FIRST ANNUAL CONFERENCE
ACCESS TO JUSTICE:
THE ROLE OF NEW YORK’S LAW SCHOOLS
A CONVERSATION ABOUT HELPING TO MEET THE ESSENTIAL
CIVIL LEGAL NEEDS OF LOW INCOME NEW YORKERS

BASED ON A CONFERENCE CONVENED BY THE
TASK FORCE TO EXPAND ACCESS TO CIVIL LEGAL SERVICES IN NEW YORK AT
BENJAMIN N. CARDOZO SCHOOL OF LAW ON MAY 22, 2012

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TASK FORCE TO EXPAND ACCESS TO CIVIL LEGAL SERVICES IN NEW YORK

REPORT OF THE LAW SCHOOL INVOLVEMENT WORKING GROUP

From the MAY 22, 2012 CONFERENCE

ACCESS TO JUSTICE: THE ROLE OF NEW YORK’S LAW SCHOOLS
A Conversation About The Role of Law Schools In Helping To Meet The Essential Civil Legal Needs of Low-Income New Yorkers

BENJAMIN N. CARDOZO SCHOOL OF LAW
New York, New York

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KEY RECOMMENDATIONS

The Task Force has documented a crisis in the lack of representation for low-income people in the New York's courts, particularly relating to legal matters that bear on the “essentials of life” – eviction, child custody, health care and education. In this report, the Task Force’s Law School Involvement Working Group offers recommendations that can make a difference in addressing this crisis. The recommendations describe opportunities for law students, law graduates and law faculty to apply their skills to help close the justice gap.

The contraction of our national economy has pushed millions of people into our courts. At the same time, sharp cuts in funding have impaired the capacity of the courts to respond and have diminished the protective efforts of the legal services providers, our front line institutions that are dedicated to helping people preserve their homes, maintain custody of their children, retain their health care coverage, and secure their children’s educational rights. Help is needed from all quarters.

At a groundbreaking Conference sponsored by the Task Force to Expand Access to Civil Legal Services in New York, at the Benjamin N. Cardozo School of Law on May 22, 2012, discussions showcased the broad range of activities New York’s law schools currently engage in that improve access to and the quality of justice for low-income residents. Indeed, the Conference closely followed the May 1, 2012 announcement by New York’s Chief Judge that people seeking admission to the New York Bar will be required to complete 50 hours of pro bono service. This new rule recognizes the value of engaging future lawyers in meeting the real world needs of vulnerable people in our justice system.

The Conference also revealed the law schools’ opportunity to do more. Six Key Recommendations emerged from ideas discussed by the four concurrent Conference Work Groups that, if adopted, would:
• Include law schools in regional planning processes to guide law students toward areas of greatest need;

• Establish an annual conference to encourage and promote communication and collaboration among the law schools and legal services providers, the courts and the bar, to further efforts to meet the civil legal needs of low-income residents in our State;

• Create online systems to match law students and providers, track students’ work and hours, gather feedback, and measure outcomes;

• Establish a New York State Uniform Student Practice Order (consistent with the practice in the other 49 states);

• Support recent law school graduates as they establish new law practices that serve low-income clients and respond to the justice gap; and,

• Educate law students about the justice gap and equip them with the skills needed to provide pro bono services to low-income clients as students and throughout their careers as attorneys.

RECOMMENDATION 1:

Law Schools Should Participate in Regional Planning to Respond to the Justice Gap

A. Establish a Law School Access to Justice Council to Provide Better Cooperation and Collaboration Among Schools and with the Broader Justice Community

No regular channels exist through which to coordinate the access to justice activities of the State’s 15 law schools, dozens of legal services providers, numerous courts, bar associations and private firms (see Exhibit 5, Maps of New York’s 13 Judicial Districts showing proximity of law schools in relation to legal services providers and bar associations). Law schools should be regular and active participants in state and local planning and coordination initiatives, including those undertaken by regional bar associations, task forces and the court system.

New York’s law schools should establish a Law School Access to Justice Council that would help link the schools with each other and other stakeholder institutions to foster coordination and collaboration in programs that provide access to justice to low-income or vulnerable New Yorkers confronted with legal matters implicating the essentials of life. The Council would be comprised of a representative from each law school and representatives from major bar associations, the courts and the legal services community. The Council should work to increase the law schools’ involvement in responding to the justice gap and to focus law school programs on areas of demonstrated need.

The Council’s specific activities would include:
• Coordinating Law Student Initiatives
The Council will promote development of programs to involve law students in the response to a) statewide or regional legal needs, such as foreclosure and domestic violence and b) short term or one-time needs, such as the 9/11 Victims’ Compensation Fund (enabling victims to file administrative claims online) and the Deferred Action Childhood Arrivals program (protecting certain immigrants from deportation).

• Promoting Best Practices
The Council will organize events to promote best practices for law student initiatives.

• Promoting Curricula Innovation
The Council will create resources for curricular innovation in substantive law that affects low-income clients and practice skills that are central to the effective representation of low-income clients.

• Promoting Communication
By communicating about civil legal needs in specific communities, legal services providers, school officials, law students, the courts and the bar can work jointly to coordinate delivery of critical legal services to vulnerable individuals, at once maximizing efficiencies and bridging the justice gap.

B. Create Access to Justice Committees at Each Law School

Law schools are complex institutions, engaged in dozens of initiatives to improve access to justice in their communities, including public service projects, clinics, externships, centers and institutes and unique initiatives pursued by faculty members. While this creates a rich and varied environment for students, it is not always apparent who to contact or how to access the resources of the law schools. Likewise, the imperatives that inform the development of initiatives at law schools may not correlate with the imperatives of the courts and/or legal services providers. Therefore, the creation of an Access to Justice Committee to improve communication with all justice system stakeholders and improve access to justice planning within each school is recommended. Each school’s Committee would designate a representative to serve on the New York State Law School Access to Justice Council described in Recommendation 1 (A) above.

C. Create an Access to Justice Law School Webpage with a Portal on the New York State Law School Access to Justice Council (Recommendation 1[A]) Website

Each school should establish an Access to Justice webpage to inform the public—and legal community—of the range of activities undertaken by the law school, enabling members of the public and justice system to understand how the law school’s efforts to bridge the justice gap. By
collecting this information on a centralized website, maintained by the Access to Justice Council, a statewide law school network will be established that will improve access to justice.

**RECOMMENDATION 2:**

**Establish an Annual Conference to Continue the Dialogue on the Law Schools’ Efforts to Bridge the Justice Gap**

Working in conjunction with the Law School Access to Justice Council, and each law school’s Access to Justice Committee, the Task Force to Expand Access to Civil Legal Services in New York, will host a conference for law school deans, faculty and students, legal services providers, representatives of the courts and members of the bar to promote regular communication and coordination among the law schools; to identify curricular innovations that address skills and practice unique to the needs of low-income litigants; highlight programs and projects in which law students effectively respond to the civil legal needs of low-income people in the community; and, promote greater understanding of competing interests that impact the delivery of civil legal services.

Each year, the Conference would study the impact of the law schools’ civil legal services work, compare programs and service models, discuss prospects for expanded collaborations and exchange ideas and information concerning curriculum relating to the representation of low-income clients. The 2012 Conference demonstrated the need for a forum where the law schools, legal services stakeholders, the courts and the bar can engage in open dialog on how to best serve the civil legal needs of low-income New Yorkers.

**RECOMMENDATION 3:**

**Create an Online Clearinghouse to Match Students to Pro Bono Opportunities and Enhance Online Services to Track and Support Law Student Pro Bono Work**

An “Online Clearinghouse for Pro Bono Opportunities” would serve as a unified conduit for providers and courts to post pro bono opportunities open to law students, simplifying the myriad processes and avenues that law students and law school administrators must currently navigate to identify appropriate pro bono placements. The new rule requiring that applicants to the New York bar perform 50 hours of pro bono service, in law school or post-graduation, underscores the importance of a ready database that would serve as a “marketplace” for pro bono opportunities.

A streamlined system can be implemented through enhancements to existing software platforms to enable a systematic matching of students, based on their individual profiles to appropriate, open positions. With increased technological capacity, the courts and legal services providers will be better equipped to integrate large numbers of students into volunteer initiatives that have maximum impact in areas of demonstrated unmet need. It would be prove especially valuable when hurricanes or other disasters occur that require hundreds of students from multiple
schools to respond to victims’ needs. The law schools—and other stakeholders—will also be better positioned to gain an accurate understanding of the true breadth and nature of the impact.

Certain features of the existing foundational platform in use by providers can be leveraged to support law student pro bono throughout New York State including:

- **Pro Bono Opportunities Guide**: searchable database of pro bono providers
- **New Case Summaries**: describes individual cases or projects in need of staffing
- **Calendars**: comprehensive statewide calendar of events and trainings
- **Libraries**: can be used to aggregate high quality training and best practice resources
- **Listservs/Message Boards**: allow pro bono volunteers and service providers to share questions and expertise.

As a complement to the “clearinghouse” function, online systems can help perform certain related tasks essential to the administration of pro bono work, such as enabling students, providers and law schools to track hours of service, to gather feedback from students regarding the quality of their experiences, and to assemble information for program assessment.

Maintenance of an online clearinghouse will require dedicated staffing to ensure accuracy of the content and to engage key stakeholders to coordinate content development and dissemination activities among provider organizations and law school pro bono leaders.

**RECOMMENDATION 4:**

**Establish a New York State Uniform Student Practice Order (consistent with the practice in the other 49 states)**

Currently, each Judicial Department issues student practice orders setting forth the terms and conditions under which law students and graduates can represent clients in court. Practice orders are issued by each Department in response to applications received from the institutions and programs located within the Department. The orders may vary substantially, both among judicial departments and from order to order within the Department.

Under the current system, the location of an institution or program may determine whether its law students receive authorization to engage in a broader or narrower range of tasks, and may therefore determine whether educational goals are satisfied, and -- critically--whether individuals in need of legal representation are able to receive valued assistance. Student practice orders are not always a model of clarity, and the perceived need to obtain a student practice order may, in some instances, have the effect of reducing the number of students who become involved in pro bono activities or preclude assistance in circumstances in which no student practice order is, in fact, needed.

A statewide model student practice order applicable to both law students and law graduates would form the basis for all practice orders, would eliminate the discrepancies between
and within the Judicial Departments, and take into account the ways in which law students differ from law graduates. This model uniform order will provide for greater consistency and enable successful programs developed in one part of the state to be replicated in other regions. It would also enable schools with programs in more than one Judicial Department to offer consistent services and to design their coverage to meet real world needs. Moreover, the additional precision available through statewide adoption of a model student practice order could help to clarify the multiple tasks that students are authorized to perform or prohibited from performing, as well as those that students may perform without the necessity of obtaining a student practice order.

It is recommended that the Chief Administrative Judge lead an effort to develop such a model order.

RECOMMENDATION 5:

Law Schools Should Establish Incubator and Related Projects to Help Law Graduates Build Solo or Small Practices in Underserved Areas

Incubators and related projects, supported by law schools and staffed by their graduates, have proven to be effective tools that provide practical experience for new graduates committed to starting a law practice that will serve individuals with unmet legal needs. Incubators often work with established legal service programs or volunteer projects through the courts to enable the new lawyers to develop practical experience and to match experience to need.

Since City University of New York School of Law’s development of the first law school-based incubator, similar programs have cropped up across the United States and more are on the drawing board. The creation of a team of individuals with experience in setting up successful incubators should be convened to serve as mentors for each of the law schools in New York State. The team would create a guide that outlines best practices for incubator development and management that would be disseminated to law schools seeking to create incubators for their graduates. The team would provide technical support and training to law schools committed to designing, sourcing and implementing incubators.

RECOMMENDATION 6:

Law School Curricula Should Prepare Students for Public Service

This is a period of transition and innovation in legal education. Many law schools are currently reviewing their curricula to account for major changes in the legal profession and a number of schools have recently launched major curriculum initiatives. Whether this curriculum review is undertaken by law school administration, faculty committee, special committee or task force, it is important that practitioners and providers be included in this discussion. As part of this pattern of curriculum reform, law schools should ensure that students are educated in the systems of providing representation to low-income clients and the distinctive ways in which laws and the legal system affect low-income individuals and communities. While many classes and
programs in law schools deal with the legal issues that impact low-income clients, this issue is rarely viewed as a core part of the educational mission of schools and, as a result, is addressed in ad hoc ways. A focus on these issues as part of the process of curriculum reform would ensure that each school has a considered approach with clear objectives, rather than a haphazard set of offerings.

In addition to focusing on substantive law and legal issues that affect low-income clients, law schools should equip students with practice skills and competencies necessary to represent such clients. Because many of these skills and competencies overlap with those required for representing clients generally, educating students for public service practice will overlap with other goals of professional practice education. Nonetheless, representation of low-income clients does require distinctive skills and competencies, such as an ability to effectively represent clients with cultural, social and economic backgrounds that may be very different from those of the lawyer, and an understanding of how legal issues fit into the context of the lives of low-income clients. In addition, effective representation of low-income clients can call for a different set of advocacy skills from those used in representing other clients, as the institutions that low-income clients deal with are often tremendously overburdened and under-resourced.

A. Required Law School Class on Access to Justice

As a prerequisite to graduation, law schools in New York State should require students to complete a course, which could be one or more credits, that offers an introduction and orientation to civil legal assistance involving the "essentials of life" areas of housing, family matters, access to health care and education, and provides skills training and the practical application of doctrinal law in this context. This recommendation is also intended to assure that students gain an understanding of the importance of public service in their careers as lawyers and their responsibilities as members of the profession. New York State could include criteria in its bar exam to evaluate whether students have acquired this knowledge. Subjects covered in the course and on the bar exam could include:

- The problem: causes and consequences of the Access to Justice crisis, including numbers of people, categories of cases, systemic problems and funding concerns.
- The response: efforts to assure that the courts, legal services programs, pro bono systems, and other resources and strategies address the problem.
- The doctrine: pertinent legal doctrine, including Supreme Court and other jurisprudence, on the right to counsel in civil proceedings, and right of access to the civil justice system.
- The role: the nature of civil legal services practice, including the role of lawyers, law students, and justice system officials at the organizations that
provide assistance such as legal services agencies, law firm *pro bono* programs, bar associations and the courts.

- Substantive law that affects low-income clients in unique and distinctive ways, such as government benefits law, housing law, wage and hour law.

Law schools are encouraged to develop the course through collaboration with one another and through consultation with each other, the legal services bar, the courts, and other justice system stakeholders. This course is not intended to displace other initiatives to integrate access to justice issues into classes across the curriculum. Law schools can also determine how a required access to justice class would relate to elective classes focused on areas of law specific to low-income clients that also play important roles in the curriculum.

**B. Basic Doctrinal Classes Should Include Consideration of How Law Impacts Low-income People and Communities**

Each law school should ensure that basic doctrinal courses include consideration of how law impacts low-income people and communities, providing a doctrinal context for *pro bono* and public service work that addresses the justice gap. For example, property law classes can address foreclosure and the warranty of habitability; tax classes can highlight the earned income tax credit; family law classes can study issues presented in domestic violence cases and child custody proceedings; and, administrative law classes can include consideration of administrative adjudication systems which low-income clients regularly navigate. Moreover, doctrinal courses can include components that focus on practice skills or link to *pro bono* work in the area. Certainly, some courses cover subjects of particular importance to low-income clients; but, in most schools, it is entirely *ad hoc* as to whether they are included and it is a matter of happenstance whether issues relating to low-income clients are presented. The Access to Justice Council (Recommendation 1) should create a collaborative mechanism by which law schools can work together to create and share relevant and topical teaching materials.

**C. Law Schools Should Educate Students in the Skills and Competencies Necessary to Represent and Advise Low-income Clients**

Over the past 30 years, law schools have greatly expanded programs and courses that teach students professional skills in representing and advising clients. These programs include clinics, simulation courses, externships and other forms of experiential learning. Sparked by the publication of the Carnegie Report and other studies, discussion about the role of experiential learning in legal education has intensified.\(^1\) A focus on professional skills and competencies is

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important in preparing lawyers to contribute to closing the justice gap. Low-income clients pose distinctive issues with regard to counseling and cultural competencies and representation often requires advocacy before courts and government agencies that are overburdened and under-resourced thereby calling for a different set of advocacy skills than those that may be used in other settings. Faculty and administrators who design experiential learning programs should ensure that these issues are addressed, whether through clinical programs, simulation courses, externships, the addition of practice components to doctrinal courses, or a combination of all of these approaches. Law schools should also explore the creation of opportunities for students to spend a semester working in offices that provide legal services to low-income clients with appropriate classroom components and supervision. The Access to Justice Council (Recommendation 1) can facilitate this effort by fostering communication and the exchange of ideas among schools. As law schools further develop curricula relating to professional skills and competencies, it is important that lawyering issues relating to the representation of low-income clients be integrated into the basic law school curriculum.

OVERVIEW:

THE LAW SCHOOL INVOLVEMENT WORKING GROUP AND THE CONFERENCE ON ACCESS TO JUSTICE: THE ROLE OF NEW YORK’S LAW SCHOOLS

The Task Force to Expand Access to Civil Legal Services in New York was appointed by Chief Judge Jonathan Lippman in 2010 to work toward a comprehensive approach to the provision of counsel to low-income New Yorkers. The Task Force has ongoing responsibility to study, analyze and develop recommendations on all aspects of civil legal services and to issue recommendations for improvement. The Task Force has documented the continuing crisis posed by the lack of representation for 2.3 million New Yorkers who annually navigate the state’s court system without an attorney. This crisis harms vulnerable low-income families and individuals and burdens the overworked court system of our State. The Task Force has also recognized that, given the limitations on resources, this crisis can only be effectively addressed by focusing all of the components of our legal system on the issue, including pro bono work by the private bar, the provision of preventive legal services and alternative conflict resolution initiatives, simplification of court system processes, increasing efficiencies in the delivery system for legal services in the State, and through greater funding for providers of civil legal services.

As part of its multi-pronged effort to close the justice gap in our State, the Task Force has focused on the role of New York’s fifteen law schools in addressing the crisis in access to justice. Its efforts in this area have been led by a Working Group on Law School Involvement, appointed by Task Force Chair Helaine M. Barnett. The Working Group has commenced a discussion with key stakeholders to develop initiatives and measures designed to increase the services that law schools and law students provide to low-income clients, to better educate law students in the issues that often affect unrepresented litigants in New York, and to inculcate an ethos of service that will imbue the next generation of lawyers with a commitment to the importance of pro bono and public service work.
New York’s law schools have long been leaders in legal education nationally and have developed an extensive range of courses, activities and programs that provide direct legal services and other assistance to vulnerable populations and educate the next generation of lawyers about issues of access to the justice system. In 2011, the Working Group conducted a study of law school programs focused on the provision of legal representation and other assistance to low-income New Yorkers concerning the “essentials of life.” The survey documented the extensive number and range of law school activities on access to justice issues and showed that schools employ a wide variety of models to address these issues, including clinics, externships and other credited student work, student pro bono projects, and law school support for summer and post graduate legal work on behalf of low-income clients.

Based on the Working Group’s study and recommendations, the Task Force concluded in its’ 2011 Report to the Chief Judge:

While not a substitute for civil legal services staff programs, the Task Force finds that greater law school involvement can help reduce the gap between the need for civil legal assistance and available services.

Although law schools are already playing a role in the civil legal services delivery system, the Task Force finds that more can be done and considers it important to explore ways in which the fifteen law schools in New York State can best participate in the further expansion of access to legal services.

The Task Force finds that additional opportunities exist for law schools, consistent with their underlying missions and goals, to help increase access to civil legal services. More specifically, the Task Force finds that the law schools in the State can work with one another, legal services providers, law firms, and the Courts to:

• Identify the greatest areas of unmet need that are amenable to law school assistance;

• Determine which existing projects are especially effective in responding to the justice gap (such as those that reach large numbers of people or resolve fundamental legal or structural problems) and use this information to develop law school programs that will be most effective in increasing assistance to vulnerable people who need it;

• Coordinate pro bono efforts among law schools, where appropriate, to enlist large numbers of students and develop capacity and expertise for training and supervision that would be difficult for a single law school to match if acting in isolation;

• Foster collaborative projects among law schools, legal services providers, and
the Courts, to maximize the likelihood that law students will render valuable services to those who need assistance; and

- Create programs that more effectively tap into the pool of recent law school graduates to help meet the essential legal needs of indigent New Yorkers. To date, law schools have not collaborated to any significant extent with each other to address this key issue.

As an initial step in achieving these goals, the Task Force announced that it would convene the first ever “Leadership Conversation on the Role of New York’s Law Schools in Meeting the Essential Legal Needs of Low-income New Yorkers” so that “New York’s fifteen law schools can engage in a frank exchange to narrow the justice gap.” The Task Force envisioned that other important stakeholders, including legal services providers, the courts and law firms would participate in this Conversation as well.

THE MAY 22, 2012 CONFERENCE: A CONVERSATION ABOUT THE ROLE OF LAW SCHOOLS IN HELPING TO MEET THE ESSENTIAL CIVIL LEGAL NEEDS OF LOW-INCOME NEW YORKERS

The Leadership Conversation contemplated by the Task Force was held at the Benjamin N. Cardozo School of Law on May 22, 2012, as a full day program, entitled “A Conversation About the Role of Law Schools in Helping to Meet the Essential Civil Legal Needs of Low-income New Yorkers” (Exhibit 1 [Program]). This Report summarizes the proceedings of the May 22nd event and identifies key recommendations that the Task Force’s Law School Involvement Working Group has drawn from the rich and full discussions that took place.

The May 22nd program brought together 150 participants, drawing 91 attendees from all 15 law schools in the State including deans, faculty members, administrators and law students, 23 representatives of legal services providers, 13 members of the judiciary and the Office of Court Administration (OCA), and 23 leaders of the bar. In addition to representation from the different geographic regions in the State, a number of national experts and leaders on access to justice issues were also present.

The program assembled law school administrators and faculty to encourage greater integration of their programs into the existing legal services structures. This coordinated effort is intended to channel the efforts of law schools and law students in ways that make sense to the institutions that deal with the crises in access to justice on a daily basis, and, in ways that are therefore most likely to maximize the contribution that law schools can make to the effort.

The Conference took place three weeks after Chief Judge Jonathan Lippman announced the establishment of a new 50 hour pro bono requirement for admission to the bar in New York State. Although the conference did not address the way in which
this requirement would be defined and implemented, there was broad recognition that the new requirement would place a renewed emphasis on the contributions that law students can make to narrowing the justice gap and to the ways in which law schools can support and encourage such work.

Chief Judge Jonathan Lippman and Task Force Chair Helaine M. Barnett delivered welcoming and introductory remarks (Exhibits 2, 3 and 4).

Opening Plenary Session

The Opening Plenary Session brought together two law school deans, New York University School of Law Dean Richard Revesz and St. John’s University School of Law Dean Michael Simons; the Hon. Fern Fisher, Director of the New York State Courts Access to Justice Program and Deputy Chief Administrative Judge for the New York City Courts and; Lynn Kelly, Executive Director of New York City Bar Justice Center; Adriene Holder, Attorney-in-Charge of The Legal Aid Society’s Civil Division; and, Karen Lash, Senior Counsel, Access to Justice Initiatives at the United States Department of Justice, for a conversation intended to lay out a number of critical perspectives on the issue of the role of law schools in bridging the justice gap.

Deans Simons and Revesz cautioned that although their respective schools commit substantial resources to clinics and other programs that facilitate the involvement of law students in representing low-income clients, the law schools have limited resources and look at all such programs through an educational lens. Judge Fisher discussed a number of programs launched by OCA that has enabled lawyers and law students to undertake meaningful pro bono work by providing limited scope representation relating to issues such as housing, consumer debt and family law. Judge Fisher also discussed the possibilities new technologies offer to help law school programs reach clients in remote areas, an issue of particular importance in upstate New York, where there are fewer law schools and the distances are vast. Ms. Holder discussed the need for structure and supervision in student pro bono projects. Ms. Kelly spoke of the potential for bar associations to provide structure and supervision of pro bono projects. Ms. Lash provided a national perspective on the tremendous potential of law schools and law students to provide greater services to clients, pointing out that in 2008 law school clinics served 90,000 clients with civil matters.

Conference Work Groups

The Conference participants then divided into four concurrent Work Groups, each coordinated by prominent leaders in legal education and access to justice, to focus on a different aspect of the role of law schools in addressing the lack of representation for low-income clients:

- **Student Pro Bono Projects and Structures** coordinated by Dora Galacatos, Senior Counsel at the Fordham Law School Feerick Center for Social Justice and David Udell, Executive Director of the National Center for Access to Justice and Visiting Professor from Practice, Benjamin N. Cardozo School of Law
• **Post Graduate Programs** coordinated by Jennifer C. Friedman, Executive Director of the Pace Community Law Practice; Director of the Public Interest Law Center at Pace University School of Law; Marcia Levy, Associate Dean of Career Services and Professor of Professional Development at the, Benjamin N. Cardozo School of Law and Fred P. Rooney, Director of the Community Legal Resource Network (CLRN) and External Relations at City University of New York (CUNY) School of Law

• **Clinics, Externships and Other Experiential Courses** coordinated by Susan Bryant, Professor of Law at CUNY School of Law and Ellen P. Chapnick, Dean for Social Justice Initiatives at Columbia Law School

• **The Incorporation of Access to Justice Issues in the Basic Law School Curriculum** coordinated by Olatunde Johnson, Associate Professor of Law at Columbia Law School and Elizabeth M. Schneider, Rose L. Hoffer Professor of Law and the Director of Edward V. Sparer Public Interest Law Fellowship Program at Brooklyn Law School.

Each of these Work Groups was asked to consider a common set of questions focused on the following issues:

• How can law schools better communicate with key stakeholders and others to target programs toward priority areas and to improve coordination?

• Identify models that are successful in terms of impact, cost, supervision and student learning that could be expanded or replicated. Propose new models that can expand the impact of law schools in meeting civil legal needs of low-income New Yorkers;

• Identify opportunities for law schools to work together and with other stakeholders to expand the impact of law school programs focused on closing the justice gap in a cost effective manner. Propose initiatives for capitalizing on these opportunities.

• Identify resources that law schools and other stakeholders bring to bear to assist in meeting civil legal needs of low-income New Yorkers. Propose means of expanding these resources and putting them to better use.

**Closing Plenary Session**

At the conclusion of the day, the participants reconvened in a Plenary Session, facilitated by Professor Peter Edelman of Georgetown University Law Center, to report on and discuss the recommendations of the Work Groups. Professor Edelman moderated and facilitated discussion of these recommendations.

Professor Edelman then offered his own thoughts on the role of law schools in addressing the problem of access to justice. He spoke of the importance of producing law school graduates who are “justice-ready” - ready to analyze, equipped with practical skills and imbued with a commitment to access to justice issues. He stressed that this is a multidimensional process and
that conference participants were each, in effect, like blindfolded people, touching an elephant – each experiences a piece of the problems and responses, but it is difficult to get a sense of the whole.

Professor Edelman described law school clinics as helping students to learn in the fullest way, but as extremely expensive. Accordingly, he urged examination of other facets of legal education as the means of producing graduates who are “justice-ready,” including courses with experiential components, externships, summer programs and loan forgiveness programs. Finally, he urged a commitment to deal with the problem of poverty in the United States, the underlying source of the crisis in access to justice.

REPORTS OF CONFERENCE WORK GROUPS

Each of the four Work Groups focused on a different category of programs and activities of New York’s law schools that broaden community access to justice. The Work Groups examined current and potential delivery models, and considered initiatives that could further enhance the collective contribution of the law schools in bridging the justice gap. To this end, each Work Group was charged with developing a set of recommendations to expand the law schools’ work in helping to meet the essential civil legal needs of low-income New Yorkers by improving existing delivery structures and collaborations with legal services providers, bar associations and the court system, thereby serving more people in need and better preparing new lawyers to engage in legal work relevant to low-income clients. This Report highlights leading observations and includes recommendations from each of the Work Groups.

PRO BONO PROJECTS AND STRUCTURES

GOALS

The Work Group on Pro Bono Projects and Structures, led by Dora Galacatos from Fordham Law School’s Feerick Center and David Udell from the Benjamin N. Cardozo School of Law, sought to discover opportunities for the courts, legal services providers, law firms, the organized bar and law schools to strengthen law student pro bono as a means of expanding access to justice in New York. More specifically, the Work Group sought to identify practical opportunities that would:

1) enable law students to prioritize certain areas of practice and certain categories of client needs,

2) increase the number of clients helped by law students,

3) increase the systemic impact of work done by law students,

4) improve the efficiency of law students’ pro bono activities, and,

5) improve the quality of law students’ pro bono activities.
The Work Group also considered strategies that would help to enable applicants to the New York bar satisfy the 50 hour *pro bono* service requirement through initiatives that expand access to justice.

**CHALLENGES AND PERSPECTIVES**

**CHALLENGES:**

The Work Group identified the following challenges inherent in strengthening law student *pro bono*:

1. **Need for Clarity about Categories of Law Student Public Service**

"Law Student *Pro Bono*" is generally, but not always, conceived of as volunteer work, alongside other categories of law-related public service in which law students engage. The four main categories are:

- Law student *pro bono*: law student *pro bono* is generally done without an academic grade or law school course and without financial compensation.
- Law school clinics: clinic activities are generally done for a grade with law school faculty or attorney supervision.
- Externships: externships are generally done for a grade in conjunction with a law school seminar and faculty or attorney supervision.
- Fellowships: fellowships are generally accompanied by a financial stipend or other payment.

Significantly, the new rule in New York now requiring completion of 50 hours of law-related pro bono service as a condition of admission to bar treats all of these categories as potentially countable for purposes of satisfying the "pro bono" requirement, so long as other elements of the rule’s definition of pro bono are satisfied.

2. **Need for Clarity Regarding Nature of Law Student *Pro Bono***

It can be confusing that law student *pro bono* takes multiple forms. The main categories are:

- **Advocacy**
  
  Advocacy in a legal matter on behalf of a client includes the provision of legal advice to a client, authorship of filed pleadings, and presentation of oral argument to a court of law. These tasks can only be performed if the student’s practice is authorized by a "student practice order" issued pursuant to New York’s "student practice rule." Pursuant to the student practice rule and order, the student must be supervised by a lawyer.
• **Lay Advocacy**
  Generally occurs in administrative law settings where advocacy by non-lawyers is permitted by law. It does not require authorization by a student practice order.

• **Advocacy on Policy Matters**
  This includes legislative advocacy, rulemaking advocacy, and other informal policy advocacy to persuade government officials or private individuals to change their policies or practices. It does not require authorization by student practice order.

• **Information Provision**
  This includes carrying out “know your rights trainings,” preparing and distributing informational pamphlets, helping clients complete forms required by courts and agencies, and explaining legal documents and legal requirements to clients.

• **Receipt and Transmission of Information**
  This includes screening potential clients at intake for legal services programs, interviewing clients and witnesses, summarizing facts and other aspects of potential clients’ stories for attorneys.

• **Research**
  This includes answering questions posed by legal services programs. Tasks may involve conducting research into case law, statutory or regulatory law, or into public policy.

• **Court Watching**
  This involves students’ observation of proceedings in courts and agencies. For example, students can sit in the courtroom and observe protocols, such as the appointment of counsel or interpreters, or waiving fees for indigent litigants.

• **Other Pro Bono Activities**
  Students may provide support to a committee of a bar association in planning and hosting a conference on the subject of access to justice. Or, students may help to organize and supervise intake of potential clients in a legal services organization.

3. **Vast Unmet Need for Legal Assistance**

The need for legal assistance among people proceeding without representation in New York’s courts and agencies is vast. The Task Force to Expand Access to Civil Legal Services in New York has produced reports in 2010 and 2011 documenting different aspects of the need.
• **Supervision Bottleneck**
There are limited numbers of attorneys available to supervise students. The legal services bar is underfunded and understaffed. The law schools also face funding limitations. Models that allow supervision to reach more people, more effectively need to be developed.

• **Complex Schedules**
Students are eager to make a difference in the world and to gain experience in the skills of being a lawyer, but may struggle to fit *pro bono* into their lives. Courts’ schedules can be unforgiving and a poor fit with students’ schedules.

• **Limited Guidance for Law Schools about Prioritizing**
Few communities currently have a structure or process for educating law schools about the particular justice system needs that law students could potentially help to meet.

• **Limited Technology**
Limited technology for tracking law students’ *pro bono* projects, reporting law students’ *pro bono* hours, and/or measuring law students’ *pro bono* outcomes exist. Schools, providers, courts, firms, do not have a uniform, single digital platform for provided comprehensive coordination of law student *pro bono*.

• **Limited Opportunities for Law Students to Learn about Pro Bono Possibilities, and for Justice System Stakeholders to Learn about Law Student Pro Bono Capacities**
No centralized system exists to notify students of *pro bono* opportunities. Thus, students make repetitive calls to providers, wasting their own time and burdening providers. Relatedly, schools generally do not post information about the ways in which students’ services are available to justice system stakeholders and to potential clients. This makes it difficult for providers and courts to involve students in their work, and also makes it difficult for potential litigants to obtain assistance from students. Students often find it difficult to learn about *pro bono* opportunities.

• **Limited Collaborative Efforts**
Currently no structure or process exists for enlisting multiple law schools in collaborative efforts to support law student *pro bono*, for example, through shared responsibility for training, supervision, or administration.
• Lack of Clarity Regarding Unauthorized Practice Rules, Lack of Insurance; Lack of Uniformity in Student Practice Rules
Currently, student practice orders differ from department to department in New York State, creating confusion about what students are authorized to do. Moreover there is no shared understanding about what students are permitted to do outside the particular forms of client representation that are governed by student practice orders. Indeed, it is not readily apparent to what degree law student pro bono may present any risk of noncompliance with New York’s unauthorized practice laws. Nor is it readily apparent whether law student initiatives are adequately insured, including through coverage provided by law schools, legal services programs, or other sources.

• No Liaison within the Law Schools
Most law schools have not designated a particular person or committee to serve as a liaison to justice system stakeholders such as the courts, the legal services providers, the Task Force, and the organized bar. Thus, when a stakeholder proposes a new pro bono concept to a law school, it can be difficult to obtain a final authoritative decision from a law school about whether law students might be willing and available for the proposed purpose.

• Limited Preparation for Pro Bono
While most law schools provide a range of public interest offerings, including clinical courses, it is unusual for law schools to provide law students with training to prepare them for pro bono. The following subjects would benefit from treatment within a course focused on pro bono: the structure of the courts, systemic dysfunction within the justice system, the justice gap, the role of the legal services bar and the indigent defense bar, the limited nature of civil right to counsel, the advocacy tools used by the legal services and indigent defense bar, the role of pro bono in helping to narrow the justice gap, the opportunities for justice system reform, the potentially transformative impact of law student volunteers.

• Need for New Models and Best Practices to Promote Increased Involvement of Students in Responding to the Justice Gap
Courts and providers are not always adept at using volunteers. Some institutions in our society have come to appreciate the contribution of students, but others have limited experience working with students or have generally not made use of volunteers. Best practices and new models should be circulated among all justice system stakeholders.
PERSPECTIVES:

1. Courts

Judges and court administrators see, on a daily basis, thousands of people who are unrepresented. These officials are concerned about the capacity of the courts to render fair and accurate decisions to individuals who appear without counsel. Financial limitations have made it difficult for courts to replace open judgeships and to replace staff lost through attrition and layoffs. Cases involving unrepresented parties also impose substantial time demands on courts. Courts have an interest in discovering new models that can involve larger numbers of students more effectively in the courts.

2. Legal Services Providers

As reported by the Legal Aid Society of New York, legal services providers must currently turn away more than seven potential clients for every one they are able to represent in New York City. Legal services attorneys and other case handlers see firsthand the thousands of unrepresented persons in the state courts and in administrative agencies and often witness the consequences for these individuals when they proceed in their cases without the protection of a legal representative. Legal services programs seek to expand their services to clients through increased reliance on law students. Legal services programs are interested in discovering models that would assure the provision of adequate supervision to a large number of student volunteers.

3. Law School Administrators, Faculty and Students

Law schools operate under standards stating that they “shall make pro bono available” (ABA accreditation standard §302(b), and ABA Information 302[10]).

Law schools are also interested in increasing the number of opportunities they provide to students to acquire legal skills, per recommendations set forth in the Carnegie Report. In a period in which the number of jobs for law school graduates is contracting, and the number of students enrolling in law schools is contracting, law schools are seeking models for law student pro bono that can assure quality at affordable cost. Law school administrators, faculty, and students, are on familiar ground when considering pedagogy, but it is more unusual for law schools to consider the degree to which law students’ pro bono activities can help to increase access to justice.

4. Law Firms and Organized Bar

Many lawyers participate actively in pro bono, including the supervision of law student volunteers. Law firms have an interest in making opportunities available to their attorneys and staff to participate in worthwhile pro bono projects, including those involving law
students. Law firms also have an interest in enabling students to gain lawyering skills through *pro bono*.

**RECOMMENDATIONS**

1. **Involve Schools in Access to Justice Planning**

Courts, providers, firms and law schools should engage in ongoing communication with one another. The Task Force to Expand Access to Civil Legal Services in New York or other entities (such as the New York State Bar Association, or the New York courts) should include law schools in annual access to justice planning processes. At minimum, these stakeholders should communicate to law schools the areas of practice that each year presents the greatest unmet need so that the schools can take this into account alongside other factors when planning new *pro bono* initiatives.

2. **Designate an Access to Justice Liaison at Each Law School**

Law schools should create a position for a “point person in the law school” to be the liaison to outside providers. Currently providers may identify important needs, reach out to the law schools only to encounter confusion about whether a clinic, externship, volunteer initiative, or something else would be the right structure for the school to establish in response to the identified need. The law schools can reduce this kind of confusion and promote access to justice by making one person the liaison.

3. **Create a Preparatory Course for Law Student *Pro Bono***

Law schools should provide students with training that provides students with basic knowledge of the context in which *pro bono* is done and the skills involved. The schools should educate students about family court, housing court, civil court, the limitations of a civil right to counsel, the nature of *pro bono* practice, the kinds of services provided by legal services programs and other public interest organizations, and the basic skills involved.

4. **Create New Software to Coordinate and Administer Law Student Pro bono**

Courts, providers, firms, and schools should collaborate on computer and phone “applications” that can facilitate law student *pro bono*, making it easier to match students to *pro bono* opportunities, track students’ participation, show outcomes that are the result of law student *pro bono*, enable students to record their hours, and more.
5. Create New Software to Post Pro Bono Opportunities Centrally On Line

Courts, providers, firms, law schools should be posting on line the many opportunities for law students to perform pro bono activities. Probono.net, PSLawnet, bar associations, courts themselves, or schools themselves, may be the right places to host central bulletin boards with electronic postings of opportunities.

6. Post all Access to Justice Initiatives Prominently On Line on Each Law Schools’ Website and Link These School Web Pages to a Central Website

Every law school web site should prominently post, ideally on the home page, a link to the law school’s initiatives with the header: “What Our Law School is Doing to Expand Access to Justice.” This link should take readers to a single page on the law school’s web site where students, faculty members and stakeholders outside the law school (including members of the public) can learn of pro bono initiatives as well as clinical offerings, externships, fellowships, centers, faculty research initiatives, curricular reform, and everything else related to access to justice – the full menu of activities the school is engaged in to help increase access to justice. The Access to Justice web page should also make clear who the law school’s access to justice liaison is for purposes of further communication with justice system stakeholders as recommended above). Finally, each school’s access to justice web page should be linked to a central web page, maintained by bar association, or other appropriate entity. This last step will make it easy for everyone to determine the scope of access to justice services provided by law schools throughout the State of New York.

7. Create a Statewide Uniform Student Practice Rule and Model Student Practice Order

New York’s approach to student practice should be uniform throughout the state, precise in its eligibility requirements, and clear in its description of the responsibilities of students and supervising attorneys. Reform is necessary to assure that students in different locations throughout the state will have equivalent opportunities to make a difference. Reform will also help to clarify the activities students can engage in under the student practice rule.

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2 See generally Claire James, Associate, Skadden Arps Slate Meagher & Flom, LLP, Memorandum, Re: Recommendation for Modifying New York’s Student Practice Rule to Increase Access to Justice (October 25, 2012)(on file with Task Force)
8. Continue the Conference Dialogue to Develop Excellent Models of Projects and Structures

All justice system stakeholders should continue to develop and share new models that can provide sufficient training and supervision while enabling increased numbers of law students to carry out pro bono activities that increase access to justice.

9. Encourage Law Student Pro Bono, Identify Opportunities, and Explain Unauthorized Practice Rule Limitations

Law schools and other stakeholders should encourage law students to become engaged in pro bono, while being specific about expectations for training and supervision, educating students about unauthorized practice of law rules, student practice orders, and the importance of insurance.

10. Create Law School Coalitions to Share in Coordinating Law Student Pro Bono

Law schools should be working closely with one another to develop projects that take advantage of efficiencies of scale, especially for training and supervision. A law school task force should be created to bring schools together. Law firms already engage in this kind of collaboration for training and for practice, including teaching new associates how to handle pro bono matters.

11. Rely on Pro Bono Models that Accommodate Students’ Schedules

Courts, providers, firms and law schools need to be mindful of students’ schedules, the limitations on their ability to commit their time, and the advantages of discrete projects that are flexible with respect to timing, and that enable students to drop in, perform work, and finally step away when other obligations demand.

POST GRADUATE PROGRAMS

The entry level job market for lawyers has been extremely hard hit in the aftermath of the financial crisis of 2008 and the resulting recession. Many students graduating from law schools have difficulty in securing employment, and there is often a substantial time lag between graduation and the start of a first job. Opportunities to gain skills and experience are vitally important to both the development of these new lawyers and to their marketability. These new lawyers represent a substantial resource that can aid in closing the access to justice gap in New York. Potentially, recent graduates can both serve clients and gain critically important skills. Programs to link recent graduates with opportunities to serve low-income clients, however, must be carefully designed, as recent graduates, like law students, need training and supervision.
Many law schools have launched programs to assist recent graduates in this transition period. The Work Group on Post Graduate Programs, led by Jennifer Friedman from Pace University School of Law, Marcia Levy from the Benjamin N. Cardozo School of Law, and Fred Rooney from CUNY School of Law, focused on how such programs can best be designed and implemented to both contribute to closing the justice gap in New York and provide valuable training experiences for recent graduates. The Work Group also considered how programs for recent graduates can operate in collaboration with the courts and legal services providers to meet community needs.

**GOALS**

The overarching goal of post graduate programs is to "match need and able bodies in a responsible way." Embedded in this goal is the idea that recent graduates have the potential to be a great resource that can be brought to bear in closing the access to justice gap, but that often they lack the skills necessary to represent clients without supervision or support. Several law schools have instituted programs that seek to utilize post graduates to provide needed legal assistance, at the same time building into the program the opportunity for skills building, professional development and long-term job opportunity.

**Post Graduate Program Models:**

1. Law School Funded “Bridge the Gap” Programs for Recent Graduates:

   Post graduate programs exist in some form at most law schools, and one example is the Bridge the Gap Post Graduate Fellowship Program that has existed at the Benjamin N. Cardozo School of Law since 2005. The program provides stipends to recent graduates to work for ten weeks in a variety of public service placements of their choosing, under the supervision of staff attorneys who help them develop the skills and knowledge to represent the particular client population. The placements can turn into full time employment when a job opening becomes available.

2. Incubators - - Entry Level Programs Funded by the Host Organization:

   Examples of such programs include:

   - The Community Legal Resources Network (CLRN) is a collaborative project of CUNY Law School, originally funded by the Open Society Institute and other private foundations, and represents an early innovator in post-graduate programming. CLRN works with CUNY post graduates who are in small or solo practices, providing training and mentoring in business development and practice areas, such as housing or immigration. The CUNY program also features an incubator clinic, which provides space and resources for 8 – 10 recent graduates who are starting solo practices. The
ultimate goal of CUNY’s model is to create a corps of lawyers whose services can be used in a myriad of access-to-justice initiatives created by CLRN and resourced by public and private funding. While the CUNY incubator is fully committed to training CUNY Law graduates, its ultimate goal is to increase access to justice in marginalized communities in and around New York City.

Pace Law School’s new “Pace Community Law Practice” (PCLP) is an incubator “legal residency” fellowship program that opened in September 2012 with its first class of four recent graduate fellows. The PCLP began by training its fellows to practice immigration law in underserved areas north of New York City, including Westchester and the Hudson Valley region, with attention paid to the collateral legal needs of immigrant clients. The Pace program has two focuses. One is to close the justice gap for immigrants. The other is to provide recent graduates with the tools and infrastructure to build their own law practices, at the same time giving them the skills and understanding of the law one needs to serve immigrants in the community. Finally, it gives its fellows their first paid job.

The New York State Unified Court System established and administers the “Volunteer Lawyer for a Day Program” (VLFD) which enables recent graduates to provide advice and actual representation under supervision by court employees to unrepresented litigants in family, housing and consumer debt cases with a high rate of settlement. The recent graduates receive training from the court program and then provide limited representation for a day to clients. A recent addition to the VLFD program is a collaborative project with CUNY called the “LaunchPad for Justice,” which provides training and space to recent CUNY graduates who want to engage in solo practice by working with the court volunteer program to begin development of their skills.

3. Entry Level Fellowship Programs Funded by Outside Funders, such as Skadden, Arps; Equal Justice Works (EJW) and Americorps; and,

4. Deferred Associate Programs.

**CHALLENGES AND PERSPECTIVES**

After discussing four models of post graduate programs, the Work Group focused on three themes:

1. Creating and Fostering Post-Graduate Opportunities;
2. Training the Next Generation of “Diehard” or Long Term Committed Public Interest Lawyers; and
3. *Pro bono* Opportunities for Non-Public Interest Lawyers

The Work Group examined existing models for post graduate programs that operate in collaboration among the courts and legal services providers in order to identify concerns and weaknesses in established programs, as well as strengths and aspects worthy of replication.

**CHALLENGES:**

Several challenges were identified in thinking about matching recent graduates with unmet community needs in a responsible way.

1. **Funding**

Perhaps the most salient challenge is the dearth of resources available for creating opportunities and funding the supervision that must necessarily accompany such opportunities. Law schools and legal services providers all operate on tight budgets, and as was discussed during the opening session of the conference, the money needs to come from somewhere. Consequently, it is important that the goals identified above be discussed and addressed creatively. A group participant referenced Teach for America as a model program that is able to attract private funding not only because of its important mission, but because of the aura of prestige that surrounds it. To the extent that law schools and other stakeholders are unable to commit new resources to achieving these goals, they must reconceive extant programs and emphasize the message that *pro bono* is important so that recent graduates incorporate *pro bono* into their post-graduate practice.

2. **Supervision**

The reality is that programs utilizing recent graduates require supervision by experienced attorneys. Most students are not equipped with the skills necessary to engage in the practice of law without the guidance and oversight of an experienced practitioner, and many have not yet passed the bar exam or are not admitted to practice. Pedagogically, it is also makes sense that recent graduates at least have a supervisory resource to approach with questions or for practice tips. Supervision can be expensive and time consuming, but it need not be. For example, the Volunteer Lawyer for a Day Program offers comprehensive up front training, and little supervision "in the field." Attorneys are available if volunteers have questions, but the up-front training and discrete nature of the volunteer advice alleviates the need for a full-scale supervisory framework. Similar to the funding challenges, the need for supervision can be addressed creatively and cost effectively without compromising the integrity of the advocacy provided.³

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³ In addition to possible student practice concerns, addressed by the presence of supervision, there is also a concern that unemployed recent graduates will take volunteer positions at legal services providers, and will abandon camp upon being offered full employment. While it is completely understandable that a recent graduate would jump at the chance of full-time employment, departing a volunteer position with little or no notice leaves legal services providers in the lurch – with already over burdened attorneys having
PERSPECTIVES:

These challenges are not insurmountable and can be addressed creatively and cost effectively. In addressing the scarcity of resources and the need for supervision, the various stakeholders will have to engage in an ongoing colloquy over how best to use and modify existing frameworks, and where to focus new development efforts. The Work Group acknowledged that an overarching challenge for recent graduates and the public sector generally is the dearth of paid public interest job opportunities, which leads to fewer trained, dedicated public interest attorneys in the field.

The Work Group agreed that law schools should work together with local communities, courts and their recent graduates to provide access to justice. Developing programs will inculcate in their students a commitment to public service for the duration of their professional careers, and post graduates could be well utilized to close the justice gap, while at the same time developing needed skills and opportunities to obtain permanent employment. To this end, law schools should not only create new opportunities for recent graduates who desire to be "public interest lawyers," but should also encourage those recent graduates interested in the private sector to offer pro bono services as part of their practice. In sum, it is important that the legal community aspire to create new opportunities for recent law school graduates that help close the access to justice gap, provide training and supervision that will allow recent graduates to responsibly assist those who would otherwise be without access to legal representation, and to encourage all law school graduates, regardless of specialty, to help close the access to justice gap in their community.

RECOMMENDATIONS

1. Law Schools Should Enhance the Curriculum to Better Prepare Students for Practice upon Graduation and Expand Existing Clinical Frameworks to Include Recent Graduates

2. Creation of Full Time Fellowship Opportunities for Recent Graduates Should be a Priority for Law Schools in Collaboration with the Public and Private Sectors

Specifically, a program should be established whereby each of the 15 law schools in New York State would choose three fellows from its graduating class to be part of a 45 member legal fellowship corps that would help close the access to justice gap across the state. As mentioned above, Teach for America offers a model of a program that has branded public interest work in a way that makes the program prestigious and attractive to applicants to absorb the recent graduate's work load. This issue is easily addressed by informing students that when accepting new employment, they should either request an opportunity to give their current supervisor two week's notice, or should request that their new employer allow them to subsume their uncompleted work in a pro bono capacity at their new job until finished.
and private donors alike. A possible funding source could be a state-wide pro bono buyout or bar registration fee.

3. Encourage Law Firms to Create Additional Six Month Secondee and Extern Opportunities at Legal Services Agencies

4. Increase Collaboration Among Law Schools on Bridge-to-Practice Programs

5. Work with Bar Associations to Create More Incubator Programs for those Interested in Solo Practice

6. Law Schools have an Ongoing Obligation, in conjunction with Alumni Fundraising Efforts, to Communicate with all Graduates Regarding Pro bono and the Schools’ Commitment to Helping Close the Access to Justice Gap

To this end, the Work Group conceptualized a model that would be available to all post-graduates whereby each law school would identify a strength that matched a community need, and based on a clinic or faculty member’s experience, would develop a program that would invite alumni back to the law school for a day of pro bono. For example, New York University has an excellent tax program and could use its faculty to supervise and run a day-long program for graduates that would involve a training component in the morning, and the remainder of the day could be spent dispensing tax advice to low-income community members.

CLINICS, EXTERNSHIPS AND EXPERIENTIAL COURSES

In the context of the law school experience, clinical legal education blends the study and the practice of law. Law schools award academic credit to students for hands-on learning, under the supervision of the law schools’ clinical faculty, as students engage in legal work for actual clients. Clinics operated by New York’s law schools cover a wide range of subject areas that deal with legal needs of low-income clients, ranging from housing, domestic violence and family law to community economic development, health care, employment law and environmental law. They teach students practical legal skills, ranging from litigation and other forms of dispute resolution to transactional work, such as representing community organizations. Clinics traditionally operate in offices located in or near the law schools, but some are operated in partnership with legal services providers, government agencies and in the courts. As academic programs, students are closely supervised by faculty. Because the cases are teaching vehicles, clinics are generally low volume service providers.

Externship students are individually placed under the direct supervision of an experienced attorney in a public sector legal department, a nonprofit organization, a law firm or corporation, as a clerk to a judge, to gain work experience in a legal position. Externship students generally attend a law school seminar taught by either a law school professor or a practitioner serving in an adjunct faculty position to satisfy academic requisites. In contrast to clinics, which generally have their own case loads, students working as externs participate in the representation of the clients
of the host organization. Finally, law schools may offer courses that provide opportunities for field work or other experiential learning that do not fit neatly into the rubric of clinics or externships. The common denominator in these programs is that students engage in legal work for low-income clients as a learning experience and receive academic credit for their work.

Clinical education has grown tremendously over the past twenty years as law schools have endeavored to offer opportunities for students to learn practice skills. Moreover, in the current economic climate, students recognize the importance of gaining experience working on real cases and legal matters, leading to an increase in student demand for clinics and externship experiences.

GOALS

The Work Group on Clinics, Externships and Experiential Courses, led by Susan Bryant from CUNY School of Law and Ellen Chapnick from Columbia Law School, sought to develop a set of recommendations for creating and expanding clinics and externships that would help meet the essential civil legal needs of low-income New Yorkers. Drawing on the dual relationship of clinical/externship faculty as both academics and practitioners, the Work Group also focused on the ways in which clinical professors and their students could use their expertise in pro bono or other law school projects. In addition to recommendations for the Task Force, each participant was asked to record a new idea for their own work in the next year that would help close the justice gap.

CHALLENGES AND PERSPECTIVES

Challenges:

1. **Lack of a Uniform Student Practice Rule**
   Student practice rules currently limit the kinds of cases students can do for low-income clients and the Judicial Departments restrict student practice differently. The different rules create issues when NYC school students engage in representation upstate where, for example, the Third Department rules differ from the Second Department rules.

2. **Easing Tensions, Real and Perceived, Between Maximizing Services Offered to Clients and Educating Students**
   Legal services organizations may have service needs that do not fully develop students’ educational needs. For example, an organization may want students to engage in repetitive tasks or legal research that students are uniquely qualified to do, while the clinical supervisor may want the student to do fewer cases at a slower pace enabling them to take ownership and responsibility for cases and projects. A student with fewer cases and more opportunities to learn will be a better lawyer for low-income people in the future.
3. **Forces Driving Selection of Cases by Clinics**
   Clinics aim to teach students to problem solve, employing long-term solutions that include knowledge building to empower communities or long-term change in policies affecting low-income people. However, expediency may require that urgent needs feel more desperate and require immediate resolutions. Clinics often take the long view in selecting cases, filling the docket with cases will solve real problems and fit within the student education model.

4. **Develop New Service Models for Clinics and New Learning Experiences for Students**
   Clinical professors with proven results in specific clinical courses hesitate to think outside the box in terms of designing new service models and teaching them to students.

5. **Increase Collaboration Between Legal Services Providers and Faculty**
   This is not common practice currently and the lack of communication creates service deliveries that function as “silos.”

**PERSPECTIVES:**

The Work Group identified “best practices” for law schools’ clinical programs to consider in closing the justice gap:

- In addition to serving individual clients, clinics can also work on changing the law through litigation and other advocacy as well as developing data and other tools to provide support to legal advocates. For example, the University of Miami’s clinic put together advocacy materials (factual & legal) to fight the deportation of people to Haiti and made that available nationwide to advocates fighting to prevent deportations. Another example is the FOIA work at Cardozo’s Immigration Justice Clinic to gather data on night raids by Immigration Enforcement to inform policy debates on night raids.

- Supervision of students is critical to the creation of high quality clinics. In designing partnerships between legal services providers and law schools, the allocation of supervisory and teaching responsibility between the law school and the partner organization is a key question. Legal services providers are generally not in a position to use staff time for supervision and teaching unless a law school partner provides the resources necessary to free up time for teaching.

- Legal service organizations often prefer year-long clinics to semester-long clinics as student understanding and work product improves. As the goal is for both students and clients to have a positive experience, the longer the student stays the less disruption for clients and the more the student participates in the full case.
Law School clinics in the New York City area can assist in meeting the need for representation elsewhere in the State, where there are fewer clinics, by (1) providing training and support for advocates outside of NYC by offering CLE courses and advocacy resource development; (2) engaging in legislative and administrative advocacy to change policies on a state-wide basis; and, (3) direct representation of clients in other areas of the State, especially in areas of practice where there is more limited upstate expertise, such as immigration. Examples of recent student work include collaborations with the Empire Justice Center and Albany Law School students’ research and factual report writing that contributed to Governor Cuomo’s Executive Order eliminating fingerprinting of food stamp applicants and the work of Touro’s Public Advocacy Center’s students’ on-site review of 23 Long Island hospitals and subsequent follow-up to ensure adequate signage in hospitals regarding financial assistance.

The resources of a law school clinic, including its students’ work product and the school’s technological resources, can be used to enhance legal services organizations’ practice. Students can create reports, advocate, research, and design or implement tech tools to improve legal work or client’s lives. For example, a clinic’s work in designing a computer program database for Project FAIR, an on-site advice program at the NYC Department of Social Services Administrative Hearings site, tracks systemic problems in real time and sends referrals to partnering agencies. Another example of student work included media-ready materials to paint a picture of overcrowding at NYC welfare application sites that created safety problems. Students addressed major overcrowding issues by preparing press kit with coverage in the Wall Street Journal and the New York Times, creating videos that allowed a NYC Councilwoman to use video footage as her opening statement in hearing against City. On all of these projects, students worked closely with University technical staff as well as their clinic supervisors.

RECOMMENDATIONS

The following projects could be implemented relatively quickly and would offer viable ways that law school clinics or externships could work in collaboration with one another and with legal services providers, courts or law firms to increase the access to civil legal services for low-income New Yorkers:

1. Create an Online Clearinghouse that would Link Clinics and Legal Services Providers Across the State.

It would have several components including:

- A Current/Immediate Needs section in which providers could list legal needs/tasks with which they need assistance from law school clinics and law school clinics could find projects for students in real-time;
• Best Practices Guides about what law students can do in collaboration with providers, with various levels of supervision that can be used by providers in designing projects.

2. Initiate Pilot Projects that Partner a Law School with a Legal Services Provider to Address Targeted, Important Unmet Legal Needs in their Community

Such collaborations would significantly improve the lives of low-income residents. Priority should be given to efforts that rethink the one lawyer-one client representation model, including designing cases to obtain systemic relief. Projects later could be expanded, or added, to include other stakeholders such as courts, bar associations and law firms.

3. Devise Ways in which Law Schools in Relatively Resource Rich Areas Could Work with Organizations in Upstate New York to Expand Legal Services to Address the Urgent Need of Immigrants

4. Assist in the Creation of a Statewide Student Practice Order that Increases the kinds of matters that students can do, with appropriate supervision

5. Make Strategic Use of Existing Regularly Scheduled Meetings to Provide more opportunities for law schools and providers to foster collaborations that increase resources

For example, there could be a designated session at New York State Bar Legal Assistance Partnership Conferences.

OTHER RECOMMENDATIONS:

As part of thinking strategically about ways to add access to justice and substantive justice for indigent people to their clinics’ goals and practices, the Work Group brainstormed and offers these additional recommendations about other ways clinical faculty should think about working with partners outside of the law school, such as

• Long-term sustainable opportunities for collaboration with community partners and legal services providers, starting with an assessment of the community’s legal needs.

• Locate clinics in spaces easily accessible to clients or foster collaborations with legal services providers. For example, clinic offices could be in hospitals, neighborhood legal services or social services provider offices, community centers, or courts. In the alternative, legal services offices could be located at law schools to bring their clients and opportunities to students.

• Multidisciplinary education and service delivery projects with other graduate programs at the university in, among others, medicine, social work, education or business.

• Working with underserved populations, such as immigrants and formerly incarcerated persons, for whom there is a critical need but legal services providers face funding and other restrictions in assisting these populations.
Engage in projects that would expand the organizations’ ability to do policy advocacy and legislative work:

Clinical faculty could collaborate on intensive replicable pro bono projects in which large numbers of students working, without much lawyer supervision, for a limited period (a day or a vacation week) could provide meaningful legal services. Providers and pro bono lawyers would identify their needs and work with law school faculty to design the project. Faculty could help design the project, prepare sample forms and train the students before the project begins. Models include Elder Law Days at social services providers to prepare simple wills, living wills and health care proxies; Citizenship Days at local libraries; and filling in worksheets on collateral consequences of criminal convictions.

New technology and social media could be used by clinics to increase their reach. For example:

- Using Skype, Live-Help, the internet and other centralized communications tools could help address different distribution of resources across the state. Schools outside of New York City could better serve a large geographical area. Clinics in New York City could connect to other parts of the state.
- Smart phone apps that allow whistleblowers/witnesses to report problems such as stop-and-frisk incidents and prevention of the right-to-vote. Other apps could help people identify government benefits to which they are entitled such as a Medicaid Managed Care.

Law students should receive professional values education about responsibilities and opportunities for legal services that provide substantive justice for poor people, throughout their law school careers. Clinicians could help create a program for first year students during orientation week or the first semester, which would include a practice component. They also could develop clinics and externships with an eye to what complements the curriculum and creating practice models that prepare students for postgraduate positions and pro bono service.

Both clinical faculty and legal services providers would benefit from jointly teaching legal services lawyers. Clinicians could teach substantive law, supervision and reflection techniques and other subjects. Doing so would teach them about legal and practice issues confronted in the field. Clinicians also could enlist other law school resources. For example, legal writing instructors could mentor individuals who are strong lawyers but need coaching on their writing and, in turn, learn more about practice-based writing.

Law school education should inculcate students with the responsibility to perform pro bono service and engender a lifetime professional commitment to volunteer their legal services to help close the justice gap. Clinics, externships and experiential courses can be shaped to correspond to basic law school curriculum that incorporates access to justice issues to further this goal.
INCORPORATION OF ACCESS TO JUSTICE ISSUES IN THE BASIC LAW SCHOOL CURRICULUM

GOALS

The goal of the Work Group on Incorporation of Access to Justice Issues in the Basic Law School Curriculum was to develop a set of recommendations for the incorporation of access to justice questions into the basic (non-experiential and non-clinical) law school curriculum as well as to shape the law school experience in a way to integrate access to justice.

The Work Group, led by Olatunde Johnson from Columbia Law School and Elizabeth Schneider from Brooklyn Law School, sought to identify courses particularly suitable for exploring access to justice questions and to identify models for integrating basic law school classes with clinical and experiential courses. The Work Group also aimed to identify best practices for developing and implementing curricular changes and other changes in the three years of law school to address the justice gap. At the suggestion of Task Force leaders, we avoided discussion of the new pro bono admission requirements.

CHALLENGES AND PERSPECTIVES

CHALLENGES:

The Work Group explored some of the challenges to implementing curricular reform, while identifying some promising models and interventions.

1. Law School Curriculum and Pedagogy

Recent studies profiled in news reports have documented a crisis in legal education, suggesting that law schools need to fundamentally change their pedagogy to respond to changes in legal practice demanded by a new economic climate and market contractions. Despite broad transformations in the nature of legal practice, law schools were often teaching too narrow a range of “real world” skills, particularly in the first year.

- Casebooks
  The dearth of casebooks and course materials that effectively incorporate skills, experiential learning, or access to justice issues in routine classroom use. Despite repeated efforts, documented for example in The Carnegie Report, law schools have made little headway in moving away from the standard case method, common-law methodology.
• Access to Justice Courses
In many schools, current curriculum does not include courses that focus or relate to access to justice questions, such as poverty law and many law school courses do not integrate access to justice questions into doctrinal cases.

• Access to Justice as a Bar Exam Topic
A strong incentive for change would exist if the bar exam asked a question on access to justice, or incorporated a clinical component, like the performance test which is a component of some state bar exams.

• Increase Collaborations between traditional podium courses and clinical/experiential courses.
It appears that podium professors lack information about the work of clinical professors and vice-versa. Law schools could create greater opportunity for information sharing and collaboration among their faculty.

Collaborations envisioned included teaching doctrinal classes in consortium with a clinical component, for example a family law course would partner with a family law clinic, or having a 1 or 2 credit access to justice work component of podium courses, for example, a Property class, with a housing clinic or externship:

° The possibility of a mini-term class, possibly in January, that might focus on access to justice issues in a practice context, and would integrate theory and practice.

° The possibility of law schools providing greater opportunities to serve low-income, under-resourced communities by working with existing clinics or providing pro bono themselves.

• Access to Justice taught as a component of Professionalism Courses imparting the ethical responsibilities of a lawyer to serve the public good -- “pro bono.”

2. Faculty Recruitment

Adopt protocols for faculty recruitment and hiring that require practical experience and/or experience with problem-solving or experiential learning, akin to training in the medical profession, and a familiarity with access to justice issues.

PERSPECTIVES:

There is a need for greater inculcation in law school of the core value of providing service to low-income and underserved people, and explicitly sending messages in orientation, spring
break caravans for students, together with the new mandatory pro bono requirement. There was some resistance among the Work Group participants to the notion that law schools should be engaged in shaping values.

The Work Group identified promising approaches that could facilitate curricula and philosophical reform, including expanding existing casebooks and materials to incorporate experiential learning; allocating increased credits to skills training in the law school curriculum; creating stipends and other incentives for professors to adopt new teaching methodology, for instance, a summer research grant; and, hiring professors with practical experience, especially on access to justice issues. As this Law School Conference demonstrates, enhancing collaborations within and among the law schools will spur innovations in how law schools prepare students for legal practice in the 21st century.

RECOMMENDATIONS

1. Emphasize the Value of Access to Justice Issues Throughout the Law School Experience

2. Develop Internal Task Forces within Each Law School to Bring Together Podium and Clinical Faculty
   Each law school mini-task force would be part of a statewide task force committee in which each New York state law school would be represented by one or two members of that law school’s task force to foster collaborations and innovations.

3. Establish a Public Service Office at Each Law School
   The Public Service Office would develop new courses or clinics, or add Access to Justice to ongoing courses and clinics.

4. Incorporate Professional Development Programs for all Law School Faculty and Strengthen Resources Available to Law Schools for Incorporating Access to Justice Issues into the Basic Curriculum
   • Hire professors with relevant access to justice background and strengthen faculty capacity to integrate access to justice issues into curriculum;
   • Evaluate present curriculum to assess the degree to which access to justice issues are represented and add new courses, clinics or practicums;
   • Develop and expand existing case books and other materials and create new resources, such as databases, wikis, and blogs;
   • Partner with other law schools to develop access to justice programs and resources like clinics and externships and establish a virtual menu of opportunities and ideas for different law schools to explore;
• Encourage pro bono opportunities for faculty and provide incentives for pro bono work and curricular innovation.

5. Provide Incentives for Curricular Change by Law School Deans and High Level Faculty
   For example, create an access to justice or clinical component of the bar exam and/or incorporate access to justice as a factor in law school rankings.

ACKNOWLEDGMENTS

The Law School Involvement Working Group, comprised of Task Force Chair Helaine M. Barnett and Task Force members Dean Matthew Diller, Alexander D. Forger and Marcia Levy, extends its sincere appreciation to the Law School Conference Report Writing Group, Ellen Chapnick, Olatunde Johnson, Elizabeth Schneider and David Udell for their countless hours of work in the preparation of this Report.

The Working Group is grateful for the tremendous assistance, under the leadership of Brenna DeVaney Esq., for the transcription of the Work Group discussions by Rosemaire Barnett, Esq., Claire James, Esq., Gia Wakil and Peter Spaet of Skadden, Arps, Slate, Meagher & Flom LLP.

The members of the Law School Conference Planning Committee, as recognized in the Program, attached as Exhibit 1, are:

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TASK FORCE TO EXPAND ACCESS TO CIVIL LEGAL SERVICES IN NEW YORK

REPORT OF THE LAW SCHOOL INVOLVEMENT WORKING GROUP

EXHIBITS

From the MAY 22, 2012 CONFERENCE

ACCESS TO JUSTICE: THE ROLE OF NEW YORK’S LAW SCHOOLS

A Conversation About The Role of Law Schools In Helping To Meet The Essential Civil Legal Needs of Low-Income New Yorkers

at

BENJAMIN N. CARDOZO SCHOOL OF LAW
New York, New York
EXHIBIT 1

ACCESS TO JUSTICE: THE ROLE OF NEW YORK’S LAW SCHOOLS
CONFERENCE PROGRAM
MAY 22, 2012
ACCESS TO JUSTICE:
THE ROLE OF NEW YORK’S LAW SCHOOLS

A CONVERSATION ABOUT
THE ROLE OF LAW SCHOOLS
IN HELPING TO MEET THE ESSENTIAL
CIVIL LEGAL NEEDS OF
LOW INCOME NEW YORKERS

CONVENE BY THE
TASK FORCE TO EXPAND
ACCESS TO CIVIL LEGAL SERVICES IN NEW YORK

AT BENJAMIN N. CARDOZO SCHOOL OF LAW, NEW YORK CITY

MAY 22, 2012
ACCESS TO JUSTICE: THE ROLE OF NEW YORK’S LAW SCHOOLS

MAY 22, 2012: AGENDA

9:00 – 9:30 AM  REGISTRATION AND CHECK IN  LOBBY
Light refreshments will be served

9:30 – 9:45 AM  WELCOME AND OPENING REMARKS  MOOT COURTROOM
HON. JONATHAN LIPPMAN
Chief Judge of the State of New York

HELAINE M. BARNETT
Chair, Task Force to Expand Access to Civil Legal Services in New York

9:45 – 11:00 AM  OPENING PLENARY SESSION  MOOT COURTROOM
THE ROLE OF LAW SCHOOLS IN HELPING TO CLOSE THE JUSTICE GAP: OPPORTUNITIES AND CHALLENGES

MODERATOR
MATTHEW DILLER
Dean, Benjamin N. Cardozo School of Law

PANEL
HON. FERN A. FISHER
Deputy Chief Administrative Judge, New York City Courts
Director, NYS Courts Access to Justice Program

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RICHARD L. REVESZ
Dean, New York University School of Law

MICHAEL A. SIMONS
Dean, St. John’s University School of Law

11:00 – 12:45 PM  CONCURRENT SESSIONS: PART I

A. STUDENT PRO BONO PROJECTS AND STRUCTURES  ROOM 424

CO-FACILITATORS
DORA GALACATOS  Senior Counsel, Feerick Center for Social Justice
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DAVID UDELL  Executive Director of the National Center for Access to Justice and Visiting Professor from Practice, Benjamin N. Cardozo School of Law

— 1014 —
B. POST GRADUATE PROGRAMS  
ROOM 303  
CO-FACILITATORS  
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C. CLINICS, EXTERNSHIPS AND OTHER EXPERIENTIAL COURSES  
MOOT COURTHROOM  
CO-FACILITATORS  
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D. INCORPORATING ACCESS TO JUSTICE ISSUES IN THE BASIC LAW SCHOOL CURRICULUM  
ROOM 205  
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ELIZABETH M. SCHNEIDER  
ROSE L. HOFFER PROFESSOR OF LAW; DIRECTOR, EDWARD V. SPARER PUBLIC INTEREST LAW FELLOWSHIP PROGRAM, BROOKLYN LAW SCHOOL  

12:45 – 1:30 PM  
LUNCH  
LOBBY  

1:30 – 2:45 PM  
CONCURRENT SESSIONS: PART II  
RETURN TO ROOMS  

3:00 – 4:15 PM  
CLOSING PLENARY SESSION:  
REPORTS FROM CONCURRENT SESSIONS AND NEXT STEPS  
The product of the Work Groups will become the basis for the action plan that the Task Force will use to develop proposals for the Chief Judge on how New York’s law schools can collectively work to help close the justice gap.  
MODERATOR  
PETER B. EDELMAN  
PROFESSOR OF LAW; FACULTY DIRECTOR, CENTER ON POVERTY, INEQUALITY AND PUBLIC POLICY; CO-DIRECTOR, JOINT DEGREE IN LAW AND PUBLIC POLICY, GEORGETOWN UNIVERSITY LAW CENTER; CHAIR, DISTRICT OF COLUMBIA ACCESS TO JUSTICE COMMISSION  

4:30 – 5:30 PM  
RECEPTION  
LOBBY
ACCESS TO JUSTICE: THE ROLE OF NEW YORK’S LAW SCHOOLS
A CONVERSATION ABOUT THE ROLE OF LAW SCHOOLS IN HELPING TO MEET THE ESSENTIAL CIVIL LEGAL NEEDS OF LOW INCOME NEW YORKERS

GOAL
The goal of the Conference is to explore how New York State’s law schools can work in partnership with each other and with providers, law firms, bar associations and the courts to help meet the civil legal needs of low income New Yorkers. The Task Force has focused on access to legal assistance concerning issues that relate to the “essentials of life” – housing, family matters, health and education, and subsistence income. Based on the conference discussions, four Work Groups will develop initiatives and recommendations that will be incorporated into an action plan to expand the role of law schools in helping to provide legal assistance for matters that relate to these essentials of life and in preparing lawyers to be active participants in working to close the justice gap throughout their professional lives.

THE WORK GROUP SESSIONS
The Conference will feature working sessions based around four subjects:
1. Pro Bono Projects and Structures;
2. Post Graduate Programs;
3. Clinics, Externships and Experiential Courses; and

Each Work Group will be asked to consider a core set of issues and to formulate recommendations that will form the basis of an action plan to be developed by the Task Force. The core issues are:

A. Communication: Develop recommendations for how law schools can better communicate with key stakeholders and with each other to target programs toward priority areas of need and to improve coordination.

B. Models: Identify models that are successful in terms of impact, cost, supervision and student learning that could be expanded or replicated. Propose new models that can expand the impact of law schools in meeting the civil legal needs of low income New Yorkers.

C. Collaborations: Identify opportunities for law schools to work together and with other stakeholders to expand the impact of law school programs focused on closing the justice gap in a cost effective manner. Propose initiatives for capitalizing on these opportunities.

D. Resources: Identify resources that law schools (faculty, students, alumni, facilities, university relationships, etc.) and other stakeholders (providers, courts, law firms, bar associations, client and community groups, funders, etc.) bring to bear to assist in meeting the civil legal needs of low income New Yorkers. Propose means of expanding these resources and putting them to better use.

ACTION PLAN: FUTURE STEPS
At the conclusion of the Work Group Sessions, the conference will reconvene in plenary session for reports from each of the four Work Groups and discussion of common threads among the groups. The product of the Work Groups will become the basis for the action plan that the Task Force will use to develop proposals for the Chief Judge on how New York’s law schools can collectively work to help close the justice gap.
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ACKNOWLEDGMENTS

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The Law School Planning Committee gratefully acknowledges the generosity of Skadden, Arps, Slate, Meagher & Flom LLP for the Conference refreshments and reception, and that of Sullivan & Cromwell for the reproduction of Task Force materials for the Conference.

The Committee extends its appreciation to Kathy Horton, Director of the Office of the Dean, Benjamin N. Cardozo School of Law, to Crystal Jones, Office of the Dean, Benjamin N. Cardozo School of Law, and to Lauren B. Kanfer, Assistant Deputy Counsel to the Chief Judge, for their assistance in coordinating the Conference.
EXHIBIT 2

WELCOMING REMARKS FROM TASK FORCE CHAIR
HELAINE M. BARNETT
AND
INTRODUCTION OF CHIEF JUDGE JONATHAN LIPPMAN
Welcoming Remarks from Task Force Chair Helaine M. Barnett and Introduction Chief Judge Jonathan Lippman

I would like to welcome you to this special day long Conversation on the role of New York law schools in helping to meet the essential civil legal needs of low-income New Yorkers.

We have present today many law school Deans and faculty from all 15 New York State law schools. In addition, we have brought together bar association leaders, legal services providers, practitioners, representatives from the courts and law students to engage in a unique Conversation on ways in which the law schools can work with one another and with these other stakeholders to help close the justice gap.

To open our Conference, we are privileged to have the Chief Judge of the State of New York, Jonathan Lippman.

Chief Judge Jonathan Lippman’s career in the court system spans four decades. He knows the court system intimately. Highlights of his career include his appointment as the Chief Administrative Judge of all New York State courts and is the longest tenured person to serve in that capacity.

He was appointed the Presiding Justice of the Appellate Division of the Supreme Court, First Department and in that capacity served on the Administrative Board of the Courts, which is the policy and rule making body of the New York State court system. In January 2009 he was appointed the Chief Judge of the State of New York and Chief Judge of the New York Court of Appeals.

His tenure as Chief Judge has been marked by his vision and leadership and unequivocal commitment to the need to provide civil legal assistance to the most vulnerable New Yorkers in matters that involve the very basic necessities of life and by his determination to bring us closer to the ideal of ensuring equal access to justice.

His most profound achievements have been providing in the Judiciary budget the largest amount of State funding of civil legal services of any state in this country and his recent announcement of required pro bono service for admission to the bar is another bold initiative, making New York State the first state to do so.

New York State is enormously fortunate to have at this time and at this place the Honorable Jonathan Lippman as its Chief Judge. The goal of making equal access to justice for all a reality could not have a more passionate action oriented proponent then Chief Judge Jonathan Lippman.

It is my great pleasure and honor to welcome the Honorable Jonathan Lippman the Chief Judge of the State of New York to open our Conversation.
EXHIBIT 3

OPENING REMARKS FROM CHIEF JUDGE JONATHAN LIPPMAN
Opening Remarks from Chief Judge Jonathan Lippman

It is my great pleasure to welcome all of you to this unique conference to explore how our state’s law schools can work with each other, with providers of civil legal services, law firms, bar associations, and the courts to help meet the civil legal needs of low income New Yorkers.

I want to acknowledge and thank the extraordinary Task Force to Expand Access to Civil Legal Services in New York -- which I appointed in 2010 -- for convening this first-of-its-kind gathering. I especially want to thank Task Force Chair, Helaine M. Barnett, and Task Force Member, Dean Matthew Diller of Benjamin M. Cardozo School of Law, and their Planning Committee members, for their herculean efforts in making today’s conference a reality. The formation of the Task Force was announced at the same time that I stated my intention to hold annual hearings on the unmet need for civil legal services in New York. Since then, the Task Force has assisted the leadership of the court system and the State Bar in conducting these hearings and has performed its own groundbreaking research and analysis, described in their comprehensive reports issued in 2010 and 2011. It was in their November 2011 report that the Task Force indicated its intention to convene this group for today’s conversation.

While acknowledging that law schools already play a significant role in the delivery of civil legal services, and do a great deal to inspire and prepare students to perform public service both in law school and after graduation, the Task Force found that “greater law school involvement can help reduce the gap between the need for civil legal assistance and available services” in matters involving the “essentials of life” -- housing, family matters, health and education, and subsistence income. The Task Force also concluded that more could be achieved in addressing the justice gap if the law schools in our state were to work with one another, as well as with civil legal services providers, law firms, bar associations and the Courts, on increasing the availability of civil legal services.

The Task Force rightly believed that a joint effort of the law schools and other stakeholders could do so many things: like identify those areas of unmet civil legal needs that are amenable to law school assistance; determine which existing projects are good models for replication or inspirations for more and better programs; coordinate efforts, where possible, to develop capacity and expertise for training and supervision that would be difficult for a single law school to match; foster collaborative projects among and between all of you and the courts that can maximize the likelihood that law students will render valuable services to the needy; and develop programs that more effectively tap into the pool of recent law school graduates to help close the justice gap. And, in fact, these subjects are a very large component of today’s agenda.

Not just by chance, I assure you, the significance of today’s event was underscored by my own announcement on Law Day, just three weeks ago, of a 50-hour pro bono requirement for admission to the New York Bar. In our state, it is the Appellate Divisions of the Supreme Court through their Committees on Character and Fitness that oversee and approve all admissions to the bar. I am delighted that the Presiding Justices of the four Appellate Departments have embraced this new pro bono requirement as a critical step in instilling a
culture of service in the next generation of lawyers in our state. And it is gratifying that we have received such widespread support for the idea that new lawyers must embrace the core values of our profession prior to admission to the New York bar.

Since we are the first state to move in this new direction, the eyes of the legal community around the nation are on New York as to exactly how this new requirement will be implemented, and questions abound as to details and how much flexibility will be built into our rules.

I realize full well that all of you in this room want to know exactly how the new requirement will be put into effect and enforced, and there has been much speculation about the criteria for pro bono service that we will put into place. Let me briefly explain to you the process we will use to set the parameters of the new pro bono protocols for admission applicants - - and ultimately answer all the questions you may have.

I am announcing today the formation of the Advisory Committee on New York State Pro Bono Bar Admission Requirements, whose mission will be to receive and solicit input from all of the affected constituencies in our state and make implementation recommendations to the Chief Judge and the Presiding Justices. The Committee will be co-chaired by my Court of Appeals Colleague Victoria A. Graffeo and Alan Levine, a partner at the law firm of Cooley LLP and former Chair of The Legal Aid Society. I am greatly appreciative of the willingness of Judge Graffeo and Mr. Levine to take on this task along with this distinguished Committee. They include members of the legal community who have great expertise and interest in the well being of our profession. Among them are one former and one current law school dean, representatives of two legal services providers, a law firm pro bono counsel, former and present bar presidents, a former Presiding Justice of the Appellate Division, as well as Deputy Chief Administrative Judge Fern Fisher, Director of New York State Courts Access to Justice Program, and last but certainly not least, Helaine Barnett, Chair of the Task Force. The Presiding Justices of the Appellate Divisions will be ex officio members of the Committee.

The members working under the leadership of Mr. Levine and Judge Graffeo are, in addition to Judge Fisher and Ms. Barnett:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Steven Banks</td>
<td>Attorney in Chief, The Legal Aid Society</td>
</tr>
<tr>
<td>Betty Weinberg Ellerin</td>
<td>Senior Counsel, Alston &amp; Bird; Vice Chair Committee on Character and Fitness, First Department; former Presiding Justice of Appellate Division, First Department</td>
</tr>
<tr>
<td>John D. Feerick</td>
<td>Norris Professor of Law; former Dean, Fordham University School of Law; former President, New York City Bar Association</td>
</tr>
<tr>
<td>Sharon Katz</td>
<td>Special Counsel for Pro Bono, Davis Polk &amp; Wardwell LLP</td>
</tr>
</tbody>
</table>
The Advisory Committee has been asked to consider input from all stakeholders and to provide me and the Presiding Justices with their advice and recommendations in the Fall, when the new rule will be put into place, effective January 1, 2013. The specific methodology for soliciting and receiving information, questions and suggestions will be announced by the Committee in the coming weeks on nycourts.gov. In the interim, all correspondence and requests should be sent by email to advisory-committee@nycourts.gov. The process will be wide ranging and inclusive and, with help from all of you, the Committee’s recommendations will inform the necessary amendments to the Character and Fitness Rules for admission to the bar.

I want to put all this into context and make our purpose and objectives very clear. Just a few short months before I became Chief Judge, the economy went into a tailspin from which it still has not recovered. We have seen shrinking state coffers, reduced court budgets, and a dramatic impact on the legal profession, including law firms, law schools, the courts and legal services providers. At the same time, the critical need for legal services for the poor and the most vulnerable in our society could not be more evident as they struggle with legal problems involving the essentials of life. Funding for the federal Legal Services Corporation has been cut, and revenues for IOLA programs -- which depend on interest rates paid on attorney accounts -- have been dramatically reduced by the drop in interest rates. Our Task
Force estimates that we are at best meeting only 20 percent of the civil legal services needs of New York State's low-income residents -- and this is at a time when 15% of the people in our state live at or below the poverty level. The state courts are the emergency rooms of our society -- the most intractable social problem find their way to our doors in great and increasing numbers. The net result is that literally millions of litigants each year are left to navigate critical legal problems both in and outside our courtrooms without the help of a lawyer.

Thanks to our partners in the legislative and executive branches, the judiciary’s budget has included substantial funding for civil legal services over the last two years. I am proud of the fact that in New York we have established a template to publicly fund civil legal services for the poor in a systemic and reliable way. This year, the Judiciary Budget includes $40 million to support civil legal services -- that total being by far the highest level of state funding for civil legal services in the country, but yet the tip of the iceberg in terms of the need. The funds that we have obtained for legal services could not be more important given that the economy has impacted most heavily on those who can least help themselves and created greater demands for legal services than ever before in our history.

While greatly increased state funding has gone, and will go, a long way to addressing the desperate straits many litigants with limited means find themselves in, money, by itself is not enough -- and our overburdened but courageous legal services providers can do only so much. Bridging the justice gap requires more. We need the continued individual efforts of practicing lawyers doing their part. We are indeed fortunate that, in New York, so many lawyers are already embracing a culture of service to others. So many lawyers understand that it is their special responsibility to use their skills and their position to help ensure that we are providing for the justice needs of all New Yorkers. Pro bono service is deeply rooted in our traditions and has been part of the lawyer's professional lives for centuries. Our great State Bar, as well as countless other bar associations around the state and the country, remind us of the ethical and social responsibility to volunteer our time and resources to provide legal services for those in need.

Pro bono service has also become very much a part of the law school culture as well, and I’m proud of the good deeds fostered by New York’s outstanding law schools. New York's practice rules -- like those of many other states -- allow law students to perform legal work under the supervision of law school faculty or legal service organizations, thereby enabling students to appear in court and put their name on court filings. I believe it is time to connect the dots between the ongoing professional responsibility of lawyers to perform pro bono service and the experience of law students. If pro bono is a core value of our profession, and it is -- and if we aspire to have all practicing attorneys devote a meaningful portion of their time to public service, and we do-- these ideals ought to be instilled from the start, with the hands-on experience of helping others with our legal skills as a pre-requisite to meaningful membership in the bar of our state. By requiring, as a condition for admission to the bar and the practice of law, that applicants demonstrate 50 hours of participation in law-related and uncompensated pro bono service, we are sending a very strong message that assisting in meeting the urgent need for legal services is a necessary and essential qualification to becoming a lawyer. We are stating loudly and clearly that service to others is an indispensable part of our legal training, and that you cannot call yourself a lawyer in New York, unless you show your commitment to our profession's ideals.
This approach not only benefits the clients who are in dire need of legal assistance but also, so importantly, will help prospective attorneys build valuable skills and acquire the practical experience so crucial to becoming a good lawyer. We know that newly-minted lawyers are simply better at their jobs when they receive direct experience in the practice of law. Where, under appropriate supervision, they assist a family facing eviction or foreclosure, draft a contract for a fledgling not-for-profit, help a victim of domestic violence obtain a divorce, or help state and local government entities in a time of economic stress, law students can access the real-world lessons that are such an important foundation for successful law practice.

I have no doubt that they will also experience the intrinsic rewards that come from helping others through pro bono service, so much so that many of them will be hooked for life on the joy of using their legal skills to help those most in need -- not to mention the enormous benefits that will come to New Yorkers desperately in need of legal help from at least an additional half million hours of pro bono legal services here in New York State alone. The positive impact on persons of limited means, communities and organizations that would gain from this infusion of pro bono work is immeasurable.

We honor the commitment of the thousands of practicing lawyers who take on legal work for poor and low-income individuals -- more than two million hours donated each year -- and we hope, through this initiative, to pass on that commitment to a new generation of lawyers. Pro bono service is part and parcel of our legal culture, affecting both the way we perceive ourselves and the way the public and community perceive us as well. In so many ways, it can and should define us as being part of a noble profession and a higher calling.

And, today you can contribute so much to this effort and do a tremendous service by applying your knowledge, experience, and creativity to the original goals of this program, and to the four subjects that the Work Groups have been charged with exploring. I refer especially to identifying the most effective, existing access-to-justice related law school programs and collaborations -- and proposing new ones -- whether they involve pro bono projects, post-graduate initiatives, clinics, externships, or experiential courses. Just as important is developing ideas on incorporating access to justice in the basic, substantive law school curriculum. The Task Force is very much looking forward to your recommendations -- as am I -- and I know they will inform the work we will continue to do together to meet the challenge of assuring access to justice for all New Yorkers. Thank you.
EXHIBIT 4

OPENING REMARKS FROM TASK FORCE CHAIR
HELAINE M. BARNETT
Opening Remarks from Helaine M. Barnett

Thank you, Chief Judge Jonathan Lippman, for your inspiring remarks and once again for your leadership and vision in working towards closing the justice gap.

On a personal note, I remember at the beginning of my six year tenure as the President of The Legal Services Corporation, being honored to give the Bellwood Memorial Lecture at the University of Idaho’s School of Law, with my subject being, “Justice For All, Are we Fulfilling that Pledge?”, and thinking, as I looked out upon all the aspiring and idealistic law students and the reservoir of amazing talent at the Law School, that this was an army or group to be harnessed towards this cause.

Little did I think that when I stepped aside six years later and joined with Chief Judge Jonathan Lippman in this major undertaking of bridging the justice gap, a term that coincidentally we had coined at LSC, that we would have achieved so much and be here today. I want to share with you that our initiatives here in New York have caught the attention of Chief Judges across the nation and are being looked at as a model by other States in this great country. You should all be proud to know that together we are indeed making a difference.

The 2011 Report of the Task Force to Expand Access to Civil Legal Services in New York noted the startling statistics that 2.3 million New Yorkers appear in civil court proceedings unrepresented and legal services providers throughout the state report they can provide civil legal assistance, at best, to only 1 in every 5 applicants who seek their assistance.

The 2011 Report of the Task Force, in suggesting ways to address this crisis, stated, as the Chief Judge noted, that although law schools are already playing a role in the civil legal services delivery system, it found that more could be done and suggested it would be important to explore ways that the 15 law schools in New York State could work with one another and with legal services providers, law firms, bar association leaders and the courts, to identify and address the essential unmet civil legal needs of indigent New Yorkers and expand access to civil legal assistance.

We indicated that the Task Force would convene the first ever leadership conference on the role of New York law schools in meeting the essential civil legal needs of low income New Yorkers and I am delighted that today we are doing just that. This is indeed a unique program at a key moment.

Each of you were specifically invited to attend today’s Conversation because each of you have a unique perspective based on your experience, which we want to hear. We look forward to your input in this Conversation in helping to shape the Task Force’s recommendations to the Chief Judge.

There are, of course, good things that are happening throughout the 15 New York Law Schools. There are outstanding clinics and law school pro bono programs and professors who include access to justice issues in the basic curriculum. We want to build on a framework that already exists and think creatively about new ones and that is what today is all about.
I would like to thank the Planning Committee: Dean Ellen Chapnick, Professors Helen Hershkoff, Olatunde Johnson, Marcia Levy, Mary Lynch, Elizabeth Schneider, David Udell and Alex Forger and Dean Matthew Diller.

I would also like to thank Skadden Arps for both providing the lunch and reception as well as providing note takers for each of the working groups. A special thank you goes to Lauren Kanfer from the Chief Judge’s office and Kathy Horton from the Dean’s office for their invaluable assistance.

I would also like to thank the facilitators for our four working groups:

On Student Pro Bono Projects and Structures:

Dora Galacatos, Senior Counsel, Fordham Law School Feerick Center for Social Justice
David Udell, Executive Director of the National Center for Access to Justice and Visiting Professor, Benjamin N. Cardozo School of Law

On Post Graduate Programs:

Jennifer C. Friedman, Director, Public Interest Law Center, Pace University School of Law
Marcia Levy, Associate Dean of Career Services and Professor of Professional Development, Benjamin N. Cardozo School of Law
Fred P. Rooney, Director, Community Legal Resource Network and External Relations, CUNY School of Law

On Clinics, Externships and Other Experiential Courses:

Professor Susan Bryant, CUNY School of Law
Ellen P. Chapnick, Dean for Social Justice Initiatives, Columbia Law School

On Incorporating Access to Justice Issues in the Basic Law School Curriculum:

Professor Olatunde Johnson, Columbia Law School
Professor Elizabeth M. Schneider, Director, Edward V. Sparer Public Interest Law Fellowship Program, Brooklyn Law School

Each of the facilitators have given considerable thought in preparing for the working group sessions and I want to recognize the substantial time and effort they have made to insure a meaningful conversation.

I also want to acknowledge our final facilitator for the concluding session, Professor Peter Edelman, of the Georgetown University Law Center who is Chair of the D.C. Access to Justice Commission and is universally respected in this field. I will say more about him at the concluding session.

Finally, I would, of course, like to especially thank Dean Matthew Diller, Dean of Cardozo Law School who is a member of the Chief Judge’s Task Force to Expand Access to Civil Legal Services in New York for heading the effort on behalf of the Task Force. He has given generously of his time and extraordinary talents to ensuring that today’s conversation will yield
significant recommendations to the Task Force as it considers recommendations to the Chief Judge.

Matthew Diller, who is a prominent scholar of social welfare law and policy, was appointed dean of Cardozo Law School in 2009. Prior to his appointment he had spent 16 years at Fordham Law School. Joining the Fordham Law Faculty in 1993 he was the Cooper Family Professor of Law, co-director for the Louis Stein Center for Law and Ethics, and Associate Dean for Academic Affairs. Prior to that we actually worked together at the Legal Aid Society from 1986 to 1993. He has served on numerous boards, including Legal Services NYC. Dean Diller has done a superb job in helping to identify the invited participants, in selecting the facilitators, and the panelists on the opening plenary session which he will moderate and in making the facilities of the Cardozo Law School available for this special event.

I now have the pleasure of turning the program over to Dean Diller to moderate the opening plenary session.
EXHIBIT 5

MAPS OF JUDICIAL DISTRICTS SHOWING LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS

EXHIBIT 5-A:
MAP OF 1ST, 2ND, 11TH, 12TH AND 13TH JUDICIAL DISTRICTS and LIST OF LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS

EXHIBIT 5-B:
MAP OF 3RD, 4TH, 5TH, 6TH, 7TH, 8TH AND 9TH JUDICIAL DISTRICTS and LIST OF LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS

EXHIBIT 5-C:
MAP OF 10TH JUDICIAL DISTRICT and LIST OF LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS

EXHIBIT 5-A

MAP OF 1st, 2nd, 11th, 12th AND 13th JUDICIAL DISTRICTS and LIST OF LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS
Law Schools and Legal Service Providers: NYC

Covering the 1st, 2nd, 11th, 12th and 13th Judicial Districts
# New York Legal Services Providers and Law Schools – 1st Judicial District

## New York County

### Law Schools:
- Columbia
- Fordham
- Cardozo
- NYU
- New York

### Legal Service Providers:

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<tr>
<th>Provider</th>
<th>Address</th>
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<tr>
<td>Asian American Bar Association of New York</td>
<td>Grand Central Station, P.O. BOX 3656, New York, NY 10163</td>
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<tr>
<td>Association of the Bar of the City of New York</td>
<td>42 West 44th Street New York, NY 10036</td>
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<tr>
<td>Benjamin N. Cardozo School of Law</td>
<td>55 Fifth Avenue, New York, NY 10003</td>
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<tr>
<td>Columbia Law School</td>
<td>435 West 116th Street, New York, NY 10027</td>
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<tr>
<td>Dominican Bar Association</td>
<td>Canal Street Station, P.O. Box 203, New York, NY 10013</td>
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<tr>
<td>Eviction Intervention Services</td>
<td>1233 2nd Avenue, New York, NY 10065</td>
</tr>
<tr>
<td>FACES NY, Inc. (Forging Ahead for Community Empowerment &amp; Support)</td>
<td>317 Lenox Avenue, 10th Floor, New York, NY 10027</td>
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<tr>
<td>Fair Housing Justice Center</td>
<td>5 Hanover Square, 17th Floor, New York, NY 10004</td>
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<tr>
<td>Fordham University School of Law</td>
<td>140 West 62nd Street, New York, NY 10023</td>
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<tr>
<td>Fordham University School of Law - Community Economic Development Clinic</td>
<td>33 West 60th Street 3rd floor, New York, NY 10023</td>
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<tr>
<td>Gay Men's Health Crisis - Legal Department</td>
<td>446 W 33rd St, 6th floor, New York, NY 10001</td>
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<tr>
<td>Goddard Riverside Community Center/SRO Law Project</td>
<td>51 West 109th Street, New York, NY 10025</td>
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<tr>
<td>Health Care Rights Initiative</td>
<td>233 Fifth Ave. Suite 4A, New York, NY 10016</td>
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<tr>
<td>Hebrew Immigrant Aid Society</td>
<td>333 Seventh Avenue, 16th Floor, New York, NY 10001</td>
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<tr>
<td>HIV Law Project, Inc.</td>
<td>15 Maiden Lane, 18th Floor, New York, NY 10038</td>
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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
## New York Legal Services Providers and Law Schools – 1st Judicial District
### New York County

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<th>Service/Program</th>
<th>Address</th>
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<tr>
<td>Housing Conservation Coordinators</td>
<td>777 Tenth Avenue, New York, NY 10019</td>
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<td>Human Rights First - Asylum Program</td>
<td>333 Seventh Avenue, 13th floor, New York, NY 10001</td>
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<tr>
<td>Immigration Equality</td>
<td>40 Exchange Place, Suite 1705, New York, NY 10005</td>
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<tr>
<td>inMotion, Inc.</td>
<td>100 Broadway, 10th Floor, New York, NY 10005</td>
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<tr>
<td>International Rescue Committee - Immigration Services</td>
<td>122 East 42nd Street, 11th Floor, New York, NY 10168</td>
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<tr>
<td>Lambda Legal Defense and Education Fund, Inc.</td>
<td>120 Wall Street, Suite 1500, New York, NY 10005</td>
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<tr>
<td>LatinoJustice PRLDEF</td>
<td>99 Hudson Street, 14th floor, New York, NY 10013</td>
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<tr>
<td>Lawyers Alliance for New York</td>
<td>171 Madison Avenue, 6th Floor, New York, NY 10016</td>
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<td>Lawyers for Children, Inc.</td>
<td>110 Lafayette Avenue, New York, NY 10013</td>
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<td>Legal Action Center of the City of New York, Inc. (LAC)</td>
<td>225 Varick St. 4th Floor, New York, NY 10014</td>
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<td>Legal Aid Society - Community Development Project</td>
<td>230 East 106 Street, New York, NY 10029</td>
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<td>Legal Aid Society: Criminal Defense Practice, Special Litigation Unit</td>
<td>199 Water Street, 6th floor, New York, NY 10038</td>
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<tr>
<td>Legal Aid Society: Harlem Community Law Office</td>
<td>230 East 106th Street, New York, NY 10029</td>
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<td>Legal Aid Society: Health Law Unit</td>
<td>199 Water St., New York, NY 10038</td>
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<tr>
<td>Legal Aid Society: Juvenile Rights Practice - Manhattan</td>
<td>60 Lafayette Street, New York, NY 10013</td>
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<tr>
<td>Legal Aid Society: Lower Manhattan Neighborhood Office</td>
<td>199 Water Street, New York, NY 10038</td>
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<tr>
<td>Legal Aid Society: Manhattan Housing Court Project</td>
<td>111 Centre Street, #106, New York, NY 10013</td>
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<td>Legal Aid Society: Prisoners' Rights Project</td>
<td>199 Water Street, 6th Floor, New York, NY 10038</td>
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<td>Legal Information for Families Today (LIFT)</td>
<td>350 Broadway, Suite 501, New York, NY 10013</td>
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<tr>
<td>Legal Momentum</td>
<td>395 Hudson Street, 5th floor, New York, NY 10014</td>
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<tr>
<td>Legal Services NYC</td>
<td>40 Worth Street, Suite 606, New York, NY 10013</td>
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<tr>
<td>Lenox Hill Neighborhood House</td>
<td>331 East 70th Street, New York, NY 10021</td>
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<tr>
<td>Lutheran Social Services of New York - Immigration Legal Project</td>
<td>308 West 46th St., New York, NY 10036</td>
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<tr>
<td>Manhattan Legal Services</td>
<td>1 West 125th Street, 2nd floor (and 90 John Street, Suite 301, 10038), New York, NY 10027</td>
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<td>Organization Name</td>
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<td>Medicare Rights Center, Inc.</td>
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<td>MFY Legal Services, Inc.</td>
<td>299 Broadway, 4th floor, New York, NY 10007</td>
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<td>NAACP Legal Defense and Educational Fund, Inc.</td>
<td>99 Hudson Street, Suite 1600, New York, NY 10013</td>
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<tr>
<td>National Campaign to Restore Civil Rights</td>
<td>151 West 30th Street, New York, NY 10001</td>
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<td>National Center for Law and Economic Justice</td>
<td>275 Seventh Avenue, Suite 1506, New York, NY 10001</td>
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<tr>
<td>National Organization for Women (NOW) - Employment Law Clinic</td>
<td>150 W. 28th Street, Suite 304, New York, NY 10001</td>
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<tr>
<td>Neighborhood Defender Service of Harlem</td>
<td>317 Lenox Avenue, 10th floor, New York, NY 10027</td>
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<tr>
<td>Neighborhood Economic Development Advocacy Project</td>
<td>73 Spring St., Suite 506, New York, NY 10012</td>
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<tr>
<td>New York Center for Law and Justice, Inc.</td>
<td>2095 Broadway, Suite 411, New York, NY 10123</td>
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<tr>
<td>New York City Gay and Lesbian Anti-Violence Project</td>
<td>240 West 35th Street, Suite 200, New York, NY 10001</td>
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<tr>
<td>New York Civil Liberties Union</td>
<td>125 Broad Street, 19th floor, New York, NY 10004</td>
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<td>New York County Defender Services</td>
<td>225 Broadway, Suite 1100, New York, NY 10007</td>
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<td>New York County Lawyers' Association</td>
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<td>New York Law School</td>
<td>185 West Broadway, New York, NY 10013</td>
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<td>New York Lawyers for the Public Interest</td>
<td>151 West 30th Street, New York, NY 10001</td>
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<td>New York Legal Assistance Group (NYLAG)</td>
<td>450 West 33rd Street, 11th floor, New York, NY 10001</td>
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<tr>
<td>New York Society for the Prevention of Cruelty to Children</td>
<td>161 William Street, 12th floor, New York, NY 10038</td>
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<tr>
<td>New York State Access to Justice Program - Volunteer Attorney Program</td>
<td>111 Centre Street, New York, NY 10013</td>
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<tr>
<td>New York State Association of Criminal Defense Lawyers</td>
<td>2 Wall Street, Third Floor, New York, NY 10005</td>
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<tr>
<td>New York University Family Defense Clinic</td>
<td>245 Sullivan Street, 5th Floor, New York, NY 10012</td>
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<tr>
<td>New York University School of Law</td>
<td>40 Washington Sq. South, New York, NY 10012</td>
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<tr>
<td>Northern Manhattan Improvement Corporation</td>
<td>76 Wadsworth Avenue, New York, NY 10033</td>
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<tr>
<td>Partnership for Children's Rights</td>
<td>271 Madison Avenue, 17th Floor, New York, NY 10016</td>
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<tr>
<td>Project FAIR (Fair hearing, Assistance, Information and Referral)</td>
<td>199 Water Street, 3rd Floor, New York, NY 10038</td>
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<tr>
<td>Resilience Advocacy Project (RAP)</td>
<td>262 West 38th Street, Suite 1104, New York, NY 10018</td>
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<tr>
<td>Safe Horizon</td>
<td>Confidential address, New York, NY 10013</td>
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## New York Legal Services Providers and Law Schools – 1st Judicial District

### New York County

<table>
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<tr>
<th>Organization</th>
<th>Address</th>
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<tr>
<td>Sanctuary for Families' Center for Battered Women's Legal Services</td>
<td>P.O. Box 1406, Wall Street Station, New York, NY 10268</td>
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<td>Selfhelp Community Services, Inc. - Evelyn Frank Legal Resources Program</td>
<td>520 Eighth Avenue, 5th Floor, New York, NY 10018</td>
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<tr>
<td>Service Fund of the National Organization for Women (NOW-NYC)</td>
<td>150 West 28th Street, Room 304, New York, NY 10001</td>
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<td>Sylvia Rivera Law Project</td>
<td>147 W. 24th St., 5th Floor, New York, NY 10011</td>
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<tr>
<td>The Door - A Center of Alternatives</td>
<td>121 Avenue of the Americas, New York, NY 10013</td>
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<tr>
<td>The Family Center</td>
<td>315 West 36th Street, 4th Floor, New York, NY 10018</td>
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<tr>
<td>The Puerto Rican Bar Association</td>
<td>303 Park Avenue South, #1405, New York, NY 10010</td>
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<tr>
<td>Transgender Legal Defense &amp; Education Fund, Inc.</td>
<td>151 West 19th Street, Suite 1103, New York, NY 10011</td>
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<tr>
<td>Unemployment Action Center, Inc.</td>
<td>240 Mercer Street, New York, NY 10012</td>
</tr>
<tr>
<td>Urban Justice Center</td>
<td>123 William Street, 16th Floor, New York, NY 10038</td>
</tr>
<tr>
<td>Urban Justice Center - Harm Reduction Law Project</td>
<td>666 Broadway, 10th floor, New York, NY 10012</td>
</tr>
<tr>
<td>Volunteer Lawyers for the Arts</td>
<td>1 East 53rd Street, 6th floor, New York, NY 10022</td>
</tr>
<tr>
<td>Volunteers of Legal Service (VOLS)</td>
<td>281 Park Avenue South, New York, NY 10010</td>
</tr>
<tr>
<td>Women's Bar Association of New York</td>
<td>Post Office Box 936, New York, NY 10024</td>
</tr>
<tr>
<td>Workers Defense League, Inc.</td>
<td>PO Box 618 Madison Square Station, New York, NY 10159</td>
</tr>
<tr>
<td>Youth Represent</td>
<td>346 Broadway, Suite 601, New York, NY 10013</td>
</tr>
</tbody>
</table>
**New York Legal Services Providers and Law Schools – 2nd Judicial District**

*Kings County*

**Law Schools:**
- Brooklyn

**Legal Service Providers¹:**

<table>
<thead>
<tr>
<th>Provider</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Bar Association</td>
<td>123 Remsen Street Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Brooklyn Law School</td>
<td>250 Joralemon Street, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Kings County District Attorney’s Office</td>
<td>350 Jay Street, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Legal Aid Society: Brooklyn Neighborhood Office</td>
<td>111 Livingston Street, 7th floor, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Legal Aid Society: Juvenile Rights Practice- Queens</td>
<td>153-01 Jamaica Ave, Jamaica, NY 11201</td>
</tr>
<tr>
<td>Legal Services NYC - Brooklyn Branch</td>
<td>180 Livingston Street, Suite 302, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Legal Services NYC - Brooklyn Branch - Brighton Office</td>
<td>3049 Brighton 6th Street, Brooklyn, NY 11235</td>
</tr>
<tr>
<td>Legal Services NYC - Brooklyn Branch - Williamsburg Outreach Office</td>
<td>32 Penn Street, Brooklyn, NY 11211</td>
</tr>
<tr>
<td>Make the Road New York</td>
<td>301 Grove St., Brooklyn, NY 11237</td>
</tr>
<tr>
<td>Neighbors Helping Neighbors, Inc.</td>
<td>443 39th Street, #202, Brooklyn, NY 11232</td>
</tr>
<tr>
<td>Osborne Association, Inc.</td>
<td>175 Remsen Street, 8th Floor, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Safe Horizon: Domestic Violence Law Project</td>
<td>210 Joralemon Street, Suite 608, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>Safe Horizon: Immigration Law Project</td>
<td>50 Court Street, 8th Floor, Brooklyn, NY 11201</td>
</tr>
<tr>
<td>South Brooklyn Legal Services (A Program of Legal Services NYC)</td>
<td>105 Court Street, 4th Floor, Brooklyn, NY 11201</td>
</tr>
</tbody>
</table>

¹ Legal Services Provider information from LawHelp/NY – [www.lawhelp.org/NY](http://www.lawhelp.org/NY)
New York Legal Services Providers and Law Schools – 11th Judicial District
Queens County

Law Schools:
- CUNY
- St. John’s

Legal Service Providers¹:

<table>
<thead>
<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>City University of New York School of Law at Queens College</td>
<td>65-21 Main Street, Flushing, NY 11367</td>
</tr>
<tr>
<td>Fortune Society</td>
<td>29-76 Northern Blvd, Long Island City, NY 11101</td>
</tr>
<tr>
<td>Immigrant Advocacy Services Inc.</td>
<td>24-40 Steinway Street, Astoria, NY 11103</td>
</tr>
<tr>
<td>inMotion, Inc. - Queens Program</td>
<td>126-02 82nd Avenue, Kew Gardens, NY 11415</td>
</tr>
<tr>
<td>Korean Immigrant Services of New York, Inc.</td>
<td>142-01 38th Avenue, 2nd floor, Flushing, NY 11354</td>
</tr>
<tr>
<td>Latino Lawyers Association of Queens County</td>
<td>Forest Hills Station, P.O.Box 751235, Forest Hills, NY 11375</td>
</tr>
<tr>
<td>Legal Aid Society: Queens Neighborhood Courthouse Office</td>
<td>89-17 Sutphin Blvd., Room 160, Jamaica, NY 11435</td>
</tr>
<tr>
<td>Legal Aid Society: Queens Neighborhood Office</td>
<td>120-46 Queens Blvd., 3rd floor, Kew Gardens, NY 11415</td>
</tr>
<tr>
<td>Legal Services for the Elderly in Queens (part of Jewish Association</td>
<td>97-77 Queens Blvd., Suite 600, Rego Park, NY 11374</td>
</tr>
<tr>
<td>for Services for the Aged - JASA)</td>
<td>Main Street Legal Services, Inc.</td>
</tr>
<tr>
<td>Make the Road New York Jackson Heights Office</td>
<td>92-10 Roosevelt Avenue, Jackson Heights, NY 11372</td>
</tr>
<tr>
<td>New York Urban League-Queens</td>
<td>89-25 Parsons Boulevard (YMCA Rm 444), Jamaica, NY 11432</td>
</tr>
<tr>
<td>Queens Community House - Eviction Prevention Program</td>
<td>165-08 88th Avenue, Jamaica, NY 11432</td>
</tr>
<tr>
<td>Queens County Bar Association</td>
<td>90-35 148th Street, Jamaica, NY 11435</td>
</tr>
<tr>
<td>Queens Legal Services</td>
<td>89-00 Sutphin Blvd, 2nd Floor, Jamaica, NY 11435</td>
</tr>
<tr>
<td>Queens Volunteer Lawyers Project, Inc.</td>
<td>90-35 148th Street, Jamaica, NY 11435</td>
</tr>
<tr>
<td>St. John’s University School of Law</td>
<td>8000 Utopia Parkway, Queens, NY 11439</td>
</tr>
</tbody>
</table>

¹ Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 12th Judicial District

*Bronx County*

**Law Schools:** none

**Legal Service Providers**

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Address</th>
</tr>
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<tbody>
<tr>
<td>Bronx Bar Association</td>
<td>NYS Supreme Court Bldg., Room 124, 851 Grand Concourse, Bronx, NY 10451</td>
</tr>
<tr>
<td>Eviction Prevention, Concourse Public Assistance Center #45</td>
<td>1365 Jerome Avenue, 2nd flr., Bronx, NY 10452</td>
</tr>
<tr>
<td>inMotion, Inc. - Bronx Office</td>
<td>198 East 161st Street, 2nd Floor, Bronx, NY 10451</td>
</tr>
<tr>
<td>Legal Aid Society: Bronx Courthouse Office</td>
<td>1118 Grand Concourse, Bronx, NY 10456</td>
</tr>
<tr>
<td>Legal Aid Society: Bronx Neighborhood Office</td>
<td>260 East 161st St., Bronx, NY 10451</td>
</tr>
<tr>
<td>Legal Aid Society: Juvenile Rights Practice - Bronx</td>
<td>900 Sheridan Avenue, Bronx, NY 10451</td>
</tr>
<tr>
<td>Legal Services NYC - Bronx Office</td>
<td>579 Courtlandt Avenue, Bronx, NY 10451</td>
</tr>
<tr>
<td>Legal Services NYC-Bronx - Housing Unit</td>
<td>329 E. 149th Street 3rd Floor, Bronx, NY 10451</td>
</tr>
<tr>
<td>Neighborhood Association for Intercultural Affairs (NAICA)</td>
<td>1075 Grand Concourse, Suite 1, Bronx, NY 10452</td>
</tr>
<tr>
<td>South Bronx Action Group</td>
<td>384 E. 149th Street, #220, Bronx, NY 10455</td>
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<tr>
<td>The Bronx Defenders</td>
<td>860 Courtlandt Avenue, Bronx, NY 10451</td>
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</tbody>
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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 13th Judicial District
Richmond County

**Law Schools:** none

**Legal Service Providers:**

<table>
<thead>
<tr>
<th>Legal Service Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Legal Aid Society: Staten Island Office</td>
<td>60 Bay Street, Staten Island, NY 10301</td>
</tr>
<tr>
<td>Make the Road New York Staten Island</td>
<td>479 Port Richmond Avenue, Staten Island, NY 10302</td>
</tr>
<tr>
<td>Project Hospitality, Inc. - Legal Advocacy Program</td>
<td>100 Park Avenue, Staten Island, NY 10302</td>
</tr>
<tr>
<td>Richmond County Bar Association Volunteer Lawyers’ Project</td>
<td>152 Stuyvesant Place, Staten Island, NY 10301</td>
</tr>
<tr>
<td>Staten Island Legal Services</td>
<td>36 Richmond Terrace, Suite 205, Staten Island, NY 10301</td>
</tr>
</tbody>
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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
EXHIBIT 5-B

MAP OF 3RD, 4TH, 5TH, 6TH, 7TH AND 9TH JUDICIAL DISTRICTS and LIST OF LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS
Law Schools and Legal Service Providers: Upstate

Covering the 3rd, 4th, 5th, 6th, 7th, 8th and 9th Judicial Districts
New York Legal Services Providers and Law Schools – 3rd Judicial District
Albany, Columbia, Greene, Rensselaer, Schoharie, Sullivan & Ulster Counties

**Law Schools:**
- Albany

**Legal Service Providers**:

<table>
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<tr>
<th>Provider</th>
<th>Address</th>
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</thead>
<tbody>
<tr>
<td>Albany County Bar Association</td>
<td>The Stedman House, 1 Lodge Street, 2nd Floor, Albany, NY 12207</td>
</tr>
<tr>
<td>Albany Law School</td>
<td>80 New Scotland Avenue, Albany, NY 12208</td>
</tr>
<tr>
<td>Empire Justice Center</td>
<td>119 Washington Avenue, Albany, NY 12210</td>
</tr>
<tr>
<td>Greene County Public Defender</td>
<td>411 Main St. 2nd Fl., Catskill, NY 12414</td>
</tr>
<tr>
<td>Legal Aid Society of Northeastern New York</td>
<td>55 Colvin Avenue, Albany, NY 12206</td>
</tr>
<tr>
<td>Legal Aid Society: Mid-New York - Farmworker Law Project</td>
<td>52 S. Manheim Blvd., New Paltz, NY 12561</td>
</tr>
<tr>
<td>Legal Services of the Hudson Valley - Kingston</td>
<td>101 Hurley Avenue, Suite 3, Kingston, NY 12401</td>
</tr>
<tr>
<td>New York State Academy of Trial Lawyers</td>
<td>39 North Pearl Street, 6th Floor, Albany, NY 12207</td>
</tr>
<tr>
<td>New York State Bar Association</td>
<td>One Elk Street, Albany, NY 12207</td>
</tr>
<tr>
<td>New York State Defenders Association</td>
<td>194 Washington Ave, Suite 500, Albany, NY 12210</td>
</tr>
<tr>
<td>New York State Defenders Association - Criminal Defense Immigration Project</td>
<td>194 Washington Avenue, Suite 500, Albany, NY 12210</td>
</tr>
<tr>
<td>NYSARC, Inc.</td>
<td>393 Delaware Ave, Delmar, NY 12054</td>
</tr>
<tr>
<td>Prisoners' Legal Services of New York</td>
<td>41 State Street, Suite M112, Albany, NY 12207</td>
</tr>
<tr>
<td>Public Utility Law Project of NY, Inc.</td>
<td>194 Washington Avenue Suite 420, Albany, NY 12210</td>
</tr>
<tr>
<td>Sullivan County Conflict Legal Aid Bureau</td>
<td>P.O. Box 157, Breezy Hill Road, Parksville, NY 12768</td>
</tr>
<tr>
<td>Ulster County Public Defender</td>
<td>P.O. Box 1800, 18 Lucas Avenue, Kingston, NY 12401</td>
</tr>
<tr>
<td>Unity House Law Project</td>
<td>504 Broadway, Troy, NY 12180</td>
</tr>
<tr>
<td>Workers' Justice Center of New York, Inc.</td>
<td>101 Hurley Avenue, Suite 5, Kingston, NY 12401</td>
</tr>
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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 4th Judicial District
Clinton, Essex, Franklin, Fulton, Hamilton, Montgomery, St. Lawrence, Saratoga, Schenectady, Warren & Washington Counties

Law Schools:

<table>
<thead>
<tr>
<th>Legal Service Providers¹:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essex County Public Defender</td>
</tr>
<tr>
<td>7551 Court Street, P.O. Box 217, Elizabethtown, NY 12932</td>
</tr>
<tr>
<td>Franklin County Conflict Defender</td>
</tr>
<tr>
<td>355 West Main Street, Suite 237, Malone, NY 12953</td>
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<tr>
<td>Franklin County Public Defender</td>
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<tr>
<td>Franklin County Courthouse, 355 West Main Street, Malone, NY</td>
</tr>
<tr>
<td>Fulton County Public Defender</td>
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<tr>
<td>Fulton County Courthouse, 355 West Main Street, Malone, NY</td>
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<tr>
<td>Hamilton County Assigned Counsel Program</td>
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<tr>
<td>55 East Main Street, Suite 310, Johnstown, NY 12095</td>
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<tr>
<td>Legal Aid Society of Northeastern New York - Amsterdam office</td>
</tr>
<tr>
<td>1 Kimball Street, Amsterdam, NY 12010</td>
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<tr>
<td>Legal Aid Society of Northeastern New York - Canton Office</td>
</tr>
<tr>
<td>17 Hodskin St : P.O. Box 648, Canton, NY 13617</td>
</tr>
<tr>
<td>Legal Aid Society of Northeastern New York - Plattsburgh Office</td>
</tr>
<tr>
<td>100 Court Street, P.O. Box 989, Plattsburgh, NY 12901</td>
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<tr>
<td>Legal Aid Society of Northeastern New York - Saratoga Springs</td>
</tr>
<tr>
<td>112 Spring Street, Saratoga Springs, NY 12866</td>
</tr>
<tr>
<td>Rural Law Center of New York, Inc.</td>
</tr>
<tr>
<td>22 U.S. Oval, Suite 203, Plattsburgh, NY 12903</td>
</tr>
<tr>
<td>Saratoga County Public Defender</td>
</tr>
<tr>
<td>40 McMaster Street, Ballston Spa, NY 12020</td>
</tr>
<tr>
<td>Schenectady County Senior &amp; Long Term Care Services</td>
</tr>
<tr>
<td>Shaffer Heights, 107 Nott Terrace, Suite 202, Schenectady, NY</td>
</tr>
<tr>
<td>12308</td>
</tr>
<tr>
<td>Warren County Assigned Counsel Office</td>
</tr>
<tr>
<td>1340 State Route 9, Lake George, NY 12845</td>
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¹ Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 5th Judicial District
Herkimer, Jefferson, Lewis, Oneida, Onondaga & Oswego Counties

Law Schools:
- Syracuse

Legal Service Providers¹:

<table>
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<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Frank H. Hiscock Legal Aid Society</td>
<td>351 South Warren St., 3rd Floor, Syracuse, NY 13202</td>
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<tr>
<td>Legal Aid Society of Mid-New York - Utica office</td>
<td>255 Genesee St, 2nd Floor, Utica, NY 13501</td>
</tr>
<tr>
<td>Legal Aid Society: Mid-New York - Oswego office</td>
<td>108 W. Bridge Street, Oswego, NY 13126</td>
</tr>
<tr>
<td>Legal Aid Society: Mid-New York - Syracuse Office</td>
<td>472 South Salina Street; Suite 300, Syracuse, NY 13202</td>
</tr>
<tr>
<td>Legal Aid Society: Mid-New York, Inc. - Watertown Office</td>
<td>44 Public Square, Watertown, NY 13601</td>
</tr>
<tr>
<td>Legal Services of Central New York, Inc - Syracuse office (Main office)</td>
<td>472 S. Salina St. Suite 300B, Syracuse, NY 13202</td>
</tr>
<tr>
<td>Onondaga County Bar Association</td>
<td>1000 State Tower Building, 109 South Warren Street, Syracuse, NY 13202</td>
</tr>
<tr>
<td>Oswego County Assigned Counsel Plan</td>
<td>46 East Bridge Street, Oswego, NY 13126</td>
</tr>
<tr>
<td>Oswego County Bar Association</td>
<td>PO Box 5453, Oswego, NY 13126</td>
</tr>
<tr>
<td>Syracuse University College of Law</td>
<td>Syracuse University College of Law, Suite 440, Syracuse, NY 13244</td>
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</tbody>
</table>

¹ Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 6th Judicial District
Broome, Chemung, Chenango, Cortland, Delaware, Madison, Otsego, Schuyler, Tioga & Tompkins Counties

**Law Schools:**
- Cornell

**Legal Service Providers**:  

<table>
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<tr>
<th>Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Cornell Law School (Legal Information Institute)</td>
<td>477 Myron Taylor Hall, Ithaca, NY 14853</td>
</tr>
<tr>
<td>Cortland Co. Bar Association</td>
<td>P. O. Box 5381, Cortland, NY 13045</td>
</tr>
<tr>
<td>Legal Aid Society: Mid-New York - Binghamton office</td>
<td>30 Fayette Street, Binghamton, NY 13901</td>
</tr>
<tr>
<td>Legal Aid Society: Mid-New York - Oneonta office</td>
<td>111 Port Watson St., Cortland, NY 13045</td>
</tr>
<tr>
<td>Legal Services of Central New York, Inc.</td>
<td>48 Dietz Street, Suite E, Oneonta, NY 13820</td>
</tr>
<tr>
<td>Otsego County Public Defenders Office</td>
<td>105 Ninth Street, Unit 7, Watkins Glen, NY 14891</td>
</tr>
<tr>
<td>Schuyler County Public Defender</td>
<td>215 N. Cayuga St, Ithaca, NY 14850</td>
</tr>
</tbody>
</table>

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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 7th Judicial District
Cayuga, Livingston, Monroe, Ontario, Seneca, Steuben, Wayne & Yates Counties

**Law Schools:** none

**Legal Service Providers**: 1

<table>
<thead>
<tr>
<th>Service Provider</th>
<th>Address</th>
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<tbody>
<tr>
<td>Empire Justice Center - Rochester Office</td>
<td>One West Main Street, Suite 200, Rochester, NY 14614</td>
</tr>
<tr>
<td>Legal Aid Society of Rochester</td>
<td>One West Main Street, Suite 800, Rochester, NY 14614</td>
</tr>
<tr>
<td>Legal Assistance of the Finger Lakes - Do not remove</td>
<td>One Franklin Square, PO Box 487, Geneva, NY 14456</td>
</tr>
<tr>
<td>Legal Assistance of Western New York, Inc.† - Geneva Office</td>
<td>361 South Main Street, Geneva, NY 14456</td>
</tr>
<tr>
<td>Monroe County Bar Association</td>
<td>1 West Main Street, 10th Floor, Rochester, NY 14614</td>
</tr>
<tr>
<td>Monroe County Conflict Defender</td>
<td>30 West Broad Street, Suite 306, Rochester, NY 14614</td>
</tr>
<tr>
<td>Monroe County Public Defender</td>
<td>10 North Fitzhugh Street, Rochester, NY 14614</td>
</tr>
<tr>
<td>Ontario County Bar Association</td>
<td>P.O. Box 381, Canandaigua, NY 14424</td>
</tr>
<tr>
<td>Southern Tier Legal Services - Bath (A Division of Legal Assistance of Western New York - LawNY)</td>
<td>104 East Steuben Street, Bath, NY 14810</td>
</tr>
<tr>
<td>Volunteer Legal Services Project of Monroe County, Inc.</td>
<td>1 West Main Street Suite 500, Rochester, NY 14614</td>
</tr>
<tr>
<td>Wayne County Public Defender</td>
<td>County Courthouse Building, 26 Church Street, 2nd floor, Lyons, NY 14489</td>
</tr>
</tbody>
</table>

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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
New York Legal Services Providers and Law Schools – 8th Judicial District
Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans & Wyoming Counties

Law Schools:
- Buffalo

Legal Service Providers:

<table>
<thead>
<tr>
<th>Provider</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bar Association of Erie County</td>
<td>438 Main Street (Sixth Floor), Buffalo, NY 14202</td>
</tr>
<tr>
<td>Erie County Bar Association Volunteer Lawyers Project, Inc.</td>
<td>Main-Seneca Building. 237 Main St., Suite 1000, Buffalo, NY 14203</td>
</tr>
<tr>
<td>Erie County Department of Senior Services</td>
<td>95 Franklin Street, Room 1329, Buffalo, NY 14202</td>
</tr>
<tr>
<td>Erie County Department of Social Services: Legal Advocacy for the Disabled (LAD):</td>
<td>43 Court Street, 4th Floor, Buffalo, NY 14202</td>
</tr>
<tr>
<td>Genesee County Public Defender</td>
<td>Genesee County Courts Facility, 1 West Main Street, Batavia, NY 14020</td>
</tr>
<tr>
<td>International Institute of Buffalo</td>
<td>864 Delaware Avenue, Buffalo, NY 14209</td>
</tr>
<tr>
<td>Journey's End Refugee Services</td>
<td>2495 Main Street, Suite 317, Buffalo, NY 14214</td>
</tr>
<tr>
<td>Legal Aid Bureau of Buffalo, Inc.</td>
<td>237 Main Street #1602, Buffalo, NY 14203</td>
</tr>
<tr>
<td>Legal Aid Bureau of Buffalo, Inc. - Public Defender Unit</td>
<td>Buffalo City Court Building, 50 Delaware Avenue, Buffalo, NY 14202</td>
</tr>
<tr>
<td>Legal Aid of Chautauqua Region, Inc.</td>
<td>111 West 2nd Street, Suite 250, Jamestown, NY 14701</td>
</tr>
<tr>
<td>Legal Services for the Elderly, Disabled or Disadvantaged of Western New York, Inc.</td>
<td>237 Main Street, Suite 1015, Buffalo, NY 14203</td>
</tr>
<tr>
<td>Neighborhood Legal Services, Inc.</td>
<td>237 Main Street, 4th Floor, Buffalo, NY 14203</td>
</tr>
<tr>
<td>Niagara County Legal Aid Society</td>
<td>775 Third St, P.O. Box 844, Niagara Falls, NY 14302</td>
</tr>
<tr>
<td>Oak Orchard Legal Services, Inc. A Division of Neighborhood Legal Services, Inc.</td>
<td>5073 Clinton Street Road, Batavia, NY 14020</td>
</tr>
<tr>
<td>Southern Tier Legal Services- Jamestown office (A Division of</td>
<td>106 West Third Street, Suite One, Jamestown, NY 14701</td>
</tr>
</tbody>
</table>

1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
### New York Legal Services Providers and Law Schools – 8th Judicial District

**Allegany, Cattaraugus, Chautauqua, Erie, Genesee, Niagara, Orleans & Wyoming Counties**

<table>
<thead>
<tr>
<th>Organization</th>
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<tr>
<td>Legal Assistance of Western New York - LawNY</td>
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<tr>
<td>Southern Tier Legal Services- Olean office (A Division of Legal Assistance of Western New York - LawNY)</td>
<td>103 South Barry Street, Olean, NY 14760</td>
</tr>
<tr>
<td>University at Buffalo Law School</td>
<td>John Lord O'Brian Hall, Buffalo, NY 14260</td>
</tr>
<tr>
<td>VIVE, Inc.</td>
<td>50 Wyoming Avenue, Buffalo, NY 14215</td>
</tr>
<tr>
<td>Western New York Law Center</td>
<td>237 Main Street, Suite 1130, Buffalo, NY 14203</td>
</tr>
<tr>
<td>Wyoming County-Attica Legal Aid Bureau, Inc, (Wyoming County Public Defender)</td>
<td>18 Linwood Ave., Warsaw, NY 14569</td>
</tr>
</tbody>
</table>
New York Legal Services Providers and Law Schools – 9th Judicial District

*Dutchess, Orange, Putnam, Rockland & Westchester Counties*

**Law Schools:**
- Pace

**Legal Service Providers¹:**

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empire Justice Center - Immigration (Mount Vernon Office)</td>
<td>100 East First Stree, 8th Floor, Mount Vernon, NY 10550</td>
</tr>
<tr>
<td>Empire Justice Center - Immigration (White Plains Office)</td>
<td>80 North Broadway, White Plains, NY 10603</td>
</tr>
<tr>
<td>Family Services' Battered Women's Services Program</td>
<td>29 North Hamilton Street, Poughkeepsie, NY 12601</td>
</tr>
<tr>
<td>Hopes Door</td>
<td>PO Box 203, Pleasantville, NY 10570</td>
</tr>
<tr>
<td>Legal Aid Society of Rockland County</td>
<td>2 Congers Road, New City, NY 10956</td>
</tr>
<tr>
<td>Legal Services of the Hudson Valley</td>
<td>90 Maple Avenue (Main Office), White Plains, NY 10601</td>
</tr>
<tr>
<td>Legal Services of the Hudson Valley - Mount Vernon</td>
<td>8th Floor, Suite 810, Mt. Vernon, NY 10550</td>
</tr>
<tr>
<td>Legal Services of the Hudson Valley - New City</td>
<td>120 N. Main Street, Fifth Floor, New City, NY 10956</td>
</tr>
<tr>
<td>Legal Services of the Hudson Valley - Newburgh</td>
<td>123 Grand Street, Newburgh, NY 12550</td>
</tr>
<tr>
<td>Legal Services of the Hudson Valley - Poughkeepsie</td>
<td>147 Union Street, Suite 101, Poughkeepsie, NY 12601</td>
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<tr>
<td>Legal Services of the Hudson Valley - Yonkers</td>
<td>30 South Broadway, 6th Floor, Yonkers, NY 10701</td>
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<tr>
<td>My Sisters' Place</td>
<td>1 Water Street, White Plains, NY 10601</td>
</tr>
<tr>
<td>New York State Access to Justice Program - Attorney-of-the-day Program for</td>
<td>111 Dr. Martin Luther King, Jr., Blvd., White Plains, NY 10601</td>
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<tr>
<td>Uncontested Divorces in Westchester County</td>
<td></td>
</tr>
<tr>
<td>Pace Law School</td>
<td>78 North Broadway, White Plains, NY 10603</td>
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<tr>
<td>Pace Law School - Immigration Justice Clinic</td>
<td>80 North Broadway, White Plains, NY 10603</td>
</tr>
<tr>
<td>Pace Women's Justice Center</td>
<td>78 North Broadway *, White Plains, NY 10603</td>
</tr>
<tr>
<td>Pro Bono Partnership</td>
<td>237 Mamaroneck Avenue, Suite 300, White Plains, NY 10605</td>
</tr>
<tr>
<td>Putnam County Legal Aid Society, Inc.</td>
<td>20 Fair Street, Carmel, NY 10512</td>
</tr>
<tr>
<td>Rockland County Assigned Counsel Plan</td>
<td>Braunfotel &amp; Frendel, LLC, 120 North Main St., New City, NY 10956</td>
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</table>

¹ Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY
# New York Legal Services Providers and Law Schools – 9th Judicial District

*Dutchess, Orange, Putnam, Rockland & Westchester Counties*

<table>
<thead>
<tr>
<th>Organization</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rockland County Public Defender</td>
<td>11 New Hempstead Road, New City, NY 10956</td>
</tr>
<tr>
<td>Safe Homes of Orange County</td>
<td>P.O. Box 649, Newburgh, NY 12550</td>
</tr>
<tr>
<td>Westchester County Bar Association</td>
<td>One North Broadway, Suite 512, White Plains, NY 10601</td>
</tr>
<tr>
<td>Westchester County Department of Senior Programs &amp; Services</td>
<td>9 South First Avenue, 10th Floor, Mt. Vernon, NY 10550</td>
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<tr>
<td>Westchester County District Attorney's Office- Economic Crimes Bureau</td>
<td>111 Dr. Martin Luther King Jr. Blvd., White Plains, NY 10601</td>
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<tr>
<td>Westchester Hispanic Coalition</td>
<td>46 Waller Ave, White Plains, NY 10605</td>
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</tbody>
</table>
EXHIBIT 5-C

MAP OF 10TH JUDICIAL DISTRICT and LIST OF LAW SCHOOLS, LEGAL SERVICES PROVIDERS AND BAR ASSOCIATIONS
Law Schools and Legal Service Providers: Long Island
New York Legal Services Providers and Law Schools – 10th Judicial District  
Nassau & Suffolk Counties

Law Schools:
- Touro
- Hofstra

Legal Service Providers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
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<tbody>
<tr>
<td>Empire Justice Center - Touro Law School</td>
<td>225 Eastview Dr. Room 222, Central Islip, NY 11722</td>
</tr>
<tr>
<td>Hofstra University School of Law</td>
<td>121 Hofstra University, Hempstead, NY 11549</td>
</tr>
<tr>
<td>Hofstra University School of Law - Community Legal Assistance Corp., Child Advocacy Clinic</td>
<td>108 Hofstra University, Hempstead, NY 11549</td>
</tr>
<tr>
<td>Legal Aid Society of Nassau County</td>
<td>One Helen Keller Way, 3rd floor, Hempstead, NY 11550</td>
</tr>
<tr>
<td>Legal Aid Society of Suffolk County, Inc - Senior Citizen Division</td>
<td>400 Carleton Avenue, 4th Floor, Central Islip, NY 11722</td>
</tr>
<tr>
<td>Long Island Advocacy Center, Inc. - Suffolk County</td>
<td>490 Wheeler Rd., Suite 165C, Hauppauge, NY 11788</td>
</tr>
<tr>
<td>Long Island Housing Services, Inc.</td>
<td>640 Johnson Ave. Suite 8, Bohemia, NY 11716</td>
</tr>
<tr>
<td>Mental Hygiene Legal Service, 2nd Judicial Department</td>
<td>170 Old Country Road Suite 500, Mineola, NY 11501</td>
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<tr>
<td>Nassau County Bar Association</td>
<td>15th &amp; West Streets, Mineola, NY 11501</td>
</tr>
<tr>
<td>Nassau County CASA</td>
<td>40 Main Street, Hempstead, NY 11550</td>
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<tr>
<td>Nassau County Coalition Against Domestic Violence</td>
<td>15 Grumman Road West, Suite 1000, Bethpage, NY 11714</td>
</tr>
<tr>
<td>Nassau County Department of Senior Citizen Affairs</td>
<td>60 Charles Lindbergh Boulevard, Uniondale, NY 11553</td>
</tr>
<tr>
<td>Nassau/ Suffolk Law Services Committee, Inc</td>
<td>One Helen Keller Way, 5th Floor, Hempstead, NY 11550</td>
</tr>
<tr>
<td>Nassau/ Suffolk Law Services Committee, Inc - Pro Bono Project</td>
<td>1757 Veterans Highway, Suite 50, Islandia, NY 11749</td>
</tr>
<tr>
<td>Suffolk County Bar Association - Pro Bono Foreclosure Settlement Project</td>
<td>560 Wheeler Road, Hauppauge, NY 11788</td>
</tr>
<tr>
<td>Touro College Law Center</td>
<td>225 Eastview Drive, Central Islip, NY 11722</td>
</tr>
</tbody>
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1 Legal Services Provider information from LawHelp/NY – www.lawhelp.org/NY