

Annual Report for Academic Year 2006-2007 Child Advocacy Program

Part One: Report of Activities

A. Summary of Academic Year: 2006-2007

1. Executive Summary

In 2006-07, CAP's second year of course work and clinical placements, we continued to refine our program model and expand. We further developed our HLS, Harvard, and broader community connections. Most notably, we hosted a major national conference, jointly sponsored by the ABA Center on Children and the Law, which we believe was the largest ever held to-date for child welfare advocates.

2. Research, Scholarship and Project Activities

a. Areas of Inquiry – Research Program's Mission Statement (Brief Overview)

CAP is committed to advancing children's interests through facilitating productive interaction between academia and the world of policy and practice, and through training generations of students to contribute in their future careers to law reform and social change.

b. Clinical Work

CAP engaged in extensive clinical work in 2006-07. Please see the next section (#3, "Contributions to the HLS Teaching Program") for details.

c. Other Activities

i. Conferences

In April 2007, CAP held a major national conference with the ABA Center on Children and the Law. This was a tremendous undertaking for a program of our size (i.e., one full professor whose time is only partially devoted to CAP, one full-time person who serves as both the Administrative Director and has a teaching appointment, and roughly 80% time of an administrative/secretarial program support staffer).

The conference was the largest we know of for child welfare lawyers and policy-makers, with over 600 registrants. We had a tremendous turn-out which included a mix of academics, practitioners, policy-makers, social entrepreneurs, social scientists, law students, social work students, and education students. The conference included 35 workshop sessions, 3 large plenary sessions, a lunch, an all-conference reception, and a special reception for conference faculty. Notable participants and presenters included: Karen J. Mathis, President, American Bar Association; Harry Spence, former Commissioner, Massachusetts Department of Social Services; The Honorable Judith S. Kaye, Chief Judge of the Court of Appeals, State of New York; Michael Wald, Professor of Law, Stanford Law School; Olivia Golden, Director of

Operations, Office of New York Governor Eliot Spitzer; Honorable Martha Grace, Chief Justice, Juvenile Court, Massachusetts; John B. Mattingly, Commissioner, Administration for Children's Services, New York. We received a tremendous amount of positive feedback from speakers and participants about the conference.

ii. Workshops

In Fall 2006, CAP hosted a weekly workshop entitled: "The Art of Social Change: Child Welfare, Education, and Juvenile Justice" (called "Child Advocacy Policy Workshop" in 2005-06). Please see the next section (#3, "Contributions to the HLS Teaching Program") for details.

iii. Events

In addition to the conference, we held a variety of smaller events. We also held two main larger events: a film screening (Rikers High) with the filmmaker and an overflowing room of audience members as well as an event on homeless children in Romania (which was co-sponsored by the HLS Human Rights Program).

iv. Other

One of CAP's priorities is to build a community of child advocates. In order to educate the community about our program, we made information available through written and web materials. Professor Bartholet has been invited to speak at numerous forums focused on child advocacy and was invited to attend numerous conferences.

d. Fellows/Visiting Researchers/Research Assistants/Interns

CAP hosted two international visitors in 2006-07: one from China and one from England. In addition to engaging in their individual research projects, the visitors were regular attendees and participants in our CAP courses and workshops.

CAP managed several unpaid student volunteers, including a photography intern. We had numerous students participate in our conference as staffers and volunteers.

3. Contributions to HLS Teaching Program

In 2006-07, the Child Advocacy Program (CAP) focused on improving the structure and curriculum for, as well as teaching, three courses: Child, Family, and State (Fall); Art of Social Change: Child Welfare, Education, and Juvenile Justice (Fall); and Child Advocacy Clinic (Winter/Spring and Spring).

- a) **Child, Family, and State** (called "Child Advocacy Law" in Fall 2005): This course focused on children's rights and interests in the context of family, education, and juvenile justice, and considered how our society shapes the meaning of childhood. The course looked at what role the government does and does not play in supporting

families so that it can provide children with appropriate nurture and assessed the potential of programs designed to provide special support to fragile families, such as early home visitation and family preservation. The course examined how law divides responsibility for children between parents and the state, and considered how the balance should be drawn. The course looked at law and policy governing parent rights, child abuse and neglect, foster care, adoption (domestic and international), and education, including special education and 'adequacy' issues. The course considered how law and policy could be changed to create a better world for children and families.

Several students used the course as an opportunity to develop a substantial writing project for an extra credit in satisfaction of the school's written work requirement.

- b) **Art of Social Change: Child Welfare, Education, and Juvenile Justice** (called "Child Advocacy Policy Workshop" in 2005-06): This course dealt with strategies for changing law and policy, focusing on the areas of child welfare (abuse and neglect, foster care, adoption both domestic and international adoption), education, and juvenile justice. We brought into the classroom as visiting lecturers leaders from the worlds of policy, practice, and academia -- people who have themselves operated as successful change agents, and who represent different disciplines, career paths, and strategies for change. We explored some of the most significant reform initiatives in our targeted areas, and debated with the speakers and one another how best to advance children's interests. Receptions followed the class meetings, enabling students to talk informally with the visiting speakers, as well as with the HLS Faculty and those from the Boston-area child advocacy community who formed a regular part of our audience. Each student had the opportunity to attend one of the dinners involving the visiting speakers, the faculty, and interested others, that took place after the reception.

We were thrilled with the line-up of speakers who participated. A brief highlight of some of our guests: the head of the oldest non-profit devoted to children; the director of a leading adoption research and policy institute; the general counsel for the Massachusetts Department of Education; the founder of one of the most successful charter schools in the nation; the head of a major social entrepreneurial foundation and the head of a innovative venture philanthropy.

- c) **Child Advocacy Clinic** (called "Child Advocacy Clinical Workshop in Spring 2006): The CAP clinic was designed to educate students about a range of social change strategies and to encourage critical thinking about the pros and cons of different approaches. The course included both a classroom and fieldwork component. A variety of substantive areas impacting the lives of children were addressed, with a focus on child welfare (abuse and neglect, foster care, and adoption), education, and juvenile justice. Our clinic is relevant for students with a particular interest in children's issues but also for those more generally interested in law reform and social change.

Students had two enrollment options: Child Advocacy Clinic (Spring only) or Child

Advocacy Clinic (Winter/Spring). All students were required to take the classroom component in conjunction with the clinic. Additionally, all students engaged in part-time clinical work during the Spring term. Winter/Spring students engaged in full-time clinical work during the Winter term, in addition to their part-time Spring clinical work.

Students were placed in a wide array of fieldwork settings, ranging from organizations providing individual advocacy, to those promoting systemic change through impact litigation and legislative reform, to grassroots organizing initiatives. Some students worked for reform from within the system and others from outside. Students worked on different types of projects such as: developing legislative reform proposals, participating in mediations, doing in-court advocacy work, drafting legal briefs, analyzing social science and psychological research, leveraging the media and writing op-ed articles, investigating new policy initiatives. For instance:

- In the **child welfare** area, students worked at the state agency charged with protecting children from abuse and neglect, with private lawyers representing children in the foster care system, and with the district attorney's office prosecuting parents accused of child maltreatment.
- In the **education** area, students worked with a program that weds social science with the promotion of policy reform, with a project advocating for the special needs of children exposed to violence, and with the state agency charged with overseeing schools on issues such as charter schools, school finance, assessment and accountability, student rights, and school discipline.
- In the **juvenile justice** area, students worked on legislative and policy initiatives aimed at improving the justice system for youth of color and with the state agency charged with caring for youth committed to its custody by the courts.

Many placements cut across substantive areas. Students worked as a law clerk in the juvenile court, with a state legislative committee focused on child welfare and education, and with a medical-legal collaborative aimed at improving child well-being.

Winter/Spring students were placed with organizations throughout the U.S. and even internationally. Notable distance placements included the oldest children's rights organization in the nation located in Philadelphia; an organization which provides foster care for hard-to-place children by leveraging communities of faith located in Los Angeles; and an organization promoting children's rights and interests in the Philippines.

In the Spring, students brought back their varied fieldwork experiences into the classroom so that all learned from the rich combination of clinical experiences and debated the value of different approaches.

Some students chose to do extra written work in conjunction with their clinical work, using the third-year paper requirement to provide valuable research and investigation for our partner community organizations. For instance, one student did extensive research on possible challenges to life without parole policies which are impacting hundreds of

youth across the nation. Her writing may serve as the basis for future policy work, litigation, or other system reform.

4. Participation of HLS Students in Program Activities

Pursuant to CAP's goal of providing an institutional home for children's rights initiatives, CAP collaborated with the various HLS student organizations already working with children, including Children & Youth Advocates. In addition, we worked individually with several students who volunteered for our program. Also, as described in more detail above (section #2, "Other Activities"), numerous students served as unpaid staffers for our Spring conference.

We held a few events, including an open house and film screenings, which were attended by dozens of HLS students. We counseled current as well as prospective students, providing general advice about coursework and careers in child advocacy. Finally, we continued building our CAP alumni network of students who would like to stay involved in the program, even after they graduate.

Here's an estimate of our student participation figures:

- Enrolled or audited Child, Family, and State Class: 40
- Enrolled or audited Art of Social Change: 70
- Enrolled in Child Advocacy Clinic: 23
- Attended CAP Events: 350 - 400
- Attended CAP Conference: 40 (Harvard students)
- Served as CAP Volunteers: 18
- Sought CAP Advice and Counseling: 50
 - Current and prospective HLS students (as well as alumni/ae) contact CAP for a variety of reasons including questions about: course offerings, paper topics, summer jobs, post-graduate jobs, volunteer opportunities, starting social change organizations, and public interest law generally.

5. Faculty Participation

We invited the entire HLS faculty to attend our Fall "Art of Social Change" workshop. Numerous faculty members – from HLS, from other Harvard graduate schools, and from graduate schools in the Boston-area – participated in CAP in 2006-07. Faculty members spoke at our course, attended the lectures, and joined our CAP dinners. Not only did CAP faculty directly engage with these other faculty members, more importantly, our CAP students had the opportunity to engage in discussion and debate with them, in the classroom but also at our informal receptions and dinners.

Faculty from across the country converged on the HLS campus for our April 2007 conference, serving both as invited speakers but also as attendees.

6. Other Contributions to the HLS Community

We believe CAP is a strong recruitment tool for HLS with prospective students increasingly

listing CAP as the main reason they hope to attend HLS.

7. Law Reform and Advocacy

CAP has not directly participated in any major law reform or advocacy projects. However, in 2006-07, we began planning a small, but major, working session with global leaders on international adoption policy to be held in January 2008. Also, through our clinical program, CAP supports and facilitates the work of clinical students who are directly involved in law reform and advocacy.

8. Connections to the Profession

A primary goal of CAP is to strengthen the connection between law students and children's rights attorneys and policy-makers. In Winter and Spring 2007, CAP partnered with twenty-three different organizations through our Child Advocacy Clinic. During 2006-07, CAP continued building our banks of potential clinical placements – both in Massachusetts as well as nationally – researching them and holding informational meetings with staff attorneys in local offices.

Additionally, CAP continued to gather information about potential individuals (including attorneys, judges, researchers, policy-makers, doctors, social entrepreneurs, etc.) to serve as guest lecturers through our Art of Social Change course. Finally, as described more fully above, CAP held a major national conference which helped build connections not only among practicing attorneys, but also policy-makers, researchers, social service workers, and students from a variety of types of graduate schools (i.e., education, social work, public policy, psychology, public health).

The information gathering we did for our conference as well as for our courses – in addition to helping directly with these endeavors – is also helping CAP provide comprehensive advising to students with questions from third-year paper topics to volunteer opportunities to post-graduate jobs.

Finally, CAP collected information about child-related *pro bono* opportunities for attorneys working in the private sector. Once finalized, we hope this report will be helpful to students planning to work in the private sector, as they are selecting firms at which to interview and accept positions.

9. Collaborations with Other Schools and Departments at Harvard University

Because of the multi-disciplinary nature of our work, CAP values having the input and perspectives of other Harvard Schools and Departments. Numerous students from Harvard's Graduate School of Education enrolled in our courses. Students from the Kennedy School, School of Public Health, and other graduate programs enrolled and audited as well. Additionally, faculty members from Harvard graduate programs served as guest lecturers and audience members in our courses.

We invite members of the Harvard graduate, undergraduate, and broader community to our events, and in 2006-07, we regularly had many non-HLS participants. The largest turn-out was

for our conference where individuals across the university served as panelists as well as participants.

Finally, we compiled, and then posted on our CAP website, information about child-related courses being offered in 2006-2007 across the university.

B. Plans for Academic Year: 2007-2008

1. Executive Summary

In 2007-08, CAP plans to further refine our courses as well as expand modestly. We are adding a new writing seminar: Future of the Family: Adoption, Reproduction, and Child Welfare. We also plan to further expand our clinical program by developing new clinical placements in Massachusetts, out-of-state, and internationally. We plan to host a major working group – which will be attended by policy leaders and advocates – to examine policies around international adoption. Finally, we are researching the possibility of sponsoring two CAP post-graduate fellows.

2. Research, Scholarship, and Project Activities

Prof. Bartholet continues to focus her research and scholarship on children's issues, with a particular focus on international adoption.

3. Contributions to HLS Teaching Program

CAP is offering a doctrinal, policy, clinical, and writing course on child advocacy. Generally, we are implementing the same models we used in 2006-07, because we felt they were effective. However, we will continue to improve, refine, and expand our courses and clinical placements. The primary new addition is the writing course, which we think will greatly enhance our CAP offerings.

4. Participation of HLS Students in Program Activities

CAP hopes to work more closely with student groups like Children & Youth Advocates and Advocates for Education, particularly around our event planning.

5. Faculty Participation

Professor Elizabeth Bartholet is CAP's Faculty Director and agreed to assume primary responsibility for CAP during the early stages of development. Although not involved in the day-to-day implementation of the program, Professor Martha Minow plays a critical role as our Faculty Advisor; perhaps in the future she could assume a greater role in CAP, if and when that becomes appropriate. Lecturer on Law Jessica Budnitz serves as the day-to-day manager of CAP activities.

6. Other Contributions to the HLS Community

CAP is planning numerous events for 2007-08 including: film screenings with the film-makers; a book reading; a job talk co-sponsored with the Office of Public Interest Advising.

7. Law Reform and Advocacy

Through our clinical program, CAP will continue to support and facilitate the work of clinical

students who are directly involved in law reform and advocacy. We are also hosting a major working group on international adoption.

8. Connections to the Profession

CAP will continue building and deepening relationships with child advocates who can either serve as clinical supervisors for our students or speakers at our policy course. We will also continue to build relationships with organizations and agencies which could potentially hire our students for summer internship and post-graduate positions.

9. Collaborations with other Schools and Departments at Harvard University

CAP will continue building our collaboration with other schools. We will be inviting area faculty to attend our CAP policy course and events. In future years, we may jointly list one (or possibly more) of our CAP courses.

Space Needs:

The most critical space need in the coming year is for a large meeting space which does not require reservations in advance. Within the next 5 – 7 years, if not sooner, CAP expects to need the following space. (However, please note that since CAP is a new project, we will likely need to revise our space requests in the coming years.)

- Private Offices: CAP expects to need at least two private offices: for a new CAP staffer and for a CAP post-graduate fellow. Longer term, CAP will need space for a full-time CAP Administrative Assistant and possibly a senior clinician or Clinical Professor.
- Resource Center: CAP has created a small Resource Center with books, law review journals, training manuals, documentary films, brochures from organizations serving nonprofits, etc. While the Resource Center will certainly be accessible to HLS students, CAP will explore the possibility of opening the Center, during specific hours, to the Harvard University and broader community.
- Law Student, Intern, and Volunteer Workspace: CAP will continue to need space, with computers, telephones, and a copy machine for HLS students, interns, and volunteers. HLS students will use the space to work on CAP clinical projects. Interns and volunteers will need the space to assist in a variety of CAP initiatives (from preparing conference materials, to conducting research on a CAP special project such as a time-sensitive law reform project).
- Access to a Conference or Meeting Room: CAP will be requesting access to conference and meeting rooms for formal and informal group events and meetings.