Helping schools develop young people of good character demands our very best. In 2008, the Character Education Partnership made great progress at both the strategic and operational levels. However, we view excellence not as a destination, but as a journey and a way of life.

CEP’S MISSION:
Leading the nation in helping schools develop people of good character for a just and compassionate society.
A Year Marked by Success

We are pleased to present this report highlighting the accomplishments of the Character Education Partnership (CEP) during the 2008 fiscal year. It was an excellent year for the Partnership — not only in terms of the number of grants we awarded, but also in the types of programs we enhanced, the relationships we built and strengthened, and the renewed clarity of purpose we developed. Most important among the many success stories of the year, we:

- **refreshed** our mission to more clearly focus on leadership and helping schools
- **broadened** our definition of character to include performance values
- **formed** new partnerships with others who share our goals and support our mission
- **set** new records for applications to the National Schools of Character and Promising Practices programs
- **hosted** a truly outstanding National Forum on Character Education
- **controlled** organizational expenses and balanced our budget
- **had** our best year on record for professional development
- **added** several new state-level affiliates who sponsor State Schools of Character
- **strengthened** Team CEP by hiring outstanding people to join our staff.

This annual report expands on each of these areas and other noteworthy accomplishments over the past year. None of them would have been possible without strong leadership from our Board, excellent guidance from the Education Advisory Council (EAC), great dedication and professionalism from our staff, and remarkable support from our generous donors.

We are proud of the progress we’ve made as an organization in 2008. The Board of Directors and staff are committed to keeping CEP on the same path of excellence during the coming year. In short, we will continue to do our best in leading the nation in helping schools develop people of good character for a just and compassionate society.

Sincerely,

David Fisher          Joe Mazzola
Chairman of the Board         Executive Director
Increasing
PROGRAM IMPACT
Driving Success on Two Levels

CEP promotes character education by recognizing that success comes by both helping to raise awareness about character education and from supporting educators who conduct character education programs. In 2008, CEP produced outstanding accomplishments in these two areas through the National Schools of Character program and the National Forum on Character Education.

National Schools of Character Outreach in 2008

Thanks to the generous support of the John Templeton Foundation, CEP expanded the National Schools of Character (NSOC) program beyond its traditional scope of recognizing exemplar schools. For the first time in the program’s history, we awarded grants that were substantial enough to enable schools to implement extensive outreach projects.

The creativity and breadth of the 2007 winners’ efforts exceeded expectations and significantly increased the number of students receiving guidance in moral development. Most winning schools planned and executed staff development endeavors with the help of CEP-approved consultants, guided by CEP’s Eleven Principles of Effective Character Education and Quality Standards.

BY THE NUMBERS:
NSOC outreach impacted an estimated:

- 517 Schools
- 1,471 Educators
- 258,500 Students
Memorial Middle School’s Mentoring and Coaching Initiatives

This forward-thinking school for students in grades 6–8 in Fair Lawn, New Jersey developed a two-fold outreach initiative: mentoring schools from its own district and coaching partner schools from a neighboring district. The school held a series of workshops to train volunteer mentor teams from six elementary schools within the district. The establishment of this professional network laid the groundwork to begin training the district’s two other secondary schools next year.

Memorial’s coaching initiative involves working with the Center for Social and Character Development at Rutgers University to coach core teams from two aspiring partner schools: one elementary and one middle school in neighboring Linden, New Jersey. These two teams then provided turnaround training for their entire faculties. In addition, Memorial offers itself as a “living museum” to character education, hosting site visits and providing partner schools and others a behind-the-scenes view of how character comes to life through its programs and practices. In all, the school’s outreach resulted in the training of 195 educators.

Birmingham Covington School

This science and technology school for grades 3–8 in Bloomfield Hills, Michigan provided staff development for teams of educators from other district schools, as well as schools in Illinois, New York, and Ohio. The principal and staff also led a tri-district workshop for 110 principals, two workshops at a Wisconsin character education conference, and a breakout session at Pinellas County’s Character Camp.

Boys Town High School

This school for grades 9-12 in Omaha, Nebraska is mentoring faculty from the nearby Omaha Street School. Both schools deal with teens who have failed in other school settings. Boys Town conducted workshops for both teachers and administrators, and also trained coaches from 35 local schools and athletic leagues in its program that imparts character skills to coaches, kids, and parents.

Fairbrook Elementary School

This school for grades K–5 in Beavercreek, Ohio shared best practices in character education in an all-day workshop for over 60 educators that included a field trip to Fairbrook Elementary to observe Dens in Action—cross-grade-level community meetings led by fifth graders on topics ranging from service projects to antibullying training.

Newport Mill Middle School

Staff from this school for grades 6–8 in Kensington, Maryland shared successful strategies for helping minority students succeed in a workshop for educators from over 20 schools. Programs included a peer leaders program to stop bullying and monthly parent workshops that encourage families to rethink their own values and how they are instilling them at home.
**Pine Point School**  
This private school for grades PreK–9 in Stonington, Connecticut plans to collaborate with staff from the Association of Independent Schools and/or neighboring secondary schools to create a forum with a focus on service learning.

**Pinellas County Schools**  
This district is the first large school district to win the National District of Character award. The district expanded its two-day Character Camp into a regional training for public and private school educators from across Florida and neighboring states. In addition to the expanded conference, the district re-established a resource team to provide character education training throughout the district.

**Radix Elementary School**  
This PreK–4 school in Williamstown, New Jersey joined with the Center for Social and Character Development at Rutgers University to organize two state-wide conferences showcasing schools that won CEP or state awards in character education. Radix staff shared how they used the Eleven Principles to foster a positive environment and systemic change throughout the school.

**Skyview Elementary School**  
This school for PreK-5 in Lizella, Georgia is leading the way in character education for other schools in its large district. The school held a staff development day for all of the schools in its feeder patterns for the whole district. This event ignited the school board to initiate a three-year plan focusing on character education and using the Eleven Principles as a guide.

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**Sacred Hearts Academy Brings Together Parochial and Public Schools**

This extraordinary all-girls academy for PreK–12 in Honolulu, Hawaii honored the Hawaiian culture of *Ohana* (family) in its outreach project. The school held a Building Communities of Character conference for 40 elementary school educators from 12 parochial and public schools on Oahu and Maui. After a consultant presented an overview of the CEP’s Eleven Principles of Effective Character Education, educators worked together to understand the Principles, apply them to their particular schools, and share what had worked in their own educational experiences.

Sacred Hearts staff then demonstrated how the Academy had addressed the Principles in every aspect of school life, showcasing its outstanding work in building relationships through *Ohana* and Homeroom Circles and in helping the community through service-learning projects. Later in the day, participants focused on the needs of their individual schools and designed action plans after completing the Quality Standards self-assessment.
In a record-setting year, CEP selected 10 schools and one school district as 2008 National Schools of Character. Even more significant, perhaps, is the continued growth in the program’s visibility. We not only received the highest number of applications in history (149), but the strength of the applications also surpassed that of any other year, making the selection of winners the most difficult to date.

The winning schools’ remarkable programs all stress respect, responsibility, service learning, bullying prevention, mentoring, citizenship, and tolerance. Assessments at each school validated that quality character education improves social and emotional learning skills and academic achievement. Each winner will receive $20,000, half of which will be used to train and mentor other schools and districts.

The NSOC application process requires extensive reporting, documentation, and assessment of each school or district’s culture, academics, and character education strategies. A special blue ribbon panel of experts in the field considered the applications and site visit reports of 25 finalists to determine the national winners.

The NSOC awards program is administered by CEP and made possible by generous support from the John Templeton Foundation, the UAW-GM Center for Human Resources, Sanford N. McDonnell, Lockheed Martin Corporation, and the Enterprise Rent-A-Car Foundation.
State Schools of Character

A total of 18 states sponsored State Schools of Character (SSOC) awards programs. With eight new states coming on board for 2009, more than half the nation’s states will be participating.

In 2008, state sponsors awarded a total of 44 State Schools of Character awards, and their celebrations were both creative and varied:

- Kansas celebrated at the Brown v. Board of Education National Historic Site in Topeka, with state dignitaries presenting.
- Iowa’s annual character awards banquet included the former governor.
- Minnesota’s commissioner of education presented at a ceremony at the state’s Capitol Rotunda.
- Massachusetts held its ceremony at the State House with state legislators presenting, followed by a meeting between the governor and 50 representatives from the two award-winning schools.
- The New York sponsor held its annual Champions of Character awards banquet, which state officials helped to plan.
- Missouri held its awards ceremony at its Character-plus conference, with state officials presenting.
- Ohio’s SSOC winner received its award at a Cincinnati Reds baseball game.

Winners of the Promising Practices Award

CEP gives Promising Practices awards for unique and specific exemplary practices that encourage the ethical, social, and academic growth of K–12 students through character education. By publicizing these awards, CEP hopes to recognize educators for their efforts and to encourage others to learn from and replicate their successes.

In 2008, CEP received a record 279 applications from 217 public and private schools and districts. From these applicants, CEP selected practices from 141 schools and districts from across the U.S., as well as Canada and Mexico, and presented a total of 155 awards. Winning practices included creative ways to engage parents and community members, encourage student leadership and service, and much more.
Recognizing an Outstanding Leader in Character Education: Dr. Phil Vincent

This year, CEP awarded Phil Vincent, Ph.D. with the Sanford N. McDonnell Award for Lifetime Achievement in Character Education. Known to many as the voice of character education, Dr. Vincent has over 25 years of experience as an educator and administrator. He taught throughout the 1980s across the K-12 spectrum in North Carolina and Alaska, and later at the college level; from 1990 to 1995, he served as a principal and district administrator.

In the years since, Dr. Vincent has brought his practical experience to his consulting, grant management, presentations, workshops, and books. He founded and runs the only niche character education publishing company, the Character Development Group, and has mentored schools, school districts, and departments of education across the US and in Canada for the past decade. Soon after receiving the “Sandy Award,” Dr. Vincent was also honored with the Canadian Achievement Award in Character Education.

CEP’s 14th National Forum on Character Education:
Celebrating Success and Inspiring Excellence at all Levels

At our 14th National Forum on Character Education, more than 800 educators, thought leaders, decision-makers, and practitioners in character education from all across the country met. With the theme, “Investing in America’s Future,” event highlights included outstanding keynote speakers, over 70 breakout sessions, panel discussions, and recognition ceremonies.

The Forum also included CEP’s signature event, the National Schools of Character Awards Luncheon, where 10 schools received NSOC awards and 15 schools were recognized as finalists. In a change from previous years, Promising Practices Awards were presented at the Saturday morning keynote event. Following their awards, winners displayed their practices to standing-room-only crowds.

“The Forum not only gives you a ‘shot in the arm’ inspirationally, but also gives you practical information to bring back to your school.”

—2007 Forum participant
The opening reception provided an opportunity for participants to meet other educators and the CEP board and staff.

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The Valiant Voices choir of St. Genevieve High School, a 2003 National School of Character, entertained at the opening keynote.

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CEP’s chairman emeritus Sandy McDonnell welcomes retired educator Larry Pennie, who gave the opening keynote as if he were Benjamin Franklin.

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When Debby Ballard announced Sprint’s new grant program to promote character education in schools nationwide, she was greeted with thunderous applause.

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**A Broader Scope, Thanks to The Sprint Foundation**

The Sprint Foundation was the event’s title sponsor. It helped make the National Forum an extraordinary event for educators from across the country. Giving back to the community is a core value at Sprint. Its Foundation supports organizations and programs that help keep children safe and have a positive impact on our nation’s youth.

Sprint representative Debby Ballard announced the Foundation’s launch of a national K-12 grant program to support character education. “It is our hope,” Ballard noted, “that the Sprint Ahead for Education Program will provide more funding for outstanding character education programs all across the country.” She also discussed the Foundation’s 4NetSafety program, created in conjunction with the NEA Health Information Network (NEA HIN) and the National Center for Missing and Exploited Children, and promoted NEA HIN’s Public School Crisis Guides, which Sprint funded.
Expanding PROFESSIONAL DEVELOPMENT
Continued Growth in Scope and Variety of Professional Services to Better Support Teachers

In 2008, CEP continued to improve and broaden its work for sharing character education strategies and techniques with educators and others. We did so through a variety of workshops, train-the-trainers programs, and new partnerships with educators in the field.

CEP’s professional development has evolved from delivering one-day workshops based on our core principles, to being a full-service provider of training customized for schools and communities. In the past year, CEP trained more than 1,400 educators, representing more than 118 public, charter, and private schools across the US and Canada. The range of services included:

- One- and two-day framework seminars, held regionally and at schools.
- Two-day Leadership Institutes for school steering committees.
- Skill-based workshops covering topics such as class meetings, bringing core ethical values to life through social and emotional skill learning, examining the “hidden curricula” in a school’s culture, discipline that promotes character development, conflict resolution, and action planning.
- A summer Curriculum Integration Institute to help educators integrate moral-ethical themes and social-emotional skills into the academic curriculum.
- Coaching and school site visits for baseline assessment and ongoing assistance.
Continued Progress on the North Shoreline of Chicago

CEP completed a second year of an ongoing initiative with four high schools in the North Shoreline area of Chicago. Thanks to the generous support of the Charmm’d Foundation, the “teach, empower, AND model” program began in September 2006 with the formation of steering committees, baseline assessments, and development of three-year action plans.

Since then, CEP has provided professional development through Leadership Institutes with focus on the Eleven Principles, on-site professional development establishing core ethical values, and workshops to help teams connect social and emotional learning skills with core values. One of the most important aspects of the initiative is the regular on-site assistance from local CEP coaches.

At the end of last year’s work, the steering committee met to plan their next steps and reflect on their progress in such areas as sharing core values with staff, students and parents, implementing freshman academies, and other initiatives.

In addition, participants shared “Aha” moments — including “resistance is evolving into support;” “inspiration provided by model NSOC schools;” and “a sense that the further a school gets into the process, the more unified they become through the challenges.”

As a result of two strong years working with the Charmm’d Foundation, CEP will be entering a third year with the high schools and beginning an initial year with seven feeder schools.

CEP’s professional development features experts with diverse backgrounds from across the country who serve as coaches, consultants, and trainers. For the second consecutive year, CEP conducted Training-of-the-Trainers sessions to teach new consultants how to spread CEP’s message and help schools.

Just as relationships are critical to effective character education in schools, CEP enjoys and seeks longer-term professional development relationships with schools and districts. In 2008, we concluded work with schools in Detroit and began doing multi-year work in Chicago, Georgia, and Florida.

We also succeeded in planning professional development activities to meet the needs of the Kansas Board of Education. CEP will provide professional development to their service centers as part of a four-year federal grant that will train 44 high schools each year. In addition, CEP submitted to the John Templeton Foundation a research proposal in collaboration with Imagine Charter Schools which, if approved would involve a total of 32 Imagine Schools over a four-year period.

Additional Progress in Professional Development

Pinellas County School District, Florida

Even though Pinellas County School District was named a National School District of Character in 2007, its schools still strive for even greater success in character education. Pinellas received a federal grant to continue its work, and CEP has a long-term commitment to work with the district as it seeks to bring effective practice to all of its schools. Among other actions, CEP conducted a leadership institute, an in-service event for school administrators, and specialized site visits for assessment purposes. We also facilitated discussion groups and workshops. CEP will return to conduct a four-day Curriculum Integration Institute that will allow educators to learn ways to infuse moral/ethical themes and social-emotional skills into their existing curricula and lessons.

Wisconsin. The Wisconsin Character Education Partnership has coordinated a series of one-day CEP Eleven Principles Foundational Institutes. In their unique model, they invite schools and local organizations to “host” the institutes. In April, Wisconsin CEP sent five candidates to a specialized Training-of-the-Trainers in Washington, DC. These candidates have moved into the
apprenticeship stage and will eventually work throughout their state conducting trainings.

**Georgia.** Two elementary schools in Winder, Georgia and two elementary schools plus one middle school in nearby Gainesville have worked throughout the year with CEP. We provided foundational professional development and assessment for the schools in Winder. In Gainesville, CEP customized its services to advance the school’s efforts to improve character education. At Centennial Elementary School, an NSOC school in Gainesville, staff have been looking at how to integrate SEL skills to support their core ethical values, particularly their value of caring.

**Kansas.** When the Kansas Department of Education was developing an extensive proposal for a U.S. Department of Education (DoE) Partnerships in Character Education grant, they connected with CEP’s Merle Schwartz, director of education research. Together they identified ways CEP could assist with the professional development aspects of the grant — and on June 2008, DoE selected Kansas as one of three national winners.

The Kansas research question is: *Will implementation of the Kansas Character Education Initiative result in improvements in academic performance as well as improved personal and civic virtues in Kansas’ high schools?* Kansas is using an aggressive experimental design involving their 88 districts over four years. CEP will be piloting a new model, in which we will train two trainers from each of the seven service centers around the state. CEP’s Training-of-the-Trainers will provide the trainees with an extensive background in character education and how CEP goes about professional development. Afterwards, Kansas trainers will apprentice with senior CEP consultant-trainers to deliver a series of one- and two-day trainings across the state for high schools. These assisted trainings will occur for the first two years, and then the Kansas trainers will be certified to train on the **Eleven Principles of Character Education**, for the remaining two years with CEP supervision.
Strengthening OUR LEADERSHIP
Strengthening OUR LEADERSHIP

In 2008, CEP took the challenging step of re-examining itself. In addition, we welcomed new leaders to our Board and our Education Advisory Council to help us continue our progress.

CEP adopted a new mission statement to guide our actions moving forward. Our refreshed mission statement is

“Leading the nation in helping schools develop people of good character for a just and compassionate society.”

Our new mission calls for us to lead the nation with action. It reminds us that we exist to help schools improve their culture and climate. The change also reflects that we serve and support educators towards our ultimate goal: a just and compassionate society.

“The new mission statement emphasizes the development of civic character as a core responsibility of public schools. High academic standards are important. However, we must also focus on what kind of human being is doing the math and reading the books.”

— Board member, Dr. Charles Haynes

Refreshing Our Mission, Welcoming New Leaders
New Board Members

A committed and involved Board of Directors continues to lead CEP. Three new members were added in 2008:

Anne L. Bryant

As executive director of the National School Boards Association, Anne Bryant heads a federation of organizations dedicated to advancing education. She is an experienced executive and has written widely on K-12 education, volunteer-staff leadership, and the role of the federal government in education.

Eileen Santiago

Principal of the Thomas A. Edison School, a K-5 school in the high-needs district of Port Chester, New York, Eileen Santiago has led the school to improve test scores to more than 80 percent. She has received numerous awards for her trailblazing work in education, and her school won the NSOC Award in 2003.

Betty Siegel

Betty Siegel is distinguished chair of the Siegel Institute for Leadership, Ethics and Character and president emeritus at Kennesaw State University. The first woman to head an institution in Georgia’s university system and the longest-serving woman president of a public university in the nation, Dr. Siegel is a longtime member and former chair of the Board of Directors of the American Association of State Colleges and Universities.

Richard F. Teerlink

Rich Teerlink is former chairman and CEO of the Harley-Davidson Motor Company. During his 18 years with the company, he also served as its CFO and president. He serves on the board of a number of businesses and has been widely honored for his leadership and civic accomplishments. He is co-author of *More Than a Motorcycle: The Leadership Journey at Harley-Davidson*.

Other Board Members

David Fisher, Chairman
Sandy McDonnell, Chairman Emeritus
Frank Keating, Vice Chairman
Thomas Lickona, Secretary
Charles Baker
Marvin Berkowitz
Diane Berreth
John Casey
Jeff Cordes
Charlie Haynes
Maryanne Lavan
Joseph Mazzola
Dick Pieper
Robert Woodworth
CEP Education Advisory Council

CEP’s work is enhanced by a group of national thought-leaders who provide the Board of Directors and executive director recommendations to help further the character education movement in our nation’s schools. Two new members were approved in 2008, and two members’ terms were renewed.

Marisha Humphries

Dr. Marisha Humphries, a professor at the University of Illinois–Chicago, did her clinical internship at the Institute for Juvenile Research at UIC, where she worked as a researcher on an NIH-funded project investigating mother-child relations and social-emotional development among African-American preschool-aged children.

Kristie D. Fink

Kristie Fink is executive director of the Utah Coalition for Civic, Character, and Service Learning at the Utah Law and Justice Center. Fink was a junior high and high school teacher for 22 years, and she is the first person in the nation to serve as a full-time character educator in a state department of education.

Thomas Lickona

Dr. Tom Lickona, director of the Center for the 4th and 5th Rs at the State University of New York at Cortland, has lectured around the world. His most recent books are Character Matters—How to Help Our Children Develop Good Judgment, Integrity, and Other Essential Virtues and Smart & Good High Schools (with Matthew Davidson).

Clifton L. Taulbert

Cliff Taulbert is an internationally acclaimed author, lecturer, and thought-leader on the issue of building community. President of the Building Community Institute, his works include the award-winning Once Upon A Time When We Were Colored, Pulitzer Prize-nominated The Last Train North, Eight Habits of the Heart, and Watching Our Crops Come In.

Advocacy of Character Education

One of our noteworthy accomplishments in advocacy was CEP’s director of education and research, Merle Schwartz’s editing of a new book, Effective Character Education: Guidebook for Future Educators. This outstanding resource will help add character education to the college curriculum for future educators.

CEP continued to promote performance values along with core ethical values as part of good character. The Eleven Principles and the Quality Standards documents were updated to include the language of performance values, and CEP published a position paper on the topic as well.

CEP also joined with other organizations to further our shared advocacy goals. For example, we joined the United Voices for Education consortium, and we were selected to join the steering committee of the Campaign for the Civic Mission of Schools. In addition, we joined the America’s Promise campaign to reduce the dropout rate.

The movement for character education continues to resonate worldwide. CEP met with representatives from both Australia and Saudi Arabia. The latter meeting went exceedingly well; in fact, the members of the Saudi Arabian Ministry of Education asked for permission to translate into Arabic both the Eleven Principles and Quality Standards.

Other Members of the Education Advisory Council

Diane Berreth, Chair
Kathy Beland
Maurice Elias
Avis Glaze
Paula Mirk

Linda Morris
Jacqueline Norris
Larry Nucci
Philip Vincent
Continuing SOUND FINANCIAL STEWARDSHIP
Investing in our Future

Endowment Fund Challenge
Sanford N. McDonnell, CEP’s chairman emeritus, issued a matching challenge to support CEP’s National Endowment for the Preservation of Character Education in America’s Schools. He will give CEP one dollar for every three donated into the endowment, up to a maximum of $1 million.

“Mr. McDonnell believes strongly in CEP and our noble mission,” said CEP executive director Joe Mazzola. “We really appreciate his leadership and remarkable generosity.”

On the day McDonnell announced his very generous challenge, two individuals immediately honored the donor by making on-the-spot pledges totaling $110,000.

The establishment of this new endowment will help sustain CEP’s ability to help schools develop people of good character for a just and compassionate society. Supporting the endowment is an investment in America’s future.

“Nothing is more important for the public weal than to form and train youth in wisdom and virtue.”
— Ben Franklin

“Within the character of the citizen lies the welfare of the Republic.”
— Cicero

Endowment Donors
CEP would like to express its gratitude to the following donors for their generous contributions to our newly established Endowment Fund for the Preservation of Character Education in America’s Schools.

Sanford N. McDonnell
Major Challenge Donor
Dick and Suzanne Pieper
Major Donors
David Fisher
Bequest
Diane Berreth
Bequest
Charles Haynes
Bequest
Randy McDonnell
Bequest
Joseph Mazzola
Donor
Marvin Berkowitz
Donor

We also thank our many donors who wish to remain anonymous.
### Financials

CHARACTER EDUCATION PARTNERSHIP  
**FISCAL YEAR 2008**  
PERIOD ENDING: JUNE 30, 2008

#### Balance Sheet

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#### Profit & Loss Statement

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Revenue Less Expenses
Helping schools develop young people of good character demands our very best. In 2008, the Character Education Partnership made great progress at both the strategic and operational levels. However, we view excellence not as a destination, but as a journey and a way of life.

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Leading the nation in helping schools develop people of good character for a just and compassionate society.