

STUDENT ASPIRATION & ACHIEVEMENT
WORKING IN PARTNERSHIP ALONG THE EDUCATIONAL PIPELINE FROM
PRESCHOOL TO PROFESSIONAL SCHOOL
AKA “IT’S ALL ABOUT THE PIZZA”

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This paper discusses the diversity issues facing the American bench and bar and the nation’s political and organizational leadership in the context of the limited pool of diverse applicants admitted to the nation’s law schools. The paper then discusses the growing number of efforts among the nation’s law schools to try to work further along the educational pipeline, from preschool to professional school, to increase the number and diversity of students who persist and succeed in high school and college and join the pool of those seeking postgraduate professional education.

Introduction & Background – Diversity in the Legal Profession

Our nation’s ability to sustain our long-term economic success increasingly depends on the very children we re not educating.³

There are almost a million lawyers and judges in the U.S., less than 1% of the working population.⁴ They are trained at 190 ABA-approved law schools, a small percentage of our

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³ Metropolitan Center for Urban Education, *“With All Deliberate Speed”*: Achievement, Citizenship and diversity in American Education (NYU 2005).

⁴ ABA Census Figures, <http://www.abanet.org/minorities/links/2000census.html>; Elizabeth Chambliss, American Bar Association Commission on Racial and Ethnic Diversity in the Legal Profession, *Miles to Go: Progress of Minorities in the Legal Profession 2004 (Miles to Go 2004)*, Executive Summary available at

postgraduate institutions.⁵ From these small percentages come a remarkably large number of our nation's leaders — virtually all of our judges, 58% of our U.S. Senators, 38% of our representatives to Congress, nearly half of our governors, and about one fifth of our state legislators.⁶ Twenty-five of our forty-three presidents have been lawyers, and in the last century that number has stood at eighteen out of twenty-four or 75%.⁷ Significant numbers of large-firm CEOs also have law degrees.⁸ These lawyers and leaders embody the rule of law. The lack of meaningful diversity in their voices threatens both fair access to our legal system and our future in an increasingly diverse nation and global economy.⁹

Society as a whole seems to pay scant attention to the significance of these numbers in terms of the nation's future leadership. And the numbers are especially disturbing when diversity is taken into account. Here, the continuing and apparently intransigent lack of anything approaching proportional diversity among the bench and bar — despite years of effort to address the issue — shows a profession, and the leadership, it represents in crisis.¹⁰

<https://www.abanet.org/abastore/index.cfm?fm=Product.AddToCart&pid=4520014> (accessed October 18, 2005).

⁵ *ABA Approved Law Schools*, <http://www.abanet.org/legaled/approvedlawschools/approved.html> (accessed October 10, 2005).

⁶ *Br. of Assn. of Am. L. Schs. in Support of Respts.* at 5-6, *Grutter*, 539 U.S. 306 (2003) (available at Lexis 2002 U.S. Briefs 241); Natl. Govs. Assn., *Facts facts on Governors*, http://www.nga.org/governors/1,1169,C_TRIVIA^D_2163,00.html (accessed Jan. 28, 2004); email from Rita C. Aguilar, State Legislative Counsel, Governmental Affairs Office, American Bar Association (October 11, 2005) citing *CQ Guide to the New Congress* for 109th Congress. There are currently 40 African Americans in the House and 1 in the Senate; 5 Asian Americans in the House and 2 in the Senate; 22 Hispanics in the House, and 2 in the Senate, *The Congressional Black Caucus*, <http://www.cbcfinc.org/About/CBC/members.html>; *Ethnic Majority*, <http://www.ethnicmajority.com/congress.htm>.

⁷ Norman Gross, ed., *America's Lawyer-Presidents* (Northwestern U. Press 2004).

⁸ Eleven percent of the CEOs of Standard and Poor's 500 top companies had law degrees including Charles O. Prince III, Citigroup; David B. Dillon, Kroger; Franklin D. Raines, Fannie Mae. Spencer Stuart, *2004 CEO Study: A Statistical Snapshot of Leading CEOs*, <http://www.spencerstuart.com/research/articles/876/> (accessed Nov. 28, 2005).

⁹ *Diversity Matters at the ABA-A Guide to ABA Diversity Resources*, <http://www.abanet.org/legresource/minority.htm> (accessed October 18, 2005) ("We need more lawyers of color to help promote the rule of law. We need to encourage students in junior high and high school to consider the legal profession.")

¹⁰ American Bar Association (ABA), *Collaborating to Expand the Pipeline Pre-Conference Report -- The Critical Need to Further Diversify The Legal Academy & the Legal Profession 1*,

The American bar stands today at just under 10% minority.¹¹ This is certainly progress since the late 1960s when the bar was 1% minority.¹² But this progress lags well behind the national demographics where the minority population is at about 25% and growing eleven times faster than the White non-Hispanic population.¹³ The minority bar and minority admissions to law school certainly are not growing apace. Indeed, in many substantial ways the progress we had seen earlier in minority participation has stalled or is on the decline.¹⁴ This is not just a question of more lawyers, but of the pool from which the nation's future leadership will come.

{insert chart 1 here keep footnote}.¹⁵

As the picture now exists for racial ethnic representation along the pipeline to the legal profession as measured against the U.S. population, minority students are dropping out of the educational pipeline at every key juncture along the way. Minority students do not present themselves to professional schools in or with the same numbers as their white counterparts; fewer graduate from high school and college and fewer present high

<http://www.abanet.org/op/pipelineconf/acdreport.pdf> (accessed December 20, 2005) ("Yet, while other professions have implemented diversity pipeline programs for decades, the legal profession has largely remained disengaged from this effort, causing it to lag behind. Even well-intentioned employers cannot recruit the requisite numbers of attorneys of color if they are fighting over the same diminishing pool of candidates, culled from a system of legal education that is failing to enroll and graduate sufficient numbers of the best and the brightest members of our ethnic communities.")

¹¹ *Miles to Go 2004 supra* n. 4 at 7.

¹² Henry Ramsey, Jr., *Historical Introduction* in Linda F. Wightman, *National Longitudinal Bar Passage Study* (1998), <http://www.lsacnet.org/lsac/research-reports/NLBPS.pdf> (accessed Oct. 15, 2004); *Expert Report of Derek Bok, Grutter, et al. v. Bollinger, et al.*, No. 97-75928 (E.D. Mich.), <http://www.umich.edu/~urel/admissions/legal/expert/bok.html>.

¹³ Frank Hobbs & Nicole Stoops, U.S. Census Bureau, *Census 2000 Special Reports, Demographic Trends in the 20th Century 75*, Series CENSR-4, U.S. Government Printing Office, Washington, DC, 2002, <http://www.census.gov/prod/2002pubs/censr-4.pdf> (accessed October 12, 2005); Jorge Del Pinal & Audrey Singer, *Generations of Diversity: Latinos in The United States*, http://www.prb.org/Template.cfm?Section=Population_Bulletin1&template=/ContentManagement/ContentDisplay.cfm&ContentID=12473 (predicting the Latino population will be the largest demographic group by 2050).

¹⁴ Kent Lollis, Presentation, *Diversity in the Pipeline to the Legal Profession*, (Sacramento, Cal., Oct. 25, 2004); e-mail from Robert Carr, LSAC, to Sarah Redfield, Prof. and Chair, Educ. L. Graduate Program, Franklin Pierce L. Ctr., (Dec. 6, 2004); LSAC, *Data Volume Summary by Ethnic & Gender Group*, <http://members.lsacnet.org/>

¹⁵ Lollis *supra* n. 14.

application credentials, particularly regarding LSAT scores.¹⁶ For example, in 2004/2005 African American minority students matriculated to law schools at a rate less than that of 2001/2002 and from 2001-2004 the numbers had been moving down. Hispanic students' numbers are slightly better, but not nearly sufficient to bring the legal profession into proportion with the population in terms of diversity.¹⁷ For 2005/2006 minority applications were generally down from previous years.¹⁸

To change this picture for America's future legal profession it is no longer sufficient for law schools to sit at or behind their gates and wait for (or complain about) the applicant pool to present itself. Rather, improvement in diversity of the pool for admission to law schools requires identification of places along the educational continuum where promising students "leak" out from the pipeline and sustained effort to patch those points with improved academic rigor and aspiration to persist in school.

Law schools have particular strengths to offer here in terms of intellectual and human capital. Several law schools have begun to work in this direction. Many of these schools have come together to form an informal National Consortium of Law Schools working along the P20 continuum.¹⁹ This group has issued a Call to Action (see Appendix 1) to other law schools and universities and their P12 partners to do likewise. Of those already at work along the pipeline several models exist – they range from a low-cost (but not low impact) mentoring program instituted by Brigham Young University (BYU), all the way to a law-themed charter school started by students from Georgetown University Law Center.

Five Models for Law School Involvement with P16 Education

Before describing the models, an introductory note is necessary for clarity. While the work here is prompted in part by an interest in increasing the diversity in the bar and in the significant portion of the leadership of the nation who are lawyers, we see our core work to be for all students whether they are ultimately interested in law-related professions or not.

¹⁶ For a lengthy review of the pipeline and the related statistics, see Elizabeth Rindskopf Parker & Sarah E. Redfield, *Law Schools Cannot Be Effective in Isolation*, 1 *BYU Education Law Journal* Vol. 2005).

¹⁷ See references *supra* nn. 14 and 16.

¹⁸ LSAC, *Data, Current Volume Summary*, <http://members.lsacnet.org/>

¹⁹ For the report from this group's first meeting, the "Wingspread Report" see John Nagle & Sarah Redfield, *Renovating the P-20 Pyramid in Education – With the Leadership of Schools of Law*, http://www.mcgeorge.edu/government_law_and_policy/education_law/wingspread/WingspreadReportFinalDraft1031.pdf.

As one of our colleagues has put it, “A rising tide raises all boats.”²⁰ As school-centered outreach programs, these models seek to raise that tide for all students to aspire, plan, prepare, persist and succeed in high school, college and beyond.

Of the many possible variations in law school involvement with P16 partners, five different models are outlined here.²¹ In each case more information is available and the authors encourage readers to contact us and the contacts listed. In particular, those interested in the work of the national consortium should be in touch with Professor Redfield.

J. Reuben Clark Law School at Brigham Young University – Mentoring

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The BYU²² model offers an approach to working with students along the educational pipeline that requires only a small amount of financial backing together with a large commitment of volunteer resources and institutional good will.

The mentoring program at the law school at BYU brings approximately eighty sixth graders (three full classes from one elementary school) to the law school, each Tuesday from noon to one o’clock. Each sixth grader receives one-on-one mentoring from a law student tutor who volunteers to work with a student for the entire academic year. Students meet each week in the Moot Court room, The sixth 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 designated 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 sixth 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

²⁰ Lee Arbetman, Director, U.S. Programs, Street Law, speaking at the ABA Invitational Pipeline Conference, *Embracing the Opportunities for Increasing Diversity Into the Legal Profession: COLLABORATING TO EXPAND THE PIPELINE (Let's Get Real)* (Houston, TX, November 2005).

²¹ These models were featured in Beth Bulgeron, Charles Ogletree, Elizabeth Rindskopf Parker, Sarah E. Redfield, Richard L. Roe, Suellyn Scarnecchia, Karen Sanchez-Griego, Brett G. Scharffs, Aurora Stevenson, Gary Williams, Presentation, *K-20 Educational Pipeline Initiatives* (Association of American Law Schools AALS Executive Committee Program, Washington, DC 2006). The five descriptions here are drawn without further attribution from materials developed by the participants in preparation for this panel; any errors in translation are entirely those of the authors here.

²² See Brett G. Scharffs, *Starting a Law School Youth Mentoring Program*, 2002 *BYU Educ. & L. J.* 233 (2002).

economically challenged and ethnically diverse school in the city, for many of them this is a remarkable transformation.

BYU works 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. Success getting law student participation is strong, in large part because it is so convenient to be volunteering on campus, with a commitment of just one hour per week. Particularly valuable here has been the fact that the program is specifically listed on the academic calendar so students can plan it in when they select courses.

In any given academic year, there are about 2,000 hours of law school student volunteer time spent mentoring in this program. In addition, the sixth 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 with some faculty supervision.

Cleveland State University Cleveland-Marshall College of Law - Comprehensive Model with Multiple Partners

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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.

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 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 is a two-week intensive law institute for twelfth grade 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 of Cleveland's 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 University Law Center & Thurgood Marshall Academy - Mixed Model

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STREET LAW²³

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, there are 20 classes taught in 15 public senior high schools and two public charter high schools.

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.

²³ This program began at Georgetown in 1972. See generally *Georgetown Street Law Clinic*, <http://141.161.16.100/clinics/dcstreet/>; see also *Street Law* www.streetlaw.org/pipeline.asp

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 not only seminar instruction in substantive law and teaching methodology but also field supervision in the schools.

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 substantive content and cognitive skills including:

- (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 ACADEMY

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 enrollment in grades 9-12, for 2005/2006 school year is 321. For the last school year 100% of their seniors graduated, and 100% were accepted to college.

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 this mission, TMA functions 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.

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.

The school structure is also significant. 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.

TMA has developed extensive resources to support its achievements. More than fifty partners in the legal, business, education, nonprofit, and government communities provide funding, volunteers, and materials. These efforts have led to impressive academic and personal growth among its students, including:²⁴

²⁴ In addition, 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

- 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.

University of New Mexico & ENLACE - The Comprehensive Latino Pipeline Model

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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.²⁵ The 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: a common vision of a brighter future for Hispanic Youth; collaborative work in coalitions; and a focus on strengthening pre-K-12/university/community partnerships.

ENLACE's project goal is to create systemic change therefore graduating more Hispanics from institutions of higher education Law and medicine. To this end, program initiatives include:

- Family and Community Education. Family Centers established through the P-20 pipeline so that parents will be an integral part of their student's education.

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.

²⁵ See generally *ENLACE in New Mexico*, <http://www.enlaceinnewmexico.com/>.

- Educational Access Rooms. EARs are developed with the use of distance learning, tutors, and parental involvement to target 9th and 10th grade students as risk of dropping out.
- Retention: In order to address the needs of Hispanic students throughout the educational pipeline, key points of the educational systems are targeted for intervention and assistance to students:
 - Beginning in the middle schools, mentors are 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 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, a Hispanic Teacher Pipeline, has been institute.

The University of New Mexico School of Law is one of many ENLACE partners. The University of New Mexico's law school works with ENLACE as one part of its many "pipeline" efforts. The law school's goal is to encourage New Mexican children to graduate from high school, go to college and prepare for graduate/professional education. 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, the law school is working with other graduate/professional programs on campus to make the project multidisciplinary.

University of the Pacific McGeorge School of Law – Comprehensive Model with University and High School Partners

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Pacific Pathways includes the University of the Pacific McGeorge School of Law, the University of the Pacific Benerd School of Education, the College of the Pacific and the School of Law and Public Service, the law-themed small school at Sacramento High School.

Recognizing that there is no one size fits all students,²⁶ Pacific Pathways offers a variety of approaches that can support each other. These activities are reflected in the following four clusters:

- 1) integration of analytical and rigorous law-themed courses and programs into curricular and co-curricular activities;
- 2) implementation of both a mentor program and guest-speaker series aimed at aspirational concerns;
- 3) opportunities to understand college life; and
- 4) additional partnership-focused activities.

The pipeline projects operate comprehensively with school-wide outreach; while there are criteria for participation in some aspects, the program does *not* reach out to only those students who are identified as current or potential “high achievers,” but is committed to the integrity of high expectations for all students. A selected set of programs from these clusters is outlined here.

Rigorous Law-Themed Curriculum (cluster 1)

Student engagement in appropriately challenging school pursuits is key.

The School of Law and Public Service (SLPS) focuses on a law-themed curriculum, intending to capture student interest to keep students interested in school, prepare them for college, and inspire them to become engaged citizens and leaders. This approach offers an opportunity to capitalize on students’ existing interests (think of all those law TV shows!) and link them to academic and career options. Experience at SLPS would support these observations. The current academic law courses are: Foundations of Law (Historical Survey); Law & Society (Criminal Law); Constitutional Issues in American Society (Constitutional Law); Civil Law (as part of a 10 credit Macro/Micro Econ & Civil Law course).

Legal education itself is well-recognized for its pedagogy and its core focus on high cognitive abilities and analytical skill – researching, reading, synthesizing, writing, listening, debating, and advocating (orally and through the written word). So too legal pedagogy constantly involves individualized interaction with faculty and peers -- law

²⁶ Natl. Research Council, Committee on Increasing High School Students’ Engagement and Motivation to Learn, *Engaging Schools: Fostering High School Students’ Motivation to Learn*, 10 (Natl. Acad. Press 2004) (Research has shown that “student engagement and learning are affected by a complicated set of nested variables.)

schools' Socratic method is grounded here -- to assure students' thinking at the highest order. Many aspects of legal education also involve project focused work (research, brief writing, trial presentations), often working with partners and teams and learning how to appropriately approach, negotiate, and advocate in the context of opposing viewpoints and sides. These are all skills that can be translated through a high school curriculum and that are as crucial to high school and college success as they are to law school.

Cocurricular Activities (Cluster 2)

For cocurricular activities including Saturday Law Seminars, Law Day, Moot Court, and the like the goal is primarily aspirational. **Saturday law-themed seminars** are held at professional law venues to introduce students to the reality of the practice of law. This intensive activity involves high school students, coached by a teacher, meeting with lawyers in a variety of work settings on Saturdays, typically once a month. Students learn about the alternative legal environments in which the lawyers work and having focused discussions on topics of interest selected in advance. They also learn the practical realities of getting dressed up and prepared for a professional setting.

Moot court and mock trial events and competition are a common and highly regarded piece of law-related education throughout the country.²⁷ So too Pacific Pathways includes a focus on the annual **Law Day** theme, which offers an excellent thematic focus and an opportunity to celebrate civic engagement and accomplishments.²⁸ For example, for 2004/2005 the theme was juries, and there were a variety of Pacific Pathways activities. Mock trial versions of the *Three Little Pigs* took place at both SLPS and at PS7 (Public School 7, their sister elementary school), with students acting as juries and law student and faculty led discussion of the way these and other juries decide and deliberate.

Mentoring & Speaker Series (Cluster 3)

Consistent with extant mentor research, Pacific Pathways involves a one on one **mentoring** match of a law student with a high school student for an academic year (or longer).

²⁷ *American Mock Trial Association*, <http://www.collegemocktrial.org/about.htm>, *National High School Mock Trial*, <http://www.collegemocktrial.org/about.htm>. These activities are linked to state standards and to positive evaluations in terms of contributions to citizenship learning and activities. See *Street Law*, <http://www.civicmissionofschools.org/resources/Prax/Level%203%20Pages/streetlawmocktrial.html#EvaluationStudies>.

²⁸ The goals of Law Day are well established nationally to "celebrate Law Day every year with programs focusing on our heritage of liberty under law and how the rule of law makes our democracy work." American Bar Association, *Law Day*, May 1 <http://www.abanet.org/publiced/lawday/home.html>; *California Law Day*, <http://www.abanet.org/publiced/lawday/events/ca05.html>.

Mentors work to assure commitment to staying in school, to improve academic performance, and to expand aspirations for transitioning on to college. In many ways this is the keystone to the Pacific Pathways effort. This component had the highest number of student participants with 27 pairs during the 2004/2005 school year, and 40 in the 2005/2006 school year.

The program is organized by the McGeorge Education Law Fellow.²⁹ All mentors are trained by the SLPS Guidance Counselor and faculty from Pacific's Benerd School of Education; and these resources remain available to mentors needing assistance throughout the academic year. Mentors are individually matched with SLPS students by the Guidance Counselor based on surveys each completes. The meetings occur primarily at the high school campus. In addition, law students and high school students communicate with each other outside of the school over the phone and via email.

The mentoring program to date shows value in terms of the racial and ethnic disparities that need attention. Thus far, the ethnic balance shows a diverse group of student participants with a strong representation of Hispanic (22%) and African American (55%) students. Out of the 27 mentees in the 2004/2005 school year, 14 continued as mentees this year including 10 Hispanic or African-Americans, with the 14 equally balanced between male and female.

The benefits from mentoring are many. No one is born knowing they want to be an obstetrician (as one sixth grade student reported at lunch recently), or born knowing they want to be a judge. We learn these things by exposure to them, sometimes fictional such as all the law-related TV offerings, but sometimes real. Being involved with students who have made it to law school and working beside them and professionals doing important work in society offer real role models with which the young students can identify. Seeing mentors, and fellow interns, fairly close to them in age and often close to them in background, helps high school students – particularly those who may not have otherwise had these experiences – to see and believe that they too, “can do” college. Additionally, many in the mentor program used the opportunity to understand and study for college entrance exams.

The **Ongoing Speaker Series** includes Pacific McGeorge faculty, alums, and administrators together with outside speakers. The latter have included Pierre Prosper, the Haitian native, now Ambassador at Large for War Crimes; Judge Roger Gregory, the only black on the United States Court of Appeals for the Fourth Circuit; Justice Richard Goldstone, Justice of the Constitutional Court of South Africa and former Chief Prosecutor for the International

²⁹ McGeorge has created a position for an Education Law Fellow. The fellowship offers a student tuition waiver for an LLM in Government, Law and Policy and a small stipend for work 20-30 hours per week as the on-the-ground coordinator for the various Pacific Pathways activities. The programs would probably not be possible without this kind of energetic, smart coordination and support.

Criminal Tribunals for Rwanda and the former Yugoslavia; Presiding Judge Art Scotland from California's Third District Court of Appeals; Kent Lollis, the director of the minority affairs work of the Law School Admissions Council.

The goal of this effort is largely aspirational. Speakers typically meet with students in various sized groups at the high school. Many of the speakers are persons of color who speak about the pathways their lives have followed, making very real the future possibilities for students and the necessary academic rigor and persistence needed to achieve such careers. High school students interact with the speakers, and ask questions about their professional interests and the current difficult issues the speakers are confronting in their work. When you see a prominent federal judge exchanging emails with a high school student, you know good results will come!

ADDITIONAL PARTNERSHIP-FOCUSED ACTIVITIES (Cluster 4)

There is a growing body of research supporting the work of collaborative efforts along the P16 continuum. Documented benefits of such collaboration include: joint planning across boundaries; forging of new institutional relationships; encouraging schools to adopt successful, tested curricula; curricular alignment; supporting the coordination of professional development across educational levels; reduction of bureaucratic barriers to student achievement; strengthening ties between schools and communities; coordination and location of services where they are most needed; rejuvenation of faculty staff and administrators; and promotion of systemic reform.³⁰

The Pacific Pathways partnership activities include monthly Advisory Council meetings attended by the Deans, principal and faculty; teacher professional development including the opportunity to audit courses; joint research and speaking opportunities for various members of the team; development of a law library at the high school; and joint social and support activities.

Conclusion

The activities described here are illustrative of a continuum of activities that law schools can engage in with their educational partners from preschool to professional school. They range from a mentor program to a variety of more comprehensive approaches. Each takes advantage of the strengths of law schools in terms of their subject-matter, pedagogy and

³⁰ Dennis McGrath, Richard Donovan, Barbara Schaijer-Peleg & William Van Buskirk, *The Collaborative Advantage: Lessons from K-16 Educational Reform* (Rowman & Littlefield Education 2005) at Chapter 1 (list quoted from section headings); California Alliance of Pre K-18 Partnerships, *Raising Student Achievement Through Effective Education Partnerships* (2004) (CAPP), http://www.calstate.edu/CAPP/publications/Alliance_for_Pre_K-18_Partnerships.pdf.

very rich intellectual and human resources. Other schools are already part of the informal national consortium to support these initiatives and many more have expressed interest.

More information is available for the asking and the results promise to be well worth the effort.