

## NOMINATION FORM

Project Title The 3Rs – Rights • Responsibilities • Realities

Bar Association/Foundation Cleveland Bar Association

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Membership Size and Type of Organization:

State bar association with more than 18,000 members, or its affiliated foundation

State bar association with 18,000 or fewer members, or its affiliated foundation

Local bar association with more than 5,000 members, or its affiliated foundation

Local bar association with 5,000 or fewer members, or its affiliated foundation

Bar association with 2,000 or fewer members, or its affiliated foundation.

### Description

Describe the program in 200 words or less.

The 3Rs is an innovative partnership program of the Cleveland Bar Association (“CBA”) and Cleveland Municipal School District (“CMSD”), sending 700 volunteer lawyers into tenth grade social studies classrooms to engage students through an interactive curriculum that focuses on the U.S. Constitution and developing a “strategic plan for life.” The 3Rs program goals are to: foster a better understanding of the U.S. Constitution and promote a positive attitude about our legal system, help improve passage rates on the Ohio Graduation Test (“OGT”), provide practical career counseling and encourage minorities in the region to seek careers in the legal profession.

The CBA has had a long relationship with the CMSD, providing extra educational programs, volunteer mentors and tutors to help students in this large urban public school district. The 3Rs is the most comprehensive partnership program and the 700 volunteers is an unprecedented number. Dr. Eugene Sanders, CEO of the CMSD, holds this partnership program up as the model for civic involvement in the Cleveland schools and as a key program in helping the school district realize its vision to become a premier school district in the United States of America. The 3Rs is being looked at by other professions, including Cleveland’s medical community, as a model for community

participation in the schools.

#### Type of Project

Mark the category this project most closely falls under:

Improved Administration of Justice  Law-Related Education

Improved Access to Justice  Adults  Children

Enhanced Image of Profession  Community Service

Special Needs (Children, Immigrants,  Other \_\_\_\_\_  
Seniors, etc.)

To your knowledge, is this a new project or has it been developed from an existing project? If modeled after another program, describe how it was adapted in a new or unique way.

The Cleveland Bar Association has had a long relationship with the CMSD, providing extra educational programs, volunteer mentors and tutors to help the students in this large, urban public school district. The 3Rs is the CBA's most comprehensive and innovative partnership program. This is a new project and is the product of the vision of CBA President Hugh McKay, who assembled a committee to develop the 3Rs program; committee members included key personnel from the school district (school board member, social studies department staff, counseling director, union representative, OGT exam specialists), volunteer leaders from the CBA and other community partners (The Legal Aid Society of Cleveland and Cleveland-Marshall College of Law) and CBA staff members. The program was piloted in one classroom during the spring semester of the 2005/06 school year and launched at the beginning of the 2006/07 school year in September.

#### Objectives & Goals

Please state the problem or need this program addressed.

The program was created as a means of civic engagement on behalf of the legal community to address significant needs in our urban public school system. The majority of the 4,500 high school students served by the program are minority students from economically disadvantaged families. We focused attention on tenth graders who are required to take the Ohio Graduation Test, passage of which is essential to receive a high school diploma. The passage rate on the social studies portion of the OGT for students in the CMSD for academic year 2005/06 was 44%, compared to the state average of 79.5%, and the graduation rate in the district was 52.9% in 2005/06. The program goals are to: foster a better understanding of the U.S. Constitution and promote a positive attitude

about our legal system, help improve passage rates on the Ohio Graduation Test, provide practical career counseling and encourage minorities in the region to seek careers in the legal profession.

### Implementation

Please describe the methods used to address the problem.

We recruited volunteers and 700 responded to our call for action. They represent every facet of the Cleveland legal community, including lawyers from firms of every size from solo practitioners to large international firms; judges, lawyers and court staff from the U.S. District Court and every level of state court; faculty and law students from both law schools in Cleveland; in-house counsel from 28 corporations in the region; retired judges and lawyers; and lawyers from The Legal Aid Society of Cleveland, non profit organizations and government entities.

The volunteers were placed on teams of five to eight members, including a law student, and each team was assigned to one class. The teams visit their assigned classes monthly in 80 minute sessions. A special curriculum was created focusing on the U.S. Constitution, including the First and Fourth Amendments, Equal Protection, Due Process and Separation of Powers. It also provides practical career counseling to help students create a “strategic plan for life”, with lessons emphasizing the importance of creating an educational and career plan; OGT, PSAT, SAT, ACT and other postsecondary educational testing; extracurricular activities; internships; postsecondary educational planning (application process, scholarships, financial aid); and resume writing. The format for the classroom instruction is to break the class down into small groups, encouraging discussion and positive interaction between students and volunteers.

Additionally, an OGT tutoring program was developed this year and piloted by 3Rs volunteers to assist students in preparation for the social studies portion of the exam. A culminating activity for students, Show What You Know – the May Challenge, has also been rolled out this year, providing students with an opportunity to incorporate lessons learned from the 3Rs into a performance (skit, rap, poem) in a district-wide competition, with the finals to be held during Law Week in May.

The 3Rs Committee meets continually throughout the year, sharing feedback and concerns, and monitoring progress. CBA staff members take primary responsibility for volunteer management and logistics, working with CMSD staff to facilitate school assignments and communications.

### Time Table

Please address when project was initiated and time spent in preparation and in implementation.

The 3Rs Committee began to work during the 2005/06 school year. It developed a plan, created a model curriculum and tested the curriculum in a selected tenth grade classroom in the spring semester of 2006. The program was announced at the CBA's Annual Meeting in June 2006, during the inaugural speech of President Hugh McKay. 700 volunteers were recruited during the summer and volunteer orientation took place in early September 2006. We held a large public rally and made the first classroom visits in September 2006. 3Rs volunteers have visited classrooms each month during the 2006/07 school year.

#### Target Audience

Who was the intended audience (age groups, occupations, etc.)?

Tenth grade students in the high schools of the Cleveland Municipal School District and Shaw High School in the East Cleveland School District.

Number of people served by the program?

4,500 tenth grade students at 21 high schools.

#### Budget

What was the total budget for the program?

\$54,000 for inaugural year expenses, including video production.

How was the program funded?

Financial support from the Cleveland Bar Foundation, Cleveland Bar Association and Ohio State Bar Foundation, and sponsorships from Office Max and Avid Communications.

#### Results/Evaluation

How was the program evaluated? What were the results? Were the objectives/goals met? Feedback from community?

School administrators, teachers and students have provided feedback throughout the school year. Students are also engaged in writing activities following classroom visits. We are measuring increases in student interest in internship programs and for other resources available through the school counselors' offices. Student performance on the OGT will not be received until early June. We also request feedback each month from volunteers and are surveying volunteers after their assignments are completed.

Feedback has been overwhelmingly positive. Through post-lesson written exercises,

students have demonstrated a deeper knowledge of the U.S. Constitution and our legal system, and improvements in analytical skills. Students have expressed appreciation for the encouragement to work hard and strive for success and more students have taken advantage of opportunities for internships to further their future goals. With such a large and diverse volunteer pool representing all types of legal careers, students have learned much about the wide variety of career paths available in the law. Volunteers have shared personal stories of their career journeys and educational experiences. They have answered questions and provided information about education and career opportunities. Through their efforts, a number of program “extras” benefiting the students in their classes have been created, including field trips to the courts, shadowing, mock trial coaching and making connections to other professions.

Dr. Eugene Sanders, CEO of the CMSD, holds this partnership program up as the model for civic involvement in the Cleveland schools and as a key program helping the district realize its vision to become a premier school district in the United States of America. The 3Rs is being looked at by other professions, including Cleveland’s medical community, as a model for volunteer participation in the schools. Media coverage has been favorable (see attached information), and we have been invited to present information on the program at programs of the National Pipeline Conference/Wingspread in Cleveland (May 2006) and Monterey, CA (Oct. 2006), as well as the NCBP Program in Miami (Feb. 2007).

Will the program be continued?  Yes  No

#### Volunteers & Staff

Total number of people involved in developing and implementing the program

725 (700 classroom volunteers, a working committee and staff of 25)

Of this number, how many were volunteer attorneys?

710 (includes 3Rs Committee members and 3Rs classroom volunteers)

Address concerns other bars may have if they were to replicate this program.

This is truly a partnership program and success is dependent on the strength of the relationship between the bar association and school district. The working committee concept has been critical to the development of a strong program and the participation of school district representatives is key to curriculum development, engaging classroom teachers and logistical planning. The bar association should devote necessary staff resources to volunteer recruitment and management. The bar association should also work with the school district to develop sources of funding and program support adequate to develop curriculum materials, teacher and volunteer training and volunteer recruiting materials (our video was very effective; it can be viewed at: [http://easylink.playstream.com/peerlis/cba/VTS\\_01\\_0-2.wmv](http://easylink.playstream.com/peerlis/cba/VTS_01_0-2.wmv)).