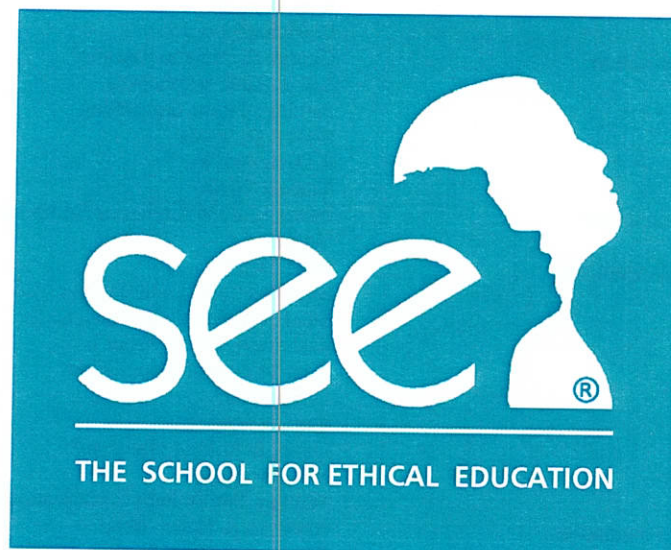


Annual Report

September 1, 2007 – August 31, 2008



Ethics in Action Creates Character

440 Wheelers Farms Road • Milford, CT 06461
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 2007-2008.

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Executive Summary

The School for Ethical Education (SEE) celebrates the completion of its 13th program year working to advance *ethics in action*. SEE continued to implement its core programs that include: *Youth: Ethics in Service (YES)* service-learning; character development through our *Laws of Life* essay writing program; our teaching programs that include contracts with schools and the University of Bridgeport; celebrating the character of leaders in Connecticut through our John Winthrop Wright *Ethics in Action* Award and the first year implementation of our new Integrity Works! project that promotes academic integrity in secondary schools.

Approximately 740 students and teachers working on 25 different teams participated in service-learning projects and practiced ethical reflection during *Youth: Ethics in Service (YES)*. Our *YES* program included a variety of projects that served seniors, peers and students in foreign countries and the administration of a youth philanthropy board. *YES* teams were engaged in their projects for an estimated 18,000 hours. Since 1998, there have been over 6,000 *YES* participants complete over 165,000 hours of service-learning. Most of these projects served local communities in Connecticut, and if the participants had been paid at Connecticut's minimum wage, *YES* would have generated more than \$1.2 million in service value. 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. Reflection is an important strategy that SEE teaches to encourage participant character development.



Students in the Roosevelt Responsible Rockers Kids Care Club prepare for an afternoon of maintenance and cleanup between leading tours of their flower and vegetable garden.

SEE also administered Connecticut's 8th annual *Laws of Life* Essay Program. More than 3,200 students in grades 5 to 12 wrote essays that provided them the opportunity to reflect and write about the values they believe would help them live productive lives. SEE recruits and provides guidance for teachers to engage students in the *Laws of Life* writing process. The top essay writers from each participating school are 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 8 at Anthony's in New Haven, Conn. The awards ceremony was combined with SEE's second annual *Character Celebration* which attracted over 150 guests to honor the essay writers and Mr. Bob Scinto, the President and Owner of R.D. Scinto, Inc. as SEE's John Winthrop Wright *Ethics in Action* award winner.

Approximately 2,500 individuals participated in SEE classes, workshops or activities 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.

The upcoming project year holds great promise as SEE continues to administer its programs to put *ethics in action*.

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, 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 or-

ganizations as the primary methods of disseminating strategies to promote *ethics in action* for the creation of character.

The following report summarizes SEE's major program areas in 2007-2008. 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 approximately 2,500 participants during the 2007-2008 school year through teaching, consulting and its 12th year of 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 workshops, there were 287 university students enrolled in classes in the past year.

Dr. Wangaard was contracted for the 11th year as a consultant for the Character Education Partnership (CEP) as a site evaluator for their National Schools of Character (NSOC) 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. The Lindbergh School District in St. Louis, MO was visited this past year and became one of CEP's NSOC award winners. The District was noted to have a remarkable leadership team that had documented evidence of positive student character resulting from their comprehensive initiative.

SEE continued to facilitate the *Youth: Ethics in Service (YES)*, a service-learning program that promotes student character development through action and reflection. Several YES team project reports including an initiative in New Haven are presented here.



Bridgeport Mayor Bill Finch showed his support of the "sTeenior" Project.

complicated by the high temperatures. In the process, the students gained a new perspective on the daily struggles many seniors face.

The students chose to improvise their meeting plan by recruiting additional seniors at the Center to join them in their planned group scavenger hunt. They formed combined teams of seniors and students to complete their activity. The scavenger hunt was also an eye-opener for the students. They learned that some people need extra time to move and complete activities. The students demonstrated great respect and care for the seniors by holding open doors and offering up their seats so that seniors could be more comfortable. Many seniors commented that they had not expected the students to be so respectful and polite – a barrier broken down!

The day was a great success. Seniors and students taught each other popular dances, sang songs, and enjoyed the center's swimming pool. Teams completed interest surveys together and discussed the differences and similarities in growing up in different eras. Students then served lunch for the group, and were treated to a surprise visit from Bridgeport's Mayor Bill Finch, before returning to Beardsley for a reflection activity. When students were asked if they found this program worthwhile enough to repeat next year, their answer was a resounding "YES!"

Roosevelt Responsible Rockers' Wonderful Garden of Oz

Roosevelt School, Bridgeport; *Academic and Social focus areas: Science, Health, Art, Math, Cooperation, Community Awareness, and Respect*

Twenty students in the Responsible Rockers' Kids Care Club at Roosevelt School began the second year of cultivating a community garden on school grounds. The project, which began in 2007 as a horticulture project for a local university student, entered its second year with the facilitation of 6th grade Special Education teacher Mrs. Pietrafesa. Together, the team planned a garden that would mix aesthetics with efficiency, learning about the needs, yields and timelines of various plants to create a garden that would not only brighten their urban school setting, but would also yield tangible results during the school year.

That plan helped the Responsible Rockers' garden win a 2008 Youth Garden Grant from the National Gardening Association of South Burlington, VT – one of only two Connecticut gardens among the 150 winners! The award included several gardening books and a \$250 gift card from Home Depot. Combined with support from the *YES* program, students prepared a budget and were able to purchase new tools, plants, protective fencing, and crafts kits to create garden mosaics from geometric patterns. The students also got involved in a NASA study that is researching the effects of space travel on plant seeds. They were given basil seeds and while they aren't told if the seeds were in the experimental group, and therefore exposed to outer space, or in the earth-bound control group, the students were excited to be a part of a real-world science project.

Students began preparing for the garden early in the school year by cultivating seeds indoors and spring bulbs outside before wintering the garden. They also decided to expand the garden to include fruits and vegetables such as tomatoes, carrots, green beans, cucumbers, watermelon and cinnamon basil seeds. In June, the Responsible Rockers led tours of the garden for younger students, parents, and groups from the Bridgeport YMCA. The tours highlighted facts about the various plants and a presentation on the history and importance of Arbor Day. In addition, as the garden began to produce, flowers from the



Students prepare soil to plant seedlings at Roosevelt School.

garden were used as table decorations and students were able to harvest and sample their green beans and carrots. While not everything was ready before school let out, many students were so engaged in the project that they volunteered to check on the garden over the summer months. Assistant Principal Michele Bonney-Gee gave the project thumbs-up, noting: "The garden's interesting educational strategy links to the curriculum and encourages urban youth to be motivated to ask questions. They [are learning to] make more informed judgments about personal and social issues."

State Farm Grant Supporting Service-Learning Career Catchers

With funding from State Farm Insurance, The School for Ethical Education (SEE) began a partnership with James Hillhouse High School in New Haven, Conn. to teach a service-learning class called *Leadership through Service-Learning* in the spring of 2007. The class is participating in service-learning to raise peer awareness of future career choices and provide resource links for post-secondary education. Linda Chaffin is teaching the Leadership through Service-Learning class as SEE's project leader. One goal of the class is to create and market a website that engages secondary students in a process to identify

career interests and lead them to post-secondary learning opportunities. The students named the web site **Career Catchers**.

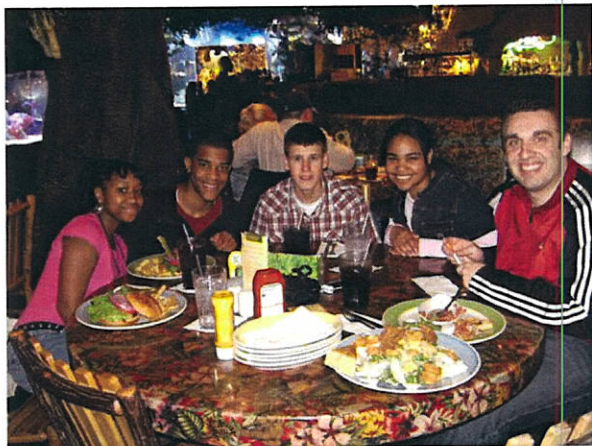
The Career Catcher's website is being designed to help students become aware of future career goals and the high school and post-secondary classes they need to move toward those careers. The website not only has links to post-secondary programs, it also has the capacity to match students with community programs that help students succeed in high school. Information on the website includes tutoring services, job shadowing, internships, career and college speakers; along with information about technical and vocational schools, colleges and financial aid.

James Hillhouse High School serves as a host to the service-learning class through the school's several academies from which students can choose to elect their classes. The Career Catcher's website will be able to help the guidance department and administration inform students about Hillhouse academies and other programs that exist to support student choices. For example, The Gateway Community College-Career Pathways Program allows students to earn college credit as early as their junior year but they must have maintained a C+ average in the 9th and 10th grades to be eligible for the program. The Career Catcher's website will help inform students of this type of post-secondary program requirement.

This project is a result of a collaborative effort on the part of the SEE's Student Activists for Service-Learning (SASL) Program and the Youth Development Training and Resource Center. Together, over the course of two years, they facilitated focus groups of high school youth asking them: "What additional information do you need to help you in high school?" Consistently, the answer was "It would have helped



State Farm agents present grant check to Ms. Chaffin of SEE (far left) and James Hillhouse High School Principal Dr. Lonnie Garris (far right) in support of Career Catchers.



Student Activists for Service-Learning students and teacher Mr. Barbero enjoy a break for dinner at the National Service-Learning Conference in Minneapolis, MN, April 9-12, 2008.

me to understand why I had to take certain classes. I didn't understand how things fit together until my junior year and that was almost too late to make career choices."

The Career Catchers project is a collaborative effort between SEE, Hillhouse High, the Youth Development Training and Resource Center, Connecticut Assets Network and Southern Connecticut State University and is generously supported by State Farm's Youth Advisory Board, Connecticut Dept. of Education Learn and Serve Grant, Community Foundation of Greater New Haven and Wright Investors' Service.

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 2007-08.

Connecticut's *Laws of Life* Essay Program

Laws of Life provides students in grades 5-12 the unique opportunity to reflect and write about their core values, principles and ideals that will guide them throughout their lives. Writing with *Laws of Life* encourages a dialogue between students and their teachers, parents and community members

to advance excellent writing, positive values and character.

During the 2007-08 school year, over 3,240 writers participated in *Laws of Life*. On May 8, 2008, over 140 guests celebrated with the *Laws of Life* essayists at the Anthony's Ocean View Restaurant in New Haven, Connecticut. The evening theme was **Character Celebration!** as SEE celebrated another successful year of the *Laws of Life* essay program.

Connecticut's ten essay finalists, family members, teachers and statewide judges participated in the celebration. One student volunteered to read her essay. The student wrote about one of her *laws of life* that she identified as being self-confidence with the ability to avoid peer pressure that could inappropriately control her life.

All of the students' essays were published in the **Celebration's** program handbook and are available on-line at www.ethicsed.org. NewAlliance Bank donated \$100 savings bonds to each of the top ten essay writers.

The writing process for *Laws of Life* can be integrated into many academic subject areas such as English literature, language arts, history and health. *Laws of Life* is a non-sectarian, academic activity that typically identifies universal ethical principles and laws of life such as – love, service, perseverance, honesty, respect and courage. These values are recognized to be life affirming, support positive citizenship and transcend religion, culture and national borders.

The School for Ethical Education has been administering the *Laws of Life* essay program in Connecticut



Connecticut *Laws of Life* finalists celebrate with Mr. Robert Scinto, 2008 John Winthrop Wright *Ethics in Action* awardee and Mr. Chris Gallo, CPA and SEE trustee (May 8, 2008).

since 2000. Public and non-public school participants have recognized the great value in having students write from the heart to identify their *laws of life*. The program was established by Sir John Templeton in 1987. With the support of the Templeton Foundation, the *Laws of Life* essay program has been established as an effective writing and character-building activity with students participating from nations around the world.

Benefits of *Laws of Life* Participation

- Provides students the opportunity to write, reflect and discuss their values with peers, teachers, parents and others
- Motivates students to “write from the heart” to produce excellent narratives
- Integrates the writing process with effective character education
- Encourages schools to obtain community support to recognize student writing
- Provides schools a positive opportunity to recognize students’ values
- Promotes a sense of positive community within the classroom
- Prepares students for writing process on standardized tests (in CT, the CMT and CAPT)
- Fits easily into any writing curriculum (Language Arts/English, History, Social Studies, Health)
- Encourages students of all writing ability to participate

SEE is grateful for the support of *Laws of Life* by Wright Investors’ Service, NewAlliance Foundation, New Alliance Bank, the John Templeton Foundation, Eaton Vance, Bigelow Tea, and private donors.

John Winthrop Wright *Ethics in Action* Award

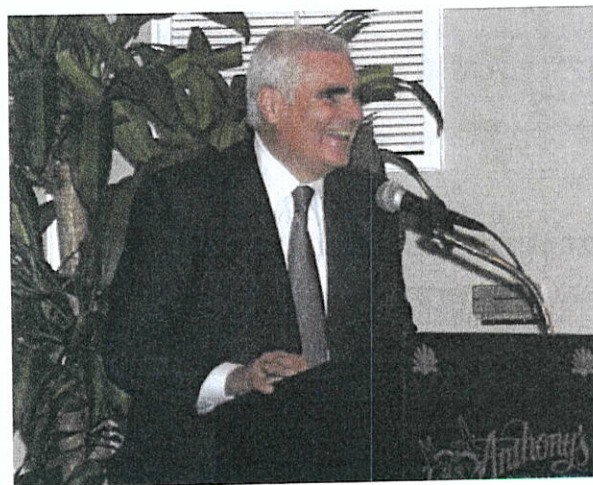
The School for Ethical Education (SEE) supports the recognition of a leader in Connecticut who demonstrates authentic commitment to ethics and positive character. Named after SEE’s founder, John

Winthrop Wright, the *Ethics in Action* Award seeks to highlight men or women who successfully lead others while clearly demonstrating positive character.

In 2008, the *Ethics in Action* Award was presented to Mr. Robert Scinto, Chairman and Owner of the development company R.D. Scinto, Inc. Mr. Scinto received the award during SEE’s **Character Celebration** on May 8 at Anthony’s Ocean View in New Haven. Approximately 150 participants celebrated the occasion along with SEE’s *Laws of Life* Essay finalists and their families.

In receiving the award, Mr. Scinto spoke about his own commitment to develop his personal character and the character of his children. He highlighted the need to set a goal for character development and work to achieve it. Mr. Scinto noted that failing to develop good character often fails to resist the dark side of human nature. He encouraged the young people in attendance to recognize how their faith can support positive character development.

Robert D. Scinto embodies the best of America’s Dream of the self-made man. He has risen from night school and the successful rehabilitation of a three-family house to owning approximately 2.9 million square feet of office and industrial buildings in Fairfield County. The company that began in the basement of a Bridgeport housing project is now a \$200 million organization.



Mr. Robert Scinto speaking at SEE’s Character Celebration after receiving the 2008 *Ethics in Action* Award.

His outstanding success in real estate is, in part, the result of his total commitment to his work and his considerable abilities. However, it is also the result of a level-headed management style, a well-deserved reputation for integrity and for staying close to the demands of his clients, industry, and community. In addition to his leadership of R.D. Scinto Inc., he is the Chairman and CEO of the William Pitt Foundation whose mission is primarily for establishing scholarships for economically deprived minority students. These scholarships are awarded to various educational institutions within Fairfield County for that sole purpose. Bob has also been affiliated with other boards that directly benefit ordinary people. These organizations are: Big Brothers/Big Sisters of Fairfield County, Discovery Museum, Junior Achievement of Western Connecticut, and Boys Club/Girls Club of Bridgeport. He also serves as Chairman to the Downtown Cabaret Theatre, Bridgeport's premier cultural attraction. Though Bob lives his work and is dedicated to his community, he is a committed family man. With his wife, Barbara, he has raised four children: Dana, Amy, Katie, and Robert. He enjoys boating, golfing, and skiing with his family. He presently resides in Fairfield with his wife, Barbara.

The School for Ethical Education welcomes your nomination of a Connecticut leader who demonstrates a commitment to ethics and character. You can find a nominating form at http://www.ethicsed.org/programs/award/nominationform_pub_2008.pdf.



In August 2007, SEE was grateful to receive notification of three-years of funding from the John Templeton Foundation for a total of \$320,122 to support the implementation and evaluation of academic integrity committees to promote personal responsibility and reduce cheating. SEE is working in collaboration with Dr. Jason Stephens, a past Templeton scholar and currently a faculty member of the Department of Educational Psychology in the Neag School of Education at the University of Connecticut, Storrs.

The primary purpose of this project seeks to make two important contributions to the research literature

on academic dishonesty and educational efforts to ameliorate it: first, a better understanding of the process and challenges of working with students to design and implement academic integrity programs in a diverse set of public high schools; and second, empirical evidence on the effectiveness of these programs in changing students' perceptions, beliefs and behaviors related to academic dishonesty.

Six schools were recruited and signed letters of agreement to participate in the project. The three pilot and three control schools are matched by Connecticut's socio-economic measurement factor known as the District Reference Group or DRG. The three pairs of high schools represented high, middle and low Connecticut DRG Reference Groups. The schools have been promised anonymity throughout the study and in any study publications and will be self-identified in our future reports by pseudonyms that they will create.

During the spring semester, each pilot school organized an Academic Integrity Committee (AIC). AIC meetings (minimum of six at each pilot school), resulted with each AIC studying the topic of academic integrity, completing an AIC mission statement, drafting an AIC code of conduct, and initiating an AIC strategic plan. Each AIC is made up of a minimum of 12 members that include faculty and staff, student representatives and one school has parent representatives. The AICs have also reviewed and provided input on the development of the project survey instrument and its administration in their school. An important accomplishment in May was the approval by the University of Connecticut's Institutional Review Board of the project survey instrument, consent forms and procedures to implement the survey.

Other accomplishments during this time period include the piloting and test scoring of the project's student academic motivation and integrity survey at three Connecticut public high schools that are not part of our six-school study. Over 700 students participated in the pilot study of the survey and the project team has been able to review procedures for implementing the survey, student practices in filling in the answer sheets and the use of the scanning device and developing scoring reports. The piloting of the survey has provided Dr. Stephens an opportunity to fine-tune the items and categories within the survey

and has expanded the interest in advancing the topic of academic integrity to the three additional Connecticut high schools that participated in the pilot.

By June 2008, the project survey instrument Academic Motivation and Integrity Survey (AMIS) was administered in three of the six project schools. One control school and one pilot school did not achieve sufficient return of consent forms and thus survey administration was delayed until September. A corresponding control school had sufficient consent forms returned to proceed; however, as we delayed survey implementation in the matching pilot school, we choose to also delay the survey in the control school.

Results from the three completed schools are being analyzed and provide a tremendous data base of information. One observation we can report here recognized that in two of our matched high schools with similar demographic measures, the schools provided clear qualitative differences in the articulation of their mission. One school included academic integrity as a core value within its mission statement. The school's mission statement was printed as a poster and displayed in most classrooms and in the school office. This school also included a statement about academic integrity policies within the student handbook. The comparison school did not include any reference to academic integrity within its mission statement and only a brief penalty statement regarding cheating in its student handbook.

In comparing the results of AMIS between these two schools, every measure associated with student understanding of academic integrity policies were statistically higher and almost all reports of student cheating were statistically lower in the school that included academic integrity as a core value within its mission statement and handbook. Clearly there are many factors influencing the results of this student survey, but we are encouraged that our AMIS instrument is sensitive enough to identify differences and that our conceptual model¹ supporting this project is validated by these results. These results point out the connection between a school that identifies academic integrity as one of its core values and the measureable difference that can be associated in student perceptions and student report regarding cheating behavior.

¹ See conceptual model — <http://www.ethicsed.org/programs/integrity-works/index.htm>

In July, Dr. Wangaard signed a Statement of Agreement with the Character Education Partnership (CEP) regarding the development of an Academic Integrity network of secondary schools. SEE and CEP have agreed to:

- Collaborate to create a network of secondary schools committed to advancing Academic Integrity
- The network would be linked through SEE's website, which will include: (1) AI network membership contact data, (2) Examples of successfully implemented school policies and procedures, (3) An annotated bibliography of AI references, (4) Suggestions for AI strategic steps, and (5) Updates on AI Network activities at CEP National Forums on Character Education

The proposed Network is seen as a strategy of this project to establish a supportive dialogue between high schools interested in exchanging information about best practices to advance academic integrity. Much of the website² development has been completed this summer to support information exchange with the proposed AI Network. Information relevant to an AI Network that is currently published on SEE's website includes—AI Project Background & Justification, Suggestions for Academic Integrity Committees, Flowchart for a High School Honor System, Academic Integrity Policies from Selected Schools and Resources & Articles that includes a file with over 240 academic integrity citations with many of the articles summarized with an abstract³.

To support the website development, 33 high school websites that referenced academic integrity were identified and 12 were ultimately used to create a synthesized set of policies, codes and pledges for a high school honor system. This product has been published on SEE's website⁴ and will be used to support the implementation of strategic plans of project high schools.

With the excellent foundation established in 2007-08, it is hoped that Integrity Works! will prove to be

² <http://www.ethicsed.org/programs/integrity-works/index.htm>

³ http://www.ethicsed.org/programs/integrity-works/pdf/ai_abstracts.pdf

⁴ <http://www.ethicsed.org/programs/integrity-works/pdf/Synthesis.pdf>

a useful program to help schools promote academic integrity.

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, during the current year there are six multiple-year grants that include: State of Connecticut Learn and Serve funding-\$35K (year 2 of 3); The Community Foundation for Greater New Haven-\$20K (year 2 of 3); The Greater Area Bridgeport Foundation-\$7.5K (year 2 of 2), State Farm-\$78K (year 1 of 2), The Richard Davoud Donchian Foundation-\$15K (year 1 of 3) and the John Templeton Foundation-\$106K (year 1 of 3). These are meaningful budgetary contributions to SEE with the promise to sustain our programs and help SEE grow its capacity to expand services and products for character education.

The cash donation from *WIS* was adjusted in 2007-08 to \$40,000 as compared to the \$55,000 that was budgeted. SEE's overall income for the year was \$349,337 and expenditures for the year were \$289,547 with a carry-over of restricted and unspent funds to 2008-09.

Laws of Life (LOL) received a grant of \$2,000 from the NewAlliance Foundation to administer a statewide *LOL* writing program. New Alliance Bank provided \$500 in savings bonds as prizes for the 10 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 other private donors helped SEE fund this excellent initiative.

Teaching and Communication income of \$13,730 represents fees for contracted services paid to SEE and includes course instruction at the University of Bridgeport. Donations to SEE came in response to requests solicited from past and potential supporters of SEE's mission. The total for all private donations in 2007-08 including donations that came to the **Character Celebration** was \$32,637.

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 2007-08

Is there a reason to continue to support the vision and mission of SEE? Should a non-profit agency be soliciting funds to advocate for *ethics in action*?

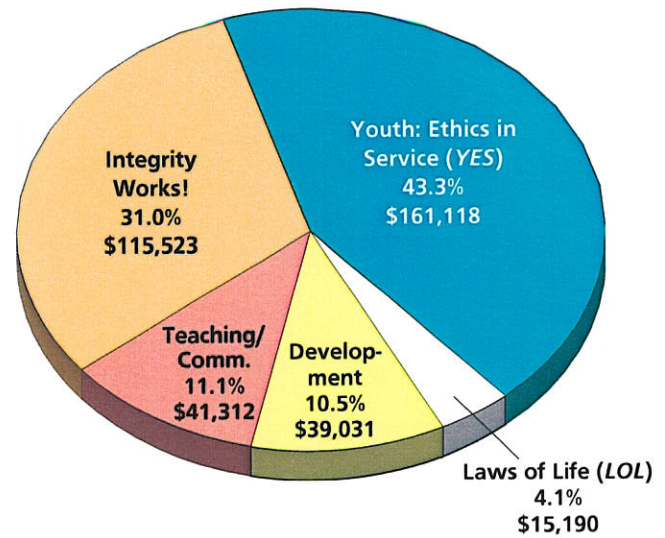
The turmoil in the US economy has clearly been exacerbated by questionable business and government ethics. Ethical failures that exploited unqualified home buyers, recommending leveraged investment products with excessive risk while short-selling the same investment instrument, legislators insisting that regulators ignore poor accounting practices from businesses that support their campaigns, excessive bonuses to executives while their companies stood on the brink of financial disaster.

SEE is one agency that works to advance ethical reasoning skills and positive character to resist these horrendous examples of ethical malaise. Our mission to teach K-12 educators and their students could be well served by the replication of 100 agencies like SEE.

SEE continues to administer each of its programs to maximize its present capacity and put *ethics in action*. SEE's strategic goals for the coming year include:

1. Continue to provide teaching and consulting services that support ethics education and character development strategies to teachers and students with a focus on K-12 education.
2. Continue to implement *Youth: Ethics in Service* as a research-based character education strategy.
 - a. Successfully implement the State Farm project to attract supplemental funding
 - b. Meet state and community foundations goals for implementing *YES* projects
 - c. Develop SEE website as a service-learning resource for teachers
3. Expand SEE's donor base and support through grant writing.
 - a. Expand SEE's private, corporate and grant-giving donor base
 - b. Successfully host SEE's third annual **Character Celebration** as a fundraising event

Summary of SEE Program Related Income 2007-2008



The School for Ethical Education Program Related Profit and Loss Statement For the Fiscal Year September 1, 2007 to August 31, 2008

	YES	INTEGRITY WORKS!	TEACHING & COMMUN.	DEVELOPMENT	LOL	CONSOL- IDATED
INCOME						
Tuition & Sales	\$94		\$15,005			\$15,099
Grant income	132,670	111,036			\$2,000	245,706
Donations	3,245	550		\$22,111	7,281	33,187
TWC			24,099	13,456	2,445	40,000
TWC office services	9,763	3,937	2,208	3,464	3,464	22,836
Restricted	15,346					15,346
TOTAL INCOME	\$161,118	\$115,523	\$41,312	\$39,031	\$15,190	\$372,174
PERCENT INCOME	43.3%	31.0%	11.1%	10.5%	4.1%	
EXPENSES						
Personnel Expenses						
Salary & benefits	\$81,504	\$47,709	\$31,806	\$27,830	\$11,521	\$200,370
Office Expenses		4,317				4,317
Supplies/Postage	737	951	1,275	881	205	4,049
Facility Cost	9,763	3,937	2,208	3,464	3,464	22,836
Travel Expenses	8,960	4,432	2,034	976		16,402
Outside Services (inc audit, website, print)	3,640	36,909	1,095	5,880		47,524
Other Expenses						
Project grants	5,311	11,136				16,447
Project materials	168	231	40			439
TOTAL EXPENSES	\$110,083	\$109,622	\$38,458	\$39,031	\$15,190	\$312,384
NET SURPLUS (SHORTFALL)	\$51,035	\$5,901	\$2,854	\$0	\$0	\$59,790

Restricted funds were awarded in 07-08 and are reserved for expenses in 08-09. TWC = The Winthrop Corporation, parent company of Wright Investors' Service.



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