

Annual Report

September 1, 2004 – August 31, 2005



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 2004-2005.

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Executive Summary

The School for Ethical Education (SEE) celebrates its tenth year of operation to advance *ethics in action*. During 2004-2005, 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 prosocial youth development with an inter-agency collaboration promoting youth/adult partnerships.

More than 800 students and teachers working in 33 teams participated in service-learning projects and practiced ethical reflection during *Youth: Ethics in Service (YES)*. The service-learning projects included peer mentoring, outreach to seniors and younger students, peer tutoring, recycling, service to the needy, school improvement and a youth philanthropy board. YES teams were engaged in their projects for an estimated 12,800 hours. SEE created and provided project planning and reflection guides to help students and teachers integrate meaningful individual and team reflection into their projects.



YES service-learning team (back row) with students they served to "Create-a-Space" for an after-school program.

SEE also took a lead role in organizing Connecticut's second statewide conference to promote Service-Learning. The event was collaboration among the Connecticut recipients of Learn and Serve grants (including SEE), the Connecticut Department of Education and Connecticut College. The event registered 100 adults and students and included workshops and presentations from a national leader in service learning as well as Connecticut educators and students (including one YES team) engaged in successful service-learning.

To meet our teaching mission, SEE reached over 1,600 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 3,700 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. Ten essayists were recognized as the state's top *Laws of Life* essay writers during an awards celebration on May 11 in Hamden. We also celebrated the inclusion of *Laws of Life* essays as part of the required curricula in two participating school districts.

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 his wife Mildred 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 2004-2005. 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 6,200 participants during the 2004-2005 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 and undergraduate course on moral development and applied ethics and graduate-level courses on character education, conflict resolution and service-learning. In all, SEE was contracted to present 13 credit hours of courses at the university. Including interns that attended SEE led workshops there were 396 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 that graduated in the spring of 2005.

Other teaching and consulting highlights include—the seventh year of consulting for the Character Education Partnership as an evaluator and member of their Blue Ribbon Panel for the National Schools of Character program; the collaboration with other Learn and Serve Grantees to host a statewide service-learning conference as well as serve as a conference presenter; and co-hosting a youth leadership event entitled Making a Difference Connecticut to promote youth/adult partnerships. Descriptions of these two events are provided here.

Connecticut Service-Learning Connections Conference at Connecticut College

About 100 participants gathered for the Service-Learning Connections Conference at Connecticut College in New London to learn successful strategies to advance service-learning as a teaching method in their schools. For the second year, SEE provided leadership to organize and host the event and Dr. Wangaard was one of the conference breakout speakers. The conference goals included- (1) To connect state and district decision-makers to the strategy of service-learning as a successful teaching method (2) To connect teachers to the research-based best practices, (3) For all participants to connect into a network committed to service-learning in Connecticut.

National service-learning expert Dr. Shelley Billig, Vice President of RMC Research presented a keynote address entitled— *Maximizing Student Achievement*

Through Service-Learning. Billig spoke from her experience as a researcher and highlighted studies that supported service-learning as a key strategy in raising student achievement, particularly for those students who struggle in school; how and *why* service-learning works to increase student achievement; and how to maximize impact of service-learning programs. The presentation made clear the need for teachers to (1) clearly identify learning objectives when designing service-learning, (2) engage students in the planning and implementation of projects, (3) make projects meaningful in connection to real needs in a community, and (4) design reflection, evaluation and celebration into the project goals.

A second breakout session included the presentations by students in elementary, middle and high schools that described practical project ideas and effective planning strategies for service-learning. SEE's Youth: Ethics in Service (YES) team from Tyrell Middle School in Wolcott did an outstanding job communicating their project to create a bully-resistance program at their school. The Tyrell project was noted to include workshops that students presented to peers and younger students in district elementary schools through assembly programs. The research driven project included many explicit learning connections to language arts, health and citizenship.



YES Team from Tyrell Middle School in Wolcott, CT gathers after their excellent breakout presentation during Service-Learning Connections at Conn. College (May 17, 2005).

Responses from conference participants were very positive after the event. SEE had recruited approximately 50% of the conference attendees with the goal to help promote recruitment and advance practice for the YES program. Future YES contacts in West Haven, Stratford, Glastonbury, Bridgeport and Greenwich resulted from the conference. A Learn

and Serve grant from The Corporation for National Service to the Connecticut State Department of Education and the hospitality of Connecticut College sponsored this event. SEE collaborated with the three other Connecticut Learn and Serve Grantees (New London School District, Norwich School District and EASTCONN) to host the event.

Youth/Adult Leadership Conference: Making A Difference in Connecticut

Thirty-nine of Connecticut's high school youth and their leaders came together for a youth/adult leadership conference on August 9 & 10 at Camp Cedar Crest in Orange, CT. Youth and adult organizers entitled the event Making a Difference in Connecticut and planned the conference to provide a variety of skill-building activities for youth/adult organizations. Workshops hosted during the event included team building, leadership development, communication strategies, event planning and public relations. Co-sponsored by the Youth Development Training and Resource Center in New Haven and SEE, the event generated enthusiastic participation and useful skill development.

During Making a Difference, youth and their adult advisors learned, played and grew together in a format designed to advance youth/adult partnerships. Participants worked together to identify personal leadership styles, learned to facilitate groups and plan both small and large events and identified fundraising strategies for their different causes. In addition, a group activity focused on developing a public relations campaign by learning how to identify communication goals and develop a public relations strategy. In between the workshops, the participants engaged in team-building activities specifically selected for their power to engage people. Participants were encouraged to replicate all of the conference activities after they return to their own organizations.

An additional goal of this event was to bring together groups with a variety of causes and objectives. Three members of SEE's Student Activists for Service-Learning attended as a team. Event planners recognized that while the participant groups had different missions, all the teams shared the need to enhance their leadership, project planning and communication with their community. The planning committee also tried to fill a gap for youth groups who are not part of a larger organization. Thus, networking of youth



Make a Difference participants (August 9, 2005).

groups was another important goal of the conference.

Networking a variety of groups led to some positive outcomes. Groups that came with well-developed skills and capacity provided peer assistance to groups with less developed capacity. The planning committee was committed to bringing together various stages of youth-group development to identify ways of helping all groups to grow. In addition, there were some objectives achieved that all youth groups could benefit from and included activities that supported youth leadership development, support to initiate a statewide youth/adult web site, consensus to develop a youth/adult speaker's bureau and vision to expand this conference by inclusion of additional partners.

All activities during the conference were the result of months of multiple-agency planning including a survey sent to over 50 youth groups throughout Connecticut. The ideas and opinions of youth were always central in the development process and were crucial to having relevant workshops for these youth leaders. Making a Difference was successful in helping youth put ethics in action and SEE will seek strategic links to sustain and grow the support for youth/adult partnerships in the future.

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 and several YES team reports follow.

Youth: Ethics in Service

The School for Ethical Education (SEE) recruited 33 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 871 students and their teachers participated in YES and contributed over 12,800 hours to their service-learning projects. Several project stories are highlighted below.

The YES program provides 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 was provided with a workbook, *Service-Learning Planning and Reflection: A Step-by-Step Guide* authored by SEE staff. The guide includes all of the YES training topics and provides reflection activities for each student. The guide is meant to help teams met 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.

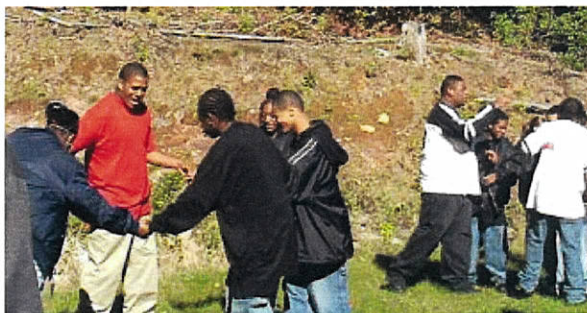
To support the administration of the YES Program, SEE established a collaborative relationship with Common Ground High School in New Haven to serve as the YES project fiduciary. The state Learn and Serve program required SEE to find a qualified public school to fill this capacity. Common Ground High 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 2004-05.

Pass it On, Common Ground High School, New Haven

A combined history and English Class at Common Ground High School in New Haven, Connecticut successfully implemented a literacy project they called *Pass it On*. The students worked to plan and implement a reading and history-tutoring program for second graders at Katherine Brennan Elementary, which is located only one-half mile from Common Ground. The high school students met their own history and English curriculum requirements by creating storybooks, dioramas and a history mini-museum for the second graders. Common Ground students were also taught strategies to help promote reading fluency and used grade-appropriate storybooks to tutor the second graders. Participation in this project helped secure employment for several members of the high school class as teaching aides in Katherine Brennan's after-school study program. Learn and Serve funding supported technical assistance for *Pass it On* high school students to learn



Students in Common Ground High School's combined history and English class participate in team-building activity as part of the training for their *Pass it On* service-learning project (October, 2004).

project planning, reflection and evaluation strategies.

The twenty-four Common Ground students participated in a trimester-long service-learning project that included learning objectives to improve their own literacy, historical research skills, teaching strategies and presentation skills. Learning objectives for the second graders included improved literacy skills, enthusiasm for reading and learning about local history. Preparation for the project required the high school students to learn effective reading tutor strategies, methods of researching local history, and construction of displays and dioramas for their mini-museum. In the process, students learned— skills to assess reading levels, how to teach reading to make learning connections with reading texts, how to locate resources available at local libraries and historical societies and craft techniques to create interactive exhibits.

In all, Common Ground students made six visits to Katherine Brennan Elementary and invested over 580 student-hours into the project. During four of the visits, each high school student was paired with a second grader to participate in reading tutoring using grade-appropriate reading material and the historical stories written by Common Ground students. The fifth visit was a summative experience for the high school and elementary students as the Common Ground mini-museum displays and activities were presented. A final visit was arranged as a celebration for all the students who participated in the program.

Common Ground students kept a “KB Folder” in which they set goals prior to each visit and reflected on challenges, successes and lessons learned after each visit. Students also participated in class discussion of their experiences after each visit. In addition, Common Ground teachers included a summative reflection essay about the project in their final exam for the course. Service-learning provided a terrific teaching strategy for high school students who *Passed it On* to second graders at Katherine Brennan Elementary.

Multi-Cultural Magnet School, Bridgeport, CT

YES teamed up with Bridgeport RYASAP’s Youth as Resources (YAR)* program to promote service-learning at Multi-Cultural Magnet School. YAR teams work to help promote service projects in their local schools. In addition to promoting the start up of service projects for other classes, the YAR team at Multi-Cultural Magnet chose to organize their own project in the form of a Summer Reading Book Swap. The goal was to increase reading fluency by creating an event for students in grades K-4 to trade in a book they had already read and obtain a new book to read over the summer.

Beginning with the YES training workshop, the YAR team completed a survey of school administrators and teachers about the school’s needs. They discovered that test scores in reading were low and that the problem could partly be related to students not reading at home. Recognizing that low reading test scores was a real problem for the school, the YAR team set a goal to encourage more out-of-school reading. The YAR team students had learned through their survey that increasing student reading would have a positive effect upon reading fluency.

Following YES guidelines, the YAR team developed their plan to organize the book swap, which included: 1. Obtain principal



Representatives of the YAR team pause during their successful book swap (2005).

approval for their plan, 2. Create and distribute a letter to teachers, students and parents explaining the steps of the book swap, 3. Create and post flyers and make PA announcements as reminders to students and teachers about the book swap, 4. Collect books, 5. Organize books by reading level, 6. Purchase additional books to ensure supply for all students, 7. Host the book swap, and 8. Celebrate and reflect on successes and possible improvements for the future.

A successful book swap was hosted on June 17 and the team ultimately served approximately 250 students through the event. The team was able to collect and organize grade-appropriate summer reading books for all of their younger classmates at the school. During a closing project reflection, students celebrated their success of providing students with books to help promote reading. The students were also pleased to note the success of their teamwork and how they were able to reach their goal by working together. The team recognized the Book Swap encouraged a spirit of cooperation and learning from one another. The teacher sponsor acknowledged in her evaluation form how the YES team training was essential in helping the students develop the plan and learn team skills to complete the project.

The Multi-Cultural Magnet YAR team has set a goal to become a service-learning generator next year by providing mini-grants to teachers to begin projects in their own classes. They also want to continue the Book Swap project. The YAR team recognized the positive impact of the Book Swap and wanted to continue the effort to encourage students to read more books. Additionally, the YAR team was so satisfied with their YES training; they would like to encourage YES team training for any new projects that they sponsor.

**The Youth As Resources (YAR) project is administered by RYASAP (an urban/suburban youth and community development coalition) in collaboration with local schools. RYASAP invited the School for Ethical Education to provide the training for their YAR activities.*

Wilbur Cross School, Bridgeport, CT

In collaboration with the Connecticut State GearUp Project at Wilbur Cross School and Casey Family Services, YES supported the training and follow-up of a GearUp team to organize a symposium for their classmates. The goal for the symposium was to help 8th-grade students anticipate and prepare for high school enrollment and create an open door for school success. With the approval of their school principal, the GearUp team worked over the course of the school year to implement the symposium that was held on the campus of the University of Bridgeport.

The GearUp team was given the responsibility to plan the entire symposium. The students named their event Open the Door and chose a focus on positive character as key to opening the door for success. They also chose to include workshops with guest speakers. Many of speakers were graduates of Wilbur Cross who had become successful professionals. Planning for the Open the Door symposium required many hours and the GearUp team successfully maintained their academic performance while completing the project. A YES training workshop, and the planning tools included in the YES training guide, helped the GearUp students unite as a team and provided an outline to create their implementation plan.

Almost 90 students attended the Open the Door symposium that was held on May 26.



Representatives of GearUp team at the Open the Door Symposium (May 2005).

The GearUp team identified the character goals of respect, cooperation and responsibility on the cover of the symposium program. The students believed that individuals who demonstrated these character traits would find success in high school and beyond. Arthur West, Jr. of Clipper Magazine presented a keynote address for the full symposium and other speakers presented in workshops designed specifically for the young men or young women. A theme for all of the speakers noted strategies to successfully complete high school. The students were encouraged to commit themselves to finish high school and look beyond to the potential of post-high school education. In addition, speakers noted the following points to be successful in school and life— stay true to themselves, learn to listen, stay cool in the face of adversity and chose to be successful through education and not the temptations on the streets. Evaluation responses from students were very positive at the end of the symposium. Many students noted the hope of pursuing post-high school education as a goal.

GearUp team members reflected on their preparation through the YES training as extremely helpful for developing their teamwork and providing them planning skills. Students noted that, "...teamwork was essential. We had to cooperate with each other and practice listening and respecting the opinion of others and not just push our own an idea." The YES staff agrees that teamwork can be powerful and hope to collaborate again with GearUp in the future.

Wapping Elementary School, So. Windsor, CT

We learned that working together makes a difference!" 4th grade student during reflection activity

Three classes of fourth-grade students at Wapping Elementary School worked together on a service-learning project to support a food drive for the South Windsor Food Bank. The



Students use teamwork to move food items to collection location (February, 2005)

teacher sponsors planned to integrate academic goals from math (counting, volume measure and graphing) and language arts (writing letters, writing scripts, giving announcements, presentations at assemblies) and art (posters and flyers) into the service project to help meet the nutrition needs of low-income families in their community. Students participated in a YES training workshop where they identified critical tasks to complete for a successful project. After the workshop, students divided into teams to establish project goals and assign team members with timelines to meet their goals.

Working with their teachers, students joined one of four teams to help plan and implement the project successfully. The teams included: (1) Strategic team to help coordinate all activities to help the project succeed, (2) Speaker recruiting team to identify and invite relevant speakers to speak in classrooms and assemblies about the food banks need, (3) Assembly team to plan and implement school wide assemblies addressing the Food Bank's need, and (4) Communications team to create letters, flyers and posters for the school, parents and community.

The food drive was conducted in three collections—November, February and May. In each drive the students set goals to increase the volume of items collected. The resulting collection of items 318 in the fall, 845 in the

winter and 1,562 in the spring exceeded all goals. A teacher noted a cheer went up through the school as the PA announcement reported the total items collected in May. In reflecting on their work and success, a student noted, "Doing good work or deeds puts a smile on my face." Another student observed, "It is important to be organized, it helps."

Teachers commented that the project became an empowering activity for the students and increased student participation. In one evaluation a teacher observed that the project increased student engagement through opportunities to work with others on completing tasks outside of the normal class day.

These observations by students and teachers are consistent with those that have been noted by YES staff in other Connecticut projects and by service-learning evaluators across the nation. Service-learning is a powerful strategy to engage students in positive teamwork and experiential learning while completing a useful service for their community.

Student Activists for Service-Learning (SASL)

SASL has completed its second school year as a youth-philanthropy board promoting service-learning as a teaching strategy for New Haven County middle and high schools. SASL is a project of SEE's Youth: Ethics in Service program with partial funding by a federal Learn and Serve Grant. High school students from New Haven County schools lead the SASL board. The board was represented by 13 high school students from eight different New Haven county schools. During monthly meetings, the board organized itself to recruit and fund nine projects, which resulted in about 183 students participating in almost 3,000 hours of service-learning and providing service to about 525 people. In



Representatives from SASL board attended CT's Service-Learning Conference at Connecticut College May 17, 2005.

September 2004, the student board began by editing its Request for Proposal (RFP) created by the previous SASL board. The RFP was used to recruit mini-grant applicants in both the fall and spring semester. SASL promoted the availability of the grants by directly contacting middle and high schools in New Haven County using fax, phone and personal follow-up. To rank the grants that were received, the SASL board created a grant-evaluation rubric based on the board priorities established in the RFP. Each application was independently scored by a minimum of two scoring teams of the SASL board. Inter-rater reliability was demonstrated to be high during the grant ranking meetings. In some limited cases, SASL board members also sought clarification from selected applicants to help respond to questions raised during the grant review.

Projects funded by SASL included the Learn and Serve categories of Education, Human Needs, Environment and Health/Nutrition. Selected examples include—(1) an education program at Amity High School where a math teacher sponsored a team of high school girls to meet and mentor junior high girls and encourage their interest and ability using math; (2) a health project where a student council led team from Wolcott High school planned and hosted a blood drive (including an information assembly) that resulted in close to 100 blood donors (many of them students) supporting the effort in recognition of a local student who requires many blood transfusions; (3) an education and human needs project led by students from Hopkins High who met weekly with local seniors to interview them about their past and create an anthology of their historical biographies; and (4) an educational and environmental project sponsored by Common Ground High school where students helped in a large landscaping project completed on the school grounds.

Representatives of the SASL board also participated in several other activities that related to their work on this youth philanthropy board. Board members presented the mission and objectives of SASL at a statewide

hearing in Hartford about after-school programs, SASL board members engaged in the writing of two different grant applications to help continue funding the SASL project, four board members presented SASL's grant evaluation rubric to peers and adults at a New Haven Youth Development Conference and four board members attended the Connecticut Service-Learning Connections conference at Connecticut College in New London. All of SASL's activities, which account for 352 hours of participation, 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.

SEE has collaborated with a number of foundations and organizations to help provide the balance of its budget for Youth: Ethics in Service. Funders in addition to our Department of Education Learn and Service grant that are helping to sustain YES include—The Community Foundation for Greater New Haven, The Greater Area Bridgeport Foundation, Connecticut Assets Network, Investor's Bank and Trust, Webster Bank, Wright Investors' Service, WT Grant Foundation and private donations.

Connecticut's Laws of Life Essay Program

I think the Laws of Life program is vital to young people, giving them an opportunity to explore their own set of values and helping them connect and apply those laws to life. It gives them a voice, which children are not always allowed, and I think it probably helps them realize they have the power to contribute positively to the world. 2004-05 Laws of Life Essay Judge

Laws of Life
Essay Program



Winners of the 2004-2005 Connecticut's Laws of Life Essay Program were recognized at an awards ceremony in Hamden, Conn. on May 11, 2005.

The School for Ethical Education (SEE) has been administering the Laws of Life Essay Writing Program in the state of Connecticut since 2000. During the 2004-05 school year, 22 schools and 3,784 writers participated in the Laws of Life program. Over the past five years, more than 18,000 students have taken the challenge to reflect and write about the values that might help them 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 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 of 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.

SEE administers the program for students in grades 5 to 12. Local contests evaluate and send the essays of their two top writers to SEE for entry into a statewide contest. The essays are anonymously grouped by elementary, middle school or high school categories and evaluated by two expert Laws of Life judges. The top ten essay writers for the state are recognized and awarded prizes at a ceremony in May. This year, in addition to a supporting grant, the NewAlliance Bank Foundation provided \$100 savings bonds to each of the ten top Laws of Life essay writers.

Nine students with their family members, teachers and Laws of Life judges met at an awards reception at the Graustein Foundation in Hamden to celebrate the students' work. Kim Healy, President of the NewAlliance Foundation presented gift savings bonds to the students. Selected students read their essays and all participants reflected on their experience in the program. One theme noted within the reflection time acknowledged that Laws of Life was a catalyst for schools and families to discuss and highlight important values that help people live life successfully. 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 students' reflection regarding important life lessons.

Laws of Life is an excellent program to help advance ethics in action and SEE is grateful for the support of Wright Investors' Service, NewAlliance Foundation, the John Templeton Foundation, Eaton Vance, 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 \$164,075. SEE's Youth: Ethics in Service (YES) program re-

ceived grants and donations during the fiscal year totaling \$92,729. YES also received \$1800.00 in income from the sale of its Service-Learning Guide. Grants from the State Department of Education (administrator of federal Learn and Serve funds), in addition to the Community Foundation for New Haven, Greater Bridgeport Area Foundation, W. T. Grant Foundation, Webster Bank, Connecticut Assets Network, the Bridgeport Rotary and other private donations completed funding for this project.

Laws of Life (LOL) received a grant of \$5,000 from the NewAlliance Foundation to administer a statewide LOL writing program. Additional donations from Eaton Vance and private donors helped SEE fund this excellent initiative. NewAlliance 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 \$11,600 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. Funding for the Youth/Adult Leadership Conference were provided by Youth Development Training & Resource Center and the registration fees of participants.

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 2005-2006

SEE looks forward to the coming year with a focus on putting ethics in action to create character. To support this goal, SEE continues to take steps to expand funding through private, corporate donations and grants from foundations and government.

One initiative that will continue this year is the strategic development of SEE's board of trustees. Additional members were recruited during the past year, which resulted in five new trustees joining the board in the fall of 2004. Expanding SEE's trustee base is hoped to provide additional contacts for funding sources and connection for SEE's programs to relevant decision makers.

In addition, SEE has entered into a collaborative relationship with Sacred Heart University's (Fairfield Connecticut) Graduate School of Business MBA program. Led by Professor Rawlin Fairbaugh, students and volunteer business mentors conducted a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis to create a baseline of information for future work with SEE. Students participate in this capstone project as a service-learning experience to earn their MBA degree. The recommendations in that report encouraged the next cohort of students to conduct a marketing analysis of SEE programs. It is anticipated that SHU students will begin a market research study for SEE in the fall of 2005. This initiative is providing useful information to help focus and revise SEE's overall strategic plan.

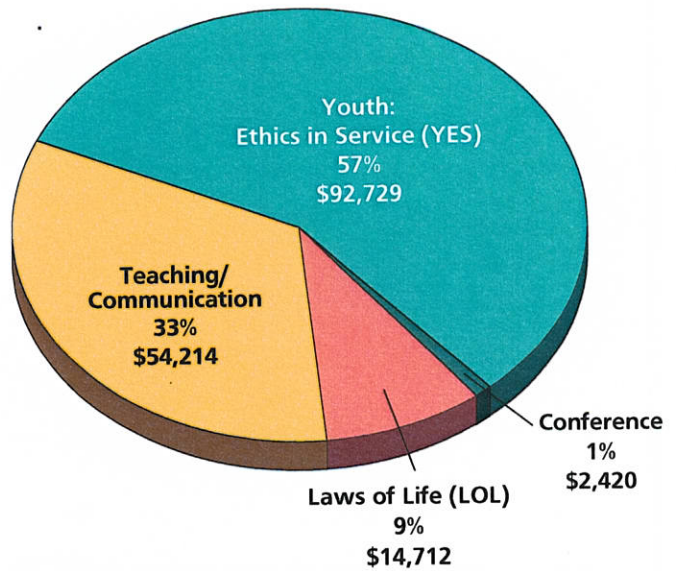
SEE is also continuing to develop new initiatives to advance its mission. A school assembly program has been created to focus on student decision making. Contacts are being made with local universities to identify potential student presenters in education or theater arts to lead the program on a sales basis for completed assemblies. SEE is also continuing to seek 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 galvanizes the support of students, teachers and families to promote academic integrity.

The Opportunities

SEE 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 character traits such as respect, responsibility, caring and honesty that John Winthrop Wright believed were essential for a democratic society. Mr. Wright recognized these character goals as fundamental to the success of the family, school, business and 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 a positive vision for character development to a wider audience. SEE welcomes all those who would join the mission to advance ethics in action.

Summary of SEE Income 2004-2005



The School for Ethical Education Profit and Loss Statement For the Fiscal Year Ended August 31, 2005

	Consolidated	YES	LOL	Conf	Teaching & Communication	Non-Cash Admin Supp
INCOME						
Tuition/Consulting	\$11,600	\$0	\$0	\$0	\$11,600	
Sales	\$1,819	\$1,819	\$0	\$0	\$0	
Registrations	\$2,375	\$0	\$0	\$1,620	\$755	
Grant Income	\$90,800	\$82,500	\$5,000	\$800	\$2,500	
Donations	\$17,365	\$5,675	\$5,840	\$0	\$5,850	
Donation -TWC	\$40,116	\$2,735	\$3,872	\$0	\$33,509	\$7,980
TOTAL INCOME	\$164,075	\$92,729	\$14,712	\$2,420	\$54,214	\$7,980
EXPENSES						
Personnel Expenses						
Salary & Benefits	\$142,490	\$80,558	\$14,132	\$0	\$47,800	
Office Expenses						
Supplies/Postage	\$2,856	\$354	\$179	\$252	\$2,071	
Indirect	\$1,080	\$1,080	\$0	\$0		\$7,980
Travel Expenses						
Travel/Conf	\$3,765	\$2,055	\$401	\$412	\$897	
Outside Services (audit, website, print)						
	\$5,712	\$990	\$0	\$1,756	\$2,966	
Other Expenses						
Project Expenses	\$7,692	\$7,692	\$0	\$0	\$0	
Depreciation	\$480	\$0	\$0	\$0	\$480	
TOTAL EXPENSES	\$164,075	\$92,729	\$14,712	\$2,420	\$54,214	\$7,980
NET SURPLUS (SHORTFALL)						\$0



2004–2005 Annual Report