



Morningside Center for Teaching Social Responsibility



CAROLINA KROON

ANNUAL REPORT 2008-2009



A MESSAGE FROM THE EXECUTIVE DIRECTOR

A year and a half ago, Morningside Center set an ambitious goal. We decided that our primary aim during the next five years would be to help create a national movement to make social and emotional learning (SEL) an integral part of every child’s education. I am pleased to report that we made significant progress toward that goal during the 2008-2009 school year.

One of our strategies is to partner with promising schools to create models of SEL at its best. During 2008-2009 we continued our partnership with three model schools (two elementary schools in Brooklyn and an elementary school in the Bronx) and added a fourth (a K-8 school in the Bronx). Funds to

TALA MANASSAH



support our work in these schools came from the schools themselves supplemented from private sources.

The benefits of this strategy have been clear to us for some time. Children in our model schools not only strengthen their social, emotional, and academic skills but develop their skills and confidence as leaders, joining with the adults in building a school community based on mutual respect. And the schools have also proved to be fertile grounds for innovation. Working closely with school leaders and teachers who share our strong commitment to SEL, we have created exciting new ways to deepen our work—for example, the Peace Helpers Program, the Lunch Clubs, and the Diversity Panels at PS 24.

During 2008-2009, we experienced another reward of the model school strategy: The media discovered our work! After years with our light under a bushel, we suddenly had our 15-minutes in the spotlight—on the PBS NewsHour with Jim Lehrer, on the Doing What Works website of the U.S. Department of Education, on Dutch Public Television, in the online women’s publication *On the Issues*, which featured our diversity work, and in *Yes Magazine*, which highlighted our work with parents.

Our challenge, of course, is to keep the media coming and have those “15 minutes” on a regular basis, so that SEL gets the visibility it needs to become a national force in American education. But it’s clear that the attention we received this past year was a vindication of our model school strategy. When the media want to see SEL in action, we have great schools to show them.

Other high points, detailed in the report that follows, include:

- Getting word that the extremely positive 4Rs research findings are now official: Prestigious peer-reviewed journals will soon publish articles by researchers on their rigorous scientific study of The 4Rs (Reading, Writing, Respect & Resolution), and this is very good news for Morningside Center and the whole SEL field.
- Creating the new position of deputy executive director and hiring a wonderful young woman, Tala Manassah, to fill the role.
- Extending The 4Rs Program beyond K-5 by creating 4Rs for Pre-K and 4Rs for Middle School.
- Developing “Nothing Like My Home,” a collaboration with documentary photographer Lori Grinker that combines art, social studies, and SEL.



• Increasing the traffic on our website of teacher resources, TeachableMoment.Org, to its current average of about 1800 visitors a day.

Another high point—for me personally and for Morningside Center—was my two trips to Alaska. Educators there recently celebrated 20 years of deep and extensive implementation of our Resolving Conflict Creatively Program. It was wonderful to connect with these educators both personally and professionally.

There were low points as well. In August, Audrey Major, a much-loved staff developer who had worked for Morningside Center for 16 years, died of a massive heart attack at the age of 48. Audrey contributed greatly to the organization over the years. She led Morningside Center's participation in Project STOP, a comprehensive conflict resolution program for middle schools which we implemented in collaboration with EARS and Safe Horizon. She was my right-hand person in implementing The 4Rs as part of The 4Rs Research Project. And beyond her specific administrative and training duties, Audrey took it on herself to mentor other staff developers. She was always available to provide a word of encouragement or advice about a specific problem. We mourn her untimely death and miss her very much!

The other low point—and one affecting people throughout the world—is the near collapse of the global financial system last fall and the deep recession we have subsequently entered into. Our school contracts were down 20 percent during 2008-2009 from a high of \$1 million the year before. That meant we had less work for our staff developers, who work on a per diem basis, and the result was hardship for many.



MARIANNE MONTERO

Tom (standing at left) and trainer Emma Gonzalez (seated at left) talk with students at PS 24.

The pain continues: Schools began the 2009-2010 school year with another five percent cut, and now mid-year cuts are looming as well. Like many organizations, companies, and individual households, Morningside Center will have to find ways to weather this storm.

Our strengths include a solid fund balance that we managed to build up during more prosperous times; lean, flexible staffing; and programs that truly make a difference for children and educators. We will be redoubling our outreach and marketing efforts. With the help of the Taproot Foundation we will be revamping our organizational website to take much greater advantage of the opportunities the internet affords.

We are especially hopeful about the prospects for spreading our 4Rs Program in New York City and beyond, since we now have gold-standard scientific research to document its effectiveness. Who knows how this will all play out, but one thing is sure: We won't be standing still!



OUR MISSION

Morningside Center for Teaching Social Responsibility educates young people for hopeful and intelligent engagement with their world. We aim to make social responsibility an integral part of every child's education.

Since our founding in 1982 (as Educators for Social Responsibility Metropolitan Area), we've helped many thousands of young people and adults learn social and emotional skills so they can better understand and manage feelings, relate well to others, handle conflict and other life challenges, make good decisions, and take responsibility for improving their communities—from the classroom to the world. ■

WHAT WE DO

1. Foster social & emotional learning (SEL).

Each year, we help schools implement classroom-based curriculum programs (like The 4Rs and Resolving Conflict Creatively), as well as school-wide initiatives, including peer mediation programs and our anti-bullying program, Pathways to Respect. We run a stellar after-school program in Brooklyn (and now a promising new one in the Bronx). Our work, primarily focused in New York City, is now beginning to expand nationally.

2. Build the SEL movement. Morningside Center is part of a growing national movement to make social and emotional learning a part of every child's education. We contribute to this movement by participating in major research programs; by developing, piloting and sharing innovative new approaches to fostering SEL; by supporting model SEL schools; and by advocating for policy reforms.

3. Educate for a more just, sustainable, and democratic world. We work toward this goal not only



CAROLINA KROON



Ms. Pagliaro and her third-graders at PS 130 solve a problem.

by fostering social and emotional learning, but through our website TeachableMoment.Org, which provides free up-to-the-minute lessons on current issues, from the war in Afghanistan to global warming. We also develop and implement programs that directly engage young people on the issues of the day—such as Nothing Like My Home, which uses SEL strategies and photography to help young people in schools across the country consider the plight of Iraqi refugees. ■



THIRD GRADE PROBLEM-SOLVERS

WHERE: Ms. Pagliaro's third-grade classroom at PS 130 in Windsor Terrace, Brooklyn

WHEN: June 2009

WHAT: Weekly Classroom Meeting

The children—black, Latino, Asian, white—sit in a circle on the colorful rug. Ms. Pagliaro sits on a chair and reviews the problem-solving process students will use at this week's class meeting. Item one: Appreciations. Item two: Name the problem. Item three: Talk about the problem and try to understand it. Item four: Suggest solutions. Item five: Choose a solution and try it.

Two boys start out with the affirmations. Yakim wants to thank three people—Darlene for giving him a piece of her gum, Aaron for playing basketball with him during lunch, and Angela for helping him with his math. Yakim tosses a spongy green turtle to another boy who has raised his hand, making it his turn to bestow thanks.

Next the class turns to the problem that they have already decided to address this week. It's the one between Anita and Isa, who are sitting side-by-side, cross-legged in the circle. The problem, Anita explains to the class, is that "whenever we talk, we always end up screaming at each other." Isa nods. "We always disagree, and when we do we get mad at each other."

Ms. Pagliaro invites questions from the class to clarify the problem. Many hands shoot up. She tosses the green turtle to a girl with a pink headband, who asks gently, "Anita, I don't understand. When you talk to each other, why do you yell? I just want to know that."

Anita looks thoughtful for a moment. "We yell because we disagree." "We interrupt each other," adds Isa.

A boy is the next one to get the turtle. He turns to

Isa and Anita. "But even if you disagree with each other, why do you yell? Disagreeing is not a big deal."

Both girls consider the question. "I really don't know," Anita says frankly. Isa says, "It's like, we argue and then we just turn away and say, 'I don't care.'"

Ms. Pagliaro lands the turtle, and asks the girls, "Is the conflict that you disagree with each other, or is it that when you disagree with each other, you say things like 'I don't care' or 'I hate you?'" she asks.

"Yes—it's when we say things like that," responds Isa. "We get frustrated," adds Anita.

A boy volunteers, "This is like that story we read about Randy and Jeff. Randy kept getting frustrated by Jeff."

Ms. Pagliaro invites the boy to say more about this parallel he's drawn with the book the class has read. How did Randy and Jeff solve their problem?

A few moments later, the class begins paraphrasing the problem that Anita and Isa are having. And then they volunteer some possible solutions. They come up with seven, which Ms. Pagliaro lists on a big sheet of chart paper.

Anita chooses two of her fellow students' proposed solutions: "disagree with respect" and "share your feelings." Isa also chooses "share your feelings," as well as "take turns talking." The class meeting comes to a close with Anita and Isa ready to turn over a new leaf.

This warm, caring, and academically enriching classroom was made possible by the dedicated and talented Ms. Pagliaro, the good will of the children, PS 130's committed principal, Maria Nunziata, and Morningside Center's trainer, who has been working intensively in the school, and with Ms. Pagliaro, for two years.



HIGHLIGHTS OF OUR WORK IN 2008-2009

MODEL SCHOOLS

Friends of Morningside Center have heard a lot about our work at **PS 24** in Sunset Park, Brooklyn—a school that infuses social and emotional learning into everything they do.

This year, the rest of the world got a glimpse of the wonderful things that are happening at PS 24. In July, the PBS NewsHour with Jim Lehrer aired an excellent segment about our work at the school (“Stop. Think. Act.: The Program” at <http://learningmatters.tv>.) It includes great footage of teachers implementing our 4Rs Program (Reading, Writing, Respect & Resolution), which integrates conflict resolution into the language arts curriculum for pre-K through middle school.

Model schools can inspire others and serve as laboratories for innovative approaches to teaching and learning.

The producers also posted a companion interview with Tom Roderick, Morningside Center’s executive director, that can also be found on the Learning Matters website.

The 4Rs is one of many ways that PS 24 fosters social and emotional learning among its 780 students. The 4Rs’ message of caring and respect echoes throughout the school with the help of a large team of young peer

mediators and peace helpers, classroom “peace corners” where students can go to calm down or talk to a peace helper, and lunch clubs where students who are having behavior problems find support from older classmates and adults. The school also puts a strong focus on appreciating differences and countering bias through its student diversity panels (see page 9).

All these efforts—and many others by the school’s wonderful staff and its principal Christina Fuentes—have made PS 24 a star school. Not only is the school’s warm climate exceptional—so is its academic progress. PS 24 continues to see huge improvements in academic performance among its predominately low-income, Latino students.

Morningside Center is helping more schools become models for social and emotional learning. **PS 130**, the wonderfully diverse school where Ms. Pagliaro teaches, is one of these schools. Another is **PS 62** in the Bronx, which has been rigorously implementing The 4Rs (250 students were engaged in the program last year) and is now launching a peer mediation program. A third is **PS 214** in the Bronx, which has become the site of our second PAZ after-school program.

We’ve learned that a model school can benefit people far beyond the school’s walls. PS 24 has drawn visitors from across the U.S. and the world, who are inspired and motivated by what they see to change their own schools. Model schools can also serve as laboratories for developing and piloting innovative approaches to teaching and learning. ■



ENRICHING OUR ONGOING WORK IN SCHOOLS

In 2008-2009, we helped dozens of schools implement our **4Rs Program** (Reading, Writing, Respect & Resolution) and our **Resolving Conflict Creatively Program**. Thousands of students learned conflict resolution skills in these school-based programs. We also trained and coached about 950 young peer mediators and peace helpers, who resolved conflicts among their peers.

Curriculum-based programs like The 4Rs and RCCP are the building block for transforming schools, and they require deep investment by the principal, teachers, and students. Typically our staff developers provide 5 days of introductory training in the curriculum and 20-30 days of coaching to help teachers implement the curriculum.

We've learned through experience and research that if we want our programs to have a powerful effect on students (by, for instance, increasing their cooperative behavior and improving their academic performance), we have to provide sustained, high-quality professional development for teachers. We've always put a premium on intensive, tailored teacher training and coaching.

During the past two years, with support from the W.T. Grant Foundation, we've been piloting an even

more intensive approach that we learned about from 4Rs researchers: **CLASS/My Teaching Partner**. This approach, developed at the University of Virginia (UVA), uses a system called CLASS (Classroom Assessment Scoring System), which breaks down good teaching into clearly defined dimensions. The teacher works closely with a staff developer to target a CLASS dimension she wants to work on. The teacher regularly videotapes herself in the classroom. Then she and our staff developer view the tapes and consider how she might improve in the area she has targeted.

We brought University of Virginia researchers to New York to train a group of our staff developers in CLASS/My Teaching Partner. These staff developers collaborated with teachers in several schools using this new approach to coaching. The results were powerful: Teachers came to new understandings about their own teaching and became even better at their craft.

We are now working with UVA to address some of the real-life challenges of implementing CLASS/MTP in our schools. We hope that eventually we will use this improved CLASS model in all of our coaching of teachers.



STUDENT LEADERSHIP

For many years, we've supported teams of trained peer mediators in schools throughout the city— usually schools that are already implementing a classroom-based program like The 4Rs or Resolving Conflict Creatively. We trained and coached about 950 young people to resolve conflicts among their peers in 2008-2009.

Recently we've developed some innovative new ways to foster youth leadership, thanks in large part to the churning creativity of our long-time trainer/staff developer Emma Gonzalez.

For instance: peace helpers. These are young children, preK to third grade, who learn some basic steps for resolving conflicts. They then help their teachers establish peace corners in the classroom where students can go if they are having a problem or a conflict—and request help from the peace helper if they want it. We're now completing work on a manual, with support from the JAMS Foundation, that will give schools across the country a step-by-step guide to establishing a peace helper program.

Part of the peace helpers' training comes from older peer mediators. We've found that many peer mediators excel at sharing their knowledge with younger students and facilitating discussion among these youngsters about the peacemaking process. And often the younger children are enthralled to see their older schoolmates taking this leadership role.



CAROLINA KROON

“I have noticed that my kids love the older kids when they come in,” said one first-grade teacher. “A relationship and bonding happens that is very different from the relationship with a teacher, and it's another level of learning that helps the first graders pick it up and start practicing it. These kids become models for the younger ones, who aspire to become like them and provide that kind of help when they move up the grades.”

Mediators also play a leadership role in “lunch clubs,” small groups of students who meet to talk about issues they face, with help from the school counselor and our staff developer. Usually these groups are a mix of older peer mediators and younger students who have had behavior problems. Here too, older students often gain confidence from the experience and deepen their skills, while the younger students get inspiration from their older peers.



Diversity panel presentation.

DEALING WELL WITH DIFFERENCES

Cultural, racial, ethnic and class differences are big issues for young people. Many students don't know how to deal well with differences, and this can lead to bullying, teasing and other hurtful behaviors. Meanwhile, the great strength we can gain from our diversity goes untapped.

Morningside Center's curricula and teacher training have always had strong components on celebrating differences and countering discrimination.

In the last couple of years we've developed a promising new strategy: "diversity panels." We created this approach at PS 24 and are now expanding it to another of our model schools, Brooklyn's PS 130.

Each panel includes about six students who visit classrooms throughout the school. The students tell of their experiences of bias and invite classmates to share and discuss their own stories. Then the student panel leads the class in a discussion of what we can do to counter bias and appreciate differences. Diversity panels are another

way to encourage student leadership: Panel members are in a wonderful position to take leadership in the school to address problems of bias and to celebrate our diversity.

Last spring, PS 24's diversity panels were captured on film by Dutch public television as part of its documentary on New York City's diversity (pegged to the city's 400th anniversary). The documentary, which was screened at the Museum of the City of New York in September, included wonderful footage of PS 24's diversity panels, a mediation about a diversity issue, and interviews with Morningside Center trainers Emma Gonzalez and Marieke van Woerkom. (Visit our website www.morningsidecenter.org for a link to this segment.)

We see this intensive focus on diversity as an important part of our model school effort. Every child—and adult—can benefit from sharing their experiences, learning about those who are different from themselves, and developing skills to counter bias.



CAROLINA KROON



PAZ AFTER-SCHOOL PROGRAM

About 240 children in Sunset Park, Brooklyn, took part in our award-winning PAZ After-School Program at PS 24 this past year. The program, which now operates all year, including all day in the summer and on school holidays, is thriving under the leadership of program director Yadira Garcia and her staff. PAZ gives the children, grades K-5, a rich program of 4Rs conflict resolution workshops, cooperative sports, the arts, service learning, and homework help. PAZ also has its own team of peer mediators.

During 2008-2009, PAZ put a stronger focus than ever on service learning and student leadership. A group of fifth-graders created a community resource guide: With the help of their teacher, students identified organizations in the community that provide services (from parenting groups to the local police precinct), interviewed people from those organizations, then created an illustrated guide that was distributed widely to parents. Another group of students conducted research about the neighborhood's problems with traffic safety including the fast-moving Fourth Avenue, which runs right by the school. They filmed traffic, interviewed a crossing guard, discussed the issue with city transportation officers, and created a video to educate neighborhood families about how to stay safe on Sunset Park streets.

PAZ students also collaborated with parents to oppose school budget cuts, with a trip to Albany, "postcard parties," and a city hall rally. By the time kids attended the rally, they'd already made a study of budget issues through an original PAZ "budget game"—and had some very specific demands.

We are thrilled to report that in the fall of 2009, we expanded this award-winning after-school model to middle school students through a new PAZ program at PS 214 in the Bronx.

Thanks to our foundation & corporate supporters!

- Con Edison
- Jean & Louis Dreyfus Foundation
- Blanche T. Enders Charitable Trust
- Fund for the City of New York
- JAMS Foundation
- JP Morgan Chase
- Keith & Miller Foundation
- Moore Family Foundation
- New York Community Trust
- Pinkerton Foundation
- Philip & Lynn Straus Foundation
- Tiger Foundation
- W.T. Grant Foundation



SES PROGRAM @ PS 24

Since 2007, Morningside Center has provided after-school tutoring in English Language Arts and math for children at Brooklyn’s PS 24. Our **Supplementary Education Services** program has been a huge hit with kids and their families. During 2008-2009, enrollment hit 415 children. “The kids have a lot of fun,” says our SES program director Deb Gordon. “And there’s good evidence that they are benefitting academically.”

What makes our SES program unique (and very different from the many off-the-shelf for-profit SES programs) is the way it integrates social and emotional learning into its curriculum and pedagogy. Every SES teacher has been trained in



Morningside Center’s 4Rs or Resolving Conflict Creatively Program. Teaching assistants receive training in an approach to discipline that is strongly aligned with social and emotional learning. When there is a problem, students and adults turn to conflict resolution.

So our SES program, like PAZ, provides deep reinforcement for the message children are getting all day long at PS 24.

Deb says one of the program’s greatest strengths is its tight bond with PS 24 teachers. Together, teachers and SES staff make sure that every child gets the targeted support he or she needs—delivered with care and respect.

4Rs RESEARCH PROJECT

It’s official! The positive findings of the rigorous scientific study of our 4Rs Program will soon be published in prestigious peer-reviewed journals. That gives The 4Rs (Reading, Writing, Respect & Resolution) the research community’s formal stamp of approval as an “evidence-based program”—making it a good candidate for national replication. Only a handful of SEL programs have positive findings from a study as rigorous as ours, and The 4Rs stands out because it’s integrated with a core academic area (language arts).

The 4Rs Research Project is part of a national study of social and character development programs funded by the U.S. Department of Education and the federal Centers for Disease Control. The researchers, from NYU, Fordham University, and Harvard, measured the effects of The 4Rs over three years on children in nine NYC public schools as compared to nine control schools.

So far researchers have completed their analysis of year 1 and year 2 data. Over the two years, children in

4Rs schools showed lower rates of depression and hostile attribution bias than children in the control schools. Teachers in 4Rs schools reported declines in children’s attention deficit hyperactivity disorder (compared to increases in control schools) and increases in social competence (compared to declines in control schools). Teachers in the 4Rs schools reported significantly slower growth in children’s aggression—compared to steep increases in the control schools. In year 1, children at greatest behavioral risk in 4Rs schools had better attendance than their counterparts in the control schools, and teachers gave them higher ratings for academic progress. In year 2, these positive effects continued, plus “high-risk” students receiving The 4Rs did better on standardized tests compared with peers in the control schools. Using a research-based observational tool, researchers also found significantly higher levels of overall classroom quality in 4Rs schools compared to non-4Rs schools. This higher classroom quality has been correlated with higher academic achievement.



REMEMBERING AUDREY MAJOR

We suffered a tragic loss this summer: Audrey Major, a Morningside Center staff developer for the past 16 years, died on August 9 of a heart attack.

Fellow staff developer Janice Marie Johnson wrote a tribute (excerpted here) that captures Audrey beautifully:

“Audrey has been a source not only of inspiration, but indeed of transformation. A woman of many gifts, she had an extraordinary understanding of the complexity of the human condition.

As colleagues, we could always count on her to be supportive of us and of our efforts. Whether in the classroom, the auditorium, the principal’s office, or the conference room Audrey shepherded us to our best selves.

Her commitment to children and youth from all walks of life and—of diverse abilities—touched us in ways that we are just beginning to comprehend. As colleague Maureen Brennan Huskey said, ‘There are hundreds of

young minds that are growing up with a piece of Audrey in their hearts.’

Audrey never lost sight of the humanity within each human being. She advocated for our children to be culturally competent, to value collaboration over compromise, to be welcoming of others, and always, to live peaceable lives.

Audrey will live on through the many school children, parents, teachers and administrators whose lives she touched. And she will live on through husband André, her bedrock, and daughter Kenya, her heartbeat.

She left us with powerful questions. ‘What can each of us do, or continue to do, to make the world a better place? How can we become or be everyday heroes and sheroes?’

May each of us dare to make a healing difference in our broken, yet beautiful world, recognizing the interdependent web of which we are a part.”



Audrey with children at a Brooklyn school.

RESPECT FOR ALL

Once again this year Morningside Center helped design and implement Respect for All, the NYC Department of Education’s ambitious program to help every NYC public school create a climate that discourages bullying, harassment and intimidation of students based on their ethnicity, national origin, religion, gender, sexual orientation, or disability.

Morningside Center has worked with several other CBOs to both develop workshop models and deliver

them to staff members from schools across the city. The workshops are based on the understanding that to stop bullying we have to tap the power of the bystanders to interrupt hurtful behavior. That is, we have to enlist the whole school in enforcing respect for all.

In 2008-2009, we facilitated Respect for All workshops for hundreds of school staff members from 70 high schools and middle schools. This school year we are delivering workshops for elementary school staff as well.



NOTHING LIKE MY HOME

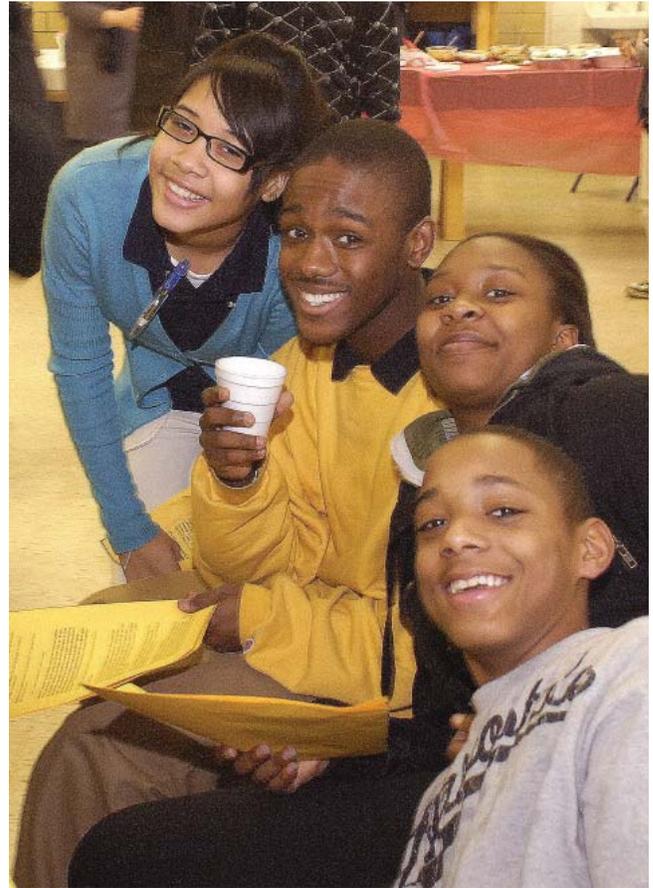
Last year, through a grant from the Open Society Institute, we collaborated with internationally acclaimed photographer Lori Grinker on a project to engage young people in the issue of refugees—and in particular the estimated 4.7 million people who have become refugees as a result of the war in Iraq. The project’s title, *Nothing Like My Home*, is borrowed from an Iraqi proverb.

Nothing Like My Home aims to foster social responsibility through a curriculum that integrates social studies with social and emotional learning. Participating high schools mount an exhibit of photos of Iraqi refugee families by Lori Grinker. Teachers use the photos to engage students in a 14-lesson high school curriculum developed by Morningside Center. At the end of their weeks of study and discussion on what it means to be a refugee, students organize a community event to educate others about the Iraqi refugee crisis.

In 2008-2009 we implemented the project in high schools in NYC; New Haven, CT; Minneapolis, MN; and Madison, WI—and we hope to lengthen that list this year.

The project did everything we hoped it would do. It fostered students’ curiosity and empathy. As one NYC teacher put it, “The curriculum encouraged my students to put themselves in the shoes of immigrants—to ask themselves, ‘What would I do?’”

It also motivated students to take leadership. As



These students from Bronx’s Banana Kelly High School helped organize a community event to raise awareness about Iraqi refugees.

a student from New Haven wrote: “This project made me think that everyone out there is not as lucky as I am. It made me feel like this is my time to make history, to change things.”

TEACHABLEMOMENT.ORG

Morningside Center’s website of teacher resources, TeachableMoment.Org, provides teachers with inquiry-oriented classroom lessons on issues of the day. We usually post at least one new lesson each week that is tied to the news—from the Iraq War to healthcare reform.

It’s hitting a chord. TeachableMoment currently draws about 1800 visitors a day. During 2008-2009, the website

got 3.2 million hits.

In 2008-2009, with support from the Blanche T. Enders Charitable Trust, we began a project to improve TeachableMoment by better indexing the lessons and making them searchable, expanding our capacity to generate news-pegged lessons for younger grades, and getting the word out about this valuable resource.



WHAT'S NEXT

Morningside Center's ambitious agenda in 2009-2010 includes

- Disseminating the positive findings from the rigorous scientific evaluation of our 4Rs Program.
- Planning for a major expansion of The 4Rs.
- Continuing to develop new model SEL schools.
- Expanding our award-winning after-school model to middle school students through a new PAZ program at PS 214 in the Bronx.
- Completing our guide to creating a Peace Helpers Program and spreading the program to more schools.
- Organizing a conference for SEL practitioners and advocates.
- Helping dozens of schools—in NYC and beyond—implement our programs.



MARIANNE MONTERO

Thanks to Morningside Center's Board of Directors!

Joyce Dudley, President, Dudley Hamilton Associates, Inc.

Carol Beebe, Co-founder & Board member, New York Open Center

Betsy Bousquette, Lawyer & former Partner, Bryan Cave LL

Gary Ferdman, Director of Major Gifts, Common Cause

Luther Flurry, Financial Consultant & former Vice President, F.B. Heron Foundation

Arthur Foresta, former Principal & Program Officer, New Visions for Public Schools

Emma Gonzalez, Educational Consultant & Trainer

Michael Hirschhorn, Director, International Human Rights Funders Group

Hee Won Brindle-Khym, NGO & Trade Union Coordinator, Fair Labor Association

LaChonne Walton, Director, Human Resources, Jazz at Lincoln Center



TALA STEPS UP!

In 2009, Morningside Center gained a new deputy executive director: Tala Manassah. With her high energy and agile mind, Tala has already made a mark on our work.

Tala says one high point of her year happened before she was even hired. We took her on a tour of our work at Brooklyn’s PS 130, where Tala met a kindergartner who had been trained as a peace helper. “What does it feel like to help two kids talk out a conflict?” Tala asked. The child lit up and said, “I feel like a hero!” Tala knew she had to have this job!

This fall, Tala has been instrumental in helping with the rapid launch of our new after-school program at PS 214 in the Bronx. And she’s worked with each of our staff developers to help them develop a concrete plan of action at every school where we work.

Tala says one of her favorite Morningside Center initiatives is Nothing Like My Home (see page 13), which uses photographs and an interactive curriculum to engage high school students in the issue of refugees—and in particular Iraqi refugees. Tala, whose family comes from Palestine, cares passionately about social justice—and about the need to educate young people for social responsibility in the world.



TOM RODERICK

Tala is a graduate of the New York City public schools. She attended PS 6 on the Upper East Side and ICE (Institute for Collaborative Education). From there she went to the University of Chicago, where she got a BA in philosophy and an MA in humanities.

Tala soon put her education to work: She founded and ran the Middle East Children’s Institute, which focuses on children’s education, women’s empowerment and economic development in the West Bank and Jordan.

Now she is working in another way to give children a strong start in the world. And we are the lucky beneficiaries!

**Morningside Center for Teaching Social Responsibility
Statement of Activity for Fiscal Year 2008**

REVENUE & SUPPORT

Government grants and contracts	1,595,438
Grants and contributions`	966,157
Investment and other income	39,702

Total Support & Revenue: 2,601,297

EXPENSES

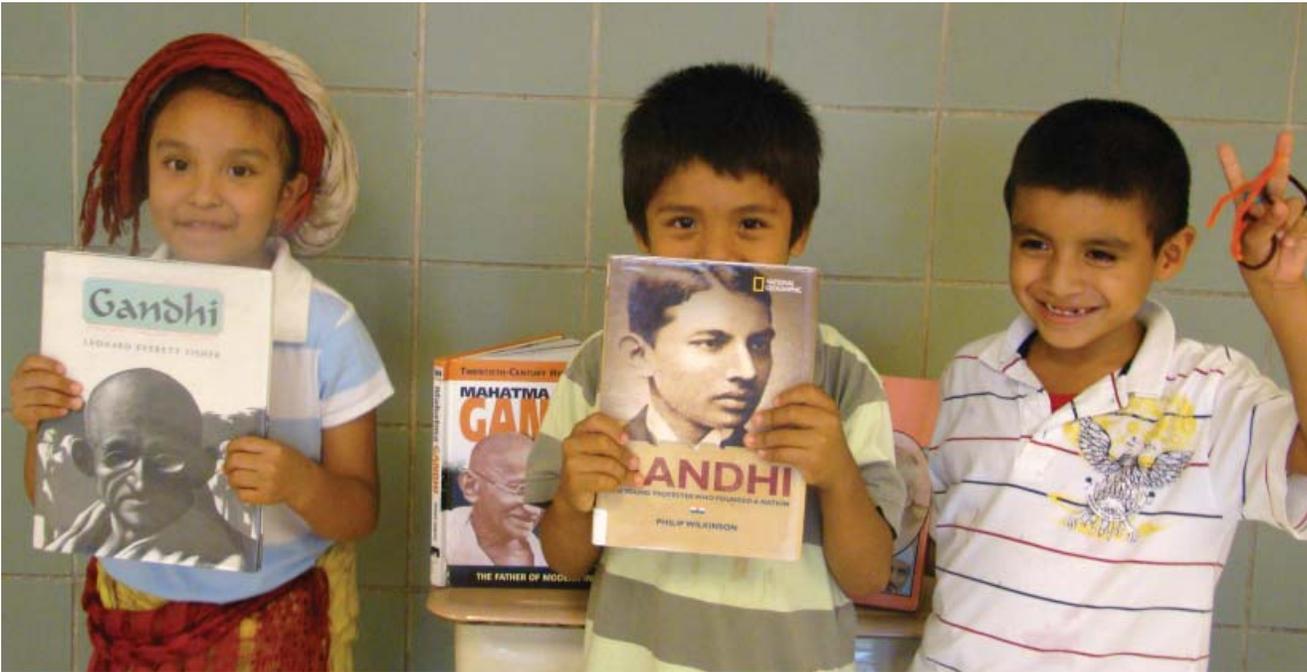
Program	1,630,275
Management and general	462,210
Fundraising	29,503

Total Expenses 2,121,988

Net assets at beginning of year	481,184
Net assets at end of year	960,493
Change in net assets	479,309



CAROLINA KROON



Top left: An attentive student of The 4Rs.

Top right (and FRONT COVER): Students help train peace helpers by presenting a roleplay with Morningside Center trainer Emma Gonzalez.

Above: Last summer, PAZ @ PS 24 kids made a presentation to their families in which they played historical figures who worked for world peace.

Right, PAZ kids went to City Hall to protest budget cuts to public schools (after studying the issue in PAZ).

