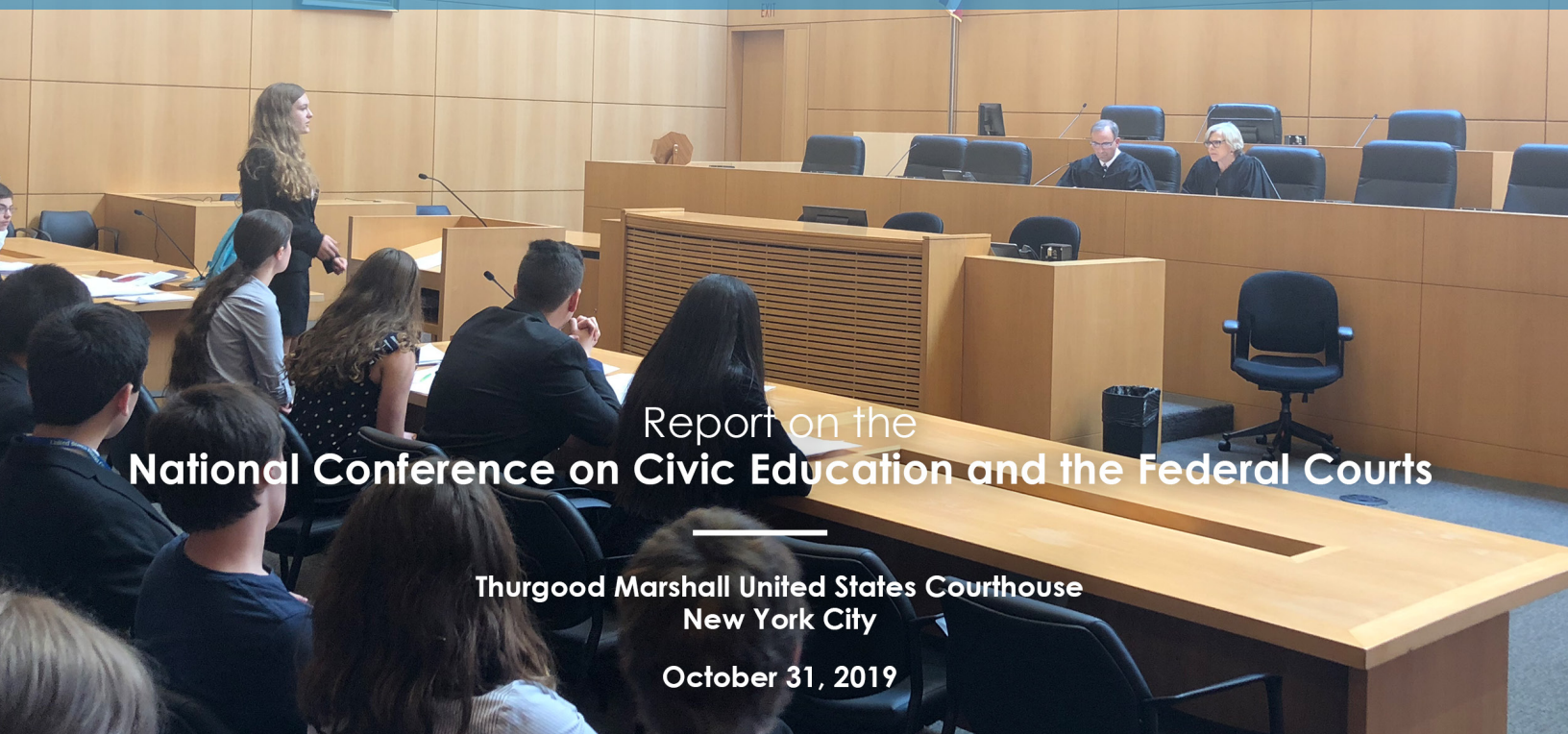




NCCCE AND THE FEDERAL COURTS 2019



Report on the National Conference on Civic Education and the Federal Courts

Thurgood Marshall United States Courthouse
New York City

October 31, 2019

Participants in the session “Courtroom Programs: Open Doors to Federal Courts, Teen-Relevant Topics, Legal Skills as Life Skills, Historical Reenactments.” Co-Facilitators: Kathy Hirata Chin and Hon. Denny Chin, Circuit Judge, U.S. Court of Appeals for the Second Circuit. Photo: Matvey Zabbi



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INTRODUCTION



The Learning Center at the Thurgood Marshall U.S. Courthouse, New York City.
Photo: Raymond Wong



Students from John Bowne High School prepare to reenact a historical case at the Learning Center's CreateSpace, October 19, 2018. Photo: Raymond Wong

Chief Judge Robert A. Katzmann of the United States Court of Appeals for the Second Circuit and Administrative Office of the U.S. Courts Director James C. Duff convened the first National Conference on Civic Education and the Federal Courts (“conference”) on October 31, 2019, at the Thurgood Marshall United States Courthouse in New York City. In the conference opening, Chief Judge Katzmann recalled John Dewey’s observation that “[d]emocracy has to be born anew every generation, and education is its midwife.”¹ “Civic education” includes multi-faceted efforts by government agencies and public interest organizations to help people of all ages learn about and become engaged in institutions of public life at the federal, state, and local levels. Director Duff observed that civic education is needed now more than ever, and that the federal judiciary is committed to promoting civic education as it relates to the work of the courts. In that vein, Chief Judge Katzmann reminded the conference that the courthouse can be not only a venue for dispute resolution, but also a welcoming center for public discussion about the rule of law. Chief Justice John G. Roberts, Jr., highlighted the conference in his 2019 Year-End Report, noting that “federal judges and court staff from Maine to Guam . . . discuss[ed] innovative programs and resources that federal courts can use to help raise the Nation’s civics knowledge.”²

And in March 2020, the Judicial Conference of the United States, pointing to the national civic education gathering, “affirmed that civics education is an important component of judicial service.”³



The Hon. Victor Marrero, District Judge for the Southern District of New York and co-chair of Justice For All: Courts and the Community (left), with James C. Duff, Director of the Administrative Office of the U.S. Courts (right).
Photo: Matvey Zabbi

PLANNING

In 2014, Chief Judge Katzmman launched, with Senior District Judge Victor Marrero of the Southern District of New York as co-chair, *Justice For All: Courts and the Community*⁴, a coordinated civic education initiative of all of the courts of the Second Circuit (Connecticut, New York, Vermont) – circuit judges, district judges, magistrate judges, bankruptcy judges, and staffs of the circuit executive’s and clerks’ and probation offices. Planning for this first-ever national conference on federal courts’ civic education programs began in 2018. Chief Judge Katzmman and Judge Marrero co-chaired a small conference-planning working group consisting mainly of senior members of the circuit staff.⁵ The purpose of this conference was to bring together representatives of federal courts across the nation, along with educators, civic education groups, and leading members of the bar, to share experiences, to learn from one another, and, post-conference, to suggest how courts can develop new projects and enrich existing projects. The planning group’s starting point was the Second Circuit’s *Justice For All* initiative, which works through subcommittees described in its most recent Annual Report (2019):⁶

- Student and community field trips to courthouses;
- Moot courts and mock trials for students;
- Learning centers and library labs;

- Support for school curricula about the law and justice system;
- Teachers’ institutes;
- Constitution Day, Citizenship Day, and Law Day programs;
- Essay contests;
- Reenactments of historic cases;
- Financial literacy programs;
- Jury service programs; and
- A speakers’ bureau

The structure and organization of the conference, observed Judge Marrero, closely tracked the Second Circuit *Justice For All* subcommittees.

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1. JOHN DEWEY, *THE MIDDLE WORKS*, 1899-1924 139 (1980).
 2. JOHN G. ROBERTS, JR., 2019 YEAR-END REPORT ON THE FEDERAL JUDICIARY (Dec. 31, 2019) <https://www.supremecourt.gov/publicinfo/year-end/2019year-endreport.pdf>.
 3. See Preliminary Report of the Judicial Conference, March 17, 2020, https://www.uscourts.gov/sites/default/files/jcus_mar_20_proceedings.final__0.pdf.
 4. JUSTICE FOR ALL: COURTS AND THE COMMUNITY, <https://justiceforall.ca2.uscourts.gov> (last visited Apr. 10, 2020).
 5. This working group included Circuit Executive Michael Jordan, Acting Deputy Circuit Executive Janice Kish, Circuit Librarian and Director of Research Luis Lopez, and Deputy Circuit Librarian Adriana Mark. Rebecca Fanning of the Administrative Office of the U.S. Courts and Russell Wheeler of the Brookings Institution and Governance Institute were also members.
 6. JUSTICE FOR ALL: COURTS AND THE COMMUNITY, ANNUAL REPORT (June 2019), https://justiceforall.ca2.uscourts.gov/docs/jfa_2019_v13.pdf.



James C. Duff, Director of the Administrative Office of the U.S. Courts, addressing the working lunch session. Photo: Matvey Zabbi



Rebecca Fanning, Educational Outreach Manager, Administrative Office of the U.S. Courts, addressing the working lunch session. Photo: Matvey Zabbi

SPONSORS

The conference had three co-sponsors, in addition to the Second Circuit Justice For All initiative.

The Administrative Office of the U.S. Courts, under Director James C. Duff, arranged for most conference-related travel funding; additionally, Rebecca Fanning, the Administrative Office's Educational Outreach Manager, played a major role in designing the conference content.

The Annenberg Public Policy Center of the University of Pennsylvania provided funding for supplemental travel and for some meal functions, and arranged for the attendance of representatives of leading civic education groups. The Annenberg Public Policy Center, directed by Professor Kathleen Hall Jamieson, has been a leader in national civic education activities.

The New York-based Leon Levy Foundation supported the conference through its grants to the Governance Institute, funding which assisted in conference design and the preparation of this report, and also provided for the bulk of conference meal functions and incidental expenses.

In addition to the conference sponsors, the Federal Judicial Center, under the leadership of Director John S. Cooke, played an essential role, providing and training facilitators for the conference breakout sessions.

PART I

OPENING PLENARY: FEDERAL COURTS AND CIVIC EDUCATION

Courts' attention to civic education is not some new fad. Director Duff, who has long been involved in civic education efforts, reminded the conference that Chief Justice Warren Burger, for whom he worked as an aide in the 1970s, "encouraged many of us here to be interested in civic education." Chief Justice Burger retired from active service on the Supreme Court in 1986 in order to chair the commission on the 200th anniversary of the U.S. Constitution, seeking to broaden public understanding of that document through a variety of educational venues.

The conference's opening plenary session featured remarks by Justice Stephen G. Breyer, appearing by pre-recorded video, and Justices Sonia Sotomayor and Neil M. Gorsuch, appearing together by live stream in a dialogue hosted by Chief Judge Katzmman and Director Duff. The justices amplified the role of judges in promoting civic education.



Associate Justice Stephen G. Breyer (right) addressed the conference in a pre-recorded video. He was interviewed by Chief Judge Robert A. Katzmman, conference co-convenor.



At the opening plenary, Associate Justices Sonia Sotomayor and Neil M. Gorsuch spoke via live stream. Following their remarks, a question-and-answer session was facilitated by Administrative Office Director James C. Duff and Chief Judge Robert A. Katzmman (lower right).

We should, said Justice Breyer, help students
“understand that the courts and judges are
not some distant group of people that tell
everybody else what to do but rather are part of
the community.”

As to restoring an understanding of civics throughout
the nation, Justice Sotomayor asked,

“What can we do?” Her answer: “By what you’re
doing here, which is reintroducing civics into
the public life of your community . . . and
by encouraging schools to participate more
actively in returning civic education to their
curricula.”

Justice Gorsuch added that he has:

“...plenty of judicial colleagues who agree
[that] judges should stay outside the public
eye, and I confess I have a certain sympathy
with that . . . I just ask you, though, do
you think we have a civics crisis, do you
think we have a civility crisis? And if the
answer to those questions is ‘yes,’ then I
ask you, if not you, who? And I think our
ethical rules not just permit but encourage
judges to participate in advancing rule-of-law
initiatives and advancing understanding of
the law. I think we have to be careful to be
scrupulously nonpartisan . . . and to be our
best selves. I also acknowledge that there’s
a certain amount of drawing attention to
ourselves . . . It’s a little uncomfortable,
but I just ask you, who else would you
rather the children see, who would you
rather have them hear about the rule of law
from?”

Consistent with those views, federal and state courts—
on their own or with help from bar associations, non-
profit educational groups, and others—have taken up civic
education, developing an array of educational programs
and services. The National Center for State Courts
promotes law-related education with a focus on state
courts.⁷ Similar resources designed for federal courts
are available from the Administrative Office of the
U. S. Courts⁸ and the Federal Judicial Center.⁹



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7. Law-Related Education, NAT'L CTR. FOR STATE COURTS, <https://www.ncsc.org/Topics/Court-Community/Law-Related-Education-Civics/Law-Related-Education/Home.aspx> (last visited Apr. 10, 2020).
 8. Educational Activities, ADMIN. OFFICE OF THE U.S. COURTS, <https://www.uscourts.gov/about-federal-courts/educational-resources/educational-activities> (last visited Apr. 10, 2020).
 9. Federal Judicial History, FED. JUDICIAL CTR., <https://www.fjc.gov/history> (last visited Apr. 10, 2020).



PART II

CONFERENCE AGENDA AND FORMAT

Second Circuit Chief Judge Robert A. Katzmann speaking at the morning plenary session. Photo: New York Law Journal

The conference format, as outlined in Appendix A, was not a teacher-student, or panel-audience arrangement. Rather, the format encouraged experience-based conversations among judges, court staff, and civic education organizations about designing, building, implementing, and evaluating specific types of court-based civic education programs. It also sought to make participants aware of operating programs and resources available from nonprofit civic education organizations, principally those within the Annenberg Public Policy Center's Civic Renewal Network. Finally, it encouraged consideration of the broad and multi-faceted objectives of court-based civic education programs.

In many ways, the heart of the conference was the discussion groups. Each had a facilitator from the Administrative Office or Federal Judicial Center, a reporter who made a brief summary at the closing plenary session, law clerk note-takers who captured the main points of discussion (and provide the

substance for Part 4 of this report), and subject-matter experts. Second Circuit Judge Denny Chin and Kathy Chin, pioneers in historical reenactments, served as experts for the "Courtroom Programs" discussion group. Second Circuit Judge Joseph F. Bianco served as an expert for the session on "Court Camps," given his years of experience organizing such a program in the Eastern District of New York.

MORNING

Following welcoming remarks by Chief Judge Katzmann, Judge Marrero, and Director Duff, and the plenary session of pre-recorded and live stream appearances by Justices Breyer, Sotomayor, and Gorsuch, the conference divided into breakout sessions on nine popular civic education programs and activities.

Learning Centers/Spaces: Programming, Exhibits, Websites. Courthouse spaces and/or websites allow

visitors to learn about such topics as the United States government and its constitutional underpinnings, famous court cases and the judges who decided them, the history of a particular court and how it functions, including jury service. The session took place in the recently opened Learning Center of the Thurgood Marshall U.S. Courthouse.

Courtroom Programs: Open Doors to Federal Courts, Teen-Relevant Topics, Legal Skills as Life Skills, Historical Reenactments. Courts offer educational programs about the courts and American government to student groups visiting the courthouse and in other locations. Historical reenactments of famous cases constitute one type of program.

Office of the U.S. Courts. She was introduced by Director Duff who lauded her as an inspiring catalyst for innovative civic education in the federal courts. Arranged by civic education themes, some tables were set aside for representatives of civic education organizations who were available for discussion and dissemination of literature about their projects.

EARLY AFTERNOON

Circuit/District Outreach Committees: Strategies and Staffing. Federal courts at both the circuit and district level have institutionalized civic education programs, by creating standing committees and often

“Open Doors to Federal Courts, Teen-Relevant Topics, Legal Skills as Life Skills, Historical Reenactments.” Presenters: Kathy Hirata Chin (left), Hon. Denny Chin, Circuit Judge, United States Court of Appeals for the Second Circuit (right). Photo: Matvey Zabbi



Student Contests/Competitions: Essays, Videos, Art; Mock Trial/Moot Court Competitions.

Some courthouses display student work submitted in contests, including essays, videos, photos, and art, as well as host courtroom mock trial and moot court competitions. Some Bar associations and other groups co-sponsor such programs.

WORKING LUNCH

The working lunch featured a talk by Rebecca Fanning, Educational Outreach Manager of the Administrative

having staff dedicated to support them.

Court/Community Events: Constitution and Citizenship Day; Offsite Naturalization Ceremonies; Bill of Rights Day; Law Day. Courts use events throughout the year to educate students and communities about government institutions, naturalization and citizenship, and founding documents.

Classroom Activities and School Curricula: Enriching Civics in the Schools. Public and private school teachers sometimes turn to courts, especially those with organized civic education programs, for classroom speakers and for

substantive advice about civics curricula, including the judicial process broadly defined.

MID AFTERNOON

Financial Literacy for High School/College Students and Adults; Court Literacy for Adults.

Courts partner with schools and community organizations to teach financial fundamentals to students and underserved adult populations and to reach adults with practical, need-to-know information about the legal system.

Teachers' Institutes: Agendas, Curricula, and Enrollment. Institutes for social studies and history teachers—with judges, lawyers, law professors, and legal scholars as faculty—range from one to five days. They deal with various rule of law and constitutional history themes and subject matter, and feature court observations and experiential learning.

Court Camps: Curricula, Pipeline Programming, and Mentoring Partnerships with Law Schools and/or Bar Associations. Court immersion programs—often multi-day events—in which courts partner with bar associations and law schools, provide

high school and middle school students hands-on experience with the judicial process and the chance to practice advocacy and other legal and life skills.

CLOSING SESSION

A wrap-up session chaired by Judge Marrero consisted of summary reports from each of the breakout sessions, prepared with the assistance of notetakers assigned to each session. The presentations were made by: Circuit Judge Joseph Bianco, Bankruptcy Judge Margaret Cangilos-Ruiz, Bankruptcy Judge Shelley Chapman, Circuit Judge Denny Chin, Chief District Judge Geoffrey Crawford, District Judge Mae D'Agostino, Justice Resource Center Executive Director Debra Lesser, Circuit Librarian Luis Lopez, Magistrate Judge Vera Scanlon, and Bankruptcy Judge Elizabeth Stong.

CONCLUDING RECEPTION

The post-conference reception for attendees was held in the *Justice For All: Courts and the Community* Learning Center.



PART III

CONFERENCE ATTENDEES

To convene the conference, Director Duff and Chief Judge Katzmman wrote to the chief judges of the **13** federal circuits, inviting them to designate four delegates—defined as judges or staff of the respective circuits’ courts—to attend the conference with their travel to be funded by the federal courts’ appropriation administered by the Administrative Office. Chief judges were also allowed to designate a small number of additional delegates with the understanding that conference funds would not cover their travel.

Of the **136** attendees, **89** were federal court personnel. Of the **89** there were **41** judges and **48** court staff. Delegates from each of the federal circuits attended.

Of the **47** non-federal court personnel, **17** represented civic education organizations, **14** were from Second Circuit universities (mainly law schools) and bar associations, **5** were personnel of New York public schools, and **11** were attorneys in private practice, most of them associated with the Second Circuit *Justice For All* initiative.

Appendix B contains a roster of conference registrants and tables showing attendees by category and position.



Participants in the session “Student Contests/Competitions: Essays, Videos, Art; Mock Trial/Moot Court Competitions.” Facilitator: Hon. Geoffrey W. Crawford, Chief District Judge, District of Vermont (left). Photo: Matvey Zabbi

PART IV

PRINCIPAL THEMES, LESSONS LEARNED

A. RELATIVE INTEREST IN SPECIFIC PROGRAMS

Court-based civic education programs comprise a broad variety of activities. As noted, conference organizers identified nine categories of programs for breakout discussion groups. An inobtrusive measure of relative interest in program types are the registration sign-up figures for the nine sessions, as shown in Table A.

The preferences are interesting but not necessarily dispositive. The two topics that gained the most registrants concerned two in-court programs: setting up learning centers, and programs presented in courtrooms.



FJC Facilitator Julie Linkins (left) in the session “Financial Literacy for High School/College Students and Adults; Court Literacy for Adults,” with Hon. Elizabeth S. Stong, Bankruptcy Judge, Eastern District of New York (center) and Hon. Shelley C. Chapman, Bankruptcy Judge, Southern District of New York (right).

Photo: Matvey Zabbi

TABLE A : Discussion Groups by Registration Numbers

REGISTRANTS	PROGRAM TYPE
52	Learning Centers/Spaces: Programming, Exhibits, Websites
51	Courtroom Programs: Open Doors to Federal Courts, Teen-Relevant Topics, Legal Skills as Life Skills, Historical Reenactments
46	Teachers' Institutes: Agendas, Curricula, and Enrollment
44	Circuit/District Outreach Committees: Strategies and Staffing
43	Financial Literacy for High School/College Students and Adults; Court Literacy for Adults
40	Classroom Activities and School Curricula: Enriching Civics in the Schools
36	Court/Community Events: Constitution and Citizenship Day, Offsite Naturalization Ceremonies, Bill of Rights Day, Law Day
34	Court Camps: Curricula, Pipeline Programming, and Mentoring, Partnerships with Law Schools and/or Bar Associations
28	Student Contests/Competitions: Essays, Videos, Art; Mock Trial/Moot Court Competitions

B. DISCUSSION THEMES

The nine discussion sessions covered a multitude of topics about establishing and sustaining different types of civic education programs. The discussion below draws mainly from reports of the breakout discussions submitted by notetakers assigned to each group for that purpose.

This report does not endeavor to catalogue and describe the many different court-based and court-related civic education programs that breakout session participants described in varying levels of detail. Rather, the emphasis here is on themes—in particular, pervasive themes about ingredients essential for and obstacles hindering successful programs.

The summary below includes paraphrases or direct quotes from the reporters' notes, with some repetition for points that recurred. The conference took no votes and made no other efforts to distill collective viewpoints—either in individual discussion groups or in a plenary session. The observations below are best

regarded as food for thought rather than roadmaps. These comments represent the views of the person who offered them and generally but not necessarily reflect some degree of consensus within the discussion groups.

Apart from the particular points that different groups covered was one reporter's general observation about "the very high level of interest, energy, and engagement in all of these issues among the participants. For me and others, one of the best things about the conference was the deep satisfaction discovering how much is going on around the country in the world of courts and civic education, and how much people care about this."

VARIETY OF APPROACHES

A pervasive conference theme was the trite but true aphorism that no one size fits all. Court-based civic education programs will vary by geography, available resources, supportive partners, judicial commitment, staff skill sets, and numerous other factors. In that vein, Chief Judge Katzmman told the conference that the Second Circuit's initiative reflected the hope that the Circuit could be a "laboratory" for a circuit-wide and even nationwide coordinated effort. The federal courts, he noted, are "highly diverse" in size and compactness, which will affect how courts pursue civic education and the types of programs that different circuits and particular courts are likely to emphasize.

For example, not all courthouses can accommodate a physical learning center. But online web resources can provide opportunities for remote distance learning. And, as happened during the post-conference COVID-19 crisis when learning centers were not open, court-based civic education programs, as in the Second Circuit, have contributed to the remote distance learning experience by providing online resources to teachers and students.

Civic education programs have different goals and varying audiences, which, taken together, require different approaches. For the most part, court-based civic education programs highlight legal concepts and processes for students in civics and social studies classes. But that framework does not characterize all programs. A judge involved in a program for second graders, for example, "tells the students about how lawyers advocate for a client even if they don't necessarily agree with the client's position," but she illustrates the point for this age group by having the students debate such "topics [as] cats vs dogs, winters or summers"

Discussants in the financial literacy group cautioned:

"Consider audience needs at your events. For example, have food, respect cultural differences, and acknowledge social constraints . . . people may be embarrassed to come to a program about financial

distress . . . so establish a judgment-free zone and eliminate stigma [and] make your programs available online in case people do not want to attend in person."

Some conferees stressed that social studies classes are not the only source of participants in court-based civic education programs. A representative of a circuit that runs contests for theme-related essays and videos said "[m]any of the videos came from film classes, not social studies or government." A judge reported her interest in "trying to get students in performing arts interested in civics." She is working with a performing arts school "with many immigrant families, and, in their junior year, the students have a project of creating a play about an immigrant family" in connection with the naturalization process.

TEACHER BUY-IN AND PARTICIPATION

For civic education programs that bring students to a courthouse or other off-campus site, teacher buy-in is a basic and necessary component. There were frequent references to teacher reluctance to participate and have their students participate in courthouse programs. One discussant said, for example, that "no one takes field trips anymore—teachers need time for instruction." Another referred to "the same issues of raising awareness with teachers and getting them to call back," while still another said, "getting the word out is a challenge, even after 20 years."

"It is difficult," said a discussant from a rural state, "to get teachers to commit initially, and sending 100 letters yields one or two, but once the students start attending they keep coming."

"Outreach to teachers is difficult," reported a representative of a well-established civic organization that "uses social studies exhibits and field trips to courthouses, which helps get the word out" about more specialized competitions.

"Paying teachers" was also a topic. Teachers may be reluctant to give up weekends and after-school hours

for courthouse field trips if the school systems do not compensate them for the time. One participant noted that school systems give coaches extra pay for off-hours athletic programs and encouraged school districts to treat teachers like coaches. Another added that “even when teacher accreditation hours are offered, union contracts may require that teachers also receive a stipend.”

Participation in these programs can run afoul of school policy—one discussant noting that “here the [X] education department needs the kids in school all day.” One delegate worried, as Justice Sotomayor noted in her introductory remarks, that STEM education (science, technology, engineering, and mathematics) may be driving out civic education.

SUPPORT FROM JUDGES

A pervasive theme was that, as one conferee put it, “kids love meeting judges” to discuss their work. But judges have roles beyond meeting students. Discussion groups brought up different ways in which judges can jump start different types of programs. To stimulate teacher interest in court camps and similar student participation exercises, judges have “presented at local social studies teachers conferences.” Another judge “uses outreach to guidance counselors, as opposed to teachers, to increase participation, and suggested reaching out to boards of education for a list of guidance counselors.” Another judge has lunch with the school superintendent [to] facilitate “a lasting connection.” Another discussant recalled that “one year [organizers] harnessed the judges to call their community organizations and found this was the easiest way to get people on board.”

Discussants, though, also issued some cautions. “Having the judge call school principals could indicate partiality [to the school system] and so organizers should be sensitive to that potential issue.” Another noted that, although judges may be vital to getting a program off the ground, it is important to “give the project an existence separate from the judge-proponent herself.”

Several judges noted a different problem related to moot court and other student participation exercises: “It’s tough for schools to train the students, as social studies teachers might not know how to prepare them.” But another cautioned, delicately, “judges and lawyers are not always the best educators, and it is important to work with those who have educational experience,” citing a learning center staffed by “a full time person with educational experience.”

STAFFING THE PROGRAMS

Although judges are vital participants, discussants emphasized the point that these programs require support from regular court staff. One court executive reported relying on staff who volunteer to participate “so that staff are not being asked by judges” (and thus feel pressured to take on extra work that they cannot or may not want to assume). Some discussants also cautioned that judges are not necessarily effective educators and some suggested that courts should try to hire a staff member who also has educational expertise as well as legal expertise. Another said, as to learning centers, that “it is incredibly helpful to have staff members who otherwise have architectural or graphic design experience.”

Some courts have staff who are dedicated to the civic education programs but not part of the judiciary workforce. One district, for example, has a paid coordinator who works for a bar association and is paid by the bench/bar fund, a non-appropriated fund, but is detailed to the courthouse and has an office there. The current coordinator is a retired partner from a prominent law firm.

Because raising money to support court-related functions can be challenging, several participants urged program organizers to contact the Administrative Office “to figure out what they can do with appropriated funds and what rules you need to follow,” or, as another put it, “work with the AO to make a broader range of funds available for civics programs.”

One of the well-established learning centers, the Eastern District of Missouri (St. Louis) has formed a

nonprofit made up of lawyers, judges, and legal leaders, which raised money initially to install the physical space and continues to fund things like bus transportation for students. The nonprofit has a grant program and schools can apply for reimbursement for bus transportation. Other learning centers, such as the one at the Thurgood Marshall Courthouse in NY, have not formed nonprofits but have had the support and involvement of the legal community.

PARTNERS

Having partners is essential for success in civic education programs. One discussant observed that while judges are cheerful about pitching in, given the demands on their time, they are generally unavailable for planning and design. It's important that lawyers, law student groups, state agencies and schools themselves take on the organizational task.

Partnering can take various forms. In one jurisdiction, where teacher participation is a barrier because of finances, a national bar association “gives them a grant, so they gave stipends of \$1,200.” Other partners engage more directly in programs, but those relationships require commitments beyond the financial. One civic education program says it “draws support from law firms, the U.S. Attorney’s Office, [state] district attorneys’ offices, small law firms” and—perhaps most important—“anyone else who’s willing to work with middle school students over a relatively long period of time.”

Bar associations and law schools can provide both financial and educational support. Reported one discussant: “Social studies teachers are eager to have [a court camp] but do not have any experience preparing the students so the lawyers go to the schools to help them prepare.” Local law school students have also assisted in areas where there are few volunteer lawyers or large law firms. One participant expressed gratitude to the local bar association, which “provided CLE credit for lawyers who participate” in the program. Another discussant, however, noted that while “many bar associations have a designated individual to focus on civics engagement, . . . the bar associations are

hurting for funds lately because membership is down.”

Although bar associations and law schools are natural partners for civic education programs, courts reported looking farther afield—to baseball teams, local history museums, and a regional Federal Reserve bank. Another reporter noted: “Several participants discussed using public libraries. Libraries are a wonderful civics space.” Another mentioned “federal depository libraries, which usually have funding and public access places that would welcome partnership for civics education.”

Participants with experience with financial literacy programs for high school and college students and adults, and court literacy programs for adults, identified as potential partners not only the national nonprofit Credit Abuse Resistance Education (CARE) and Re-entry through Intensive Supervision and Employment (RISE) programs, but prisons, places of worship, community centers, and the U.S. Department of Housing and Urban Development’s “financial literacy offerings in housing developments.”

Finally, echoing the advice noted above—to “give the project an existence separate from the judge-proponent herself”—experienced discussants cautioned that “if you have partnered with certain backers (e.g., law firm partners), make sure that you build a relationship with the next generation of backers.”

INGREDIENTS FOR SUCCESS

The discussion sessions highlighted the importance of features that encourage participation and contribute to successful experiences, features that go well beyond the legal topics that are the core of civic education. In fact, one participant mentioned that he conducts “monthly conference calls with student representatives to get their feedback on what students want to learn and how they learn best.”

Pervading the discussion groups was a simple theme: “It’s also important to work out logistics like transportation and food for students to ensure they can attend your programming.”

The importance of reaching all students recurred throughout the conference. “It’s easy to recruit kids who already have the resources to readily attend,” said one judge in respect to transportation to court events, “but it is tougher to get to underserved communities.” Said another, “It’s important to incorporate inner-city schools and underserved populations.”

Providing lunches was a recurring topic. “Especially in lower-income areas, the students need lunch provided,” said one delegate. “If you have kids coming in for a program, you need money to feed them lunch,” said another.

Transportation was another recurring topic. For one mock trial program, “some schools hire buses, and others rely on rides from family members.” One civic education representative said that “they provided bus passes or public transportation and had a social studies teacher know how to get to the [court camp], . . . this idea seems good for urban areas, it may not be practicable for areas where public transportation is not as readily available.” Somewhat related, a judge in one group saw a need to “make [courts’] membranes more porous,” referring to what the judge thought were foreboding security barriers.

Also, efforts to publicize successful programs may get entangled with privacy requirements. In one school district, a discussant reported that program planners may encounter school policies that dictate “you can’t tape if even one student doesn’t bring the permission slip in. Such arrangements need to be settled well in advance for a smooth event.”

Whether and how social media should be used was a subject that generated discussion and differing views. Some delegates expressed frustration at courts’ limited use of social media to promote program visibility. “Effectively using social media,” said one notetaker, “was a recurring obstacle—how to maintain a presence, how to staff social media accounts, how to promote content.” Another notetaker reported that “social media was a hot topic. In [one district], they use Twitter and Instagram accounts for things like pictures of the courthouse and naturalization ceremonies.” And in another district they use a Twitter account to notify

people of court holidays. Other courts were concerned about their ability to use social media, and about any guidelines that might apply. One notetaker observed that so far, “it sounded like no one had been very successful in using social media.”

The discussion groups identified not only potential barriers to successful programs but also common ingredients for success, often in engaging students. There were repeated references to providing students with tangible items to take home, what one discussant called “giveaways.” A bar association official said he “teaches fourth and fifth grade students and they loved receiving Pocket Constitutions. Their parents and teachers also appreciated the gesture.” He reported receiving his copies free from his state bar association. “Kids get free t-shirts and gavel pencils,” said another discussant, “which they love.” “Students love the last [program phase] in particular,” i.e., “an award ceremony in which all of the participants get medals, pins, certificates, and pictures with the judges.” One court camp program described handing out “T-shirts, plaques and participation awards with graphics done by the . . . circuit library, and gavel pencils (a fan favorite).”

Courthouse-unique features—some seemingly mundane—attract student interest and participation. After students meet with a judge in the jury assembly room, reported a delegate, “then . . . the U.S. marshals come in, and they in turn bring in the canine unit and other things of interest to the students.” They also show the students jail cells. Court reporters show the students how stenotype machines work. “Kids love meeting judges [but also] love being in the courtroom with microphones.”

Sponsors find a multitude of ways to interest students in the civic-judicial environment. For one example, a judge told a discussion group how she created a “Girl Scout justice patch for scouts of all ages.” A well-established learning center in a federal courthouse has, among other things “a merit badge program for Boy Scouts and Girl Scouts.” Another civic education program described how it partners with a public school and arranges “credit recovery,” programs available in various states, which let former students without high school degrees get credit toward courses to help



FJC Facilitator Julie Linkins (right) in the session “Learning Centers/Spaces: Programming, Exhibits, Websites.”
Photo: Matvey Zabbi

them graduate when they wouldn’t otherwise. It “helps underserved students—a teacher helps them get credits to graduate” by participating in mock trial exercises.

C. LESSONS LEARNED— OR SUGGESTED

The discussion sessions, as reported by the law clerks, featured several themes.

One is the need to institutionalize programs. While court-based civics education programs are more than a fad, they are not necessarily ingrained in most courts. It is important to build relationships not only with partners today but also with the next generation of supporters. Likewise, programs need support not just from the judge who envisioned a court’s civic education effort but from the body of judges and staff.

Second is the need to work together with school systems. Some school systems already have in place personnel who are interested and eager to participate in civic education programs; others do not. In any case, school administrators and teachers have competing demands on classroom time, so court-based civic education programs must make the case for the value of such efforts and the concrete assistance they can provide to teachers and students.

Third, be creative about how to engage students, working with their teachers. Dry instruction about legal institutions will not necessarily engage students. Leave students with something to remember of their courthouse visit, for example, a pocket Constitution. Fourth, in the aftermath of the conference, and with the sense of community that was forged at the gathering, conferees said they were eager to stay in regular touch, to continue to share experiences, and to exchange ideas about how best to create and implement court-focused civic education programs.

APPENDIX A

CONFERENCE AGENDA

2019 NATIONAL CONFERENCE ON CIVIC EDUCATION AND THE FEDERAL COURTS

Thursday, October 31, 2019 --Thurgood Marshall United States Courthouse, New York City

Co-Sponsors

Second Circuit Committee on Civic Education
and Administrative Office of the U.S. Courts in conjunction with
The Annenberg Public Policy Center of the University of Pennsylvania,
The Leon Levy Foundation & the Federal Judicial Center

WEDNESDAY, OCTOBER 30

2:30 - 3:30pm Orientation for Facilitators, Note-Takers
Location - Room 501

THURSDAY, OCTOBER 31

8:00 - 8:55am Learning Center Tours: Two consecutive 25-minute, optional sessions
Location - Learning Center
Continental Breakfast
Location - Outside of Conference Room 501

9:00 - 9:30am Welcome Remarks: Second Circuit Chief Judge Robert A. Katzmann, and the Director of the Administrative Office of the U.S. Courts, James C. Duff
Location - Courtroom 506

9:30 - 10:15am Plenary Session: Pre-recorded conversation with Associate Justice Stephen G. Breyer. Live stream conversation with Associate Justices Sonia Sotomayor and Neil M. Gorsuch.
Location - Courtroom 506

10:30 - 11:30am Breakout Discussions

1. Learning Centers/Spaces: Programming, Exhibits, Websites

Location – Learning Center

There are many kinds of designated learning spaces in courthouses and online. On the cutting edge of this trend are the different approaches of learning centers in New York (Second Circuit), St. Louis (Eighth Circuit), and Sacramento (Ninth Circuit). Exchange ideas with their representatives and courts that have unconventional learning centers, museum spaces, and websites. The San Diego

courthouse has one of many variations on the concept. Topics for discussion include space and staffing; boards and partnerships; exhibits, portable panels, and technology; programs and constituencies; and websites.

2. Courtroom Programs: Open Doors to Federal Courts, Teen-Relevant Topics, Legal Skills as Life Skills, Historical Reenactment

Location – Conference Room 145

Discuss how to establish and institutionalize civic education programs at courthouses. Whether a court is starting up, has well-developed programs, or is somewhere in between, participants can tap into the body of knowledge that makes in-court programs feasible and memorable. Share lessons learned about facilitating school participation, barriers encountered, working with teachers, and building a volunteer network of attorneys. Identify sources of courtroom-ready programs and activities of varying durations that can be scaled to different court situations and limitations.

3. Student Contests/Competitions: Essays, Videos, Art; Mock Trial/Moot Court Competitions

Location – Conference Room 307

The courthouse is a perfect place to recognize and display student work submitted in contests – essays, videos, photos, and art. It also is the ideal venue for mock trial and moot court competitions. Share best practices and pitfalls with court colleagues who have experience and those starting up competitions at the circuit and district levels. Topics for discussion include themes, partnerships, promotion, judging, awards, and recognition. Discover different ways courts share the winning entries.

11:30am - 12:45pm Break: Time for connecting, collaborating, and consulting with court colleagues and Civics Renewal Network organization at their display tables.

Working Lunch: Rebecca Fanning, Educational Outreach Manager, Administrative Office of the U.S. Courts: National Initiatives/ Tailored Programs

Location - 25th floor Library

Opportunity for information sharing/collaboration. Table Topics: Some tables are designated for optional seating according to interest in breakout topics.

12:45 - 1:45pm Breakout Discussions

4. Circuit/ District Outreach Committees: Strategies and Staffing

Location - Conference Room 307

Compare different models and missions of circuit-wide and district-wide outreach committees. Meet the outreach point persons in several circuits and the other court leaders with whom they work. Learn about their job duties – including combinations of running a learning center; creating and conducting programs; coordinating circuit-wide initiatives; handling internal communication; volunteer recruitment; and media/ social media relations. Exchange success stories and developmental cycles involved in starting and maintaining a high-functioning outreach committee.

5. Court/ Community Events: Constitution and Citizenship Day; Offsite Naturalization

Ceremonies; Bill of Rights; Law Day

Location - Learning Center

Annual events throughout the year are built-in opportunities to educate students and communities as well as gain media attention that will expand the impact of these teaching moments. Discuss pre-packaged and court-originated programs that support these observances. Share ways to customize national initiatives based on local skills, interests, talents, and partnerships. Trade tips on creating jurisdiction-related materials.

6. Classroom Activities and School Curricula: Enriching Civics in the Schools

Location - Conference Room 145

Do schools no longer teach civics, or are they teaching it differently? Find out how courts respond to schools' requests for help in enriching curricula and teaching civics, court literacy, and court-related history. Compare notes on the most effective ways to engage students during classroom visits. Bring favorite activities and success stories as well as lessons learned about interactive learning. Share knowledge and experience and ask questions about how courts can support educational initiatives that meet academic standards.

2:00 - 3:00pm

Breakout Discussions

7. Financial Literacy for High School/College Students and Adults; Court Literacy for Adults

Location - Conference Room 145

Join a discussion with courts that partner with schools and community organizations to teach financial fundamentals. Share experiences with Credit Abuse Resistance Education (C.A.R.E.) and locally produced programs for students and for underserved adult populations. Expand the conversation to students and underserved adult populations. Expand the conversation to the broader topic of adult education and ways to reach adults with practical, need-to-know information about the legal system. Some courts conduct weekly citizens' law academies several times a year in different cities; others send two-person teams of judges and lawyers into communities throughout their states with one-time, "Our Courts" presentations.

8. Teachers' Institutes Agendas, Curricula, and Enrollment

Location - Conference Room 307

The number of court-conducted teachers institutes now exceeds 25 as their popularity grows among high school, middle school, and home school teachers. Institutes range from one to five days and are organized according to various themes and subject matter. Common to all are court observations and experiential learning. Judges, lawyers, law professors, and legal scholars are the faculty, sometimes joined by master classroom teachers. Court librarians play a special role in responding to the popular topics of legal research and information literacy. Share successes, challenges, questions, and lessons learned in this discussion of formats, curricula, and getting out the word about court offerings.

9. Court Camps: Curricula, Pipeline Programming and Mentoring, Partnerships with Law Schools and/or Bar Associations

Location - Learning Center

Participate in this open forum on court immersion programs for high school and middle school students that give them hands-on experience with the judicial process while practicing advocacy and other legal and life skills. Share ways to introduce students to careers in the justice system during programs that range from a half-day courtroom workshop to five days at the courthouse. Talk about partnering with law schools and/or bar associations and ways to reach underserved students. Find out how mentorships are structured for the duration of the camp, and sometimes beyond.

3:15 - 4:10pm

Repeat: Learning Centers/ Spaces

Location - Learning Center

Repeat: Courtroom Programs

Location - Conference Room 145

Options for Those Not Participating in Sessions

- Affinity Groups: Delegates Meet for Further Discussion of Breakouts and Other Topics
Location - Conference Room 307
- Note Takers and Breakout Spokesperson: Meet and Prepare Plenary Session
Location - Conference Room 307 Lounge
- Delegates Visit Display Tables, Connect and Collaborate with Colleagues
Location - 5th Floor Hallway
- Space is Available for Checking E-Mails and Making Phone Calls
Location - Conference Room 501

4:15 - 5:15pm

Plenary Session Wrap-Up: Spokespersons Give Five-Minute Highlights from Breakout Discussions facilitated by U.S. District Court Judge Victor Marrero

Location - Courtroom 506

5:15 - 6:15pm

Post-Conference Reception

Location - Learning Center

APPENDIX B

CONFERENCE ATTENDEES

TABLE 1: Categories of Attendees

FEDERAL COURT PERSONNEL		89
1 st - 4	6 th - 6	11 th - 4
2 nd - 23	7 th - 4	DC - 3
3 rd - 4	8 th - 6	FED* - 3
4 th - 4	9 th - 8	AO/FJC - 9
5 th - 5	10 th - 6	*inc CIT
NON-FEDERAL COURT PERSONNEL		47
TOTAL ATTENDEES		136

TABLE 2: Attendees by Position

FEDERAL JUDGES		41
Chief Circuit Judges	- 4	
Other Circuit Judges	- 5	
Chief District Judges	- 7	
Other District Judges	- 9	
Bankruptcy Judges	- 7	
Magistrate Judges	- 9	
FEDERAL COURT STAFF		48
Circuit Execs & Staff	- 17	
Circuit Clerks & Staff	- 6	
Librarians	- 10	
District Execs, Clerks & Staff	- 6	
AO/FJC	- 9	
CIVIC EDUCATION ORGANIZATIONS*		17
UNIVERSITIES		10
BAR ASSOCIATIONS		4
NEW YORK PUBLIC SCHOOLS		5
ATTORNEYS (private practice and other)		11
TOTAL ATTENDEES		138

*The participating civic education organizations included, but were not limited to, 11 groups within the Annenberg Civics Renewal Network. See Appendix D for a listing of the groups.

ATTENDEES

Hon. Stewart D. Aaron, Magistrate Judge, Southern District of New York
Lee Arbetman, Executive Director, Street Law, Silver Spring, Maryland
Tim Bailey, Director of Education, Gilder Lehrman Institute of American History, New York, New York
Hon. Patricia Barksdale, Magistrate Judge, Middle District of Florida
LeeAnn Bennett, Deputy Director, Administrative Office of the U.S. Courts, Washington, D.C.
Hon. Joseph F. Bianco, Circuit Judge, Second Circuit
Hon. Gwynne E. Birzer, Magistrate Judge, District of Kansas
Laura Brenner, Education Director, First Circuit
Ray Brescia, Professor of Law, Albany Law School, Albany, New York
Laura Briggs, Clerk of Court, Southern District of Indiana
Hon. Henry Callaway, Chief Bankruptcy Judge, Southern District of Alabama
Hon. Margaret Cangilos-Ruiz, Chief Bankruptcy Judge, Northern District of New York
Heather Cardinale, Senior Instructional and Planning Specialist, New York City Department of Education
Michael Cardozo, Proskauer Rose LLP, New York, New York
Sarah Carr, Liaison to Chief Judge, Fourth Circuit
Hon. Ashely M. Chan, Bankruptcy Judge, Eastern District of Pennsylvania
Hon. Shelley C. Chapman, Bankruptcy Judge, Southern District of New York
Hon. Denny Chin, Circuit Judge, Second Circuit
Kathy Hirata Chin, Crowell & Moring, New York, New York
Clifton Cislak, Legal Division Assistant Director, D.C. Circuit
Hon. Sharon J. Coleman, District Judge, Northern District of Illinois
Joseph L. Coleman, Jr., Liaison to Chief Judge, Fourth Circuit
Hon. Curtis Collier, Chief Judge, Eastern District of Tennessee
John S. Cooke, Director of the Federal Judicial Center, Washington, D.C.
Eugene Corcoran, District Executive, Eastern District of New York
Hon. Geoffrey W. Crawford, Chief District Judge, District of Vermont
Christopher Curmi, Senior Curriculum Specialist, Civics for All, New York City Department of Education
Hon. Mae A. D'Agostino, District Judge, Northern District of New York
Helane Davis, Circuit Librarian, Tenth Circuit
Anna DeNicola, Federal Bar Council, New York, New York
Matthew Diller, Dean and Paul Fuller Professor of Law, Fordham University School of Law
Marian Drey, Assistant Librarian, Fifth Circuit
James C. Duff, Director, Administrative Office of the U.S. Courts, Washington, D.C.
Hon. Andrew M. Edison, Magistrate Judge, Southern District of Texas
Gail Ehrlich, New York State Bar Association Committee on Law, Youth, and Citizenship
Pete Eikenberry, Law Office of Peter G. Eikenberry, New York, New York
Rollins Emerson, Archivist, Ninth Circuit
Eliza Fabillar, Chief Program Officer, Discovering Justice, Boston, Massachusetts
Rebecca Fanning, Educational Outreach Manager, Administrative Office of the U.S. Courts, Washington, D.C.
Kris Fischer, New York, New York
Michael Fitzpatrick, Chief Probation Officer, Southern District of New York
Stacy McDonald Flores, Judicial Assistant to the Chief Judge and Director of Outreach, District Court of Guam
James Fraser, Professor of History and Education, New York University
Hon. Debra Freeman, Magistrate Judge, Southern District of New York
Michael Gans, Clerk of Court, Eighth Circuit
Daniella Garcia, Librarian, Ninth Circuit

ATTENDEES

Hon. Leslie Abrams Gardner, District Judge, Middle District of Georgia
Anastasia Gogol, Associate Director, Discovering Justice, Boston, Massachusetts
Robert Goldrich, President and Chief Financial Officer, Leon Levy Foundation
Hon. Nathaniel M. Gorton, District Judge, District of Massachusetts
Hon. Roger L. Gregory, Chief Circuit Judge, Fourth Circuit
Niki Esmay Heller, Senior Staff Attorney, Tenth Circuit
Hon. S. Maurice Hicks, Jr., Chief District Judge, Western District of Louisiana
Hon. Marilyn J. Horan, District Judge, Western District of Pennsylvania
Monica Ingram, Associate Dean of Admissions and Financial Aid, Cornell Law School
Hon. Dora L. Irizarry, Chief District Judge, Eastern District of New York
Ellen Iwamoto, Director of Research Support Services, Annenberg Public Policy Center of the University of Pennsylvania
Nkonye Iwerebon, Dean of Admissions, Columbia Law School
Julie Jones, Branch Librarian, Second Circuit
Michael Jordan, Circuit Executive, Second Circuit
Hon. Gary S. Katzmman, Judge, Court of International Trade
Hon. Robert A. Katzmman, Chief Circuit Judge, Second Circuit
Dr. Kari Kelso, Administrator of the Kennedy Learning Center, Sacramento, California
Lindsay Kendrick, Dean of Students, New York University Law School
Janice Kish, Acting Deputy Circuit Executive, Second Circuit
Hon. Sandra R. Klein, Bankruptcy Judge, Central District of California
Ruby Krajick, Clerk of Court, Southern District of New York
William Kransdorf, Director of the New York City Bankruptcy Assistance Project at Legal Services NYC, New York, New York
Lori Landis, Chief Deputy Clerk, Western District of Washington
Julie R. Linkins, Deputy Director for Education, Federal Judicial Center, Washington, D.C.
Lou Lopez, Circuit Librarian, Second Circuit
Norah Lovett, Deputy Executive Director, Instructional Programs, New York City Department of Education
Jocelyn Mitchell Manion, Deputy Circuit Librarian, Fourth Circuit
Adriana Mark, Deputy Circuit Librarian, Second Circuit
Hon. Victor Marrero, District Judge, Southern District of New York
Rachel Marshall, Education Specialist, Eighth Circuit
Hon. Amos L. Mazzant, District Judge, Eastern District of Texas
Barbara McCormack, Vice President of Education, NewseumED, Washington, D.C.
Kelly McQuillan, Assistant Circuit Executive, First Circuit
Norma Meacham, Whiteman Osterman & Hanna LLP, Albany, New York
Suzette Melendez, Professor and Director, Children's Rights and Family Law Clinic, Syracuse University College of Law
Hon. Kate M. Menendez, Magistrate Judge, District of Minnesota
Carol Messito, Assistant General Counsel, Administrative Office of the United States Courts, Washington, D.C.
Hon. Suzanne Mitchell, Magistrate Judge, Western District of Oklahoma
Elizabeth B. Moynihan, Trustee, Leon Levy Foundation
Hon. Kimberly J. Mueller, District Judge, Eastern District of California
Ron Nash, Education Coordinator, Gilder Lehrman Institute of American History, New York, New York
Hon. Michael J. Newman, Magistrate Judge, Southern District of Ohio
Florence Pagano, Deputy Circuit Executive, First Circuit
Betsy Paret, Circuit Executive, D.C. Circuit
Bret Parker, Executive Director, New York City Bar Association
Lawrence Pendergast, Deputy Chief Academic Officer of Teaching and Learning, New York City Department of Education

ATTENDEES

Jarrett Perlow, Chief Deputy Clerk, Federal Circuit

Jessica Perovich, Assistant Librarian, Federal Circuit

Christopher Riano, Assistant Counsel to the Governor of New York State, Albany, New York

John Rodman, President, American Board of Trial Advocates

Jorge Roig, Associate Professor and Director of Neighborhood Programs, Touro Law School

Hon. Robin S. Rosenbaum, Circuit Judge, Eleventh Circuit

Meredith Ross, Program Director and Grants Manager, Leon Levy Foundation

Jenna Ryall, Director, Civics for All, New York City Department of Education

Shelley Sadin, Esq., Associate Dean of Professional and Career Development, Quinnipiac University School of Law

Joan Salzman, Administrative Law Judge, New York State, Office of Administrative Hearings, New York, New York

Tiana Sampson, Recruitment and Outreach Officer, Administrative Office of the U.S. Courts, Washington, D.C.

Kerry Sautner, Chief Learning Officer, National Constitution Center, Philadelphia, Pennsylvania

Hon. Vera M. Scanlon, Magistrate Judge, Eastern District of New York

Kevin Schwartz, Wachtell, Lipton, Rosen & Katz, New York, New York

David Sellers, Director of Public Affairs, Administrative Office of the U.S. Courts, Washington, D.C.

David B. Shanies, David B. Shanies Law Office, New York, New York

Saul Shapiro, Patterson Belknap, New York, New York

John Siffert, Lankler Siffert & Wohl LLP, New York, New York

Julie Silverbrook, Executive Director, Constitutional Sources Project

Hon. Rodney W. Sippel, Chief District Judge, Eastern District of Missouri

Hon. Scott W. Skavdahl, Chief District Judge, District of Wyoming

Hon. D. Brooks Smith, Chief Circuit Judge, Third Circuit

Hon. Lavenski Smith, Chief Circuit Judge, Eighth Circuit

Jessica Snowden, Senior Research Associate, Federal Judicial Center, Washington, D.C.

Hon. Elizabeth S. Stong, Bankruptcy Judge, Eastern District of New York

Hon. Jane B. Stranch, Circuit Judge, Sixth Circuit

Marc Theriault, Circuit Executive, Sixth Circuit

Lauren Thiel, Public Services Administrator, Seventh Circuit

Rebecca Thompson, Special Counsel to the Clerk, D.C. Circuit

David Tighe, Circuit Executive, Tenth Circuit

Hon. Alan Trust, Bankruptcy Judge, Eastern District of New York

Hon. John R. Tunheim, Chief District Judge, District of Minnesota

Frank Valadez, Director, Division of Public Education, American Bar Association

Gretchen Van Dam, Circuit Librarian, Seventh Circuit

Thomas Vanderloo, Deputy Circuit Librarian, Sixth Circuit

Gregory Vestring, Programmer, Sixth Circuit

Amy Weitz, Public Information Officer, Ninth Circuit

Laura Wesley, Senior Program Director, Constitutional Rights Foundation

Russell Wheeler, Brookings Institution, Washington, D.C.

Kelly Leahy Whitney, Chief Product and Partnerships Officer, iCivics, Cambridge, Massachusetts

Margaret Wiegand, Circuit Executive, Third Circuit

Hon. Don Willett, Circuit Judge, Fifth Circuit

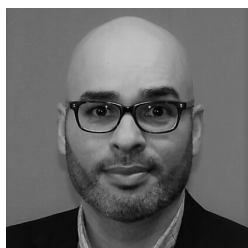
Shayna Williams, Community, Law and Education Coordinator, Legal Outreach, New York, New York

Catherine O'Hagan Wolfe, Clerk of Court, Second Circuit

APPENDIX C

CLOSING SESSION REPORTERS

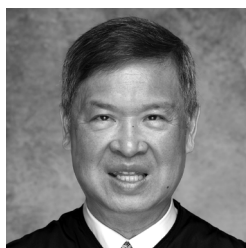
The Conference's closing session was facilitated by Judge Victor Marrero. A summary of each breakout session was delivered by a designated reporter, listed below:



LUIS M. LOPEZ

Director and Circuit Librarian,
United States Court of
Appeals Library for the
Second Circuit

Breakout Session 1: Learning
Centers/Spaces



HON. DENNY CHIN

Circuit Judge, United States
Court of Appeals for the
Second Circuit

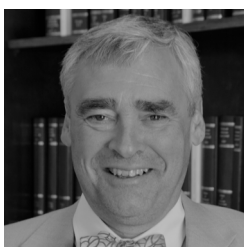
Breakout Session 2:
Courtroom Programs
Centers/Spaces



DEBRA LESSER

Executive Director,
Justice Resource Center

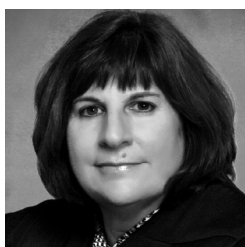
Breakout Session 3: Student
Contests/Competitions



**HON. GEOFFREY W.
CRAWFORD**

Chief District Judge,
District of Vermont

Breakout Session 4:
Circuit/District Outreach
Committees



HON. MAE A. D'AGOSTINO

District Judge, Northern
District of New York

Breakout Session 5:
Court/Community Events



HON. VERA SCANLON

Magistrate Judge, Eastern
District of New York

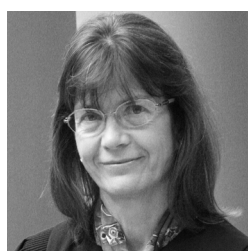
Breakout Session 6:
Classroom Activities and
School Curricula



HON. SHELLEY C. CHAPMAN

Bankruptcy Judge, Southern
District of New York

Breakout Session 7: Financial
Literacy For High School/
College Students and Adults



**HON. ELIZABETH S.
STONG**

Bankruptcy Judge, Eastern
District of New York

Breakout Session 7: Financial
Literacy for High School/
College Students and Adults



**HON. MARGARET
CANGILOS-RUIZ**

Bankruptcy Judge, Northern
District of New York

Breakout Session 8: Teachers'
Institutes



HON. JOSEPH F. BIANCO

Circuit Judge, United States
Court of Appeals for the
Second Circuit

Breakout Session 9: Court
Camps

APPENDIX D

PARTICIPATING CIVIC EDUCATION ORGANIZATIONS

American Board of Trial Advocates

<https://www.abota.org/>

American Bar Association Division for Public Education

https://www.americanbar.org/groups/public_education/

Center for Civic Education

<https://www.civiced.org/>

ConSource

<https://www.consource.org/>

Credit Abuse Resistance Education (CARE)

<https://care4yourfuture.org/>

Discovering Justice

<http://discoveringjustice.org/>

Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/>

iCivics

<https://www.icivics.org/>

Justice Resource Center

<http://jrcnyc.org/site/>

National Constitution Center

<https://constitutioncenter.org/>

Newseum

<https://newseumed.org/>

Street Law, Inc.

<https://www.streetlaw.org/>

United States Courts - Educational Resources

<https://www.uscourts.gov/about-federal-courts/educational-resources>



Members of the Annenberg Public Policy Center's Civics Renewal Network participated in the conference. Among the representatives were (left to right) Laura Wesley, Constitutional Rights Foundation; Lee Arbetman, Street Law, Inc.; Frank Valadez, American Bar Association; Ellen Iwamoto, Civics Renewal Network/Annenberg Classroom; Rebecca Fanning, Administrative Office of the U.S. Courts; Kelly Whitney, iCivics; Ron Nash, Gilder Lehrman Institute of American History. Photo: Matvey Zabbi



NCCCE AND THE FEDERAL COURTS 2019

JUSTICE FOR ALL
COURTS AND THE COMMUNITY

A PROJECT OF THE FEDERAL COURTS OF THE SECOND CIRCUIT



THE ANNENBERG
PUBLIC POLICY CENTER
OF THE UNIVERSITY OF PENNSYLVANIA

