

# Annual Report

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*September 1, 2005 – August 31, 2006*



*Ethics in Action Creates Character*

440 Wheelers Farms Road • Milford, CT 06461  
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The School for Ethical Education is grateful to the organizations and individuals that have funded our mission to advance *ethics in action* in 2005-2006.

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## Executive Summary

The School for Ethical Education (SEE) has successfully completed its 11th year of operation to advance *ethics in action*. During 2005-2006, SEE continued to implement its core programs for service learning (Youth: Ethics in Service) and essay writing (Laws of Life) while expanding our teaching program to include the completion of a new teacher-student workbook entitled *The Golden Compass* and progressing in the development of a new program to support academic integrity in schools.

More than 1,000 students and teachers working on 34 different teams participated in service-learning projects and practiced ethical reflection in SEE's Youth: Ethics in Service (YES) program. The service-learning projects included outreach to the needy, peer tutoring, service to seniors, the environment and the administration of a youth philanthropy board. YES teams were engaged in their projects for an estimated 28,000 hours. There have been almost 5,000 YES participants complete over 122,935 hours of service-learning since 1998.

Most of these projects served local communities in Connecticut. At Connecticut's minimum wage, YES participants have generated an estimated \$870,000 in service value over the past eight years. SEE continues to distribute its own project planning and reflection guides to help students and teachers integrate meaningful individual and team reflection into their projects.

Approximately 1,300 individuals participated in SEE classes or workshops related to character education. School districts and agencies contracted with SEE to provide workshops and SEE staff presented a series of classes through the graduate and undergraduate programs of the University of Bridgeport.

For the sixth consecutive year SEE has administered the Connecticut Laws of Life Essay Program. More than 3,800 participants wrote essays that provided students in grades 5 to 12 the opportunity to reflect and write about the values they believe would help them live productive lives. SEE helps catalyze and support local writing programs where the top essays from each participating school are submitted to SEE for entry in the statewide competition. Ten essayists were recognized as the state's top Laws of Life essay writers during an awards celebration on May 4, 2006 in Hamden.

In addition, meaningful progress was made on two developing projects for SEE. The Character Development Group signed a contract with SEE to print SEE's second workbook with the publisher. *The Golden Compass* was completed as a teacher workbook that includes over 50 copy-ready exercises for students. The workbook and exercises provide the teaching method and practice exercises for students to learn a character-based decision-making strategy. It is written for use by middle and high school teachers and will be available for sale nationally in the fall of 2006.

Progress in the development of an academic integrity program has also continued. Supporting academic integrity is widely recognized as an unmet need in US high schools as it relates to student test taking and writing. Many studies have documented that over 80% of US high school students self-report meaningful cheating during a school year. SEE has begun a collaboration with faculty at the University of Connecticut at Storrs to advance a major grant proposal and initiate pilot academic integrity programs in selected Connecticut high schools. The project, with the working title of Integrity Works!, has the potential to be another SEE program with national distribution.



Members of YES service-learning team in front of their organic garden.



## History

John Winthrop Wright founded The School for Ethical Education in 1995, as a nonprofit organization recognized as tax-exempt by the U.S. Internal Revenue Service. SEE provides courses and seminars for teachers, parents and students to advance ethical behavior in schools and communities. Mr. Wright's vision for school improvement focused on expanding opportunities for teachers and students to learn how *ethics in action* creates character. This phrase became the school's motto and recognizes the power of positive ethics in the creation of character. The core ethical concepts or virtues Mr. Wright desired to promote included respect, responsibility, caring, justice, honesty, truthfulness, courtesy, citizenship and the principles of the Golden Rule. The goal of positive character development is integrated into all programs offered by SEE. With the passing of Mr. Wright in 1996 and then Mrs. Wright in 2002, SEE has continued to receive meaningful financial support from Wright Investors' Service.

## Vision

The School for Ethical Education teaches strategies to put *ethics in action*. SEE encourages learning experiences that foster positive character and advance responsible and caring communities.

## Mission

The School for Ethical Education affirms the need for an increased focus on ethical behavior for the 21st century. It also recognizes the contribution of sound ethical reasoning for the advancement of positive character. To teach ethical reasoning for positive character development, SEE provides courses and seminars for teachers, parents, children and community leaders in collaboration with school districts, parent organizations, day care centers, professional education centers, institutions of higher

and continuing education and other like-minded organizations. SEE instructors teach, administer programs, write, speak and host events and meetings, and consult with education organizations as the primary methods of disseminating strategies to promote *ethics in action* for the creation of character.

The following report summarizes SEE's three major program areas in 2005-2006. In addition, an overview of SEE's year-end financial report and a description of strategic goals are provided.

## Teaching, Consulting and Communications

Teaching continues to be the primary strategy for SEE to put *ethics in action*. SEE reached more than 5,200 participants during the 2005-2006 school year by teaching, consulting and its collaboration with the University of Bridgeport. SEE's relationship with the University of Bridgeport provided Dr. Wangaard the opportunity to teach an undergraduate course on moral development and applied ethics and graduate-level courses on character education and conflict resolution. In all, SEE was contracted to present 10-credit hours of courses at the university. Including interns that attended SEE led workshops, there were 418 university students enrolled in classes in the past year.

Dr. Wangaard was contracted for the eighth-year of consulting with the Character Education Partnership as a site evaluator for their National Schools of Character program. This project has continued to provide SEE first-hand experience in observing and evaluating some of the best school-based character programs in the country.

SEE's flagship program continues to be Youth: Ethics in Service (*YES*) a service-learning program that promotes student character development through action and reflection. A summary of *YES* and several *YES* team reports are presented here.



## Youth: Ethics in Service (YES)

YES supports teachers and after-school program leaders to implement effective service-learning as defined by (1) students engaging in planning and implementation of meaningful projects, (2) teachers connecting academic goals to service work, and (3) all participants completing planned reflection activities and project evaluation.



During the 2005-06 school year, almost 900 students and 129 adults participated in the YES program. Thirty-four projects were completed to address community needs related to (1) education (62% of projects) as in students tutoring younger students and peers and assisting those with special needs; (2) human needs (21% of projects) where students provide advocacy or support for hunger projects, foster children, the homeless and people with disabilities; (3) environmental projects (9%) as in students creating environmental awareness campaigns and completing clean-up projects; and (4) Public Safety and Health projects (9%) where students address the issues of homeless domestic animals, responsible pet ownership and school-to-work resources for students interested in the health professions. In all, the projects served over 4,600 individuals and participants engaged in over 28,000 hrs of service-learning.

The YES program focused much of its recruitment of schools in the urban districts of New Haven and Bridgeport and this resulted in 56% of its student participants representing minority populations. In addition, a project funded by SASL (Student Activists for Service-Learning) a YES youth-philanthropy board engaged 29 special-needs students in a civics project. This was the first time a YES project was completed by students with special needs. The SASL board recruited and funded nine other service-learning projects that ultimately provided service to approximately 1,000 service recipients and one environmental clean-up site.

YES participants continue to experience hands-on learning while completing meaningful service to their community and reflection to support their own character development. One YES student reflected about his project work and noted, "I liked this experience because I enjoyed working with my classmates and being able to do something for the children." The themes of positive socialization and meaningful service work were recognized by students within many YES projects and highlight great outcomes for putting *ethics in action* through service-learning.

YES received funding from a Connecticut Department of Education Learn and Serve grant, The Carolyn Foundation, Wright Investors' Service, Webster Bank, The Community Foundation for Greater New Haven, The WT Grant Foundation, The Inner-City Foundation, The Connecticut Assets Network and private donors. Selected YES project stories from elementary, middle and high schools are presented here.

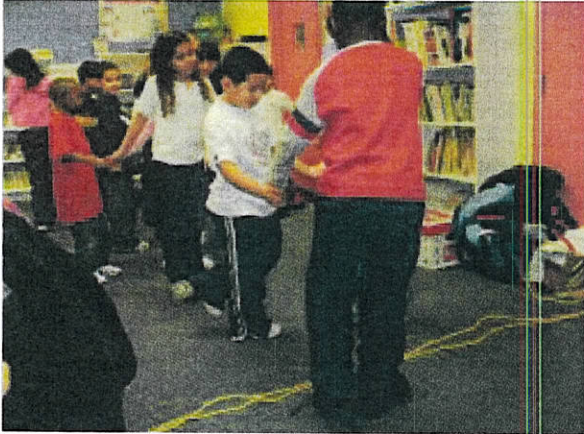


YES project middle-school students constructing a shelter for homeless cats as part of a unit on pet responsibility. The shelters were donated to an animal shelter and the students presented lessons on responsible pet care to elementary students.

### Cardinal Sheehan 21<sup>st</sup> Century Learning Center

Students in the 21<sup>st</sup> Century After-School program offered through Bridgeport's Cardinal Sheehan Community Center participated in a service-learning program with a focus on





21<sup>st</sup> Century After-School students participate in team building exercise.

literacy. Teachers and student interns from Sacred Heart University developed a project that included student decision making while working to include connections to academic lessons relevant to their grade-level. While brainstorming ideas to create a meaningful service project, teachers focused on the literacy development of their students. Teachers knew that the majority of their 2<sup>nd</sup> and 3<sup>rd</sup> grade students' parents are foreign-language speakers. Recognizing how parents with English as a second language may struggle to help their children learn to read English; the staff sought to create a service-learning project that would help encourage English-language development for students and parents. Project brainstorming led to the idea to use sight words (words that students must learn through memorization in order to become more fluent readers) as the basis for playing "Sight-Word Bingo" during a family recreation night.

Students worked to create sight-word bingo cards for the game. The students learned the words by creating the bingo cards to be used for the family night. The family night was also designed to have the students show appreciation to their parents. Thus, the family night had multiple goals that included—student planning and service to host the family night activities, students and parents learning sight words to promote reading and a student-led activity to honor parents.

Students learned numerous skills beyond

mastery of the sight words. They learned to work together as a team, to take turns in generating ideas, to work through the details of completing a project and they learned letter-writing skills to solicit donations for the family fun night. The event was considered such a success that students, parents and the Center's teaching staff agreed to host the event again next year.

### Hockanum's Organic Garden Project

Hockanum Elementary 4<sup>th</sup> and 5<sup>th</sup> grade students in East Hartford under the supervision of Health and PE teacher, Mr. Bocchichio, created an Organic Gardening Club in 2003-04. The Club continued in 2005-06 with partial support from a YES mini-grant. The Club's service-learning goals include learning and teaching about the health benefits of organic gardening in addition to the process and business of gardening. It is appropriate that the Hockanum organic vegetable garden is hosted on the site named for the Indian tribe that originally inhabited the region and farmed there organically for untold generations.

The students take great pride in the perpetuation of their project through the sale of their produce during a Saturday Farmer's Market. To successfully develop their garden plan to sell their produce, the Organic Garden Club meets once a week during the school year and into the summer. The Club has grown from 3 to 15 members and work together to learn



Organic garden club members at work (June 2006)



about organic gardening, plan the garden layout, purchase seed, care for the garden and develop their lessons to teach others about organic gardening. Many of the student gardeners in the Club are also "Autistic Care Givers" a service-learning project that serves special-needs students at Hockanum under the supervision of Mrs. Singleton. When the gardening club sponsor, Mr. Bocchichio requested students to volunteer to create a community garden, students already engaged in service-learning stepped up to the challenge. They not only got to work immediately on planning the garden and ordering the seeds, they also worked tirelessly to recruit additional students to participate in the garden. That plan has evolved to include all the students in gym classes donating class time during the year to help with the garden project.

As the Club has taken on the goal to teach others about organic gardening, students have had to study and understand why organic gardening is more beneficial to both people and the environment than traditional gardening methods. Students love giving their "Organic Gardening is Better" presentation and give tours of the garden any time they can find an audience.

### Wintergreen Magnet Creates Care for Cats

Middle school students at Wintergreen Magnet (Hamden) participated in a service-learning project funded by SASL (Student Activists for Service-Learning) where the students learned about the issue of abandoned cats and built cat shelters to be used by the Greater New Haven Cat Project. The project was intended to create empathy for stray cats, teach responsible pet ownership, help construct temporary shelters for stray cats and help translate the practice of emphatic behavior from cats to people.

Quoting from a school newsletter— *Over the past few weeks select 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students have been working with the New Haven Cat Project to gain information and*



Completed shelter for homeless cats donated to The New Haven Cat Project.

*awareness related to abandoned and homeless cats. ...Students viewed a video introducing them to the problem of homeless cats, built shelters for feral cats and made cat masks. They will be presenting information about this project and showing their masks to 1<sup>st</sup> graders. This was a very exciting project and students reported that they gained much information and empathy related to the plight of homeless animals. We hope to reinforce this empathy as students relate to each other in a caring manner at Wintergreen.*

### Trumbull Alternative's Hunger Project

Students and teachers at Trumbull Alternative School worked together across a variety of subject areas to study and serve a hidden



Trumbull Alternative's Hunger Project display May 2006





Cracked bowl created by Trumbull Alternative students to represent a metaphor of hunger in Connecticut.

population of people who are hungry in Fairfield County Connecticut. The project objectives included the study of the problem of hunger in Connecticut, participation and marketing of an art exhibit to highlight the needs of the hungry, creation of pottery bowls to display at the art exhibit and the donation of volunteer time and canned goods to a local food kitchen.

This multi-faceted project engaged students in research at school, pottery making in art class, writing invitations, reflection paragraphs and press releases in language arts class, coordinating with the art gallery for the Bridgeport Art for Hunger show, and coordinating with the Merton House, a soup kitchen in Bridgeport to deliver canned goods and volunteer service time. School research led them to find Internet resources to help study and address the needs of Connecticut's hungry— End Hunger Connecticut! [www.endhungerct.org](http://www.endhungerct.org) and The Connecticut Food Bank: [www.ctfoodbank.org](http://www.ctfoodbank.org).

The pottery project is typically designed to have the students create and donate useable serving bowls to a soup kitchen. In this instance, the students learned about the art show and agreed to create bowls for display at the show that represented a metaphor about hunger. Pottery was intentionally shaped, cracked or colored to represent the distress associated with hunger.

The art bowls were on display in a Bridgeport gallery for the month of May 2006. The students' work was displayed in a separate room from other local artists who also contributed to the gallery with the goal to call attention to the problem of hunger in Connecticut. Along with each pottery display, the students included a reflective paragraph that interpreted their work as it related to the problem of hunger.

Student reflections covered a wide variety of issues from the pain they recognized in the hunger issue to the difficulty that society has in attempting to address hunger.

### **New Haven's Off-Campus Classroom's Civics Project**

Students from the New Haven Off-Campus-Classroom (OCC) program participated in a service-learning program to learn about the State of Connecticut's legislative process. OCC students served by reporting to peers at Wilbur Cross High School information learned from their research and field trip to the Connecticut Capitol. The OCC program has a clear mission, "To provide students who have been identified with intellectual disabilities with an age appropriate alternative-high school education experience, which promotes independence and lifelong learning through the use of community based vocational, independent living and social integration activities."



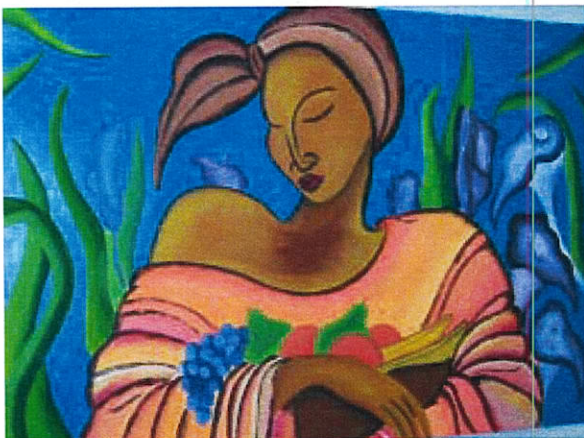
OCC students on tour of Connecticut's Capitol building in Hartford (January 2006)



OCC students worked with their special-education teachers on several campuses to create a service-learning plan for the entire student group. It was a goal for participants to gain an understanding of the state legislative process, the issues addressed by the legislature, ways to communicate with representatives and methods to travel to the Capitol via public transportation. Some of the students had never ridden on a train before. Students generated research questions to be answered by this project and determined their service was to create an information board at Wilbur Cross High School. This information board was designed to inform students at Wilbur Cross about the State Legislature and provide Wilbur Cross students' answers to the student-generated questions relevant to the legislative process.

### **Riverside Academy's "Majestic Minds" Art Gallery**

Student art is one product of a SASL-funded service-learning project to engage students in their education by helping them experience success in school through art. Teacher Rachel Mathieu used the project to integrate the application of other academic skills into the process. The Majestic Minds project was developed by students and Ms. Mathieu at Riverside Academy a magnet high school in New Haven. Almost 50 students eventually participated to create an art gallery for their school with the potential to travel to outside venues.



Students participated in the business and creation of artwork. The business of art required students to budget for paints, canvases, easels, frames and communicate with community contacts for support and venues for display. Students also learned strategies to market their own artwork and studied options for careers in art. Thus the project integrated academic goals of math and English to support the creation of a school art gallery with the potential to travel to outside venues.

In the process of creating art, Ms. Mathieu engaged students' minds through critical reflection that required students to describe analyze and interpret their work and the work of their peers. Service was provided to the school in the creation of a vibrant art gallery and to the community through the traveling exhibit, which celebrates and communicates the values of different cultures.



Riverside Academy artist displaying his work.

### **Eli Whitney Care Blankets for Yale-New Haven Hospital**

Students in the Freshman Math lab at Eli Whitney Tech (Hamden) worked together to complete Care Blankets for the children's unit of Yale-New Haven Hospital. The project included an application of math skills (measuring, estimating, geometry, area and expenses) through a service project that would meet a community need. "The children's unit at Yale-New Haven Hospital typically provide 20 to 30





Two Eli Whitney service-learning members help display Care Blanket with project teacher Pat Ripley.

blankets a month;" noted Ellen Good the Manager of the Child-Life Department at the hospital. Ms. Good pointed out, "It is great that 25 high school students at Eli Whitney choose to serve their hospitalized peers by creating and donating these blankets. It helps patients in a hospital setting feel a little more at home." The hospital allows patients to take the blankets home with them at their dismissal.

Eli Whitney students under the supervision of teachers Pat Ripley and Latrice James completed the project during the extended-day program and students also volunteered to add several Friday afternoons to complete the goal of finishing 15 blankets. Thus, the Care Blanket project allowed students to apply math skills, learn sewing skills, engage in productive afternoon activity and complete a meaningful service to their community. The completed blankets were presented to Mrs. Good during a school awards ceremony on May 31.

Students' reflection upon completion of project included the following comments, "We had the opportunity to practice compassion with individuals who are less fortunate than us"; "We helped others and learned a new skill for ourselves"; "I would want someone to do this for me if I was sick"; and "This is really the Golden Rule in action".

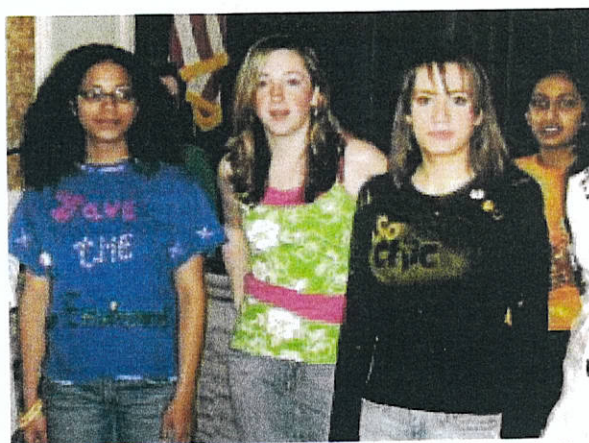
Mrs. Ripley noted, "Any opportunity to move marginalized individuals beyond their own

circumstances helps contribute to a stronger, healthier social environment for everyone. It is the foundation of social justice, and therefore social change. It was gratifying to see the students' empowered and affective agents of change and action. The self-esteem upon successful completion of each blanket was a pleasure to see."

### Lauralton Hall Environmental Club Promotes Organic Use'

On April 28 the Lauralton Hall (Milford) student body gathered in the auditorium and seated themselves along a "runway" to watch 45 of their fellow classmates put on Lauralton's first-ever fashion show. This was a fashion show with a "twist" since the models were not wearing new clothes! All of the fashion entries were old clothes that had been redesigned. Most were tee shirts that students refashioned in some unique way. Some students just had fun with the idea of redecorating and created either clever or funny tee shirts; others created tee shirts that were so fashionable they could be sold in boutiques anywhere.

The idea of a fashion show from recycled tee shirts was created when the environmental club was awarded a mini-grant by Student Activists for Service-Learning (SASL). The fashion show featured tee shirts for a reason - most are made from cotton. The club wanted



Members of the Environmental Club display recycled tees at fashion show to promote awareness of the wise use of resources.



to raise awareness about the environmental impact of conventionally grown cotton. Despite its reputation as a natural fiber, conventionally grown cotton is treated with more chemicals- including known carcinogens- than nearly any other crop. Amazingly, it takes about one-third of a pound of pesticides and fertilizers to grow enough cotton for just one T-shirt.

Reflection after the events was universally positive with the students recognizing the organizing power and fun they brought to their mission of building awareness for the positive use of organic products. Evaluations of *YES* projects, often note how students recognize their ability to cooperate, plan and implement meaningful work. Lauralton Hall students celebrated putting their *ethics in action* to build environmental awareness at their school.

<sup>1</sup> From Lauralton Hall website: <http://www.lauraltonhall.org/news/473>

## SASL (Student Activists for Service-Learning)

The School for Ethical Education began a youth-philanthropy board in January 2004 as a project supported by its *YES* Learn and Serve grant. The goal of the youth philanthropy board is to provide high school students the training and experience to successfully distribute mini-grants in support of service-learning projects in New Haven County.



SASL board members at February board meeting 2006



SASL representatives at Community Foundation for Greater New Haven Youth Forum, June 2006

Ten students were originally recruited from seven high schools in New Haven County. The students began to meet twice a month with a goal to learn about youth philanthropy in support of service-learning and create a Request for Proposal (RFP) that could be disseminated to New Haven County schools in the fall of 2004. The board named itself *Student Activists for Service-Learning (SASL)* and identified leadership roles to help guide their activities.

In June of 2006, SASL completed its third school year as a youth-philanthropy board promoting service-learning in New Haven County middle and high schools. The SASL board is represented by 13 high-school students from seven different New Haven County schools. During monthly meetings in 2005-06, the board organized itself to recruit, fund and follow-up on ten projects, which resulted in over 300 students participating in almost 10,000 hours of service-learning and providing service to about 1,150 people.

The SASL board advertises the availability of grant funds through the publication of a Request for Proposal (RFP). The RFP is used to recruit mini-grant applicants in both the fall and spring semester. To rank the grants, the SASL board created a grant-evaluation rubric based on the board priorities established in the RFP. The ranking focused the board's priorities to support service-learning projects



that (1) encouraged student planning and leadership, (2) connected service project clearly to academic objectives, (3) identified meaningful projects that could provide service to people, education and art, places, things and/or the environment, animals, or celebrations for project work and (4) included specific plans for reflection and project evaluation.

Representatives of SASL have also participated in several other activities that related to their work on the youth-philanthropy board. Board members have presented the mission and objectives of SASL at a statewide hearing in Hartford about after-school programs, SASL board members have engaged in the writing of grant applications to help continue funding the SASL project, board members have presented SASL's grant evaluation rubric to peers and adults at a New Haven Youth Development Conference, participated in Community Foundation for Greater New Haven Youth Forums and attended the Connecticut Service-Learning Connections conference at Connecticut College in New London. All of SASL's activities continue to support the development of leadership skills, an understanding of philanthropy and an ethic of community support and engagement. SASL is demonstrating great effectiveness to keep "*ethics in action*" and welcomes the application of new student board members from New Haven County high schools. A SASL student application (PDF) form is available on the SEE website.

In addition to service-learning, SEE continues to administer Connecticut's Laws of Life Essay Writing program as a strategy to introduce character education to schools and advance reflective writing about values with students. The following summary highlights SEE's Laws of Life program in 2005-06.

## Connecticut's Laws of Life Essay Program

SEE has been administering the Laws of Life Essay Writing Program in the state of Connecticut since 2000. During the 2005-06 school

*Laws of Life*  
**Essay Program**

year, 28 schools and 3,857 writers participated in the Laws of Life program. Over the past six years, more than 21,000 students have taken the challenge to reflect and write about the values that help people live successful lives. Laws of Life provides students with an opportunity to discuss important personal values and publish those personal beliefs within their community of family, peers and their school. Evaluators of the contest have noted that Laws of Life students gain an appreciation of their own personal values and how those values can provide strength, especially when life becomes challenging.

SEE invites school language arts and English teachers to participate in the Laws of Life program with a flyer each fall. With support from the Templeton Foundation, SEE provides guidance and materials to help administer local Laws of Life programs. The program encourages conversations about values between teachers and students, students and



Chris Gallo and one essay winner of the 2005-2006 Connecticut's Laws of Life Essay Program at awards ceremony in Hamden, Conn. on May 4, 2006.



their family and students and their peers. Laws of Life is recognized as an excellent character development strategy that schools can use to promote their own academic goals for fluent student writing. The Laws of Life program can help prepare students for the writing portion of standardized tests as well as prompting meaningful reflection and discussion about important life values.

SEE administers the program for public and private school students in grades 5 to 12. Local contests evaluate and send their top essays to SEE for entry into a statewide contest. The essays are grouped by elementary, middle school or high school categories and two expert Laws of Life judges evaluate each essay. The judges are not given the student's name, gender or school name. The top-ten scoring essay writers for Connecticut are recognized and awarded prizes at a ceremony in May. The NewAlliance Foundation has provided savings bonds to each of the ten top Laws of Life essay writers for several years. New Alliance Foundation also supports the Laws of Life program with direct grant funding for administration of the program.

The winning essayists, family members, teachers and Laws of Life judges met for an awards reception at the Graustein Foundation, in Hamden, to celebrate the students' work on May 4, 2006. Christopher Gallo, a SEE Trustee and CPA with Nishball, Card, Niedermeier, Pacowta & Co., P.C., presented opening remarks and Karry Ann Morris presented the award certificates. Students volunteered to read their essays and all participants reflected on their experience in the program. One theme heard during the reflection acknowledged that the Laws of Life program was a catalyst for students, classes and their family members to discuss and highlight personal values and their impact on life. Teachers noted that Laws of Life essays are typically the best essays written during the school year and parents commented on their satisfaction to read their children's reflection regarding important life lessons.

Laws of Life is an excellent opportunity to advance *ethics in action* and SEE is grateful for the support of Wright Investors' Service, NewAlliance Foundation, the John Templeton Foundation, Eaton Vance, William Caspar Graustein Memorial Fund, Bigelow Tea, Bridgeport Bluefish, and private donors.

## SEE Financials

SEE continues to receive meaningful operational support in terms of office space, technology and administrative support from Wright Investors' Service (*WIS*) In addition, *WIS* was SEE's second largest financial donor with a gift of \$45,000. SEE's overall expenditures for the year were \$165,703. SEE's Youth: Ethics in Service (*YES*) program received grants and donations during the fiscal year totaling \$91,364. *YES* also received \$843 in income from the sale of its Service-Learning Guide. Grants from the State Department of Education (administrator of federal Learn and Serve funds), the Carolyn Foundation, the Community Foundation for New Haven, W. T. Grant Foundation, Webster Bank, Connecticut Assets Network and private donations completed funding for this project.

Laws of Life (*LOL*) received a grant of \$3,000 from the NewAlliance Bank Foundation to administer a statewide LOL writing program. As part of this grant, New Alliance provided \$500 in savings bonds as prizes for the ten winning essayists in the statewide competition. As these bonds were given directly to the students, this amount is not revealed on SEE's financial statements. Additional donations from Eaton Vance and Dworken, Hillman, LaMorte & Sterczala, PC., and private donors helped SEE fund this excellent initiative.

Teaching and Communication income of \$12,617 represents fees for contracted services paid to SEE and includes course instruction at the University of Bridgeport. Donations to SEE's general fund for teaching and communication came in response to requests solicited from past and potential supporters of



SEE's mission. The total for all private donations was \$16,250.

SEE continues to work to develop its base of individual and corporate funders to help establish a broader foundation of support for its mission.

## Strategic Steps for 2006-07

SEE continues to administer each of its programs with a goal of excellence to maximize its present capacity. The executive director and trustees have recognized that without additional resources to hire staff that SEE is limited in its ability to grow programs and effectively seek additional support. During a focus on strategic planning this spring, there were four steps identified to help SEE expand its capacity and program outreach.

1. Expansion of SEE's trustee board to recruit a full membership of 12 to 15 members
  - a. Recruit trustees with clear understanding of SEE's mission and expectation of board responsibilities
  - b. Recruit trustees with a goal of diversity in professional occupation and cultural background
  - c. Engage the board in active financial development for SEE to support a new staff position
2. Hire a development director
  - a. Development director to secure sufficient funding in first year to support position
  - b. Development director to administer Laws of Life program in year one
  - c. Development director to host first annual fundraising event at the end of year one in combination with Laws of Life awards event
  - d. Development director take responsibility for all future SEE grant writing

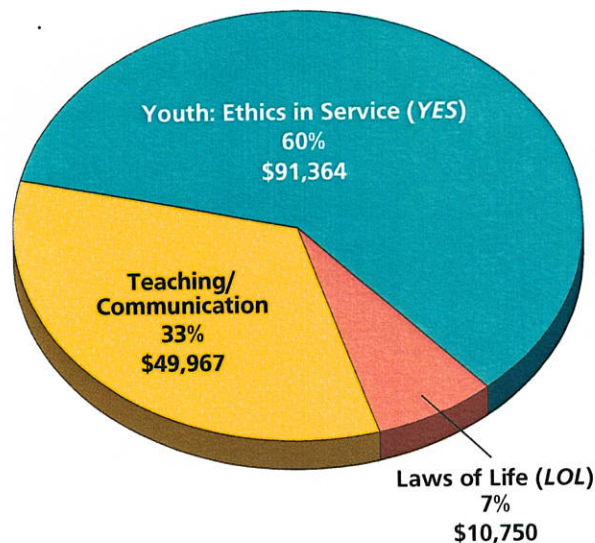
3. Complete draft development of Integrity Works! Program
  - a. Continue to seek grant support for Integrity Works!
  - b. Continue development of Integrity Works! Program manual within current budget
  - c. Seek large national publishing partner for Integrity Works!
4. Complete the publication and begin marketing the Golden Compass
  - a. Integrate editorial comments from reviewers of Golden Compass
  - b. Finalize publishing steps with Character Development Group
  - c. Market programs to schools using the Golden Compass

## The Opportunity

The four strategic steps just described have the potential to move SEE into the role of a nation-wide provider of programs to support student ethics and character development. Key to taking these next steps is the development of SEE's trustee board to support fundraising for the hiring of a development director. This work is ongoing with the positive expectation to advance *ethics in action to create character*.



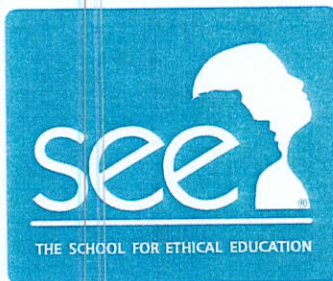
# Summary of SEE Income 2005-2006



## The School for Ethical Education Profit and Loss Statement For the Fiscal Year September 1, 2005 to August 31, 2006

	YES	LOL	Teaching & Communication	Consolidated	Budgeted	Difference	Overhead
<b>INCOME</b>							
Tuition	\$843		\$12,617	\$13,460	\$12,000	\$1,460	
Grant income	\$74,871	\$2,500		\$77,371	\$80,000	-\$2,629	
Donations	\$4,050	\$7,250	\$4,950	\$16,250	\$29,250	-\$13,000	
TWC	\$11,600	\$1,000	\$32,400	\$45,000	\$45,443	-\$443	
TWC office services							\$7,617
<b>TOTAL INCOME</b>	<b>\$91,364</b>	<b>\$10,750</b>	<b>\$49,967</b>	<b>\$152,081</b>	<b>\$166,693</b>	<b>-\$14,612</b>	<b>\$7,617</b>
<b>EXPENSES</b>							
<b>Personnel Expenses</b>							
Salary & benefits	\$81,598	\$14,382	\$48,140	\$144,120	\$140,913	\$3,207	
<b>Office Expenses</b>							
Supplies/Postage	\$281	\$343	\$2,961	\$3,585	\$4,500	-\$915	
Phone/copier...	\$621	\$72	\$342	\$1,035	\$1,100	-\$65	\$7,617
<b>Travel Expenses</b>							
inc Conf.	\$2,245	\$398	\$1,629	\$4,271	\$5,780	-\$1,509	
<b>Outside Services</b>							
(inc audit, website, print)	\$540		\$3,861	\$4,401	\$4,000	\$401	
<b>Other Expenses</b>							
Project grants	\$7,967			\$7,967	\$10,000	-\$2,033	
Depreciation				\$324	\$400	-\$76	
<b>TOTAL EXPENSES</b>	<b>\$93,251</b>	<b>\$15,196</b>	<b>\$56,932</b>	<b>\$165,703</b>	<b>\$166,693</b>	<b>-\$990</b>	<b>\$7,617</b>
<b>NET SURPLUS (SHORTFALL)</b>	<b>-\$1,887</b>	<b>-\$4,446</b>	<b>-\$6,965</b>	<b>-\$13,622</b>		<b>(\$13,622)</b>	





*2005–2006 Annual Report*