

12,000 schools, one CTY

SARATOGA SPRINGS, NEW YORK. Welcome to classic small-town America, where the bank and the post office face one another on the town square, and where a dedicated school administrator, Phyllis Aldrich (photo at left), makes sure her bright kids get all the chances they've earned.

Aldrich, who works with gifted students in six counties, has a passion stemming partly from misconceptions about area kids. "When I moved up here 30 years ago and explained what I wanted to do, I had a superintendent tell me, 'Phyllis, there aren't enough gifted students in upstate New York.'"

To make sure her students and their families know about CTY, Aldrich keeps school staff informed and hosts town meetings spotlighting past CTY students who can talk about CTY to new prospects. She's sold on CTY

for the good it does her students. "I've had teachers receive students' test scores then call to say, 'Are you sure Jimmy's supposed to be on this list? He doesn't tie his shoes, and he doesn't get his homework done.'" Aldrich says CTY helps her teachers understand that, yes, Jimmy has the right stuff. "Doing well on CTY's tests," she says, "takes more than a lick and a promise." And, once Jimmy gets identified by CTY, she says, the school also takes more notice.

She also likes what CTY does for the consciousness-raising of school staff. "When I first started talking about CTY and giving middle schoolers the SAT, some of my colleagues said, 'they want our kids to do *what?*' But then the students would tell them about the great experience they had. Suddenly the guidance counselors were saying 'I guess kids *can* do this... and I guess kids *want* to do this.'"

MONTEBELLO, CALIFORNIA. Montebello Middle School sits under perpetual sunshine outside Los Angeles, along a neat boulevard just past a strip shopping center and a Mexican takeout stand. Here, the kids at the school are the sons and daughters of the working class residents of the area's modest, tidy houses.

It's here where the American Dream begins for many children of first- and second-generation immigrant families. CTY helps fulfill that dream for students like those in Montebello. Since intensive efforts started three years ago, over 300 children have qualified for, and attended, CTY's summer programs.

Despite the popular notion that "gifted students will make it anyway," research shows that they often are not provided with the resources they need. In the last three years, budgets for gifted programs have been cut dramatically, and parents and educators fear the consequences.

CTY's summer programs give a helping hand to schools wanting to do more for their bright kids. Says CTY executive director Lea Ybarra, "The students



MIDDLE SCHOOLERS AT MONTEBELLO MIDDLE SCHOOL NEAR LOS ANGELES FIND CHALLENGE IN A CTY IMMERSION MATH COURSE.

we bring into CTY in fifth or sixth grade have their eyes opened to future success that they now know is within their grasp. When CTY students return to their regular classroom, they are often greeted with heroes' welcomes. This positive focus on academic achievement soon spreads to the entire school community."



Faculty and Staff

Creating

To the people who staff our CTY offices – and to CTY colleagues everywhere who educate the students in all of our programs – thank you. Your contributions every day help transform CTY’s vision into an inspiring reality for tens of thousands of bright children. Dedicating your professional life to the advancement of high-potential youth affects the future of each child as well as our common good. CTY, in creating programs that benefit gifted children everywhere, relies always on the contributions of individuals doing their work well and with the conviction that there might be a better way of doing it. Put simply: CTY couldn’t be what it is and do what we do without you – a very special group of professionals.

Inspiring

Dedicating

“I don’t *teach* European History... I *recall* it.”

On the campus of CTY’s host site Dickinson College, park benches dot the academic quad shaded by majestic oaks and elms spaced as though their trunks are columns supporting the roof of a grand European cathedral. It’s an entirely fitting environment for 18-year CTY teaching veteran Dan Allen, who not only teaches European History at CTY, but stands as living witness to its modern chapters.

For three decades Dr. Allen had a ringside seat to the Cold War as an Air Force intelligence officer, culminating in his appointment in 1981 as Military Advisor to UN Ambassador Jeane Kirkpatrick.

A stalwart instructor at Carlisle since 1987, the charismatic “Dr. Dan” is full of you-are-there stories of European history. Demanding of excellence, he says he has never tired of the enthusiasm and intellect of CTY students. “After the first hour teaching, I was hooked.”

“You really have to listen carefully to these young people.”

While CTY has been lucky to have him, he considers the privilege his. “The faculty is so talented – they constantly strive to better themselves in the classroom. And in all the years I have been connected to CTY, I have never heard one of the faculty or staff say, ‘Oh, that is good enough for the little dears today.’”

What’s it like teaching CTY students? “They are interested in anything that will bring history alive to them. They love stories – and I love to tell them.”



DR. DANIEL ALLEN HAS TAUGHT HUNDREDS OF CTYERS SINCE FIRST JOINING THE SUMMER FACULTY AT CTY’S CARLISLE LOCATION IN 1987.

But he also knows that teaching at CTY in particular means keeping standards and expectations high – while letting these students be partners to the learning journey. “You really do have to listen carefully to these young people,” he says.

He takes delight in all of CTY but especially its unexpected

moments. “One young man walked into the room on opening Sunday several years ago and said, ‘Do you have a real Ph.D.?’ I said yes. He said, ‘what’s it in?’ I said ‘European History.’ He opened the classroom window and yelled down to his mother, ‘It’s OK, you can go home, he’s a real teacher.’”

“You just never know where these young students are going to take you,” he says. He pauses, then finds a common thread connecting his former and present lives. “But as they say in the military, ‘there they go and I must follow, for I am their leader.’”

“The atmosphere of a community centered on academics provided an excellent opportunity to learn while having a good time.” — BORIANA

Donors



Partnering

For the generous friends of CTY, whose gifts of money, time, and counsel not only have supported past students, but are helping to sustain their and CTY's future – thank you. By partnering with CTY, you are demonstrating your commitment to gifted students, and something more. Through CTY you are generating a new model of finding academic talent across our nation and especially in neighborhoods where it had not been previously sought. You are helping us better understand the nature of academic talent. Most of all, you are sustaining the idea that educating our nation's most capable young people is vital to our future.

Supporting

Sustaining

A life changed – grateful alumnus gives back

Milad Pooran's story is the classic tale of someone whose strong education is opening doors to success. Brought here from Iran in 1983 by his parents, he placed into "average" classes in school.

Identified as gifted through CTY, Milad came to summer programs and completed two years' worth of math in one summer. He returned to school and leapfrogged into honors geometry and a high-track math sequence that prevailed through high school. "I even got into a better high school," he says, a fact



he attributes directly to CTY. Fondest memories? "A lot of freedom within a controlled environment," he says. "If you wanted to play soccer one day, then watch movies another, you could do that. It was almost a college atmosphere."

That's half the story. The other half finds him a grateful past recipient of financial aid. "Mine was by no means a wealthy family," he says, "and though I met the eligibility requirements, financially I couldn't do it alone."

Now, 15 years later, he's completing his residency in internal medicine before heading to a position at the National Institutes of Health to research transplant immunology. He's also on CTY's list of young alumni donors. Why has he decided to give back? "CTY put me in front of the power curve," he says. "CTY gave me a great jumpstart to the person I've become."

CTY family gives gift of poetry to Baltimore community

Donations toward scholarships are critical to CTY's core mission, but some gifts benefit CTY in other ways.

In memory of his son, Joshua Ringel, a former CTY student, Melvin Ringel, a Baltimore resident, has donated \$84,000 to CTY intended to help CTY establish a permanent annual poetry reading.

Within a year of Joshua's 1996 death from a motorcycle accident in Spain, Mr. Ringel and his late wife, Barbara, began an annual poetry event in memory of Joshua and his love for poetry. Past readers have included Robert Pinsky, Grace Paley, John Ashbery, and other noted poets.

"We are thrilled to be the recipients of Mr. Ringel's generosity and vision," said executive director Lea Ybarra. "Mr. Ringel's gift will be the beginning of our



JOSHUA RINGEL

efforts to build a fund that celebrates both Josh's life and the imaginative capabilities of our language."

When fully funded, the endowment will cover the costs of the annual poetry reading into perpetuity. Contributions to the Ringel fund are welcome and may be mailed to CTY at the address on the inside back cover.



Conference at Johns Hopkins spotlights minority achievement

Experts agree that children of high academic potential populate all neighborhoods, but on some streets the message that education = life success sometimes doesn't get through. CTY's continuing concern about this issue drives us to find and develop the talents of just such young people.

A big step in that direction – and one of the highlights of CTY's 25th anniversary year – was *Helping Talent Soar: Finding and Serving Talent in All of America's Neighborhoods*, a national conference held May 13 and 14 at The Johns Hopkins University campus in Baltimore, Maryland.

The event, cosponsored by CTY and The Goldman Sachs Foundation, brought national authorities to Hopkins to talk about critical issues and offer some solutions. Foundations that included The Goldman

Sachs Foundation and others also discussed the needs as viewed by the philanthropic community.

Among the panelists were Carol Tomlinson, past president of the National Association of Gifted Children, and Stephanie Bell-Rose, president of The Goldman Sachs Foundation. Dr. Benjamin Carson, the renowned Johns Hopkins neurosurgeon who gained fame for his work separating conjoined twins, delivered the May 13 evening keynote.

"The goal of the conference," stated CTY executive director Lea Ybarra, "was to address the critical question of how CTY and other concerned individuals and organizations can best serve bright students from all backgrounds and circumstances."

The conference, attended by educators and government, community, and business leaders, generated wide interest.

Extra! Extra! CTY in the news

Spiderman 2 may have been Hollywood's idea of the summer superhero, but readers of the July 26, 2004, issue of *The New Yorker* got a chance to meet up with four more: CTY Summer Programs students Jesse Mirotznik, Lily Berger, Andrew Hunter, and Michael Scarito.

Their profiles gave personalities to the hard statistics so often cited about gifted children – and show why special programs such as CTY are necessary to help their talents grow and thrive.

The New Yorker staff writer found what he called “a rage to learn” among the CTY students he observed. “These students spent six hours in class and never seemed to

glance at their watches,” he wrote. “Beneath the blazing concentration in their faces lay a kind of serenity.”

CTY's programs also were featured in a July news segment on the Science Channel about encouraging more young women into science majors and careers. Later that month, a film crew from *Voice of America* visited the Johns Hopkins campus and filmed students for a CTY-focused story about US gifted education that will be aired overseas this fall.

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CTY pursues accreditation

A Middle States Association of Colleges and Schools team visited CTY July 26-29 as the culmination of a year-long accreditation process that involved all CTY units and some students, parents, alumni, and advisory board members.

Accreditation provides an external validation of an institution and its programs. Greater clarity of purpose, more effective methods of achieving internal improvement, and improved consistency between educational purpose

and practice are some of the benefits of accreditation, according to the Association's website.

An announcement of the outcome of CTY's application is expected by late fall.

CTY sought accreditation at the suggestion of its board, a number of parents, and several school officials, all of whom agreed that regional accreditation would make it easier for CTY students to achieve placement, credit, or both at their home schools.

New website to groom top young scientists

The John Templeton Foundation has granted \$1,697,972 to establish a striking new website at CTY. Its purpose is to engage the world's most gifted scientists and mathematicians under the age of 18. The new website should be active by early 2005 and will provide challenge, connections with

researchers, contests, news, and resources for CTY students at the Study of Exceptional Talent (SET) level and others who may join through nominations from partners like Duke University's Talent Identification Program and Northwestern's Center for Talent Development.

CTY: Imagining



the future

Five years ago, the annual report that marked our 20-year anniversary named three key goals: ensuring enrollment of all qualified CTY students without regard for their financial circumstances; focusing on outreach to build a diverse student body that reflected the face of America; and reaching more CTY students in their homes and schools through distance learning technologies.

To date, we have made great progress on these goals. Our student body is enriched by diverse, talented students from a wide range of neighborhoods and circumstances. And the over 6,000 enrollments in CTY's distance education program this year more than doubled from 1999's figures and are now enrolling from over 55 countries.

CTY intends to remain a world leader in finding youths of great promise and ensuring that their talents are honed to the highest degrees. CTY's strategic plan calls for:

1. **STRENGTHENING** CTY's position as a leading non-profit program that stretches across district, state, and national borders to meet the needs of gifted children.

2. **EXTENDING** outreach efforts into new areas to be certain we reach every qualified student who wishes to attend CTY.
3. **EXPANDING** international efforts beyond already existing partnerships (in Spain, Bermuda, Ireland, England, and elsewhere) to create a well-developed network of CTY affiliates internationally.
4. **CREATING** new programs that transform traditional notions of giftedness and meet the needs of deserving, high-potential students.
5. **LEVERAGING** existing and emerging technologies through our Distance Education efforts to connect promising young bright minds with top instruction.

We enter the next 25 years and beyond with a passionate belief in our mission and great confidence in the essential role CTY plays in the lives of thousands of gifted children worldwide.

"I said to myself the last day at CTY, 'these three weeks I will never forget.'"

— CHARLES



“We are at a defining juncture in human history where talent working toward the greater good must engage on one or more of a series of problems including energy, water, food, peace-making, population, education, the oceans, nuclear and conventional arms threats, the contamination of all life, genetic engineering, nanotechnology... and we must encourage the capable to work on matters of consequence – moving toward a sustainable society and a transformation as part of what Thomas Berry calls ‘The Great Work.’”

“Bright kids are at risk at every turn of falling through the cracks... without regular encouragement of the arts and the books. CTY's role in inspiring and catalyzing youth is crucial as a bellwether of what's possible for learning with the lovely combination of eager youth and superb teachers. The ripple in every CTY life, whether student, teacher or parent, is incalculable.”

SCOTT MCVAY
PRESIDENT EMERITUS, CHAUTAUQUA INSTITUTION, CHAUTAUQUA, NY
FOUNDING EXECUTIVE DIRECTOR, THE GERALDINE R. DODGE FOUNDATION

Investing... in the



next generation

The Goldman Sachs Foundation and CTY recently announced *The Next Generation Venture Fund*, an initiative that invests in academically talented middle school students from underrepresented and disadvantaged backgrounds.

The Fund aims to build a “pipeline” for high-potential students from diverse backgrounds that leads to admission to top colleges and universities, and from there to high-impact careers.

The Fund brings together four years of experience with CTY-Goldman Sachs Scholars and draws in partners like World Learning (Experiment in International Living), Duke University’s Talent Identification Program (TIP), and the National Foundation for Teaching Entrepreneurship (NFTE) to build the 8th-grade-to-college-admissions pipeline. These are its highlights:

The Fund aims to build a “pipeline” for high-potential students from diverse backgrounds that leads to admission to top colleges and universities, and from there to high-impact careers.

Although the Fund evolved from successful experience with the CTY-Goldman Sachs scholarship students at CTY, it is open to any donor who may be interested in supporting it. CTY is the central administrator for the Fund, and donations have been coming in from parents and friends and from a number of corporations and foundations, among them Hewlett Packard, General Mills, Booz Allen Hamilton, Conexant Systems, and the Kellogg, Hauser, Goldman Sachs, and Tiger Woods Foundations.

According to Lea Ybarra, “The Next Generation Venture Fund offers a wonderful way for CTY-level children from low income families to receive academic counseling and funded access to special programs.” It does so at a cost of \$20,000 for the four-year package, and payment may be spread over several years. If you are interested in this exciting new venture or you think your employer might be, please contact Julian Jones, CTY’s development officer, at (410) 516-0097.

GRADE	ACTIVITIES	PROVIDER
8th grade	Recruiting and Academic Advising	CTY and Duke TIP
	First Summer Session	CTY and Duke TIP
	Parent Training Workshop	CTY and Duke TIP
9th grade	Individualized Education Plan	CTY and Duke TIP
	Distance Course	CTY and Duke TIP
	Mentoring/Entrepreneurship Training	NFTE
	Second Summer Session	CTY and Duke TIP
10th grade	Academic Advising	CTY and Duke TIP
	Third Summer Session (optional)	CTY and Duke TIP
	or Summer Study Abroad (optional)	World Learning
11th grade	Academic Advising	CTY and Duke TIP
	SAT Preparation Course	Princeton Review
12th grade	Academic Advising	CTY and Duke TIP

A child may be funded to receive all benefits of the Next Generation Venture Fund for \$20,000. Partial donations are also welcome. If you or your employer may be interested in contributing to this exciting new venture, please contact Julian Jones, CTY’s development officer, at (410) 516-0097.

CTY Annual Giving

Honor Roll of Supporters



This special 25th anniversary report includes CTY's donor honor rolls for two years, July 1, 2002 through June 30, 2003, and July 1, 2003 through June 30, 2004. Also listed are endowments created by special gifts to CTY. Most of these support scholarships for qualifying students whose families could not afford to send them to CTY.

Endowments

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Monica & Robert Cutter Scholarship

The Diamond Family Foundation Scholarship

The Tara Maritza Fetherolf Memorial Scholarship

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The Charles D. Miller Scholarships

The Toni Lee Padzuikas Memorial Scholarship

The Joshua Ringel Memorial Endowment

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The Paul J. & Chandler M. Tagliabue Scholarship

2004 Honor Roll of Supporters

(July 1, 2003 to June 30, 2004)

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