



Capital Partners
for Education

Unleashing Potential, Transforming Lives



ANNUAL REPORT

2011-2012



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 makes 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.

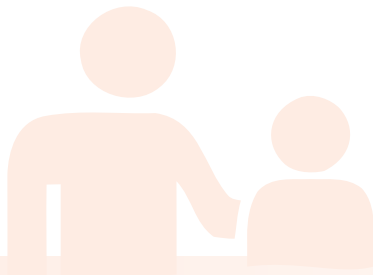




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Khari Brown
Executive Director



Praveen Jeyarajah
Board Chairman

Letter from Leadership

Two decades ago two men selected six promising students for a life-changing opportunity. When our founders—Ambassador Henry Owen and Theodore A. Schwab—offered partial scholarships to top private high schools and paired them with mentors, Capital Partners for Education was born. Now as we are deep into our 20th school year of service, we are proud that their dream has become a strongly rooted tradition of educational excellence in our nation's capital, and that hundreds of students have since graduated from our program.

Through the good times and the bad in Washington, DC—struggles with entrenched poverty, inconsistent education reform, and fluctuating population—Capital Partners for Education has been a steadfast presence. Young people and their families whose academic dreams may have been limited by their financial means have turned to CPE as a doorway to possibilities.

Thanks to an effective model that we have consistently built on over the years, we have been able to offer that positive future to more and more students. This past year we added three new partner schools—the SEED School of Washington, Capital City Public Charter School, and Washington Latin Public Charter School—and our student body grew by 20%.

2012 marked the seventh consecutive year of 100% college enrollment among our graduates. We are working to enhance our relationships with alumni to ensure they receive support in college, and we are hearing wonderful stories of their success. This past year we had a CPE graduate who became a doctor, one who earned a PhD, and one who is playing professional football in the NFL. Many more are graduating from college, building careers, and pursuing their dreams.

Even as we've grown, we realize there are many more young people in the DC area whose potential may be limited by their circumstances, and who could benefit significantly from extra support. Building on our past success, CPE has created a new initiative to enable more low-income students to prepare for and succeed in college and in life.

In collaboration with consulting firm Booz Allen Hamilton, we assessed the feasibility of a new program to support motivated DC students from low-income families starting in the 11th grade and extending throughout college. This program capitalizes on our greatest strengths—mentoring, college preparation, and individual support—and will enable us to help hundreds of additional students change the trajectory of their lives.

Launching in Fall 2013 with 25 students, this program will lead participants in the 11th and 12th grades through every step in the college application process. Using innovative tools such as e-mentoring, CPE will provide continued support during the crucial transition period from high school to college. This support will continue throughout college to help CPE students overcome the barriers they may face to earning a four-year degree. Stay tuned for details about our exciting new initiative.

While the school year has just gotten underway, the calendar year is already winding down, and we want to take this opportunity to express our deep, heartfelt gratitude to all of our staff, volunteers, and donors who contributed in many different ways to the success of our students this year. We are fortunate to have a very dedicated team of staff, mentors, board members, and other volunteers who—working hard and working together—help our students overcome obstacles and achieve their dreams.

Thank you to all of you who have generously shared your resources with CPE so generations of students can succeed. We appreciate your willingness to give back.

Yours,

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 Chair



CPE By the Numbers

In the 2011-2012 school year

- 100% of CPE seniors graduated from high school and enrolled in college
- 100% of CPE students remained in the program
- CPE partnered with 19 private schools and 3 charter schools
- 114 students were part of the CPE program

For the 2012-2013 school year

- We are working with 134 students
- CPE students are attending 15 private schools and 5 charter schools
- We have 128 matched mentors as well as 20 trained mentors on a waiting list who are eager to work with our next class of students

Eyes on the Prize: Why College is the Crucial Goal

According to Reuters, by 2022 there will be 31 million job openings—22 million jobs vacated by retirees and 9 million new jobs. About two-thirds of those jobs will require post-secondary education. The people who hold those jobs are more likely to be able to move into the middle class or beyond.

The earning potential of college graduates is vastly higher than those with only a high school diploma—approximately \$1 million over the course of a career.

Building on What Works

The opportunity to attend a high-quality high school is clearly one factor that influences a young person's chances of going to college and finding a great job. But for many students, especially those growing up in low-income neighborhoods, with single parents, and/or whose parents did not attend college, no amount of scholarship money may be sufficient.

At Capital Partners for Education, we have learned—after two decades of helping to educate young people—that the formula for high school success resulting in college enrollment is much broader than challenging classes at a good school. What we know works—and what makes CPE's program unique—is the combination of:

- **Strong academics** in an environment that makes learning a priority
- **Mentoring** by a trusted adult over all four years of high school
- **College and Career Preparatory workshops, retreats, and experiences** focused on real-world skills such as financial management, resume building and interviewing, and college preparation
- **Financial support** in the form of partial scholarships for students attending private high schools OR stipends for uniforms, transportation, and other fees plus \$1,000 college scholarships for students attending charter schools
- **Student, family, and school engagement** with dedicated CPE staff members who monitor student performance, help students and families solve problems that arise, and work closely with high schools and colleges to ensure a smooth transition

Moments That Matter

How CPE has stepped in to help students when it matters most

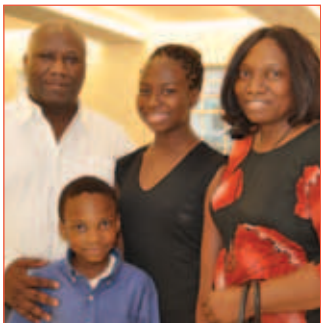


"When I was first selected for the program I didn't think I'd have to work. I've been to a lot of programs where I signed up and there wasn't much to it. But when I started with CPE and I saw the strong set of values that they wanted us to uphold, I thought it was so cool to have a credo to go by. They let you know 'these are our expectations and we plan to keep this in your life forever.'"

During middle school I just got by. I didn't work as hard as I was supposed to but I still got good grades. In CPE they're pushing me to do my all. The workshops have helped me learn how and enabled me to meet people from different backgrounds. CPE has helped me gain connections and become less biased toward other communities."

Greg Dendy

CPE and KIPP DC: College Preparatory PCS Class of 2014



"CPE is making me more confident about my future. I see a plan and I know that I can get there. They're showing me a path I know I can strive for and succeed. My Student-Mentor Coordinator told me about CPE's partnership with the InRoads program, a two-week workshop during the summer. At InRoads I learned about networking, and goal setting, and how you should present yourself inside and outside of school."

Because of what CPE has taught me, when I go to college I'll be prepared. All the little things they're teaching me now will not only help me these four years but will help me all my life. I want to become a pediatrician. I'm thinking about Yale or Harvard but still looking around."

Omolayo Ojurongbe

CPE and Elizabeth Seton High School Class of 2015

Alumni

Where they are now and how CPE influenced their paths



"From the first moment of CPE we learned about the five core values that stay with us always—even after graduating high school. CPE's values are high expectations, personal responsibility, respect, support, and giving back. These core values shape who I am now and what I work for in life. I give myself challenges to expect myself to be the best I can possibly be.

CPE helped me in many ways. Being the first of my family to go to college, I needed much help in knowing what to do as well as getting started. This past fall I started as a freshman at Washington College. I'm working towards a major in international relations with a focus on Japanese.

I still keep in contact with people I met through CPE—both of my mentors, friends, and staff of CPE. Whenever I need to talk they will always listen. Keeping in touch has been a great asset, even in college."

Karina Alvarez

CPE and Elizabeth Seton High School Class of 2012
Washington College Class of 2016



"Through study workshops, community service, resume workshops, and more, CPE provided everything a high school student needs to know how to move forward. A lot of my peers didn't have that. In addition to the financial contribution, CPE offered a lot. CPE helped give me a sense of what type of student I was. They helped me improve my study habits. There was a period when I was on academic probation. I was kind of lackadaisical. They gave me good understanding of success and what I want to do with my life, and really provided a small tight-knit family. My younger brother is now in CPE and also goes to DeMatha.

Now that I'm in college, I want to work with nonprofits that deal with education reform and community. CPE gave me tools and resources and experiences to prepare me for that. Through CPE I've had a lot of opportunities to meet people and get an understanding of how to move forward in life."

Sean Davis

CPE and DeMatha Catholic High School Class of 2010
Mount St. Mary's University Class of 2014



It Really Does Take a Village

How members of the CPE community know their participation makes a difference

"Our program ends in eighth grade so we refer our students to CPE because our programs are really similar. CPE has the same sort of mission and culture that Higher Achievement does. CPE makes us feel secure that our scholars are going to continue having a mentor and support staff who have the same understanding and commitment to our population of students. One Higher Achievement scholar used to really struggle with math. In his first year of high school he got straight As and his mom raved about the preparation that CPE's summer program gave him. The culture and staff at CPE are so passionate. It's been a really wonderful partnership."

Christie Lerro

Director of School Placement and Alumni Programs
Higher Achievement



"When I decided to volunteer, I interviewed with a bunch of organizations. When I got to CPE and saw how they combine mentoring with education, and understood the principles they stand for and the support they give young people, I knew it was a perfect fit. They have the right vision."

As I got to know my mentee Julio more, we became good friends and I've learned a lot from him. Being a mentor gives back to me as much as I'm giving to Julio and CPE. At the same time I know he's on a better path because of CPE. He's got a good foundation of being around people who care about him and want him to be successful. Seeing the transformation in him has kept me more and more engaged."

Danny Stein

Client Director, AT&T
CPE Mentor and Mentor Leadership Council Member



"Being a mentor has been rewarding and challenging at the same time. I'm remembering what it's like to be 14 and the challenges I gave my own parents. It's been rewarding to see my mentee's evolution. The amount she is willing to discuss and share with me makes me feel quite honored. I'm amazed by her willingness to try new things. She is really open now. Initially she was hesitant around new things. But now anything I suggest she says 'I'm willing to try it.' Exposing her to more of DC has been great. The sense of community that CPE gives to mentors has been wonderful too."

Niki Irish

Senior Counselor, DC Bar Lawyer Assistance Program
CPE Mentor and Chair of the CPE Mentor Leadership Council



"I think CPE provides a holistic approach. If you go to private school they provide partial funding, which is important, but the mentoring piece and other services are equally important. I don't know many programs that provide all those workshops and activities. They focus on giving back with the day of service. They help from so many angles, and that's what makes it unique."

Stacia Jackson

Federal Employee
CPE Mentor



CPE Mentor Leadership Council

"I have been a mentor with CPE since 2001. I am happy that several of the students I worked with remain in contact with me and continue to share their lives. One of my favorite things about CPE is the feeling of community, which I think makes a huge difference in our ability to attract the fabulous group of mentors we have and produce consistently outstanding student outcomes. I feel privileged to be part of an organization with such a committed group of people that includes CPE mentors, staff, and board members, all working together to achieve the same goal of student success."

Sandra Meredith

Board Member and Mentor

School Partners and Colleges Attended

School Partners SY2011-2012

Charter Schools

Capital City Public Charter School
E.L. Haynes Public Charter School
KIPP DC: College Prep Academy Public
Charter School

Private Schools

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
Georgetown Day School
Georgetown Preparatory School
Georgetown Visitation Preparatory
School
Gonzaga College High School
Our Lady of Good Counsel High School
Riverdale Baptist School
Sandy Spring Friends School
St. Andrew's Episcopal School
Stone Ridge of the Sacred Heart

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
Farleigh Dickinson University
Florida A&M University
Frostburg State University
George Mason University

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Prince George's Community College
Regis College
Rensselaer Polytechnic Institute
Rice University
Rochester Institute of Technology

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Rose-Hulman Institute of Technology
Salisbury University
Shenandoah University
Shepherd University
Shippensburg University
Spelman College
St. Augustine College
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Financials

2011-2012 Revenues

	Actual 2010	Actual 2011	Actual 2012
REVENUES (in thousands)			
Foundations	\$ 388	\$ 508	\$ 458
Individuals	\$ 486	\$ 614	\$ 487
Fundraisers	\$ 8	\$ 12	\$ 11
Corporations	\$ 64	\$ 78	\$ 93
Investment Income and Realized Gain/Loss on Investments	\$ 17	\$ 16	\$ 38
Total Revenues ⁽¹⁾	\$ 963	\$ 1,228	\$1,087

2011-2012 Expenses

	Actual 2010	Actual 2011	Actual 2012
EXPENSES (in thousands)			
Scholarships and Grants	\$ 430	\$ 353	\$ 324
Direct Program Support ⁽²⁾	\$ 427	\$ 410	\$ 603
Admin/Fundraising	\$ 238	\$ 383	\$ 275
Total Expenses	\$1,095	\$ 1,146	\$1,202
Net Income (Loss)	\$(132)	\$ 82	\$ (115)
Board Designated Net Assets			
Reserved for Operations	\$ 132		\$ 115
Nets Assets, beginning of year	\$1,477	\$ 1,345	\$1,427
Nets Assets, end of year	\$1,345	\$1,427	\$1,312

Fiscal year ends June 30

(1) Excludes donated services

(2) The payroll component of total expenses for 2012 was allocated as: 76% direct program support and 24% admin/fundraising

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