



# Cary Euwer Portfolio 2016

Please keep confidential, as some  
of the following projects have  
yet to be publicly announced.

For more information, email  
[ceuwer@gmail.com](mailto:ceuwer@gmail.com)



After-school programs across Baltimore



## Pick Interests

### SPORTS



### SOCIAL STUDIES



### SCIENCE + TECH



**JV Soccer**  
Digital Harbor High School  
**5-7 pm** (Tues., Thurs.) | 9/6 - 12/15

**DH Maker Space**  
Digital Harbor High School  
**4-6 pm** (Mon., Weds.) | 9/6 - 12/15

**Electronic Music**  
Digital Harbor High School  
**4-6 pm** (Mon., Weds.) | 9/6 - 12/15

## Sierra

3



6  
INTERESTS

### MY CLUBS



### WAITLIST



### NEARBY



**Electronic Music**  
DIGITAL HARBOR HIGH SCHOOL  
**4-6 pm** (Mon., Weds.) | 9/6 - 12/15

### About

Bi-weekly electronic music studio, with final projects including a public performance. 15-student limit.

### Criteria

None.

### Transport

53 minutes via 36 Bus. [View map](#)

### Contact

Ali Wood:  
410-271-2839  
nrg@digitalharbor.org

[+ ENROLL](#)

**JV Soccer**  
DIGITAL HARBOR HIGH SCHOOL  
**5-7 pm** (Tues., Thurs.) | 9/6 - 12/15

### About

Bi-weekly JV Soccer, games every other week. 30-student limit.

### Criteria

Minimum 2.7 GPA.

### Transport

53 minutes via 36 Bus. [View map](#)

### Contact

Heather Pock:  
410-271-2839  
nrg@digitalharbor.org

[+ ENROLL](#)

## MarylandCAN

Along with legislation allowing Baltimore City Public School high-school students to enroll in after-school programs across the city, this app prototype (requested by Mayor Pugh) allows them to enroll and find transportation options. Icons from the Noun Project.

**1 in 3** women & girls lack proper sanitation.



Hygiene is a human right.  
Sanitation for all.

[LEARN MORE ▶](#)



**1 in 3**  
women & girls  
lack sanitation.



**HYGIENE IS A  
HUMAN RIGHT.  
SANITATION FOR ALL.**



**HYGIENE IS A HUMAN RIGHT.  
SANITATION FOR ALL.**



[LEARN MORE](#)  [& ACT NOW ▶](#)



[LEARN MORE  
& TAKE ACTION ▶](#)

## WaterAid Banner Ads

Banner ads for WaterAid America's 2016 Women & WASH Access Campaign, in collaboration with We Divine Water.

# WASHING OUT INEQUITY

For women & girls, **WASH\*** access is essential.

\* CLEAN WATER, SANITATION, HYGIENE

1 in 3 lack WASH, leading to

## VULNERABILITY

"THEY RAPE LONELY WOMEN WHO THEY SEE RELIEVING THEMSELVES."

- TAEMWA, ETHIOPIA

VIOLENCE REPORTED by 94% of women en route to defecate in Bhopal, India.

"I WILL MISS THE EDUCATION, BUT THERE IS NO OPTION."

- MADELEINE, MADAGASCAR

SCHOOLS WITHOUT WASH in low-income countries is nearly 1 out of 2

"YOU JUST LOOK AT THE BABY AS IT PASSES AWAY."

- FARIDA, TANZANIA

HEALTHCARE FACILITIES WITHOUT WASH access is at 2/3 in low-mid income countries.



For the rest, it means safety & **EMPOWERMENT**

## TOILETS

Without one, many women & girls wait til night to go in the open.

## MENSTRUATION

When a girl reaches puberty, menstrual education & access to a safe, private toilet can make a crucial difference. But taboo & poor sanitation forces many girls to miss school while menstruating, resulting in lower grades & graduation rates.

## CHILDBIRTH

For those who become pregnant, giving birth in a place without WASH can be life-threatening for mother & child.

"BEFORE NOW, THE PLACE WE USED AS A TOILET WAS 4 MILES AWAY"

- GANGA & MAEDWA, INDIA

GENDER-BASED VIOLENCE REDUCED by 30% if a public toilet program was introduced in South Africa.

"ALL GIRLS WANT TO ATTEND OUR SCHOOL NOW."

- TESFAYE, ETHIOPIA



GIRLS' ATTENDANCE rose 11% after a sanitation project in Bangladesh.

"I'M SO RELIEVED I GAVE BIRTH IN A PLACE WITH ENOUGH WATER"

- KEMISA, UGANDA



SURVIVAL RATES INCREASE 44% among newborns when attendants & moms can wash their hands.

A SAFE TOILET IS A HUMAN RIGHT. SANITATION FOR ALL.

#TBD

WaterAid

WATERAIDAMERICA.ORG

## WaterAid Infographic

Keeping the light tone of its accompanying PSA video, this infographic for WaterAid America's 2016 Women & WASH Access campaign was based on intensive study of research and interviews of women suffering WASH inaccessibility. It describes the coinciding issues of women's rights and access to clean water, sanitation and hygiene.

# WASHING OUT INEQUITY

For women & girls, **WASH\*** access is essential.

\* CLEAN WATER, SANITATION, HYGIENE

1 in 3 lack WASH, leading to

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**WASH\***

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TAEMWA (ETHIOPIA)

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VIOLENCE REPORTED by 94% of women en route to defecate in Bhopal, India.

HYGIENE IS A HUMAN RIGHT. SANITATION FOR ALL. [LEARN MORE →](#)

#TBD

WATERAIDAMERICA.ORG

WaterAid



KEMISA (UGANDA)

"I'M SO RELIEVED I GAVE BIRTH IN  
A PLACE WITH ENOUGH WATER"



NEWBORN SURVIVAL RATES INCREASE 44%  
when attendants & moms can wash their hands.

HYGIENE IS A HUMAN RIGHT. SANITATION FOR ALL. [LEARN MORE →](#)

#TBD

WATERAIDAMERICA.ORG

WaterAid

## WaterAid Infographic (Social Media)

Snippets of the infographic created for WaterAid America's 2016 Women & WASH Access Campaign, in collaboration with We Divine Water.



## WaterAid Design Assets - Pamphlet

An 8.5"x11" fold, aligning infographic color scheme with a sub-brand logo.

*Lorum ipsum dolor sit amet, consectetur adipiscing elit. Donec venenatis enim eget est vulputate molestie. Sed a ullamcorper velit. Fusce sagittis sapien vel risus congue porttitor. Proin iaculis dictum ex, id volutpat sem porta id. Morbi porta id erat ut vulputate. Duis pretium leo nisi. Aenean consectetur arcu vitae mi dignissim mollis. Nam id dictum mi. Praesent id egestas est.*

*Nulla eros eros, tempus nec luctus non, consectetur id orci. Donec ornare pharetra euismod. Curabitur nec cursus arcu, ut mollis lectus. Nulla augue dolor, tempor et urna ac, pulvinar accumsan justo. Ut non est consequat, aliquam nibh in, maximus urna. Praesent urna metus, rutrum posuere sagittis ut, blandit eget est. Praesent ac finibus nisl. Aenean tincidunt laoreet pharetra. Sed id nisl sit amet dui condimentum ultrices. Ut gravida vitae eros eget pellentesque.*

*Sed laoreet volutpat volutpat. Nulla facilisi. Suspendisse arcu erat, suscipit sit amet magna at, tempus porttitor mi. Nunc porttitor et magna vitae eleifend. Ut mollis malesuada arcu, a tincidunt justo venenatis tempus. Nunc ac malesuada ipsum. Quisque dui tortor, porta ac fermentum nec, rhoncus sed dolor. Phasellus cursus ultricies metus in bibendum. Aliquam id velit vestibulum, scelerisque leo sit amet, tempor nunc. Nulla elementum hendrerit lorem, ut vestibulum mi scelerisque at. Nulla est justo, facilisis sed sodales eget, aliquam sed enim. Interdum et malesuada fames ac ante ipsum primis in fauci-*

**Headline**

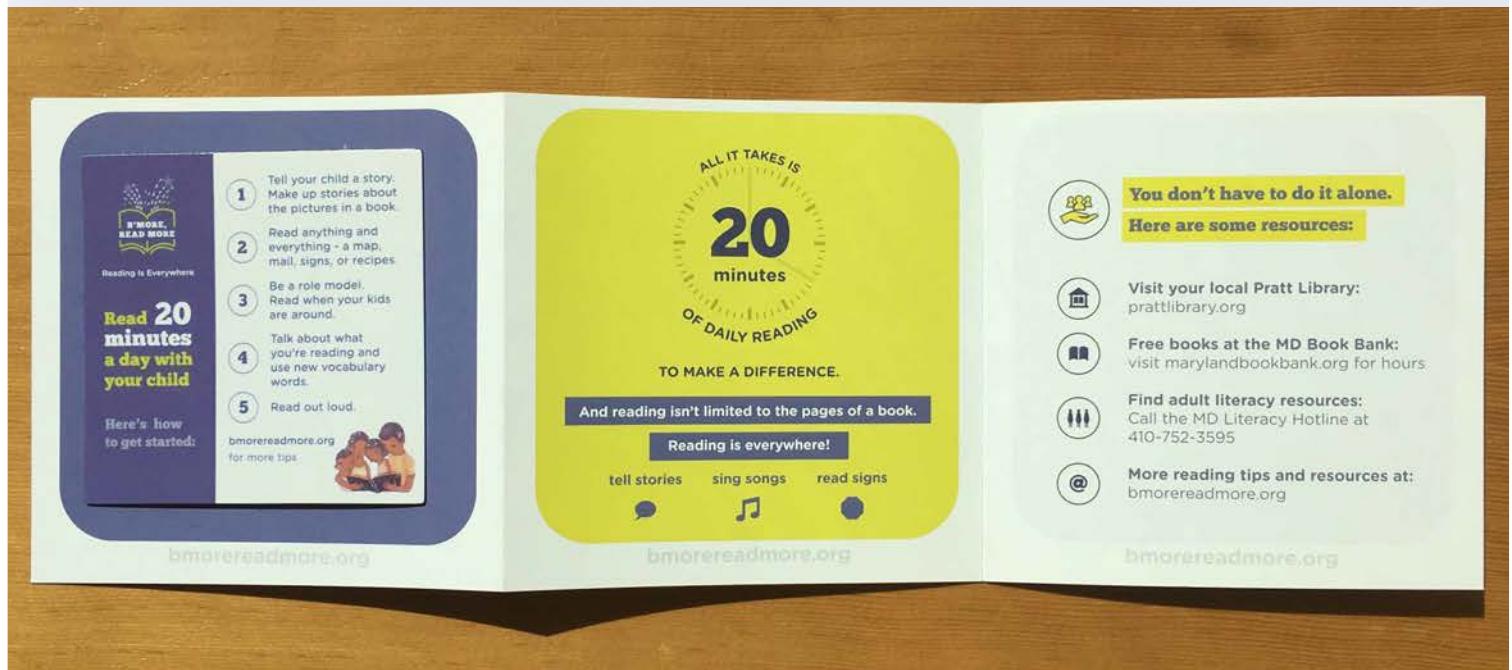
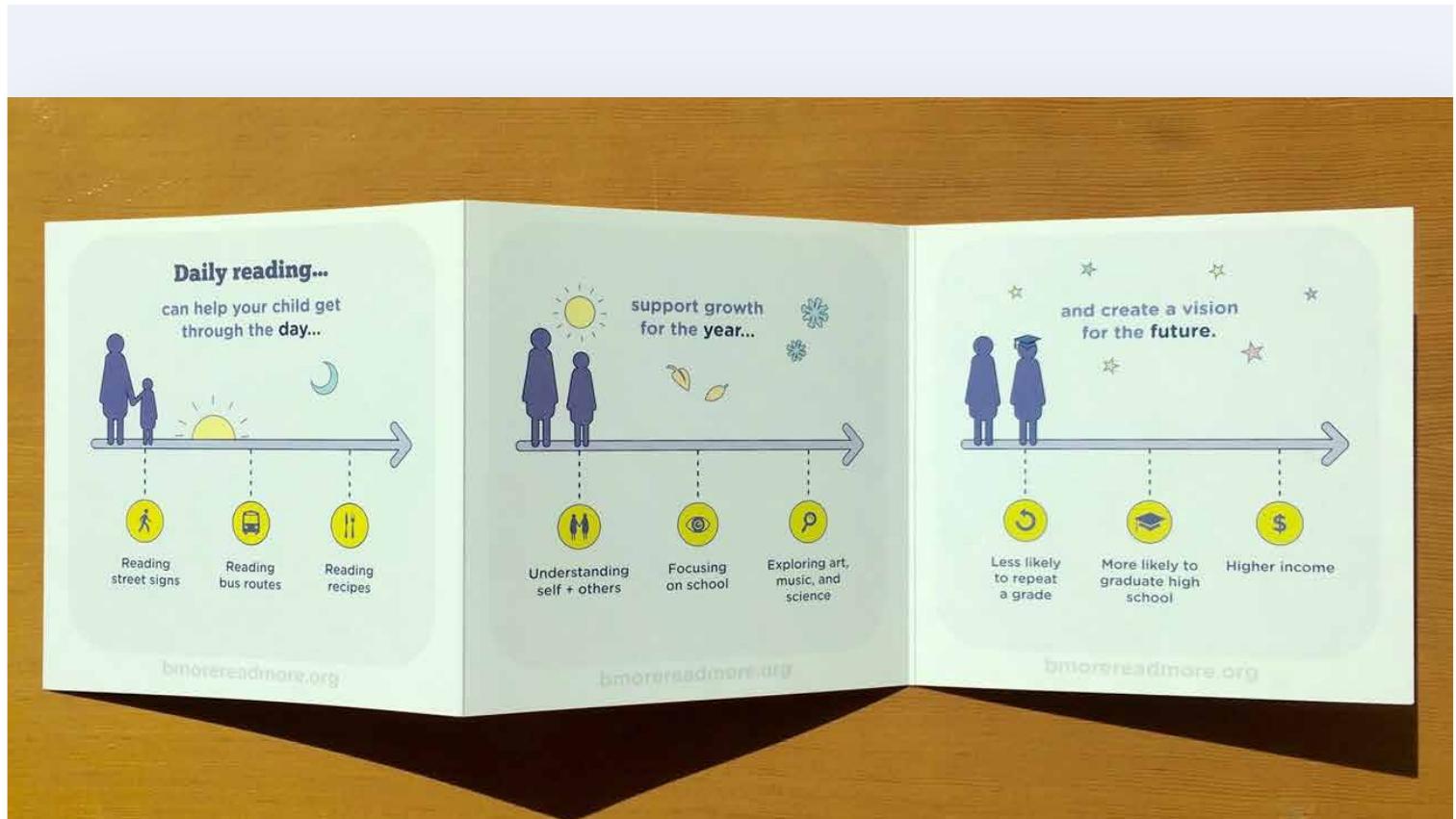
**Sub-header**

**Headline**

**LOREM IPSUM**

**LOREM IPSUM**

## WaterAid Design Assets - Fact Sheet



## B'More Read More - Daily Reading Brochure

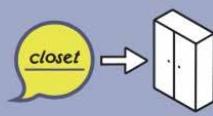
Based on research conducted with classmates at MICA for the Baltimore Campaign for Grade Level Reading, I created this timeline concept to clarify the cumulative benefits of daily reading for time-crunched, stressed or low-literacy parents in Baltimore. The campaign later contracted Bramble to create daily reading materials including this brochure, which is accompanied by a refrigerator magnet with tips for parents.

reading is everywhere

## Reading Labels



A great way to get kids to read is labeling objects. Write the name of an object in large, clear letters.



Place these on objects around your home.  
(on closets, doors, cabinets, etc...)

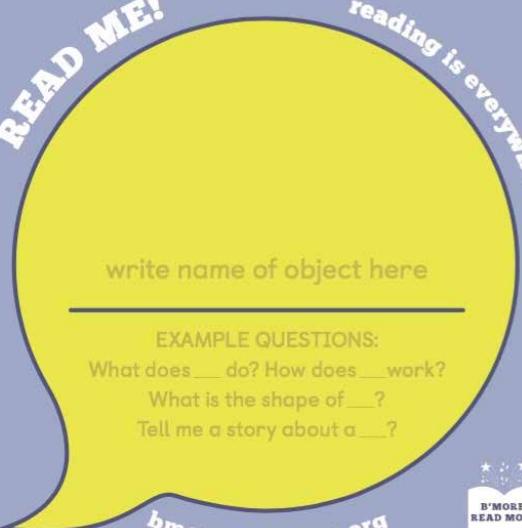


Use them to have a conversation with your kids.  
(for example, ask them: what shape is the object?)

[bmorereadmore.org](http://bmorereadmore.org)

reading is everywhere

## READ ME!



write name of object here

---

EXAMPLE QUESTIONS:  
What does \_\_\_ do? How does \_\_\_ work?  
What is the shape of \_\_\_?  
Tell me a story about a \_\_\_?

[bmorereadmore.org](http://bmorereadmore.org)



## Encourage Reading with Reading Labels



Put these on reading materials like magazines or snack boxes.



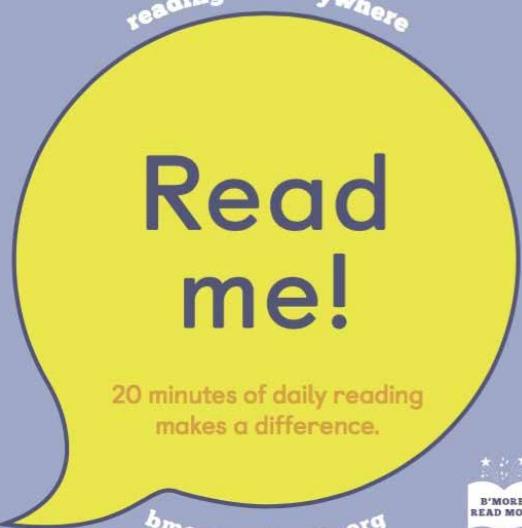
Having a conversation is reading, too! Put these on meaningful objects like photo albums.

[bmorereadmore.org](http://bmorereadmore.org)



reading is everywhere

## Read me!



20 minutes of daily reading makes a difference.

[bmorereadmore.org](http://bmorereadmore.org)



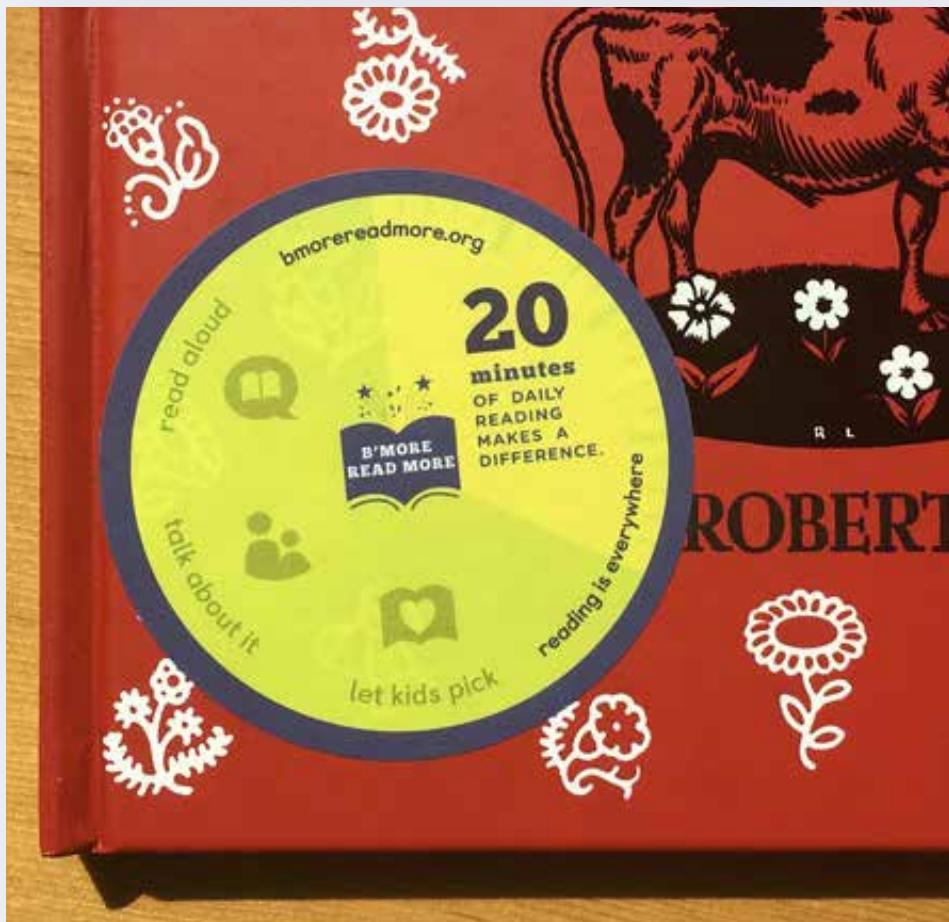
## B'More Read More Post-It Notes

Through interviews at Cherry Hill homes, these post-it labels were based on the insights of a Baltimore parent living there. To date, they've been the most successful of B'More Read More daily reading materials.



## B'More Read More Magnet

A refrigerator magnet of reading tips distributed with the daily reading brochure.



## B'More Read More Book Sticker

These stickers were given to libraries and service providers across the city for use on children's books. The purpose was to provide succinct reading tips to parents, particularly those with low literacy themselves.

**B'MORE, READ MORE**

Reading Is Everywhere

Our goal is to ensure that all Baltimore City children read well by 3rd grade.

PARENTS    PROVIDERS    COALITION

Join Us

f    t    i    y



### Where we are in Baltimore

In Baltimore City, only 11% of 3rd graders and 9% of low-income children proficiently according to the 2015 National Assessment of Educational Pr

Kids 0-4

School-Aged

Adults

Whole Family



Local Resources



Tips from Parents



## Children 0-4



Read aloud.



Sing and clap with your baby.



Write and scribble with your baby.



Play and dance with your baby.



Milestones for early learners:

6-12 months: likes and wants to hear your voice

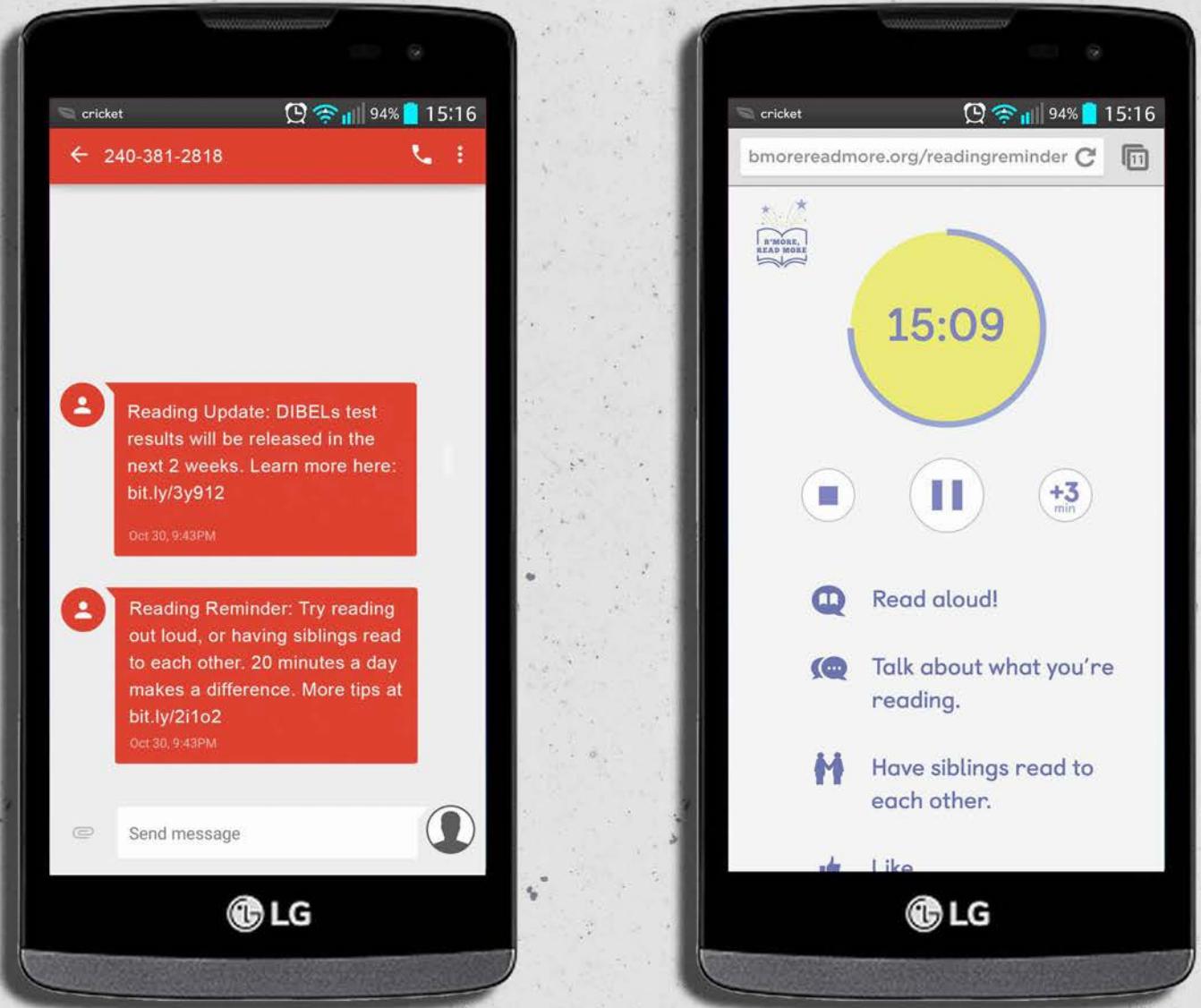
12-24 months: names pictures, follows simple stories;

## B'More Read More

The Baltimore Campaign for Grade Level Reading needed a website that addressed and provided resources for their 3 core audience groups: Parents, Providers and Coalition members.

## B'More Read More – Parent Page

Based on key concerns expressed by parents in interviews and design thinking workshops, the website needed to address 3 questions: How can I help my child succeed? How do I know where my child is? How can I help myself?



## B'More Read More – Timer App & SMS Service Concept

Based on concepts from a parent workshop, this service would allow parents to specify ideal times of the day to read to their child, at which time daily reading tips and a link to a timer web app would be sent.



READ MORE  
B MORE

a missing piece to our children's future is  
right in front of us.



**ReadyMore**

Read 15 Minutes Today,  
Be Ready for Tomorrow.



**StoryMore**

Reading daily opens doors

## **Branding for the Baltimore Campaign for Grade Level Reading**

The campaign wished to create an outward facing brand for parents and service providers. Names and slogans created in collaboration with designer Emily Ianocone.

# THE MAYOR & BALTIMORE CITY SCHOOLS

## 2016 MAYORAL RACE



Baltimoreans for  
Educational Equity

Designed by Bramble Lab

STAY INFORMED:  
TEXT:  
"FOLLOW  
BEEQUITYALERT"  
TO: 40404

### VOTING



#### BY MAIL

visit [turbovote.com](#)  
to send a vote-by-mail  
ballot.  
Register and vote by the  
below dates.

#### PRIMARY ELECTION

register by

**APR  
5**

9pm

vote BY

**APR  
19**

4pm -

#### GENERAL ELECTION

register by

**OCT  
18**

9pm

vote BY

**NOV  
1**

4pm



#### EARLY

visit [turbovote.com](#)  
to register. If it's your  
first time, be sure to  
bring a government-  
issued ID to the polls.

#### PRIMARY ELECTION

register by

**APR  
5**

9pm

vote on

**APR  
14-21**

10am-8pm

#### GENERAL ELECTION

register by

**OCT  
18**

9pm

vote on

**OCT-NOV  
27-3**

8am-8pm



#### AT THE POLLS

visit [turbovote.com](#)  
to register. If it's your  
first time, be sure to  
bring a government-  
issued ID to the polls.

#### PRIMARY ELECTION

register by

**APR  
5**

9pm

vote on

**APR  
26**

7am-8pm

#### GENERAL ELECTION

register by

**OCT  
18**

9pm

vote on

**NOV  
8**

7am-8pm

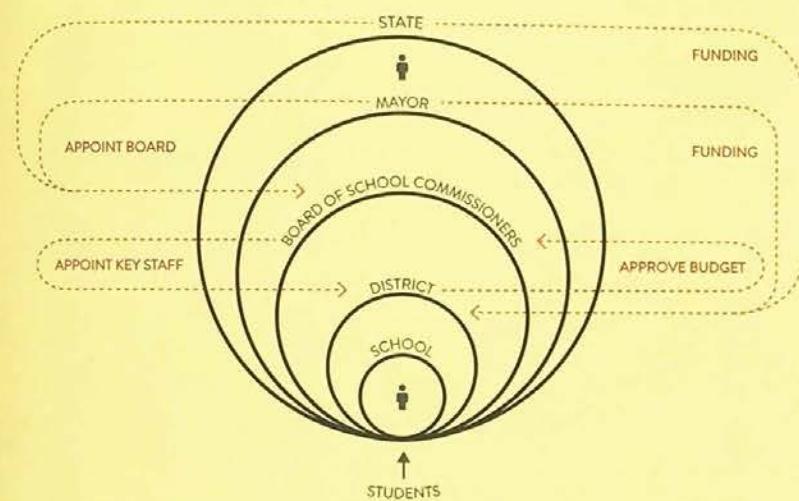
You **MUST** be registered as a Democrat or Republican to vote in the Primaries.  
[MORE INFO + POLLING LOCATIONS AT \*\*BIT.LY/1U9UDLP\*\*](#)

### Baltimoreans for Educational Equity - Voter Guides

To inform educators and parents of their options  
in the Primary Mayoral election in Baltimore City,  
we created these voter guides with BEE, to be  
distributed across the city and at the mayoral  
forum on education in the spring of 2016.

# OVERVIEW

## What's the Mayor's Role in Baltimore's Schools?



## Why is an Education-Minded Mayor Important?

**43**

community  
schools  
out of 186 in  
Baltimore (23%)

**10 %**

of operating  
budget  
in Baltimore goes to  
City Schools

**48 %**

of City Schools  
budget  
controlled by central  
offices, not principals

SOURCES:

Baltimore City Schools FY2016 Budget  
Baltimore City Schools website  
Baltimore City FY2016 Preliminary Budget Plan  
Baltimore City Schools 2016 Community Budget Forums.

## Baltimoreans for Educational Equity - Voter Guides

To overcome some intellectual apprehension of many voters in the face of a seemingly complicated education system, this infographic was included.

## DEMANDS

We spoke to voters, and came up with these Yes/No questions:

- ★** Will you commit to publicly declaring your two top priorities for City Schools students' success within your first 100 days in office?
- 🏠** Will you commit to increasing Baltimore City's FY2018 allocation to Baltimore City Public Schools, over the City's allocation to City Schools in FY2017?
- 💡** When Board of School Commissioners vacancies or reappointments arise, do you plan on appointing commissioners that have SIGNIFICANT experience and expertise with mental health, special needs and/or immigrant populations, such that a full Board contains at least two of these members at all times?
- 🤝** Will you commit to partnering with the Governor, City Delegation, and CEO of City Schools to ensure equitable funding for all of Baltimore City Schools' students? If yes, please explain how.
- 🤝** Will you commit to greater mayoral involvement with City Schools' CEO, school board, and district office? If yes, please explain how.
- 💡** If elected, will you commit to semi-annual meetings with BEE leaders, so that you can see and hear from students and voters directly about City Schools' successes and needs?

## YES OR NO?

This is how the candidates responded (see full responses at [BEEquity.org](http://BEEquity.org))



## IN THEIR WORDS

All candidate responses are verbatim, and have only been edited by BEE for length.

### GERSHAM CUPID

Public Schools with continued funding from the state. This will give me the power to make the necessary change.

If elected, will you commit to semi-annual meetings with BEE leaders, so that you can see and hear from students and voters directly about City Schools' successes and needs?

YES. Absolutely. I will be a Mayor that everyone knows and can touch. I want to know the names of students and I want them to know who I am other than what they see on Television. You may get tired of seeing me.



**SHEILA DIXON**

3/6  
JUNIOR COMMITTEE  
DEMOCRAT

Will you commit to publicly declaring your two top priorities for City Schools students' success within your first 100 days in office?

[Yes] I will join private and public partners already hard at work to improve cradle to career outcomes for Baltimore children and youth. And I will commit to a level of transparency that will enable honest conversations, informed investment decisions, and an alignment and leveraging of resources that can only be achieved through a committed partnership of stakeholders fully focused on the future of our children. I challenge the Baltimore City Board of School Commissioners to join me in this commitment to a partnership for Baltimore's children.

Will you commit to increasing Baltimore City's FY2018 allocation to Baltimore City Public Schools, over the City's allocation to City Schools in FY2017?

[Did not respond] I am committed to expanding funding sources. As Mayor, I would be the chief advocate for our children and the quality of their education in Baltimore City. I will pursue the level of funding – federal, state and local – that we know is necessary to provide high quality leadership, instruction and the facilities and resources to match. We

# Baltimoreans for Educational Equity - Voter Guides

Quick guide to candidates, with their Yes/No responses to education-related demands (culled from numerous conversations with Baltimore parents and teachers).



Feb. 22nd  
#BCPSSBudgetGap



Baltimore City  
Schools face a  
\$129 million  
deficit.

- Class size increases up to +10.
- Cuts from arts to mental health.
- 1000+ layoffs.

Let's close the #BCPSSBudgetGap

2/22 • 6PM • OPEN WORKS • RSVP: FB.ME/BEEQUITY



Let's close the #BCPSSBudgetGap

2/22 • 6PM • OPEN WORKS • TICKETS AT FB.ME/BEEQUITY



## Baltimoreans for Educational Equity – Social Media Assets

Examples of social media images to rally audiences to events.

# Regrouping Process

## ⌚ TIME

- 45 minutes

## 📦 MATERIALS

- Post-its
- Sharpie
- Amplify Assessment Data

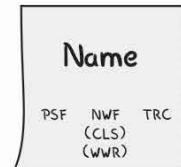
## 🚩 GOALS

- Analyze DIBELS and TRC data and group students in functional groups based on skill deficits.
- Identify instructional materials to use for each group of students that will accelerate progress in targeted areas.

## ① Label

Create a post-it note for each student.

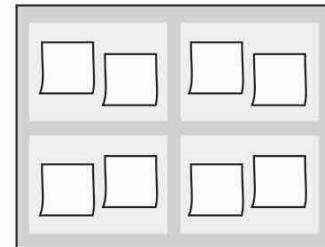
Include name, PSF, NWF (CLS and WWR), and TRC level.



## ② Cluster

Cluster your students around skill deficits, scores, and similar score patterns.

- Phonemic Awareness and Phonics (PSF Less than 35 and CLS Less than 20, and TRC less than D)
- Phonics (PSF Greater than 35, and CLS Less than 20, TRC less than D)
- Phonics Blending (PSF Greater than 35, CLS greater than 20 and WWR less than 5)
- Comprehension and Fluency (Green on all DIBELS, TRC below proficient E)
- Advanced (Proficient in each tested area) For classes with many high performing students, we may need to identify multiple groups.



See Grouping Mat, p.4

## ③ Rearrange

- Rearrange based on your knowledge of the student and how they might work best with other students.
- Identify a goal for each group. How much progress are you looking for in 3 weeks?

## Improving Education - "Improving Early Grade Literacy" Toolkit

Created for distribution to Baltimore City Public Schools. It's based on student grouping techniques tested using improvement science methods.

# My Bedtime Routine



Bath      Pajamas      Brush      Read      Goodnight!

**M**

Monday



**T**

Tuesday



**W**

Wednesday



**T<sub>h</sub>**

Thursday



**F**

Friday



**S<sub>a</sub>**

Saturday



**S<sub>u</sub>**

Sunday



## Improving Education - Bedtime in a Box

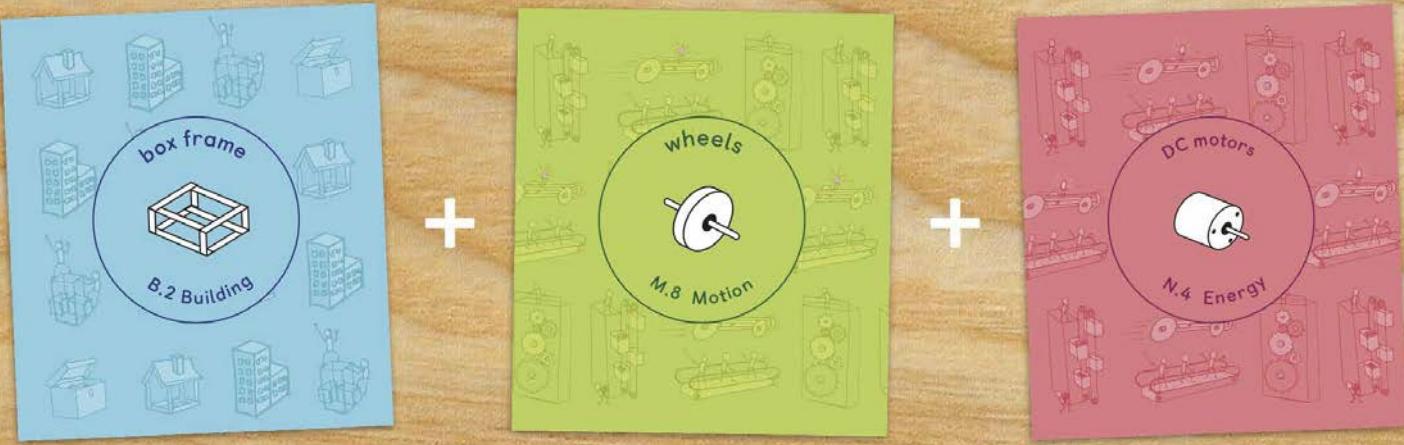
Bedtime in a Box provides parents all the materials for a healthy, educational bedtime routine, including this sticker chart.



# This is a Bramble.

## **Brambles (TBA Product)**

Brambles were conceived while co-founder Cary Euwer was running his education makerspace in West Baltimore. Brambles are modular Lego-like instructions, bundled with materials. They were created to help parents and teachers who wish to implement their own makerspace, but don't have sufficient experience.



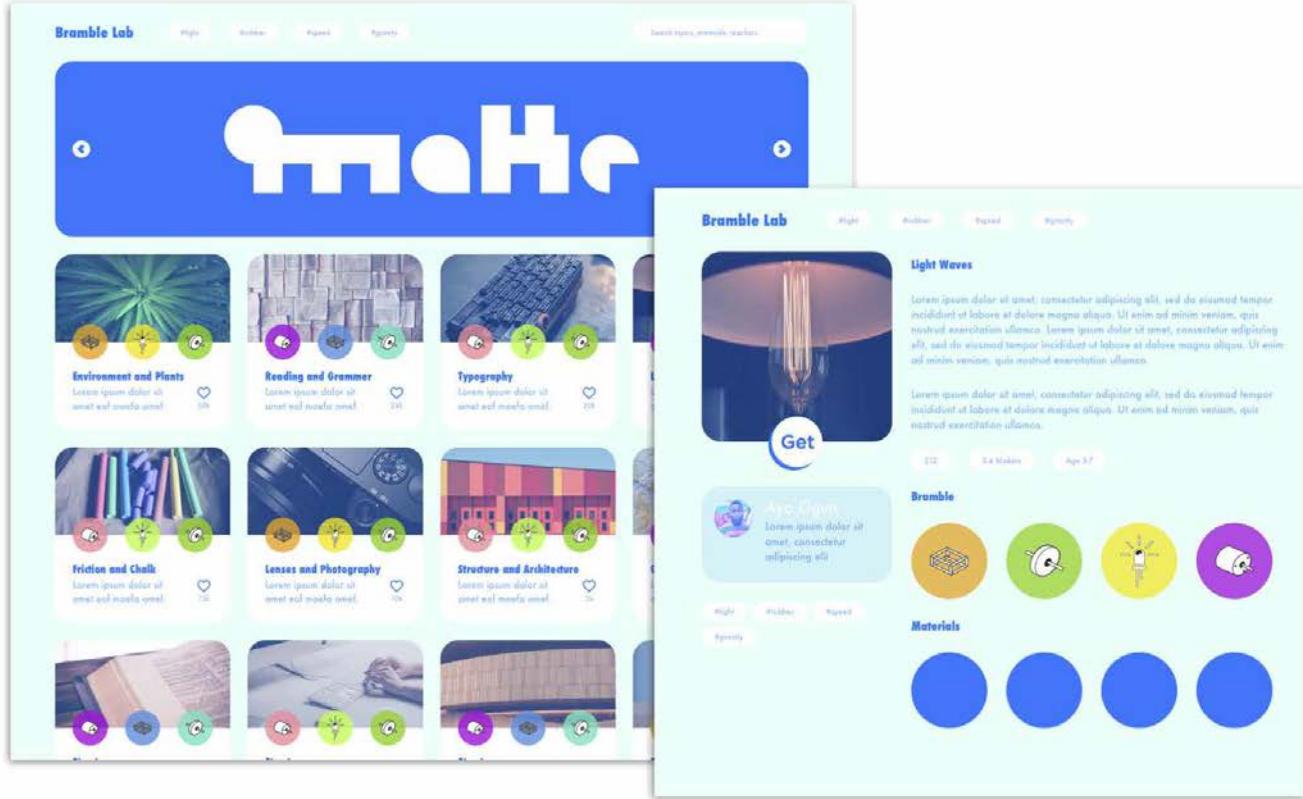
## Brambles (TBA Product)

Color-coded, these visual instructions for hands on learning can be combined in various configurations to make almost anything.



## Brambles (TBA Product)

Brambles come bundled with cheap, raw materials, with accompanying stickers to create a well organized makerspace anywhere.



## WaterAid Infographic (Social Media)

An online portal for educators and parents to browse, curate and share lessons.



### WaterAid Sub-Brand Logo

Featured in design assets for WaterAid America's 2016 Women & WASH Access Campaign.



### Brambles Product Logo

For hands-on learning product, with hexagon representing the modularity of the instructions.  
Made in collaboration with Mihoshi Fukushima.



### Bramble Lab Logo A

In the original mission of the company, "bramble" referred to the complexity of individual learning needs.



### Bramble Lab Logo B

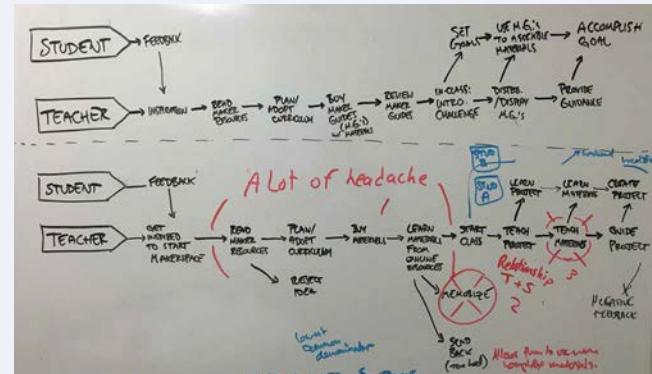
Monochrome version.

## Process: Research

Using qualitative research methods derived from Gravity Tank, IDEO and Greater Good Studio, Bramble Lab has used immersion, ethnographic interviews, surveys, and journey mapping to gather useful observations.



Journey mapping of teachers implementing STEAM / maker curriculum.



## Process: Synthesis

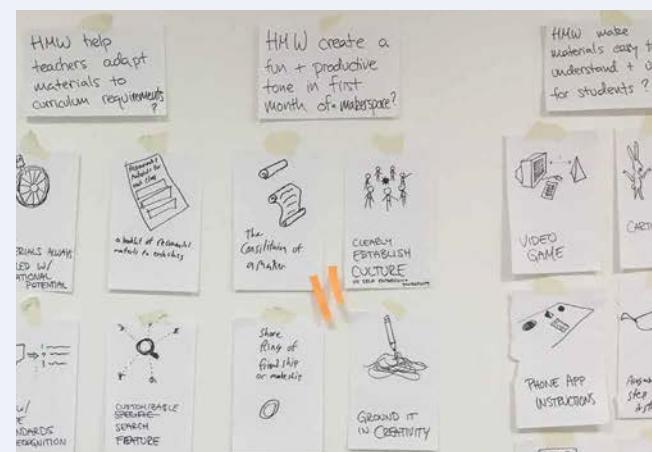
To synthesize observation, we use the same methods mentioned above. We use Trello to organize observations, insights, themes and opportunities.

I used this particular synthesis board to record my family's experience with mental illness and crisis.

## Process: Concepting

Following synthesis we begin rapidly sketching concepts, followed by voting.

This shows concepts for teachers implementing maker / STEAM education for the first time.



## Process: Concepting Workshops

Collaborative concepting – here with teachers at Abilities Network, co-facilitated with Becky Slogeris – can yield powerful insights and ideas.



## Process: Prototyping & Testing

After synthesizing observations in my after-school makerspace and concieving of "maker guides" (like lego-instructions for STEAM materials), we then tested the resulting prototypes with my students.



The first prototype provided instructions for teachers and students creating various 3-dimensional shapes from cardboard or similar materials.



The second prototype tackled a more complicated material: LED lights and conductive thread.

