

Annual Report

September 1, 2003 – August 31, 2004



Ethics in Action Creates Character

440 Wheelers Farms Road • Milford, CT 06460
www.ethicsed.org

The School for Ethical Education is grateful to the organizations and individuals that have funded our mission to advance *ethics in action* in 2003-2004.

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Executive Summary

At the conclusion of its ninth year, The School for Ethical Education (SEE) celebrates its progress to advance *ethics in action*. During 2003-2004, SEE embarked on an initiative to expand the base of supporters for its mission. Assisted by challenge grants from the Louis Calder Foundation and the John Templeton Foundation, SEE increased its donor base by 50 percent. This support helped to sustain SEE's important programs that promote strategies to teach character and ethics.

More than 400 students and teachers working in 21 teams participated in service-learning projects and practiced ethical reflection during SEE's 2003-2004 *Youth: Ethics in Service (YES)* program. The service-learning projects included environmental restoration, peer mentoring, recycling, outreach to senior citizens, service to the needy, school improvement and a youth philanthropy board. YES teams were engaged in their projects for an estimated 11,000 hours. SEE created and provided project planning and reflection guides to help students and teachers integrate meaningful individual and team reflection into their projects.

SEE also took a lead role in organizing Connecticut's first Service-Learning Showcase, a collaboration among the Connecticut recipients of Learn and Serve grants (including SEE), the Connecticut Department of Education and Connecticut College. The event attracted more than 300 adults and students and included workshops and presentations from Connecticut educators and students engaged in successful service-learning. According to evaluations by attendees, the showcase was a valuable experience.

To meet our teaching mission, SEE reached over 1,400 other participants in 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.

In addition, more than 3,100 students wrote essays for SEE's *Laws of Life* essay program. *Laws of Life* provides students with the opportunity to reflect and write about the values and principles that they believe will help them live productive lives. The top two essays from each participating school were submitted to SEE for entry in its statewide competition. These essays included the following themes: perseverance, acceptance, forgiveness, respect, honesty, courage, hope, love, friendship and compassion. Parents, teachers and students described a number of positive benefits from participating in this program. According to one parent, "This (essay) was a healing process for our family." A teacher commented: "Parents have told me they were amazed to hear some of the thoughts and feelings their children had expressed, often about difficult situations.... I have found my experience to be inspiring. If you had to measure in terms of "grades," I can tell you that this contest brings about some of the best writing my students have done all year." And a student noted, "This essay helped me realize what is important to me and what kind of person I want to be." For the first time since SEE began its program, *Laws of Life* became part of the required curricula in several participating schools, demonstrating the significance of the program to area schools.



Student author reviews biography with senior during YES service-learning project.

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.

Mr. Wright's timely initiation of SEE coincides with the education reform movement's recognition that success in any academic program rests on the existence of positive student character. The goal of positive character development is integrated into all programs offered by SEE. With the passing of Mr. Wright in 1996 and his wife Mildred in 2002, SEE has continued to receive critical 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 2003-2004. In addition, an overview of SEE's year-end financial report and a description of future program plans are provided.

Teaching, Consulting and Communications

Teaching continues to be the primary strategy for SEE to put ethics in action. SEE reached more than 5,000 participants during the 2003-2004 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 graduate-level courses on ethics, character education, conflict resolution and service-learning while also teaching for the first time an undergraduate class in the Human Services Department on Moral Development and Applied Ethics. In all, SEE was contracted to present 15 credit hours of courses at the university. Including interns that attended SEE led workshops there were 220 university students enrolled in classes in the past year. Dr. Wangaard also served on the doctoral dissertation committees for one University of Bridgeport student in the Division of Educational Leadership.

Other teaching and consulting highlights include—workshop presentations on SEE's Youth: Ethics in Service program at the Character Education Partnership's national conference; the sixth year of consulting for the Character Education Partnership as an evaluator for their National Schools of Character program; a successful summer institute hosted by SEE in collaboration with the University of Bridgeport and ACES a regional education service center in Hamden; and the collaboration with other Learn and Serve Grantees to host a statewide service-learning conference.

SEE took a lead role in organizing Connecticut's Service-Learning Showcase and helped with other Learn and Serve grantees to plan and administer an event that ultimately attracted over 300 adult and student participants on May 11, 2004. The event was hosted with the generous support of the Office of Volunteers for Community Service at Connecticut College in New London. The showcase provided a day of workshops and presentations regarding successful service-learning as described by teacher and student teams from across Connecticut. Four of SEE's Youth: Ethics in Service (YES) programs were represented at the conference as presenters.

The showcase stressed student engagement and involvement in all sessions. Students were the primary presenters in the majority of the sessions. Students demonstrated how to mentor special-needs peers, strategies to help older students serve as reading buddies for younger students, projects that focus on local and world hunger issues and field collection of water chemistry and fish catch and release data for the State Department of Environmental Protection. The positive energy throughout the conference was contagious and one high school student noted, "It is great to meet other students involved in service and recognize the different projects that can be completed in school."

In a cost saving effort, SEE discontinued the publication of its newsletter, SEE News. SEE News had expanded its circulation to include schools in Connecticut, Massachusetts and Rhode Island and more than 6,000 subscribers at no charge. Currently, SEE is attempting to build an email data base to mail



Students registering for Connecticut's Service-Learning Showcase.

electronic newsletters that update subscribers of SEE's programs and services.

SEE continues to support the development of its Website (www.ethicsed.org), which offers visitors historical and background information about SEE, a description of program offerings and consulting services, resource links to character-education publishers, a bibliography and a growing file of activities for teachers and youth workers.

Youth: Ethics in Service

SEE recruited 21 teams that conducted service-learning projects as part of its Youth: Ethics in Service (YES) program



funded in part by a Learn and Serve grant. These schools are in urban, suburban and rural schools throughout Connecticut. Approximately 400 students and their teachers participated in YES and contributed over 11,000 hours to their service-learning projects. Several project stories are highlighted below.

As a new initiative of YES, SEE began a youth philanthropy board in January 2004. 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.

Ten students were 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.

The students took on an additional task of advertising and funding an abbreviated mini-grant project to encourage student service in grades 5-12 in association with Youth Service Week. The board determined a ranking strategy for project funding. The ranking focused the board's priorities to support service-learning projects that addressed the

needs of (1) people, (2) education & art, (3) places, things & environment, (4) animals, and (5) celebrations for project work. A one-page mini-grant application was distributed to all public and private schools in New Haven County that included grades 5 to 12. Applications were received and funded for seven schools with awards ranging from \$100 to \$250. Funded projects included the design and creation of a butterfly garden for a New Haven middle school and the planning and hosting of a senior dance by the Wolcott High School student council for a local senior center.

Five of the SASL board members participated in Connecticut's Service-Learning Showcase hosted by Connecticut Learn and Serve Grantees on the campus of Connecticut College in New London. SASL students participated in a Youth: Ethics in Service panel and described to an audience of about 60 peers and teachers the SASL board's mission, administration and the projects funded from the spring mini-grant.

SASL completed its work for 2003-04 with the drafting and editing of an RFP for distribution to New Haven County schools for the fall of 2004 and the creation of a Public Service Announcement to be broadcast over two regional radio stations to promote the SASL mini-grant program. The SASL board is a SEE project that demonstrates excellent service-learning for high school students.

Another strategy of the YES program involved SEE staff in providing one to three hour training workshops for all of the teams participating in the program. The workshops covered such topics as how to identify community needs, select projects and implement them, reach consensus and engage in reflection. Each student has been provided with a workbook, *Service-Learning Planning and Reflection: A Step-by-Step Guide* authored by SEE staff and published by the Character Development Group in the fall of 2003. The guide includes all of the YES training topics and provides reflection activities for each student. The guide is meant to help teams meet the objectives of meaningful service-learning and encourage reflection throughout the project.

In addition, SEE staff provide technical assistance to each team by contacting the adult leader at least once a month and offering to visit with the team during site visits once during their project work.



SASL students and sponsors at Service-Learning Showcase.

To support the administration of the YES Program, SEE established a collaborative relationship with Common Ground High School in New Haven to serve as the YES project fiduciary. The state Learn and Serve program required SEE to find a qualified public school to fill this capacity. Common Ground High School is a public charter school for the state of Connecticut with a focus on integrating the study of ecology and civic activism throughout its curriculum. Common Ground also participated as a sponsor of a YES class team, which completed an exemplary service-learning project in New Haven.

Several project summaries are provided here as examples of success stories from the YES program in 2003-04.

Hockanum Elementary School, East Hartford, Connecticut: Buddy Program

A fifth-grade teacher from Hockanum Elementary in East Hartford paired twelve of her students with a class consisting of primary-grade students with autism. The learning goals for fifth-graders participating in the project included 1) learning about disabilities and autism in particular, 2) interacting with children with autism and providing them with educational and social guidance, 3) student planning and implementing their own lesson to a group of children with autism and 4) students reflecting on their experiences regularly. The service goals for the project were 1) to teach play and interactive skills to children with autism, 2) to teach these children new vocabulary words and communication and 3) to help children with autism feel safe, secure and happy around other children.

Once a week the fifth graders spent 45 minutes with their buddies. The fifth-graders came to a consensus, using a strategy taught by SEE, to choose the focus of the program for the students with autism (play skills) via the topic of sea life. Using gelatin sea creatures they had made and aquariums with artificial sea life, they were able to deliver lessons focus of the lessons. Students planned and taught lessons about the ocean and play skills. The year culminated in a trip to a Connecticut beach.

While some of the fifth-graders had difficulties in school outside the buddy program, they were extremely successful within the program. Most of the fifth-graders expressed an interest in working in the future with people with disabilities. The children with autism increased their interactive skills as a result of the program and developed a positive rapport with their buddies.

Each week the fifth graders reflected on their project experience in a student journal developed by The School for Ethical Education. "The reflection portion of this program is essential because you need to know how your older buddies are feeling," noted their teacher Mrs. Singleton. "You want all of the children to leave this experience feeling empowered and good. In addition, reflection activities can also be the perfect opportunity for you as the teacher to offer guidance and make suggestions when they are needed." Mrs. Singleton has noted that teachers that want to replicate this project should, "Offer a lot of modeling for your older buddies. If they learn the correct way of working with the children from the start, success is sure to follow.



Hockanm fifth-grader working with a buddy.

West Side Middle, Groton, Connecticut: Senior Biographies

Sixth-grade students from West Side Middle School participated in a spring semester language arts project that combined the learning goals of researching, writing and publishing a biography with the service goal of creating a positive memory with local seniors and document their lives in a professionally bound narrative. The project began with one section of 20 students and spread to include all 105 sixth-graders at the school.

The class that originated the project with their teachers Ms. Samira Clough and Mrs. Ann McLean identified seniors at a local senior living facility. Seniors volunteered to be interviewed and students conducted four different interview sessions with their senior partners. During the interviews students gathered information about the seniors childhood, their education, where they worked and played. Students then drafted the biographies and learned how to layout text, graphics and pictures they collected using digital scanners and Power Point. After a draft of the biographies were completed, students returned to their seniors and provided them an opportunity to edit their text. During the process, one student was heard to say, "Editing, editing, editing... now I know the work of a writer."

In reflecting about the project, students noted their favorite activity was the time spent in interviewing the seniors. History connections were also made during the interviewing as students recognized how different society and technology were during the seniors' childhood. Students were surprised to learn about root cellars, butter churning and the lack of T.V. and the Internet! When asked for their impressions about these observations, one girl noted, "I am very thankful for everything we have. I am glad to be growing up today!"

On the fourth visit with the seniors, the students arranged for a celebration that included the seniors' final opportunity to edit their biographies. The celebration also included cake and ice cream and entertainment by the school jazz band. The mayor, school superintendent, school principal and several reporters from local papers were invited and attended the event. The activities director for the senior center welcomed everyone and

noted, "The process has been remarkable bonding activity for the student and seniors. I have heard the seniors talk about "their child" in reference to their interviewer."

Common Ground High School, New Haven, Connecticut: "Voices of the Caribbean: Intergenerational History Project"

High school students from Common Ground High School in New Haven connected their lessons in Spanish class to a service-learning project to meet and document brief histories of local immigrants from the Caribbean. Twenty-nine students participated during interviews of residents living in the multi-service senior housing of Casa Otonal in New Haven. Project goals included the academic objectives of students learning more about the history of Caribbean immigrants in Connecticut, practice their Spanish listening and writing skills and making a social connection with seniors within the community. The needs addressed by the project were 1) the potential loss of life stories of older community residents, 2) the isolation of older community residents from youth, 3) the divisions between communities of different ethnicities and language backgrounds in New Haven and 4) authentic application of Spanish language skills.

The service goals for the project were to act as companions and friends to elderly individuals, to share the stories of these elders with future generations and to build intergenerational connections between seniors and young people. The group's learning goals were to become educated about the Caribbean and immigration from that area, to practice Spanish language skills and to develop skills in writing oral histories. They reflected on their experiences before, during and after their service project.

The students traveled to Casa Otonal



Students from Common Ground High School with Casa Otonal resident (March 2004)

on three occasions to interview the seniors about their memories of the Caribbean, their experience in coming to the United States and life since arriving in this country. The students then drafted, revised and finalized both English- and Spanish-language histories of the seniors and prepared the stories for publication in a collected volume. During a final visit to Casa Otonal, the students presented their stories and celebrated with the seniors with games and food the students had prepared for the occasion.

The students developed a bond with the seniors they interviewed. Several students expressed an interest in maintaining a relationship with the elder with whom they were paired. Students are in the final stages of publishing an anthology of the stories of the Casa Otonal residents that were interviewed. Two students from the class attended the 2004 Connecticut's Service-Learning Showcase and presented their observations about the project to teachers and their student peers.

Finally, SEE has collaborated with a number of foundations and organizations to help provide the balance of the budget for Youth: Ethics in Service. Funders in addition to the Learn and Service grant that are helping to sustain YES include—Connecticut Assets Network, Crane Company, Dworken, Hillman, LaMorte & Stercala, First County Bank, Graustein Foundation, Greater Bridgeport Area Foundation, Investor's Bank and Trust, Liberty Bank Foundation, Louis Calder Foundation, Schick Manufacturing, SBC/SNET, Webster Bank, Wright Investors' Service, and WT Grant Foundation.

Connecticut's Laws of Life Essay Program

Ten Connecticut students received top honors in The School for Ethical Education's fourth-annual *Laws of Life* essay program. Their essays were judged among the best of the 3,000 essays written by students in Connecticut this year.

The ten statewide winners were honored at an awards ceremony May 18 at the William

Laws of Life
Essay Program

Caspar Graustein Memorial Fund offices in Hamden. Each student received a U.S. savings bond donated by NewAlliance Bank and a gift from Blockbuster Video. The coordinator of the *Laws of Life* program at each school as well as the teacher in whose class the student wrote his or her essay received a gift donated by Bigelow Tea.

Schools with winners in the three age divisions were:

Grades 5-6

Saxe Middle School, New Canaan

Grades 7-8

North Branford Intermed. School, North Branford
Bolton Center School, Bolton
Stafford Middle School, Stafford Springs
St. Aedan School, New Haven

Grades 9-12

Bolton High School, Bolton
Griswold High School, Griswold

Laws of Life provides students in grades 5-12 with a chance to discover, reflect on and write about the core values that can guide them throughout their lives. The program gives students an incentive to engage in a writing experience that is both personally and academically meaningful, encourages schools and local organizations to work together in a positive way for students, and gives communities an opportunity to honor and recognize young people for expressing their values.

Laws of Life essays inspire students and adults by providing practical examples and role models of friends, family, and others who have demonstrated positive values and character. The *Laws of Life* essay is authentic writing for a real audience. The opportunity to express personal experiences and values to parents, classmates and other readers appeals to many students and emphasizes the value of writing. Many students find the competition stimulating and the recognition from parents and community encouraging. In addition, *Laws of Life* gives students an opportunity to employ expository and persuasive writing as a vehicle for personal exploration and growth.

In the past four years, more than 15,000 students across Connecticut schools have participated in *Laws of Life*. Each participating school organizes its own contest and submits



Award-winning essayists in SEE's *Laws of Life* essay program at reception hosted by the Graustein Foundation.

its top two essays to a statewide competition organized and administered by SEE. The top two essays from each school are then evaluated by a panel of judges. To read nine of these essays, visit SEE's Website at www.ethicsed.org.

The *Laws of Life* essay contest was created in 1987 by Sir John Templeton and has spread across the United States and to more than 50 countries around the world. In each community, the contest is locally funded and organized. In recognition of the program's value, the National Association of Secondary School Principals and the Connecticut Association of Schools have placed *Laws of Life* on their lists of approved activities.

SEE administered its 2003-2004 *Laws of Life* program with the generous support of Wright Investors' Service, the John Templeton Foundation, New Alliance Bank, Eaton Vance, Webster Bank, the William Caspar Graustein Memorial Fund, Bigelow Tea 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). SEE's overall expenditures for the year were \$155,187. SEE's flagship program, Youth: Ethics in Service (YES), received grants and donations during the fiscal year totaling \$116,750. YES also received \$804.00 in income from the sale of the recently published Service-Learning Guide. Grants from the State Department of Education (administrator of federal

Learn and Serve funds), in addition to The Louis Calder Foundation and Greater Bridgeport Area Foundation, W. T. Grant Foundation, Webster Bank and other private donations completed funding for this project.

Laws of Life (LOL) received a challenge grant of \$5,000 from The John Templeton Foundation to administer a statewide LOL writing program. Donations from New Alliance Bank, Eaton Vance, Webster Bank and private donors helped SEE reach the full match from the Foundation. New Alliance Bank also 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.

Teaching and Communication income of \$17,870 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.

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 Plan for 2004-2005

SEE looks forward to the coming year with a focus on putting ethics in action to create character. Financial challenges remain at the forefront of SEE's strategic plan for the coming year. To maintain current programs, it will be essential for SEE to continue to expand funding support through private, corporate donations and grants from foundations and government.

One initiative to respond to SEE's financial needs is the strategic development of SEE's board of trustees. Additional trustee members have been recruited during the past year with the result of potentially five new trustees joining the board for the 2004-2005 program year. Expanding SEE's trustee base is hoped to provide additional contacts for funding sources and connection for SEE's programs to relevant decision makers.

SEE is also looking to develop new initiatives to advance its mission. A school assembly program has been created to focus on student de-

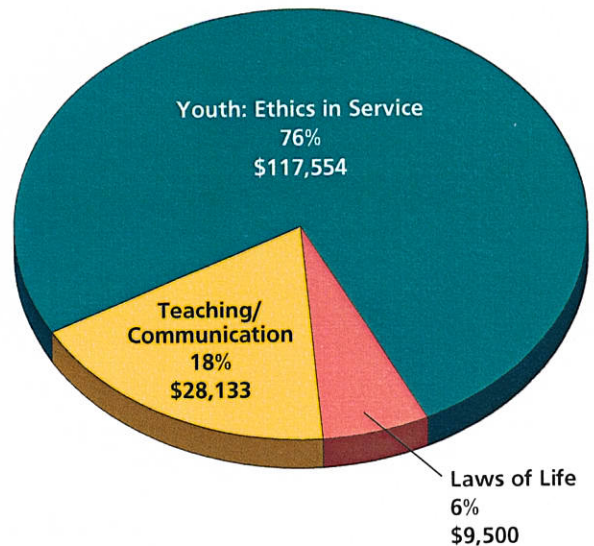
cision making. Contacts are being made with local universities to identify a potential student presenter in education or theater arts to lead the program on a sales basis for completed assemblies. SEE is also soliciting support for a program with a working title of Integrity Works! The proposed project is a systematic response to the issue of widespread academic dishonesty in our nation's schools. We believe that the key to reducing academic dishonesty is the development of an ethical culture in schools – a culture that applies to not only students but to staff and families. A critical step toward creating such a climate is to engage in meaningful dialogue and activities with students about the values of fairness, trust, respect and responsibility. SEE is proposing to develop a program to promote academic integrity in the nation's middle and high schools. The project proposal is seeking support to fund the market research, program development, marketing, program implementation and evaluation of Integrity Works! for four years.

The Opportunities

While the challenges to maintain and implement SEE programs are formidable, the staff welcomes the opportunity to promote strategies for character development in Connecticut and beyond. There is certainly a clear need in our culture to reflect upon and practice the character traits John Winthrop Wright believed were essential for a democratic society. He recognized these character goals as fundamental to the success of the family, school, business or community.

The programs currently developed by SEE provide students and adults with the opportunity to recognize the important goal of character development, implement strategies to promote ethics and character, and practice social skills to demonstrate positive character. SEE looks forward to increasing success in sustaining its programs and disseminating these programs to a wider audience. SEE welcomes all those who would join the mission to advance ethics in action.

Summary of SEE Income 2003-2004



The School for Ethical Education Profit and Loss Statement For the Fiscal Year Ended August 31, 2004

	Consolidated	Service Learning	Laws Communication	Teaching/Charges	Non-Cash
INCOME					
Grant Income	\$112,000	\$107,000	\$5,000		
Sales	\$804	\$804			
	\$0				
Tuition Income	\$17,870			\$17,870	
Donations - TWC	\$0				\$16,200
Donations - Others	\$24,500	\$9,750	\$4,500	\$10,250	
Other Income	\$13			\$13	
TOTAL INCOME	\$155,187	\$117,554	\$9,500	\$28,133	
EXPENSES					
Personnel Expenses					
Salaries & Benefits	\$132,653	\$102,263	\$8,932	\$21,459	
Office Expenses					
Indirect	\$2,033	\$728	\$177	\$1,127	\$16,200
	\$1,200	\$1,200			
Travel Expenses					
Student Conf., Food	\$3,836	\$1,900	\$23	\$1,913	
	\$752	\$320	\$343	\$90	
Outside Services					
Audit	\$0				
Webmaster	\$1,700			\$1,700	
	\$1,080			\$1,080	
Other Expenses					
Project Grants	\$6,437	\$6,437			
Grant Rollover to 04-05	\$2,253	\$2,253			
Consulting/Evaluation	\$0				
Teaching Materials	\$2,697	\$2,453	\$25	\$219	
Misc. & Depreciation	\$545			\$545	
TOTAL EXPENSES	\$155,187	\$117,554	\$9,500	\$28,133	\$0
NET SURPLUS (SHORTFALL)	\$0	\$0	\$0	\$0	\$0



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