

A photograph of a diverse group of children in a school cafeteria. In the foreground, a young boy with a shaved head and a striped shirt is smiling, holding a blue carton of milk. To his right, a young girl in a red shirt is also smiling. In the background, other children are visible, some holding trays with food. The scene is brightly lit and conveys a positive, healthy school environment.

*Developing* Citizens  
for a Stronger America



## LETTER FROM THE Chairman Emeritus

The Greek philosopher Heraclitus said, “Character is destiny.” Much later, Theodore Roosevelt said, “Character, in the long run, is the decisive factor in the life of an individual and of nations alike.”

Most people agree that character is important. Yet, today we hear about 12-year-olds pushing drugs, 14-year-olds having babies, 16-year-olds killing each other, and young people of all ages admitting to lying, cheating and stealing. As for adults, we see instances of corruption, violence and unethical behavior in every sector of society.

In other words, we have a crisis of character in America. The only way to solve it is by addressing the character of young and old alike. Schools play a vital role. In recent times, we have placed great emphasis on academics in our schools, but we have ignored character building. Schools of character create environments where young people excel academically.

To work, a quality initiative must imbed character into the curriculum and entire school culture. It must have two parts. One pertains to moral character and fosters values like honesty, compassion and respect. Part two pertains to performance character and fosters values like excellence, positive attitude, hard work and perseverance.

Helping all schools, kindergarten through graduate school, implement quality character education programs is what CEP is all about. Yes, effective character education helps solve problems. However, far more importantly, it develops smart and good people for our nation and world.



Sanford N. McDonnell

*Chairman Emeritus*



## LETTER FROM THE President

Throughout 2010, the national debate on education focused heavily on vexing problems. We at CEP, on the other hand, like to focus on solutions.

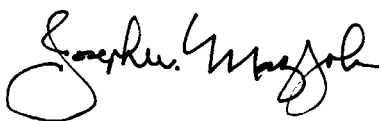
What sets us apart from others is our steadfast belief in a broad, comprehensive framework that helps solve difficult challenges in schools. The framework is the *Eleven Principles of Effective Character Education*. As one principal put it, these principles serve as a “GPS system” to help guide leaders who want to positively transform schools.

Schools that follow these guiding principles create safe, caring, respectful and supportive environments. When doing so, they mitigate problems like bullying, cheating and disrespect. That same healthy culture also allows young people to flourish academically and in countless other important ways.

In this annual report we are proud to share striking results from several schools of character in communities across the country. You will see how they reduced acts of violence and bullying, narrowed achievement gaps, and prepared young people to become engaged and ethical citizens. From schools that have just started their character education journeys with training from CEP to national award winners, I think you’ll be impressed.

Quality character education makes a difference. Please support it in your community. CEP can help by providing an excellent strategic roadmap, technical assistance and other helpful resources. However, success requires leadership and collaboration with all key stakeholders at the local level.

**“Intelligence is not enough. Intelligence plus character—that is the goal of true education.”** —Dr. Martin Luther King, Jr.



Joseph W. Mazzola  
*President & CEO*







## Creating a Caring Community

**News stories about schools show that cheating is widespread, stress-related illnesses, depression, and burn-out are rampant.** Every day 160,000 young people stay home from school because they fear being beaten up by their classmates. Bullying, particularly cyber-bullying, has been so devastating that a new word, *bullycide*, has been coined to describe the result of children who take their lives as a result of bullying. And every 26 seconds a young person gets frustrated and just quits—over one million students drop out each year.

**Solving these problems is difficult but character educators are doing amazing things to help in communities across the country.** In River Falls, Wisconsin, the entire district is developing character education programs. They attended Wisconsin CEP's conference in August, turned to CEP for a two-day 11 Principles training in September, and then sent a team to CEP's National Forum on Character Education in October.

Zac Campbell, physical education teacher at River Falls High School, describes some of the changes that have taken place there.

**“The character education committee has begun discussing what we can do to make others aware of our actions. A great example was changing many of our negative homecoming traditions and turning them into a positive experience.”**

## Changing Homecoming Traditions at River Falls High School

Our homecoming and pretty much all activities in general here were designed to demote freshmen rather than provide competitive spirit. Early in homecoming week about half our senior class ripped down the freshman class banner and signed their names on it.

An assistant principal then met with each kid who signed the banner, discussed River Falls' character ed program, and asked how they could fix this problem.

Some senior leaders stepped up at the next pep rally. They explained their nine positive character traits and how to lead the "Wildcat Way." They then changed our tradition of competitive chanting (which traditionally drowned out the freshman class) and unified it to make us all one, as Wildcats.

Traditionally, our pep fest activities were "fixed" so that freshmen finished last. This year all competitions involved nothing demeaning towards another class. Our students now understand that times are changing and being a helpful hand in our school is more important than demeaning others. I think our staff and students would agree that the changes had a positive impact on our school.

I look forward to our Winter Carnival to see even more how our students have changed for the better.

Zac Campbell, physical education teacher



**“This work that the River Falls’ schools are doing is absolutely amazing! The reflection at so many levels from the student-created videos and presentations, the development of anti-bullying programming, the positive changes in faculty meetings, the integration of art, literature, phys-ed and the parents’ hot topics discussions show the integration of character at every opportunity.”**

Lake Carolina Elementary School in South Carolina, with a 35 percent African-American and 15 percent economically disadvantaged population, has been honored by South Carolina for closing the achievement gap for both groups every year since 2003.



## Closing the Achievement Gap

**Having an economically disadvantaged or a significant minority population does not doom a school** to academic limbo. All children can succeed when a school provides the underlying foundation for success.

**CEP's 2010 National Schools of Character show the way** with their character education initiatives. All allude to the collaborative and caring cultures that define their schools' identity and provide a safety zone for students. When students feel safe and cared for, they can focus their attention on academics. As one counselor from an NSOC said, "Students can't focus on academics when they are in a fight-or-flight mode."

**"Lake Carolina gives them everything they need to be great human beings."** —Joanne Guyton, parent

**"It's like a whole school of kids who are working to become Eagle Scouts."** —Robb Dobbs, parent



**Mill Pond School** with a 25 percent minority enrollment was recognized in Massachusetts for closing the achievement gap for students with limited English proficiency.



**MILL POND  
ELEMENTARY  
SCHOOL**



**ORRS  
ELEMENTARY SCHOOL**

**Orrs Elementary School**, with a 76 percent poverty rate and a 61 percent minority population, has been recognized as a Title 1 Distinguished school for seven years in a row, and students in grades 1-5 have maintained over 80 percent proficiency in all areas on Georgia's state assessments for the past five years.

Similar gains have been made at Florida's **Seminole Elementary School**, where 58 percent of the students are economically disadvantaged. They have earned an A rating in Florida's state grading system for the last seven years.



**SEMINOLE  
ELEMENTARY  
SCHOOL**



**SULLIVAN  
PRIMARY SCHOOL**

At **Sullivan Primary School** in Missouri, where 56 percent of the students receive free or reduced-price lunch, the percentage of first-grade students reading at grade level increased from 60 percent at the beginning of the 2009 school year to 81 percent at the mid-year assessment.



## Preparing Students for Engaged and Ethical Citizenship

When an Apple Computer executive told Kevin Ogden, superintendent of Julian Union School District, that he was disappointed with Apple's newly hired employees because they lacked the work ethic and level of integrity the company wanted, Ogden got to thinking.

"We already had a rudimentary character program with some posters and values of the month, but I knew that wasn't enough," Ogden said. "If we simply focus on academic achievement, that is not enough to help these kids for the long term. **But if we develop their character, that lasts a lifetime.**"

He learned about CEP by attending the national conference where he learned about the National Schools of Character program and the *Eleven Principles of Effective Character Education*. "What I like about CEP's 11 Principles is its philosophical approach. **It doesn't dictate specific actions, but offers guiding principles,**" Ogden said. With those guiding principles, staff members have developed their common language and specific programs. "From the beginning, I've wanted this to be teacher-driven."



## Focus on Bullying

Each year staff who attend CEP's Forum come up with 15 ideas for the school's next layer of growth. This year staff decided to do more about bullying. After hearing Michele Borba's keynote on "Turning Cruelty into Compassion," staff decided that Julian is not doing enough to implement proactive bystander behaviors. Also, although we feel that we are a very empathetic staff, we never thought about how to build empathy in kids so that is another thing we plan to work on.

Kevin Ogden, Superintendent of the Julian Union School District



He has been sending teams from Julian to the conference ever since, four years in a row now. In total, 75-85 percent of Julian's staff have received training at the Forum, Ogden says. And each year, each person attending has been tasked with selecting three things from the conference to implement at Julian. Their ideas drive the school's growth, a process Ogden describes as "layering up." That process led to Julian being named a 2010 National School of Character. But the school is still growing in its quest for effective character education.

What other schools might perceive as impediments—57 percent of its students are on free or reduced-price lunch, and 40 percent are minorities—does not deter Julian in its mission to demand high academic and moral performance of all. The school's motto "We Can Change the World with Our Own Two Hands" is reflected in their many service learning projects. Parent Nicky Moniz says the connection to character "is embedded in everything they do, from an academic standpoint to the murals around the school, as well as the character garden."

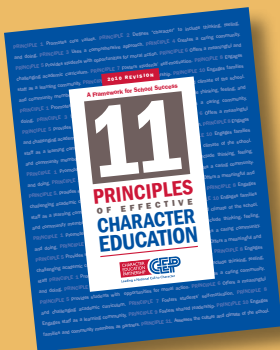
Ogden says that he is "more proud and honored by the National School of Character Award than anything in his 32 years as an educator." Why? He goes back to the conversation that started his quest toward effective character education and his goal to "develop character that lasts a lifetime."



# Achieving Success with CEP's 11 Principles

## *A Framework for Success*

Described as a GPS system to help schools find their way in effective school transformation, CEP's *Eleven Principles of Effective Character Education* forms the cornerstone of CEP's philosophy on how best to develop high-quality character education initiatives. Revised in 2010, the new edition explains each principle, includes indicators of exemplary practice, and contains a scoring rubric.



**The 11 Principles framework is open-ended and can be tailored to the specific needs of a school district.**

Academics, student and teacher engagement, parental and community involvement, personal and professional growth and assessment are all integral. We address systemic transformation—answering the call for school reform by proactively addressing strengths and challenges within the schools along with the parameters that benefit from broad-based improvement of school climate/culture.

This type of quality character educational reform can take three to five years. Examples of recent long-term work—all different models at different points of implementation—include work in Chicago, Florida and Kansas.

## State-wide Effort

In Kansas, concerned about student behavior in schools, particularly bullying, the legislature passed a law requiring every school district to create programming for character development. In response to that law Kansas State Department of Education got a federal grant. They turned to CEP for the initial training because they wanted “the biggest umbrella we could find.” All participating schools took CEP’s 11 Principles Foundational Training.

**“That gave everyone grounding in what effective character education looks like.”**

Sue Kidd, Kansas Character Education Coordinator

## Hands-on Best Practices

Our best professional development efforts are when we can have the opportunity to develop a long-term initiative hand in hand with the local school or foundation. The 11 Principles come alive through the hands-on best practices of our beloved NSOC schools—those who are really walking the talk!

**“Working with the 11 Principles provides you with a framework for really examining your program and improving. It brings everything that is essential in a school’s work together!”**

Dr. Donna Dunar, principal  
Alta Leary Elementary School, Pennsylvania

## Ongoing Assessment

Schools can begin their character education journey with a self-assessment, using the 11 Principles’ scoring rubric. And they can reassess at any time. Along the way schools gain recognition with Promising Practices awards and State and National School of Character recognition.



“The 11 Principles and the rubric that is provided is a wonderful framework process for comprehensively implementing character education that truly makes a difference.”

Kristen Pelster, principal, Ridgewood Middle School in Fox C-6 District, Missouri



“Character education is not a program but a way of operating. It transforms how we view ourselves, how we envision education generally, and how we approach our practice. It’s amazing when people commit to a comprehensive character initiative how it impacts every area of school life.”

Brian McKenney, principal, Long Elementary School, Missouri





“No matter how old you are, you are old enough to make a difference in someone else’s life.” Don Perlyn’s daughter Amanda said this when she was 6 years old after raising money to help her teacher’s daughter, and it has become a mantra for the Perlyn family ever since.

## Engaging Community Leadership

“We are all stakeholders in the education of our nation’s youth,” says Sandy McDonnell, CEP’s Chairman Emeritus. “America cannot remain strong if schools graduate students who are brilliant but dishonest, who have great intellectual knowledge but don’t really care about others, who are highly creative thinkers but are irresponsible. Employers and corporate leaders need to support intentional character development in our nation’s schools.”

**CEP is grateful for the many community leaders who do get involved.** Board member **Don Perlyn**, Executive Vice President of Nathan’s Famous, Inc., got involved with character education when he saw what a difference it made with his own children. “I witnessed their growth in self-esteem, personal confidence, and general success. I realized that character education programs give students the opportunity to make service a part of their own lives, which is why I am pleased to serve on the board of the Character Education Partnership.”

**CEP recognizes community leadership each year with its American Patriot of Character award** by selecting one citizen of great character who exemplifies the very best of our nation’s founding principles and ideals. **The 2010 recipient was S. Truett Cathy.**



“He exemplifies integrity, respect, trust, humility, generosity, service and the pursuit of excellence in all things.” —Joe Mazzola, President, CEP

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CEP would also like to thank those individuals and foundations who asked to remain anonymous.



# Financials

## CEP Fiscal Year 2010

Current Assets	\$1,474,790
Property & Equipment	\$4,176
Other Assets	\$401,462
<b>Total Assets</b>	<b>\$1,880,429</b>
Current Liabilities	\$272,038
Fund Balance/Equity	\$1,608,390
<b>Total Liabilities &amp; Fund Balance</b>	<b>\$1,880,429</b>
Contributions/Fees	\$1,210,195
Released Contributions	\$353,400
Other Revenue	\$139,437
<b>Total Revenue</b>	<b>\$1,703,032</b>
Core Restricted Programs	\$1,015,998
Unrestricted Programs	\$656,185
<b>Total Expenses</b>	<b>\$1,672,183</b>
<b>Net Income Gain/Loss</b>	<b>\$30,849</b>

“Everybody wins when you’ve woven successful character philosophy into the fabric of your school.”

Barbara Gruener, school counselor, Westwood Elementary School, Texas



“My awareness about the power and possibility of growing the character of a school community by design has been the single most important learning of my 33-year career in education.”

Eric Freidman, principal, Babylon Memorial Grade School, New York