



To: Alice Noble-Allgire, Chair, ISBA Task Force on Diversity  
From: Tracy L. Prosser, Chair, Pipeline Subcommittee  
Date: April 13, 2009  
Re: 2008-09 Pipeline Subcommittee Report

During the past year, the Pipeline Subcommittee of the Task Force on Diversity has been exploring ways to implement the 100 Future Leaders Pipeline Project proposed by the 2007-08 Task Force on Diversity Pipeline Subcommittee. (Attached as Exhibit A.) As you know, the Subcommittee initially recommended that the ISBA work with the Illinois Supreme Court Commission on Professionalism to create a 501(c)(3) corporation that would assume responsibility for the program. Upon further research and discussions with the ILSCCP, however, the Subcommittee ultimately determined that the development of this new entity was not feasible at this time. The Subcommittee therefore turned its attention to developing a plan for implementing the 100 Future Leaders Pipeline Project with existing ISBA resources and partnerships with existing organizations involved in pipeline activities.

Moving in this new direction, the Subcommittee completed the following projects this year:

- Collaborated with ISBA staff liaisons Melinda Bentley and Donna Schechter to identify resources available through the ISBA's Standing Committee on Law Related Education for the Public to support the Pipeline Project's outreach to elementary, junior high, and high school students.
- Developed a lesson plan to present the American Bar Association's "Choose Law" video for use by lawyers, judges, and law students in their outreach to elementary, junior high, and high school students. The lesson plan will allow presenters to take the pipeline message into the schools with very little advance preparation. (Attached as Exhibit B.)
- Met with representatives of the Just the Beginning Foundation (including U.S. Court of Appeals Judge Anne Claire Williams, JTBF Executive Director Paula Lucas, and Board Member Francine Soliunas) to discuss ways in which the ISBA can partner with the JTBF to develop a summer law camp, mentoring program, and other components in the Future Leaders proposal. (A list of the ideas generated during that meeting is attached as Exhibit C.)
- Drafted a detailed, multi-year schedule for implementing the 100 Future Leaders Pipeline Project, including a Lawyers in Classroom component in 2009-2010 and preparations for a law camp in the summer of 2011. (The plan is attached as Exhibit D.)

This has been a productive year for the Subcommittee, and we are confident the ISBA is ready to launch the 100 Future Leaders Pipeline Project. We thank past Presidents Irene Bahr and Joe Bisceglia for their vision and initiative without which we would not have embarked on this important project to diversify the legal profession. We thank current President Jack Carey for his support of the Subcommittee's difficult work making the vision concrete, and we thank President-Elect John O'Brien for his demonstrated commitment to continue translating the vision to reality.

Respectfully submitted,  
Pipeline Subcommittee of the 2008-09 Task Force on Diversity  
Tracy Prosser, Chair  
Karina Ayala-Bermejo  
Ebony Huddleston  
Raquel Martinez  
Kimberly Robinson  
Francine Soliunas  
Honorable Donald G. Wilkerson

**ISBA Diversity Task Force – Diversity Pipeline Subcommittee  
100 Future Leaders Proposal**

The following proposal attempts to merge two themes that originated in the ISBA's Diversity Roundtable in December 2006 and the Illinois Supreme Court Commission on Professionalism Conclave in December 2007: (1) The need for a comprehensive, integrated, and institutionalized plan to replace the piecemeal approach that currently exists to address Diversity Pipeline issues; and (2) Jesse Jackson's recommendation (from his keynote address at the Professionalism Conclave) that we begin recruiting and developing new lawyers from minority communities using the same strategies currently used to recruit and develop athletes.

Our proposal has three ISBA-driven components and a recommendation that the ISBA advocate or support programs operated by other entities:

**(1) 100 Future Leaders Program** – This program would begin by identifying 100 high school students (Future Leaders), who would be invited to a summer Law Camp at one or more of the law schools. This camp would expose the Future Leaders to various types of lawyering through mock trials, negotiation, interviewing and counseling, and problem-solving activities.<sup>1</sup> It would also provide information about college preparation (how to be a good student, financial aid, budgeting time and monetary resources, etc.) and professionalism (dressing for success, professional behavior, and leadership training). The camp could culminate with a Parents' Day to educate parents about college and career opportunities and to allow students to display what they have learned during the week. There are a number of existing law camps that would be a potential partner for the ISBA or could provide information about setting up a camp.

The Law Camp would also serve as a point of continuing contact with "Future Leaders" by (1) inviting those who go to college to apply for jobs as counselors at the camp (or participating in the camp in some other way); and (2) asking camp graduates to "nominate" students from their area for the next year's camp. Law students also could be involved the camp, taking on the role of planning and coordinating the camp with ISBA lawyers each year.

A second aspect of the Future Leaders Program is the development of a one-on-one mentoring program in partnership with Lawyers Lend-A-Hand to Youth Program that links each Future Leader with an ISBA member, who will mentor the student through law school and the bar exam, providing guidance at each stop of the pipeline. Students who have gone through the program (and are now in college or law school) could serve as a second mentoring resource for students, which would provide another point of continuing contact for students who have gone through the program. The ISBA should develop a program to provide mentors with information and periodically prompt them about appropriate contacts to make with their Future Leader. (The National Mentoring Center has a wealth of information on its website about how to set up a mentoring program.) We could invite mentors to "Parents Day" at Law Camp to introduce them to Future Leaders and their parents. The mentoring program provides a unique opportunity for accountability – i.e., the ability to track and monitor students as they progress through the pipeline. We also should explore the possibility of MCLE or pro bono credit for serving as a Future Leaders mentor.

A third aspect of the program would address the financial needs of "Future Leaders." The program could provide some financial awards in the form of jobs at the summer camp, as stated above. We could also ask the bar review courses to provide "scholarships" for the law

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<sup>1</sup>It is critical that students be exposed not only to litigation, but also transactional and other types of lawyering as a means of inspiring students who are more introspective by nature.

## Exhibit A to Pipeline Subcommittee Report

students who help to coordinate the camp. (A similar request might be made of LSAT prep courses for college students.) Thinking more broadly, we could recruit law firms to hire “Future Leaders” for summer jobs during college and law school.

The fourth aspect of the program is the “pay it forward” concept. Students chosen as Future Leaders would attend Law Camp for free, but would be expected to provide a certain amount of volunteer work in grade school reading programs in exchange for this privilege. By working with younger students, Future Leaders will build their own self-esteem and will serve as positive role models for the next generation. For similar reasons, the program would encourage law students to lead “Choose Law” programs or other projects to expose high school and middle students to legal careers. (See Law-Related Education component below.)

One final component of the program would be an annual Diversity Lunch (during the ISBA’s mid-year meeting) during which the next year’s “Future Leaders” would be announced. This luncheon would expand on the very well-received “Celebrating Women in the Profession” lunch that Irene Bahr sponsored during her term as ISBA president and build on the Diversity Lunch idea first developed by the Peoria County Bar Association. Tickets to the lunch would not only pay for the event itself but could also provide a source of funding for the Law Camp and/or scholarships.<sup>2</sup>

In short, we see the 100 Future Leaders program as the cornerstone to the type of institutionalized, comprehensive, and integrated pipeline program that was envisioned during the ISBA’s Diversity Roundtable in December 2006.

**(2) Law-Related Education Programs** – The ISBA and other organizations already offer a wide range of law-related programs designed to expose grade school, middle school, and high school students to the law and legal careers. The ISBA’s Standing Committees on Minority and Women Participation and Women and the Law also have been conducting law school outreach programs to reach law students. The ISBA should continue these programs and expand them at all levels of the education pipeline.

**Grade School through High School:** The ISBA should continue its current LRE efforts and expand them to more schools with diverse student populations. The ISBA should also continue to develop and support Law Day, Women Everywhere, Lawyers Lend-A-Hand to Youth and other activities (such as job shadowing, mock trials, essay writing, problem-solving, mediation, etc.) to expose students to the law and instill the dream of a law career. As indicated above, participants in the Future Leaders Program will be expected to volunteer their time to help grade school students with reading and other academic programs, while law students will be encouraged to present “Choose Law” programs to encourage high school and middle school students to think about careers in law. The availability of MCLE credit should also help us attract many more lawyers to participate in these programs.

**College:** This is an area where programs are currently lacking. The ISBA should create links between law and pre-law students by sponsoring a series of programs in which law students teach pre-law students about how to prepare for law school (coursework, study habits, etc.), how to prepare for the LSAT, etc. Establishing and institutionalizing these links will help law students “pay it forward” to minority college students who are

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<sup>2</sup>The First Annual Diversity Lunch could be held during the Midyear Meeting of 2009 and serve as the “major program” that First Vice President John O’Brien would like to do during his tenure. We think that we could recruit a very prominent diversity speaker (Michelle/Barack Obama??) who would attract positive media attention to the ISBA and our Diversity Program.

## Exhibit A to Pipeline Subcommittee Report

interested in law school.

**Law School:** The ISBA should expand its law school outreach by holding at least one LRE program and reception for minority and women students at every law school in the state each year. The programs should alternate between three topics: (1) Careers; (2) Networking; and (3) The Challenges of Being a Minority in a Law Culture. These programs allow ISBA lawyers to “pay it forward” to the next generation.

**(3) Diversity Website** – The ISBA should develop a diversity page on its website and develop brochures and other grade level-appropriate materials to provide information for students, parents, and educators about how to traverse the educational pipeline. The website should also provide a link for ISBA members who want to get involved in Diversity Pipeline activities (how to volunteer, instructional materials, etc.).

\* \* \*

**Other Programs** – In addition to developing/continuing the programs set forth above, the ISBA should support two other Pipeline initiatives that are currently operated by other entities:

**(1) CLEO, PLUS, or other Law Prep Programs** – Because students of color are disadvantaged at so many places along the education pipeline, there is a great need to help them catch up with their peers as they prepare for the rigors of law school. There are already several good programs designed to meet this need such as CLEO and the PLUS program, but these programs are currently not well-funded and are meeting only a fraction of the need.

**(2) The Minority Legal Education Resources (MLER) Program** – This is one of the only programs in existence to help students of color prepare for the bar exam. Although there are other good bar review programs to help all students, there is a sense that some minority students feel more stress because of their historical disadvantages with standardized testing. Thus, a program targeting this population would be particularly beneficial.

## Exhibit B to Pipeline Subcommittee Report

### **“Choose Law!” Curriculum**

(A Lesson Plan to Introduce Young Students to Legal Careers – 50 to 90 minutes)

#### **1. Introduction**

- a. Briefly introduce yourself as a judge/lawyer/law student and explain that you are there to get students thinking about a career in law. (Save for later a full explanation of what you do and the path you took to your career.)
- b. Get your audience engaged.
  - i. Alternative 1: Ask how many of them have started thinking about what job they want to have when they grow up. Ask those who raise their hand to tell you about the careers in which they are interested and why that career interests them.
  - ii. Alternative 2: Go around the room and have each student introduce himself/herself and tell you what job he/she has in mind. (Many are likely to say they don't know; assure them that's OK, too!)

#### **2. Introduce and play the “Choose Law: A Profession for All” video**

- a. This 10-minute video is high-quality, and highly engaging for students of diverse backgrounds
- b. Available on DVD or can be downloaded or played directly from the ABA's website ([www.abanet.org/yld/chooselaw/](http://www.abanet.org/yld/chooselaw/)).

#### **3. Ask students what they learned from the video.**

- a. What roles do lawyers play in our society?
- b. What is diversity and why is it important to our judicial system?
- c. The video ends with “Be the Change” – Where else have you heard this? What other famous person has said: Be the change? (A: President Barack Obama made this a theme of his 2008 Presidential Election campaign.)

#### **4. What exactly do lawyers do?**

- a. Ask students what they think lawyers do (they will probably talk about the courtroom performances they've seen on TV or in the movies)
- b. Talk about the type of law you practice (or, if a student, want to practice)
- c. Talk about other ways people can use a law degree. While many students are extraverted and will be interested in litigation, emphasize that lawyers also are involved in transactional work (estate planning, corporate, real estate, patent law, etc.) and other careers that would interest students who are less extraverted but have a strong desire to help others.

#### **5. What does it take to become a lawyer?**

- a. Talk about the path you took to becoming a lawyer
- b. Tell them that they need to do well in their college coursework and will have to take a test (the LSAT) to get into law school. There is no particular undergraduate major required, but students should be aware that some degree programs may prepare them better for law school than others. They should focus on anything that builds their

## Exhibit B to Pipeline Subcommittee Report

- reading, writing, and critical thinking skills. Talk about how you prepared to take the LSAT – and how preparation can help students get a good score. [NOTE: Choose your words carefully here. Some students from underrepresented groups perceive themselves as bad test-takers. Therefore, while you want to encourage them to do the best they can to prepare for law school, you don't want to emphasize the importance/difficulty of LSAT/grades to the point that they seem like insurmountable hurdles. So perhaps one way to word this is: "You need to do your best on the LSAT because the better you do, the better your chances will be of getting into the law school of your choice." The same logic applies to high school grades and scores on the SAT or ACT (better scores give a better chance of getting into a wider range of colleges) and undergraduate grades.]
- c. Explain that law school requires hard work – just like a star athlete needs to practice to excel, law students need to exercise their brains (learn to think like a lawyer) – because our clients depend upon our legal analysis.
  - d. Tell them they can get more information about legal careers (and how to get there) from the ISBA website.

### 6. Introduction to Logic Games

- a. One of the most important skills that lawyers have is their ability to critically analyze a problem and employ logical reasoning. One of the ways that the LSAT tests this ability is through "logic games." The logic games section of the LSAT is often the most challenging for students, but can be easily mastered (and fun!) by learning the basic techniques for solving these puzzles.
- b. Distribute and play a logic game. There are hundreds of puzzles available for free on the internet. An excellent site to find and print puzzles is at: <http://www.puzzlersparadise.com/page1034.html>. (The puzzles on this website include matrixes/charts to help students solve the puzzles; seeing how these matrixes are set up will help students develop their own puzzle-solving matrixes in the future.)
- c. Other puzzles websites we found:  
<http://www.folj.com/puzzles/>  
[http://www.expandyourmind.com/logicproblems/logic\\_problems.shtml](http://www.expandyourmind.com/logicproblems/logic_problems.shtml)  
<http://www.puzzles.com/Projects/AllLogicProblems.html>  
<http://www.geocities.com/Heartland/Plains/4484/logic.htm>

## Exhibit B to Pipeline Subcommittee Report

### **“Choose Law!” Curriculum**

(A Half-Day Program – Includes Mock Trial Component That Requires At Least Three Attorneys/Judges/Law Students in Addition to Students in the Class to Play Roles)

#### **1. Introduction**

- a. Briefly introduce yourself as a judge/lawyer/law student and explain that you are there to get students thinking about a career in law. (Save for later a full explanation of what you do and the path you took to your career.)
- b. Get your audience engaged.
  - i. Alternative 1: Ask how many of them have started thinking about what job they want to have when they grow up. Ask those who raise their hand to tell you about the careers in which they are interested and why that career interests them.
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#### **2. Introduce and play the “Choose Law: A Profession for All” video**

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- b. Talk about the type of law you practice (or, if a student, want to practice)
- c. Talk about other ways people can use a law degree. While many students are extraverted and will be interested in litigation, emphasize that lawyers also are involved in transactional work (estate planning, corporate, real estate, patent law, etc.) and other careers that would interest students who are less extraverted but have a strong desire to help others.

#### **5. Mock Trial Presentation (90 minutes to 2 hours)**

- a. There are a number of good mock trial programs (complete with scripts, statutes, exhibits, etc.) available on the internet. One website with good materials: [www.classbrain.com/artteensm/publish/article\\_66.shtml](http://www.classbrain.com/artteensm/publish/article_66.shtml).

## Exhibit B to Pipeline Subcommittee Report

- b. Have enough lawyers/judges/law students to play the key legal roles (judge and two lawyers). Other roles can be played by students in the class or by other lawyers/judges/law students.
- c. Tell the rest of the class that they are the jurors; they have to listen carefully to the evidence so they can render a verdict at the end.

### 6. **What does it take to become a lawyer?**

- a. Based upon what you've seen in the mock trial, what are some of the skills necessary to be a good lawyer?
- b. How do you acquire those skills?
- c. Talk about the path you took to becoming a lawyer.
- d. Tell them that they need to do well in their college coursework and will have to take a test (the LSAT) to get into law school. There is no particular undergraduate major required, but students should be aware that some degree programs may prepare them better for law school than others. They should focus on anything that builds their reading, writing, and critical thinking skills. Talk about how you prepared to take the LSAT – and how preparation can help students get a good score. [NOTE: Choose your words carefully here. Some students from underrepresented groups perceive themselves as bad test-takers. Therefore, while you want to encourage them to do the best they can to prepare for law school, you don't want to emphasize the importance/difficulty of LSAT/grades to the point that they seem like insurmountable hurdles. So perhaps one way to word this is: "You need to do your best on the LSAT because the better you do, the better your chances will be of getting into the law school of your choice." The same logic applies to high school grades and scores on the SAT or ACT (better scores give a better chance of getting into a wider range of colleges) and undergraduate grades.]
- e. Explain that law school requires hard work – just like a star athlete needs to practice to excel, law students need to exercise their brains (learn to think like a lawyer) – because our clients depend upon our legal analysis.
- f. Tell them they can get more information about legal careers (and how to get there) from the ISBA website.

### 7. **Introduction to Logic Games**

- a. One of the most important skills that lawyers have is their ability to critically analyze a problem and employ logical reasoning. One of the ways that the LSAT tests this ability is through "logic games." The logic games section of the LSAT is often the most challenging for students, but can be easily mastered (and fun!) by learning the basic techniques for solving these puzzles.
- b. Distribute and play a logic game. There are hundreds of puzzles available for free on the internet. An excellent site to find and print puzzles is at: <http://www.puzzlersparadise.com/page1034.html>. (The puzzles on this website include matrixes/charts to help students solve the puzzles; seeing how these matrixes are set up will help students develop their own puzzle-solving matrixes in the future.)
- c. Other puzzles websites we found: <http://www.folj.com/puzzles/>  
[http://www.expandyourmind.com/logicproblems/logic\\_problems.shtml](http://www.expandyourmind.com/logicproblems/logic_problems.shtml)  
<http://www.puzzles.com/Projects/AllLogicProblems.html>  
<http://www.geocities.com/Heartland/Plains/4484/logic.htm>

**Potential Partnership with Just the Beginning Foundation**  
**Notes from meeting with Judge Ann Claire Williams, Francine Solunias, and Alice Noble-Allgire**

ISBA can partner with JTBF on all of the major elements of our Pipeline Proposal:

- Outreach/Exposure to Young Students – Recruiting lawyers/judges for
  - Lawyers in the Classroom
  - Mock Trial Program
  - Other programs (job shadowing, etc.)
- E-mentoring with Program participants
- Summer Leadership Institute/Law Camp for High School Students
- Employment/Internships for College and Law Students

JTBF would be willing to expand its Summer Leadership Institute to other locations in the state (in addition to its current program in Chicago).

- JTBF's SLI had 40 students last year
- JTBF could help train program leaders in other locations
- Law students (team leaders) could rotate to several programs to have jobs all summer.
- Idea for future development: Program could use more continuity (maintaining relationships with participants through law school, bridging into other JTBF programs)
- Also, could do more to connect SLI participants with CLEO and PLUS students (which would also promote continuity)

Specific things ISBA can do:

- Recruit lawyers/judges for outreach (Lawyers in the Classroom; Robes in the Schools; Mock Trials, etc.)
- Recruit lawyers/judges for E-mentoring
- Help build an internet presence
- Work with Bar Foundation on Diversity Lunch or other fundraising efforts
- Solicit law firms that will help record/produce CDs/DVDs from workshops or distinguished panels that JTBF puts together
- Solicit law firms willing to sponsor/fund projects
- Lawyers can do PR in their communities to recruit students
- When law firms have extra tickets to law-related events, offer them to Pipeline participants (can create a website for students to get tickets; lawyers can buy extra seats for students)

Next step: Work with JTBF programming people to see what makes sense for both sides.

- See what JTBF is currently doing.
- See how ISBA can help develop continuity

## **Plan for Implementing the 100 Future Leaders Pipeline Project**

The Pipeline Subcommittee of the 2008-2009 ISBA Task Force on Diversity was charged with developing a plan to implement the 100 Future Leaders Pipeline Project proposed by the 2007-2008 Task Force on Diversity. This report summarizes the Subcommittee's recommendations.

### **Governing Structure**

In its July 11, 2008, report to the ISBA Board of Governors, the 2007-08 Diversity Task Force recommended the creation of a 501(c)(3) corporation to be known as "The Law Corps – Illinois Lawyers Mentoring Youth" which would implement the 100 Future Leaders Pipeline Project on an expedited schedule. After careful consideration of the available resources (finances, manpower and project partners) and the costs of developing and maintaining a stand-alone corporation, the Subcommittee decided ISBA resources would be better spent by implementing the 100 Future Leaders Pipeline Project on a more extended schedule using existing ISBA resources and partnering with other groups with complementary strengths.

Accordingly, the Subcommittee recommends implementing the 100 Future Leaders Pipeline Project incrementally over a two-year period through (1) renewed promotion of existing ISBA programs directed toward pipeline populations, (2) cooperative efforts with organizations particularly sympathetic to pipeline initiatives, and (3) formal partnership with experienced non-ISBA organizations with existing relationships with pipeline populations and training resources. The Subcommittee recommends that responsibility for overseeing the implementation be given to a Standing Committee for the Diversity Pipeline Project ("Pipeline Committee"), as proposed in the Task Force's restructuring proposal currently before the Board of Governors.

The Subcommittee envisions the implementation to occur as follows.

### **Components to be Implemented in 2009-2010 Year**

- **Lawyers In Classrooms Program**: The Pipeline Committee will expand the volunteer base of the Lawyers In Classrooms Program of the ISBA's Standing Committee on Law Related Education for the Public ("LRE"), which currently sends volunteer lawyers into elementary school classrooms to expose students to the law, to lawyers and to legal careers. The Pipeline Committee will coordinate efforts to recruit minority and non-minority volunteers from across the entire state of Illinois through existing ISBA communication channels (ISBA print publications, ISBA website, Section and Council meetings, Mid-Year and Annual Meetings) and will seek recruitment assistance from the Illinois Supreme Court Commission on Professionalism, the Illinois Judges' Association and local bar associations. In conjunction with LRE, the Pipeline Committee will identify specific existing Lawyers In Classrooms reading lists and lesson plans to which minority students would be particularly receptive and will develop additional materials as needed. The Pipeline Committee will follow up with volunteers it recruits to obtain feedback about the program and suggestions for future Law Camp participants and will encourage those volunteers to develop relationships with the teachers in the classrooms they visit.
- **Choose Law Video**: The Pipeline Committee will identify groups to visit middle schools and high schools across the state to present the American Bar Association's "Choose Law" video and discuss the process of becoming a lawyer. Possible groups include law school minority affinity organizations (e.g., Black Law Students Association, Hispanic

## Exhibit D to Pipeline Subcommittee Report

Law Students Association), the ISBA Young Lawyers' Division and local bar associations. The Subcommittee has already drafted a lesson plan that will enable groups to make these presentations with little advance preparation.

- Careers in the Law Pamphlet: The Pipeline Committee will work with LRE to develop a pamphlet geared toward middle school and high school students discussing various careers in the law, advising how to prepare for a law career in middle or high school and containing other materials to encourage critical thinking (e.g., logic games and puzzles). The pamphlet may also contain information about components of the 100 Future Leaders Program.
- Develop Mentoring Partnerships: The mentoring component of 100 Future Leaders Program is key to achieving the comprehensive, integrated and institutionalized plan to replace the piecemeal approach that currently exists to address pipeline issues. Mentor relationships that last more than a year will provide continuity to students inclined to pursue a legal career. Because the ISBA does not have experience in student mentoring programs, the Subcommittee recommends partnering with other organizations that have successful student mentoring and mentor training programs. The Subcommittee has begun exploratory discussions with Just the Beginning Foundation (“JTBF”) about recruiting ISBA volunteers to participate in its existing e-mentoring program. The Pipeline Committee will continue those discussions and initiate others as needed and will make recommendations to the Board of Governors regarding partnership arrangements.
- Identify Partner for Law Camp: The Law Camp component of the 100 Future Leaders Program is an effort to recruit and develop new lawyers from minority communities using the same strategies currently used to recruit and develop athletes. The Subcommittee has begun exploratory discussions with JTBF, which already runs a law day camp in Chicago, about partnering with the ISBA to hold a week-long overnight Law Camp at a college outside Chicago. The Pipeline Committee will continue those discussions and will make recommendations to the Board of Governors regarding a partnership arrangement.
- Explore Funding for Law Camp: In consultation with experienced fundraisers such as the Illinois Bar Foundation and the Chicago Bar Foundation, the Pipeline Committee will explore fundraising opportunities such as an annual Diversity Luncheon.
- Communicate with Pre-Law Programs: The Pipeline Committee will communicate with pre-law programs at Illinois four-year and community colleges and other achievement programs to make them aware of available ISBA resources and the Pipeline Program and to explore ways to coordinate pipeline efforts. Communication will continue in subsequent years as appropriate.
- Law School Programs and Receptions: The Pipeline Committee will support the educational programs and networking receptions held at Illinois law schools and sponsored by the Standing Committees on Women and the Law and on Minority and Women Participation (or its successor committee after the restructuring). Support will

## Exhibit D to Pipeline Subcommittee Report

continue in subsequent years.

- ISBA Website: Work with ISBA's webmaster to add a "Ways You Can Help" page to the ISBA's Diversity webpage with links to pipeline volunteer opportunities, donation opportunities and "start your own program" opportunities. Add to the Diversity webpage a link to LRE's webpage.

### **Components to be Implemented in 2010-2011**

- Mentoring Program: With the assistance of mentoring partner organizations, the Pipeline Committee will develop a protocol for communications between mentors and students with minimum specifications for time and content of communications (e.g., classes to take, recommended reading/activities, supplemental law education programs, test dates, application deadlines, financial aid information) during middle school, high school, college and law school years. The Pipeline Committee will select middle school and high school students (the "100 Future Leaders")<sup>3</sup> to participate in the mentoring program with an eye toward the students' eventual attendance at the Law Camp and will recruit, select and train mentors from across the state to participate in e-mentoring or live mentoring with students. Each student will be matched with a trained mentor. The Pipeline Committee will work with mentoring partner organizations to follow up with mentors to remind them of critical points in the protocol, to resolve any problems and to assess the success of each mentoring relationship. Mentors lost through attrition will be replaced, as appropriate, through the student's attendance at law school. The Pipeline Committee will develop a tool to measure the success of the mentoring program as well as the progress of each of the 100 Future Leaders.
- Law Camp: With partner organizations, recruit 100 Future Leaders and staff for Law Camp, develop curriculum and hold Law Camp during the summer of 2011.
- Fundraising Activities: As developed in 2009-2010 year, implement fundraising activities to fund 2011 Law Camp, including the first annual Diversity Luncheon. Continue additional fundraising plans.

In subsequent years, the Pipeline Committee will continue to support and refine the 100 Future Leaders components implemented in 2009-2011 and to expand the number of student participants.

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<sup>3</sup> Although the program is called "100 Future Leaders," the Subcommittee recommends the initial selection of students and mentors involve fewer than 100 student/mentor pairs to allow pilot efforts to be manageable.

## Exhibit E to Pipeline Subcommittee Report

### DIVERSITY ROUNDTABLE PARTICIPANTS

December 7, 2006 – Sheraton Hotel, Chicago

**Enrique Abraham**  
*Puerto Rican Bar Assn. of Ill.*

**Dean Peter C. Alexander**  
*SIU School of Law*

**Ruthe Ashley**  
*California State Bar*

**Karina Ayala-Bermejo**  
*Abraham Lincoln Marovitz  
Lend-A-Hand Program*

**Linda Renee Baker**  
*Paul Simon Pub. Policy Inst.*

**Larry Baldwin**  
*Cairo Jr./Sr. High School*

**Patrice Ball-Reed**  
*Office of the Ill. Atty. Gen.*

**Irene F. Bahr**  
*ISBA President*

**Joseph G. Bisceglia**  
*ISBA President Elect*

**Seymour Bryson**  
*Southern Illinois University*

**Michael S. Burns**  
*DePaul Univ. Coll. of Law*

**Wendy Calvert**  
*Law Office of Stephen J. Haszt*

**Jack C. Carey**  
*ISBA Second Vice President*

**Paul Chester**  
*Chicago Police Dept.*

**Jessica Chethik**  
*Constitutional Rights Found.*

**Yukyong Choi**  
*Seyfarth Shaw*

**Shannon Cobe**  
*Ill. Native Amer. Bar Assn.*

**Jay Conison**  
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