The 2021-22 school year was especially busy, with Classroom Law Project on the move in a number of important ways. As teachers and students began to move back into their classrooms after more than a year of online classes, we continued to support them both in-person and virtually. Working with educators, partners, and volunteers, our team found creative ways to keep our programs engaging, impactful, and available to nearly 120,000 students statewide.

I continue to be proud of our community and its flexibility and commitment to civics education throughout Oregon. We built on the successes of the previous year, making virtual programs easier, and ensuring those experiences were the best they could be. You can read the details of these efforts in the following pages, and I’d like to highlight some of our major initiatives.

We fully rolled out our online We the Teachers Educator Resource Community. The robust site includes a “Homeroom” landing page and content pages organized by program (Mock Trial, We the People, Court Tours, Teacher Professional Development, etc.), as well as by grade level. We’ve migrated all our existing materials and continue to add new materials to the site as they are created. We also translated a number of key resources into Spanish, making our programs accessible to students we hadn’t previously been able to reach. This online presence is a critical component of our outreach. During the school year, over 11,000 unique users visited our online sites, downloading nearly 2,700 items.

We moved more fully into new parts of the state this year as well. While our programs have always been available statewide, we made significant progress on our key initiative of establishing regional presence across the state. We continued to maintain a part-time Regional Program Manager (RPM) in Eugene, and were able to add two full-time RPMs, one in Central Oregon and one in Southern Oregon. These new staff have hit the ground running, making strong connections with educators and community partners in their regions. We’re excited to see regional extensions of successful programs like Courthouse Experience Tours, Law Day, and We the Reader Book Clubs for teachers already underway.

Also informing our regional outreach, Educator Advisory Councils (EAC) were established in all 3 regions: Southern Willamette Valley, Central, and Southern Oregon. In April, the EACs presented to our Board of Directors on challenges and opportunities facing civics teachers, as well as recommendations for CLP to increase awareness, engagement, and enhance our programs. Data from
a statewide survey done by the EACs was a key input to development of our new 3-Year Strategic Plan this summer.

CLP moved in a literal way this year, too. After a couple of decades in the historic Gus Solomon Courthouse, we moved our offices to a new location. We were happy to move just down the street to Unitus Plaza (1300 SW Sixth Ave, Suite 190), but as you can imagine, moving everything after 23 years in one location was a major undertaking. Staff, Board members, and volunteers all pitched in to make it as easy as possible. We’re very happy in the new space. As everyone gets back into in-person meetings and visits, we hope you’ll find the time to stop by and see our great space, complete with a state-of-the-art conference room.

As I reflect on all the activity of the past year, I am excited and satisfied to think about the things that make Classroom Law Project strong. For me, one of our greatest strengths derives from our amazing community of support — made up of our staff together with all of you: our Board, our volunteers, our long-time repeat donors, our teachers, and our partner organizations such as universities, local Bar Associations, museums, foundations, and many other education providers and nonprofits. One of the value statements from our strategic plan reads “Civic Identity: We are defined by our commitment to informed civic participation.” When I think about who CLP is, that is what comes to my mind – a group of people who are driven by a passionate belief in the mission of teaching and preserving our democracy and democratic ideals, and who are genuinely willing to dedicate their time and themselves to that.

I think about the fact that during this last school year, our hundreds of volunteers provided 14,792 hours of service, effectively adding 7.4 FTE worth of support. I think about how the whole CLP community came together in 2021 to pass The Civics Education Act (SB 513) to ensure that all Oregon’s students receive civics education, exemplified by a letter of support signed by nearly 600 organizations and individuals from across the state. I am often asked how we are able to deliver so many programs, provide so much teacher support, and impact so many students with the small staff that “technically” makes up the CLP team. This community is how.

Classroom Law Project is a community on the move, and I’m excited to see what we’ve accomplished and where we’re headed. Thank you for all your support as we continue this journey together.

Warmly,
OREGON CIVICS CONFERENCE FOR TEACHERS
This year’s virtual conference centered on the theme of Growing Civic Community and featured a keynote speech from Oregon state Representative Ricki Ruiz. The diverse learning opportunities we provided served 79 teachers, who applied that experience in their classrooms to 11,397 students.

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 Court Tours connected 682 students with judges from around the state.

CURRENT EVENTS
Each week during the school year, Classroom Law Project delivered timely, well-curated content and resources directly to the email inboxes of 857 Oregon educators - reaching over 100,000 students throughout the state. As students and teachers moved back into the classroom, these prepared lessons were more popular than ever.

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 area high schools. This year, 22 law students, ten classroom teachers and 362 students around Oregon participated in Street Law.

MOCK TRIAL
This year, student teams, teachers, coaches, and judges moved through an all-Zoom environment for a successful, interactive competition experience. Thirty-seven teachers and 139 volunteers helped bring the law alive for 1,273 students, giving them a voice in what otherwise might seem a remote judicial system.

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 high school competition experience this year engaged 10 teachers and 526 students, supported by the help of over 100 volunteer coaches and judges.
COMMUNITY ACTION PROJECTS
Over 100 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.

SUMMER INSTITUTE
This year we were able to return to an in-person Summer Institute, moving the action to Bend. Nineteen teachers who work with nearly 12,000 students attended the three-day experience centered on the theme of Educate, Engage, Empower.

PROFESSIONAL DEVELOPMENT AND TEACHER CONSULTATIONS
As they traveled through the various adventures of this school year, 300 teachers turned to Classroom Law Project for an array of professional development opportunities and individual consultations, serving 12,571 students. This included extensive outreach to teacher training programs around the state as budding teachers get ready to move into their careers.
It’s incredibly helpful to have the resources from Classroom Law Project, from Weekly Current Events to the Oregon Civics Conference for Teachers — which is the best conference I’ve ever attended. I love going back to my students and telling them about cases in front of the Supreme Court, or how the Attorney General is dealing with bias and hate crimes in Oregon. It’s amazing to have access to so many resources, especially as a very rural school.

GAIL GREANEY, SISTERS HIGH SCHOOL TEACHER

Civics education taught me that there is a world outside of our small town.

JUREE KAZAR, SISTERS HIGH SCHOOL STUDENT

My participation in Mock Trial has had a huge impact on me and my future. Growing up as a mixed African American and white student, I have witnessed racial discrimination all around me, and I have known for a long time that I wanted to work to make the justice system fair for all people. I joined the North Medford High School Mock Trial team my freshman year, and things in my life started to click. I fell in love with the excitement of the courtroom… I’m a first generation college student, and the first person in my family to graduate high school… anything is possible, and you can achieve anything if you put your mind to it.

ALAZAY SANDERS, NORTH MEDFORD HIGH SCHOOL GRADUATE

We can and we must continue the work of making our very far from perfect union at least a little more perfect. I support civics education for the America and the Oregon and the community we want to become.

REPRESENTATIVE PAUL EVANS, OREGON HOUSE DISTRICT 20
JUNE MORRIS, PRESIDENT - OREGON COUNCIL FOR THE SOCIAL STUDIES

Because of civics education, I am aware of my individual rights and the impact I can have on our democracy. Studying civics allows students to not feel intimidated by the language and terminology in the Constitution, or the way our government works. There is no time to put off helping the next generation of Americans understand the value of our democracy and participating in that democracy.

ANAHI SANCHEZ, PARKROSE HIGH SCHOOL STUDENT

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 nearly 1,200 teachers and 120,000 students learned more about practicing these skills.

<table>
<thead>
<tr>
<th>REGION</th>
<th>Individual Teachers</th>
<th>Individual Students</th>
<th>Total Teacher Contacts</th>
<th>Overall Student Impact</th>
<th>Percentage of Our Impact</th>
<th>Percentage of Oregon Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro</td>
<td>443</td>
<td>48,635</td>
<td>576</td>
<td>65,000</td>
<td>40.6%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Northwest</td>
<td>135</td>
<td>8,770</td>
<td>152</td>
<td>10,829</td>
<td>6.8%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Valley</td>
<td>303</td>
<td>27,533</td>
<td>331</td>
<td>35,493</td>
<td>22.2%</td>
<td>25.8%</td>
</tr>
<tr>
<td>Central</td>
<td>125</td>
<td>15,384</td>
<td>192</td>
<td>23,927</td>
<td>14.9%</td>
<td>6.8%</td>
</tr>
<tr>
<td>Southern</td>
<td>174</td>
<td>18,292</td>
<td>216</td>
<td>23,557</td>
<td>14.7%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Eastern</td>
<td>13</td>
<td>1,372</td>
<td>13</td>
<td>1,372</td>
<td>0.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,192</td>
<td>119,987</td>
<td>1,480</td>
<td>160,178</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
## Financials

### STATEMENT OF FINANCIAL POSITION

**Year Ending June 30, 2022** (with comparative totals as of June 30, 2021)

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>2022</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$623,617</td>
<td>$644,035</td>
</tr>
<tr>
<td>Grants and contributions receivable</td>
<td>219,181</td>
<td>92,915</td>
</tr>
<tr>
<td>Pledges receivable, net</td>
<td>113,485</td>
<td>43,950</td>
</tr>
<tr>
<td>Investments</td>
<td>176,749</td>
<td>136,089</td>
</tr>
<tr>
<td>Prepaid expense</td>
<td>6,710</td>
<td>4,800</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>18,861</td>
<td>1,622</td>
</tr>
<tr>
<td>Operating lease right-of-use assets</td>
<td>231,828</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>$1,390,431</strong></td>
<td><strong>$923,411</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIABILITIES AND NET ASSETS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$23,481</td>
<td>$13,944</td>
</tr>
<tr>
<td>Accrued payroll and related taxes</td>
<td>17,325</td>
<td>12,342</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>10,000</td>
<td>15,000</td>
</tr>
<tr>
<td>Operating lease liabilities</td>
<td>239,759</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>290,565</strong></td>
<td><strong>41,286</strong></td>
</tr>
</tbody>
</table>

#### Net assets

- **Without donor restrictions**
  - Board designated for Oregon Civics Reach Initiative: 160,000
  - Available for operations: 400,048
  - **Total without donor restrictions**: 560,048

- **With donor restrictions**: 539,818

- **Total net assets**: **$1,099,866**

- **Total liabilities and net assets**: **$1,390,431**

---

**DID YOU KNOW?**

Our volunteers provided 14,792 hours of service during the last fiscal year. That equates to 7.4 FTE worth of effort, nearly doubling the size of our staff!
Keeping Civics alive and on the go in Oregon takes the dedicated effort of many people. Big thanks to our Board of Directors and our 590 dedicated volunteers who made it happen.

2021-22 BOARD OF DIRECTORS

Robert Aldisert
Hon. Steffan Alexander
David Anderson
Bruce Cahn
Jim Carter
Crystal Chase
Dr. Paul Coakley
Chad Colton
Laura Dominic
Brian Dretke
Marjorie Elken
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Jennifer Williamson
Peter Willcox-Jones

STATEMENT OF ACTIVITIES
Year Ending June 30, 2022 (with comparative totals as of June 30, 2021)

<table>
<thead>
<tr>
<th></th>
<th>WITHOUT DONOR RESTRICTIONS</th>
<th>WITH DONOR RESTRICTIONS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues and other support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate and individual contributions</td>
<td>$ 297,494</td>
<td>$ 124,835</td>
<td>$ 422,329</td>
</tr>
<tr>
<td>Foundation support</td>
<td>6,208</td>
<td>439,500</td>
<td>445,708</td>
</tr>
<tr>
<td>Government grants and contracts</td>
<td>126,072</td>
<td>-</td>
<td>126,072</td>
</tr>
<tr>
<td>Legal Citizen event, net of costs of $39,899 and $24,762, respectively</td>
<td>117,776</td>
<td>-</td>
<td>117,776</td>
</tr>
<tr>
<td>Program revenue</td>
<td>14,300</td>
<td>-</td>
<td>14,300</td>
</tr>
<tr>
<td>Paycheck Protection Program grant</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest income</td>
<td>27</td>
<td>-</td>
<td>27</td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction of purpose restrictions</td>
<td>291,417</td>
<td>(291,417)</td>
<td>-</td>
</tr>
<tr>
<td>Satisfaction of timing restrictions</td>
<td>36,800</td>
<td>(36,800)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total revenues and other support</strong></td>
<td></td>
<td></td>
<td>890,094</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,126,212</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program services</td>
<td>562,348</td>
<td>-</td>
<td>562,348</td>
</tr>
<tr>
<td>Supporting services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>204,829</td>
<td>-</td>
<td>204,829</td>
</tr>
<tr>
<td>Fundraising</td>
<td>121,955</td>
<td>-</td>
<td>121,955</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td>889,132</td>
<td>-</td>
<td>889,132</td>
</tr>
<tr>
<td><strong>Change in net assets before changes in investments</strong></td>
<td>932</td>
<td>236,118</td>
<td>237,080</td>
</tr>
<tr>
<td>Net investment income</td>
<td>3,353</td>
<td>-</td>
<td>3,353</td>
</tr>
<tr>
<td>Realized and unrealized gains/(loss) on investments</td>
<td>(22,692)</td>
<td>-</td>
<td>(22,692)</td>
</tr>
<tr>
<td><strong>Changes in net assets</strong></td>
<td>(18,377)</td>
<td>236,118</td>
<td>217,741</td>
</tr>
<tr>
<td>Net assets, beginning of year</td>
<td>578,425</td>
<td>303,700</td>
<td>882,125</td>
</tr>
<tr>
<td><strong>Net assets, end of year</strong></td>
<td>$ 560,048</td>
<td>$ 539,818</td>
<td>$ 1,099,866</td>
</tr>
</tbody>
</table>
Thank You: Donors

We couldn’t keep things going without the dedicated support of our donors. This year 552 individuals contributed their financial support. This included the following donors who have made significant multi-year gifts and pledges.

**DEMOCRACY BUILDERS: $50,000 AND ABOVE**
Robb & Julie Ball
Peter & Leslie Richter
Robert & Marilyn Ridgley, Classroom Law Project co-founders
Mara & Rob Shlachter

**SOCIETY BUILDERS: $30,000 TO $49,999**
Jean & Rich Josephson
Jean Kerr Maurer

**COMMUNITY BUILDERS: $15,000 TO $29,999**
Margaret Kirkpatrick & Earl Blumenauer
Peter Koehler, Jr. & Noel Hanlon

**CLASSROOM BUILDERS: $5,000 TO $14,999**
Jollee & Stuart Patterson
Joan P. Snyder DAF
Randy Weisberg/Mitzvah Fund/OCF
Merri Souther Wyatt

**Thank You: Donors**

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