



Capital Partners
for Education

Unleashing Potential, Transforming Lives

Making College

POSSIBLE

2011 Annual Report



CPE Student Leaders

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

Support

- We understand how to give and how to receive support.

Giving Back

- We 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

When you find a formula that works, you follow it, test it, and find a way to grow. Fortunately, at Capital Partners for Education we have developed and refined a system that has proven year after year to be effective at helping students succeed in competitive high schools, graduate, and go to college. We understand that completing—not just starting—college is critical in today's economy and we emphasize the skills required for college success in the offerings and opportunities that we provide for our high school students. So far so good.

2011 marks the sixth consecutive year that 100% of our graduating seniors are enrolled in college. Of all the students who entered CPE as freshmen, more than half have graduated from college. In spite of challenging personal and financial circumstances, CPE students complete college at nearly five times the rate of their DC Public School counterparts, and are 10 times more likely to graduate. By comparison the national average of low-income students who earn a bachelor's degree by their mid-20s is only 8.3%.

Over the years we have figured out what's important for our students' success. In addition to the opportunity and financial assistance to attend top high schools, our students need strong, consistent support from mentors and staff to complement their families' nurturing, as well as intensive, structured workshops and learning opportunities outside of school. We have steadily increased the quantity and quality of these offerings, and last year a third party evaluator confirmed that our formula works.

After our first year of partnering with a charter school—KIPP DC: College Preparatory, we concluded that the pilot program was successful and expanded into E.L. Haynes Public Charter School for the 2011–2012 school year. We are continuing along the course set out in our strategic plan and we are thankful for the opportunity to serve more students in more schools. This year we've also partnered with a new private school—Bishop O'Connell High School—and we welcome back a returning school partner—Stone Ridge School of the Sacred Heart.

To all of you who have generously given to CPE of your time and your resources, we express heartfelt gratitude. In the past year, giving by our board of directors more than doubled and 9 of our top 10 donors all increased the amounts of their gifts. We are honored and humbled by the confidence in our work that their investments demonstrate. Your contributions have enabled hundreds of promising young men and women to achieve dreams they never thought possible. Thank you for believing in our students and in our program. We look forward to another year of working together.



Khari Brown
Executive Director



Praveen Jeyarajah
Board Chairman

A handwritten signature in black ink, appearing to read 'Khari Brown'.

Khari Brown
Executive Director

A handwritten signature in black ink, appearing to read 'Praveen Jeyarajah'.

Praveen Jeyarajah
Board Chairman

- **67%** of the new jobs in D.C. require a college degree
- The unemployment rate for Washington, D.C. workers with only a high school diploma has risen from **9%** in 2007 to **23%** today.
- College graduates **earn nearly double** over their lifetimes as high school graduates
- Nationally **8%** of low-income students earn a college degree compared to **82%** of high-income students.
- Each four-year college graduate generates, on average, **\$5,900 more per year** in state, federal, and local tax revenue than each high school graduate.



Training Our Students for an Uphill Climb

The students we serve typically come to us from challenging circumstances. They often live in neighborhoods plagued by poverty where going to college is not part of the culture. Their parents usually do not have college degrees, so they cannot offer their children guidance in applying to, choosing, or paying for college. Most of our students have dreamed of graduating from college, but before enrolling in CPE, they had no idea how they would realize that dream.

Without CPE, many of DC's young people face an insurmountable climb to reach the heights of higher education. Capital Partners for Education trains students for the journey and walks alongside them every step of the way.

More than just study skills and good grades

CPE has investigated what prevents first generation to college students from graduating. They get to college, study hard, and get good grades, but still many drop out? Why?

We've learned that several non-academic characteristics and abilities are critical components of success in high school and college. Beyond study skills and good grades, students must possess strong self-esteem, knowledge of their strengths and weaknesses, and the ability to advocate for themselves with adults in positions of power. They must be able to set goals and work toward them. Ideally, they should be connected to a strong support person, have leadership experience, and participate in community service.

CPE's rigorous curriculum and holistic approach help students understand and attain all these attributes. Our staff, volunteers, and mentors work with students at every opportunity to gain the skills they need to succeed academically, socially, and in life.

We are developing concrete metrics that tie the impact of our program to college persistence and completion and will begin tracking our data through the Efforts to Outcome (ETO) online database this winter. We will also conduct a series of focus groups (through third-party volunteers) to solicit feedback on our impact from students, alumni and mentors.



Our Big Idea: CPE's Formula for Success

Since our founding in 1993, CPE used and improved a winning formula for helping students achieve academic success.

- **Great schools and significant scholarships**—we connect students with top high schools and facilitate assistance with funding of tuition and fees. We also work with high-performing charter schools that are tuition-free.
- **Close relationships with students and families**—our staff, volunteers, and mentors work intensively with students and their families for four years, communicating frequently about student progress and meeting needs when they arise. CPE creates a strong and lasting network of support for our students.
- **Growth and enrichment opportunities**—we provide a wide variety of opportunities for students to learn and reinforce academic skills, perform community service, learn from and network with professionals, visit colleges, become peer leaders, and learn etiquette and social skills for formal settings.

PRINCIPAL

Caroline Hill E.L. Haynes Public Charter School, <http://www.elhaynes.org>



E.L. Haynes is CPE's newest charter school partner.

The support that CPE has given our students has been instrumental in helping them become scholars who are able to articulate and clarify their priorities for the next four years of their lives. I haven't often heard a high school freshman say "my priority is academics," but one of our CPE students said that to me.

We're very fortunate to partner with CPE. There's definitely synergy there. And when you have a mission as lofty as ours at E.L. Haynes, you take all the help you can get. We plan on getting every single one of our children to the college of their choice. But school alone doesn't prepare students for college. When I was young, I had my parents, my school, and a lot of outside support. We're always thinking about what partnerships to have in place so our mission lives in our students, not just words.

It's wonderful to see these students be connected to a community beyond the school with so many other students on the same mission to go to college. I liked that CPE held a summer retreat, which was a great opportunity for our students to meet each other before the school year began. I also appreciate the one-on-one support CPE provides to students. CPE staff is really great in connecting with us to make sure students stay on track. When they don't, CPE is there at the drop of a hat to figure out a game plan. We know the road is going to be bumpy. We want to make sure students are successful and that doesn't happen by sitting back and hoping. It takes hard work and participating in parent meetings, asking for reports, asking how students are doing. We're all working together to help them get there.

Our first cohort is small but mighty. I hope next year it doubles at least. We've already started the conversation with the lower grades principal at E.L. Haynes to start recruiting now. We're putting the bug in people's ears that this is a wonderful opportunity. I wish every student could be in it. We are really excited to have the partnership and hope we can bring it to as many children and families as possible.

STUDENT

JJ Jones 10th grade, KIPP DC: College Preparatory PCS

I don't have any big brothers. I thought it would be cool to have someone else besides my parents to help me get through life. I didn't have anyone else to talk to about academic and personal goals. So I thought CPE would be a good program because I wanted to have a mentor.

My relationship with my mentor Zach has been wonderful. We see each other at least twice a month. We are always out having fun. We play basketball, go out to eat. He makes me try new things, like new foods, activities like paintball, and learning to speak confidently. I can talk to him about anything. From Zach I've learned how to be more comfortable speaking to people, and I'm more outgoing.

He's probably learned from me how to help solve problems. I always have a problem and he's learned how to solve them. He probably understands people more because of me. And I taught him how to draw.

Zach is always looking out for me to make sure I'm doing my best, and CPE really helps me with my grades. They're always checking to see how I'm doing. I'm focusing on study skills because I really want to go to college. CPE has workshops in the winter and spring to help you prepare for midterms and finals. They help you study for the tests and give you tips on how to take the tests. After the workshops we play basketball or other games. Those workshops have definitely helped me get better grades on my tests.

CPE has also affected my life at KIPP because CPE stresses teamwork. At CPE they're always thinking of others and teaching you to do the same, and to help the people around you do their best too. The teamwork approach is something I bring to school and the rest of my life.

MENTOR

Zach Koerber

Senior Consultant, Booz Allen Hamilton



My first interaction with CPE came when I participated in the Career Fair, which really moved me. Students had to go through this large conference room collecting business cards. The kids were so eager to do well and so interested in hearing what I had to say. They asked questions like 'What classes did you take in high school that help you now? Do you like your job? What do you do in your job?' It was neat to talk with them. I also participated in the college application workshop where kids take their essays to be rewritten. It's nice to be able to use skills I have to help people. I take for granted some of the skills I have.

Through the career fair I met the CPE staff, who convinced me to try out being a mentor. I attended a very effective three-hour training session where I saw other mentors from diverse backgrounds. I was excited to be matched with JJ Jones in the summer of 2010 when he was a freshman.

JJ is enthusiastic, intellectually curious, and loves new experiences. We've been to the White House for Rose Garden tour. I went to Georgetown University for undergrad so we go to the gym there to shoot hoops and play around. It gives him the opportunity to see what a college campus is like and he's gotten to meet some of the basketball players. We played ping pong, which he'd never done before, and he was surprisingly good at it. I took him to Booz Allen employee appreciation day at Kings Dominion, showing the perks of working in a big company. We talk about girls, and friendships, and how to deal with teachers, and college, and how he could own his own business related to art.

I've seen JJ become more charismatic. At first he's shy but once he gets a little traction it's fun to see him interact with people. The first time I met him was at the CPE ropes course. I remember him climbing one of the structures. He got to the top, his classmates were clapping, and he started doing the "Dougie." Over the past year it's been wonderful to see him mature and gain confidence when he deals with people. As he's grown, I can see him being more confident and assertive.

Great Schools

Our high school partners collaborate with CPE to provide outstanding educational opportunities and a strong community in which our students can thrive.

- Academy of the Holy Cross
- Archbishop Carroll High School
- Bishop McNamara High School
- Bishop O'Connell High School
- The 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
- E.L. Haynes Public Charter School
- Georgetown Day School
- Georgetown Visitation Preparatory School
- Gonzaga College High School
- KIPP DC: College Prep Academy Public Charter School
- Our Lady of Good Counsel High School
- Queen Anne School
- Riverdale Baptist School
- Sandy Spring Friends School
- St. Andrew's Episcopal School
- Stone Ridge School of the Sacred Heart

Close relationships

How strong mentor matches and comprehensive support fortify students

When CPE matches a mentor with a student, it is with the hope that the relationship will endure for all four years of the student's high school career, if not beyond graduation. CPE students and alumni cite mentorship as one of the best features of their CPE experience. As a result, we take the process of recruiting and matching mentors seriously.

We recently overhauled our mentor application process to make it more comprehensive, enabling us to get to know prospective mentors better so we can match them with students who have shared interests and experiences. We offer monthly training nights for prospective mentors so they understand exactly what is required and how CPE supports the relationship.

Once we've made a match, we remain involved in the relationship checking in frequently to ensure that mentors and mentees are in touch, and providing mentors with updated information about students' grades and academic progress.

We also work hard to keep mentors engaged with the organization, celebrating their hard work. Our mentor committee organizes social and community events and plays a major role in recruiting new mentors.

CPE staff also maintain close relationships with students, and have tripled the number of visits they make to schools each semester to meet with students and faculty to see how students are doing and offer support.



Growth opportunities

CPE offers our students a safe, supportive environment where they can ask questions, get help, and learn essential but not always obvious non-academic skills that many of us take for granted. Study skills are a focus, of course, but we also teach financial literacy, career readiness, interview etiquette, and how to get into and pay for college. We provide leadership and community service opportunities that are key to success in college.

Workshops

Quarterly workshops, segmented by grade level are an important feature of the CPE calendar.

9th grade freshman seminar—where students focus on the often significant adjustment between middle school and a highly selective high school and work on critical non-academic skills such as self-esteem, self-advocacy, and self-identity.

In the past these workshops were entirely created and facilitated by CPE staff. Recently CPE won a grant from Winning Futures, which writes user-friendly curriculum for high school students. CPE engaged volunteer facilitators to help CPE run the workshops.

10th graders learn financial literacy—because we've learned that not understanding how to manage one's finances is a top reason that first generation to college students drop out of college. (See sidebar on the Good Life University).

MENTORS/
DONORS

Elliott Ferguson President and CEO, Destination DC

My wife and I talked about how we both wanted to be more involved in our community. We spend a lot of time working and love kids but don't have any of our own and we wanted to give back. She became involved with CPE first as a mentor, and I saw how much fun it was for her. I saw how well put together the organization is and how it works with kids. CPE seems to be more and do more than other traditional programs that help kids. It has more discipline and structure. I thought volunteering with CPE would be a good opportunity.

I became a mentor three years ago. I was impressed by how much work CPE did to match me to my mentees. They look into mentors' backgrounds and needs and what they want to get out of the program. I am now working with my second student, Michael. We talk or text every day. We go to baseball games, go running, see movies. We spend time with people I know personally and professionally who can give him insight into what he should focus on in preparing for high school and college.

CPE is very diligent about keeping up with students' grades and what's happening with them at school and at home. I get emails from CPE updating me about what's going on with Michael and if there are concerns they bring them to my attention, which helps me be a better mentor.

In addition to being a mentor, I'm a financial donor to CPE as well because I believe in it and think it's a great program. I never get calls asking for money. Instead they got me involved and hooked on their work, which resonates with me a lot more and inspires me to support them financially. Demonstrating that they make students their priority is more important to me than just asking for money.

My wife and I are always trying to find ways to get others involved. And they do get involved because when we bring them to events, they see what we see, how well the program is run, and they see our excitement. The fact that we're willing to do our own recruiting and find other mentors is a testament to how strong CPE is.

Telesa Via City Director of Sales and Marketing, Kimpton Hotels

My first mentee when I started four years ago was Chris. She had experienced Hurricane Katrina, so she had relocated to DC and was further along in her high school career when we were matched. Your heart goes out to someone who has experienced something so devastating at such a young age. She had gone through a lot and needed some guidance. She was a young lady who wanted to be successful. We prepared for her school dances together. Unfortunately her mom couldn't afford certain things that high school girls want for their homecoming or prom, so I taught her how to get the job done but not spend as much money.

Chris is my lifelong little sister. She's at the University of New Orleans now and is working really hard. She's a young lady who has been given some large life challenges and has overcome them and been really positive.

My new mentee is Aleia. We talk a lot about being responsible personally and professionally, and how to transition from being a kid to being a college student. We've talked about time management, what to do when you need help and how to find resources to help yourself. One experience we've had together was a college tour at George Washington University, which allowed her an opportunity she'd never had before. She had a chance to talk with other students who came through CPE and got really excited about college. She also saw how much money it is and realized she's got to work really hard to get funding.

CPE opens the door for lifelong relationships. They open the door for so many young people with opportunities. And for mentors, they open the door for lifelong friends.

11th graders explore careers—they learn to write resumes, dress for success, dine in formal settings, fill out job applications, and interview for jobs.

12th graders prepare for and apply to college—because the process of choosing the right school, applying for financial aid, writing essays, taking tests, and all the rest can be overwhelming and hard to manage alone.

Student Leaders

Understanding that many students who have not yet been tapped for leadership positions in their schools or communities are eager to lead and ready to shine, we launched our Student Leaders program last year.

Student leaders are upperclassmen who serve as CPE ambassadors. They plan big CPE events—the Back to School Bash, the holiday party, the Spring Fling, and the graduation

Financial Literacy Education—Key to College Success

Four years ago a group of young Black professionals created Good Life Investments (GLI) to educate themselves on the principles of investing in the stock market and become financially literate. They studied, read, discussed, practiced, and mastered the basics of financial knowledge needed to make good choices and take charge of their economic interests.

Last year members of GLI saw the film *Waiting for Superman*, a documentary about the problems of the public education system in our country. Inspired

by the stories in the film of young students affected by the flaws of public education, GLI launched The Good Life University, and reached out to CPE to offer a financial literacy program to our students.

The Good Life University teaches CPE students about banking basics, budgeting and credit, and paying for college, with the goal of giving students financial information they will be able to use in high school, college, and throughout their adult lives.

celebration. They serve as peer counselors during orientation for new students and assist with the freshman retreat. During Saturday workshops student leaders lead icebreakers and energizers to make sure students are engaged, and serve as role models and facilitators. At exam time, student leaders give out cards and candy-grams to underclassmen as encouragement. Some student leaders tutor their younger peers.

This year we have 11 student leaders, all of whom applied for and were interviewed for the positions. We are proud of the leadership responsibilities these students are taking on and how inspirational they have been to their classmates.



Good Life Investments Volunteers

College Tours

CPE takes students to visit and explore colleges at least twice each year. Incoming freshmen participate in college tours as part of their retreat and orientation to CPE. Last year freshmen traveled to James Madison University in Harrisonburg, Virginia to gain insight into the college experience. CPE students also visited American University and The George Washington University. At GW, the university's Office of Multicultural Affairs presented a panel of minority students to share their experiences with CPE students.

Community Service

Because giving back is central to CPE's values, our students participate in two community service projects each year. Last October, students and mentors helped clean up the District's Marvin Gaye Park. CPE planted trees, picked up trash, and cleaned the stream.

To commemorate Martin Luther King, Jr. Day in January, CPE participated in a service project at Stuart Hobson Middle School, coordinated by Greater DC Cares. Students and mentors painted murals to brighten the walls of the school, and were honored to be joined in their work by President Obama and the First Family, who painted alongside them. Watch a video featuring the Obama family as well as interviews with CPE mentors and students at <http://bit.ly/fox5storymlkday>.

Career Fair

Every spring dozens of volunteers representing the diverse occupations and fields of Greater Washington gather to introduce CPE students to possible career paths. CPE's Career Fair offers students in all grades the opportunity to learn not only about possible professions, but also how to interview successfully for a job, formal dining etiquette, and how to write a resume.



STUDENT

Janell Simms 12th grade, Bishop McNamara High School



Until a couple hours before my graduation from 8th grade, I didn't know how my mom would pay for me to go to high school. Then I learned I'd been accepted into CPE. Four years later, CPE is a family to me. The staff and mentors are like brothers and sisters and aunts and godparents.

I'm an only child and don't have many relatives around my age. Having a CPE mentor closer to my age has been very helpful. She's there to help me with anything I need. High school is a lot different from middle school, where I didn't really have to study. CPE and my mentor helped me learn how to study, improve my time management, and make the transition. Now we're looking at colleges. I've applied to St. John's, Mount St. Mary's, Penn State, the University of Maryland, and Loyola. I want to study forensic psychology.

At CPE I'm a student leader. It feels really good to give back. I was in the position that these freshmen and sophomores are in now and I've experienced what they're going to experience. I like that I can have an impact on someone else's life just like mine was impacted. It feels good looking back to see everything I've accomplished and everyone who's helped me and supported me at CPE.

I do a lot at school. I maintain my high grades and I help out whenever I can, but I don't have any official leadership positions. I guess CPE just saw something in me that they knew I could be a leader. I'm always open to helping students who need help with anything. As a student leader, over the summer I helped plan the freshman retreat and the student leader panel where students can ask questions about high school and what it's like. I also planned the back-to-school workshop and study skills workshops and college sessions. We had a fun community service day at a senior center and I helped plan that. It makes me feel important—I'm helping a lot of different people and a good cause.

CPE isn't just something students have to go to or are affiliated with. CPE is people who are always there for you no matter what, not just about school, but about your life. They are always just a call or e-mail away.

Obinna Keke Accounting Analyst, TransPerfect Translations Inc.
Gonzaga College High School, Class of 2003

ALUMNUS



Continuing Commitment—former CPE student returns in role of mentor

My family had always gone to public school. My brother went to Coolidge and was robbed at gunpoint. I wanted to do something different. Thanks to CPE, I was able to attend Gonzaga Catholic High School.

The transition was hard. People in private school had their friends from previous private schools. And I could see the difference in the quality of the education from the public middle school I'd attended to Gonzaga and my first year was pretty hard. I wanted to live the same life of going out and hanging out afterschool. But in reality in those private schools you have to put in the time doing your work. They're really preparing you for college and the real world.

In high school, I was a kid who had potential but I needed someone or something to help me reach that potential. I needed some guidance. If you can get me to the well, I'll be able to drink the water. CPE gave people like me the opportunity and access. Now they're giving them not only access but the necessary tools to help shape them into perfect high school and soon to be college students.

I graduated from Gonzaga and earned my bachelor's degree in accounting from Temple University. The preparation at Gonzaga helped me a lot. I graduated from Temple in December 2007 and went to work for TransPerfect, a global business solutions company, in our New York office. I moved back to DC in May and immediately reconnected with CPE.

I became a donor and I've been selected to be a mentor and am waiting to be matched with a student. I spoke to kids about career readiness at CPE's Back to School workshop. When I was in high school, CPE just had a couple staff. I see how they've grown and how the kids they serve now have so many opportunities for life because of CPE.

I know I was really blessed and fortunate to have CPE to get me into a school like Gonzaga to avoid following that same cycle many of my friends did. I knew it was important to give back. I don't see too many young Black males giving back and I knew I had received a lot from people above me and I wanted to keep the cycle going.



PARENT



April Bumbrey CPE Parent to Michael Phelps (Bishop O'Connell High School '14)
Gonzaga College High School, Class of 2003

The Difference We Make

My son Michael was interested in private schools so we applied to CPE because I would not have been able to afford tuition for private school. CPE's mentorship program was particularly important to me because I'm a single parent and Michael does not have a male role model in our household. I thought that would be really beneficial from him to learn and grow from someone outside of our normal circle and help someone outside to learn from him. I wanted him to have a relationship with someone strong who has a college background. His mentor, Harrison, comes to Michael's football games and is always checking in and seeing what Michael is up to and what he needs. They get along really well.

We researched schools and he enrolled at DeMatha Catholic High School for his freshman year. It's a great school, but it wasn't a good fit for us, so this year he's at Bishop O'Connell. He wanted to try O'Connell because it has a great music program, and he's a cellist, and because of its strong academic reputation and its sports. Michael also wanted to try something different because he's always attended school with primarily Black peers and he wanted a more diverse environment.

I can see how CPE's activities have helped him. The workshops and the fun things have been beneficial. I know his study habits have improved a lot. His mentor helps with that as well. Michael was not a student who wanted to study. Harrison, his mentor, stays on him about studying and they communicate at least once a week. After going to CPE workshops and hearing from Harrison how important it is to study, Michael really applies himself now. I see a huge difference.

From the beginning, CPE has been great. From phone calls to visits and emails, it's been a great experience. Even during the application process when I had no idea if Michael would be selected, sometimes I would call late to leave a message thinking I'd get a voicemail but someone is always there. They make you feel like you belong. You're not just another parent, but everyone at CPE is treated like family. I never felt like I was bothering someone with a question. During Michael's time at DeMatha, when it wasn't working out for us and we went through that transition, the CPE staff were extremely supportive. That meant a lot.

CPE is a huge blessing to us. It's an organization where they don't make you feel like you owe them something because they're giving you this gift. Their attitude is more like 'your kid earned this and we want to make sure he benefits from it. He's as much a benefit to us as we are to him.'

- CPE students in 1993: **6**
- CPE students in 2011: **113**
- CPE students anticipated in 2014: **170**
- Current school partners: **19 private schools, 2 charter schools**
- Awards/recognition: Named a **top five education charity** in 2010 by *Catalogue for Philanthropy: Greater Washington*; Center for Nonprofit Advancement *Board Leadership Award – Honorable Mention*



Colleges Attended

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
 Elon 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
 Lincoln University
 Lock Haven University
 Lycoming College
 Lynchburg College
 McDaniel College
 Marshall University
 Maryland College of Art and Design
 Marymount University
 Messiah College
 Michigan State University
 Montgomery College
 Morehouse College
 Morgan State University
 Mount St. Mary's University
 Naval Academy Prep School
 North Carolina A&T University
 Northwestern University
 Oberlin University
 Ohio Valley College
 Old Dominion University
 Peabody Institute of the
 Johns Hopkins University
 Penn State
 Penn State, Mont Alto
 Philadelphia University
 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
 Towson 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
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 Wesley College
 West Virginia University
 West Virginia Wesleyan College
 Winston Salem University
 Wright State University
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\$50,000 – \$99,999

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Committee Staff

Kit Doyle
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Financials

2010–2011 Revenues

	Actual 2010	Actual 2011	Budget 2012
REVENUES (in thousands)			
Foundations	\$ 388	\$ 508	\$ 423
Individuals	\$ 486	\$ 614	\$ 469
Fundraisers	\$ 8	\$ 12	\$ 15
Corporations	\$ 64	\$ 78	\$ 74
Investment Income and Realized Gain/Loss on Investments	\$ 17	\$ 16	\$ 0
Total Revenues	\$ 963	\$ 1,228	\$ 981

2010–2011 Expenses

	Actual 2010	Actual 2011	Budget 2012
EXPENSES (in thousands)			
Scholarships and Grants	\$ 430	\$ 353	\$ 350
Direct Program Support	\$ 427	\$ 410	\$ 465
Admin/Fundraising	\$ 238	\$ 383	\$ 367
Total Expenses	\$ 1,095	\$ 1,146	\$ 1,182
Net Income (Loss)	(\$ 132)	\$ 82	(\$ 201)
Prior Years' Major Gifts Allocated for Operations	\$ 132	\$ 0	\$ 201
Total Net Assets	\$ 1,121	\$ 1,427	\$ 1,226
Tuition Liability ^(*)	\$ 822	\$ 778	\$ 886
Reserve/Tuition Liability	136%	183%	138%
Student Enrollment	106	113	130
Unrealized Gain/Loss on Investments	\$ 78	\$ 208	\$ 0

Fiscal year ends June 30

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

BOARD

Joe Figini Senior Vice-President and General Counsel, CGI Technologies and Solutions, Inc.
CPE Board Member

I joined the board this year because the CPE students knocked my socks off. I met two CPE students who had already entered college. They were immensely articulate, mature, polished, and confident. They were really able to have adult conversations with a sea of professionals in a way that amazed me. I thought CPE does amazing work preparing people academically but also with presentation, self-confidence, and poise. Those are tremendous skills above and beyond the academic ones.

I am a lawyer and involved with legal nonprofits that help children and families, so I am familiar with the population of students CPE works with. They find students who need a bit of an extra lift to help realize their potential. The guidance and support that so many of us take for granted every day CPE gives to kids who need it.

CPE is a first-rate organization with tremendous leadership. The people who work with students are really committed and dedicated to those students' success. CPE staff have an excellent relationship with students and inspire hope and confidence in them. I'm also impressed with breadth of CPE's programming. I participate in the career fair and the graduation dinner. I've helped students with interviewing skills, career choices, how to get into the school of their choice and find money to attend.

CPE provides students with preparation for the life skills you need to succeed beyond high school. These are things I had to figure out for myself when I was that age. I didn't have as much support in some ways as these kids do. I helped with mock interviews and one of the parents expressed that she wanted to get that same coaching. Who wouldn't want that level of coaching and support? It's fantastic. And it's amazing to see how students respond to it.

It feels really good to give to an organization when I know that the benefits of what I'm giving back will produce fruit well into the future. It's a really worthwhile investment. If everyone in our society who succeeded took it upon themselves to do something like this for students, we'd have a lot better success rate in education and as a society we would be a lot stronger.



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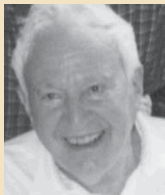
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In Memoriam

The Honorable HENRY D. OWEN



We honor the life of Capital Partners for Education's co-founder, Ambassador Henry D. Owen, who passed away on Saturday, November 5, 2011. Henry enjoyed a long career focused on foreign economic policy, both within and apart from the government, and subsequently international finance. The passion over the last two decades of his life, however, was changing the lives of local low-income youth through education. In partnership with co-founder Theodore A. Schwab, he established Capital Partners for Education (CPE) in 1993. Henry and Ted were committed to breaking the cycle of unfulfilled dreams and squandered talent that they saw in the neighborhoods of D.C. They began by providing six students with partial scholarships to attend private high schools and matching each student with a volunteer mentor. To date, the organization has supported more than 400 students and evolved and developed into a uniquely effective, holistic program that is well positioned to reach hundreds more students in the near future. We will remember Henry for his warmth, his legacy of service, and his unwavering commitment to CPE students and staff. The future is brighter for hundreds of young people and their families because of Henry Owen.



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