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CLASSROOM LAW PROJECT
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SETTING THE STAGE

2020-21

CLASSROOM LAW
PROJECT
ANNUAL REPORT

www.classroomlaw.org

LETTER FROM ERIN ESPARZA

Dear Friends,

The 2021-21 school year presented the Classroom Law Project community with unprecedented challenges and exciting opportunities. As it did with every aspect of our lives, the COVID-19 pandemic forced teachers, students, administrators, and parents throughout Oregon to adapt and explore new ways of pursuing meaningful educational outcomes.



ERIN ESPARZA, EXECUTIVE DIRECTOR

I am proud of the way that Classroom Law Project staff and volunteers worked to provide support, curriculum, and resources for everyone in the Oregon education community. While we had been exploring ways to expand our programs through virtual offerings previously, this year demanded that we accelerate those efforts. The results were impressive and set the stage for new ways we can engage with teachers and students even in less dramatic times.

You can read details of our efforts in the program notes in the following pages. I want to call special attention to three efforts. Our program staff — collaborating with some of our master teachers — quickly assembled toolkits of resources adapted for distance learning, along with remote teaching tools, guidance, and staff support for teachers. We created a virtual version of one of our most popular programs, the Courthouse Experience Tours, working with court staff and judges in Multnomah, Lane, and Jackson counties to provide an online experience that will be a valuable ongoing companion piece to the in-person tours when they resume. We also launched the We the Teachers Educator Resource Community, which will provide a central place for educators to find resources, work together, and share ideas.

We were overwhelmed by the generous financial support you and all our friends and partners offered in this difficult year. While we were quite concerned through year-end 2020 about the damping impact COVID seemed to have on our revenue, several factors significantly increased donations in 2021. These included a sharply heightened focus on the deep need for civics education following events of January 6, increased statewide awareness of Classroom Law Project and civics education in Oregon through advocacy efforts in support of SB513, and initial success of our major gifts program focused on Oregon Civics Reach.

Staff also successfully transitioned our Legal Citizen of the Year Award event to an all-virtual experience for 2021, and donors were happy to participate and give.

Through a creative partnership, we moved our Trivia Nights online as well, raising more than expected from these fun gatherings. We also had opportunities to apply for extra grant funds related to our new efforts during the pandemic. Together, these experiences resulted in a significant fiscal year surplus now available for continued investment.

Finally, I am excited by the opportunities presented by the passage of the Civics Education Act (SB513) by the Oregon Legislature. With overwhelmingly bipartisan support — including a unanimous YES vote in the House — this bill ensures that all Oregon high school students will take at least one semester of Civics, starting with the graduating class of 2026.

This is an amazing win for the future of civics education in Oregon and it would not have been possible without your support. We consistently heard from lawmakers that they were “overwhelmed” by the amount of community support for the Civics Education Act that they were hearing, and this legislation owes its success to you and the hundreds of educators, students, elected officials, business leaders and community members who made their voice heard.

Taken together, everything we learned and built for virtual programs, the generous support of our donors and foundations, and the opportunities presented by the Civics Education Act position Classroom Law Project for an exciting future. We have busy times ahead, but our success in navigating 2020-21 — with your support in so many ways — shows that we are ready.

Warmly,

A handwritten signature in blue ink that reads "Erin".

OREGON IMPACT BY REGION 2020 -21						
	Individual Teachers	Individual Students	Total Teacher Contacts	Overall Student Impact	Percentage of Our Impact	Percentage of Oregon Population
Metro	407	49,417	520	59,556	44.6%	43.4%
Northwest	35	5,200	57	6,739	5.0%	5.9%
Valley	196	22,521	248	26,997	20.2%	25.8%
Central	120	15,119	156	18,518	13.8%	6.7%
Southern	124	15,488	162	18,995	14.2%	13.6%
Eastern	18	2,541	24	2,682	2.0%	4.3%
TOTAL	900	110,286	1,167	133,487	100%	100%

Civic engagement – the rights of free speech, press, and assembly, legal guarantees and protections, and community participation – is crucial to the ongoing pageant of community life. This year 900 teachers and more than 110,000 students learned more about practicing these skills.

CENTER STAGE



COMMUNITY ACTION PROJECTS: 450 students learned to work together to research community issues they care about, identify alternative solutions, and develop an action plan to guide policymakers in addressing the issue, often with the opportunity to present those to local government leaders or community members. One middle school group presented their proposal to the Portland City Council!

STREET LAW: Street Law educates young people about how the law applies to their everyday lives. Students from Lewis & Clark Law School are trained by Classroom Law Project to team-teach in high schools in coordination with the classroom teacher. This year, 7 law students, three classroom teachers, and 100 students from central and southern Oregon participated in Street Law.

MOCK TRIAL: This year, student teams, teachers, coaches, and judges adapted to an all-Zoom environment for a successful, interactive experience. Twenty-seven teachers and 123 volunteers helped bring the law alive for 545 students, giving them a voice in what otherwise might seem a very distant judicial system.

PROFESSIONAL DEVELOPMENT AND TEACHER CONSULTATIONS: As they adjusted to the online classroom, 84 teachers turned to Classroom Law Project for an array of professional development opportunities and individual consultations, serving 4,100 students. One key element this year was a partnership with the Wayne Morse Center at University of Oregon which helped teachers apply Classroom Law Project's Community Action Project method to a variety of bio-ethics questions in order to engage their students in researching issues surrounding public health policy.

CURRENT EVENTS: Each week during the school year, Classroom Law Project delivered timely, well-curated content and resources directly to the email inboxes of 837 Oregon educators - reaching almost 100,000 students throughout the state. This popular, well-established program was more in-demand than ever for the online classroom.

COURTHOUSE EXPERIENCE TOURS: One of our most popular programs provides an authentic opportunity to learn about the justice system by observing real cases and court procedures. Despite being unable to provide in-person experiences, our virtual programming served 1,730 students around the state with learning opportunities.

SUMMER INSTITUTE: Forty-one teachers from around Oregon engaged with our Seminar Scholar, author Justin Driver, during a two-day seminar to learn about key Supreme Court cases that impact students' rights in school, and then chose from 6 asynchronous sessions to apply what they learned with different resources to create curriculum to serve over 6,400 students in the coming year.

OREGON CIVICS CONFERENCE FOR TEACHERS: This year's virtual conference centered on the theme of Community – Collaboration – Courage and featured a keynote from Justice Adrienne Nelson of the Oregon Supreme Court. The nine learning modules served 100 teachers, who applied that experience in their classrooms with 16,153 students.

WE THE PEOPLE: Used both as in-class curriculum and as an extracurricular competitive activity, *We the People: The Citizen and the Constitution* is an active learning program designed to foster deeper understanding of the U.S. Constitution, Bill of Rights, and the institutions of government. The online competition experience this year engaged 10 teachers and 558 students, supported by the help of over 100 volunteer coaches and judges.

THE STUDENTS

Working with attorneys and seeing how they speak and interact changed my perception of a career in law. Having a coach who treated me and my teammates like real attorneys, not talking down to us or simplifying things, has changed not only how I view lawyers, but myself. Even if I don't choose the path of becoming an attorney, the quick thinking and leadership skills I gained from Mock Trial are skills I can utilize anywhere to propel me toward a successful future.

BUTCH NASSER, SOUTHRIDGE HIGH SCHOOL (BEAVERTON), 2021 BOB & MARILYN RIDGLEY CLASSROOM LAW PROJECT SCHOLARSHIP RECIPIENT



Civic instruction teaches us about our rights, our laws, and our government. It gives students the foundations they need to make up their own minds on political issues and policies, while it teaches them that their voice matters and their vote matters. A civics class can open so many eyes and inspire and create future lawmakers, lawyers, and maybe even a future president.

JOSEDAVID MUÑOZ-RONQUILLO, PARKROSE HIGH SCHOOL (PORTLAND)



In my civics class, I honed the skills of researching, presenting, and defending a compelling argument, and that has already seen application in my life and further educational career as I had to do just that in my college interviews. I wholeheartedly believe that my understanding of my country's government will provide me with a baseline for understanding global issues and interactions, which is something that will forever be a part of my future as a global citizen.

SYDNEY WILKINS, SISTERS HIGH SCHOOL



Support for democracy is decreasing among young people across the globe. We don't feel represented in government. We don't feel like our government is working for us. Civics education is a way to fix this. It will encourage young people to engage with our government instead of becoming disaffected with democracy. My civics education helped me understand we can make a difference in this country, that we can fight for a better tomorrow.

CHRISTOPHER BIANCO, GRANT HIGH SCHOOL (PORTLAND)



FINANCIALS

STATEMENT OF FINANCIAL POSITION

Year Ending June 30, 2021 (with comparative totals as of June 30, 2020)

	2021	2020
ASSETS		
Cash and cash equivalents	\$ 644,035	\$ 383,415
Grants and contributions receivable	92,915	214,297
Pledges receivable, net	43,950	-
Investments	136,089	107,033
Prepaid expense	4,800	4,800
Property and equipment, net	1,622	4,790
Total assets	\$ 923,411	\$ 714,335
LIABILITIES AND NET ASSETS		
Accounts payable	\$ 13,944	\$ 5,353
Accrued payroll and related taxes	12,342	13,710
Deferred Revenue	15,000	93,752
Total liabilities	41,286	112,815
Net assets		
Without donor restrictions		
Board designated for Oregon Civics Reach Initiative	160,000	-
Available for operations	418,425	290,553
Total without donor restrictions	578,425	290,553
With donor restrictions	303,700	310,967
Total net assets	882,125	601,520
Total liabilities and net assets	\$ 923,411	\$ 714,335

STATEMENT OF ACTIVITIES

Year Ending June 30, 2021 (with comparative totals as of June 30, 2020)

	WITHOUT DONOR RESTRICTIONS	WITH DONOR RESTRICTIONS	TOTAL	
			2021	2020
Revenues and other support				
Corporate and individual contributions	\$ 268,841	\$ 44,450	\$ 313,291	\$ 193,044
Foundation support	36,204	271,130	307,334	403,172
Government grants and contracts	-	116,627	116,627	126,072
Legal Citizen event, net of costs of \$24,762 and \$8,774, respectively	138,365	-	138,365	164,257
Program revenue	12,850	-	12,850	19,795
Paycheck Protection Program Grant	93,752	-	93,752	-
Investment income	29,100	-	29,100	5,072
	579,112	432,207	1,011,319	911,372
Net assets released from restriction by satisfaction of purpose restrictions	439,474	(439,474)	-	-
Total revenues and other support	1,018,586	(7,267)	1,011,319	911,372
Expenses				
Program services	453,668	-	453,668	463,016
Supporting services				
Management	163,816	-	163,816	163,315
Fundraising	113,230	-	113,230	121,702
Total expenses	730,714	-	730,714	748,033
Change in net assets	287,872	(7,267)	280,605	163,339
Net assets, beginning of year	290,553	310,967	601,520	438,181
Net assets, end of year	\$ 578,425	\$ 303,700	\$ 882,125	\$ 601,520

THANK YOU: VOLUNTEERS

Keeping Civics alive and center stage in Oregon takes the dedicated effort of many people. Big thanks to our Board of Directors and our 619 dedicated volunteers who made it happen.

2020-21 BOARD OF DIRECTORS

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THANK YOU: DONORS

We couldn't keep the action alive without the dedicated support of our donors. This year **524 individuals contributed their financial support.**

This included the following donors who have made **significant multi-year gifts and pledges.**

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