality types.

Seminar participants were treated to guided tours of Harvard and MIT by attending CDB Scholar alumni, as well as local Boston tours by CDB parents. Speeches on the theme of resiliency were given by CDB parents, including a nationally syndicated cartoonist, an executive from a Fortune 500 company, a parent who escaped Uganda with her two children (one a CDB Scholar), and a recipient of a Kennedy Center award for her work with service animals.

Evaluation surveys were distributed to all of the parent and Scholar attendees. 93% of survey respondents were satisfied or extremely satisfied with the overall program; 95% of survey respondents indicated that their expectations of the 2010 Bradley Seminar were met or exceeded. In their survey comments, Scholars and parents alike highlighted the importance of the CDB community and the value that they had received from the Scholarship.

"What I didn’t foresee was the amazing community I would become part of. The CDB community of students and adults is open to unique, creative minds, which is something I’ve never experienced before."

—2010 CDB Scholar at Bradley Seminar

The key goals of the Seminar are for:
- Participants to develop meaningful relationships with others to whom they can relate
- Scholars to gain new perspectives
- Scholars to gain skills and hone values which promote personal character
- Parents to learn more about the CDB Scholarship and its community
- Parents to learn skills to assist them in raising a gifted teen

Accomplishments:
- Honoring our third class of graduating CDB Scholar high school seniors with individual speeches they wrote and read, encompassing their experiences as CDB Scholars
- Outstanding seminar evaluations and participation
- Establishing a tradition of interactive, community-based group discussions and relationships
- Creating a forum to express new ideas to expand inter-community growth, outreach, and volunteerism

Challenges:
- Sustaining the annual Seminar as more Scholars are brought into the CDB community
- Encouraging returning CDB alumni to attend and participate as leaders within the CDB community
- Being able to invite educators and CDB Selection Committee members in light of the increased costs

“As a person, I have become more confident, more social, more aware of the tremendous generosity and kindness in the world, and more grateful for it.”

—2010 CDB Scholar at Bradley Seminar
The Caroline D. Bradley Scholarship (CDB) began in 2002 and has expanded to 39 states with expected national eligibility in 2012. In addition to identifying exceptionally gifted seventh graders who have demonstrated strong academic potential, CDB is dedicated to providing a support network of peers, mentors, and advisors throughout all of the Scholars' middle and high school years, extending the network throughout their college experience and beyond.

In 2010, the program received close to 400 applications. Two CDB Scholarship Selection Committees, comprised of directors and deans of admission from independent high schools, colleges, and universities read the exceptional applications and selected 26 Finalists. Eleven CDB Scholars were selected, including students from California, Maine, Connecticut, Illinois, Texas, Oregon, and Wisconsin.

**Accomplishments:**
- CDB applications continue to increase as awareness of the success and efficacy of the program expands its outreach to underserved students who meet the eligibility criteria.
- Qualified applications for CDB were received from over 79% of eligible states.
- Scholars were selected from two of our newest states.
- Graduating high school CDB Scholars received multiple college acceptances, many with financial and merit funding.

**Challenges:**
- Keeping the CDB middle school, high school, and college communities connected throughout the year
- Encouraging and providing volunteerism among our CDB parents and Scholars
- Sustaining the growth and support of the CDB Scholarship fiscally through guidance and ongoing communication

"Being a Caroline D. Bradley Scholar has changed my life in ways so much bigger and broader than just my academics. I have a peer group of students from around the country who I can identify with and people at IEA who support and encourage me in every aspect of my life."

- 2010 CDB Scholar

**CDB Scholar College Map**

Fifteen high school senior CDB Scholars graduated with highest honors and are enrolled in colleges and universities throughout the United States, many receiving merit grants as well as the financial aid necessary for them to attend the colleges of their choice. Their colleges include:

- Carnegie Mellon University (Pennsylvania)
- Chapman University (California)
- Clemson University (South Carolina)
- George Washington University (District of Columbia)
- Harvard University (Massachusetts)
- Massachusetts Institute of Technology (Massachusetts)
- Pomona College (California)
- Yale University (Connecticut)
- University of Southern California (California)
- Virginia Tech (Virginia)
In collaboration with the Avery Dennison Corporation and the Pasadena Unified School District (PUSD), IEA developed Pipeline in 1999 as a model program to provide academic support to disadvantaged children with high academic potential in grades 7-12 in PUSD. Initiated with gifted middle school students, Pipeline served 17 seniors from the remaining class of the original cohort during the 2009/2010 school year at two high schools in PUSD: Pasadena High School and Blair Magnet International Baccalaureate School. Pipeline offered a challenging learning environment unavailable to students in public school. The Pipeline pilot reached completion when the last Pipeline class graduated in 2010.

Pipeline helped students recognize and pursue their potential through five principal program components:
- Personalized educational counseling
- Advanced extracurricular courses (including free SAT preparation courses)
- College informational tours
- Teacher training and parent education
- Personal support and resources (including college identification and application assistance)

Goal and Objective:
The goal of Pipeline was to facilitate students’ personal and academic development in order to ensure their acceptance into a college that would challenge them to work towards fulfilling their potential. The primary objective of the program was for 85% of Pipeline students to graduate from high school, qualify for, and enroll in a bachelor’s program or a four-year track program. Services offered to Pipeline students in 2010 included private tutoring in math and physics, college application assistance, and an extra-curricular course called “Creating Comic Books.”

“Creating Comic Books,” held in April and May, gave students an introduction to the world of comic books, after which students learned how to create their own comic books. Participants delved into the elements of story, including character, setting, and conflict, in addition to learning the format of a comic book script. They also explored the visual language of comics, and experimented with various illustrative styles. As a group, they combined their learned skills to begin writing and illustrating their very own comic book.

Pipeline’s Senior Event was held in late May. The 2010 Senior Event was held at the IEA office and Elizabeth D. Jones gave a presentation congratulating the final graduating class. Pipeline coordinators continued to meet with students to assist with scholarship searches on a regular basis.

As the Pipeline pilot winds down, goals for 2011 include evaluating the current Pipeline model to identify areas needing improvement and implementing appropriate changes to the program. IEA is looking for new districts in which to implement the Pipeline model.

Accomplishments:
- Of 2010 responding seniors, 100% graduated and 100% were planning to enroll in a four-year college or university.
- 2010 Pipeline graduates are attending schools including: California Polytechnic State University, San Luis Obispo; Harvey Mudd College; Notre Dame de Namur University; and University of California, San Diego.

Challenges:
- IEA’s partnership with PUSD was difficult to maintain because of the significant loss of funding due to the current budget crisis in California. IEA continued to work with PUSD through the remainder of the Pipeline pilot, but communication was challenging.
- IEA is continually seeking new districts in which to implement the Pipeline model. Again, due to the ongoing economic crisis, this remains a challenge.

“The Above the Line camp was a lot of fun and helped me overcome fears.”
- 2010 Pipeline participant

“The tutoring was helpful because I was able to comprehend my class and homework a lot better.”
- 2010 Pipeline participant
YUNASA SUMMER CAMP FOR THE GIFTED

Yunasa (the Lakota word meaning “balance”) is a unique summer camp for gifted youth that focuses on the five aspects of self: intellectual, social, emotional, physical, and spiritual. Yunasa is the only gifted residential camp in the country that centers on supporting the whole child and has a faculty of nationally recognized experts in the field.

Goals of Yunasa are to:
- Encourage the personal growth of highly gifted youth by teaching them to balance the five aspects of self
- Provide an environment that is safe, secure, and non-judgmental, allowing campers to be themselves
- Encourage campers to grow as individuals by expanding their comfort zones
- Foster and maintain relationships with experts within the gifted community

Objectives of Yunasa are for campers to:
- Gain a greater understanding of their unique strengths and weaknesses, including intellectual gifts and sensitivities
- Acquire the ability to cultivate personal strengths and use apparent weaknesses constructively
- Learn and practice skills to cope with the psychological sensitivities and perfectionist tendencies that often accompany giftedness
- Learn to accept themselves and develop greater self-confidence
- Develop a greater ability to respect, understand, and communicate with people who are different from themselves
- Build lasting friendships with other gifted students
- Build lasting cross-generational relationships
- Develop an appreciation and respect for nature
- Create and develop personal leadership abilities

2010 was Yunasa's ninth year. The camp served 65 campers—40 returning and 25 new—from July 25 to August 1, 2010 at Camp Copneconic in Fenton, Michigan, where IEA has offered Yunasa for four years.

2010 Yunasa campers were gifted and highly gifted children who represented public, private, parochial, and home school environments. Four of the campers were Emerging Leaders (ELs) and eight were Counselors in Training (CITs). Two former Yunasa campers returned as counselors in 2010 and three of the six counselors—including the leadership program facilitators—were veteran Yunasa staff.

Accomplishments:
Of campers who completed the post-program survey...
- 94% had their expectations met or exceeded
- 92% were satisfied or extremely satisfied with the program
- 95% said it was true or very true of their experience at Yunasa that they developed good friendships with other campers
- 95% indicated they had fun at Yunasa
- 94% indicated they felt supported and accepted by other campers at Yunasa
- 94% indicated they learned useful skills/techniques for dealing with challenges in their lives at Yunasa

"The experience of Yunasa has been the best week of my life."
- 2010 Yunasa Camper

"[Our son has] told us that he feels comfortable in his ‘gifted’ skin and that he has a feeling of belonging at Yunasa. In the years before Yunasa my husband and I had concerns that he would continue to deny his natural abilities to fit into a crowd, neighborhood situation, etc. and suffer emotionally. Yunasa offers the opportunity for him to be true to himself and share the wonderful experience of being highly gifted with peers."
- 2010 Yunasa Parent
"Our most basic common link is that we all inhabit this planet, we all breathe the same air, we all cherish our children's future."

– John F. Kennedy