Making College Possible

2010 ANNUAL REPORT

Capital Partners For Education
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 understand how to give and how to receive support.

**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 past year has been a pivotal one for Capital Partners for Education. We are extremely proud that for the fifth consecutive year 100% of all CPE graduates are going to college. We improved our regimen for program support such as strengthening our college counseling, launching a new database for tracking student outcomes, and better supporting students and mentors through a comprehensive case management road map.

We have continued to manage our finances prudently throughout the economic downturn, safeguarding the investment we’re making in the education and future of hundreds of young people.

A professional evaluation of our programs, conducted by Compass, validated the effectiveness of our high-intensity work with students, their families, their mentors, and their schools to ensure that students are equipped with the tools and support they need to succeed in high school and college. We remain steadfastly committed to our core program that provides hardworking students in need with scholarships to private schools.

At the same time we are on the brink of a significant new wave of growth that begins with our inaugural charter school partnership with KIPP DC: College Preparatory Charter High School. We have long known that we wanted to grow CPE to impact the lives of more students, but needed to take time to determine the most sustainable way to do it. Through the strategic planning process we concluded this past year, CPE has decided to expand our capacity to reach more young people by adding charter high school partners.

Currently we work with 96 students in private high schools and 13 at KIPP. By 2014 we plan to increase the number of students in select high-performing charter high schools by at least 60%. We will maintain the current high performance of our private school program with the same number of students, while expanding to reach more students with our charter school program.

We are able to accomplish all this through the dedication of our staff, all of whom get to know our students and families well and serve as a critical resource for them on their educational journey. We are also thankful for the hard work of mentors, who provide a trusted ear and voice for students whose educational paths take them beyond their usual comfort zone or the realm of experience of their families. And of course we would not be able to support our students without the generosity of our donors, whose support enables our students to take control of their destinies and change outcomes for their families and communities because of what they have learned.

Thank you for the thoughtful and vital support you have given to Capital Partners for Education. We look forward to growing our program and providing bright futures for more students with your help.

Khari Brown
Executive Director

Praveen Jeyarajah
President, Board of Directors
In today’s job market even skilled and educated workers are unemployed at record rates. How much worse, then, are the prospects for someone without a high school education who’s never even made it to college?

This is the harsh reality that two-thirds of Washington, D.C.’s teenagers will experience, although they won’t necessarily realize what they have lost until their time in the classroom is a distant memory.

With school reform in the headlines every day, we know that work is being done to improve the educational opportunities available to young people in the nation’s capital, but dreams have yet to catch up to reality. That’s why the mission and work of Capital Partners for Education is so critical. We believe the failure and dropout rates in our city are not caused by students’ shortcomings, but by a dramatic lack of support that students need to succeed.

Thousands of DC students live in impoverished communities where they must prioritize family responsibilities, part-time jobs, and basic survival over their schoolwork. Often their parents are too busy working multiple jobs to ask them if they’ve done their homework. If their parents didn’t finish high school or graduate from college, they struggle to help their children navigate the challenges of achieving those goals. Even the most ambitious teenager would be hard-pressed to figure it all out alone.

Capital Partners for Education provides the guidance, encouragement, and resources that students need to succeed in high school and enroll in college. Without that foundation that leads to a college diploma, these young people will miss out on two-thirds of the high-growth, high-wage jobs in the US. Without a college education, most young people will remain deeply entrenched in a cycle of poverty.

With your help, we provide a better option for more than 100 young people every year. Capital Partners for Education supports students in outstanding private high schools—and as of this year, a leading public charter school—both financially and academically, and stands by them through graduation from high school and college enrollment. For the past five years, 100% of our graduating seniors have gone on to college. How do we do it? By standing by our students every step of the way.

In addition to providing each private school student with scholarships each year and charter school students with college scholarships, Capital Partners for Education gives our students mentors, individualized case management, and a variety of support programs including study skills workshops, SAT prep classes and college counseling. We are cheering students on and pushing them to be their best from the summer before they enter high school to the summer they graduate, ready for college.

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

The success of Capital Partners for Education is based on the combination of four key elements: mentoring, academic support, enrichment programming and scholarships. Any one of these components would be helpful to a student, but the blend of all four—unique among DC-area education organizations—results in an excellent rate of success.

Our students demonstrate bright promise, but would likely not have the opportunity to attend and succeed in a rigorous college preparatory school or benefit from strong support to help them graduate and enroll in college, if not for CPE. CPE has made a deliberate choice not to focus efforts on students with the highest academic skills. Rather, we select students with a range of academic abilities whose potentials have not been realized in their current educational environment. CPE’s comprehensive support programs enable students to reach their full potential.

Scholarships

CPE partners with 19 leading area private high schools and, beginning with the 2010-2011 school year, KIPP DC: College Preparatory Charter High School. All partners have strong college preparatory curricula. CPE offers each private school student up to $4,500 annually in scholarship assistance. Each charter school student will receive $1,000 in annual college scholarships, free uniforms, Metro cards, and emergency funds for school expenses. Partner schools work closely with CPE around students’ financial aid, academic progress and social adjustment.

These schools are among the top DC-area high schools, offer strong college preparatory curricula, and share CPE’s commitment to helping youth from low-income families receive a quality education. Private 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.

Mentoring

CPE carefully matches each student with an adult mentor who has been screened and trained and is committed to helping students achieve their academic potential. Mentors and students talk weekly and meet face to face monthly. As trusted adults who are neither parents nor teachers and have more life experience than friends, 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.

We provide ongoing support to mentor pairs, answering questions and providing resources for students and mentors throughout the relationship. Mentors commit to work with students for at least two years, but many work together for a student’s entire high school career. Some students remain in touch with their mentors through college and beyond.

While CPE’s model requires participation from students’ parents or guardians, many of our students are the first in their families to aspire to a college education, so the role of the mentor as a college graduate who has already navigated that complex arena is critical.
Academic Enrichment and Support Services

Most 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 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 scholar.

- **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 parent orientation.

- **CASE MANAGEMENT** is based on the individual needs of the student and his or her grade year. 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.

- **STUDY SKILLS WORKSHOPS** are offered quarterly. They are available to all students and required for all freshmen and any student whose grades are falling below the minimum standards.

- **SAT PREP CLASSES** with the Princeton Review are provided at no charge to student. Classes typically help students improve their scores by 150 points.

- **ONE-ON-ONE COLLEGE COUNSELING** helps students navigate the complex and overwhelming process of clarifying their goals and aspirations and finding the right school where students can pursue their dreams.

- **CAREER EXPLORATION PROGRAM** brings 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 scholar. Students can choose from a wide variety of options, 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.

“You don’t just get a check and a pat on the shoulder. CPE actually cared about what you did.”

Dionna Stanton
Junior, Georgetown Visitation Preparatory 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.

<table>
<thead>
<tr>
<th>PERCENT OF PUBLIC SCHOOL STUDENTS WHO...</th>
<th>DC</th>
<th>UNITED STATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate from high school in five years</td>
<td>43%</td>
<td>68%</td>
</tr>
<tr>
<td>Enroll in college within 18 months of graduating from high school</td>
<td>29%</td>
<td>48%</td>
</tr>
<tr>
<td>Earn a college degree within five years of enrolling</td>
<td>9%</td>
<td>23%</td>
</tr>
</tbody>
</table>

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.

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 some 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.

About CPE Students, typically:

- 98% are students of color
- 76% are Black
- 16% are Latino
- 2% are White
- 6% are other ethnicities
- Average annual household income for a family of four is less than $30,000.
- Most (68%) live in single-parent households.
- Nearly two-thirds live in DC. Of those students, nearly half live in Wards 7 and 8, east of the Anacostia River.
- Of those who live outside DC, most live in Prince George’s County, Maryland.
- Almost all are the first in their families to go to college.
When I was in junior high, I heard a lot about CPE from students who’d gone through it. They said it was a different type of scholarship. You don’t just get a check and a pat on the shoulder. CPE actually cared about what you did. I was curious so I applied. I’m part of other scholarship programs also. CPE is the only program where you have one-on-one contact with anyone, you have a mentor and you go to all the events. CPE cares about what you do.

My freshman year, Regina was my Student Mentor Coordinator. After first semester was over, I got a letter from her encouraging me, but it also pointed out stuff to work on. It caught me off guard but I really liked it. I look forward to it and am curious about what they’re going to say.

People in the office like Regina and Kit [Student-Mentor Coordinator] really support me a lot. My mentor and I are really close. We talk a lot. She understands what it’s like to be going through private school. She knows what it’s like to prepare to go to college. I’m the first person in my family to be going to college. CPE did a good job of pairing us together.

My parents really like CPE. They know whenever I’m going out somewhere, it’s usually something for CPE. They see the difference between this program and others. I really wish it could be expanded to accommodate more students. Hopefully one day that will happen.

It was a blessing that we were accepted into CPE. It was like a protective covering. The program really gave our family the opportunity to experience something we would not have been able to afford—the quality of education at Bishop McNamara High School. It’s something I would have just dreamed about. There were no other options other than public school where it was unsafe. My son had been bullied at his former school. The area in which I live is not conducive to learning.

Once we got involved in CPE, the opportunities were great. Goldie did community service and learned how to write resumes. He was paired with a mentor—that was the most significant piece. Being a single parent and not having a male in the home, having this mentor who grew up very different from the way we live, the diversity that he brought was significant.

Each mentor my son had made a huge investment in him. They taught him things and exposed him to things he would not have learned about. Naveen was first mentor. He was Middle Eastern and would take Goldie to cultural events, Japanese movies, to eat places we’d never go. His second mentor, Dave, worked with Goldie and took him on college road trips. People in this day and age do not extend themselves like that.
We were grateful for all of the tools they put in place. We got into a financial crisis at school and didn’t know whether or not Goldie would be able to go on a choir trip for which he’d been practicing. CPE made that possible.

Being a single parent, you can’t do it all. CPE was a support system I could go to for whatever was going on that I needed help with. You find comfort in finding a place to go where you can be heard. They helped me as a parent as much as they helped Goldie as a student.

I am currently pursuing a doctor of physical therapy degree at the University of Pittsburgh. This is a profession I have grown to love for various reasons. The initial spark came when I was five years old, and my mother had a stroke. I was able to attend many physical therapy sessions with her in which her physical therapist incorporated me into various exercises my mom had to do. I remember the different phases that she went through, starting with being in a wheelchair. Now she walks without any assistive devices.

My mom has made an amazing recovery which allows her to function in the everyday world. Yes, my mom’s determination helped her tremendously through this process, but she was also provided with the right tools by her physical therapist. This triggering event unveiled to me that I could someday have the same impact on a patient like my mom’s physical therapist had on her and my family. This was, without a doubt, a profession made for me.

During my high school years I was fortunate enough to be a part of the CPE community. For me, the best part of CPE was the mentorship. My mentor, Carol Adelman, was supportive of my professional goals and offered good insight regarding my career path. We attended many CPE events together, but also spent time with each other outside of those events.

Another influential aspect of CPE were the motivational speakers, who took the time to offer their personal experiences related to career growth and obstacles they had to overcome to achieve their goals. During my time at CPE I attended CPE’s career fair, which included many professions of interest to students. I was fortunate enough to meet a physical therapist who was able to clear up many of my academic and professional questions. All of these aspects, and more, helped to drive my motivation of wanting to become a physical therapist. The CPE community offered a feeling of family and a sound support system.

Siobhan France
Academy of the Holy Cross and CPE Class of 2004, University of Pittsburgh at Bradford, 2008, currently pursuing a doctor of physical therapy degree at the University of Pittsburgh
My sister was already in CPE when I was applying to high schools. After seeing her do all the workshops and service projects, I thought CPE sounded really good. And without CPE I wouldn’t have been able to afford Seton. I wanted to go to Seton because when I went to shadow I liked how the girls treated each other and how it seemed possible for me to be in the community and be whoever I wanted to be.

The CPE workshops on time management helped me because that’s one of my biggest weaknesses. I still follow one of the techniques they taught—I write down what I’m going to do and set a time for each thing. I’ve been doing that since freshman year and it definitely helps.

My mentor through CPE is a great friend. I love that. I had my older sister but I never had anyone older than that influence me. My mentor already went through all of this so she can give me advice on anything I ask her about. We talk about college. My parents didn’t go to college, so she can tell me about that. We talk about boys and friendships. Getting together with her is fun. We’re planning for a dinner party. I’ve never hosted a dinner party before. We also went to the Capital Area Food Bank together, where we packed up food and cans.

In high school I’ve realized there are opportunities for everyone. I didn’t know I could do so many of the things I do now. If it weren’t for CPE I wouldn’t have set my goals as high as I’ve set them. Because of CPE I know I can do much more than the minimum. I take honors classes and AP classes. I don’t think I would have gone into those without the encouragement of CPE.

I found out about CPE when I was a summer associate at Hogan and Hartson after my second year of law school. I was heavily involved with service and volunteering with kids at Notre Dame and UVA Law, and I was interested immediately. I decided to apply and make the trip up from DC from Charlo tsesville to work with my mentee.

I grew up in Prince George’s County and went to the same high school, Elizabeth Seton, that Bonnie, my mentee, goes to. Bonnie is a great kid. She’s communicative, reliable, friendly, and works hard. She has all sorts of goals and ambitions and is very sweet. I’m really excited to have gotten to know her and her family. I’ve been to dinner at her parents’ house, we’ve been bowling and to the movies. I attended her quinceañera. We’re planning a dinner party together. She’s coming to my bridal shower and my wedding.

She’s a great student and I’m here to remind her it’s ok if she got an A-. We talk a lot about her classes and teachers and clubs she’s joining. She likes the fact that I’ve been to Seton. I can tell her about what I did. Bonnie reminds me a lot of myself when I was her age, but I was not nearly as
Before I became a donor, I was a mentor with CPE for two years. I’ve participated in fundraising events. I’ve been interested in the program for some time. I learned about it from [CPE Executive Director] Khari Brown several years ago and had met some other mentors, and thought helping CPE would be a way to be an active participant in the community. It’s a large commitment but not burdensome because of the excellent way the program is structured and the support staff provides.

I like the fact that they take students who are most in need, but not necessarily overachievers or A students but who, with a little help, can be just as successful. I appreciated the active and engaged support they provide to mentors and students and families. They’re pretty vigilant about how they track students and troubleshoot in times of need.

Donating was something I was always interested in doing. I look at a lot of younger professionals and see they have a lot of discretionary income they should be sharing with programs like CPE. I’m in no way a large donor, but incrementally anything can make a real difference.

CPE is extremely well-run. They have the vision and organizational heft to achieve goals. There are a lot of well-meaning organizations worthy of interest, but I came to CPE because it had those elements of sustainability. They track and research and are constantly improving on the program.
When I first found out about CPE almost 10 years ago, I was impressed with the idea that the opportunity for a great education is a way to break the cycle of poverty. It’s an important strategy for improving the social and economic situation in DC. I became a donor.

When I left the company I had started and built, President Bush, who I had known since I was 14, asked me to be his ambassador to Sweden, where I served from 2006 to 2009. When I returned from Sweden I had dozens of suggestions of things I could do—businesses to invest in, charities I could contribute to. I sorted through all of them and decided to concentrate my giving and activity into a few commitments, one of which was CPE. I’ve been on the board now for over a year.

What led me to make this commitment was my belief that CPE’s work has the chance to be a game changer in Washington, DC. This is a program of monumental effectiveness answering a problem that’s in the papers every day that everyone knows about. The relationship between the poor quality of public schools and the cycle of poverty is, to me, clear. Here is a program that identifies motivated but poor students who are eager to break out of that cycle.

I came to CPE at a critical turning point. If there’s a weakness at CPE it’s that it can’t influence the lives of more young people. The strategic plan that was just approved says we want to double the number of students whose lives we can influence in three to five years. I hope we can dramatically expand beyond that in the future into thousands of students. To come to CPE at a time when that issue of scale has been addressed and there’s a plan in place to achieve a dramatic increase in a number of students, that’s exciting.

This is a program of monumental effectiveness answering a problem that’s in the papers every day

Ambassador Michael M. Wood
Chairman, Redwood Investments
The missions of CPE and KIPP are so closely aligned. We both know it takes more than a parent who cares about their student to get access to college and a quality college preparatory education.

CPE gets a weekly update from us on how kids are doing in school. They come out during lunchtime to meet with kids. They provide additional support for students with Saturday workshops and their summer institute. Students are getting the message—that hard work pays off—from us 10 hours a day, then again from CPE and from their parents. They’re seeing financial rewards from their hard work in the form of scholarships. CPE shows them that if you are doing what you’re supposed to do and working hard, people will recognize that. When you’re focused, good things come to you and you’re motivated to continue down that path.

Even though KIPP is a public charter school and doesn’t charge tuition, the financial assistance from CPE still matters for our families. Having money from CPE to buy their children’s uniforms is a huge relief.

This is my second year of KIPP DC: College Preparatory. I was familiar with CPE before when serving as Director of KIPP Through College Program, which provides academic and social support to students promoted from 8th grade. Often students from KIPP would apply to CPE. We’re thrilled to have been selected as the pilot charter school for CPE and are looking forward to possibly expanding the program as our school grows. I’m excited that we can show students from the 9th grade on that there are ways to be successful and that your hard work can help you support yourself. That financial component holds a lot of value that sometimes we overlook. When students are very young in high school they often have a disconnect because financial reward seems so far away. But with CPE it’s right there. These are the doors we’re talking about that will open.
### High School Partners for the 2009–2010 School Year

- Archbishop Carroll High School
- Academy of the Holy Cross
- Bishop McNamara High School
- The Bullis School
- Commonwealth Academy
- 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
- Our Lady of Good Counsel High School
- Queen Anne School
- Riverdale Baptist School
- Sandy Spring Friends School

### Colleges Attended by CPE Students

- American International University
- American University
- Amherst College
- Averett University
- 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
- Harvard University
- Hofstra University
- Hood College
- Howard University
- Immaculata University
- James Madison University
- Kings College
- Lafayette College
- LaSalle University
- 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
- Penn State, Mont Alto
- 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. Augustine 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 DC
- University of Hartford
- University of Maryland, College Park
- 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
- Wright State University
- Xavier University
- Yale University
Volunteers

We gratefully acknowledge our dedicated team of volunteers, whose gifts of time and counsel continue to strengthen our community, support our work and transform the lives of young people.

Mentors

Henry Abbott
Natasha Acheampong
David Adams
Michelle Adams
Tanjira Ahmed
Tabatha Akins
Wynter Allen
Hazeen Ashby
Tammy Belden
Jamal Burise
Shelly Butler
Sade Campbell
Tanya Akins
Wynter Allen
Hazeen Ashby
Tammy Belden
Jamal Burise
Shelly Butler
Sade Campbell

Friends

AMANO
Ellyn Ambrose
John Arroyave
Avatar Salon
Zebib Bahta
Michael Barvick
Fargud Batmanaglich
Hameto Benkreina
Sarah Berkey
Austin Blackmon
Michael Brunn
CakeLove
Stephanie Caldas
Stephanie Chakh
Compass Nonprofit Consulting Group
Laurie Davis
Maureen Dawson
Deals for Deeds
Doody Calls
Nadine Duplessy Kerns
Education Pioneers
Erzsébet Etl
Foggy Bottom Grocery
Alexandra Gardner
 Georgetown Bagely
Georgetown Visitation
Georgetown Visitation Preparatory School
Paul Giordano
Marcus Gray
Karen Grossnickle
Eric-Vincent Guichard
Mona Hanford
Kimberly and Nick Hayman
Hogan Lovells
Alexandra Hunihan
Howard Hyde
Impressions MediSpa
Indique Heights
Ireland’s Four Fields
Jess Smith Yoga
Kristin Jackson
Alisha Jamison
Katli Jeyarajah
Phillip Johnson
Marie Kenney
Kristine Kippins
Lynn Kittel
Darren Kowitt
Naomi Kumar
Suzanne Laporte
Natanya Levioff
Kendra Levesque
Elaine Maslamani
Megan Masciola
Lisa Mathes
Sean McGuinness
Michael Romeo Group
Mint Salon and Day Spa
Mix 107.3
Jason Moore
George Murphy
Dave Nelson
Kelli Neumeyer
Claire Nowlin
Bijal Parikh
Photopia with Elizabeth Dramitzke
Bethany Pinnick
Elissa Poma
Potomac Pizza
Megan Reamer
Remomo Café Italia
Rick Rome
Betsy Rosso
Alexander Sotiriou
Richard Ster
Susan Stiles
Hiroko Strange
The Comedy Zone DC
The Home Depot
Trader Joe’s Otayme Valenzuela
Anthony Walker
Ken Washington
Weygandt Wines
Jennifer and Mike Wood
Judith Wood
Brian Woolfolk
Danielle Wright
Xanthus Design/Press XPress

Leadership Committee

Helen Boter
Tara Chapman
Ayesha Edwards
Lisa Frenkel
Kimberly Hayman
Keri Henderson
Andrew Huynh
Phillip Johnson
Michael Lenoff
Victoria Shapiro
Kevin Shin
Funders and Contributors

We gratefully acknowledge the generous individuals and institutions that enable Capital Partners for Education to help motivated low-income students overcome the academic and social barriers that would otherwise prevent them from attending the college of their choice.
We invite you to join the ranks of our donors by making your own gift today.

A good education opens doors. Students who have the solid foundation of high quality schooling earn more and achieve more. Since CPE’s founding in 1993, we've seen our students conquer all kinds of obstacles to attend college. In today’s economy, CPE’s students need your support more than ever. Obtaining a strong education is not only good for them—it’s good for their communities and for America.

Please support us. Every dollar of your donation benefits deserving students. Donations from the CPE board cover all of our administrative expenses.

THERE ARE MANY WAYS TO GIVE:

- **DONATE** online at cpfe.org/donors.
- **MAIL A CHECK** payable to Capital Partners for Education and send it to:
  
  Capital Partners for Education
  
  1413 K Street, NW
  
  2nd Floor
  
  Washington, DC 20005

- **MAKE A GIFT OF STOCK.** Please contact the CPE office at 202-682-6020.

- **PARTICIPATE** in the United Way’s Combined Federal Campaign—designate CPE 75694.

- **MAKE A BEQUEST.** A bequest in your will or trust leaves a wonderful legacy of support for CPE and future generations of young people. To discuss ways to include CPE in your estate plans, please contact us at 202-682-6020.

Capital Partners for Education is a privately funded 501(c)(3) nonprofit organization that relies solely on the contributions of individuals, foundations, and corporations. All donations to CPE are tax-deductible.
## Financials

### Fiscal Year 2010 Revenue

<table>
<thead>
<tr>
<th>REVENUES (in thousands)</th>
<th>Actual 2009</th>
<th>Actual 2010</th>
<th>Budget 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>$ 351</td>
<td>$ 388</td>
<td>$ 354</td>
</tr>
<tr>
<td>Individuals</td>
<td>$ 546</td>
<td>$ 486</td>
<td>$ 455</td>
</tr>
<tr>
<td>Fundraisers (1)</td>
<td>$ 34</td>
<td>$ 8</td>
<td>$ 10</td>
</tr>
<tr>
<td>Corporations</td>
<td>$ 53</td>
<td>$ 64</td>
<td>$ 79</td>
</tr>
<tr>
<td>Investment Income and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realized Gain/Loss</td>
<td>($ 54)</td>
<td>$ 17</td>
<td>$ 19</td>
</tr>
<tr>
<td>on Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenues (5)</strong></td>
<td>$ 931</td>
<td>$ 963</td>
<td>$ 917</td>
</tr>
</tbody>
</table>

### Fiscal Year 2010 Expenses

<table>
<thead>
<tr>
<th>EXPENSES (in thousands)</th>
<th>Actual 2009</th>
<th>Actual 2010</th>
<th>Budget 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships and Grants</td>
<td>$ 467</td>
<td>$ 430</td>
<td>$ 403</td>
</tr>
<tr>
<td>Direct Program Support (2) (5)</td>
<td>$ 452</td>
<td>$ 427</td>
<td>$ 482</td>
</tr>
<tr>
<td>Admin/Fundraising (5)</td>
<td>$ 253</td>
<td>$ 238</td>
<td>$ 244</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$ 1,172</td>
<td>$ 1,095</td>
<td>$ 1,129</td>
</tr>
<tr>
<td>Net Income (Loss)</td>
<td>($ 242)</td>
<td>($ 132)</td>
<td>($ 212)</td>
</tr>
<tr>
<td>Prior Years’ Major Gifts Allocated for Operations</td>
<td>$ 175</td>
<td>$ 253</td>
<td>$ 212</td>
</tr>
<tr>
<td>Reserve (3)</td>
<td>$ 1,175</td>
<td>$ 1,121</td>
<td>$ 915</td>
</tr>
<tr>
<td>Tuition Liability (4)</td>
<td>$ 991</td>
<td>$ 822</td>
<td>$ 909</td>
</tr>
<tr>
<td>Reserve/Tuition Liability</td>
<td>119%</td>
<td>136%</td>
<td>101%</td>
</tr>
<tr>
<td>Student Enrollment</td>
<td>127</td>
<td>102</td>
<td>111</td>
</tr>
<tr>
<td>Unrealized Gain/Loss on Investments</td>
<td>($ 233)</td>
<td>$ 78</td>
<td>$ 0</td>
</tr>
</tbody>
</table>

Fiscal year ends June 30

(1) Fundraiser revenues of $23,214 in 2010 are offset by expenditures of $15,551.
(2) The payroll component of total expenses for 2010 was allocated as: 68% direct program support and 32% 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: 2009 and 2010 figures are audited.
Board of Directors

The Honorable Henry D. Owen  
Co-Founder/Co-Chairman

Theodore A. Schwab  
Co-Founder/Co-Chairman  
Senior Vice President, Morgan Stanley Smith Barney

Praveen Jeyarajah  
President, Board of Directors  
Executive Vice President of Corporate & Business Development, Rexnord

Donald P. Smith  
Treasurer, Board of Directors  
President and CEO  
Advanced Radiotherapy Institute of America, Inc.

Carol Adelman, Ph.D.  
Director, The Hudson Institute Center for Global Prosperity

Ken S. Bajaj, Ph.D.  
Executive Vice President, Digital Management

John A. Bates  
Finance and Administration  
Committee Chair  
Partner, Arlington Capital Partners

Mary Bush  
President and Founder, Bush International, LLC

Sheldon K. Caplis  
Regional Director South Atlantic Region  
Community Relations, Citi

Mary C. Cheney  
Yellowstone Associates

Lovida H. Coleman, Jr.  
Partner, Sutherland, LLP

J. Warren Gorrell, Jr.  
Co-CEO, Hogan Lovells

Eric-Vincent Guichard  
Chairman & CEO, GRAVITAS Capital Advisors, Inc.

Wanda Hill  
Schools Committee Chair

Margaret Hoffmann

Sandy Meredith  
Mentor Committee Chair  
President, The Meredith Group

Dora Richardson

Charles O. Rossotti  
Development Committee Chair  
Senior Advisor, The Carlyle Group

Ambassador Michael M. Wood  
Chairman, Redwood Investments, LLC