How to Create and Sustain a Successful Social Justice Collaborative

Innovative Practices to Empower People of Low and Moderate Income

A Guidebook for Lawyers and Nonlawyers

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WHAT IS A SOCIAL JUSTICE COLLABORATIVE?

Collaboration

Collaboration as used in this guidebook means lawyers and nonlawyers working together to solve client problems in the short and the long term. It generally begins either with the idea that issues outside the legal system are important for resolving legal issues or with the idea that a social program requires legal input. This leads to collaboration between lawyers and other professional disciplines, community groups, and clients themselves. All of these groups can have the "expert" knowledge ultimately needed to enable lawyers to provide effective legal services.

Collaboration can occur in a variety of different institutional relationships. The formal structure of each relationship matters less than the type of interaction between service providers. For a true and lasting collaboration, each relationship must be characterized by frequent ongoing interaction, commitment to the relationship, and trust. These factors do not occur easily, and require ongoing work to sustain. Funding alone is not enough—trust and commitment among the collaborators is necessary.

SOCIAL JUSTICE

As used in this guidebook, social justice means trying to provide effective services to low and moderate income people, who often do not have the financial resources to make their voices heard in the legal system. Providers of legal services to these clients have long thought about how to provide effective services. There are several problems facing those who seek to serve clients of low and moderate income. The primary problem is that the demand for services exceeds the supply of those who provide services. This has led to innovative ways to deliver services that can reach large numbers of people in need, and includes informational web sites, legal advice and referral hotlines, and unbundling of services so that clients can receive some services and perform the rest on their own.

In addition to trying to deliver services to the greatest number of people, providers also worry about the effectiveness of their services for those they do reach. Many find themselves coming back to the many legal and nonlegal problems that their clients may face. In many cases, they find it difficult to effectively address legal problems in isolation from the client's other issues. They feel overwhelmed and unprepared to help clients with nonlegal problems. This, more than anything, seems to pull providers into collaborative relationships with nonlegal providers.

Finally, in addition to providing services within existing laws and procedures, collaborations for low and moderate income clients implicitly seek to effect broader social change. This leads them to be client and community oriented, since to effect change they must enlist the support of the client and of a larger constituency. This leads to two other characteristics: social justice collaborations tend to be proactive rather than reactive, and they have a holistic view of clients. These practices try to identify issues before they become problems rather than simply dealing with the legal problem that the client initially brings to the organization. Many practices are involved in policy discussions at many levels (national, state, local). A holistic view of clients requires viewing them in a social context, rather than as an isolated individual presenting a legal problem to be solved. Often this means getting involved with family systems rather than dealing with individual clients. It also means identifying groups within communities with whom to partner in better serving clients.
may also require placing the practice in a nontraditional space such as a hospital or a domestic violence shelter. In order to identify these constituencies and convince them to collaborate, programs need to be a part of these communities.

**Relationship to Interdisciplinary Collaboration in Corporate Practice**

Business lawyers are also discussing interdisciplinary collaboration (often called multidi- stributional practice, or MDP). The legal profession is discussing the possibility of changing its ethics rules to allow greater collaboration. This is largely driven by accounting and consulting firms that want to be able to offer legal services as part of one-stop shopping for their clients.

Issues of collaboration for social justice groups and business consultancies have some similarity. The main idea behind both of them is that legal problems cannot be effectively addressed without also addressing nonlegal issues. For the vast majority of social justice organizations we interviewed, collaboration is done solely to increase the effectiveness of legal services to clients, rather than to increase revenues or the total number of clients served.

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**PURPOSE OF THE GUIDEBOOK**

**Overview**

This guidebook is the product of a study undertaken to identify and analyze innovative practices that use collaboration between lawyers and nonlawyers. We call these practices "social justice collaboratives." Over the past year, we have interviewed many people involved in collaborative practices. We looked for programs that failed, as well as those that have succeeded. In this guidebook, we present the factors that we believe make successful programs work. We have phrased the discussion in terms of the positive aspects that enabled these programs to be successful. The difficulties that we noted in programs unable to survive are phrased in a positive way in terms of what should be done rather than what should not be done. We present these factors as a series of steps. They are grouped into three progressive units: starting out, building a collaborative practice, and sustaining the practice. Individual steps are discussed within each unit. Our observations and suggestions form the main text; concrete examples from our interviews are set off with a different typeface (sans serif). For every program mentioned in the text, we have provided contact information and a basic description, as well as an index of other pages where that program is discussed (see Contact Information, pages 27-30). Bibliographic information for publications mentioned in the text is located in the 'references in this guidebook' section of the bibliography (page 40). We have also put together a general bibliography of works related to collaboration and the delivery of legal services to people of low and moderate income. This is organized by subject and located on pages 40-43.

**A Note from the Authors**

We often hear about how the public does not like the legal profession. Lawyers are often perceived as unnecessary and troublesome. Many legal practitioners are dissatisfied as well. They are frustrated with the systems in which they have to work. Nonetheless, the essential foundation of this country is the legal system, and fundamental struggles are played out within it. It is an often frustrating space of "constant contestation." It is a positive, however, that we have this space for potential change and struggle.

In interviewing large numbers of practitioners for this guidebook, we saw the extent to which lawyers can solve problems and change systems for the better. All of the practitioners we profiled, in fact, struggle with the system and the profession at times. However, they see that they are effective by persevering and working to change the system. Their successes, we believe, are because they see law and lawyering as a means to an end (working for a particular client group or realizing a vision for society) rather than an end in itself. We believe this perspective leads them to collaborate with others outside the profession who share their vision, and allows them to keep going despite the frustrations they encounter. It also affects the collaborators who work with the lawyers. As one collaborator who worked with an outstanding lawyer advocating for mental health patients stated, she [the lawyer]:

"sees the law as alive, as a vehicle for correcting the power imbalances in a society where people with disabilities often have very little or no power. She sees the law (and she has used it) as a tool of liberation, as a way to get access to the truth, to confront injustice, to hold government accountable, to give people a voice in..."
court that they don't have in a mental hospital, and literally as a way to remove shackles from people who are illegally restrained in the back wards of institutions. The effect of that on the rest of us is powerful. When [she] takes the rights of people with mental illness seriously as they are defined in statute, and views them as real and enforceable, then people with mental illness take them seriously too—and so do state officials and institution workers and other advocates like me. It also gets the rest of us thinking, "we better make sure that the law says what we want it to say." Why is that? Because the law means something—it's going to draw a line in the sand that may be there a long time. To view the law like that is not only a wonderful thing to do as ally of people with mental illness—I believe that it's also good of the law and for the legal profession—and even good for society.

In teaching public interest law, Louise encounters many students who seem ambiguous about the legal profession, and finds that some give up the struggle. It is her hope that this book will help students and lawyers who are committed to the public interest see that legal practice can be valuable. We would also like to note that this book is written primarily from the lawyer perspective. It may sometimes seem to emphasize lawyer issues rather than collaborators' concerns, but it is the belief that all participants are important. However, this study and guidebook was designed and funded primarily to encourage law students and lawyers.

**STARTING OUT**

**STEP ONE: COMMITMENT TO CLIENT GROUP OR IDEAL**

Successful practices have a dedication to a client group or ideal that supersedes any commitment to a particular profession or way of doing things. This commitment lends them to think creatively about how to best work with their clients or change the world to fit their ideals. In other words, they possess or develop a problem-solving approach that many legal scholars write about as essential for helping clients in poverty. In many cases, this creative problem-solving approach leads to collaboration with others outside the profession. In some cases, it led them to select law as a career.

**Tim Radelet in Madison, Wisconsin**

"Everyone Needs to Have a Home"

Radelet began his career thinking about the design of housing; this led to a need to understand nonstandard building codes. He took so many law courses while pursuing a master's degree in landscape architecture that he decided to get a law degree. Behind his interest in housing was the passion for ideal that everyone needs to have a stable home base before he or she can be a productive citizen. He realized how much more complicated it was to design affordable housing for low income people than standard suburban housing. This led him to gradually gather the expertise needed to put affordable housing projects together.

He began by working with the state agency that allocates federal tax credits, then moved to a large and prestigious firm where he gained experience in securities and tax issues, among other things. Over time, he has built a reputation in the community for working with nonprofit organizations to develop low and moderate income housing. To do this, he works with a variety of other professionals including accountants, architects, contractors, etc.

In interviewing one of his clients, she noted that it quickly comes across that Radelet is very opposed to the greed that he sometimes sees in for-profit developers. Nevertheless, he keeps at his work because he sees the good that eventually comes out of it. One of the professionals with whom Radelet collaborates on a regular basis noted that Radelet is very patient with the nonprofit organizations; he spends time explaining things and allows for a certain disorganization on their end that other professionals may have a hard time allowing. When we talked with Radelet, we were struck by how he articulated his vision, and it was apparent that the clarity of this vision had guided him throughout his career.

**Jill Davies at Greater Hartford Legal Assistance**

"The Client is the Expert on Her Situation"

Davies began her career as a family law attorney at Greater Hartford Legal Assistance litigating divorces and doing other legal work for victims of domestic violence. During one particularly bad case, she found herself thinking, "I wish this guy would just find somebody else (and leave her client alone)." She realized that her work was freeing individual women from battery, but it was also freeing the batterer's to move into new relationships with other women. She explained to her supervisor that she was dissat-
ifflied with the individual and limited nature of her work and that she wanted her legal advocacy to do more to reduce domestic violence overall. He was supportive. Shortly after this, Davies got into contact with the domestic violence movement in her area. She spent a lot of time building relationships by listening to advocates and battered women and trying to see how she could be helpful. She worked closely with the Con- nection Coalition Against Domestic Violence by providing legal information and writ- ing and training domestic violence advocates. Eventually, she co-authored a book about safety planning with battered women (written with an advocate and a sociolo- gist) on safety research and evaluation on domestic violence programs and issues.

This book exemplifies Davies' philosophy. It contrasts service-defined advocacy for battered women (e.g., we have this program, so this is what you need) to woman-defined advocacy (e.g., tell me what you need and we will try to help you meet those needs). Davies has become nationally known for her work. She is currently working to bring the principles of woman-defined advocacy into discussions of domestic violence and poverty policy issues. As deputy director of Greater Hartford Legal Assistance, she integrates this comprehensive approach and experience into the planning and administration of the agency. She believes that it is very important to teach not to be lawyers all the time, because legal solutions are not always the best solutions and the system cannot always fix clients' problems. Lawyers should be aware of this and have the responsibility to inform clients of the shortcomings of the legal system.

**Dr. Andrew Hsi in New Mexico**

"Families Need Support in the Community"

Hsi studied for his Master’s degree in public health during the period in which he received his medical degree. He went back home to New Mexico after studying in Cal- ifornia and Washington because he believed he could do his best work in a smaller city like Albuquerque. After his first year as a pediatrician and faculty member at the University hospital, he realized that the hospital was sending babies home to very troubled situations without any support in the community. This led him to put togeth- er a program to help stabilize troubled families—specifically, babies born to drug- abusing mothers. Early on he hired Beabam Bouchard as a program manager and greenwasher. Bouchard has a Master’s degree in educational psychology and complet- ed all but the last chapter of a doctoral dissertation in the area of early childhood development. She then worked for the state of New Mexico as a psychologist in the field of developmental disabilities for eight years. After that, she managed a substance abuse treatment program for adolescents and adults. She was very well known in all of the areas that Hsi wanted to address, and he says that hiring her is “one of the best professional decisions I’ve ever made.”

Within a few years, program staff saw that legal problems such as guardianship for children were important for resolving family issues. Seven years ago, this led to the involvement of the legal clinic at the University of New Mexico Law School. Michael Norwood supervises the students at the clinic who provide legal representa- tion for the families. He is an experienced clinician with a strong dedication to serving low and moderate income clients. He has worked in many areas of substantive law and is comfortable supervising students in many types of cases. Tracy Harris, a case manager hired for one program, has taken on a paralegal role by helping clients with issues where she can and referring to Norwood and his students where she cannot. She also developed a database system to streamline the referral process. The pro- gram staff also have also involved other faculty at the university in brainstomring both about the client group and about how to improve interdisciplinary work in general.

**STEP TWO: IDENTIFY COLLABORATION AS ESSENTIAL**

Once the legal need is recognized, project leaders have to see collaboration as essential in order to devote the amount of time necessary for its success. Both lawyers and nonlawyers have substantive knowledge, skills, status, values, and access to resources that can help serve the client group or ideal. For example, accountants understand the technical speci- ficity of auditing and budgeting. Social workers have skills in mediating conflicts and help- ing individuals and families deal with psychological and social factors. Doctors generate confidence in the project from their elaborate training including ethical requirements and status within the community. In community development projects, business professionals have access to networks of funders and general business contacts.

Recognizing that legal help alone was insufficient assistance for a nonprofit job train- ing program in the textile and fashion industry, Susan Jones, at George Washington University in D.C., sought assistance from university colleagues in business and engi- neering. While the transactional legal work in corporate, tax, real estate and intellectu- al property law was essential to get the organization started, other collaborators were needed. Business and engineering professors involved student teams who worked on business plans, social cost analyses, manufacturing and production issues. As the organization grows, new legal issues emerge. The group now has pro bono legal counsel from the DC Bar Community Economic Development Pro Bono Project.

Collaboration is much more difficult than a simple referral relationship. Collaborating successfully often means stepping outside professional lines that people have been taught to defend mightily. In other words, some professional training has to be unlearned. For lawyers, this means going beyond helping clients to assert legal rights to thinking about how to improve clients’ lives by using law in combination with other types of expertise.

**ADDITIONAL PERSPECTIVES FOR LAWYERS**

Clients may have nonlegal problems that hamper their ability to benefit from legal services, and others can be helpful with these nonlegal problems. Most of the lawyers we interviewed would agree that lawyers should be sensitive to clients’ nonlegal problems. However, they also said that they felt overwhelmed and ineffective when they tried to deal both with clients’ legal problems and their nonlegal problems. Thus, most of the lawyers we interviewed now believe that it is far more effective to specialize in one area. More and more lawyers are finding that they can be more effective by using other experts. These experts may be other lawyers, but they may also be social workers, social workers, nurses, doctors, or others.

**How to Create and Sustain a Successful Social Justice Collaborative**

The Chicago Family Options Program does outreach with hospital clinic peer groups and employs social workers. In the New Mexico project, the case manager identifies legal needs and sets up the appointments. In the domestic violence area, advocates often do the intake work and refer to the lawyers.
The East Bay Community Law Center in Berkeley finds peer groups to be essential in helping at-risk women to feel comfortable accepting social work and legal services.

The Abandoned Infants Assistance Resource Center in Berkeley notes that about half of AIA-funded projects use such peer groups as "bridges" between clients and the professionals who seek to reach them.

**STEP THREE: UNDERSTAND THE VALUE OF LAW AND LAWYERS**

This understanding can be realized in many different ways. In some cases, a nonlawyer identifies the need and reaches out to a lawyer, as in the example of Dr. Hsi, above. Sometimes the lawyer recognizes the connection of legal problems with the community and reaches out, as in the case of Jill Davies, above. In some cases, a social movement creates the connection to legal institutions. For example, the battered women's movement created new legal remedies to express and prevent injury to victims.

**WHAT DO LAWYERS BRING TO COLLABORATIVES?**

Despite popular conceptions of lawyers as troubleshooters, the lawyers we profile have specific knowledge, skills, status, values, and access to resources that can solve problems as well as create them. We do not mean to suggest by this discussion that nonlawyers could never have any of these things. Certainly, they can. But this is what we see lawyers bringing to the collaborations, and we believe that the training of lawyers and the legal profession are set up to support these attributes.

**Substantive knowledge**

Lawyers have knowledge of systems and processes. The legal system is intimidating and lawyers are needed to help guide clients through it. In addition to working on the system to make it simple, lawyers have not only the narrow expertise to do clearly defined legal tasks, but also the broad knowledge to understand how different areas of law relate to one another to help clients strategize.

Jill Davies (Connecticut) notes the interconnection of family law with other areas such as benefits: a certain divorce agreement can make women ineligible for benefits. It is not just a matter of getting the best deal for the woman in the divorce, but of considering how other interactions with the legal system can be affected by the divorce agreement.

Lawyers also have technical knowledge of complex laws.

The tax credit projects that Tim Radelet (Wisconsin) does are extremely complex. First, there is the complexity of the tax code. Second, there is the knowledge of the laws governing various financial transactions that must be done to get together the financing of the project. There is also the specific ways that things need to be done to keep the project within a tight budget. For example, the project can save a lot of money by having the nonprofit (rather than the contractor) purchase the materials to avoid sales taxes.

**Skills**

I lawyers have the ability to create new instruments and change legal processes. (Of course, they have to convince others to go along.) Nearly all the practitioners we profile have in some way changed the legal system.

Linda Coon and others in Chicago were instrumental in getting the first standby adoption law in the United States.

Jill Davies worked with advocates in Connecticut to help them design their role in the courts.

Anne Blumenberg and the Community Law Center in Maryland have participated in improving the legal process at state and local levels.

Lawyers are trained to have effective communication and writing skills. This is important in communicating with clients and with the legal system, in designing forms and processes, and in communicating about the projects themselves, especially (of course) in terms of their effectiveness with regard to the legal system.

**Status**

Lawyers are taken seriously when they talk about the law. People may tend to listen to them both because they think the lawyer knows what he/she is talking about and/or because there is an implied threat of being sued.

Gabrielle Lessard clients a project to increase access to public health benefits in Idaho. A major focus of the project is simplification of administrative procedures related to enrollment. Much of her work involves helping state agencies to eliminate barriers that they thought were required by state or federal law. Although her primary role is that of a resource, in some cases she has heightened the focus on troublesome issues by pointing out that where the agencies' procedures restrict access to entitlements, they could be sued.

Lawyers have the ability to both an advocate and a conciliator—and to move between the two. In other words, they are part of the system and must work within it. This role can be frustrating, but it also accounts for some of lawyers' power.

A domestic violence advocate notes that she would not want to be a lawyer because lawyers, in their commitment to being a part of the legal system, are not completely free to do whatever they think is best for the client. However, she also noted the difficulty that advocates have in the court system because they are not seen as full participants.

**Values**

Lawyers are trained to value justice, democracy, and equality before the law. The contrast between this training and reality may be part of why many lawyers feel unhappy with their work. All the practitioners we present have found a way to work for broader justice by working in specific areas for their community. These practitioners are satisfied: they know they are doing good work, even if not they are not making as much money as lawyers representing large businesses.

Dr. Hsi from the New Mexico program noted that many medical students did not like working with the population of drug-abusing mothers. They could be judgmental of them in a way that was not constructive. For this reason, he program is not a regular.
rotation for medical students and he is quite careful to screen students who get involved with the program. The law students, on the other hand, have not had a problem working with this particular group, so Professor Norwood has not had to set up the same screening procedures for the clinic.

Access to Resources

Lawyers have connections with other lawyers that give them access to information networks, either through the bar association or through their firm or organization. In addition to having knowledge of systems, processes, and technical specifics, many lawyers have access to others with that knowledge. This can be an advantage of programs located in legal services organizations or legal aid offices: if an attorney's client has interwoven legal problems, the lawyer can seek the help of nearby colleagues.

Tim Radelet from Wisconsin draws on the knowledge of others at his large firm to benefit his clients. It is primarily for this reason that being at a large and prestigious firm is an advantage to both Radelet and his clients, even though it means that Radelet sometimes has to charge more than he would like for his services.

This can be a problem for lawyers who are working in isolation from other lawyers, particularly when they are just starting out. In these cases, lawyers can sometimes turn to bar associations to make connections.

One lawyer whom we spoke to began her career as the solo attorney in a community-based organization. She suffered from a lack of mentoring and ended up leaving to work in a firm.

The ABA Forum on Affordable Housing and Community Development Law has a journal, an annual conference and a listserv where members can post questions and receive responses from colleagues. Questions receive quick responses—by the next day, for example. This is an example that state bars and other substantive areas could follow.

Step Four: Find Collaborators, Identify Models, and Locate Resources

In all of the projects we researched, finding good and dedicated people was very important. In some cases, this process takes place after a grant has been secured. But, in many cases, people find one another beforehand and work out a plan together. Their shared commitment to the client group or idea and their willingness to collaborate is as important as the background and training of potential collaborators.

Searching for Collaborators

Jill Davies reached out to the local domestic violence movement and joined her state coalition in Connecticut.

Linda Coon knew many people in the child and family services field because she herself had worked for the Illinois Department of Child and Family Services for 15 years.

Tim Radelet had contacts with nonprofits in the years when he worked at the Wisconsin Housing and Economic Development Authority. He had worked in the securities department of his firm when he moved there, so he knew other lawyers in his firm with whom he could network. He branched out from there to identify other professionals who worked in nonprofit development. Madison is a fairly small city of around 200,000 people and there are only a few architects and contractors who regularly work with nonprofit organizations.

Looking locally

Finding collaborators may mean searching one's own community for like-minded people.

Being creative

In searching for collaborators, consider the crossover between public/private and civil/criminal. Here are two examples:

Covering Kids in Idaho
Bringing Together Leadership from For-Profit, Nonprofit, Public, and Private Sources

In Idaho, the Robert Wood Johnson Foundation's Covering Kids Project is directed by Gabrielle Lessard. Lessard has her own for-profit law firm but works with the Mountain States Group on this project. Mountain States is a nonprofit firm dedicated to developing community resources in health and human services. The Covering Kids Project focuses on simplification, outreach, and coordinating coverage to make sure that all eligible poor children have health insurance. This is accomplished through coalitions at the state level that focus on policy issues and pilot projects in communities across the state. The Covering Kids Project was designed to only accept one application for each state, so that everyone would have to come together to work on the issue.

Community Development in Baltimore
Managing Conflict in the Community with Mediation, Litigation, and Collaboration with Police

The Community Law Center (CLC) is a nonprofit law office in Baltimore, Maryland. They focus on community development by helping residents organize into neighborhood groups and then providing representation for them in projects that the group defines. Their collaborators include neighborhood groups, community organizers, police and a community design center that specializes in public safety planning. CLC does a lot of work on public safety issues such as abandoned properties, and they are funded by local law enforcement block grants. While they do not handle criminal prosecution or defense, they do work closely with police in the neighborhoods they cover. At times, they use community mediation or more informal mediation to attempt to solve conflicts in the community. At other times, they use litigation. For example, a nuisance property owner may be sued if he or she does not respond to a request to fix a problem. We often hear of people leaving state jobs for private jobs, here, there is an
opposite problem. Once trained at the Community Law Center, lawyers or paralegals are attractive candidates for better-paying public jobs.

MODELS AND RESOURCES

Finding models and resources can mean looking nationally

This can be done by searching published literature as well as the Internet, or talking with others in the field. Often, the American Bar Association has resource centers that may provide guidance. The national think-tanks that are based in legal organizations such as the National Legal Aid and Defender Association and policy groups such as the Urban Institute often describe best practices in social policy areas that may include collaborative practices. Sometimes, foundations and government agencies provide descriptions of funded projects in some detail.

Linda Coon from Chicago visited The Family Center in New York and asked them for advice in setting up her group. Both programs get funding from the same federal agency. The Abandoned Infants Assistance Resource Center provides technical assistance to programs and encourages them to share information among themselves.

This local and national search is paralleled in the search for financial resources. Programs that target certain disadvantaged demographic groups can often receive funding from national foundations or the federal government. However, these programs are also often a significant benefit to the local community and can seek funding and recognition at that level. All of our profiled programs do, in fact, combine funding from both local and national sources, including public and private. There is a guide to finding and writing grants in Appendix 1 of this guidebook.

Funding for the projects that Tim Redeit organizes in Wisconsin comes from a variety of sources, including grants and low-interest loans from government agencies, commercial loans from financial institutions, and cash investments from for-profit equity investors.

Greater Hartford Legal Assistance has a VAWA Civil Legal Assistance grant from the federal government (Department of Justice), but also gets funding from the local United Way, other local fundraising, as well as foundations and government at the municipal and state levels.

The New Mexico project gets federal funding through the Abandoned Infants Assistance Program and the Substance Abuse Mental Health Services Administration (SAMHSA), in addition to funding from the state government. They also get private foundation money and local donations.

BUILDING A COLLABORATIVE PRACTICE

STEP FIVE: STRUCTURE RELATIONSHIPS ON AN ONGOING BASIS

Relationships can be structured in several different ways. There is no single correct model.

Several projects have a permanent network where there are regular meetings among participants, but they are not all housed at a single site (for example, Family Options in Chicago. Family Ties in Washington, D.C., and the New Mexico Project). The Fordham Interdisciplinary Center places law and social work students in interdisciplinary field placements in the community and maintains ongoing communication with field supervisors individually and through interdisciplinary roundtables.

Some programs are all housed at one site (for example, The Family Center in New York). The Fordham University Clinic houses law and social work professors and low, social work, and psychology students together at the law school clinic where they work in interdisciplinary teams.

The lawyer may be situated in several different locations:

- Solo practitioner (Lestard in Idaho)
- Large law firm (Radeit in Wisconsin)
- Part of a nonprofit (Family Center in New York)
- University clinic (many examples)

In designing the structure, the primary concern is to respond to the needs of the client group. Programs come up with creative strategies to help clients access legal services and to keep them engaged. These strategies build from an understanding of the situation of the client group.

Jeff Selbin and Mark Del Monte, from the East Bay Community Law Center in Berkeley, note that a referral model for legal services worked for affluent gay men with HIV, but did not work when the face of the disease changed to primarily affect low-income women with children. The women had different legal issues and needed to interact with lawyers in a different way. The East Bay program, like many others dealing with a disadvantaged population, makes use of peer groups to provide a bridge for clients to social and legal services.

After setting up a basic structure, relationships and communication must be maintained. We heard this repeatedly in our interviews and our reading. Communication is necessary to keep things running smoothly and to continually improve service to clients. The use of forms is often useful to track the legal and other issues that have been identified or addressed with the client. (See Sample 1 in Appendix 2: Intake/Referral and Screening Forms.) Mutual respect is necessary to keep morale high among collaborators and thus to keep the channels of communication open. But maintaining relationships require a time investment. Without this investment, it is easy to fall back into professional boundaries and perceived status differences, which are harmful. Below are some examples of how programs handled this issue.

32 HOW TO CREATE AND SUSTAIN A SUCCESSFUL SOCIAL JUSTICE COLLABORATIVE...
Hartford Domestic Violence Program

When new attorneys are trained for the domestic violence project, they are trained by the shelters (and at the shelters) as well as by the attorneys at GHLA. After the initial training, they attend update training sessions and other events to keep in touch. Jill Davies is also a leading voice in the movement that considers battered women the experts on their own situation and tries to move from service-defined advocacy, where providers fit the client into pre-existing services, to woman-defined advocacy, where providers help the client define her own services.

Chicago Family Options Program

This project involves social workers and lawyers as its primary staff. After forming the collaboration, they found that there were some misunderstandings due to professional differences. They had a retreat to resolve the issues and realized that social workers and lawyers had different professional responsibilities—social workers have a duty to society in general, whereas for lawyers the primary responsibility is to the client. While the retreat could not change this, all parties had a better understanding afterward and the frustration was reduced. This program also has retreats with clients and an advisory board that includes former clients, so that they are included in the communication and exchange of mutual respect.

Tim Radelet—Wisconsin Affordable Housing Development

Although Radelet does not have formal collaborative relationships with other professionals, he does work with a recurring network of both professionals and clients. Both professional collaborators and clients commented on the time that Radelet spends in teaching clients about their options in housing development, an extremely complicated area of law. He goes above and beyond his official job as a deal broker to refer clients to others who discuss different social programming options and how these have worked out for them. One of his professional collaborators told us that, over the years, he had been on both sides of the table from Radelet. While Radelet often works alongside this firm, in one case, Radelet’s client had a dispute with the firm. The collaborator told us that he felt Radelet was extremely fair.

Fordham University Interdisciplinary Center

The Center convenes roundtables for law and social work field supervisors to share experiences about interdisciplinary practice. Integrative seminars bring together law, social work, and psychology students from all interdisciplinary externships and their field supervisors to discuss interprofessional collaboration.

STEP SIX: DEAL WITH ETHICAL ISSUES

Different professions have different codes of ethics. The ability for lawyers to collaborate with others in a way that is respectful to the legal principles is crucial. Our observation is that successful collaborations seek procedures that allow them to serve clients effectively while negotiating ethical concerns. The crucial step is finding procedures for dealing with ethical issues.

THE ISSUES: CONFIDENTIALITY

This is one of the biggest issues that arise. Helping professions (formal or informal) tend to hold client confidentiality as one of their primary values. This is part of treating clients with respect and making them feel safe. In order to collaborate effectively, there must also be good communication among the collaborators about the client’s situation. However, attorney/client privilege is probably the strongest guarantee of confidentiality and does not automatically extend to nonlawyer collaborators. Mandatory reporting of child or other types of abuse may be required for some types of professionals such as social workers, by statute and by their professional ethics code. Thus, consideration of this is important for collaborators.

The following actions may be useful:

- **Assess reporting requirements** Determine what each collaborator’s reporting requirements are by both statute and professional code. Statutes will vary by state.
- **Conceptualize the relationship among collaborators and client.** Discuss what type of structure the collaboration should have to best deal with differences in reporting requirements (and other issues). What are the ramifications of different structures in terms of privileged communications? If collaborators are viewed as employees of the lawyer, then attorney-client privilege may extend to them. However, this may create power differentials among the collaborators. Can there be some client information within the collaborative that is not shared? How will this be handled (separate files etc)?
- **Develop protocols** Several programs have found it helpful to have a written protocol outlining the collaborative arrangements. This has the effect of forcing people to be specific enough to put policies in writing, which (it perhaps painful in the short term) can help avoid misunderstandings. (See Sample 2 in Appendix 2: Protocols.)
- **Use and communicate client agreements** Communication with clients is imperative. Whatever the structure ultimately decided upon, clients should be informed of the consequences of information-sharing and how their information will be handled. Most programs find it helpful to talk about the basic issues up front in a client consent form or agreement that the client signs. This form may describe the mandatory reporting requirements of collaborators, how information will be handled within the project, and to what extent information will be shared with other agencies. Generally, programs have clients sign release forms later if there is to be sharing of information with other agencies. (See Sample 3 in Appendix 2: Client Consent/Agreement Forms, and Sample 4: Information-Sharing Forms.)
CONFLICTS

This is another frequent issue. Conflicts can refer to several different things, although all center around the value of having an attorney representing the client. Social justice practices all confront the lack of availability of much-needed legal services for their client constituencies. The holistic approach to the practice makes them more vulnerable to conflicts, since, rather than dealing with isolated legal problems, they work with clients' legal and nonlegal problems. They also work with more than one person in a family, or work to build a community. The essential elements of dealing with conflicts in the short term are: 1) disclosing the conflict to the affected client; 2) searching for a solution (generally either waiving the conflict or locating alternative representation); and 3) documenting the solution. Following are several hypothetical examples of potential client conflicts and the ways they could be handled. They are constructed to be representative of actual conflicts we have heard of or read about, but they do not relate to any particular attorney or organization.

A lawyer doing transactional work in community development may find themselves negotiating for a new client with a person or organization that is a previous client (or a current client of another attorney in the firm). A lawyer working in a large law firm representing nonprofit clients in affordable housing development finds that some of his attorneys have represented the developers with whom he is brokering the deal. Solution: disclosure of this to the clients involved and use of waiver or help in locating alternate representation.

A neighborhood-based law program that represents community groups encounters conflict between groups in the community or within the group as they are attempting to represent. Solution: discussion of this eventuality and the possibility of the need of counsel to withdraw when the client signs the representation agreement. This way, clients know that conflict may lead to a loss of representation and will seek to avoid it or handle it as constructively as possible. If necessary, the lawyer withdraws. (See Sample 5 in Appendix 2: Client Agreement with Conflict Language)

Programs trying to help a family with permanent planning for the care of their children may have difficulty identifying the client. The interests of the child are of key importance, but in order to help the child they may have to represent the parents or other potential caregivers in various legal matters. Solutions: 1) assisting other members of the family in locating alternate representation; 2) waivers forms; 3) having the nonlawyer collaborators work with the family before a representation agreement is reached.

A domestic violence program working with a battered woman uncovers evidence of possible child neglect or abuse in the woman's home. Solution: 1) disclosure to the woman early on of the definitions of neglect/abuse and who has to report it, including the consequences of such reports; 2) disclosure to the woman that a report will be made and help in preparing for the likely consequences; 3) if no report is made, working with the woman to rectify the actual or perceived problem.

Long term solutions involve expanding the legal representation available for clients. There are many potential strategies to accomplish this; some appear below:

- Networking with other local providers to develop strong referral networks.
- Working with the local bar to refer pro bono cases and expand pro bono representation.
- The Community Law Center in Berkeley has a training manual for pro bono lawyers to make it easier for them to provide representation.
- The Chicago Family Options Program carries students into the first step of adoption legislation in the country passed in January 2000.
- The Chicago Family Options Program does community education through parent/caregiver groups at local hospitals.
- The Legal Aid Society of Hawaii and the Hawaii Judiciary work together on various projects to improve access to justice for pro se clients.
- Work for legislation or other changes to make it easier for clients to access the legal system.
- The Legal Aid Society of Hawaii has created a three-tiered system with clients screened into the appropriate tier(s). Follow-up is provided to make sure clients receive the services they need.
- First, clients can receive on-one or classroom assistance on form or letter preparation. Clients may also access the Center for Equal Justice, a walk-in self-help center that offers limited representation services in family or housing matters. Third clients are screened for full representation if their pro se case requires it or if their matter is too complex or dangerous to pursue without an attorney.
- Provide limited representation depending on client needs.

Unauthorized Practice of Law

Prohibitions against the unauthorized practice of law are designed to protect the public from incompetent representation (to protect lawyers from competition, depending on your viewpoint). Programs where nonlawyers provide limited legal assistance use three elements to ensure that clients get accurate information:

- Train the nonlawyers about what they can and cannot do.
- Give an overview of the legal system to illustrate why incorrect or incomplete advice can be very harmful to clients.
- Provide experienced attorney support and backup for the nonlawyers.

(See Sample 6 in Appendix 2: Training Discussion of Unauthorized Practice)
STEP SEVEN: SECURE ADEQUATE FUNDING FOR COLLABORATION

SOURCES OF FUNDING OR OTHER RESOURCES

Most programs assemble resources from several sources to make their program work. A list of some of the resources appears below. Rather than taking this as a definitive checklist of resources, practitioners should be perpetually creative in thinking of other possible resources. See Appendix 1 of this guidebook for a guide to finding and writing grants.

Government

Funding may be at the national, state, or local level and may be targeted in various ways.

Client-based funding: This includes the Abandoned Infants Assistance Program, the Ryan White CARE Act, and the Small Business Administration. Programs can apply for funding based on the clients they serve. In these cases, programs will have to prove that legal services are part of the package.

Money specifically targeted for legal services: This includes money from the Legal Services Corporation and the Violence Against Women Act. Federal funding for civil legal assistance, dispensing funds to a demonstration program in each state in 1998 (around $200,000 on average).

Block grant funding: Block grants are available at the state and local level for projects. One example would be the Community Law Center in Maryland, which receives local block grant funding.

Private foundations

There are many foundations that provide funding for social justice work.

- The Ford Foundation has funded domestic violence work, such as the Building Comprehensive Solutions to Domestic Violence Initiative, which includes the New England Network on Domestic Violence and Poverty directed by Jill Davies.
- The Casey Family Program partially funds the New Mexico Project.

Bar associations

Bar associations often run or coordinate pro bono programs as well.

- The Community Law Center in Baltimore, Maryland, identified ILTA as an important source of funds.
- The interest on Lawyer’s Trust Accounts (ILTA), run through bar associations, funds many programs for low and moderate income people. Each state has an organization that disburses money.
- The San Francisco Bar has a particularly impressive effort of a wide variety of programs with a holistic focus.

Universities

Law School Clinics: Many law schools fund clinics for the training of their students. Although they may not be willing to fund the hiring of nonlegal staff, they can provide many resources and a source of stable funding for collaborative projects.

The Family Ties Project gets legal services from the HIV/AIDS Legal Clinic at the UDC. David A. Clarke School of Law. Law students are trained to collaborate with service providers (case managers, therapists, social workers) to help families affected by HIV/AIDS planning the future care of their children. Students also attend a seminar where the issues of collaboration are explored.

Interdisciplinary Programs: Universities may also fund programs for interdisciplinary training. For example, in community economic development, the problems of affordable housing, commercial revitalization of low income neighborhoods, workforce development, and job creation require the integrated efforts of community organizers, social workers, architects, city and urban planners, business leaders, and others. Universities exploring community economic development programs must consider the interdisciplinary approach.

At Fordham University in New York, the School of Social Work, the Law School, and the Department of Psychology have teamed up to establish an interdisciplinary clinic where students and professionals from all of the school’s work together to assist at-risk families and children. The University supports the interdisciplinary clinic, interdisciplinary courses and field placement program. The University, with support from donors, is supporting the Center’s development of an interdisciplinary website and its sponsorship of conferences.

Resource Centers: Universities may create information and networking centers for students and staff throughout the university to seek like-minded people interested in particular client groups or ideals. These programs allow students to escape from disciplinary constraints and enable them to create student and staff cross-university programs.

Other institutions

Legal Aid Societies or Legal Services Offices: Although these organizations are not a source of funding in and of themselves, social justice collaborative can be part of these larger organizations that can provide resources such as space, phones and computers, and collegial support.

Jill Davies identifies GHLA as opinion standard of care and domestic violence work.

Fees

Although not the most frequent source of funding, some cases fees can be part of the equation. This can happen in two ways.

Client fees: In community economic development practice, often clients, including nonprofits, pay fees as part of a transaction.

Court-awarded damages: Some lawyers receive funds through fees awarded by judges. Nonprofit organizations may fight the perception that because they are a nonprofit organization, they should not receive fees.

Donations

Many social justice collaborative may be too small to mount extensive fund-raising campaigns (and even if they do fund-raise, the returns from such events may be unpredictable). However, given the community-based nature of these projects it is undoubtedly worth exploring this option since other community members can likely be persuaded to see the value of this type of work.
Greater Hartford Legal Assistance gets funding through United Way as well as private donations.

The New Mexico Project gets funding and in-kind resources from private donations.

There are multidisciplinary aspects of fundraising; changes in charitable giving including social entrepreneurship and social venture philanthropy require the expertise of business people, strategic planners and fund raising experts.

**Resources Needed—Remember Administration and Communication Time**

Programs realize the obvious things for which they need resources—space, time to provide service to clients, and other materials needed to provide those services. However, it can be easy to overlook the time and resources necessary for administration of the programs and for effective communication between the collaborators.

Administration means the case management to coordinate services for clients and collaborators.

Making sure clients don’t “fall through the cracks.” These practices are often dealing with clients who have fallen through the cracks elsewhere. To provide effective services, it is important to ensure that they do not fall through again.

The New Mexico project found that it became much more effective to coordinate with the legal school clinic after they created the case manager position. In addition to taking on some of the legal work, she was also able to schedule things more accurately and prepare the clinic for the kind of cases they would be receiving.

Coordinating needed client services. It can be logically complex to match clients with the services needed.

Keep communication flowing among collaborators. For effective collaboration, the participants must talk to one another regularly to keep the lines of communication open. It takes time to coordinate meetings and other communications, and it can help to have a person who can be the hub of the network. Most of the projects we interviewed had regular team meetings. Some had time scheduled for retreats as well. Some had a position partially devoted to documenting the activities of the collaboration (helpful for researchers like us).

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**Sustaining the Practice**

**Step Eight: Incorporate Evaluation and Accountability into the Program**

Efforts to document success can frustrate both practitioners and researchers. Success is not easily quantified, and programs that concentrate on the hardest cases may find that these cases take a long time to be resolved successfully. Accordingly, the success rate may still seem disappointing because the chances of success were so low to begin with. American society values competition. It advances the notion that we are all equals and that the best players win in the game of life. Thus, those who set out to help society's "losers" are already swimming upstream. For encouragement, we suggest reading Lisebeth Schors's books and talking with similarly situated colleagues.

Despite the frustration at unfair measures of success that either feature the things most easily measured or celebrate those successes that were likely to occur even without intervention, social justice practitioners are very interested in evaluating the effectiveness of their work. How do they do this?

**Client Feedback**

One way is to talk with the consumers of their services—the clients. Client feedback can be incorporated very directly, as in the examples below. We should note that the other methods mentioned may also involve client feedback (for example, outside consultants may look at client satisfaction).

"Just-in-time" feedback

Most social justice collaboratives, in their recognition that clients have both legal and non-legal issues, are sensitive to helping each client define areas in which he/she needs help. This is built-in, real-time feedback. Programs work to meet client-defined needs rather than fitting clients into their services.

Jill Devos and co-authors talk about this in their book with regard to battered women, calling it "woman-defined advocacy."

Assessing services provided

Programs may also get feedback after services have been delivered. (See Sample 7 in Appendix 2: a client survey from the East Bay Community Law Center.)

The Family Options Program in Chicago has an advisory board containing past clients.

Greater Hartford Legal Assistance does client surveys when it closes cases.

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**Consultation with Researchers/Evaluators**

Another avenue is to consult with researchers or professional evaluators to get an outside opinion about whether the program is working, and possibly about how to construct the program so that evaluations can be done. Several of the programs we discuss in this book have researchers or evaluators involved in an ongoing way in their programs.
The Hartford Domestic Violence Program consults closely with sociologist Eleanor Lyon to evaluate their program. Jill Davies has worked with Lyon for some time. Davies, Lyon, and domestic violence advocate Diane Moty-Caterle co-authored a book on safety planning.

The Family Options Program in Chicago is evaluated by the Institute for Juvenile Research at the University of Illinois, Chicago. A member of the evaluation team comes to their regular case meetings to discuss with them how to document their progress. This evaluation component is required by the grant under the federal Abandoned Infants Assistance Program.

The New Mexico Project has similar evaluation requirements. Their collaborative evaluators are affiliated with the Institute for Social Research at the University of New Mexico.

**Documentation and Peer Exchange**

In addition to formal evaluation, programs talk to each other about what works and what does not. In some cases, this is encouraged by funders, such as the National Abandoned Infants Assistance (AIA) Resource Center in the School of Social Welfare at the University of California at Berkeley, which was set up to facilitate the exchange of best practices. They also spend some time documenting their efforts and even writing training manuals for others. This forces them to think carefully about what they are doing and documents it so that others can read and comment on their ideas and interpretations.

The Family Options Program in Chicago has a policy assistant who documents what the team does and writes up the procedures. This helps keep them on track (and was very useful to us). (See Sample 6 in Appendix 3: Procedures Manual.)

Similar programs can network: Linda Coon in Chicago visited the Family Center in New York to interview them about their program when setting up the Family Options Program. The Family Ties Project in Washington, D.C., had Linda Coon evaluate their project.

Jill Davies in Connecticut has written extensively on the logic of domestic violence in collaboration with others in the domestic violence movement. (See a list in the section on contact information.)

The Community Law Center in Maryland has put together materials to train pro bono attorneys as well as informational materials for the public. (See a list in the section on contact information.)

Fordham University's Interdisciplinary Center holds regular meetings of faculty from the Schools of Law, Social Service, and Psychology to share ideas about approaches to teaching Interdisciplinary courses. The Center also convenes roundtables for field supervisors from the various disciplines to discuss collaborative supervision. Professors Ann Moynihan, Mary Ann Forsey, and others have written articles to document their interdisciplinary experiences. (See a list in the section on contact information.)

**Step Nine: Redesign Roles for Professionals and Clients**

With the ongoing work on communication and mutual respect, social justice practitioners often realize that roles (including the client role) need to be redefined to serve clients more effectively.

**Re-envisioning the Lawyer Role**

A better understanding of how to form and carry out legal strategies for clients.

Close collaboration with other professionals and clients gives lawyers more insight into the situation of the client, so that they can better put their legal training to use in helping him or her. What existing legal actions can help the client? If none exist, what type of procedures or legislation would be helpful? Collaboration outside the legal field brings more information to the lawyer. The current debate about multidisciplinary practice (MDP) can recognize the importance of lawyer and nonlawyer alliances in addressing the problems of historically disadvantaged communities.

Jill Davies and her colleagues in the battered women's movement are working to ensure that domestic violence and poverty policy advocacy includes the needs and perspectives of battered women. Like woman-defined individual advocacy, this approach ensures that women's perspectives inform the plans and policies that affect their lives.

Participants in the Family Ties project in Washington, D.C., talked about the importance of taking the time to let the client define her objectives rather than rushing forward with a legal solution that may not work, tempting as that may be for the lawyer to feel effective in the short term.

Less overwhelmed by clients' multidimensional problems. People with low income are often not seen as profitable customers (except by those who may want to take advantage of them). Thus, lawyers for low-income people are often confronted with an overwhelming number of legal and nonlegal problems stemming from neglect or abuse in many areas. Having collaborators to help with the nonlegal problems can be both instructive and motivational for lawyers.

A lawyer who had previously worked serving low-income people in a noncollaborative project told us that trying to simultaneously deal with all of her clients' issues was often overwhelming and scary for her because she did not have the training to deal with it, even though she tried. Now that she collaborates with social workers, she feels better attuned to her clients in that she can relax more and benefit from the social workers' expertise.

**Incorporating Legal Knowledge into a Nonlegal Job**

A demystification of the legal system.

This leads to better adaptive strategies for clients. Collaborators better understand how to use the system as it currently exists. Having a lawyer that they trust and can talk with may help ameliorate their fears of the potential legal consequences of actions they may take or
that they may suggest clients take. The alleviation of fears of the legal system can help clients access it.

Hema, the case manager in New Mexico, has been very excited to learn more about the legal system to the point where she can do most of the legal work in uncomplicated cases and explain options to clients. The clients trust her and she provides them with a direct bridge to the legal system. Another participant in the New Mexico project noted that "the law frightens most people and they are very secretive." This woman has worked with families for 30 years, and she said about this project: "It's kind of overwhelmed me actually to see them [clients] respond so well and I think a whole lot of it has to do with the case manager having access to legal forms and having that direct relationship with Mike Norwood and his students."

Seeing that the system can change

Several social workers told us that they felt empowered after working with attorneys. They felt their training had focused on helping clients adapt to social systems rather than thinking about how they might change them. Collaborators see the possibilities for change and have a consultant to translate their ideas and suggestions into "legalese." Some, after exposure to legal issues, may even decide to pursue legal training.

Two who became lawyers

Tim Reddot realized while studying nonstandard housing design that building codes were important; this eventually led him to a law degree at the University of Wisconsin. As a lawyer, he saw the benefits to low-income tenants that come from nonprofit development of low-income housing, and began to work with nonprofits in that capacity.

Linda Coon saw the importance of law in her policy work with the Department of Children and Family Services (DCFS) in Illinois. This led her to a law degree, and then her ongoing connections with DCFS led to Family Options, an innovative permanency planning project for low-income parents with AIDS.

CLIENT ROLES

Clients are empowered by a closer relationship with lawyers

Much legal scholarship has focused on how clients felt "railroaded" when lawyers pursued strategies the clients did not understand or ultimately agree with. This led to a lack of trust of lawyers.

Clients seek wisdom and support from peers

Collaboration tends to suggest that clients should turn to their peers for wisdom and support, and that each client can be a source of wisdom and support for others. This has the potential to engage the public in the legal world when they see that the law can present solutions rather than problems in their lives and, more importantly, that they have a say in their legal strategy.

Stacy Brustin created a program for battered immigrant women in Washington, D.C. based on programs she had observed in Latin America and battered women's support groups in the United States. It began with a facilitator who helped the group identify and address problems. The women then went on to educate others in the community about legal protections available to those dealing with abuse. They also created an emergency loan fund and advocated for better education for themselves and their children, including co-developing an English tutoring program. Thus, the initial support group grew into a community resource. (See bibliography.)

Tim Reddot sometimes refers his clients to previous clients to discuss affordable housing options.

STEP TEN: EXPAND FUNDING AND NETWORKS

Maintaining funding and obtaining new funding often depend on proven success. Leverage the investments in evaluation mentioned in Step Nine. There is also a tendency for some funders to want to fund new programs rather than expanding current programs. If a program is proven successful, there may be problems in trying to make the program larger, which often involves diminishing its effectiveness. Lisbeth Schorr's book lays out these problems in detail.

Susan Jones' Smell Business Clinic at George Washington University Law School, after several years of providing legal services, has developed a collaborative relationship with the Schools of Business and Engineering.

For programs based in a university, looking to other academic departments and schools can be productive. If the clinic is multidisciplinary through its work with community organizations and consultants, reaching out to the academic homes of these organizations and consultants can be productive. Social work collaborators often have contacts with social work schools and community development organizations often have contacts with business, regional planning, and engineering schools.

Linking nationally can provide sources of information, expertise, visibility, and credibility, which can all help in maintaining or obtaining funding. Some examples of national linkage are discussed in the section on documentation and peer exchange in Step Nine. In some cases, funders at the national or international level encourage or require networking of funded projects. In other cases, grassroots movements become national or international. Changes are that whatever the issue, it has a broad effect.

Writing grants is always important, even for previously funded projects. (See Appendix 1 for a guide to finding and writing grants.) The battered women's movement is an example of a grassroots movement that is international in scope.

Stacy Brustin developed her peer group for battered immigrant women from ideas she got while visiting Latin America. (See bibliography.)

Jill Davies started out her law practice at a local level in Connecticut, but now works on a national level as well. She directs the New England Network on Domestic Violence and Poverty, which is currently working on how to bring battered women's voices directly into the policy arena, and connecting domestic violence and poverty policy issues.
CONCLUSION

We are encouraged by the innovation and energy of the collaborations featured in this guidebook. In a period of often gloomy views of the role of lawyers and their ability to pursue social justice, these stories provide an optimistic counterpoint. The lawyers share with their collaborators a commitment to the goal of an equitable society. For these collaborative practices to serve as a beacon for successful institutional innovation, key actors must accept and support their goals: academic institutions, professional groups, funders, government agencies, and nonprofit organisations. This guidebook is addressed to students and practitioners seeking a better way to empower their clients. We hope that we inspire all actors to share and endorse practices that fit our times.

CONTACT INFORMATION FOR PROGRAMS AND PEOPLE PROFILED IN THE GUIDEBOOK

(in alphabetical order by state, city)

CALIFORNIA—BERKELEY

National Abandoned Infants Assistance Resource Center
School of Social Welfare
University of California
1950 Addison Street, Suite 104
Berkeley, CA 94704
Phone: (510) 643-8330
Fax: (510) 643-7019
Email: aia@berkeley.edu
http://socrates.berkeley.edu/~aiarc/pubs/innovate.htm

Description: The National Abandoned Infants Assistance Resource Center's mission is to enhance the quality of social and health services delivered to infants, young children, and parents affected by drugs or HIV by providing training, technical assistance, research, resources, and information to professionals who serve these families. It is funded by the Children's Bureau, Administration on Children, Youth and Families, U.S. Department of Health and Human Services, Zellerbach Family Fund, and The Stuart Foundation. The Center is a part of the School of Social Welfare at the University of California at Berkeley.

Publications:
Richard P. Barth, Ph.D., Sheryl Goldberg, Ph.D., Jeanne Pietrzak, M.S.W., Amy Price, M.P.A., and Tyan Parker, M.S.W., Abandoned Infants Assistance Programs: Providing Innovative Responses on Behalf of Infants and Young Children (1993). Order from the National AIA Resource Center (see http://socrates.berkeley.edu/~aiaarc/pubs/innovate.htm)
The Source is a 32-page newsletter published by the National AIA Resource Center three times per year.
See web site for other publications: http://socrates.berkeley.edu/~aiaarc/pubs/

See pages: 8, 22

Jeffrey Slobin, Clinical Director
East Bay Community Law Center
HIV/AIDS Law Project
3130 Shattuck Ave
Berkeley, CA 94705
Phone: (510) 548-4040
Fax: (510) 846-2305
Email: jslobin@ebclc.org

Sheila Hall
Staff Attorney/Clinical Supervisor
Email: shhall@ebclc.org
Description: The East Bay Community Law Center serves low-income residents of Alameda County and is a clinical placement for law students at the Boalt Hall School of Law at UC-Berkeley. The HIV/AIDS Law Project was founded in 1996 by Selbin (a Skadden Fellow) to serve HIV-positive clients with civil legal issues. In 1997, the project joined the Family Case Network, a consortium that now consists of several health care providers (both public and private), a methadone clinic, substance abuse and mental health counseling, and peer advocacy. The goal of the network is to provide comprehensive and integrat-ed care to low-income, HIV-infected women and children through collaboration of service providers. The network is funded through Title IV of the Ryan White CARE Act and the California Endowment, a health care foundation. The article by Selbin and Del Monte provides a good overview of the program and an excellent discussion of collaborative practice as well.

Publications:
Jeffrey Selbin and Mark Del Monte, A Waiting Room of Their Own: The Family Care Network as a Model for Providing Gender-Specific Services to Women with HIV, 5 Duke J Gender L & Pol’y103 (1998).

See pages: 8, 13, 17, 19

SAN FRANCISCO

Tanya Neiman, Director, Volunteer Legal Services Program
Bar Association of San Francisco
465 California Street, Suite 1100
San Francisco, CA 94104-1826
Phone: (415) 982-1600
Fax: (415) 477-2388
Email: tneiman@bars.org

Description: The Volunteer Legal Services Program (VLSP) is a nonprofit program of the Bar Association of San Francisco, created to provide free legal services to low-income San Francisco families and individuals. It is the largest provider of civil legal services in the city of San Francisco, assisting almost 30,000 people in 1997. They recruit and train volunteer attorneys, paralegals, and law students.

Publications:
Tanya Neiman, Creating Community by Implementing Holistic Approaches to Solving Clients’ Problems 33 J. of Poverty 1, 19 (1999).

See page: 18

COLORADO

Jacqueline St. Joan, Assistant Professor and Director of Clinical Programs
Domestic Violence Civil Justice Project
University of Denver College of Law
7039 E. 18th Avenue

Description: The project is a University Clinic staffed by an attorney, a social worker, and law and social work students. It handles at least 100 cases per year and provides civil legal assistance and social work services to battered women who are at or below 125% of the poverty line in the Denver area. One of only four university clinics funded through the Violence Against Women Act, it has a broad definition of service and a narrow definition of the client. They have an in-house researcher (a sociology graduate student) to conduct ongoing evaluations. They collaborate with a Project Safeguard, a community-based domestic violence advocacy group in the area. Project Safeguard trains students and faculty regarding domestic violence, safety planning, and effective victim advocacy. The project design includes a confidentiality wall to protect clients from the mandatory reporting requirements of social work staff, if they wish to be protected. The details of this approach are discussed in St. Joan’s forthcoming article.

Publications:
Jacqueline St. Joan, Building Bridges, Building Walls: Case Study of a Confidentiality Wall in a Domestic Violence Clinical Collaboration Between Lawyers and Social Workers (unpublished manuscript, 2000)
Jacqueline St. Joan & Nancy Ehrenreich, Putting Theory into Practice: A Battered Women’s Clinimary Clinic (unpublished manuscript, 2000) This article describes a clinical program that collaborated with attorneys and psychologists in the community to seek custody for clients who were incarcerated for homicides in connection with their abusers.

See page: 17

CONNECTICUT

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Description: Greater Hartford Legal Assistance (GH LA) administers a statewide project funded through the Violence Against Women Act to provide civil legal services to low-income battered women. The Connecticut Domestic Violence Legal Assistance Partnership Initiative is a collaboration between GH LA, Connecticut Coalition Against Domestic Violence (CCADV), Connecticut Legal Services, and New Haven Legal Assistance Association.

How to Create and Sustain a Successful Social Justice Collaborative

28

How to Create and Sustain a Successful Social Justice Collaborative

29
Through the Partnership Initiative legal services programs assign specific staff to serve as “partnering lawyers” who take referrals exclusively from the shelter programs and participate in coordination and training activities. Attorneys handle cases referred from shelters, train shelter staff on legal issues, and work directly with advocates to meet the safety needs of battered women. Coalition and shelter staff train the partnering lawyers on domestic violence issues and community services. The Initiative is co-directed by Jill Davies and Lisa Holden, executive director of CCADV.

GHIA has worked collaboratively with CCADV for more than a decade, providing technical assistance and support. GHIA Attorney Kara Walsh-Hart has largely taken over the work with the Connecticut shelters and domestic violence advocates begun by Davies. GHIA also leads the New England Network on Domestic Violence & Poverty, part of the Building Comprehensive Solutions to Domestic Violence Initiative of the National Resource Center on Domestic Violence. The NEC is a project of the Pennsylvania Coalition Against Domestic Violence. This national multi-year Initiative funded by The Ford Foundation is directed by Susan Schaefer, University of Iowa School of Social Work. Jill Davies directs and works with GHIA attorney Robin Hammond-Urban to apply the model of woman-defined advocacy to systemic issues facing low-income battered women and their families.

Publications:


Robin Hammond-Urban and Jill Davies, *Federal Housing and Domestic Violence: Introductions to Programs, Policy, and Advocacy Opportunities*. Building Comprehensive Solutions to Domestic Violence (October 1999).


The following are available free from the National Resource Center on Domestic Violence, 800-537-2238, ext 1.

- *The New Federal Welfare Law and Domestic Violence Series*, produced by the National Resource Center on Domestic Violence:
  - Paper #1: *Introduction to the Law*, Davies, J.
  - Paper #2: *State Implementation and Use of the Family Violence Option*, Davies, J.
  - Paper #3: *Child Support Enforcement*, Davies, J.

- *Welfare and Domestic Violence Technical Assistance Initiative practice paper series* produced by the National Resource Center on Domestic Violence and funded by the U.S. Department of Health and Human Services:
  - Practice Papers: *Building Opportunities for Battered Women’s Safety and Self-Sufficiency*, Davies, J. 1998

---

**DISTRICT OF COLUMBIA**

**Family Tier Project**

**Consortium for Child Welfare**

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**Description:** The Family Tier Project is a city-wide collaboration that seeks to promote and preserve the well-being of children, youth and families affected by HIV/AIDS by working with parents and caregivers to plan for the future care of their children. The project also works to ensure financial stability through public benefits and social security disability advocacy. The work of the project is accomplished through the collaborative efforts of a multidisciplinary team, including case managers, therapists and attorneys. In addition to direct services, the project advocates for policy changes to improve life-planning options.

**Publications:**


See pages: 5, 8, 9, 10, 12, 14, 18, 19, 20, 21, 22, 23, 25

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Description: The Small Business Clinic, founded in 1977, is the oldest such clinic in the United States. Susan Jones has been its director since 1988. Jones is also the Associate Editor of the ABA Journal of Affordable Housing and Community Development Law. The Small Business Clinic provides free start-up legal services to Washington, D.C. area entrepreneurs, nonprofit groups, individual artists and arts organizations. Legal services may include short-term counseling in a variety of business matters such as corporations, limited liability companies, partnerships, contracts, commercial lease review, etc. It is designed to both train students in business law and meet the demand for legal services among those who cannot afford it. The clinic receives case referrals from the U.S. Small Business Administration; Small Business Development Center Program; community economic development corporations; and other non-profit groups providing business education and microloans as well as legal service offices. The clinic participates in community education events and has been a partner with the D.C. Bar Community Economic Development Pro Bono Project's Neighborhood Clinic held at local community development corporations to match pro bono lawyers with neighborhood small businesses and nonprofit groups. The clinic also works with professors and students from the Schools of Business and Engineering. Jones and faculty from these schools created an Alliance of Faculty in Business Law and Engineering to Facilitate the Competitive Advantage of the Inner City. This group became a research and development operation for a community-based job training programs in the fashion and textile industry.

Publications:
Susan R. Jones, Pro Bono Pays Off, 9 J. of Affordable Housing & Community Dev. 18 (1999)

See pages: 7, 25, 26, 32.
ILLINOIS
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Description: The program, started in 1996, provides comprehensive permanency planning services for Chicago-area families affected by HIV/AIDS. Families that are involved with or at risk of involvement with the child welfare system are specifically targeted for social work and legal services. The project defines the stages of permanency planning as 1) outreach and education, 2) developing a plan, 3) securing a court-ordered plan, and 4) aftercare. Clients may enter at any point and stop at any point in these stages. Family Options is a collaboration between the Department of Children and Family Services (DCFS) in Chicago, the AIDS Legal Council (directed by Ann Hilton Faske), and Linda Coon, a private legal practitioner who acts as Policy and Legal Director. The program is evaluated by Sally Mason at the Institute for Juvenile Research at the University of Illinois, Chicago. Other staff include Elizabeth Monk, DCFS AIDS Project Director, Kama Brockmann, Clinical Services Coordinator, Barbara Moore and Boyton Poulton, Family Options Social Workers, Littel Lrio Gavin, Project Attorney, and Jane Asebrock, Policy Associate.

Publications:
Family Options Project: Procedures for Providing Direct Permanency Planning Services (January 1996) A comprehensive documentation of the program (See title page, chart, and contents in appendix.)

Brochures: Family Options: Planning for Your Children’s Futures
See pages: 7, 9, 10, 12, 13, 14, 17, 21, 22, 24

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Description: The Community Law Center (CLC) is a nonprofit, public interest law firm that creates and implements innovative legal strategies to improve conditions for community based organizations representing lower income urban communities. The center deploys one attorney and one paralegal each to five specific geographic areas, where they become part of the community. Since 1986, CLC has saved 450 community based organizations engaged in community building initiatives. CLC counsels clients to develop comprehensive plans to reach their goals. As general counsel, CLC represents clients in litigation, corporate and real estate transactions, and in all other relevant matters.

CLC participates in the legislative process and on policymaking task forces to promote the interests of our clients. Specifically, CLC helped develop a Vacant House Receivership Statute for properties where owners could not be found. They also wrote a new drug nuisance abatement law giving jurisdiction to a lower court, which improved access to the legal system. They have also worked on getting neighborhood organizations standing to sue negligent property owners so that plaintiffs do not have to do this individually. More than 40 volunteers work through the Pro Bono Attorneys Project. The CLC Peoples Law Project, created in 1994, offers educational workshops to teach low income neighborhood residents practical legal information and advocacy skills. The Community Advocates Program is a 20-hour intensive training course teaching a broad base of legal information, advocacy skills and techniques, and tools for problem-solving. Nearly 1000 low income residents benefit from the program each year.

Publications:
Practice manuals for attorneys
Common Law Nuisance and Self-Help Nuisance Abatement
Vacant Building Receivership Actions Pursuant to the Baltimore City Building Code
Drug Nuisance Abatement Manual
Materials for the public:
Starting a Nonprofit Organization (legal/organizational issues; sample forms)
Revisiting Baltimore’s Neighborhood: A Community Association’s Guide to Civil Legal Remedies (developing a plan, using the law to meet objectives)
The Community Bill of Rights: A Tool to Help Communities (how community associations can obtain legal standing to enforce city codes; sample documents)
Common Law Nuisance and Self-Help Nuisance Abatement (how communities can use)
Vacant House Receivership: An Introduction (how code enforcement can compel rehabilitation)
Drug Nuisance Abatement: An Introduction (how communities can use the law)


See pages: 9, 11, 12, 17, 18, 22

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See pages: 9, 11, 12, 17, 18, 22
comprehensive, integrated services for families, utilizing the principles of solution-focused therapy, child development through effective parenting, case management, and other social support. Its goal is to develop and evaluate a seamless intervention and delivery model.

Publications:
J. Michael Norwood, An Interdisciplinary Model for Clinical Legal Education and Legal Service Delivery Services Bridges (Spring, 1998).
J. P. Richardson & A. H. Hal, Mediation and Alternative Dispute Resolution in Transdisciplinary Education Service Bridges (Fall 1997).
See interdisciplinary curriculum at http://star.nnm.edu/curric/ (developed by faculty of the School of Medicine, School of Law and College of Education at UNM: the Dept of Social Work at NM State, and the College of Architecture).

See pages: 6, 7, 9, 10, 12, 13, 18, 20, 22, 24

NEW YORK

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Description: The Fordham University Interdisciplinary Center for Family and Child Advocacy, a joint undertaking of the School of Law, the Graduate School of Social Service, and the Graduate School of Arts and Sciences’ Department of Psychology, is devoted to developing and providing an interdisciplinary response to the problems of at-risk families through its clinical offerings, community partnerships, and research initiatives. At Fordham’s Law School clinic, the Center has initiated its own interdisciplinary model for representing and serving at-risk families. Students from the three schools work on interdisciplinary teams supervised by law, social work, and psychology faculty to provide service to families and children in cases involving child welfare, intimate partner violence, special education and children’s disability issues. As a direct result of this clinical experience, Professors Ann Meynihan and Mary Ann Forsey, the Center’s Co-directors, published two articles on law and social work collaboration: Crisis Intervention, Counseling and Case Management and Law and Social Work Team Practice: Communicating About the Basics (see Publications below). Protocols for collaborative practices also resulted from this clinical experience.

The Center is also devoted to building community partnerships to encourage and explore interdisciplinary relationships. A major vehicle for this partnership is the development of interdisciplinary placements/externships in the areas of child welfare and domestic violence. The externships both permit students to experience how professionals interact in practice and provide a mechanism to bring together professionals in the field to discuss their interdisciplinary experiences. Towards this end the Center sponsors interdisciplinary roundtables and conferences. The building of these community partnerships has resulted in publication of an article on strategic collaborations. Most recently, the Center is designing an interdisciplinary website to serve as a community resource for professionals and “consumers.”

Publications:

See pages: 12, 13, 22.

Wisconsin
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See pages: 5, 8, 10, 11, 12, 13, 14, 24, 25.
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Mark E. Dersham, Wisconsin's Enforcement Initiative Using Technology to Provide Legal Services to Older Persons. 32 Wake Forest L. Rev. 545 (1997) Describes a project in which law students help a group of people with legal services for the elderly.


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East Bay Community Law Center, Joint Guardianship in California: A Manual For Providers (East Bay Community Law Center ed., forthcoming 2001)


Others: Davies publications (see contact information)

Janet J. Sohn, Building Bridges: Building Wealth: Case Study of a Community Violence Collaborative Amongst Lawyers and Social Workers (unpublished manuscript on file with authors)


Jocelyne St. Joan N Nancy Ehrmenick. Putting Theory Into Practice: A Biannual Women's Clinic Newsletter (unpublished manuscript, 2000) This article discusses a clinical program that collaborated with attorneys and psychologists in the community to work closely with clients who were incarcerated for holding themselves in conjunction with their abusers.

Isabell Schuetz, Common Purpose: Strengthening Families and Neighbors in Needful Area int (1997)

Jocelyne B. Schuetz & Daniel Schuetz, Within Our Reach: Breaking the Cycle of Domestic Abuse (1988)

Jeffrey Selton & Mark Del Monico, A Waiting Room of Their Own: The Family Care Network As a Model for Gender-Specific Legal Services to Women with HIV 5 Duke J. Gender L. & Pol'y 103 (1998)


Profiles the Family Care Center in New York.


By Subject

Collaboration with Clients


Stephen Ellmann, Lawyer and Clients 24 UCLA J. Rev. 171 (1985) Examine client centered practice, especially in situations where client is disadvantaged relative to attorney (See comments and replies after this)

Alex J. Haaske, Negotiating the Lawyer-Client Relationship: A Search for Equity and Collaboration. 44 Buff. J. Rev. 11 (1986)

Polak, Masculinities, Representation of Domestic Violence Survivors in a New Paradigm of Poverty and Law at Search of Assent, Conscience and Voice 60 Geo Wash. L. Rev. 1071 (1990)

Collaboration with Other Professionals or Laypeople


Aliza K. Smith, MOHAWK graduate student at the School of Social Work Fordham Univ. is conducting a Survey of Interagency/Interdisciplinary Program which examines the current interdisciplinarity in Social Programs and Law. She can be contacted at alizaksmith@law.fordham.edu

Sooam Booda, Associate Clinical Professor, Vanderbilt University Law School, is conducting a survey of interdisciplinary clinical programs She co-chairs the AALS Clinical Section Committee on Multidisciplinary Practice and can be contacted at suan.brooks@law.vanderbilt.edu

Community Lawyering

Lucie Coverns, Health Care, Joint: Linking Grammar Leadership and Legal Advocacy 3 July (2000) A report written for the Public Welfare Foundation by Coverns, Director of Communications at Community Catalyst, with input from others

Ingrid Y. Early. Community Education: Creating a New Vision of Legal Services Practice, 4 Clinical L. Rev. 433 (1997) Advocates a new direction for legal services organizations away from adversarial solutions and toward education as a means to develop layperson training.

Sue B. Jones. Small Boutique and Community Economic Development: Transactional Lawyering for Social Change and Economic Justice, 4 Clinical L. Rev. 195 (1997) These clinics provide a better opportunity than do traditional clinics for students to see the ramifications of different models of attorney-client relationships and attorney's role

Community Lawyering

Lucie Coverns, Health Care, Joint: Linking Grammar Leadership and Legal Advocacy 3 July (2000) A report written for the Public Welfare Foundation by Coverns, Director of Communications at Community Catalyst, with input from others

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Sue B. Jones. Small Boutique and Community Economic Development: Transactional Lawyering for Social Change and Economic Justice, 4 Clinical L. Rev. 195 (1997) These clinics provide a better opportunity than do traditional clinics for students to see the ramifications of different models of attorney-client relationships and attorney's roles
Ethics/Quality


Miscellaneous Poverty Law Issues


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Pro Bono

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How to Create and Sustain a Successful Social Justice Collaborative

Abs Commission on Professionalism in The Spirit of Public Service A Blueprint for the Rebuilding of Law and Professionalism (1996). Recommends increased pro bono and innovative methods to simplify and make legal services less expensive.


Pro Se


John Greacen: Legal Advice from Court Personnel: What Does It Mean? Judges' Winter 1996 at 10 Court staff should treat all people similarly and not give information if they are conscious of the correct answer.


Michael Millenhammer et al.: Redefining the Full-Service Legal Representational Experiment: A New Zealand Experiment. 34 Clearinghouse Rev. 1178 (1997). Describes a legal school clinical experience with a limited-representation model.


Unpublished Practice of Law


Abs Commission on Needles Creek: Needles Creek Activity in Lawyer-Related Stu dents (1995). Increasing access to affordable assistance is an important goal. Describes possible actions. Where adequate permissions for public use to place in non-lawyers can have an important role—states should determine whether and how to regulate.


Carrie Wendell: Macaroun: Nonprofessional Advocacy. The "Paragplanification" of Legal Services for the Poor. 19 Clearinghouse Rev. 403 (1985). No reason why some functions can be performed by nonlegal professionals.


Alternatives to traditional lawyer-client relationship such as hotlines, community education programs, paralegal assistance, paralegal education, paralegal programs.


APPENDIX 1

Tips on Finding and Writing Grants

Have an Idea
What do you want to do?
What is the community need you are filling?
How can your project best meet this need?

Locate Funding Sources
Internet Sources—Surf the Web
Foundation Directories
Government Sources (Federal, State and Local)
Private Foundations
Individual Donors (alumni)
Corporate Sponsorship

Law Firms

Internet Starting Points
Foundation Center: http://fncenter.org
Public Interest Clearinghouse: http://www.pic.org
Soros Foundation Network: http://www.soros.org
PILnet: http://www.pilnet.org

Match Your Idea to a Grant Source
Request grant applications and guidelines
Think carefully about how your idea matches with individual grantor’s objectives

Read Grant Guidelines Carefully
Read all of the grant guidelines
Make sure that you understand the objectives of the grant program
Think creatively about how your idea matches the guidelines
Read the guidelines again

Fit Your Idea into the Guidelines

Operationalize the Idea
Develop a Reasonable Budget
Lobby the Grant
Find out about the decision making process
See about obtaining the evaluation criteria
Find out who makes the decisions
Locate credible support people who might be willing to be named in the grant application
Obtain letters of support for your idea
Send letters or make calls to the decision makers regarding your grant application

Be Obsessive about Details
Make sure budget items are accurate and add up
Make sure all necessary documentation accompanies the application
Submit the application on time

Evaluate Components and Objectives
Have a plan as to how the project will be sustained
Indicate plan sustainability on the grant application

Make Sure You Have the Capability to Administer the Grant
Remember to File the Final Report

Developed by Professor Louise Trubek

APPENDIX 2

Sample Forms from Collaborative Practices

Sample 1: Intake/Referral and Screening Forms
- Victim Advocate—Attorney Referral Sheet (Connecticut) 46
- Family Options Intake/Referral Form (Chicago) 48
- Family Options Legal Screening Form (Chicago) 49
- East Bay Community Law Center Initial Assessment and Check-Up (Berkeley) 51

Sample 2: Protocols
- University of Denver Memorandum 55
- Fordham Clinic Protocol 59
- Connecticut Collaborative Protocol 66

Sample 3: Client Consent/Agreement Forms
- Family Options (Chicago) 68
- Fordham Clinic (New York) 72

Sample 4: Information-Sharing Forms
- Within Network (East Bay Community Law Center, Berkeley—Family Care Network) 74
- Outside Network (University of Denver) 75
- Multipurpose (Connecticut) 76

Sample 5: Client Agreement with Conflict Language, Community Law Center (Maryland) 77

Sample 6: Training Discussion of Unauthorized Practice (Connecticut) 82

Sample 7: East Bay Community Law Center, Family Care Network, Client Satisfaction Survey (Berkeley) 83

Sample 8: Procedures Manual, Family Options (Chicago) 84
Network Against Domestic Abuse
Of North Central CT, Inc.

Victim Advocate - Attorney Referral Sheet

Client referred from: Community Shelter FVVA Other

Name:__________________________________________________________
Address:____________________________________________________________________
City:________________State:________Zip:__________________________
Phone: ( )__________________________

Is it safe to call this number? Yes or No
Is it safe to leave a message? Yes or No - If no, please explain with an
alternative phone number where client can be reached:

Type of case:
☐ Restraining Order - 1st part
☐ Restraining Order - 2nd part
☐ Divorce
☐ Custody
☐ Child Support
☐ Public Benefits Law
☐ Health Care Law
☐ Employment Law
☐ Housing Law

Personal Information
Applicant's Date of Birth:_________ Soc Sec #:________________
Weekly Income:_____________ Source:
Opposing Party's Name:_________________ Soc Sec #:________
Attorney for Opposing Party:

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Description of Problem:

______________________________________________________________

Date Referred:_________ FVVA:

Release of Confidentiality Attached: Yes or No - expiration date:_________

Follow up notes:

______________________________________________________________

Case Status

Accepted_________________ Denied_________________ Why?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
Family Options
Intake/Referral Form

Date,________________________

CASE NUMBER: ____________

Referral taken by: ____________________________

Name ____________________________

Phone ____________________________

Address: ____________________________

Referral Source: ____________________________

Number of Children: ______________

Is there any DCFS involvement in this case? (Circle one)

I= DCFS Intact Family
P= DCFS Placement Case
D= Diversion Case, no DCFS involvement with this family

Client Type (circle one)
CPM = Custodial Parent Mother
CPP = Custodial Parent Father
PG = Potential Guardian, currently caregiver for the child(ren), but does not have legal g’ship
NCBM = Non Custodial Biological Mother
NCBF = Non Custodial Biological Father
RFP = Relative Foster Parent
Other = (please explain) ____________________________

If the client is not the parent of the child(ren), please indicate the parents’ names.

Other case information: ____________________________

LEGAL SCREENING FORM
Revised 10/6/98

1. Has the legal-social work consultation been completed?
   Yes No Date:
   Briefly outline issues and family concerns discussed at the consultation:

2. Has social work delivered the social work assessment forms?
   Yes No Date:

3. Has a potential care giver been identified?
   Yes No Name and Relation to child(ren): ____________________________ Date:

4. Is there any disagreement within the family as to the chosen care giver?
   Yes No Name and Relation to child(ren): ____________________________

5. Has there been previous disagreement within the family as to the chosen care giver?
   Yes No Name and Relation to child(ren): ____________________________

6. Is there a non-custodial parent who is willing and able to care for the child(ren)?
   Yes No Name and Relation to child(ren):
   Does he or she object to the plan? Yes No N/A

7. Are there any individuals other than the identified care giver who have a custodial interest in the child(ren)?
   Yes No Name and Relation to child(ren):
   Does he or she object to the plan? Yes No N/A

8. Does the individual identified in “7” have legal standing?
   Yes No What facts grant standing

9. Are there any bars to naming the potential care giver as guardian or adopting parent?

HOW TO CREATE AND SUSTAIN A SUCCESSFUL SOCIAL JUSTICE COLLABORATIVE
Felony Conviction: Yes No Date and Description:

DCFS Involvement: Yes No Date and Description:

Age of potential caregiver:

Resident of U.S.: Yes No

Resident of Illinois: Yes No How long: If not Illinois, where:

10. Has the potential caregiver been made aware of possible public benefits issues?
   Yes No Date:

11. Has the parent(s) disclosed the parent(s) health status to the potential caregiver?
    Yes No N/A Date:

12. Is the caregiver aware of the child(ren)'s outstanding health issues, HIV or otherwise?
    Yes No N/A Date:

13. Has a best interest analysis been conducted?
    Yes No Date:

14. Has there been a pre-screening legal consult?
    Yes No Date: Subjects Discussed:

15. Who is the Client?
    Relation to child(ren):

---

EAST BAY COMMUNITY LAW CENTER
INITIAL ASSESSMENT & CHECK-UP

This form is designed to assist you and your legal advocate in determining your legal needs. All information you reveal on this form is confidential and protected by the attorney-client privilege. If you have any questions while completing this form or need any other assistance, please ask your legal advocate.

Name: ___________________________ (Last) (First) (Middle)

Please check all the items below that apply to you.

INCOME/BENEFITS

☐ I currently receive:
   ☐ Social Security Disability (SSDI, SSA)
   ☐ Supplemental Security Income (SSI)
   ☐ State Disability Insurance (SDI)
   ☐ General Assistance (GA)
   ☐ CalWorks (formerly AFDC)
   ☐ Unemployment Insurance (UI)
   ☐ Veteran's Benefits (VA)
   ☐ Medicaid
   ☐ Medicare
   ☐ Other Government Benefits: _______________________________________
   ☐ Private Disability Benefits

☐ I have applied for any of the above benefits List:

☐ I have been denied any of the above benefits List:

☐ I have been charged an overpayment of benefits and have been requested to repay:

☐ I am receiving disability benefits but Social Security is now reviewing whether I am still disabled.

☐ I am having problems with the person who receives my disability checks for me.

☐ I have other income/benefits questions:

DEBT/CREDIT

☐ I am having difficulty paying my debts

☐ My income may change and make it difficult for me to keep up with my debts.
☐ Bill collectors are harassing me.
☐ I think I need to file bankruptcy.
☐ I owe money to the IRS or the state that I cannot afford to pay.
☐ I cannot afford to repay my student loans.
☐ Other: __________________________

**HOUSING**

☐ I am homeless.
☐ My housing is not stable.
☐ I cannot afford to pay my rent.
☐ I have received an eviction notice: □ 30 Day □ 3 Day □ I Don't Know
☐ I have received an Unlawful Detainer Summons and Complaint (court papers)
☐ The Sheriff is trying to evict me.
☐ I am having other problems with my landlord.
☐ I am having problems with my roommate(s).
☐ My apartment has the following problems (circle all that apply): Roaches, rats, no hot water, bad plumbing, security problems, water leaks, electrical problems, no heat, other: __________________________

**PLANNING**

☐ I want someone to make medical decisions for me if I become too sick to make them for myself.
☐ I want someone to make financial decisions for me if I become too sick to make them for myself.
☐ I want to say who gets my possessions and/or takes care of my children if I die.
☐ I do not have a Will and I: (circle all that apply) a. have minor children. 
  b. own real estate
  c. am in a same-sex relationship
  d. am in an unmarried, opposite-sex relationship
  e. have a poor relationship with my immediate family.
  f. want to make specific gifts to friends, family or charity
  g. want to leave specific funeral or burial instructions.
  h. Other: __________________________

☐ The value of all my possessions is more than $100,000.
☐ I own real estate.
☐ I have a bank account(s).
☐ I have life insurance or another "pay on death" plan.
☐ Other: __________________________

**FAMILY**

☐ I want a divorce or separation from my spouse.
☐ My spouse or former partner is harassing or threatening me or my children.
☐ I want to change the amount of child support payments I am paying or receiving.
☐ I am involved in a child custody dispute.
☐ I have problems visiting my child(ren).
☐ I want to make arrangements for the care of my children in case I should become very sick or die.
☐ Other: __________________________

**IMMIGRATION**

☐ I have questions about my immigration status.
☐ Other: __________________________

**INSURANCE**

☐ I have no health insurance.
☐ My insurance does not cover my medications.
☐ I am having a problem with my health insurance provider.
☐ I am planning to leave my job and I am concerned about my insurance.
☐ I have left my job and cannot afford my health insurance premiums.
☐ I have questions about getting cash from my life insurance policy.
☐ Other: __________________________

**EMPLOYMENT**

☐ I have questions about getting a job or returning to work.
☐ I am being harassed or discriminated against by my employer or co-worker(s).
I was fired or demoted or had my hours cut when my employer found out about my HIV.
I need my employer to make some changes for me at work.
Other: ____________________________

OTHER LEGAL CONCERNS
☐ I have questions about the privacy of my HIV status.
☐ I believe someone has improperly disclosed my HIV status.
☐ I have traffic or parking tickets that I need assistance with.
☐ I have had an accident or an injury that may have been someone else's fault.
☐ I believe my doctor or other health care provider may have made mistakes while taking care of me.
☐ I have been denied services or access to public places due to my HIV disease.
☐ Other questions/concerns: ____________________________

Date Completed: __________/________/________

EBCLC Advocate: ____________________________

EAST BAY COMMUNITY LAW CENTER
HIV/AIDS LAW PROJECT
3130 Shattuck Avenue
Berkely, California 94705
Tel: 510/548-4040
Fax: 510/845-2305

MEMORANDUM
August 24, 1999
TO: All SLO Employees, Student Lawyers, and Social Work Interns
FROM: Jacqueline St. Joan, Director of Clinical Programs
RE: NOTICE OF THE STUDENT LAW OFFICE CONFIDENTIALITY WALL.

This year we are fortunate to have a social worker on our faculty (Barb Shaw) and several social work interns. Barb Shaw is available to all SLO student lawyers; social work interns are assigned to the Domestic Violence Civil Justice Project only. Because of the presence of social workers in the SLO, we must ALL observe the following policies in ALL cases in order to assure our clients of their legitimate expectations that we will preserve their confidences and remain loyal to their best interests.

1 What is a confidentiality wall?
It is a metaphor for specific practices that protect clients within a law firm by limiting access to certain information. In the SLO, the wall must be structured between social workers and attorneys when they have either conflicting ethical or statutory responsibilities.

2 Why do we need one in the SLO?
We need a confidentiality wall in the SLO because our student attorneys are collaborating with a social worker and social work interns in the Domestic Violence Civil Justice Project. Social workers are required by law to report almost any information related to child abuse or neglect, C.R.S. 19-3-304, while attorneys are not.

3 What is protected information that is kept inside the wall?
Any information regarding abuse or neglect of a child as defined below, regardless of who caused the abuse or neglect is "protected information." The student attorney should keep a separate file and separate notes, and not include protected information in CaseMaster case notes. The student attorney must not engage in discussion of these matters in the presence of a social worker.

4 What is inside and what is outside the wall?
All protected information is kept inside the wall between the client and the student attorney, supervisor, and other SLO employees (other than those acting as social workers). Only information (client communications and/or documents) related to child abuse or neglect in a particular case is protected. All other information may and should be shared with the social worker, if the client grants consent after consultation with you. Information that is not protected is considered to be outside the wall.

Special thanks to the AIDS Legal Referral Panel of the S.F. Bay Area for an earlier version of this form.
5 How do I determine if information should be protected or not?

Interpret the client’s interview information in light of the statutory definition of child abuse. Discuss your interpretation with your supervisor.

CRS 19-1-102(1)(a) "Abuse" or "child abuse and neglect." Means an act or omission in one of the following categories that threatens the health or welfare of any child:

(I) Any case in which a child exhibits evidence of skin bruising, bleeding, malnutrition, failure to thrive, burns, fracture of any bone, subdural hematoma, soft tissue swelling, or death and either: Such condition or death was not justifiably explained; the history given concerning such condition is at variance with the degree or type of such condition or death; or the circumstances indicate that such condition may not be the product of an accidental occurrence;

(II) Any case in which a child is subjected to sexual assault or molestation, sexual exploitation, or prostitution;

(III) Any case in which a child is a child in need of services because the child’s parents, legal guardian, or custodian fails to take the same actions to provide adequate food, clothing, shelter, medical care, or supervision that a prudent parent would take .

(IV) Any case in which a child is subjected to emotional abuse. As used in this subparagraph (IV), "emotional abuse" means an identifiable and substantial impairment of the child’s intellectual or psychological functioning or development or a substantial risk of impairment of the child’s intellectual or psychological functioning or development.

(V) Any act or omission described . (as neglected or dependent) abandonment, allowing another to mistreat or abuse the child without taking lawful means to stop such mistreatment or abuse and prevent it from recurring (CRS 19-3-102(1)(a), (b), (c)).

6 Steps in building the wall

a) Attorney screens the case for any information about child abuse or neglect of any child by any person (i.e., “protected information.”)

1) If no protected information is identified, there is no need for a confidentiality wall between the attorney and the social worker on that case.

a. However, due to the restrictions of attorney-client confidentiality, you should discuss with your client the benefits of collaboration with social workers on the project and request consent to discuss the case.

b. Explain that the social worker also has a duty of confidentiality, except with respect to child abuse and neglect, which the social worker must report to authorities.

c. Advise your client that if anything occurs in the future which might be considered child abuse or neglect, that the client should consult with you about whether to discuss any information about it with the social worker.

2) If protected information is identified, then attorney will explain the concept of a confidentiality wall to the client and initiate the following procedures:

- Explanation of confidentiality wall
  No student attorneys, supervising attorneys, or SLO employees will communicate with any social worker (including faculty or interns in the SLO) about child abuse or neglect (protected information) in relation to this case.

- Student attorneys should keep a private file concerning protected information, and should not share that information with any social worker in the SLO or make any Caseworker case notes concerning the protected information. When the case is closed, material from the private file should be placed in a sealed envelope in the closed file and marked accordingly.

- Explain the mandatory reporting requirement for social workers and the confidentiality requirements for lawyers. Advise client not to discuss any child abuse or neglect with the social worker, but to feel free to discuss other matters.

- Informed consent. Ask the client if she wants consent for you to discuss matters other than protected information with the social worker and explain the benefits of your doing so. To be valid, the consent must be informed; the attorney seeking the consent must satisfy the “disinterested lawyer” standards: “For purposes of this Rule, a client’s consent cannot be validly obtained in those instances in which a disinterested lawyer would conclude that the client should not agree to the representation under the circumstances of the particular situation.” (Colo. RCP 1.7(c))

a) If the client does not consent to your sharing ANY client information with the social worker, ALL client communication remains inside the confidentiality wall. The attorney should note at the TOP of the Caseworker file that the file contains information that MAY NOT BE SHARED with social workers. Social workers and interns are prohibited from reading any files that are marked in such a way.

b) If the client does consent to your sharing information with the social worker, have the client sign an informed consent statement that restrains the consent to non-protected information only.

- No discussion of “hypothetical” or “facts in a facts in a case.”
  Because the SLO is not a small law firm and cases are easily identifiable, student attorneys will not discuss cases involving “hypothetical” child abuse or neglect (i.e., not using names, etc.) in the presence of social workers in an effort to circumvent the confidentiality wall—even for the best intentions. However,
student attorneys may and should consult with their supervising attorneys and may consult with experts outside of the SLO using hypotheticals.

7. Summary
   Attorney interviews client alone to advise client of:
   • attorney confidentiality (one exception);
   • benefits and risks of working with a social work intern;
   • legal definitions of child abuse and neglect;
   • determination of past abuse;
   • outline client’s options
   • Keep all information inside the wall (i.e., not work with social worker)
   • Keep all information except protected information inside the wall; (work with social worker on all other issues)
   • Instruct client to first discuss options only with the attorney if any information that might be about future abuse or neglect occurs.
   • obtain informed consent
   • open separate, confidential file
   • meet with your supervisor to discuss this process and your conclusions

Family and Child Protection Clinic/Battered Women’s Rights Clinic/Children’s Disability and Special Education Clinic
Social Work Role Integration

The Family and Child Protection Clinic, Battered Women’s Rights Clinic, and Children’s Disability and Special Education Clinic provide joint legal and social services to parents of children in foster care, foster parents, victims of intimate partner violence in families with children, and parents of children with disabilities. The provision of both legal and social services is based on the premise that legal intervention in matters involving child and adult protective issues is most effective when clients are given the opportunity to fully assess their situation from a legal, social, and psychological perspective and are provided the legal, emotional, and social support to carry through on the decisions made during this process.

Intake
Potential cases will be referred to the law faculty member supervising each clinic, who will then consult with the social work supervisor about the social service needs presented by the case. In situations where there is a legal problem identified but no potential social service involvement, the case will be referred directly to law interns. In situations where there is no immediate need for legal involvement but the applicant appears to be experiencing a crisis, the social work supervisor will make the appropriate referrals.

Client Consent to Social Work Involvement
The collaborative involvement of the law intern and social intern will be reflected in the client representation agreement. The interns will be expected to explain the collaborative relationship to the client and to entertain any questions the client may have about the collaborative process prior to their signing of the representation agreement. A sample of a Legal Representation Agreement is attached as Appendix A.

In cases where the client declines social work involvement, the law supervisor and social work supervisor will consult on whether legal services alone will be offered or whether referral to another type of legal services setting is indicated.

Confidentiality
All law interns, social work interns, supervisors and staff will keep client communications confidential and will follow the rules governing confidentiality and secrets that apply to attorneys. Client consent to communication among law interns, social work interns and supervisors will be obtained as part of the representation agreement.

Case Assignment
All cases that meet the criteria for law and social work involvement will be assigned to a law and social work intern team. The team will meet regularly to exchange information and jointly develop the legal and social service intervention plan.
Social Work Roles

Preliminary Assessment and Initial Intervention Plan

In cases where both social work and legal involvement are deemed appropriate, the social work intern assigned to the case will be responsible for conducting a preliminary psycho-social assessment. (See Appendix B - Guidelines for Preliminary Assessment/Intervention Plan.) The purpose of the preliminary assessment will be for the social work intern to identify with the client any immediate social service and/or mental health needs of the client that relate to his/her legal issues. This preliminary assessment will include the following:

- a basic description of the presenting problem
- an initial exploration of the client's level of psychological functioning
- a description of the client's family system, including a basic genogram and family map
- a description of the client's interactions with extended family and other informal and formal support systems through the use of an ecomap
- an exploration of the client's financial situation including their public benefit status
- an exploration of the client's need for concrete services (e.g., housing, day care, employment)
- a home visit, if agreeable to the client

The process for gathering this initial data (e.g., joint social work and law interviews or individual social work or law interviews) will be decided jointly by the social work intern and law intern. A home visit, if agreeable to the client, should also be strongly considered when making decisions about the process for gathering the initial assessment data.

Based on this preliminary assessment, the social work intern and law intern will jointly develop an initial intervention plan with the client to address any immediate social service and mental health needs. Both the preliminary assessment and initial intervention plan will be discussed at the case review meeting. Following agreement at the case review meeting, a written preliminary assessment and initial intervention plan will be placed in the case file by the social work intern.

Psycho-social Assessment and Intervention Plan

Following the completion of a preliminary assessment, the social work intern will make recommendations at a team meeting regarding the need for more in-depth information with regard to: the presenting problem; the client’s level of psychological functioning; the family structure and patterns of interaction; the level and nature of the formal and informal supports available to the client; and the client’s financial support needs. These recommendations will be based on a clear rationale for gathering this additional data, including its relevance to the presenting problem and how the additional data is connected to the client’s identified legal service needs. This rationale will also be supported by relevant theoretical and empirical literature.

The social work intern will also discuss with the law intern the process for gathering this material. One to one interviews between the social worker and client will be strongly considered when the material being gathered is of a more intimate nature. The most appropriate location for the interview(s) (office visit or home visit) also should be a part of the data gathering process discussion.

At the social work intern gathers additional psycho-social data from the client, the rationale for needing this additional data will be clearly conveyed to the client. The process of formulating the psycho-social assessment and intervention plan will also be done in partnership with the client and law intern.

After a full discussion with the law intern, the social work intern will be expected to present the psycho-social assessment both in verbal and written form at a case review meeting. (See Appendix C - Guidelines for Psycho-Social Assessment.) This assessment will represent the social work intern’s current understanding of the dynamics of the case, and more specifically, a description of how the data collected on the individual, family, and environmental level interacts with the client’s presenting problem. Based on the psycho-social assessment, the social work intern, in collaboration with the legal intern, will recommend an intervention plan that addresses the needs identified in the assessment and is supported by the theoretical and empirical literature. The written psycho-social assessment/intervention plan will be placed in the client’s file upon completion by the social work intern.

Range of Potential Social Work Intervention Roles

The social work intern and law intern will be responsible for discussing and clarifying the intervention roles to be taken on by the social work intern and law intern in each case.

The following is a list of the potential intervention roles for the social work intern:

- **Supportive Services** focused on assisting the client in understanding his/her legal involvement and in emotionally supporting the client in his/her interactions with the legal system. This may include the social work intern reviewing the legal plan with the client to make sure that the client fully understands the plan and has the opportunity to explore any questions regarding the plan with both the social work intern and law intern.

- **Individual Short-term and Crisis Intervention** to deal with psychological and concrete service issues (e.g., motivation for treatment, safety planning) identified in the preliminary assessment for which resolution is critical to the effective implementation of the planned legal strategy.

- **Short-term Family Intervention** with identified family members to deal with family issues identified in the assessment for which resolution is critical to the effective implementation of the planned legal strategy.
• Case Referral to individual, couple/family or group services to address more long-standing issues identified in the assessment whose resolution may or may not be connected to the presenting problem and the implementation of the planned legal strategy.

• Case Management – Assisting the client in his/her relationships with outside agencies. More specifically, the social work intern may be involved in the following types of case management activities:
  - Case Advocacy – Assisting the client in gaining access to the needed services and public benefits that are critical to the resolution of his/her legal issues.
  - Negotiating – Assisting the client with negotiating the level and type of services and public benefits necessary to address his/her needs.
  - Monitoring – Assisting the client in documenting the extent to which services and public benefits offered are provided.
  - Evaluating – Assisting the client in evaluating the extent to which the services and public benefits provided are addressing or have addressed the client’s presenting issue(s).

• Systems Advocacy – Addressing issues of a more systemic nature with the systems outside the Clinics on whom the clients from the Family and Child Protection, Children’s Disability and Special Education, and Battered Women’s Rights Clinics depend.

• Resource Information Management – A clinic resource file containing a range of agencies and organizations can be utilized in the referral process. This clinic resource file requires regular updating by the social work interns and law interns as new information on services becomes available.

• Identification and Evaluation of Potential Expert Witnesses
  The social work intern will be primarily responsible for identifying potential expert witnesses from the mental health and social service fields and for the evaluation of their knowledge base and credentials.

• Social Work Research
  As part of the social work assessment and intervention process, the social work intern will be responsible for searching the social work related empirical literature in order to understand the existing knowledge base on case-related issues. In addition, the social work intern will conduct specific social work related empirical literature searches that may be necessary to inform a specific legal strategy. A listing of the different data bases available to search the social work, psychological, sociological and education literature can be found on the Fordham Library website at: http://www.library.fordham.edu under research guides.

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Case Planning and Supervision

Team Meetings
The interaction between the social work intern and law intern is the core of the interdisciplinary model. Meetings between the social work intern and law intern will occur on a regular basis to exchange information and understanding about the client’s situation, to clarify roles, to discuss and plan social work and legal intervention strategy and to discuss and decide responsibilities for file management on the case.

Case Review Meetings
Case review meetings involving the law supervisor, social work supervisor, social work intern and law intern assigned to the case will be the major vehicle for supervision and case review. The law supervisor and social work supervisor will decide a case review meeting schedule that meets the needs of the client situation. An agenda will be developed jointly by the law intern and social intern for each case review meeting. The interns will also create after each case review meeting a Summary/Action Memo that sets out the major decisions reached and action to be taken by whom and by what date. The responsibility for writing the summary/action memo and placing it in the file will be decided by the law intern and social work intern.

Any decision to terminate social work intern and/or law intern involvement on a case will be discussed in a case review meeting and ultimately decided by the social work supervisor and law supervisor. In cases where either the social work and/or law involvement is terminated, the reason for termination will be clearly documented in the summary/Action memo. Once a law intern or social work intern’s involvement in a case has been terminated, the intern and his/her supervisor will no longer be expected to attend team meetings or case review meetings. In cases where only the social work intern’s involvement is deemed necessary, the case should be referred to another social service agency within a time frame that allows for a smooth transition of services.

Individual Social Work Supervision
The social work supervisor will provide a total of 2 hours of supervision to each social work intern weekly, which is the School of Social Service requirement. Part of this supervision time will be individual supervision to discuss the social work intern’s progress recordings and to provide technical support on specific issues related to carrying out the social work role. Other parts of this supervision time can be in the form of group supervision with the other social work interns. Case review meetings can also be considered part of social work supervision since this is one of the main functions of the case review meeting. Role issues, team process and clinic process may also be the subject at times of individual social work supervision but it is critical that these kinds of issues be directed to the case review meeting or clinic seminars where they can be more appropriately and effectively addressed.

Case Recording/File Management
The social work intern and law intern will be responsible for timely documentation of all relevant internal and external communications on each case. Timely and accurate
documentation of case activity in the case file serves several critical purposes within the Law School Clinics. The case file is the means by which the social work intern and law intern communicate information on a case. It also provides an accurate record of all information on the case which is critical to effective supervision, review and case transfer. It also is a fact-depository that is heavily relied upon for effective legal representation. The compilation of all correspondence provides an accurate record of the receipt and delivery of all such correspondence. Lastly, the timely and thorough documentation of all contacts is critical to formulating an accurate assessment of the client situation and planning effective legal and social service strategies.

Both the social work intern and law intern will take responsibility on each case for the following file management activities:

- Case Review Meeting Summary/Action Memo
- File Memos documenting extensive outside communication (including client contact/meetings)
- Contact Sheets (All contacts that the social work intern or law intern has on a case will be documented immediately and placed in the case file. Each note should include the date and time of contact, person entering the note, all persons present for the contact and brief description of the contact. Extensive contacts will be briefly documented on the contact sheet with a note to see more extensive File Memo.)
- Copies of all outside correspondence
- Case-relevant e-mails between the social work intern and law intern and supervisors

The social work intern will take responsibility on each case for including in the client file the following:

- The Preliminary Psycho-Social Assessment and Service Plan
- The Full Psycho-Social Assessment and Service Plan

Formal Training Involvement:

Clinic Seminars
Both law intern and social work intern will attend the clinic seminars in their assigned clinic. The social work supervisors will rotate seminars, if appropriate. Before the first seminar, students will receive substantive background readings which should be completed prior to the seminar. The seminar is a class and is educational in nature. As time permits and as cases demand, students may be called upon to present their cases at the seminar. A joint clinic seminar (Children’s Disability and Special Education, Battered Women’s Rights and Family and Child Protection Clinics) may also be held to orient the interns to interdisciplinary roles and procedures and periodically, if necessary, to discuss issues regarding interdisciplinary roles and procedures.

Integrative Field Seminars
Some of the social work intern involved in the Interdisciplinary Law School Clinics will attend integrative field seminars in their respective fields (Child Abuse and Neglect or Domestic Violence). These integrative field seminars are mandated by the School of Social Service for all social work students in field placements. The seminars are jointly run by a social work professor and law professor and include other social work students in similar field settings (child abuse/neglect or domestic violence) and law students in externship placements in each of these fields. The social work professor for this integrative seminar is responsible for monitoring both the student’s field and academic experience.

Appendices
A - Sample - Clinic Representation Agreement
B - Guideline for Preliminary Assessment/Intervention Plan
C - Guideline for Psycho-Social Assessment/Intervention Plan
Connecticut Domestic Violence Legal Assistance Partnership Initiative Protocol between Greater Hartford Legal Assistance and the Network Against Domestic Abuse

We, Greater Hartford Legal Assistance and the Network Against Domestic Abuse, will participate in the Connecticut Domestic Violence Legal Assistance Partnership Initiative, which has received funding from the federal government. We see the following objectives of this Initiative as crucial for battered women:

- Increase the safety of battered women by creating unprecedented levels of collaborative and comprehensive legal advocacy and case service, involving domestic violence shelter program providers and legal services providers;
- Dramatically expand the amount of direct civil legal representation being provided to battered women in Connecticut;
- Expand and improve lawyer representation by legal services programs and non-lawyer advocacy provided by domestic violence shelter programs; and
- Expand and create new materials, providing a replicable national model and distributable resources for the provision of comprehensive civil legal assistance to victims of domestic violence.

The purpose of this protocol is to create close coordination of collaborative assistance to battered women.

We agree to do this as follows:

- Each agency will name a specific liaison. The two will work together to create and implement the collaboration.
- The agencies will hold a joint workshop by 1/22/99 to discuss the legal needs and legal options of victims of domestic violence being served locally.
- Greater Hartford Legal Assistance will regularly update the Network Against Domestic Abuse as to its capacity to take new case referrals.
- The Network Against Domestic Abuse will refer new cases to Greater Hartford Legal Assistance, which will accept for assistance all such cases which are within the scope of this protocol, which do not create a conflict of interest or create a situation in which the abuser of a client would receive assistance, and which serve a victim of domestic violence who is within Greater Hartford Legal Assistance’s financial eligibility guidelines. All legal representation will be provided by lawyers or legal staff under the supervision of a lawyer.
- The agencies agree to make themselves easily available for consultation on the specific needs of domestic violence victims. The agencies will also assist in training staff of both agencies, and consult regularly as to the progress of this grant.
- In all circumstances, staff at the two agencies will maintain the confidentiality and privacy of clients as guaranteed by agency confidentiality standards and the domestic violence provisions and attorney-client provisions of Connecticut law.
- Staff at the two agencies will fully participate in efforts to evaluate the Initiative.

The Network Against Domestic Abuse may refer to Greater Hartford Legal Assistance the following types of civil cases:
- Family law
- Housing law
- Public Benefits law
- Health Care law
- Employment law
- But not refer the following types of cases:
  - Criminal cases
  - Immigration cases
  - SSI disability cases, class actions, potentially fee-generating cases, or cases challenging a welfare law or regulation

Greater Hartford Legal Assistance will also take all reasonable steps, based on recommendations of CCADV and its members’ shelter programs, to remove service barriers for battered women, which may include:
- Attending joint staff meetings;
- Providing legal information sessions at resident or support group meetings with advance permission from group members and where a clear understanding regarding confidentiality had been reached in advance;
- Providing on-site intake; and
- Providing client consultation/service outside of “normal business hours.”
Family Options Project
Client Consent Form - Revised 10/50/96

Services
The Family Options Project offers counseling and legal services for families affected by HIV who wish to plan for the future of their children. Counseling is provided by social workers who can assist parents, children, and future caregivers in making a good plan. Legal services are provided through attorneys who can help families complete guardianships, adoptions, powers of attorney, wills, and assist with obtaining public benefits. Family Options works with case managers from health care and child welfare programs, so that clients keep their HIV case manager and/or caseworker while participating in the Family Options Project.

Your participation in the Family Options Project is strictly voluntary. Once you enroll, you have the right to withdraw at any time. Even if you decide to withdraw from the project, your HIV case manager will continue to provide you with services according to her/his agency's policies.

The Family Options Project is funded by the U.S. Department of Health and Human Services and is sponsored by the Illinois Department of Children and Family Services AIDS Project. Services are provided to DCFS clients and to families who request services but who are not DCFS clients.

Confidentiality
Your social worker, attorney, and Family Options project staff keep information on you and your family confidential. Some types of information may be needed by the Family Options Project in order to make referrals for you and/or your family to other services. We will discuss the types of information needed with you and get your permission to release information to other agencies before we release it. Your social worker and/or attorney will not make a referral for specialty services without your permission to do so, and only those agencies providing you and your family services will receive the information with your consent.

Fees
There is no fee charged for services by the Family Options Project.

Child Abuse and Neglect Reporting
Social workers are among the professionals who are mandated to report suspected instances of child abuse and neglect to DCFS.

Evaluation
The Family Options Project receives federal funding for services and to see if these services are effective. The Project will be evaluated to learn what you think about the services that the program provides and to find out if the services meet your family's needs.

When you enroll in the Family Options Project - and every six months while you are a client of the project - your social worker or an evaluator will ask you questions about you and your family for the Family Options Project. From time to time, your social worker or an evaluator may ask you if you are interested in participating in focus group meetings with other families to talk about your experience with services offered by the project, or to talk alone with a project evaluator. Six months after your participation in the Family Options Project ends, you will also be contacted by a project evaluator who will ask you about your family and how you think the project worked for you. If you withdraw from the project, your case manager may ask your permission to have Family Options staff contact you to discuss the services you received and your satisfaction with these services.

Contacting the Project
If you have questions about the Family Options Project, please call the DCFS AIDS Project at 312/328-2884 or 312/328-2250. The Family Options Project Repeater # is 312/750-0300.

Consent for Participation and Authorization to Communicate
I have read the above information, and agree to enroll in the Family Options Project and to allow my social worker and/or attorney to share case information with the Family Options Project staff who will be providing me and/or my family with services to help in planning for the future.

I, ____________________________, am seeking legal and/or social work services from FAMILY OPTIONS, a program designed to help HIV-affected families.

I hereby authorize the staff of the FAMILY OPTIONS PROJECT to communicate between themselves concerning my case, when such communication is necessary to represent me and my family. Information that is shared may include:

- All medical, psychiatric, psychological, school and vocational records of evaluation and/or treatment for physical and/or emotional illness, including but not limited to past history, diagnosis, complications and residuals, prognosis, progress notes, clinic notes, medication, workshop evaluations, training reports, test results, consultation, and surgical reports, treatment plans, recommendations, summaries, current status, evaluation and treatment records of alcohol or drug abuse, reports of HIV testing results, and HIV/AIDS treatments.

I understand that the parties involved in staffing my case will be the Family Options Project staff, which may include the following agencies and their representatives: AIDS Legal Council of Chicago, LSC and Associates, Program Evaluators, and the DCFS AIDS Project.

This consent is valid for one year from the date of my signature, but may be revoked at any time if revocation is placed in writing. Such revocation shall have no effect on disclosures made prior thereto. I understand that I have the right to inspect and copy the information to be disclosed, and that the confidentiality of my records is protected by law. Further disclosure of this information will require my prior written consent, unless otherwise permitted by Federal or State law. I understand that I am not required to consent to release of the above information, but I also understand that the ability of the FAMILY OPTIONS PROJECT to represent me effectively could be compromised if I refuse to consent to such release.

Signature of Participant ____________ Print Name: ____________ Date ____________

Signature of Witness ____________ Print Name: ____________ Date ____________
LEGAL SERVICES AGREEMENT

This AGREEMENT dated this day of 199_, by and between , whose address is , herein referred to as the "Client" and , herein referred to as the "Attorney."

1. The Attorney will represent the Client in connection with .

2. The legal services to be provided include all necessary court appearances, legal research, investigation, correspondence, preparation of legal documents, trial preparation and all related work required to properly represent the Client in this matter.

3. The Client and the Attorney may make additional agreements to provide legal services not covered by this Agreement. Unless an additional agreement is made, the Attorney will not be required to do any of the following:  
   A. Provide any services after the matter is disposed of at the trial level;  
   B. Handle any appeal;  
   C. Aid in the enforcement of any judgment or order of the trial court;  
   D. Represent the Client in any other Court.

4. Services will be provided at no cost to the client, through the Comprehensive Permanency Planning Project “Family Options” as funded by the Illinois Department of Children and Family Services. These services will include legal research, investigation, correspondence, preparing of all petitions and orders, securing service and public notice and representing the Client at all court appearances.

5. The Attorney will begin work in representing the Client as of .

6. The Attorney is authorized to take all actions that the Attorney deems advisable on behalf of the Client. The Attorney agrees to notify the Client promptly of all significant developments in this matter and to consult with the Client with respect to any significant decisions related to those developments.

7. The Client must fully cooperate with the Attorney in this matter. The Client must provide all information relevant to the subject matter of this Agreement. If the Client does not comply with these requirements, the Attorney may withdraw from representing the Client.

8. Client obligations: The Client is responsible for keeping all appointments with the Attorney and attending all court appearances. The Client will produce all documents needed to support successful completion of the matter.

9. The Attorney agrees to use her best efforts in representing the Client in this matter. However, the Client recognizes that the Attorney cannot guarantee a particular result.

10. The Attorney may terminate this Agreement if the Client is in breach of its obligations under this Agreement, or if the Attorney is otherwise required to do so in accordance with the rules of professional conduct applicable to attorneys. The Client is entitled to terminate this Agreement at any time.

11. This document includes the entire Agreement between the Client and the Attorney regarding this matter and can only be modified with another written agreement signed by the Client and the Attorney.

CLIENT: __________________________

ATTORNEY: ________________________
LINCOLN SQUARE LEGAL SERVICES, INC.
Fordham University School of Law
33 West 60th Street, Third Floor
New York, NY 10023
(212) 636-6934

REPRESENTATION AGREEMENT

This agreement is between the client, ________________ and the lawyer, Lincoln Square Legal Services, Inc.

I. What the lawyer will do

Represent the client in the following way:

The lawyer will provide services to the client in connection with the following matter:

In connection with this matter, the lawyer will provide the following services:

This agreement does not cover any other services, including any appeal in a case in which representation is provided at hearing or trial, unless a separate representation agreement is signed by the client and the lawyer.

Represent the client through students working under supervision

The client will be represented by a law student working under the supervision of a practicing lawyer. The law student may also be working with a social work student. In that case, that social work student will provide assistance under the supervision of a Certified Social Worker.

Protect the Client’s Right to Confidentiality

The law and social work students and their supervisors will keep client communications confidential and will follow the rules governing confidentiality and secrets that apply to attorneys.

By signing this agreement, the client permits the students assigned to his or her case to exchange information among themselves.

II. What the Client will Do

The client agrees to keep appointments (or to call if he or she cannot keep an appointment); to keep the lawyer informed about new information about his or her case; to respond to telephone calls and letters; and to appear in any court hearings scheduled for his or her case.

III. The Matter of Fees and Expenses

The lawyer will provide services at no charge to the client. However, if there is a way for the lawyer to obtain fees from other sources, without affecting the amount of money the client receives, the lawyer may do so.

In some cases, there are expenses that must be paid in handling a case. For example, there may be a filing fee if papers must be filed at the courthouse. Or, in some cases, the client’s doctor or hospital may charge us for the release of medical records. In all cases, the client is responsible for paying such expenses. The lawyer will try to keep all costs and expenses to a minimum and will speak with the client before incurring any costs.

IV. Signatures

Date ________________

Client ________________

Lincoln Square Legal Services
By: ________________

Legal Intern ________________
FAMILY CARE NETWORK
CONSENT FORM

Introduction: The Family Care Network ("FCN") is a group of medical and social service providers to people with HIV. To best serve clients and patients, the FCN and its affiliated agencies and staff may need to share information about them. The information will be shared for the sole purpose of helping clients and patients with the matter(s) for which they have sought FCN assistance.

Authorization: I hereby authorize the below-initiated Family Care Network agencies to share information with each other about me, including, if any, the following: 1) my HIV test result information regarding my HIV condition, 2) my mental health care, 3) my substance use care, and 4) any other information as may be necessary to assist me. I understand that I may limit or refuse to authorize such information sharing, but that this may prevent the FCN from best serving me.

This authorization will remain in effect unless changed by me in writing. Photocopies or facsimiles of this authorization shall be as valid as the original

Name ____________________________ Date of Birth _______ Social Security Number _______

Signature ____________________________ Today's Date ______

Initial either:
Yes No

TO BE COMPLETED BY FCN CLIENT

Family Care Network Agency
Children's Hospital Oakland (medical)
East Bay AIDS Center (medical)
East Bay Community Law Center (legal)
East Bay Community Recovery Project (counseling & support groups)
14th Street Clinic (methadone maintenance)
Hawkins Center (legal)
Alameda Co. Medical Ctr at Highland (medical)
PedestrianCare (counseling & support groups)
W.O.R.I.D (peer advocacy)
Other (specify);
Other (specify);

04/27/99

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AUTORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION

BIRTH DATE _________ SSN __________________ ADMISSION DATE _________

I __________________________ hereby authorize _________ to:

RELEASE confidential information

RECEIVE confidential information

Concerning me or my dependent children:

TO the University of Denver, College of Law Student Law Office

FROM the University of Denver, College of Law Student Law Office

INFORMATION TO BE RELEASED:

Employment Records
Medical History and Treatment Summary
Court Records
Law Office Records
School Records
Alcohol/Drug Usage History
Psychiatric/Mental Health Records
Treatment/Discharge Summary
Treatment Status
Probation/Parole History and Reports
Family History and Social Information
Other

INFORMATION TO BE RECEIVED:

Employment Records
Medical History and Treatment Summary
Court Records
Law Office Records
School Records
Alcohol/Drug Usage History
Psychiatric/Mental Health Records
Treatment/Discharge Summary
Treatment Status
Probation/Parole History and Reports
Family History and Social Information
Other

RELEASE FROM LIABILITY

I hereby release _________ from any liability for releasing the above listed information to the University of Denver, College of Law Student Law Office. I hereby release the University of Denver, College of Law Student Law Office from any liability for releasing the above information to _________

AUTOMATIC EXPIRATION

I understand that I may revoke this consent in writing before the date specified below except in those circumstances in which the designated recipient(s) of the information to be disclosed has (have) already acted in reliance upon this consent:

Six Months from the date of this release

Date the date of this release

Other

NOTICE TO RECIPIENT(S) OF INFORMATION

This information has been disclosed to you from records which may be protected by Federal Law. Regulations prohibit further disclosure without the specific written consent of the person to whom it pertains

SIGNED ____________________________ DATE _________

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**Consent For Release of Confidential Information**

I, _______________________, authorize the Network Against Domestic Abuse to disclose to: _______________________(Name of person/organization to which disclosure is to be made.) the following information:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

For the purpose of:

________________________________________________________________________________________

My signature indicates that I know exactly what information is being disclosed. I have had the opportunity to correct or amend the date to make certain it is accurate and complete. I am also aware of the potential consequences that might occur as a result of signing this consent form or of my refusal to do so. I am aware I can revoke this consent (in writing) at any time.

My signature also means that I have read this form and/or have had it read to me and explained in a language I can understand. All of the blank spaces have been filled in except for signature and dates.

This consent form expires on __________________________________ unless revoked by me in writing prior to that date.

<table>
<thead>
<tr>
<th>Client Name</th>
<th>Client Signature or X</th>
<th>Date Signed</th>
<th>Witness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Guardian Name</td>
<td>Guardian Signature</td>
<td>Date Signed</td>
<td>Witness</td>
</tr>
<tr>
<td>Staff Member/Position</td>
<td>Staff Signature</td>
<td>Date Signed</td>
<td>Witness</td>
</tr>
</tbody>
</table>

Note that this form expires six months from date signed.

---

**COMMUNITY LAW CENTER**

**CLIENT AGREEMENT**

This Agreement represents the understanding between the Community Law Center, Inc. ("Attorney" or "Law Center") and the Community Association ("the Client" or "Community Association"). The Client understands that it is represented by the Law Center through a Staff Attorney. At this time, the Staff Attorney is

**SCOPE OF REPRESENTATION**

1. The Client, having sought the assistance of the Law Center, has been referred to and hereby retains Attorney.

2. Under this agreement, Attorney shall assist the Client in its activities to improve the quality of life for residents of its community by providing general legal counsel to the Client, and by preparing for and initiating litigation against the owners of certain nuisance properties, to be identified by the Client, in the Client's community and for defense of any counter-suit arising out of such litigation. Types of action may include, but are not limited to: vacant house receivership actions under §152.6 of the Baltimore City Building Code; drug nuisance actions under §14-120 of the Real Property Article of the Maryland Code Annotated; and common law nuisance abatement actions.

**FEES, COSTS AND OTHER CHARGES**

3. The Client will not be charged any fees for Attorney's time spent on these matters; however, Attorney may collect fees from any and all defendants or a third party payee acceptable to the Client.

4. Attorney will seek to have court filings waived, where appropriate. In any event, the Client shall be responsible for and shall pay Attorney all expenses and costs associated with litigation and with other steps taken pursuant to this Agreement. However, in vacant house
receivership cases, the Client understands that Attorney may, and hereby expressly permits Attorney to, contract with prospective developers to pay fees, expenses, and attorney’s fees to Attorney for legal services rendered by Attorney in connection with property embraced by this Agreement.

5. If applicable, Attorney shall send to the Client a statement for services reflecting expenses and costs at appropriate intervals.

6. If litigation is not successful, a court may order the Client to pay the opponent’s costs and, under certain circumstances, attorneys’ fees. The Law Center agrees to establish an Escrow Fund and maintain a minimum aggregate balance of $500 to cover such a contingency. The Law Center agrees to reimburse the Client for any costs so incurred to the extent that funds are available in the Escrow Account.

CONDUCT OF REPRESENTATION

7. Attorney will consult regularly with the Client and will notify the Client of significant developments. Major strategy decisions regarding the conduct of the litigation in any and all cases shall be made by the Client in the case and Attorney acting in consultation and conjunction with one another. Attorney shall consult with the Client regarding all offers of settlement which may be made.

8. This agreement does not include any legal services to be rendered in the event of an appeal from a trial court or administrative decision, regardless of who files the appeal. Attorney reserves the right to either accept or decline representation in the appeal. Any services to be rendered regarding such appeals shall be performed on a separate basis under the terms of a separate agreement.

9. The Client agrees to fully cooperate in the litigation and to perform all reasonable acts related to it, including providing information to Attorney for the litigation, reviewing and signing necessary documents (e.g., complaint, releases), and appearing when necessary in court proceedings.

10. The Client agrees to be designated for the purposes of any and all vacant house receivership actions, and if so designated, named as designee of the Mayor and the City Council of Baltimore City in any and all petitions against the owners of such properties and against such persons as may be appropriate.

PAYMENT FROM RECOVERY, IF ANY

11. If monetary damages are secured either by virtue of final judgment against or out-of-court settlement with defendant(s) in a case, the Client agrees that such funds shall be applied first to reimburse Attorney for actual fees of the litigation including, but not limited to, filing fees, deposition, attorney fees and witness fees. The balance shall go to the Client.

WITHDRAWAL/DISCHARGE

12. Attorney, if permitted by the Maryland Rules of Professional Conduct, may withdraw from representation of the Client (after seeking court permission, if required) if Attorney’s judgment further proceedings would be frivolous, unreasonable, or groundless.

13. The Client is free at any time to discharge Attorney subject to court approval, if required.

OTHER REPRESENTATION/CONFLICTS

14. Attorney may represent other clients in the area in nuisance actions. Should a conflict of interest arise, Attorney shall:

A. notify each client of the potential for conflict;
B. attempt, through discussions, with both clients simultaneously, to reach an agreed upon course of action which is mutually satisfying;

C. If no agreement can be reached, Attorney will withdraw from representation relative to the issue upon which no agreement can be reached, after attempting to locate substitute counsel for each party. The presence of conflict on one issue will not preclude representation by Attorney of the Client on other matters, as long as Attorney will not be called upon to use any confidential information to the detriment of a current or former client.

15 It is understood that no action will be undertaken by Attorney with respect to any particular property under this Agreement unless and until, with respect to each such property an addendum to this Agreement is executed and all of the following conditions are met:

A. as to vacant house receivership actions:
   i. The sum of $200.00 per property is deposited by the Client or by a prospective developer or other person, into Attorney's Escrow account to be applied against whatever reasonable title search fees, costs, and other expenses which may be incurred by attorney hereunder;
   ii. a prospective developer supplies Attorney with:
       a) a Developer/Community Law Center Agreement containing Developer's commitment to offer to purchase and rehabilitate the property as well as a cost of rehabilitating the property,
       b) evidence of the developer's capacity to undertake and complete such purchase and rehabilitation within a reasonable time; and
   c) commitment to pay Attorney's fees upon obtaining title to property

iii. the Baltimore City Commissioners of Housing and Community Development, in writing, designates the Client as per this property and supplies Attorney with a copy of such designation.

B. as to drug nuisance actions:
   i. The sum of $50.00 per property is deposited by the Client, or other person, into Attorney's Escrow account to be applied to fees, costs and other expenses;
   ii. Client participates in a planning process with Attorney to determine the feasibility of the nuisance action;

C. as to other actions:
   i. terms to be agreed upon by the Client and Attorney as to the specific action and property
Unauthorized practice of law

Family violence victim advocates do some of the things that lawyers do. Like lawyers, advocates give information, advocate for a person, and work in the legal system. However, lawyers do some things that advocates cannot. Lawyers interpret court decisions and statutes, give legal advice, represent a person in front of a judge, and many other activities. Lawyers can do these types of activities because they are trained to do them, and because they have a license from the State of Connecticut to practice law. Because advocates do not have this license they need to be careful not to "practice law".

If you think that something you are doing may be "practicing law" you should ask your supervisor about it.

Remember:
You don't need to be a lawyer or "practice law" to be an effective advocate in court or to facilitate the development of effective safety plans.

Today's date __________________ Location of interview __________________

This survey is about the legal services you have received from East Bay Community Law Center. It will help us improve our work. Please check each box that best describes your feelings.

| 1. Convenience of location of services. | | |
| 2. Times when appointments are available. | | |
| 3. Lawyer's promptness in returning calls. | | |
| 4. Amount of time you have with the lawyer. | | |
| 5. Attention given to what you have to say. | | |
| 6. Care given to protect your privacy. | | |
| 7. Respect shown to you by the lawyer. | | |
| 8. How much does legal assistance help you feel better about yourself? | | |
| 9. How much does legal assistance help you manage your life? | | |
| 10. If you checked "poor" or "fair" in a box, please help us by explaining the reason why: | | |
| 11. What useful referrals has the lawyer offered you in the past six months? | | |
| 12. What would help you better use East Bay Community Law Center's services? | | |
| 13. We welcome your suggestions for improving our services: | | |


Section IV: Introduction to the law and courts

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June 30, 1997

FCH Client Satisfaction Survey 8/1/99

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CONTACT INFORMATION

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Madison, WI 53726-0049
Phone: (608) 251-4008
Email: cpr@lawmail.law.wisc.edu
http://www.law.wisc.edu/pal

The guidebook is available on the CPR website
and in hard copy from CPR.