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**NALP/Street Law  
Legal Diversity Pipeline  
Program**

**Prospectus:  
2011-2012**

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## Overview of the Program

The NALP/Street Law Legal Diversity Pipeline Program is an initiative designed to provide information about the law and the legal profession to high school students and to encourage them to pursue legal careers. During the academic year 2008-2009, the program was piloted at five NALP member law firms and cooperating NALP member law schools. Since that time the program has grown to include nine law firms in seven cities (see box on page 5). NALP and Street Law are seeking additional firms to participate in the fourth year of the program (academic year 2011-2012).

Participating firms are paired with local high schools to teach diverse students about law and legal careers and to host a one-day law conference for them. Partnering firms are asked to make a financial contribution to Street Law, Inc., to offset the costs of the program. (See Funding and Costs on page 4.) Participating firms also make a commitment to staff at least two visits to each participating classroom, host an on-site one-day program for students at the law firm, and offer some enhancement activity for a smaller number of students. Street Law and NALP offer complete support for participating law firms including training, curriculum development assistance, a written manual and curriculum guide, and matching with an appropriate high school.

### NALP and Street Law

The National Association for Law Placement (NALP) is a nonprofit member association dedicated to continuously improving career counseling and planning, recruitment and retention, and the professional development of law students, lawyers, and its members. Founded in 1971, NALP's membership includes every ABA-accredited law school and over 1,000 employer organizations, ranging from law firms to government agencies and public interest offices. NALP's vision is to drive innovation and collaboration in the legal profession through lifelong education and career development. NALP's mission focuses on research and education; the cultivation of fair and ethical practices; and advocating for diversity and inclusion in the legal profession.

Street Law, Inc. is a nonprofit organization that has been educating the public about law and democracy for more than 35 years. Street Law writes the best-selling high school law text, *Street Law: A Course in Practical Law*, and has created a variety of programs that utilize the organization's expertise in curriculum writing, professional development, customized technical support, and interactive educational methods. Most recently, Street Law has engaged in the development of diversity pipeline initiatives for the legal industry. In cooperation with the Supreme Court Historical Society, Street Law has also conducted professional development programs for more than 1,000 high school teachers from

49 states and the District of Columbia. These programs have helped teachers expand and improve instruction about the Supreme Court. More than half of the current justices on the Court have participated directly in this program.

## **Strategies for Diversifying the Legal Profession**

Since 2001, Street Law has created programs to help address the lack of diversity in the legal profession. As many law schools, law firms, and corporations strive to find ways to diversify their staff or student bodies, Street Law's diversity efforts have focused on "Diversity Pipeline" programs. The strategy is to help diversify the profession by increasing the number of young people of color who decide to pursue legal careers. There are many legal diversity pipeline initiatives in place throughout the country that seek to intervene at different points along the pipeline; Street Law's programs focus on high school students.

Research in career choice and counseling psychology has suggested that in order to encourage young people to pursue a particular career, you must provide them with several things: career pathway education, career role models, social support and persuasion, and a chance to experience and enjoy career-related tasks. Street Law has designed its Legal Diversity Pipeline Programs to address those research-based factors. Please see the attached *Research Supported Interventions* for more information.

## **Street Law's Other Diversity Programs**

Since 2001, Street Law has partnered with the Association of Corporate Counsel to run the Corporate Legal Diversity Pipeline Program. The program pairs in-house legal department volunteers with nearby, diverse high schools to teach interactive lessons and host a one-day conference where the students participate in legal simulations and attend a career fair. More than 35 companies currently participate at sites across

the country. Many companies have established "enhancement" activities for a few of the most interested students: internships, job shadow days, mentoring programs, or scholarships.

Internal outcomes-based evaluations of this program have shown that most students who participate in the program are more interested in legal careers afterwards, feel inspired and encouraged by the legal professionals, and report learning from the lawyers and knowing more about legal careers and legal career pathways after participation. These are all factors that recent research in counseling psychology suggests are indicative of future career choices.

Evaluation also shows that the students who view the participating lawyers as "role-models" and receive encouragement and inspiration from them are more likely to have an increased interest in legal careers and the legal profession. The number of hours spent with the students has a positive relationship with the extent to which the students see the lawyers as role models. The most successful programs spend approximately eight hours with the students – 3-4 classroom visits and a 4.5 hour conference.

Street Law law schools develop diversity pipeline programs in partnership with the Law School Admission Council. Participating law schools work to modify their current "Street Law" clinics to include explicit career-education and encouragement component.

## **The NALP Program**

The NALP/Street Law Legal Diversity Pipeline program has built on the lessons learned from the corporate experience to create a program that addresses the unique challenges and opportunities available at law firms. The core activities include a training session for law firm volunteers and participating teachers, classroom visits to a diverse high school class, a one-day event at the law firm for the students, and an enhancement activity for the most interested high school students. The program also involves law

schools through legal career pathway lessons delivered by office of career services staff, a field trip to the law school, or participation in the one-day event at the law firm.

The one-day event at each law firm includes several interactive workshops for the students (such as a mock trial, an arbitration or contract negotiation exercise, or a simulated deposition), a tour of the firm, and a career fair to explore different practice areas or jobs in the profession. The classroom visits that precede the conference cover legal topics that pertain to the workshops at the one day event. Lessons also introduce the students to legal careers and pathways to the legal profession.

Nine law firms in seven cities around the country currently participate in this program. NALP and Street Law are now seeking additional firms and cooperating law schools to participate in the 2011-2012 school year.

NALP and Street Law jointly support the program with dedicated staffing, including Megan Hanson, Senior Program Director at Street Law, Inc., and Millicent Bond, the NALP/Street Law Legal Diversity Pipeline Program Fellow at NALP. Program staff will find up to three partner high school classes for each law firm, based on the number of volunteers each firm has. Each firm will need to provide at least eight to ten volunteers, and the group can include paralegals and administrative staff as well as lawyers. Program staff will train the volunteers in program implementation, teaching strategies, and lesson use at the start of each school year. Program support will be available through phone and email communication as the programs get underway. In addition, Street Law will provide each participating law firm with a program guide that includes:

- Clear description of program components
- Research-based best practices
- A selection of ready-to-use classroom lessons
- A selection of ready-to-use one-day event workshops

- Sample agendas for the one-day event
- Templates for all documents the law firm might use related to the program

## Funding and Costs

Participating firms make a financial contribution to Street Law, Inc., to offset the costs of the program. Costs are greater in the first year of participation, during which firms pay \$12,500. The annual commitment thereafter is \$10,000. For firms that are able to make a two-year commitment from the start, the first-year contribution is reduced to \$10,000. Firms also have the opportunity to support this project at the \$20,000 Sustainer Level, which provides added benefits and visibility.

Current Sustainer Level supporters include Bilzin Sumberg Baena Price & Axelrod LLP, Miami, Kirkland & Ellis LLP, San Francisco, and Wachtell, Lipton, Rosen & Katz, New York. After three consecutive years of participation in the program at the same office, a firm may elect to receive reduced program support and pay only a licensing fee of \$5,000. Firms considering this option should contact Millicent Bond ([mbond@nalp.org](mailto:mbond@nalp.org) or at (202) 835-1001) for more information.

Street Law, Inc., is a 501(c)(3) organization and all donations are tax deductible to the extent provided by law.

## Inquiries

Questions about the program, inquiries, or letters of interest should be directed to Millicent Bond, the NALP/Street Law Legal Diversity Pipeline Fellow, at [mbond@nalp.org](mailto:mbond@nalp.org) or at (202) 835-1001.

## **Program Participants**

- Bilzin Sumberg Baena Price & Axelrod LLP, Miami office; *Law School Partner: University of Miami School of Law*
- DLA Piper LLP, Chicago office
- Fox Rothschild LLP, Philadelphia office
- Kirkland & Ellis LLP, San Francisco office; *Law School Partners: Stanford Law School and the University of California, Berkeley School of Law*
- Holland & Knight LLP, Miami office
- Hunton & Williams LLP, Richmond office; *Law School Partner: William & Mary Law School*
- McKenna Long & Aldridge LLP, Atlanta office
- Wachtell, Lipton, Rosen & Katz, New York office; *Law School Partner: NYU School of Law*
- White & Case LLP, New York office



## Legal Diversity Pipeline Program Research-Supported Interventions

Street Law's Legal Diversity Pipeline Programs are designed to encourage students of color to consider a career in law, to instill in them a belief that they have the skills and support to succeed in a legal career, and to provide the positive feedback and mentoring that students undertaking a commitment to the law will need to succeed.

The components of the program and the activities the volunteers undertake are in line with current career choice research as effective ways to influence student career choice. Many things are known to affect career choice and the career development process — these include environmental resources and barriers, learning experiences, interests, abilities, values, personality, goals, choices, satisfaction, performance, genetic endowment, opportunities and challenges. The following focuses on the factors we have the ability to impact and the ways in which they are tied to our activities.

### Program Activities

1. **Involvement of lawyers and legal professionals in the student's classes. Legal staff visit classrooms to co-teach civil law topics and serve as expert resources.**

One of the more important roles that repeated classroom visits serve is to let the students get to know the volunteers and see them as role models. Modeling assists students in exploration — models in peoples' lives serve as sources of interest, inspiration, and skills (Lent 2005). Seeing people similar to ones self who have succeeded boosts the observer's beliefs about their own capabilities (Bandura 1990).

Well structured classroom activities will also allow students to practice skills and engage in scenarios that are critical in the practice of law. Successful participation in such activities can build student's self efficacy beliefs — i.e. if you experience success at a particular activity or in using a particular skill set, you are more likely to be confident in your ability to succeed in the same or similar activities or those that use that skill set. Experiencing success on tasks using skills that are relevant to the occupation increases self-efficacy about that occupation, while

failure weakens perceived self-efficacy (Hackett *et al* 1990; Hackett 1995; Bandura 1990). Hackett (1995) notes that, "occupational self-efficacy is clearly predictive of career interests, occupational consideration and career choice" (236).

## **2. Interactive, student-centered workshops at a one-day conference at the law firm or corporate headquarters.**

Workshops afford students opportunities to use the analytical and persuasive skills necessary to practice law. As the focus of the conference, the interactive workshops again allow students to participate in mock hearings, negotiations, trials, and courts, and experience the types of work lawyers do. The potential to build self-efficacy beliefs among the students is one of the more important aspects of the program. Self-efficacy is a person's belief and attitude that they can produce a desired outcome. Many researchers argue that these beliefs are extremely important (more so than personality matches, traits, or interests) in determining what a person's career interests and choices will be (Bandura *et al* 2001; Lent 2005). Hackett (1995) notes that, "occupational self-efficacy is clearly predictive of career interests, occupational consideration and career choice" (236). Positive self-efficacy beliefs are also shown to have a strong correlation with career exploration and planning, overcoming academic challenges, interests and aspirations (Turner and Lapan 2005). The conference workshops provide these opportunities for students to explore job-related tasks and to experience success and structure the situations that provide plenty of opportunities for success rather than situations in which students are likely to experience repeated failure, which Bandura (1990) stresses as important.

Career potential is also maximized when students possess social competency and work readiness skills (Turner and Lapan 2005). These may include interpersonal relationships skills, positive self attitudes, leadership creativity, motivation, regular attendance and punctuality, appropriate appearance, ability to interact

with people from diverse backgrounds, and verbal and nonverbal communication skills. The simulation workshops at the one-day conference require the students to utilize some of the above skills.

Social support and persuasion encourages students to attempt new tasks. Such support and realistic encouragement increase changes of success (Bandura 1990). It is important, however, to focus on skill growth rather than success and failure at a task (Lent 2005). The legal volunteers provide support and encouragement and serve as resources as the students participate in new tasks like preparing arguments for a mock trial or negotiating a contract.

## **3. Career fair at the one-day conference**

Exposure to careers, especially to non-stereotypical careers is particularly influential in career decisions for African Americans (Cheatham 1990). Worthington *et al* (2005) point out that a lack of career information may especially limit career options for people of color. Exposure to career information is also critical for students to develop realistic outcome expectations (Lent 2005). Outcome expectations are a person's beliefs about the consequences of a particular course of action ("if I try doing this, what will happen?") (Lent 2005). For example, an outcome expectation may be that pursuing a career in the law will lead to a high-paying job, or may be that attending law school will be far too expensive to afford, or may be that legal careers are mind-numbingly boring.

The career component of the one day conference can provide students with exposure to careers in the legal field, as well as information about how one trains for and pursues such a career. If constructed in a hands-on, interactive way where students have personal interactions with the legal department staff, the session may also provide opportunities for students to use their work-readiness skills for verbal communication and networking.

## **Enhancement Activities**

### **1. Job shadowing opportunities, internship or apprenticeship opportunities**

Lack of positive work-related experiences, lack of knowledge about career opportunities, and low expectations of achievement can all hamper career accessibility among minorities (McCollum 1998, Bowman 1993). Job-shadowing experiences can foster crucial exposure to professional jobs (Smith 1983). Internships and apprenticeships provide exposure to professional jobs and can provide positive work-related experiences (McCollum 1998). Training youth in basic work-related and in job specific skills is more effective when it takes place on the job or in a job-like setting (Turner and Lapan 2005).

Career potential is maximized when students possess social competency and work readiness skills (Turner and Lapan 2005). These may include interpersonal relationships skills, positive self attitudes, leadership creativity, motivation, regular attendance and punctuality, appropriate appearance, ability to interact with people from diverse backgrounds, and verbal and nonverbal communication skills.

### **2. College planning assistance, Scholarship money**

These enhancements may help to encourage students to attend college, or help make their college choice process successful. Among African American high school students, the most commonly cited influences on the decision to attend college were: expectations from others (Hossler *et al* 1989), influence from an individual who touched or changed a student's life (Levine and Nidiffer 1996), economics, encouragement from others, quality of the high-school and the teachers, and availability of visible role models who had achieved success through education (Freeman 1997).

In a study of college-access programs for at-risk youth, Arbona (2005) found that the three types of services provided by these programs that have the greatest influence on the participants post-secondary pursuits were adult support and mentorship, academic enrichment, and career counseling and college advising.

### **3. Mentoring relationships with legal professionals**

Mentoring relationships are very important in many ways. Again, role models assists students in exploration—models in peoples' lives serve as sources of interest, inspiration, and skills (Lent 2005). Seeing people similar to ones self who have succeeded boosts the observer's beliefs about their own capabilities (Bandura 1990). Also, three of the most commonly cited influences on the decision to attend college were: expectations from others (Hossler *et al* 1989), influence from an individual who touched or changed a student's life (Levine and Nidiffer 1996), availability of visible role models who had achieved success through education (Freeman 1997).

### **4. Mock Trial programs**

Mock trial experiences provide opportunities for students to explore job-related tasks and to experience success. Experiencing success on tasks using skills that are relevant to the occupation increases self-efficacy about that occupation, and self efficacy is an important factor in career choice (Hackett *et al* 1990; Hackett 1995; Bandura 1990).

# Resources

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