

**Testimony to the Joint Committee on Ways and Means
Subcommittee on General Government
Hearing on SB5502**

February 6, 2019

Erin Esparza
Executive Director, Classroom Law Project
Portland, Oregon

I urge this committee to vote **for** the full funding proposed in the Governor's Budget, SB5502 for Classroom Law Project.

Introduction

Classroom Law Project is a non-profit organization that brings both teachers and students together with civic leaders, attorneys, judges, law enforcement, and policymakers in order to give K-12 students hands-on experiences that demonstrate how the legal system and government work. Our mission is to prepare Oregon students to become active, engaged, and informed citizens and participants in their communities. We, and the educators we serve, have been guided by a single core belief – that the best way to preserve and strengthen democracy is to teach democracy.

For over 35 years, we have provided a broad range of vibrant civic education programs, including both unique professional development offerings for educators, and experiential programs for students. Our activities include the annual Oregon Civics Conference for Teachers held at the Capitol each December, as well as the High School Mock Trial and We the People constitution team competitions for students. One of the critical components of our work is recruitment and maintenance of an extensive network of attorneys and other community members (currently comprising more than 685 volunteers across the state) who contribute countless hours as team coaches, hearing and trial judges, tour guides, and expert speakers.

Expanding Our Reach & Impact to Prepare More Oregon Students for Civic Engagement

Based in Portland, we have obtained limited funding over the years that has specifically allowed our small staff to travel in the state to deliver professional development workshops and mentoring to teachers on pre-scheduled dates outside of the northwest region. With this, we have engaged with teachers in southern, eastern and central Oregon, as well as the Willamette Valley and the Coast. However, our reach is neither as frequent as we would like, nor as often as requested by teachers in those regions. In contrast, because of our physical presence in the Portland Metro area, we have been able to support and grow additional impactful programs by leveraging our own professional staff and dozens of volunteers. These include programs that require on-site staff, such as our Courthouse Experience Tours, the Street Law program taught in high schools by Lewis & Clark law students, and the Law Day Student Conference. We also are able to provide consistent mentoring and professional development through regular teacher meetings, a constitution-oriented book club, and frequent visits to classrooms to participate in projects and simulations – as well as serving as the coordinating body for competitions, and the facilitator for creation of new teams that has

driven the expansion of the Mock Trial and We the People programs in Portland and northwest Oregon. In addition, we can easily partner with local educators on special projects, such as assisting the Gresham-Barlow School District this May when they will host the Oregon Supreme Court for a live, on-site public hearing with their students as the audience. While we currently touch, at one time or another during the year, teachers from 33 of Oregon's 36 counties, we are not able to provide all of them with the same depth and richness of experience.

Governor Brown has proposed a material increase in funding for Classroom Law Project during the next biennium, with a total of \$1 million. Of that amount, \$200,000 represents a simple continuation of the ongoing funding that has allowed us to deliver the annual Oregon Civics Conference for Teachers, to bring Civic Scholar educators from each Legislative district around the state to attend, and to support them with additional professional development throughout the year.

The additional proposed funding is intended to enable us to expand the reach and impact of our programs to more schools, teachers and students across Oregon. With the full funding from the Legislature, we would be able to establish Regional Hubs around the state. With a Classroom Law Project staffer in Lane County, for example – or Jackson, Umatilla or Deschutes – we would be able to establish local Court Tours, similar to the one we run in Multnomah County where 4,000 students each year get to see parts of actual trials and interact directly with judges. Local staff would also be able to build the strong, on-the-ground coalitions of local educators, attorneys and civic leaders required to consistently deliver the full range of our programs.

In addition to creating Regional Hubs, we would be able to expand our online platform, transforming it into a true online Professional Learning Community. This would not only provide ready availability of a much wider range of multi-media curricula and online delivery of professional development seminars, but would also serve as a “virtual hub” for social interaction among our statewide network of teachers – creating a cohort of colleagues available on an ongoing basis to share best practices, ask questions, and collaborate on new approaches.

Meaningful and Lasting Civics Education Includes Experience & Participation

We are living in a time of heightened concern about the state of U.S. politics and democracy, as recent events across the country have focused attention on the increasing polarization and divisiveness of our politics. The successful practice of democracy requires its participants to know how government works, how government actors and groups interact with each other, and how to participate at the local, regional and national level. They should be able to discuss, debate, consider multiple perspectives, resolve conflict, compromise, and communicate about controversial public issues through voting and other engagement activities.

One of the original purposes for which public education was created was to create this foundation for our citizens. However, the increasing emphasis on basic literacy and STEM education over the years has put that mission at risk, as public funding for and time spent on teacher professional development and student programs in civics has dramatically declined. In parallel, since 1975 the U.S. has experienced a steep decline in civic engagement, with 77% of students scoring below “proficient” on the last national civics assessment test (2014). Less than 50% of eighth-graders knew the purpose of the Bill of Rights, and only 1 in 10 had age-appropriate knowledge of our government's system of checks and balances.

The majority of civic education research finds participatory practices to be the most successful way to build a sense of civic identity and citizenship for students (Westheimer & Kahn, 2007). Those who have a

meaningful civic education understand the value of considering the common good over their own self-interest, and studies have shown that the practice of engaging students in action-oriented, place-based, out-of-classroom experiences can build their critical civic identity (or agency) and their sense of feeling effective in their own community to transform injustices into fairness (Moya, 2017).

As I have watched students collaborate, debate, testify, and advocate in Mock Trials, We the People testimony, and Project Citizen hearings, I know that what the academic studies have shown is also true in practice. It gives me goose bumps to watch middle and high school-age kids develop a level of confidence, recognize their own agency, and find their own voices – learning deep down that they can make a difference and that they understand enough about how the system works to actually go out and create positive change that matters to them in their communities. At the end of those days, I know that Classroom Law Project is serving a vital role in our society by providing the professional development, resources, materials, volunteer networks, and support that helps to create these authentic experiences for teachers and students.

Conclusion

I thank you for the opportunity to share Classroom Law Project’s story and the importance I believe the organization plays in civic education in Oregon. I strongly urge you to vote **for** the full funding proposed in SB5502, so that we may bring the full range of our services, resources and impact to a much larger group of schools, teachers, and students across all regions of the state – helping them to recognize their agency, to find their voice, and to help all of us make change for the better.



CLASSROOM 2019 OREGON STATE BUDGET
LAW PROJECT FUNDING PROPOSAL

One of the original purposes for which public education was created was to provide knowledge of our system of governance, as well as our rights and responsibilities – enabling students to become engaged, informed participants and to engage in constructive civic dialog.

While Oregon has a solid set of Civics Standards in place, the increasing emphasis on basic literacy and STEM education over the years has put that mission at risk, as public funding for and time spent on teacher professional development and student programs in civics has dramatically declined.

Classroom Law Project, a non-profit organization with the mission of preparing Oregon students to become active, engaged and informed participants in democratic society, has helped to fill that gap.

We provide evidence-based programs that bring both teachers and students together with civic leaders, attorneys, judges, law enforcement, and policymakers in order to give K-12 students hands-on experiences that demonstrate how the legal system and government work.

Our programs include¹:

- High School Mock Trial and We the People constitution team competitions for students
 - Oregon teams have won 6 of the last 7 constitution team competitions at the national level
- Oregon’s annual Civics Conference for Teachers
 - Prominent elected officials, civic leaders and master teachers lead sessions at the Capitol in Salem each December

In 2017-18 Classroom Law Project engaged with 1,302 teachers and 102,720 students across Oregon.

While our programs currently reach teachers across the state, they do so to varying degrees, with a notable concentration in the Metro Portland/NW Oregon region.

Governor Brown has included \$1million for Classroom Law Project in her 2019 base budget proposal.

This would be used to:

Continue the existing funding (\$200,000) for:

- **Oregon Civics Conference for Teachers** and related professional development – including **Civic Scholars**, sponsored by legislators from each district to attend with all expenses paid

Expand our program reach across the state:

- **Regional Hubs** to be established in Eugene, Medford, Pendleton and Bend (\$590,000)
- **Online Platform** to distribute programs more widely, and to serve as a “virtual hub” bringing teachers together statewide (\$190,000)
- **Educator Advisory Councils** to guide program development and tailor to local contexts (\$20,000)

¹ **Student Programs include:** *Mock Trial* competitions, *We the People* classroom programs and competition teams, *Project Citizen* policy action projects, *Law Day Student Conference*, and *Courthouse Experience Tours*.

Teacher Professional Development programs include: *Oregon Civics Conference for Teachers*, *Civic Scholars*, *Summer Institute*, weekly online *Current Events* resources, professional development workshops and teacher consultations, methods courses for new teachers in schools of education, *We the People Book Club*, and *Street Law*.



Expanded Program Reach Proposal:

In 2017-18, Classroom Law Project engaged with 1,302 teachers and 102,720 students across Oregon. However, while our programs currently reach participants across the state, they do so to varying degrees. Our *Current Events* online curricula and *Civic Scholar* program have been the most successful at reaching a broad geographic distribution. The *Civic Scholar* program benefits from the assistance of State Legislators identifying teachers in each of their districts who are given the opportunity to attend the annual *Oregon Civics Conference for Teachers* in Salem, all expenses paid. *Current Events*, used by more than 1,000 educators in every corner of the state, publishes online resources weekly during the school year that teachers can use immediately with their students.

To one degree or another, however, our other programs are place-based. For example, *teacher professional development workshops* and *methods presentations for new teachers* are delivered onsite on pre-scheduled dates at locations around the state. We rotate the location of our *Summer Institute* to include non-Portland venues in alternating years such that it typically attracts teachers from most major regions of the state. Participation levels for our competitive programs for students – the *Mock Trial* and *We the People Constitution teams* – vary widely as they rely significantly on the recruitment and ongoing support of volunteers from their local legal communities. These programs have a stronger presence in the Portland/NW Oregon region where they benefit from Classroom Law Project staff working directly to develop and maintain these relationships, as well as to serve as the coordinating body for competitions, mentoring resource for teachers, and facilitator for the creation of new teams. Due to the need for direct staff support, our *Street Law, Book Club, Law Day Student Conference*, and *Courthouse Experience Tour* programs are currently available only in the Portland Metro area.

Our plan for increasing the reach and penetration of our programs, funded includes:

- Establish four *Regional Hubs* around the state, staffed with CLP professionals who can build strong, on-the-ground coalitions of local educators and community partners to deliver the full range of our programming. The planned hub locations would be Eugene, Medford, Pendleton and Bend.
- Expand our online platform, transforming it into a true *online Professional Learning Community*. This will provide ready availability of a much wider range of multi-media curricula and online delivery of professional development seminars, while also serving as a “virtual hub” for social interaction – creating a cohort of colleagues across the state, available on an ongoing basis to share best practices, ask questions and collaborate on new approaches.
- Create *Educator Advisory Councils* in each region to inform, develop and evolve the programs appropriately to fit the context in each region.

Program Sustainability:

As we establish the Regional Hub network, we will also work to establish local funding bases to support it, in similar fashion to CLP’s current model. More than half our current operating funding comes from donations from individuals and businesses. We plan to replicate our successful donor development programs in the regions, and have applied for a matching “challenge” grant to further incent rapid engagement from those new donors. In addition, we will seek to develop fee-for-service arrangements with local ESDs in each area (as we currently work with Multnomah ESD), as well as with University of Oregon and Willamette University law schools to offer the Street Law course. Further, we expect to have access to previously unavailable foundation grants which require broader physical presence and impact statewide.

Through these development initiatives, we would expect over time to be able to offset an increasing portion of the State-provided funding. Thus, the initial impetus and “seeding” of this funding will reap significantly multiplied long-term benefit.



We are living in a time of heightened concern about the state of U.S. politics and democracy, as recent events across the country have focused attention on the increasing polarization and divisiveness of our politics. The successful practice of democracy requires us all to be well-informed, with the habits and mindset required to maintain a free and self-governing society. To accomplish that, the knowledge of our system of governance, and of our rights and responsibilities, must be learned by each generation.

Classroom Law Project is committed to preparing Oregon students to become engaged and involved participants in our democratic process through education and hands-on activities. For more than 35 years, we and the educators we serve have been guided by a single core belief: that the best way to preserve democracy is to teach democracy. We create opportunities for K-12 students to engage in experiences that demonstrate how the legal system and government work. Teachers are supported directly through professional development opportunities, while their students learn through mock trials, simulated hearings and town halls, discussion of public issues, developing their own policy proposals, and more.

ISSUE: *Since 1975, the U.S. has experienced a steep decline in civic engagement.*

- *77% of students scored below “proficient” on the last national civics assessment test (2014).*
- *Less than 50% of 8th graders knew the purpose of the Bill of Rights.*
- *Only 1 in 10 had age-appropriate knowledge of the system of checks and balances within our government.*
- *Even more dramatic achievement gaps are evident across racial groups as 91% of Black students and 88% of Hispanic students scored below proficiency.*

SOLUTION: *Research shows that the quality of civics education is a strong predictor of engagement. For example, youth are 40% more likely to vote at age 18 if taught about elections and voting.*

ISSUE: *Teacher professional development must be of high quality in order to make an impact.*

SOLUTION: *Classroom Law Project programs have proven impact.*

- *Results of a research study of the James Madison Legacy Project, through which CLP delivered teacher professional development to Oregon teachers in high-need schools, showed that:*
 - *Teachers’ knowledge increased 6.0 points over a baseline of 44.1 vs. slight drop for control group.*
 - *Middle school students’ scores rose 5.4 points, nearly double the 2.8 points for the control group.*
 - *High school students’ scores rose 3.7 points vs. 2.2 for the control group.*
 - *For every teacher who participates, students benefit through each of the remaining years in their career:*
 - *Elementary teachers touch ~30 students per year.*
 - *Middle school teachers touch ~90.*
 - *High school teachers touch ~120.*
-

ISSUE: *While CLP’s programs currently reach teachers across the state, they do so to varying degrees, with a notable concentration in the Metro Portland/NW Oregon region.*

SOLUTION: *Proposed increase in State funding would enable initiatives to expand reach across Oregon.*

- *Regional Hubs to be established in Eugene, Medford, Pendleton, and Bend.*
- *Online Platform to distribute programs more widely and serve as “virtual hub” bringing teachers together statewide.*
- *Educator Advisory Councils to guide program development and tailor to local contexts.*

WISH TO BE MORE INVOLVED?

Whether with your time, talents, or financial support, opportunities abound!
See www.classroomlaw.org for details.

Interested in finding out more about **sponsorship opportunities**?
Please contact development@classroomlaw.org

Interested in volunteering? Please contact office@classroomlaw.org

Circle Members

President's Circle

American Board of Trial Advocates Oregon Chapter
Lewis & Clark Law School • Nike, Inc. • Oregon State Bar
Oregon Trial Lawyers Association

Jefferson Circle

Columbia Bank • Cosgrave Vergeer Kester LLP
Davis Wright Tremaine LLP • Dunn Carney Allen Higgins & Tongue LLP
Lane Powell PC • Markowitz Herbold PC • Perkins Coie LLP
Schwabe Williamson & Wyatt PC • The Standard
Stoel Rives LLP • Tonkon Torp LLP

Madison Circle

Ater Wynne LLP • Becker Capital Management • Buckley Law PC
Cambia Health Solutions • Miller Nash Graham & Dunn LLP
NW Natural • PGE • Tsongas Litigation Consulting

Democracy is not a given

Classroom Law Project brings vital and engaging civics and law-related education programs into Oregon schools, teaching students at all grade levels the values and skills essential to being a participating citizen in our democracy.

www.classroomlaw.org

620 SW Main St. Suite 102
Portland, OR 97205
(503) 224-4424

AT THE CORE



CLASSROOM
LAW PROJECT®



Educational Programs for Students

Mock Trial Competition & Program

Mock trial challenges students to assume the roles of attorneys and witnesses in a fictional trial. High school students compete at regional, state & national levels. Elementary and middle school students practice their skills using classroom materials.

***We the People* Competition & Program**

Students test their knowledge of constitutional issues in a setting akin to a congressional hearing. High school students can compete at regional, state, & national levels. Elementary & middle school students can participate in hearings at the capitol.

Law Day Conference

A conference for high school students. Workshops on a variety of legal, social, and political issues concerning youth are taught by scholars, activists, and other experts.

Courthouse Experience Tours

Students learn about the justice system and watch the law come alive through real cases during a guided tour of Multnomah County Courthouse and Justice Center.

Project Citizen

Students identify a public policy issue and develop an action plan to address it. Work culminates in a class portfolio that may be part of an annual showcase at the Capitol.

Street Law

Law students from Lewis & Clark Law School teach street law in high school classrooms. Lessons cover a wide range of civil and criminal issues, and emphasize the real ways in which the law applies to students' everyday lives.



Professional Development & Support for Teachers

Oregon Civics Conference for Teachers

The Oregon Civics Conference draws teachers from across the state for an insider's view of all three branches of government along with workshops for a range of social studies and law-related topics.

Summer Institute

Summer Institute is an intense and fun week for teachers of students grades 5-12 from around the state. The institute features content, strategies, and grade-level breakouts with local and national experts in civic education, government, social studies, and more!

CLP Current Events

Weekly information and resource materials for teachers to use in their classroom, with connections to the Constitution, state standards and *We the People* texts.

Professional Development

Classroom Law Project offers a range of professional development throughout the year on programs including *We the People*, mock trial and Project Citizen. Workshops are led by scholars and experts in the fields of law and education and range from a day to a week.

Private Consultations

Teachers can consult with civic educators, attorneys, judges, and other professionals who provide guidance in lessons ranging from civics for kindergarten students to AP Constitution curriculum. Tailored to fit individual needs.



OUR REACH

of Teachers Involved # of Students Impacted



Courthouse Experience	76	4,082
Mock Trial	82	1,780
We the People: The Citizen & The Constitution	45	2,349
Oregon Civics Conference for Teachers	165	19,878
Law Day	15	306
Project Citizen	7	250
Street Law	22	867
CLP Current Events	1,062	87,185
Summer Institute	57	5,362
Professional Development	191	14,499
Teacher Consultations	63	3,600



CLASSROOM LAW PROJECT
620 SW Main St, Suite 102
Portland, OR 97205

Non-Profit Org.
US Postage
PAID
Portland, OR
Permit No 4391



Classroom Law Project

2017-18 REPORT CARD

1,302 Teachers

102,720 Students

685 Volunteers



The Impact of YOUR Gift

Reflections of a CLP Teacher

by Jeff Geissler,
Amity Middle School, Amity

My initial exposure was through the once-a-week emails advertising a Current Event and upcoming workshops. It was while reading one of these emails that I was struck by the offer of a free workshop on teaching the Constitution with a textbook called *We the People*.

I was in the waning months of my first year in a new position (7th & 8th grade Social Studies) and after listening to the students talk about how boring the textbook was I felt I needed to look into new curriculum.

I signed up and was immersed in the study of the Constitution; from the days of the Roman emperors to the Renaissance to the Revolutionary War and the writing of the Constitution. I was partnered with fellow teachers looking for something “more” for themselves and their students. I was lectured to (in a good way) by scholars in law and academia.

Armed with the new textbook and a new appreciation for the information within, I approached my second year as the 7th & 8th grade Social Studies teacher (and 35th year overall) with enthusiasm and the desire to make civics education as valuable as any other curricular area. Watching my 8th grade students testify on the Constitution at the State Capitol on *We the People* Day was thrilling and nerve-wracking for the students as well as their teacher, but was, in the end, an emotionally rewarding experience for all of us. I cannot wait to introduce the Constitution to another group of students!



America’s textbook definition of the American Dream.

In high school, I found myself taking part in the “We the People” class and competition. I knew abstractly that an individual’s actions could theoretically affect an entire nation, but I was cynical and believed that history didn’t change due to people like me - people who weren’t societally privileged. This all changed with the time I spent studying the U.S. Constitution in preparation for our Constitution Team.

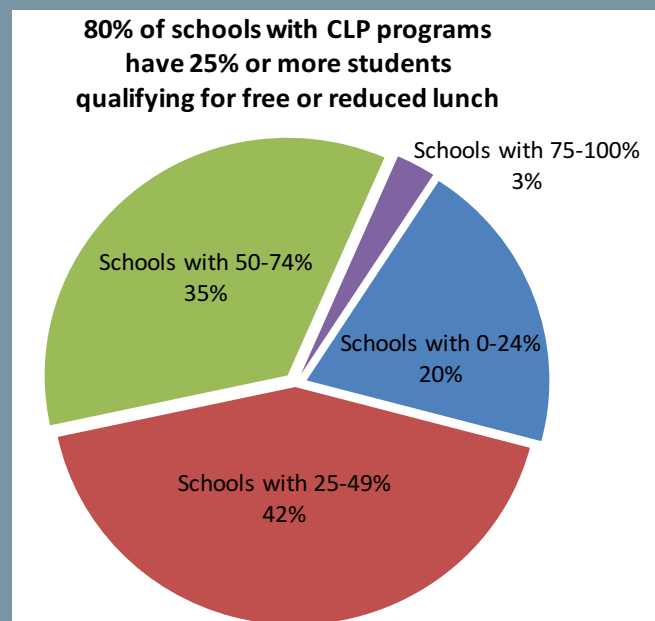
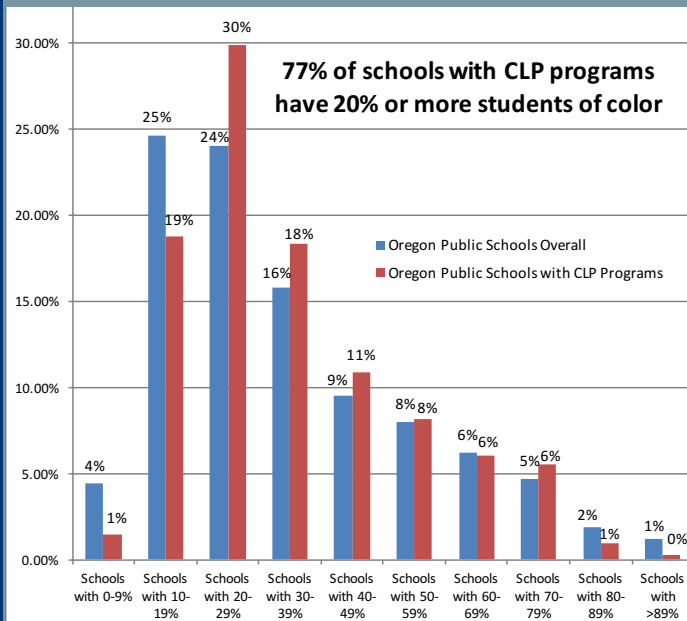
The founders established a system which aspired to guarantee liberties for all of its citizens. Unfortunately, even for the founders who wrote the document, the idea of universal liberty was too advanced for its time. While the 13th, 14th, and 15th amendments would remedy parts of our discriminatory past, we still live in a society that does not provide legal protection and rights to liberty for all citizens.

I understand now that an individual’s efforts can cause a lot of change. I want to bring representation to the Asian American community and show that what it means to be an American is not static or of one mold. I want to build a society where I and future generations can easily build a stable life for ourselves. The Constitution gave us a means for promoting better policy, and by becoming a policy advisor in the future, I hope to influence legislation which promotes immigration and diversity in our nation.

What Civic Education Means to Me

Phuocan Nguyen, 2018 Bob & Marilyn Ridgley
Classroom Law Project Scholarship Recipient

Due to the oppressive regime in Vietnam, my parents took the first chance they got to immigrate to America. They took up multiple jobs, learned English, and continued to persevere until they had a stable life. To go from only owning the clothes on their back to being homeowners, parents, and voters, they achieved



Thank you for your support!

www.classroomlaw.org



CLASSROOM LAW PROJECT 2017-18 ANNUAL REPORT

THE ROAD TO
ACTIVE COMMUNITY
PARTICIPATION:
PREPARING OREGON
STUDENTS FOR A
CIVIC JOURNEY



Dear Friends,

We've had quite a year at Classroom Law Project! Our premier civic education and professional development programs reached a record number of students and teachers as we extended our reach around the state.

Oregon schools proved strong once again in the We the People constitution team competition. Grant High School won the national finals in Washington, DC, and Lincoln High School took their wild card slot all the way to third place. This is testament to the hard work of the students and to the dedication of their teachers, volunteer coaches, and parents.

This was also a year of transitions. Most significantly, our founding Executive Director announced her retirement. Marilyn Cover has guided CLP on a 35-year journey of amazing growth. Her dedication has had an impact on thousands of teachers and students and will be celebrated in October when she is awarded the Sandra Day O'Connor Award for Civics Education. Her passion for civic education is legendary, and her work will continue to light our path into the future.

The board and staff of Classroom Law Project are excited to vault into that future with our new Executive Director, Erin Esparza, who comes to us with a diverse background in education, youth development, strategic planning, and business development. Welcome Erin!

With your help, we replaced our website with updated tools designed to make it easier for teachers to find the materials they need and for supporters to donate their time or money. We wrapped up our participation in the three-year James Madison Legacy Project at a fantastic Summer Institute, giving participants a chance to reflect on the power of quality professional development to increase effective student learning.

As board chair, I am very proud of what CLP has accomplished and am optimistic about our future potential. None of this would be possible without the help of donors, supporters, and volunteers like you. Please join me for a review of what we've accomplished on this year's journey.

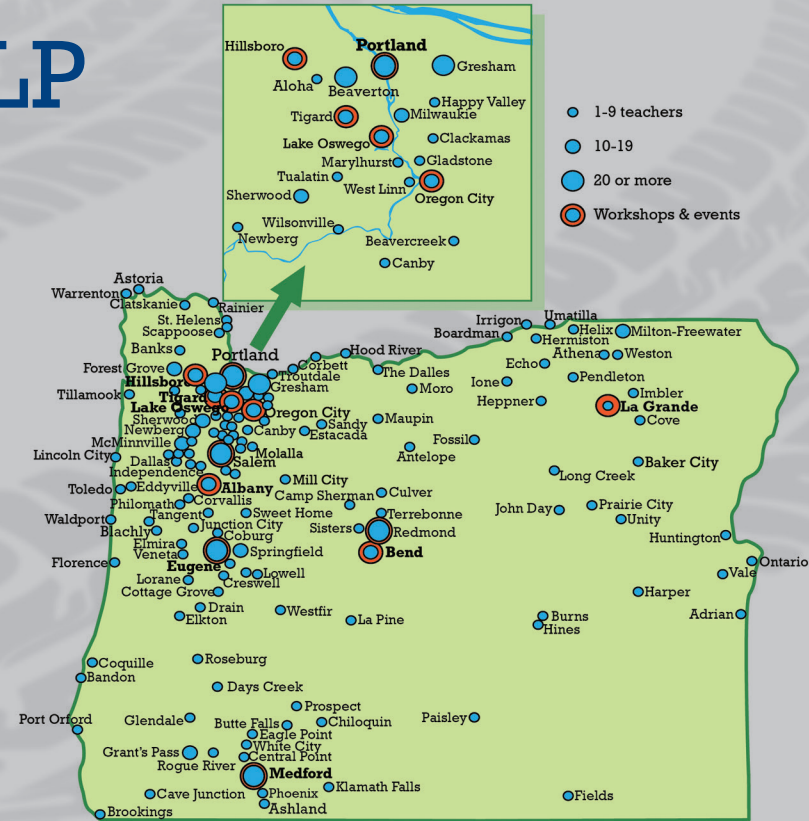
Sincerely,

Rob Aldisert
Board Chair

THE REACH OF CLP

Whether by car, bus, or online tools, teachers from all around Oregon join with CLP to help their students become engaged members of their communities. They come from 33 of Oregon's 36 counties, and teachers nominated as Civic Scholars represent over 85% of the state's legislative districts.

OREGON CONTACTS BY REGION						
	Individual Teachers	Individual Students	Total Teacher Contacts	Overall Student Impact	Percentage of Our Impact	Percentage of Oregon Population
Portland Metro	448	35,863	722	55,383	41%	44%
NW Oregon	521	40,492	634	50,570	37%	31%
Southern OR	104	10,056	152	14,133	10%	14%
Central OR	49	4,556	62	5,887	4%	6%
Eastern OR	84	7,608	105	9,461	7%	5%
TOTAL	1,206	98,575	1,675	135,434	100%	100%



CLASSROOM LAW PROJECT MILEPOSTS



OREGON CIVICS CONFERENCE

165 teachers travel to Salem for quality professional development, sharing what they learn with nearly 20,000 students



COURTHOUSE EXPERIENCE

Over 4,000 students, grades 5 through 12, travel to Portland to see our legal system in action



CURRENT EVENTS

Over 1,000 teachers use our well-researched, constitutionally grounded lesson plans to take their 87,000 students on a virtual journey through the news of the day



STREET LAW

22 teachers open their classrooms to Lewis & Clark Law students, who share practical law lessons with nearly 900 students



MOCK TRIAL

74 teams – nearly 1,800 students total! – from all over Oregon demonstrate their knowledge of the law and skill at persuasive reasoning in this regional, state, and national competition



PROJECT CITIZEN SHOWCASE
250 middle and high school students travel to the state Capitol to propose solutions to issues crucial to their communities

SUMMER INSTITUTE
57 teachers gather for a multi-day journey of professional development, deepening their skills to help them teach 5,400 students

WE THE PEOPLE
Over 2,300 students immerse themselves in the U.S. Constitution, with the Grant High School team travelling to Washington, DC and taking first place in the national finals

PROFESSIONAL DEVELOPMENT AND CONSULTATIONS
254 teachers collaborate with CLP staff, forging a path toward the best civic education opportunities for their 18,000 students at all levels throughout Oregon

TIMELY PROGRAMS FOR TEACHERS AND STUDENTS

Financials

STATEMENT OF ACTIVITIES

Year Ending June 30, 2018 (with comparative totals as of June 30, 2017)

	Without Donor Restrictions	With Donor Restrictions	Total 2018	Total 2017
Revenues and other support				
Corporate and individual contributions	\$ 184,271	\$ –	\$ 184,271	\$ 144,425
Foundation support	54,891	135,800	190,691	218,543
Government grants and contracts	246,762	–	246,762	221,040
Program revenue	33,069	–	33,069	20,550
Special events, net of costs of \$71,553 and \$61,738 in 2018 and 2017, respectively	147,147	–	147,147	120,412
Interest and dividends	242	–	242	165
	666,382	135,800	802,182	725,135
Net assets released from restriction by satisfaction of purpose restrictions	151,138	(151,138)	–	–
Total revenues and other support	817,520	(15,338)	802,182	725,135
Expenses				
Program services	530,847	–	530,847	512,527
Supporting services				
Management	221,929	–	221,929	127,038
Fundraising	35,858	–	35,858	36,601
Total expenses	788,634	–	788,634	676,166
Change in net assets	28,886	(15,338)	13,548	48,969
Net assets, beginning of year	329,424	181,338	510,762	461,793
Net assets, end of year	\$ 358,310	\$ 166,000	\$ 524,310	\$ 510,762

STATEMENT OF FINANCIAL POSITION

Year Ending June 30, 2018 (with comparative totals as of June 30, 2017)

ASSETS	2018	2017
Cash and cash equivalents	\$ 527,734	\$ 513,493
Grants and contracts receivable	12,133	18,414
Contributions receivable	7,203	12,000
Prepaid expense	8,389	844
Property and equipment, net	4,977	6,223
Total assets	\$ 560,436	\$ 550,974
LIABILITIES AND NET ASSETS		
Accounts payable	\$ 26,108	\$ 20,737
Accrued payroll and related taxes	8,041	10,261
Deferred revenue	1,977	9,214
Total liabilities	36,126	40,212
Net assets		
Without donor restrictions		
Available for operations	333,310	304,424
Board designated	25,000	25,000
Total without donor restrictions	358,310	329,424
With donor restrictions	166,000	181,338
Total net assets	524,310	510,762
Total liabilities and net assets	\$ 560,436	\$ 550,974

THANK YOU

This journey wouldn't succeed without our dedicated traveling companions. **Our deepest thanks to the 568 donors and 685 volunteers** who helped us reach our destination!

2017-2018 BOARD OF DIRECTORS

Robert Aldisert
Steffan Alexander
Charissa Anderson
Robb Ball
Hon. Thomas Balmer
Sam Breyer
Jessica Carpenter
Jim Carter
Nance Case
John Casey
Marilyn R. Cover
Laura Dominic
Marjorie Elken
Melissa Healy
Hon. Karin Immergut
Noah Jarrett
Prof. Steve Johansen

Richard Josephson
Margaret Kirkpatrick
Peter Koehler
Shelley Larkins
Daniel Larsen
Crystal Lindquist
Christopher Magaña
Hon. Jean Maurer
Kim McGair
John McGrory
Jay Nusbaum
Matt Park
Jollee Patterson
A.J. Prasad
David Reese
Susan Rohol
Bruce Rubin
MardiLyn Saathoff
Darin Sands

Hon. Michael H. Simon
Brian Talcott
Chip Terhune
Peter Willcox-Jones
Steven Wilker
Rep. Jennifer Williamson

2017-2018 CIRCLE MEMBERS PRESIDENT'S CIRCLE

Lewis & Clark Law School
Nike, Inc.
Oregon State Bar
Oregon Trial Lawyers Association

JEFFERSON CIRCLE

Columbia Bank
Cosgrave Vergeer Kester LLP

Davis Wright Tremaine LLP
Dunn Carney Allen
Higgins & Tongue LLP
Lane Powell PC
Markowitz Herbold PC
Perkins Coie LLP
Schwabe Williamson & Wyatt PC
Stoel Rives LLP
Tonkon Torp LLP

MADISON CIRCLE

Ater Wynne LLP
Buckley Law PC
Cambia Health Solutions
IMS Capital Management, Inc.
Miller Nash Graham & Dunn LLP
NW Natural
PGE
Tsongas Litigation Consulting

Thank You to These Foundations for Their Grant Support

The Carpenter Foundation
The Collins Foundation
Cow Creek Umpqua Indian Foundation
The Jackson Foundation

Juan Young Trust
Meyer Memorial Trust
James F. and Marion L. Miller Foundation
Oregon Community Foundation

Oregon Law Foundation
Rose E. Tucker Charitable Trust
Carol & Velma Saling Foundation





CLASSROOM LAW PROJECT

620 SW Main St., Ste. 102
Portland, OR 97205

Ph: (503) 224-4424

Fax: (503) 224-1721

office@classroomlaw.org

www.classroomlaw.org

CLP is located in the Gus Solomon
Courthouse in downtown Portland.



Nonprofit Org.
US Postage
PAID
Portland OR
Permit no. 4391

