

Diversity Pipeline Project

*Report and Recommendations of the
Standing Committee on Minority and Women Participation*

March 9, 2007



ILLINOIS STATE
BAR ASSOCIATION

Illinois State Bar Association Diversity Pipeline Project

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In June 2006, the Illinois State Bar Association pledged its support for the development of programs to encourage more minorities to traverse the educational pipeline into the legal profession. At the request of ISBA President Irene Bahr, the ISBA's Board of Governors signed onto a Diversity Pipeline Resolution sponsored by the American Bar Association.¹ President Bahr simultaneously asked the ISBA's Standing Committee on Minority and Women Participation to explore ways of implementing a pipeline initiative in Illinois. This report sets forth the Standing Committee's initial research and recommendations.

Educational Barriers to Diversity in the Legal Profession

While American society has become increasingly diverse, there continues to be a great disparity between the minority population in the United States as a whole and minority representation in the legal profession.² "The legal profession faces no greater challenge in the 21st century than the critical need to diversify its ranks," ABA President Michael S. Greco observed in a report last year. "A more diverse and representative legal profession will not only foster greater public confidence in the law, but even more fundamentally it will help to ensure fairness in our justice system."³

For many persons of color, the American educational system presents a barrier, rather than a conduit, to the legal profession. An ABA task force found that the educational pipeline is

¹American Bar Association, Presidential Advisory Council on Diversity in the Profession, Recommendation to the House of Delegates, *available at* <http://www.abanet.org/op/councilondiversity/resolution.pdf>.

²Report to the ABA House of Delegates from the Presidential Advisory Council on Diversity in the Profession, available through the ABA's website at <http://www.abanet.org/op/councilondiversity/home.html>.

³ABA Presidential Advisory Council on Diversity in the Profession, *Embracing the Opportunities for Increasing Diversity into the Legal Profession: Collaborating to Expand the Pipeline* 6 (2005), *available at* <http://www.abanet.org/op/pipelineconf/PipelinePostReport.pdf>.

“riddled with leaks” for minority students.⁴ “We are losing significant numbers of potential law students and future legal scholars and practitioners of color at every point along the pipeline continuum,” the report stated.

Leaks occur in a variety of ways at every level of the educational system. Among some examples cited in the ABA’s report⁵:

- African-American children attending state-funded pre-kindergarten programs are almost twice as likely to be expelled as other groups.
- The test score gap between students of color and white students begins as early as the fourth grade and continues through the undergraduate and graduate levels.
- African-Americans graduate from high school at significantly lower rates than whites and Asian-Americans.
- Minority students, particularly African-Americans, are less likely to attend college immediately after high school than their white counterparts.
- Students of color have disproportionately lower law school application, enrollment, and graduation rates.
- Students of color have generally lower bar exam passage rates than whites.

Strategies for Improving the Pipeline

During the fall of 2006, the Standing Committee began gathering information about pipeline initiatives that already exist in Illinois and other areas of the country.⁶ The Standing Committee’s research culminated with a Diversity Roundtable during the ISBA’s Midyear Meeting on December 7, 2006, attended by more than 60 participants from a wide variety of constituency groups.

Participants included representatives of minority bar associations; teachers and administrators from elementary, junior high, and high schools; pre-law advisers and college-level administrators; law school deans and student development personnel; social service providers; and representatives of existing diversity programs (e.g., the Just the Beginning Foundation and the Committee on Minorities in Large Firms). The ISBA leadership was also well-represented; President Irene Bahr, President-elect Joseph Bisceglia, 2nd Vice President Jack Carey, and 3rd

⁴*Id.* at 14.

⁵*Id.*

⁶For a sampling of national programs, see Elizabeth Rindskopf Parker and Sarah E. Redfield, *The Educational Pipeline from Preschool to Professional School: Working to Increase Diversity in the Profession*, *The Bar Examiner*, May 2006, at 7-22 (describing five different models). For diversity-related programs in Illinois, see the list identified by the Standing Committee on Minority and Women Participation in Appendix D.

Vice President John O'Brien all participated in the discussions.⁷

Illinois Judges Association President Jesse Reyes opened the program by underscoring the need for diversity in the profession. Roundtable participants then heard from two representatives of the Wingspread P-20 Pipeline Leadership Consortium, a national coalition of educators dedicated to addressing pipeline issues. Amy Jarmon, Assistant Dean for Academic Success Programs at Texas Tech University School of Law, discussed the in-depth research that the Wingspread Consortium has conducted and some of its specific suggestions for pipeline programs. Ruthe Ashley, a member of the State Bar of California's Board of Governors and head of the Bar's Diversity Pipeline Task Force, explained how her group created a "Best Practices" manual to identify model diversity programs and encourage collaborative efforts by bench, bar, and academics.

Roundtable participants discussed a series of questions, ranging from "What level of student should we target?" to "How can the ISBA help?"⁸ In answering the first question, some participants inquired about the ultimate goal of the program – i.e., whether it should:

- (1) Specifically promote legal careers for minority students, which would suggest that the ISBA should concentrate its efforts on providing role models and encouragement to junior high, high school, and pre-law students; or
- (2) Generally help students develop the skills necessary to succeed in law and other academically demanding careers, which would suggest that the program should target reading and writing programs for grade school and pre-school students.

A majority of the participants appeared to favor the broader mission of promoting academic success and leadership skills for all minority students. They cautioned, however, that pipeline leaks are part of a larger societal problem and some of the obstacles – e.g., lack of food/clothing, parental supervision, and educational support – are beyond the expertise of the legal community.

Participants also considered whether the program should target specific types of students within the identified grade levels. Some participants suggested that the program should focus on students with good grades. Other participants argued, however, that academic performance does not guarantee success and that the program should reach out to all students who are motivated and interested in the law. Several groups noted the need to place a special emphasis on African American males.

⁷A complete list of the participants is included in Appendix A.

⁸The list of questions the Roundtable participants were asked is included in Appendix B.

Participants were asked to comment on pipeline-related programs that already exist in Chicago and elsewhere in the state. They observed that there is an incredible array of effective programs.⁹ But there was a general consensus that these programs offered a piecemeal, and sometimes inconsistent, solution to the problem. Accordingly, the overriding theme that emerged from the discussions was the need for integration, institutionalization, and continuity. In other words, instead of “reinventing the wheel” by duplicating programs that were already in existence, the ISBA could help to pull together a comprehensive package of existing programs that address the variety of needs that exist along the entire spectrum of the educational pipeline.

Participants ultimately identified a number of ways in which the ISBA is well-situated to address the pipeline problem. First, and foremost, the ISBA has the resources (committees, staff, website, etc.) to act as a clearinghouse to coordinate the wide variety of programs that already exist and to develop additional programs, if needed, to fill any unmet needs. Second, the ISBA has a strong membership base that can provide the human capital to help implement these programs. Third, the ISBA can use its political influence to advocate for legislative funding and programs that will address poverty and educational issues beyond the reach of the ISBA.¹⁰

The Standing Committee’s Recommendations

Based upon its own research and on the comments gathered during the Diversity Roundtable,¹¹ the Standing Committee recommends that the ISBA follow the lead of the State Bar of California by appointing a Diversity Task Force to carry out the following enumerated tasks:

1. **Serve as a clearinghouse and coordinator of information** – The task force should assess the existing diversity programs and create a matrix that links the existing programs to the needs and skills of the various grade or age levels. The matrix and program descriptions should be posted in an appropriate place on the ISBA’s website and in other forms as the task force deems appropriate to encourage participation by ISBA members, as well as local bar associations and law firms, throughout the state.
2. **Establish partnerships to implement promising programs** – The task force should identify programs that would benefit from the ISBA’s involvement and establish the appropriate partnerships (with the judiciary, educators, service

⁹Many of these programs are described in Appendix D.

¹⁰Comments gathered during the Diversity Roundtable are summarized in greater detail in Appendix C.

¹¹To a large extent, the framework of these recommendations was established by ISBA President-elect Joseph Bisceglia in his remarks at the conclusion of the Roundtable discussions. See Appendix C.

providers, etc.) to implement those programs. These programs may include those that are already in existence, as well as new programs needed to bridge gaps that the task force identifies in its matrix.

3. **Advocate for funding/programs to be carried out by others** – To the extent that the task force identifies needs that cannot be effectively addressed by the legal community on its own, the task force should urge the ISBA to lend its resources (whether direct funding or political influence) to those organizations or institutions that are better situated to address those needs.
4. **Assessment** – The task force should devise a way to evaluate the effectiveness of current and future pipeline initiatives.
5. **Funding** – The task force should identify monetary resources needed to support pipeline initiatives.

The Standing Committee recommends that membership on the Diversity Task Force include representatives from the wide range of constituencies that participated in the Diversity Roundtable. The Standing Committee notes that several Roundtable participants have already begun working on a parallel track to identify promising programs and link them to appropriate age groups. Accordingly, the Standing Committee recommends that those individuals – including Judge Jesse Reyes, Illinois State Board of Education Chair Jesse Ruiz, Venu Gupta, and Andy Fox – be included in the Diversity Task Force.

The Standing Committee further recommends adding several constituencies that were not included in the Roundtable, such as: corporate counsel from corporations that support diversity in the legal profession¹²; foundations (including the Illinois Bar Foundation and other non-legal charitable foundations); the judiciary (e.g., the Executive Director of the Illinois Supreme Court’s Commission on Professionalism); community colleges; and more downstate representation. ISBA committees that should be involved include: the Standing Committees on Minority and Women Participation and Legal Education, Admission, and Competence; the Young Lawyers Division; and the Law Student Division.

The Standing Committee hopes that the Diversity Task Force could complete its work and announce a plan for implementation at the ISBA’s Midyear Meeting in December 2007. In meeting this objective, the ISBA would join California as one of the first state bar associations in the nation to implement a statewide diversity pipeline initiative.

¹²Roderick Palmore, who is general counsel for the Sara Lee Corp. in Downers Grover, Ill., is among a group of general counsels who have pledged to limit or end relationships with law firms that lack diversity. See Pat Milhizer, *Law Firms ‘Need to Focus on Diversity,’* Chi. Daily Law Bulletin, Feb. 26, 2007. The group’s “Call to Action” plan is available at www.clocaltoaction.org.

Respectfully submitted on behalf of the
Standing Committee on Minority and Women
Participation by:

Alice M. Noble-Allgire,
Chair of the Standing Committee

Andy Fox & Tracy Prosser,
Co-Chairs of the Pipeline Subcommittee

Appendix A

**DIVERSITY ROUNDTABLE: PIPELINE TO THE PROFESSION
ATTENDEES**

Sheraton Chicago Hotel

Thursday, December 7, 2006 2:00 P.M. – 5:00 P.M.

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Roundtable Seating Assignments

<p>Table #1 Wendy Calvert, Reporter Dean Peter Alexander – SIU Law Audra Wilson – Northwestern Univ. Law Jessica Chethik – Const. Rights Found. Gwendolyn Rowan – former Cook Co. Bar Assn. Racquel Martinez – Ill. Student Assist. Comm. Edwin Reyes– Puerto Rican Bar Assn. Zeophus Williams – Cook County State’s Atty. Michele Jochner, ISBA Board of Governors</p>	<p>Table #5 Sonni Williams, Reporter Howard Peters, Reporter Wenona Whitfield – SIU Law Jay Conison – Valparaiso Univ. Law Karina Ayalaa-Bermejo – Chicago Bar Assn. Linda Renee Baker – Paul Simon Public Pol. Inst. Carol Leach – Chicago State Univ. Donald Jackson – ISBA Assembly Susan Marks – Chicago Public Schools</p>
<p>Table #2 Mark Wojcik (John Marshall), Reporter Jorge Montes – former MWP chair Dean Leroy Pernell – NIU Law Tracie Porter – Chicago Kent Law Roslyn Lieb – Just the Beginning Found. David Nissam-Sabat – Northeastern Univ. Cynthia Greenleaf, Chicago Public Schools Enrique Abraham – Puerto Rican Bar Jeremy Gottschalk – Lesbian & Gay Bar Assn.</p>	<p>Table #6 Andy Fox, Reporter Francine Soliunas – Chicago-Kent Law Tonishea Terry-Jackson – John Marshall Law Hon. Jacqueline Cox – Just the Beginning Found. Ruthe Ashley – Wingspread Consortium Charles Kuner – Farragut Career Academy Jesse Ruiz – ABA Diversity Advisory Bd. Deborah Fortier – Cook County Bar Assn. John O’Brien – ISBA Third VP</p>
<p>Table #3 Malcolm Morris (NIU), Reporter Hon. Nan Nolan – Just the Beginning Found. Michael Burns – DePaul L.S. Dr. Jessica Davis – SIU Law Cherie Russ – Chicago Police Dept. Robin Rone – American Bar Assn. Seymour Bryson – Southern Illinois Univ. Yukyong Choi, Asian American Bar Assn. Gregory Vazquez – Puerto Rican Bar Assn. Larry Baldwin – Cairo High School</p>	<p>Table #7 John Locallo, ISBA Bd. of Gov., Reporter Michele Richardson – Univ. of Chicago Law Dean David Yellen – Loyola Univ. Law Dr. Amy Jarmon – Wingspread Consortium Darice Irons – Just the Beginning Found. Terry Solomon – Ill. African Amer. Family Foun. Venu Gupta – Comm. on Minor. in Large Firms Pat McAvoy – Mather High School Patrice Ball-Reed – ISBA Assembly Joseph Bisceglia – ISBA President-Elect</p>
<p>Table #4 Barbara Huffman, Reporter Lynn Grayson – W&TL Liaison Dean John Corkery – John Marshall L.S. Bert Simpson – NIU L.S. Sharon Jones – Jones Diversity Group Phillip Jackson – Black Star Project Paul Chester – Chicago Police Dept. Nathalina Hudson – Black Women Lawyers Assn.</p>	<p>Table #8 Jennifer Shaw, Reporter Claire Manning – W&TL Liaison Ann Killian Perry – Univ. of Chicago L.S. Rory Smith – John Marshall L.S. Carolyn Pereira – Const. Rights Foundation Shannon Cobe – IL Native American Bar Assn. Nancy Kelly –Phoenix Crisis Center Kevin Lee – Loyola Acad. of St. Louis HS Jack Carey – ISBA Second VP</p>

Unassigned: Irene Bahr, Hon. Jesse Reyes, Alice Noble-Allgire, Tracy Prosser

Appendix B

DIVERSITY ROUNDTABLE: PIPELINE TO THE PROFESSION THURSDAY, DECEMBER 7, 2006

DISCUSSION POINTS

1. WHAT LEVEL OF STUDENTS SHOULD WE TARGET?

What are the leaks in the pipeline that need to be addressed? Should we target Grade School, High School, College, Law School? All of the above? What specific goals should we have? How should we measure these goals?

2. WHAT IS YOUR ASSESSMENT OF PROGRAMS ALREADY IN EXISTENCE?

What programs are missing from the list we have compiled? What is working; what is not? Who are the stakeholders in the pipeline and are they included in the programs? What are the administrative requirements? What are the costs? How is it funded? Overall, what programs are most effective?

3. IS THERE ANOTHER TYPE OF PROGRAM THAT WE SHOULD DEVELOP?

What methods can be used to address specific leaks in the pipeline? What opportunities, problems or leaks are not addressed by existing programs?

4. FOR EDUCATORS:

What obstacles will we face in trying to implement programs in K-12 programs? What paperwork is required? Who needs to approve the programs? What types of programs are you most interested in developing for your students?

5. FOR BAR ASSOCIATIONS, LAW SCHOOLS, JUDGES:

What types of services would your members/colleagues be most interested in providing? How much time would individual members be willing to give?

6. HOW CAN THE ILLINOIS STATE BAR ASSOCIATION HELP?

Should the ISBA develop its own program or support existing programs?

7. WHO ELSE NEEDS TO GET INVOLVED IN THE PLANNING EFFORTS?

How do we involve government and community resources most effectively?

Appendix C

**ISBA STANDING COMMITTEE ON
MINORITY AND WOMEN PARTICIPATION
DIVERSITY ROUNDTABLE: PIPELINE TO THE PROFESSION
THURSDAY, DECEMBER 7, 2006
COMPILATION OF COMMENTS¹³**

1. WHAT LEVEL OF STUDENTS SHOULD WE TARGET?

A. What is the goal?

To determine what students to target, some participants first wanted to know the goals or purposes of a Pipeline Program: Is the main objective to attract minority students into the legal profession (in which case the program should emphasize career development initiatives)? Or should the program pursue a broader objective of helping students develop the skills they will need to succeed as attorneys?¹⁴

If developing interest in legal careers is the main objective, then targeting the middle schools makes sense because that is where students are beginning to think of future careers and what they will need to do to pursue such careers. Law firms entering into partnerships with elementary schools can provide critical role models for students. Students will also find legal careers more attractive if they know what lawyers actually do and how they can make a difference in peoples' lives. Similarly, at the college level, the focus should be on pre-law societies as a means of getting students interested in going to law school.

Participants noted, however, that success in the educational pipeline requires excellence

¹³ This compilation was prepared by Sonni C. Williams and Alice M. Noble-Allgire on behalf of the Standing Committee on Minority and Women Participation. The compilation is based upon notes taken during the Roundtable by the following reporters: John Locallo, who is Board Liaison to the Standing Committee; Standing Committee Members Andy Fox, Jennifer Shaw, Sonni Williams, Barbara Huffman, and Wendy Calvert; and Mark Wojcik and Malcolm Morris of the Standing Committee on Legal Education, Admissions, and Competence.

¹⁴ There also were discussions on whether the program should help minority children into all professions or specifically to the legal profession. Some expressed the view that the focus should be on the legal profession, but that programs geared toward the legal pipeline would have secondary benefits to all children regardless of what professions they choose to follow. The medical profession is ahead of the curve in addressing the diversity pipeline; therefore, their diversity programs would be a good resource.

in reading, writing, and critical thinking skills. Thus, many participants suggested that the Pipeline Program needs to focus on developing these skills as well as developing an interest in legal careers. To do so, programs need to begin as early as possible – at least in elementary school (and probably even pre-K). Accordingly, there seemed to be a general consensus that the leaks in the pipeline should be addressed at all levels, the sooner the better.

Participants also noted the existence of cultural and economic obstacles to improving the educational system. Ideally efforts to stop the leaks to the profession would be in a setting where all children have the opportunities to be fed, clothed and sheltered, because having these basic needs met would aid in integrating and exposing the wide dynamics of the legal profession. Many of these issues, however, cannot be resolved by the legal profession alone; they will require a structural fix. Participants discussed some holistic programs, such as the Blackstar Project, which emphasizes a “cultural construct” that starts at birth and before. Thus, Blackstar tries to reach back to previous generations who often do not understand the importance of education beyond college. Another idea is research and find out what cultural or societal factors cause some minority groups (i.e., Asian and Asian urban) to excel and duplicate these factors to other minority groups. The holistic programs that are long-term approach to societal and cultural changes will take 20-30 years to produce results.

B. What types of students within each target group?

Identifying the objective of the Pipeline Program is also critical for determining what types of students to pursue within the targeted age groups. If the goal is to increase diversity in the legal profession, perhaps the focus should only be on those students who have self-identified such an interest. Proponents of this position questioned why resources and efforts should be spent on children who may never want to be lawyers anyway. Indeed, one participant asked whether it was appropriate for the ISBA to deliver program benefits to young students who neither asked for them nor may not ever have an interest in entering the profession. Conversely, to the extent the program is attempting to develop interest (to let minority students see that becoming a lawyer is a worthwhile and attainable goal), it seems sensible to reach out to students who have not yet shown an interest.

A related question is whether the program should include all students or only those with proven academic ability. Ultimately, there seemed to be significant support for reaching out to all students and not just the “cream of the crop” because academic performance does not always guarantee success. Instead, we need to find children motivated and interested in our program.

Some participants emphasized the need to place a greater emphasis on African-American males, who face perhaps the most significant risk of dropping out of the pipeline. While law school admissions statistics show an increase in women, including women of color, this is a disproportionately low number of black males in the applicant pool.

2. WHAT IS YOUR ASSESSMENT OF THE PROGRAMS THAT ARE ALREADY IN EXISTENCE?

Participants discussed a wide variety of excellent programs that are already in existence. The overwhelming assessment, however, was that the current diversity programs are inconsistent, piecemeal band-aids to the problem and there needs to be a comprehensive quality state-wide program.

The following are just a few of the existing programs that participants favorably discussed:

Law and Public Safety Academy: This program, offered within the Chicago public schools, exposes students to career possibilities in law and public safety through the use of job shadowing, field trips, and guest speakers while simultaneously placing a strong focus on academics. Students are prepared to continue their education at a postsecondary institution or to enter directly into a career related to Law, public safety, security, or corrections.

Constitutional Rights Foundation: This “Lawyer in the Classroom” program is operating in 70 out of 500 Chicago’s public schools. In the elementary program (2nd through 8th grade), volunteer attorneys come to the classroom and give a 40-minute civic lessons, including mock trials three to four times a year. The program is funded by donations from law firms and local bar associations such as the Chicago Bar Foundation. It is not a diversity pipeline program per se, but does have the practical effect of exposing minority students to the law and the legal profession. Collateral impacts also include increased school attendance.

Just the Beginning Foundation: The goal of this foundation is to bring more people of color into the legal profession. The foundation offers “JTBF in the Schools,” in which volunteer attorneys serve as guest speakers, mock trial judges, or in other capacities in which they can interact with students, provide information, and serve as role models. The foundation also offers judicial externships for students at both the high school and law school levels.

Peoria County Bar Association: In 2003, the PCBA formed the Diversity Committee with the goal of diversifying the legal field to better reflect the community. The Diversity Committee has hosted three annual Diversity Luncheons; hosted a minority job forum; made law schools visits to attract minority law students to Peoria; raised funds for the Diversity Scholarship program that annually awards \$1,000.00 scholarship to a 1L; 2L; and 3L minority law students who indicate an interest in practicing law in the Peoria area; contributed annually to the ABA Judicial Internship Program for Peoria; and recently implemented a mentorship program with the Illinois Central College’s Upward Bound Program that targets local minority high school students who are first generation college bound students.

Street Law: Some of the Chicago area law schools have implemented a “Street Law” program in which law students and professors introduce young students to the legal system through classroom teaching, mock trials, and other interactive programs.

Sidley & Austin: has had a “shadow” career program for more than 20 years.

Cook County Circuit Court: Supervises mock trial competition.

Cook County Bar Association: Holds minority job fairs for 600 students, 100 employees, and top law firms; has an “adopt a school” program; and sponsors an annual scholarship event.

In short, participants were impressed with “an incredible array” of programs, each of which has great merit. Participants noted, however, that notwithstanding the breadth of programs, serious problems persist within the educational pipeline for minority students. Accordingly there was a sense among participants that something more was needed, as discussed further below.

Participants also noted that many of the existing educational programs focus on criminal law or trial work. They expressed a need to teach all areas of the law that affect the community, including landlord tenant, estate planning, employment, health care, immigration, etc., to show students the wide variety of ways in which they can make a difference in peoples’ lives. Participants also noted a need to emphasize the responsibilities of the profession and the special trust placed in its members. Thus, students who are interested in pursuing a legal career need to begin building a reputation of honesty and trustworthiness in their youth, as well as strong reading, writing, critical thinking, and leadership skills.

3. IS THERE ANOTHER TYPE OF PROGRAM THAT WE SHOULD DEVELOP?

Given the number of programs that already exist, some participants expressed the view that the ISBA should not “reinvent the wheel” but should instead focus on partnering with existing programs and helping to develop a comprehensive system. The consensus among many of the groups was that we need one overall, pipeline initiative that is “institutionalized, integrated, and continuous” – i.e., that pulls together the wide variety of programs that already exist and establishes an institutional framework that will ensure that the programs continue into the future, even after the people who initiated the programs are gone.

Many groups liked the idea of a “best practices” manual like the one developed by the State Bar of California. This manual pulled together a “menu” of all of the existing programs that would help further the diversity pipeline goals. The manual provided descriptions of the

programs as well as contact information for bar associations, law firms, or individual lawyers who wanted to get involved in a particular program.

Development of a comprehensive menu should begin by identifying the specific needs of students at all levels of the pipeline and then match those needs with the various programs that are available. The Wingspread P-20 Consortium has already done considerable work into identifying the age-specific barriers and needs.¹⁵ The ISBA should take the next step to catalog all of the existing programs in Illinois and link them to the appropriate grade levels. For example:

- Pre-K – mock elections to expose them to the government.
- K-2nd grades – “feel good” programs that introduce lawyers as role models.
- 3rd & 4th grades – volunteer attorneys reading books to the class.
- 5th & 6th grades – mock trial programs; visits to court houses; programs on the profession; once a month Saturday skills seminars.
- 7th grade – “Choices Planner” to assist students in career planning to enter certain professions with academic expectations of professions they are interested in entering, including legal profession.
- High school – internships in law-related jobs (creating opportunities similar to “candy strippers” in the medical profession or paid positions that would provide alternatives to summer jobs at fast food restaurants); mentoring; job shadowing; mock trials; moot court.
- College – focus on pre-law societies to get students interested in going to law school and preparing them to take the LSAT; develop pre-law as an option in the community colleges; and implement mentoring programs.
- Law school – scholarships; loan forgiveness programs; direct and positive contacts with attorneys; externships; development of networking skills.

The final steps would be to disseminate the information to law schools, law firms, local bar associations, and individuals throughout the state and develop standardized curricula and materials that can be easily accessed and used by these volunteers.

4. SPECIAL CONCERNS AND NEEDS OF EDUCATORS:

All the groups of participants discussed the effects of “no child left behind” mandate as a

¹⁵A copy of this report is available at http://www.mcgeorge.edu/government_law_and_policy/education_law/wingspread/conferences/media/wingspreadreport.pdf.

barrier to promoting the importance of civics and the legal profession in the classrooms. The educators are primarily focused on meeting the unfunded mandate that puts emphasis on test taking skills over long term education classes that are more important to the legal profession. School bureaucracy is a potential obstacle. There was also a discussion that schools that are poorly funded perform poorly because the lack of food, clothing & other needs for students. In these schools, civic lessons are not on the high priority list. Participants also noted there are logistical problems in working with elementary school children.

5. CONCERNS AND NEEDS OF BAR ASSOCIATIONS, LAW SCHOOLS, JUDGES:

Lawyers face real time constraints in making a commitment to projects. Lawyers must buy into the project. Bar associations must take control of projects they can manage and have the time to devote to the project. The ISBA could get information to lawyers and bar associations to help them streamline the time required for these projects.

Bar Associations. Can help find ways to make law school more affordable, including “loan forgiveness” programs for those who serve in identified areas of need. The local bar associations can also fund more consistent state-wide programs and implement smaller projects that allow the attorneys to plug into the project without being overwhelmed. Examples are weekly reading programs. It may be difficult for attorneys to mentor students because most attorneys are very busy and may not have the time commitment required for mentoring on a long term basis. However, there are successful mentoring programs that do not require burdensome time commitment. Programs that require only a service or commitment for one day at a time during the year may work better with attorneys’ busy schedules.

Law Schools. Should enlist the help and energy of law students in these efforts. Law students can talk to middle school kids about being in law school, and about how to prepare for law school. They should also survey law school graduates who are not practicing law; this would broaden the view of what it is that lawyers do. Students of color should play a significant role in this process to provide encouragement and successful role models for younger students. We need to be careful, however, that students are not pushed to perform this service to the detriment of their studies. There are currently very few students of color to call upon and shouldering this burden could pose a risk to their own academic success.

Law schools need to find more ways to emphasize the importance of the unique contributions that minority students can make to the profession, to the community, and to the law schools themselves. Law schools should not use the LSAT as a barrier to students of color; they need to find ways of increasing minority involvement, but there is always a fear about the risk to the school’s U.S. News reputation. Law schools can better recruit from the undergraduate colleges. They can also help make legal education more affordable and can encourage law

students to get involved in bar associations. Early contacts with the bar can help law school graduates learn the “game” to help people/students already in the pipeline.

6. HOW CAN THE ILLINOIS STATE BAR HELP?

It was suggested that the ISBA should be an overriding management structure to develop, gather, and centralize the programs already in existence from various schools, law schools, career academies, in the big and large law firms. These programs can then be tailored to the local community’s needs and circumstances. Many participants noted that the ISBA has a unique position because of its statewide contact with lawyers, bar organizations, and community outreach programs.

The groups discussed various roles that the ISBA can play in stopping the leaks to the diversity pipeline: supportive, coordinative; and active.

Supportive. The ISBA can support the federal legislation on loan forgiveness for lawyers who enter public service as prosecutors and defenders. It can also assist in fund-raising and provide in-kind benefits for some programs already in place. The ISBA has a full range of resources, money, lawyers, and network of stakeholders. Find out what schools are already doing and offer resources, such as mentoring, speakers, Law Day/Week career development, and adopt-a-school. Work with legislators to get resources and funding for the schools and programs.

Coordinative. The ISBA could serve as a pipeline coordinator and a resource center, identifying all existing programs and working with their providers to create synergies and maximize the overall effectiveness of those efforts. Either directly through its members, or indirectly through its vast network of organizations, the ISBA would be the perfect vehicle to contact, and align and coordinate various groups for the pipeline. The various section counsels and committees of the ISBA all working on various aspects of the law, are an excellent resource. The ISBA can be a repository or a clearing house of available programs so that other local bars can get the general blueprint of a program that works and fits their community. The ISBA can forge alliances with the school board associations, teacher unions, Illinois Board of Education to formulate the programs, emphasize or highlight programs.

Active. The ISBA could gather the chairs of social studies programs to see what help they need. Cynthia Greenleaf of the Chicago Public Schools can assist on how to do this. The ISBA can make a request to law schools such as Northwestern Law School to provide more immigration lawyers to Chicago’s high school students who are undocumented or who are children of undocumented parents. If these students can legalize their status, they will be able to go to law school, and become lawyers. It can establish or expand ISBA “Law Day” activities to include more programs prepared in cooperation with the schools, such as “job shadowing,”

classroom visits, and writing competitions for high school and junior high students. It was also discussed that ISBA may want to sponsor specific schools and create a presence throughout the school year.

Ultimately, at the close of the Diversity Roundtable, ISBA President-Elect Joseph Bisceglia suggested that during his term, the ISBA can provide a leadership role by creating a Diversity Task Force charged with:

- ! Assembling information, identifying existing programs.
- ! Determining the state bar's role.
- ! Finding ways to partner with educational institutions.
- ! Evaluating/assessing the success of the programs.
- ! Identifying/seeking funding.

To ensure successful coordination of this effort, the task force needs to include a diverse group representing all aspects of the pipeline – including educators from pre-K through law school, members of the legal community, service providers, and potential funding sources.

7. WHO ELSE NEEDS TO GET INVOLVED IN THE PLANNING EFFORTS?

Parents and Teachers. There is a need to build self-esteem for students, especially minority students, along the developmental pipeline. Classroom teachers also have a great impact on their students' self-esteem and career goals. Accordingly, greater efforts should be made to invite teachers and counselors to visit law firms and courtrooms to see what lawyers do. Perhaps more importantly, however, there is a need to get parents involved and educated about the path to the legal profession. Thus, the Pipeline Program should involve the PTAs. Lawyers can target parents and communities by providing seminars on landlord-tenant matters, consumer issues, parental rights, or other issues that parents and students face. President-elect Bisceglia said a Diversity Pipeline initiative would dovetail nicely with the ISBA's continuing efforts to enhance the public image of the bar by taking the message to grade schools and high schools, as well as to parents and communities as a whole.

Government, Corporate, and Judicial. Other players include the government and communities to better fund the schools, support the already existing programs, and cooperate in implementing new programs on a regular basis. Large corporations and their corporate counsels can actively support and pitch in with ideas since they took the lead with their call to diversify. They may also be a good source of private funding. Judges, particularly the Illinois Supreme Court and its Commission on Professionalism, should also take active roles in supporting and assisting the programs.

Appendix D

Pipeline to the Legal Profession Proposal and Summary of Existing Programs¹⁶

Introduction

The Illinois State Bar Association renews its commitment to increasing diversity in the legal profession by sponsoring the Pipeline to the Legal Profession. The statistics demonstrating the low levels of minority participation in law firms, law schools and colleges call for action. By developing programs that support enhancing opportunities for minorities throughout the educational continuum and partnering with existing programs, we can strive to make a difference in the future of the profession and society as a whole.

Proposal

Through the research by the Standing Committee on Minority and Women Participation, it is apparent that many different committees, bar associations, governmental agencies, nongovernmental organizations are already committed to serving the interests and needs of students. Yet there is a need for the ISBA to support, coordinate, and act upon a comprehensive diversity initiative. There are a variety of forms that an initiative might take, including:

- A. Speaker's Bureau
- B. Law Day at High Schools, Colleges, Law Schools
- C. Pilot at Chicago and Downstate High School: All Phases
 - 1. Kickoff Dinner
 - 2. Mentor Program
 - 3. Mock Trial and Speech Component
 - 4. Working Children or Law Clerks Program
 - 5. Graduation / Culminating Activities
- D. Mock Trial Program at High Schools

¹⁶Prepared by Andy Fox, ISBA Standing Committee on Minority and Women Participation.

- E. Mentoring Program: Attracting Volunteers, developing a program, and achieving and tracking sustainable results at high schools, colleges, law schools, and lawyers.
- F. Scholarships
- G. List of Partners
- H. List of Funding Sources
- I. Volunteer Recruitment Month

Summary of Existing Programs

To repeat the often heard refrain, the ISBA should strive not to “recreate the wheel” in its diversity initiative, rather it should seek opportunities to partner, to share, to collaborate, to support existing activities that are happening throughout the educational continuum. We will have to commit, however, to engage in tangible realistic activities and follow through in meaningful fashion.

The following is a summary of activities of some of the other organizations that have been modeling success.

Mentoring Programs / Pipeline Programs / Other Programs

<p>Just the Beginning Foundation</p> <p>Shyrliden B. Carmichael c/o Schiff Hardin LLP 233 South Wacker Drive Chicago, IL 60606 office: 312-258-5930 fax: 312-258-5600 carmichaels@jtbf.org</p>	<p>The goal of this foundation is to bring more people of color into the legal profession. The foundation offers “JTBF in the Schools,” in which volunteer attorneys serve as guest speakers, mock trial judges, or in other capacities in which they can interact with students, provide information, and serve as role models. The foundation also offers judicial externships for students at both the high school and law school levels.</p>
<p>Chicago Bar Association</p> <p>Jenni Bertolino 312-554-2031 jbortolino@chicagobar.org</p>	<p><i>Pathway to the Profession: One to One Mentoring Program</i></p> <p>“...[D]esigned to improve collegiality among the Bar and create lasting relationships between seasoned and novice CBA members. Participants come together monthly via email or telephone to discuss issues such as career advancement, balancing work/life, client development and more. The program will also host four networking/educational events for participants throughout the bar year.”</p>

Cook County Bar Association	<p><i>Annual CCBA Minority Student Job Fair</i></p> <p>Program attracts over 600 students and more than 100 law firms, corporations, and governmental agencies. Students from fully accredited law schools that are ranked among the top 30 as determined by US News and World Report, law schools at historically black colleges and universities, and law schools located in the Midwest. 2Ls and 3Ls were previously invited. Fair was held in big hotel, there were interviews at the fair and was held August 2006 from 9 to 5 p.m. Employers were eligible to register for the event.</p>
Illinois State Bar Association	<p>ISBA Standing Committee on Law Related Education for the Public hosts state-wide mock trials in the high schools. This is conducted in the Spring each year. The winning team participates in the national mock trials.</p> <p>Mentoring Program ISBA on-line Mentorship Program for all members. This program has yet to include government lawyers in the list of participants.</p>
American Bar Association	<p><i>Mentoring Program</i></p> <p>Mentoring of minority and women lawyers by practicing lawyers. Two year term, to ensure commitment to the section's diversity plan, focusing on New lawyers women lawyers, lawyers of diverse ethnic backgrounds and lawyers with disabilities.</p>
Constitutional Rights Foundation Chicago Carolyn Pereira Executive Director Pereira@crfc.org 312.663.9057x204	<p><i>Partnerships and Civics Education</i></p> <p>Among other important programs, the CRFC has approximately 400 lawyers in 200 schools in CPS in the Lawyer in the Classroom program. They have forged a strong partnership with CPS, Piper Rudnick DLA LLP. They train the teachers in the classroom and the attorneys. They also work locally on program for Equal Justice in the Law where they student Supreme Court Case in the classroom and tie the curriculum to State Board of Education requirements.</p>

<p>ABA Young Lawyers Division</p>	<p><i>Mentoring Program</i> <i>Choose Law: A Profession for All</i></p> <p>A program created by ABA YLD to educate high school and junior high school students about the legal profession and encourage students of color to consider a career in the legal profession. The program involves students, lawyers and judges, includes an informational video, a written guide to the program. The website is at http://www.abanet.org/yld/chooselaw/home.shtml.</p>
<p>Chicago Public Schools</p> <p>Contact Cynthia Greenleaf, Director of Partnerships, Department of External Resources and Partnerships, Chicago Public Schools, 125 South Clark, 9th Floor Chicago, IL 60603 773.553.1547</p> <p>Contact: Melissa Gordon, Chicago Staffing Alliance, mgordon@chicagostaffingalliance.com.</p>	<p><i>Partnerships and Programs</i></p> <p>CPS has multitude of partnerships in place with specific grade schools and high schools. The partnerships include many organizations and include but are not limited to programs promoting law, civics education, Principal for a Day, Lawyers in the Classroom. There are many partnerships and under that umbrella fit many subsets of job shadowing, career days, high school moot courts, social studies curriculum interaction with legal issues, and education in general. There are also seven schools with Supreme Court Justices in the name and the possibilities are best explained by the contact person.</p> <p><i>Education to Careers</i></p> <p>CPS also offers a careers program open to high school students with higher-than-average grades. It combines academic work with career and technical education. The program offers experience in a wide variety of careers, including internships in law firms. The website is www.etcjobs.com.</p>
<p>Chicago Committee on Minorities in Large Law Firms</p> <p>Venu Gupta, Executive Director</p>	<p><i>Pipeline and Other Activities</i></p> <p>The large law firms that participate in the Committee provide not only the essential resources of attorneys and financial resources on the supply end, but also create the demand for the need for a diversified legal profession. They participate in many activities through the individual law firms as well as Committee level work on diversity and outreach to the area law schools.</p>

<p>Peoria County Bar Association</p>	<p>The PCBA Diversity Committee has hosted three annual Diversity Luncheons; hosted a minority job forum; made law schools visits to attract minority law students to Peoria; raised funds for the Diversity Scholarship program that annually awards \$1,000.00 scholarship to a 1L; 2L; and 3L minority law students who indicate an interest in practicing law in the Peoria area; contributed annually to the ABA Judicial Internship Program for Peoria; and recently implemented a mentorship program with the Illinois Central College's Upward Bound Program that targets local minority high school students who are first generation college bound students.</p>
<p>Hispanic National Bar Foundation</p> <p>Magda Herrera, HNBF</p>	<p>Law Camp / Law Days: Hispanic National Bar Foundation has been a partner in significant nationwide events to help high school, college, law schools students understand the process for applying to law school and making it into the law profession. They host in partnership with Georgetown Law School a weeklong annual event and send students from all over the nation to Washington DC to participate. The program provides a variety of learning opportunities such as mock classroom activities to simulate law school at the level of the students. They provide LSAT and SAT services. They work to create the atmosphere that makes law school and the legal profession an attainable reality.</p> <p>The Law Day model has been used to great success in Texas and California where high school and college students, as well as prospective parents attend an all day event with mock classrooms activities, writing activities, law school applications classes and talks from lawyers in a multitude of specialties. There are three tracks of classes for each group so the activities are tailored to the specific group while there are also activities done in the larger group. Tracking of the success rates for the programs shows they are working very well at getting students into law school and creating mentors and minority lawyers for future activities.</p>
<p>HNBA and HNBF</p> <p>Norma Garcia, HNBA Wal-Mart Legal Division</p>	<p>Mentoring Program</p> <p>National mentoring program that is starting in pilot cities, New York, Miami and San Francisco, that pairs Hispanic lawyers with law students, college students and high school students. Developing network of existing programs and relationships with local bar associations to join resources and find sufficient mentors and mentees.</p>
<p>Hispanic Lawyers Association of Illinois</p> <p>Mario Utreras</p>	<p>Juntos Destacando (JD Mentors)</p> <p>Program connects pre-law and law students with lawyers to increase the number of Hispanic students entering law school</p>

<p>hlaipresident@yahoo.com</p> <p>Christina Lopez christina1877@yahoo.com</p>	<p>and to ensure the success of current Hispanic law students in their transition. Program fosters three tiered team approach which they assert is far more effective than the traditional one-on-one mentor relationship. <i>Juntos Destacando</i> allows each of the participants at each stage of their career paths to add a unique and helpful component to the overall mentor relationship</p>
<p>West Side Technical Institute</p> <p>Student Advising 773-847-4500</p>	<p>College advisors assist students with admissions and registration, career and academic advising, information regarding financial support programs, information and applications for other Colleges and Universities.</p>
<p>John Marshall Law School</p>	<p><i>Alumni Mentoring Program</i></p> <p>Available to first year second semester students and second year students. They try and match the law students to different practice areas.</p>
<p>Chicago Kent College of Law</p>	<p><i>Pre-Law Undergraduate Scholars (PLUS) in partnership with the Law School Admission Council (LSAC)</i></p> <p>Target undergraduate college students from disadvantaged groups that are underrepresented in the legal profession. Four week summer program designed to introduce participants to law school and legal profession, provide participants with substantive skills to strengthen them for law school, educate and prepare participants for the law school application and admission process</p>
<p>Constitutional Rights Foundation Chicago (CRFC)</p>	<p><i>Chicago Lawyers in the Classroom.</i></p> <p>Partnership with Chicago attorneys and elementary classes to help students understand the US Constitution and our legal system. CRFC trains attorneys to lead interactive lessons, provides teaching materials, and matches them with schools. This is partnership with attorneys, CPS elementary school teachers and students in 2nd through 8th grade social studies classes. Must coordinate with State Bd. Of Education standards and academic standards. Asks that attorneys visit the partner schools three times a year.</p>
<p>Street Law, Inc. and Association of Corporate Counsel</p>	<p><i>Street Law Inc.</i></p> <p>Pipeline Program designed to encourage young people of color to extend their educations and consider law-related careers which pairs young urban high schools with corporate lawyers at risk, disadvantaged children. Corporate volunteers visit the classroom several times a year, work with teachers to co-teach</p>

	relevant lessons, help train students do mock trials or moot courts or accompany the class on field trips.
Pace Law School and MasterCard International	<p><i>Minority Law School Mentoring</i></p> <p>Mentoring Program that pairs minority students with attorneys who are serving as in-house general counsel.</p>
Northwestern Law School	<p><i>Pre-Law Summer Institute</i></p> <p>This one-week noncredit institute will introduce participants to five main topics: Introduction to the American legal system, legal writing (case briefs), analysis (rule synthesis), sources of law, and the components of oral argumentation. Throughout the week, panels of experts will focus on the law school admissions process, tips for success in the first year of law school, and careers in the legal profession.</p>
Allstate Insurance Company	Invited about 100 minority students from Jones College Prep and Waukegan High School to a daylong program of workshops addressing the legal aspects of insurance, advertising, contracts, immigration and employment. In addition to meeting Allstate lawyers, the students also talked to attorneys from major law firms. The students are all enrolled in law-related electives at their respective schools.
ABA and Valley Law Firms	<p><i>Judicial Intern Opportunity Program</i></p> <p>Mentoring program in Los Angeles, Houston, Chicago, Miami and Brownsville, Texas. The focus is on mentoring, where interested law student interns connect with attorneys and judges. The goal is to create mentor relationship that lasts throughout the legal career of the mentor and mentee.</p>
Milbank	<p><i>Milbank Diversity Scholarships</i></p> <p>The lack of financial resources adds to the challenge of entering the legal profession, so Milbank created \$15,000 scholarships designed to create diversity in the workplace and enhance the legal profession. It is a summer program, where summer associates rotate through the firm's practice areas during twelve week period. There is management structure in place, with numerous social and work opportunities in place to ensure a rich summer experience.</p>
Minority Corporate	

<p>Counsel Association</p> <p>Attn: Call to Action 1111 Pennsylvania Ave NW Washington, DC 20004 Fax 202.739.5999</p>	<p>In 1999, about 500 major corporations signed onto a Diversity in the Workplace statement evidencing their commitment to diversity in the legal profession. Roderick Palmore of the Sara Lee Corp., in Downers Grove, Ill., has spearheaded a more recent “A Call to Action” to further these diversity efforts. A website containing current programs and signatories to the Call to Action can be found at http://www.clocalltoaction.org/.</p>
<p>Scholarships</p> <p>www.hsf.net www.lulac.org www.apsanet.org www.communityfoundationfrv.org</p>	<p><i>Illinois Latino Law Student Association</i></p> <p>Hispanic Scholarship Found LuLac Scholarship Found William Randolph Hearst Endowed Scholarship \Found for Minority Students The Aurora Foundation Scholarship Program</p>