



The *We the People: The Citizen & the Constitution* enhanced ebook

2013 ANNUAL REPORT
CENTER FOR CIVIC EDUCATION

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.

Recipients of the Eighth Annual American Civic Education Teacher Awards (ACETA) were Nancy Peterson from Gilbert High School in Gilbert, Iowa; David Alcox from Milford High School and Applied Technology Center in Milford, New Hampshire; and Douglas Oswald from Marion Technical Institute in Ocala, Florida. The teachers were recognized in June 2013 for 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 AND NATIONAL INVITATIONAL

The 26th Annual of the We the People National Finals were held in April 2013. Fifty-six classes and communities from throughout the United States raised nearly \$2 million to ensure the success of the National Finals.

The We the People National Finals were 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 Derek Dubose, Director of Admissions for George Mason University, Captain Richard Myllenbeck, United States Navy, and Patricio Serna, retired Chief Justice of the New Mexico Supreme Court, as guest speakers at the culminating awards ceremony. Congressman Kevin McCarthy (CA-23) provided a video address lauding the students' achievements and their study of the Constitution.

The inaugural We the People National Invitational was held on the campus of George Mason University in Virginia. Middle and high schools from throughout the country competed in the event and explored the nation's capital.

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 seven-part 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.

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.

AMERICAN CIVIC EDUCATION TEACHER AWARDS

As part of the Representative Democracy in America project, the Center works with the Center on Congress at Indiana University and the National Education Association to annually recognize three educators who have demonstrated a special expertise in teaching about the U.S. Constitution, the U.S. Congress, and public policy. These educators come from public and private elementary, middle, and high schools from across the country. Recipients of the Eighth Annual American Civic Education Teacher Awards were Nancy Peterson from Gilbert High School in Gilbert, Iowa; David Alcox from Milford High School and Applied Technology Center in Milford, New Hampshire; and Douglas Oswald from Marion Technical Institute in Ocala, Florida.





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.

The program is implemented in 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.

BLACK HISTORY MONTH AND WOMEN'S HISTORY MONTH

The Center released additional lessons for Black History Month and Women's History Month. The new Black History Month lesson was "The Power of Nonviolence: Music Can Change the World," which examined the role of music in achieving nonviolent social change. The Women's History Month lesson was "In the Shadows: Agents of Change," which addressed the role of women in the civil rights movement.



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, the U.S. State Department, and other public and private sources. Currently, eighty-four 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 www.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.



INTERNATIONAL ACTIVITIES

Organization of American States

The Center collaborated with the Inter-American Program on Education for Democratic Values and Practices of the Organization for American States (OAS) to develop a policy brief highlighting how civil society organizations in the Americas have collaborated with government agencies to develop, implement, and evaluate civic education policies. *Government and Civil Society Cooperation on Civic Education Policy: Experiences in the Americas* provides examples from policymakers and civil society organizations throughout the region, including Civitas International Programs partners in Argentina, Colombia, and Venezuela. In addition to the policy brief, the Center assisted the OAS with identifying Spanish-language educational resources for the Virtual Library for Democratic Classrooms.

Bosnia and Herzegovina

Students from thirty-two schools throughout Bosnia and Herzegovina presented Project Citizen public policy portfolios at the annual National Project Citizen Showcase organized in May 2013 in the Parliament by Civitas Bosnia and Herzegovina (Civitas BiH) and hosted by the Director of European Integration and the Ministry of Civil Affairs. Three hundred students participated in the showcase, representing the 40,000 students throughout Bosnia and Herzegovina who participated in Project Citizen in 2013. Over the past sixteen years more than a million students in Bosnia and Herzegovina have participated in Civitas BiH's civic education programs. Civitas BiH was established in 1996 as a joint initiative of the Center, the United States Information Agency, and the Council of Europe. It is the Center's Civitas International Programs partner in Bosnia and Herzegovina.

*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

Iran

The E-Collaborative for Civic Education (ECCE) developed an online Foundations of Democracy course for Iranian civil society. ECCE translated the *Foundations of Democracy* high school-level textbook into Farsi for the course. To support the course, the Center developed video interviews of civic education practitioners. The videos are available on the Civitas International Programs video gallery: www.civiced.org/civitas-prog-media/civitas-video-gallery. The interviews feature directors of Civitas partner organizations in Bosnia and Herzegovina, Pakistan, and Russia.

Mongolia

The Center for Citizenship Education, the Center's Civitas International Programs partner in Mongolia, continues to actively implement Project Citizen and Foundations of Democracy. In 2013, the Center for Citizenship Education received a new grant from the United Nations Development Program for its Empowering Youth through Civic Education program. Through this grant, the Center for Citizenship Education adapted Foundations of Democracy primary-level materials into the local language and conducted Project Citizen student showcase events, among numerous other activities.





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 available in several ebook formats and in softcover. The new high school textbook has been released in a highly interactive enhanced ebook edition complete with video, audio, exercises, and teacher tools.

We the People is correlated to the Common Core State Standards, the social studies standards of many states, the *National Standards for Civics and Government*, and to Center’s video series, *Representative Democracy in America*.

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 seven-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 seven 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

FINANCIAL HIGHLIGHTS

INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying financial statements of Center for Civic Education's (A California Non-Profit Corporation), which comprise the statement of financial position as of July 31, 2013, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. 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 involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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, 2013, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative
Information**

We have previously audited the Center for Civic Education's 2012 financial statements, and our report dated December 14, 2012, expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of and for the year ended July 31, 2012, is consistent, in all material respects, with the audited financial statements from which it has been derived.

The summary financial statements do not contain all the disclosures required by accounting principles generally accepted in the United States of America. Reading the summary financial statements, therefore, is not a substitute for reading the audited financial statements of Center for Civic Education.

Vasin, Heyn & Company
An Accountancy Corporation
Certified Public Accountants and Management Consultants
December 11, 2013

FINANCIAL HIGHLIGHTS



STATEMENT OF FINANCIAL POSITION

For the year ended July 31, 2013 (with comparative totals for 2012)

Assets	2013	2012
Cash and cash equivalents	\$ 241,613	\$ 790,872
Contracts receivable	37,237	8,185
Accounts receivable	78,444	101,509
Inventory	150,909	166,146
Deposits and prepaid expenses	8,009	6,736
Investments at fair value	2,589,230	3,092,682
Property and equipment, net	<u>2,694</u>	<u>11,199</u>
Total assets	<u>\$ 3,108,136</u>	<u>4,177,329</u>
Liabilities		
Accounts payable	\$ 66,477	\$ 32,036
Accrued payroll and related liabilities	89,470	89,160
Contract advances	<u>112,928</u>	<u>431,219</u>
Total liabilities	\$ 268,875	552,415
Commitments and Contingencies		
Net Assets		
Unrestricted	<u>\$ 2,839,261</u>	<u>3,624,914</u>
Total net assets	<u>\$ 2,839,261</u>	<u>3,624,914</u>
Total liabilities and net assets	<u>\$ 3,108,136</u>	<u>4,177,329</u>



STATEMENT OF ACTIVITIES

For the year ended July 31, 2013 (with comparative totals for 2012)

Revenue and Support	2013	2012
Governmental service contracts	\$ 965,383	\$ 3,021,028
Sales of educational materials	444,657	401,127
Contributions and grants	523,989	459,249
In-kind contributions	2,121	-
Interest and dividend income	76,057	76,057
Realized and unrealized gain (loss), net	<u>216,440</u>	<u>(12,007)</u>
Total revenue, support and restrictions released	2,222,740	3,945,454
Expenses		
Program services	2,587,643	3,961,147
Support services	<u>420,750</u>	<u>594,726</u>
	<u>3,008,393</u>	<u>4,555,873</u>
Change in Net Assets	(785,653)	(610,419)
Net Assets, Beginning of Year	<u>3,624,914</u>	<u>4,235,333</u>
Net Assets, End of Year	<u><u>2,839,261</u></u>	<u><u>3,624,914</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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United States Department of Education: Office of Safe and Drug-Free Schools
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United States Department of State

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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
OF THE CENTER FOR CIVIC EDUCATION PLEASE CONTACT**

CENTER FOR CIVIC EDUCATION
5115 DOUGLAS FIR ROAD, SUITE J
CALABASAS, CA 91302
818-591-9321
818-591-9330 FAX
CCE@CIVICED.ORG
WWW.CIVICED.ORG