

1                                   LEGAL SERVICES CORPORATION  
                                  BOARD OF DIRECTORS  
2           PROVISION FOR THE DELIVERY OF LEGAL SERVICES COMMITTEE  
                                  Friday, July 28, 2006  
3                                   The Westin Hotel  
                                  One West Exchange Street  
4                                   Providence, Rhode Island  
5       Committee Members Present:  
      David Hall, Chair  
6       Jonann C. Chiles  
      Thomas A. Fuentes  
7       Herbert S. Garten  
      Bernice Phillips  
8       Sarah Singleton  
9       Other Members Present:  
      Frank B. Strickland, ex officio  
10      Lillian R. BeVier  
      Michael D. McKay  
11      Thomas R. Meites  
12      Others Present:  
      Helaine M. Barnett, President  
13      Victor M. Fortuno, Vice President  
      David L. Richardson, Treasurer & Comptroller  
14      Patricia D. Batie, Manager of Board Operations  
      Karen M. Dozier, Executive Assistant to the President  
15      Mattie Cohan-Condray, Senior Assistant General Counsel  
      Thomas Polgar, Govt. Relations & Public Affairs  
16      Karen Sarjeant, Vice President, Programs and Compliance  
      Richard (Kirt) West, Inspector General  
17      Joel Gallay, Special Assistant to the IG  
      Laurie Tarrantowicz, Assistant Inspector General  
18      David Maddox, Assistant Inspector General  
      Ronald Merryman, Office of Inspector General  
19      Linda Perle, Center for Law & Social Policy (CLASP)  
      Don Saunders, NLADA  
20      Cindy Adcock, Equal Justice Works  
      James V. Rowan, Northeastern University School of Law  
21      Ronald W. Staudt, Chicago-Kent College of Law  
      Liz Tobin Tyler, Roger Williams School of Law  
22      Ken MacIver, Merrimack Valler Legal Services

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## 1 P R O C E E D I N G S

2 (1:48 p.m.)

3 MR. HALL: I'd like to call to order the  
4 Provisions Committee meeting and to welcome all of our  
5 guests and others who are here for the Provisions  
6 Committee.

7 Our committee members are here: Tom Fuentes,  
8 Sarah Singleton, Herb Garten. Jonann Chiles, I think,  
9 is on the line.

10 MS. CHILES: I am. Good afternoon.

11 MR. HALL: Good afternoon, and welcome. Glad  
12 to have you with us, and certainly glad to have you  
13 after having been confirmed and being an active member  
14 now of this committee and of the board. So,  
15 congratulations.

16 MS. CHILES: Thank you very much. I'm sorry I  
17 can't be there in person.

18 MR. HALL: We understand. Bernice Phillips is  
19 a committee member who we believe will be joining us  
20 shortly, as well. So, we'd like to proceed, and also  
21 welcome other board members who are not on the  
22 committee but who are present.

1 I'd like to start asking for approval of the  
2 agenda for the Provisions Committee. Could I get a  
3 motion?

4 M O T I O N

5 MR. FUENTES: Move approval.

6 MR. GARTEN: Second.

7 MR. HALL: All in favor of approval, please  
8 say aye.

9 (Chorus of ayes.)

10 MR. HALL: Thank you.

11 You will see in your book minutes from our  
12 April meeting, April 28th. I'd also like to have an  
13 approval of those minutes.

14 MR. FUENTES: Move approval of the minutes.

15 MR. GARTEN: Second.

16 MR. HALL: All in favor.

17 (Chorus of ayes.)

18 MR. HALL: Stands approved. Thank you very  
19 much for that.

20 As those who have been a member of the  
21 Provisions Committee and certainly those who have been  
22 sitting on our sessions, for the last few meetings, we

1 have had a discussion on pro bono and how LSC, how  
2 grantees can serve as an impetus for trying to increase  
3 the pro bono commitment among lawyers around the  
4 country.

5           Our first meeting focused a lot on large firms  
6 and the challenges that comes from large firms working  
7 with our grantees and doing this work on their own.  
8 Our second discussion of this topic focused a lot on  
9 some of the challenges of smaller firms and especially  
10 smaller firms in rural areas.

11           We felt that there still was another  
12 constituency that was missing in this dialogue, and we  
13 wanted to have some discussions with that constituency,  
14 or representatives from that constituency, and that's  
15 the law school community, and so, I asked Karen and  
16 Helaine to brainstorm with me about trying to come up  
17 with a panel that could provide us with some insights  
18 about some challenges and opportunities on the legal  
19 academic front.

20           These discussions are all intended to lead us  
21 to a point where we can come up with some  
22 recommendations of how we can do a better job of trying

1 to promote pro bono contributions of lawyers and law  
2 students around the country, and so, I am delighted  
3 that we have such a distinguished panel of presenters  
4 who are going to come before us today and continue this  
5 dialogue that we have been having. That's our main  
6 item on the agenda, and will consume just about all of  
7 our time.

8           So, I will -- at this point, I'd like to turn  
9 it over to Karen Sarjeant, who is our -- who has been  
10 the moderator of these panels in the past, and we're  
11 asking her to continue in that role, and since I'm  
12 going to be looking to her in the future to help us  
13 develop and summarize these recommendations that we  
14 ultimately come up with, we want to make sure we keep  
15 her at the table.

16           So, Karen, I'd like to turn it over to you at  
17 this point, and if you could introduce our guests and  
18 give us some framework, it would be greatly  
19 appreciated.

20           MS. SARJEANT: Thank you very much, Chairman  
21 Hall. Good afternoon.

22           I am Karen Sarjeant. I'm the Vice President

1 for Programs and Compliance at the Legal Services  
2 Corporation.

3 I'm very pleased this afternoon to appear  
4 today to continue this important discussion about  
5 private attorney involvement in legal services  
6 programs.

7 We will focus that discussion on the role of  
8 law schools, law students, and legal services programs  
9 in encouraging and enabling pro bono and public service  
10 opportunities in the delivery of legal services to  
11 low-income persons.

12 This is an important topic for the board as it  
13 continues to focus on access to justice and ways in  
14 which to increase the availability of legal services.

15 At both the January and April meetings of this  
16 committee, various panel members spoke earnestly about  
17 their law school experiences with pro bono work.

18 They shared how these experiences helped make  
19 an indelible mark on their view of the responsibilities  
20 of lawyers to help make access to justice a meaningful  
21 reality for low-income persons.

22 This theme of developing the commitment to pro

1 bono work through law school experiences will be  
2 explored today in more depth with this panel.

3           Simply put, law schools are the gateway to the  
4 legal profession.

5           Therefore, it is critical that efforts to  
6 build cultures of commitment to pro bono and public  
7 service within today's students be a part of the law  
8 school experience.

9           In 1996, the American Bar Association amended  
10 its accreditation standards to call on schools to,  
11 quote, "encourage students to participate in pro bono  
12 activities and to provide opportunities for them to do  
13 so," end quote.

14           The ABA also stated through the preamble of  
15 its standards for approval of law schools that law  
16 schools must provide educational programs that ensure  
17 that law graduates, quote, "understand the law as a  
18 public profession calling for performance of pro bono  
19 legal services," end quote.

20           Today's panel will speak about the importance  
21 of pro bono and public service involvement as part of  
22 the law school curriculum.



1           They will discuss the different ways that law  
2 schools encourage students' involvement, the  
3 motivations, the practical challenges, and the critical  
4 role of technology in reaching law students and  
5 connecting them with legal aid providers.

6           They will share their thoughts on the  
7 available opportunities for legal services programs and  
8 working with law schools, and they will offer their  
9 recommendations on how LSC, the board of directors, and  
10 LSC-funded programs can be proactive about accessing  
11 this important resource in support of expanding  
12 services to clients.

13           We have a special panel today. With your  
14 assistance, Chairman Hall, this panel was selected  
15 because they bring a broad range of experience and  
16 practical knowledge to this discussion.

17           Let me first introduce the panel to the  
18 committee, and then I will highlight for the committee  
19 a few of our LSC-funded programs and their successful  
20 partnerships with law schools and law students.

21           Sitting to my immediate right is Cindy Adcock.  
22           Cindy is the Senior Program Manager for

1 Leadership and Research at Equal Justice Works, an  
2 organization whose mission is to create a just society  
3 by mobilizing the next generation of lawyers committed  
4 to equal justice. Her primary responsibility is the  
5 management of the on-line resource, Making Equal  
6 Justice Work: The E-Guide to Public Service in  
7 America's Law Schools.

8 Ms. Adcock has served on the extended faculty  
9 of Duke Law School, where she ran a death penalty  
10 clinic, taught legal ethics, staffed the Dean's  
11 leadership task force, and coordinated student pro bono  
12 placement.

13 She has served as the Director of Pro Bono at  
14 the Association of American Law Schools, where she  
15 produced a handbook on law school pro bono programs  
16 building on the findings of the Learning to Serve  
17 report.

18 She has worked as a consultant to the ABA  
19 Center for Pro Bono, during which time she helped to  
20 create their on-line directory of public interest and  
21 pro bono programs.

22 Liz Tobin Tyler is the Director of Public

1 Service and Community Partnerships and a lecturer in  
2 public interest law at the Feinstein Institute for  
3 Legal Service at Roger Williams University School of  
4 Law here in Providence, Rhode Island. She directs the  
5 mandatory public service program and helps administer  
6 public interest programs.

7           Among her varied responsibilities at the law  
8 school, she helped create the Rhode Island family  
9 advocacy program, a medical-legal partnership with  
10 Brown Medical School, Hasbro Children's Hospital, and  
11 Rhode Island Legal Services, which provides legal  
12 services in medical settings to improve child health  
13 outcomes.

14           We heard some about this program this morning,  
15 but we'll hear much more about it this afternoon, I  
16 believe.

17           With colleagues from Brown Medical School, she  
18 teaches an interdisciplinary seminar, Pursuing Social  
19 Justice Through Interdisciplinary Practice: The  
20 Medical-Legal Collaborative.

21           She also teaches Gender In the Law and other  
22 public interest seminars.

1           In addition to several community activities,  
2       Ms. Tobin Tyler currently serves as a member of the  
3       Rhode Island Bar Association's Legal Services  
4       Committee, the Rhode Island Legal Services Justice  
5       Leadership Council, and the Rhode Island Civil Rights  
6       Round Table.

7           Ron Staudt is the Associate Vice President of  
8       Law, Business, and Technology, and a professor of law  
9       at Chicago-Kent College of Law, where he teaches  
10      copyright law, intellectual property strategies,  
11      internet law, public interest law and policy, and  
12      access to justice and technology.

13          Professor Staudt is Director of the Center for  
14      Access to Justice and Technology, a law school center  
15      uses internet resources to improve access to justice,  
16      with special emphasis on building web tools to support  
17      legal services advocates, pro bono volunteers, and pro  
18      se litigants.

19          Current projects include the law school's  
20      public interest certificate program, Access to Justice  
21      Author, which is a collaboration with the Center for  
22      Computer-Assisted Legal Instruction, to build new

1 computer interfaces for self-represented litigants, and  
2 the Self-Help Web Center at the Cook County Courthouse,  
3 where law student volunteers help self-represented  
4 litigants to use technology tools developed by the  
5 center.

6 Professor Staudt has been both in private  
7 practice and legal aid, and was a clinical fellow and  
8 lecturer at the Legal Aid Clinic at the University of  
9 Chicago Law School.

10 He has written numerous articles and books on  
11 technology and law.

12 He is a member of the ABA Law Practice  
13 Management section's e-lawyering task force, the ABA  
14 Standing Committee on the Delivery of Legal Service,  
15 and he was on the ABA 2006 tech show planning board.  
16 He recently facilitated a national meeting on  
17 leveraging law students and technology to meet the  
18 needs of low-income people, and he has shared an  
19 initial draft of the paper, the white paper that has  
20 come out of that meeting with us, which we will make  
21 available to you through the mail, probably, or  
22 on-line, after this session.

1                   James Rowan is the Associate Dean for  
2    Experiential and Community-Based Education and Research  
3    at Northeastern University School of Law. Professor  
4    Rowan is an expert at representing poor people and  
5    their organizations.

6                   He heads the Poverty Law and Practice Clinic  
7    and supervises all of the clinical programs at  
8    Northeastern University School of Law. He has taught  
9    courses in welfare law, poverty law and practice, trial  
10   practice, lawyering practice, professional  
11   responsibility, and an advanced course in criminal  
12   procedure.

13                  Professor Rowan was the recipient of a  
14    prestigious Reggie Fellowship when he graduated from  
15    law school, and he has worked in legal services and in  
16    private practice, where he managed a law firm,  
17    providing representation in civil rights and criminal  
18    defense.

19                  He was Director of Training for the  
20    Massachusetts Legal Services programs for two years  
21    before joining the faculty at Northeastern. He  
22    continues to train, consult, and work collaboratively

1 with a range of legal services programs, and he directs  
2 a clinic which actively works with the local legal  
3 services program in Boston.

4 Now, before they get a chance to talk to you,  
5 I just want to tell you very briefly about some of the  
6 LSC-funded programs and their successful partnerships  
7 with law schools.

8 In preparation for today's discussion, we  
9 wanted to share with the committee a few examples of  
10 our programs that have successful partnerships with law  
11 schools.

12 In reviewing our program data, two major  
13 points surfaced.

14 The first point was that an overwhelming  
15 majority of our programs use law students in the  
16 delivery of legal services.

17 The second point is that a smaller number, a  
18 significantly smaller number of programs use law  
19 students in ways that permit the programs to allocate  
20 some of this program time to the 12 1/2-percent private  
21 attorney involvement requirement.

22 Now, law students are often used in LSC-funded

1 programs under the direct supervision of program staff  
2 to assist in staffing intake calls and handling  
3 in-depth client interviews, to engage in case  
4 investigations, to handle legal research projects, to  
5 provide community legal education activities, to assist  
6 with pro se activities, to draft simple documents and  
7 pleadings, and to provide other types of office  
8 support.

9           Many of our programs operate various  
10 substantive law clinics, and the program staff  
11 supervises law students in the delivery of legal  
12 services, such as handling administrative benefits  
13 hearings, Section 8 housing administrative hearings,  
14 consumer cases, housing cases, and family law cases.

15           Much of this work with law students, while it  
16 has a clear value of engaging law students in helping  
17 to foster a public interest ethic, much of this work  
18 does not get implemented in ways that allow programs to  
19 allocate that staff time to private attorney  
20 involvement.

21           You might recall that during our January panel  
22 presentation, the issue of using law students came up



1 in a passing reference.

2           There is an LSC Office of Legal Affairs  
3 opinion that interprets when a program can allocate PAI  
4 time to the supervision of law students. The essence  
5 of that opinion is that there has to be a private  
6 attorney nexus; that is, direct supervision of the law  
7 student by a private attorney, not an LSC-funded staff  
8 attorney, in order to allocate the time to the PAI  
9 requirement.

10           We continue to support that opinion and  
11 recognize that we need to work more diligently with our  
12 programs to help them involve private attorneys and  
13 design projects that will, in fact, bring in both law  
14 students and private attorneys in ways that will meet  
15 the PAI requirement.

16           Now, let me share with you just three quick  
17 examples of programs that actually do have a delivery  
18 project set up in ways that they are able to allocate  
19 time to private attorney involvement.

20           In California, the Greater Bakersfield Legal  
21 Assistance program uses a private attorney law student  
22 pro bono model which they call the summer law clerk

1 internship program, where two summer law clerks are  
2 hired by the program, and then they're placed in a  
3 private law firm with a volunteer attorney in a rural  
4 county.

5           They are working directly with the private  
6 attorney and they're mentored by the private attorney.

7           The intake specialist at the program screens  
8 and books the eligible clients for telephone intake at  
9 the law firm where the attorney has agreed to handle  
10 selected consumer and landlord-tenant cases, as well as  
11 help develop various community legal education  
12 workshops with the assistance of the law students.

13           The law students work directly with the  
14 private attorney.

15           They enter their information weekly into the  
16 legal services program's data system, and the program  
17 reports that it's a wonderful way for them to both use  
18 private attorneys, use law students, and expand legal  
19 services in a rural area.

20           In Memphis, our Memphis area legal services  
21 program has a partnership with the University of  
22 Memphis School of Law legal clinic, which is located

1 within the offices of the legal services program.  
2 Under the direction of private attorney instructors,  
3 the legal clinic offers three different projects: a  
4 general litigation clinic that handles consumer and  
5 landlord-tenant cases, an elder law clinic, and a  
6 juvenile law clinic representing children in dependency  
7 and neglect proceedings, SSI cases, and special  
8 education cases.

9           The casework and oversight of the law  
10 students' work is done by the private attorney  
11 instructor directing that particular clinic.

12           The law school funds a full-time support staff  
13 position at the legal services program to screen cases  
14 and provide access to the program's case management  
15 system.

16           At Legal Aid of East Tennessee, they run what  
17 they call a Saturday bar clinic, where the legal  
18 services program supports pro bono attorneys and law  
19 students in the provision of advice and brief service  
20 to eligible clients.

21           Saturday bar is an advice clinic held on two  
22 Saturdays every month where simple legal matters can be

1 handled.

2 The volunteer attorneys are supported by  
3 University of Tennessee law students and LSC program  
4 staff.

5 The law students complete the intake, have the  
6 client sign all the appropriate intake documents, and  
7 conduct a brief substantive interview.

8 The Saturday bar clinic is deliberately  
9 designed to serve as an opportunity for law students to  
10 practice and improve their interviewing skills, network  
11 with private attorneys, and experience pro bono  
12 services.

13 In Utah, we have a program, a state-wide  
14 program that runs several projects, only two of which I  
15 will mention.

16 One is a family law clinic that they do in the  
17 evening, that is held in the courthouse. Approximately  
18 5 volunteer attorneys and 5 to 10 volunteer law  
19 students provide assistance to an average of 20  
20 individuals each evening.

21 The program ensures that there are at least  
22 two experienced volunteer attorneys to work with the

1 law students, and they handle the matters that come up  
2 before them at that time.

3           They also run what they call Guadelupe Clinic,  
4 which is a weekly evening clinic held in a community  
5 center that is in a predominantly Hispanic area of  
6 town, and here, clients meet with volunteer law  
7 students and lawyers regarding their legal problems.

8           The clinic is staffed by two volunteer  
9 attorneys and approximately two to five volunteer law  
10 students.

11           The law students do all of the initial  
12 screening and interviewing of the clients.

13           Some of the other creative plans in place or  
14 under development by LSC-funded programs for using law  
15 students and private attorneys are -- we know we have  
16 programs that have low-income taxpayer clinics, and we  
17 heard about one of those this morning.

18           We have another program that hopes to set up a  
19 project with bilingual law students, and it would be a  
20 language bank that would allow pro bono attorneys to  
21 access these bilingual law students who could then help  
22 them represent clients who need the bilingual services.

1           We also have -- and this has been funded by  
2   our technology initiative grants program, through,  
3   again, the east Tennessee program, a student assistant  
4   research project which uses a secure area on a  
5   statewide website to allow advocates, both pro bono  
6   advocates and legal services advocates, to post  
7   research requests which are then matched with pro bono  
8   law students, whose work is supervised by the faculty  
9   advisor from the law school.

10           So, that's a very quick snapshot of LSC  
11   programs and the many different ways in which they use  
12   law students, and at this time, I would like to ask  
13   Cindy to begin the discussion with the board about ways  
14   in which law students can be a resource to the program,  
15   and she will be followed by Liz Tobin Tyler and Ron  
16   Staudt and Jim Rowan.

17           MR. HALL: Thank you.

18           MS. ADCOCK: Thank you, Karen, and thanks for  
19   inviting me here today. I'm very glad to be here. I'm  
20   told I have 10 minutes or less, so I'm going to get  
21   right down to it, and if you have any questions, I hope  
22   that we'll have time for that, either here or

1 afterwards.

2 My task is to talk about three things.

3 Number one, I want to give you just a really  
4 short history of pro bono programs in law schools. I'm  
5 going to hit the highlights, and then, again, you can  
6 ask me any questions afterwards.

7 Also, number two, I want to point out a couple  
8 of more models, building on what Karen has -- the  
9 groundwork she has laid, of successful programs, I  
10 think, of law schools, law students, and others  
11 tackling the problem of access to justice.

12 And then, third, I have three recommendations  
13 for you to consider.

14 All right.

15 So, for many of you, as it probably was for  
16 me, when we were in law school, prior to the  
17 '80s -- not that I went to law school prior to the  
18 '80s, okay, but at that point, law students were pretty  
19 much on their own. If they wanted to volunteer with  
20 any organization or were concerned about a problem,  
21 they had to seek out a professor or an organization to  
22 work with or to volunteer with.

1           In the '80s, it's, I think, one of those  
2 situations where, when bad things happen, there are  
3 good things -- good people rise up to meet those  
4 challenges, and in the '80s, with the cut-backs in  
5 Federal monies for legal services offices and for the  
6 restrictions, law students started organizing, and  
7 faculties started talking.

8           So, we started to see the very first formal  
9 pro bono projects in law schools.

10           The first one was an organization -- some of  
11 you may know it -- the Minnesota Justice Foundation,  
12 MJF.

13           It was incorporated in 1982 in Minnesota,  
14 outside of the law school setting but by law students.  
15 So, it is an office that works with the for law schools  
16 and with the legal services offices in the area and  
17 other lawyers and nonprofits.

18           Their mission is to promote pro bono. That is  
19 their mission, and they create -- they're very  
20 successful -- and I'll come back to this  
21 later -- successful at creating a community for the  
22 students to come to and then to serve the community.



1           Also, the professors around the country were  
2 talking -- there was a lot of talk about pro bono and  
3 what should we be doing in law schools, law schools  
4 need to step up to the plate.

5           So, there was -- it was couched as a debate  
6 around mandatory versus voluntary pro bono programs in  
7 law schools.

8           So, sometimes these were student-led debates  
9 and initiatives.

10           Sometimes they were faculty-led debates and  
11 initiatives.

12           But by 1987, we had our first formal pro bono  
13 program in a law school, and that was at Tulane. They  
14 also were the first law school to adopt a mandatory pro  
15 bono program, and they still require their students to  
16 perform 20 hours of law-related public service in their  
17 third year of law school.

18           Other schools were still talking this through,  
19 and by the end of 1991, however, you had -- several  
20 more had joined the ranks.

21           You had, in terms of mandatory programs, the  
22 schools of University of Pennsylvania, Florida State

1 University, Valparaiso University, Turro College, the  
2 University of Louisville, and the University of Hawaii.  
3 All these formed in the early '90s, late '80s, early  
4 '90s, mandatory pro bono programs.

5 Other schools felt like mandatory was not the  
6 way to go.

7 They felt like that they wanted to have  
8 voluntary programs, very strong voluntary programs, and  
9 those were the University of South Carolina, NYU, Duke  
10 University, Georgetown, Santa Clara, and Seton Hall.

11 NYU is an interesting program in that the  
12 students who organized there started a program that  
13 they called Pro Bono Students, but that program quickly  
14 caught on and expanded to be statewide but yet still  
15 run out of NYU.

16 I think, at that point, it was called Pro Bono  
17 Students New York, and then, in a few years, it became  
18 national, and became Pro Bono Students America. Some  
19 of you all may have crossed paths with PBSA.

20 So, we had Pro Bono Students America, and that  
21 organization, which, at that time, had paid staff and a  
22 whole network of law schools that were joining as

1 members of this organization -- their focus started and  
2 was all about pro bono, and their mode of operation was  
3 through the internet, and of course, this was when the  
4 internet was really starting to catch on, and so, they  
5 would post -- and they still do -- you can go to their  
6 website.

7           They post job opportunities, volunteer  
8 opportunities. There's places where organizations can  
9 go and post.

10           Since then, they've moved more toward -- they  
11 changed their name to PS Law Net, Public Service Law  
12 Network, and part of that was because they no longer  
13 focus just on pro bono.

14           They've expanded to be more of a career  
15 services outlet for students who are interested in  
16 pursuing public interest jobs.

17           They still promote pro bono, but it's not  
18 their main focus anymore. It's more about career  
19 services.

20           By the late '90s, there were three events that  
21 served as catalysts for further growth of pro bono  
22 programs in law schools.

1           The first was mentioned by Karen, and that is  
2           that the ABA passed their standards that would  
3           encourage law schools to have pro bono programs.

4           The second was in 1999, when Deborah Rhode  
5           took on the presidency of the Association of American  
6           Law Schools that created a Commission on Pro Bono and  
7           Public Service, and out of this -- and I won't go into  
8           detail, but out of this came the Pro Bono Project for  
9           ALS, and that's what I was the director of for two  
10          years.

11          During that time, I visited 90 law schools,  
12          and really came to understand what was going on in law  
13          schools in the way of pro bono and public service, and  
14          you will be getting a chart that is the most recent  
15          version of the one I did while at ALS that outlines the  
16          different formats or structures that law schools have  
17          for their pro bono programs.

18          When I finished the project, there were 99 law  
19          schools that have formal pro bono programs, and today,  
20          there are 124, I think, and there are some others that  
21          work through individual pro bono student groups.

22          So, all together, there's about 158 law

1 schools that have some form of pro bono formal activity  
2 going on.

3           The third event that happened was  
4 the -- again, in ALS, Elliott Milstein, in his  
5 presidency, created the Equal Justice Project, and for  
6 a year, they held -- and you may have been involved in  
7 this -- they held consortia around the country to talk  
8 about how law schools can work with the legal services  
9 and other service providers to help solve the problem  
10 of the gap in access to justice, and they have produced  
11 a report that I'll highly commend, if you haven't seen  
12 it, to look at, and it's just simply the ALS Equal  
13 Justice Project's report, Pursuing Equal Justice Law  
14 Schools and the Provision of Legal Services.

15           So, around all this activity in the late '90s  
16 and earlier in this decade, there were a lot of  
17 programs in law schools popping up and a lot of ideas.  
18 There was a whole network of pro bono coordinators that  
19 formed around PBSA and PS Law Net, and then I feel like  
20 there was a lull over the last three, four years.

21           But since then, there's two things that have  
22 happened that are going to serve as, again, catalysts

1 to kind of spur law schools to do more in this area.

2           The first one is the revision of the  
3 standards, the ABA standard in 2005 that requires law  
4 schools to provide substantial opportunities for their  
5 students to participate in pro bono, and then, second  
6 is the E-Guide, the project that I'm working on, which  
7 sheds light on what's going on in law schools in the  
8 way of public service.

9           We're launching it in two weeks, on  
10 Newsweek.com, and I'll make sure that you all get the  
11 link so that you can look at it and to see what all is  
12 going on in law schools, and there's a lot of good  
13 things going on, but when schools have to report what  
14 they're doing, they're more -- and they have to report,  
15 let me make that clear, but voluntarily, we have -- all  
16 of these schools are reporting and participating in the  
17 E-Guide.

18           It's a chance for them to brag about their  
19 programs and also to protect those resources, because  
20 all of a sudden the dean says, well, if people are  
21 going to look at it, it better be pretty good.

22           Okay.

1           So, just two quick models of working projects,  
2           and one is the MJF model. This is the Minnesota  
3           Justice Foundation.

4           I went to their website just last night, and  
5           noticed how they've grown. Since 1982, this is a group  
6           that was just a group of students, and how they've  
7           grown in the breadth and depth of their programming,  
8           and I encourage you to go to their website, and I'll  
9           say something about that.

10           They've really become a clearing house for all  
11           the pro bono activity that's going on in Minnesota.  
12           I'll leave it at that.

13           The second one is a project that is being done  
14           by Equal Justice Works, and that is the Pro Bono Legal  
15           Corps.

16           The Pro Bono Legal Corps is trying to address  
17           the justice gap by increasing law student pro bono  
18           legal services, and they do this by working with the  
19           Americorps program for funding.

20           They -- and I say "they," because this is not  
21           my program. So, for specific questions, I can direct  
22           you to the right person.

1           But the Americorps attorneys are placed at pro  
2       bono and legal services organizations across the  
3       country to promote public service among law students  
4       while developing their own legal and professional  
5       skills.

6           Each Equal Justice Works Americorps attorney  
7       collaborates with community legal aid providers and law  
8       schools to develop quality pro bono opportunities for  
9       law students.

10           Equal Justice Works hires and training 35  
11       Americorps attorneys every year, who work with 17  
12       LSC-funded and non-LSC-funded pro bono and legal  
13       services organizations across the country. These  
14       Americorps attorneys recruit and manage over 2,000 law  
15       student and lawyer volunteers a year. Together they  
16       provide legal services to over 10,000 people who might  
17       otherwise not get the help they need.

18           So, I'll move quickly, because I know I'm  
19       about out of time, to my recommendations, building on  
20       these models.

21           The first one is that -- and I don't know what  
22       your procedure is, but if there is a procedure -- to



1     adopt a formal position or a resolution that LSC will  
2     encourage student pro bono in legal services programs  
3     in order to -- and these have already been stated, but  
4     I'll just restate them -- in order to bring additional  
5     legal resources and services to poor people, to  
6     increase awareness of the issues faced by poor people,  
7     and to build a strong future political base of support  
8     for legal services.

9             Number two, as part of this commitment and  
10     this public statement of support, to create an on-line  
11     resource center or some kind of community on-line on  
12     the LSC website -- and I'm sure others can talk more  
13     about this, but -- that would be a place where law  
14     students and faculty could go to find out and get  
15     information, number one, about the problems; number  
16     two, best practices about what others are doing in law  
17     schools to address -- and working with LSC-funded  
18     offices to address the problems, and in many cases,  
19     students are out there on their own. So, this is an  
20     opportunity for them and a place where they can go, and  
21     of course, they're so internet-savvy these days, to  
22     find that information that they're not hearing in their

1 law schools and maybe to organize around that.

2 And finally, it is so important for the  
3 success of any pro bono program to have a staff person  
4 who is coordinating the students, coordinating the  
5 projects themselves.

6 So, MJF is one model, where they hire someone  
7 externally.

8 We've heard already other models that Karen  
9 mentioned about having an attorney in a LSC office be  
10 the person who is -- you mentioned that they're  
11 actually running a clinic, which is a great option, but  
12 they could also be a pro bono coordinator, which is  
13 what our PBLC attorneys, our Americorps attorneys are  
14 also doing.

15 That is, they're serving as the coordinator  
16 between the pro bono attorneys and the law students and  
17 the LSC offices.

18 So, in closing, thank you again for having me  
19 here, and I do believe that LSC holds a major key for  
20 this new generation to understand the problems of poor  
21 people and to get involved in, later, either as a  
22 public interest attorney or as a pro bono attorney,

1 because in the law school today, it's all about what is  
2 sexy, and many law schools are having to find funding  
3 for every clinic, and so, you're getting a lot of  
4 clinics that aren't serving the main constituency that  
5 you do, and so, I hope that you do step up.

6 Thank you.

7 MR. HALL: Thank you.

8 MS. CHILES: When can we ask questions?

9 MR. HALL: I would prefer, if we don't mind,  
10 to get through all of the panelists -- because we don't  
11 want to run out of time, and make sure everyone gets a  
12 chance.

13 Liz.

14 MS. TYLER: Good afternoon, and thank you very  
15 much for having me today. I'm Liz Tobin Tyler from  
16 Roger Williams University School of Law, here in Rhode  
17 Island.

18 As Karen mentioned, I'm the Director of Public  
19 Service and Community Partnerships at the law school.  
20 That position was created essentially because, in 1997,  
21 the law school faculty created a mandatory public  
22 service program that all of law students would graduate

1       having done at least 20 hours of public service. So,  
2       I'm going to talk a little bit about that program, and  
3       give you a sense of how those programs work at the law  
4       school level, and then I'm going to talk briefly about  
5       two programs at the law school initiatives have  
6       developed that are partnerships, both the legal  
7       services and also with private law firms, to give you a  
8       sense of, I hope, some models and ideas that other law  
9       schools and other firms and other legal services  
10      offices might consider in thinking about how to bring  
11      these groups together to provide services.

12               Essentially, our mandatory program, as I said,  
13      requires 20 hours of law-related public service. We  
14      don't give students academic credit for that. Some  
15      schools do, as you will see from Cindy's chart that she  
16      continues to update.

17               There are a number of different kinds of  
18      mandatory and voluntary programs.

19               The reason that we don't give academic credit  
20      is that we want all of our law students to have a pro  
21      bono experience apart from other academic work, be it  
22      clinical work, externship, or course work.

1           We have found, actually, as we've punched our  
2 data in the last two years, that although our  
3 requirement is 20 hours, our average student number of  
4 hours per year in the last two years has been over 60,  
5 and I think part of the reason for that is because as  
6 the program started, we started developing  
7 relationships with a few nonprofit -- and certainly  
8 Rhode Island Legal Services -- programs as  
9 opportunities for students, but in the last four years,  
10 we've developed relationships with over 30 nonprofits.  
11 We also have on-site projects that students can work  
12 on, including the volunteer income tax program that we  
13 work in partnership with a community-based  
14 organization.

15           We have a street law program, which is legal  
16 education, where students teach in local urban high  
17 schools.

18           And the other piece that we've developed in  
19 the last few years is trying to reach out to law firms  
20 and to connect our students with individual attorneys  
21 and law firms who are doing pro bono cases. We've  
22 essentially had mixed results with that.

1           It's a timing issue, often, of being able to  
2 remind pro bono attorneys, as they take cases, about  
3 students and the fact that they can help them, and  
4 having that come at a time when it works for students.  
5 So, that's something that we're continuing to develop,  
6 and I'm going to talk about a special project where we  
7 tried to do that in a more formal way.

8           The other part of our program is we're  
9 contained in the Feinstein Institute for Legal Service,  
10 which was funded through a grant. So, as Cindy said,  
11 it's really important for law schools to step up and  
12 having staff that really can coordinate pro bono  
13 activities, and fortunately, because of that grant, we  
14 have an institute devoted to public interest and pro  
15 bono work, and we also have a dean that's been very  
16 supportive of community partnerships, and so, we've  
17 seen it really as our role both to give our students  
18 pro bono experience and make sure that that's  
19 meaningful and that we connect with important community  
20 organizations to do that, but also that the institute  
21 and the law school provide a partnering voice with  
22 legal services and other groups that are working on

1 equal justice issues.

2           So, we've sort of delved into the community in  
3 a couple of different ways.

4           In 2004, the law school held a racial justice  
5 colloquium, and the idea of that was to bring some of  
6 the community partners that we had been working with  
7 together with the legal community, both private and  
8 legal services attorneys, to talk about some of the  
9 most difficult legal issues, particularly around racial  
10 justice, and sort of the overwhelming response from the  
11 community organizations of that day was we need more  
12 pro bono help from law firms, how can we get that.

13           And so, the law school, through the institute,  
14 conducted a survey in the spring of 2005 of the Rhode  
15 Island bar, and our goal wasn't just to ask attorneys,  
16 you know, are you doing pro bono, what kind of cases do  
17 you take, it was to find out what the barriers were and  
18 to ask questions, to try to get at -- particularly in  
19 larger law firms -- why a lot of attorneys feel that  
20 they can't take pro bono work on, and what we found,  
21 not surprisingly, was that the majority of pro bono  
22 work in the state was being done by solo practitioners

1 and small firm attorneys, that the large firm attorneys  
2 gave a number of reasons for not being -- feeling that  
3 they could take on pro bono work -- lack of expertise  
4 in the issues, lack of time and support from their  
5 firm, lack of coordination, feeling like there's so  
6 much logistical work that has to be done, and that on  
7 top of other time management issues making it  
8 difficult.

9           So, the institute drafted a letter of intent  
10 to the Rhode Island Foundation, which was one of our  
11 partners as we had been working with the community  
12 around pro bono issues, and sought a grant for a pro  
13 bono collaborative project, and the way that we  
14 structured it -- and we tried to structure it in  
15 response to the things that we were hearing from the  
16 law firm attorneys, particularly in the larger firms  
17 where we wanted to try to engage more at the firm  
18 level, we created it as a three-way partnership,  
19 essentially, and as a pilot project. So, this first  
20 year, it's been a pilot.

21           We have three large law firms, and when I say  
22 "large," we're in Rhode Island, so some of you are used



1 to, you know, 50 to 100 attorneys. Our largest firm  
2 has 50.

3 So, we're not talking huge firms, but many of  
4 our firms have offices in other places, and if there's  
5 pro bono being done, oftentimes it's in another place,  
6 it's not in the Rhode Island community.

7 So, the three-way partnership was with a law  
8 firm, the law school, and with a community-based  
9 organization that had a specific legal need or project  
10 they needed addressed.

11 We were able to hire through the grant a  
12 director who could oversee the project, work with the  
13 partners, coordinate all of this, which was very  
14 attractive to the firms who don't feel like they can do  
15 that.

16 We partner with Rhode Island Legal Services  
17 for training, because obviously their attorneys are the  
18 experts, and so, they bring expertise, and I noticed in  
19 looking at your notes from your previous meetings that  
20 that was one of the things that had come up a lot,  
21 particularly with large firms, is the need to connect  
22 with legal services attorneys who know the issues and

1 who can really serve as mentors and help with training.

2           Just briefly, the three projects that we're  
3 currently working on through the pilot are -- we have a  
4 rights education project for low-income and immigrant  
5 parents, focusing specifically this pilot year on  
6 juvenile justice and educational rights. So, we've  
7 partnered law students and attorneys from the firm that  
8 has taken on this project to go to community-based  
9 organizations and present those education workshops and  
10 to engage parents around some of the issues that  
11 they're finding on those issues.

12           We have a special education advocacy project  
13 which is working with two community-based  
14 organizations, providing special education advocacy for  
15 post-adoptive at-risk kids and also immigrant kids  
16 whose parents often can't navigate the educational  
17 system.

18           And then the third project is a transactional  
19 project, which I also noticed in your notes some of the  
20 larger firm attorneys had talked about trying to engage  
21 large firm attorneys around things that they know, and  
22 this is working on affordable housing.

1           Law students are doing research and working  
2 with attorneys on -- working with a local community  
3 land trust around drafting documents and protecting  
4 certain properties under our 10-percent zoning law,  
5 which is supposed to set aside 10 percent of all new  
6 development for affordable housing, and there are  
7 issues about how to maintain those properties as  
8 affordable.

9           We're hoping students will also get the chance  
10 to help with closing as low-income families are  
11 purchasing properties, and that the firm attorneys can  
12 work with the students on that, as well.

13           Just a couple of lessons learned from this  
14 project.

15           One exciting part of this is that we found  
16 that law schools, or at least in our case, seem to have  
17 some pressure to bear on law firms, in that when we've  
18 gone to the law firms and encouraged them to do this  
19 and provided it sort of as a package of here is what we  
20 can give you to make this work, they've been very  
21 receptive, and also, it's had -- in two cases, with two  
22 of the firms, they have really had to look at their own

1 pro bono policies and think about how they either do or  
2 do not provide hours, credit to their attorneys for the  
3 work that they're doing, how -- you know, managing  
4 partners need to recognize pro bono is important, so  
5 that if one of their attorneys is going off to do a  
6 legal education workshop, that's just as important as  
7 something else that that attorney is working on.

8           So, we have had some very interesting and, I  
9 think, good conversations with law firms about why this  
10 is important, and having a law school connection, I  
11 think, helps them to see that this is important, and  
12 so, we've had a good reception.

13           I can't emphasize enough the good experience  
14 it is for law students, because many of our law  
15 students will not go into public interest jobs, they'll  
16 go into the private sector, for them to see firsthand  
17 what it's like to do pro bono work from within a law  
18 firm, have that experience, have that experience in  
19 cooperation with legal services attorneys, with  
20 community-based organizations.

21           It's a really important experience for them in  
22 developing them as attorneys who are committed to pro

1 bono.

2 I don't want to take too much time, but I'm  
3 going to talk just briefly about the Medical-Legal  
4 Partnership for Children, which is another initiative  
5 that the law school is involved in. It's a partnership  
6 of Rhode Island Legal Services, the law school, Brown  
7 Medical School, Hasbro Children's Hospital, and Rhode  
8 Island Kids Count, which is a children's policy  
9 organization.

10 It's modeled on a program out of Boston  
11 Medical Center.

12 These programs are actually spreading, I  
13 think, throughout the country, and the idea is to  
14 provide legal services within a health-care setting, in  
15 this case a children's hospital, to low-income  
16 families, to address barriers for them that may affect  
17 a child's health, so things like lead poisoning, unsafe  
18 housing, public benefits, special education, issues  
19 that physicians may feel are important issues to that  
20 child's health and well-being over time.

21 Rhode Island Legal Services has dedicated a  
22 full-time attorney to this project.

1           We have two law students per semester who work  
2 under her supervision.

3           Medical students at Brown Medical School also  
4 work through their community-based clerkship program.  
5 So, we have an interdisciplinary relationship between  
6 the law and medical students.

7           I also teach a joint course with Brown Medical  
8 School, the idea of which is to train new lawyers and  
9 new doctors to think about social justice in their  
10 careers and what it means to be an advocate. It's  
11 easier for us to think about that as lawyers than it is  
12 for doctors, but my colleagues at Brown Medical School  
13 say that that's a movement in medical schools, as well,  
14 is to have doctors come out -- or medical students come  
15 out with a sense of their community's context and some  
16 of the issues that their patients are dealing with  
17 outside of that exam room.

18           So, we teach a joint class together, and  
19 another piece of it that Boston Medical Center has been  
20 able to do -- and it's something we're trying to do, as  
21 well, is to bring in pro bono attorneys to work  
22 collaboratively with us on that project.

1           So, just in summary, I think there's a few  
2 different things that it might be helpful for you to  
3 think about, as you think about these kinds of  
4 partnerships between law schools, legal services, and  
5 law firms.

6           First of all, it's a great opportunity to  
7 expand the resources of law firms toward legal  
8 services, particularly large firms that don't often  
9 have a sense of what to do in terms of pro bono work.  
10 Having law students and a law school that's committed  
11 to helping that law firm identify specific projects  
12 that they can really take ownership over, as opposed to  
13 just having a relationship of referring cases, is  
14 really important.

15           Legal services, in terms of that, is obviously  
16 extremely important. We work very closely with them to  
17 identify gaps in service and projects that they may or  
18 may not be able to address. They're the front-line  
19 people, they're the experts, and so, having that  
20 collaborative relationship is extremely important.

21           In thinking about law firm pro bono, I guess I  
22 can't emphasize enough the importance of addressing

1 their concerns about why it's hard for them to do pro  
2 bono, and coming up with innovative, creative projects  
3 where they feel like they can engage and that they have  
4 support to do that.

5 And just in terms of sort of where this is  
6 going, the ABA conference that's happening, I believe,  
7 this weekend, in Hawaii, has a whole student panel of  
8 student representatives from the bar associations  
9 talking about model law school pro bono projects, and  
10 so, these are springing up, and I think there's a  
11 movement within the law school community, certainly at  
12 the ABA, to look toward law schools and collaborative  
13 relationships with law firms and legal services to make  
14 this kind of work address the needs that we need to in  
15 our community.

16 Thank you.

17 MR. HALL: Thank you.

18 MR. STAUDT: Well, when Karen introduced me,  
19 more generously than I deserved, she left out the two  
20 most important connections to you.

21 From 1972 to 1975, I was a legal services  
22 lawyer in Tucson working with John Tull at the Puma



1 County Legal Aid Society, and starting on September 2nd  
2 or something like that, much more important, my  
3 daughter, who took the bar in Illinois this week, will  
4 start a staff attorney for the Cleveland Legal Aid  
5 Society in the Paynesville office, and so, my most  
6 important product in life is directed at the great  
7 challenge that you have in front of you.

8 Thank you for inviting me to talk to you for a  
9 few minutes.

10 I wanted to start with a congratulations. It  
11 seems to me that you may not realize how successful you  
12 have been in an area that I care desperately about and  
13 have worked on for most of my career, and that is the  
14 utilization of technology, especially computer  
15 technology, now internet technology, in improving the  
16 efficiency and effectiveness of lawyers practicing in  
17 legal services, and your technology innovation grant  
18 program has been an extraordinary success. You have  
19 established a national infrastructure of incredible  
20 importance.

21 Every state now has -- maybe with one  
22 exception -- a statewide website, delivered on one of

1 two very powerful and consistent standard platforms,  
2 able to put information, forms, guidance to lawyers in  
3 terms of specific tactics, video, automated document  
4 assembly tools, graphical products like the one that  
5 Karen talked about that's shown in the front of this  
6 brochure, where you can guide your clients or your  
7 colleagues down a path toward a target, either by  
8 providing information to them or providing forms to  
9 them, solutions of various types.

10           You've standardized, actually, in the last few  
11 weeks, another extraordinary infrastructure, the  
12 national public document assembly organization. It's  
13 NPADO. I don't have the words right, but it's a Hot  
14 Docs national server, Hot Docs donated by Lexis, and  
15 the entire infrastructure supported by TIG grants is  
16 now in place, so that every legal aid program in the  
17 country can post automated document assembly tools,  
18 forms that assemble themselves or can be drawn on by  
19 advocates or their clients directly to put together the  
20 forms that they need for court or find -- put together  
21 the letter that they need to send to their landlord in  
22 a very rapid way, in a perfect way, in beautiful form,

1 and easily delivered anywhere in the world using a web  
2 infrastructure.

3 I think last week that infrastructure, once  
4 managed through Ohio, is now in the hands of Pro Bono  
5 Net in New York, and the agreements are all done, so  
6 that one of the two platforms for statewide legal aid  
7 and legal services website delivery in each state now  
8 has merged with the document assembly infrastructure,  
9 creating an incredibly powerful platform for using  
10 technology to expand and make more effective the  
11 resources that you share and administer in the national  
12 legal services system.

13 In 1991, the ABA did a report.

14 It was called the ABA Conference on Access to  
15 Justice in the 1990s.

16 I think Ester Lardent from Georgetown was the  
17 reporter, and they looked at the question that you're  
18 asking us to think about today.

19 They said the conferees agree that law schools  
20 could not be a major provider of services to low- and  
21 moderate-income clients but did support law school  
22 clinical programs and other efforts which provide

1 training about and exposure to poverty law issues.

2 That's a pretty depressing and pessimistic  
3 assessment by people that we care about, people that we  
4 trust, who looked at the issue 15 years ago.

5 I suggest to you that your success and the  
6 changes in technology that have occurred in the last 15  
7 years make this assessment perhaps anarchistic and  
8 wrong.

9 Technology has changed the law profession.

10 The internet has changed the way we interact  
11 with one another as consumers, as parents and children,  
12 the way we shop, the way we learn, the way we find  
13 information.

14 That transformation and your infrastructure, I  
15 suggest to you, make it possible for us to tap into law  
16 students in more powerful ways to begin to increase the  
17 resources that they might offer to the delivery of  
18 legal services system in the United States.

19 In 2005 and 2006, 148,273 law students were  
20 enrolled in law schools in the United States, 148,273.  
21 That's a lot of people.

22 Two, three, four, five weeks ago, on June 8th

1 and 9th, funded by some support from the State Justice  
2 Institute, I convened a workshop with legal services  
3 experts, court experts, and law school experts, and the  
4 purpose of the workshop was to examine the question of  
5 how those 148,273 law students might be more  
6 effectively employed or effectively utilized to deal  
7 with that horrible problem that you face every time you  
8 get together, and probably carry with you when you go  
9 back to your homes, the 80 percent of unmet need of the  
10 constituency that you're trying to support, and that  
11 group first caucused in among themselves, courts, legal  
12 aid folks, and law schools, and said, well, what are  
13 our -- if we were to do projects, if we were try to  
14 increase the use of law students in the delivery of  
15 legal services to low-income people, using these  
16 technologies, how would we do it and what would we want  
17 out of it?

18           So, they developed their own set of  
19 objectives.

20           Then we got together and mixed the groups and  
21 looked for models, and we had four models to start  
22 with, one of which has already been described, the

1 Tennessee research project that Tom Galligan, who is  
2 the dean at University of Tennessee, and Dave Yoder,  
3 from the Legal Services Assistance Foundation of  
4 Eastern Tennessee, I think it is -- I think that's the  
5 right name -- have put together, which is a  
6 web-supported research mechanism that allows legal aid  
7 lawyers in rural Tennessee offices to essentially put  
8 up a research assignment at a website that it then sort  
9 of checked out by the faculty monitor, which happens to  
10 be the dean of the Tennessee law school, which makes it  
11 sort of powerful, who then passes it on to law  
12 students, who do the work, and then he reviews the  
13 research and passes it back.

14 We looked at perhaps the most extensive use of  
15 law students by one of your grantees in the delivery of  
16 legal services in the United States, which is done by  
17 the other David Hall, in Texas-Rio Grande Legal  
18 Services, who, I think he said, spent \$350,000 of your  
19 money hiring law students to do telephone intake for  
20 migrant worker clients and other low-income people in  
21 southern Texas, and those students are heavily  
22 supported by technology.

1           They use a hot-line kind of intake process  
2       where they answer a phone that is tied into a voice  
3       over IT, which is an IT internet type of phone delivery  
4       system, which allows low telephone charges for anywhere  
5       in the state. There aren't long-distance charges. The  
6       student answers the phone, and they're usually in a war  
7       room someplace in Austin or in San Antonio. They talk  
8       to a client. They work up the case, with the help of a  
9       computer-supported website that is a case management  
10      system and a guide, so that they ask the right  
11      questions of the right kinds of clients. A client  
12      comes in and has an employment problem, and they're  
13      prompted by the website to ask a series of questions,  
14      and as they interview the client, they put data into  
15      the case management system.

16           They roll that up into an advice case plan,  
17      and send it to the duty lawyer in Texas Rio-Grande  
18      Legal Assistance, who could be anywhere, and they send  
19      it by a web message, who then reviews it and sends back  
20      either approval or suggestion for changes.

21           Law students do, I think David told us, 70  
22      percent of the intake for the entire program.

1           We looked at models involving courts where  
2 students serve as guides to self-represented litigants  
3 who come to self-help centers in courthouses, one of  
4 which we have in Chicago, supported by volunteers from  
5 Chicago-Kent, called the Self-Help Web Center, which is  
6 also described in this brochure which we'll share with  
7 you at the end of the meeting.

8           We also looked at models where law students  
9 served as authors or editors or programmers of  
10 technology types of legal services delivery tools, and  
11 the reason that's important is because of the  
12 infrastructure that you've established. The reason  
13 that's important is because of the statewide websites  
14 that are now the go-to place in each state for  
15 low-income people and their advocates to find the  
16 information that they need and the support that they  
17 need to deliver legal services.

18           We spent a great deal of time at the  
19 workshop -- and the white paper, as Karen mentioned, is  
20 in its first draft.

21           It was circulated this week to all the members  
22 of the workshop, and they have authorized me, I guess,



1 or have urged me to share it with you, and so, I hope  
2 that you'll find it interesting and useful.

3           We found another dozen examples of models that  
4 might involve law students in the delivery of legal  
5 services using technology of one type or another, but  
6 the one that had the most bite, the one that seemed to  
7 be the most enthusiastically accepted and  
8 enthusiastically supported by this group of 30 experts  
9 was some kind of a national initiative that would  
10 enlist law students in making a significant  
11 contribution to the statewide website content, making a  
12 contribution in ensuring that the material on those  
13 statewide websites is current, in drafting versions of  
14 new things that need to be prepared in order to meet  
15 the legal needs that had not been foreseen when the  
16 sites were first put up, the needs that come from this  
17 emerging capability that the Pro Bono Net, NPADO  
18 document assembly infrastructure offers, of building  
19 more and more and more automated systems, which under  
20 the guidance of legal services lawyers and their staff  
21 can be used to make it more efficient to deliver simple  
22 legal services in less complicated matters to people in

1 need, and take a bigger and bigger bite out of that 80  
2 percent that we face.

3 All of the group thought that law students had  
4 a role to play there, and one of the reasons they  
5 thought that was that the incentives seemed to be lined  
6 up.

7 We have a program at Chicago-Kent called the  
8 Student Editorial Board, Access to Justice Student  
9 Editorial Board, where students come into something  
10 that's like a law review, and in that law review  
11 setting, they prepare these graphical guided interviews  
12 to help people prepare a set of divorce forms or a  
13 letter to their landlord.

14 The incentives that law reviews demand and  
15 deliver don't usually require that much money, and the  
16 timing and the pacing of the work seem to fit much more  
17 effectively with this kind of work than intake that  
18 David Hall in Texas was doing or even some of the  
19 guided work that people are doing in courthouses. In  
20 fact, I got a message from Wayne Moore, in response to  
21 the first draft of the paper, saying that he thought  
22 law students were not particularly good as intake

1 workers and they weren't particularly good on hot-lines  
2 and they weren't particularly good even in doing the  
3 research tasks that Tom Galligan's project had  
4 launched, because of all the problems of supervision  
5 and misalignment of schedules and the fact that they're  
6 short-timers in the process, and that these things  
7 could be done more effectively with full-time  
8 sophisticated lawyers.

9           One of Wayne's comments was that the most  
10 sophisticated task in legal services delivery is doing  
11 that initial intake job on a hot-line with the  
12 capabilities of doing analysis and interviewing and  
13 counseling and having a great telephone manner all  
14 having to be gathered up in one person, which is an  
15 interesting insight.

16           But this kind of a project, which is the one  
17 suggestion that I'll make to you, is the kind of  
18 project that fits more with the law school timing and  
19 the law school incentive structure, and so, what I want  
20 to do in closing, to keep this as short as possible,  
21 and to give Jim some time to talk about clinics and  
22 other things, is just to read the last paragraph of the

1 white paper to you as a proposal.

2           A new national initiative aimed at enlisting  
3 law students to write and program useful legal content  
4 for Legal Services Corporation-funded statewide  
5 websites has powerful promise. The technical  
6 infrastructure is in place. NPADO has recently been  
7 reorganized into Pro Bono Net, one of the two Legal  
8 Services Corporation-supported providers of statewide  
9 websites. A partnership between the Legal Services  
10 Corporation, Pro Bono Net, and the Center for  
11 Computer-Assisted Legal Instruction, along with other  
12 interested stakeholders, could bring the necessary  
13 technical resources together. Early attempts to model  
14 law student projects like the A to J Student Editorial  
15 Board appear to have tapped student motivations that  
16 draw on both public service enthusiasm as well as  
17 educational and credentialing needs. A strong and  
18 visible national project is needed to improve the  
19 credentialing abilities of these initiatives and  
20 stimulate many law schools to develop chapters that  
21 unleash the creative energy of law students to build  
22 new web content that will improve access to justice.

1           MR. HALL: Thank you very much, Ron.

2           Jim Rowan.

3           MR. ROWAN: Chairman Hall and members of the  
4 committee, it's an honor to be here and to have an  
5 opportunity, at the behest of your president and vice  
6 president, to share with you a couple of thoughts.

7           You've already had more grains of truth that I  
8 suspect we're going to be able to mill in the remaining  
9 time, and so, a humble and sensible person would simply  
10 shut up and get to the questions and answers.

11           I'm not humble. I'm not sensible. So, I'm  
12 going to share, but briefly, a few additional thoughts  
13 with you.

14           In the 35 years that I have been involved as a  
15 lawyer dedicated to legal services work, I'm sorry to  
16 say that it seems to me that the academy and the  
17 corporation have drifted a little bit apart from each  
18 other.

19           We are, in many ways, still connected at the  
20 line level, and since Northeastern Law School, where I  
21 make my home, has contributed David Hall to the Legal  
22 Services Corporation, I suppose we're connected at the

1 very top, but it does sometimes feel to me as though we  
2 have been more than a little disconnected at the  
3 middle.

4           The letterhead of the Legal Services  
5 Corporation identifies the corporation as America's  
6 partner for equal justice.

7           The dream I'd like to share with you this  
8 afternoon rests fundamentally on the notion that you  
9 consider law schools as your partner and that we  
10 consider ways in which we might reinvigorate what was,  
11 perhaps in revisionist views, halcyon days in the '70s  
12 when the academy and the emerging legal services  
13 efforts were much more closely intertwined.

14           I apologize for the view of history which may  
15 only be mine, but it is important to me to position the  
16 comments which I want to make to you.

17           Karen was kind enough to identify me as  
18 someone who came from community organizing to law  
19 school and from law school to legal services and from  
20 legal services to private practice, back to legal  
21 services and then into the academy.

22           I'd point out to you, however, that that's a

1 unique path.

2           In the provincial town of Boston, I can,  
3 without giving it anymore thought than ticking it off,  
4 name one law school dean, one former U.S. attorney,  
5 four managing partners of relatively substantial law  
6 firms, eight state court trial judges, one Federal  
7 court trial judge, a dozen or more clinicians who have  
8 exactly that same pattern.

9           So, there are lots of ways in which the links,  
10 I think, can exist, should exist, and can be made to  
11 exist.

12           But you're practical people. You've got only  
13 a short number of minutes, and I've only got a few  
14 minutes to talk to you, so let me make six concrete,  
15 interrelated proposals.

16           The proposals might, I suppose, be stated not  
17 as proposals so much as questions, and they might go  
18 something like this.

19           How can the Legal Services Corporation  
20 possibly consider any new initiatives that would call  
21 law school resources into the struggle to increase  
22 justice or access to justice or service given how

1       thinly your staff is already spread and how thinly your  
2       resources are spread?

3                 Does somebody really have the hubris to  
4       suggest that there are new insights that would come  
5       from law schools that have not already occurred to and  
6       been reviewed by and either accepted or rejected by the  
7       corporation?

8                 Is there any promise to a methodology that  
9       might come from the law schools and from the law  
10      schools' position within the universities that would  
11      permit the corporation and this board to assess not  
12      only the quantity of difference made by a new  
13      initiative but the quality?

14                What is there on the horizon, on the farther  
15      horizon, in the research and development end, that  
16      offers any promise of improvements in quality or  
17      quantity of private attorney involvement?

18                And lastly, another pragmatic.

19                How do you reward really successful  
20      initiatives?

21                So, the questions into -- not definitive  
22      answers but just my take on what might be the answers,



1 if any of those questions interest your staff. I'm  
2 starting with the one that always seems to be the most  
3 critical obstacle to getting anything done, because we  
4 don't have the people to do it.

5 Here's a thought for you. Law schools give  
6 tenured faculty members time off every seven years,  
7 sabbaticals.

8 You attract a law faculty member to serve the  
9 board or serve some senior members of the staff, equip  
10 them with a couple of students, and you have the  
11 potential staffing to deal with other initiatives.

12 What other kinds of initiatives? Well, the  
13 second question relates to is there anything to be  
14 mined in the law school experience?

15 Well, I don't know what you thought of what my  
16 colleagues had to say, but I've got notes that are  
17 going to cause me to go back -- I suspect you've got  
18 notes -- I suspect -- I think I know that there are  
19 things to be learned, particularly from the clinics,  
20 about how a more mobile, more flexible organization can  
21 deal with efforts to open up new ground. I suspect  
22 there are things to be learned. I suspect it has to be

1 organized and delivered to you in a fashion that  
2 permits you to make some executive decisions about  
3 which things to pursue.

4 That's number two, or the answer to question  
5 number two, about mining the law school experience, but  
6 note that there's another thing that the law schools  
7 know a good deal about, maybe not as much as the  
8 corporation but a good deal, how to recruit and train  
9 young legal professionals.

10 We have fallen -- one of the places where I  
11 feel the gap widening is, when I started, the training  
12 for legal services lawyers was centered in the law  
13 schools.

14 Now, maybe there's an insight on the part of  
15 the corporation and experience that law schools don't  
16 train lawyers very well.

17 Well, if that's true, then you're wise to have  
18 backed away from that, but by now, very little training  
19 of the legal services staff is done in the university  
20 context.

21 I'd at least like to confirm that you're  
22 really sure that division is wise.

1           The third question, interdisciplinary  
2           qualitative and quantitative research -- when I first  
3           was invited to think about this subject, this problem  
4           that you folks are sensibly wrestling with, I listened  
5           to the role of the law schools, and here's an expansion  
6           of that idea.

7           Most law schools exist within universities.  
8           Most universities are a wealth of interdisciplinary  
9           skills.

10          One of the things that's happening in the  
11          university, and therefore, in the law schools that are  
12          a part of them, is an effort to build much more  
13          rigorous interdisciplinary teams between parts of the  
14          university.

15          It is resulting in an increasing ability in  
16          the law schools, in the university generally, to create  
17          programs which can then be rigorously qualitatively and  
18          quantitatively analyzed, looking at them from a goal  
19          standpoint, looking at them from an output standpoint.  
20          That function, that ability is something which the  
21          corporation could utilize if they chose to, and which  
22          would permit a little bit more sophisticated separation

1 of good ideas from really good ideas from great ideas.

2 The next question is what in the last  
3 presidential debate I think they wound up calling the  
4 vision thing, and it is this: Law schools are  
5 wonderful at producing mountains of theory and  
6 mountains of perspectives.

7 Now, I am not here to suggest to you that the  
8 mountain is, in fact, valuable from top to bottom, but  
9 I am here to suggest that one of the things that the  
10 university is capable of, that law schools are capable  
11 of, is guided, disciplined research, and so, if there  
12 were to be created by legal services, hopefully in  
13 collaboration with the academy, a research agenda, that  
14 agenda, I suspect, would attract useful, practical work  
15 that you could put to good use but could also produce  
16 some of the organized, ground-breaking material that  
17 you need to be investing in, as any organization does,  
18 in order to be able not just to deal with the problem  
19 of 2006 but the problems of 2026.

20 Networks: Seems to me that if the corporation  
21 wants to think about the rapid expansion of the  
22 availability of people who can do some of the work that

1 needs to be done, you might look -- and maybe this has  
2 been done.

3           You understand that my -- I have already  
4 admitted that I feel some distance from legal services  
5 at the top, but the networks that the law school world  
6 has created, to the extent I interact with them, are  
7 not all interacting with the corporation. Let me just  
8 give you two. One is really obvious, I think. The  
9 other may be a little less so.

10           All law schools have folks whose job it is to  
11 stay in touch with their alumni.

12           Those people are, in fact, linked to each  
13 other in a network.

14           That network contains, as far as I can tell, a  
15 huge majority of people who are philosophically,  
16 ideologically, pragmatically tied to the same  
17 objectives as the people who are in this room, and I  
18 could not find, talking to those people, any link that  
19 presently existed between the corporation and those  
20 folks.

21           A little less obviously, law school  
22 librarians, an enormously powerful, privileged, large

1 group of people with an extraordinary wealth of talent  
2 about how to do sophisticated research, how to teach  
3 how to do sophisticated research, aligned with, some of  
4 it as new as what Ron has been talking to you about,  
5 some of it of older techniques, but all of it available  
6 and, I suspect, accessible to the corporation.

7           And last, and maybe most briefly, rewards. I  
8 don't think, in order to encourage the reinvigoration  
9 of the relationship between law schools and legal  
10 services, you need to think long and hard about  
11 rewards.

12           I have discovered, I think, the truth about  
13 rewards in academia.

14           Kind words go a long way.

15           Put them in writing, and they gave an even  
16 longer way.

17           Give some number of people an award, and they  
18 may well be friends of yours forever.

19           Do a little bit by way of publicizing, making  
20 some noise about, talking about things that are really  
21 successful, and I think, at least in relation to those  
22 people who are so touted, you'll have friends for a

1 life time.

2 That's enough. Thank you for your attention.

3 I hope we have some time for some questions and answers  
4 and some comments.

5 MR. HALL: Yes, we are.

6 First, I want to thank each panelist for an  
7 excellent presentation.

8 We are going to have to steal some time from  
9 Ops and Regs, but we've had too much put out here for  
10 us to end at this time.

11 So, I do want to open the floor for questions  
12 from committee members, from other board members.  
13 Please feel free to ask a question, and let us know who  
14 you're directing that question to.

15 Any questions?

16 MS. CHILES: I think I gleaned the answer from  
17 a later speaker.

18 Thank you, Mr. Chairman.

19 MR. HALL: Okay.

20 Tom.

21 MR. MEITES: I hate to rain on this parade  
22 even the slightest bit. We don't hire law students in

1 our law firm. We're very reluctant to hire new law  
2 graduates. They don't know how to practice law, and I  
3 am frightened about your suggestion that law students  
4 are going to be contributing content to statewide  
5 websites.

6 I agree with you that our technology  
7 initiative may be the best thing we've done in the last  
8 10 years, and we go around the country and we hear how  
9 different legal services programs use our -- the  
10 resources that we helped to build, and one of the most  
11 successful use is on-line form generation and  
12 information gathering.

13 You and I are both from Chicago. We know  
14 exactly what the Circuit Court of Cook County is and is  
15 not. To have law students writing forms for the  
16 Circuit Court of Cook County is not a prospect that I  
17 welcome.

18 So, tell me how your law students doing  
19 content is going to match up with the world that I live  
20 in.

21 MR. STAUDT: First of all, in terms of the  
22 sophistication needed to get these forms and letters



1 and other kinds of things into a technical setting  
2 where they can be useful to people and to their  
3 advocates takes a set of skills that exceeds just being  
4 a good lawyer.

5           There are a whole set of technical skills that  
6 law students are much more adept at, or are more adept  
7 at acquiring, than people who are our age, it turns  
8 out.

9           It also turns out that the lawyers in the  
10 grantee agencies want to practice law, and they don't  
11 want to be programmers and developers of form sets, but  
12 that does not mean that they can't be supervisors and  
13 editors and the final arbiter of quality of the  
14 content.

15           There's just a huge amount of work to get this  
16 stuff in the right technical form and loaded properly  
17 so that the client, for example, or the advocate that  
18 uses it has the right form of questions and that the  
19 internal logic is done well enough to gather this  
20 information, which has some effect on the final  
21 product, but all of those effects can be supervised and  
22 controlled and managed by the lawyers in the situation.

1           I'll tell you just a minute about how the  
2 statewide website in Illinois works.

3           It was incubated at Chicago-Kent, and now it's  
4 a separate independent nonprofit organization supported  
5 by the IOLTA fund and Chicago Bar Foundation and  
6 others.

7           It has four panels of legal aid experts from  
8 around the state who are in charge of the selection of  
9 the type of content and the decision on whether certain  
10 content goes up in housing, family law, public  
11 benefits, and I forget the fourth. Maybe it's  
12 miscellaneous, everything else.

13          It has four very senior editor employees who  
14 are lawyers with long experience, who vet every piece  
15 of content that goes up, but they also make extensive  
16 use of hired law students, and so, there are maybe 10,  
17 12 law students at any one time who are working under  
18 the supervision of these folks, helping review the  
19 drafts, doing site checking, following up on the forms,  
20 doing initial drafts sometimes with the lawyer boards,  
21 and so on. So, it's a very comfortable thing, in my  
22 view, in the context of faculty edit-at-larges, for

1 example, to imagine the interaction between true domain  
2 experts, who you would be very comfortable trusting,  
3 and the leveraging of lots of legal talent that's raw  
4 and learning and growing that's available from law  
5 students.

6 MR. MEITES: Thank you.

7 MR. HALL: Other questions?

8 MR. GARTEN: You explained, Karen, what the  
9 requirements were in order to take advantage of private  
10 attorney involvement.

11 Ron, you just said that, initially, that you  
12 would be using lawyers to check on these law students,  
13 but Karen had told us, if I heard you correctly, that  
14 they have to be private lawyers in order to qualify.

15 Is that correct, Karen?

16 MS. SARJEANT: Right.

17 MR. GARTEN: So, did you elaborate in  
18 responding to Tom that these would be private lawyers  
19 supervising these students?

20 MR. STAUDT: Herb, to be as frank and direct  
21 as I can, I don't really care very much about that.  
22 You do. It's really critical to you, but I'm just

1       trying to get law students involved in solving this  
2       problem, whether they're funded by you or they're  
3       funded by non-Legal Services Corporation resources.  
4       So, until coming to this panel, I never gave that the  
5       slightest thought.

6               I think it's a serious and difficult problem  
7       that this committee and the board has to face as to how  
8       to do that in a way that would leverage your resources  
9       and take advantage of that, but I just don't know the  
10      answer.

11             MR. GARTEN:   Tom, are you satisfied with the  
12      response you got?

13             MR. MEITES:   Well, you're getting in the  
14      arcane areas of our regulations.

15             I'm satisfied with the notion -- two things.  
16      One is that I couldn't agree more with the proposition  
17      that law students are much more technically adept and  
18      more technically interested than their cohorts in older  
19      groups, and I know there are people in every state we  
20      visited who work on forms and would like to be able to  
21      work on forms and developing common bodies of legal  
22      information more efficiently, and part of that is just

1 having people to do the work.

2           Whether it's done by the private bar or  
3 whether it's done by our grantees, that presumably is  
4 something that we can address ourselves to, if that's  
5 an issue, under our regulations, but I like the idea,  
6 and I remember my law school days, and it's important  
7 to give students something to put on their resumes.

8           I read resumes every day, and the way you read  
9 a resume is name, where they live now, are they living  
10 in your state, so they probably have passed the bar,  
11 then you read how they did in law school, and it's  
12 usually three or four sentences, and our law firm  
13 doesn't get, you know, president of the law review, but  
14 we get people that say other things, and what you  
15 describe would be a very interesting other thing to see  
16 on a resume.

17           MR. HALL: Before going to Sarah, just to  
18 clarify this point, Herb, I think the distinction here  
19 is that if we want to count that activity towards the  
20 12.5 percent, that it has to be supervised by a private  
21 attorney, but it doesn't say that you couldn't utilize  
22 someone else.

1           MR. GARTEN:  It's obvious that some of the  
2 programs that have been described to us are not taking  
3 advantage of it.

4           MR. HALL:  Uh-huh.

5           MR. GARTEN:  That's clear from what we have  
6 heard.

7           MR. HALL:  Sarah?

8           MS. SINGLETON:  This is a clarification.  If  
9 the law students are supervised by a clinical professor  
10 who is a member of the bar of the state, does that  
11 count as a private attorney?

12          MS. SARJEANT:  Yes.

13                 The way our opinion is written, the issue was  
14 that the program wanted to use their own staff  
15 attorneys or managing attorneys to supervise law  
16 students and then asked whether that time of those  
17 attorneys was countable toward the PAI requirement, and  
18 the answer in the opinion to that was no.  So, if you  
19 were using -- and in fact, one of the -- a couple of  
20 the examples I used, the supervision of the law  
21 students in the clinic was by private attorney  
22 instructors, and that was countable.

1 MS. SINGLETON: I just want to make sure I  
2 understand what you mean when you say private attorney  
3 instructors.

4 I'm not talking about some adjunct professor.  
5 I'm talking about somebody like Ron, who works at the  
6 university as a full-time professor but also is a  
7 member of the Illinois bar.

8 MS. SARJEANT: That's fine.

9 MS. SINGLETON: Okay.

10 MS. SARJEANT: The hook here is whether the  
11 attorney is in an LSC-funded program.

12 MS. SINGLETON: Any member of the bar who is  
13 not paid by LSC is good enough.

14 MS. SARJEANT: Yes.

15 MR. GARTEN: Thanks for the clarification.

16 MS. SARJEANT: We have several materials here  
17 that we will make available to you.

18 One is a copy of that opinion, and then  
19 materials, also, that the members of the panel put  
20 together.

21 MR. HALL: I have a few questions, and if  
22 there are some others from board members -- Cindy, you

1 mentioned -- your recommendation number two -- I want  
2 to make sure I understand that, which is creating  
3 something on the LSC website --

4 MS. ADCOCK: Right.

5 MR. HALL: -- that might be useful to students  
6 and, as you said, give them some information that  
7 they're not getting in the law schools. I'm at a loss  
8 as to what would that information be, especially when,  
9 as you also indicated, there are about 158, I think,  
10 law schools that have something going on around pro  
11 bono.

12 MS. ADCOCK: Right.

13 MR. HALL: So, if we were to devote some time  
14 on our -- or some space on our website, what do you  
15 think would be the critical things we could add there  
16 that would really make a difference in the law school  
17 community?

18 MS. ADCOCK: Well, thanks for that softball,  
19 and that is that when -- when I say there are that many  
20 formal or informal pro bono programs in law schools,  
21 the quality of those programs differ greatly, and the  
22 focus of them differ greatly, and I could spend a lot



1 of time just kind of ferreting that out for you, but  
2 one key, as I mentioned, is having a pro bono  
3 coordinator dedicated to that, and many schools don't,  
4 even though they have a program, but also, some of the  
5 programs don't focus on poverty law issues. Like I  
6 said, what's hip right now, you know, are  
7 those -- international law, you know.

8           So, just because it says pro bono doesn't mean  
9 it's legal services, and I feel that, in many schools,  
10 in many places, the students don't really understand  
11 what the legal needs are or what the gap is, but also,  
12 this website could be a place where faculty could go.  
13 There are plenty of faculty, as was mentioned, that  
14 have backgrounds, they're very interested in -- but  
15 they don't have time to do the research, they don't  
16 have time to do this or that, and one of the things  
17 that Minnesota Justice Foundation is doing is they have  
18 developed modules for, say, property professors to use  
19 in their property courses that address poverty law-type  
20 questions.

21           So, it would be a place where students could  
22 go to get educated, where legal services could talk

1 about the importance and how you might use, again, the  
2 best practices thing, how we're using students very  
3 effectively, for example -- but also a place where  
4 faculty could go.

5 MR. HALL: Okay.

6 Thank you.

7 That helps.

8 Liz, you were mentioning the difficulty of  
9 working with law firms, and especially trying to  
10 connect up, I guess, the volunteer lawyer at the firm  
11 with the student at the right time, the student wants  
12 to do the project.

13 Do you utilize the -- we had a presentation  
14 this morning from the Volunteer Lawyers Association  
15 that is operable here, which I assume is working with  
16 the firms all the time.

17 MS. TYLER: Right.

18 MR. HALL: Do you do a collaborative where  
19 they are working with you, since they have a  
20 connection, and do you suggest that that may be one of  
21 the ways in which we try to promote that connection, is  
22 by using volunteer lawyer associations that often we

1 fund?

2 MS. TYLER: Absolutely.

3 We do work closely with them, and as I  
4 mentioned, there are often timing issues that we all  
5 experience between their calling us with a particular  
6 case where a law student could be helpful to that  
7 attorney, as you know, being in academia, and the  
8 student's scheduling.

9 That doesn't mean it can't work and it doesn't  
10 work.

11 It does work.

12 But I think, certainly, as a recommendation to  
13 you, connecting law students with volunteer lawyer  
14 programs through bar associations is an excellent way  
15 to have students get the pro bono experience, and  
16 particularly in programs like ours, where we  
17 have -- every student is looking for a pro bono  
18 experience, that's an excellent way to connect them.

19 MR. HALL: But your experience is, even using  
20 them, you still have difficulty making this dance work.

21 MS. TYLER: You do.

22 MR. HALL: Okay.

1           Jim, you, in essence, urged us to try to use  
2     some of these other resources, and one might even  
3     argue, hidden resources in law schools like alumni  
4     directors, law librarians, etcetera. Do you see that  
5     connection happening on a national level, or does this  
6     approach only work on a law school by law school basis,  
7     because even though there are associations of law  
8     librarians and associations of alumni individuals,  
9     there are resource issues that those individuals are  
10    struggling with, and I can imagine that, even if we, on  
11    a national level, tried to connect with those  
12    organizations, that at the local level, that law  
13    librarian is going to have to decide does my dean want  
14    me to do this?

15           So, how do you see that happening, even if we  
16    decide that that's a road we want to go down?

17           MR. ROWAN: What I was trying to suggest was  
18    that there are some links happening at the ground  
19    level -- that is to say, law librarians in my hometown,  
20    at Suffolk, at New England, at Northeastern, are  
21    contributing some expertise to the local legal services  
22    program.

1           What I have not been able to discover is that,  
2           at the national level of organization of the law  
3           librarians, who have a whole different kind of agenda  
4           and clout, I haven't found a connection to the Legal  
5           Services Corporation, to the larger-scale planning, and  
6           so, what I fear is happening, what I was trying to  
7           address was large-scale organization connections, the  
8           exploration of those, rather than a focus exclusively  
9           on the micro-level, at the ground level.

10           MR. HALL:   Okay.

11           Thank you.

12           Any other questions?

13           MR. GARTEN:   Liz, you told us that there's an  
14           ABA conference in Hawaii dealing with students,  
15           students and pro bono, as I understand it.

16           MS. TYLER:   It's the larger ABA conference,  
17           but at that conference, the student division is  
18           focusing on pro bono.

19           MR. GARTEN:   Would there be any value in us  
20           having a representative attend this conference?

21           MS. TYLER:   As I understand it, they're  
22           presenting five different law school models of bringing

1 together private law firms and law schools to focus on  
2 pro bono.

3 So, to the extent it's worth someone's time to  
4 be there -- we have a student from our law school who  
5 will be representing us and talking about our program.

6 MR. FUENTES: As the California member, Mr.  
7 Chairman, I'd like to --

8 MR. HALL: Are you willing to volunteer?

9 MR. FUENTES: I think I'm closest.

10 MR. HALL: Are you also ready for a  
11 congressional investigation?

12 MR. GARTEN: We should have put this on the  
13 agenda.

14 MR. FUENTES: You always take a congressman  
15 with you.

16 MR. GARTEN: There was a question I had  
17 regarding funding and these rewards, Jim.

18 Would there be any value in us having some  
19 kind of a sponsorship, financial scholarship or a  
20 sponsorship of things for law schools that would help  
21 in moving forward? You mentioned the networks, and you  
22 mentioned other things.

1           Do you have any suggestions?

2           MR. ROWAN: I think you're talking about two  
3 relatively financially strapped institutions.

4           I mean there are very wealthy law schools. I  
5 don't -- I'm not talking about them. That's a very  
6 small number.

7           I think moving money from law schools that  
8 don't have a lot of money, from the Legal Services  
9 Corporation that doesn't have enough money, doesn't  
10 make a great deal of sense.

11           There may be some small amounts of dollars,  
12 but I think that what you need, if you follow my  
13 analysis, is you need some link at the board level, at  
14 the corporation level, and the quickest, easiest,  
15 cheapest way I can think to do it would be you give  
16 somebody a sabbatical slot, you put a couple of law  
17 school students with the person, with some kind of a  
18 small stipend so they can afford to serve in summers on  
19 a rotating, you know, 15-hour-a-week, 20-hour-a-week  
20 basis, I think you'd have the core of the staff to  
21 explore in more depth some of the comments, some of the  
22 suggestions, some of the ideas that my colleagues have

1 put before you today.

2 MR. HALL: Well, I, again, want to thank Karen  
3 and Helaine for bringing together such an excellent  
4 panel, and to thank all of our panelists for some very  
5 informative insights about what we need to do, and we  
6 will certainly take all of them serious. This has been  
7 a fact-gathering mission for us for the last three  
8 meetings, and we really do hope to cull through all of  
9 the transcripts and everything that have been said and  
10 come up with the best recommendations and to move  
11 forward, and we definitely appreciate you taking the  
12 time to come and share with us. So, thank you very  
13 much.

14 (Applause.)

15 MR. HALL: The next item on our agenda is  
16 public comment.

17 Is there any public comment for the Provisions  
18 Committee?

19 (No response.)

20 MR. HALL: Seeing or hearing none, is there  
21 any other business to come before the committee?

22 (No response.)



1           MR. HALL: Hearing none, I would consider an  
2 act for adjournment.

3                                   M O T I O N

4           MR. FUENTES: Move to adjourn.

5           MR. HALL: Okay.

6           So moved.

7           The meeting of the Provisions Committee is  
8 adjourned, and we thank the Ops and Regs for letting us  
9 take up a little bit of their time.

10          MS. BeVIER: Our pleasure.

11          (Whereupon, at 3:34 p.m., the committee was  
12 adjourned.)

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