

Annual Report

September 1, 2006 – August 31, 2007



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 2006-2007.

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Executive Summary

The School for Ethical Education (SEE) has enjoyed a highly successful 12th program year working to advance *ethics in action*. SEE continued to implement its core programs that include: *Youth: Ethics in Service (YES)* service-learning with the addition of a \$78,000 grant from State Farm; character development through our *Laws of Life* essay writing program; expansion of our teaching programs to include the publication of a new teacher-student workbook entitled *The Golden Compass*; and the award of over \$365,000 in grant funding over three years to support a new academic integrity project in Connecticut high schools.

More than 640 students and teachers working on 21 different teams participated in service-learning projects and practiced ethical reflection during *Youth: Ethics in Service (YES)*. The service-learning projects included mentoring for younger students and students with disabilities, outreach to seniors, the environment and the administration of a youth philanthropy board. *YES* teams were engaged in their projects for an estimated 24,000 hours. Since 1998, there have been over 5,600 *YES* participants complete over 146,000 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 \$1,087,316 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.



Students from Milford Alternative High and volunteer community members meet to complete environmental service-learning project at Walker's Pond.

For the seventh consecutive year SEE has administered the Connecticut *Laws of Life* Essay Program. More than 3,800 participants wrote essays that provided students in grades 5 to 12 the opportunity to reflect and write about the values they believe would help them live productive lives. SEE helps catalyze and support local writing programs where the top 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 3 at the Hartford Marriott in Rocky Hill, Conn. The awards ceremony was combined with SEE's first Character Celebration which attracted over 100 guests to honor the essay writers, and Mr. James C. Smith, CEO of Webster Bank, as SEE's first John Winthrop Wright *Ethics in Action* award winner.

Approximately 2,252 individuals participated in SEE classes or workshops related to character education. School districts and agencies contracted with SEE to provide workshops and SEE staff presented a series of classes through the graduate and undergraduate programs of the University of Bridgeport. A special highlight this year was the successful completion of character education program in Bangkok, Thailand, for the East Asia Regional Council of Overseas Schools.

The upcoming project year holds great promise as SEE continues to administer its existing and new 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 programs 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 to 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 programs 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 2006-2007. In addition, an overview of SEE's year-end financial report and a description of strategic 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 2,444 participants during the 2006-2007 school year through teaching, consulting and its collaboration with the University of Bridgeport. SEE's relationship with the University of Bridgeport provided Dr. Wangaard the opportunity to teach an undergraduate course on moral development and applied ethics and graduate-level courses on character education and conflict resolution. In all, SEE was contracted to present 11 credit hours of courses at the university. Including interns that attended SEE workshops there were 309 university students enrolled in classes in the past year.

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

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

Youth: Ethics in Service (YES)

Youth: Ethics in Service (YES) supports teachers and after-school program leaders to implement effective service-learning as defined by (1) students engaging in planning and implementation of meaningful projects, (2) teachers connecting academic goals to service work, and (3) all participants completing planned reflection activities and project evaluation. *YES* has been a central focus of SEE's project work for the past nine years with support from Federal Learn and Serve funds and grants from regional foundations. The project year began with a budget challenge as the Learn and Serve funds administered by the State of Connecticut were cut by 15 percent. This created a need for SEE to seek supplemental funding and reduce staff time dedicated to *YES*.



Even with this budget and staff reduction, an estimated 577 students and 72 adults participated in the *YES* program during the 2006-07 school year. Twenty-three projects were initiated and twenty-one completed to address community needs related to (1) education (86% of projects), as in students tutoring younger students and peers and assisting those with special needs; (2) human needs (50% of projects), where students served seniors, younger students and students in other countries; (3) environmental projects (9%), as in students creating environmental awareness campaigns and completing clean-up projects; and (4) Public Safety and Health projects (5%), where students addressed the issue of emergency preparedness for senior citizens. In all, the projects served over 3,600 individuals and participants engaged in over 24,000 hour of service-learning.

The *YES* program focused much of its recruitment of schools in the urban districts of New Haven and Bridgeport, and this resulted in about 70 percent of its student participants representing minority populations. In addition, the *YES* program continued to fund SASL (Student Activists for Service-Learning) a youth-philanthropy board for New Haven County

which recruited and funded nine projects, where seven were successfully completed and included mentoring for younger students, community education projects and projects that integrated regular and special education students.

YES participants continue to experience hands-on learning while completing meaningful service in their community and reflection to support their own character development. Regarding a class project, one student noted, "This project was awesome. I learned how you have to put a lot of effort into painting..." while others noted, "I liked painting with my friends because we could talk to each other and still be painting, which I enjoyed. This project rocked." The themes of positive socialization and meaningful service work are recognized each year by students within many *YES* projects.

YES received funding from a Connecticut Department of Education Learn and Serve grant, The Community Foundation for Greater New Haven, Wright Investors' Service, The WT Grant Foundation, The Greater Area Bridgeport Foundation and private donors. Selected *YES* project stories from elementary, middle and high schools are presented here.



YES project students during a service-learning workshop session to create personal disaster relief plans for senior citizens in their neighborhoods.

The Memory Project: Books of Hope Program

One hundred and sixty students from three Bridgeport schools; Waltersville, Read and Batalla participated in a service-learning project to write, illustrate, bind and send books to Ugandan children in need of hope and inspiration. The Memory Project: Books of Hope program is a non-profit organization whose mission is to get English speaking books into the hands of children in Uganda.

A brutal civil war has caused unimaginable tragedy for the children of northern Uganda. Over the past 20 years, many thousands have been killed, tortured, kidnapped, and enslaved. The Memory Project through its Books of Hope program sends student-made books to refugee camps, schools, orphanages, and hospitals, where children are eager for a more joyful life.

Mrs. Deborah Broccoli, the Reading and Literacy Director for the Bridgeport School District, invited teachers to participate in writing the books as a service project in collaboration with The School for Ethical Education. SEE staff worked closely with the three lead teachers to ensure that students understood that they were learning writing skills, editing and about service-learning. Students learned about the children of Uganda who are in great need of help. Additionally, they learned to treat one another with kindness and respect as they worked through the writing and illustration of their own books. Students were responsible for evaluating the content of their own books in terms of being uplifting and hopeful as well as participating in peer editing. Teachers including Mrs. Ruggiero and Ms. Porpora from Read School, Mrs. Padilla from Waltersville School and



Students share their stories during celebration of Books of Hope.

Mrs. Strubbe from Batalla School clearly embraced the concept of students working to gain academic insight in literacy and civics while extending their learning to help someone else.

Batalla students from fourth through eighth grade hosted the sixth grade students from Waltersville for a celebration of their finished books as well as a moment of reflection and sharing of their books with one another. Read students had a separate event, as logistics would not allow them to attend the Batalla celebration. Read's Books of Hope program integrated an eighth grade class as mentors for kindergarten students to be the writers and illustrators of the books. As kindergartners told their stories, the eighth grade students wrote them and helped the kindergartners illustrate their work. The eighth grade students learned to work with younger students. Teachers noted that the older students showed "remarkable growth in maturity through the year."



Read School Celebration; Mrs. Ruggiero's Kindergartners with Ms. Porpora's 8th grade students.

Mentors with a Mobile Museum



Common Ground student describing changes in New Haven community from 1800's to present.

Common Ground High School in New Haven continues to complete excellent service-learning projects that connect meaningful service to their community and the mastery of academic subject matter. Under the guidance of Joel Tolman and Monique Frasier, students at Common Ground worked throughout the spring semester to complete two service-learning projects that integrate the study of local history and application of English through the instruction of reading strategies and the practice of their own writing and speaking skills. The focus of this summary will be on the mentoring and teaching museum project that Common Ground students completed for fourth-graders at Katherine Brennan Elementary.

Common Ground students began to meet weekly with fourth-graders at Katherine Brennan. These meetings had two goals: to establish a mentoring relationship to support the development of reading skills, and to learn about the audience for local-history museum exhibits that the Common Ground students would share at the conclusion of the 6-week project. Back at Common Ground, the high school students were studying the historical development of New Haven, Connecticut and looking specifically at how industry and technology, the city's infrastructure,

foods, fashion, sports and music have changed over time since the 1800s.

As a capstone for their study, Common Ground students created museum displays of selected topics from their study of New Haven. Working in teams of two to four, the high school students prepared to be the teachers of their topics to the fourth-graders. The students created hands-on activities and presentations that helped emphasize main points of each display. The traveling museum ultimately included five hands-on exhibits; the elementary students moved in small groups to hear the presentations and complete the activities at each display.

Common Ground students completed a great project with real-world deadlines. They researched and learned about their topics, and prepared an activity strategy and display to teach their topic to younger students. As they reflected on the project, the high schoolers recognized the importance of cooperation within their teams, and realized that their own learning goals were met though the service to the students at Katherine Brennan. The fifth-graders were provided a positive opportunity to practice reading skills and learn relevant history about their hometown of New Haven. *Ethics in action* was certainly demonstrated in this cross-age project.



Katherine Brennan students participate in activity focused on New Haven inventions led by Common Ground High School students.

James Hillhouse High Convenience Store



Students administer a trial-run convenience store for classmates during Hillhouse High lunches.

Christine Baldino and Deb Vita are inclusion teachers at James Hillhouse High School in New Haven. They worked with their life-skills students to open a convenience store to serve the local student population and provide their students the opportunity to learn business skills of inventory management, sales and handling money. An additional opportunity for service and community building was added to the project as volunteers from the school's JROTC and Best Buddies Club paired up with the life-skills students to operate the store.

The life-skills students began the project by researching and planning the inventory that would be purchased for the store. A SASL (Student Activists for Service-Learning) mini-grant helped fund the initial inventory purchases. The class went on a field trip to a local department store to make final purchasing decisions for their convenience store. During life-skills class the students practiced making change for purchases that could be made at the store. The House of Blues Convenience Store opening was conducted with products on a rolling cart. Life-skill students with assistance from peer mentors from JROTC and Best Buddies operated the store to take money and make appropriate change for the sale of products. The store's trial run was designed to create

interest within the student body and the class planned to follow-up with a market survey to further investigate items of interest for future store openings.

Cooperative Arts & Humanities Magnet High School, No "N" in High School

Students, teachers and the principal, Dr. Dolores Garcia-Blocker, worked collaboratively to research the historical roots of the "N" word and create strategies to reduce its use by students at the Cooperative Arts and Humanities Magnet High School in New Haven. The school will to be moving into a new building in 2008 and sought to evaluate ways the school climate could be recreated along with the new classrooms.

Teachers in the subject areas of history, language arts, drama and video technology were recruited to support students who volunteered to participate in the project as a service to the school and the broader community. In January, the students were shown a film regarding the modern debate about the "N" word and began a process of strategic planning to engage their school community in the discussion. Student responses to the movie included reflections such as, "I didn't know the history behind the word," "My family uses this word all the time, this will be hard to change," and "My mom wouldn't tolerate the use of



Representatives of the No "N" project team with Dr. Garcia-Blocker (center)..



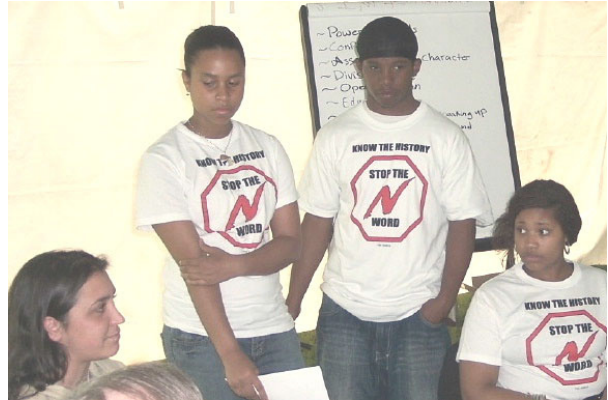
One of three discussion groups in dialogue tent at New Haven Festival of Arts & Ideas.

that word in our house.” After the reflection session there was a consensus agreement to work together to see what could be done through education to reduce the use of the “N” word. The project was named, *No “N” in High School* and the student team along with teacher collaborators agreed to make a long-term commitment to the project.

During the school year the project team began to collect student perceptions on the use of the “N” word and looked for opportunities to advance a community discussion. A meaningful opportunity arose in cooperation with New Haven’s Festival of Arts & Ideas. The Festival of Arts & Ideas is an annual event hosted on New Haven’s historic green that includes a diverse assortment of artists and social activists with the goal to “re-image the world.” The Cooperative Arts High School team was invited to facilitate a dialogue tent during the first weekend of the event. The student team was trained in facilitation skills and created questions to spark participant dialogue such as, “What problems does the use of the ‘N’-word cause?” and “Should we try to stop the use of the ‘N’-word?”

Approximately 28 participants joined the three dialogue circles led by the students. Each dialogue circle recorded their own conclusions to the discussion questions. The objective for this activity was to expand the discussion about the use of the “N”-word within the broader New Haven community

and collect ideas for application back at Cooperative Arts High School. The students intend to keep the project going into the next school year.



No “N”-word student facilitators at the New Haven Festival of Arts & Ideas.

State Farm Grant Supporting Service-Learning

SEE was one of 44 agencies nationwide to earn grant funding from State Farm in support of service-learning. SEE had submitted a proposal to advance its Youth: Ethics in Service (YES) model of service-learning in New Haven. State Farm awarded SEE a



Dr. Wangaard and Linda Chaffin hold check representing the State Farm grant in support of service-learning in New Haven. State Farm representatives and SEE partners attended the presentation.



Summer interns assemble at James Hillhouse High in support of the development of a service-learning class for the fall of 2007.

\$78,170 grant to support a student service-learning project with the goal to research, develop, sustain and market a website to provide links and lessons supporting student access to regional post-secondary education opportunities.

Southern Connecticut State University (SCSU), the Youth Development and Training Resource Center (YDTRC) and the Connecticut Assets Network (CAN) provided letters of support for the project proposal. SCSU offered to provide expertise for project evaluation. YDTRC is supporting a summer youth internship in support of project development along with facilitating a youth advisory board which will oversee the project operation. CAN will provide the project with the technical support for an interactive website which will provide students and school counselors information to encourage student enrollment in post-secondary education.

James Hillhouse High School in New Haven has committed to host the project and given SEE permission to teach a service-learning course for upper classmen to complete the project over the next two years. A summer internship program was funded to organize Hillhouse High students to begin project work during the summer of 2007 in preparation for the upcoming school year.

During the summer internship, students learned how the project will ultimately provide information to

students and guidance counselors via an interactive website. The website will also provide a link to Career Cruiser, a nationally marketed website that provides students with an interest inventory survey and links to post-secondary schools to focus their thinking about future career opportunities.

Linda Chaffin will be SEE's instructor for the internship and course at James Hillhouse High. Besides the immediate benefits of the project work to encourage student engagement with post-secondary education, SEE hopes the project will become a model of excellent service-learning in high schools for Connecticut and beyond.

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 2006-07.

Connecticut's *Laws of Life* Essay Program

The Laws of Life writing program allows students to explore the meaning of character. The essay process supports a great dialogue between students and their fellow classmates, teachers, parents and the community.

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 2006-07 school year, 24 schools and over 3,861 writers participated in *Laws of Life*. Over the past seven years, more than 25,600 students have taken the challenge to reflect and write about the values that help themselves and others live successful lives. The *Laws of Life* essay program provides students with an opportunity to discuss important personal values and publish those personal beliefs within their family, their school, and their community of peers. 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 faced with a difficult decision.

The *Laws of Life* Essay Program is recognized as an excellent character development strategy because it encourages meaningful reflection and discussion about important life values. Discussions about values occur between teachers and students, students and their family and students and their peers. Writing a *Laws of Life* essay can also help to develop fluency in writing because it is one of few assignments that allow students to choose their own topic and write from the heart.

SEE invites teachers from grades 5-12 to participate in the *Laws of Life* program. With SEE's own Program Handbook and materials from the Templeton Foundation, SEE assists teachers to administer their own local *Laws of Life* programs. To participate in the Connecticut *Laws of Life* program, teachers register with SEE and with the completion of their local program, teachers send their top essays to SEE for entry into a statewide evaluation. Each essay submitted to the statewide program is evaluated by two judges. The essays are grouped by elementary, middle school or high school categories. The judges do not know the students' name, gender or school name. The ten best scoring essays are selected, and these students are recognized at a statewide ceremony in May.

On May 3, 2007 over 100 guests celebrated with the *Laws of Life* essayists at the Marriott in Rocky Hill, Conn. The evening theme was "Character Celebration!" The winning essayists, family members, teachers and statewide judges participated in the celebration. Two students volunteered to read their essays. The first expressed the importance of being kind, and the second essayist shared the positive feeling that results when one invests full commitment and effort to their tasks. Several parents thanked program hosts for the opportunity to learn of their children's *Laws of Life* through their essay writing. All of the students' essays were on display around the ballroom. NewAlliance Bank donated \$100 savings bonds to each of the top ten essay writers.

This year's award ceremony also included the first presentation of the John Winthrop Wright *Ethics in Action* Award to keynote speaker James C. Smith, Chairman & CEO of Webster Bank. In his speech Mr. Smith reflected upon his own life experience and how important ethics and values have been for developing his own character. Mr. Smith also highlighted how his values impacted his family and his business.



The 2006-2007 SEE *Laws of Life* Finalists celebrate with Jim Smith, CEO of Webster Bank.

SEE celebrates the demonstration of *ethics in action* by Mr. Smith and over 3,800 *Laws of Life* essayists.

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

SEE Teaching and Consulting

SEE in Thailand



EARCOS participants in the Character Education workshop at Ruamrudee International School, Bangkok, Thailand, September 24, 2006.

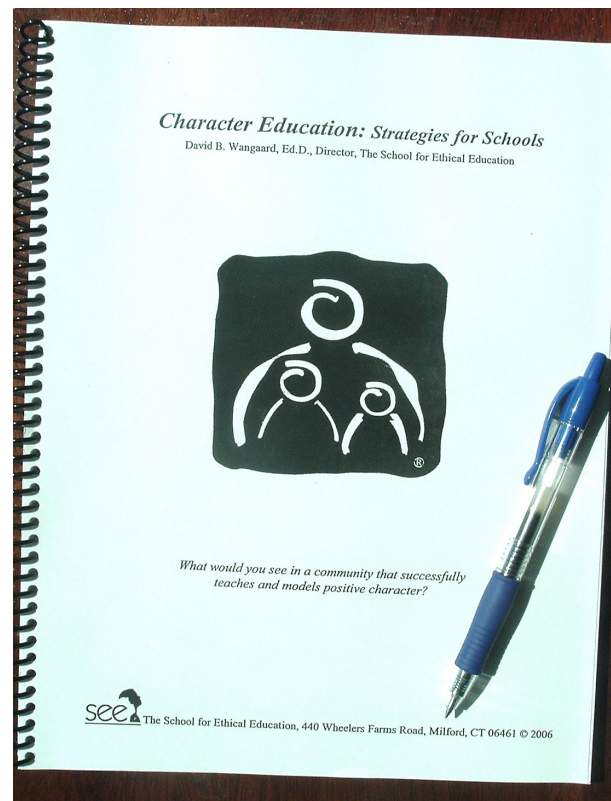
Ruamrudee International School in Bangkok, Thailand, hosted Dr. David Wangaard, SEE's Executive Director to be the keynote speaker for one of their faculty professional development days in addition to leading an EARCOS (East Asia Regional Council of Overseas Schools) two-day workshop with the title of Character Education for Global Learners.

About 300 teachers from Ruamrudee attended the keynote and during the balance of the professional development day 70 Ruamrudee teachers participated in grade-level workshops to advance character education strategies.

The following two-day EARCOS workshop included 36 participants from other Thai international schools and from Viet Nam, China, Japan and the Philippines. In recognition of "it's a small world", two of the teachers were first-year international teachers from Fairfield County, Conn. and one teacher currently working in Japan had previously taught high school students in Alaska that were later in classes Dr. Wangaard taught at the University of Bridgeport. On a historical note, the workshops began the week of a military coup in Thailand. The ousted Prime Minister was attending the annual

opening session of the UN in New York as Dr. Wangaard was flying to Thailand. There was no sign of unrest in Bangkok and the English-speaking news broadcast provided only positive coverage of the goals and intentions of the new military leadership governing the country.

All the workshops concluded with very positive evaluations and a recommendation from the host administrator. Preparation for these workshops led to a revision of SEE's teacher notebook, which creates the outline and notes for all SEE workshops and classes. The 137-page resource is used as the course notebook for character education classes taught at the University of Bridgeport and separate chapters of these notes are provided during professional development workshops for schools and districts that hire SEE in a consulting role. The notebook is organized around the comprehensive model for character education authored by Dr. Thomas Lickona and supported by the national Character Education Partnership's 11 Principles of Comprehensive Character Education.



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 were six grants received with the promise of multiple-year funding to include: State of Connecticut Learn and Serve funding-\$35K each for three years; The Community Foundation for Greater New Haven-\$20K each of three years; The Greater Area Bridgeport Foundation-\$7.5K each of two years, State Farm-\$78K each for two years, The Richard Davoud Donchian Foundation-\$15K each for three years and the John Templeton Foundation-\$106K each for three years. 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.

Given the timing of several of these grants *WIS* cash donations was adjusted in 2006-07 to a total of \$11,500 as compared to the \$55,000 that was budgeted. SEE's overall expenditures for the year were \$196,244 with a carryover of restricted funds of \$62,831.

Laws of Life (LOL) received a grant of \$2,500 from the NewAlliance Foundation to administer a state-wide *LOL* writing program. NewAlliance Bank provided \$500 in savings bonds as prizes for the ten winning essayists in the statewide competition. As these bonds were given directly to the students, this amount is not revealed on SEE's financial statements. Additional donations from Eaton Vance and other private donors helped SEE fund this excellent initiative.

Teaching and Communication income of \$23,527 represents fees for contracted services paid to SEE and includes course instruction at the University of Bridgeport. Donations to SEE's general fund for teaching and communication came in response to requests solicited from past and potential supporters of SEE's mission. The total for all private donations in 2006-07 was \$27,040.

Strategic Steps for 2007-08

SEE continues to administer each of its programs to maximize its present capacity and put ethics in action. The current grant funding has allowed SEE to hire an additional full-time employee who will be given responsibilities to administer the *YES* program and assist with financial development. With this staff addition, SEE has a window of opportunity to expand its program and funding base to help sustain SEE's long-term mission.

SEE's strategic goals for the coming year include:

1. Continue and expand SEE's implementation of *Youth: Ethics in Service*
 - a. Successful implementation of the State Farm project to help secure a second year of funding
 - b. Meet state and community foundations goals for implementing *YES* projects
 - c. Develop SEE website as a service-learning resource for teachers
2. Expand SEE's donor base with the activities of development director
 - a. Expand SEE's private, corporate and grant giving donor base
 - b. Successfully host SEE's second annual Character Celebration as a fund-raising event in combination with *Laws of Life* awards event
 - c. Increase in SEE's successful grant writing
3. Initiate the development of Integrity Works! Program
 - a. Recruit schools to participate in Integrity Works!
 - b. Facilitate schools' strategic planning for Integrity Works!
 - c. Continue development of Integrity Works! Program manual
 - d. Seek national publishing partner for Integrity Works!

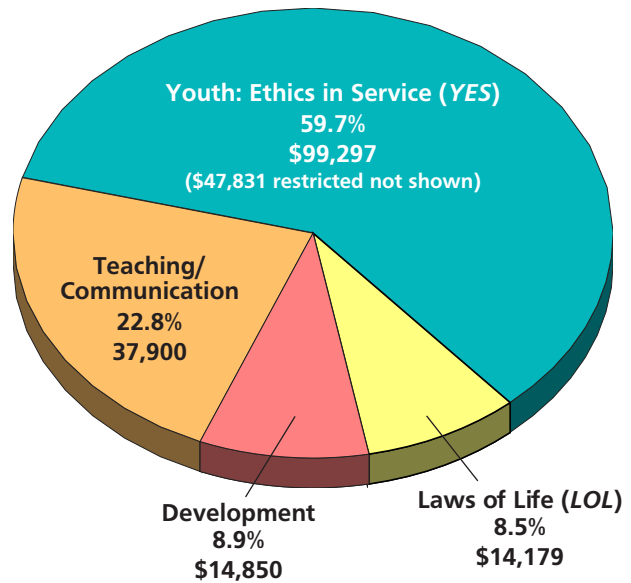
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4. Successful implementation of *Laws of Life* Essay Program
 - a. Recruit over 3000 student essayists
 - b. Host successful awards ceremony for finalists

 5. Expansion of SEE's trustee board to recruit a full membership of 12 to 15 members
 - a. Recruit trustees with clear understanding of SEE's mission and expectation of board responsibilities
 - b. Recruit trustees with a goal of diversity in professional occupation and cultural background
 - c. Engage the board in active financial development for SEE

The Opportunity

The five strategic goals just described have the potential to move SEE into the role of a nation-wide provider in support student ethics and character development through our Integrity Works! initiative. One key to meeting these goals is the development of SEE's trustee board to support our develop director in the expansion of SEE's donor base. This work is ongoing with the positive expectation to advance ethics in action to create character.

Summary of SEE Income 2006-2007



The School for Ethical Education Profit and Loss Statement For the Fiscal Year September 1, 2006 to August 31, 2007

	INTEGRITY WORKS!	DEVELOPMENT	YES	LOL	TEACHING & COMMUN.	CONSOLIDATED	TOTAL INCL. RESTRICTED
INCOME							
Tuition & Sales			\$516		\$23,527	\$24,043	
Grant income	\$15,000		141,070	\$3,000		159,070	
Donations		\$14,850	1,100	9,550	1,540	27,040	
TWC					11,500	11,500	
TWC office services			4,442	1,629	1,333	7,404	
Restricted	(15,000)		(47,831)			(62,831)	
TOTAL INCOME	0	\$14,850	\$99,297	\$14,179	\$37,900	\$166,226	\$229,057
EXPENSES							
Personnel Expenses							
Salary & benefits			\$85,019	\$22,974	\$48,292	\$156,286	
Office Expenses							
Supplies/Postage		\$1,895	923	360	1,788	4,966	
Facility Cost							
			5,126	1,880	1,538	8,544	
Travel Expenses							
		36	3,793	104	2,458	6,390	
Outside Services (inc audit, website, print)							
		5,920	6,736		2,534	15,190	
Other Expenses							
Project grants			4,360			4,360	
Project materials			508			508	
TOTAL EXPENSES		\$7,850	\$106,466	\$25,317	\$56,610	\$196,244	
NET SURPLUS (SHORTFALL)		\$7,000	(\$7,169)	(\$11,138)	(\$18,710)	(\$30,018)	

Restricted funds were awarded in 06-07 and are reserved for expenses in 07-08. TWC = The Winthrop Corporation



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