

A portrait of James Madison, an American Founding Father, with white hair, wearing a dark coat and a white cravat. The background is dark and textured.

2012 ANNUAL REPORT
CENTER FOR CIVIC EDUCATION

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MISSION STATEMENT

The mission of the Center for Civic Education is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries.

THOMAS JEFFERSON

“I know of no safe depository of the ultimate powers of the society but the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion.”

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A HISTORY OF THE CENTER FOR CIVIC EDUCATION

The Center for Civic Education, based in Los Angeles, California, is a nonprofit, nonpartisan educational organization. The Center has its roots in the interdisciplinary Committee on Civic Education formed at the University of California, Los Angeles, in 1964. The Committee was established to develop curricular programs for pre-collegiate civic education, to train teachers, to implement programs nationwide, to evaluate programs, and to conduct research on political socialization. It consisted of faculty from the departments of philosophy, political science, sociology, psychology, the law school, and the school of education. Charles Quigley, who became the Committee's executive director in 1968, is the Center's executive director.

In 1969, the State Bar of California approached the Committee to develop a statewide civic education program. This curricular effort, called the Law in a Free Society project, focused on basic concepts of politics and government, such as justice, authority, privacy, responsibility, freedom, diversity, property, and participation. The project, funded by the National Endowment for the Humanities, was designed to serve students in kindergarten through the twelfth grade. In 1981, the Center became an independent nonprofit organization, although it remains affiliated with the State Bar.

In 1987, the Center launched its most ambitious program, the We the People... National Bicentennial Competition on the Constitution and Bill of Rights, now known as We the People: The Citizen and the Constitution. The program is funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

The Center developed the *National Standards for Civics and Government* in 1994 with support from the U.S. Department of Education and The Pew Charitable Trusts. This accomplishment was followed by the Center's prominent role in the development of the framework for the subsequent administrations of the 1998 National Assessment of Educational Progress in civics.

The Center's international activities were greatly enhanced in 1995 when it launched Civitas: An International Civic Education Exchange Program funded by the U.S. Department of Education and conducted with the assistance of the United States Information Agency.

In 1996, the Center initiated a new middle school civic education program titled We the People: Project Citizen with the assistance of the National Conference of State Legislatures. In February 1996, the Campaign to Promote Civic Education was established to reaffirm the civic mission of our nation's schools and to encourage state and local education requirements for civics and government. The campaign focuses on giving civic education systematic attention in the K–12 curricula.



The Center created the School Violence Prevention Demonstration Program in May 1999 with the goal of showing how the teaching of civics can prevent the formation of attitudes conducive to violent behavior. The program incorporates high-quality curricular materials and professional development resources from the Center's *Foundations of Democracy* text, and the We the People: The Citizen and the Constitution and We the People: Project Citizen programs.

In 2002, the U.S. Congress reauthorized the Center's domestic and international programs in the No Child Left Behind Act, and the Center held its first annual scholars' conference. The international program was expanded through funds from the U.S. Department of State and the U.S. Agency for International Development. In 2003, the Center received funding for its Representative Democracy in America program, conducted cooperatively with the Center on Congress at Indiana University and the Trust for Representative Democracy of the National Conference of State Legislatures.

In July 2007, more than 250 young people from thirty-one countries gathered in Washington, D.C., for the International Project Citizen Showcase. The event was the culmination of months of work by students to create public policy proposals addressing problems in their local communities.

A documentary film, *The World We Want*, featuring the We the People: Project Citizen program, won the Audience Choice Award at the American Film Institute's AFI FEST. Directed by Patrick Davidson, the film follows Project Citizen students in eight countries as they work to solve problems in their communities through public policy action.

In June 2012, teachers from Indiana, Arizona, and Utah were recipients of the Seventh Annual American Civic Education Teacher Awards (ACETA) in recognition of their exemplary work in preparing young people to become informed and engaged citizens. ACETA is sponsored by the Center for Civic Education, the Center on Congress at Indiana University, and the National Education Association.

GOALS

GOALS

The principal goals of the Center's programs are to help students develop

- an increased understanding of the institutions of constitutional democracy and the fundamental principles and values upon which they are founded;
- the skills necessary to participate as effective and responsible citizens;
- the willingness to use democratic procedures for making decisions and managing conflict.

The Center accomplishes its mission by

- developing curricular materials for elementary, middle, and high school students;
- providing professional development programs in civics and government at the local, state, and national levels;
- conducting research and evaluation to determine the effects of the Center's programs on students' civic knowledge, participation, and attitudes.

In addition, the Center

- maintains a national network of educators and scholars who assist in the development and implementation of its programs;
- provides leadership in the development and implementation of public policy supporting the enhancement of civic education at local, state, and national levels;
- undertakes related projects that strengthen and extend its programs and goals. These include international conferences on civic education for educational leaders, scholars, and others involved in civic education and exchanges with advanced and emerging democracies committed to improving civic education.

Educate and inform the whole mass of the people...they are the only sure reliance for the preservation of our liberty.

THOMAS JEFFERSON



WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION

We the People: The Citizen and the Constitution is the cornerstone program of the Center for Civic Education. For more than twenty years, We the People—an examination of the history, principles, and values of the U.S. Constitution and Bill of Rights—has proven remarkably effective in instilling in young Americans an understanding of the rights and responsibilities of citizens in our constitutional democracy.

The Center is extremely proud of the program's demonstrated success. Independent studies have clearly shown that students who participate in We the People showed a dramatically greater knowledge and understanding of both historical and current political issues than those who have not. We the People students also exhibit an increase in political tolerance and commitment to constitutional principles and values.

The success of We the People can be attributed to the innovative design of its instructional program, culminating with simulated congressional hearings, in which students take, evaluate, and defend positions on important historical and contemporary issues. Classroom, congressional district, and state competitions in this event lead to the national finals, held in chambers of the U.S. Congress. Since its inception in 1987, more than thirty million students and one hundred thousand educators have participated in the We the People program, as well as members of Congress and prominent professional, business, community, and government leaders from across the country.

WE THE PEOPLE: NATIONAL FINALS

The year 2012 marked the 25th Anniversary of the We the People National Finals. Fifty-six classes and communities from throughout the United States raised nearly \$2,000,000 to ensure the success of the National Finals.

The 25th Anniversary We the People National Finals was partially funded by Center for Civic Education and the Fund for Freedom and Democracy. This donation was made in the honor of the Honorable Patricio M. Serna, Justice of the New Mexico Supreme Court.

The Center welcomed We the People alumna and Florida State Senator Anitere Flores and John A. Lawrence, Chief of Staff for Congresswoman Nancy Pelosi, as guest speakers at the culminating Awards Ceremony.

WE THE PEOPLE: PROJECT CITIZEN

We the People: Project Citizen is a curricular program for middle, high, and post-secondary school students and youth groups that promotes competent and responsible participation in local, state, and federal government. The program is designed to help students learn how to monitor and influence public policy. In the process, they develop support for democratic values and principles, tolerance, and feelings of political efficacy.

Entire classes of students or members of youth organizations work cooperatively to identify a public policy problem in their community. They then research the problem, evaluate alternative solutions, develop their own solution, and create a political action plan to enlist local or state authorities to adopt their proposed policy. Participants develop a portfolio of their work and present their project to a panel of civic-minded community members.

Every year, each of the fifty states and the District of Columbia chooses one exemplary portfolio to be presented at the Project Citizen National Showcase. At this final event, a panel of public officials, staff, and adult volunteers evaluate the portfolios and achievements of each presenting group.

Since its inception in 1995, the domestic Project Citizen program has expanded to include schools in every state as well as American Samoa, the District of Columbia, Guam, the Commonwealth of Puerto Rico, and the United States Virgin Islands. To date, more than 40,000 teachers have taught Project Citizen to more than two million students. The curriculum is also widely distributed through the Civitas International Programs.

Project Citizen enjoys the active participation of members of Congress and state legislatures, as well as support from professional, business, and community organizations across the nation.

If liberty and equality, as is thought by some, are chiefly to be found in a democracy, they will be attained when all persons alike share in the government to the utmost.

ARISTOTLE



REPRESENTATIVE DEMOCRACY IN AMERICA: VOICES OF THE PEOPLE

The Center conducts the Representative Democracy in America project in collaboration with the Center on Congress at Indiana University and the Trust for Representative Democracy at the National Conference of State Legislatures. The goals are to improve public understanding of representative democracy and to encourage citizens to take a responsible role in their government.

The Center's primary activity in this project is a video series for middle and high school students informing them about the system of government of the United States, from its origins and creation to current practices and institutions. An instructional guide for teachers includes lesson plans, a correlation to the *We the People: The Citizen & the Constitution* text, and other resources. Production began in 2010 on a seventh video for the series that features high school students discussing the election process of government representatives.

During the past school year, more than 4,200 elementary, middle, and high school teachers across the United States incorporated the curricular materials into their classrooms.





SCHOOL VIOLENCE PREVENTION DEMONSTRATION PROGRAM

The School Violence Prevention Demonstration Program (SVPDP) employs civic education as a strategy to prevent youth violence. The program has three curricular components: *Foundations of Democracy*, *We the People: The Citizen & the Constitution*, and *Project Citizen* are provided to schools in a cross-section of districts across the country.

SVPDP differs from other programs in two important ways:

- Teachers make a commitment to one full academic year and must attend a minimum of forty to sixty hours of professional training with special focus on the unique needs of the program.
- Support and guidance are provided at each school by on-site coordinators who work directly with teachers and students.

SVPDP includes research on changes in students' civic knowledge and attitudes as they relate to tolerance for the ideas of others; civic responsibility; authority and the law; and social and political institutions. Some school districts have begun to implement the curriculum into their mandated social studies classes at certain grade levels. The site in Allentown, Pennsylvania, began this trend and became the focus of a climate study to determine the impact of the program on the schools. The study revealed a highly positive impact on both the behavior of the students and their academic achievement. The study is available at www.civiced.org/research.

A total of twenty-four sites in seventeen states implement the program at grades four through twelve in urban, suburban, rural, and Native American school districts.

CONSTITUTION DAY

To celebrate Constitution Day, lessons written specifically for the event and additional lessons adapted from *We the People: The Citizen & the Constitution* and *Foundations of Democracy* were posted on the Center's website for teachers and students, where they have been viewed and downloaded thousands of times.



CAMPAIGN TO PROMOTE CIVIC EDUCATION

The Campaign to Promote Civic Education has two important objectives. The first is to reaffirm the civic mission of our nation's schools, and the second is to encourage states and school districts to devote sustained and systematic attention to civic education from kindergarten through twelfth grade.

The Campaign seeks to reaffirm the traditional civic mission of the schools and enhance instruction by promoting the establishment of curricular requirements in accord with the following principles:

- Education in civics and government is a central purpose of education, essential to the well-being of American democracy.
- Civics and government is a subject on a level with other subjects. Civics and government, like history and geography, is an integrative and interdisciplinary subject.
- Civics and government should be taught explicitly and systematically to all students in kindergarten through twelfth grade, whether as a separate unit or as a readily identifiable part of other subjects.
- Effective instruction in civics and government requires attention to the content of the discipline as well as the essential skills, principles, and values required for full participation in and reasoned commitment to our democratic system.

The Campaign is a fifty-state effort run by concerned citizens and organizations that recognize the need for improvement in the civic education of American youth. As is appropriate to the American tradition of local control of schools, the Campaign seeks improvement in each state and school district's approach to education in civics and government.

This program is funded primarily by discretionary funds available to the Center.

*Every government degenerates when trusted to the rulers of the people alone.
The people themselves are its only safe depositories.*

THOMAS JEFFERSON



CIVITAS INTERNATIONAL PROGRAMS

In fostering an engaged citizenry with the knowledge, skills, and attitudes necessary for democratic self-governance, democracies around the world face challenges familiar to civic educators in the United States. This makes the Center's interactive, student-centered civic education curricula relevant internationally. The Center and its partners train teachers in effective classroom use of such curricula and encourage the sustainability of civic education initiatives by involving education policymakers and other gatekeepers in efforts to institutionalize support for the programs. The Center's international programs are implemented through a network of civic education organizations in the United States and other participating nations.

Administered by the Center, Civitas International Programs are funded by grants from the Department of Education under the Education for Democracy Act approved by the U.S. Congress; the U.S. State Department; and other public and private sources. Currently, eighty-one countries and twenty-nine U.S. states participate in the network. The Center encourages its partners to share lessons learned and best practices through multinational partnerships and regional collaborations, theme-based workshops, exchange visits, online interaction, and the Civitas International Programs website at new.civiced.org/programs/civitas.

Many countries participating in Civitas International Programs are partnered with U.S. states for civic education exchange activities. These partnerships identify the specific civic education needs of each U.S. and international site and develop programs to address these needs, taking full advantage of the experience, expertise, and programmatic offerings of each for the benefit of teachers and students in the United States and abroad. Other countries partner directly with the Center for support and technical assistance. The Center provides this assistance drawing on its broad network of civic educators. Of the Center's curricular offerings, *Project Citizen* and *Foundations of Democracy* are the most widely used internationally. They have been adapted, translated, and implemented in dozens of countries. Members of the Civitas network are also encouraged to develop and implement their own student-centered curricula and to seek additional sources of support to ensure program sustainability and expansion.



NEW INITIATIVES

Civitas Regional Institutes

The Center named three exemplary partners in Colombia, Ireland, and Morocco as Civitas Regional Institutes. The institutes are hubs for collaboration and professional development among the Civitas International Programs network. As a means of strengthening regional capacity and expanding cooperation, the institutes are part of the strategy for long-term sustainability of the Civitas International Programs.

Civitas Lessons on Democracy

The Civitas Lessons on Democracy (new.civiced.org/civitas-resources/partner-developed-materials/lessons-on-democracy) are a collection of lessons for young people from pre-kindergarten through twelfth grade. The twenty-nine lessons and units of study in this collection provide an international perspective on basic concepts of democracy and engage students in activities that develop skills in critical thinking, communication, collaboration, and creativity. The lessons focus on the concepts of the *Foundations of Democracy* curricular program: authority, justice, privacy, responsibility, and rights.

Each lesson was authored by a partnership between U.S. and non-U.S. organizations and reflects the original ideas of the Civitas partners. More than sixty-five civic educators from thirty-three countries and twenty-seven U.S. states contributed to the development of the lessons.

The lessons are content-rich and call for the use of interactive teaching methodologies. The lesson authors also provide alignment to content standards and ideas for enrichment, assessment, and how the lessons can be extended.

*Without freedom of thought there can be no such thing as wisdom;
and no such thing as public liberty, without freedom of speech.*

BENJAMIN FRANKLIN

SOUTH AFRICA

The Center for Community and Education Development (CCED) and its partners implemented Project Citizen in three regions of South Africa with funding support from the U.S. Embassy. In February and March 2012, CCED conducted training workshops for seventy-six teachers from Free State, KwaZulu-Natal, and Western Cape. These educators worked with young people in twenty-eight primary and secondary schools to research problems in their communities and propose policy-based solutions.

THAILAND

In March 2012, King Prajadhipok's Institute, the Center's partner in Thailand, hosted an international conference in Bangkok focused on citizenship and civic education. Charles N. Quigley, executive director of the Center, and Dr. Larry Gerston, a political science professor at San Jose State University, spoke in plenary sessions about the participation of youth in political processes. An eight-person delegation of Burmese teachers and school administrators participated in the event, which was attended by approximately five hundred people from throughout the Asia region, Canada, Germany, and the United States.

VENEZUELA

The Idaho Human Rights Education Center and Fundacion Presencia, Colombia, conducted teacher training on the human rights-based approach to Project Citizen in Venezuela in February 2012, sponsored by the Organization of American States.

WEST BANK

The Teacher Creativity Center partnered with the United Nations Relief and Works Agency to utilize Project Citizen to empower young women. Through the Yes She Can program, forty-eight ninth-grade girls at the Deir Ammar Refugee Camp in the West Bank developed a policy project to advocate for the establishment of a girls' athletic club in the camp (www.civiced.org/e-news/?p=840). In another program, the Teacher Creativity Center supported 640 teachers as they implemented Project Citizen in eight countries in the Middle East and North Africa.



OVERVIEW

Research on Center programs demonstrates their success in enhancing effective political participation among youth. A variety of quantitative and qualitative studies have determined that Center programs are effective. Most of these studies measure civic competence, political knowledge, and civic dispositions underlying informed political participation. In addition to research on participants, the Center also evaluates professional development institutes for teachers. The following are examples of research conducted on Center programs; a complete list can be viewed on our website at www.civiced.org.

WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION

We the People Students Outperform Comparison Groups on Political Knowledge

Using a pre/post design, RMC Research examined 822 We the People students from grades 11 and 12 and compared them to 735 students with similar demographics and achievement levels. Results of the study reveal that We the People participants scored 30% higher overall on a test of constitutional knowledge when compared to their high school peers and 36% higher than university/college students enrolled in introductory political science courses on all study outcomes. We the People students scored significantly higher than their peers on the following subsections of the test:

- Constitutional limits on government institutions: We the People students scored 18% higher than the comparison high school classes. Questions included topics such as states' rights, the expansion of congressional power, the limits of free speech, separation of powers, and judicial review.
- Core values and democratic principles: We the People students scored 11% higher than the comparison high school classes. Questions included topics such as natural rights philosophy, federalism, classical republicanism, representative and direct democracy, the Bill of Rights, and the Constitution.
- Rights and responsibilities of democratic citizens: We the People students scored 9% higher than the comparison high school classes. Questions included topics such as civic duty, naturalized citizens, constitutional rights, and due process of law.



WE THE PEOPLE: THE CITIZEN AND THE CONSTITUTION (CONT.)

- Knowledge of early American history: We the People students scored 19% higher than university/college students. Questions included topics such as the Revolutionary War, the development of state constitutions, the Articles of Confederation, and the nation's Founders.
- The United States and world affairs: We the People students scored 17% higher than university/college students on questions regarding the international roles of the U.S. Department of State and the United Nations.

Students Display Increased Political Tolerance

Dr. Richard Brody of Stanford University conducted a study to determine the political tolerance of high school students from across the United States. Brody found that students who participated in the We the People program were more politically tolerant than the average American. We the People students were found to be more self-confident, perceived fewer limits on their political freedom, and were more willing to extend those rights to others.

National Finals Participants Outperform Peers and Adults

Surveys conducted annually from 1999 to the present reveal that high school students who compete at the We the People national finals possess significantly greater knowledge of American democratic institutions and processes than the average American citizen. The participants surveyed outperformed the national sample of high school students participating in the National Assessment of Educational Progress in every category of civic knowledge delineated in the survey. In addition, the national finals students averaged a response rate of more than 90% correct on three key knowledge questions asked in the 2005 American National Election Studies survey, in contrast to only 62% of the general populace.

Majority of We the People Alumni Reported Voting in the 2008 Election

The Center conducted a survey of more than 400 alumni of the We the People program. The median age was 28, and most of the respondents were 18 years of age and first-time voters. We the People alumni expressed great interest in the 2008 election. Ninety-five percent of eligible alumni reported voting, in contrast to 53% in estimates of



young voters across the nation. Seventy-six percent of We the People alumni said they voted in all previous elections for which they were eligible. The highest percentage of respondents chose to vote because of a sense of civic duty or responsibility. When asked what qualities make a good citizen, a plurality responded that it was most important to help those who are worse off, to be active in voluntary organizations, and to vote.

We the People alumni understand and appreciate representative democracy more than members of the general public. Researchers found that 86% of the public agreed that “elected officials should stop talking and just take action.”¹ In contrast, only 20% of alumni felt this way, while 80% endorsed the statement that “elected officials need to deliberate to take proper action.” Additionally, 83% of alumni agreed that “compromise is an important part of the democratic processes even when principles are at stake;” in contrast to 60% of the public who felt “what people call compromise is really just selling out of one’s principles.”¹ A majority of alumni expressed optimism about the future of the United States. When asked to explain the reasons for their optimism, alumni often referred to our political institutions and history of innovation. “The foundations that make this nation great are still intact,” wrote one student.

¹ John R. Hibbing and Elizabeth Theiss-Morse, *Stealth Democracy: Americans’ Beliefs about How Government Should Work* (Cambridge: Cambridge University Press, 2002).

A democratic form of government, a democratic way of life, presupposes free public education over the long period; it presupposes also an education for personal responsibility that too often is neglected.

ELEANOR ROOSEVELT

PUBLICATIONS AND RESOURCES

CURRICULAR MATERIALS

We the People: The Citizen & the Constitution, the companion text to the We the People program, encompasses the history and principles of the U.S. Constitution and Bill of Rights. Published in elementary, middle, and high school editions, *We the People* is also correlated to the Center's video series, *Representative Democracy in America*, as well as the *National Standards for Civics and Government* and the social studies standards of many states.

We the People: Project Citizen is a workbook created for use with the Project Citizen program, which promotes competent and responsible participation in state and local government and actively teaches young people to monitor and influence public policy. A Spanish-language edition, *Nosotros El Pueblo: Proyecto Ciudadano*, is available.

The *Foundations of Democracy* series explores four concepts fundamental to understanding politics and government—authority, privacy, responsibility, and justice. The material is published in single-volume editions for middle and high school students; for elementary school children, each concept is presented in its own set, which includes a storybook, an activity book, and an interactive CD-ROM.





Representative Democracy in America: Voices of the People is a six-part video series that helps students understand our system of representative democracy. *Representative Democracy in America* is designed primarily for high school students, although various elements are appropriate for middle school or upper elementary students. The six programs, each approximately twenty minutes in length, address the following topics: the roots of representative democracy; federalism and the separation of powers; the roles of representatives, executives, and justices in our democracy; our representatives and how they are chosen; and the role of the citizen in a representative democracy.

Elements of Democracy explores the range of ideas that make up the vocabulary of democracy. Sections include “Concepts and Fundamental Principles of Democracy,” which deals with such subjects as democracy and equality and the common good. Other sections discuss the political processes of democracy and democracy and citizenship. *Elements of Democracy* is an excellent resource for high school, college, and adult audiences.

Education for Democracy: California Civic Education Scope & Sequence presents methods for introducing civic education in the primary grades and building on that foundation through middle and high school. The book is an important tool for high school administrators, district curriculum development coordinators, and classroom teachers.

American Legacy: The U.S. Constitution and Other Essential Documents of American Democracy is a pocket-sized book containing the U.S. Constitution and the Declaration of Independence, the Mayflower Compact, excerpts from *The Federalist Papers*, the Civil Rights Act of 1964, and twenty-four other documents that encompass essential ideas of American democracy.

I would rather be exposed to the inconveniences attending too much liberty than to those attending too small a degree of it.

THOMAS JEFFERSON

RESOURCES

National Standards for Civics and Government identifies the knowledge and skills that students should master by the end of the fourth, eighth, and twelfth grades. Employed as a model for state curricular frameworks and standards throughout the country, the standards were developed through an extensive consensus-building process conducted by review committees in all fifty states. Three thousand individuals and organizations participated in the two-year project, and more than 150 open hearings and public discussions were held.

National organizations such as the American Association of School Administrators, the American Federation of Teachers, the American Bar Association, and the American Association of Colleges for Teacher Education have recognized the importance of the *National Standards for Civics and Government* and assist in its dissemination. More than forty thousand copies have been distributed to individuals and organizations, including members of Congress, governors, state legislators, boards of education presidents, and the media. The U.S. Department of State has distributed an international edition of the standards to other nations through its Public Affairs Offices and other agencies throughout the world. To promote widespread use of the standards, the Center has granted educational agencies permission to reproduce them, and they are also available, free of charge, on the Center's website.

The development of the *National Standards for Civics and Government* was supported by the U.S. Department of Education and The Pew Charitable Trusts.

CIVITAS: A Framework for Civic Education is a comprehensive K–12 model for establishing civic education programs. Developed with contributions from more than forty scholars and dozens of educators and teachers, *CIVITAS* sets forth the knowledge, skills, and commitments necessary for responsible citizenship in the twenty-first century.

This framework has been used by educators to create effective civic education curricula throughout the United States and has also been referenced in more than thirty-seven countries in Africa, Asia, Latin America, and Eastern and Western Europe.

The development of *CIVITAS* was cosponsored by the Council for the Advancement of Citizenship and funded by The Pew Charitable Trusts.



Res Publica: An International Framework for Education in Democracy was developed through a cross-cultural consensus on the central ideas, values, and institutions of democracy. *Res Publica*, which is available free of charge at www.civiced.org, can be used by any country seeking to develop a civic education curriculum.

Comparative Lessons for Democracy, a resource book for high school teachers on emerging democracies in Central and Eastern Europe, was developed collaboratively by educators in the Czech Republic, Hungary, Latvia, Poland, Russia, and the United States. It contains lesson plans that actively engage students in this rapidly changing region of the world, as well as background readings and original essays from Central and Eastern European scholars. A new version of *Comparative Lessons* that highlights a broader range of countries is currently in development.

WEBSITE

The official website of the Center for Civic Education is www.civiced.org. Resources available at the site include program news and information, sample lessons from Center curricula, the *National Standards for Civics and Government*, Constitution Day lessons, and voter education lessons.

No free government, nor the blessings of liberty, can be preserved to any people, but by...a frequent recurrence to fundamental principles.

GEORGE MASON

INDEPENDENT AUDITORS' REPORT

**To the Board of Directors of Center for Civic Education
(A California Non-Profit Corporation)
Woodland Hills, California**

We have audited the accompanying statement of financial position of Center for Civic Education (A California Non-Profit Corporation) as of July 31, 2012 and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of Center for Civic Education's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from Center for Civic Education's 2011 financial statements and, in our report dated January 30, 2012, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Center for Civic Education's internal control over financial reporting.

Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Center for Civic Education as of July 31, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2012, on our consideration of Center for Civic Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was performed for the purpose of forming an opinion on the financial statements of Center for Civic Education taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information was prepared according to the accounting principles used for the basic financial statements and has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been

subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

Vasin, Heyn & Company
An Accountancy Corporation
Certified Public Accountants and Management Consultants
December 14, 2012



STATEMENT OF FINANCIAL POSITION

For the year ended July 31, 2012 (with comparative totals for 2011)

Assets	2012	2011
Cash and cash equivalents	\$ 790,872	\$ 1,018,483
Contracts receivable	8,185	409,255
Accounts receivable	101,509	62,921
Inventory	166,146	112,170
Deposits and prepaid expenses	6,736	29,035
Investments at fair value	3,092,682	3,529,213
Property and equipment, net	<u>11,199</u>	<u>19,704</u>
Total assets	<u>\$ 4,177,329</u>	<u>5,180,781</u>
Liabilities		
Accounts payable	\$ 32,036	\$ 388,146
Accrued payroll and related liabilities	89,160	181,168
Contract advances	<u>431,219</u>	<u>376,134</u>
Total liabilities	\$ 552,415	945,448
Commitments and Contingencies		
Net Assets		
Unrestricted	<u>\$ 3,624,914</u>	<u>4,235,333</u>
Total net assets	<u>\$ 3,624,914</u>	<u>4,235,333</u>
Total liabilities and net assets	<u>\$ 4,177,329</u>	<u>5,180,781</u>



STATEMENT OF ACTIVITIES

For the year ended July 31, 2012 (with comparative totals for 2011)

Revenue and Support	2012	2011
Governmental service contracts	\$ 3,021,028	\$22,404,165
Sales of educational materials	401,127	293,985
Contributions and grants	459,249	138,968
Interest and dividend income	76,057	73,894
Realized and unrealized gain (loss)	<u>(12,007)</u>	<u>220,226</u>
Total revenue, support and restrictions released	3,945,454	23,131,238
<hr/>		
Expenses		
Program services	3,961,147	21,394,269
Support services	<u>594,726</u>	<u>1,615,962</u>
	<u>4,555,873</u>	<u>23,010,231</u>
Change in Net Assets	(610,419)	121,007
Net Assets, Beginning of Year	<u>4,235,333</u>	<u>4,114,326</u>
Net Assets, End of Year	<u><u>3,624,914</u></u>	<u><u>4,235,333</u></u>

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In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

GEORGE WASHINGTON

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The Center for Civic Education wishes to express its appreciation to the following groups for their support of project activities

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United States Chamber of Commerce
United States Department of Education: Office of Safe and Drug-Free Schools
United States Department of Justice: Office of Juvenile Justice and Delinquency Prevention
United States Department of State

DECLARATION OF INDEPENDENCE

We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness— That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed.



**FOR ADDITIONAL INFORMATION ABOUT THE PROGRAMS AND ACTIVITIES
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