

CAPITAL PARTNERS FOR EDUCATION

# Making College Possible

ANNUAL REPORT 2009





# CPE Values

Our values guide our goals and our work. We promote CPE's five core values at every opportunity when working with students, as well as with mentors, staff, and board members. Everyone in the CPE community understands the principles that we individually and collectively strive to follow and that make us successful.

## High Expectations

We will demonstrate ambition and continue to challenge ourselves as we reach our goals.

## Personal Responsibility

We believe each individual is responsible for the choices he or she makes, and we take responsibility for our own choices and behavior.

## Respect

We will respect ourselves by behaving appropriately and working to the best of our ability. We will treat others as we would like to be treated.

## Support

We will support one another in reaching our fullest potential.

## Giving Back

We will become leaders in our communities, mentor the next generation of young people, and always do our best to help others who are in need.

## Letter from Leadership



This fall when parents everywhere said goodbye to their children as they headed off to college, all of us at Capital Partners for Education watched proudly as 100% of our recent graduates started college as well. Students who worked diligently to reach this milestone for themselves and their families began classes at smaller liberal arts colleges, Historically Black Colleges and Universities, and elite Ivy League institutions. Several of our students received full scholarships to college, and collectively they earned more than \$400,000 in scholarship funding. 2009 marks the fourth consecutive year that 100% of our students have enrolled in college. We may not be their parents, but we're just as proud.

As an organization, we prudently managed CPE during a difficult economic environment. One way we accomplished this was through expanding our fundraising efforts while strategically reducing our costs. Thanks to the continued and consistent hard work of our staff and volunteers, and the steadfast generosity of our donors, we were able to expand our donor base even in the midst of a recession, and we continue to do so.

Because of the economic climate, many of our families struggled to cover the costs of the college application process or day-to-day needs related to school such as uniforms or books. Seniors were affected by the changing landscape of reduced financial and scholarship aid that is available. As a result, our staff and mentors put in extra hours to work with families to find the financial support they needed to keep their students on track now and for the future. We are thankful to all the individuals who worked so diligently to find new resources for our students and their families.

Even as we reflect on the past year, we are looking ahead to find new ways to reaffirm and expand on our commitment to educating young people and helping them get to college. We are embarking on a strategic planning process to explore areas for growth so we can serve more students and ensure that they receive the same high level of services that has helped our students succeed for the past 16 years. We welcome your involvement and ideas and invite you to dedicate yourself, as we have, to making a great education possible for young students.



Khari Brown  
*Executive Director*



Praveen Jeyarajah  
*President, Board of Directors*



## First, the bad news.

In Washington, DC—our nation's capital and center of power—students are failing miserably. Only 43 percent of the young people who enter high school will actually graduate.

We attribute this abysmal attrition rate not to lack of ability, but lack of opportunity. Many students, from low-income neighborhoods, confront a multitude of challenges competing with school for their attention: added responsibility that comes from living with a single parent, working part-time to contribute to the household, caring for younger siblings. Outside the pressures of home they must contend with public schools that don't push them to succeed, the threat of violence, and the presence of gangs. You have to admire anyone who survives, let alone thrives.

But the bottom line is that without high school diplomas, they have no chance at college. Without college degrees, they miss out on two-thirds of high growth, high wage job opportunities in the United States. They are likely destined for a life of poverty.

## Now, the good news.

With your help, Capital Partners for Education enables more than 100 students to enroll in outstanding private high schools, supports them financially and academically, and stands by them through their graduation from high school and enrollment in college. For the past four years, 100% of our graduating seniors have gone on to college. How do we do it? Hard work. Our students work hard. We work hard.

In addition to providing each student with up to \$4,500 in scholarships each year, Capital Partners for Education gives our students mentors, study skills workshops, SAT prep classes, and college counseling. We stand with our students every step of the way from the summer before they enter high school to the summer they graduate, ready for college.

## Even more good news.

Now is the perfect time for you to help us pave the road to college for one more student. Or many more students. With your generous contribution, we can create those profound opportunities for additional promising students.

With our collaborative hard work, these students—who have already overcome so much—can make it to college, where a world of opportunity awaits.



Executive Director Khari Brown with CPE Graduates in 2009.



## How and Why Our Program Works

The success of Capital Partners for Education is based on the combination of three key elements: scholarships, mentoring, and academic support and enrichment. Any one of these components would be helpful to a student, but we believe a student needs all three to be successful—making CPE unique among DC-area education organizations.

Our students demonstrate bright promise, but would likely not have the opportunity to attend a private high school or benefit from strong support to help them graduate and enroll in college, if not for CPE. We serve students who are primarily in the academic middle. They are motivated, smart, and capable but have not always been high achievers. CPE's comprehensive support programs enable students to reach their full potential.

## Scholarships

CPE offers each student up to \$4,500 in scholarship funding to attend one of our partner high schools. These 20 schools are among the top DC-area private high schools, offer strong college preparatory curricula, and share CPE's commitment to helping youth from low-income families receive a quality education. Partner schools often cover any remaining tuition costs through their own financial aid programs. Students must be admitted to the schools and to CPE and maintain a 2.5 GPA to remain in good standing.

"I didn't expect that the resume process would be as rigorous as it was. **That workshop is a very important tool.** It's something you need to do every time you get a job or internship. I didn't realize it was that important to sell yourself and make yourself sound as good as possible."

Jamaan Mills, Junior, DeMatha Catholic High School

## Mentoring

We carefully match each student with an adult mentor who has been through screening and training and is committed to helping students achieve their academic potential. Mentors talk with their students weekly and get together with them monthly. As trusted adults who are neither parents nor teachers and have more life experience than a friend, mentors serve as sounding boards for their students. Mentors take their students to museums, sporting events, and movies, but also help them with homework, academic and social challenges, and the college search and application process.

CPE staff members provide ongoing support to mentor-student pairs, answering questions and providing resources for both students and mentors throughout the relationship. Mentors commit to work with students for at least two years, but many work together for the student's entire high school career, and some young people still stay in touch with their mentors once they're in college.

While CPE's model requires participation from students' parents or guardians, many of our students are the first in their families to attend college, so the role of the mentor as a college graduate who has already navigated that complex arena is critical.



## Academic Enrichment and Support Services

Many of our students are entering elite high schools after eight years in public schools. Often students face a significant adjustment in the rigor of their academic experience and the level of expectations from teachers. Because many of their parents have not benefited from similar opportunities and are often single-parent heads of household dealing with multiple demands, family members are not always able to help with schoolwork. That's why CPE's academic enrichment and support services are so essential to the success of our students.

From the summer before high school all the way through graduation, CPE provides intensive services, tailored to the needs of each student.

- **SUMMER READINESS PROGRAM** spans June through August of the summer before each student begins high school. The program includes summer school, a workshop on mentoring and what it means to have a mentor, a study skills workshop, a three-day retreat on what it means to be a CPE student, and a parent orientation.
- **CASE MANAGEMENT** is based on the individual needs of the student and his or her year in school. CPE staff work collaboratively with parents, mentors, students, and schools to create personalized action plans for students, ensuring that they have the support and assistance they need to reach their goals. High school can be challenging for anyone, and CPE is always standing by to help if a student stumbles.
- **STUDY SKILLS WORKSHOPS** are offered quarterly. They are available to all students and required for any student whose grades are falling below the required 2.5 GPA.
- **SAT PREP CLASSES** are provided at no charge to students through CPE's partnership with the Princeton Review. Classes typically help students improve their scores by 150 points.
- **ONE-ON-ONE COLLEGE COUNSELING** helps students navigate the complex and often overwhelming process of clarifying one's goals and aspirations and finding the right school where students can pursue their dreams.
- **CAREER EXPLORATION PROGRAMS** bring together successful professionals from diverse occupations so students can explore possible careers and make connections with adults working in those fields.
- **SUMMER ACTIVITIES** are required for every CPE student. A wide variety of options is acceptable, including summer school, pre-college camps, employment, internships, or travel with family. Mentors help students identify and apply for activities that expand on their interests and abilities. At the end of the summer, students reflect on and document their experiences.
- **COMMUNITY SERVICE OPPORTUNITIES** demonstrate to students the importance of giving back to their communities. CPE coordinates several activities each year that students participate in, partnering with nonprofit organizations including the Capital Area Food Bank and Food & Friends.

"Not only are my parents counting on me, there's another whole group of people looking at my work. **That gives me more incentive to work harder** because they've put so much investment in my education. I really want to work hard to make them proud."

Remi Ojurongbe, Senior;  
Elizabeth Seton High School

## Why Our Program Matters

The Bureau of Labor Statistics predicts that soon nearly 90% of jobs in the US workforce will require a high school diploma, and two-thirds of jobs will require a bachelor's degree. CPE wants DC's young people to be among those with meaningful career possibilities.

Evidence of our troubled public education system abounds. In 2006, DC's State Education Office reported these bleak statistics.

### PERCENT OF PUBLIC SCHOOL STUDENTS WHO...

	DC	US
Graduate from high school in five years	43%	68%
Enroll in college within 18 months of graduating from high school	29%	48%
Earn a college degree within five years of enrolling	9%	23%

In DC's Wards 7 and 8, east of the Anacostia River, numbers are dramatically lower. Only one-third of students living in those communities graduate from high school and only 5% earn college degrees. What's going to happen to these students?

Even with dreams of college, many students in public school do not receive the rigorous education necessary to prepare them for college. Standards and expectations are not high enough to enable them to transition to higher education successfully. Students from low-income families may not have access to home computers, be able to purchase books or enroll in SAT prep classes, or hire tutors for subjects in which they need extra help. Their public school alternatives often have high teacher to student ratios, overcrowded classrooms, and poor facilities.

The combination of poor public education alternatives and poverty-stricken neighborhoods is a colossal obstacle for many students. Capital Partners for Education provides the resources and support necessary for motivated students to overcome these obstacles and reach the goal of college.

## STUDENT SNAPSHOT

Every student is an individual with a unique history, personality, and aspirations. At the same time, many of our students share common characteristics that make them the right match for Capital Partners for Education. These are the young people whose dreams we are helping realize.

CPE Student Demographics:

**97%** ARE STUDENTS OF COLOR

- 73% are Black
- 20% are Latino
- 3% are White
- 4% are other ethnicities
- Average annual household income for a family of four is less than \$30,000.
- Most live in single-parent households.
- Nearly two-thirds live in DC, primarily from Wards 7 and 8, east of the Anacostia River.
- Of those who live outside DC, most live in Prince George's County, MD.
- Almost all are the first in their families to go to college.

## THE HEART OF CAPITAL PARTNERS FOR EDUCATION

# Transformative Stories from Students, Mentors, Families and Supporters

STUDENT



**Remi Ojurongbe**

Senior, Elizabeth Seton High School

Being a part of CPE I've been exposed to so many opportunities, like summer school programs. This past summer I went to Cornell for Summer College to take a three-credit course in psychology. When I started the college research process, Cornell was always on top of my list. When I found out they had Summer College, I applied. Regina from CPE talked to the school and they were generous and gave me a scholarship. I stayed for three weeks and studied with a psychology professor. It was a great experience being on the campus. Ithaca was beautiful. The students were really motivated. I'm sure I want to go there for college now.

CPE is such a good program because not only does it help academically but helps us to be good citizens in general. We learn about staying focused and learning from others, listening to what other people have to say. We learn so many skills that help us not only in school but in life. All the experiences they've exposed me to show me nothing is impossible and I shouldn't limit myself.

PARENT



**Tiffany Lewis**

Mother of 2009 CPE graduate  
Anthonio Terrell

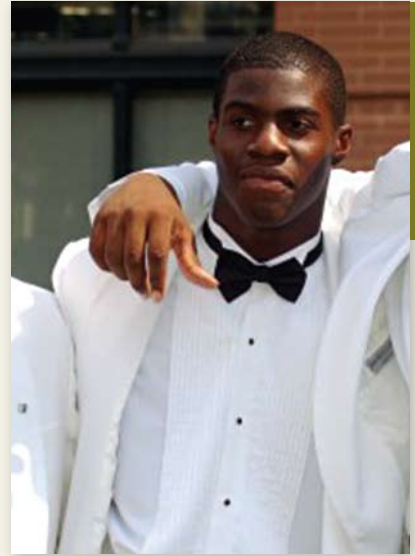
When we started with CPE, I was already involved in my son's school. They could see I was a single mom doing it by myself, and I had this organization seeing the potential in my son. As much as I knew he could do it and as much as I was pushing him, they were pushing him harder. His mentors that were there telling him 'you're a strong black male. You're a smart kid. Don't think it's too hard for you.'

CPE did a lot of workshops and required meetings. There were job workshops, meetings with potential employers, meeting with mentors. They were always letting Anthonio know someone was there for him. They know it gets hard, but you're going to make it and you're going to college. To know that he wanted to go to school and people there were encouraging him, standing by him, and making sure he got everything he needed, that was good.



There's something my mentor said that's always stayed with me: "There's something about people who will not be denied, who will not take no for an answer." After going through so many obstacles they'll keep coming back and find some way to make it. That applies to me. I didn't come from best of conditions. I was limited because of the situation I was in. I saw other people in Capital Partners-people whose parents were doing other things and they had to take care of their brothers and sisters, but they kept going. They had something inside them that kept pushing them, kept them going, and helped them be successful.

The people I met through CPE were inspiring and kept me motivated. I don't want to disappoint them and I don't want to disappoint myself. My first quarter freshman year at Gonzaga I got a 2.3 GPA. Working with CPE my grades shot up. Knowing I've already been through something that was very difficult for me at the time and coming out successful with the help of Capital Partners and my mentor was good for me and made me know you can't really do things by yourself. You need people's help. You need a community of people behind you in order to do well.



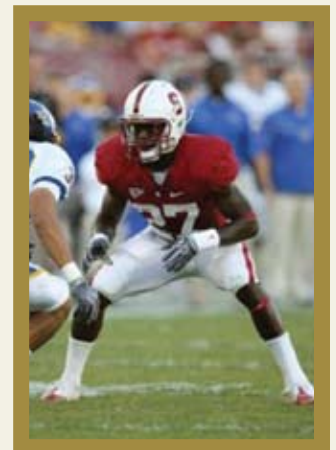
### **Johnson Bademosi**

Sophomore, Stanford University  
Gonzaga College High School  
and CPE Class of 2008

"The people I met through CPE were inspiring and kept me motivated. I don't want to disappoint them and I don't want to disappoint myself. Knowing I've already been through something that was very difficult for me at the time and coming out successful with the help of Capital Partners and my mentor was good for me and made me know you can't really do things by yourself. You need people's help.

**You need a community of people behind you in order to do well."**

Johnson Bademosi, Sophomore, Stanford University  
Gonzaga College High School and CPE Class of 2008



STUDENT



**Jamaan Mills**

Junior, DeMatha Catholic High School

What CPE is doing is excellent. They take the time to make sure you're having a smooth high school process, to make sure your learning experience is fun but you're learning. The most positive thing about CPE for me was the fact that they took time out to match me with a mentor, Ivan, who is compatible with me. He liked what I liked. His strengths were in my strong areas in school, and he also has strengths in areas where I'm weak.

He picks me up on Saturdays and we hang out. I feel comfortable with him and can ask him to check things out. Math is my weakness, and Ivan has a good foundation in math, so he's helping me out a lot right now. Ivan is also helping me with college application process. Right now I'm particularly drawn to NYU. We're working together because I want to major in history or psychology. That may take me getting my PhD someday.

MENTOR



**Ivan Douglas**

CPE Mentor Since 2007

When I was growing up I remember how difficult it was not having male role models in my life. The ones I found were through school. I recognize Jamaan has not seen too many people like me in his life so it's important for me to set a good example. One of the reasons I was drawn to the program because it's difficult to find black men to join. It's important for these boys to have mentors and role models who they can relate to.

CPE is a great program because they connect mentors with students and academic enrichment. And parents play a crucial role. Jamaan's mother is very involved in Jamaan's life. We have a great relationship. The parental aspect of CPE shouldn't be underestimated. It's really important that they play a role.

Working with Jamaan has been great so far. We have a lot in common. Over time we've gotten more comfortable talking about what was going on in our lives. Last year he wrote a handwritten note thanking me for being his mentor, which I thought was really thoughtful. Little things like that show me that I play an important role in his life and that I need to be on top of my game.



**Amie:**

What impressed me about Capital Partners was the structured and organized way they designed the program, and the support they had for the student-mentor relationship. They gave us guidance and provided advice. By serving as a mentor I was just one part of a support system for Tiyler so she wasn't relying completely on me to get her through the program. I'd seen CPE's track record of success at getting students into college. I felt like I could make a difference because the program was so robust and didn't just rely on the mentors.

Ben and I were getting married last October and didn't want material gifts from our friends. My friends and family were familiar with my mentoring. Being able to personally speak about our experience in the program was the key to encouraging people to donate and make people willing to donate. Capital Partners was on top of our list for organizations to invite people to, because we've seen what gets done with even small amounts of money.

Helping start the Leadership Committee was a natural extension of what we were doing by expanding our personal contributions. We have a great opportunity through the Leadership Committee to use our enthusiasm to reach a group of young professionals who haven't been asked to donate money in the past.

**Ben:**

I had stayed in the back seat, encouraging Amie to get involved. More recently when the Leadership Committee was created to do fundraising, I decided to participate. This was an opportunity to get involved in a different way-supporting the program financially even if not you can't commit to being a mentor.

CPE represents a streamlined, local organization working on a cause we consider important to both of us. Education is a fundamental issue in the District of Columbia. We can have an impact because CPE is a small organization. Our ideas can matter. I can see my impact immediately. It's very rewarding. We feel very invested in DC. Giving to CPE is putting a down payment toward the city's future. We'd like to see the city rise and move in the right direction.

**Amie Hsia**

Mentor since 2006, founding member of Leadership Committee

**Ben Harder**

Founding member of Leadership Committee

**J. Warren Gorrell, Jr.**

Chairman, Hogan & Hartson LLP  
Member of the CPE Board of Directors  
since 2004

My wife Cathy and I had been running a private sort of CPE. We had four or five students who we were sending to high school and supporting them. We met them through a program sponsored by our church, St. John's Episcopal, where we both were involved in tutoring young people in middle school. As we saw students who we thought had promise but who needed more opportunity, we worked with them to try to find opportunities to attend other schools.

I had known of CPE because we had thought about it as a potential source of financial support for students we were working with. When I learned more about it, I thought it would be a much more effective way of making a difference with these students than what we were able to do on our own.

I definitely came from the other sides of the tracks relative to the life I live today. At Princeton, I had financial aid, I had a job, and I had loans. We've always felt a huge sense of responsibility to make opportunities like that available to other people who couldn't afford it. We've set up scholarships at several schools our children attended and we're involved at the University of Virginia and Princeton. It's wonderful that Capital Partners is getting in even earlier in people's lives. If you don't get in then, they may never make it to college.

CPE affords us an opportunity to change somebody's life and help them in ways you can never imagine. You can provide financial resources or you can be a mentor or both. We are incredibly fortunate to be in the positions we are in and we have a responsibility to help others. Education is one of the best ways to make a long-term difference in helping those less fortunate be successful in life. Capital Partners is a great organization to sink your teeth into financially and with your time. You get a lot of satisfaction from working with students and seeing them succeed. It's not a straight line and it's hard work, but you have a chance to make a difference.



Students travel from a few blocks away to two hours away to come to Gonzaga because they want to be part of our community. Working with Capital Partners helps our students even more. Not only is Gonzaga there for them, but CPE is as well. I can tell very easily that CPE's priority is our students. Our priority is the same. Their staff is highly dedicated and extremely hands-on.

CPE students are especially diligent. They know there are responsibilities that both CPE and Gonzaga expect them to fulfill. They have a strong work ethic and know what they need to do in order to be successful. With CPE students I've noticed a high degree of accountability. CPE makes sure these students know they have to work at this. They have to put in a little effort, or a lot of effort, to make sure they meet with mentors and attend workshops. CPE students know it isn't just lip service and handing out money. It's about life services and preparing them. It goes very well with Gonzaga's philosophy.

We have an enormous amount of programs and services to help students along the way to prepare for the future. CPE's program helps them prepare for that independence as well. Both CPE and Gonzaga are here to support our students so they can stand on their feet and be ready to run in college.



PARTNER

**Andrew Battaile**

Dean of Admissions and Financial Aid,  
Gonzaga College High School

“We feel very invested in DC. Giving to CPE is putting a down payment toward the city’s future. We’d like to see the city rise and move in the right direction.”

Ben Harder, CPE Leadership Committee

## High School Partners

Bishop McNamara High School  
 Bullis School  
 Connelly School of the Holy Child  
 DeMatha Catholic High School  
 Don Bosco Cristo Rey High School  
 Edmund Burke School  
 Elizabeth Seton High School  
 Georgetown Day School  
 Georgetown Visitation  
 Preparatory School  
 Gonzaga College High School  
 Holton-Arms School  
 Our Lady of Good Counsel High School  
 Paul VI High School  
 Queen Anne School  
 Riverdale Baptist School  
 Sandy Spring Friends School  
 St. Albans School  
 St. Andrew's Episcopal School  
 St. Stephen's-St. Agnes School  
 Stone Ridge School of the Sacred Heart  
 The Field School  
 Washington Waldorf School

## Colleges Attended by CPE Students

American International University  
 American University  
 Amherst College  
 Ball State University  
 Belmont Abbey College  
 Bethune-Cookman College  
 Bowie State University  
 Bucknell University  
 Catholic University of America  
 Christendom College  
 Cornell University  
 Digipen Institute of Technology  
 Duke University  
 Embry Riddle Aeronautical University  
 Florida A&M University  
 Frostburg State University  
 George Mason University  
 George Washington University  
 Gettysburg College  
 Goucher College  
 Grambling State University  
 Grinnell College  
 Guilford College  
 Hampton University  
 Hofstra University  
 Hood College

Howard University  
 Immaculata University  
 James Madison University  
 Kings College  
 Lafayette College  
 Liberty University  
 Lock Haven University  
 Lynchburg College  
 Marshall University  
 Maryland College of Art and Design  
 Marymount University  
 Michigan State University  
 Montgomery College  
 Morgan State University  
 Mount St. Mary's University  
 North Carolina A&T University  
 Northwestern University  
 Oberlin College  
 Ohio Valley College  
 Old Dominion University  
 Peabody Institute of the Johns Hopkins  
 University  
 Penn State  
 Prince George's Community College  
 Regis College  
 Rensselaer Polytechnic Institute  
 Rice University  
 Rochester Institute of Technology  
 Rose-Hulman Institute of Technology  
 Salisbury University  
 Shippensburg University  
 Spellman College  
 St. Francis University  
 St. John's University  
 St. Vincent College  
 Stanford University  
 Swarthmore College  
 Syracuse University  
 Temple University  
 The New School  
 Texas Southern University  
 Trinity University  
 Tufts University  
 University of Alaska - Fairbanks  
 University of California at San Diego  
 University of Central Florida  
 University of the District of Columbia  
 University of Hartford  
 University of Maryland  
 University of Maryland, Baltimore County  
 University of Maryland, Eastern Shore  
 University of New Orleans  
 University of North Carolina - Greensboro  
 University of Pittsburgh  
 University of Richmond

University of Virginia  
 US Air Force--Nursing School  
 Virginia Commonwealth University  
 Virginia State University  
 Virginia Union University  
 Waynesburg College  
 Wesley College  
 West Virginia University  
 Winston Salem University  
 Xavier University  
 Yale University



## Volunteers

We gratefully acknowledge our dedicated team of volunteers whose gifts of time and counsel continue to strengthen and support our important work.

### Mentors

Henry Abbott  
Natasha Acheampong  
David Adams  
Michelle Adams  
Tanjira Ahmed  
Tabatha Akins  
Wynter Allen  
Tammy Belden  
Imani Brown  
Jamal Burise  
Keith Burney  
Shelly Butler  
Sade Campbell  
Tara Chapman  
Morris Clarke  
Niquelle Cotton  
Inayat Delawala  
Anisha Dewan  
Mahoganey Dixon  
Nana Dolce  
Pam Dorsey  
Ivan Douglas  
Jocelyn Dove  
Tomell DuBose  
Ayesha Edwards  
Brooke Evers  
Raymond Fan  
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Randy Hull  
Kendall Hussey  
Stacia Jackson  
Arthur James  
Cara James  
Eswaran Jeyarajah

Kaili Mang Jeyarajah  
Danell Johnson  
Darlene Johnson  
Deyon Johnson  
Mark Josephs  
Jade Kirkley  
Kate Konopka  
Jennifer Kurz  
Scott Kurz  
Mark Lennon  
Kimberly Levernier  
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Amato Marshall  
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Kristin McGough  
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Angela Minor  
Mike Nydegger  
Gale O'Brien Washington  
Bashir Ogungbemi  
John Owusu  
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Mosby Perrow  
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Victor Reyes  
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Colleen Samuel  
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Megan Stockhausen  
Brad Swindell  
Janet Taylor  
Sharnell Thomas  
Stephen Tucker  
Telesa Via  
Milton Ward  
Katie Yaeger  
Kenneth Yu  
Brian Zupancic

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Sunny Bajaj  
Anne Barnes  
Farhud Batmanglich  
Hameto Benkreira  
Sarah Berkley  
Kim Blocker  
David Bonser  
Anne Bowen  
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Brooks Brown  
Tim Burger  
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Erika Cotton  
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Betsy Rosso  
Randy Roy  
Jason Rutledge  
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Miyun Sung  
Moddie Turray  
Javier vonWestphalen  
Anthony Walker  
Ken Washington  
Yvette Watson  
Jennifer and Mike Wood  
Judith Wood  
Irene Wu  
Xanthus Design/Press Xpress

### Leadership Committee

David Adams  
Michelle Adams  
Shelly Butler  
Tara Chapman  
Niquelle Cotton  
Ben Harder  
Mark Josephs  
Kristine Kippins  
Telesa Via  
Brian Woolfolk

## Funders and Contributors

We gratefully acknowledge the generous individuals and institutions that enable Capital Partners for Education to help promising young people succeed in graduating from high school and enrolling in college.

### \$250,000+

Richard and Lynne Cheney

### \$100,000+

Sunrise Foundation

### \$50,000 - \$99,999

Anonymous

J. Warren and Cathy Gorrell

### \$20,000 - \$49,999

Fight for Children

Freddie Mac Foundation

Praveen and Kaili Jeyarajah

News Corporation Foundation

United Way of the National

Capital Area

The Morris & Gwendolyn

Cafritz Foundation

Rocksprings Foundation

### \$10,000 - \$19,999

AES Corporation

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## Financials

### FISCAL YEAR 2009 REVENUES

	ACTUAL 2008	ACTUAL 2009	BUDGET 2010
<b>REVENUES (in thousands)</b>			
Foundations	\$335	\$351	\$306
Individuals	\$303	\$547	\$317
Fundraisers <sup>1</sup>	\$232	\$34	\$150
Corporations	\$21	\$53	\$35
Investment Income and Realized Gain/Loss on Investments	\$44	(\$54)	\$24
<b>TOTAL REVENUES<sup>5</sup></b>	<b>\$935</b>	<b>\$931</b>	<b>\$832</b>

### FISCAL YEAR 2009 EXPENSES

	ACTUAL 2008	ACTUAL 2009	BUDGET 2010
<b>EXPENSES (in thousands)</b>			
Scholarships and Grants	\$403	\$467	\$393
Direct Program Support <sup>2</sup>	\$426	\$452	\$476
Admin/Fundraising <sup>5</sup>	\$210	\$253	\$215
<b>TOTAL EXPENSES</b>	<b>\$1,039</b>	<b>\$1,172</b>	<b>\$1,084</b>
Net Income (Loss)	(\$104)	(\$241)	(\$252)
Prior Years' Major Gifts Allocated for Operations	\$218	\$175	\$252
Reserve <sup>3</sup>	\$1,599	\$1,175	\$923
Tuition Liability <sup>4</sup>	\$1,292	\$991	\$916
Reserve/Tuition Liability	124%	119%	101%
Student Enrollment	125	128	106
Unrealized Gain/Loss on Investment	(\$216)	(\$233)	\$0

#### Fiscal year ends June 30

(1) Fundraiser revenues of \$39,200 in 2009 offset by expenditures of \$5,100

(2) The payroll component of total expenses for 2009 were allocated as: 70% direct program support and 30% admin/fundraising

(3) Reserve is the organization's net assets at the end of the year

(4) Tuition Liability equals scholarship requirements for all students in a given year through their graduation

(5) Excludes donated services

Note: 2008 and 2009 figures are audited.

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