



Celebration

The Newsletter of The
Breakthrough Collaborative

Season of Breakthroughs!

Summer in Santa Fe

Three cheers to Breakthrough Santa Fe for its first groundbreaking summer! Director Mike Multari and Assistant Director Jesse Myers worked with 25 students and eight staff members to create a program that embraces Breakthrough's energetic, enthusiastic spirit and core value of educational excellence. We look forward to helping Breakthrough Santa Fe to flourish in the years to come.

Welcome Breakthrough Fort Lauderdale

We are delighted to announce the addition of a new Breakthrough program to the Collaborative. The Pine Crest School in Fort Lauderdale, Florida plans to open the doors of Breakthrough Fort Lauderdale in June 2005. Throughout the past year, Robert Pickup, CFO and Larry Edwards, VP of Development raised start-up funds, gathered community support and hired a talented Executive Director, Aaron Bass. We look forward to working with Breakthrough Fort Lauderdale to launch a successful first year.

Rockin' Austin

Dr. Richard Lariviere, Dean of the College of Liberal Arts at University of Texas, Austin (host of Breakthrough Austin) attended Visitor's Day and was so moved by the amazing students that he asked to address them at morning attendance the next day. The next morning, he said that he wanted each and every one of the students to not just go to college, but to attend UT Austin. As a gesture aimed at ensuring they knew just how serious he was, Dr. Lariviere gave each student his business card and asked them to keep in touch because they were exactly the type of student that he wants to attend UT Austin.

Cambridge Can-Do

Following a visit to Summerbridge Cambridge, the generous donors at Harvard University were so impressed with the program that they increased their giving from \$700 to over \$6,000. This increase helped to supplement the teacher stipends of all the Harvard students working at the site this summer.

Poetry in Providence

This summer, Summerbridge Providence students benefited from an eight day mini-course on the Harlem Renaissance in which they examined the art, music, literature and leaders of the period. The course covered prominent figures including Langston Hughes, Zora Neale Hurston, Duke Ellington, Palmer Hayden, and many more. As a final project, students developed their own plays, songs, poems, slide shows, etc. inspired by the course materials.

Cincinnati Celebrity



On July 27th, Congressman Rob Portman visited Summerbridge Cincinnati and spoke with the students about a variety of topics, including the importance of voting, his childhood educational experiences, and the No Child Left Behind Act. Mr. Portman, who represents Ohio's 2nd Congressional District in the House of Representatives, is a graduate of

Cincinnati Day School ('74), which hosts Summerbridge Cincinnati. The congressman fielded numerous questions from the students including the "Question of the Day". Before leaving, Mr. Portman received "big-ups" from the students, joined in the reading of the Affirmation, and signed his old high school year book.

San Francisco Star



This summer, Day School Summerbridge in San Francisco was fortunate to benefit from the dedication and commitment of first-year teacher Brandon Nicholson. An example of one of our many exceptional teachers throughout the Collaborative, Brandon is a Ron Brown Scholar (a program that awards scholarships to academically talented, highly motivated, African-American high school seniors who demonstrate financial need, social commitment, and leadership potential) and a senior at Princeton University. The Ron Brown Scholars were also well-represented by two other outstanding young teachers. Lisa Gordon of Harvard University and Errol Saunders of Yale University taught at Summerbridge Miami and Summerbridge New Haven, respectively.

—Amber Rosenberg



BREAKTHROUGH COLLABORATIVE

FORMERLY SUMMERBRIDGE NATIONAL

Laura Pochop

Executive Director

lpochop@breakthroughcollaborative.org

Stacy Brackeen

Finance Director

sbrackeen@breakthroughcollaborative.org

Charles "CJ" Crowder

Program Development & Evaluation Manager

ccrowder@breakthroughcollaborative.org

Erica Fortescue

Director of Site Support & Development

efortescue@breakthroughcollaborative.org

Scott MacLeod

Director of Development

smacleod@breakthroughcollaborative.org

Felicia Nepomuceno

New Site Development Manager

fnepomuceno@breakthroughcollaborative.org

Beth Porter

Site Support & Development Manager

bporter@breakthroughcollaborative.org

John Rinaldi

Administrative Manager & Board Liaison

jrinaldi@breakthroughcollaborative.org

Amber Rosenberg

Communications Manager

arosenberg@breakthroughcollaborative.org

Mónica Vásquez

Director of Network Services & Evaluation

mvasquez@breakthroughcollaborative.org

Rhea Wong

Recruitment & Alumni Manager

rwong@breakthroughcollaborative.org

To submit story ideas or for questions about *Celebration*, contact us at: celebration@breakthroughcollaborative.org

National Board of Trustees

Thomas A. Larsen – *Chair*

Glenn W. Holsclaw – *Vice Chair*

Leslie P. Hume – *Secretary*

Siu McLaughlin – *Treasurer*

Susan Sachs Goldman	John F. Pritchard
Gerard Griffith	Brenda Rambeau
Anne D. Herrmann	Missie Rennie
Sheilah Kavaney	Laura Schlueter
Carolina Martin	Eric Schwarz
William Matthes	Sarah E. Stein
Polly Merrill	John Tucker, Jr.
Hollie Moore	Marie Brooks Washington
Susan Oberndorf	Kathe Williamson
Scott Pearson	

Laura Pochop – *Ex Officio*

Partnerships in Action

Breakthrough has continued to focus on developing partnerships that will benefit our student alumni during their 9th and 10th grade "gap years" – a time when they are generally too young to teach at one of our sites but are also no longer eligible to participate as middle school students. The need for internships, academic opportunities, etc. during this time is critical and as such we have secured partnerships with many different organizations and schools.

We're thrilled that our partnership with **Phillip Exeter Academy's summer programs** sent five Breakthrough students on scholarship to attend the Access Exeter 2004 summer session, a five-week residential program of accelerated study in the arts and sciences designed for rising 8th and 9th grade students.



Binh Doan,
Summerbridge Manchester



Martinique Douglas,
Breakthrough Atlanta



Joanne Joseph,
Summerbridge of
Greater Philadelphia



Bao Lor,
Summerbridge Sacramento



Genesis Stroud Macheck,
Breakthrough: Students
Teaching Students, Austin

In addition, we recently secured a partnership with the **Sally Ride Space Camps at Stanford University**. We are very excited that this summer our partnership sent four rising 9th grade female students from Breakthrough sites to attend one of these week-long sessions that aim at inspiring and encouraging middle school girls to explore science.



Leslie Olmos,
Breakthrough:
Students Teaching
Students, Austin



Autumn Washington,
Breakthrough:
Students Teaching
Students, Austin



Sharnell McCleary,
Summerbridge of
Greater Philadelphia

Aqura Lacey,
Summerbridge
Louisville
(photo not available)

We also provided strategic counsel to help with recruiting efforts for the newly-launched **Level the Playing Field Institute's Summer Math & Science Academy at University of California, Berkeley**. The program is a three-year summer academic enrichment program for bright, motivated, low-income students with an aptitude for science and math. We were thrilled to send three Breakthrough students to attend the program this summer.



Tsendia Gage,
Summerbridge San Francisco
and Day School Summerbridge



Alfred Burns,
Summerbridge San Francisco
and Day School Summerbridge



Mauricio Ramirez,
Summerbridge San Francisco
and Day School Summerbridge

Alumni Profile: Rhea Wong

*Summerbridge Student, University High School, San Francisco
Teacher and Art Director, Summerbridge Hawaii
Teacher and English Department Head, Summerbridge Hong Kong
Teacher and Administrative Committee Member, Summerbridge Town School
Recruitment and Alumni Manager, Breakthrough's National Office
Board Member, Summerbridge/Breakthrough Alumni Network*

What is your history with Breakthrough?

When I was in public middle school in San Francisco, my mother's friend had a son who went through the Summerbridge program at University High School (UHS). I was doing very well academically and socially at my school, but my mother didn't feel that I was receiving the academic rigor and challenge that I needed. After much foot-dragging and whining about having to go to school over the summer, I attended the UHS interview day and I was hooked! I distinctly remember taking an admissions test that featured a description of Mrs. Flowers in Maya Angelou's *I Know Why the Caged Bird Sings*. Since I'd already read the book on my own, I was naturally eager to show off how much I knew about it *ad nauseum*. I think I filled up both sides of the page that we were given and asked for another sheet. After a lengthy interview and orientation, I was accepted and thus began my long affiliation with Breakthrough/Summerbridge.

What roles have you had with the organization?

I was a student at UHS from 1991-1993, a teacher and Art Director at Summerbridge Hawaii (1996), a teacher and English Department Head at Summerbridge Hong Kong (1997) and a teacher and Administrative Committee member at Summerbridge Town School (1999). I think I was probably the source of many headaches for some of my teachers and I would like to take this opportunity to express my heartfelt apologies to any teachers that I may have scared off from pursuing a career in education.

Currently, I am the Recruitment and Alumni Manager at Breakthrough's National Office and my primary responsibilities are to recruit teachers for our summer programs nationwide.

How did the program change your life?

It's difficult to know how to answer this question because Breakthrough/Summerbridge has been such an integral part of my life.

As a student, I found a natural peer group among academically motivated kids without feeling socially ostracized or labeled as a "nerd." Also, my experience with the program broadened the horizons of what I conceived as possible in my education by igniting a genuine passion for learning, by exposing me to people from diverse backgrounds and by opening pathways to educational opportunities. Surely, without Breakthrough/ Summerbridge, I would not have gone on to an independent boarding school, which opened so many doors for me. Later, as a teacher, I realized how the program affects change and empowers young people as leaders. That perspective humbled and enriched my experience as both a learner and a teacher. I found that I could take what I had learned as a teacher and apply it directly to my experience as a student during the school year.

On a far more abstract level, I credit Breakthrough/Summerbridge with igniting a passion for educational excellence and social justice. The program is about making the seemingly impossible possible and the idealistic realistic. Without seeing how magic happens when students teach students, I would never be as hopeful and optimistic as I am now. I thank Breakthrough/ Summerbridge for giving me, and everyone else who has ever touched the program, a sense of what is possible when people care.

What did you do after high school?

After high school, I was awarded a scholarship through the English Speaking Union to live outside of London for a year as a student. After that, I attended McGill University in Montréal, Canada and received an honors degree in Political Science. Although I was headed towards a career path in journalism, my experience as a teacher never left me. In the summer of 2001, I interned with UNICEF Ethiopia and worked with street children in six different Ethiopian cities. Working with children who have nothing



in this world fundamentally affected me and reminded me that every child deserves and should receive a chance to bloom and succeed. Education is merely one pathway that I chose to address this injustice.

What are you doing now?

I feel incredibly lucky to have a job that speaks deeply to my passion and beliefs. I work with talented, enthusiastic former teachers at over 100 campuses across the country to recruit the next generation of Breakthrough teachers. We seek the best and brightest young people who are ready and willing to push and to educate our students to achieve their full potential. We spend untold time and energy into carefully recruiting and selecting young people who are worthy of being called Breakthrough teachers.

Why is the program important to you?

My involvement with Breakthrough is the single most important experience of my life. The most dedicated, warm-hearted, funny, generous, intelligent, hard-working, passionate leaders and learners are found here. We challenge each other, we support each other, we teach each other and we learn from each other. We believe in each other, we respect each other and we have the highest expectations of each other. We love each other.

We not only provide a model for how education should be; we provide a model for how the world should be.

THANK YOU, TRUSTEES!

Breakthrough would like to recognize the following trustees who recently completed their long years of service on the National Board. Thank you for all of your hard work and dedication and we wish you great success in future endeavors! We know this is not goodbye as many of you continue to stay connected and involved with the Breakthrough family.

Dameron Black III

Kaatri Grigg

David Kleger

Michael Danziger

Michael Harrington

Jim Telander

Laura Fisher

James Hendrix, Jr.

Susy Wadsworth

Susan Mayer Hirsch

INVEST IN EDUCATIONAL EQUITY AND MAKE A DIFFERENCE

Breakthrough relies on the generosity of its donors to continue making a difference in young peoples' lives. Your investment of any amount will help us continue to provide underserved middle school students with access to an excellent education and the encouragement to succeed. If you're specifically interested in helping inspire young people to pursue careers in education, please consider giving to the Teacher Excellence Fund.

For more information on the Teacher Excellence Fund and other investment opportunities, please contact Scott MacLeod, smacleod@breakthroughcollaborative.org.

Your contribution is tax-deductible. Breakthrough is a 501(c)(3) organization.

“Breakthrough is an investment in youth and education like no other.”

– Polly and Newt Merrill,
Breakthrough Investors, New York

Save the Date!

September 30th Luncheon, Fairmont Hotel, San Francisco

Breakthrough is planning a major fundraising event for this fall. This is a great opportunity for you to support Breakthrough and to hear Gerhard Casper, President Emeritus of Stanford University and Peter and Helen Bing Professor in Undergraduate Education, speak about educational equity.

A Message from the Executive Director: No Child Left Behind



Laura Pochop

Executive Director

The Breakthrough Collaborative

No child left behind. The very name of the legislation suggests a fundamental shift in the way citizens measure the quality of their schools. In the past, schools made their reputations on the achievements of extraordinary kids: “good” schools produced large numbers of National Merit Scholars or Harvard freshman. Then, attention shifted to averages – average SAT scores, or average state test scores. In 2002, with the advent of No Child Left Behind (NCLB) legislation, schools started focusing on raising the scores of the lowest-performing students in an attempt to eliminate the achievement gap between the disparate income groups.

This new focus on achievement gaps, and their root in uneven distribution of resources (qualified teachers, facilities, challenging curriculum, competent administrators), should in theory, be an enormous benefit to Breakthrough and its students. In practice, however, NCLB often shifts attention and resources away from the very students who Breakthrough targets – those who aren’t failing, but those

whose schools are too often failing them.

The demands and priorities of NCLB have diverted funds from well-rounded liberal arts curriculum and gifted programs, forcing districts to reallocate resources to students who are failing to meet state proficiency standards. As is often the case, the challenge is the most pronounced in low-income, high minority schools.

A recent Council for Basic Education (CBE) report found that 47 percent of principals at high minority schools reported decreases in elementary social studies; 42 percent anticipated decreases in instructional time for the arts; and 29 percent foresaw decreases in instructional time for foreign language.

The report concluded, “though we must certainly strive to close racial achievement gaps in mathematics and reading, we run the risk of substituting one form of inequity for another, ultimately denying our most vulnerable students the full liberal arts curriculum our most privileged youth receive almost as a matter of course.”

In order to meet NCLB accountability standards, under-resourced schools have been forced to eliminate arts, music, and even social studies and science. Entire school districts are delaying any instruction in subjects other than math and literacy until the *seventh grade*.

In this environment, Breakthrough programs play a critical role in filling the gaps faced by its students. While “learning” in regular schools centers around standardized test preparation, Breakthrough gives our students the opportunity to learn about the complexity and richness of language, or the mysteries of science. They develop basic skills through inquiry-based, hands-on learning and project work. Students who aren’t challenged by their grade-level curriculum thrive in a community of learners with high expectations and endless possibilities. In the current educational climate, Breakthrough serves as a lifeline to ensure that our students not only “get by” but that they also *forge ahead*.

NATIONAL NEWS

Website Takes Flight

As part of our larger re-branding efforts, this spring we launched a fully redesigned and rewritten Breakthrough website, aimed at more explicitly articulating our mission and vision: www.breakthroughcollaborative.org.

Let’s Stay in Touch

In collaboration with the Summerbridge Breakthrough Alumni Network (SBAN), Breakthrough will launch a shared database for alumni by fall of 2004. The new database will focus on matching alumni with each other to share

knowledge and experience thereby continuing the tradition of “Students Teaching Students.” Exciting features of the database will include searches to allow alumni to find each other, a job postings board, a monthly email newsletter and affinity groups to facilitate networking among alumni.

Teacher Excellence

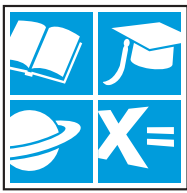
Last year, we launched the Teacher Excellence Fund to strengthen our ability to attract, retain, and support our talented and diverse class of teachers. Specifically, this includes:

1. Supplementing the modest stipends of returning teachers in order to

encourage these proven, experienced leaders to continue to share their talents with Breakthrough students.

2. Providing resources and training for our young teachers which allows them to do what they do best: connect with and inspire their students.

Returning teachers are a key factor in promoting excellence and continuity from year to year. We are delighted to report that the number of returning teachers has increased 61% versus 2003. We look forward to continuing to attract high-quality teachers who return year after year.



BREAKTHROUGH COLLABORATIVE

FORMERLY SUMMERBRIDGE NATIONAL

40 First Street, 5th Floor, San Francisco, CA 94105

NONPROFIT ORG.
US POSTAGE PAID
SAN FRANCISCO, CA
PERMIT NO. 4171

Celebration

The Newsletter of The Breakthrough Collaborative



According to a recent report by the Pathways to College Network:

Only about half of African American and Latino ninth graders graduate from high school within four years, compared to 79 percent of Asian Americans and 72 percent of Whites.

Of high school graduates, those from high-income families enter college at rates 25 percentage points higher than those from low-income families.

By their late 20s, more than one-third of Whites have at least a bachelor's degree, but only 18 percent of African Americans and 10 percent of Latinos have attained degrees.

in this issue

Season of Breakthroughs

Partnerships in Action

Alumni Profile: Rhea Wong

Trustee Thanks

No Child Left Behind

National News