



2024 REPORT OF  
**GIVING &  
GRATITUDE**



JOHNS HOPKINS  
CENTER *for* TALENTED YOUTH





## OUR MISSION

CTY is a center for innovation dedicated to advancing the field of gifted education through research on testing, programs, and other supports for advanced learners. On the premise that advanced learners come from every community and every demographic, we aim to understand and inform how these students need to be nurtured to achieve their full potential as learners and global citizens.

## OUR VISION

Our vision is to be innovative, inclusive, integrated, informed, and informative using forward thinking, sustainable strategies that serve families, support educators, and influence the future of education.



## Dear CTY Family and Friends,

While walking in my neighborhood this summer, I came upon a chalk message on the sidewalk that proclaimed, “I love CTY!” I beamed. There is so much to love about our work educating bright young people and advancing research into how our students learn, and as we mark CTY’s 45th year, our future is exciting and filled with promise.

This summer I was fortunate to visit a handful of sites where thousands of students came to experience our in-person programs, and I was energized by what I witnessed. Step into a classroom for an animated discussion, catch a snippet of conversation on the way to the cafeteria, observe a “eureka” learning moment in a lab, and you’ll immediately understand the blend of rigorous coursework, novel context and approach, and the fun, engaging peer community that makes CTY special.

These three distinctive elements — rigor, novelty, and community — are at the heart of the CTY experience. But they haven’t always been fully reflected in our offerings, particularly online. Today we are committed to transforming learning by ensuring that all our offerings, in-person and online, engage students as members of our unique community of advanced learners.



And because research is at the heart of what we do, we plan to study the importance of peer community for advanced learners as we roll out new online offerings that deliberately incorporate these characteristics. Please stay tuned for more about this exciting work!

In the pages that follow you’ll learn more about some of the partnerships, communities, and contributions that are advancing key initiatives at CTY. We can’t accomplish this important work without your help, and I am so thankful for you and for all that you do for CTY.

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Lynne Shelton".

Amy Lynne Shelton, PhD  
Executive Director



## Dear CTY Alumni, Families, and Friends,

I am excited to have taken on the role of senior director of Development and Alumni Relations at CTY this summer. It is an honor to be part of this organization’s impressive 45-year history and its promising future.

The 2024 Giving and Gratitude report highlights CTY’s vision for the future and acknowledges the collective commitment, generosity, and service of those who believe in our mission. We are deeply grateful for our entire community’s philanthropic support, which has enabled us to amplify the potential of thousands of young people through CTY’s transformative educational programs.

To all the alumni, parents, friends, faculty, and staff who share our confidence in CTY’s mission and are helping to shape our future, thank you. Your support and dedication are the foundation of our community, and we truly appreciate your support.

Warm regards,

A handwritten signature in black ink, appearing to read "April C. Horton".

April C. Horton  
Senior Director, Development and Alumni Relations

## CTY Advisory Council

Enthusiastic alumni, parents, friends, and former staff members make up our volunteer Advisory Council. They support CTY's mission by advising the organization's leadership, promoting philanthropy, advocating for equitable academic access, and enhancing CTY's outreach and thought leadership. Our members also provide financial support, host engagement events, and leverage their networks to benefit CTY and its students.

Thank you to Amy Bauman, Kimberly Boateng, Venezia Garza, James Li, and W. Keith Robinson, council and associate council members, for completing their service to the CTY Advisory Council in June 2024. We extend our sincere gratitude for their commitment and dedication to CTY's values and mission.

We welcome Lisa Charles as a council member and Cyrus Castellanos, CTY Scholars, '19-'23, as an associate council member. Lisa is a current parent who utilized CTY resources to advocate for establishing a gifted education program at her child's school. Cyrus is a sophomore at Carnegie Mellon University, pursuing a BS in mathematical sciences with a concentration in operations research and statistics.

Our new members will play an integral role on the council by offering their perspectives and insights from the CTY parent or student experience while serving as ambassadors within their networks.



Above: Mary Hyman at home, amongst her art collection, in October 2023.

Left: The CTY Advisory Council members, CTY executive director, and senior director of development and alumni relations at an annual meeting in New York City in June 2024.



### COUNCIL MEMBERS

Marc Schneider, Chair ('85-'87, Parent)

Andy Bartholomew ('99-'00, '02)

Cyrus Castellanos (CTY Scholars, '19-'23)

Lisa Charles (Parent)

Allison Devore (Parent)

Joseph Ferguson (Parent)

Adam Garner ('94-'96, Parent)

Terri Kim (Parent)

Nina Kleaveland ('96-'97)

Marjorie Loeb (Parent)

John Lutz (Parent)

John Sabat (Parent)

Lee Stephens (Parent)

Peter Stris ('88-'91, Parent)

Ashley Timmer (Parent)

Laura Overdeck, honorary member and former chair (Parent)





## Remembering Mary Bloom Hyman, CTY Supporter and Advocate for Advanced Learners

Mary Bloom Hyman, a dear friend and supporter of the Johns Hopkins Center for Talented Youth whose dedication to advanced learners spanned half a century, passed away on Sept. 23, 2024, at the age of 97. Her contributions to CTY were singular in their impact.

A science educator, Hyman was recruited by CTY founder Julian Stanley in the 1970s to design astronomy, paleobiology, and marine sciences courses for middle school students who were performing beyond their grade level in math and science. She helped design CTY's first in-person summer science courses and organized some of the center's first weekend programs for families. She was a founding member of CTY's Advisory Council, which she served for 24 years.

"Mary was such a tremendous champion of CTY who showed such genuine care for advanced learners," said Amy Lynne Shelton, PhD, executive director of CTY. "She was wise, witty, and devoted to the Center's mission. And her legacy at CTY and in the lives of so many endures."

Hyman's generous financial support helped ensure that CTY programs will be affordable for advanced learners from diverse economic backgrounds for decades to come and assisted in growing CTY's research and outreach so that the center's impact could be felt more broadly in the U.S. and around the world.

She earned a BA in sociology and anthropology from Goucher College in 1971 and an MS in adult education from Johns Hopkins University in 1976. Hyman had a successful career in education, working at the Maryland Science Center and later joining Loyola University Maryland, where she worked as an educator for nearly 30 years. A recognized leader in American science education programs, she published several academic papers on the topic and gave many presentations at national conferences over her career.

A passionate volunteer and prolific philanthropist, Hyman served on the boards of organizations including the Baltimore Museum of Art, the Maryland Science Center, Goucher College, and Franklin & Marshall College. During her lifetime, she received multiple awards for her contributions to education, including honors from Johns Hopkins University, the Maryland Governor's Office, and Baltimore County Public Schools.

"Mary was the soul and conscience of the CTY Advisory Council," said Lee B. Stephens, former Advisory Council chair. "Mary always reminded us 'why CTY does what it does,' and why we so passionately and persistently give our time and treasure to support it."

It was hearing from parents who were desperate to find appropriate challenges for their advanced learners that first drew Hyman to CTY. And it was the reality that many schools didn't understand these students and their needs that kept her involved.

"I love this work, I always have," she told CTY in 2013. "It's wonderful to see students with great curiosity about a discipline and a commitment to learning engage in that area of study and advance their knowledge."

Mary was predeceased by her beloved husband, Sigmund Hyman. She is survived by her daughters, Carol Williams and Nancy Hyman.



# Strategic Roadmap

CTY's Strategic Roadmap supports the organization's goals as it aims to deliver on its mission of nurturing advanced learners and supporting the gifted education community, while also fulfilling the larger Johns Hopkins University mission of delivering knowledge for the world. Providing the philosophical underpinnings of the Strategic Roadmap are our foundational pillars:

- Identifying and supporting learners in every community and demographic
- Differentiation among advanced learners
- Acceleration and enrichment
- Facilitated learning over direct instruction
- Strength through collaboration and partnerships
- Peer networking and fostering community



## STRATEGIC GOALS

- **Unify** CTY's curricular approach, program integration, and research.
- **Build** CTY as a foundation for and generator of research.
- **Train** CTY-expert instructors.
- **Collaborate** across Johns Hopkins University to mutual benefit.
- **Collaborate** with external educational organizations.





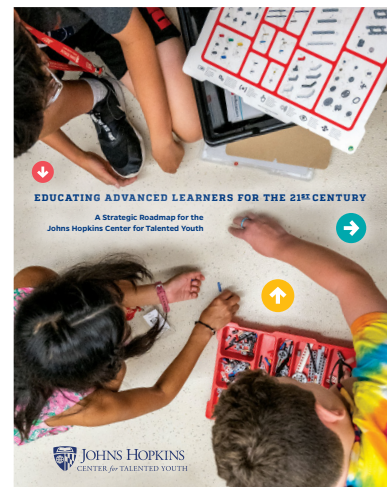


Scan the QR code to view CTY's Strategic Roadmap.

## Charting Progress Along the Roadmap

Progress to date toward our strategic goals includes efforts to develop a unified catalog, establishing a clear and comprehensive research agenda, and conducting cross-divisional course development collaborations with JHU partners.

One collaborative project examines how instructors can leverage AI in education as a co-tutor to help CTY students complete activities and assignments with on-demand feedback. Funded by a Johns Hopkins University Digital Education and Learning Technologies grant, our research team is working with the Whiting School of Engineering and the School of Education's Center for Research and Reform in Education to examine whether the AI co-tutor impacts students' learning and enjoyment of the course.







## CTY's Research Agenda

As CTY evolves as a center for innovation, the organization is exploring the best ways to educate advanced learners in the 21st century by using data to make informed decisions. At CTY, we are committed to understanding, supporting, and increasing access and opportunities to all advanced learners. Equity is woven throughout each of these research areas. “By prioritizing equity from the start, we ensure that our work not only meets the needs of today but also paves the way for a more inclusive future,” said Kathryn Thompson, PhD, director of research at CTY.

### IDENTIFYING ADVANCED LEARNERS

CTY is developing innovative methods to identify advanced learners from all backgrounds. Inspired by results from the CTY Baltimore Emerging Scholars Program, which point to the need for alternative identification methods, CTY is creating new assessments that support instructors' judgements of students' potential for advanced learning. These assessments, based on class assignments, allow students to demonstrate abstract thinking, critical thinking, curiosity, and creativity. In summer 2024, CTY conducted a pilot study of more than 100 students to test these new assessments. Results of this pilot study will help refine assessments and guide the next phase of our work.

### SUPPORTING ADVANCED LEARNERS

Matching students' interests and skills with appropriate courses is a powerful way to support the education of advanced learners. Researchers at CTY are studying how to customize a student's learning experience based on their strengths. By using different skills like memory, reasoning, concentration, and verbal abilities, this project helps match advanced learners with courses where they are most likely to succeed so they can enjoy their time at CTY. The team is analyzing data from a 3-year study involving over 4,000 students, with additional data collected via the CTY Explorers Research Network. Their goal is to create a recommendation system that enhances the student learning experience.

Scan the QR code to learn more about **Research at CTY** and the **Explorers Research Network**, a platform where students can participate in online games, experiments, and surveys designed to ask questions about what makes students successful at learning.



## Increasing Access and Opportunities

CTY believes every bright student deserves access to learning experiences that will nurture their talents and help them reach their full potential. We know advanced learners exist in every community and demographic, however students from historically under-resourced communities and populations are largely underrepresented in many gifted education programs.

The Dynamic Spatial Assessment project was inspired by earlier research showing that spatial reasoning skills may help improve identification rates among underrepresented students. This project uses innovative game-based assessments to understand how students approach problem-solving. It was launched with a \$1 million transformative gift from CTY parents and has received additional support from CTY alumni and parents. As our research efforts help identify more advanced learners, CTY's signature scholars programs support students from diverse communities and backgrounds.



*CTY's Baltimore Emerging Scholars Program, which provides advanced programming to about 400 elementary students in Baltimore City Public Schools, turned 10 this year.*

## Signature Scholars Programs

### BALTIMORE EMERGING SCHOLARS

CTY recently celebrated the 10th anniversary of the CTY Baltimore Emerging Scholars Program, an academic enrichment program for Baltimore City Public School students in Grades 1-5. The event, which drew participating students and their families, was held on Johns Hopkins University's Homewood campus, and included a recognition ceremony, guest speakers, a family resource fair, a photo booth, and cupcakes.

CTY and Baltimore City Public Schools launched the free program in 2014 to better identify academically advanced students in populations that are traditionally underrepresented in the field of gifted education. Teachers in the program are trained to identify academic talent among students in their classrooms and provide interdisciplinary coursework. This year, Baltimore Emerging Scholars served students in 56 city schools. More than 2,600 students have participated in Baltimore Emerging Scholars since the program's inception in 2014.

### MATH ACADEMY FOR PROMISING SCHOLARS

The Math Academy for Promising Scholars is an academic program offered by CTY in partnership with the U.S. Virgin Islands Department of Education. The program helps high-potential public school students in Grades 5-8 by catching them up to their appropriate grade level and then accelerating their math learning until they are functioning well above that grade level. The program receives generous funding support from Golub Capital.

### CTY SCHOLARS

The CTY Scholars Program is a four-year academic advising and college counseling program designed to close the opportunity gap among our nation's brightest students. The following pages provide information about the program, the latest graduating class, and donor support.

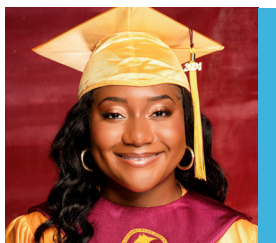


## CTY Scholars Program

CTY Scholars are prepared for top levels of academic achievement with academic advising, participation in CTY's rigorous courses, leadership development opportunities, and college preparation. The four-year program was founded in 2004 and has helped more than 720 high school students from historically underrepresented populations achieve success in college and their careers.

"CTY Scholars was crucial for my trajectory and where I am now," says Gabriel Cuilan, CTY Scholars, '14-'18. Gabriel is Afro-Caribbean and was born and raised in the Bronx, New York. He wanted a career in medicine but didn't have many role models in the field when he was growing up. At CTY, Gabriel examined the effects of chronic stress on the brain and body, learned lab skills, and how to think through tough problems and communicate complex information. He is now pursuing his MD at the University of Michigan, where his studies are fully supported by the Dean's Scholarship. Gabriel notes that Black male physician representation has remained virtually unchanged for decades. He hopes to be part of the change. "I get the honor of studying medicine and being a role model for other people of color and those from underserved communities."

### GET TO KNOW THE CLASS OF 2024 CTY SCHOLARS:



**V'KESHA ADAMS**

V'Kesha is majoring in nursing at Howard University and hopes to become a nurse midwife. She attended Ivanna Eudora Kean High School in St. Thomas, U.S. Virgin Islands, where she maintained a 4.0 GPA. She can best be described as motivated, kind, and caring. V'Kesha was treasurer of the National Honor Society and the student council. She was also color guard captain and volunteered at the Friends of Virgin Islands National Park. V'Kesha has known that she wanted to pursue a career in the medical field since she was in 8th grade and explored her interests by taking the CTY on-campus course Epidemiology and the online course, Diagnosis Be the Doctor.



**WILLIAM CHEN**

William is studying at Cornell University, majoring in biomedical engineering. At Hunter High School in New York City, he took part in orchestra, Science Olympiad, robotics club, math, and badminton and wrestling teams. William led the robotics and math teams to local and regional championships. Outside of school, William pursued his passion for music at the Eastern Music Festival in North Carolina as a violinist. He participated in the Inspirit AI program, learning about artificial intelligence from Stanford and MIT alumni. He was also one of 240 students selected to participate in the International Space Settlement Design Competition at the Kennedy Space Center. At CTY, William took the online course The Mathematics of Volatile Markets.



**PRIYA GIYANANI**

Priya is a first-year student at George Washington University. Priya was a straight-A student at the Antilles School in St. Thomas, and received the Tulane University Junior Book Award and was recognized for excellence in academics, leadership, and public service. She served as the student council class representative throughout high school and was a member of Girl Up!, a club dedicated to educating others about gender equality. As treasurer of the Tri-M Music Honor Society, she was recognized for advocating for music education in public schools. At CTY, Priya took online courses including The Mathematics of Volatile Markets, Honors Algebra I, and Behavioral Economics as well as the on-campus course International Politics.



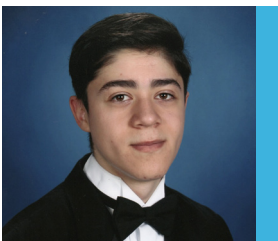
**JAYDEN GREEN**

Jayden is attending Rutgers University, Newark, where he is pursuing a degree in nursing and plays basketball. He was an honor roll student at Hillsborough High School in New Jersey. Jayden is known for being hardworking and friendly. He was treasurer of the student council, and a member of the Medical Minds Club and Habitat for Humanity. Jayden was also captain of the varsity basketball team and played Amateur Athletic Union basketball. Outside of school, he coached local basketball camps and volunteered for the Special Olympics. Jayden participated in a pre-college program at Wake Forest University where he took a sports medicine course. At CTY, Jayden took The Mathematics of Money.



**MATTHEW KIM**

Matthew is studying civil engineering at Cornell University. He attended Bronx Science High School, where he co-founded the Asian Games Club and taught students how to play Mahjong and Chinese Checkers. He was part of the school's Dungeons and Dragons and e-sports clubs, and a member of his orchestra and band, where he played the flute. Outside of school, Matthew volunteered with the Korean-American Youth Project Community Team, and participated in an architecture program at Cooper Union. He loves participating in church programs and mentoring his younger brothers. Matthew was part of Cornell University's Splash program, where students take classes in various academic subjects. At CTY he took Principles of Engineering at Roger Williams University, which sparked his interest in engineering.



**JUAN CARLOS OCHOA**

Juan is pursuing a degree in finance at Baruch College. At New Rochelle High School, he consistently placed on the high honor roll, and was a member of the National Honor Society, National Art Honor Society, and the United Cultures Club. During his sophomore year, Juan played a key role in planning and executing the 9th annual Latinx Youth Leadership Conference. He volunteered as a mentor in an ESL program and translated for students and staff. He also served as captain and goalie of the school's soccer team. Outside of school, Juan worked part-time to contribute to his family's household. Juan's interest in finance began at CTY, where he took three online courses, including Incentives for a Better World, Mathematics of Volatile Markets, and Behavioral Economics.



**CTY Scholars  
program supporters:**

AT&T

Andy Bartholomew and  
Siena Aguayo

Cliff Burnstein and  
Sabra Turnbull

Richard Cooper and  
Judith Areen

Nicholas Fox and  
Maria Shim

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Mae and Sean O'Malley

Cindy and Sash Rentals

The Stone Family

Ashley Timmer and  
Ari Zweiman

Richard Towne

Katherine Wheatley

Anthony and  
Nanar Yoseloff



## CTY Academic Programs

In 2023, CTY On-Campus Programs welcomed 11,258 students, with just over one fifth of our students coming from outside of the U.S. Throughout the 2023-24 academic year, our Online Programs had more than 9,400 enrollments. Online courses are led by expert instructors skilled at engaging bright learners in a virtual setting and offer courses year-round in a variety of formats, allowing students to work at a pace that fits their schedule and learning goals. This past summer, CTY launched three new Discovery Sampler courses: Decoding Our World, Summer Sleuths, and On Being Human. These courses are a new way for students to explore three topics over one three-week, in-person session and build their math, science, and writing skills.

CTY students thrive when challenged with rigorous academics and novel instruction in a fun community of peers. In these pages, we offer a glimpse of how one CTY expert instructor Nick Palastro, known to his students as Stro, engages student in grades 7 to 11 in his Cryptology course. We also share the experience of one financial aid recipient family and the impact on their student for being able to participate in our program.

## Instructor Spotlight

“I became an instructor for Cryptology in 2016 and previously served as a teaching assistant for four years of On-Campus Programs. Sometimes, the reason you keep doing something has to do with the people involved. CTY students are incredible — they’re awesome to work with and a lot of fun. It is extremely endearing to see a group of students make a discovery. I’ve seen it hundreds of times now, and it never gets old when someone figures out how something works.

Working with excellent instructors and dedicated people at CTY has provided me with a huge amount of professional development. Because of those people, I am a better mathematician, a better programmer, and, in many ways, a better person. Over the years, I learned to navigate classroom challenges like a student spontaneously bursting into tears and I learned how to successfully deliver course material and create teaching tools. I also learned what the students need, not just as students, but also as people.

For Cryptology, we start with ciphers and work with manipulating symbols. I throw down intentionally tricky problems. I know their first, second, or even third approach isn’t going to work. That experience is new and kind of scary for many of our students, who are used to getting the solution right the first time.

Then there are the students who compete and are naturally confident. They’re thinking, ‘How do I succeed?’ while others are waiting to see, ‘Is this something I can do?’ When you have different strategies for approaching students, they will notice that you are getting to know them and paying attention to their personalities.

For the kids focused on the win, the tactic I emphasize is aggressive guessing, which will help get them there and faster. And for students worried about failing, I show them that when they guess wrong, there’s actually a benefit. I encourage guessing as the most powerful and winning strategy. I reassure all my students that there really is a way to solve the problem if they keep at it. Suffering through the confusion and pushing through hard problems ends up being a much more important lesson for life than learning how the cipher works.”

- Nick Palastro, CTY Instructor



Above: Nick Palastro and his summer 2024 Cryptology students at the CTY Dickinson College site.

Anzhi Li describes her son's CTY experience as profoundly impactful for her whole family.



## Financial Aid for Academically Advanced Students

“For my family, the opportunity to participate in CTY has been a life-changing experience that transcends the boundaries of education. From the very beginning, CTY opened doors to an unparalleled world of intellectual exploration and personal growth for my son. Attending a CTY On-Campus Program immersed him in an environment filled with like-minded peers. His curiosity blossomed and it has ignited a passion for learning that has only grown stronger.

My son's enthusiasm for learning has translated into increased confidence, not just in academics but in all aspects of his life. As a parent, I've have watched with pride as CTY provided an exceptional educational haven for my son that nurtured both academic excellence and creativity. The connections formed within this community have been particularly invaluable, offering lasting friendships that continue to enrich his life.

We received financial support for my son to take the Physics of Engineering course. It was like a ray of sunshine in winter, lighting up our path forward. CTY has given me hope, especially in the face of financial challenges. It has allowed my son to realize his dreams of attending CTY and has strengthened our entire family's courage and resolve at difficult times.

I am grateful beyond words, as I recognize the profound impact that this generosity has had on our lives. I express my deep gratitude to the donors and the CTY community — know that every act of kindness will light the way for a brighter future.”

- Anzhi Li, CTY Parent



Left: Parents Asha Kumar (left) and Anil Punyapu with their son Akshay and CTY executive director Amy Lynne Shelton, PhD.

Right: CTYers play an impromptu Scrabble game at the Los Angeles-area family gathering.



### FAMILY ENGAGEMENT

Thanks to CTY parents Anil Punyapu and Asha Kumar, who hosted a gathering for families from around the Los Angeles area at their home. This provided an opportunity to connect with other local families and hear program updates from CTY Executive Director Amy Lynne Shelton, PhD. Family-oriented gatherings build a community for children who love learning and may provide connections and support for families.



## Gifts for Impact

CTY is grateful to each and every one of our supporters. We deeply value every gift, no matter the size, from individuals and foundations. Each contribution plays a crucial role in helping to achieve our mission — whether it's funding transformational research, providing financial aid to students, supporting educational partnerships, or developing innovative curricula.

Below are some highlights of philanthropic and volunteer support for CTY between July 1, 2023 and June 30, 2024:

- CTY received more than 2,060 **gifts** and **pledges** from over 1,700 donors.
- We raised \$342,000 for the **CTY Impact Fund** to support critical next steps for priority program areas.
- **Gifts** made with a CTY student's **course registration** contributed \$30,300 to financial aid.
- The **Dynamic Spatial Assessment project** received a \$50,000 first-time gift from a CTY parent.
- Long-time supporters the Overdeck Family Foundation and the Goldsmith Family Foundation provided \$430,000 and \$100,000 for **student financial aid**, respectively.
- CTY parents Warren and Mary Naphtal made a major gift to the **CTY Scholars Program**.
- A bequest from the Anne and Paul Padzuikas estate continued to honor their daughter's memory through the **Toni Lee Padzuikas Memorial Scholarship Endowment**.
- Alumnus Barry Leybovich '03-'08 supported **curriculum development** for the Baltimore Emerging Scholars program with a five-year pledge.
- Marjorie Loeb, a CTY parent and advisory council member, and her husband Michael hosted a **reception** for a small group of CTY donors, alumni, and friends from the New York City area.
- Oliver Weisberg, former chair of the East Asia Advisory Council, hosted two **gatherings** for alumni, parents, and friends at sporting events held at the Barclays Center in New York City.



### A SWEET TREAT

The CTY community is familiar with our annual salute to the enigmatic mathematical sign pi, which is celebrated worldwide on March 14. The day has special significance at CTY, as it represents the curiosity and love of learning shared by our students, families, alumni, and staff. Pi Day 2024 was a huge success — we received an enthusiastic response from our supporters and exceeded our fundraising goal. We raised over \$83,000 including challenge gifts from Advisory Council members and alumni Andy Bartholomew '99, '00, '02, and Peter Stris '88-'91, and CTY parents Lisa and Ken Charles.



## Making a Difference for Advanced Learners

CTY parents Chris and Donna Young remain loyal supporters more than a decade after their children experienced CTY. Their annual gifts honor their commitment to creating opportunities for students from low-resourced communities and align with CTY's efforts to increase access to advanced academic programs for underrepresented populations. Read on to learn what has motivated their support since 2004.

“We are parents of children who attended many CTY courses, but we are not alumni ourselves. Chris was brought up and graduated from university in the United Kingdom, and I was educated in the U.S. and completed a year abroad in Austria. We are first-generation university graduates from our respective families. So, both of us value the gift of education.

Our daughter Megan took her first course at CTY in 2004. We had learned of CTY from her school when we lived in Connecticut. Megan and her younger brother Peter explored different interests, reflected in the diversity of the courses they took. Megan greatly benefitted from a CTY Algebra course when we moved from Connecticut to Texas. It helped her bridge a gap in the curriculum progression between the two schools. Our daughter was also introduced to East Asia when she took the CTY course Medicine: East and West in Nanjing, China. Megan loves the region and has just celebrated her 10th year of working there!

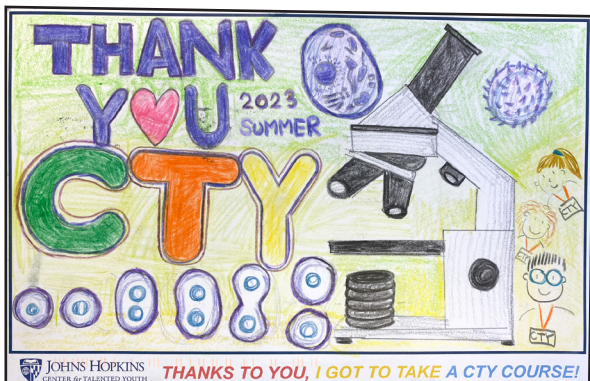
We spoke to Megan about CTY recently, and she fondly recalled the sense of community she experienced, as well as the social events and singing American Pie. Our children had talent, and we had the means to support their education. We are keenly aware that many others have talents but not the resources, so we decided to support scholarships to CTY.

Before retirement, we received matching funds from our employers, which was a great way to leverage our donations. We have been retired for several years now and like to keep busy by volunteering our time and expertise. We also do pro bono work for nonprofit organizations and continue supporting CTY to make a difference for talented students.”

- Donna and Chris Young, CTY Parents



Donna and Chris Young are parents of two CTY “forevermores” and loyal supporters since 2004.



CTY students decorated postcards with their artwork and shared messages for our donors about their most enjoyable experiences and the fascinating things they learned.





An August 2024 New York-area CTY alumni event brought together alumni and friends to cheer on the New York Liberty to a win against the Las Vegas Aces.

## Alumni Engagement

This year CTY experienced a significant rise in alumni participation in various events, expanding our networks, joining our social media platforms, and supporting the center through volunteer work and philanthropy. Our alumni share a unique bond with each other and with CTY, and our engaged community means we are thriving together.

### CTY ALUMNI BRUNCH IN SANTA MONICA

Thanks to four enthusiastic alumni partners — Andy Bartholomew '99, '00, '02; Rohit Dayal '06; Max McGowen '03-'05; and Christie Schuler '96-'98 — CTY hosted our first West Coast regional alumni event in several years.

Over 30 alumni and friends from 1985 to 2021 socialized over brunch and heard program updates from CTY Executive Director Amy Lynne Shelton, PhD, and from Advisory Council member Andy Bartholomew '99-'00, '02.



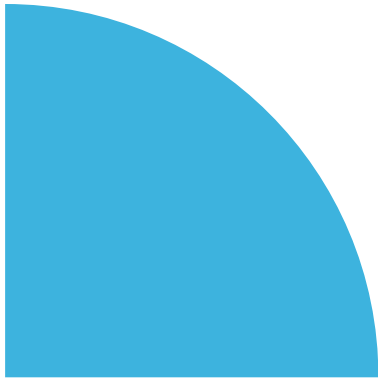
### YEAR IN REVIEW

The CTY Development and Alumni Relations team introduced new engagement opportunities this year. Highlights include:

- 65 alumni participated in **interviews, focus groups, spotlights, videos, and testimonials**.
- 14 alumni of all ages shared **summer send-off messages** for incoming CTY students.
- The **CTY Alumni College Corner** segment showcased recent alumni navigating college life.
- The new **CTY Ambassador Toolkit** provided families and friends with resources to share information about CTY.
- The **Virtual Alumni Update Event** with CTY Executive Director, Amy Lynne Shelton, PhD, New York Liberty Basketball game, Alumni Brunch in Santa Monica, and Brooklyn Nets Basketball game events had record attendance.
- Two Los Angeles-area focus groups provided feedback on **regional programming**.
- 975 CTY alumni responded to a survey that provided insights for **improving our efforts** and **creating new initiatives**.



*CTY Scholars Program alumna Njeri Grevious volunteers to support CTY and recently hosted a CTY Advisory Council meeting at Microsoft's New York offices.*



## Alumni Spotlight

CTY is committed to continually enhancing the alumni experience. Our alumni network is expanding, and our progress is driven largely by dedicated and passionate alumni.

Njeri Grevious, CTY Scholars, '09-'12, who is an AI product manager at Microsoft, has been actively engaged in CTY events, contributed to our "5 Questions" interview series, and hosted the CTY Advisory Council Meeting at Microsoft in June, where she shared her CTY journey. Her leadership and enthusiasm are inspiring and illustrate how our alumni strengthen and enrich the CTY community. Here's why she stays involved with CTY:

"It was very important to me that I make things a little bit easier for those coming up after me. To open a door for someone and help them achieve what they want in their lives is priceless. I would not be where I am if I didn't have mentors, sponsors, and people like my CTY advisor, Shanna Houser, to guide me.

I discovered how much I loved analytics and research in high school. At CTY, I got to take advanced math courses to get ahead. The CTY Scholars program, then known as The Next Generation Venture Fund, supported my whole journey to college. During those four years, I remember writing thank you letters to the donor. It was a wonderful way to document what I'd been able to go through. At the graduation dinner with my cohort and our families, I remember looking around and thinking, 'We're finally here, we made it!'

At Yale, I majored in math with a concentration in biomedical engineering. Shanna recommended me for the Ron Brown Scholarship, which I got along with two other awards. I was privileged to have resources. My siblings didn't have the same access or resources that CTY provided, but I could share whatever lessons I learned.

I received the Ron Brown Scholar Program award, and he said, '...keep the door open and the ladder down for others to follow.' It's become a motto for me throughout, and it's why I continue supporting CTY and the other programs I've been part of. I like that my contributions to CTY are mostly my time and my effort to support the community."

- Njeri Grevious, CTY Scholars, '09-'12

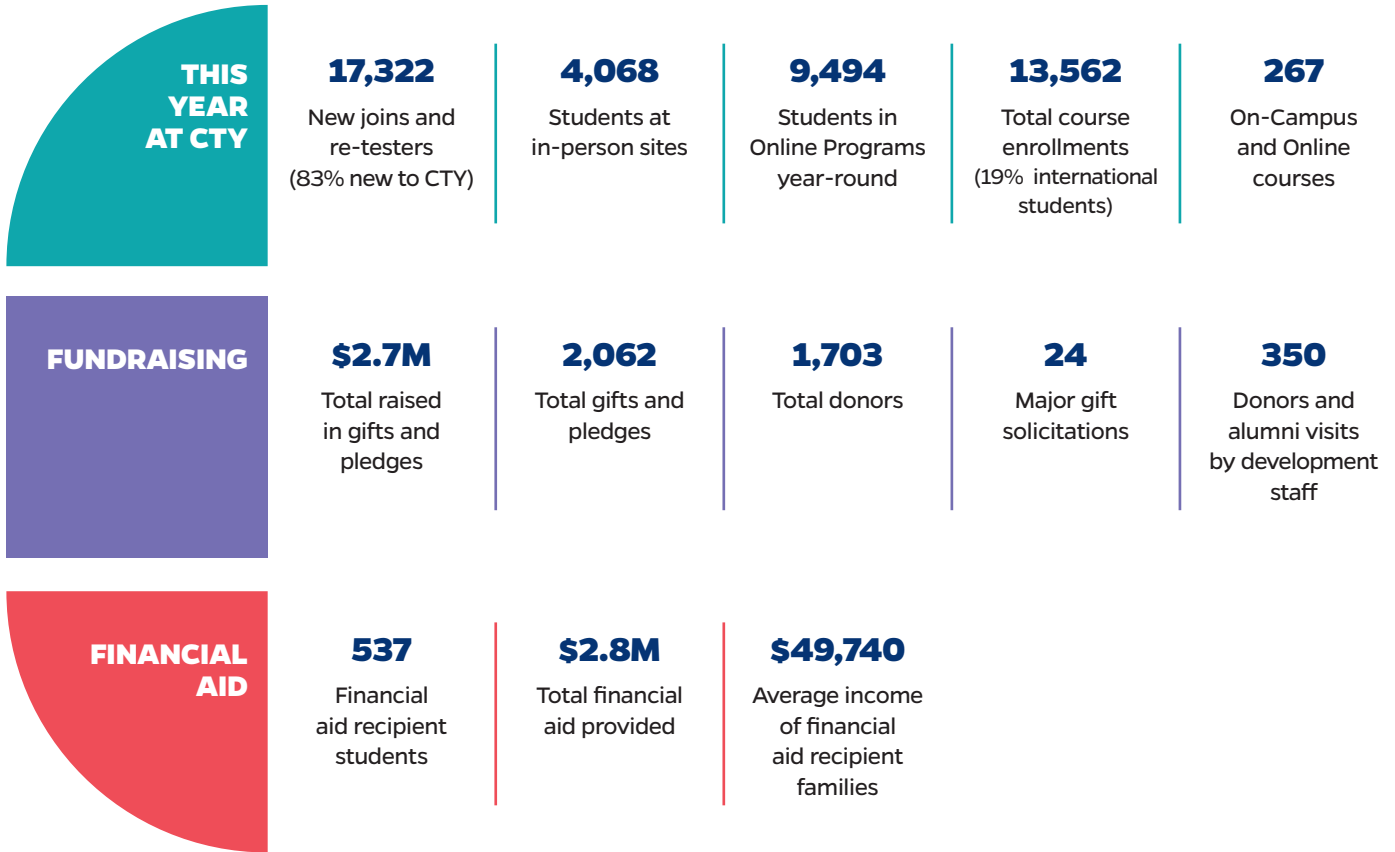


Scan the QR code below to visit the **CTY Alumni Resources** page on our website and discover the full menu of opportunities to stay engaged.

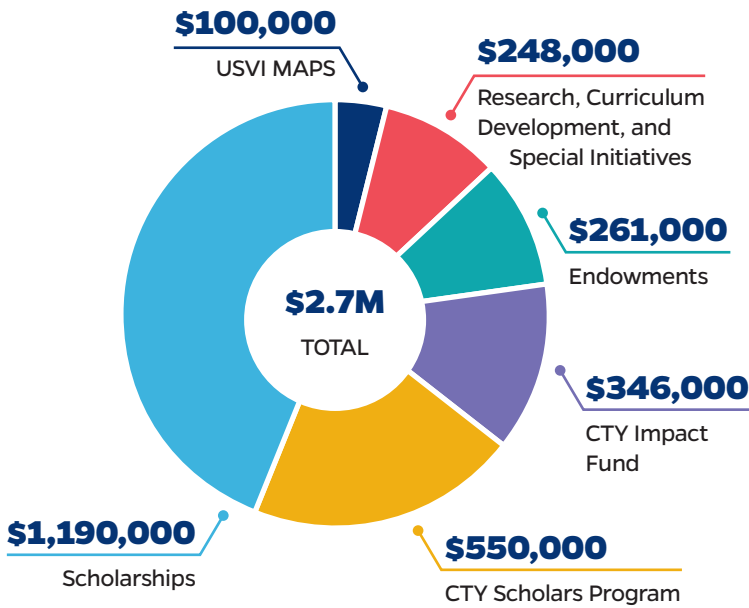




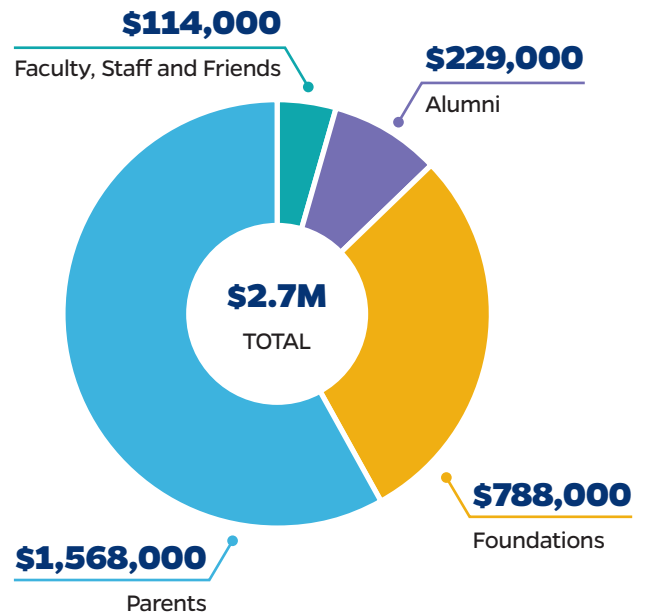
# By the Numbers July 1, 2023-June 30, 2024



## FY 2024 DESIGNATION OF GIFTS & PLEDGES



## FY 2024 GIFTS & PLEDGES BY DONOR TYPE



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