

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

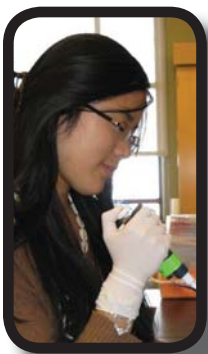
FROM THE PRESIDENT

By Elizabeth D. Jones
with contributions by Helen Chen, 2008 Apprentice

Dear Friends,

This fall has brought continued anxiety about our country's financial future. At *IEA*, we know that our job is important and we pride ourselves on assisting individual young people in understanding their talents and embracing their abilities. Providing supportive, challenging opportunities for academic, creative and personal growth for our young people is paramount to our nation's future. The investment in human capital is a guaranteed positive return.

In difficult times, the reality of our situation sometimes causes stress and uncertainty. Yet, when we focus on the potential impact we have and the promise each child we touch has, we find cause to celebrate. Below is an excerpt of a letter that I received from Helen Chen, 2008 Apprentice, that explains my optimistic hope for our nation and *IEA*:



"I was a participant in the IEA Apprenticeship at the Childrens Hospital Los Angeles site. It has been a month already since the commencement of the program and not a single day goes by that I don't think about everything it has meant to me. Being at the hospital made me feel as though

I could do anything in life. I was challenged everyday, yet it only made me want to learn more. The speech you gave to us about **Passion, Persistence, Patience and Creativity** and the story you told **lives with me even today.**

I want to thank you for starting this program and in fact, creating the Institute for Educational Advancement because if it weren't for visionaries like you who strive to make a difference in someone else's life, I know I wouldn't be half the person I am today. It is reassuring to know that even socioeconomically disadvantaged students like me are able to be part of a truly world class experience. I would have never been able to afford to go to camp, and in no other place would I have been able to participate and observe the things we did.

Prior to the program, I had never heard of USC. But after the tour we took as a group and the people I spoke with, I am absolutely in love with it! In fact, the USC Bacculaureate/MD program is my top choice and hopefully, if I am accepted, I will visit all the IEA staff and see the new apprentices come through!

Camp itself was a fun experience, but it's the opportunities that were and continue to be presented that have changed my life. Thanks again for everything

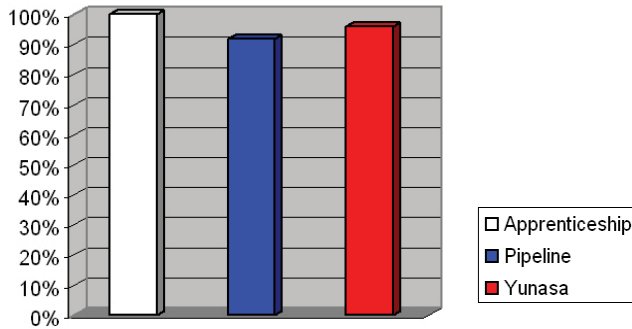
you have given me and hopefully I will be seeing IEA in the near future."

Without proper identification and support for gifted and talented students, how many brilliant minds and thriving members of society do we risk losing? The students we serve all have great futures ahead of them and *IEA* is here to help them reach their goals and realize their full potential. I hope that you will continue to support *IEA's* mission as we invest in deserving students across the country.

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IEA NEWS AND INFORMATION



Percentage of participants who report highest levels of satisfaction.

COLLEGES AND UNIVERSITIES ATTENDED BY CAROLINE D. BRADLEY SCHOLARS IN 2008-09

- Brown University
- Emory University Scholars Program
- Georgetown University School of Nursing and Health Studies
- Georgetown University- School of Foreign Service
- Harvard University
- Pomona College
- Princeton University
- Rice University
- University of Maryland, Honors Program, Dean’s Scholar Award
- University of Southern California
- Vassar College

Did You Know?



According to Joyce Van Tassel-Baska, Director of the Center for Gifted Education at the College of William and Mary, “[special education] programs receive 143 times more funding than gifted programs, despite the fact that their populations are comparable.”

2008 CAROLINE D. BRADLEY SCHOLARS

Congratulations to our newest class of Caroline D. Bradley Scholars!

Nathaniel Bernstein	San Francisco, CA
Paul Cresanta	Parker, CO
Anna Fleming	Mt. Shasta, CA
Collum Freedman	Auburn, ME
Melvin Gaye	Aberdeen, MD
Edward Gomes	Brookhaven, PA
Chaney Jones	Sharon Hill, PA
Christopher Jones	Indianapolis, IN
Samantha Martinez	Berkeley Heights, NJ
Kate Nelson	Norwalk, CT
Siobhan O’Carroll	Seattle, WA
Eric Ouyang	Westborough, MA
Mecca Pelzer	Folcroft, PA
Isabella Rosner	Studio City, CA
Katherine Shih	Mountain View, CA
Terrance Sun	Beaverton, OR

IN 2009, THE CAROLINE D. BRADLEY SCHOLARSHIP WILL WELCOME APPLICANTS FROM NINE NEW ELIGIBLE STATES.



PIPELINE TO SUCCESS

OVERVIEW

IEA's *Pipeline to Success* program has provided academic support for underserved gifted middle and high school students in the Pasadena Unified School District (PUSD) for seven years.

The new school year is underway for the Pasadena Unified School District, and 2008-09 *Pipeline* activities began in September with orientation lunches and one-on-one meetings with students to update their Personalized Education Plans for the year.

An important component of the college application process is a competitive score on the SAT. The *Pipeline to Success* program offers students the opportunity to participate bi-annually in an SAT Prep course conducted by the Princeton Review to help prepare them for test day. This semester's course is off to a great start and as test day approaches we wish them the best of luck.

Fall Pipeline Events

October 15	Pepperdine University Campus Tour and University of California, Los Angeles Campus Tour
October 22	California State University, Los Angeles Campus Tour and University of Southern California Campus Tour
November 1	SAT Test Date
November 8	Fall <i>Pipeline</i> Courses Begin "Getting Ready for College" "Writing the College Application Essay"
November 13	Fall Event

2008 PIPELINE TO SUCCESS

COLLEGE AND UNIVERSITY ACCEPTANCES

Congratulations to our *Pipeline to Success* graduates of 2008! Individuals from this year's graduating class have enrolled in the following colleges and universities:

- California State Polytechnic University, Pomona
- California State University, Long Beach
- California State University, Los Angeles
- California State University, Northridge
- Humboldt State University
- Muhlenberg College
- Pasadena City College
- Pratt Institute
- Rhode Island School of Design
- San Diego State University
- San Francisco State University
- Scripps College
- University of California, Berkeley
- University of California, Irvine
- University of California, Los Angeles
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of Southern California
- University of California, Santa Barbara

"The supplementary classes were a great opportunity and the SAT prep class is probably what got me into college. Plus, the receptions and seminars were always fun."

- Pipeline Student

Did You Know?

When pull-out gifted programs were eliminated, parents reported that their children were experiencing "a decline in energy, curiosity, and intrinsic motivation to achieve at high levels and were beginning to disengage from the traditional curriculum."

Purcell, J. H. (1993) "The effects of the elimination of gifted and talented programs on participating students and their parents." *Gifted Child Quarterly*, 37(4), 177-178.



2008 Above the Line Camp



YUNASA IMPACTS LIVES!

By Lori Anne Edwards

with contributions by Tori DeRose, Yunsa Camper



*Yunasa Leadership
Program Closing Ceremony*

This was IEA's seventh successful year of *Yunasa*, a unique summer camp experience for highly gifted youth. The program, held at Camp Copneconic in Fenton, Michigan, occurs annually during the last week of July. This year, 63 campers between the ages of 10-17 from across the United States and as far away as the United Kingdom attended.

The mission of *Yunasa* is to teach campers techniques and skills for integrating the intellectual, emotional, social, spiritual and physical aspects of their lives and is

devoted to reminding bright young people that they are more than just intellect. Workshops and activities are designed with these specific objectives in mind.

For example, guided imagery and dream interpretation workshops teach campers skills for relaxation as well as goal-setting techniques. Daily yoga sessions and physical challenges such as ropes courses teach campers teamwork skills as well as how to care for their physical well-being.

One important aspect of *Yunasa* is the Emerging Leader and Counselor in Training program designed to teach campers leadership and teamwork skills that they can incorporate into their daily lives and utilize in their future careers.

Returning *Yunasa* campers who are at least 14 years of age are eligible to become Emerging Leaders (ELs). ELs are individuals who have a desire to grow as leaders and are willing to take on responsibilities outside the role of camper that

The training program culminates with select campers graduating to become *Yunasa* counselors. For the first time in *Yunasa* history, three of our returning campers joined the *Yunasa* 2008 staff as full-fledged counselors—Kyle Tennant, Rachel McLaughlin, and Paul Lewis.



Eva Wallace and Tori DeRose

Tori DeRose joined the CIT program this year, her third summer at *Yunasa*. She wrote, "When I first attended *Yunasa*, I was a 13-year-old trying to find out who I was. *Yunasa* helped me become who I am today. More importantly, every person there helped me become myself and made me see people really do love me for who I am. I come back because I want to help girls, and boys for that matter, who, like my 13-year-old self, are still trying to discover who they are. I want to help them grow into amazing people because sometimes they lack the confidence to see it in themselves.

"Other summer camps, I feel, are not or would not have, what the kids at *Yunasa* need. Gifted people need a place like *Yunasa* to do exactly what the program teaches: balance. Some

"That's what Yunasa is all about. You open up. You try new things. And the environment—it's incredible."

-Yunasa Camper

contribute to the camp experience.

Campers ages 16 and 17 are eligible to become Counselors In Training (CITs). CITs must be prepared to put leadership knowledge into action through extensive involvement with other campers. They take on a variety of roles with more responsibility and participate in advanced leadership workshops.



*Senior Fellow
Michael Piechowski*

"The Yunasa experience [provides] a safe, nurturing and inspiring environment in which my children learn and grow into their most true, most fully actualized, and most joyful selves, connected in heart and spirit to Yunasa and the world beyond." - Yunasa Parent

the difficult areas in my life and how to make a difference just by reaching out to the campers. I am applying those things to life here at home every day. There are many new kids at my school this year and a smile or a helpful hand can really make a huge difference. I learned that responsibility is something you gain, that it does not come with the title. Most importantly, I learned that everyone is constantly watching you as a leader. They pay attention to everything you do. Whether you like it or not they will follow your actions.

It is the choices you make and the choices others make that you influence, that truly makes you a leader.

"Since Yunasa, I've become a different person. I think my greatest accomplishment is finally accepting myself. Yunasa has helped me so much with that. I remember my first day at Yunasa three years ago. I was so nervous and scared and mad at my mom for forcing me to go to this camp. All I cared about was what everyone else would think of me. That was who I thought I wanted to be back then. I could not have been more wrong.

"I come back to Yunasa because it feels like home to me. At Yunasa, no matter your height, weight, race, gender, or looks, EVERYONE is accepted. The friendships I've made at Yunasa are ones that last a lifetime. These bonds are unbreakable. These kids feel like family to me. Even though the miles keep us physically separated, we are still connected through our minds, our spirits, and our hearts."



Yunasa Senior Fellows Guide our Campers

Watching Tori interact with the Yunasa counselors and staff, it is evident that she has grown tremendously since her first day at camp three years ago. Tori effectively gained the respect from both her peers and the younger campers and led with compassion, generosity, and understanding—infusing Yunasa with a positive energy that all who came in contact with her experienced. Like ripples in a pond, Yunasa impacts one life, then another, and so on. This is what makes the Yunasa experience so valuable to our nation's gifted youth. Nowhere else can kids come together to share, to grow, and to experience the community and core values that Yunasa embodies.



Sharing musical talents at Yunasa

of the kids at Yunasa have skipped grades or are even attending college. All of the kids have such high intellect and are under so much pressure from parents and teachers and from just trying to fit in. It can be a lot to handle. Balance helps us to know when it is okay to let it out. Other times you just need a moment to relax and Yunasa helps us to do that. Yunasa is a place where kids can act their age, have fun, and be kids.

"I learned so much in the leadership program this year. I learned how to balance



Emily Myers goes horseback riding at Yunasa

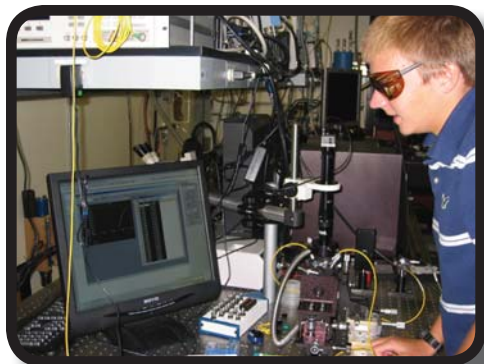


Sailing on Lake Copneconic



GREAT CHEMISTRY IN THE IEA APPRENTICESHIP PROGRAM

By Elizabeth Teurlay
with contributions by Vivian Ling



Michael Sushkov finishing his Applied Physics project at Caltech

This summer, twenty-five gifted high school students from across the country gathered in Pasadena to participate in the *Institute for Educational Advancement's 2008 Apprenticeship Program*. The program, which celebrated its tenth anniversary this year, offers participants the opportunity to gain valuable professional experience working side-by-side with researchers and professionals in a variety of industries and experience



Stan Kong, Mentor at the Art Center College of Design

college life by living on campus with fellow Apprentices for three or six weeks each summer. This year's Apprentices worked with fourteen mentors at four sites, including the Art Center College of Design, the Avery Dennison Research Center, Childrens Hospital Los Angeles, and several scientific labs at the California Institute of Technology (Caltech).

Vivian Ling, a junior at San Francisco's University High School and an *IEA* Caroline D. Bradley Scholar, chose to work in the lab of Dr. David Tirrell at Caltech where she conducted experiments to explore the possibilities of protein modification which could have an impact on drug pegylation. This was Vivian's second year in the *Apprenticeship Program*, and as a returning participant, she is able to provide unique insights into the experience and benefits of being an Apprentice:

"Unlike other programs, the *Apprenticeship Program* really gives high school students an opportunity to experience the lab in a way that is both very personal and incredibly productive. I gained valuable insight on the workings of [a] real life lab, from the problem-solving skills needed when I realized that experiments are almost always flawed, to the logistical details of ordering new materials. I felt that what I had learned during my first year at *Apprenticeship* was only the tip

of the iceberg in terms of what I could get out of my experience at the lab. With another year of high school science under my belt, I figured that I could reenter the lab with a stronger base and a higher level of understanding. Fortunately, I was right about that.

"The time I spent at the lab, especially the second time around, was by far the highlight



Chethana, a Caltech graduate student (right) and Vivian Ling, IEA Apprentice (left)

of my *Apprenticeship* experience. It got to the point where I loved being at the lab so much that I ended up working for 10-12 hours per day of my own accord. I had so much more to learn, and so little time. I also simply enjoyed spending time with my mentor and the other people in the lab, who were great mentors and role

"Work was amazing! And the apprentices were so nerdy and cool! I made great friends AND did great, mind-expanding work - when do both of those happen in real life?"

- 2008 Apprentice



JP Luna examining graphene

models for what I aspire to be in the future. Throwing a high school student in a high caliber graduate student environment never comes without difficulties. Sometimes I had trouble grasping difficult concepts regarding the research that we were doing, and other times my struggles were as simple as remembering how much of what chemical to put into what beaker at what time.

"I have found not only a wonderful teacher for the summer in my mentor Chethana [a graduate student working with Dr. Tirrell], but I also discovered a great friend and fantastic resource. She has given me so much advice regarding all aspects of life including how to deal with high school, stress, social situations, college advice, and has



Julie Juster working on a project about Physics and Condensed Matter

really given me an accurate picture of the obstacles I may face in the future. Outside of the lab, I have also made great friendships with other Apprentices who have inspired me to become a better and stronger person. In terms of general life lessons, the *Apprenticeship Program* taught me how to live independently, to think fast on my feet, and that things don't always work out perfectly and the only thing to do when

"I learned an absolutely incredible amount about business and the health care industry, as well as about the dynamics of a professional working environment."
- 2008 Apprentice

that happens is to brainstorm ways to fix and improve the issues. I also learned a lot about what kind of characteristics it takes to succeed in the scientific field, such as persistence, dedication, and innovation.

"As of now, I am hoping that I will attend a good college that fits my needs and helps me develop even more academically, psychologically and emotionally. After that, I don't want to say for sure that I'll go into the scientific field, but if things continue the way they have been, the likelihood of that happening is very, very high. Though it's still too early to decide [on] a career, attending the *Apprenticeship Program* definitely increased my interest in the field of scientific research tenfold. I plan to return to the *Apprenticeship Program* a third summer."

We are thrilled that Vivian plans to attend the *Apprenticeship Program* again next year and grateful that she took time to share her



Christine Trahms at Childrens Hospital, Los Angeles

thoughts with the *IEA* family. As we move into fall, *IEA* staff are already at work preparing for the 2009 *Apprenticeship Program*, and have begun recruiting new mentors with an eye toward expanding the program

considerably. If you are located in Los Angeles or San Francisco and are interested in becoming a mentor, or if you have suggestions for new work sites in those metropolitan areas, please contact us at:

apprenticeship@educationaladvancement.org



2008 Apprentices at USC





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RETURN SERVICE REQUESTED

The Institute for Educational Advancement is dedicated to supporting our nation's most talented young people in identifying and developing their fullest potential.

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To support our work with gifted young people, the *Institute for Educational Advancement (IEA)* relies on our Volunteer Corps. This invaluable group consists of dedicated individuals who graciously make time in their busy schedules to impact the lives of highly able students.

Help as we enrich the lives of these unique children and teens by volunteering for IEA.

The roles and responsibilities of our volunteers vary widely depending on their skills and expertise and on our needs. Some of the tasks our volunteers are asked to do include filing, marketing, event support, and data entry.

Be a Mentor... For three to six weeks during the summer, professionals respected in their fields share their time and expertise with gifted students

participating in the *Apprenticeship Program*. Mentors provide Apprentices with an opportunity to explore potential career options by developing hands-on projects that are completed in a "real world" environment.

Be a Guest Lecturer... Throughout the year, professionals from various fields donate their time to host inspirational lectures for gifted students, parents, teachers and administrators participating in the *Pipeline to Success* program.

If you are interested in joining our Volunteer Corps or becoming a mentor or guest lecturer, please email us at IEAgifted@educationaladvancement.org and be sure to include "Volunteer" in the subject line of your email, or call us at (626) 403-8900.