MATH LOVES ME BACK
NERDS HAVE MORE FUN
I CAN BE FIERCELY INTELLIGENT
EVERYTHING IS CONNECTED
MATH JOKES ARE FUNNY
INGENUITY IS SWEATY
I KNOW IT
ACCIDENTS CAN BE HAPPY
I CAN TOUCH THE STARS
CTY IS A COMMUNITY
I DON’T HAVE TO APOLOGIZE FOR BEING SMART
I CAN COME BACK AGAIN
MATH LOVES ME BACK
NERDS HAVE MORE FUN
WE HAVE DAYS, NOT HOURS, TO LEARN ABOUT WHAT WE LOVE
I CAN BE FIERCELY INTELLIGENT
LEARNING DOESN’T HAVE TO BE FOR A GRADE
CTY ACCEPTED ME FOR WHO I AM
BRILLIANT

eureka

IT’S ABOUT THE EXPERIENCE
I’M PART OF SOMETHING BIGGER
LIGHT BENDS
IDEAS CAN START IN HERE AND END UP OUT THERE
OMG
THE WORLD IS AWESOME AND SO AM I

JOHNS HOPKINS CENTER FOR TALENTED YOUTH

ANNUAL REPORT 2014
DEAR FRIENDS

As an educator, I’ve always found it fascinating when students, teachers, and researchers talk about their eureka moments—those flashes of discovery, bright new ideas, and innovative solutions that spark learning breakthroughs.

Eureka—which means “I have found it!”—was legendarily first proclaimed some 2,000 years ago by the Greek mathematician Archimedes. Today the spirit of the word lives on at CTY, where our students, instructors, alumni, families, and friends experience their own eureka moments.

When we asked CTYers to share their eureka moments with us for this year’s Annual Report, we were electrified by their responses.

One CTYer discovered that chemistry is more than formulas in a textbook—it’s in everything. Another realized that learning can occur wherever you are. And when an alumnus became an instructor, he found that sharing his academic passion can be as rewarding as pursuing it.

We hope you enjoy learning about these and other CTY eureka moments in the pages that follow. Thank you for all that you do to help make these critical sparks of discovery possible.

Sincerely,

Elaine Tuttle Hansen, Executive Director
“We have days, not hours, to learn about what we love.”
– Naomi
“Science is not just about the end result. It’s about the journey.”

CALEB SMITH, CTY STUDENT

When Caleb Smith was in kindergarten he built a science lab in the backyard. He’d spend hours combining household products and observing their chemical reactions. “When I see and do things I remember them,” says Caleb, who lives in Long Beach, Calif., and has taken CTY summer and online courses as a scholarship student. “That’s why science is so good for me because of the emphasis it places on hands-on learning.”

As a CTY Center Scholar, Caleb fostered his scientific interests through genetics and genomics courses. He got a job in a lab at the University of Southern California and developed a research project exploring the role of mitochondria in the life span of the fruit fly. The project was selected to compete in the 2014 Intel International Science and Engineering Fair.

“At CTY there are unlimited possibilities for science,” says Caleb, who spent this summer conducting research in the Johns Hopkins Center for Epigenetics, which is led by Dr. Andrew P. Feinberg. “CTY has the resources to make the science students do relevant to the real world.”

In fact, one of the greatest lessons he learned about science came from CTY. Last year, Caleb’s genetics instructor reminded his class about the importance of focusing not only on results, but also on the process of discovery. “It changed my outlook,” Caleb says. “Now when I face an obstacle in the lab or things don’t work out as planned, I remember science is not just about the end result. It’s about the journey.”

Support bright young scientists by giving to the CTY Cogito Research Awards, CTY’s annual student competition that helps offset costs associated with pursuing independent research with grants of up to $600. Give at cty.jhu.edu/support.
The real purpose of CTY is for students to learn how to educate themselves and to be given the chance to love doing it.”

MIKE MARTIN: CTY INSTRUCTOR AND ALUMNUS

Mike Martin knows what it’s like not to fit in. As a kid growing up in a small town, he stood out by being smart, using big words, and liking “Doctor Who” and J.R.R. Tolkien—things no one he knew liked. Sometimes he was bullied for being different.

At CTY, which he attended for four summers in the 1980s, Martin discovered a place where he belonged. He took his first writing workshop, fed his intellect instead of hiding it, and made friends. “CTY was my first contact with academia,” he says. “The program might have been responsible for every good thing I believed about myself during the dark years of childhood.”

Today Martin teaches rhetoric at Babson College. His fiction is gaining national attention, and his first book, “Easiest If I Had A Gun,” will be published this fall by Braddock Avenue Books. He could have left CTY behind, but he did not. Every year for the past 16, he’s returned to CTY to teach writing and to challenge and inspire new generations of bright young students.

For the last decade, Martin has taught Advanced Fiction at CTY Saratoga. His three-week course helps students discover how to show character in their writing and read great writers like Flannery O’Connor and Raymond Carver. That’s not all Martin wants them to learn.

“I tell my CTY kids the real purpose of being at CTY has nothing to do with the content of the class,” Martin says. “The real purpose of CTY is for students to learn how to educate themselves and to be given the chance to love doing it.”

Give to the Alumni Scholarship Fund and you’ll help ensure that new generations of bright students can experience the challenge, learning, and fun of a CTY summer. Donate at cty.jhu.edu/support.
Margie and Michael Loeb began looking for opportunities to develop their son Marc’s academic interests outside school when he was in second grade. The New York City couple searched for challenging local programs to nurture Marc’s interests in science, math, and history but found little to satisfy his ability and curiosity.

“You could find programs in sports, dance, theater, and cooking, but there were few opportunities if your elementary school child was academically inclined,” says Margie Loeb, a CTY Advisory Board member. “Given the population of New York and the number of kids who live here, it was really unfortunate.”

The Loebs were pleased to discover CTY, and registered Marc for online courses starting in 2008. Now 16, he’s completed 18 online, summer, and family programs with CTY. While Marc’s days as a CTY student are ending, his family continues to hope for enrichment opportunities for academically advanced young students in New York.

CTY had long been interested in opening a New York City site, and Margie’s knowledge of the city, its schools, and its people proved invaluable. In June, when the Center opened its new New York City Summer Programs day site at the Dwight School, the Loebs couldn’t have been happier.

To celebrate, they hosted a gathering for CTY families attending the new site a few days before the start of the first session so parents and students could connect. “The parents I met that night were overjoyed to have CTY in New York,” Loeb says. “This is a lifesaver,” they told her. She knew exactly how they felt.

“New York is one of the greatest cities in the world. What better way is there to recognize this than by having a CTY summer site here?”

MARGIE LOEB, CTY PARENT AND ADVISORY BOARD MEMBER

Give to CTY’s Annual Scholarship Fund and help ensure that all bright students who qualify for CTY can participate in programs, regardless of their family’s financial circumstances. To give, go to cty.jhu.edu/support.
“My fellow CTYers accept me for who I am. These friendships will last a lifetime.”

– Spencer
Sophia Pink loves school. She loves her classes, especially physics and math. She loves her friends. And she loves her daily walk to Washington International School. However, in ninth grade Sophia grew frustrated that there were so many things she wanted to do that she couldn’t accomplish because of her school schedule. “I wanted to take a break from the typical routine to focus on projects that I was really excited about and engaged in.”

So, with the support of her parents and her school, Sophia spent her sophomore year taking writing, pre-calculus, and chemistry classes with CTYOnline. She liked learning on her laptop at her own pace, studying in cafés, in the public library, and at the dining room table. “Online learning is a great way to learn material deeply and well without having to learn in a classroom,” she says.

Her schedule was her own. She made a short film about a man who stands in downtown Washington, D.C., holding up signs urging commuters to smile. (It won awards.) She explored whether reminding teens they may be tired affects their problem-solving skills for a Google Science Fair project. (It doesn’t.) And she created a mobile app prompting users to do good deeds. (It’s still in progress.)

Most of all, she discovered that learning can take place wherever you are. “There are lots of benefits to traditional classes and there are lots of benefits to working online, and the two can coexist,” says Sophia, who returned to school after her year’s “sabbatical” and is now a senior. “I really got the best of both worlds.”

“Online learning is a great way to learn material deeply and well without having to learn in a classroom.”

SOPHIA PINK, CTY STUDENT

See more CTY eureka moments at ctyannualreport.com or share yours at #CTYEUREKA.
“Having someone who knows the college process and can guide me ... is so valuable. CTY is helping me get where I want to be.”

ANISH RAVI, CTY SCHOLAR

Anish Ravi is a busy kid. He studies engineering as a sophomore at High Technology High School in Lincroft, N.J., competes on the cross country team, and likes to take apart and put together computers.

This summer Anish, 15, spent three weeks at CTY learning as much as he could about genetics. “I love the hands-on learning of CTY,” says Anish, who has also taken CTY summer courses in biotechnology and logic and participates in the CTY Scholars Program, a four-year scholarship program that provides courses, advising, and support to high-achieving, low-income youth.

Each year when he returns home from CTY, he volunteers at a camp for underserved urban kids as a science teacher and counselor. And through engaging experiments—like the Elephant’s Toothpaste, a chemical reaction that creates lots of steaming foam when you mix a few household ingredients—Anish shares his love for science with his elementary school campers.

“I love getting kids excited about science and giving them experiences they might not get at school,” he says. “Maybe some of them might become doctors or scientists one day.”

Anish hopes to be an engineer or work in medicine. And like the kids he volunteers with, he appreciates having the support of someone who knows how to help him reach his goals. As a CTY Scholar, he gets that help by participating in SAT preparation courses and college application workshops, and working closely with his own CTY educational adviser.

“Having someone who knows the college process and can guide me and make sure I’m on the right track is so valuable,” he says. “CTY is helping me get where I want to be.”

Make a gift to the CTY Scholars program and you’ll invest in the future. To give, go to cty.jhu.edu/support.
No matter what your background is, if you work hard you’ll see the amazing opportunities that open up for you.”

BARRY FORD, CTY PARENT AND DONOR

Growing up in Washington, D.C., Barry Ford remembers having a lot of energy in his public school classroom, but little challenge or direction. “A lot of times the teachers seemed most focused on maintaining discipline,” he says.

In the 10th grade he received a scholarship to a prestigious boarding school and discovered a world filled with academic challenge. Ford earned a history degree from Haverford College, taught himself computer programming, and went on to start a successful tech company.

He never forgot the value of his educational opportunities. And when his daughter Erin attended CTY Summer Programs, Ford was so impressed by the knowledge and confidence she gained, he knew he wanted to share CTY with others. So he began giving to CTY Scholars, the four-year scholarship program that provides bright, low-income students from backgrounds underrepresented in higher education with CTY courses, academic advising, college admissions guidance, and more.

“CTY Scholars fit into what I think is important and that’s why I got involved,” says Ford, who has supported six CTY Scholars since 2011.

One sunny afternoon this summer, Barry and Erin Ford were standing under a leafy tree on Haverford’s Founder’s Green, surrounded by a handful of CTY students from Maryland, California, and beyond. As they were telling the Fords about their classes, Barry smiled.

“There’s a big world out there,” he says. “My parents wanted something better for me than they had, and I have expectations that are even bigger than that. No matter what your background is, if you work hard you’ll see the amazing opportunities that open up for you.”

See more CTY eureka moments at ctyannualreport.com or share yours at #CTYEUREKA.
“I can be fiercely intelligent and I don’t have to apologize for being smart.”

– Lucy
“People have been saying for years we’re in need of some revolutionary moments in education. We’re poised for them now.”

AMY SHELTON, DIRECTOR, CTY RESEARCH

Whenever Amy Shelton visits a CTY classroom, she’s compelled by what she sees—dynamic learning and teaching, deep engagement with challenging material, a room crackling with ideas.

It’s not just because the students are academically advanced, says Shelton, CTY’s director of research and a professor at the Johns Hopkins University School of Education. “There’s something unique going on here,” she says. “What is it about the CTY approach that reveals what these students can do?”

Shelton is a neuroscientist who studies spatial cognition, learning and memory, and individual differences. She hopes to find the answer to this question and others about how academically advanced students learn through research she and other cognitive scientists are conducting in the new CTY Research Lab. “By taking our understanding of individual differences in learning and applying it to gifted students, we can potentially explode our understanding of what it means to be a good learner, a strong learner, a successful learner.”

She and her team are working to identify which spatial reasoning skills may be stronger among academically talented students. They’re also interested in exploring which spatial skills may play an important role in other domains, like memory and text comprehension. Answering these questions, Shelton says, will allow educators to foster critical spatial skills in all students to improve learning. “People have been saying for years we’re in need of some revolutionary moments in education,” she says. “We’re poised for them now.”

To support CTY’s research efforts and help us lead the way in studying what precocious development tells us about the mind’s potential to learn, go to cty.jhu.edu/support.
“When my students tell me, ‘You make math interesting,’ it means a lot to me. My goal is to help expand their knowledge.”

Dan Merzel, CTY Online Instructor and Alumnus

Dan Merzel is passionate about two things—math and baseball. Math he excelled at in school and on his own, taking challenging CTY Online algebra courses in eighth grade, majoring in applied math and statistics at Johns Hopkins University, and earning an MA in math education. Baseball he played afternoons and on weekends, first in Little League, then in high school, and later at Hopkins, where his team made it to the 2008 Division III College World Series.

Now as a professional umpire and CTY Online AP Statistics and Honors Algebra instructor, Merzel participates in his favorite sport and his favorite subject. “I love being able to go to the baseball field for work every day,” says the Class AA Eastern League umpire. “And I love working one-on-one with my CTY students. You can tell by the quality of the questions they ask and the pace at which they work that they really have a passion for math. We share that.”

This summer Merzel traveled thousands of miles by minivan to umpire 142 minor league games in 12 cities. Teaching for CTY Online allows him to accommodate his baseball schedule and hone his skills as an educator. Once in a while his two careers intersect. Take figuring out the distance between second base and home plate. “The typical baseball fan would say it’s between 125 and 130 feet, but if you wanted to find out the exact distance you’d need to use the Pythagorean theorem.”

He grabs his laptop and types in the distance between home plate and first base and the distance between first base and second. He squares them, adds them together, and takes the square root of the sum to come up with the answer: “It’s 127.28 feet,” Merzel says. “Exactly.”

See more CTY eureka moments at ctyannualreport.com or share yours at #CTYEUREKA.
"I couldn’t wait to ask my teacher about things other than the textbook."

KELLY CHAN, CTY STUDENT

Textbooks line the tables of Kelly Chan’s Chemistry in Society classroom at CTY Bristol, but she and her classmates are too busy learning to open them. Monday they learned about plastics and polymers. Tuesday was metals, and the class did three labs. Tomorrow they will study food science, and bags of snack foods await their attention in the lab.

With engaging discussions each morning led by instructor David Shellhamer and lab experiments each afternoon, the class uses textbooks only occasionally for reference.

It’s an entirely different way of learning from the lecture and memorization approach that she’s accustomed to at her school in Hong Kong, and Kelly is thrilled.

“At first when I saw students raising their hands in class to ask for help, I was surprised because I thought you were supposed to know the answers,” says Kelly, one of 31 students from Hong Kong who studied at CTY on scholarship this summer.

“I really came to appreciate how students are encouraged to share and discuss their ideas and express their creativity.”

When you’re part of a learning environment where the emphasis is on gaining knowledge, not just getting perfect grades, the experience stays with you long after summer ends.

“Last year when I came back to school after my first time at CTY, I had so much more confidence,” says Kelly, 15. “I couldn’t wait to ask my teacher about things other than the textbook.”

To support scholarships for Hong Kong CTY students from families of limited financial means, go to cty.jhu.edu/support.
“My happiness came not only from learning in my classes but from everyone around me.”

– Madelynn
CTY Advisers

The Center gratefully acknowledges the efforts of our Advisory Board, East Asia Advisory Group, and Southeast Asia Advisory Group. Composed of volunteers, these groups provide philanthropic support for the Center’s priorities, help promote our programs, and assist in fundraising efforts. Whether our advisers are CTY parents, alumni, or friends, they share a passion for educating academically gifted students.

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CTY BY THE NUMBERS
Since 1979, CTY has reached more than 1.5 million students worldwide through our Talent Search, academic programming, and resources, such as the Study of Exceptional Talent, Diagnostic and Counseling Center, and Cogito.org.

FY 2014
Talent Search participants
33,463
Enrollments in all CTY programs
29,616
Summer Programs enrollments
9,636
CTYOnline enrollments
14,048
Family Academic Program enrollments
5,932
Percent of summer and online enrollments by students outside U.S.
16.1
Number of distinct summer courses offered
106
Number of distinct CTYOnline courses offered
150
Amount of student financial aid awarded
$5.8 MILLION

REVENUES AND EXPENDITURES
JULY 1, 2013 – JUNE 30, 2014
TOTAL REVENUES: $52,198
in thousands
TOTAL EXPENDITURES: $52,198
in thousands
While annual gifts support CTY's immediate needs, endowment gifts provide funding for coming years. CTY's endowment portfolio yielded a return of 15.6 percent during fiscal year 2014. The market value at fiscal year-end June 30, 2014, was $19.5 million.

Endowment gifts are invaluable to the long-term success of CTY's scholarship and research programs. They provide stable support to meet the growing demands of funding scholarships for qualifying students from low-income families and the costs associated with conducting research into how academically advanced students learn. An endowed fund can be named to honor a donor or loved one. The minimum gift to create an endowed fund is $100,000, which can be paid over four years. Gifts of any size can be added to an endowed fund and create a family legacy.

The endowments on the next page have been created by CTY families and friends.

Give Today for Tomorrow

To learn more about endowment gifts, please contact Margaret Walsh at mwalsh@jhu.edu or 410-735-6005.
Some Illuminating Ways to Give

Please make a difference in the lives of some of the world’s most promising young people. Gifts of all amounts are important and can be made via mail, wire or stock transfer, or online at cty.jhu.edu/support.

CTY ANNUAL SCHOLARSHIP FUND
Help ensure that all bright students who qualify for CTY can attend our programs regardless of their family’s financial circumstances. Last year, our donors provided more than 1,400 students with $5.8 million in financial aid.

CTY LEADERSHIP CIRCLE
Become part of the CTY Leadership Circle by making a gift of $5,000 or more. These gifts provide scholarships to summer, online, and family programs and help fund CTY’s research initiatives.

CTY SCHOLARS
Support CTY’s four-year scholarship program, which identifies academically talented low-income students and provides them with the challenge, support, college advising, and preparation they need to gain admission to top colleges and universities.

ALUMNI SCHOLARSHIP FUND
Share the CTY experience by helping support new generations of CTY students from families of limited financial means who would otherwise be unable to participate.

CTY COGITO RESEARCH AWARDS
Support our young scientists by giving to CTY’s annual student competition, which awards grants of up to $600 to help offset costs associated with pursuing independent research.

RESEARCH
Make a gift to help CTY lead the way in studying what precocious development tells us about the mind’s potential to learn and in disseminating findings that will influence the way all students learn.

Thank you.

For more information, email ctydevelopment@jhu.edu or call CTY Development at 410-735-6007.
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