

# Beyond Service Learning: Training the Next Generation of Community Leaders

COPC Conference

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CLIA's  
Community Advocacy Clinic:

HS Students Learning & Working  
Together for Social Change

# Community Advocacy Clinic

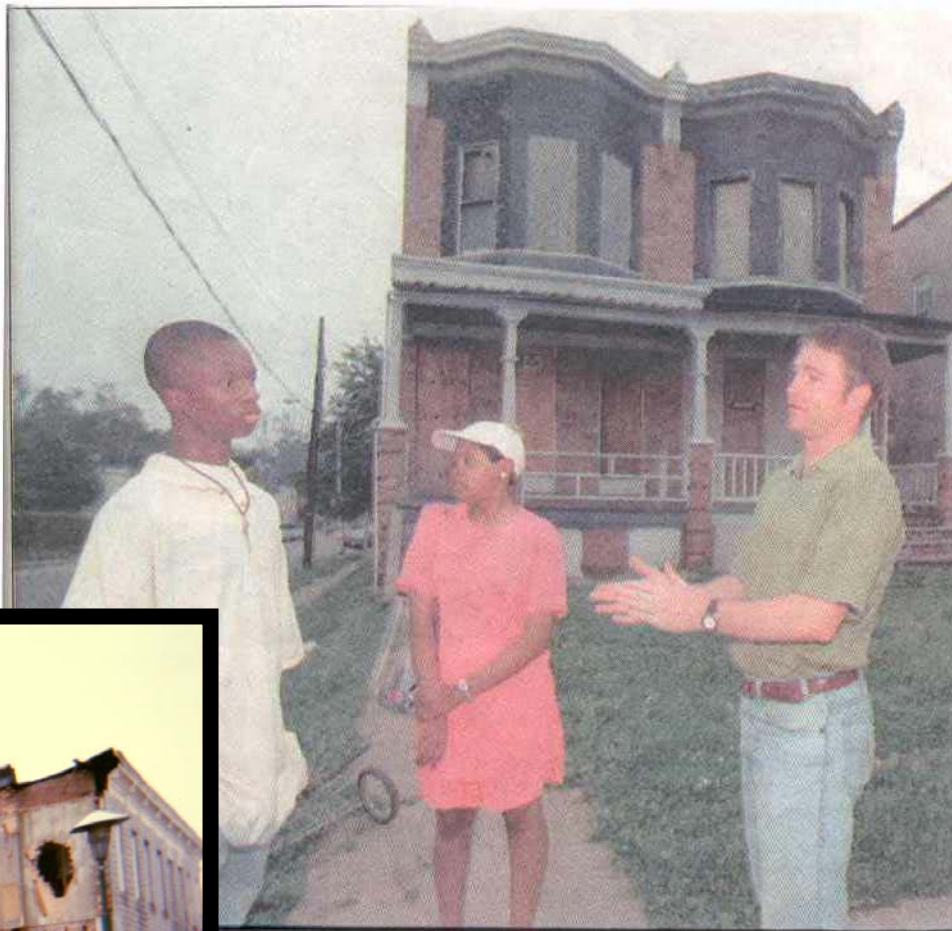
**PAST**

**PRESENT**

**FUTURE**

# THE PAST









# THE SUN

Monday, March 23, 1998

Baltimore, Maryland

Northwestern High students monitor ads  
on Baltimore billboards for school credit

## Data on clinic completers (1998-2003)

- Attendance over **96%**
- Average rise of  $\frac{1}{2}$  **letter grade** overall
- Eventual college (or equivalent) enrollment over **90%**
- Significant **decrease** in suspensions and disciplinary actions



# Other Measurable Outcomes

- Negotiated with the MTA to improve bus service for Northwest Baltimore
- Fought successfully to have an ineffectual middle school converted into an elementary school
- Lobbied school administrators to make bathroom conditions meet health codes
- Created real estate fraud workshops for senior citizens

# Necessary Elements

- A school with a supportive, fearless principal
- A graduate school partner (law, social work, etc.)
- One person to pull it all together
- Connections to other advocates
- Some sort of basic problem solving model
- A little bit of funding (transportation, food, etc).
- A pressing issue to address

# THE PRESENT



# Concerns with the Original Clinic Model

- Teachers often left out of the mix
- Overly dependent on law school
- Class required more academic elements
- Students needed more skill development
- Exposure to a wider range of policy issues



# Addressing the Concerns

- Teacher-focused model with professional development
- Law student / staff report
- Imbedded academic elements
- Formalized curriculum

# Three Phases of the CAC

- Personally Responsible Citizen
- Community Responsible Citizen
- Justice Responsible Citizen

# THE FUTURE



# CAC 2005-2006

- Over 75 students participated
- Standard “zoned school” demographic
- Topics include vacant houses, HIV/AIDS, and school closings
- General praise for curriculum and workshops
- More training for liaisons



# KEY ELEMENTS REVISITED

- A high school or middle school
- A university and/or nonprofit partner
- One responsible, dedicated individual
- Connections advocacy community
- A plan or basic problem solving model
- Some funding
- An issue to address

# Next Steps: Advocacy in a Community Setting

- Importance of Adult facilitator
- Must be highly engaging for youth
- Entrepreneurial factor is key
- Local Examples



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