

2009

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Recommended Citation

Geraghty, Diane C., What Began as a Cause has Become a Profession: Reflections on the Role of Loyola's Civitas ChildLaw Center in the Development of Children's law as a Legal Specialty, 29 CH.L. RTS.J. 1 (2009)

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“What Began as a Cause Has Become a Profession:” Reflections on the Role of Loyola’s Civitas ChildLaw Center in the Development of Children’s Law as a Legal Specialty

By Diane Geraghty*

I. Introduction

In an article tracing the evolution of the practice of children’s law, Marvin Ventrell, former executive director of the National Association of Counsel for Children, ended by observing that “[w]hat began as a cause has become a profession....”¹ In support of his conclusion, Ventrell cited several examples, including the fact that “one law school has developed a three-year children’s law curriculum and offers an LLM in child welfare law.”² His reference was to Loyola University Chicago’s Civitas ChildLaw Center, which was established in 1993 with an express goal of promoting children’s law as an area of legal specialization. This special issue of the *Children’s Legal Rights Journal* marks the Civitas ChildLaw Center’s 15th anniversary and includes articles on a range of child-related topics authored by Loyola law students. The goal of this introduction is to provide an overview of one law school’s efforts to train students for careers in children’s advocacy, to discuss potential areas for expanding the reach of children’s law, and to identify short- and long-term obstacles to the goal of improving the quality of justice for children.

II. Loyola Civitas ChildLaw Center

Loyola was not the first law school to offer students an opportunity to study the theory and practice of children’s law. That effort began in earnest in the 1970’s when several law schools developed clinical programs to train law students to represent young clients, principally in juvenile justice or child protection proceedings.³ By 1979, over ninety law schools provided some type of experiential learning opportunity for students in the area of juvenile law.⁴ In 1993, the American Bar Association called on every law school to offer substantive and clinical opportunities for students to learn about children’s issues.⁵ That same year, with support from Loyola law school alumnus Jeffrey Jacobs, Loyola became the first law school to offer a three-year sequenced

course of study designed to equip students to practice children’s law.⁶ Today the Civitas ChildLaw Center is the most comprehensive law school child advocacy program in the nation and serves as one model for preparing law students to represent children in their legal careers.

1. The Curriculum

The question of what students need to know to become highly qualified practitioners of children’s law involves a two- part inquiry: what skills and values are fundamental to the general practice of law, and what additional curricular support is needed for students who seek specialized knowledge in the field? The 1992 MacCrate Report provided early guidance on the first question, with its emphasis on learning opportunities designed to bridge the traditional gap between legal education and practice.⁷ As to the second, Loyola has divided its child law curriculum into three categories: substantive knowledge, practical skills, and professional values.⁸ Substantively, the curriculum comports with the ABA’s admonition to define children’s law broadly.⁹ In addition to separate courses in child welfare and juvenile justice, the core curriculum includes classes in domestic violence, adoption, disability law, special education, child and family mediation, and international children’s law. Related electives include mental health, law and poverty, family law, immigration, therapeutic jurisprudence, and bioethics. The methodologies used in these classes vary depending on course goals, class size, available materials, and faculty preference.¹⁰

A particular challenge faced by law schools is how to introduce first-year students to the area of children’s law given the fact that schools traditionally have had a required first year curriculum. Loyola’s answer to the problem has been to offer a specialized section of legal writing for interested students. Although the pedagogical goals of the section are to develop students’ research, writing and analytical skills, class assignments are built around legal issues involving children and families. Most adjunct faculty who teach in the specialized section have experience

in the study or practice of children's law. Recently, Loyola joined a growing number of law schools that have restructured their first year curriculum to give students greater flexibility in shaping their legal education. Students now have an elective option in the second semester of their first year. This curricular change has permitted interested students to begin the formal study of children's law earlier in their legal education. Students also view this introductory exposure to the subject matter to be a benefit when seeking summer internship or work opportunities in the field.¹¹

As others have observed, the practice of children's law is inherently interdisciplinary.¹² To be an effective advocate for children, an attorney should have a working knowledge of such areas as child and adolescent development, good social work practice, family systems theory, behavioral health issues, and cultural norms.¹³ Loyola's program introduces students to interdisciplinary learning in several ways, including in formal classroom work, in a weekly children's law speakers series and in special programs sponsored over the course of the semester. The most intentional of these efforts is a one-week intensive course, the Children's Summer Institute. The course pairs Loyola law students with graduate students from other divisions of the university, including psychology, social work, education, and early childhood development. Faculty members and guest presenters are drawn from a similar cross-section of disciplines. By examining a current topic in children's law through an interdisciplinary lens, students are better able to understand and appreciate the work and ethical boundaries of other professionals who interact with children and families.¹⁴ Students may also increase their interdisciplinary understanding of children's law by enrolling for up to nine hours of credit in other divisions of the university. They may also receive a dual degree in law and social work. The Center's interdisciplinary capacity was recently enhanced by the establishment of a university-wide Center on the Human Rights of Children. A core component of the new Center's mission is to create a community of scholars across the university who work collaboratively to identify and seek solutions for problems faced by children in the U.S. and abroad.¹⁵ The Center also engages faculty and students in a range of learning opportunities such as immersion trips and workshops designed to give participants critical insights into children's behavior and "intelligent empathy" for their abilities and circumstances.¹⁶

In addition to substantive learning opportunities, Loyola offers a range of skills-based courses in the area of children's law. One such course is a

specialized section of trial practice. During the intersession between the fall and spring semesters, interested upper-division students may enroll in an eight-day intensive course designed to introduce them to the basics of effective courtroom advocacy. Over the course of the week, students conduct a mock trial in a juvenile delinquency case in which local high school students serve as witnesses and in a criminal case in which a parent is accused of child abuse and neglect.¹⁷ The class is taught by over a dozen guest faculty members in addition to Loyola's own faculty. Under this model of instruction, not only do students receive constructive feedback from experienced practitioners in the field of children's law, but they also make valuable professional contacts that they can call upon when seeking advice about experiential learning or career opportunities.

2. ChildLaw Clinic

Clinical legal education has played a pivotal role in the development of children's law over the last four decades.¹⁸ Many of the leading figures in the field have at some point in their careers actively engaged in the supervision of students representing actual clients. The close link between clinical education and children's advocacy is in part motivated by a vision of the law and legal education as powerful vehicles for protecting and empowering society's most marginalized and vulnerable citizens. It also reflects an understanding that child clients have unique needs and present special representational challenges. A clinical learning environment allows students to explore these differences in a closely supervised and supportive setting where they are encouraged to think critically about their role as children's legal representatives. Students enrolled in Loyola's Civitas ChildLaw Center, in partnership with highly experienced clinical faculty, represent child clients in a range of cases, including child welfare, juvenile justice and domestic relations matters. In the course of their representation, they have an opportunity to develop essential lawyering skills, including investigation, interviewing, counseling, case planning and management, professional collaboration, as well as written and oral advocacy. The classroom component of the course places special emphasis on the professional values that govern the representation of children, including exposure to still-debated questions about the ethical responsibilities of lawyers who practice in the area of children's law.¹⁹ This discussion has special relevance in Illinois where attorneys may, in some circumstances, be appointed to serve simultaneously as a child's lawyer and guardian *ad litem*.²⁰ Clinic students are also encouraged to reflect on the fact that the majority of

their clients are poor children of color and to examine the role of the law and legal institutions in responding to racial and ethnic disproportionality in our child-serving systems.

Several years ago, with the support of Loyola alumna Linda Salisbury, the ChildLaw Clinic developed a two-year post graduate fellowship to enable its recipient to prepare for a career in clinical teaching. The Salisbury Fellow carries his or her own caseload, supervises Clinic students, and participates in the design and delivery of the Clinic's classroom component. Over the course of two years Salisbury Fellows develop their supervisory and assessment skills through a process of observation, participation and collegial mentorship.

3. ChildLaw Policy Institute

The ChildLaw Policy Institute serves as the locus for the Civitas ChildLaw Center's policy and law reform initiatives. Under the auspices of the Institute, Loyola students may receive specialized training in legislative and policy formulation, analysis and implementation. Students enrolled in the ChildLaw Legislation course, for example, study the process by which child-related laws are enacted and gain legislative and policy-making skills through participation in a series of actual or simulated exercises. These exercises include critiquing existing or pending legislation, drafting proposed bills, and developing fact sheets designed to educate legislators and the public on the potential costs and benefits of proposed legislation. In addition to formal coursework, the ChildLaw Policy Institute engages faculty, students and the larger community in a series of initiatives aimed at addressing special problems faced by children. A primary example is the leadership role that the Policy Institute has played in efforts to eliminate childhood lead poisoning in Illinois. Institute faculty chair and staff the Illinois Lead Safe Housing Task Force, a diverse group of public and private individuals and organizations committed to preventing childhood lead poisoning.²¹ Loyola students play an active role in implementing prevention strategies, including efforts at policy advocacy, public awareness, and community engagement.

Civitas ChildLaw faculty and students are also actively involved in efforts to improve the overall quality of justice for children and to reform the often dysfunctional systems in which so many children and families are enmeshed. The ChildLaw Center, for example, has received a major multi-year grant from the John D. and Catherine T. MacArthur Foundation to serve as the lead entity in Illinois for its Models for Change initiative aimed at reform of the juvenile

justice system.²² To support the ChildLaw Policy Institute's objectives, the University has created a post-graduate fellowship similar to the Salisbury Fellowship but focused on giving the recipient supervised experience in legislation and policy development.

4. ChildLaw and Education Institute

Recent research suggests that America's educational system is contributing to a growing gap between rich and poor families.²³ Recognizing the critical role that education plays in shaping children's experiences and future, and at the urging of students interested in the field of education law, Loyola recently established the ChildLaw and Education Institute. The Institute seeks to harness the educational, research and service capabilities of a large, Jesuit urban institution of higher learning in order to address the full range of educational needs of children. Loyola students have access to a wide range of courses offered in the Law School and School of Education. The Institute recently added a clinical component in which students work with leading practitioners to reduce barriers to educational opportunities for children, including homeless children and those with special needs. As part of its broader educational advocacy agenda, in 2008 Loyola sponsored the first national interdisciplinary conference on the law and policy of universal preschool. The Institute also works with Loyola University's Center for Comparative Education to conduct and disseminate research on global education issues.

5. Children's Legal Rights Journal

The Children's Legal Rights Journal (CLRJ) is a quarterly publication co-edited by Loyola law students and the ABA Center on Children and the Law. The Journal is written for an interdisciplinary audience, including lawyers, social workers, physicians, educators, mental health and law enforcement professionals. It also serves as the membership publication for the National Association of Counsel for Children. As is the case with all student-edited journals, participation on the CLRJ gives upper division students an opportunity to further develop their legal research, writing, analytical skills and introduces them to the legal editing process. Editorial board members also gain valuable experience in the areas of training, leadership and office management. In a specialty journal such as the CLRJ, students receive the added benefit of deepening their interdisciplinary doctrinal knowledge and working with influential authors who play an important role in shaping child-focused theory and practice.

6. ChildLaw Fellowship

A core objective of the Loyola's children's law program is to identify and support students who are committed to advancing children's well-being in their professional careers. To further this goal, each year seven to ten first year students are selected as ChildLaw Fellows. Fellows are awarded \$15,000 in tuition and internship support over three years. They are chosen from a national pool of applicants and are selected on the basis of academic ability, leadership potential and a commitment to using their specialized training to serve the unmet legal needs of children. Fellows are required to take certain courses in the children's law curriculum, complete two experiential learning opportunities, and participate in program activities. As part of their fellowship requirement they must complete a ten week "hands-on" internship during the summer after their first year of law school. The summer internship requirement allows students to integrate doctrinal learning into actual practice and affords them a perspective that cannot easily be duplicated in the classroom. Fellows return for their second year with a deeper understanding of the needs of children and a greater appreciation for the role attorneys play in advocating for their interests. The internship also gives Fellows an opportunity to establish contacts with an expanded national and international circle of child advocates and to observe the legal, child welfare, juvenile justice and family law systems in other jurisdictions. In several cases, these internships have led to permanent employment with the sponsoring agency after a student's graduation. In exchange for the support they receive as law students, Fellows agree to work in some area of children's law for at least two years after graduation. To date well over one hundred Fellows have graduated from the program. They are engaged in a wide range of child-related work, including direct representation of children and families, policy development, and organizational leadership. Several former Fellows now teach children's law at Loyola and other law schools.

7. Visiting Scholars Program

Approximately every two years, the Civitas ChildLaw Center invites an educational leader in the field of children's law to campus for two days to provide an informal evaluation of the program, make suggestions for improvements, meet with current students, and deliver a public lecture on a topic of importance to the theory or practice of children's law. Faculty members have found the Visiting Scholars program to be an invaluable resource. The opportunity to spend time in a relaxed setting discussing matters of common interest with

experienced and respected colleagues helps in thinking through challenging substantive and organizational issues and in planning for new initiatives.

III. Going Forward

Milestone anniversaries invite reflection on past accomplishments and future goals. The ChildLaw Center used the occasion of its 15th anniversary to engage in a strategic planning process for the next five years. After considering factors such as student interest, organizational capacity, the evolving landscape of children's law, and rapidly occurring changes in legal education and the profession, the Center identified three areas in which to broaden its existing work. The first area is international children's law. Loyola students already have access to a variety of international and comparative child and family law learning opportunities. The School of Law, for example, regularly offers a seminar in international children's human rights during the academic year and as part of its summer abroad curriculum. Students may also participate in a spring comparative law seminar that includes a required field work research component in a particular country of study. Although not required to do so, many students in the seminar have chosen to write and publish on child-related topics such as corporal punishment, juvenile justice, and female infanticide. An article on corporal punishment in Thailand, for example, is included in this volume. Recently, Loyola faculty and students have partnered with UNICEF offices in Asia and Africa to conduct research on national and regional child protection and juvenile justice systems. Our goal in giving students expanded learning opportunities in the field of international children's human rights law is to expose them to issues faced by children globally, but also to allow them to assess the comparative strengths and weaknesses of the US child protection system. In particular, we want our students to explore the issue of child participation and how it can become embedded in our approach to children's advocacy. Child participation is a core principle of the UN Convention on the Rights of the Child.²⁴ The concept is broader than the more familiar question of whether children should be given an opportunity to voice their opinions in judicial proceedings.²⁵ It assumes that children are key stakeholders in all decisions that affect their lives and that their experiences and insights are essential to good decision-making in areas such as policy development and research.²⁶

Over the next five years, the ChildLaw Center also plans to implement an initiative around the intersection of law, children's health, and the

environment. As the ChildLaw Policy Institute’s work on childhood lead poisoning has demonstrated, lawyers can play an effective role in efforts to combat health issues that affect children, especially those that are preventable, such as childhood obesity, asthma, and environmental toxins, including second-hand smoke.²⁷ Although these illnesses disproportionately affect poor children, the fact that these health risks also affect a large cross-section of the population makes it more likely that prevention and reduction efforts will receive wide-spread public and legislative support. Loyola is in a strong position to undertake such a program given its nationally-ranked program in health law and its location in Chicago, headquarters of most major health care associations, including the American Academy of Pediatrics.

Another programmatic goal for the ChildLaw Center is to fill substantive and skill gaps in our existing curriculum. For example, although many law graduates will assume positions requiring advanced leadership and management skills over the course of their careers, law schools traditionally have not focused their curriculum around preparing students for these roles.²⁸ Law school graduates who head public interest organizations express regret that their legal education failed to provide them with formal management training.²⁹ The addition of a leadership course and complementary experiential learning opportunities to Loyola’s curriculum will be useful for all law students, but will have special significance for child law students given the Center’s aspiration for these students to become leaders in the field. Now in the planning stages, the leadership development course will address subjects such as organizational behavior, team building, ethics, marketing, crisis management, media relations, data-driven decision-making, and long-range planning.

IV. Challenges

By one estimate there are now up to 50,000 attorneys involved in some aspect of children’s law.³⁰ This number is remarkable given the fact that in the 1980’s “youth law” was not even a recognized area of legal practice.³¹ Despite the healthy growth of children’s law as a legal specialty, there continue to be short- and long-term challenges to the goal of promoting justice for children through effective legal training and advocacy. One frequently-mentioned obstacle is the high debt burden carried by today’s law graduates.³² By some estimates, the average cumulative debt among law students who borrow money had topped \$100,000 by 2006.³³ Concerned about high debt loads and their impact on law school graduate career choices, the American Bar Association commissioned a study on the subject.³⁴

The commission concluded that many public interest employers report that they have trouble attracting and retaining highly qualified graduates because of educational debt.³⁵ More recent studies have questioned whether the high cost of law school tuition and students’ increasing debt burden has, in fact, negatively impacted the number of law graduates who seek public interest positions upon graduation.³⁶ These studies, however, were conducted before the current global financial crisis in which state and local governments have imposed hiring freezes, foundations have seen their endowments shrink, and law firms are engaged in unprecedented layoffs.³⁷

A closely-related issue is the traditionally low salaries for attorneys working in the public sector, including those in children’s law.³⁸ A recent survey put the national median entry-level salary for public interest lawyers at \$44,000.³⁹ Child advocates have long worried about the negative impact that low salaries may have on the goal of developing long-term career opportunities for children’s lawyers.⁴⁰ Recently, Congress stepped into the debate about how best to support students who want public interest careers but who are deterred from considering this option for financial reasons. The College Cost Reduction and Access Act (CCRAA) is designed to ease the impact of educational debt and low salaries for recent graduates who work on behalf of the public interest.⁴¹ The law, which goes into effect on July 1, 2009, caps monthly repayment rates for federal student loans and creates a federal loan forgiveness program for attorneys who work full-time in the public interest.⁴² CCRAA has been called “the most significant breakthrough in public interest law in a generation.”⁴³

A second concern for the future of children’s law is the lack of diversity among those entering the field. Two groups in particular are underrepresented among children’s law practitioners – lawyers of color and men. Some have attributed the low level of racial and ethnic diversity among public interest attorneys to the problem of low salaries, high student loans, and a lack of training and mentoring.⁴⁴ There has been less discussion of why women disproportionately choose careers in children’s law. Is it a question of economics, a consequence of historic gender discrimination in the legal profession, dissatisfaction with more established areas of practice, or a special empathy for the problems of children and families? At least one group, participants in a 2006 Family Law Education Reform Project forum, expressed the view that the lack of gender diversity among family law practitioners “is unhealthy for both lawyers and clients, as was obvious in the days when the legal

profession was a male bastion.”⁴⁵ The issue of diversity and its impact on the goal of creating long-term careers in child and family advocacy is one that deserves future study and discussion among researchers, legal academics and child advocates.

There are other hurdles to developing and sustaining children’s law as a viable and fulfilling area of legal practice. An ever-present concern, for example, is the need to secure and maintain financial and institutional support for the task of preparing law students for careers in child advocacy. Those of us who teach in law schools that have made a long-term commitment to this mission are fortunate. Programs that depend on grants or other “soft money” sources are more vulnerable, especially during times of economic crisis.⁴⁶ There is also the related risk that children’s law (or any other area of specialization) will become the “issue du jour,” easily replaced by new areas of study that will attract students and impact law school ratings. The fact that the infamous (but arguably influential) US New and World Report law school rankings do not include children’s law as one of its ranked areas of specialization contributes to this risk.⁴⁷

V. Conclusion

Despite the remaining challenges, there is little doubt that children’s law has now moved into the mainstream of legal practice. Given the predicted demographic shifts in the legal profession over the next decade, now is an opportune time to think about how best to recruit experienced lawyers to the field while simultaneously preparing to educate the next generation of child advocates. It is estimated that the number of “baby boom” lawyers over the age of 50 will triple in the next twenty years.⁴⁸ Some have suggested that this group will remain in active practice longer than previous generations of lawyers.⁴⁹ The idea that this phenomenon will limit opportunities for newer lawyers entering the field has been referred to as “the gray ceiling.”⁵⁰ Children’s law educators and practitioners should consider ways to recruit and train this pool of talented and experienced attorneys who may be looking for a new and rewarding chapter in their professional careers. At the same time, law schools should make every effort to expand opportunities to expose law students to children’s law, not only because the subject matter explores cutting-edge legal issues and has in increasingly global reach, but because now, more than ever, children need trained legal professionals to protect their interests in an increasingly complex, challenging, and sometimes dangerous world.

Endnotes

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¹ See Marvin Ventrell, *The Practice of Law for Children*, 28 HAMLIN J. PUB. L. & POL’Y 75, 96 (2006).

² *Id.* Other markers cited by Ventrell included establishment of over 50 law school clinics focused on aspects of children’s law, the development of comprehensive standards of practice, and designation by the American Bar Association of children’s law as an area of legal specialization in which lawyers may be certified. See also Ann M. Haralambie, *The Role of the Child’s Attorney in Protecting the Child Throughout the Litigation Process*, 71 N. DAK. L. REV. 939, 939 (1995) (“pediatric law has become a recognized subspecialty within the practice of family and juvenile law, with its own multidisciplinary professional organizations, periodic professional literature, ongoing professional conferences and research centers.”).

³ See generally Diane C. Geraghty, *The Role of Legal Education in the Emerging Legal Specialty of Pediatric Law*, 26 LOY. U. CHI. L.J. 131, 132 (1995). For a description of the founding of the University of Michigan’s Child Advocacy Clinic in 1975, see Donald N. Duquette, *Looking Ahead: A Personal Vision of the Future of Child Welfare Law*, 41 U. MICH. J.L. REFORM 317, 318 (2007). The focus on children’s law as an area of academic and legal practice in the 1970s followed directly from the emergence of laws and policies recognizing children as having independent legal rights and interests. See Ventrell, *supra* note 1, at 77.

⁴ Geraghty, *supra* note 3, at 132. (citing a survey on clinical education programs conducted by the Council on Legal Education for Professional Responsibility, Inc.).

⁵ See PRESIDENTIAL WORKING GROUP ON THE UNMET LEGAL NEEDS OF CHILDREN AND THEIR FAMILIES, AMERICAN BAR ASSOCIATION, AMERICA’S CHILDREN AT RISK, A NATIONAL AGENDA FOR LEGAL ACTION 8 (1993) [Hereinafter ABA].

⁶ Loyola also offers an LL.M. in Child and Family Law and a Master of Jurisprudence (M.J.) degree for nonlegal professionals who work with children. The M.J. degree may be combined with an M.S.W. degree. For more information on these degree programs, visit <http://www.luc.edu/childlaw>.

⁷ See ROBERT MACCRATE, ET AL., LEGAL EDUCATION AND PROFESSIONAL DEVELOPMENT - AN EDUCATIONAL CONTINUUM (A.B.A., Sec. of Legal Educ. & Admissions to the Bar, 1992). Fundamental skills identified in the report included problem solving, legal analysis and reasoning, legal research, factual investigation, communication, counseling, negotiations, litigation and alternative dispute-resolution procedures, management, and ethics. Fundamental values included provision of

competent representation, promotion of justice, improvement of the legal profession and professional self-development. *Id.* at 138 – 141. For a discussion of the role of the MacCrate Report in supporting clinical opportunities for students studying children’s law, see Jennifer R. Gavin, *Child Welfare Law Curricula in Legal Education: Massachusetts’ Untried Opportunity*, 7 B.U. PUB. INT. L. J. 9, 21 – 22 (1998).

⁸ A course catalogue is available on-line at www.luc.edu/childlaw or in hard copy upon request to the author.

⁹ ABA, *supra* note 5, at 8.

¹⁰ For a useful discussion of effective teaching methodologies in children’s law courses, see Jennifer L. Rosato, *Bringing the Outside In: Recipes for Integrating Child Protection Policy and Practice into Our Classrooms*, 41 FAM. CT. REV. 439 (2003).

¹¹ For an interesting student perspective on the effect of postponing access to specialty courses until the second year of law school, see Alexis Collentine, *The Family Law Education Reform Project: How the Proposed Changes Would (and Could) Attract Students to Family Law Courses*, 44 FAM. CT. REV. 595, 596 (2006).

¹² See, e.g., Melissa Breger, Suellyn Scarnecchia, Frank Vandervort & Naomi Woloshin, *Building Pediatric Law Careers: The University of Michigan Experience*, 34 FAM. L. Q. 531, 532 (2000).

¹³ See Annette Ruth Appell, *Representing Children Representing What?: Critical Reflections on Lawyering for Children*, 39 COLUM. HUM. RTS. L. REV. 573, 632 (2008) (citing recommendations from the 2006 UNLV Children’s Conference).

¹⁴ For a more detailed description of the Children’s Summer Institute and the rewards and challenges of interdisciplinary teaching, see Anita Weinberg & Carol Harding, *Interdisciplinary Teaching and Collaboration in Higher Education: A Concept Whose Time Has Come*, 14 WASH. U. J.L. & POL’Y 15 (2004). See also Sueellyn Scarnecchia, *An Interdisciplinary Seminar in Child Abuse and Neglect with a Focus on Child Protection Practice*, 31 U. MICH. J.L. REFORM 33, 34 (1997).

¹⁵ Loyola’s Center on the Human Rights of Children is similar to an idea advanced by Harvard law professor, Martha Minow, over a decade ago. See Martha Minow, *Children’s Studies: A Proposal*, 57 OHIO ST. L.J. 511, 514 – 517 (1996). For additional information on the Center on the Human Rights of Children, visit <http://www.luc.edu/chrc>.

¹⁶ See JAMES GARBARINO, CHILDREN AND THE DARK SIDE OF HUMAN EXPERIENCE 4–5 (2008).

¹⁷ The problems used in the course are contained in THOMAS F. GERAGHTY & BRUCE A. BOYER, PROBLEMS AND CASES FOR TRAINING THE CHILD ADVOCATE (1994).

¹⁸ See *supra* note 4 and accompanying text.

¹⁹ See Aditi D. Kothekar, *Refocusing the Lens of Child Advocacy Reform on the Child*, 86 WASH. U. L. REV. 481, 483 (2008) (summarizing long-standing efforts to clarify the role of attorneys in child welfare and domestic relations cases and suggesting a child-centered rather than a lawyer-centered approach.)

²⁰ See Diane Geraghty, *Ethical Issues in the Legal Representation of Children in Illinois: Roles, Rules and Reforms*, 29 LOY. U. CHI. L.J. 289, 291 – 296 (1998).

²¹ Additional information on the Illinois Lead Safe Housing Task Force is available at <http://www.leadsafeillinois.org>.

²² See Diane Geraghty, *Models for Change: A Post-Modern Initiative to Promote a Fair, Rational, and Effective Juvenile Justice System*, 27 CHILD. LEGAL RTS. J. 66 (2007). Additional information on Models for Change is available at <http://www.modelsforchange.net>.

²³ Isabel Sawhill, *Opportunity in America: The Role of Education*, THE FUTURE OF CHILDREN 1 (2006)

²⁴ INTRODUCTION TO CHILD PARTICIPATION IN THE UN SECRETARY-GENERAL’S STUDY ON VIOLENCE AGAINST CHILDREN, 2, <http://www.violencestudy.org/europe-ca/Word/Introduction%20to%20Child%20Participation%20in%20the%20UN%20Study.doc> (last visited on April 20, 2009).

²⁵ See, e.g., Margaret Graham Tebo, *The Youngest Clients: Lawyers Are Becoming More Assertive in Advocating Directly for Children in Court Proceedings*, 93 A.B.A. J. 56 (2007).

²⁶ UNICEF - THE STATE OF THE WORLD’S CHILDREN 2003, available at <http://www.unicef.org/sowc03/contents/childparticipation.html>.

²⁷ Several law schools already have in place formal affiliations with health care providers who treat children and families. See Jane R. Wettach, *The Law School Clinic as a Partner in a Medical-Legal Partnership*, 75 TENN. L. REV. 305, 313, n.8 (2008) (listing law school clinical programs with medical-legal partnerships).

²⁸ See Stanford Law School Launches the Stanford Center on the Legal Profession, <http://www.law.stanford.edu/news/pr/109/> (last visited April 21, 2009). An exception is Ohio State Moritz College of Law which offers a “Lawyers as Leaders” course. See <http://moritzlaw.osu.edu/news/news/newsrel.php?ID=167> (last visited April 21, 2009).

²⁹ Deborah L. Rhode, *Public Interest Law: The Movement at Midlife*, 60 STAN. L. REV. 2027, 2045 – 2046 (2008).

³⁰ Donald N. Duquette, *Looking Ahead: The Future of Child Welfare Law*, 41 U. MICH. J. L. REF. 1, 2 (2007).

³¹ Rhode, *supra* note 29, at 2033.

³² *Id.* at 2060 – 2061.

³³ Philip G. Schrag, *Federal Student Loan Repayment Assistance for Public Interest Lawyers and Other Employees of Government and Nonprofit Organizations*, 36 HOFSTRA L. REV. 27 (2007).

³⁴ ABA Comm’n on Loan Repayment & Forgiveness,

Lifting the Burden: Law Student Debt as a Barrier to Public Service 11 (2003), available at <http://www.abanet.org/legalservices/downloads/lrap/lrapfinalreport.pdf>.

³⁵ *Id.* at 54.

³⁶ See Tan N. Nguyen, *An Affair to Forget: Law School's Deleterious Effect on Student's (sic) Public Interest Aspirations*, 7 CONN. PUB. INT. L.J. 251 (2008) (arguing that the reason that law students are reluctant to pursue public interest careers is less a matter of law school debt and more a function of negative messages about public interest work that students receive in law school). See also Rhode, *supra* note 28, at 2060 – 2061 (noting that evidence of the impact of student debt on public interest careers is mixed).

³⁷ See Tara Siegel Bernard, *In Grim Job Market, Student Loans Are a Costly Burden*, N. Y. TIMES, Apr. 18, 2009, at B6. Although the article focuses on undergraduate debt, law students and newly-minted lawyers who have undergraduate loans as well as law school debt presumably are especially impacted by the current economic turmoil and slumping legal employment market.

³⁸ See Sarah H. Ramsey, *Child Protection: New Perspectives for the 21st Century*, 34 FAM. L.Q. 301, 302 (2000) (citing inadequate funding, excessive caseloads, low salaries, lack of accountability, and overrepresentation of children of color). Of course, not all children's lawyers work in the public sector. Many practice in areas such as education, domestic relations, and personal injury law or are involved in policy work at think tanks and private foundations. See, e.g. Jeff Merrick, Pediatric Law Group: Helping Injured Children and Their Families, <http://www.jeffmerrick.com/pediatric.html> (last visited April 9, 2009).

³⁹ Rhode, *supra* note 28, at 2059.

⁴⁰ Donald C. Bross, *The Evolution of Independent Legal Representation for Children*, 1 J. CENTER CHILD. & CTS. 7, 9 – 10 (1999). A recent survey, however, suggested that low salaries may not have the effect on public interest hiring and retention that has been hypothesized. See Rhode, *supra* note 28, at 2060.

⁴¹ Attorney Mitch, Karyn L. Rotker, & Karen Siettmann, *Financial Help Puts Public Interest Careers in Reach*, 81 OCT. WIS. LAW 25. Additional information on CCRAA is available at <http://www.equaljusticeworks.org>.

⁴² *Id.*

⁴³ Heather Jarvis, quoted in an Equal Justice Works press release, http://www.equaljusticeworks.org/press/release/ccraa_resources.html (last visited April 24, 2009).

⁴⁴ Vesna Jaksic, *Study Shows Gender, Racial Disparity of Post-Law School Debt*, THE NATIONAL LAW JOURNAL ONLINE (2008), available at <http://www.nlj.com/jsp/nlj>. See also A. Michael Pratt, *Diversity Matters*, 29- OCT. PA. LAW. 48, 50 (2007).

⁴⁵ Mary E. O'Connell & J. Herbie DiFonzo, *The Family Law Education Reform Project: Final Report*, 44 FAM. CT. REV. 524, 545 (2006).

⁴⁶ See Andrew Schepard, *Law Schools and Family Court Reform*, 40 FAM. CT. 460, 469 (2002) (cautioning that funding that law schools receive for law reform initiatives "tends to disappear over time, and the services supported by it must be absorbed in permanent funding elsewhere.")

⁴⁷ Law specialties ranked by US News and World Report are: clinical teaching, environmental law, intellectual property, part-time law, trial advocacy, dispute resolution, healthcare, international law, legal writing, and tax law. See <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-law-schools> (last visited April 23, 2009).

⁴⁸ MICHAEL D. NOSLER, *The Aging of the Baby Boomers: What Does It Mean for the Legal Profession*, (2007) available at <http://www.rothgerber.com/showarticle.aspx?Show=935>.

⁴⁹ *Id.*

⁵⁰ LINDA LEVINE, *RETIRING BABY-BOOMERS - A LABOR SHORTAGE?* 11 (Congressional Research Service, Jan. 30, 2008).