

PUBLIC EDUCATION

The MSBA's public education efforts are concentrated in two areas: Mock Trial and Civic Education.

1. Description and Purpose

Mock Trial: The Mock Trial Program is the most prominent community outreach program sponsored by the MSBA. This popular and well-respected law-related educational program gives students in the 7th through 12th grades an insider's perspective on the American legal system through participation in simulated courtroom trials. The Mock Trial Program helps foster valuable partnerships between the legal community and teachers, students and their families. Approximately 1,500 students are involved each year; they are assisted by more than 500 attorneys and judges who volunteer as team coaches and competition judges.

Civic Education: The Civic Education Committee's purpose is to educate youth about our law and government. This important purpose results from a lack of understanding among the general public about our constitutional democracy – two thirds of Americans cannot name the three branches of government. More specifically, the Committee's mission is to "leverage the unique knowledge, skills and resources of the Bar to educate youth about the rule of law and civic rights and responsibilities. We accomplish these goals by developing programs, building partnerships and influencing public policy." Direct service programs of the Committee include Lawyers in the Schools and Operation Mediation. The Committee supports educators by developing curriculum and producing teacher trainings and encourages the legal profession to view their service role as extending to public service activities. The Committee also works with students of color to spark their interest in the legal profession by educating them about law and government.

2. Historical Information

Mock Trial: The MSBA began sponsoring the Mock Trial Program in 1986, when 35 teams participated. Until 1994 the program received substantial funding from IOLTA. In 1995 Minnesota Law-Related Education, Inc. (MLRE) was formed to allow donors to make tax deductible contributions to the program and to benefit from tax-exempt status when paying for goods and services. In the fall of 2004, the Mock Trial Program again began to be run as a direct MSBA program because a cost-benefit analysis revealed that the financial benefit (i.e., the tax savings) of maintaining MLRE was roughly equal to the expense of maintaining the corporation (expenses included the cost of the annual audit and filing of 990 forms). By way of comparison, approximately 48 other states and territories have mock trial programs (the states that don't have a program are North and South Dakota). These other programs range from having fewer than 10 teams (Guam, Hawaii, West Virginia) to those having hundreds of teams (California, New York and Ohio). With 125-150 teams, Minnesota's program is comparable to Texas (132), Iowa (140), Nebraska (120), and Wisconsin (107). The trend of declining teams shown in the chart below has been noted by the Mock Trial Advisory Committee and MSBA staff. In 2008-09, fifty-three (53) schools that participated in the program prior to the last three years were surveyed. Twelve (12) schools responded to the survey (22% response rate). Data obtained showed that there was no one overwhelming reason why schools stopped participating. The top three reasons include: 1) no teacher coach available, 2) lack of student interest, and 3) too many activities offered at school. This trend of declining participating is consistent with programs across the nation.

Year	Fee	# of Schools	# of Teams	# of Volunteer Attorneys
1991-92	\$75	112	**	**
1992-93	\$100	125	**	**
1993-94	\$150	138	**	**
1994-95	\$150	144	**	**
1995-96	\$175	145	**	**
1996-97	\$175	148	**	**
1997-98	\$175	149	**	**
1998-99	\$175	151	**	**
1999-00	\$225	165	**	**
2000-01	\$225	144	184	773
2001-02	\$200	141	176	754
2002-03	\$200	128	178	684
2003-04	\$200	128	173	N/A
2004-05	\$200	117	157	560
2005-06	\$200	124	167	520
2006-07	\$200	117	147	476
2007-08	\$200	108	139	615
2008-09	\$200	100	136	608
2009-10	\$200	100	127	598

Civic Education: The MSBA established the Civic Education Committee after several reports by the American Bar Association’s Commission on Civic Education and the Separation of Powers highlighted a decline in American’s civic literacy and encouraged lawyers and state and local bar associations to help reverse the trend. Replacing the Public Education Committee, the Civic Education Committee began its work by conducting a survey of Minnesota educators to determine where the Bar could add the most value. Based on the results of the survey, the Civic Education Committee piloted several activities, including Lawyers in the Schools, Operation Mediation and several curriculum development projects. After largely successful efforts in the Lawyers in the Schools and curriculum development projects, the Committee sought to expand those programs and establish new ones. The peer mediation program has been less successful as measured by the number of mediations occurring in the year since mediators were fully trained—around 12 mediations have occurred. Nevertheless, because the Committee has been successful at training peer mediators and successfully conducted some mediations, the Committee made a decision to move ahead with expanding the program with the belief that as it was further established, more mediations would occur. At the only school where students are fully trained to mediate disputes, there still have only been four mediations so far this year. See the table below, “Peer Mediation Program Statistics”. More recent activities include producing teacher trainings (similar to CLEs), administering the attorney visits portion of the Supreme Court’s Traveling Oral Arguments to high schools—where attorneys visit classrooms ahead of the arguments to prepare students for the visits—and producing CLEs and the MSBA endorsed “Citizen Lawyer Award” highlighting the public service role of attorneys beyond traditional pro bono. Also this year, the Civic Education Committee decentralized the Lawyers in the Schools program by asking attorneys to “adopt” schools through their places of work or membership organizations. The Committee is also working to expand the peer mediation program, Operation Mediation, to both Johnson and Harding High Schools in East St. Paul.

Peer Mediation Program Statistics			
Year	# of Schools	# of Trained Peer (Student) Mediators	# of Mediations
2007-08	1	0	0
2008-09	1	17	8
2009-10	2	35	4

3. Personnel There are 1.90 FTE positions allocated to this program.

4. Report on 2009-10 Performance Standards

Mock Trial:

A. Develop and deliver a mock trial promotional campaign to schools, which will result in an increase in the number of schools participating from 100 in 2009 to 105 in 2010;

This performance standard has not been met. A marketing campaign to schools was developed and we have begun implementation. The main marketing piece to schools was redesigned and sent to all high schools in Minnesota. Follow-up contact has been made to 10 potential new programs. The total number of schools participating has not increased, but remained the same for the 2010 season. Until this year, the number of schools participating has dropped each year since 2004-05. Maintaining the number of schools at 100 for two years in a row may indicate some success of the promotional campaign to schools. The goal of 105 schools participating by the end of the three-year plan should be fulfilled.

B. Survey mock trial program participants to ensure the effectiveness of preparation tools (including website, case materials and judge preparation materials);

This performance standard was met. Program participants were surveyed to determine if preparation tools are effective and also to obtain feedback on areas for improvement.

Volunteer Judge Materials:

Ninety-two (92%) of volunteer judge respondents expressed satisfaction with the written preparation materials; 88% of volunteer judge respondents expressed satisfaction with the judge training session. One volunteer said: "The training session had good suggestions for tips on the case and what to look for as main issues." We have received some feedback over the past years about new tools for judges which would be useful. This year, a volunteer from the case subcommittee created a bench brief. This document identifies specific areas about the case that are of concern and has generated positive feedback so far.

Team Training Materials:

Ninety-two (92%) of survey respondents had a good to great opinion of the team training session. We received some good ideas to improve the session further, such as having break-out sessions for new and more experienced coaches. Most survey respondents indicated they received the information they were seeking from the training. One coach commented: "Well done! This was my 20th orientation and one of the best!"

C. Develop and deliver a mock trial summer camp with an enrollment of at least 10 students.

This performance standard is in progress. The Mock Trial Advisory Committee's Summer Camp Subcommittee is developing the camp's curriculum. MSBA Staff has been fundraising for the camp during this fiscal year with the hope of being able to provide the camp at a very minimal or no cost to students. As of early January, fundraising goals have not been met and therefore camp participants will be charged accordingly to cover costs. In an effort to make the camp more cost effective, the Camp Subcommittee

increased its goal of attendees from 10 to 30 students. Including staff time, the total cost of the camp per attendee is \$600. The Mock Trial Manager's time was increased by .15 FTE beginning with the 2009-10 fiscal year to support the camp with fundraising, marketing, logistical planning, curriculum development, volunteer recruitment and establishing partnerships with other organizations. All of these activities are directly related to the success of the camp. Without adequate staff time devoted to the camp it is very unlikely to succeed.

Civic Education:

E. Develop and expand Operation Mediation. Success will be measured by the number of students participating as mediators, and the number of mediations that take place, in addition to student and faculty feedback. Performance will also be measured by whether the program expands to other schools. Specific goals are as follows:

1. Expand the program to at least five schools including one in Greater Minnesota. Have mediators trained at three schools by the end of the 2009-10 Bar Year.

The Civic Education Committee is not likely to meet this performance standard. The Committee trained 20 students at Patrick Henry High School (where the program started last year) again this fall. The Civic Education Committee trained 15 students from Johnson High School in late January. The Committee provided a short two-party dispute resolution training to an existing group of peer helpers (students who help peers with individual problems) at Fridley Middle School, however, this is not considered an expansion of the program because the Committee will have no ongoing involvement. The Committee discussed starting a peer mediation program with Harding High School in St. Paul but never received a firm commitment so the effort was dropped.

2. Have an average of 10 student mediators at each site.

This performance standard has been met. The Patrick Henry program has 20 student mediators and the Johnson High School program has 15 students.

3. Ensure that an average of 75% of faculty members at each one of the schools is aware of Operation Mediation.

This performance standard is in progress. No awareness surveys have been taken yet this fiscal year because we wait until the end of the school year to conduct these surveys. However, 100% of the 20 survey respondents (out of the approximately 100 paid staff at Patrick Henry) surveyed were aware that Patrick Henry had a peer mediation program at the end of last fiscal year.

4. Receive positive feedback from 2/3 of the students and faculty about the program.

This performance standard should be met. The Civic Education Committee is on track to meet the standard based on the results from surveys taken at the conclusion of the training of Patrick Henry in October and Johnson in January. The average rating was 4.5 out of 5 and 100% of students felt they had learned valuable skills at the training. When this performance standard was written, the term "students" was intended to mean student-mediators. It is not realistic to survey the entire student body.

5. Conduct an average of 60 mediations per year at each school.

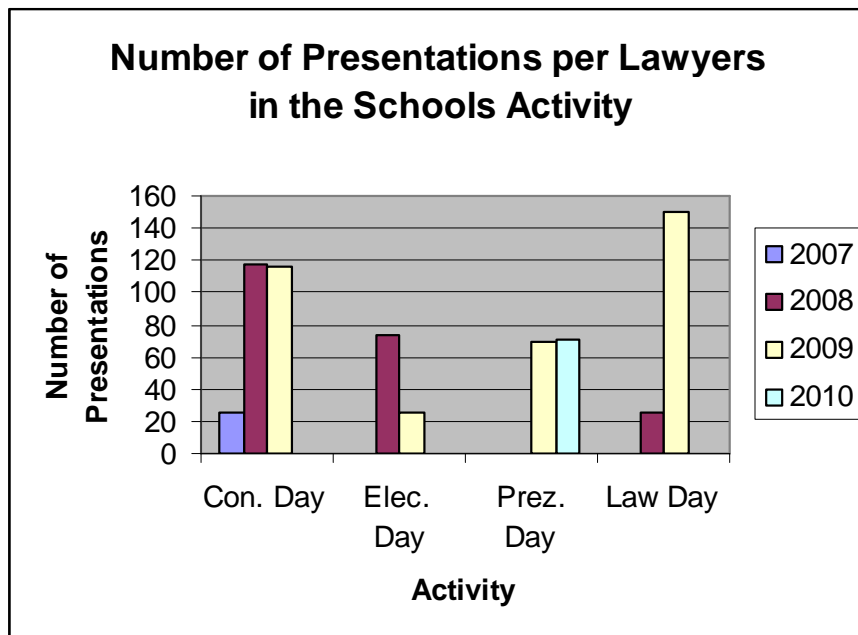
This performance standard has not been met. So far this year only around four mediations have occurred. While the program has been successful at identifying and training students, the Civic Education Committee and the schools have been less successful at soliciting mediation referrals to the program. The following are possible reasons there have been so few mediations. Under the school's new principal, there are fewer of the more minor issues at the school that would be appropriate for peer mediation.

The advisor has not been able to dedicate sufficient time to the program this year. Some faculty lack trust in the ability of students to mediate disputes.

F. Expand the Constitution and Law Day programs to increase the number of classrooms visited and the proportion of visits that take place in Greater Minnesota. Retain the quality of presentations:

1. Average 200 classroom visits for each one of the Committee's Constitution Day and Law Day activities

This performance standard is in progress. This year the Civic Education Committee's Constitution Day efforts resulted in around 118 presentations. Though based on that number the Committee is not on track to meet this performance standard, the Committee is optimistic this number will increase. The Civic Education Committee changed the model for the Lawyers in the Schools program by pairing law firms with schools for ongoing presentations. The Committee made this change to allow for greater customization, to decrease the number of scheduling errors, to increase the number of overall presentations and allow the Committee to focus its energy on training, curriculum and program expansion. The fact that the Committee was transitioning to this new system at the beginning of the year when the Constitution Day activity occurred (there were only 26 matches between schools and law firms set up, whereas now there are 55) resulted in fewer presentations. If the Civic Education Committee continues to build on this new model as it has this year, meeting this performance standard is possible.



2. Receive 85% positive feedback from volunteers and teachers on these two programs

This performance standard has been met. When originally written, the standard was intended to measure people's response to the question "would they participate in the activity again." Because the model changed to one where teachers and volunteers agreed to participate on an ongoing basis, the Committee sought a more precise way to evaluate the presentations. The performance standard was met based on the average rating for the Constitution Day presentations, which was 4.6 out of 5. The survey was sent to the 26 lawyers who serve as the primary contact for their firm, 12 of whom responded. The Civic Education Committee received very positive written comments such as: "The outline provided by MSBA was excellent! The students actively participated in the

activity. I received a thank you from the teachers saying they have had only positive feedback about the experience.” Another attorney indicated, “[t]he information was well received and generated good discussion. About half of the 19 students in the class indicated their interest in becoming lawyers.”

3. Expand the proportion of schools visited outside of the seven county metropolitan area to two out of five of the total (roughly equal to the percentage of the population that lives outside of the Metro).

This performance standard is in progress. Currently, 15 of the around 50 schools that participate in the program are in Greater Minnesota. With this measurable in mind and the relatively limited number of schools participating in Greater Minnesota, the Civic Education Committee decided in January to send a promotional letter to 1,000 teachers, with a focus on teachers in Greater Minnesota.

- G. Host professional development seminars which offer Continuing Education Units (CEUs) for educators.

1. Test one or more CEU program in the 2009-10 bar year (potentially at the Education Minnesota Conference).

This performance standard has been met. The Civic Education Committee’s largest growth has come in the area of professional development for teachers. So far this year, three professional development workshops have taken place, with two more workshops planned.

One of the planned workshops will be the Committee’s first “stand-alone” training, not connected with any larger event (e.g. Education Minnesota Professional Conference). This workshop became possible after the Civic Education Committee applied for, and was awarded, a \$4,500 grant from Education Minnesota to conduct a teacher training.

Feedback has been very positive for all trainings. The Civic Education Committee hosted a workshop with 32 educators at the Education Minnesota conference. One participant who indicated he was a superintendent, past principal and former civics teacher gave the Committee’s workshop at the Education Minnesota Conference all 5s (out of 5) and said simply “Great materials! Great training!”

2. If the CEU seminars are successful, during the second year of the budget cycle (2010-11) the Committee will begin an annual fall and spring professional development seminar, potentially in connection with the Education Minnesota and Minnesota Council for the Social Studies Conferences.

This item pertains to the second year of the budget-cycle.

- H. The Committee has developed partnerships with several new organizations over the course of the 2008-09 bar year including with the Supreme Court Traveling Oral Arguments Program, Kids Voting – MN and Youth in Government. The charge now is to evaluate those partnerships and determine which ones are effective, continue their development and seek out new partnerships.

1. Recruit lawyers to brief students on the cases being heard by each of the Supreme Court’s traveling oral arguments program. Develop a lesson plan to guide volunteers through their presentations. Make presentations to all students who will observe the oral arguments. In collaboration with the Court Communications Office, develop a means to evaluate the success of the program - especially the portion the Committee is responsible for.

This performance standard has been met. The Civic Education Committee developed a lesson plan in collaboration with the Minnesota Supreme Court for the attorney visits.

The vast majority of students received visits at this year's fall Hibbing event, though not all. Though the Committee strives to present to all students, they are cognizant of the strains already put on the school by these visits and make themselves available to the extent the school feels it is necessary and helpful.

The Civic Education Committee has proposed goals for the program to the Court Communications Office and is waiting to hear back on how those goals might be improved.

2. Explore continued partnerships with Kids Voting – MN; potentially drafting lessons related to Election Law for the 2010 mid-term elections.

This performance standard has been met already even though it pertains to the second year of the three-year budget plan. The Civic Education Committee achieved this goal by drafting lesson plans related to Election Law this past summer. In partnership with Kids Voting-MN, four lesson plans were drafted on the following topics: the Franken-Coleman Recount, Voter I.D. and Eligibility, Ways to Vote and Ranked Choice Voting. These lesson plans were well received when used for the Election Day Lawyers in the Schools activity.

3. Explore continued partnerships with Youth in Government and *We the People* (national program administered locally by the Learning Law and Democracy Foundation). If partnerships continue to be successful, establish an ongoing partnership including purpose and goals.

This performance standard was met. The Civic Education Committee continued partnerships with both organizations this year. The Civic Education Committee recruited judges for the 2009 We the People simulated congressional hearings. Because of the limited nature of this partnership, no goals have been set.

The Committee also continued its partnership with YMCA's Youth in Government (YIG) program. Though the Committee was responsible for starting a school group at South High School and recruited volunteers to help with that and other school groups, the school groups that were sent to YIG's mock state government in January were not aided by the Civic Education Committee because the Committee's lead contact at YIG resigned before the volunteers could be put to work. Nevertheless, the Committee is committed to continuing the partnership with Youth in Government to establish and maintain urban school groups as a part of its Diversity Pipeline work and has established one-year performance standards for the partnership. See the Diversity budget narrative for more information.

4. Play a central role in reinvigorating the Minnesota Civics Coalition, assuming other partners take a leading role as well.

This performance standard was met. The Minnesota Civics Coalition has been reinvigorated, though less formally. The Coalition lobbied the legislature to receive funding under the Clean Water, Land and Legacy Amendment. The Committee participated in this effort but did not request funding. The various organizations communicate frequently and pursue active partnerships with one another, an example is the Committee's curriculum drafting project with Kids Voting – MN.

5. 2010-11 Performance Standards

Mock Trial: The performance standards are the same as the three-year plan.

Civic Education:

Classroom Involvement: The Committee will continue to develop and expand Operation Mediation. Success will be measured by the number of students trained as mediators and student and faculty feedback. Performance will also be measured by whether the program expands to other schools. Specific goals are as follows:

1. Expand the program to one new school in Greater Minnesota. Have mediators trained at four schools by the end of the 2010-11 Fiscal Year.
2. Have an average of 10 student mediators at each site.
3. Receive mostly positive feedback (at least 85% of respondents giving programs a 4, 5 or 6 out of 6) from student-mediators and faculty about the program.
4. Conduct four trainings, including one full-day training, at each school where the program has been in place for more than a year. For new schools, conduct at least one-full day training and one follow-up training.

Increase the number of Lawyers in the Schools partner organizations and schools. Increase the resources provided to partners through training and materials. Maintain the number of activities each year.

1. Expand the number of partner organizations and schools to 100.
2. Receive 85% (ratings of 4, 5, or 6 out of 6) positive feedback from volunteer and teacher survey respondents for all activities.
3. Expand the proportion of partner organizations and schools in Greater Minnesota to two-fifths of the total.
4. Create a comprehensive Lawyers in the Schools manual for volunteers. The manual may include: suggestions for working with schools, tips for teaching and lesson plans.
5. Host a one-and-a-half hour CLE training at the beginning of the school year for volunteers. Have 35 attendees at the training.
6. Continue to develop curriculum for, and promote, four Lawyers in the Schools activities during the school year as opportunities for visits. These days are likely to include Constitution Day, Election Day, Presidents' Day and Law Day.

Because the Civic Education Committee is only conducting the Lawyers in the Schools program through the "adopt-a-school" model these measurables have been changed from the three-year plan goals. The goals relate to those statistics which we can accurately measure given the new model (goals 1 – 3) or components of the program that help make it successful (goals 4 – 6). Though the Committee asks individuals to report the number of presentations they do, not all respond to our surveys, making results appear lower than they probably are.

Professional Development: Host professional development seminars which offer Continuing Education Units (CEUs) for educators.

1. Host two "stand-alone"—not connected with a larger conference—professional development trainings with an average of 25 participants.
2. Host two additional professional development seminars in connection with larger events (e.g. Education Minnesota Professional Conference)

These goals expand on the three-year plan goals, because the Committee has met the three-year plan goals this year.

Supreme Court Traveling Oral Argument: The Committee will continue its partnership with the Minnesota Supreme Court for the Attorney Visits portion of the Court's Traveling Oral Arguments program.

1. Recruit lawyers to brief students on the cases being heard by each of the Supreme Court's fall and spring traveling oral arguments programs.
2. Deliver presentations in all classrooms where presentations are requested.

3. Offer, but do not require, a follow up “debrief” component, to take place after each visit. The purpose of the follow up will be to inform students of the decision after the Court issues its opinion.

The Committee changed its goal from briefing all students, to meeting the requests of all teachers, because the Committee and the Supreme Court do not want to place an additional burden on the schools by making the attorney classroom visits an additional requirement of the already expansive traveling oral arguments. The Committee also added number three based on a request to expand the partnership into this area from the Minnesota Supreme Court.

6. Three-Year Plan Performance Standards:

During each year of the three-year plan, the performance standards will include:

Mock Trial:

- A. Develop and deliver a mock trial promotional campaign to schools, which will result in an increase in the number of schools participating from 100 in 2009 to 105 in 2010;
- B. Survey mock trial program participants to ensure the effectiveness of preparation tools (including website, case materials and judge preparation materials);
- C. Develop and deliver a mock trial summer camp with an enrollment of at least 10 students.

Civic Education:

D. Develop and expand Operation Mediation. Success will be measured by the number of students participating as mediators, the number of mediations that take place, in addition to student and faculty feedback. Performance will also be measured by whether the program expands to other schools. Specific goals are as follows:

1. Expand the program to at least five schools including one in Greater Minnesota. Have mediators trained at 3 schools by the end of the 2009-10 Bar Year.
2. Have an average of 10 student mediators at each site.
3. Ensure that an average of 75% of faculty members at each one of the schools is aware of Operation Mediation.
4. Receive positive feedback from 2/3 of the students and faculty about the program.
5. Conduct an average of 60 mediations per year at each school.

F. Expand the Constitution and Law Day programs to increase the number of classrooms visited and the proportion of visits that take place in Greater Minnesota. Retain the quality of presentations:

1. Average 200 classroom visits for each one of the Committee’s Constitution Day and Law Day activities
2. Receive 85% positive feedback from volunteers and teachers on these two programs
3. Expand the proportion of schools visited outside of the seven county metropolitan area to two out of five of the total (roughly equal to the percentage of the population that lives outside of the Metro).

G. Host professional development seminars which offer Continuing Education Units (CEUs) for educators.

1. Test one or more CEU program in the 2009-10 bar year (potentially at the Education Minnesota Conference).
2. If the CEU seminars are successful, during the second year of the budget cycle begin and annual fall and spring professional development seminar potentially in connection with the Education Minnesota and Minnesota Council for the Social Studies Conferences respectively.

H. The Committee has developed partnerships with several new organizations over the course of the 2008-09 bar year including with the Supreme Court Traveling Oral Arguments Program, Kids Voting – MN and Youth in Government. The charge now is to evaluate those partnerships and determine which ones are effective, continue their development and seek out new partnerships.

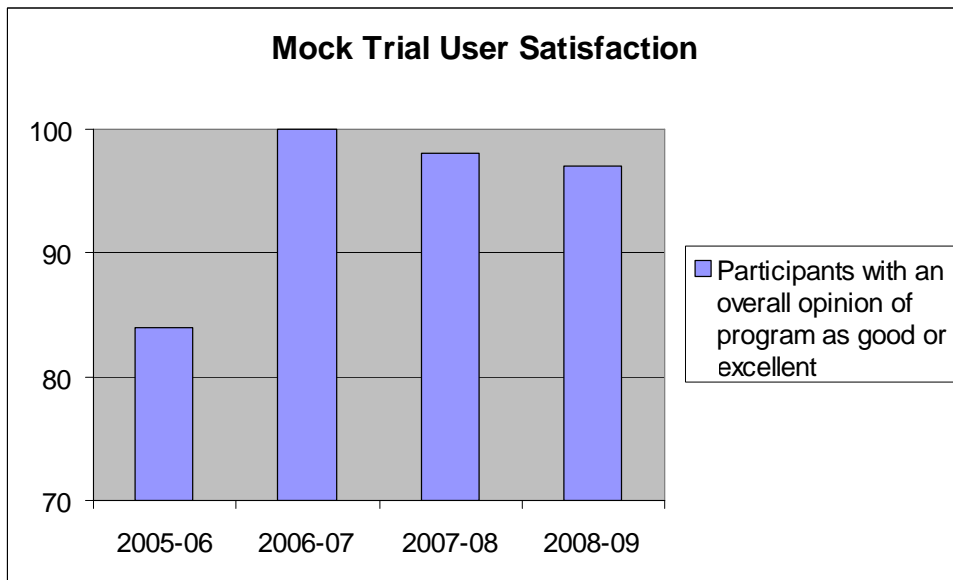
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2. Explore continued partnerships with Kids Voting – MN potentially drafting lessons related to Election Law for the 2010 mid-term elections.
3. Explore continued partnerships with Youth in Government and *We the People* (national program administered locally by the Learning Law and Democracy Foundation). If partnerships continue to be successful, establish an ongoing partnership including purpose and goals.
4. Play a central role in reinvigorating the Minnesota Civics Coalition assuming other partners take a leading role as well.
5. Explore ways the Partnerships Subcommittee can build partnerships with schools. The Partnerships Subcommittee is experimenting with ways the Committee can cultivate relationships with schools in the spring of 2009. Assuming the success of these efforts, they will be continued and expanded in 2009-10.
6. Similarly, the Partnerships Subcommittee is considering ways it could reach out to local and district bar associations at their annual meetings. If these efforts are successful, the committee will refine and expand its work in this area.

7. Report on 2009-10 User Satisfaction:

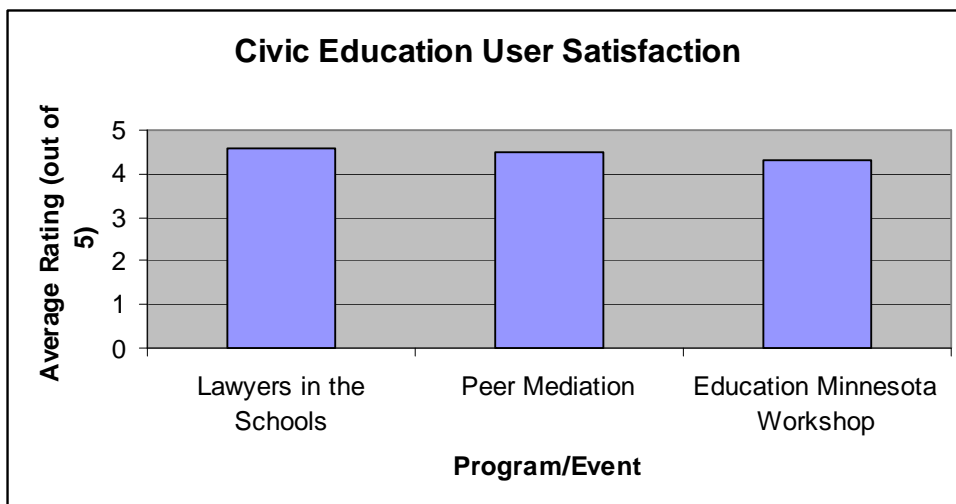
Mock Trial: Volunteer attorneys and teacher coaches will continue to express a high level of satisfaction with the program on the written survey they receive annually. The percentage of teachers and attorneys reporting that their overall opinion of the program is good or excellent will remain at or above 90% each year. The percentage of coaches who report satisfaction with the judging (rating it as good or better) will increase to 65% or higher (up from 57% in 2003-04).

The following surveys were taken after the conclusion of the 2009 Mock Trial Program.

- *Out of 37 surveys (40% response rate) returned by teacher coaches, 92% of them felt that overall the program in 2009 was excellent or good. Ninety-nine percent (99%) of respondents felt that this past year's communication and organization were average to excellent. (up from 75% in 2006-07).*
- *Of the 102 surveys (25% response rate) that were returned by attorneys that judged, coached or did both, 98% had a good or excellent opinion of the 2008-09 program. This is an improvement from the 2006-07 survey results through which 85% of attorney that judged coached or did both had a good or excellent opinion of the 2007-08 program.*
- *Ninety-four percent (94%) of attorney/judge coach respondents had an average, good or excellent opinion of the quality of judging in the 2008-09 season. This is an excellent improvement from the 2007-08 survey results through which 79% of attorney/judge coach respondents had an average, good or excellent opinion of the quality of judging.*
- *One hundred percent (100%) of attorney/judge coach respondents have an excellent, average or good opinion of the overall program. This is a slight increase from the 2007-08 survey results which showed that 98% of attorney/coach respondents have an excellent, average or good opinion of the overall program.*



Civic Education: For the activities where formal surveys were taken user satisfaction has been high. This chart averages responses to surveys conducted this bar year on the above programs. The Lawyers in the Schools responses are based on participants overall experience with the Constitution Day and Election Day activity. The peer mediation results are averaged from a short survey peer mediators took after the Johnson High School and Patrick Henry trainings. The results for the Education Minnesota Workshop report the average rating given by attendees of the teacher training the Committee convened at the Education Minnesota Professional Conference. The Lawyers in the Schools participants gave the presentations an average rating of 4.6 (out of 5). One teacher said “[t]he kids learned a lot. That was a great lesson!” All of the students who participated in the peer mediator trainings from Patrick Henry High School and Johnson High School indicated that they had learned valuable skills at the training. The average rating for the peer mediation training in October was 4.5 out of 5. The training elicited comments like “The training this year went great!” and “I learned lots of valuable skills.” On average, teachers rated the training the Civic Education Committee provided at the Education Minnesota Conference 4.3 out of 5. Again, this training elicited many positive responses such as “The mock trial was fun. Good idea!” and “I look forward to implementing aspects of this training in the classroom in the near future.”



8. 2010-11 User Satisfaction

Mock Trial

User satisfaction for mock trial will be measured using an annual survey of participants (students, teachers, volunteer attorney and judge coaches and volunteer competition judges). The percentage of teachers and attorneys reporting that their overall opinion of the program is good or excellent will be maintained at 90% or more each year. The percentage of attorney/judge and teacher coaches who report satisfaction with the judging (rating it as good or excellent) will increase to 90%.

Civic Education

User satisfaction for Civic Education is measured regularly following Committee activities. The goal is for all programs to receive an average rating of 4.5 (out of 5) or higher.

9. Market Penetration: N/A.

10. Current Issues and Challenges

Mock Trial: Judge recruitment in certain regions of the state, the availability of courtroom space and the declining number of participating schools are issues which challenge the program. A large part of the program's cost is funded through fees paid by the schools. With the amount raised through fees declining, it puts pressure on the budget since other costs, such as facility rental, are increasing. We are working to alleviate some of this pressure by gaining some financial support from related organizations. The Mock Trial Committee is developing a summer mock trial camp to be held the summer of 2010 and subsequent summers. This camp will help keep students and volunteers engaged during the off-season. It also presents another opportunity to educate students further about the legal system. The Mock Trial Camp will be comprised of a two-day session including an overnight stay. Sessions will include education on the legal system and mock trial techniques. Partnership opportunities will be explored once the curriculum is clearer. The goal remains that through registration fees and sponsorships that the camp will be self-supporting in terms of expenses.

Civic Education: Last year's budget narrative noted that despite large growth in the Civic Education Committee's activities, the Committee needed to turn its attention toward building relationships with schools. In an effort to foster relationships with schools, the Committee asked law-related organizations (law firms, corporate counsel departments, district bar associations) to adopt schools for the Committee's Lawyers in the Schools presentations. That effort has been largely successful, though it has raised its own challenges, including teachers and/or attorneys that agree to participate in the program but do not follow through by setting up presentations. This has resulted in a lower number of actual presentations being delivered for the Committee's Constitution Day (116) and Election Day activity (25), though the number of presentations being made on both days was significant. Another challenge to using this model is determining exactly how many presentations were made for each activity. The Civic Education Committee sends out surveys to volunteers and teachers asking them to report the number of presentations. However, not all participants respond to these surveys.

Funding continues to be an issue for the Civic Education Committee. Last year all of the Committee's direct expenses were cut. The Committee has been able to raise funds to cover direct expenses in excess of those requested. Nevertheless, much of the money raised was from internal MSBA sources: sections, the MSBA Foundation and a decision by the Assembly to allow a carry-over of unused direct expense from last year. Because several of the Committee's larger requests were not granted until December, for the first part of the year the Committee held back its spending, resulting in scaled back promotional efforts and fewer support materials for the Committee's programs. Time spent by the Civic Education Manager on fundraising took away

from time he would normally have devoted to the Committee's programs. If the MSBA funds the Civic Education Committee's expenses, the Committee could avoid many of these challenges.

An additional challenge for the Civic Education Committee is finding enough dedicated volunteers to help with its work. The Committee has a relatively large number of initiatives and is continuing to expand those programs. While a small number of dedicated volunteers help advise this work, their capacity is limited. The Committee's challenge now is to expand the number of heavily involved volunteers while retaining those who already contribute a great deal. Furthermore, the Civic Education Committee should maintain focus on the activities already underway, enhancing their quality while not taking on additional large-scale projects. Increasing the quality of the Committee's existing programs by providing additional and more professional resources for participants should be a goal for the Committee in the upcoming year. The Committee will be able to avoid some of these challenges next year because the Government Affairs Director has fundraising responsibilities for the public education programs.

11. Explanation of Budget Categories

Mock Trial

Revenue: Mock Trial fees represent the funds paid by each school to participate in the mock trial program and registration fees for the mock trial summer camp. The Mock Trial Program has historically received a grant from the Bar Foundation of \$2500 per year. Contributions represent donations from sections, district bars, and other sources.

Expenses: In general, the Mock Trial budget includes expenses related to three areas: (1) program promotion/publicity and volunteer recruitment (approximately \$20,000 for printing and mailing costs, participation at teacher conferences and temporary help); (2) training (approximately \$3,000 for workshops and resource materials for teachers, judges and students); (3) competition expenses (approximately \$21,000 for facilities, food, awards, certificates, donation to team representing Minnesota at national tournament, and travel); and (4) mock trial summer camp (\$5,000 for food, lodging and supplies for 30 participants).

Civic Education:

1. Classroom projects, which cover the Committee's peer mediation program expenses (training materials, student transportation, and training space) and expansion of the program. Also included is the Committee's Lawyers in the Schools Program, associated direct promotions and the creation and printing of a curriculum.
3. Computer Services/Support covers costs associated with hosting the Committee's website and projected increases.
4. Partnerships include money for the Civic Education Committee's partnerships with Minnesota Urban Debate League and Youth in Government for the Diversity Pipeline programs,
5. Volunteer/Teacher training is for materials and space for professional development trainings.