

“CSEE has been a tremendous asset to TASC’s *Downtown After Three* initiative. CSEE has provided education and trainings that support our after-school program staff to design activities that deal with the kinds of feelings brought up by the events of September 11th and the series of traumas that too many of our children are exposed to. CSEE works with TASC to create socially and emotionally safe places for kids to learn: the optimal foundation for all learning!”

Patricia Waters
 Director, Downtown After 3
 The After-School Corporation (TASC)

CSEE MISSION AND VISION

The Center for Social and Emotional Education is an educational organization dedicated to the promotion and expansion of social and emotional competencies among children and adults in schools, homes, and communities.

Our vision is for all parents and teachers—the vital team of adults, who raise children—to ensure that they and the children they care for lead compassionate, responsible, and productive lives.

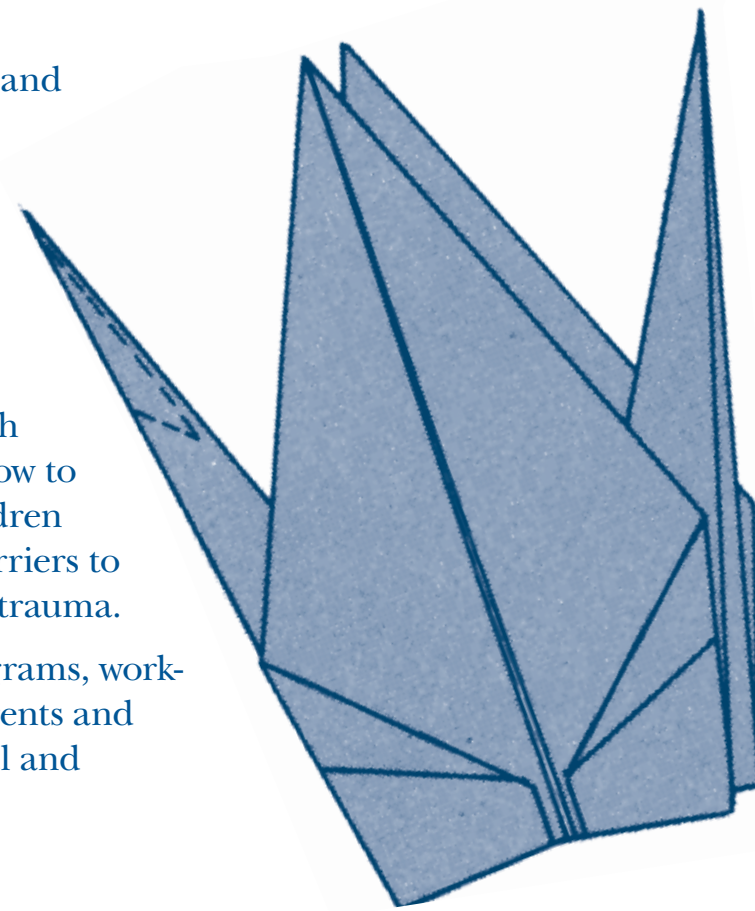
What are social and emotional competencies?

The following key qualities are among those that, when put into daily practice, produce socially and emotionally healthy and productive individuals, as well as safe and responsive communities:

- Reflection and empathy
- Flexible and creative problem solving and decision-making
- Cooperation
- Control of impulses
- Clear and direct communication
- Self-motivation

To achieve its goals, CSEE supports research and educates teachers and parents about how to overcome—for themselves and for the children they care for—the social and emotional barriers to learning, including violence, bullying, and trauma.

CSEE develops and offers educational programs, workshops, resources and guidelines to help parents and educators better lead children toward social and emotional competency.



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THE CENTER FOR SOCIAL AND EMOTIONAL EDUCATION

2003 ANNUAL SUMMARY



THE CENTER FOR SOCIAL AND EMOTIONAL EDUCATION

PRESIDENT’S MESSAGE

Creating Communities Of Learners And Leaders



Dear Friends and Supporters of CSEE:

According to Japanese legend, if you fold one thousand origami cranes, you will be granted a wish. CSEE’s wish is to train 100,000 educators and parents so they can build a world of socially and emotionally capable children, adults, and communities. Every teacher and parent we train brings us one step closer to that goal.

Education has always been at the core of CSEE’s mission. Since our inception in 1997, we have worked with over 18,000 parents and educators. Through our institutes, conferences, lecture series, consultations, and workshops worldwide, we have brought a new awareness of the emotional and ethical dimensions of classroom life.

As seen on our Social Emotional Education Research Data Base (www.csee.net), a number of major studies were published last year confirming the profound importance of promoting social emotional competencies and creating safe and responsive environments for children. Advancing these processes is the foundation for effective social emotional educational (SEE) efforts. When schools integrate such learning with the teaching of academic subjects over an extended period of time, student achievement increases and violence decreases. We now have clear, research-based guidelines that support educators who are integrating SEE into schools. I am happy to report that in 2003 CSEE conducted a range of activities aimed at making social and emotional learning a vital part of school life.

Social and emotional education cannot survive in a vacuum. The fact is that there is no competency, no matter how vital and rewarding, that will not perish in a setting that does not nurture and support it. That is why in 2003 we added an Intermediate Level to our Summer Institute focusing on *adult* interactions with students and colleagues. Our goal is to teach parents and teachers to recognize “teachable moments” and respond in ways that are socially and emotionally helpful.

During 2003 we advanced a number of resource development projects to support our educational efforts. Our award winning web site has become an international resource for educators, parents, school boards, legislators, State Departments of Education, and foreign ministries. We also began a long-term project to determine the validity of ASSESS, a research instrument designed to evaluate school climate.

For 2004, CSEE looks forward expanding its ongoing work with the seventh annual Summer Institute, to be co-sponsored for the first time by The School of Professional Studies at the City University of New York. Even more exciting is the growing collaboration between CSEE and The City University of New York to develop a four-course graduate level sequence in social emotional education.

In 2003, as in past years, I have been privileged to work with an extraordinary group of people: our core faculty, the staff, visiting lecturers and professional advisors, as well as my co-learners who attend our educational events. Our board of trustees and the members of our Learning Conference deserve special mention. The members provide essential support for our work and are teaching me to build a strong organization. It is truly an honor to be at the Center for Social and Emotional Education. I hope you will continue to work and learn and teach with us.

Jonathan Cohen
 December 30, 2003

2003 HIGHLIGHTS

Continuing Our Mission Toward a World of Learners and Leaders

CREATING SAFE AND RESPONSIVE SCHOOLS

Feeling safe—socially and emotionally as well as physically—provides a critical foundation for learning and healthy development. Building on work begun in 2001 with The New York State Department of Education and School Safety, CSEE developed and initiated the three following safety-related initiatives:

Making Schools Safe: Physically, Socially and Emotionally

Every school in America has a school safety plan. Unfortunately, these plans typically focus on physical safety alone. In 2003, CSEE continued to develop guidelines, resources and a series of workshops designed to foster truly safe schools that are prepared for socially and emotionally dangerous situations like bullying and harassment. The Kenworthy-Swift Foundation supports this work.

In 2003, CSEE worked with several public schools in New York City as part of *Project Liberty*, a federally funded response to address the needs of children traumatized by the attack on the World Trade Towers.

Project SAVE Violence Prevention Certification Workshops

CSEE offers violence prevention workshops to certify teachers in accordance with the New York State Safe Schools Against Violence in Education (SAVE) legislation, signed by Governor George Pataki in 2000. CSEE continued that work in 2003 and has provided certification training for a total of 100 teachers.

TRAINING AND CONSULTATION

During 2003, CSEE consulted with and trained more than **2450 educators** from **452 Schools** and **eight after-school programs** and **two state departments of education**.

THE SIXTH ANNUAL SUMMER INSTITUTE

Raising the Bar For Educators and Adult Learners

Educating Minds and Hearts was held at the Graduate Center of the City University of New York on July 8-11, 2003. Fifty-five participants from across the Americas, China, and Europe attended. For the first time, CSEE added an Intermediate Level to the Institute. A primary focus here was adult social emotional learning. Once again, members rated the institute as being an extraordinary learning experience.

BUILDING COMMUNITIES OF LEARNERS AND LEADERS AT HOME AND AROUND THE WORLD

During 2003, CSEE worked to bring Social Emotional Education to schools around the world.

- Health Promotion Foundation for Switzerland
- Lookstein Center, Bar Ilan University
- Afghanistan Ministry of Education

TRANSLATING RESEARCH INTO PRACTICE: CREATING RESOURCES AND GUIDELINES

Assessing Social Emotional School Safety (ASSESS)

CSEE has developed and is currently validating a powerful new research instrument that will measure how safe children and adults feel in schools, as well as how social and emotional education interventions enhance safety and learning. The Goodman-Abell Foundation supports this work.

The Classroom Project

CSEE has developed a series of resources for classroom teachers invested in promoting social and emotional learning as well as academic literacy. To synthesize best practices and recent research in this area, CSEE organized a national invitational conference in April 2003 with leading experts from a variety of educational organizations. CSEE continues to develop guidelines, resources, and related teaching/learning processes. The Leon Lowenstein Foundation supports this work.

“CSEE has become an invaluable resource for my work as a teacher educator working with pre-service and in-service teachers in general elementary education. CSEE is a professional resource of the highest caliber!”

Robert Burke, Ph.D.
Associate Professor in Education
Ball State University, Indiana

Social Emotional/Character Education Research Data Bank

In response to the many requests for information about the current state of research and practice in social emotional and character education, CSEE created the Social Emotional and Character Education Research Data Bank on our Web site. (www.csee.net)

Social Emotional Developmental Milestones

Social emotional learning is an extraordinarily variable and complex process. In 2003, CSEE reviewed efforts by 21 state departments of education and health education as well as several research groups to synthesize developmental guidelines. The results of that review are now available on our Web site. (www.csee.net)

Nonverbal Learning Disability Work Group

In partnership with the Winston Preparatory School, CSEE has co-directed an interdisciplinary group of professionals to study the nature of children's nonverbal and social disabilities. This collaboration developed guidelines for recognition and diagnosis that will help educators, parents, and health care professionals support and educate children with these disabilities. The E.E. Ford Foundation supports this work.

The Teachers College Press Social Emotional Learning Series

Founded and directed by CSEE, this award winning book series has become an essential resource for teachers, professors and teacher trainers around the world. Published in partnership with the Collaborative for Academic, Social and Emotional Learning, there are currently five books in the series and three more are in progress.

In 2003 a new book in the series was published: *How Social and Emotional Development Add Up: Getting Results in Math and Science Education*, edited by N. M. Haynes, M. Ben-Avie and J. Ensign.

The Learning Conference

CSEE is a teaching and learning center. In 2003, this became a reality in a new way when CSEE initiated an ongoing series of weekly meetings called the Learning Conference (LC). The LC meetings include our multidisciplinary core faculty as well as part-time faculty.

Website: www.csee.net

More than 100,000 visitors from around the world use and learn from CSEE's award winning Web site.

“I've been to many conferences and institutes during a lifetime in education, but this one was the best! The mix of large and small groups was excellent. The intensity and productivity of small group discussion was amazing.”

Elizabeth Saenger
Teacher
Fieldston School, NYC

2004 PLANS AND PROJECTS

Building Social And Emotional Strength Among Children And Adults

MAKING SOCIAL/EMOTIONAL EDUCATION A PART OF TEACHER TRAINING

CSEE and CUNY Create A New Educational Path

The City University of New York and CSEE are working together to create a new graduate level sequence in social emotional education that we hope will be recognized by the New York State Department of Education. This sequence will be available to graduate level programs and school-based mental health professionals as well as practicing teachers and administrators.

THE SEVENTH ANNUAL SUMMER INSTITUTE

Building Safe and Responsive Schools and Communities

In July 2004, CSEE will present its Seventh Annual Summer Institute, *Educating Minds and Hearts*, in partnership with the City University of New York School of Professional Studies at the Graduate School and University Center in Manhattan.

We expect to continue the success of previous Summer Institutes in training educators to work with school communities to establish effective and high quality programs in violence prevention and social and emotional/character education.

“The Series on Social Emotional Learning from Teachers College Press has become the definitive source for the field defining sound practice in education for emotional intelligence.”

Dan Goleman
Author
Emotional Intelligence

COMPREHENSIVE SCHOOL SAFETY PROJECT

Creating Safe Learning Environments Through Emotional Competency

The Comprehensive School Safety Project synthesizes research and best practices to support the development of physically, socially, and emotionally informed safe schools. This project builds on CSEE's work with the New York State Department of Education in developing interpersonal violence prevention education guidelines. Teaching and learning modules are now being piloted and the CSEE faculty has written a handbook, *Making Schools Safe: Physically, Socially and Emotionally*.

This work will be aligned with state and federal safety guidelines and has been supported with funding from the Kenworthy-Swift Foundation.

RESOURCES AND GUIDELINES

Supporting Educators And Parents

CSEE continues to develop research based guidelines and sets of resources for:

- Classroom teachers integrating social emotional learning into the academic and non-academic aspects of classroom life;
- School safety teams integrating social and emotional safety plans into existing physical safety plans;
- Special educators working with nonverbal learning-disabled students;
- Parent leaders invested in collaborating with educators and making SEE a vital part of family life.

CSEE ON FILM

In 2003, a short film about CSEE was completed and is available upon request.

SPECIAL ACKNOWLEDGEMENTS

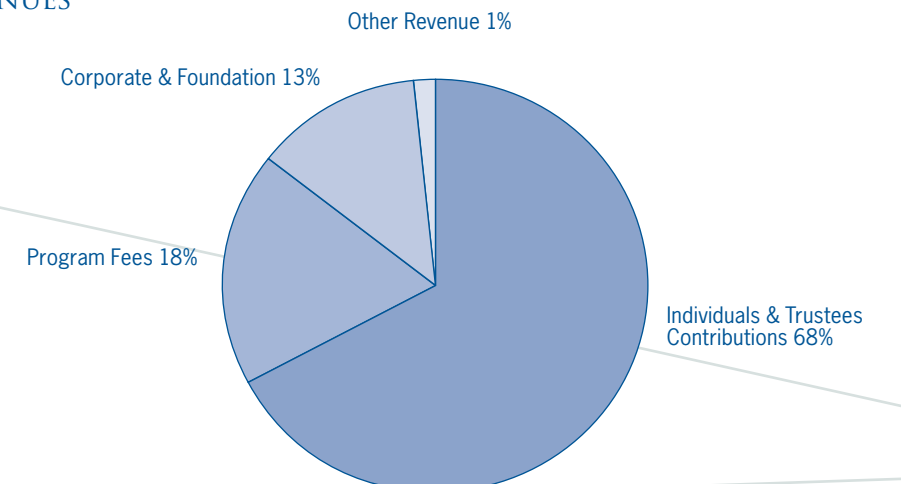
CSEE is deeply indebted to the team that turned the idea of a film about CSEE and social emotional education into a reality.

CSEE's work in 2003 was supported financially by a dedicated and generous group of donors and contributors. We extend our deepest gratitude and thanks to each and every one of them.

CSEE is also deeply grateful to its visiting faculty for their many invaluable contributions.

2003 FINANCIAL SUMMARY

2003 REVENUES



2003 EXPENSES

