

# **Law Related Education Working Summit**

**March 31, 2009**

## **Summary Report**

*Submitted by the Law Related Education Working Summit*

*Planning Group*

*May 1, 2009*

**Summary**  
**Law Related Education Working Summit**  
**March 31, 2009**  
**Hannah Community Center East Lansing, Michigan**

**Background**

On March 31, 2009, the State Bar of Michigan held a ‘Working Summit’ to envision ways to broaden and deepen law related education (LRE) in Michigan, and to identify the best role for the State Bar in this area. Approximately 50 diverse stakeholders participated including attorneys, judges, K-12 educators, higher education professionals, LRE professionals and national LRE leaders, educational policy and curriculum professionals, elected officials and State Bar and Bar Foundation staff. The chair of the State Bar’s Public Outreach Committee and many of its members and State Bar staff liaisons attended the summit because its mission includes a law related education component. A list of Summit planners and a list of participants is included in the Appendix.

This Summary is prepared for the internal use of the State Bar of Michigan, and as a record of the day’s proceedings for the participants involved.

**Welcome**

Ed Pappas, President of the State Bar of Michigan Board of Commissioners, welcomed the group, noting the diverse expertise present in the room. Mr. Pappas shared that the goal of the Working Summit is to develop recommendations for ways to help broaden and deepen LRE in Michigan and the diverse voices in the room were needed to ensure excellence and depth in the conversations.

Janet Welch, Executive Director of the State Bar of Michigan, noted that both the State Bar and the Bar Foundation share a strong desire to ensure strategic and high leverage LRE investments, whether those are investments of dollars, staff or volunteers. She welcomed all participants to enter fully into the upcoming dialogues and encouraged the group to take a broad and strategic view of LRE in Michigan.

Ed Pappas welcomed Chief Justice Marilyn Kelly who offered opening comments. Chief Justice Kelly expressed her support of the work being undertaken by the professionals gathered for the Working Summit. She noted that as members of the legal and educational communities, there is a responsibility to ensure access to high quality law-related education. It serves as a cornerstone of a well functioning democracy.

The Chief Justice noted that she has seen a real need and desire for a better understanding of the justice system, especially among young people. Chief Justice Kelly recognized the diverse programs and services that demonstrate a shared commitment to LRE, including the work of numerous educators across the state, the Supreme Court Learning Center, mock trial and Constitution Day activities. All support people in learning about their rights and responsibilities as citizens. She thanked all participants for their help in advancing law related education in Michigan.

## Law Related Education Nationally

Mabel McKinney-Browning from the American Bar Association shared highlights of research and trends in law related education nationally. She noted the diversity of both types of programs and services as well as the many ways in which programs and service can be delivered with effectiveness and impact, including traditional classroom materials as well as web based information and social networking tools. She provided the group with this definition of law-related education from the Law-Related Education Act of 1978:

“Education to equip non-lawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based.”

She noted that the following elements are common across quality programs and services that serve the purposes of law related education:

- Programs focus on concepts fundamental to our constitutional democracy and to the structure and functioning of other societies.
- Programs offer active learning experiences that permit students to explore their rights and responsibilities resolve disputes or analyze public policy.
- Programs develop skills and dispositions essential to effective civic participation

Ms. McKinney-Browning provided an overview of the Six Promising Approaches to Civic Education as summarized here:

- Provide instruction in government, history, law, and democracy.
- Incorporate discussion of current local, national, and international issues and events into the classroom.
- Provide students with the opportunity to apply what they learn through performing community service.
- Offer extracurricular activities that provide opportunities for young people to get involved in their schools or communities.
- Encourage student participation in school governance.
- Encourage students' participation in simulations of democratic processes and procedures

Trends and approaches include

- Civic education and separation of powers
- Civic mission of schools
- Service learning
- Constitution/History/Law Day
- We the People
- Our courts
- Legislative initiatives
- Teen courts
- Pipeline programs

Bar leaders can engage in this work through activities such as op eds and other key communication devices. They can also help determine how to strengthen the approach of No Child Left Behind – if it survives - to civic education, law related education and social studies. National leaders do have other ideas on how to assure accountability without creating a test.

Interesting delivery vehicles for education programs are interactive websites, print materials, social network sites, commercial textbooks and commercial supplementary materials.

Ms. McKinney-Browning welcomed the Summit participants to use and adapt ABA resources for Michigan and she shared the following three sources for law related education research:

- ABA Textbook Survey
- Center for Information and Research in Civic Learning and Engagement
- IEA Civic Education Study

## **Law Related Education in Michigan**

Linda Start, Executive Director of the Michigan Center for Civic Education, highlighted the roots of law related education in Michigan from conferences in 1978 and the establishment of Michigan Law-Related Education in 1982. Ms. Start noted that Michigan is home to a wide diversity in types of active LRE programs, including but not limited to mock trial, Law Day programs, Constitution Day programs, teen/youth courts, peer mediation, lawyers in the classroom, youth law conference and diversity pipeline efforts. She reported that there is no ongoing ‘census’ or common evaluation of LRE programs and services and that an item of concern is the significant reduction in middle and high schools offering practical law courses.

Elements of success in Michigan-based LRE programming are related to communities or school systems that have supportive structures and dedicated resources. Active bar associations with committees dedicated to LRE make a large difference. Access to funding is certainly an element that drives more robust and far reaching programming.

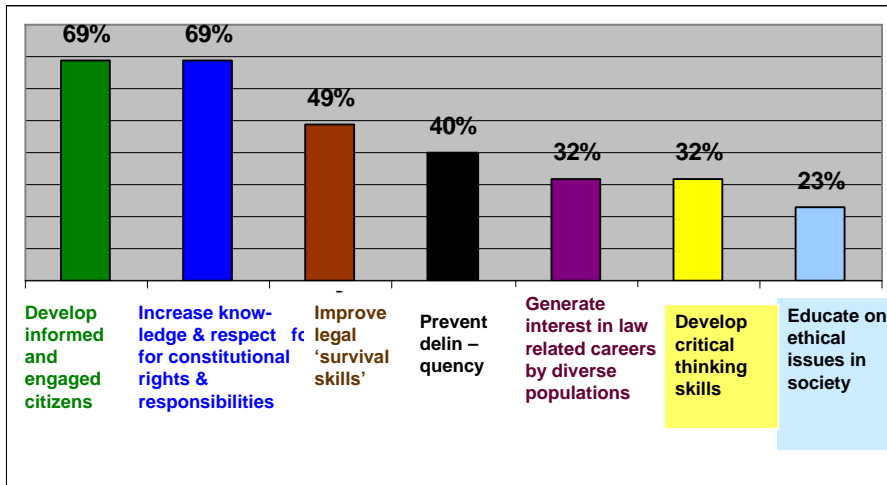
Ms. Start reminded the Summit participants of the results of a 2005 survey of educators, the State of Civic Education in Michigan. Of note is that educators place highest value on the following supports for LRE:

- Improve access to and the quality of classroom materials (71%)
- Improved access to online materials and services (60%)

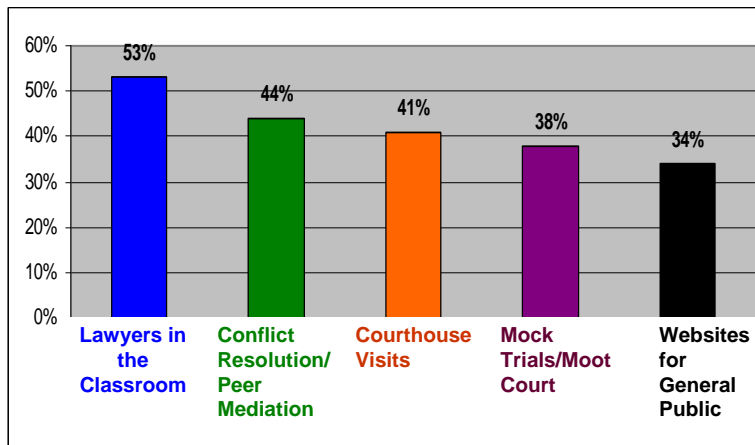
## **Highly Valued Programs and Purposes**

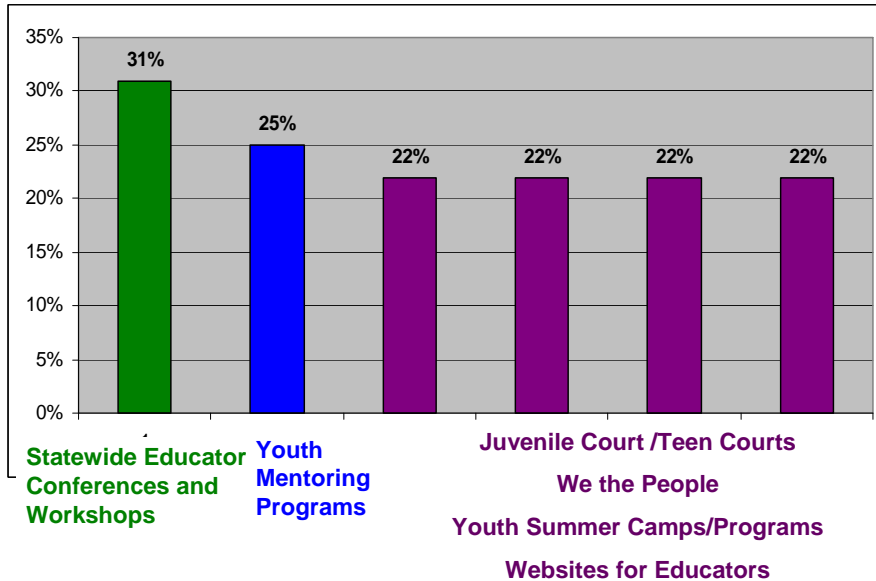
Francine Alexander, planning consultant, reviewed the results of survey taken by persons invited to attend the Summit. The results show the following prioritized purposes of LRE and high impact LRE programs and services:

Purposes of LRE in order of priority:



High Impact Programs and Services





### Preferred Strategies, Programs and Services and Recommended Role of the Bar

Summit participants then worked in small groups to generate ideas on preferred strategies, LRE programs and services and the role of the Bar. The following is a summary of the themes from those work groups.

#### Strategies

- **Develop an online clearinghouse to receive and disseminate LRE information (7)**
  - Resource list (people, school districts, local bars)
  - Curriculum sharing
- **Linkages/collaboration/relationship development (6)**
  - Students and educators
  - Appropriate Bar committee and other volunteer opportunities
  - Affinity and local bars
  - Courts at all levels
- **Marketing (6)**
  - Communication
  - Incentives and recognition to enhance quality and encourage participation
- **Focus on K-12 (5)**
  - Align LRE with school structures and requirements
  - Connect with teachers
- **Identify LRE goals and develop program evaluation measures (1)**
  - Confirms program alignment with shared goals
  - Facilitates obtaining resources

## **Role of Bar** – ‘Centralized leadership for a decentralized volunteer structure’

- **Act as or develop the clearinghouse for resources/linkages(6)**
  - Collect resources
  - Maintain templates
  - Maintain central calendar
  - Survey local bars to determine which programs are used
  - Identify successful local models for use elsewhere
  - Identify program alignment with curriculum goals
- **Liaison with local/affinity bars (3)**
  - Encourage local bars towards LRE in their communities
  - Foster collaboration
  - Facilitate networking
- **Marketing of key programs (2)**
  - Publicize/promote programs
  - Develop awards for high quality programs
  - Develop incentives to encourage participation
- **Encourage court involvement (2)**
- **Train lawyers/educators (1)**

## **Programs and Services**

Other than the consistent emphasis on the need for more central ‘clearinghouse’ services, most tables affirmed the importance of having local bars and educators identify and select the LRE programs and services best suited to their community needs and opportunities. There was also an acknowledgement that some very successful local programs are unknown elsewhere in the state due to lack of publicity and absence of an information clearinghouse. Several tables noted the importance of programs that tie in with student curriculum, those that address at-risk youth, as well as lawyers in the classroom and conflict resolution training. Many noted the importance of personal contact, and the value of students and citizens seeing real people – diverse role models - who can provide a unique and positive experience for them. There is also a great opportunity to integrate high value outcomes into the LRE experiences. For example, in order to achieve the goal of increasing diversity in the legal profession, pipeline components should be included in mock trial and peer mediation exercises.

## **Group Discussion Details**

These are the detailed notes from each table group’s conversation.

### **Table 1 (Linda Start with participants Hon. R. Lowe, Eloise Williams, Rick Troy, Lori Buiteweg, Naseem Stecker, Chris Christensen)**

#### **Strategies:**

- K-12 community
- Engage Young Lawyers and specialty bars
- Develop picture of current reality: SBM to Survey/compile what projects and activities are occurring in local bars (as well as specialty and affinity bars)

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>
<ul style="list-style-type: none"> <li>▪ Lawyer-Teacher partnership – needs monitoring and support; requires training of both lawyers and teachers</li> <li>▪ Website</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey/compile what projects and activities are occurring in <u>local</u> bars and county and affinity</li> </ul>

High Impact Programs

1. Lawyer Teacher Partnership programs –require a lot of training and oversight. Not all lawyers have the ability to connect with students and present in an interactive engaging manner. It is a partnership, not just lawyers presenting. There are a lot of great resources out there, (Sure-Fire Presentations, etc) but no effective way to get them into the hands of lawyers who want them.
2. Website-State Bar should partner with other organizations that have the content expertise
3. Conflict Resolution and Peer Mediation
4. Genesee County –We the Jury video. They have done a program for high school students involving a courthouse tour. Keeping it going year to year (connections with the educators) is challenging.
5. The Genesee Bar also conducts programs for the Community on various legal topics at the local library.
6. The Macomb Bar also does many programs to educate the community on legal topics.

Suggestions:

- We need to know what local/county bar associations are doing.
- Model LRE training after ICLE—lawyers get credit for visiting schools, being trained.
- The Bar needs to consider reestablishing the LRE committee
- We need to let schools decide what is best for them; State bar can merely offer opportunities. Also, the State Bar is not expert on training teachers or developing curriculum—need to partner with groups that have this expertise.

**Table 2 (Ed Pappas with participants Carrie Pickett, Hon. M. Mayfield, Latisha Heath, Lorraine Weber, Candace Crowley)**

Strategies:

- Build on existing program resources for long-term
- Focus on youth but include adults
- State Bar include affinity bars to make LRE a priority
- Solidify infrastructure – not dependent on one person
- Communications LRE marketing and recognition (website)
- Connect to educators

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>
Teen Court	<ul style="list-style-type: none"> <li>▪ Communicate availability</li> <li>▪ Encourage participation</li> <li>▪ Curriculum support</li> <li>▪ Identify funding resources, assist in obtaining</li> </ul>
Educating for Everyday Democracy: The Jury Process	<ul style="list-style-type: none"> <li>▪ Maintain materials</li> <li>▪ Communicate, market</li> </ul>
LRE Website	<ul style="list-style-type: none"> <li>▪ Develop and maintain</li> <li>▪ Communicate, market</li> </ul>



	<ul style="list-style-type: none"> <li>▪ Facilitate collaboration and communication about LRE on website</li> </ul>
Conflict resolution training	<ul style="list-style-type: none"> <li>▪ Communicate and market through local CR programs</li> </ul>
All LRE programs	<ul style="list-style-type: none"> <li>▪ Maintain group to develop, maintain, communicate, and promote programs.</li> <li>▪ Encourage collaborations</li> <li>▪ Centralize information</li> <li>▪ Involve courts, encourage their leadership</li> </ul>

#### Details

1. Who is our audience? We should target youth and remember that many young people are not in school – delinquents, truants and dropouts – and we must find ways to include them. We should also include adults – community colleges, including non-traditional adult students, People’s Law School programs. Adults include parents and non-parents.
2. Who are the stakeholders? Youth, parents, entire community. The responsibility of voting is part of this.
3. What are the resources? Program information, leadership, and funding. LRE website to link programs. Twitter, blogs. Don’t reinvent the wheel.
4. The linkages and relationships are bigger than lawyers and teachers. They include police and probation officers, social workers, houses of faith, community centers, and others.
5. There are communication issues. How can we motivate people to go to websites to find information? How do we get into the schools and how do we build connectors?
6. Relationships and resources are good, but a training component must be included. The Bar should determine what programs to push first, then train on those.
7. We must bring law to the community – it permeates every aspect of life. Law is part of everything in the adventure of life.
8. Diversity is strength – program and populations.
9. We need to be accomplices, not intruders with teachers, school programs.
10. Aligning LRE – however we provide access, it should have curriculum-based impact statement.
11. We need to institutionalize this by including it in the Bar Leadership Forum, including program on continuing legal education, provide information at social studies conference.
12. Train the trainer, teach the teacher.

**Table 3 (Kim Coleman/Linda Rexer with participants Hon. A. Butzbaugh, Lisa Walinske, Nancy Brown, John DaVia, Ricardo Villarosa, Lisa Watkins)**

#### Strategies:

- Establish a centralized clearinghouse and support system for quality LRE materials and resources and effective paths for lawyer involvement in LRE, including modules for including diversity/pipeline aspects in LRE programs
- Identify overall goals (or priorities?) for what LRE programs including lawyer involvement hope to accomplish (can add locally specific objectives)
- Create incentives to enhance quality and continuity of LRE efforts

- Seek participation from untapped groups able to assist with LRE
- Develop evaluation tools to assess quality and whether LRE goals are met

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>
<p>The group had a strong consensus that they could not select 3 to 5 programs and services per the instructions without knowing what LRE goals or priorities had been identified. Comments included that any LRE program could have an impact but might not meet a selected goal. For example, if one of the goals was to reach all kids including at risk kids, then those Mock Trial programs that mainly serve more affluent school districts might not be chosen. Later in the conversation, the group also said evaluation of LRE programs should be done against identified overall goals to see if goals are being met.</p>	<p>Role of SBM: Centralized leadership for a decentralized volunteer structure The SBM provides a highly visible and stable presence that serves as a rallying point and a continuing resource for efforts are often sustained more by individual champions than by their organizations. For example, as specialty bar leadership, law firm management, or classroom teachers change, too often activities lapse for a time. When interest or capacity return, the wheel must be recreated once again. If LRE (broadly defined to recognize more localized goals, such as diversity pipeline efforts) is an official part of the SBM structure, many of these recurring challenges will be mitigated.</p>

**Details:**

1. Centralized clearinghouse and support system

The State Bar could establish and support an LRE clearinghouse web site for local/special bars, lawyers and educators to access materials and tools for quality LRE. Existing materials could be collected and posted/linked for download, but various tools would need to be created. Examples of such tools include: instructions on how to conduct an environmental scan to find potential partners or identify opportunities; tips on how to match lawyers with educators; a short list of known research on the kinds of LRE activities that are most effective (see ABA list of 6 promising approaches); information on funding possibilities; modules that can be simply inserted into most LRE programs to add diversity/pipeline information; simple tools for evaluation of programs; tips on effective collaboration with partners; how to provide recognition for volunteers; easily useable programs (maybe even videos for a lawyer to use in a classroom) especially to help small bars which don't have staff; tools for educators for how to use lawyers in the classroom; include tools and tips for educating adults as well as students; information could also be uploaded by partners to make this interactive – an e-mail group of LRE volunteers or a listserv could be established; etc.; see ABA PERLS model for good replicable programs matrix/chart; the group noted that staff support would be important for this to be effective; (also use other vehicles, e.g., print, video)

2. Select overall LRE goals/priorities (defined broadly enough to allow other stakeholders groups to adopt more localized goals that are still consistent with the SBM level goals and priorities)

The group thought that not being able to articulate shared goals would cause some opportunities to be lost, so using top priorities to base allocation of resources or showing potential funders what overall goals are being addressed and having something to evaluate against what impact is being made. Or priorities could be articulated within a variety of purposes, e.g. select some of top MI survey purposes but agree that first priorities within those are things like working with

schools, helping at risk youth, and promoting conflict resolution. The group recognized that there may be reluctance by the bar or others to emphasize only some purposes or priorities.

3. Create incentives to enhance quality and continuity of LRE programming

Identify entry points where LRE programs are more likely to be accepted in public school curriculum (e.g. 5<sup>th</sup> grade = Bill of Rights); identify which social studies standards are addressed by each LRE program; showcase quality programs on web site; have an LRE committee model for local bars to use; recognition for LRE programs, lawyers and educators; have a program (using both educators and lawyers) each year about how to do quality LRE programs at BLF – same kind of session for educators at state social studies or civic education conference; tools for small bars to readily use to keep projects going; establish state level advisory group of educators and lawyers for ongoing input on needs and opportunities and could monitor/assess centralized web site and support system; establish an LRE award or have top state officials recognize LRE participants

4. Seek participation from untapped groups able to assist with LRE

Pair law students with public school classes or students; senior lawyers, young lawyers, judges; make LRE involvement a condition of eligibility for receiving a juvenile court appointment; pair retired lawyers with retired educators for LRE "teams".

Also, while conducting the environmental scanning mentioned above, seek potential partnerships from groups that are not typically "law related" for collaborative partnerships. For example, at WSU Law School, the federally funded GEARUP/ College Day program is a partner for Law and Leadership (a pilot six-day summer program for Detroit Public School high school students). Other examples include the Detroit Executive Service Corps, a local business philanthropy group that supports a variety of youth programs.

5. Evaluation

At individual program level, educators are knowledgeable about evaluation – did student skills/knowledge improve – pre-test and post-test. At a larger system level, consider partnering with a university education school to measure broader impact of expanded and enhanced LRE against identified goals. Collect results and learn from lows and highs.

The group discussed that participation in school related LRE is not classic pro bono service under the State Bar's Voluntary Pro Bono Standard but that the State Bar's new "A Lawyer Helps" program can provide a vehicle for recognition of these lawyers under its "community service" component.

**Table 4 (Chris Johnson with participants Doug VanEpps, Wayne Bentley, Linda Rexer, Monica Nuckols, Rachael Drenovsky, Rana Elmir)**

**Strategies:**

- Teachers, teachers, teachers
- Align LRE structures and goals with school structures
- Presenting at educational conferences
- Address gap between LRE and Access to Justice (position LRL to support ATJ – see first program)

- Young and senior lawyers

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>
Conflict Mediation/Resolution <ul style="list-style-type: none"> <li>▪ Address gap</li> <li>▪ Align LRE →</li> <li>▪ East Lansing reduced suspension/expulsion rates</li> <li>▪ Expand restorative justice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lawyers in classroom</li> <li>▪ Train lawyers</li> </ul>
Mentoring Programs	<ul style="list-style-type: none"> <li>▪ Role models and diversity</li> </ul>
Create clearinghouse to receive and disseminate information <ul style="list-style-type: none"> <li>▪ Dept. of Education</li> <li>▪ State Bar</li> <li>▪ Michigan social studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Funnel efforts into clearinghouse</li> </ul>
Tie into Law Day and Constitution Day	<ul style="list-style-type: none"> <li>▪ Work with school districts</li> <li>▪ Involve media</li> </ul>
Create computer games to teach lessons	<ul style="list-style-type: none"> <li>▪ State Bar funds</li> </ul>
Community service learning project <ul style="list-style-type: none"> <li>▪ Interactive programs</li> <li>▪ Hearings in classrooms</li> <li>▪ Vest students in process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lawyers work with teachers</li> </ul>
Teaching and Reaching teachers	

**Table 5 (Charles R. Toy with participants Hon. F. Mester, Jerry Gillett, MaryAnn Farris, Tracie Dinehart, Erika Akinyemi, Anthony Salciccioli, Mabel McKinney Browning)**

**Strategies:**

- Support local efforts through central resources
- Determine a structure to provide easier links between educators and attorneys
- Engage and connect educators and lawyers, providing clear ‘assignments’ central resources
- Align LRE with school structures and requirements (new content requirements) – social studies

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>
Get lawyers in classroom – young lawyers/3L students	SBM liaison with local and affinity bars <ul style="list-style-type: none"> <li>▪ Assign teams to schools</li> <li>▪ Educate teachers</li> <li>▪ Develop networks</li> </ul>
	<ul style="list-style-type: none"> <li>▪ SBM collector of programs resource center – resource person by program – coordinate calendars</li> </ul>
	<ul style="list-style-type: none"> <li>▪ SBM create team from structured county</li> </ul>

	(like OCBA) and go to other counties as model and teach other counties
Develop an MC3-like program and put in law	<ul style="list-style-type: none"> <li>▪ SBM look at new opportunities in education and convene educators to add law component across curriculum</li> <li>▪ Pro bono credit for teaching SBM</li> <li>▪ Be proactive</li> </ul>

**Table 6 (Michael Warren with participants Barbara Browne, Torrey Smith, Janet Welch, Bill Trevarthen, Tim Little, Michael Botke)**

**Strategies:**

- Clearinghouse: Establish an internet/web-based clearinghouse targeted to educators and/or lawyers that includes a wide-range of offerings, including K-12, higher education and general adult public resources (including clear assignments with high quality)
- Marketing: Promotion and marketing of clearinghouse to lawyers, educators and general public
- Linkages: Make clearinghouse relevant and desirable to teachers by showing how they meet content standards (should be accomplices” to teachers, not intruders)

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>
Clearinghouse	<ul style="list-style-type: none"> <li>▪ Create and host clearinghouse</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>▪ Develop and implement marketing strategy</li> </ul>
Linkage	<ul style="list-style-type: none"> <li>▪ Develop and post linkage on clearinghouse (i.e., how particular programs and assignments align with particular content standards)</li> </ul>

**Table 7 (Jeff Paulsen with participants Hon. C. Stephens, Kathleen Strauss, Lisa Stadig Eliot, Gregory Conyers, Joan Vestrand)**

**Strategies:**

- Need clearinghouse and linkage coordinator
- Empower and incentivize local entities to participate in LRE
- Collaboration of local/affinity bars geographically (strength in numbers and work together)
- Collaboration of legal and non-legal constituents
- Develop communication tools across disciplines, both legal and non-legal, commercial and social sites and technologies

<b>High alignment, high impact programs/services</b>	<b>Best role for Bar</b>

<ul style="list-style-type: none"> <li>▪ Inbound Programs least disruptive and time sensitive to students day. Programs such as lawyers in classroom and courtroom sessions in classrooms are inbound and limited funds needed.</li> <li>▪ Off the Shelf programs that teachers can access and use via a clearinghouse link</li> <li>▪ Local Based Programs utilizing legal resources, non-legal resources, public school resources, and law students</li> </ul>	<ul style="list-style-type: none"> <li>▪ SBM as clearinghouse for gathering and linkage or only for facilitation with GLEC links</li> <li>▪ Awards/Publicity for superior LRE programs</li> <li>▪ Template maintenance for LRE programs available for local bars and others</li> <li>▪ Collaborative efforts with local bars to drive LRE programs</li> <li>▪ Encourage Michigan Supreme Court to encourage courts and judges to get involved in LRE as part of leadership program</li> </ul>
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**Additional Ideas and Notes:**

- Collaborative efforts such as Wayne RESA including MGTV/Comcast, in which lawyers and judges introduce a court case that is captured on DVD's that are then sent social studies teachers
- Develop "portal" for use with resources that already exist. This could include a tool that would allow interested parties to meet and could be done with limited funding
- Inbound school programs better than outbound school programs and must be align school curriculum with limited time slots available in students day
- Off the Shelf programs with information and contact that makes it easy for individuals to participate including students, teachers, and lawyers
- US bankruptcy court has education program with schools
- Integrate civic education with non social studies classes- consider having civic education count towards "community service" requirements of students
- Utilize other centers of influence such as places of worship and recreational facilities
- Provide awards and recognition- consider having LRE count as attorney "pro bono" hours
- Utilize new technologies to link to non-law related relevant websites including social sites and commercial sites used by youth
- We must consider how children today communicate and make sure our efforts are relevant to these methods of communication
- Utilize Learning Resource Center
- Encourage programs to identify grade level and content standards (do they meet GLEC's?) and utilize website portal
- SBM can provide descriptions and links to existing resources. Individuals can contact SBM for content information- who would manage content?
- Work on strategies to encourage LRE local efforts
- Create a survey to identify existing LRE programs and resources at local and affinity bars
- To reach disadvantaged local areas-work with Michigan Assn of School Boards
- Make LRE part of SBM Annual Learning Conference

## **Conclusion**

Highlights and recommendations from the table discussions were shared with the entire group. Participants agreed that the learning of the day, and especially the recommendations from the table discussions, should be recorded and shared with each other and with interested others. Those include the State Bar's Public Outreach Committee, its Board of Commissioners, and the Michigan State Bar Foundation Board of Trustees. The LRE Working Summit Planning Group will develop a detailed action plan from that report, and deliver the report to the State Bar Board of Commissioners for review and appropriate action.

## **APPENDICES**

1. Law Related Education Working Summit Planning Group
2. Law Related Education Working Summit Participants.



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