So what do smart kids know about fun?

Annual Report 2015

Johns Hopkins Center for Talented Youth
“My summers at CTY are definitely the most **FUN** I’ve had in my life because the environment stimulates constant creation and innovation. CTY is filled with so many bright and interesting people that every day is different, and every moment is special. Anyone who has experienced the magic of CTY knows it’s about finding like-minded people, a passion for learning, and a home.”  
— Heidi Wong, CTY student, Beijing
DEAR FRIENDS,

One of the questions I often get from parents and educators I meet, even those familiar with CTY’s summer, online, and family programs for bright students, goes something like this: “CTY sounds great. But aren’t kids today oversubscribed? Don’t they need some time to just have fun?”

It’s a good question, and my answer is yes, of course kids should just have fun. But at CTY, students aren’t making a choice between learning and fun because for them, learning is fun.

At CTY fun looks like performing autopsies on pickles, writing eloquent eulogies for a fly, and building an 8-foot-tall pyramid demonstrating your knowledge of fractals. It looks like spending two weeks using everything you’ve learned about engineering to construct a bridge from raw spaghetti and piling on weight to see how much the bridge can hold before it breaks. It looks like forging new friendships with people from all over the world who care about the same things you do.

In the pages that follow, you’ll get a sense of the many different ways students have fun at CTY by engaging in challenging, hands-on courses, interacting with expert instructors, and building lasting friendships with others who share their passion for learning.

Thank you for all you do to make these moments of delight and discovery possible.

Sincerely,

Elaine Tuttle Hansen, Executive Director
FUN IS:

GETTING YOUR HANDS DIRTY
Take Introduction to Biomedical Sciences at CTY Carlisle, and you better be prepared to get your hands dirty.

Students in instructor Bree Raburn’s course perform surgery ... on gingerbread men, conduct autopsies ... on dill pickles, and analyze food poisoning cases ... using fake vomit. They also dissect chicken wings, hurl raw eggs (stand-ins for heads) against the wall to test football helmets they designed to prevent brain injury, and engage in other unusual, sometimes messy experiments as they learn about anatomy and physiology.

“Before taking this class I didn’t consider myself a science person,” says Alana Barry, 16, who lives in Washington, D.C. “I do now.”

“The class is already fun, but Bree makes it more fun,” explains John George, 14, of Rome, N.Y.

Raburn, a CTY instructor since 2003, says making her CTY classes quirky and engaging helps foster her students’ love of learning. “Fun is crucial, absolutely crucial, to encourage kids who want to continue learning,” she says. “I just want them to see that there’s an amazing amount out there that they can learn about.”

During a fetal pig dissection lab last year, Raburn’s class used remnants from the experiment to spell out “I love CTY” and shared the photo on Instagram.

As love letters go, it was unconventional. As CTY love letters go, it was perfect.

“That’s how I know they are having fun,” Raburn says. “They’re proud of CTY.”

**FUN FACT**

The human brain uses 20 percent of the entire body’s oxygen and calorie intake, despite accounting for only about 2 percent of an adult’s body mass.
GIVING CTYERS REAL-LIFE RESEARCH EXPERIENCE

One day this summer at Johns Hopkins, Caitlin Hogan synthesized quantum dots. Muriel Leung wrote code to track health trends in social media. And Benjamin Aladejebi studied cells extracted from SIV-positive primates to learn how the disease, the simian form of HIV, affects the nervous system.

This level of work is customary for Hopkins undergraduate, graduate, and faculty researchers—but Caitlin, Muriel, and Benjamin are still teenagers. They’re among the seven high school juniors and seniors who spent six weeks this summer in faculty labs immersed in scientific research through the CTY Summer Research Program.

The program was established this year with support from the Simons Foundation. Part of the Simons gift also supports an ongoing middle school science teaching project that brings together teachers and content experts to develop innovative science lessons.

Funding from the Simons Foundation, which is dedicated to advancing research in basic science and mathematics, provided each CTY Summer Researcher with a partial merit scholarship. Students were selected for the program on a need-blind basis, and those who qualified also received additional financial aid.

The program gave students a level of autonomy most had not experienced in school.

Working in the Hopkins NanoEnergy Laboratory this summer taught Caitlin how to safely use equipment like centrifuges and a glove box, and how to work with chemical substrates and nanoparticles. “When I’m varying my treatment methods, it’s up to me whether I want to change the materials. I’m not following a pre-set plan,” she says.

The program also helped students feel more confident about their college and career plans. After spending her summer writing code at JHU’s Human Language Technology Center of Excellence, Muriel, now a first-year student at the University of Pennsylvania, changed her major from physics to computer science.

“Being a CTY Summer Researcher gave me experience and made me a better programmer,” she says. “I could really see myself doing this every day.”

“CTY has helped me grow as a student and a person. Working in a lab this summer was a great bridge between what I already knew about science and what I need to know.”

Benjamin Aladejebi, CTY Summer Researcher, Baltimore
FUN IS:
MAKING SOMETHING NEW
“This class is math, but it’s not just sitting in class. It’s fun because we’re applying math to real life.”

Stephanie Williams, CTY student, Freeport, N.Y.

MAKING A CONNECTION BETWEEN GEOMETRY AND ART

Stephanie Williams and her Geometry Through Art classmates at CTY Haverford don’t just study mathematics, they show their mastery of geometry through their creations.

Like sketching M.C. Escher–style tessellations, geometric patterns repeated across a page, and making architectural drawings that demonstrate different perspectives.

But their biggest project by far was creating a towering 8-foot-tall, three-dimensional pyramid using 1,024 paper equilateral tetrahedrons. Each 3.5-inch tetrahedron was laboriously constructed using a straight edge, compass, pencil, and bit of tape. The structure, known as Sierpinski’s tetrahedron, took the class of 16 students four days to complete and shows their understanding of ancient geometry, volume, and fractals—repeating patterns that display at every scale.

“This class is math, but it’s not just sitting in class. It’s fun because we’re applying math to real life,” says Stephanie, who is 12 and lives in Freeport, N.Y.

The task was challenging and enormous. It took several hours of taping, placing, and adjusting the pyramids to create the tetrahedron, and as soon as it was complete, students cheered and celebrated by taking turns standing inside their sculpture and snapping photos.

The pyramid would later be dismantled and land in the recycling bin, but in the meantime instructor Harvey Campbell couldn’t help but smile. “Instead of just doing math problems they have to come together, trust each other, and work as a team,” he says. “I don’t know of a better way to end a class.”

FUN FACT

Polish-born French and American mathematician Benoit Mandelbrot coined the word “fractal” in 1975. It comes from the Latin fractus, which means “broken.”
BEING FEARLESS ABOUT WRITING

A eulogy for a dead fly named Buzzy. Musings on a car mysteriously cloaked in a blue tarp. An explanation for the curious case of six CTYers glowing bright green at midnight.

“Everything is a writing prompt,” explains instructor Bob Rozakis, who has taught Writing and Imagination at CTY Chestertown since 1996. “The biggest thing I want is to make all of my CTY students understand that writing is fun,” he says.

To do this, he gives his students 75 writing assignments that explore different kinds of writing—from poetry and fiction, to journalism, advertising, memos, and more. “Twice in the past I’ve tried to have students write a résumé,” he says. “The only problem was they didn’t have much to put in it.”

The concept of writing as fun may not come easily, especially to bright, young people who expect their work to be effortless and perfect, but Rozakis perseveres, and he hopes that his students will, too.

“Yes, writing is difficult,” Rozakis says. “Yes, the assignment might be about something they don’t think they want to write about or in a format they don’t want to try. But if they can just get the ideas out of their heads and onto the paper, then they have something they can start with and go on to revise.

“It’s just a lot of fun to take them through this process and watch the lightbulbs go on.”

“My CTY Writing and Imagination class was amazing. I loved the different writing prompts. Now I know how to write something about anything.”

Caeleigh Stamper,
CTY student,
Hunt Valley, Md.
FUN IS:
LEARNING FOR THE LOVE OF IT
ENGAGING BRIGHT KIDS WHERE THEY ARE

On a frigid late afternoon this March, a dozen seventh-graders in Room 405 at Mount Royal Elementary/Middle School in Baltimore made cipher wheels and worked together to encode and decode secret messages.

Early one morning that same week at Montpelier Elementary in Laurel, Md., a group of third- and fourth-graders sprawled across a classroom floor, debating the size of the Milky Way and talking about nebulae as they assembled a solar system jigsaw puzzle.

Their classes—Spies and Espionage and Space and Astronomy—honed critical reasoning skills through challenging work, hands-on activities, discussions, and debates. The classes looked like CTY. And they were, but with a twist.

As part of a new Extracurricular Enrichment Program, CTY partnered with four public schools in Baltimore City and Prince George’s County to share programs with bright students underrepresented in gifted programs who might not be able to attend CTY programs. The free program, launched in fall 2014, reached 80 students in its first year and continues this fall.

“We wanted to better serve the community by increasing opportunities for students with high academic potential to learn for learning’s sake in a way that challenged them,” says Andrew Moss, the CTY program manager who led the team that developed the program. “Many schools want to offer these services to students, but oftentimes they just aren’t available.”

The need for more programs to engage bright kids was acknowledged in February when the Maryland State Advisory Council for Gifted and Talented Education recognized Moss for encouraging the support of gifted and talented students.

“This program is a unique opportunity for our students that we could hardly turn down,” says Beth Novick, Talented and Gifted coordinator for Kenmoor Middle School in Landover, Md. “Informing parents about CTY, and giving their children this experience, is really important,” she says. “Parents want their children to learn to work with others to research and think about topics that interest them. They want their children to reach their potential. CTY teaches children to work together to use their talents and achieve their potential.”

“At school we learn about math and science. At CTY we learn about secret agents and spies, have debates, crack codes, and wear disguises. That’s why this is fun.”

Rian Finney, CTY student, Baltimore
NEW ONLINE PROGRAMMING COURSE HOOKS CTY GREECE STUDENTS

An avid gamer, Natalia Moralidi longed to learn computer programming. But her school in Thessaloniki, Greece, didn’t teach it. And opportunities to learn programming in her native Greek were scarce outside the classroom.

Not anymore. This year Natalia, 11, took a new online course in Scratch programming, which CTY Greece adapted and offered in Greek and English. She loved it. “I now know how to make games, and have made many, including one in which you can control a rocket and visit the moon,” she says.

“When students start learning Scratch they get hooked right away because of the fun and the challenge,” explains Haido Samara, a CTY Greece Scratch online instructor. “They see these activities and they want to complete them. For some students we had to provide extra activities because they had exhausted what we had before the end of the course.”

The three-month online programming course is one of the latest offerings from CTY Greece, which was established in 2013 with a grant from the Stavros Niarchos Foundation and is run by Anatolia College. Since 2013, CTY Greece has expanded to reach more Greek students and now offers summer residential and commuter programs in Thessaloniki, as well as online and weekend courses.

In addition to Scratch, CTY Greece launched a new online Web design course in May. There are also plans to create more online courses in topics other than computer science, says Susanna Holm, program manager for CTY International. “Online courses offer a way for more Greek families, regardless of where they live, to experience CTY and see if they’d like to do more with us.”

FUN FACT

Scratch, the visual computer programming language developed by MIT, has been translated into some 40 languages and has more than 3,071,568 users in 150-plus countries.
FUN IS:
CONNECTING WITH THE WORLD...
“Usually I have a hard time meeting new people. By the end of three weeks at CTY I had made so many new friends. At CTY I came out of my shell and became much more confident.”

Viridiana Neri, CTY Toyota STEM Scholar, Bronx, N.Y.

OPENING DOORS TO A WORLD OF LEARNING

Before this summer, Viridiana Neri had never taken an engineering class, never spent three weeks on a college campus far away from her family in the Bronx, never made friends with kids from around the world who shared her interests.

Viri, who is 14, accomplished all of these firsts this summer while taking Principles of Engineering Design at CTY Bristol. As a CTY Toyota STEM Scholar, she is moving one step closer to her goal of becoming the first in her family to graduate from college.

The new four-year scholarship program, established with a $750,000 grant from the Toyota USA Foundation, aims to narrow the achievement gap in STEM fields and expand opportunities for academically advanced, under-represented minority students from low-income families. Viri is one of 30 students from Los Angeles, New York, and Baltimore/Washington participating in the program, which provides challenging CTY courses as well as advising and support through the college admissions process.

For students like Anthony Correa, a ninth-grader from Los Angeles, the college advising element of the program is invaluable. “Right now I’m pretty lost on where to go to college and how to get in,” he says. “Being a CTY Toyota STEM Scholar gives me guidance. It’s like having a hand to lead me through.”

And for Mignote Tadesse of Arlington, Va., spending the summer immersed in CTY’s challenging Anatomy and Physiology course allowed her to understand how the body works and deepened her interest in practicing medicine. “Now I know so much more, and I’m so excited,” says Mignote, 14. “I want to know even more.”
“It feels really great to give back and make a difference in somebody’s life.”

Joseph Wan, CTY student, Hong Kong

DISCOVERING THAT YOU CAN CHANGE THE WORLD

Last summer as part of his International Politics class at CTY Los Angeles, Joseph Wan listened to a guest speaker talk about the role nongovernmental organizations can play in making the world a better place.

When his three-week course ended, Joseph, then 14, returned home to Hong Kong. But he couldn’t leave behind what he had learned at CTY. In fact, he was so inspired that in March he launched Support, his own nonprofit dedicated to lessening educational disparities between students in well-resourced international schools and those in local schools.

“The poverty gap in Hong Kong is quite big,” says Joseph, a 10th-grader at Chinese International School. “It feels really great to give back and make a difference in somebody’s life.”

Support relies entirely on youth volunteers, who visit local schools several times a week to teach English, environmental science, debate, and other subjects after school to students ages 6 to 15. It is one of the first youth-led nonprofits of its kind in Hong Kong, he says, and it’s growing fast. By the end of the 2014–15 school year, Support had 100 volunteers serving 130 students in four Hong Kong schools. This summer Support expanded to South Korea and Washington, D.C., and Joseph says he would like to see it grow to include even more schools throughout the world.

“This whole experience has shown me that young people can do big and life-changing things in society and, by extension, the world,” he says. “Who knew CTY could do all that?”

FUN FACT

Five centuries ago it took Ferdinand Magellan’s crew three years to circumnavigate the Earth. Today the International Space Station orbits the Earth once every 92 minutes.
...AND MAKING IT A BETTER PLACE.
FUN IS:
CREATING SOMETHING THAT LASTS FOREVER
ENDOWMENT GIFTS ENSURE GENERATIONS OF SUPPORT

Asked for the most enduring lesson from her four summers at CTY, Christiane Swenson doesn’t skip a beat before answering. “You can bond with people over what you learn,” says Christiane, who lives in Austin, Texas. “CTY is a space where you can be superinvested and interested in what you’re learning, unlike in regular middle or high school.”

Inside the CTY classroom, Christiane threw herself into studying creative writing and philosophy and connected with other students who shared her love of learning. Outside the CTY classroom, she participated in traditions like Poetry Night and talent shows, becoming Poetry Goddess in her final year at CTY Carlisle. “She loved being part of CTY. She loved all of the things kids do to create community,” says Roseana Auten, Christiane’s mother.

Christiane spent her last summer at CTY in 2014, but her family wanted to ensure they would be part of the organization forever. That’s why this year they created the Roland Swenson and Roseana Auten Scholarship Endowment with a $100,000 commitment, together with the South by Southwest (SXSW) Community Fund. This endowment will help provide stable support for CTY to meet the growing demands of funding scholarships for qualifying students from low-income families.

The Swenson Auten endowment was one of three established at CTY this year.

Longtime donor, CTY Advisory Council member, and parent Margie Loeb and her husband, Michael, gave $500,000, half of which will create the Marjorie and Michael Loeb Family Scholarship Endowment. Their endowment will support scholarships for New York City students to attend CTY Summer Programs, with special consideration for students who complete the Summer Program in Mathematical Problem Solving founded by CTY alumnus Dan Zaharopol.

In addition, the estate of Harvey Panzer gave $100,000 to establish the Harvey L. Panzer Scholarship Endowment. Panzer, a Baltimore native who was passionate about reading, playing piano, and ballroom dancing with his companion Dianne Oleksiuk, had no connection to CTY when he died last year at the age of 62. “Harvey believed that education was a way to not only improve yourself but advance your career,” Panzer’s sister Debra Hale explains. “By making this gift he wanted to ensure that children could have opportunities they might not have otherwise.”

For Auten, the idea that her family’s gift would continue to support future generations of CTY students was simply too good to pass up. “We’re done participating, but we didn’t quite want to let CTY go,” she explains. “Establishing an endowment allows our family to live vicariously through new CTY students for years to come.”

FUN FACT

The number of CTY students receiving financial aid has grown from less than 1 percent in 1998 to more than 17 percent today. In fiscal 2015, CTY provided more than $5.8 million in financial aid to students.
Establishing a named endowment at CTY honors or memorializes a loved one and creates a base of funding that exists in perpetuity. Endowments ensure that even in a struggling economy, financial resources are available to provide scholarships and sustain CTY’s research. For more information, please contact Margaret Walsh, senior director of development, at mwalsh@jhu.edu or 410-735-6005.

The following endowments have been created by special gifts to CTY. Many of them support scholarships for deserving students, and others help fund specific departments, academic programs, and special events and recognitions. We are grateful to all endowment donors.

- Sarah D. Barder Educator Recognition Award
- Harold R. Burnstein Endowment
- Mary Farrell Camerer Memorial Scholarship Endowment
- Charter Oak Scholarship Endowment
- Ben Cooper Scholarship Endowment
- CTY Inspiration Scholarship Endowment
- Monica and Robert Cutter Scholarship Endowment
- Joel Dean Foundation Endowment
- Diamond Family Foundation Endowment
- Friedel and Otto Eberspacher Award
- Evelyn Edwards Endowment for the Study of Exceptional Talent
- Tara Maritza Fetherolf Endowment
- Mary Ellen and Andrea Geisser Scholarship Endowment
- William Hernstadt and Jerene Yap Hernstadt Endowment
- Joel and Caroline Hutzler Scholarship Endowment
- Sigmund and Mary Hyman Scholarship Endowment
- William McCord Johnston Scholarship Endowment
- Kahn Family Scholarship Endowment
- Kristine Kakaes Memorial Scholarship Endowment
- James M. and Elizabeth S. Li Family Endowment
- Marjorie and Michael Loeb Family Scholarship Endowment
- Nancy Delano Moore Scholarship Endowment
- Lubash-Moses Family Endowment
- Ram Manudhane Scholarship Endowment
- Charles D. Miller Scholars Endowment
- Toni Lee Padzuikas Memorial Endowment
- Harvey L. Panzer Scholarship Endowment
- Ernest Rabinowicz Memorial Scholarship Endowment
- Vivek and Nilima Ragavan Scholarship Endowment
- Joshua Ringel Memorial Endowment
- Joan G. Scheuer Scholarship Endowment
- Eric J. Smith Memorial Scholarship Endowment
- Snert and Louie Celebration Endowment
- Julian C. Stanley Scholarship Endowment
- Julian C. Stanley Study of Exceptional Talent Endowment
- Stone Family Scholarship Endowment
- Student Opportunity Endowment
- Roland Swenson and Roseana Auten Scholarship Endowment
- Paul J. and Chandler M. Tagliabue Scholarship Endowment

GIVE FOR TOMORROW

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CTY gratefully acknowledges the efforts of our Advisory Council, 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 advanced students.

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“I was too busy having fun (at CTY) to even know I was learning. My level of competition was about education, not about who had the latest Jordans.”

Yitz Jordan,
CTY alumnus, Web developer, and rapper
**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 2015**

- Talent Search participants: 30,751
- Enrollments in all CTY programs: 29,245
- Summer Programs enrollments: 9,868
- CTYOnline enrollments: 14,530
- Family Academic Programs enrollments: 4,847
- Percent of summer and online enrollments by students outside the U.S.: 16.5
- Number of distinct summer courses offered: 109
- Number of distinct CTYOnline courses offered: 171
- Amount of student financial aid awarded: $5.8 MILLION

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**REVENUES AND EXPENDITURES**

**JULY 1, 2014 – JUNE 30, 2015**

Note: Financial information provided is unaudited.

- **TOTAL REVENUES**:
  - Tuition & Fees: $46,977 (87%)
  - Gifts, Grants & Investment Income: $6,764 (12%)
  - Other Sources & Auxiliary: $334 (1%)
  - **Total**: $54,075 in thousands

- **TOTAL EXPENDITURES**:
  - Salaries and Wages: $24,267 (45%)
  - Facilities and Other Contractual Services: $20,862 (39%)
  - Supplies and Other: $5,048 (7%)
  - Reserve Transfer: $3,898 (9%)
  - **Total**: $54,075 in thousands
WAYS TO GIVE

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

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 helped provide 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. With your help we can disseminate our research to influence how all students learn and better advocate for academically gifted students.

Thank you.

TAKE YOUR SELFIE TO:
CTYANNUALREPORT.COM

Learn more about what smart kids know about fun by visiting ctyannualreport.com to see the selfies our students took while having fun at CTY. If you’d like to share a selfie of your CTY fun, upload it to Facebook, Instagram, or Twitter with #CTY2015.