CTY gratefully acknowledges the efforts of our Advisory Council, East Asia Advisory Group, and Southeast Asia Advisory Group.

A dedicated and diverse group of volunteers with many different connections to CTY, the advisers provide invaluable insights and perspectives, champion CTY's programs in their communities, and serve as philanthropic leaders for the organization. We honor their passion, commitment, and contributions in support of excellence at CTY.

**CTY Advisory Council**

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Robert Gilman  
Peter Hammack  
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Paul Li  
Helen Sun  
Karel Vacek  
Clara Wu  
Rebecca Xu  
Andrew Yiu
Dear Friends,

Thank you. Your support has helped bright kids shine in so many ways over the past year, and we are delighted to share this report of giving and gratitude with you.

In the following pages, we will highlight some of the people who make the Center for Talented Youth such a special place, from students to instructors to parents. We will introduce you to Marc Howard and Miriam Melnick, both CTY alumni, donors, and Google engineers who are also summer program instructors; Terri Kim and John Lutz, both CTY parents and Advisory Council members who, along with their families, created endowments to provide scholarship support in perpetuity; and Santino Vaughan, a young CTYer from Baltimore City who has thrived in CTY’s Baltimore Emerging Scholars program. The innovation, creativity, and passion of our community never ceases to amaze us.

As a nonprofit center within Johns Hopkins University, CTY relies on the generous support of donors like you to keep its programs and services accessible to all qualified advanced learners, and on the cutting edge of teaching, learning, and advocating for talented youth.

We are truly grateful that you have chosen to join us in our mission to recognize and develop the world’s brightest minds. Together, we’re helping talent rise.

With gratitude,

Elaine Tuttle Hansen,
CTY Executive Director

Lee Stephens,
CTY Advisory Council Chair
Anthony Ragasa has always been great at figuring stuff out on his own. “He just goes off and teaches himself,” says his mom, Gloria Ragasa Leonardo. This learning style certainly has its perks. For one thing, Anthony, a seventh grader from Los Angeles, rarely has to ask for help with math. But it also comes with some challenges.

“Anthony has so many ideas, but sometimes it feels like his brain works faster than his lips,” Gloria says. “It’s hard to get to know a person if they don’t speak about what they’re thinking.”

When Anthony took his first CTY Summer Programs course, Writing Workshop: Modern Fantasy, last summer, he discovered a way to share some of those ideas. Scholarship support made it possible for him to attend.

“Two years ago, I didn’t like writing. But I’ve realized it’s fun to make stories that are interesting and help me express my feelings,” Anthony says. “Writing is one of my favorite subjects now, because I can be creative and free, and feel good about what I want to say.”

Anthony likes writing so much that he took another CTY course, Writing and Imagination, this summer, thanks to generous donors.

Gloria has noticed a “big change” in Anthony’s writing. “His teacher was amazed after he went to CTY last year,” she says. “He got straight A’s. He’s going to be in a high honors class, and CTY has helped him prepare for that. He has the confidence. He used to be like, ‘Mom I don’t want to do that.’ Now he’s like, ‘Mom, I think I’m ready.’”

“Writing is one of my favorite subjects now, because I can be creative and free, and feel good about what I want to say.”

Anthony Ragasa
As alumni, Marc Howard and Miriam Melnick know how transformative the CTY experience can be. That’s why the married Google engineers devote three weeks each summer to teaching Advanced Robotics, which exposes high school students to graduate school level material as they explore emerging trends in engineering, like autonomous navigation and computer vision.

“They can directly apply what they learn to the workforce or in an academic setting,” Howard says. “They learn that engineering isn’t magic; it’s a great tool they can keep in their belts.”

Melnick, who took an online course with CTY, acknowledges that it’s difficult to step away from her desk for three weeks. But, she feels it’s important for students to meet engineers from the real world—especially a woman. “Our female students are gobsmacked that there’s a woman, an engineer at Google, at the front of the class, encouraging them to follow in her footsteps,” Melnick says. “We can make a huge impact when we inspire students in that way.”

After spending six summers with CTY as a student, Howard was inspired to come back as an instructor. He stresses that the program brings talented students together and teaches them how to work with others who are equally passionate about learning. “If we can take these already exceptional learners and empower them to tackle some of the toughest issues of our age, and give them the tools to do so, you get a group of individuals who go from potential movers and shakers to future leaders,” he says.
Julian C. Stanley was a psychologist, an educator, and an advocate of accelerated education for academically advanced children. More than 40 years ago he began studying precocious intellectual ability in pre-college students. With one of the earliest Spencer Foundation grants, he launched a longitudinal study then known as the Study of Mathematically Precocious Youth, and now continued in the Julian C. Stanley Study of Exceptional Talent. Not content with merely studying how profoundly gifted students should be identified and educated, Stanley put his research findings into action by creating the Johns Hopkins Center for Talented Youth. As we prepare to celebrate what would have been his 100th birthday on July 9, 2018, we hope to honor and ensure the lasting legacy of CTY through endowment support.

Establishing a named endowment at CTY is a wonderful way to create a base of funding that exists in perpetuity, providing a stable income source for years to come while celebrating your connection to CTY. Endowments at CTY can be established to support a variety of programs, including scholarship support, research initiatives, and teaching awards.

In honor of Professor Stanley’s birthday, CTY has committed to matching new endowment gifts and additions to existing endowments of $50,000 or more (matching up to $100,000) through May 15, 2019. To learn more about how you can double your endowment gift or add funds to an existing endowment, please contact Margaret Walsh, Senior Director of Development, at mwalsh@jhu.edu.

Terri and Richard Kim have a long family history of involvement with CTY: their oldest son Brandon attended five summer programs, and triplets Pierce, Marisa, and Isabelle attended a combined total of 15 programs! Terri, a member of CTY’s Advisory Council, and her husband Richard established the Terri and Richard Kim Scholarship Endowment to provide scholarship support to CTY students with financial need.

“We knew from the moment that our eldest son John set foot on the campus for his first summer program that CTY was going to be very special for him. Over the years CTY’s impact grew as the other kids had the chance to take advantage of CTY offerings. We hope in establishing the fund in Alethea’s memory that her own passion for CTY will be amplified and that CTY’s incredible value can be shared with other families.”

John Lutz is a member of CTY’s Advisory Council, and his ties to CTY are plentiful: daughter Charleton, “CC,” and sons James and John Anderson Jr. have taken a combined total of 18 summer programs at CTY, in addition to several CTY online courses. John and his family established the Alethea Lutz Memorial Endowed Fund in memory of John’s wife and the loving mother of their children. The Alethea Lutz Memorial Endowed Fund provides scholarship support to CTY students with financial need.

“Facilitating access to wonderful educational opportunities is one of the best things we can do. CTY has been a real highlight for each of our four children. We wanted to do what we could to help ensure that all qualified children, regardless of economic resources, can benefit from CTY’s exceptional academic programs.”
Named Endowments

- Sarah D. Barder Educator Recognition Award
- Harold R. Burnstein Endowment
- Mary Farrell Camerer Memorial Scholarship Endowment
- Charter Oak Scholarship Endowment
- Chin Family 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
- Ford Family Scholarship Endowment
- Mary Ellen and Andrea Geisser Scholarship Endowment
- William Hernstadt and Jerene Yap Hernstadt Endowment
- Joel and Carolyn Hutzler Scholarship Endowment
- Sigmund and Mary Hyman Scholarship Endowment
- William McCord Johnston Scholarship Endowment
- Kahn Family Scholarship Endowment
- Kristine Kakaes Memorial Scholarship Endowment
- Terri and Richard Kim Scholarship Endowment
- Daniel J. Kliman Memorial Scholarship Endowment
- James M. and Elizabeth S. Li Family Endowment
- Marjorie and Michael Loeb Family Scholarship Endowment
- Lubash-Moses Family Endowment
- Alethea Lutz Memorial Scholarship Endowment
- Ram Manudhane Scholarship Endowment
- Charles D. Miller Scholars Endowment
- Nancy Delano Moore Scholarship Endowment
- Toni Lee Padzuikas Memorial Endowment
- Harvey L. Panzer Scholarship Endowment
- Ernest Rabinowicz Memorial Scholarship Endowment
- Vivek and Niilima Ragavan Scholarship Endowment
- Joshua Ringel Memorial Endowment
- Joan Gross Scheuer Scholarship Endowment
- Eric J. Smith Memorial Scholarship Endowment
- Snert and Louie Celebration Endowment
- Julian C. Stanley Endowed Professorship of Talent Development
- 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. Tagliafu Endowment
- Thakor Family Endowment
- K. C. Wu Scholarship Endowment

CTY Endowments in Action

In addition to endowments that provide critical scholarship support, some donors have established endowments to support other areas of CTY, including research and annual awards and conferences:

- The Sarah D. Barder Educator Recognition Award is presented to exceptional teachers who are nominated by CTY students and selected by a committee of CTY educators. Teachers who are selected for the award receive an all-expense paid trip to the annual Sarah D. Barder conference and a small stipend.
- The Thakor Family Endowment provides resources for annual awards and certificates, presented to CTY students who participate in the CTY Summer Research Program.
- The Evelyn Edwards Endowment for the Study of Exceptional Talent supports ongoing research and services for students and families in the Study of Exceptional Talent.
Brianna Harris is on a fast track. She has her mother to thank for discovering CTY—and once she did, Brianna took advantage of every opportunity the Center offered.

As a CTY Scholar, Brianna took a variety of courses, including Etymologies, Foundations of Psychology, and Politics in the Middle East. “I loved that all of the classes provided a supportive environment where students felt comfortable to share what they were truly thinking,” she says.

She adds, “The CTY Scholars program made the college and financial aid process so much easier for my mom and me to understand. It provided me with a counselor whom I could reach out to at any time, whether it was for help deciding between two classes, or advice about who should write my college recommendations.”

Brianna also excelled outside of CTY. She was editor of her school newspaper, served on the Poetry and Action Social Awareness clubs, and participated on her school’s track, volleyball, and basketball teams. She also found time to teach Sunday school.

This past summer, Brianna participated in the CTY Summer Research Program in Baltimore, an opportunity designed for older students who have completed at least one CTY summer course and have demonstrated leadership and maturity. She investigated the topic of computer-based versus paper-based testing of students with high academic ability under the guidance of CTY’s Director of Research Amy Shelton.

The self-starter plans to keep herself just as busy in college. Brianna will attend Harvard College in the fall, and plans to pursue a joint concentration in Government and East Asian Studies with a Math minor. “There are so many opportunities and resources available, and I can’t wait to explore them all. I’m most looking forward to getting involved with different volunteer opportunities in Cambridge and Boston, and also with the Black Students Association on campus,” she says.

“I loved that all of the classes provided a supportive environment where students felt comfortable to share what they were truly thinking.”

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Johns Hopkins CTY Scholars, CTY’s signature scholarship program, was developed in 2004 as a way to close the excellence gap among our nation’s brightest students. Since then, this four-year scholarship and advising program has helped more than 700 low-income and minority high school students achieve at top levels, preparing them for success in college and in their careers.

For more information about how you can help close the excellence gap through this comprehensive program, contact Margaret Walsh at ctydevelopment@jhu.edu.
Most classrooms sit eerily still after the last bell rings, but on an afternoon this past March, room 308 of Mount Royal Elementary School in Baltimore was buzzing. CTY instructor Alireza Mortazavi and nine fourth-graders discussed what happens when an object moves into the path of a black hole.

Mount Royal was one of four schools partnering with CTY to host the Baltimore Emerging Scholars after-school program for advanced learners. Since 2014, the program has brought CTY to 180 students through 25-week courses like Space and Astronomy and Spies and Espionage. Now in its fourth year, the program is expanding, doubling the number of schools and curricula offered.

In the past, CTY’s methods of identifying promising students from underserved communities have not yielded the results we hoped for in Baltimore. “It isn’t that academically advanced students don’t exist in Baltimore; we know they’re here,” said Baltimore Project Manager Ashley Flynn. “CTY Baltimore Emerging Scholars is a platform that removes a variety of barriers students and their families have historically faced in accessing advanced programming by bringing the programs to them in their own schools, in their own communities, in their own context.”

The program is also helping CTY explore new ways of identifying academic talent. Typically, students gain access to CTY courses by taking an above-grade-level standardized test, like the School and College Ability Test or the SAT. But these tend to miss students in under-resourced communities who have the capacity and motivation to learn, but may not have had the academic opportunities to demonstrate their ability on standardized tests.

Instead, teachers and staff at participating schools recommend bright students for the program. Successful students are later invited to enroll in a Summer Programs course, no testing required. Nine Baltimore Emerging Scholars students participated in CTY summer courses this year—including Santino Vaughan, who learned about chemistry, research methodology, and nutritional health in CTY’s The Edible World.

“We’re learning a lot of stuff I wouldn’t normally learn,” Santino said. “What I like about CTY is, we all have different perspectives to share, and we can interact with each other more because it’s a smaller class. My only complaint is that it doesn’t last all year.”
Since 1979, CTY has reached more than 1.5 million students worldwide through our summer, online and family programs, Talent Search, and resources such as the Study of Exceptional Talent and the Diagnostic and Counseling Center.

**Revenues & Expenditures**

**July 1, 2016 – June 30, 2017**

Total Revenues: **$53,328** in thousands

- **Tuition & Fees**
  - $48,833 / 91.6%

- **Gifts, Grants & Investment Income**
  - $4,424 / 8.3%

- **Salaries & Wages**
  - $24,754 / 46.4%

- **Supplies & Other**
  - $2,562 / 4.8%

Salaries & Wages: **$24,754** / 46.4%

Other Sources & Auxiliary: $71 / 0.1%

Supplies & Other: $2,562 / 4.8%

Facilities & Other Contractual Services: **$23,318** / 43.7%

Reserve Transfer: $2,694 / 5.1%

Total Expenditures: **$53,328** in thousands

**Talent Search Participants:** 25,907

**Enrollments in all CTY Programs:** 28,743

**Summer Programs Enrollments:** 9,729

**CTY Online Programs Enrollments:** 14,439

**Summer Program Students Receiving Financial Aid:** 1,280

**Family Academic Programs Enrollments:** 4,562

**Summer Research Program Enrollments:** 13

**Distinct Summer Courses Offered:** 106

**Distinct Online Courses Offered:** 163

**COUNTY Academic Programs**

(2016 Summer Programs)

Total Revenues: **$53,328** in thousands

Total Expenditures: **$53,328** in thousands

**Total Revenues:**

- **$53,328** in thousands

**Total Expenditures:**

- **$53,328** in thousands

**Students Receiving Financial Aid:**

- **1,280** students
CTY Academic Programs FY 2017

Country of Residence
- International 17.51%
- United States 82.49%

Family Income of Financial Aid Recipients
- Income distribution across different brackets

Type of School Attended
- Public 53.90%
- Private 41.94%
- Home School 3.68%
- Other 0.72%

Race/Ethnicity
- Unspecified or Not Reported 46.88%
- Asian American or Asian Origin 21.08%
- White or Caucasian 17.78%
- South Asian Origin 4.33%
- Latino Hispanic 4.18%
- Other 3.49%

Gender
- Female 43.70%
- Male 56.29%

Race/Ethnicity Key:
- Black or African American 2.01%
- Native Hawaiian or Pacific Islander 0.17%
- American Indian or Alaskan Native 0.09%

Curricular Area
- Humanities & Writing 27.50%
- Math & Computer Science 47.42%
- Science 25.08%

Gender
- Neither/Not Disclosed 0.01%

75% of Financial Aid recipients had a family income of $50,000 or less.
The Johns Hopkins Center for Talented Youth is a nonprofit organization dedicated to identifying and developing the talents of the most promising K-12 students worldwide.

As part of Johns Hopkins, CTY helps fulfill the university’s mission of preparing students to make significant future contributions to our world.