2019 REPORT OF GIVING AND GRATITUDE
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.

CTY Advisers

CTY gratefully acknowledges the efforts of our U.S. and East Asia Advisory Councils, a dedicated and diverse group of volunteers. These 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 CTY’s mission.

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DEAR Friends,

A lot has changed since 1968, when Professor Julian C. Stanley met the exceptional young student who would become the first CTYer, but our core mission remains the same: advancing the needs and abilities of academically talented youth.

We would like to thank Elaine Tuttle Hansen for her dedicated service to CTY. As you may know, Elaine stepped down from her role as Executive Director in December 2018, concluding an accomplished seven-year tenure. Elaine’s leadership brought a renewed and lasting focus on research as well as access and inclusion to CTY.

A search committee is working closely with Johns Hopkins Provost and Senior Vice President for Academic Affairs Sunil Kumar to identify CTY’s next leader. We will keep you informed as the process unfolds, and look forward to introducing CTY’s fourth Executive Director in the near future.

While the search continues, Amy Lynne Shelton, CTY’s Director of Research and Associate Dean for Research for the Johns Hopkins School of Education, has taken on the role of Interim Executive Director. Amy’s commitment to CTY and her deep knowledge of the university have been tremendous assets to the organization during this transitional period, and we are grateful for her ongoing leadership.

In the spirit of gratitude, we would also like to thank you for being a champion of CTY. Your support and investment in the programs and people that make CTY such a great place to learn and grow are deeply appreciated, and make a tangible difference in the lives of the students we serve.

On behalf of CTY’s staff and Advisory Councils, we thank you for choosing to include CTY in your family’s philanthropic priorities.

With gratitude and best wishes,

Lee Stephens
CTY Advisory Council Chair

Oliver Weisberg
CTY East Asia Advisory Council Chair

Lee Stephens
Oliver Weisberg
Circa 1968
Johns Hopkins psychologist Julian Stanley meets Joe Bates, a 13-year-old Baltimore boy who was taking a graduate level computer science course and had exhausted the math classes at his school. He has him take the SAT, which confirms that Joe is ready for more advanced courses than schools would allow him to take. With Stanley’s support, Joe enrolls in college at JHU.

1971
Realizing there are more academically advanced pre-college students who would benefit from identification of their educational needs through above-grade-level testing and coursework, Stanley founds the Study of Mathematically Precocious Youth.

1972
Stanley holds the first Talent Search to identify students in grades 7–8 who are unusually talented in math and science. CTY’s Talent Search later expands to include students with verbal abilities and those in grades 2–8.

1979
JHU establishes the Center for Talented Youth, a nonprofit focused on identifying and educating academically advanced pre-college students. CTY’s early programs include commuter courses and one-day symposia at JHU’s Homewood campus and other sites across the U.S.

1980
The first CTY Summer Programs residential site opens at St. Mary’s College and enrolls 109 students. In 2019, there are 26 summer sites in the U.S. and Hong Kong.

1984
CTY establishes its first distance learning course, Expository Writing Tutorial-by-Mail, with support from the National Endowment of the Humanities.

1985
CTY introduces the School and College Ability Test (SCAT), an above-grade-level quantitative and verbal test for elementary school students. This is followed by the 1996 introduction of the Spatial Test Battery (STB), a test measuring spatial ability developed by CTY. Both tests help the center reach more bright students.
2000
A gift from Goldman Sachs launches The Next Generation Venture Fund, CTY’s four-year-scholarship and advising program designed to close the excellence gap among the nation’s brightest students. Now CTY Scholars, the program has helped more than 700 low-income and underrepresented students achieve in high school and attend top colleges.

1991
CTY establishes The Study of Exceptional (SET), a longitudinal study dedicated to identifying extremely academically talented students based on their performance on the SAT and supporting their talent development through counseling and other services, including newsletters and Imagine magazine.

1993
“Smart Kids: How Academic Talents are Nurtured in America” by William G. Durden is published, one of numerous books and articles by CTY staff that contribute to the field of gifted education research and build upon the legacy and research of Julian Stanley.

1994
CTY takes its distance learning courses, which have grown to include math and science, online via email in 1994 and to the web in 1997. In 2019, there are more than 170 CTY online courses in writing, critical reading, social sciences, math, science, world languages, computer science and engineering.

1996
CTY begins using lanyards to help identify students and staff at all of its Summer Programs sites. The lanyards are a different color every year and are an iconic CTY keepsake.

Late 1980s-early 1990s
Students establish such popular CTY summer traditions as playing “American Pie” by Don McLean at the end of every CTY dance, and making juice toasts to CTY friends in ceremonies they call “Passionfruit.”

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2019-2020
CTY celebrates its 40th year. The center has 27,920 annual enrollments in summer, online, and family programs and there are more than 174,615 CTY alumni around the world, including Facebook’s Mark Zuckerberg, Google’s Sergey Brin, Academy Award winner Lady Gaga, and journalist Ronan Farrow.
BRIDGING THE Excellence Gap IN BALTIMORE

Making their own puzzles and Play Doh, reading the Periodic Table, writing binary code, testing the pH levels in liquids, and inventing superheroes: that’s how more than 150 Baltimore City Public Schools students spent six weeks this past summer as part of the new CTY Baltimore Emerging Scholars Summer Program.

Made possible through a $400,000 Learning in Extended Academic Program (LEAP) grant from the Maryland State Department of Education, the free program offered small, interdisciplinary courses like Toyology, Number Sense, Science Spoilers, and Behind the Mask: Superheroes Revealed to city students in grades 1-3.

The program’s purpose is bridging the excellence gap—helping lower-income students reach top levels of academic performance by building their critical-thinking and problem-solving skills through fun lessons and hands-on activities. The program included yoga, sports, and arts and crafts for students, as well as weekly workshops for parents about supporting bright kids’ social and emotional needs.

The program built on a strong partnership between Baltimore City schools and CTY which started in 2014 with the 25-week, school-based CTY Baltimore Emerging Scholars Program, dedicated to identifying bright City elementary students and developing their academic talents. The program has grown from two schools in 2014 to 16 schools reaching 500 second-, third-, and fourth-graders last year, and expanded to 20 schools in 2019.

“Many of these kids are from low-income neighborhoods, meaning they have the least likelihood of being identified for advanced programming in their schools,” said Amy Shelton, CTY’s interim executive director and director of research. “They haven’t been identified as ‘advanced’ or ‘gifted’—but we think our program can help them reach that level.”

CTY Baltimore Emerging Scholars will soon expand to serve fifth graders, thanks to a generous grant from The Abell Foundation supporting the development of a fifth grade enrichment curriculum.
Discovering NERD CAMP—AND SHARING THE JOY

Roseana Auten was at a loss. Her then-middle-school-aged daughter Christiane wanted to take a creative writing course over the summer, but finding one appropriate for her advanced abilities was challenging. That changed when Roseana came across a CNN article entitled “Lady Gaga Went to Nerd Camp,” leading her to discover CTY, or, as it’s sometimes affectionately known, nerd camp.

Christiane loved her first CTY experience: a summer course in Fiction Writing, a subject she had been wanting to study for as long as she could remember. In addition, Roseana found that the final evaluation was exceptionally informative to her as a parent. “Christiane’s efforts were recognized as “the most ambitious I’ve ever see’ by her instructor, which is feedback none of her school teachers had ever told me,” notes Roseana. Christiane went on to study Creative Nonfiction, Freaks and Geeks in Popular Culture, and Existentialism at CTY.

Christiane, now a rising senior at Bennington College, found that “CTY is for kids who are interested in things. And it can be hard to be interested in things.” Socially and academically, CTY helped Christiane channel her energy and enthusiasm and introduced her to others who shared her encyclopedic interests and curiosity.

“Can I go back?” was Christiane’s first question to her parents when she returned home, followed quickly by noting how sorry she felt for kids whose parents couldn’t afford to send them to CTY. Roseana agreed, and responded by making a gift to CTY’s scholarship fund in honor of her daughter’s transformational experience. Christiane returned for three more summers, and Roseana joined the CTY Advisory Council, a group of CTY parents and alumni who share a commitment to advancing CTY’s mission of identifying and serving bright students through advocacy and philanthropy.

Roseana and her husband, Roland Swenson, established an endowed scholarship fund in 2014 to provide unrestricted dollars in perpetuity. Last year, the fund supported a scholarship for a CTYer from Puerto Rico whose home had been destroyed by Hurricane Maria.

The Auten-Swenson family is clear about the motivation behind their family’s philanthropy: “If you’re in a position to help someone, you want to do it.” Thanks to their generous support, scholarships for CTY students with financial need will be available for years to come.
The Johns Hopkins CTY Scholars Program was developed in 2004 as the signature scholarship initiative of the Center for Talented Youth. The mission of CTY Scholars is to identify high-potential 8th grade students from low-income families and from groups traditionally underrepresented in higher education. The program prepares these students for top levels of academic achievement and leadership through participation in rigorous summer and online programs, and college and career counseling provided by a personal educational adviser.

Funding from corporations, foundations, and individuals helps support a new cohort of CTY Scholars each year. These generous investments make it possible for CTY to prepare underrepresented students for success in high school, college, and beyond.

SCHOLAR PROFILE:
Christopher Hinds

Christopher Hinds is great at making connections. A self-described introvert who favors small groups over crowds, the relationships he forged through his participation in the CTY Scholars program and while an undergraduate at Johns Hopkins have played a huge role in his life.

A career in medicine is a natural next step for Christopher; helping others and learning from their stories has been a consistent theme throughout his high school and college years. He remembers his five CTY summer program experiences fondly, noting that he loved the opportunity to live in dorms with classmates who shared his interests. Christopher cites his small cohort of fellow CTY Scholars and his CTY Scholars adviser, Corina, with providing a calm, supportive environment where he felt comfortable exploring the college admissions process.

Christopher left his hometown of Oakland, California to study at Johns Hopkins. His first semester was intense — he found himself over-studying to the point of burning out — but he quickly hit his stride. Christopher made connections across campus with classmates and upperclassmen, as well as with campus security officers, who provided him with ongoing encouragement and support. Christopher also got to know the cafeteria staff and began working there in the spring of his freshman year, while also becoming a tutor through the Office of Multicultural Affairs.

Christopher graduated from JHU in 2017 with a degree in public health, and is starting his first year of medical school at UCLA. He plans to put his exceptional relationship-building skills to work as a primary care physician, with a focus on either family medicine or pediatrics. Christopher hopes to get to know patients as individuals, and in doing so help them lead healthier lives.

Reflecting on his experience, Christopher shares his gratitude: “I’d like to thank Goldman Sachs for being supportive of CTY Scholars and other programs like it.”

“CTY Scholars allowed me to learn more about college, and gave me the chance to participate in fun programs.”
SCHOLAR PROFILE:  
**Njeri Grevious**

*Goldman Sachs-CTY Scholars Cohort 3*  
*Yale University, Class of 2017*  
*Current: Senior Analyst, Model Risk Management and Governance, Goldman Sachs*

Njeri Grevious feels like she has grown up with Goldman Sachs. Within the span of ten years, she went from writing thank-you letters to the firm (she recalls wondering who “Goldman” and “Sachs” were) for their support of her participation in CTY Scholars, to being a full-time employee fully engaged in the company’s vibrant culture.

Njeri, who grew up in Boston, cites the social support provided by her CTY Scholars cohort and particularly her adviser Shanna, as key to successfully navigating her high school career and college application process. Shanna served as a true mentor and advocate, writing detailed recommendations that reflected her deep knowledge of Njeri’s strengths. Shanna encouraged her to apply for other prestigious scholarship opportunities, including the Jack Kent Cooke Scholarship, the Gates Millennium Scholarship, and the Ron Brown Scholarship; Njeri was accepted to all three.

Njeri also participated in CTY Online Programs courses in math. A math whiz for as long as she can remember, Njeri needed advanced mathematics coursework beyond her school’s offerings. CTY Online Programs allowed her to continue accelerating, and kept her engaged with challenging content to meet her exceptional ability.

Njeri has now been at Goldman Sachs full-time for two years, following two summer internships. She works closely with engineers in her current role in Risk, and notes that one of the most exciting aspects of the bank is the wide variety of opportunities it offers in terms of career advancement. Njeri also served as a Goldman Sachs campus ambassador at Yale, her undergraduate alma mater, and is still active in recruiting. She is passionate about helping students, particularly those who may not see themselves as financial types, envision careers there. It’s one way for her to give back to a company that has given her so much.

DONOR PROFILE:  
**Richard Cooper and Judith Areen**

Washington, D.C. native Ben Cooper attended CTY for three summers during high school. One summer, he brought a stack of index cards along on vacation so he could memorize the world capitals in preparation for his school’s “It’s Academic” team. Coincidentally, later that summer when Ben attended CTY, an instructor offered the class a pizza party if anyone in the room knew the capital of Madagascar. When Ben came through with the right answer, recalled his mother, Judith Areen, “He was the hero of the room.”

Ben relished the shared love of learning he found with his CTY classmates. “High school is such a time of uncertainty—are you in? Are you accepted? CTY gave him a place to belong,” said his father, Richard Cooper. “It was really important in his life.”

The summer after his junior year in high school, Ben studied the origins of undersea life as an intern with the Carnegie Institution in Washington, D.C. He had given a presentation on his work and was driving home on Aug. 12, 1997 when he was killed in an automobile accident by a truck that ran a red light. He was 17 years old.

Ben’s parents have honored their son through donations to places that mattered most to him, including CTY. The Ben Cooper Scholarship Endowment has allowed 13 students to participate in CTY Scholars, a scholarship and advising program that provides low-income and underrepresented students with an educational adviser, SAT/ACT preparation, a college tour, and enrollment in CTY programs throughout high school. It’s important to the couple to personally get to know the students they sponsor, many of whom are the first in their families to go to college.

CTY Scholar Michael Aladejebi, 16, from Baltimore, said Areen and Cooper have given him the opportunity to study subjects he loves, such as game theory and physics, in accelerated classes that position him for success in school.

“Their contributions have allowed me to see five different college campuses and have opened my eyes to what college may look like,” Michael said. “It’s made me confident about my ability to be independent at a college campus without my parents.”
REVENUES & EXPENDITURES
July 1, 2018 – June 30, 2019 (includes 2018 Summer Programs)

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<td>Gifts, Grants &amp; Investment Income</td>
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<td>Compensation</td>
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Total Revenues: $56,797

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<tr>
<td>Total Expenditures</td>
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ACADEMIC PROGRAMS
July 1, 2018 – June 30, 2019
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.

Talent Search Participants: 23,306
Enrollments in All CTY Programs: 27,920
Summer Programs Enrollments: 9,060
CTY Online Programs Enrollments: 15,557
Family Academic Programs Enrollments: 3,294
Summer Research Program Enrollments: 9

Percentage of Summer and Online Enrollments by Students Outside the US: 20.88%
Number of Distinct Summer Courses Offered: 106
Number of Distinct Online Courses Offered: 199
Number of Students Who Received Financial Aid for Summer and/or Online: 1,155
### Race/Ethnicity
- **Unspecified or Not Reported**: 38.27%
- **White or Caucasian**: 20.38%
- **South Asian Origin**: 5.17%
- **Asian American or Asian Origin**: 24.93%
- **Latino or Hispanic**: 3.9%
- **Other**: 5.01%

### Gender
- **Female**: 42.72%
- **Male**: 57.22%
- **Neither or Prefer Not to Say**: 0.06%

### Type of School Attended
- **Public**: 52.60%
- **Private**: 43.57%
- **Home School**: 3.11%
- **Other Type**: 0.72%

### Country of Residence
- **International**: 20.61%
- **United States**: 79.39%

### Annual Gross Family Income of Financial Aid Recipients
- 77% of Financial Aid recipients had a family income of $50,000 or less.

### Curricular Area
- **Humanities & Writing**: 28.82%
- **Math & Computer Science**: 47.21%
- **Science**: 23.97%