SEALING THE LEAKS:

RECOMMENDATIONS TO DIVERSIFY AND STRENGTHEN THE PIPELINE TO THE LEGAL PROFESSION

THE LEGAL EDUCATION AND PIPELINE TASK FORCE

NEW YORK CITY BAR

SEALING THE LEAKS: RECOMMENDATIONS TO DIVERSIFY AND STRENGTHEN THE PIPELINE TO THE LEGAL PROFESSION

BY THE LEGAL EDUCATION AND PIPELINE TASK FORCE OF THE COMMITTEE TO ENHANCE DIVERSITY IN THE PROFESSION

I. INTRODUCTION

For the last decade, the New York City Bar Association ("City Bar") has used benchmarking surveys to collect and analyze the recruitment, promotion, and attrition data from 88 law firms that have signed onto the City Bar's Statement of Diversity Principles[1] (the "Signatory Firms"). While the findings continue to reflect slow ascension to leadership and elevated attrition rates for attorneys of color and women, more troubling is the failure of the pipeline into the profession to promote diversity[2], which directly impacts the pool of talent considered for law firm leadership.

The City Bar views the 'Diversity Pipeline' as integral to the goal of increasing the number of diverse and underrepresented groups who enter into and progress within the legal profession. Underrepresented groups include racial minorities and women, lesbian, gay, bisexual and transgender individuals and attorneys with disabilities. There are distinct challenges that affect Black/African American and Latinx students compared to the experiences of other groups. The focus of this report is to address those distinct challenges. Moreover, while the "legal profession" encompasses many different types and venues of practice, including private practice and governmental practice, because much of the data used in this report is taken from the City Bar's 2016 Diversity Benchmarking Report[3], the emphasis on the legal profession in this report relates

[1] *Statement of Diversity Principles*, New York City Bar Association https://www.nycbar.org/serving-the-community/diversity-and-inclusion/statement-of-diversity-principles. (All websites cited in this report were last visited on May 16, 2019.)

[2] "Pipeline" refers generally to the educational path taken by students who are interested in attending law school, as well as the path from associate to partner at law firms. A successful associate-pipeline program may include: (1) a meaningful mentorship program in which members of firm management are participants; (2) opportunities for diverse attorneys to participate in professional development "partner incubator" programs such as Associate Leadership Institute (https://www.nycbar.org/serving-the-community/diversity-and-inclusion/associate-leadership-institute); and (3) a strong retention initiative program that focuses on ensuring attorneys of color and women have the opportunities and tools needed to achieve success. A successful student pipeline program provides diverse students with academic support and preparation for law school, career exploration opportunities and exposure to the profession, professional and substantive skill development, and networking/mentoring opportunities.

[3] *NYC Bar 2016 Diversity Benchmarking Report*, New York City Bar Association (the "Benchmarking Report"), http://documents.nycbar.org/files/BenchmarkingReport2016.pdf. As discussed below, the Benchmarking Report relies on data supplied by Signatory Firms. Although the focus of the report is, therefore, law firms, of course a successful legal career can take many different forms and involve many different employers and organizations.

to large law firms as represented by the Signatory Firms and not governmental offices or other firms where the data is not readily available.

In 2016, the Benchmarking Report survey included questions on Signatory Firms' participation in and support of student-pipeline programs. Distinct from associate-pipeline programs, student-pipeline programs are run largely by nonprofit organizations with a mission to recruit and prepare students at the middle-school, high-school, and college levels for academic and professional success. 81% of Signatory Firms support pipeline efforts for high school students and law students, but this support drops to 60% at the undergraduate level[4] - a critical point in a student's progression to the profession - where significant support is needed to facilitate exemplary LSAT performance and the acquisition of academic skills needed for success in law school.

We believe that the Signatory Firms fully appreciate the importance of pipeline success to the long-term success of a more inclusive legal profession, and fully appreciate that more work needs to be done to bring about real change. To help continue and expand this dialogue, the Committee to Enhance Diversity in the Profession assembled the Legal Education and Pipeline Task Force, comprised of representatives from student-pipeline programs, Signatory Firms, corporations, and other pipeline experts. By drawing on 2016 Benchmarking Report data as well as the extensive expertise of Task Force members, the dedicated work of the Task Force yielded this report.

It bears mentioning that this report has a particular focus. Given the greater challenges experienced by Black/African American and Latinx students who want to enter and thrive in the legal profession, as manifested in the Benchmarking data[5], this report calls for the further development of sustainable student pipeline initiatives targeting these groups. In order to be successful, these initiatives must be supported by and in concert with a wide group of stakeholders, including the lawyers, law firms and bar associations that have already committed to creating a more diverse profession. The pipeline represents one point of data in a complicated web of factors that coalesce to deprive students of equal educational and professional opportunities all along the educational life of a New York City student. These include the segregated and inequitable nature of New York City schools and programming, and the impact of bias faced by youth.

While this report focuses on the pipeline into and within law firms, the Task Force tries to indicate other areas where it believes the City Bar may be of assistance to those in other parts of the legal profession – and beyond the legal field – already tackling these issues in myriad ways and on other fronts. At its heart, however, we hope this report serves as a call to action to lawyers who want to contribute to a much broader effort to support equal opportunity for all students regardless of race, ethnicity, gender or other factors. New York City Schools Chancellor Richard Carranza asked "who's being privileged with opportunity and who's not?"[6] As lawyers, we have a duty to think about and act upon this question and although our focus may naturally be the legal

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[4] *Id*. at 16.

[5] *See* Point II, *infra* at 3-5.

[6] Christina Viega, *New York City schools Chancellor Richard Carranza on segregation, national politics, and being Mexican-American*, Chalkbeat, June 22, 2018, https://www.chalkbeat.org/posts/ny/2018/06/22/new-york-city-schools-chancellor-richard-carranza-on-segregation-national-politics-and-being-mexican-american/

profession, we hope that our proposed recommendations will engender an even broader conversation.

Enhance Diversity in the Profession Committee

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Pipeline & Legal Education Task Force[7]

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II. THE DIVERSITY PIPELINE – WHAT THE DATA SHOW

The Benchmarking Report yields two overarching warning signs. First, after decades of slow but seemingly steady advances in diversifying the profession, progress for Black/African American and Latinx lawyers, in particular, has appeared to stagnate or, based on recent trends, regress.[8] Second, erosion in the associate pipeline is depleting the pool of talent to leadership in firms. According to the Report, "in 2016, 36.2% of first-year associates were minorities—however, this diversity is eroded as minority associates continue to turn over at higher rates than their White male colleagues. By the eighth year, only 20.5% of associates are minorities."[9] Minorities made up 8.3% of equity partners in 2016.[10]

[7] The Task Force thanks Eli Cohen of the New York City Bar Association for his invaluable assistance in reviewing and editing this report. The Task Force also thanks Arlene Mordjikian for designing the report's cover artwork.

[8] This report covers those groups tracked for purposes of the Benchmarking Report and does not cover Native Americans.

[9] *Benchmarking Report* at 11.

[10] *Id.* at 9.

Figuratively, the 'diversity pipeline' has been likened to a series of pipes that conduct candidates through the stages of the educational system and into the legal profession. The pipeline has serious breaches at the pre-professional level that disproportionately affect Black/African American and Latinx students who might otherwise be candidates for the legal profession. As reflected in the Benchmarking Report, even for those students who make it to the profession, there appear to be embedded obstacles to success. When measured against recent U.S. census data, Black/African American and Latinx students in particular remain underrepresented in law schools and in the larger legal profession.

The American Bar Association data for law school enrollment by ethnicity[11] (the "ABA Ethnicity Data") show that in 2018, White students represented 61.4% of law students as compared to 60.7% of the general population, and that Asian/ Pacific Islander students represented 6.1% of law students as compared to 6% of the general population. Yet Latinx students represented 12.5% of law students as compared to 18.1% of the general population, and Black/African American students represented 7.9% of law students as compared to 13.4% of the general population.[12]

Leakage in the pipeline is evident in the number of Black/African American and Latinx lawyers practicing at each rung of the profession, particularly in the large law firms. According to the Benchmarking Report, not only do "[t]he voluntary attrition rates for women and minority attorneys continue to exceed those of white men" generally,[13] the data trends are particularly disturbing with respect to Black/African American and Latinx lawyers. Starting at the associate level, "Of the 27.6% of minority associates, Asian/Pacific Islander attorneys make up 14.4%, Black/African American attorneys and Hispanic attorneys make up 5% each, and multi-racial attorneys make up 3.2%.[14] The data fares no better when it comes to partnership. Although gains were made in earlier periods, minorities in general remain underrepresented in Signatory Firm partnership ranks, with the lowest representation being Black/African American and Latinx lawyers. According to the Benchmarking Report, in 2007, "minorities"[15] represented 6.0% of non-equity partners and 5.1% of equity partners, while in 2016, "minorities" represented 9.0% of non-equity partners and 8.3% of equity partners.[16] The Report further stated that, in 2016, "[a]mong all partners, male and female, Caucasian women make up 16.0%, Asian/Pacific Islanders make up 1.4%, and Black/African American and Latinx partners represent 0.6% and 0.4%, respectively."[17]

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[11] American Bar Association, *2018 JD/Non-JD Enrollment Data*, 2018 http://www.americanbar.org/groups/legal_education/resources/statistics.html

[12] United States Census Bureau, *QuickFacts*, July 1, 2018, https://www.census.gov/quickfacts/

[13] *Benchmarking Report* at 14.

[14] *Id*. at 10.

[15] Defined to represent Black/African American, Latinx, Asian/Pacific Islander, and multi-racial attorneys.

[16] *Benchmarking Report* at 9.

[17] *Id*. at 7. And, of all women partners reported, 86.0% are Caucasian, 7.5% are Asian/Pacific Islanders, 3.3% are Black/African American, and 2.2% are Hispanic.

It is no surprise, therefore, that law firm leadership bodies remain "staggeringly homogenous" and overwhelmingly Caucasian according to the Benchmarking Report.[18]

The results of the Benchmarking Report are sobering. They reflect data reported by midsize and large law firms that have demonstrated commitment to diversity and inclusion and have ample resources to achieve their goals. This data does not include information from the thousands of other law firms and legal practices in and around New York City.[19] In addition to stated commitments to inclusion, Signatory Firms have been spurred by clients to do better in terms of diversity. There are numerous examples of general counsel, whether minority or not, who inform their outside law firms that diversity performance will be a factor in the business relationship with the law firm.[20] These clients make one aspect of the "business case for diversity" clear to their outside counsel. The question then is: based on the Benchmarking Report, why have large law firms failed to make meaningful progress on diversity and inclusion, notwithstanding their resources and motivation (or reason to be motivated) to do so?

Diversity data for the roughly 6,400 other law firms (non-Signatory Firms) in New York City is not readily available. Although some of these firms are minority-owned–and therefore presumably more amenable to hiring and promoting diverse lawyers–there are few such firms and they tend to be small. According to a report in the New York Law Journal, in 2016, there were only 268 lawyers in the 25 largest minority-owned law firms in New York State.[21]

The ABA data, the Benchmarking Report and the New York Law Journal report show that serious efforts to diversify the legal profession continue to be necessary. While the commitment to diversity of law schools, influential corporate legal departments, and the largest legal employers has ostensibly continued or even become more prominent, the efforts appear to be frustrated by challenges that, among other widely known effects, undercut the presence of Black/African American and Latinx students in law schools and in the larger legal profession. The data indicates that from law schools to law firms, Black/African American and Latinx lawyers in particular are seriously underrepresented, and that minorities in general are leaving law firms at far higher rates than their white male counterparts. The legal profession must reassess how it views and addresses the challenge of the diversity pipeline.

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[18] *Id*. at 7.

[19] Martindale-Hubbell provides that there are roughly 10,000 law firms and 105,000 listed attorneys in NYC, https://bit.ly/2F1oN3I

[20] "On January 27, more than 170 general counsel and corporate legal executives signed an open letter (to big law firms expressing their disappointment that 'many law firms continue to promote partner classes that in no way reflect the demographic composition of entering associate classes.' The letter states that the signatory companies will prioritize legal spend only on firms that commit to diversity and inclusion." Amanda G. Ciccatelli, *Letter Signed By 170 Corporate Counsel Urges Law Firms to Get Diverse Fast, IP Watchdog Institute*, February 5, 2019, https://www.ipwatchdog.com/2019/02/05/letter-signed-by-170-corporate-counsel-urges-law-firms-get-diverse-fast/id=105992/

[21] The 25 firms self-reported their minority-owned status and were not required to verify any of the information that they provided, New York Law Journal, *Largest Minority and Women Owned Firms*, July 11, 2016, https://www.law.com/newyorklawjournal/almID/1202762182513/Largest-Minority-and-Women-Owned-Firms/

III. THE WORK OF THE PIPELINE & LEGAL EDUCATION TASK FORCE

From January 2016 to July 2017, the Task Force held a series of meetings where participants analyzed the Benchmarking Report and discussed the pipeline generally and the various educational and professional stages of the pipeline, *i.e.*, elementary and middle school, high school, college and post-secondary school and law school and life in the profession. In these meetings, Task Force members and professionals from pipeline programs, law schools and law firms assessed the particular challenges faced by Black/African American and Latinx candidates. During the meetings, the Task Force discussed a select number of successful pipeline programs and how such programs operated to understand the characteristics that drove their success. Given the role of the EDITP Committee "*to provide thought leadership and support for the signatories of the City Bar Statement of Diversity Principles*", the Task Force approached the pipeline challenge with an intent to (i) identify the fundamental challenges to progress on the problem, and (ii) determine the most effective ways to use the platform of the City Bar to address it.

With those goals, this report sets forth:

1. The findings of the Task Force on the challenges to solving the pipeline issue that confront students, legal pipeline focused organizations and the legal profession generally.

2. Recommendations for consideration by the City Bar, lawyers and law firms.

3. An appendix of New York City focused legal pipeline programs.

IV. CHALLENGES GIVING RISE TO THE DIVERSITY PIPELINE ISSUE

a. Practical Challenges for Youth/Students

The Task Force believes that many challenges exist for Black/African American and Latinx students in developing the right skills to pursue opportunities in the law, becoming exposed to opportunities, and in finding programs to support their interest in the profession. Each is discussed in turn.

i. Skill development

Educational deficits at early stages of the pipeline act as a major breaking point for Black/African American and Latinx students. The Task Force pointed to these educational deficits as a prime reason for the low number of Black/African American and Latinx students who develop the skills necessary to progress through high school and into post-secondary education. Helping Black/African American and Latinx students to develop skill sets and to gain access to competitive high schools, colleges and graduate schools is a critical need. During Task Force meetings, professionals involved in pipeline programs that serve students lamented that even when students have enthusiasm for the law, they too often lack the skills required to successfully progress through the educational system and into the legal profession. Clearly, that deficiency is a systemic problem – the inability to broadly and consistently deliver quality education to underserved communities. The Task Force heard many stories where high performers in weaker school settings were

disappointed after moving to the next level of education and finding that they were not as prepared as they believed they were.

These educational deficits are borne out by the numbers. Although graduation rates in New York City schools are on the rise,[22] the state testing data still underscores a wide achievement gap when it comes to Black/African American and Latinx students.[23]

A cursory review of current news articles demonstrates the ongoing and vigorous debate about how best to close the achievement gap, desegregate New York City Schools, and provide equal educational opportunities to all New York City Students.[24] It is reported that the New York City Schools Chancellor, Richard Carranza, is deeply invested in this issue and is pursuing possible solutions such as creating new admissions standards for certain schools, expanding gifted programs, fostering "feeder" schools, etc.[25] Although the Task Force believes that all possible solutions should be on the table, we focus here on pipeline and other educational programs that require long-term engagement and emphasize skills development because we believe such programs can play a significant role in mitigating the deficiencies in the public-school system. Such programs can provide an alternative environment where students can be assessed by professionals who understand the challenges and who are dedicated to trying to maximize the student's potential. While the challenge of skills development is most acute for younger students, the issue is also significant for Black/African American and Latinx students in college, law school and as junior lawyers. Task Force members discussed programs focused on college and post-baccalaureate students that offered internships and mentor programs, as well as legal reasoning and LSAT preparation. These offerings can be highly important to building hard skills but also in developing soft skills such as professional etiquette and decorum and unwritten rules of the workplace. Task Force members emphasized the crucial need for stronger connectivity between these programs, including non-legal, focused skills-building programs, at the various stages of the educational process.

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[22] NYC Department of Education, *Graduation Results – City*, https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/graduation-results

[23] New York State Education Department, *Measuring Student Progress in Grades 3-8: English Language Arts and Mathematics* (Slides 10, 20 and 21), August 22, 2017, http://www.nysed.gov/common/nysed/files/2017-3-8-test-results.pdf

[24] Ray Domanico, *Closing the Racial Achievement Gap in NYC Schools Integration Is Not Enough*, Manhattan Institute, October 24, 2018, https://www.manhattan-institute.org/html/issue-brief-closing-racial-achievement-gap-new-york-city-schools-integration-11554.html; Post Editorial Board, *There's one proven way to close the racial achievement gap — and de Blasio hates it*, NY Post, January 31, 2018, https://nypost.com/2018/01/31/theres-one-proven-way-to-close-the-racial-achievement-gap-and-de-blasio-hates-it/.

See also the New York City Bar Association's May 1, 2019 letter to Chancellor Carranza and members of the School Diversity Advisory Group calling for an end to competitive admissions to public elementary- and middle-school programs and schools as, among other things, racially biased and pedagogically unsound, https://www.nycbar.org/member-and-career-services/committees/reports-listing/reports/detail/eliminate-competitive-admissions-to-nyc-public-elementary-and-middle-schools

[25] Ben Chapman, *Schools Chancellor Richard Carranza sees big changes for new school year*, NY Daily News, September 4, 2018, https://www.nydailynews.com/new-york/education/ny-metro-chancellor-eyes-big-changes-in-new-school-year-20180831-story.html

ii. Exposure to the law and other professions

Stakeholders concerned about the pipeline issue must work to expose students on a widespread and periodic basis to the law and other professions. There are strong "pipeline programs" that are not focused specifically on the law, but that are tremendously effective conduits of the legal pipeline. This is especially so for programs that serve students at the elementary or junior high school level where exposure to a broad range of skills-building or professional opportunities is highly beneficial and where there are not as many law-focused pipeline programs. For elementary and junior high school students, exposure to the law might occur through "career day" programs where the legal system and various legal practices are described to students, or mock trial programs or mentorship programs. For high school or college students, exposure might include internships or specialized programs on legal reasoning or writing or SAT or LSAT preparation. While these types of programs exist, as best the Task Force could discern, there is presently no unified effort or unifying entity that manages a comprehensive approach to them. The Task Force believes that embracing the challenge of exposure and the need for increased collaboration among stakeholders is of paramount importance.

In the experience of Task Force members, student-pipeline programs tend to engage with a limited coterie of highly motivated or well-connected Black/African American and Latinx students. Exposure is not far-reaching or systematic. It is likely that, from an exposure perspective, most working-class Black/African American and Latinx students who might be interested in participating in pipeline programs "leak" through the "pipes" simply because they never encounter someone who informs them of these opportunities at critical junctures of their education. Students must rely on their schools or adults in their lives to facilitate this exposure. Surprisingly, even with respect to older, college-aged Black/African American and Latinx students involved in pre-law studies, exposure is an issue. Task Force members heard anecdotal evidence of instances where individuals in those populations felt excluded from pre-law organizations and discouraged by pre-law college advisory resources.

iii. Finding programs – connectivity

For Black/African American and Latinx students who might be interested in pursuing academic development generally or a career in the law, finding programs and then transitioning to and from programs at the various educational stages – an effort that the Task Force describes as "connectivity" – is another significant challenge. The above discussion on exposure underscores the need for a more systemic approach to conducting outreach to underserved students. It is equally important to make information about pipeline programs as readily available as possible so that motivated students can find them, whether through communications with teachers, parents and advisers, an internet search or via social media. Given these realities, the Task Force finds that aiding students by guiding them to strong, skills-building programs, regardless of their connection with the law, is a high-ranking objective.

iv. Economic and other life challenges

The Task Force identified other challenges that may affect the most vulnerable Black/African American and Latinx students: chiefly poverty[26] and homelessness[27]; others may have significant family or financial responsibilities. These students may not have the luxury of seeking "exploratory" developmental opportunities such as pipeline programs or unpaid internships. The challenge of successful student-pipeline programs is not only developing relationships with candidates who have the potential to become lawyers, but also maintaining their attention and connectivity in the face of overwhelming life challenges.

b. Practical Challenges for Pipeline Programs

Student-pipeline programs range from projects that provide mentorship or guidance, to organizations and institutions that offer a full academic program or substantive skills development curricula for extended periods, to internship programs, to one-day courses that provide exposure to the law or other professions, skills development, or networking opportunities. Drawing on the expertise and experience of its members, the Task Force identified organizations that either focus on the law or on programs without a specific theme but that facilitate introducing disadvantaged youth to educational and professional opportunities. The Task Force found that a significant challenge for pipeline programs is fostering connectivity between programs and across educational levels to ensure that students don't get lost along the way. A related hurdle is obtaining resources to accomplish that mission and to add capacity to reach more students.

i. Fostering connectivity

The Task Force believes that the lack of coordination between pipeline programs undercuts the effectiveness of the overall pipeline effort. During Task Force meetings, it became clear that, largely as a result of a lack of resources, programs did not have staff focused on regular outreach efforts. In addition, it became apparent that programs were not systematically linked with each other in a manner that might lead to natural transitions of students from one program to the next. Further, the lack of coordination has meant that only the strongest programs have tracked student progress, while most programs do not, which results in a paucity of data regarding the outcomes of students who participate in these programs.

The coordination problem is exacerbated by the subtle distinction that exists between law-focused pipeline programs and programs that are not focused on the law. The distinction seems to result in a failure to maximize the opportunities to work with the larger cohort of organizations

[26] New York State Community Action Association, *New York State Annual Poverty Report: 2019 Executive Summary and NY State Profile*, March 2019, http://nyscommunityaction.org/wp-content/uploads/2019/03/Exec-Summary-and-NYState-Profile.pdf

[27] National Alliance to End Homelessness, *Racial Disparities in Homelessness in the United States*, June 6, 2018, https://endhomelessness.org/resource/racial-disparities-homelessness-united-states/

focused on youth development as opposed to youth development for careers in the law. As a matter of theme, law-focused pipeline organizations aim to conduct students through the system and into the legal profession by offering a range of "legal" experiences, including mock-trial competitions, internships in law firms, lawyer mentor relationships, etc. As skills development seems to be the most crucial challenge confronting Black/African American and Latinx students, the Task Force questioned whether programs that offer just internships or mock trial experiences by themselves support skills development. To be clear, some of the programs that offer internships or mock trial experience also offer significant skills building curricula on top of those other experiences, which is a best practice. However, the legal profession should not lose sight of the many non-law focused programs that heavily invest in skills development of students, but that may not offer legal experiences. Because of the skills-building strengths of these programs, they may be more effective partners in combating the legal-pipeline dilemma than are law-focused programs that offer activities of limited duration such as week-long internships or abbreviated mock-trial contests.

To improve connectivity between pipeline programs that drive Black/African American and Latinx students into and through the legal profession, the starting point should be ensuring that the legal profession and the pipeline programs themselves identify those organizations that have demonstrated success in helping students and young professionals to advance. Given the need to cast a wide net and the importance of skills building at the earlier stages of educational development, the Task Force strongly favored programs that build skills—critical thinking, writing, reading comprehension—whether they have a legal theme or not. At later stages the focus should be on identifying the strongest law-focused programs.

Connectivity needs to be measured. A major challenge for many pipeline programs is tracking the progress of students—as measured by their progress through the pipeline, for example, to higher educational levels, other pipeline programs, professional affiliations, etc.—which requires resources that most pipeline programs don't have. In order to seek financial and other support, pipeline programs should be able to provide benefactors with data on the success of the organization's activities. Without tracking, pipeline programs are unable to demonstrate their results through objective criteria. Therefore, supporters or potential donors to programs that are unable to provide tracking data must make decisions on whether to provide gifts based on other factors such as the personal force of organization leaders, anecdotal information about performance or the general reputation of the organization. This type of information would be much more effective at demonstrating the impact of pipeline initiatives if coupled with data showing that a high percentage of program participants enter the legal profession or otherwise outperform their peers in terms of educational or professional attainment.

ii. Resources

For student-pipeline programs, having adequate resources to maintain their operations and to grow them is a significant challenge. The most successful programs have limited capacity for student participation and few resources for outreach. Given the importance of skills development, resources become even more significant as the most impactful programs have prolonged engagement with their students, which require a significant investment for professionals and other staff, a venue to host meetings, and general operations. In terms of outreach, resources are important for ensuring that programs are finding the population of students who are the most

motivated and most likely to benefit. Through our discussions, the Task Force found that pipeline programs have limited time for contact with schools and students, and constrained bandwidth for follow up efforts.

In Task Force meetings, it became clear that existing programs operating at substantially full capacity cannot meet the demand from motivated and qualified students. More must be done to increase the program capacity and reach of successful programs. As discussed below, the Task Force recommends that the City Bar expand its partnerships with outside organizations, such as the Department of Education, private foundations, SUNY/CUNY and other stakeholders in order to explore ways to support pipeline programs that offer and promote long-term engagement with school-age students.

Ultimately, the Task Force believes that, given the gravity of the pipeline problem and the resources wielded by the legal profession, this burden should be shared. While pipeline programs themselves must advocate for their own existence, it is unrealistic for pipeline program leaders to carry the weight of this message alone. The pipeline issue must be championed by powerful advocates who can use resources, influence and moral persuasion to influence the legal profession to address the pipeline issue in a manner that is direct and purposeful.

c. Practical Challenges for the Profession

The Task Force has identified several challenges faced by the profession in alleviating the pipeline problem. Lawyers need to "walk the walk" and do more, attacking the problem in ways that are laser-focused on success. The profession must use its influence in collaboration with other stakeholders to mitigate the societal problem of an educational system that simply fails to prepare many of its students for meaningful participation in today's society.

i. Lawyers heal thyselves

The legal profession in the United States has generally recognized that, as a result of race and gender discrimination, it has been largely homogenous for hundreds of years and that it needs to diversify and be more inclusive. Influential organizations like the American Bar Association, the City Bar and numerous others—including many Fortune 500 legal departments and the Signatory Firms—have embraced diversity and inclusion initiatives as part of the solution. As described above, significant progress on diversity and inclusion matters starkly contrasts with alarming recent trends when comparing diverse subgroups. As demonstrated in the Benchmarking Report, measurable progress has been achieved in Signatory Firms with respect to white women and, to a lesser extent, Asian/Pacific Islander men and women. Such progress has, generally, not been achieved with regard to Black/African American and Latinx attorneys.

Given the resources that the legal profession wields and the prominent and near universal calls for greater diversity in the profession, the lack of progress for Black/African American and Latinx attorneys presents a critical challenge demanding immediate attention. Given the stagnation reflected in the Benchmarking Report, the Task Force believes that the legal profession must go beyond the standard "menu" of diversity and inclusion activities and take responsibility for helping to solve the pipeline problem both within their own organizations and by supporting strong external initiatives.

ii. Push for broader engagement on diversity and inclusion

Based on the foregoing, it is clear that the legal community needs to make a greater investment of time and resources in student-pipeline programs. As already discussed, these programs can impact societal challenges by 1) exposing more Black/African American and Latinx candidates to the law, 2) helping them to build skills that can enhance their success in life and/or the law, 3) providing mentorship and other networking opportunities, and 4) helping usher candidates through the various stages of the pipeline. The legal profession must become unified in its support for effective programs and more urgent about this problem if meaningful progress is to be made. As one commentator expressed well,

> "Success requires a move away from the plethora of one-day, one-week, one-month, or even one-year programs, however shining they may be. It requires a move away from undocumented programs, however good they may feel. Achieving diversity requires: (1) an abiding commitment to educational opportunity; (2) an acknowledgement of the education reality and the issues the achievement gap poses to any diversity effort seeking real results; (3) a dedication to a limited palette of research-based, strong pipeline programs with attention to documented results; and, finally, (4) a commitment to programs that are sustained over time, connected to each other along the pipeline, systematic and systemic."[28]

As part of this effort, lawyers should also commit to supporting and partnering with existing programs aimed at addressing the larger societal issues that contribute to decreased educational opportunities for minority youth in New York City, a deficit that begins well before a student may be considering whether to become a lawyer or other professional. These include programs run by the Department of Education, the City University of New York and foundations with an educational focus.

The Task Force also discussed the phenomenon that lawyers in law firms, corporations, or governmental entities that engage deeply on pipeline issues tend to be the ubiquitous diversity proponents of their organizations. This seems to reflect that diversity and inclusion efforts are taken very seriously by some "diversity champions" within organizations who actively work to further the issue, while the larger community of lawyers are either sympathetic, but not meaningfully engaged, or apathetic.

Much of the diversity and inclusion progress achieved in the legal profession has resulted from the efforts of diversity advocates who have pushed and pulled for the last 25 years. This cadre of professionals have gone above and beyond their regular responsibilities and advocated within their organizations and the larger community to bring attention to and celebrate diversity

[28] *The Educational Pipeline to Law School—Too Broken and Too Narrow to Provide Diversity*, University of New Hampshire School of Law, Pierce Law Review, 2009, Volume 8, Number 3, Article 5, Author: Sarah E. Redfield, at p. 378.

and inclusion. However, the recent trends suggest that this personal energy is not enough. The Task Force believes that it is critical to go beyond the cohort of motivated allies and to engage lawyers who are sympathetic to pipeline issues but who may not be regular participants in the efforts. In addition, it is important to try to involve lawyers who may not yet have become conscious of the seriousness of the issue.

The challenge is how to recruit those who are either sympathetic but unengaged or apathetic in order to develop a bigger cohort of committed and engaged diversity and inclusion advocates. Those who are sympathetic might confront competing personal or professional responsibilities that make it unrealistic to commit to new non-essential activities. Those lawyers may be good candidates for one-time events or financial contributions to pipeline programs. Employers might also reward efforts on pipeline programs, especially those law firms who use data regarding their diversity and inclusion commitment in their marketing materials or in response to client diversity-and-inclusion inquiries. Like pro bono services, law firms may count such efforts as part of any internal targets required or encouraged for their attorneys. Similarly, corporate law departments may support such activity and reward lawyers who perform in an exemplary manner. With respect to large corporations, diversity and inclusion offices are often housed within the human resources or general procurement functions. These offices are often more developed than the efforts organized within the in-house legal departments. Therefore, highlighting diversity and inclusion "wins" by in-house legal departments could help the in-house legal department shine within the larger organization.

Lawyers who are apathetic to diversity and inclusion matters may become sympathetic with consciousness-raising activities like unconscious bias seminars or other events intended to focus on fairness and equity. It should be a goal of Signatory Firms, as organizations committed to diversity and inclusion, to push those values within their professional ranks.

iii. Focus on success

Another challenge that the Task Force identified for the legal profession in attacking the pipeline problem is adopting a focus on success, which the Task Force members agreed means supporting programs that emphasize skills development through long-term, skills-building curricula. Strategies to shift the focus to these sorts of pre-professional programs must be developed and employed in the same manner that lawyers use when attacking other important work: thoughtfully, systematically, comprehensively and indefatigably. With respect to organizations like the City Bar or law firms, this may mean working with partner organizations to develop criteria to assess the success of pipeline programs. With respect to individual lawyers, this may mean devoting more time or resources to the issue in a manner comparable to other personal commitments. This may take the form of pledges or challenges, whether payable in time and attention and/or money, which are focused on pipeline-supporting efforts.

Related to the question of effectiveness, Task Force members discussed the need to work with stakeholders and strategically mobilize resources for the various levels of the pipeline. Making broad outreach efforts and supporting programs tailored to the earlier stages of the education system is certainly helpful and perhaps individual lawyers can be mobilized to lend support to existing efforts. But, lawyers may naturally gravitate towards later-stage pipeline programs that have demonstrated success or that are likely to lead to successful outcomes in a law-

related profession. As a corollary, it would seem logical that efforts at the postsecondary stages of development (college, law school and bar admission) may be better coordinated through national efforts and organizations, with local organizations and institutions offering targeted programs and support for diverse talent studying in their localities. When diverse candidates complete law school and turn their attention toward launching a career, local organizations are perhaps best equipped to mentor and guide professionals toward success in the locality of employment. The City Bar and the Signatory Firms can partner with local organizations and associations to implement in New York City a gold standard of the types of efforts that are effective.

iv. Impact the larger issue of education and preparedness

As discussed at the outset, the legal profession's challenge to increase diversity and inclusion in the profession is undercut by the societal challenge of poor-performing schools. The profession could do much to highlight this issue and to attempt to engage with local school systems in a partner-like manner that recognizes that there is a shared interest in having students receive instruction that prepares them to be lawyers, engineers, doctors, or scientists, etc. While not a primary focus of the Task Force, members agreed that local organizations like the City Bar can do much to lead lawyers to make a significant impact on this issue. These efforts can influence national organizations like the ABA and local organizations across the country. For example, City Bar leadership can explore partnerships with the Department of Education, private foundations, local city and state colleges and law schools, with the goal of identifying ways that lawyers can contribute time and resources to these efforts.

d. Pipeline Efforts within Law Firms

While the Task Force focused on underrepresented youth, it believes that law firms must continue to improve the representation of minority lawyers from their junior ranks to the highest levels. Simply educating youth about the law and recruiting lawyers of color into firms is not enough. As noted in the Benchmarking Report, the rates of attrition for minority lawyers at firms are significantly higher than those for their White male colleagues. While some may not define efforts to retain lawyers within their firms as "pipeline" work, the Task Force believes that all "leaks" in the "pipeline" toward equity partnership are worth addressing.

Diversity work at many law firms today is often comprised of educating partners and associates on the value of having a diverse workforce, running sensitivity and implicit bias trainings, and celebrating the unique cultures that comprise our common workspaces through heritage month events and panels discussing the importance of diversity. While such efforts are laudatory, they fail to fully address the serious challenges of achieving higher retention rates of minority lawyers or increasing the number of minority partners at firms.

The pipeline challenge affects law firms, in-house departments and other legal services environments. The legal profession has embraced efforts to address it, however, more strategic commitments are necessary to plug the leaks for associates and income partners to retain and advance lawyers from diverse backgrounds. Firms should approach associate-pipeline work internally through strategic solutions that are tailored to the needs of their minority populations. Such efforts should include more focused attempts at exposing minority lawyers to business development opportunities, providing them with leadership and "soft" skills development training,

ensuring that they receive formal and informal mentoring opportunities, and training associates and partners on how to communicate effectively and establish sponsor/protégé relationships across differences.

V. RECOMMENDATIONS TO THE CITY BAR

Based on the foregoing, the Task Force makes the following recommendations for the City Bar's consideration as well as the consideration of the various City Bar standing committees that are engaged in diversity and inclusion efforts:

1) Undertake to augment the City Bar's pipeline work and program offerings, including by partnering with outside stakeholders and funders to (a) implement a system to track pipeline program successes, and (b) facilitate volunteer opportunities for City Bar members who want to give time or resources to support pipeline and related programs in New York City.
2) Modify the City Bar Statement of Diversity Principles to explicitly include a commitment to supporting pipeline initiatives, to be signed by all Signatory Firms and measured through the annual benchmarking survey and the City Bar's Diversity & Inclusion Office.
3) Engage in a broad effort to develop connections and collaborate with outside stakeholders, nonprofits, schools, government agencies and private foundations already focused on addressing educational deficits in New York City schools.
4) Convene the City Bar's most influential members from corporate law departments and law firms, as well as individuals from academia and diversity-related organizations, including educational and pipeline organizations, to serve on the Enhance Diversity in the Profession Committee and be tasked with continuing to generate and incubate innovative ideas on how to address the pipeline challenges in education and the legal profession.
5) Encourage diversity and inclusion pipeline efforts through, for example, trainings, workshops, programs and outreach that are focused on pre-secondary youth and that may be eligible for CLE credit. Moreover, as a way to encourage participation by a wider group of lawyers, the City Bar should advocate for granting diversity and inclusion CLE credit to pipeline-related courses, programs and activities that are aimed at supporting diversity and inclusion initiatives in the legal profession. In addition, the City Bar should advocate for legal employers and law firms to credit an attorney's pipeline-related activities in the same way that pro bono hours are credited.
6) As a longer-term undertaking, strive to serve as a centralized "connectivity" catalyst that could be a vehicle for coordination and strategy around pipeline efforts.

May 2019

APPENDIX

NEW YORK CITY BAR
DIVERSITY

PIPELINE DIRECTORY

Created and Edited By: Monica Parks, Olevia Brown and Devanshi Shah, of the New York City Bar Association

The goal of the Pipeline Directory is to provide a compendium of resources for law firms and individuals who seek opportunities to support students in the pipeline to the profession in the New York City area. Programs within this guide range from short workshops to multiple-year partnerships with students. Each entry includes a brief description of the program, contact information, and relevant links.

The programs are organized by the age of the student when they enter the program, and split into the categories of Middle School Programs, High School Programs, Undergraduate Programs, and Law Student Programs. If a program supports students at various stages in the pipeline, it will be listed in multiple entries in the appropriate location.

Additionally, the Directory provides skill categories to identify a program's fulfillment of the following criteria:

AS | Academic Support & Preparation for Law School
CE | Career Exploration
NM | Networking and Mentoring
SSD | Substantive Skill Development

The City Bar will continue to update and monitor the Pipeline Program Directory. For submissions or questions, please contact Devanshi Shah, Coordinator, Office for Diversity and Inclusion at (212) 382-6772 or dshah@nycbar.org.

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MIDDLE SCHOOL PROGRAMS

Organization: Big Brothers Big Sisters
Program: Workplace Mentoring Partners
Program Duration: Indefinite
Students Served: Middle School, High School
Number of Students Served: The program currently has 1,000 "Bigs" and "Littles"
Skill Categories: NM

The Big Brothers Big Sisters Workplace Mentoring Partners program matches middle and high school students with mentors from businesses around New York City. Mentors coach students one-on-one on business etiquette, career exploration, financial investment, and teamwork. Mentoring pairs meet twice a month for two hours. While the program is not specific to the legal field, many attorneys serve as mentors.

NM: Semi-monthly meetings with mentors

Program Website: http://www.bigsnyc.org/WorkplacePartners

To enroll a student: http://bigsnyc.org/enroll-your-child

Program Contact:
Jeff Elgart, Vice President, Workplace Mentoring Center and Corporate Relations
E: jelgart@bigsnyc.org

Organization: Legal Outreach
Program: Summer Law Institute
Students Served: Rising 9th Graders
Number of Students Served: 140 students per summer
Program Duration: 5 weeks
Skill Categories: AS, CE, SSD

The Summer Law Institute is a five-week summer program that places rising 9th graders in legal and academic lessons at different law schools around New York. The program offers lessons on Criminal Law on topics including stop and frisk, search and seizure, evidence, and bail. Additionally, the program provides students with networking opportunities with legal professionals, and concludes with a mock trial in front of a sitting judge. The program's goals are to expose students both to legal experience and to develop core skills for success in high school and college (writing, critical thinking, reasoning, public speaking). The program is free, and provides a stipend to students upon completion.

AS: Academic lessons on writing, critical thinking, reasoning, and public speaking
CE: Field trips, meeting attorneys and judges
SSD: Train for mock trial in front of a judge

Program Website: http://legaloutreach.org/?page_id=155

Student application: https://legaloutreach.org/?page_id=155#sliapp

Attorney Mentor Application: https://legaloutreach.org/?page_id=150

Program Contact:
Alysha Pizarro, Director of Law Related Education
E: apizarro@legaloutreach.org

Organization: Legal Outreach
Program: Pathways to Achievement and Community Transformation (PACT)
Students Served: Rising 9th Graders
Program Duration: 5 weeks
Skill Categories: AS, CE, SSD

The PACT Program is an offshoot of Summer Law Institute designed specifically for young Black and Latino men entering 9th grade. The five-week program includes lessons on Criminal Law and Justice, networking opportunities with attorneys and judges, and a mock trial competition in front of a sitting judge. PACT students also receive an invitation to join Legal Outreach's four-year College Bound Program. The main goals are to expose students both to legal experience and to develop core academic skills for success in high school and college (writing, critical thinking, reasoning, public speaking). The program is offered for free and provides a stipend to students upon completion.

AS: Academic lessons on writing, critical thinking, reasoning, and public speaking
CE: Field trips, meeting attorneys and judges
SSD: Training for mock trial in front of a sitting judge

Program Website: https://legaloutreach.org/?page_id=3164

Student application: http://legaloutreach.org/?page_id=155#sliapp

Volunteer application: https://legaloutreach.org/?page_id=150

Program Contact:
Alysha Pizarro, Director of Law Related Education
E: apizarro@legaloutreach.org

Organization: Legal Outreach
Program: Roadmap to Inspiration Sisterhood and Empowerment (RISE)
Students Served: Rising 9th Graders
Program Duration: 5 weeks
Skill Categories: AS, CE, SSD

The RISE Program is an offshoot of Summer Law Institute0 designed specifically for young minority women entering 9th grade. The five-week program includes lessons on Criminal Law and Justice, networking opportunities with attorneys and judges, and a mock trial competition in front of a sitting judge. RISE students also receive an invitation to join Legal Outreach's four-year College Bound Program. The main goals are to expose students both to legal experience and to develop core academic skills for success in high school and college (writing, critical thinking, reasoning, public speaking). The program is offered for free and provides a stipend to students upon completion.

AS: Academic lessons on writing, critical thinking, reasoning, and public speaking
CE: Field trips, meeting attorneys and judges
SSD: Training for mock trial in front of a sitting judge

Program Website: https://legaloutreach.org/?page_id=3164

Student application: http://legaloutreach.org/?page_id=155#sliapp

Volunteer application: https://legaloutreach.org/?page_id=150

Program Contact:
Alysha Pizzaro, Director of Law Related Education
E: apizarro@legaloutreach.org

Organization: Oliver Scholars
Program: Scholar Program
Program Duration: Intense programming for 7th and 8th grade; moderate programming through high school
Students Served: Rising 7th Graders
Number of Students Served: 60 students admitted annually
Skill Categories: AS, NM

The Oliver Scholars Program helps high-achieving students from underprivileged backgrounds enter prestigious private and preparatory schools. Students attend three programs during eighth grade: a five-week summer intensive, SSAT prep (September to November), and a seminar program that models classrooms in prep schools (Jan. to April). Students then attend a second summer intensive before ninth grade to ensure students are prepared for the increased pace of high school. This program covers STEM, English, and History. Then, students are placed into independent schools starting in the fall of their freshman year. Once accepted to the program, students receive career mentoring, intensive college guidance, career preparation, financial aid to cover tuition costs, and counseling. The program is provided for free.

AS: Prep seminars, academic assistance and counseling
NM: Career Mentoring program (11th-12th grade)

Program Website: http://oliverscholars.org/mission

To nominate a scholar: https://oliverscholars.schoolforms.org/nominate (starting October 1)

To become an Oliver Scholars Mentor: http://oliverscholars.org/mentoring

Program Contact:
Sharon Sturrup, Director of Administration
E: ssturrup@oliverscholars.org

Organization: Opportunity Network
Program: OppNet Prep Program
Program Duration: 1 year
Students Served: Rising 9th Graders
Skill Categories: AS, CE, SSD

The OppNet Prep Program is a year-long intensive program designed to help 9th grade students develop necessary academic skills for high school and college. The program includes weekly workshops, monthly plenary sessions, and a week-long Summer Intensive centered on OppNet's Career Fluency Program. The Career Fluency Program provides college and academic guidance, and lessons on networking, office etiquette, and diverse career opportunities.

AS: Weekly academic workshops, Summer Intensive
CE: Annual Enrichment Fair - exposure to youth-serving organizations
SSD: Summer Intensive

Program Website: https://opportunitynetwork.org/program/prep/

Student application: http://opportunitynetwork.org/program/prep/apply-to-oppnet-prep/

Volunteer application: https://opportunitynetwork.org/support-us/volunteer-engagement/

Program Contact:
AiLun Ku, President and Chief Operating Officer
E: ailun@opportunitynetwork.org

Organization: Prep for Prep
Program: Prep for Prep
Program Duration: Entrance in 5th, 6th, or 7th grade, 14 month intensive over 2 summers and 8th grade, then academic support through high school and college
Students Served: High School
Number of Students Served: About 200 students accepted each year
Skill Categories: AS, CE

Prep for Prep provides academic support for high-achieving students from minority backgrounds to place into prestigious private and preparatory schools. The program has two placement levels: one for 5th and 6th grade and another for 7th grade. Students undergo a fourteen-month prep course and then attend school with scholarships to meet financial need. Students retain access to counseling, internships, and other resources throughout high school and undergrad.

AS: 14 month intensive, ongoing academic support and counseling
CE: internship programs

About: http://www.prepforprep.org/ourprogram

Application information: https://www.prepforprep.org/page/admissions/apply-for-parents

Program Contact:
Johanna Rodriguez, Director of Admissions
E: jrodriguez@prepforprep.org

Organization: TEAK
Program: TEAK Fellowship Program
Program Duration: 6th-12th Grade
Students Served: Entrance in 6th Grade
Skill Categories: AS, CE, NM

The TEAK Fellowship Program provides academic support and mentoring to help students from underserved communities attend prestigious magnet, private, and boarding schools. Throughout middle school, students receive academic tutoring and attend the Summer Institute, an intense academic program designed to mimic the curricula of highly competitive schools. In 8th grade, students receive high school admissions counseling and help navigating financial aid resources. Once in high school, students receive additional tutoring, college admissions guidance, internship opportunities, and summer enrichment experiences. After graduation, students retain access to an alumni network, job bank, and other resources.

AS: Summer Institutes, after-school tutoring, high school admissions support
CE: Summer internship opportunities
NM: Mentoring program

Program Website: https://teakfellowship.org/about/

Student Application: https://teakfellowship.org/admissions/how-to-apply/ (admission begins October 1)

Program Contact:
Vanessa Greer, Director of College Success and Fellow Support
E: vgreer@teakfellowship.org

HIGH SCHOOL PROGRAMS

Organization: Big Brothers Big Sisters
Program: Workplace Mentoring Partners
Program Duration: Indefinite
Students Served: Middle School, High School
Number of Students Served: The program currently has 1,000 “Bigs” and “Littles”
Skill Categories: NM

The Big Brothers Big Sisters Workplace Mentoring Partners program matches middle and high school students with mentors from businesses around New York City. Mentors coach students one-on-one on business etiquette, career exploration, financial investment, and teamwork. Mentoring pairs meet twice a month for two hours. While the program is not legal specific, many attorneys do serve as mentors.

NM: Semi-monthly meetings with mentors

Program Website: http://www.bigsnyc.org/WorkplacePartners

To enroll a student:

Program Contact:
Jeff Elgart, Vice President, Workplace Mentoring Center and Corporate Relations
E: jelgart@bigsnyc.org

Organization: Cristo Rey High School
Program: Corporate Work Study Program
Program Duration: 10 months
Students Served: High School
Skill Categories: AS, CE, NM, SSD

The Corporate Work Study Program is central to Cristo Rey Brooklyn's success, and is a vital part of Cristo Rey Brooklyn’s curriculum. Through the Corporate Work Study Program, each CRB student works one day per week for one of 90+ Corporate Partners throughout the New York City area. As a result, education at Cristo Rey Brooklyn extends well beyond the classroom: CRB students gain real-world experience. Most crucially, through their experience working with the Corporate Partners, CRB students cultivate professional mentors and role models, have the opportunity to see their classroom education translate to real-world skills, and develop ambitious career aspirations. All the while, CRB students meaningfully contribute directly to the successes of the Corporate Partners for whom they work, often becoming vital members of their respective teams.

AS: Academic lessons honing business skills and professional writing
CE: Students are placed in at least two different workplaces according to their career interests and goals
NM: Meetings with supervisors at workplaces throughout the year to discuss short- and long-term professional goals
SSD: Professional communication skills and office etiquette development through 40 full work days per school year

Program Page: www.cristoreybrooklyn.org/cwsp

Program Contact:
Eleanor Winn Nordholm, Director of Corporate Work Study Relationships
E: enordholm@cristoreybrooklyn.org

Organization: Dorsey & Whitney LLP
Program: Dorsey Future Leaders Program
Program Duration: 1 week
Students Served: Rising 12th Graders, Undergraduates
Skill Categories: CE, SSD

The Dorsey Future Leaders Program is a one week intensive program for students interested in working in a firm. Students assist in either the Legal or Management/Administration Department. Students will be responsible for helping employees conduct daily operations in a large firm. Students also receive training on resume writing, interview skills, office and employment etiquette, and desirable traits employers look for in candidates. Students receive a stipend and commuting expenses for participating.

CE: 1 week externship
SSD: interview and resume skills, office etiquette

Program Page: https://www.dorsey.com/newsresources/news/press-releases/2019/01/future-leaders-program-2019

Student Application: https://www.dorsey.com/-/media/files/newsresources/news/2019/dorsey-whitney-future-leaders-program-2019.pdf?la=en (due date April 18, 2019)

Program Contact:
Paula Witt
E: witt.paula@dorsey.com

Organization: Inner City Scholarship Fund
Program: Job Opportunities Program
Program Duration: 6 workshops, summer-long internship
Students Served: 11th Graders attending inner-city Catholic schools
Number of Students Served: About 150 each summer
Skill Categories: CE, SSD

The Inner City Scholarship Fund Job Opportunities Program places high school juniors with New York businesses and firms for paid summer internships. The program also provides pre-employment training in resume writing, interviewing, networking, and office etiquette.

CE: Summer internships
SSD: Resume skills and office etiquette

Program Page: https://www.innercityscholarshipfund.org/volunteer_jop.cfm

Program Contact:
Christine Desposito, Coordinator of Job Opportunities Program
E: christine.desposito@archny.org

Organization: Justice Resource Center
Program: MENTOR: Law Firm/School Partnership
Program Duration: Ongoing partnership between firms and schools
Students Served: High School
Skill Categories: CE, NM, SSD

The MENTOR Law Firm/School Partnership matches practicing attorney mentors with students in NYC public high schools. Attorney mentors help students prepare for the Moot Court competition, accompany classes on the federal court visit program, invite students back to their firms, and discuss paths and opportunities in the legal profession.

CE: Field trips to firms, diverse career discussion, firm internships
NM: Attorney-student mentoring
SSD: Mock trial training

Program Page: http://jrcnyc.org/site/mentor/

Program Contact:
Debra Lesser, Executive Director of the JRC
E: dlesser@schools.nyc.gov

Organization: Justice Resource Center
Program: Student Internship Management Services (SIMS)
Program Duration: 14-16 Week After-School Internship (Fall, Spring, and Summer)
Students Served: High School
Skill Categories: CE, SSD

Students are nominated by their high schools to participate in the Student Internship Management, a paid internship program with the Justice Resource Center. Students spend about a semester interning in law firms and legal offices after school. In addition to the internship, students participate in programming at the Justice Resource Center on expectations and responsibilities in the workplace.

CE: Internship
SSD: Programming on working in an office and getting the most out of an internship

Program Page: http://jrcnyc.org/site/work-based-learning-internships/

Program Contact:
Debra Lesser, Executive Director of the JRC
E: dlesser@schools.nyc.gov

Organization: Legal Outreach
Program: College Bound
Program Duration: 4 years
Students Served: 9th Graders
Number of Students Served: 60 per year
Skill Categories: AS, CE, NM SSD

College Bound is a four-year program offered by Legal Outreach to students who have already completed the Legal Justice Institute. College Bound accepts about sixty students per year and offers numerous programs designed to ensure high school graduation and success in college. Programs include: after school tutoring, weekend writing workshops, attorney mentoring programs, social group outings, law internship opportunities, and SAT preparation.

AS: Study skills workshops, weekday tutoring, Saturday Writing Academy, SAT preparation
CE: Summer law internships
NM: Attorney Mentoring Program
SSD: Writing workshops, Constitutional Law debates, life skills workshops

Program Website: https://legaloutreach.org/?page_id=144

Student application: https://legaloutreach.org/?page_id=144#cbapp

Volunteer application: https://legaloutreach.org/?page_id=150

Program Contact:
Bethsheba Cooper, Co-Director and Managing Director of College Access
E: info@legaloutreach.org

Organization: NALP/Street Law
Program: Legal Diversity Pipeline Program
Program Duration: Ongoing partnership between law firms and high schools
Students Served: High School
Number of Students Served: About 600 in 3 cities (New York, Miami, and San Francisco)
Skill Categories: CE

The NALP/Street Law Legal Diversity Pipeline Program partners law firms with local high schools to expose students of diverse backgrounds to the legal profession. Firm attorneys are required to make at least two visits to high school classrooms, to host a one-day conference at their firm, and to provide smaller group sessions for select students. Firms also pledge a financial commitment to support the program. The program exposes high school students to legal careers, develops relationships between students and firm professionals, and provides career role models.

CE: law firm/school visit & conference

Program Website: https://www.nalp.org/streetlaw
Program Overview: https://www.nalp.org/uploads/StreetLaw/StreetLawProspectus2016_17.pdf

Program Contact:
Joy Dingle, Program Director
E: jdingle@streetlaw.org

Organization: New York City Bar Association
Program: Thurgood Marshall Summer Law Internship Program
Program Duration: Pre-employment trainings, then a 7 week internship, March through July
Students Served: High School
Number of Students Served: About 100 each summer
Skill Categories: CE, NM, SSD

The Thurgood Marshall Summer Law Internship Program offers high school students summer legal internships, pre-employment training, and networking opportunities. Students participate in trainings on networking, office etiquette, diverse career opportunities, and presentation skills. Students also attend a law class taught by a Columbia professor and participate in Mock Trial. At the end of the summer, students participate in Job Shadow Week, getting a better understanding of different ways to practice law.

CE: Job Shadow Week, Diverse Career Opportunities Panel, internship placement
NM: Networking workshops
SSD: Mock trial prep, resume and cover letter workshops, etiquette workshops

Program Page: http://www.nycbar.org/serving-the-community/diversity-and-inclusion/student-pipeline-programs/programs/thurgood-marshall-summer-law-internship

Student Application: Currently closed

Employer Registration form: https://nycbardiversity.typeform.com/to/N189fE

Program Contact:
Contact: Devanshi Shah, Coordinator, Office for Diversity and Inclusion
E: dshah@nycbar.org

Organization: New York City Department of Youth and Community Development
Program: Ladders for Leaders
Program Duration: Pre-employment training and a 6 week internship
Students Served: NYC youth aged 16-21
Number of Students Served: about 1,000 interns each summer
Skill Categories: CE, SSD

The Ladders for Leaders Program provides summer internships to high-achieving students throughout the five boroughs. Students receive thirty hours of pre-employment training and then participate in a paid six-week internship at a NYC business or firm.

CE: internships in business/law
SSD: pre-employment trainings teaching business etiquette and workplace readiness

Program Page: http://www1.nyc.gov/site/dycd/services/jobs-internships/nyc-ladders-for-leaders.page

Student application: Currently closed

Employer application: https://www1.nyc.gov/site/dycd/involved/funding-and-support/employer-sign-up.page

Program contact:
Daphne Montanez, Assistant Commissioner of Youth Workforce Development
E: dmontanez@dycd.nyc.gov

Organization: New York University School of Law & Columbia Law School
Program: High School Law Institute
Program Duration: October to March
Students Served: High school
Number of Students Served: about 1,000 interns each summer
Skill Categories: CE, SSD

The New York University High School Law Institute ("HSLI") is a student-run organization that serves talented and motivated high school students throughout New York City. Alongside our sister program at Columbia Law School, we offer free, yearlong academic programming in constitutional law, criminal law, mock trial, and moot court on Saturdays from 10 AM to 1 PM.

Program Site: https://www.law.nyu.edu/studentorganizations/highschoollawinstitute
Application Link: Currently closed

Program contact:
Alexa Wheeler
E: nyu.hsli@gmail.com

Organization: Opportunity Network
Program: OppNet Fellowship Program
Program Duration: 6 years
Students Served: Rising 11th Graders
Number of Students Served: 145 per class
Skill Categories: AS, CE, NM

The OppNet Fellowship Program is a six-year program that provides academic support and counseling from the summer before 11th grade through college graduation. In high school, the program uses OppNet's Career Fluency Curriculum to cultivate students' skills in academic writing, effective studying, networking, and office etiquette. The program provides counselors who offer assistance with college applications, SAT and ACT prep, and college visits. Once in college, students continue to receive academic support and counseling services.

AS: Test-taking/application support, SAT preparation
CE: Career exposure, college visits, paid internships
NM: Networking/office etiquette training

Program site: https://opportunitynetwork.org/program/oppnet-fellows/

Student application: https://opportunitynetwork.org/program/oppnet-fellows/how-to-apply/

Volunteer application: https://opportunitynetwork.org/support-us/volunteer-engagement/

Program Contact:
AiLun Ku, President and Chief Operating Officer
E: ailun@opportunitynetwork.org

Organization: Pencil
Program: Pencil Internship Program
Program Duration: Prep workshops, 6-week internship
Students Served: High School Juniors and Seniors
Skill Categories: CE, SSD

The Pencil Fellows Program trains talented, high-need students for summer internships in businesses throughout New York City. Training includes instruction on resume-writing, time management, and interviewing skills. After the training period, students participate in a six-week paid summer internship.

CE: summer internships
SSD: professional skills training

Program Page: https://pencil.org/category/partnership-program/

Student application: https://pencil.org/category/internship/

Volunteer application: https://pencil.org/programs/points-of-engagement/

Program Contact:
Mariel Zelhart, Employer Engagement Manager
E: mzelhart@pencil.org

Organization: Posse Foundation
Program: Posse Program
Program Duration: 5 years
Students Served: 12th grade-Undergraduate graduation
Number of Students Served: 10 students at each of the 55 partner colleges and universities
Skill Categories: AS, CE, NM,SSD

The Posse Program provides academic and financial support to high-potential, high-need 12th grade students hoping to attend college. Once accepted, students receive weekly pre-college training in high school, mentoring and academic support in college, and four-year full tuition scholarships. The program also offers internship opportunities and post-grad career services through their alumni program.

AS: college application assistance
CE: access to career coaches, internships, job shadowing
NM: formation of 10-student "posses," college mentors
SSD: writing coaching, cross-cultural communication

Program Website: http://www.possefoundation.org/

Student Application: http://www.possefoundation.org/about-posse/program-components/recruitment/

Volunteer Application: http://www.possefoundation.org/volunteer

Partner Application: http://www.possefoundation.org/become-a-partner

Program Contact:
Shreya Malena-Sannon, Director, Posse New York
E: shreyam@possefoundation.org

Organization: Ron Brown Scholar Program
Program: Ron Brown Guided Pathway Support Program
Program Duration: 2 years
Students Served: Rising 11th and 12th Graders; Graduating High School Seniors
Skill Categories: AS, NM

The Ron Brown Guided Pathway Support Program is a free program designed to help rising juniors and seniors of African American heritage navigate the college admissions process. Students receive advice on college selection, prep programs, and financial aid opportunities. Many students are offered mentoring from alumni of the program.

AS: college application assistance
NM: receive alumni mentors

Program Page: https://www.ronbrown.org/section/apply/program-description

Student application: https://www.ronbrown.org/section/apply/rbsp-application

Volunteer application: https://www.ronbrown.org/section/partners/become-a-friend-of-the-program

Program Contact:
Kiya Jones, Program Director
E: kjones@ronbrown.org

Organization: Simpson Thacher & Bartlett LLP
Program: Urban Education Initiative
Program Duration: Ongoing Partnership
Students Served: High School
Skill Categories: AS, CE

Through the Urban Education Initiative, Simpson Thacher & Bartlett employees work with public high schools in New York City to provide educational and college-readiness programs for promising students. These programs include mock trial, resume development, and interview workshops.

AS: Mock Trial prep, resume and interview workshops
CE: Firm visits

Program Page: http://www.stblaw.com/about-us/diversity-and-inclusion/our-urban-education-initiative

Program Contact:
Natalia Martín, Director of Diversity
E: nmartin@stblaw.com

Organization: Sponsors for Educational Opportunity
Program: SEO Scholars
Program Duration: 8 years
Students Served: 9th Grade-College Graduation (New York City and San Francisco)
Number of Students Served: About 700 students in high school and 400 students in college
Skill Categories: AS, CE, NM

SEO Scholars is an eight-year academic support program designed to help low-income public school students graduate high school and college. In high school, the program offers supplemental education in English and math, help with the college admission process, and SAT prep. Mentoring begins in the 11th grade and continues through college graduation. Once in college, students attend a series of workshops on how to get the most out of their college experience, including workshops on networking, building relationships, dealing with homesickness and emotional strife, and applying to internships. Students also attend career exploration events to gain an understanding of diverse career opportunities and to develop networking skills. The program is offered for free to students who maintain a 70% GPA and who come from families living below the poverty line.

AS: Saturday Academy, Summer Academy, after-school tutoring, SAT prep, College Readiness Workshop
CE: Summer Enrichment, Career Exploration events, summer internship placement
NM: 11th grade Mentoring Program, college mentoring,

Program Page: http://www.seoscholars.org/program/stepstosuccess/

Student application: https://scholars.seo-usa.org/program/how-to-apply/

Volunteer application: http://www.seoscholars.org/join-us/mentor/

Program Contact:
Erin Bundra, Internships & Partners Manager
E: erin.bundra@seo-usa.org

Organization: The Sonia and Celina Sotomayor Judicial Internship Program
Program: High School Internship Program
Program Duration: 4 week judicial internship with weekly development trainings
Students Served: Current 10th and 11th grade students
Number of Students Served: About 30 students each summer
Skill Categories: CE, NM

The Sonia and Celina Sotomayor Judicial Internship Program places students from underserved communities in four-week judicial internships throughout the City of New York. The students work on assorted judicial tasks and develop a mentoring relationship with their judge. Students also receive educational workshops to supplement their internships, preparing them for legal careers later in life.

CE: Judicial internship
NM: Mentoring match with judge

Program Website: http://www.scsjip.org/#
Program Page: https://www.scsjip.org/programs/high-school-students-internship-program/

Program Contact:
Celina Cabán Candhi, Founder and Secretary
E: celina.caban@scsjip.org

Organization: Summer Search
Program: The Summer Search Program
Program Duration: 7 years beginning in 10th grade
Students Served: 10th grade students at partner high schools (San Francisco Bay, Boston, NYC, Philadelphia, and Seattle)
Skill Categories: AS, CE, NM

The Summer Search program is designed to help students from underserved communities develop skills and relationships to help them succeed in college and beyond. Students are nominated by their guidance counselor at a participating school (link below). While in high school, students participate in summer activities ranging from wilderness retreats to prestigious internships. There, they develop a network of peers, mentoring relationships, and the skills needed to be away from home. In 12th grade, students receive college and financial aid advising, which continues throughout college. The goal of the program is to create a long-term stable network of peers and professionals for students who would not otherwise have access to mentors, leadership experiences, and internship programs.

AS: College and financial aid advising,
CE: Summer experiences
NM: Mentoring matches

Program Website: https://www.summersearch.org/OurProgram

Partner Schools: https://www.summersearch.org/OurProgram/OurSupporters/SchoolPartners

Volunteer Applications: https://www.summersearch.org/getinvolved/volunteer

Program Contact:
Bethany Nelson, Director of School and Community Engagement
E: bnelson@summersearch.org

Organization: Jackie Robinson Foundation
Program: Jackie Robinson Foundation Scholarship Program
Program Duration: 4 years
Students Served: Students entering their first year of college
Skill Categories: CE, NM. SSD

The Jackie Robinson Foundation Scholarship Program combines a scholarship for undergraduate study with networking and internship opportunities during college. Through the program, students develop networks with current professionals, receive mentors, participate in community service, attend regional programming to foster their academic and professional careers, and attend an annual leadership conference.

CE: Internship opportunities
NM: Mentoring program, networking at leadership conference
SSD: Leadership conference, webinars and programs

Program Page: https://www.jackierobinson.org/impact/programs/

Student Application: https://www.jackierobinson.org/apply/applicants/ (Open from November 1st – February 1st)

Program Contact:
Ivo E. Philbert, Vice President, Chief Program Officer
E: iphilbert@jackierobinson.org

UNDERGRADUATE PROGRAMS

Organization: America Needs You
Program: ANY Fellows Program
Program Duration: 2 years
Students Served: CUNY students enter during the first year of their undergraduate degree (New York, New Jersey, Illinois)
Number of Students Served: 200 each year
Skill Categories: AS, NM

The America Needs You Fellows Program provides low-income undergraduate students with the resources to successfully complete their degrees and begin their professional careers. Over two years, students attend 28 full day workshops focused on professional skills, receive mentors currently working in industry, develop professional networks, and receive personal and academic support.

AS: Tutoring, professional development workshops
NM: Mentoring program, networking events

Program Page: https://www.americaneedsyou.org/our-programs/programs-overview/

Student Application: https://www.americaneedsyou.org/fellow-application/ (application opens in fall)

Mentor Application: https://www.americaneedsyou.org/mentors-apply/

Career Coach Application: https://newyorkneedsyou.wufoo.com/forms/rn5685a0sqkdux/

Program Contact:
Bryan Garcia, Program Director
E: bryan.garcia@americaneedsyou.org

Organization: DLA Piper
Program: Undergraduate Internship Program
Program Duration: 6 weeks during the summer
Students Served: Rising college seniors
Skill Categories: CE, NM

Students have the opportunity to shadow firm lawyers in a range of practice areas. Over six weeks, students work on research and legal writing projects, attend depositions and hearings, and support lawyers in other tasks. After the internship, students remain connected to DLA Piper through a LinkedIn network, conversation with firm attorneys, and opportunities for later employment.

CE: Internship
NM: Ongoing communication, LinkedIn network

Program Page: https://dlapiperus.referrals.selectminds.com/jobs/summer-intern-undergraduate-internship-program-1974

Program Contact:
Elizabeth Miney, Sr. HR Generalist
E: Elizabeth.miney@dlapiper.com

Organization: Dorsey & Whitney LLP
Program: Dorsey Future Leaders Program
Program Duration: 1 week in early summer
Students Served: Rising 12th grade students, undergraduate students
Skill Categories: CE, SSD

The Dorsey Future Leaders Program is a one week intensive program for students interested in working in a firm. Students assist in either the Legal or Management/Administration Department, helping employees conduct daily operations in a large firm. Students also receive training on resume writing, interview skills, office and employment etiquette, and what employers want in a candidate. Students receive a stipend and commuting expenses for participating.

CE: 1 week externship
SSD: Interview and resume skills, office etiquette

Program Page: https://www.dorsey.com/newsresources/news/press-releases/2019/01/future-leaders-program-2019
Student Application: Currently closed

Program Contact:
Paula Witt, Marketing and Business Development Coordinator
E: witt.paula@dorsey.com

Organization: LatinoJustice PRLDEF
Program: LAWBound
Program Duration: 1 week
Students Served: Undergraduate Freshmen or Sophomore during initial application
Skill Categories: AS, NM

The Latino Justice LAWBound Program works to help undergraduate students of Latino heritage attend and complete law school. Over a five-year program, students attend a one-week intensive academy designed to prepare them for the law school application process, take additional courses, and participate in networking and mentoring events.

AS: Programming to guide law school application and success
NM: Networking opportunities

Program Page: https://www.latinojustice.org/en/lawbound

Application: https://www.latinojustice.org/sites/default/files/Lawbound%20app%20packet%20rebranded%202019-20.pdf
(Application deadline June 24 (Summer 2019) and November 25 (Winter 2020)

Program Contact:
Sonji Patrick, Director of Education
E: spatrick@latinojustice.org

Organization: LatinoJustice PRLDEF
Program: Law Day
Program Duration: 1 day
Students Served: High School, Undergraduate, Pre-law students
Skill Categories: CE, NM

Latino Justice's Law Day Program is designed to expose students of Latino heritage to various legal careers and opportunities. Attendees hear from panelists on applying to law school, how to finance a legal education, and pursuing diverse career opportunities. Attendees also network with current law students and practicing attorneys.

CE: Panels on law admission and legal services
NM: Breakout sessions with current law students and attorneys

Program Page: https://www.latinojustice.org/en/law-day (Registration opens July 1st)

Program Contact:
Sonji Patrick, Director of Education
E: spatrick@latinojustice.org

Organization: New York City Bar Association
Program: Launching Your Career Seminar Series
Students Served: Undergraduate Students
Program Duration: 7 weeks
Skill Categories: CE, NM, SSD

Launching Your Career is a seven-week career development program designed for undergraduates and recent graduates. Participants will visit host law firms where they will have the opportunity to participate in interactive workshops on topics including resume and cover letter writing, interviewing skills, office etiquette, legal writing, career development, and mentorship.

CE: Firm visits, career panels
NM: Networking panels and events
SSD: Writing workshops, presentation and interview workshops, office etiquette panel

Program Page: http://www.nycbar.org/serving-the-community/diversity-and-inclusion/student-pipeline-programs/programs/launching-your-career

Program Contact:
Contact Devanshi Shah, Coordinator, Office for Diversity and Inclusion
E: dshah@nycbar.org

Organization: New York City Bar Association
Program: LSAT/Law School Prep Program
Students Served: Undergraduate students interested in law school
Program Duration: 1 Day ; January
Skill Categories: AS

The LSAT/Law School Prep Program is a day long symposium designed for undergraduates and recent graduates that covers different aspects of applying to and attending Law School. Events include LSAT test prep, intro to law school seminars, panels on admissions and financial aid, and an admissions fair with law school representatives from around the country.

AS: LSAT prep, panels

Program Page: http://www.nycbar.org/serving-the-community/diversity-and-inclusion/student-pipeline-programs/programs/lsatlaw-school-prep-series-lsat-prep

Program Contact:
Contact: Devanshi Shah, Coordinator, Office for Diversity and Inclusion
E: dshah@nycbar.org
P: (212) 382-6772

Organization: NYC Department of Youth and Community Development
Program: Ladders for Leaders
Program Duration: Pre-employment training and a 6 week internship
Students Served: NYC youth aged 16-22
Number of Students Served: 1,000 annually
Skill Categories: CE, SSD

Ladders for Leaders provides paid summer internships to high-achieving high school and college students throughout the five boroughs. Students receive 30 hours of pre-employment training and participate in a paid six-week internship with a leading corporation, non-profit organization, or government agency in New York City. Students must be between the ages of 16-22, have a minimum grade point average of 3.00, reside in one of the five boroughs, be legally allowed to work in New York City, and have prior work experience (either paid or volunteer).

CE: Internships in business/law
SSD: Pre-employment trainings teaching business etiquette and workplace readiness

Program Page: http://www1.nyc.gov/site/dycd/services/jobs-internships/nyc-ladders-for-leaders.page

Student application: Currently closed

Employer application: http://www1.nyc.gov/site/dycd/services/jobs-internships/nyc-ladders-for-leaders-employers.page

Program Contact:
Daphne Montanez, Assistant Commissioner of Youth Workforce Development
E: dmontanez@dycd.nyc.gov

Organization: Sidley Austin LLP
Program: Sidley Pre-Law Scholars Program
Program Duration: LSAT prep, Summer Seminar, and training spread over the course of 1 year
Students Served: Second-semester college junior or a senior and recent graduates
Number of Students Served: 30 annually
Skill Categories: AS

Through the Sidley Pre-Law Scholars Program, students receive counseling on producing a successful application to law school, reimbursement for LSAT prep and law school application fees, and an additional scholarship award for law school. Students also participate in the Sidley Scholars Summer Seminar which helps prepare students for law school and later legal practice.

AS: LSAT prep, academic counseling

Program Page: http://www.sidley.com/en/services/sidley-prelaw-scholars

Student Application: https://www.sidley.com/en/diversitylanding/sidley-prelaw-scholars-program

Program Contact:
Merisa Lima, Diversity Coordinator
E: mlima@sidley.com
E: sidleyscholars@sidley.com

Organization: Skadden, Arps, Slate, Meagher & Flom LLP; City College of New York
Program: Skadden Arps Honors Program in Legal Studies
Program Duration: 2 years (junior and senior year of college)
Students Served: Undergraduate juniors and seniors at CCNY
Skill Categories: AS, CE, NM

The Skadden Arps Honors Program in Legal Studies is a two year intensive undergraduate program for students attending the City College of New York. Juniors from minority backgrounds are placed in an honors curriculum with specialized seminars and lectures on legal practice. They also receive LSAT prep, summer internships, mentoring from legal professionals, and workshops on law school application.

AS: LSAT prep, specialized lectures
CE: Summer internships
NM: Mentoring from practicing lawyers

Program Page: http://ccnyskaddenprogram.org/our-program/

Student Application: https://ccnyskaddenprogram.org/our-program/eligibility-requirements/

Program Contact:
Jennifer Light, Deputy Director
E: jlight@ccny.cuny.edu

Organization: St. John's University
Program: Ron Brown Law School Prep Program for College Students
Program Duration: 1 month class and 1 month internship (for sophomores only)
Students Served: College sophomores and juniors
Skill Categories: AS, CE

The Ron Brown Law School Prep Program for College Students is designed to expose undergraduate students from minority backgrounds to legal experiences early enough to give them a competitive edge for law school application. The program includes classes on legal advocacy, writing, research, and negotiation as well as onsite LSAT prep. College sophomores also have the opportunity to intern in firms and other legal fields. Tuition ranges from $2,500 to $3,000, though financial aid is available to those who demonstrate need.

AS: Seminars and lectures, LSAT prep
CE: Internship

Program Page: https://www.stjohns.edu/law/academics/centers-and-clinics/ronald-h-brown-law-school-prep-program-college-students

Student Application: https://www.stjohns.edu/law/academics/centers-and-clinics/ronald-h-brown-law-school-prep-program-college-students (posted in late November)

Program Contact:
Professor Elaine M. Chiu, Professor of Law and Director of the Ronald H Brown Center for Civil Rights and Economic Development
E: chiue1@stjohns.edu

Organization: Training and Recruitment Initiative for Admission to Leading Law Schools
Program: TRIALS
Program Duration: 5 weeks in summer
Students Served: Undergraduate students interested in attending law school
Skill Categories: AS, CE

TRIALS is a free five-week summer pre-law program for students from underserved communities. Held alternately at Harvard Law and NYU School of Law, the program includes intensive LSAT prep and lectures on legal education and the legal profession. The program also includes visits to surrounding firms and other places of legal employment with a focus on diverse employment opportunities.

AS: LSAT prep and seminars
CE: Visits to firms, courts, and other legal employers

Program Page: http://trials.atfoundation.org/index

Student Application: https://trials.atfoundation.org/apply/registration

Program Contact:
Elizabeth Cohan, Associate Director
E: ecohan@advantagetesting.com

LAW STUDENT PROGRAMS

Organization: American Bar Association
Program: Judicial Intern Opportunity Program
Program Duration: 6 week (minimum) internship
Students Served: 2Ls
Skill Categories: CE

The American Bar Association Judicial Intern Opportunity Program places students of diverse backgrounds in summer judicial internships around the country. Students participate in a wide variety of judicial tasks, supplemental programming, and orientations with the Bar Association. The mission of the Judicial Intern Opportunity Program is to provide opportunities to students who are members of racial and ethnic groups that are traditionally underrepresented in the profession. The program also provides opportunities to students with disabilities, students who are economically disadvantaged, women and students who identify themselves as LGBT.

CE: Summer judicial internship

Program Page: https://www.americanbar.org/groups/litigation/committees/jiop/program/description/

Program Application: January deadline

Program Contact:
Gail Howard, Program Director
E: gail.howard@americanbar.org

Organization: BARBRI and Sponsors
Program: Law Preview
Program Duration: 5-6 days
Students Served: Law School
Skill Categories: AS

BARBRI Law Preview program is a week-long course helps incoming 1L students develop skills for success in their first year, including study habits, legal research, and writing skills. While the program costs either $1,195 (five-day program) or $1,295 (six-day program), many scholarships are available through both law schools, law firms, and other organizations.

AS: exposure to 1L classes in advance of matriculation

Program Page: http://lawpreview.barbri.com/scholarships/ (Scroll to bottom of page and apply through school link)
Application: January deadline

Program Contact:
Don Macaulay, President
E: don.macaulay@barbri.com

Organization: Just the Beginning
Program: Summer Judicial Internship Diversity Project
Program Duration: 2 pre-employment workshops and a 6 week summer internship
Students Served: Law School
Number of Students Served: 100 annually
Skill Categories: CE, NM

Just The Beginning's Summer Judicial Internship Diversity Project places students from underserved communities in six-week judicial internships. The project places about 100 students each year in federal appellate, district, bankruptcy, magistrate and state appellate judges' chambers across the country. During their internships, students have the opportunity to draft memoranda, judicial orders, and opinions on judicial matters. The internship is unpaid.

CE: Summer internship
NM: Mentoring relationship with judge

Program Page: https://jtb.org/2018-summer-judicial-internship-diversity-project-for-law-students/
Application: January deadline

Program Contact:
Cristina Figueroa, Program Director
E: cfigueroa@jtb.org

Organization: K&L Gates LLP
Program: K&L Gates Kickstarter Program
Program Duration: Multiple seminars during the 1L year
Students Served: 1Ls
Categories: CE, SSD

The Kickstarter Program is a multi-week, multi-seminar program designed to assist first-year law students who self-identify as diverse in navigating the transition from law school to law firm. Lawyers from K&L Gates will prepare participants for the transition from student to summer associate to practicing lawyer. Kickstarter provides specialized educational sessions, resources, and mentoring opportunities.

Program Page: http://m.klgates.com/ussummerprogram/1l/ (scroll down to the bottom of the page)

Program Contact:
Pallavi Mehta Wahi, Managing Partner, Chair of Diversity Committee
E: pallavi.wahi@klgates.com

Organization: Leadership Council on Legal Diversity (LCLD)
Program: 1L LCLD Scholars Program
Program Duration: 4 day Scholar Summit, ongoing internships and mentorships
Students Served: 1Ls
Skill Categories: CE, NM, SSD

The Leadership Council on Legal Diversity (LCLD) Program is designed to match 1L students in good academic standing with summer internships and mentoring opportunities around the country. Scholars also attend a summit that involves mock interviews, networking, lectures, and panels.

CE: Summer internships, lectures and panels
NM: Networking events, mentoring opportunities
SSD: Mock interviews, lectures and panels

Program Page: http://www.lcldnet.org/programs/1l-scholars/

Student Application: http://www.lcldnet.org/programs/1l-scholars/candidates/ (December 1st deadline)

Employer Registration: http://www.lcldnet.org/programs/1l-scholars/for-members/

Program Contact:
Nancy Richardson, Program Manager
E: nrichardson@lcldnet.com

Organization: Leadership Council on Legal Diversity (LCLD)
Program: LCLD Mentoring Program
Program Duration: Ongoing mentorship
Students Served: 1Ls receive scholars for ongoing guidance
Skill Categories: NM

The Leadership Council on Legal Diversity Mentoring Program offers opportunities both for one-on-one and group mentoring, matching 1L students with attorneys to develop relationships and share knowledge. Mentoring matches discuss how to succeed in law school, prepare for the bar exam, build a network, and start a career.

NM: Mentoring match

Program Page: http://www.lcldnet.org/programs/law-school-mentoring/

Student Application: http://www.lcldnet.org/programs/law-school-mentoring/mentees/

Program Contact:
Nancy Richardson, Program Manager
E: nrichardson@lcldnet.com

Organization: New York County Lawyers Association
Program: Hon. Harold Baer and Dr. Suzanne Baer Minority Judicial Internship Program
Program Duration: 8 weeks
Students Served: Law Students
Skill Categories: CE, NM

The Hon. Harold Baer and Dr. Suzanne Baer Minority Judicial Internship Program places New York County law students of minority backgrounds in internships with state and federal judges. Over the course of eight weeks, students draft memoranda, produce research, and otherwise assist their judge. The goal is both to provide experience working with a judge and to create relationships between the students and judges, who act as mentors.

CE: Judicial internship
NM: 8-week partnership plus ongoing relationship and mentoring

Program Page: http://nycla.org/siteFiles/sitePages/sitePages266_2.pdf
Student Application: Students apply through their law school; please contact your dean or advisor for application information.

Program Contact:
Anthe Maria Bova, General Counsel & Director of Pro Bono Programs
E: abova@nycla.org

Organization: Practicing Attorneys for Law Students (PALS)
Program: PALS Mentorship Program
Program Duration: Throughout Law School
Students Served: Rising 1Ls and 2Ls
Skill Categories: AS, CE, NM, SSD

The PALS Mentorship Program matches minority 1L and 2L students with attorney mentors to provide support and advice both in law school and in the legal profession. Students also participate in a legal writing course, bar preparation, and interview and resume workshops.

AS: legal writing course
CE: fellowships and internships
NM: assigns practicing attorney mentors
SSD: bar preparation, interview/resume workshops

Program Page: http://www.palsprogram.org/index.php/mentoring

Student application: http://www.palsprogram.org/index.php/mentoring/find-a-mentor (Open: October - November)

Volunteer application: http://www.palsprogram.org/index.php/mentoring/become-a-mentor

Program Contact:
Paula Donaldson, Executive Director
E: executivedirector@palsprogram.org

Organization: Sponsors for Educational Opportunity (SEO)
Program: SEO Law Program
Program Duration: Summer Internship, Coaching through 1L
Students Served: Rising 1Ls
Skill Categories: AS, CE, NM, SSD

SEO Law is a paid internship opportunity designed for Black, Hispanic, and Native American rising 1L students. The program includes a paid summer internship at a firm, coaching from an SEO Law staff member through the 1L year, and training that provides guidance on corporate etiquette, law firm expectations, legal writing, and other skills.

AS: Preparation for 1L coursework, legal writing, briefing, exams
CE: Internships
NM: Coaching and support in 1L year
SSD: Writing, exam skills training

Program Page: https://law.seo-usa.org/our-program/

Student application: https://law.seo-usa.org/our-program/fellowship/

Partner application: https://career.seo-usa.org/partners/become-a-partner/

Program Contact:
Van Ann Bui, Director, Law Program
E: VanAnnBui@seo-usa.org

LAW FIRM SUMMER FELLOWSHIPS

In addition to the New York City Bar Association Diversity Fellowship, the following Signatory Firms offer fellowships for diverse first- and second-year law students. Please click the firm name to learn more about the individual programs.

- Arent Fox LLP
- Baker Botts LLP
- BakerHostetler
- Baker & McKenzie LLP
- Ballard Spahr LLP
- Bracewell & Giuliani LLP
- Chadbourne & Parke LLP
- Cooley LLP
- Davis Wright Tremaine LLP
- Dorsey & Whitney LLP
- Fried Frank Harris Shriver & Jacobson LLP
- Goodwin Procter LLP
- Hunton & Williams LLP
- Kirkland & Ellis LLP
- Latham & Watkins LLP
- Lowenstein Sandler LLP
- Mayer Brown LLP
- Milbank, Tweed, Hadley & McCloy LLP
- Mintz Levin Cohn Ferris Glovsky and Popeo, P.C.
- Morrison & Foerster LLP
- O'Melveny & Myers LLP
- Patterson Belknap Webb & Tyler LLP
- Paul, Hastings, Janofsky & Walker LLP
- Perkins Coie LLP
- Proskauer Rose LLP
- Reed Smith LLP
- Sidley Austin LLP
- Vinson & Elkins LLP
- Weil Gotshal & Manges LLP