

AALS PRESENTATION PROGRAM DESCRIPTION
(from Ginger)

Friday, January 6, 2006

3:30-5:15 p.m.

AALS Executive Committee Program

Topic: K-20 Educational Pipeline Initiatives

New Program

Moderator:

Sarah E. Redfield, Franklin Pierce Law Center

Speakers:

The Pipeline Crisis and the Role of Law Schools

Charles Ogletree, Harvard Law School

Law School Initiatives-

Comprehensive Model with School of Urban Affairs

Gary R. Williams Cleveland State University Cleveland-Marshall College of Law

Comprehensive Pipeline with School of Education

Elizabeth Rindskopf Parker, University of the Pacific McGeorge School of Law

Aurora Stevenson, Law Student, University of the Pacific McGeorge School of Law,

Sacramento, California

The Comprehensive Latino Pipeline

Karen Sanchez-Griego, Director, Engaging Latino Communities for Education (ENLACE),

University of New Mexico, Albuquerque, New Mexico

Suellyn Scarnecchia, University of New Mexico School of Law

Mentoring

Brett Gilbert Scharffs Brigham Young University J. Reuben Clark Law School

Mixed Model

Beth Bulgeron, Esquire, Thurgood Marshall Academy, Washington, District of Columbia

Richard L. Roe, Georgetown University Law Center

The nation is in a leadership crisis in terms of diversity. All of our judiciary, over half of our U.S. Senators, nearly half of our governors, a third of our representatives to Congress, and about one fifth of our state legislators are lawyers and at 90+% those lawyers remain disproportionately white. Law schools have the core and crucial role to train our future leaders, and law schools have strong resources to bring to the issues of diversity, both in terms of their public service commitment and their ability to network and work with their students, alums, communities, universities, and the bench and bar to enrich and expand the quality of the educational pipeline along the way to law school gates. This session

highlights the importance of the educational pipeline concept, considers ways in which law schools can be successful working along the pipeline, and offers a variety of real life examples from around the country of work to this end. Written materials will also be provided.

BRIGHAM YOUNG - PROFESSOR BRETT SCHARFFS

We bring approximately 80 6th graders (three full classes from one elementary school) to the law school, each Tuesday from 12-1, and each 6th grader receives one-on-one mentoring from a law student tutor who volunteers to work with a student for the entire academic year. We meet each week in the Moot Court room, the 6th grade teachers tell the mentors what they want their students to work on, and then the students fan out through the law school to research and work on the assignments. Most of the time is spent on these assignments, although there are a few special activities such as pizza parties and mock trials during the year as well. Perhaps the most interesting aspect of the program is the attitude of the 6th graders who arrive looking and feeling like visitors, and leave eight months later looking and feeling like they really belong in a university setting. Given that these kids come from about the most economically challenged and ethnically diverse school in the city, for many of them this is a remarkable transformation. We work together with the local school district (which does the training of mentors, conducts the police background checks, helps match students and mentors, sends a representative each week, and pays for the school bus). We have had good success getting law student participation, in large part because it is so convenient * on campus, one hour per week, with the program listed on the academic calendar so they can plan it in when they select courses. In any given academic year, there is about 2,000 hours of law school student volunteer time spent mentoring in this program. In addition, the 6th graders in turn have become mentors to first graders in their school, where they mainly help with reading skills once a week. The program is remarkably easy to organize and, once it has gained acceptance, is managed almost entirely by law-student coordinators.

CLEVELAND STATE UNIVERSITY CLEVELAND-MARSHALL COLLEGE OF LAW- ASST. DEAN GARY WILLIAMS

Cleveland-Marshall is involved in a number of community outreach and pipeline initiatives designed to expose racial and ethnic minorities to potential opportunities in the law. The Summer Legal Academy is our most recent endeavor toward increased inclusiveness. The Summer Legal Academy was developed through a partnership between Cleveland-Marshall College of Law, Case Law School, the Norman S. Minor Bar Association, and the Cuyahoga County Bar Association. The Summer Legal Academy was created in response to the low numbers of underrepresented minorities in the legal profession and the decrease of underrepresented minorities being admitted to law schools.

The Summer Legal Academy is a two-week intensive law institute for twelfth grade high school students that is held alternately on the campuses of Case Law School and Cleveland-Marshall College of Law. In its inaugural year, the Summer Legal Academy invited 20 students from East Cleveland's Shaw High School. The 2006 class will be comprised of 25 students from four Cleveland area, largely African-American, high schools.

Law professors and practitioners present lectures in various areas including First Amendment rights, due process, and race and the law. The participants are assigned relevant materials to read prior to the lectures and are encouraged to participate in discussions of the topics. They are also expected to use this information in their writing and mock trial assignments.

In addition to the above, panels of judges and attorneys meet with the participants to discuss contemporary legal issues. Students are exposed to African-Americans who have achieved success in a wide variety of legal careers. The students are assigned legal professionals to shadow over a two-day period. Admissions officers from both law schools address the students on the process of attaining a legal education.

The most exciting aspect of the Summer Legal Academy is our goal to partner the students with law firms and solo practitioners. Lawyers and law firms are asked to hire graduates of the Summer Legal Academy for the remainder of the summer as docket clerks or runners. The hope is that a lasting relationship will develop not only relative to future summer employment, but also as a source of encouragement for the students to seek a career in the law.

GEORGETOWN & THURGOOD MARSHALL – PROFESSOR RICK ROE AND TEACHER/ATTORNEY BETH BULGERON

STREET LAW

In the Street Law High Schools Clinic, directed by Professor Richard L. Roe, law students teach a two-semester elective course in practical law to students in senior high schools throughout the District of Columbia. Instructors are second and third year day students as well as upper-division evening students. In 2005-2006, 20 classes are taught in 15 public senior high schools and two public charter high schools. This program began at Georgetown in 1972.

The course in the high schools covers criminal, torts, consumer, housing, family and individual rights law. The highlight of the course is a city-wide mock trial tournament, in which teams of high school students coached by their law student instructors play the roles of lawyers and witnesses in mock trials conducted before D.C. Superior Court judges in the D.C. Superior Court. This year, two rounds of the tournament and a championship round will be held in April.

The Street Law: High Schools Clinic requires law student instructors' attendance at a three day orientation, a weekly two-hour seminar at Georgetown, substantial planning and preparation to teach, and teaching of a 60-90 minute class several days each week in a D.C. senior high school from September through April, excluding vacation and exam periods. Law students are usually teamed with a social studies teacher from the assigned high school who teaches the days the law student does not teach. A textbook, Street Law: A Course in Practical Law, is provided to law students and high school students; law students are encouraged to supplement this text with materials and methods of their own creation.

Additional resources, including best lessons from prior years, are available in the clinic offices and on line.

Instructors do substantial research and preparation for teaching, including a written lesson plan for each class. Supervision of law student instructors includes faculty observations, review and critique of law students, lesson plans, seminar activities, journals, demonstration teaching, teaching materials and other innovative approaches developed by the law students. Prior to the start of teaching responsibilities in mid-September, law students focus on learner-centered, participatory teaching methodology. Clinic faculty provide seminar instruction in substantive law and teaching methodology and field supervision in the schools.

Substantive content and cognitive skills: Senior high school students take the year-long Street Law course as an elective. As a result of their participation in a Street Law course, high school students learn: (1) the basic structure of the legal system, including the relationship among legislatures, courts, and agencies, and how citizens relate to the lawmaking processes of each branch of government; (2) the fundamental constitutional rights, laws and processes involved in the criminal and juvenile justice systems, and pertaining to consumer, family, housing, and individual rights areas; and (3) the function and operation of trials and other legal proceedings.

In addition to learning about the practical law they encounter every day, students in Street Law courses acquire the skills citizens need to cope effectively with law and the legal system, including the ability to: (1) understand and use basic legal terminology; (2) read, comprehend, and complete legal forms such as contracts, leases, small claims court complaint forms, and credit applications, statutes, cases and other legal documents; (3) respond appropriately to law enforcement officers in other law-related situations; (4) choose courses of action to recognize and avoid potential legal problems, e.g., as consumers, learning to inspect before purchase; and (5) seek appropriate remedies for legal problems, e.g., writing effective letters of complaint. Students also develop advocacy, analytical, and expressive skills.

Besides learning what the law is, students also learn to examine underlying policies and values to assess what the law should be. The students are encouraged to draw on their own knowledge and experience to assess laws and their underlying policies, rationales and values. For instance, when students examine a specific problem or larger legal concept, they are asked to think about it in their own terms and then from other points of view. They determine and apply the appropriate law, determine available legal remedies, and discuss the often-competing policy concerns, societal interests and the underlying values on which these policies are based. As well as studying specific constitutional rights, students inquire as to whether such goals as fairness, due process, and justice are attained. Students also study how our legal system balances competing values that come into conflict. For instance, students examine how the First Amendment "freedom of speech" may be balanced against society's interest in protecting itself from injurious, obscene or dangerous words.

As they study the law, students develop basic academic skills such as reading, writing, listening, oral expression, problem-solving, and analytical thinking. The Street Law approach uses a variety of engaging, innovative, learner-centered methods, including role plays, simulations, large and small group discussions, lectures, case studies, news articles, video clips, guest participants, field trips, and simulations of legal proceedings. The

centerpiece of the program is the annual citywide mock trial competition. High school students play the roles of lawyers and witnesses in a hypothetical case brought before actual judges at the Superior Court. In addition to learning communications and preparation skills, trial procedures, and teamwork, students practice the spectrum of cognitive skills as they comprehend a complicated fact pattern, apply the facts to the law, analyze and evaluate factual and legal issues, and synthesize the many components into a unified presentation.

The Street Law students also participate in a number of supplementary programs. One highlight is the Teen Dating Violence Prevention program, conducted in collaboration with the D.C. Domestic Violence Coordinating Council, the D.C. Superior Court, and the Families and the Law Clinic of Catholic University Columbus School of Law. In this program, Superior Court Judges and Commissioners, legal resource persons specialized in domestic violence matters, and law students from Columbus School of Law join the Street Law classes to present a three-day curriculum on preventing and resolving teen domestic violence.

Another outstanding feature of the course is the Mentor program, in which each Street Law class is paired with a law firm or legal organization. The Mentor firm typically is involved in Street Law in four ways. In cooperation with the law student instructor, the firm first visits the class to teach about certain aspects of the law that the firm is involved in. Second, the firm takes the students on a field trip to a law-related activity it is connected to, such as a visit to a Superior Court trial, a Congressional hearing, or to the U.S. Supreme Court. Third, the firm invites the students to a visit to the firm itself, where the students learn about the operations of a law firm, observe potential careers from legal secretary to lawyer, and perhaps examine the development of a case in some detail. Fourth, the Mentor firm helps the class prepare for the mock trial competition.

THURGOOD MARSHALL

Thurgood Marshall Academy (TMA) is a law-themed public charter high school serving low-income, under-resourced teenagers, many of whom live in Washington, DC's most disadvantaged community. TMA's mission is to prepare students to succeed in college and to actively engage in our democratic society. As a law-themed school, TMA's goal is to help students develop their own voice by teaching them the skills lawyers have—the ability to solve complex problems, think critically, and advocate persuasively for themselves and their communities.

In order to accomplish our mission, we function as both a school and a youth development organization by integrating a rigorous college-preparatory curriculum with in-school and after-school support programming such as academic tutoring, personalized mentoring, and one-on-one college guidance. Our efforts have led to impressive academic and personal growth among our students, including:

- 100% graduation and college acceptance rates;
- high attendance rates and promotion rates; and

- accomplishments indicative of youth development, such as representing the District of Columbia in the national “We the People” Constitutional competition.

MISSION: *Thurgood Marshall Academy Public Charter High School (TMA) prepares students to succeed in college and to actively engage in our democratic society.*

ABOUT THURGOOD MARSHALL ACADEMY

- Enrollment (in grades 9-12, SY05-06): 321
- Average Daily Attendance (SY04-05): 91%
- Percent of Seniors Graduating (SY04-05): 100%
- Percent of Graduating Seniors Accepted to College (SY04-05): 100%

THURGOOD MARSHALL ACADEMY’S PROGRAM

- TMA’s law-themed curriculum teaches not only basic academic skills but also high-order, law-related skills such as using evidence to support an argument, conducting research, synthesizing information, and making presentations. Students take classes such as “Street Law” and participate in law related extracurricular activities, and instructors use law as a teaching tool across the curriculum.
- **Small class size** ensures individual attention.
- **Extended day, week, and year programming** includes:
 - *Academic tutoring* by teachers and volunteers from the professional community;
 - *Personalized mentoring* by adult role models and, for incoming students, peer mentors;
 - *College access programming* such as one-on-one guidance counseling and SAT prep;
 - *Full-time youth development staff* providing in-school and after-school supplemental programs;
 - *Summer Prep* mandated for five weeks in the summer for incoming students; and
 - *Parent involvement*, such as parent/community workshops on financing college.

- **Resources support achievement** – More than 50 partners in the legal, business, education, nonprofit, and government communities provide funding, volunteers, and materials.

ACCOMPLISHMENTS

- 100% graduation and college acceptance by the Class of 2005.
- In the 2005 *Washington Post Magazine's* "30 Great High Schools Back Fence Survey," Thurgood Marshall Academy was honored to be one of only two District of Columbia public high schools and the only charter high school to be identified as "exceptional" by parents, teachers, principals, students, educators, and community leaders.
- Thurgood Marshall Academy hosted the National Charter Schools Week Kickoff Celebration in 2005. Dignitaries speaking at the event included: U.S. Department of Education Assistant Deputy Secretary Nina S. Rees and U.S. Senator Mary Landrieu.
- TMA students have won city-wide competitions such as the "We the People" Constitution forum and the Arena Stage's "Between the Lines" program.

NEW MEXICO - DEAN SUELLYN SCARNECCHIA AND DIRECTOR OF ENLACE KAREN SANCHEZ-GRIEGO

ENLACE "ENgaging LATino Communities for Education" is a comprehensive community based partnership working to improve educational outcomes for Hispanic students within the Public Schools, Universities, and Community Colleges around New Mexico. Our partnership involves key educational institutions, community based organizations, local and national businesses, parents and students.

The term "ENLACE" from the Spanish work "enlazar" means to link or weave together to connect in such a way that the entity is stronger than its parts. To improve the education of Hispanic youth, strategies must be found to draw upon the strengths of Hispanic people and communities to create a vibrant healthy learning environment for today's young people.

ENLACE is a movement embraced by the community to strengthen a collaborative effort to affect our educational pipeline. On this framework of experiences ENLACE will interweave the efforts of many diverse partners with three continuous threads:

1. A common vision of a brighter future for Hispanic Youth
2. Collaborative work in coalitions
3. A focus on strengthening pre-K-12/university/community partnerships.

Project Goals: To create systemic change therefore graduating more Hispanics from institutions of higher education Law and medicine.

Program Initiatives:

- Family and Community Education
- Educational Access Rooms (EAR's) are developed with the use of distant learning, tutors, and parental involvement to target 9th and 10th grade students as risk of dropping out. Family Centers established through the P-20 pipeline so that parents will be an integral part of their student's education.
- Retention: In order to address the needs of Hispanic students throughout our educational pipeline, we have targeted key points of the educational systems to intervene and assist students.
- Beginning in the middle schools, mentors will be provided to students with promise.
- In the high schools, family centers will assist the schools and families to connect to better serve students. Chicano Studies coursed at all ENLACE target high schools will provide culturally relevant teaching and empower Hispanic students to excel in their studies.
- At the community colleges and our Universities we put in an early warning system to assist incoming freshman maneuver through the educational system and succeed.
- The UNM School of Law has mentors that work with high school and undergraduate students.
- Pathways to Teaching: Hispanic Teacher Pipeline

(from Suellyn) The University of New Mexico School of Law is one of many ENLACE partners. Our work with ENLACE is one part of our "pipeline" efforts. Our goal is to encourage New Mexican children to graduate from high school, go to college and prepare for graduate/professional education. Our work with ENLACE includes providing offices in the law school for ENLACE staff, parent volunteers and undergraduate volunteers. In addition law students serve as mentors and will help develop policy proposals for related educational reform. Significantly, we are working with other graduate/professional programs on campus to make the project multidisciplinary.

PACIFIC MCGEORGE - DEAN ELIZABETH RINDSKOPF PARKER AND 2L MENTOR AURORA STEVENSON

Dean Parker

WHY was our project created?

- Opportunistic coming together of neighbors interested in creating education and economic revitalization in the low income Sacramento community where the Law School is located.
- Closing of a failing school, produced foundation and local community support leading to a partnership.

- Efforts evolved from being supportive neighbors to an independent effort to engage higher education and professional schools with failing K-12 education.

WHAT are the details of our project now: local and national?

- **Local:**
 - Relationship among schools of law, education, liberal arts and high school
 - Activities include mentoring, Saturday seminars, speakers program, campus visits, scholarship assistance and other in-kind support for teachers and students
 - Irvine Foundation grant to support documentation and description of the project
- **National:**
 - Wingspread meetings series with support from Johnson Foundation and LSAC
 - Writing and speaking about the project
 - Research on other similar projects to describe and begin to identify “best practices”

WHERE do we see our project going?

- **Continued** local support and participation
- **Outreach** to other communities, combining alumni network, members of bench and bar and distance education support for “street law” offerings.

HOW has our project benefited the partners?

- **High School:** increased performance, as measured by graduation (96%), college attendance (88%) and increased academic performance in mentor group.
- **Institutions of Higher Education and Law School in particular:** inspired students, engaged alumni, and heightened community profile as we address

our University's core mission; improved minority enrollment as the sense of community increases.

Aurora Stevenson

I plan to discuss my personal experience as a mentor, which began during middle school when I joined a program involving a local law firm that adopted the school I attended. The law firm established a "big sister-big brother" mentoring program which consisted of firm sponsored picnics and other social events, awards to students during graduation for various recognitions, and a summer internship program whereby each student upon graduation from middle school could participate in. I participated in all the above mentioned and my summer internship at the firm was the catalyst of my dream to become an attorney, because I was able to observe "corporate firm life" while working in the records, and library departments of the firm. I believe that as a result of these experiences through the law firm they gave me the vision to become a lawyer. Today, I still have a close relationship with my mentor

I have participated as a mentor in the Sacramento High School mentorship program, now for the second year in a row. Speaking on behalf of myself and others, it is rewarding to be there for the high school students because we feel that it is important to effect their lives in a positive way. Although it is difficult to place my finger on the immediate effects of my experience upon those I have mentored, I know that I am a very influential and important role model in their lives. I also feel a certain duty in providing my support to the mentees, and this may stem from my personal experience in receiving such support from my own community, the firm that adopted my middle school. For the mentees, they might not realize the effects of such meaningful relationships, until much later in their lives, as I did. I think it is important to continue reaching out to them and I look forward to maintaining long term relationships with those that I have mentored.