Victory in Jama Lawsuit


The trial team was led by Clinical Professor Penny Venetis, Co-Director of the Constitutional Litigation Clinic (“Con Lit Clinic”). The team included current Con Lit Clinic students, as well as former students who now are associates and partners at a major New York City law firm that was co-counsel in the case.

In a unanimous verdict, the 12-person federal jury awarded the named plaintiff, Hawa Abdi Jama, $100,001 in damages for negligence in hiring and retaining unqualified and abusive guards, whom Correctional Services Corp. failed to train. Damages also included compensation for a violation of Ms. Jama’s rights under the Religious Freedom Restoration Act (RFRA). The verdict for Ms. Jama is the first of its kind in the nation in a RFRA case. During the course of the trial, each of the eight other plaintiffs in the Jama case settled for an amount equal or close to the jury award. After the trial, the Jama litigation team was awarded $137,000 in attorneys fees and costs for defense counsel’s spoilation of evidence.

The trial, which began at the start of the fall semester, lasted nearly eight weeks. During that time, clinical law students helped prepare Plaintiffs’ witnesses to testify and were involved in all aspects of trial preparation. The students cleverly devised an "on call" system, commonly used by doctors, to ensure that three students were on duty each night to take emergency assignments. The "on call" team was called to duty many times throughout the trial. Students were so engaged by the trial that they volunteered to be on call, even when it was not their turn.

The Jama lawsuit has been a labor of love for the Con Lit Clinic, its faculty members, students and alumni. Tens of thousands of hours and a tremendous amount of resources have been spent on the lawsuit over the years. Students have learned to think creatively about using law as a tool for social change, and have seen their efforts pay off by helping to establish law in the areas of international human rights and the RFRA. Through the years, students have had to respond to every possible substantive and procedural motion imaginable. Students have researched and helped draft every pleading, motion, and brief that was filed in the case. They have developed an expertise in a nascent area of the law. Most importantly, students have provided a vital service and helped get compensation for immigrants who otherwise would have had no recourse.

Clinic Helps Make Newark Renaissance Inclusive

While the press has heralded the recent opening of the new Prudential Arena in Newark, New Jersey, the Community Law Clinic (CLC) has continued its quest to expand affordable housing opportunities in Newark and surrounding areas.

In the fall 2007 semester, as many New Jerseyans flocked to Newark to see Bon Jovi at the new Prudential Center, CLC students and faculty acted as counsel on two new affordable housing projects. Over the past eleven years, the CLC has provided transactional legal services to local not-for-profit corporations, charter schools and small start-up businesses. The CLC takes a special interest in providing legal services to community development corporations that aim to increase the opportunity for affordable home ownership and access to other decent affordable housing for low and moderate income families.

First, the CLC acted as counsel in the purchase of a property, which will be transformed into a group home for the developmentally disabled, on behalf of Covenant House of New Jersey ("CHNJ"). Founded in 1972 by Fr. Bruce Ritter, a New Jersey native, Covenant House International is now located in

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Penny Venetis with some of the Con Lit Clinic students who participated in the Jama trial.
n a hotly contested special education case, clinical law students learned firsthand that black letter law is not always black and white. The U.S. Supreme Court in Schaffer v. Weast, 126 S.Ct. 528 (2005), ruled that the burden of proof in special education cases rests with the party seeking relief, which typically is the parent of the child with a disability. This decision overruled longstanding precedent in New Jersey, which had placed the burdens of persuasion and production on school districts in special education cases. Lascari v. BOE of Ramapo Indian Hills School, 116 N.J. 130 (1989). However, an Administrative Law Judge (hereinafter “ALJ”) recently required a school district to bear the burden of proof when a parent contested the district's proposal to educate a student with severe disabilities in-district.

The Special Education Clinic (SEC) represents the parent, M.K., on behalf of her child, R.K. R.K. is a nine-year-old medically fragile child who is fed primarily via a nasal-gastric tube and is followed by nine pediatric specialists for dysphasia and chronic conditions related to his heart, lungs, liver and immune systems. R.K. has been educated in out-of-district private school settings for students with disabilities since the age of three. Although R.K.’s primary developmental pediatrician and other specialists recommended that R.K. receive one-to-one services of a registered nurse in school, the school district provided an Individualized Education Program (IEP) which included the services of a “registered nurse or LPN” in the student’s 2005-06 IEP. Prior to the completion of the due process hearing, an IEP meeting was held to determine the student’s placement for the 2006-07 school year. Contrary to the recommendations of R.K.’s health professionals and parent, the school district proposed transferring R.K. to an in-district program and giving him a 1:1 aide instead of a nurse.

The SEC filed a second petition for due process on the parent's behalf challenging the 2006-07 IEP. Since the hearing was not scheduled in a timely manner to address the 2006-07 placement and program issues, the SEC filed an emergent relief request because the student had aged out of the specialized hospital-based school where he was being educated. After hearing arguments for emergent relief, the ALJ held that the in-district program proposed by the school district was the appropriate "stay-put" placement pending the outcome of the due process hearings. The SEC appealed the ALJ’s decision to federal district court. Additional evidence was considered, including photographs of the proposed placement showing the flights of stairs R.K. would have to navigate on a daily basis even though he was limited to climbing four steps with assistance, the lack of a bathroom or sink in the classroom which were necessary for potty training and maintaining sanitary conditions, potential safety hazards since the placement was still under construction, and the lack of separate and/or adequate rooms to accommodate R.K.'s various therapies and services (speech and language, occupational and physical therapy and nursing services). The Honorable Joseph A. Greenaway, Jr., U.S. District Court Judge for the District of New Jersey, ruled that the in-district program was not substantially similar to R.K.’s previous placement and was incapable of meeting the student's needs. The case then was remanded to the A.L.J. to complete testimony on the two due process complaints.

Following the conclusion of testimony on the first due process petition, the Clinic raised the issue of burden of proof and argued that the school district bore this burden in light of Judge Greenaway’s prior decision regarding the appropriate "stay-put" placement and the fact that it was the school district seeking the change, not the parent. Persistent efforts by clinical law students to push the A.L.J. to decide this issue in the parent's favor paid off in the end, as the A.L.J. placed the burdens of production and persuasion on the school district to show that the proposed in-district program was appropriate. The school district filed a motion for reconsideration, but the A.L.J. reaffirmed her decision.

Shortly after the A.L.J.’s decision, the school district agreed to settle the matter, which since has been fully resolved in favor of R.K. Clinical law students played a vital role litigating this case and thanks to their persistence and dedication, particularly on the burden of proof issue, R.K. will be educated appropriately.

Persistent efforts by clinical law students paid off in the end, as the Administrative Law Judge placed the burdens of production and persuasion on the school district.

The Special Education Clinic was created in 1995 to address the critical shortage of legal assistance for indigent parents of children with disabilities in New Jersey. Clinic students have a substantial impact on the ability of parents to obtain an appropriate education for their children. Clinical law students provide representation and advocacy to parents and caregivers seeking to obtain appropriate early intervention and educational services and placements, and educate parents and others involved in the lives of children with disabilities about their legal rights and responsibilities.

The Special Education Clinic receives support from the New Jersey State Bar Foundation and the New Jersey Court Improvement Committee.
Perseverance Pays Off

Students working in the Urban Legal Clinic's Civil Section (ULC) learned the value of perseverance in a recently-settled case. Four years ago, the client, who has significant medical problems, agreed to make certain repairs to her apartment in exchange for reimbursement for materials. She wrote out an agreement, which her landlord signed. Unfortunately, however, the landlord died after the work was completed but before reimbursing the client, who had incurred substantial costs in the process. The landlord's estate refused to honor the agreement, and the client came to the ULC for help.

Working under the supervision of Clinical Professor Jack Feinstein, the ULC sued the estate, the executor, and the estate's known and unknown beneficiaries. The estate, the landlord's one known heir, and the administrator, all of whom were represented by the same attorney, claimed that the landlord's signature was forged. Among other pre-trial actions, the court dismissed the claim against the executor on the ground that she had no claim to the estate. Ultimately, on the day of jury selection, the remaining defendants agreed to a settlement of approximately two-thirds of the amount owed to the client, to be paid in two installments.

After the defendants failed to make the second payment, the clinic entered judgment against them and attempted to obtain a wage execution against the one known heir, who at this point was unemployed and incarcerated. In seeking to find out more about his assets, ULC students learned that the defendants' attorney, who also had probated the estate, had prepared an accounting listing more than a dozen named beneficiaries - - a shocking discovery, since, throughout the litigation, the attorney (as well as his clients) had always claimed that the landlord had just one heir.

Still seeking to enforce the judgment, the ULC filed a motion to amend the complaint to add the newly-discovered beneficiaries, to vacate the dismissal of the executor (who was now known to have been a beneficiary herself), and to require the attorney and the executor to pay attorney's fees.

After filing this motion, the ULC discovered that the administrator had filed for Chapter 13 bankruptcy, listing the ULC client's claim as a debt. This came as another shock, as the client had not received notice of the proceeding. In fact, in the bankruptcy petition, the administrator averred that she did not have an address for our client, despite the ongoing litigation. The ULC successfully filed a proof of claim in the bankruptcy action, asking that the client be added to the list of creditors to be paid under the payment plan previously approved by the bankruptcy court.

Despite the attorney’s and administrator’s many misrepresentations, the Superior Court judge . . . would not allow the Urban Legal Clinic to add the new heirs as parties without first vacating the original judgment.

Ultimately, the ULC filed a new complaint against the newly-discovered heirs and the insurance company that had issued the administration bond for the dismissed administrator-defendant. The newly-discovered heirs failed to answer, but the insurance company claimed the bond was invalid since it had been fraudulently issued. (The issuing insurance agent, who later was indicted, had failed to turn over the premiums to the company.) After the ULC sought discovery against the company, its attorney, to avoid responding, agreed to stipulate that the bond was effective. The bonding company finally agreed to pay the client the outstanding judgment balance from the initial lawsuit and, after almost four years of litigation, she received the money she was due. ☐
The Community Law Clinic is one of the nation’s first combined community development / corporate-transactional / intellectual property law clinics and the school’s only entirely non-litigation clinic. Students provide legal start-up services to public interest-oriented entrepreneurs and act as counsel to small businesses, non-profits, charter schools and major community development corporations (CDC’s) in an effort to help transform blighted communities by creating employment opportunities, supportive local services and institutions, and affordable housing.

As counsel to small businesses, non-profits, and charter schools, clinical law students provide a host of transactional functions, from contract and intellectual property review to negotiations and deal closings. In all of these functions, students learn to blend business and legal advice and are trained to be sound corporate counsel while representing community businesses and organizations that serve the underrepresented.

The clinic has helped launch several charitable organizations serving New Jersey’s urban poor, and has played a major role in securing safe and affordable housing for hundreds of low-income families.

**Inclusive Renaissance**

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6 countries and has 15 centers in the United States. CHNJ, with crisis centers in Newark, Elizabeth and Atlantic City, has been assisting homeless and runaway youth for 18 years with the goal of helping these young men and women become self-sufficient in all aspects of their lives. CHNJ offers young people safe refuge from the street, a warm bed, and three hot balanced meals each day, as well as medical, legal and social work services at its facilities.

CHNJ identified a need for a transitional living center for youth with psychological disabilities, and purchased property in Montclair, NJ, now called "Nancy's House," to house and provide services to 8-11 young people. The closing process proceeded quickly once a date was scheduled; however, as in all closings, this one presented several challenges. CLC students rose to the task by addressing title and zoning issues, and drafting closing documents.

Supervising faculty provided sage advice that a closing is not always a simple process of signing documents and exchanging money. Instead, it may require fast-paced decisions and negotiations, critical legal decision-making, and speedy resolution. In the CHNJ closing, escrows and final contract details needed to be resolved on the day of closing. CLC students had to draft an escrow agreement at the time of closing in order to finalize the deal. All problems were resolved and the closing took place successfully.

The CLC received not only educational satisfaction by representing CHNJ in the closing, but also a sense of moral satisfaction that a community, particularly the psychologically disabled community of New Jersey, now has a transitional home in which to live and thrive.

In October 2007, the CLC also served as counsel in the closing of a one million dollar affordable housing development loan for Episcopal Community Development, Inc. (“ECD”) and represented ECD in the sale of a home in Newark. Since its inception in 1991, ECD has worked diligently to make the dream of home ownership a reality for low income families and has been responsible for adding over 350 affordable housing units to Newark and surrounding areas. Subsidies from the city, state and federal governments help ECD to accomplish this goal. In this instance, ECD rehabilitated an old, rundown and abandoned South Ward property back to its original Victorian splendor. Many flocked to the ribbon cutting ceremony, including featured guest Newark Mayor Corey Booker.

According to ECD Executive Director, Gerard Haizel, ECD relies heavily on the pro bono legal services provided by the CLC. "The Clinic is invaluable. It delivers professional legal services comparable to any top notch law firm," says Haizel. The relationships of the CLC with CHNJ, ECD and other groups that seek to expand affordable housing in Newark and surrounding areas serve the dual purpose of the Rutgers Clinical Program: to provide top notch legal education for students and service to the local community.

**Pictured above:** Newark - South Ward property prior to renovation; **Pictured below:** Fully renovated “affordable” property at time of sale.
CAC’s Aging-Out Project Continues to Expand

Youth ages 15 to 21 who have grown up in foster care have a very difficult time transitioning into adulthood. They lack the traditional supports that most young adults have and need. Consequently, they find it harder to complete high school, go to college, care for themselves, and meet even their most basic needs. The foster care system is supposed to be their safety net, providing much needed services and resources, yet, more often than not, the child welfare system poses more obstacles and restrictions than it does assistance.

To address these problems, the Child Advocacy Clinic ("CAC") embarked on a community education project nearly two years ago with great success. Clinical law students developed a booklet, written in "youth-friendly" comic book format with art by a professional cartoonist, to inform transitioning youth about their rights. Ten thousand copies were printed in October 2006 and another 15,000 copies are due out in early 2008, along with a Spanish version.

The CAC also created an interactive training curriculum that corresponds to the booklet. From November 2006 through May 2007, CAC students, supervised by CAC Director Randi Mandelbaum, convened gatherings of youth across the state to educate youth, distribute booklets, and answer questions. Another round of workshops is planned for 2008.

At the request of the Honorable Sallyanne Floria, a family court judge in Essex County, New Jersey, the CAC presented a special workshop in December 2007. Judge Floria ordered all youth (ages 15-21) in her court docket and their case managers to attend a training session at the courthouse to ensure that they heard the presentation and received a booklet. Other judges invited youth from their court dockets to attend as well. In total, over 100 youth and their case managers participated in this event.

The CAC also has developed a complimentary educational program for professionals, advocates and volunteers who work with this population, to inform them about the needs of the youth and the services and resources to which they are entitled. These trainings have been so well-received that the CAC has been invited to train all family court judges and court staff in New Jersey.

At the request of the Commissioner of the Department of Children and Families, 5,000 of the 15,000 new booklets that are printed are designated for Division of Youth and Family Services (DYFS) employees. DYFS offices in Essex County have invited the CAC to present workshops, and requests for training are starting to come in from DYFS offices around the state.

The growth and success of the Aging Out project would not be possible without the incredible efforts of Nana Wilson, Rutgers' first Clinical Law Fellow who was hired, in part, to facilitate the training curriculum; the Child Placement Advisory Council (the CAC’s community partner); and the financial support of the New Jersey State Bar Foundation and the Children In Court Improvement Committee.

Clinical law students in the Child Advocacy Clinic (CAC) are trained to use an interdisciplinary approach to provide holistic and comprehensive representation and services to low-income children and their families. The clinic addresses the needs of three groups – children in foster care, children with disabilities, and children living in families headed by kinship caregivers (relatives other than their natural or adoptive parents). Law students represent clients in court matters involving child abuse and neglect, in administrative hearings concerning the denial or termination of public benefits, and in other legal venues.

Dubin Wins Public Service Award

Jon C. Dubin, Director of Clinical Programs at Rutgers Law School - Newark, received the Stanley Van Ness Leadership Award in Public Interest at the Awards Gala of the New Jersey Appleseed Public Interest Law Center on October 22, 2007.

New Jersey Appleseed is a non-partisan, not-for-profit 501(c)(3) organization that, for almost ten years, has fought to correct systemic problems that are at the root of injustice in New Jersey.

The late Stanley Van Ness, only the third African American ever to attain cabinet status in New Jersey, was a driving force in the passage of legislation benefitting a wide range of public interests.

Professor Dubin was recognized by Appleseed for his "...remarkable and unwavering commitment to the fundamental goal of equal justice as reflected in his professional history, his volunteer work and his impressive and influential scholarship."
ERIC IS FREE!!!! On December 27, 2007, this jubilant text message bounced through cyberspace from Queens to Albuquerque to New Jersey as Urban Legal Clinic (ULC) Professor Laura Cohen and her students received word that their long-time client, Eric C., had been released on parole.

Eric, now 28 years old, grew up in a loving, supportive, Brooklyn-based family. An engaged student and engaging young man, he was thought by all who knew him to have a bright future. When he was 14, however, tragedy struck; his mother died of a heart attack, leaving her son grief-stricken. Depressed and at bay, Eric began to dread going home at night. He continued to do well in school, but he spent many evenings hanging out at a local playground.

On a November night in 1993, two other boys recruited Eric to help them rob a neighborhood grocery store. One of the boys had a gun. Eric acted as the “lookout” for much of the incident, but when a struggle ensued between his friend and the store owner, Eric went into the store. As he entered, he heard a gunshot; the store owner had been killed. Although he never possessed or used the gun, Eric was charged with, and ultimately pled guilty to, felony murder, and sentenced to a term of seven years to life in prison. He was fifteen years old.

Throughout his long years of incarceration, Eric committed himself to education and rehabilitation. He earned his GED and, until the program was discontinued, took college courses. He participated in every counseling and rehabilitative program available to him, and became certified to lead groups in a number of these. He wrote and published poetry, formed an organization through which inmates encourage young people to avoid criminal activity, and maintained a stellar disciplinary record. Nevertheless, the New York State Parole Board repeatedly denied parole release based solely on the serious nature of his conviction.

In 2003, after Eric was denied parole for the second time, Professor Cohen agreed to take on his case. Over the next four years, she and a total of twelve ULC students worked to secure his release. In appellate briefs and court petitions, they developed cutting-edge arguments integrating emerging adolescent and brain development research with statutory and regulatory law related to parole decision-making. They prepared Eric for parole hearings, retained a psychologist to conduct a risk assessment that was submitted to the Board, obtained letters of support from friends and family, and worked to formulate a viable release plan with sufficient community-based supports. Finally, after his fourth hearing, the Board granted parole.

Despite the elation over his release, Eric understands that enormous challenges remain. Having been incarcerated for half his life, throughout the crucial years of late adolescence and early adulthood, and bearing the stigma of a murder conviction, he must now chart a course toward education, employment, and stable housing. The ULC will continue to help him as he navigates these murky waters.

Each and every student who worked with Eric over the years was deeply affected by his sense of compassion, optimism, and regret for his past actions. They also gained essential insight into the complex relationship between lawyer and client that lies at the heart of all lawyering, and the interplay between that relationship and substantive legal work. In short, they learned as much from the client as he did from them - - a hallmark of clinical legal education at its best.
Student and Alumni Profiles

The Clinics at Rutgers-Newark are a powerful draw for prospective law students, with more than 100 students enrolling each semester.

More than 35 years ago, the law faculty unanimously approved a recommendation by a group of professors, students, and administrators to create an extensive clinical program. Today, the school’s eight in-house, live-client clinics are widely recognized for their educational accomplishments and high-quality representation of underserved individuals, causes, and communities.

Here are the thoughts of some past and present students about their clinical experiences.

ASAF ORR (’08)

Third-year clinical law student Asaf Orr has been hired to clerk for N.J. Supreme Court Justice Virginia Long upon graduation. This clerkship is the next step in Asaf’s lengthy public interest history, which includes cofounding the Rutgers Street Law Program, conducting intake on immigration issues through the Asian American Legal Project, and being awarded the Kinoy-Stavis Fellowship and Charles Revson Public Interest Fellowship. Asaf participated in both the Constitutional Litigation Clinic and the Special Education Clinic during his time at Rutgers, and of his experience states, “the clinics have been a great outlet for my passion for public interest work and provided me with an invaluable opportunity to develop and hone the skills I will use in practice.” Asaf also is the Co-Editor-in-Chief of the Women’s Rights Law Reporter and will be publishing his student note on peer harassment in schools in 2008.

CATHERINE WILKES (’08)

Catherine Wilkes came to law school after many years in the entertainment industry, in order to pursue her interest in litigation in the public interest sector. In her second semester she was nominated for, and received, a merit award from the Executive Women of New Jersey. She credits her three semesters working in the Special Education Clinic with gaining practical experience and increasing her confidence in her abilities to become a successful litigator. Catherine has accepted a Superior Court clerkship with the Honorable Julie Marino for the fall of 2008.

CHRIS SCALZO (’02)

In September 2007, the South Carolina Public Defender Association named ULC Criminal Defense Group alum Chris Scalzo ’02 Public Defender of the Year. The award was made in honor of Chris’s “hard work and dedication in the defense of the innocent, the indigent, and the United States Constitution.”

Reflecting back on his clinical experience, Chris notes: “Participating in a clinic while at Rutgers has been invaluable to me. As each year of practicing law goes by, for me the clinic experience becomes even more relevant and important. . . . The clinic provided what a traditional class could not: a live person sitting across from you needing your help in a real life legal situation that was happening at that very moment. From [asking] ‘one fact’ leading questions on cross to active listening when interviewing to representing the whole person—those lessons proved to be a solid foundation for me as a public defender fresh out of law school thrust into the fire of representing people with serious legal problems. The law is easy compared to the skills needed to actually represent a person.”

Chris reflects that “We all want to make a difference; the clinic helped translate that desire into a practical, everyday law practice.”

Community Law Clinic
Partners With Covenant House

In a unique partnership, the Community Law Clinic (CLC) has developed an ongoing relationship with Covenant House of New Jersey to provide legal services for homeless youth and the not-for-profit organization itself. The initiative receives generous and essential support from the New Jersey State Bar Foundation and the IOLTA Fund of New Jersey.

Recently, Donald S. Dinsmore joined the effort as Staff Attorney for Covenant House.

Donald S. Dinsmore
Staff Attorney - Covenant House N.J.

Dinsmore is a graduate of Lafayette College and Quinnipiac University School of Law, where he received awards for Superior Classroom Performance, Service to the Law School, Service to the Community, and the prestigious Connecticut Judges Award. He is a member of the American Bar Association, the New Jersey Bar Association, the Essex County Bar Association, and the Morris County Bar Association.

With regard to his new position at Covenant House and the help of the CLC, Dinsmore commented, “The members of the Clinic and I have a unique opportunity to better the lives of people who often go through life without an advocate in legal matters.”
Constitution Day Marks Launch of Rutgers Street Law Program

The Law School’s newly formed Street Law Program celebrated its launch with a reception marking the 220th anniversary of the signing of the United States Constitution on September 17, 2007. The Constitution Day reception featured remarks by the Honorable Judith S. Kaye, Chief Judge of the New York State Court of Appeals; Kevin M. Ryan, Commissioner of the New Jersey Department of Children and Families; Mary Ellen Tully, President of the New Jersey Bar Foundation and partner at Rabinowitz, Lubetkin & Tully LLC; and Patrick S. Campbell, Vice Chair of Street Law Inc. and partner at Paul, Weiss, Rifkind, Wharton & Garrison LLP. These distinguished guests spoke about the transcendent brilliance of the Constitution and the influence that Street Law and other law-related education programs have on young people.

Street Law is a practical and participatory educational program that teaches middle and high school students about law, democracy and human rights. A unique blend of content and methodology, Street Law uses hands-on, interactive teaching techniques that promote cooperative learning and critical thinking. For over 35 years, Street Law programs and curricula have promoted knowledge of legal rights and responsibilities, engagement in the democratic process, and belief in the rule of law.

The Rutgers Street Law Program was formed in 2006 by two first-year students, Asaf Orr and Emily Rodriguez, who had a common interest in working with young people and sharing their legal knowledge in a classroom setting. Alycia M. Guichard, Supervising Attorney and New Jersey Bar Fellow, came to Rutgers in September 2007 to direct the program following a two-year Clinical Teaching Fellowship in the DC Street Law Clinic at Georgetown University Law Center. The Rutgers-Newark Street Law Program is funded by a grant from the New Jersey State Bar Foundation.

The goals of the Rutgers Street Law Program include: 1) creating opportunities for young people in Newark and neighboring communities to learn about their legal rights and responsibilities, the basic workings of government, and legal issues that pervade daily life; 2) providing opportunities for those young people to develop critical thinking, advocacy, and negotiation skills; 3) enabling law students to improve their presentation and research skills, to participate in a pro bono program, and to learn from those they teach; and 4) establishing connections between the law school and the surrounding communities.

Last fall, twenty law students volunteered with the Street Law Program, teaching at University High School, Barringer High School, and William H. Bron Academy in Newark; at the Essex County Juvenile Detention Center; and at Isaiah House, a community center in East Orange. Additional plans are in the works to offer Street Law classes at many of Newark’s alternative high schools. Finally, a new mentor program will pair Rutgers law students with at-risk youth and youth who have aged out of the foster care system in Newark as they work to achieve self-sufficiency and independence.