

EDUCATION LAW

A Career Guide



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1. AN INTRODUCTION TO EDUCATION LAW

Education provides students with key skills to succeed in society and in life. Without an appropriate education, individuals may face challenges obtaining employment and other necessities. The United States has long acknowledged the connection between education and success, and over the past fifteen years, the education reform movement has gained momentum and instigated national and statewide educational reform initiatives.

In tandem with the rise of educational reform movement, the number of law students expressing interest in careers in education law has increased. When discussing education law, students often wish to know what professional opportunities exist in the field. Education law may involve representing children to ensure that they receive access to education, or it may involve focusing on the narrower field of special education law. Alternately, lawyers may work for school districts and deal with issues such as school governance, student records, collective bargaining, and student discipline. Lawyers at non-profits and advocacy groups may also focus on broader policy issues relating to educational reform via legislative and advocacy work. Finally, lawyers may work in the educational field not as lawyers per se but as individuals who seek to change education through the use of their legal skills in school governance or reform initiatives.

This Guide's purpose is to provide you with a resource that outlines some of the career options in education law. As such, it provides practical information on practice settings, content areas, and finding a job. In addition, it contains personal narratives intended to offer windows into the lives of lawyers in the field. Some lawyers work in traditional legal environments while others utilize their legal training in non-traditional settings. Finally, this Guide provides a listing of organizations as a starting point for job searches, as well as sections on recommended courses at Harvard and education law web resources. Readers may also use this guide in conjunction with the Harvard Law School *Specialty Guide to Children's Rights* (2007).

Ultimately, we hope that this Guide will provide answers to some of your questions and serve as an effective roadmap for your career in education law.

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2. PRACTICE SETTINGS

When working in education law, you may practice in a variety of settings. This section describes and provides general information on three distinct practice settings.

Non-profit Organizations

These organizations may provide individual case representation, while others may use impact litigation and legislative advocacy to effect changes in education policy. In a non-profit organization, attorneys may have any of the following responsibilities: educating community groups about their rights, coordinating grassroots community organizing, facilitating the passage of legislation, supervising paralegals in case preparation, giving technical assistance to clients via phone conversations, or representing clients in administrative and court hearings. There are often excellent opportunities to work directly with clients on a variety of education law issues ranging from discipline to special education to student and teacher legal rights. Working as members of legal teams or coalitions is generally a part of a non-profit attorney's work in the education field.

Organization Profile:

Education Law Center of Pennsylvania

The Education Law Center of Pennsylvania (ELC) is a non-profit education law and advocacy organization that works to increase educational opportunities for the state's most vulnerable children – poor children, children of color, children with disabilities, English language learners, children in foster homes and institutions, and others. Its strategies include not only “traditional” legal work, but also training and information sharing, advocating for new laws and policies in Harrisburg and Washington, and working with organizations and the media. The organization's work falls into three major areas: making sure that all children have access to school and school programs; providing families (and those who work with them) reliable, understandable information about education laws and policies; and improving schools. All services provided by ELC are free. It has offices in Philadelphia and Pittsburgh.

www.elc-pa.org/

These organizations rely on a combination of government funding, foundation support via grants, or fee for service. There is generally a core team of attorneys who manage the organization and who may or may not handle caseloads or direct legislative activity. In addition to the core group, funding allows for specific initiatives via the hiring of attorneys to initiate or direct new projects relating to education law such as education reform, juvenile justice and education linkage, or examining the relationship between minority status and special education.

The advantages of working in a non-profit organization are that you will be able to work directly with clients in many organizations. In addition, you may be provided more immediate responsibility to handle your own cases and initiatives. Finally, you will be surrounded by attorneys who are deeply committed to education law, and you can receive the full benefit of their depth of knowledge. The disadvantages are that you will likely earn a

lower salary than a private firm or a government agency, and, due to the sometimes fluctuating funding for non-profits, such positions may initially be project driven.

Government

At the federal, state, and local levels, opportunities exist for lawyers to work in education law. Attorneys in the United States Department of Education's General Counsel's Office provide guidance to agency employees, draft statutes and regulations, and consult with state departments of education and schools on diverse issues relating to education. In addition, at the Department of Education's Office for Civil Rights (OCR), attorneys investigate allegations of discrimination based on race, gender, disability, etc. in schools. In addition, OCR provides information, resources, and technical assistance to its constituents on laws relating to education and discrimination. Attorneys in Department of Justice's Civil Rights Division litigate cases involving education law in the context of enforcing civil rights issues relating to discrimination, Title IX, or special education.

At the state level, attorneys serve in general counsels' offices at state departments of education, where they perform work similar to their counterparts at the federal level. However, attorneys at the state level tend to provide more technical assistance directly to school districts and district employees. In addition, the general counsels' offices may serve more directly as in-house counsels for agency staff, with a focus on both education law issues as well as matters relating to school district and department personnel, contracts, etc. Education issues at the state level may include topics such as education reform legislation, educational policy initiation and implementation, collective bargaining, teacher licensure, and special education.

In addition, attorneys may serve as mediators and administrative law judges at the state level. For example, special education matters often require dispute resolution mechanisms to adjudicate disputes between parents and school districts. Due to the number of these disputes that arise in each state, the federal special education statute requires each state to maintain a system of mediators and administrative law judges, many of whom are attorneys. Attorneys may also serve as arbitrators and administrative law judges in the context of collective bargaining disputes relating to discipline of teachers.

At the local level, attorneys may work in a school district's general counsel's office. In these offices, attorneys provide direct guidance to district personnel around a variety of issues ranging from student and teacher rights to contract negotiations to constitutional law issues to the implementation of both federal and state statutes.

The advantages of government agency employment include generally excellent supervision and training which allows attorneys the opportunity to learn the law in a supportive environment. In addition, agency positions offer a likelihood of job security as well as a competitive salary and benefits.

Private Public Interest Firms

Private firms involved in education law range from small firms with a handful of attorneys to larger corporate firms with an education law practice group. These firms may represent students and parents or may work with school districts, independent schools, and institutions of higher education. The type of work done by a private firm varies depending on the relationship of the firm to the client. Firms that represent students and parents may litigate against school districts on issues relating to school discipline or entitlement to special education services.

Conversely, firms that represent districts may defend cases brought by parents both individually and collectively. Some firms also function like an outside in-house counsel for districts and provide staff training and technical assistance on a range of topics such as contracts, student discipline cases, and personnel matters. Finally, firms representing educational institutions help their clients navigate regulatory requirements that relate to monitoring by government agencies or accreditation issues.

The advantages of private firm work include direct client contact, a potentially superior salary, an efficient office environment with appropriate support services, and generally good supervision and training. The disadvantages of firm work may include the need to determine whether to represent a client based on the client's ability to pay for the services as well as the need to track billable hours.

3. CONTENT AREAS

Education law offers a variety of opportunities to work with issues that overlap with areas such as children's law, administrative law, health law, and employment law. This section is designed to provide you with a brief overview of some of the primary issues that education law attorneys work with in the context of their practice setting. As with any legal issue involving children, recognize that all of these issues may tend to overlap for those who practice education law.

Student Safety & Discipline

Whether working on behalf of students and parents or representing a school district, an issue that arises frequently is maintaining safe school environments. In light of deaths, threats and serious incidents in schools, school authorities are increasingly vigilant about safety. As a result, attorneys are involved in writing and interpreting provisions relating to discipline in school handbooks.

Based on handbook language and applicable state law, school personnel may suspend or expel a student. With zero tolerance statutes in most states, an expulsion can mean lifetime exclusion from education. Attorneys must, therefore, carefully examine due process protections to ensure that proper procedures are followed. Attorneys representing students may need to gather evidence, coordinate evaluations, attend administrative hearings, negotiate settlements, or appeal to state court for relief. In addition, there may be overlaps with special education law which adds another layer of complexity to any disciplinary proceeding.

Organization Profile:
New York City Department of Education
Office of the General Counsel

The Office of the General Counsel includes the legal, investigative, disciplinary, labor, compliance, and audit offices of the Department of Education. The General Practices Unit provides legal advice to schools and administrative offices on a broad range of issues including federal and state education law; labor and employment law; student health, safety, and discipline; disability law; and school governance. Other units in the office include the Freedom of Information Unit; the Special Education Unit, which offers advice to school personnel and provides representation at hearings; and the Commercial Unit, which drafts agreements, provides advice on intellectual property, and handles insurance claims.

<http://schools.nyc.gov/Offices/GeneralCounsel>

In the arena of policy work, attorneys may lobby at the federal or state level for increased refinement, expansion, or restriction of disciplinary language in statutes and policies. Finally, attorneys may be involved in studying and tracking school discipline data to help better inform any reform efforts relating to discipline. For example, data analysis relating to the "school to prison pipeline" helps to reveal systemic gaps and drive legislative reform where

school discipline policies, such as zero-tolerance, lead to criminalization, instead of education, of students.

Civil Rights

Civil rights of both students and teachers are a frequent topic for attorneys in education law. Attorneys must be familiar with, and provide advice about, issues as diverse as free speech in a school setting, freedom of religion, or testing for substance abuse. Searches of student backpacks, lockers, vehicles etc. also involve interpretation of constitutional law.

Another civil rights issue that arises in the education law arena is discrimination. Discrimination may occur at any level of educational programming ranging from elementary school through graduate school. Discrimination may be based on race, gender, national origin, disability, age, or sexual orientation. For example, students may require accommodations for a learning disability or may be the subject of harassment based on their minority status or gender.

For attorneys, these cases can involve interpreting both federal and state law. Attorneys may provide basic advice to their institutional clients or to individual clients who believe they have been subject to discrimination or another civil rights violation. Often, attorneys can negotiate settlements to remedy the situation, but attorneys may also need to initiate administrative or court proceedings to achieve fair treatment. Attorneys who work for government agencies may be involved in drafting policies and regulations and may also coordinate investigations into alleged civil rights violations.

Education Reform

A high profile, and hence high interest issue, for many law students is education reform. Education reform is a policy driven initiative where attorneys help shape legislation and policy designed to improve public education in the United States. During the last decade, education reform has swept across the country to the point where each state now has some form of education reform agenda. In addition, the federal government has become increasingly involved in education reform via statutes and initiatives such as No Child Left Behind and Race to the Top. Finally, private corporations, non-profits, and foundations have increased their activity in the education reform arena.

Often, the forces used to drive school reform are litigation, legislation and policy. Attorneys pursue class action lawsuits in an effort to spur action, and this litigation often results in reallocation of financial resources so that state funding is more equitably distributed among districts in a state. Attorneys also draft legislation at the state and federal level in response to litigation or in an effort to redefine educational standards, graduation requirements, or teacher licensure. Attorneys who work in federal and state offices of education may, in turn, interpret legislation to develop policies and implement legislative reform goals.

One of the common issues in education reform is the emphasis on statewide assessments to measure progress and to determine if children will earn a high school diploma. In this context, attorneys may serve as advocates for children to ensure that tests are fair in both content and administration or attorneys may work on behalf of districts or the government to ensure that appropriate protocols are developed and followed.

Another current example of education reform relates to issues around bullying and harassment, whether in person or via technology. In response to increasingly violent incidents and outcomes, lawyers may represent children who are subjected to bullying, or they may represent a school district defending itself from charges of allowing bullying to occur. In addition, attorneys may draft legislation to curb bullying, or they may help districts draft policies to address bullying within a district.

Another issue in education reform is the development of alternatives to traditional public schools. As such, attorneys may become involved in the formation of charter schools, magnet schools, or pilot schools. Attorneys may serve in non-traditional legal capacities as they lead the development of these schools, or they may serve as counsel for these alternative programs. Finally, attorneys may craft legislation or policies to both develop and govern the charter school movement as well as policies relating to the use of school vouchers.

School Governance

Attorneys who represent school districts, independent schools, or institutions of higher education may deal with issues of school governance. In this context, attorneys provide advice and guidance on issues such as employment, finance, liability, or student records. In the employment arena, attorneys may need to draft or interpret collective bargaining agreements, handle discrimination claims, represent the institution in teacher discipline cases, or negotiate settlement agreements. School finance may require a unique set of legal skills relating to interpretation of financial reporting and accounting requirements or analysis of tax codes.

Traditional principles of liability may also arise for attorneys involved in school governance. Attorneys may need to provide advice to prevent liability or represent institutional clients when allegations arise in the operations of school activities. Finally, issues relating to school records arise frequently when involved in school governance. Attorneys will be expected to understand, interpret, and provide clear advice on the Family Educational Rights and Privacy Act, the Health Information Privacy & Protection Act, and applicable state laws. For example, questions arise around student access to records, a divorced parent's access to records, the interface between medical and school records, or third party access to records.

Special Education

Special education represents a complex and constantly evolving issue for attorneys involved in education law. In some instances, attorneys occasionally handle special education matters while other attorneys and firms focus solely on special education representation for either students or on behalf of school districts. Attorneys must know the federal Individuals with Disabilities Education Act as well as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. In addition, each state has its own unique statutes and policies relating to special education.

Attorneys representing students or school districts will often become involved in a case when parents and the school district simply can no longer work together effectively and a fundamental dispute arises. In this context, the attorney must evaluate a case, arrange for or assess educational testing, and begin negotiations with the other party. Federal and state law provides elaborate dispute resolution options ranging from team meetings to mediation to prehearing conferences to administrative hearings. Consequently, an attorney must use an array of legal skills, including negotiation, drafting, and litigation skills. Attorneys must also be prepared to litigate a case into the state or federal appellate levels and to assess the impact of federal attorney fees legislation as a case unfolds. Issues that commonly arise in special education include disputes about discipline of special education students, discrimination under Section 504 or the ADA, eligibility for services, the level of services necessary, or the placement options necessary for a student to receive an appropriate education in the least restrictive setting.

4. FINDING A JOB: ADVICE & IDEAS

As research for this guide, more than twenty leading attorneys working in both legal and non-legal capacities in the education world were interviewed. Each was asked, "What advice would you give to law students contemplating a career in education law" and "What characteristics are important when screening applicants for internships or jobs?" The following advice distills their suggestions.

Make Your Law School Experience Relevant

Take full advantage of your law school options to show an interest in education law. Take education law classes, children's law classes, family law classes, or education classes at other Harvard programs. Enroll in clinical programs that provide exposure and experience in children's law, special education law, or education law. Choose your internships wisely in order to obtain key experience, references, and building blocks for a long-term career in education law. Join extracurricular activities that display an interest in children, schools, or education in general. Conduct research on education law for a professor to show an in-depth understanding of specific issues relating to education law. Consider a joint degree program that combines your interest in law and education. Any combination of the above suggestions signal to an employer that you are serious about a career in education law.

Organizational Profile: Education Pioneers

Education Pioneers is an education reform organization, its mission is to train, connect, and inspire a new generation of education leaders dedicated to transforming the United States educational system so that all students receive a quality education. It is building a network of leaders across the country in urban areas. Though not a traditional legal placement, Education Pioneers recruits graduate students in a variety of disciplines, including law students, to implement high impact education reform projects, to conduct legal and policy research, and work on strategic planning. The Summer Fellowship Program grooms select graduate school students from business, law, policy, education and other disciplines to leverage their skills and experiences to address critical urban education issues. The Fellowship Program features high level work experience as a project consultant, training on complex urban education issues, access to local education experts, and collaboration with a cohort of professionals from other fields.

<http://www.educationpioneers.org>

Display a Commitment to Public Interest Work in General

As with other public interest issues, employers in the education law field look for a commitment to performing broad based public interest work. Employers will look beyond just involvement in education law issues or positions to whether you have displayed interest and initiative in other public interest arenas. In addition, employers want to know if you will be in public interest for the "long haul" as opposed to just dabbling in the area for a short period of time. Remember, education law employers are investing time and effort when they hire and train you. As a result, a demonstrated commitment to the public interest world in general can be a key variable.

Assess Your Background in Education

A common question asked by law students is "Do I need to have an education background" in order to secure an education law position. The concise answer is that it certainly helps to have some background in the field. A common theme among employers is that it can be important for a lawyer to understand the educator's point of view when representing clients or pursuing education reform. As a result, experience as a teacher or work in educational policy can be assets when seeking an education law position. However, the lack of an education background can be offset by other variables such as a broad public interest background in other issues or strong legal and interpersonal skills.

Prepare for an Interview

Before discussing an internship or position with an employer, you must do your homework. This advice holds true for any position in any field, but it seems to carry particular significance for education law employers. As a result, view websites, read other students' evaluations, and dig a little deeper to learn about the organization's or firm's work in specific education law arenas or cases. Due diligence, or a lack of due diligence, can make a significant impression on an employer.

Highlight Your Intangibles

Beyond pure academic and legal experience, employers look for key variables such as the ability to work well with others and to use interpersonal skills to achieve goals. Education law invariably involves intense interaction with constituents such as students, teachers, administrators, parents, and perhaps members of the legislature. As a result, employers need to know if you can work successfully with others to find solutions. Demonstrate your ability through strong references from past employers or from professors who have observed you working with other students on projects. In addition, be passionate about your interest in education law. Demonstrate your passion by highlighting your background, your course selection, or your internships.

5. PROFESSIONAL NARRATIVES

Deborah Gordon Klehr '04
Education Law Center of Pennsylvania, Staff Attorney

“In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity...is a right which must be made available to all on equal terms.”

Chief Justice Earl Warren, *Brown v. Board of Education* (1954)

Fifty five years after *Brown*, equal opportunity is still a distant dream for many children. At the Education Law Center of Pennsylvania, we work on behalf of these children and their families. Each year, we help thousands of children to gain access to the best possible public education. Some are students with disabilities, children in foster care, or children facing unfair discipline. I have the job I went to law school to get!

I had focused on urban education policy in college and knew I wanted to practice education law—even if I was not 100% sure what that meant. My college summers were spent working at the Children’s Defense Fund and the Education Trust (two other great organizations you should check out)! After college, I sought classroom experience, to have a better sense of the classroom challenges from a teacher’s perspective. Teaching kindergarten and first grade was definitely harder than being a 1L. But I learned a lot about education in a way that a Princeton classroom could not teach me (not to mention learning efficient ways to tie 40 shoelaces quickly). I was and am continually struck by the additional challenges children living in poverty face in school.

When I got to Harvard Law, I worked on a project with Dean Martha Minow, researching state, district and school special education practices that would allow all students access to the general curriculum. I also did some clinical work, representing a student in a special education case. These experiences greatly enriched my law school experience and I highly recommend clinical work to all law students. Spending my 1L summer as an intern in the Department of Justice’s Educational Opportunities Section in the Civil Rights Division working on desegregation cases and a Title IX case, was also a great experience. The following summer I split my time, working at a large New York law firm for part of the summer, but also interning at the Vera Institute of Justice. Summer internships are a fabulous way to gain exposure to organizations doing innovative work while applying what you’ve learned in a classroom to the real world. These summer jobs helped me figure out what I wanted (and did not want) to do after law school.

After clerking for a federal judge, I wanted to take my 20+ years of education and finally make my education path available and accessible to all children. With the patient help of Alexa Shabecoff, Judy Murciano, and Harvard’s Skirnick and Kaufman Scholarships, I found my dream job at the Education Law Center of Pennsylvania. Four years later, I am now a staff attorney, having been hired at ELC when my fellowship there ended.

At the Education Law Center, I focus on school discipline law and the education of children emerging from the juvenile justice system, though as an office, our scope is much larger. Our goal is to improve the school experience for all children. Specifically, we focus on many of Pennsylvania's most vulnerable students: poor children, children of color, kids with disabilities, English-language learners, children in foster homes and institutions, and others. Here are some examples of our work:

- Joseph was accused of taking part in a fight at school. A judge heard the evidence and decided that Joseph had been an innocent bystander – but his school refused to accept the decision and assigned Joseph to an alternative school for disruptive youth. ELC intervened and Joseph was able to return to his own school.
- Domestic violence forced Sarah and her mother to leave their home. Sarah wanted to stay in her school even though she had temporarily moved in with relatives in another school district. ELC persuaded the school district, that as a “homeless child,” Sarah had that right. School is now an important source of stability in Sarah's otherwise uncertain young life.
- Georgia was born with cerebral palsy. When she celebrated her third birthday, the “early intervention” agency proposed to cut her services. With ELC's help, Georgia's family persuaded the federal court that the agency's actions violated special education law. Georgia's case has made it easier for other young children to receive the services to which they are entitled.

What I love about my job is that I can work on individual cases as well as impact litigation and policy work. Often we need all of these strategies to effect change. One problem that children in Pennsylvania face is being sent to “alternative schools for disruptive youth.” Pennsylvania sends thousands of children to these programs, which operate for fewer hours than regular schools, provide fewer classes and generally offer no sports or extra-curricular activities. Many kids drop out or fail out, and we see that these programs often serve as one stop on the school-to-prison pipeline. Children are sent to these schools for all sorts of reasons—many under Pennsylvania's zero tolerance prohibition of weapons, which is often misapplied.

For example, a child who picked up a smashed pencil sharpener on the playground because it was interfering with his kickball game and gave it to his teacher was recommended to be sent to an alternative school for possession of a weapon! Cases like this one are not an anomaly and while we were sometimes able to help a child on an individual level (I was able to get the child “caught” with a pencil sharpener back into school), there were many more cases than we could handle individually. We filed a case to challenge school districts' practice of transferring children to these alternative schools but denying an appeal in state court. I argued this case in appellate court in the first few months of my ELC fellowship. When the litigation strategy did not work (and it often does not in reform work), we decided to try to change both the way a child is sent to alternative school and the quality of the alternative schools themselves. So far we have succeeded in working with certain school districts to (1) introduce prevention programs and support strategies into the school district, decreasing the number of referrals to alternative education and (2) improve the quality of

education in the alternative programs, including making sure that the curricula align, so that a child can return to the regular school and not be behind academically. We have also worked closely with the Pennsylvania Department of Education as they have issued new and improved guidelines to districts and alternative education providers governing and creating an accountability system where none had previously existed.

There are other ways in which we leverage the expertise of our relatively small office to make a larger impact statewide. In addition to litigation and policy work, we provide information and trainings for parents and child advocates. One of my responsibilities is to travel around the state, training juvenile probation officers on the educational rights of children when they return from delinquency placements. Empowered with knowledge of the laws, the juvenile probation officers can become better advocates for children and help ensure that every child in our state receives a quality education.

As a civil rights attorney at ELC, I am working to move children one step closer to Justice Warren's notion of an equal opportunity. As you get ready to launch your career as an attorney, I urge you to consider public interest law. You can make an appreciable difference, impacting public policy and people's lives—including your own.

Dan Losen

Civil Rights Project/Proyecto Derechos Civiles, Staff Attorney

J.D. Georgetown Law School '99 (visiting student at HLS '98-'99)

M.Ed. Lesley College '87

My decision to get a law degree began with my desire to fight racial injustice. This goal, influenced by my observations growing up in the 1960s, was strongly reinforced by a trip to Auschwitz the summer before I began college. This goal guided my decision to become a classroom teacher, as well as to eventually leave the classroom, seek a J.D. and begin my career at the Civil Rights Project (CRP) at UCLA (formerly at Harvard).

During law school I arranged my schedule around the one education law course offered; spent one summer with the U.S. Department of Education's Office for Civil Rights; and another with the NAACP, Legal Defense and Education Fund (LDF); and had the great fortune of assisting Professor Martha Minow, now Dean of HLS, with her education law course. The mentor relationships I entered into while in law school with leaders in the field, especially with Dean Martha Minow and Gary Orfield, proved critically important throughout my law and policy career.

CRP was conceived by Professors Gary Orfield and Christopher Edley Jr., as a research think tank that could document the benefits of diversity in education as a way to bolster affirmative action policies against legal attacks. From this initial work, the core mission of CRP evolved into becoming a source of intellectual capital for the civil rights movement. In my work there, I am engaged in bringing together scholars and leaders from all parts of the country to address issues related to equal educational opportunity. While my work goals are consistent in their focus, their substance is remarkably diverse.

For example, over the course of the last 10 years I have advised civil rights organizations on impact litigation strategies to end the school to prison pipeline; coauthored and edited a book of research on racial inequity in special education; helped write and produce a video for grassroots advocates about No Child Left Behind; and worked closely with a member of Maryland's state legislature to create model legislation on reporting accurate graduation rates for minority youth. I have also had the opportunity to conduct and publish empirical research in areas such as racial disparities in school discipline, the graduation rates of Black and Latino students, and the impact of restrictive language policy on English language learners.

Working at CRP opened great opportunities to collaborate closely with some of the best scholars, lawyers, and policy-makers in the country. Because the work I do also has an academic component, I have served as a lecturer on law and clinical supervisor to both law and graduate school interns who signed up to work with CRP. CRP's advocacy mission also puts me in position to do a fair amount of public speaking beyond academia, including testimony before Congress, speeches to leading civil rights organizations, as well as to federal and state education agencies.

My daily work is likewise varied. I make my own schedule and keep my own hours (and I now work mostly from home). Here's an example of work I conducted over the last few weeks for CRP: A good deal of time was spent re-drafting a chapter I wrote that is "in press" about challenges to restrictive language policies. The chapter, which combines original empirical analysis of achievement scores in 50 states with legal analysis, had to be updated to add commentary on the recent Supreme Court decision in *Horne v. Flores*. Late last week, I returned to the office I once interned in and delivered a keynote speech on racial over and under representation in special education at the U.S. Department of Education's Office for Civil Rights. Next, I edited a new set of guidance materials being developed by the National PTA on state laws regarding family engagement. Most recently, I joined an administrator from the U.S. Department of Education and a colleague at the Charles Hamilton Houston Institute for Race & Justice at Harvard Law School to discuss possible changes to the federal collection of data on school discipline and school arrest data for students with and without disabilities disaggregated by race and gender. If approved, the changes could substantially improve the knowledge base about incarcerated youth.

Although working for the public interest is lower paying, less secure, and often involves long hours, I find the work to be tremendously fulfilling. While the impact of my work on children is very difficult to measure, I know that my work with CRP has led to important changes in education policy at the federal and state level that can be expected to improve educational outcomes. One of the greatest pleasures is that I get to work with equally passionate scholars, policymakers and advocates. Increasingly, I collaborate with former students I have supervised, who now hold leadership positions in the field, which is really wonderful!

Rhoda Schneider
**Massachusetts Department of Elementary and Secondary Education, General
Counsel and Senior Associate Commissioner**
J.D. Boston University Law School

For about thirty years I've been chief legal advisor to the commissioner, state board, and staff of the Massachusetts Department of Elementary and Secondary Education. I've worked closely with six successive commissioners and I myself served twice as acting commissioner. I lead a great team of eight lawyers, a manager of investigations, two administrative specialists, and volunteer legal interns. We work with educators and policymakers throughout the agency and with local school officials, advocates, and many other constituents in the education community.

Issues that we address include implementation of state and federal education reform laws, school finance and governance, civil rights, charter schools, student assessment, special education, school and district accountability, and educator licensure. Our practice of administrative law involves legal research and writing; negotiation; public speaking and training; drafting regulations, legislation, and advisory opinions; presenting at and conducting administrative adjudicatory hearings; drafting and reviewing contracts and interagency agreements; handling employment law matters; and collaborating with the Attorney General's Office on litigation. The work is varied, challenging, collaborative, and meaningful. The issues and people I work with keep me energized every day.

I went to Boston University Law School in the 1970s, eager to gain professional skills that I could use for the public good. Back then, students interested in public sector internships had to forge their own path. Fortunately, an assistant dean who had become general counsel at the state executive office of human services was receptive to my interning with him part-time during my third year. He was an important mentor to me and the internship was pivotal in honing my legal skills and convincing me that one could do vital, high quality legal work in state government.

I graduated from law school without a job offer and uncertain about my future. About six months later, encouraged by the lawyer with whom I'd interned, I applied and was hired for a staff attorney position in the state education department. I learned a huge amount about lawyering and judgment from the general counsel who hired me (she's now chief judge of the U.S. Court of Appeals for the 1st Circuit), and about education policy and leadership from the commissioner who later promoted me to general counsel, his successors, and other terrific colleagues within and outside the department.

What would I advise law students who are interested in working in education law?

- *Develop strong analytical and legal research and writing skills.* For positions in our office, some knowledge of education law and policy is helpful, but excellent legal skills are essential.
- *Do internships and clinical work.* You'll acquire knowledge and skills that you don't necessarily get in class, you'll make connections (issues and organizations as well as people), you'll learn about yourself (what kinds of work turn you off or on), and

- you'll graduate with work experience that may interest future employers.
- *Seek out lawyers and others who will mentor you.* I lucked into some wonderful mentors. Don't rely on luck; you can be strategic about this. For example, in deciding between two internships or job offers, find out which supervisor takes mentoring seriously and would be a good mentor for you.
 - *Learn as much as you can about various organizations.* Internet research and talking to people can inform you about the varieties of education law practice. And never show up for an interview without having done some homework about that organization!

There are many ways to serve the public interest through legal practice. For me, practicing education law at the state level has been very gratifying. While times are tough and competition is stiff, many government agencies, school districts, and nonprofit organizations need and will be looking for law students and lawyers who are highly skilled and committed to education and public service. Good luck in your quest.

Dan Gordon '99

**District of Columbia Public Schools, Office of Secondary School Transformation,
Manager for Course Offerings & Academic Policy**

I didn't know for sure that I wanted to study law until I went back to fifth grade. As an AmeriCorps volunteer working at College Park Elementary School outside of Atlanta, I finally landed upon an actual answer to "Why law school?" that went beyond "A JD opens a lot of doors" or "I like to argue." The structural obstacles and systemic racism that stood in opposition to my students' future success inspired me to do something to help and, finally, I saw clearly how a law degree could help me accomplish my goals.

In my three years at HLS, I managed to keep my focus on that initial inspiration – most notably through a summer internship at the US Department of Justice, in the Civil Rights Division's Educational Opportunities Section – but I also intentionally explored the "opens a lot of doors" theory I mentioned earlier: journal work to taste academia, moot court and a criminal defense clinical to sample litigation, and a summer at a law firm to understand private practice. Through it all, though, I remained committed to my dream of leveling the educational (and thus societal) playing field.

After a year of clerking in the 2nd Circuit Court of Appeals, I had the great fortune of returning to the DOJ office for which I had interned. For 5 years, I worked to enforce federal civil rights statutes in educational institutions around the country. The bulk of my work involved overseeing school districts' compliance with the ongoing desegregation orders and helping usher districts that had eliminated the vestiges of the former dual system toward an eventual termination of federal oversight. I desegregated faculties and student bodies, ended race-based Homecoming elections, and reformed language acquisition programs. I trained South Dakotan high school athletic directors on Title IX compliance and interviewed female cadets at The Citadel. I was hailed as a hero by local NAACP chapters and condemned as an "evil man" on a church sign in protest of the closing of a historically white

high school. The work was interesting and meaningful, and as with most government jobs, I was given a great deal of responsibility and autonomy early in my career.

Although I achieved progress in many cases, I was frustrated by the limits of operating at the systemic level. Too often I found that the most pressing problems facing the struggling schools and students with whom I worked were not problems that a lawsuit could solve. As a lawyer, I could not help a student read at her grade level nor help a school district retain its best and most experienced teachers at its highest-need schools. There was simply too great of a distance between my work providing equal educational opportunities and the students trying to take advantage of those opportunities.

After a yearlong detour to Nicaragua (that's another story altogether), I decided to get closer to the front lines and teach in the DC public schools. As a teacher, I was able to work on the aforementioned issues directly. For three years, I taught English to 12th graders. In an essay this short, I can't do justice to the breadth and depth, the wonder, joy and frustration of my experiences in the classroom, but I will highlight some ways that my legal training and experience helped make me a better teacher: (1) as a lawyer, I learned to value organization and preparation; (2) having mapped out and then executed legal strategies, I was prepared to design and implement effective curriculum; (3) through court appearances and negotiations, I developed some of the public speaking and presentation skills necessary to conduct an engaging class; and (4) the work I did with community groups, church leaders, and parents convinced me how important it is to seek buy-in from all relevant stakeholders. More directly, I advised teachers trying to understand special education laws, explained No Child Left Behind Act requirements to administrators, and occasionally helped students navigate the various legal institutions and processes at play in their lives.

Despite my love for teaching, after three exhilarating and exhausting years, I have decided to leave the classroom to instead do policy work for the school district's central office. When I began teaching, I was focused on reforming education one student at a time. But I quickly realized how essential systems are, whether in the classroom, across the school, or throughout the district. Well-structured, intentional, assessable, flexible systems provide the space and stability necessary for good teaching to take place and for sustained learning to flourish. Under the leadership of Michelle Rhee, DCPS has become a national leader in school reform, and I am thrilled to have joined that effort as the manager of academic policy and course offerings for DC's secondary schools. I will miss the day-to-day dynamism of the classroom, but I am now able to leverage both my teaching and legal backgrounds to improve educational opportunities across Washington without sacrificing the local connection that was missing from my federal government service.

My JD has indeed opened doors, but not necessarily the ones I expected when I started as a first-year. By staying focused on a big picture goal of improving the public education system, I have instead pursued a variety of opportunities, carrying with me the invaluable skills, knowledge and perspective drawn from my legal education and career. Non-traditional? Yes. But as career adjectives go, I'll take "fulfilling," "challenging," and "engaging" over "traditional" every time.

William D. McCants, '00
Civil Rights Attorney, U.S. Department of Education

I have been a Civil Rights Attorney for the U.S. Department of Education, Office for Civil Rights (OCR), Boston, for the last four years. As an attorney for the federal government, I am not an advocate for children. Instead, I am a “neutral fact finder” striving to ensure that recipients of federal funds from the Department, from pre-schools to graduate schools, are providing equal opportunity as required by federal civil rights laws regarding disability, race, color, national origin, sex, and age.

My job has brought me in touch with children from the six New England states, as well as Michigan, New York, Ohio and Puerto Rico. I have investigated cases in large urban districts, as well as in a rural K-8 district consisting of about seventy students. I have worked with some very wealthy, highly educated parents, and others who have not graduated from high school and were effectively homeless. I have measured outdoor “accessible routes” with investigative teams in both freezing rain and withering August heat.

The majority of OCR cases concern persons with disabilities, and the bulk of those cases concern the delivery of services to disabled students on education plans. Overall, the federal civil rights laws impacting children – whether by way of statute, regulation, case law, policy, and/or agency interpretation – are as complex and nuanced as they come, and they are constantly evolving. As a result I have never had a dull day of work at OCR, and I never expect to.

My primary role at OCR is to work with an investigator and a team leader on a complaint team. Investigations require ongoing legal analysis, document review, telephone and face-to-face interviews with recipient staff, witnesses, and the complainant, and, as applicable, negotiation of resolution agreements followed by monitoring. Depending on the remedy, monitoring may go on for several years.

Everything at OCR is done with a team approach. This means that while OCR attorneys are fully expected to bring their legal insights and analytical skills to bear at team meetings and in the document-drafting process, everyone is supposed to leave their ego at the door to the team room.

As for those documents, letters are signed by supervisors or managers, and only after multiple levels and rounds of review. That’s fine with me, because I happen to believe that government power should be used with great care and thoughtful restraint. A complaint may concern one aggrieved child, but a district is always also serving the needs of many *other* children. In most districts, regardless of size, resources are scarce. If, however, an investigation determines that even one student is being denied an equal opportunity to benefit from the services provided by a district, as federal law requires, then remedial action must be taken.

The cases I have been involved in which have resulted in a student receiving services that had been previously denied or mishandled; or where OCR has assured that a child will no longer be subject at school to peer and/or other harassment or discrimination on the bases

of disability, race, sex, or age; or even those cases where a district has gotten its procedures in order so that grievants may get the due process to which federal law entitles them, were very satisfying indeed. But every complaint involving children has its rewards, because if nothing else the investigative process reminds all the adult parties involved of what the law requires, both in theory and in practice, on behalf of the young.

My path to OCR was indirect but not illogical, at least not to me. As U.S. Supreme Court Justice Oliver Wendell Holmes, Jr. once said, “Life is painting a picture, not doing a sum.” After I graduated from UCLA with a degree in history, I worked for a few years as an investigator for the U.S. Department of the Treasury/IRS in inner-city Los Angeles. The most satisfying part of my job was bringing the law to bear on sweatshop owners who were withholding Social Security taxes from the paychecks of Latina garment workers, and then pocketing the money for their own use rather than passing it along to the federal government.

I wanted to do more for this community, so I earned a teaching credential and spent the next four years teaching U.S. history at a junior high school in the South Central L.A. area. There were seventeen active gangs within a two mile radius of this approximately 98% Hispanic, 4,100-student school, and I sometimes had to confiscate weapons from my frightened students. But we managed to teach each other a lot. They even inspired me to later write two humorous novels for young adults, published by Harcourt Brace, which allowed me to meet and laugh with young people from a variety of states. In my second novel, I was able to sneak in some references to a few landmark student free speech cases.

I went on to teach honors/Advanced Placement psychology for three years to high school seniors in an upper-middle class Boston suburb, and enjoyed a no less valuable, but vastly different, teaching and learning experience.

During law school, I spent my post-1L summer and then ten hours per week during my 2L fall term with the Legal Office of the Massachusetts Department of Education (MA DOE). Because education is primarily a state function rather than a federal one, the scope of activity in this office was quite broad, ranging from teacher certification and charter school regulation to student records access and school tort liability. After law school, as a clerk for an HLS alum on the Massachusetts Supreme Judicial Court, I assisted with several important cases in which the rights of children figured prominently.

Like most law students, I was interested in a variety of legal fields. I spent three years on the staff of the *Harvard Environmental Law Review*, for example. Following my clerkship, I worked as an associate in the Environmental Law Department at Goodwin Procter, a “Big Law” firm based in Boston. The experience was a valuable one, and it was a true privilege to work in a setting in which so many are both highly intelligent and hard-working, and on a consistent basis. The hours, however, proved to be exceedingly difficult for my wife and two sons, and so for me. Perhaps the most crucial of children’s rights is their right to a parent’s time.

When a Public School Liaison position came open at MA DOE I did not hesitate to accept it, in spite of the massive pay cut. Less than a year later, alerted to an OCR job opening by a colleague at MA DOE who had previously interned at OCR (I have found the education law

field to be a relatively small and friendly one), I landed my current position. I am very happy with how things turned out, but I am also convinced that a talented environmental lawyer could find a way to make just as much of a difference in the quality of children's lives as a civil rights attorney. I also would have been quite pleased to stay at MA DOE and work my way into a permanent position with its Legal Office.

So I leave you with this advice: If you are committed to using your legal skills on behalf of children, I believe you can find a way to do it, regardless of your practice area or employment situation. Because life is painting a picture, not doing a sum.

**Reproduced from HLS Specialty Guide to Children's Rights (2007)*

6. EDUCATION LAW AT HARVARD

RELEVANT COURSES & CLINICS AT HLS

The Art of Social Change: Child Welfare, Education and Juvenile

Child Advocacy Clinic

Education Advocacy and Systemic Change: Children at Risk Clinical Workshop

Education Law and Policy: Seminar

Employment Law

Employment Law Workshop: Advocacy Skills

Labor Law

CROSS REGISTRATION:
HARVARD GRADUATE SCHOOL OF EDUCATION

Analyzing Education Policy

Charter Schools: Threats or Opportunities for Public Education?

Community Power, Decision-Making, and Education

Controversies in Federal Education Policy: Can Title I Close the Achievement Gap?

The Federal Government in Schools

Educational Effectiveness: Examining Influences on Student Achievement

Higher Education and the Law

Introduction to Educational Policy

Legal Issues Affecting Urban Schools

Race, Class and Educational Inequality

Schools and the Law

Social Inequality and Educational Disadvantage

The Sociology of Education: The Culture and Acculturation of Schools

State Education Policy: A Practicum

CROSS-REGISTRATION:
KENNEDY SCHOOL OF GOVERNMENT

Analyzing Education Policy

Major Issues in Federal Education Policy

Market Based Reform in American Education

Effective Interventions and School Reforms for At-Risk Children

Tackling the Toughest Challenges for Modern American Higher Education

The Politics of American Education

The Political Economy of the School

Youth Development and the Achievement Gap

7. EXTRACURRICULAR ACTIVITIES

Extracurricular activities can be an excellent way to meet others who are interested in education and education law while gaining practical experience in the field. Here is a listing of the legal and non-legal education organizations at Harvard Law School and the Harvard Graduate School of Education.

ADVOCATES FOR EDUCATION (A4E)

An HLS organization that brings together educators, policymakers, scholars, and advocates to raise awareness about, and contribute to the greater understanding of issues in, public education law and policy. The organization provides litigation support to non-profit organizations working on education law cases and visits innovative schools in the Boston area to meet with principals to discuss successful education models. A4E also organizes a brown-bag speaker series and informal career advising opportunities for participants.

BIG BROTHER / BIG SISTER ORGANIZATION

One of the few HLS activities that is not law-related, the Big Brother/Big Sister Organization is a community service organization that works closely with the Big Brothers of Massachusetts Bay and Big Sister Association of Greater Boston matching student volunteers with needy children in the Cambridge/Somerville area. Sibling pairs meeting at least once a week to play sports, go to the movies, do homework, bake cookies, or just “hang out” and talk. The organization also holds a number of exciting group activities.

BRIDGE

Bridge is a student-run group that connects leaders and innovators across sectors to promote educational entrepreneurship. Bridge is the host of the annual Educational Enterprise Idea Competition.

CHARLES J. HAMILTON HOUSTON INSTITUTE FOR RACIAL JUSTICE

This racial justice research institute, housed at Harvard Law School, has two education projects: the O’Conner Project, which aims to improve education outcomes for children of color, and the Redirecting the School to Prison Pipeline Project, which seeks to raise awareness of issue and remedy the pipeline’s disproportionate impact of students of color.

CHILD AND YOUTH ADVOCATES (CYA)

CYA brings together students interested in a wide variety of children’s issues, including child welfare, juvenile justice, and education. The organization aims to heighten awareness and encourage discussion of these issues at HLS, facilitate student involvement with children and youth in Cambridge and Boston, and advocate for children’s rights in various contexts.

COACH PROGRAM

Harvard College and graduate students assist high school juniors and seniors in West Roxbury with applying to college and formulating plans for after high school. Harvard students work as "coaches," helping the high schoolers with applications, essays, financial aid forms and all other aspects of the college selection process. Students spend 3-4 hours per week volunteering, and the program lasts from early October through early May. Coaches are also paid a small stipend.

EDUCATION POLICY AND MANAGEMENT STUDENT ASSOCIATION (EPMSA)

This Harvard Graduate School of Education organization provides its members and other interested students with opportunities to socialize throughout the year. EPMSA also organizes educational/academic activities such as panels or presentations that will create enriching opportunities for participants to learn from and network with faculty, alumni, local professionals, and others who share a concern for education policy issues. This is a great opportunity for HLS students interested in education law to get to know their future colleagues.

HARVARD MEDIATION PROGRAM

Student mediators work to resolve disputes both in and out of the courts in the Boston area. The program provides basic, practical legal knowledge and interpersonal skills useful to education or any other sort of law.

KIDS IN THE COURT (KITC)

In KITC, HLS students lead local middle schoolers through the legal process by staging mock trials where students act as lawyers, litigants, and witnesses. KITC also takes up the issue of juveniles being tried as adults in the court system, and works on their behalf, striving to change the laws that allow children as young as 12 to be tried as adults in state courts.

PROGRAM ON NEGOTIATION

The Program on Negotiation at Harvard Law School is an applied research center committed to improving the theory and practice of negotiation and dispute resolution. The Program works to change the way people, organizations, and nations resolve their disputes. Projects include attempting to design, implement and develop conflict resolution practices and the promotion of public awareness about conflict resolution efforts.

For more information on the organizations above or other student organizations please visit:

HLS: www.law.harvard.edu/students/orgs

GSE: http://isites.harvard.edu/icb/icb.do?keyword=hgse_osa&pageid=icb.page75097.

8. SELECTED EDUCATION LAW AND REFORM ORGANIZATIONS

FEDERAL GOVERNMENT

U.S. DEPARTMENT OF EDUCATION – OFFICE OF CIVIL RIGHTS

400 Maryland Avenue SW
Washington, DC 20202
Phone: (800) 421-3481
Fax: (202) 245-6840

Description: The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

U.S. DEPARTMENT OF EDUCATION - OFFICE OF THE GENERAL COUNSEL

400 Maryland Avenue SW
Washington, DC 20202
Phone (202) 401-6000
www.ed.gov/about/offices/list/ogc/index.html

Description: The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education. The Office of the General Counsel is under the supervision of the General Counsel, who serves as principal adviser to the Secretary of Education on all legal matters affecting Departmental programs and activities.

STATE GOVERNMENT

ALABAMA DEPARTMENT OF EDUCATION

Gordon Persons Office Building

50 North Ripley Street
P.O. Box 302101
Montgomery, AL 36104
Phone (334) 242-9700
Fax (334) 242-9708
www.alsde.edu/html/home.asp

ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

Suite 200
801 West 10th Street
P.O. Box 110500
Juneau, AK 99811
Phone (907) 465-2800
Fax (907) 465-415
www.eed.state.ak.us/

ARIZONA DEPARTMENT OF EDUCATION

1535 West Jefferson Street
Phoenix, AZ 85007
Phone (602) 542-4361
Fax (602) 542-5440
www.ade.az.gov/

ARKANSAS DEPARTMENT OF EDUCATION

Room 304A
Four State Capitol Mall
Little Rock, AR 72201
Phone (501) 682-4204
Fax (501) 682-1079
<http://ArkansasEd.org>

CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street
Sacramento, CA 95814
Phone (916) 319-0800
Fax (916) 319-0100
www.cde.ca.gov

COLORADO DEPARTMENT OF EDUCATION

201 East Colfax Avenue
Denver, CO 80203
Phone (303) 866-6600
Fax (303) 830-0793
www.cde.state.co.us

CONNECTICUT DEPARTMENT OF EDUCATION

State Office Building
165 Capitol Avenue
Hartford, CT 06106
Phone (860) 713-6548
Fax (860) 713-7001
www.sde.ct.gov

DELAWARE DEPARTMENT OF EDUCATION

Suite Two
401 Federal Street
Dover, DE 19901
Phone (302) 735-4000
Fax (302) 739-4654
www.doe.state.de.us

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Ninth Floor
825 North Capitol Street NE
Washington, DC 20002
Phone (202) 442-5885
Fax (202) 442-5026
www.k12.dc.us

FLORIDA DEPARTMENT OF EDUCATION

Turlington Building
Suite 1514
325 West Gaines Street
Tallahassee, FL 32399

Phone (850) 245-0505
Fax (850) 245-9667
www.fldoe.org

GEORGIA DEPARTMENT OF EDUCATION

2066 Twin Towers East
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334
Phone (404) 656-2800
Fax (404) 651-8737
<http://public.doe.k12.ga.us>

HAWAII DEPARTMENT OF EDUCATION

Systems Accountability Office
Room 411
1390 Miller Street
Honolulu, HI 96813
Phone (808) 586-3283
Fax (808) 586-3440
<http://doe.k12.hi.us>

IDAHO STATE BOARD OF EDUCATION

Len B. Jordan Office Building
650 West State Street
P.O. Box 83720
Boise, ID 83720
Phone (208) 332-6800
Fax (208) 334-2228
www.sde.idaho.gov

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street
Springfield, IL 62777
Phone (217) 782-4321
Fax (217) 524-4928
www.isbe.net

INDIANA DEPARTMENT OF EDUCATION

Statehouse, Room 229
Indianapolis, IN 46204
Phone (317) 232-6610
Fax (317) 232-6610
www.doe.in.gov

IOWA DEPARTMENT OF EDUCATION

Grimes State Office Building
400 East 14th Street
Des Moines, IA 50319
www.iowa.gov/educate

KANSAS DEPARTMENT OF EDUCATION

120 South East 10th Avenue
Topeka, KS 66612
Phone (785) 296-7933
Fax (785) 296-7933
www.ksde.org

KENTUCKY DEPARTMENT OF EDUCATION

Capital Plaza Tower
First Floor
500 Mero Street
Frankfort, KY 40601
Phone (502) 565-3141
Fax (502) 564-5680
www.education.ky.gov

LOUISIANA DEPARTMENT OF EDUCATION

1201 North Third
P.O. Box 94064
Baton Rouge, LA 70804
Phone (225) 219-5172
Fax (225) 342-0781
www.louisianaschools.net

MAINE DEPARTMENT OF EDUCATION

Burton M. Cross State Office
Building
111 Sewall Street
23 State House Station
Augusta, ME 04333
Phone (207) 624-6600
Fax (207) 624-6601
www.maine.gov/portal/education

MARYLAND STATE DEPARTMENT OF EDUCATION

200 West Baltimore Street
Baltimore, MD 21201
Phone (501) 767-0100
Fax (401) 333-6033
www.marylandpublicschools.org/M_SDE

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

75 Pleasant Street
Malden, MA 02148
Phone (781) 338-3111

Fax (781) 338-3770
www.doe.mass.edu

MICHIGAN DEPARTMENT OF EDUCATION

P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909
Phone (517) 373-3324
Fax (517) 335-4565
www.michigan.gov/mde

MINNESOTA DEPARTMENT OF EDUCATION

1500 Highway 36 West
Roseville, MN 55113
Phone (651) 582-8200
Fax (651) 582-8724
<http://education.state.mn.us/mde>

MISSISSIPPI DEPARTMENT OF EDUCATION

Central High School
359 North West Street
P.O. Box 771
Jackson, MS 39205
Phone (601) 359-3513
Fax (601) 359-3242
www.mde.k12.ms.us

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

205 Jefferson Street
P.O. Box 480
Jefferson City, MO 65102
Phone (573) 751-4212
Fax (573) 751-8613
<http://dese.mo.gov>

MONTANA OFFICE OF PUBLIC INSTRUCTION

P.O. Box 202501
Helena, MT 59620
Phone (406) 444-2082
Fax (406) 444-3924
www.opi.mt.gov

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509
Phone (402) 471-5020

Fax (402) 471-4433
www.nde.state.ne.us

NEVADA DEPARTMENT OF EDUCATION

700 East Fifth Street
Carson City, NV 89701
Phone (775) 687-9217
Fax (775) 687-9202
www.doe.nv.gov

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Hugh J. Gallen State Office Park
101 Pleasant Street
Concord, NH 03301
Phone (603) 271-3495
Fax (603) 271-1953
www.ed.state.nh.us

NEW JERSEY DEPARTMENT OF EDUCATION

P.O. Box 500
100 Riverview Plaza
Trenton, NJ 08625
Phone (609) 292-4469
Fax (609) 777-4099
www.state.nj.us/education

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

300 Don Gaspar
Santa Fe, NM 87501
Phone (505) 827-5800
Fax (505) 827-6520
www.ped.state.nm.us

NEW YORK STATE EDUCATION DEPARTMENT

Education Building
Room 111
89 Washington Avenue
Albany, NY 12234
Phone (518) 474-5844
Fax (518) 473-4909
www.nysed.gov

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

301 North Wilmington Street
Raleigh, NC 27601
Phone (919) 807-3430

Fax (919) 807-3445
www.ncpublicschools.org

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION

Department 201
600 East Boulevard Avenue
Bismarck, ND 58505
Phone (701) 328-2260
Fax (701) 328-2461
www.dpi.state.nd.us

OHIO DEPARTMENT OF EDUCATION

25 South Front Street
Columbus, OH 43215
Phone (614) 466-4839
Fax (614) 728-9300
www.ode.state.oh.us

OKLAHOMA STATE DEPARTMENT OF EDUCATION

2500 North Lincoln Boulevard
Oklahoma City, OK 73105
Phone (405) 521-3301
Fax (405) 521-6205
sde.state.ok.us

OREGON DEPARTMENT OF EDUCATION

255 Capitol Street NE
Salem, OR 97310
Phone (503) 947-5600
Fax (503) 378-5156
www.ode.state.or.us

PENNSYLVANIA DEPARTMENT OF EDUCATION

333 Market Street
Harrisburg, PA 17126
Phone (717) 787-5820
Fax (717) 787-7222
www.pde.state.pa.us

RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

255 Westminster Street
Providence, RI 02903
Phone (401) 222-4600

Fax (401) 222-6178
www.ride.ri.gov

SOUTH CAROLINA DEPARTMENT OF EDUCATION

1006 Rutledge Building
1429 Senate Street
Columbia, SC 29201
Phone (803) 734-8815
Fax (803) 734-3389

SOUTH DAKOTA DEPARTMENT OF EDUCATION

700 Governors Drive
Pierre, SD 57501
Phone (605) 773-5669
Fax (605) 773-6139
http://doe.sd.gov

TENNESSEE STATE DEPARTMENT OF EDUCATION

Andrew Johnson Tower, Sixth Floor
710 James Robertson Parkway
Nashville, TN 37243
Phone (615) 741-2731
Fax (615) 532-4791
www.state.tn.us/education

TEXAS EDUCATION AGENCY

William B. Travis Building
1701 North Congress Avenue
Austin, TX 78701
Phone (512) 463-9734
Fax (512) 463-9838
www.tea.state.tx.us

UTAH STATE OFFICE OF EDUCATION

250 East 500 South
P.O. Box 144200
Salt Lake City, UT 84114
Phone (801) 538-7500
Fax (801) 538-7521
www.schools.utah.gov

VERMONT DEPARTMENT OF EDUCATION

120 State Street
Montpelier, VT 05620
Phone (802) 828-3135

Fax (802) 828-3140
www.education.vermont.gov

**VIRGINIA DEPARTMENT
OF EDUCATION**

P.O. Box 2120
James Monroe Building
101 North 14th Street
Richmond, VA 23218
Phone (804) 225-2420
www.doe.virginia.gov

**OFFICE OF THE
SUPERINTENDENT OF
PUBLIC INSTRUCTION
(WASHINGTON)**

Old Capitol Building
600 South Washington
P.O. Box 47200
Olympia, WA 98504
Phone (360) 725-6000

**SELECTED SCHOOL
DISTRICTS**

**BOSTON PUBLIC SCHOOLS
– OFFICE OF THE LEGAL
ADVISOR**

26 Court Street
3rd Floor
Boston, MA 02108
Phone (617) 635-9320
Fax (617) 635-9327

**CHICAGO PUBLIC SCHOOLS
– LAW DEPARTMENT**

125 South Clark Street
7th Floor
Chicago, IL 60603
Phone (773) 553-1700
Fax (773) 553-1701
www.cps.edu/About_CPS/Departments/Law/Pages/LawDepartment.aspx

**DALLAS INDEPENDENT
SCHOOL DISTRICT –
OFFICE OF LEGAL
SERVICES**

3700 Ross Avenue, Box 69
Dallas, TX 75204
Phone (972) 925-3250
Fax (972) 925-3251
www.dallasisd.org/inside_disd/depts/legal/contracts.htm

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS – OFFICE
OF THE GENERAL
COUNSEL**

Ninth Floor
825 North Capitol Street NE
Washington, DC 20002
Phone (202) 442-5885
Fax (202) 442-5026
<http://dcps.dc.gov/portal/site/DCPS/>

**LOS ANGELES UNIFIED
SCHOOL DISTRICT –
OFFICE OF THE GENERAL
COUNSEL**

333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017
Phone (213) 241-6601
Fax (213) 241-8444

**MINNEAPOLIS PUBLIC
SCHOOLS – OFFICE OF THE
GENERAL COUNSEL**

807 NE Broadway
Minneapolis, MN 55413
Phone (612) 668-0480
Fax (612) 668-0485
<http://generalcounsel.mpls.k12.mn.us>

**NEW YORK CITY
DEPARTMENT OF
EDUCATION – OFFICE OF
THE GENERAL COUNSEL**

Tweed Courthouse
52 Chambers Street
New York, NY 10007
Phone (212) 374-6888
<http://schools.nyc.gov/Offices/GeneralCounsel/Legal/default.htm>

**THE SCHOOL DISTRICT OF
PHILADELPHIA – OFFICE
OF THE GENERAL
COUNSEL**

440 North Broad Street
Suite 313
Philadelphia, PA 19130
Phone (215) 400-4120
<http://webgui.phila.k12.pa.us/offices/g/generalcounsel>

**SAN DIEGO UNIFIED
SCHOOL DISTRICT – LEGAL
SERVICES OFFICE**

San Diego Unified School District
4100 Normal Street Room 2148
San Diego, CA 92103
Phone (619) 725-5630
Fax (619) 725-5639
www.sandi.net/legal_office/index.html

**SAN FRANCISCO UNIFIED
SCHOOL DISTRICT – LEGAL
DEPARTMENT**

555 Franklin Street
3rd Floor
San Francisco, CA 94102
Phone (415) 241-6054
Fax (415) 241-6371
<http://portal.sfusd.edu/template/?page=legal>

**NON-PROFIT &
ADVOCACY**

ADVANCEMENT PROJECT

1730 M Street NW
Suite 910
Washington, DC 20036
Other offices: Los Angeles, CA;
Sacramento, CA
Phone (202) 728-9557
Fax (202) 728-9558
ap@advancementproject.org
www.advancementproject.org
Description: The Advancement Project is a policy, communications and legal action group committed to racial justice. The organization works to develop and inspire community-based solutions based on legal analysis and public education campaigns. It is a multi-issue organization, but education reform is a major focus.
Issue Areas: Educational equity; school-to-prison pipeline; school discipline; early childhood education; school finance
Types of Advocacy: Research and publications; community lawyering; technical assistance for attorneys and advocates; media outreach; public education; occasional litigation

ADVOCATES FOR JUSTICE AND EDUCATION (AJE)

2041 Martin Luther King Jr. Ave
Suite 400
Washington, DC 20020
Phone (202) 678-8060
Fax (202) 678-8062
information@aje-dc.org
www.aje-dc.org

Description: AJE works to educate parents, youth and the community about the laws governing public education, specifically for children with special needs. Through a variety of programs and events, it seeks to motivate and empower youth and parents to be effective advocates for quality education. In cases in which a third party is necessary to ensure that appropriate services are being made available to a family in need, AJE may provide families with direct representation.

Issue Areas: Special education; school accountability

Types of Advocacy: Community outreach and education; direct representation

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

1133 Nineteenth St. NW
Suite 200
Washington, DC 20036
Phone (202) 737-5900
Fax (202) 737-5526
aaup@aaup.org
www.aaup.org

Description: The AAUP is a national organization of faculty, researchers, administrators, graduate students and members of the general public that works to promote academic freedom and tenure.

Issue Areas: Academic freedom; discrimination; affirmative action; intellectual property; employment contracts; college and university governance

Types of Advocacy: Advice to and direct representation of university faculty members; administrative advocacy; research and publications

AMERICAN CIVIL LIBERTIES UNION (ACLU)

125 Broad Street
18th Floor
New York, NY 10004
Other offices: Offices in all 50 states, Puerto Rico and Washington, DC
www.aclu.org

Description: The ACLU works in courts, legislatures, and communities to defend individual rights and liberties. A significant part of its work is related to the preservation of students' constitutional rights in schools. The ACLU employs more than 200 attorneys and thousands of volunteer attorneys.

Issue Areas: Affirmative action; school integration; educational equity; school-to-prison pipeline; racial profiling; right to counsel

Types of Advocacy: Impact litigation; administrative advocacy; research and publications

ASIAN AMERICAN LEGAL DEFENSE FUND (AALDEF)

99 Hudson Street
12th Floor
New York, NY 10013
Phone (212) 966-5932
Fax (212) 966-4303
info@aaldef.org
www.aaldef.org

Description: The AALDEF is a national organization that protects and promotes the rights of Asian Americans. It is a multi-issue organization, but emphasizes educational equity in its work. It provides legal assistance to parents and students asserting their right to equal education opportunities.

Issue Areas: Language policy; racial profiling; anti-Asian harassment; school pushout; school discipline

Types of Advocacy: Direct representation; impact litigation; technical assistance for community-based initiatives; community education; public education; administrative advocacy

CAMPAIGN FOR FISCAL EQUITY, INC. (CFE)

110 William Street
Suite 2602
New York, NY 10038
Phone (212) 867-8455
Fax (212) 867-8460
cfeinfo@cfequity.org
www.cfequity.org

Description: The CFE is a non-profit corporation that seeks to ensure adequate resources and opportunity for a sound basic education for all students in New York City. The organization filed and won the landmark "CFE v. State of New York" case, in which it successfully argued that the state's school finance system under-funded NYC public schools and denied their students their constitutional right to a sound basic education. CFE works to secure full funding and implementation of school finance and accountability reforms in New York.

Issue Areas: School finance; school accountability.

Types of Advocacy: Impact litigation; administrative advocacy; research and publications

CENTER FOR CHILDREN'S LAW AND POLICY (CCLP)

Removing Barriers to Education Project

1701 K Street NW
Suite 1100
Washington, DC 20006

This is a joint project between CCLP, the Youth Law Center, and JustChildren (a project of the Legal Aid Justice Center of VA)

Phone (202) 637-0377
Fax (202) 379-1600
info@cclp.org
www.cclp.org

Description: Through the "Removing Barriers to Education Project, Virginia," CCLP, the Youth Law Center, and JustChildren (a project of the Legal Aid Justice Center of Virginia) work to reduce barriers to education for youth in and

returning from the child welfare and juvenile justice systems.

Issue Areas: Re-enrollment of youth returning from out-of-home juvenile justice placements; special education

Types of Advocacy:

Administrative advocacy; public education; research and publications; technical assistance to schools, judges, attorneys and other youth-serving professionals

CENTER FOR LAW AND EDUCATION (CLE)

1875 Connecticut Avenue NW
Suite 10

Washington, DC 20009

Other offices: Boston, MA

Phone (202) 986-3000

Fax (202) 986-6648

pweckstein@cleweb.org

www.cleweb.org

Description: CLE works to make all students right to a quality education a reality and to enable communities to address their own public education problems effectively. CLE has helped shape legislation and policy at the national level and has provided assistance to students, parents and educators struggling with their implementation at the state and local levels, through both school capacity-building and outside advocacy.

Issue Areas: Standards-based reform; high school restructuring (including vocational reform); special education; school-community relations; early intervention; school discipline; rights of court-involved youth; language policy; education of homeless children; access to higher education

Types of Advocacy: Community education; technical assistance to attorneys and advocates representing students and parents; administrative advocacy; staff development; research and publications

CENTER FOR LAW AND SOCIAL POLICY (CLASP)

1015 15th Street NW

Suite 400

Washington, DC 20005

Phone (202) 906-8000

Fax (202) 842-2885

www.clasp.org

Description: CLASP is a national nonprofit that is dedicated to improving the lives of low-income people. The organization has many goals, among which are the aim to make early educational opportunities available for all children and to help young people acquire the training required to obtain stable, well-paid jobs.

Issue Areas: Early childhood education; No Child Left Behind; postsecondary education and vocational training

Types of Advocacy: Research and publications; administrative advocacy; technical assistance to advocates, policymakers, and government administrators at the federal, state, and local levels

CENTER FOR PUBLIC REPRESENTATION (CPR)

22 Green Street

Northampton, MA 01060

Other offices: Newton, MA

Phone (413) 586-6024

info@cpr-ma.org

www.centerforpublicrep.org

Description: CPR is a non-profit public interest law firm providing mental health law and disability law services. In addition to advocating for positive change in the systems that serve individuals with disabilities, including public school systems, the organization provides litigation and consulting services and produces and disseminates informational publications. The HLS Child Advocacy Project has placed students at the organization to do work on special education law.

Issue Areas: Special education

Types of Advocacy: Community education; administrative advocacy;

direct representation; research and publications

CENTER FOR SPECIAL EDUCATION ADVOCACY (CSEA)

5600 Cox Road

Suite 205

Glen Allen, VA 23060

Phone (804) 967-2556

www.virginialac.org

Description: CSEA, formerly the Virginia Coalition for Students with Disabilities Legal Advocacy Center, is a non-profit organization dedicated to improving educational services and outcomes for students with disabilities in Virginia.

Although CSEA does not provide individual advocacy or legal services to parents of disabilities, it offers basic special education training programs for parents, advocates and attorneys on current federal and state special education laws and regulations, as well as case law affecting the education rights of students with disabilities.

Issue Areas: Special education; school discipline

Types of Advocacy: Training for parents, advocates, and attorneys; administrative advocacy; research and publications

CHARLES HAMILTON HOUSTON INSTITUTE FOR RACIAL JUSTICE (AT HLS)

125 Mount Auburn St.

3rd Floor

Cambridge, MA 02138

Phone (617) 495-8285

Fax (617) 496-1406

houstoninst@law.harvard.edu

www.charleshamiltonhouston.org

Description: This racial justice research institute at HLS has two education projects: the O'Conner Project, which aims to improve education outcomes for children of color, and the Redirecting The School to Prison Pipeline Project, which seeks to raise awareness of and remedy the pipeline's

disproportionate impact of students of color.

CITIZENS' COMMISSION ON CIVIL RIGHTS

2000 M St. NW
Washington, DC 20036
Phone (202) 659-5565
Fax (202) 223-5303
citizen@cccr.org
www.cccr.org

Description: The Citizens' Commission on Civil Rights was formed in 1982 as a watchdog group focused on the federal government's violations of civil rights. The organization produces and disseminates research reports on a variety of civil rights issues, including school desegregation and affirmative action. In recent years, the Commission has focused much of its work on educational opportunity for poor and minority students as well as those with special needs.

Issue Areas: Educational equity; desegregation; affirmative action; No Child Left Behind Act; Title I
Types of Advocacy: Impact litigation; administrative advocacy; technical assistance to lawyers and advocates; community outreach and education; research and publications

CIVIL RIGHTS PROJECT / PROYECTO DERECHOS CIVILES (AT UCLA)

8379 Math Sciences
Box 951521
Los Angeles, CA
Phone (310) 267-5562
Fax (310) 206-6293
crp@ucla.org
www.civilrightsproject.ucla.edu

Description: The Civil Rights Project conducts research and produces reports on a variety of civil rights issues. Although its concerns are not restricted to education, it has published hundreds reports on education reform. The organization works to forge stronger links between

national civil rights organizations, lawyers, academics and policymakers.

Issue Areas: Desegregation; diversity; school discipline; special education; dropouts, college access; No Child Left Behind; language policy; immigration
Types of Advocacy: Research and publications; technical assistance on Capitol Hill and in state capitals; conferences and roundtables

COUNCIL OF PARENT ATTORNEYS AND ADVOCATES (COPAA)

P.O. Box 6767
Towson, MD 21285
Phone (410) 372-0208
Fax (410) 372-0209
www.copaa.net

Description: COPAA is an independent, non-profit organization of attorneys, special education advocates and parents. Its primary goal is to secure high quality educational services for children with disabilities. The organization does not provide direct services to children with disabilities.

Issue Areas: Special education; informal conflict resolution
Types of Advocacy: Research and publications; training for advocates and attorneys; filing amicus briefs in major cases

ED LAW PROJECT

Ten Malcolm X Boulevard
Roxbury, MA 02119
tflaherty@publiccounsel.net
www.youthadvocacyproject.org/edlaw/edlaw.htm

Description: The EdLaw Project is an educational advocacy partnership between the Children's Law Center of Massachusetts, Inc. and the Youth Advocacy Project. Through legal representation, technical assistance, and training to families, youth-serving professionals and attorneys at the EdLaw Project advocate for indigent and low-income children

in danger on not receiving appropriate education services.

Issue Areas: School discipline; education in the juvenile justice system; re-enrollment of youth returning from out-of-home juvenile justice placements
Types of Advocacy: Direct representation; training to families, attorneys, and other youth-serving professionals; administrative advocacy

EDUCATION LAW ASSOCIATION (ELA)

300 College Park
Dayton, OH 45469
Phone (937) 229-3589
Fax (937) 229-3845
ela@educationlaw.org
www.educationlaw.org

Description: The ELA, formerly the National Organization on Legal Problems of Education, is a national, non-profit, non-advocacy member association that promotes interest in and understanding of the legal framework of education and the rights of students, parents, school boards, and school employees. The organization brings together educational and legal scholars and practitioners to inform and advance educational policy and practice through the law.
Issue Areas: Recent publications on: homeschooling; school discipline; religious and private schools; school finance; sexual orientation, public schools, and the law; teachers; higher education; search and seizure in public schools.

Types of Advocacy: Research and publications; conferences and seminars

EDUCATION LAW CENTER OF NEW JERSEY

60 Park Place
Suite 300
Newark, NJ 07102
Phone (973) 624-1815
Fax (973) 624-7339
elc@edlawcenter.org

www.edlawcenter.org

Description: The Education Law Center advocates on behalf of public school children for access to an equal and adequate education under state and federal laws. It focuses on improving public education for disadvantaged children, and children with disabilities and other special needs. The organization employs a number of strategies, including public education, policy initiatives, research and publications, communications and, as a last resort, legal action.

Issue Areas: Educational equity; school finance; early childhood education; special education; school discipline; public school admissions/residency; school facilities

Types of Advocacy: Research and publications; technical assistance and support to attorneys and advocates; administrative advocacy; impact litigation

EDUCATION LAW CENTER OF PENNSYLVANIA

The Philadelphia Building
1315 Walnut Street, 4th Floor
Philadelphia, PA 19107
Other offices: Pittsburgh
Phone (215) 238-6970
Fax (215) 772-3125
www.elc-pa.org

Description: The Education Law Center is a non-profit organization that works to make a good public education a reality for Pennsylvania's most vulnerable children—poor children, children of color, children with disabilities, English language learners, children in foster homes and institutions, and others.

Issue Areas: The education of children in the welfare system, homeless children, students returning from juvenile placements, and immigrant children; school discipline, school funding, language policy

Types of Advocacy: Impact litigation; community education; technical assistance for attorneys and other youth-serving professionals; administrative advocacy

HOME SCHOOL LEGAL DEFENSE ASSOCIATION (HSLDA)

PO Box 3000
Purcellville, VA 20134
Phone (540) 338-5600
Fax (540) 338-2733
info@hsllda.org
www.hsllda.org

Description: The HSLDA is a non-profit advocacy organization established to defend and advance the constitutional rights of parents to direct the education of their children and to protect family freedom.

Issue Areas: Colleges, universities, and homeschooled children; compulsory attendance age legislation; Individuals with Disabilities Education Act and No Child Left Behind Act as they pertain to home schooled children; equal access in public school sports for homeschooled children; virtual charter schools

Types of Advocacy: Administrative advocacy; direct representation; impact litigation; research and publications; media outreach

INSTITUTE FOR HIGHER EDUCATION LAW AND GOVERNANCE

100 Law Center
Houston, TX 77204
713-743-2075
www.law.uh.edu/ihelg

Description: The Institute conducts research in higher education law and governance issues. Since 1982, Institute staff and affiliated scholars have produced a dozen books, nearly 90 journal and law review articles, and numerous other publications. The

Institute is based at the University of Houston Law Center.

Issue Areas: College and university governance; intellectual property; legal and financial issues in student residency requirements; student legal services; university retirement systems and pension plans

Types of Advocacy: Research and publications; conferences and seminars

INSTITUTE ON EDUCATION LAW AND POLICY

Rutgers School of Law – Newark
Center for Law and Justice
123 Washington Street
Newark, NJ 07102
<http://ielp.rutgers.edu/>

Description: The Institute on Education Law and Policy is an education reform organization, based at Rutgers Law School–Newark, that focuses primarily on education problems in urban New Jersey, but does so with an eye toward their broader significance. The Institute's work includes applied research by legal scholars and social scientists; reports and other publications; invitational meetings and conferences; analysis of education law and policy issues for the benefit of policy makers and the public.

Issue Areas: School choice; school finance; school accountability; school success; shared services

Types of Advocacy: Research and publications; conferences and seminar; administrative advocacy

JUVENILE LAW CENTER (JLC)

The Philadelphia Building, 4th Floor
1215 Walnut Street
Philadelphia, PA 19107
Phone (215) 625-0551
Fax (215) 625-2808
www.jlc.org

Description: JLC is one of the oldest multi-issue public issue law firms for children in the United States. The organization maintains

a national litigation practice that includes appellate and amicus work. It promotes juvenile justice and child welfare reform in Pennsylvania and nationwide through policy initiatives and public education forums.

Issue areas: School discipline; school-to-prison pipeline

Types of Advocacy: Impact litigation; amicus efforts in key cases; research and publications; policy analysis; technical assistance to attorneys, judges, and other youth-serving professionals; administrative advocacy; public education

LEARNING RIGHTS LAW CENTER

205 S. Broadway
Suite 1008
Los Angeles, CA
Phone (213) 489-4030
www.learningrights.org

Description: The Learning Rights Law Center is a non-profit organization that works to ensure that students have equitable access to the public education system.

The organization focuses its advocacy efforts on low-income students in the K-12 system who are at risk of or involved in the child welfare and/or juvenile justice systems; have learning disabilities and/or learning difficulties; or who are not accessing the public school system because of language, disability, sexual orientation, homelessness, or inadequate facilities.

Issue Areas: Special education; education of children/youth in the juvenile justice and foster care systems; education advocacy for low income, at-risk and underserved children

Types of Advocacy: Direct representation; parent training; school reform advocacy

MEXICAN AMERICAN LEGAL DEFENSE & EDUCATIONAL FUND (MALDEF)

634 S. Spring Street
Los Angeles, CA 90014
Other offices: San Antonio, TX;
Chicago, IL; Atlanta, GA;
Washington, DC
Phone (213) 629-2512
www.maldef.org

Description: MALDEF promotes equality and justice for Mexican Americans through litigation, advocacy, public policy and community education in the areas of employment, immigrants' rights, voting rights, education, and language rights. In regard to education, MALDEF works to safeguard equal access to education opportunities regardless of income, nationality, or language skills.

Issue Areas: College access; immigrant integration; language policy; No Child Left Behind Act

Types of Advocacy: Direct representation; impact litigation; administrative advocacy; community education

MASSACHUSETTS ADVOCATES FOR CHILDREN (MAC)

25 Kingston Street
2nd Floor
Boston, MA 02111
Phone (617) 357-8431
llockhart@massadvocates.org
www.massadvocates.org

Description: MAC began in 1969 as the Task Force on Children out of School, devoted to exposing the systematic exclusion of children from the Boston Public Schools. The organization continues to be engaged in statewide advocacy efforts to protect the rights of children in urban education reform, special education, and other critical areas. MAC works on behalf of those children who face the greatest barriers to education success, due to disability, race/ethnicity, language and/or poverty.

Issue Areas: Achievement gap; special education; education for priority populations of children affected by domestic violence, homeless children, children expelled or suspended from school and children with disabilities

Types of Advocacy: Litigation; education and training; coalition building and collaboration; administrative and legislative advocacy; administrative advocacy; research and publications

MICHIGAN EDUCATION LAW CENTER (ELC)

335 Brighton Lake Road
Suite A
Brighton, MI 48116
www.michedlawcenter.org

Description: ELC does not provide direct legal services, but offers information about school law to parents, school staff, and non-profit organizations.

Types of Advocacy: Attorney referral; "of counsel" and consultation services; seminars and presentations; research and writing

MISSISSIPPI CENTER FOR JUSTICE

5 Old River Place, Suite 203
(39202)
PO Box 1023
Jackson, MS 39215
Phone (601) 352-2269
Fax (601) 352-4769
www.mscenterforjustice.org

Description: The Mississippi Center for Justice is a non-profit, public interest law firm committed to advancing racial and economic justice. The organization carries out its mission through a community lawyering approach that advances social justice campaigns with national and local organizations and community leaders. The organization has a division focused on education reform that works with advocates, organizers and families to secure special education services for students with special needs and produces and

disseminates literature on the education reform issues.

Issue Areas: School-to-prison pipeline; school discipline; special education; school finance

Types of Advocacy: Assistance to grassroots community organizers; community education; direct representation; impact litigation; research and publications; administrative advocacy

NAACP LEGAL DEFENSE AND EDUCATIONAL FUND, INC. (LDF)

99 Hudson Street
Suite 1600
New York, NY 10013
Phone (212) 965-2200
www.naacpldf.org

Description: The LDF was founded in 1940 under the leadership of Thurgood Marshall and describes itself as “America’s legal counsel on issues of race.” Through advocacy and litigation, the organization works to achieve inclusive, integrated, high quality schools for all America’s children.

Issue Areas: School integration; education equity; school-to-prison pipeline

Types of Advocacy: Impact litigation; administrative advocacy

NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY ATTORNEYS

One Dupont Circle
Suite 620
Washington, DC 20036
Phone (202) 833-8390
Fax (202) 296-8379
www.nacua.org

Description: An organization to assist higher education attorneys in representing and advising their client institutions.

Issue Areas: Higher education law and policy

Types of Advocacy: Consulting and technical assistance; research and writing

NATIONAL DISABILITY RIGHTS NETWORK (NDRN)

900 Second Street NE
Suite 211
Washington, DC
Phone (202) 408-9514
Fax (202) 408-9520

Description: NDRN is the nonprofit membership organization for the federally mandated Protection and Advocacy Systems and Client Assistance Programs for individuals with disabilities. The organization works to create a society in which people with disabilities are afforded equality of opportunity and are able to fully participate by exercising choice and self-determination. Special education advocacy is a major focus.

Types of Advocacy: Training and technical assistance; legal support; administrative advocacy

SCHOOLS LEGAL SERVICE

PO Box 2445
Bakersfield, CA 93303
Telephone (661) 636-4830
Fax (661) 636-4843
sls@ker.org
www.schoolslegalservice.org

Description: Schools Legal Services is a legal services consortium serving public schools and community college districts and county offices in California. The service is administered by the Kern County Superintendent of Schools and is based in Bakersfield, but provides legal and collective bargaining services to agency members throughout the state.

Issue Areas: Public school law

Types of Advocacy: Legal services (advice, consultation, and representation)

SPECIAL ED ADVOCACY CENTER (SEAC)

1935 S. Plum Grove Road, PMB #274
Palatine, IL 60067
Phone (847) 736-8286
Fax (847) 397-7011

www.specialedadvocacycenter.org

Description: The SEAC is a nonprofit organization, staffed by lawyers who provide free legal services to parents and caregivers to help them understand and obtain education services that their children are legally entitled to. SEAC relies heavily on the assistance of volunteers and student interns who produce education brochures on a variety of topics related to special education law; translate brochures into Spanish, Polish and additional languages; provide basic technical support such as updating and redesigning the organization website; research legal issues; and assist fundraising.

Issue Areas: Special education, especially for low-income children

Types of Advocacy: Direct representation; research and publications; community education

STARTING AT 3

Education Park Center
60 Park Pl., Suite 300
Newark, NJ 07102
Phone (973) 624-1815
info@startingat3.org
www.startingat3.org

Description: Starting at 3 promotes and supports legal advocacy to include prekindergarten in school finance litigation and state legislation. The organization collects and disseminates research, information and strategies, and provides technical assistance to attorneys and advocates involved in litigation and policy initiatives to create and expand prekindergarten programs.

Issue Areas: Early childhood education

Types of Advocacy: Impact litigation; administrative advocacy, research and publications; technical assistance to attorneys and other youth-serving professionals

**YOUTH AND EDUCATION
LAW PROJECT (AT
STANFORD UNIVERSITY)**

Administration Building
Law Clinic – B21
Crown Quadrangle
559 Nathan Abbot Way
Stanford, CA 94305
Phone (650) 723-4336
www.law.stanford.edu/program/clinics/youtheducation/

Description: The Youth and Education Law Project, a clinic at Stanford Law School, works with disadvantaged youth and their communities to ensure that they have equal access to excellent educational opportunities. Participants represent youth and families in special education and school discipline matters, community outreach and education, school reform litigation, policy research, and advocacy. The Project has conducted original policy research and briefing, drafted model legislation and policies, provided testimony to local school boards and California State Assembly, and provided comments to regulatory agencies.

Issue Areas: Education funding; equal access to educational resources; access to mental health services; collective bargaining; commercialism in the schools

Types of Advocacy: Direct representation; research and publications; administrative advocacy

**WASHINGTON LAWYERS'
COMMITTEE FOR CIVIL
RIGHTS AND URBAN
AFFAIRS, PUBLIC
EDUCATION PROJECT**

11 Dupont Circle NW
Suite 400
Washington, DC 20036
Phone (202) 319-1000
WLC@washlaw.org
www.washlaw.org/projects/public_ed/default.htm

Description: The Public Education Project is the District of Columbia's

major link between the DC Public Schools and the legal community. The lawyers at the Public Education Project work to accomplish the goals of parents, children and schools. The organization runs two primary projects: the Public Education Reform Project, in which Project staff participates in formulating and developing the plans and legislation under which the DCPS works, and the DC Public School Partnerships Project, which seeks to bring lawyers into public education by creating partnerships between volunteer law firms and individual DC public schools. The organization takes part in school reform initiatives, provides technical assistance for reform initiatives led by others, and periodically pursues litigation to improve public education services in the District.

Issue Areas: General school law; school finance

Types of Advocacy: Legislation and policy-making; technical assistance for reform organizations; litigation

**SELECTED PRIVATE LAW
FIRMS**

FRANCZEK RADELET

300 South Wacker Drive
Suite 3400
Chicago, IL 60606
Phone (312) 986-0300
Fax (312) 986-9192
www.franczek.com/practices-108.html

Description: Franczek Radelet has the largest team of education lawyers in Illinois. It represents some of the biggest—as well as some of the smallest—educational institutions in the state, in urban, suburban, and rural areas. The firm represents and counsels school districts, community colleges, universities, and other educational institutions.

HOGAN & HARTSON

555 Thirteenth Street NW
Washington, DC 20004
Phone (202) 637-5600
Fax (202) 637-5910

Description: The firm's education group represents public school districts, independent schools, public and independent colleges and universities, education associations, education focused businesses and investment groups, education institutions formed and operating in other countries, foundations and institutes in the education field, and other organizations involved with the teaching, research, and public service missions of education.

HOLLAND & KNIGHT

10 St. James Avenue
11th Floor
Boston, MA 02116
Phone (617) 523-2700
Fax (617) 523-6850
Norma.hanson@hklaw.com
www.hklaw.com/id16048/mpgid9/

Description: Holland & Knight's Education Team is one of the largest and preeminent practices in the country. It represents public and private universities, private colleges, public elementary and high schools, independent schools and other educational institutions.

**KOTIN, CRABTREE &
STRONG**

One Bowdoin Square
Boston, MA 02114
Phone (617) 227-7031
Fax (617) 367-2988
www.kcslegal.com

Description: The firm's education law practice deals with both special education law and general education law. It represents private schools, colleges, universities, education research and services organizations, students and employees at the pre-school, elementary, secondary, and higher education levels.

MURPHY HESSE TOOMEY & LEHANE LLP

75 Federal Street
4th Floor
Boston, MA 02110
Phone (617) 479-5000
Fax (617) 338-1324
information@mhtl.com

Description: The firm has one of the most extensive education law practices in New England. It represents over 80 school committees, public school districts, colleges and universities and private schools. Its diverse clientele ranges from large cities and towns to smaller communities and educational collaboratives.

SULLIVAN SCHOEN CAMPANE & CONNON

646 Prospect Avenue
Hartford, CT 06105
Phone (860) 233-2141
Fax (860) 233-0516
www.sccc-law.com

Description: The only full-service law firm in Connecticut devoted primarily to representing the interests of local and regional school districts in the areas of education, labor and employment law.

THOMECEK & BRINK

1120 Olivette Executive Parkway
Suite 210
St. Louis, Missouri 63132
Phone (314) 997-7733
Fax (314) 997-4888

Description: Though the firm most well-known for its representation of school districts in special education cases, it also represents school districts in disciplinary, student privacy, and First Amendment proceedings.

EDUCATION REFORM ORGANIZATIONS (non-legal)

21st CENTURY SCHOOL FUND (21CSF)
1816 12th Street NW

Thurgood Marshall Center
Washington, DC 20009
Phone (202) 745-3745
Fax (202) 745-1713
info@21csf.org
www.21csf.org

Description: 21CSF's mission is to build the public will and capacity to improve urban public school facilities. To this end, it provides technical assistance and policy advice to the District of Columbia Public Schools and other districts and nonprofit organizations. It works collaboratively with local and national education leaders to advance its mission.

Issue Areas: School facilities
Types of Advocacy: Technical assistance to schools and education organizations; research and publications; collaborative projects

ACCOUNTABILITYWORKS (AW)

The Air Rights Center, East Tower
7315 Wisconsin Avenue
Suite 215E
Bethesda, MD 20814
Phone (301) 469-3443
contact@accountabilityworks.org
www.accountabilityworks.org

Description: AW is a nonprofit organization dedicated to assisting states, schools, parents, and reform-minded organizations in implementing high-performance accountability and assessment systems. AW projects have included assisting states in designed accountability and assessment systems, developing new assessments, analyzing the costs of reform, conducting research evaluations of new initiatives, and creating models of best practices.
Issue Areas: School accountability; standards-based reform; student assessment

Types of Advocacy: Research and publications; technical assistance to states, schools, parents, and education reform organizations

ACHIEVE, INC.

1775 Eye Street NW
Suite 410
Washington, DC 20006
Phone (202) 419-1540
Fax (202) 828-0911
www.achieve.org

Description: Achieve is an independent, bi-partisan, non-profit education reform organization that helps states raise academic standards and graduation requirements, improve assessments and strengthen accountability.

Issue Areas: High school graduation; academic standards; end-of-high school requirements; school accountability

Types of Advocacy: Facilitates collaborative work between politicians, education policymakers, business executives, and others; technical assistance to schools; creation and dissemination of advocacy tools; forges partnerships with organizations representing state policymakers, higher education leaders, business leaders, and community-based organizations

THE ADVOCACY INSTITUTE

PO Box 575
Marshall, VA 20116
Phone (540) 364-0051
info@advocacyinstitute.org
www.advocacyinstitute.org

Description: The Advocacy Institute is a non-profit organization that produces informational resources about the rights of individuals with disabilities and provides consultative services to educators, counselors, service providers, government entities and others. The organization does not offer direct advocacy services to parents.

Issue Areas: Special education
Types of Advocacy: Research and publications; technical assistance to parents youth-serving professionals

AFTERSCHOOL ALLIANCE

1616 H Street NW
 Suite 820
 Washington, DC 20006
 Other offices: New York, NY
 Phone (202) 347-2030
 Fax (202) 347-2092
info@afterschoolalliance.org
www.afterschoolalliance.org

Description: The Afterschool Alliance works to ensure that all children have access to affordable, quality afterschool programs. To this end, the Alliance works with policymakers and advocates across the country. It has more than 25,000 afterschool program partners and produces publications on its work that reach 65,000 individuals every month.

Issue Areas: Afterschool programs

Types of Advocacy:

Administrative advocacy; collaborative work; technical assistance to program partners; research and publications

ALLIANCE FOR EXCELLENT EDUCATION

1201 Connecticut Ave.
 Suite 901
 Washington, DC 200036
 Phone (202) 828-0828
 Fax (202) 828-0821
www.all4ed.org

Description: The Alliance for Excellent Education is a national policy and advocacy organization that works to make every child a high school graduate prepared for college, work, and to be a contributing member of society. The Alliance works with educators, researchers, business leaders, citizen groups and decision makers at the local, state and national levels to develop federal policy recommendations. It works to encourage public awareness and action that support secondary school reform by making presentations at conferences and by producing and disseminating reports, briefs, a bi-weekly newsletter and other publications.

Issue Areas: Adolescent literacy; high school graduation rates; teachers; No Child Left Behind Act

Types of Advocacy:

Administrative advocacy; presentations; research and publications

ALLIANCE FOR SCHOOL CHOICE

1660 L Street NW
 Suite 1000
 Washington, D.C. 20036
 Phone (202) 468-0900
www.allianceforschoolchoice.org

Description: The organization believes the best way to improve education is put parents in charge, by allowing them the option to use their tax dollars and choose the best schools for the children. The Alliance for School Choice works to improve K-12 education by advocating for systemic and sustainable public policy that empowers parents, particularly those in low-income families, to choose the education they determine is best for their children.

Issue Areas: School choice

Types of Advocacy:

Administrative advocacy; research and publications

AMERICAN ENTERPRISE INSTITUTE (AEI)

1150 Seventeenth Street NW
 Washington, DC 20036
 Phone (202) 862-5800
 Fax (202) 862-7177
www.aei.org

Description: AEI is a private, nonprofit institution dedicated to research and education on issues of government, politics, economics, and social welfare. The Institute is committed to expanding liberty, increasing individual opportunity, and strengthening free enterprise. Its education division researchers study and write about a variety of education reform issues.

Issue Areas: School financing; No Child Left Behind Act; school accountability; entrepreneurship;

student loans; teacher education certification; higher education; urban school reform

Types of Advocacy: Research and publication

AMERICA'S CHOICE

1919 M Street NW
 Suite 310
 Washington, DC 20036
 Other offices: New York, NY; Chicago, IL; Atlanta, GA; Los Angeles, CA
 Phone (202) 783-3668
 Fax (202) 783-3672
www.americaschoice.org

Description: America's Choice, a for-profit subsidiary of the National Center on Education and the Economy, offers a combination of professional development, technical assistance, and informational materials to help turn around elementary, middle and high schools that have a substantial group of students with difficulty meeting standards. The organization functions as a consulting company for schools.

Issue Areas: School choice; school performance

Types of Advocacy: Professional development; technical assistance to schools

ANNENBERG INSTITUTE FOR SCHOOL REFORM (AT BROWN UNIVERSITY)

PO Box 1985
 Providence, RI 02912
 Phone (401) 863-7990
 Fax (401) 863-1290
ASIR_info@brown.edu
www.annenberginstitute.org

Description: The Annenberg Institute works to with school system central offices and community constituencies to explore and refine the concept of "smart education systems," networks of schools, community organizations and services that promote high-quality student learning and development inside and outside of schools. It also

hosts meetings to bring together district leaders, researchers, educators, community leaders, foundation officers and youths and produces a range of publications, including a quarterly journal, books and electronic newsletters.

Issue Areas: School-community relations

Types of Advocacy: Research and publications; conferences; technical assistance to schools and community constituencies

CATO INSTITUTE

1000 Massachusetts Ave NW
Washington, DC 20001
Phone (202) 842-0200
Fax (202) 842-3490
www.cato.org

Description: The Cato Institute is a non-profit public policy research foundation headquartered in Washington, DC. The mission of the organization is to advocate and increase the understanding of public policies based on the principles of limited government, free markets, individual liberty and peace. The Institute's Center for Educational Freedom works to shift the terms of the public debate about education in the favor of parents over the state and toward a future when state-run schools give way to an independent system of schools competing to meet the needs of American children.

Issue Areas: Early childhood education; higher education; school choice; federal education policy; public schools

Types of Advocacy: Research and publications

CENTER FOR AMERICAN PROGRESS

1333 H Street NW
10th Floor
Washington, DC 20005
Phone (202) 682-1867
Fax (202) 682-1867
progress@americanprogress.org
www.americanprogress.org

Description: The Center for American Progress is a progressive think tank that works on many issues. Its education initiative is devoted to school reform and redressing the achievement gap for minority and low-income students.

Issue Areas: Educational equity; learning time; teachers; school governance; national standards; accountability; fiscal equity

Types of Advocacy: Research and publications

CENTER FOR CITIES AND SCHOOLS (AT U.C. BERKELEY)

University of California
316 Wurster Hall #1870
Berkeley, CA 94720
Phone (510) 642-7155
Fax (510) 643-9576
arielb@berkeley.edu
<http://citiesandschools.berkeley.edu/contactus.html>

Description: The organization works at the nexus of urban policy and public education to help create equitable and sustainable cities and schools for all. Its approach involves a combination of three strategies: education, collaborative practice, and research. The Center educates future and current leaders on how to improve both cities and schools through professional work; it provides direct service through activities such as professional development workshops for public school teachers, district officials, and elected officials; and it conducts scholarly research and disseminates publications.

Issue Areas: School facilities; school-community relations; school governance

Types of advocacy: Education; technical assistance to schools and policymakers; research and publications

CENTER FOR EDUCATION REFORM

910 Seventeenth Street NW
Suite 120

Washington, DC 20006
Phone (301) 986-8088
Fax (301) 986-1826
cer@edreform.com
www.edreform.com

Description: The Center for Education Reform advocates for school choice and the charter school movement. The organization produces and disseminates reports on a variety of school reform issues.

Issue Areas: School choice; charter schools; school accountability; teaching and curriculum

Types of Advocacy: Research and publications

CENTER ON EDUCATION POLICY (CEP)

1001 Connecticut Avenue NW
Suite 522
Washington, DC 20036
Phone (202) 822-8065
Fax (202) 822-6008
cep-dc@cep-dc.org
www.cep-dc.org

Description: The CEP is a national, independent advocate for public education and for more effective schools. It produces and disseminates publications on a variety of school reform issues. The organization also convenes people with differing points of view about public education to foster a reasoned debate on school reform, and works with states and school districts to improve the academic quality of public education.

Issue Areas: Dropouts; economic stimulus package; education & jobs; federal education programs; high school exit examinations; public schools; international studies; No Child Left Behind ACT; special education; standards-based reform; state testing; student achievement; teachers; testing; Title I; vouchers; violence and crime in schools; virtual schools

Types of Advocacy: Research and publications; conferences; technical assistance to states and school districts

**COUNCIL FOR
EXCEPTIONAL CHILDREN
(CEC)**

1110 North Glebe Road
Suite 300
Arlington, VA 22201
Phone (888) 232-7733
Fax (703) 264-9494
www.cec.sped.org

Description: CEC is an international community of educators who advocate for special and gifted education. The organization is committed to improving the quality of life for individuals with exceptionalities and their families by advocating on their behalf. CEC staff members publish extensively on teaching children with special learning needs.
Issue Areas: Special education
Types of Advocacy: Research and publications; administrative advocacy

**COUNCIL ON LAW IN
HIGHER EDUCATION
(CLHE)**

9386 Via Classico West
Wellington, Florida 33411
Phone (561) 792-4440
Fax (561) 792-4441
www.clhe.org

Description: CLHE is an independent non-profit organization designed for higher education leaders that want to stay informed of public policy and legal issues in their field. The organization produces and disseminates a variety of publications on higher education legal issues.
Issue Areas: Higher education
Types of Advocacy: Research and publications

**DC APPLESEED CENTER
FOR LAW AND JUSTICE**

1111 14th Street NW
Suite 510
Washington, DC 20005
Phone (202) 289-8007
Fax (202) 289-8009

info@dcappleseed.org
www.dcappleseed.org

Description: DC Appleseed is a nonprofit organization dedicated to solving public policy problems facing the Washington, DC metropolitan area. To advance its mission, DC Appleseed organizes volunteers who work in teams to analyze and develop solutions to problems facing the region. The organization is currently working with DC Public Schools to reduce parents' and schools' reliance on litigation.

Issue Areas: Special education; overreliance on litigation in education disputes

Types of Advocacy: Research and publications; technical assistance to school districts

EDSOURCE

520 San Antonio Rd.
Suite 200
Mountain View, CA 94040
Phone (650) 917-9481
Fax (650) 917-9482
edsource@edsource.org
www.edsource.org

Description: EdSource is an independent, nonprofit organization whose mission is to clarify complex education issues and to promote thoughtful policy decisions about California's public education system. The organization produces and disseminates a wide range of publications, hosts annual education forums, collaborates with other organizations to conduct research on California education issues, and presents at statewide meetings.

Issue Areas: School finance, standards-based reform, teachers, school governance, charter schools, student achievement, CA Data System, federal laws and policies
Types of Advocacy: Research and publications; collaborative work; conferences

EDUCATION PIONEERS

1970 Broadway
Suite 1140
Oakland, CA 94621
Other offices: San Francisco, CA;
Boston, MA; Chicago, IL;
Washington, DC; Los Angeles, CA;
New York, NY
Phone (510) 893-4374
Fax (408) 904-4873
info@educationpioneers.org
www.educationpioneers.org

Description: Education Pioneers is a human capital organization focused on attracting and developing leaders capable of transforming K-12 urban education. To this end, it recruits top graduate students in a variety of disciplines for high-impact education reform projects in marketing, policy research, strategic planning, fundraising, instructional materials, and legal research. The organization's mission is to increase capacity in and improve educational outcomes of urban schools and to build a national network of education leaders through its summer fellowship program.
Issue Areas: School leadership
Types of Advocacy: Training; research and writing; marketing; policy research; administrative advocacy; fundraising; development of instructional materials; legal research

**EDUCATION POLICY AND
LEADERSHIP CENTER
(EPLC)**

800 North Third Street
Suite 408
Harrisburg, PA 17102
Phone (717) 260-9900
Fax (717) 260-9903
comments@eplc.org
www.eplc.org

Description: The EPLC is an independent, non-profit research organization that focuses its work on education policy, education leadership, and education advocacy. Its mission is to encourage and support the use of more effective

state-level education policies to improve student learning in grades PK-12, increase the effective operation of schools, and enhance educational opportunities for citizens of all ages

Issue Areas: Standards-based reform; financial equity; teachers; school leadership; early education; access to post-secondary education
Types of Advocacy: Research and writing; administrative advocacy; community outreach and education

EDUCATION SECTOR

1201 Connecticut Ave. NW
Suite 850

Washington, DC 20036

Phone (202) 442-2840

Fax (202) 775-5877

www.educationsector.org

Description: Education Sector is an independent, non-profit think tank committed to achieving improved student opportunities and outcomes, both by improving existing reform initiatives and by developing new, innovative solutions to the most pressing education problems.

Issue Areas: School choice; charter schools; K-12 accountability; No Child Left Behind; teacher quality; undergraduate education; curriculum and instruction; early childhood education; education and the economy

Types of Advocacy: Research and publications

THE EDUCATION TRUST

1250 H Street NW
Suite 700

Washington, DC 20005

Other offices: Oakland, CA

Phone (202) 293-1217

Fax (202) 293-2605

lsingleton@edtrust.org

www2.edtrust.org

Description: Established in 1990 by the American Association for Higher Education as a project to encourage colleges and university to support K-12 reform efforts, the Education Trust has since

developed into an independent non-profit organization to make schools and colleges work for all of the young people they serve. The organization works for the high achievement of students at all levels and closing the achievement gaps that separate low-income students and students of color from other youth.

Issue Areas: Educational equity
Types of Advocacy: Administrative advocacy; research and publications; technical assistance to school districts, colleges and community-based organizations

THE HERITAGE FOUNDATION

214 Massachusetts Ave NE

Washington, DC 20002

Phone (202) 546-4400

Fax (202) 546-4999

info@heritage.org

www.heritage.org

Description: The Heritage Foundation is a public policy research institute that formulates and promotes conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense. In regard to public education, the organization works to return the authority to the states and to empower parents to choose schools for their children.

Issue Areas: School choice; higher education; K-12 education; No Child Left Behind Act

Types of Advocacy: Research and publications

KNOWLEDGE IS POWER PROGRAM [KIPP] FOUNDATION

135 Main Street

Suite 1700

San Francisco, CA 94105

Other offices: Chicago, IL: New York, NY

Phone (415) 399-1556

Fax (415) 348-0588

info@kipp.org

www.kipp.org

Description: The KIPP Foundation is a national network of free, open-enrollment, college-preparatory public schools with a track record of preparing students in underserved communities for success in college and life. There are currently 82 KIPP schools in 19 states and the District of Columbia serving around 20,000 students. The KIPP Foundation focuses its efforts on recruiting, training, and supporting outstanding leaders to open new, locally run KIPP schools in high-need communities. The KIPP Foundation does not manage KIPP schools, but is responsible for supporting and monitoring school quality across the network. Each KIPP school is run independently by a KIPP-trained school leader and local board of directors. HLS alums have both worked for the Foundation and started KIPP schools.

Issue Areas: Public charter schools

Types of Advocacy: Leadership development; school development

KNOWLEDGEWORKS FOUNDATION

1 West 4th Street

Suite 200

Cincinnati, OH 45202

Phone (513) 929-4777

Description: The KnowledgeWorks Foundation strives to solve national education problems innovatively and collaboratively. Its motto is “Fund, Facilitate, and Do.” By funding initiatives, the Foundation channels resources into priority areas; by facilitating initiatives, the Foundation brings together stakeholders who might not traditionally work collaborative to discuss issues and explore solutions; by doing some of the work itself, the Foundation is able to fill temporary gaps in education reform not currently being handled by other groups.

Issue Areas: High school reform; adult learning; college access and success; school-community relations

Types of Advocacy: Funding; forging partnerships; research and publications

THE MIND TRUST

407 North Fulton St.
Suite 102
Indianapolis, IN 46202
www.themindtrust.org

Description: The Mind Trust seeks to improve public education for underserved students in Indianapolis by empowering education entrepreneurs to develop or expand education initiatives. Through its Education Entrepreneur Fellowship, the program provides individuals with great ideas about education reform and a plan to implement them with the financial support, network and connections necessary to do so.

Issue Areas: Education leadership

Types of Advocacy: Leadership development

NATIONAL ACCESS NETWORK

Teachers College, Columbia University
525 W. 120th St., Box 219
New York, NY 10027
Phone (212) 678-3291
Fax (212) 678-8364
www.schoolfunding.info

Description: The National Access Network is dedicated to promoting meaningful educational opportunities for all children, especially low-income and minority children. The organization provides technical assistance to litigators, advocates, policy-makers and others who are involved in education reform.

Issue Areas: School funding; teaching quality; early childhood education; school facilities; No Child Left Behind Act

Types of Advocacy: Research and publications; media outreach;

consultation with youth-serving professionals

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

1313 L St. NW, Suite 500
Washington, D.C. 20005
Phone (202) 232-8777
webmaster@naeyc.org
www.naeyc.org

Description: The NAEYC is an organization working on behalf of children under eight with nearly 90,000 members and a national network and over 300 local, state and regional affiliates. Primary attention is devoted to assuring the provision of high quality early education to young children.

Issue Areas: Early childhood education

Types of Advocacy: Administrative advocacy; research and publications; collaborative work; conferences

NATIONAL EDUCATION ASSOCIATION

1201 16th Street NW
Washington, DC 20036
Phone (202) 833-4000
Fax (202) 822-7974

Description: An advocacy organization for education professionals devoted to building great public schools. Both the largest professional organization and labor union in the United States.

Issue Areas: Education funding; labor law; academic freedom; employee rights

Types of Advocacy: Administrative advocacy; fundraising; lobbying; impact litigation

NEW SCHOOLS BETTER NEIGHBORHOODS (NSBN)

811 West Seventh Street
Suite 900
Los Angeles, CA 90017
Phone (213) 448-0737

Fax (213) 623-9207
www.nsbns.org

Description: NSBN was formed both to advocate a vision of public facilities, most especially schools, as vital community centers, and to assist families and neighborhoods in creating models of community-focused learning centers. The organization works with school districts to accomplish its goals on the ground and publishes and disseminates literature on community-focused schools.

Issue Areas: School facilities; community-focused learning centers

Types of Advocacy: Research and publications; technical assistance to school districts and communities

NEW SCHOOLS FOR NEW ORLEANS

200 Broadway
Suite 108
New Orleans, LA 70118
Phone (504) 274-3619
Fax (504) 274-3699
info@nsno.org
www.newschoolsforneworleans.org

Description: New Schools for New Orleans is a non-profit organization dedicated to building and fostering excellent public schools for every child in New Orleans. The organization is a leader in the public charter school movement and aspires to create “a system of schools” rather than a school system in New Orleans and encourages schools to determine their individual and collective needs and by supporting them in their growth.

Issue Areas: School leadership; charter schools; school accountability

Types of Advocacy: Charter school management

NEW VISIONS FOR PUBLIC SCHOOLS

320 W 13th Street
6th Floor
New York, NY 10014

Phone (212) 645-5110
Fax (212) 645-7509
www.newvisions.org

Description: New Visions for Public Schools is the largest education reform organization working to improve the quality of education students receive in New York City's public schools. The organization works with both the public and private sectors to improve school leadership and teaching to raise the level of student achievement. It also creates and supports innovative small schools that combine personalized learning environments with rigorous educational programs. New Visions for Public Schools has an internship program for graduate students from a variety of disciplines, including law.

Issue Areas: School leadership; student achievement

Types of Advocacy: School leadership development; classroom support; charter school management

OPEN SOCIETY INSTITUTE

400 West 59th Street
New York, NY 10019
www.soros.org

Description: The Open Society Institute works to build vibrant and tolerant democracies that are accountable to their citizens. To achieve its mission, OSI works to shape public policies that assure greater fairness in political, legal and economic systems and safeguard fundamental rights. The Institute has an Early Childhood Program, which introduces child-centered teaching methods and supports community and family involvement in preschool and primary school, and an Education Support Program, launched to address the inequality and exclusion that migrant and other marginalized children face in education.

Issue Areas: Early childhood education; educational equity

Types of Advocacy: Research and publications

PRE-K NOW

901 E Street NW
10th Floor
Washington, DC 20004
Phone (202) 862-9871
Fax (202) 862-9870

Description: Pre-K Now, a project of the Pew Center on the States, is a public education and advocacy campaign for high quality, voluntary pre-kindergarten for all three and four year olds. The organization provides targeted financial and technical assistance to advocates and other leaders working to secure policy changes and public funds that will improve the availability and quality of state-funded pre-k programs; to educate policymakers about the need for pre-k; and raise public awareness about the need for pre-k for all children.

Issue Areas: Early childhood education

Types of Advocacy: Technical assistance to youth-serving professionals; administrative advocacy; research and publications; community education

PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

Box 1658
Lexington, KY 40588
Phone (859) 928-2111
Fax (859) 223-0760
cheine@princhardcommittee.org
www.princhardcommittee.org

Description: The committee was founded in 1980 as a government-appointed group designed to push improvement in Kentucky's higher education system. In 1983, it reorganized itself as a private, non-profit advocacy group in 1983 and extended its purview to all levels of public education. The organization's goal is to put Kentucky's schools in highest tier of public education in the nation.

Issue Areas: K-12 school reform; higher education

Types of Advocacy: Research and publications; administrative advocacy; community outreach

PROJECT TOMORROW

15707 Rockfield Boulevard
Suite 330
Irvine, CA 92618
Phone (949) 609-4660
Fax (949) 609-4665
www.tomorrow.org

Description: Project Tomorrow is a national education nonprofit dedicated to advocating innovative uses of science, math and technology resources in K-12 schools and communities.

Issue Areas: Technology in K-12 education

Types of Advocacy: Research and publications; technical assistance to schools; creation of online tools and resources for students, teachers, and parents

PUBLIC EDUCATION NETWORK (PEN)

601 Thirteenth Street NW
Suite 710 South
Washington, DC 20005
Phone (202) 628-7460
Fax (202) 628-1893
PEN@PublicEducation.org
www.publiceducation.org

Description: PEN is a network of 80 local education funds (LEFs) around the country. LEFs are community-based advocacy organizations that engage local citizens in public education reform and work closely with public school administrators, boards and staff as well as community leaders, businesses and students to improve public education. LEFs also generate resources for public education reform by facilitating and managing investments from government, businesses, and philanthropic organizations. PEN allows its constituent organizations to step out of their local context and broaden their perspective by

communicating with others throughout the country. The organization also produces and disseminates publications on a variety of school reform issues.

Issue Areas: School reform funding

Types of Advocacy: Funding; research and publications; collaborative work

PUBLIC/PRIVATE VENTURES (P/PV)

2000 Market Street
Suite 600

Philadelphia, PA 19103

Other offices: New York, NY;

Oakland, CA

Phone (215) 557-4400

Fax (215) 557-4469

www.ppv.org

Description: P/PV is dedicated to creating and strengthening programs that improve lives in low-income communities. The organization is composed of research, policy, and program development experts who specialize in a variety of fields, including education. Staff members work with leaders in fields to identify promising programs or develop new ones; to evaluate these programs to determine what is effective and what is not; and to reproduce model programs in new locations, provide technical assistance where needed and inform policymakers and practitioners about what works. P/PV has developed and tested both in-school and out-of-school programs.

Issue Areas: School-community relations; school-based mentoring; in-school and out-of school program evaluations

Types of Advocacy: Research and publications; program development and implementation; technical assistance to schools

STANFORD NEW SCHOOLS (SNS)

P.O. Box 20524

Stanford, CA 94308

Phone (650) 724-9835

info@stanfordschools.org

www.stanfordschools.org

Description: SNS is a non-profit organization, formed in collaboration with the Stanford University School of Education to develop and sustain small, innovative, high-performing public schools in underserved communities. SNS currently operates East Palo Alto Academy, which serves a high school (9-12), and an elementary school (K-8), both serving Palo Alto, California.

Issue Areas: Charter schools

Types of Advocacy: Charter school management

TEACH FOR AMERICA (TFA)

315 West 36th Street

7th Floor

New York, NY 10018

Phone (212) 279-2080

Fax (212) 279-2081

staffing@teachforamerica.org

www.teachforamerica.org

Description: TFA is a corps of recent college graduates and professionals of all academic majors and career interests who commit two years to teach in urban and rural schools and become leaders in the effort to expand educational opportunity. There are currently more than 7,300 corps members who teach in 35 regions and more than 17,000 corps alumni. In addition to the teacher corps, the organization has close 1,200 full-time staff members throughout the country. TFA's General Counsel is an HLS alum.

Issue Areas: Teachers; school leadership

Types of Advocacy: School leadership training

THOMAS B. FORDHAM INSTITUTE

1016 16th NW

8th Floor

Washington, DC 20036

Phone (202) 223-5452

Fax (202) 223-9226

Description: The Thomas B. Fordham Institute is a Washington, DC-based non-profit think tank dedicated to advancing educational excellence in K-12 schools throughout the countries. It promotes policies that strengthen accountability and expand education options for parents and families. It publishes and disseminates reports that examine diverse education reform issues.

Issue Areas: Charter schools; school choice; curriculum and instruction; No Child Left Behind; teacher quality; testing and accountability; special education; school governance; class size; higher education; international education; philanthropy; race, class and gender integration, teachers unions

Types of Advocacy: Research and publications

WESTED

730 Harrison Street

San Francisco, CA 94107

(Headquarters)

www.wested.org

Phone: (415) 565-3000

Fax: (415) 565-3012

Other offices: 16 nationwide

Description: WestEd is a nonprofit research, development, and service agency that works with education and other communities to promote excellence, achieve equity, and improve learning for children, youths, and adults.

Issue Areas: Assessment, standards, and accountability; culture, diversity, and equity; early childhood education; English language learners; evaluation; policy; special education; and many others

Types of Advocacy: Research and publications; program implementation and evaluation; consulting and technical assistance; conferences

9. EDUCATION LAW WEB RESOURCES

Here are some of the more useful sites on education law issues. The sites provide both information and links to other organizations of interest. Remember that many of the sites listed in the organizations section are also valuable resources on education law and policy.

Georgetown University Law Center: Careers in Education Law and Policy

<http://www.law.georgetown.edu/faculty/forman/edlawcareers/index.htm>

Georgetown University's Law Center's guide to careers in education law and policy.

Harvard Law School Specialty Guide in Children's Rights

<http://www.law.harvard.edu/current/careers/opia/planning/career-resources/docs/guide-children-rights.pdf>

This guide's counterpart focusing on children's law more generally.

HG.org Guide to Education Law

www.hg.org

Links to other high quality education law websites.

National School Boards Association: Careers in School Law

<http://www.nsba.org/MainMenu/SchoolLaw/Careers.aspx>

A great resource for issues in school law and careers in education law.

U.S. Department of Education

www.ed.gov

Provides up to date information on latest developments on federal education policy.