

A Guide To

**The Law School  
Application Process**

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**For People of Color**

& Members of  
Other Historically  
Underrepresented  
Groups

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*Anthony Solana, Jr.*

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*Para mi madre y padre. Que diosito me los cuide.  
For my mother and father, may god watch over them.*

*“Let us all hope that the dark clouds of racial prejudice will soon pass away and the deep fog of misunderstanding will be lifted from our fear-drenched communities, and in some not too distant tomorrow the radiant stars of love and brotherhood will shine over our great nation with all their scintillating beauty.”*

**Martin Luther King, Jr.**  
*Letter from Birmingham Jail*

## TABLE OF CONTENTS

<b>DEDICATION</b> .....		<b>i</b>
<b>QUOTE</b> .....		<b>ii</b>
<b>PREFACE &amp; ACKNOWLEDGMENTS</b> .....		<b>vi</b>
<b>I. INTRODUCTION</b> .....		<b>1</b>
<b>II. THE ADMISSIONS PROCESS</b> .....		<b>1</b>
<b>A. ALTERNATIVES TO THE STANDARD ADMISSIONS PROCESS     &amp; SPECIAL PROGRAMS</b> .....		<b>2</b>
<b>1. HISTORY OF SOCIO-ECONOMIC DISADVANTAGE</b> .....		<b>2</b>
<b>2. PUBLIC INTEREST LAW AND POLICY PROGRAM (PILPP)</b> .....		<b>2</b>
<b>3. CRITICAL RACE STUDIES PROGRAM (CRS)</b> .....		<b>3</b>
<b>4. DISCRETIONARY ADMISSIONS PROCESS</b> .....		<b>3</b>
<b>5. NATIVE AMERICAN STUDENTS</b> .....		<b>3</b>
<b>6. DISABLED STUDENTS</b> .....		<b>4</b>
<b>7. UCLA LAW FELLOWS PROGRAM</b> .....		<b>4</b>
<b>III. THE LAW SCHOOL DATA ASSEMBLY SERVICE (LSDAS)</b> .....		<b>5</b>
<b>A. LSDAS CHECKLIST</b> .....		<b>6</b>
<b>B. LSDAS RENEWALS</b> .....		<b>6</b>
<b>IV. OVERALL STRATEGY</b> .....		<b>6</b>
<b>V. PERSONAL STATEMENT</b> .....		<b>7</b>
<b>A. PRIMARY GOAL</b> .....		<b>8</b>
<b>B. LENGTH</b> .....		<b>8</b>
<b>C. DO'S AND DON'TS</b> .....		<b>8</b>
<b>VI. ADDENDUM TO THE PERSONAL STATEMENT</b> .....		<b>9</b>
<b>VII. LETTERS OF RECOMMENDATION</b> .....		<b>9</b>

VIII.	DEAN’S CERTIFICATION/ RECOMMENDATION.....	10
IX.	RESUME.....	11
X.	ELONGATED VERSION OF THE RESUME.....	11
XI.	CALIFORNIA STATE UNIVERSITY STUDENTS & GRADUATES.....	11
	1. BE VERY STRATEGIC IN YOUR COURSE SELECTION.....	11
	2. YOU MUST TAKE AN LSAT PREPARATION COURSE.....	11
	3. “BEEF UP” YOUR RESUME.....	12
	4. APPLY FOR UCLA’S SPECIAL PROGRAMS.....	12
	5. FOCUS ON ECONOMIC DISADVANTAGE.....	12
	6. HISTORY OF POOR PERFORMANCE ON STANDARDIZED TESTS.....	12
	7. DON’T APOLOGIZE FOR BEING A CALIFORNIA STATE UNIVERSITY STUDENT.....	12
	8. TAKE THE “SHOTGUN” APPROACH IN APPLYING TO LAW SCHOOLS.....	12
	9. DO EVERYTHING SUGGESTED IN THIS GUIDE.....	13
XII.	FINANCIAL AID & SCHOLARSHIPS.....	14
	A. FINANCING LAW SCHOOL.....	14
	B. THE APPLICATION PROCESS.....	14
	C. LEVERAGING FOR INCREASED FINANCIAL AID.....	15
	D. ESTABLISHING CALIFORNIA RESIDENCY.....	16
	E. PRIVATE SCHOLARSHIPS.....	16
XIII.	RECOMMENDED READING.....	16
XIV.	CONCLUSION.....	17
XV.	ANTHONY SOLANA JR. - CONTACT INFORMATION.....	17

**APPENDIX**

<b>I.</b>	<b>SAMPLE PERSONAL STATEMENT – HASTINGS LEOP APPLICATION.....</b>	<b>18</b>
<b>II.</b>	<b>PUBLIC INTEREST LAW &amp; POLICY PROGRAM SAMPLE STATEMENTS.....</b>	<b>22</b>
<b>III.</b>	<b>SAMPLE PERSONAL STATEMENTS.....</b>	<b>26</b>
<b>IV.</b>	<b>SAMPLE ADDENDUM TO THE PERSONAL STATEMENT.....</b>	<b>43</b>
<b>V.</b>	<b>SAMPLE LETTERS OF RECOMMENDATION.....</b>	<b>47</b>
<b>VI.</b>	<b>SAMPLE DEAN CERTIFICATION – LETTER OF RECOMMENDATION.....</b>	<b>56</b>
<b>VII.</b>	<b>SAMPLE RESUMES.....</b>	<b>58</b>
<b>VIII.</b>	<b>SAMPLE ELONGATED VERSION OF A RESUME.....</b>	<b>62</b>
<b>IX.</b>	<b>SCHOLARSHIPS.....</b>	<b>68</b>

## PREFACE & ACKNOWLEDGMENTS

It is with great joy and heavyheartedness that I present you with this guide. Great joy because it has proven to be an invaluable resource for students who are not targeted in the law school admission process. Heavyheartedness because this guide is the product of desperation. Since the passage and implementation of Proposition 209 in California, the number of students of color being admitted to institutions of higher learning has plummeted. Nowhere is this more keenly evidenced than in California's public law schools. UCLA School of Law once boasted that it was the most racially diverse law school in the country, now its one of the most segregated.

With this in mind, a little over two years ago some of us embarked to create a guide, from a non-majority perspective, that would empower students by informing them about the law school admissions process. We invite you to use this guide in preparing your application. We also urge you to distribute it widely.

I would be remiss if I failed to acknowledge **Brigit Greeson-Alvarez, Marisol Arriaga, Elizabeth Barros, Oscar Pardo, Sergio Perez, Laura Estela Sanchez, Crystal Silva, and Erika Woods** for their contributions to this guide. I am also deeply indebted to the law students who generously donated their admissions materials.

Finally, I would like to thank you for taking this bold step in your life. Unfortunately, the gatekeepers in our society have seen fit to deny a legal education to those that need it the most. However, I believe that if you are tenacious and determined enough, you will persevere. You will embark on an exciting and challenging educational experience. More importantly, you will become a member of a determined group who will change the system of power that continually denies our communities the respect, dignity, and rights they have courageously earned. Your resolve to apply to law school, in it of itself, demonstrates your success. Although some may deny the beauty and significance of your accomplishments, those of us dedicated to creating a rich and meaningful society refuse to do the same.

**Anthony Solana, Jr.**

*East Los Angeles, California*

*November 1, 2002*

## I. INTRODUCTION<sup>1</sup>

The law school application process is extremely competitive, time consuming, and discriminatory. This information packet is designed to guide you through the admissions process and help you prepare the best possible application. Furthermore, we have tailored the information within to serve those of you who have either low LSAT and/or GPA's. Your application will, most likely, undergo a committee review. Therefore, it is imperative that you devote considerable resources to your application. However, these are only observations and advice. Therefore, it is up to you to determine how best to approach the law school admissions process.

## II. THE ADMISSIONS PROCESS<sup>2</sup>

LSAT scores, GPA, and the undergraduate institution attended are the most significant factors in the admission process. However, these are not the only factors taken into account. Schools also look at the applicant's personal essay, work experience, maturity, research projects completed, recommendations, community and campus involvement, advanced degrees, and whether the applicant comes from an economically disadvantaged background.

A personal index number (PIN) based purely on LSAT score, GPA, and undergraduate college is assigned to everyone who applies to the law school. Approximately 60% of those admitted to UCLA School of Law are admitted automatically, based solely on their PIN. The rest of the applicants are screened by a committee composed of faculty and students.

The law school makes a determination about the "quality" of your undergraduate institution as follows. Your PIN will be lower if you attended a school where the *average* LSAT score is low, regardless of your individual score. Conversely, your PIN will be increased if you attended a school whose *average* LSAT score was high. As a result students who attend "elite" institutions, where a significant number of students take the LSAT, are at a competitive advantage. Only students with 4.0 GPAs are weighted the same, regardless of the undergraduate institution the applicant attended or the number of pass/no pass courses the applicant took. Therefore, a large number of potential applicants of color, who attend schools such as the **California State Universities**, are disadvantaged in this supposedly "neutral" process.

To counteract this, potential applicants must plan well in advance and create an individualized application strategy. One major mistake many applicants make is rushing to take the LSAT at the last minute in order to meet application deadlines. Multiple LSAT scores are averaged by most law schools. Thus, in order to avoid damaging your potential for admission, you should take a practice exam, at least a year before, to determine more or less where you are before officially taking the LSAT for the first time. Kaplan Centers let you take a free practice LSAT exam. Regardless of your score, you should try to either take an LSAT preparation course, or at least make sure to dedicate yourself to a stringent study schedule. Most commercial LSAT preparation companies offer scholarships. A high score will significantly increase your chances of gaining admission to the law school of your

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<sup>1</sup> Anthony Solana Jr.

<sup>2</sup> Elizabeth Barros, Anthony Solana Jr., and Erika Woods

choice. More information about UCLA School of Law Admissions is available at: [www1.law.ucla.edu/~admissions](http://www1.law.ucla.edu/~admissions).

## **A. ALTERNATIVES TO THE STANDARD ADMISSIONS PROCESS & SPECIAL PROGRAMS**

There are alternative admissions programs, which evaluate your application on a much more substantive basis. If you are interested in these programs, or qualify for special consideration, we *strongly* encourage you to apply to them.

### **1. HISTORY OF SOCIO-ECONOMIC DISADVANTAGE**

UCLA School of Law has decided to perform “blind screening” of students who have socio-economic disadvantage. UCLA previously employed a sophisticated formula to determine economic hardship. However, this year, for unknown reasons, the admissions office has decided to make this a purely subjective process. It will now be up to the admissions staff to determine if you qualify as a student with a history of socio-economic disadvantage. ***Therefore, more now than ever, it is imperative that you provide documentation of your financial status and write an addendum to your personal statement explaining why you want to be considered as a socio-economically disadvantaged applicant.***

These applications will be evaluated without reviewing their LSAT score or GPA. The numbers are revealed only after a recommendation for admission has been made by the admission committee. If the applicant meets the school’s informal LSAT and GPA floor, which fluctuates every year, then admission is likely. The University of California, Hastings College of the Law, in San Francisco, has devoted an entire separate section of their application to students who have endured a history of Socio-Economic Disadvantage. You can obtain information about their separate admission process at: [www.uchastings.edu/appinfo\\_01/leopinstruct.htm](http://www.uchastings.edu/appinfo_01/leopinstruct.htm). (see attachment I)

Finally, when evaluating applicants with socio-economic disadvantage, LSAT and GPA are still major factors. While the committee is likely to admit people with somewhat lower LSAT and/or GPA’s who have socio-economic disadvantage, in order to even be considered as a serious socio-economic disadvantage applicant, one must still have a pretty solid LSAT/GPA index.

### **2. PUBLIC INTEREST LAW AND POLICY PROGRAM (PILPP)**

To be considered for the Public Interest Law and Policy Program (PILPP), you must indicate that you want to apply to the program. Furthermore, you must submit additional materials listed in the application information booklet. The PILPP admissions committee tends to focus less on the applicant’s GPA and LSAT score *if* the applicant can demonstrate a serious commitment to an issue deemed to be in the “public interest” (this is defined quite broadly). If you are interested in public interest issues or community activism, get involved with them right away, and then apply to the program. If you do decide to apply to the program, make sure to highlight your public interest experience. Try to focus your application on a specific area or issue that interests you, even if you are not entirely sure that

this is what you want to pursue after law school. Form the links. In other words, make sure to tie your different experiences together so that the person evaluating your application can see how they relate to the type of work you wish to do in the future. Strong *substantive* recommendations from professors, politicians, or community organizations can immensely strengthen your application. Also, make sure that the references you list know you well because the PILPP committee will contact them. More information about PILPP is available at: [www.law.ucla.edu/students/academicprograms](http://www.law.ucla.edu/students/academicprograms). (*see attachment II*)

### 3. CRITICAL RACE STUDIES PROGRAM (CRS)

The Critical Race Studies program (CRS) does not have a separate admissions track, but interest in this program can be a key factor in the general admissions process. Unlike PILPP, CRS does not currently require that you supply an additional essay. In order to be considered for CRS, the applicant need only check the box on the application form indicating an interest in the program. However, you should “...indicate clearly on your application why you are interested in CRS. The CRS faculty are interested in serious students eager to accept the challenge of thinking hard about race, ethnicity, law, and legal institutions. Therefore, make sure to articulate specific past study and experiences that may be relevant to the CRS curriculum. In addition, explain how this concentration fits in with your future goals or plans.”<sup>3</sup>

### 4. DISCRETIONARY ADMISSIONS PROCESS

UCLA School of Law has a *small* discretionary admissions component to the regular admissions process that takes into account a variety of potential contributions students can make to the diversity of the student body. Therefore, it is critical that you emphasize unique characteristics such as advanced degrees or work experience. This is especially true if you have a low GPA and/or LSAT score.

### 5. NATIVE AMERICAN STUDENTS

Citizens of federally recognized tribes can gain admission through the discretionary admissions process. Also, “...another component of our admissions process takes into account potential programmatic contributions students can make thorough their interest in our Joint Degree Program in Law and American Indian Studies as well as our Critical Race Studies concentration and other Joint Degree programs. Native students who are interested in pursuing these areas of study can be considered for admission based on their prior course work, community involvement, and other demonstrated connections to these programs, as well as their other academic qualifications.”<sup>4</sup> More information about Joint Degree programs is available at: [www1.law.ucla.edu/~admissions](http://www1.law.ucla.edu/~admissions)

<sup>3</sup> [www1.law.ucla.edu/~crs/FAQ/Applying\\_to\\_UCLA/applying\\_to\\_ucla.html](http://www1.law.ucla.edu/~crs/FAQ/Applying_to_UCLA/applying_to_ucla.html)

<sup>4</sup> Professor Carole Goldberg, October 10, 2002. E-Mail to Anthony Solana Jr.

## 6. DISABLED STUDENTS

The Disability Law Society at UCLA School of Law has a sub-committee, “which separately evaluates prospective student applications from individuals with disabilities. Special consideration is given to a disabled student's entire background, not just what is reflected by his/her LSAT scores and GPA. This may be particularly important for a student who has overcome unique barriers to attend law school or who hopes to use his/her legal training to benefit the disabled community in future.”<sup>5</sup> If you are a disabled applicant please contact:

UCLA – Disability Law Society  
 UCLA School of Law  
 PO Box 951476  
 Los Angeles, CA 90095-1476  
[DLS@ORGS.LAW.UCLA.EDU](mailto:DLS@ORGS.LAW.UCLA.EDU)

## 7. UCLA LAW FELLOWS PROGRAM<sup>6</sup>

To maximize the opportunity for achieving diversity in the university environment as well as in the legal profession, UCLA School of Law has recently embarked on an ambitious outreach initiative. The Program is designed for...high school and college students...who have had limited exposure to collegiate education, career opportunities, mentoring, and social support systems, and who have come from, or have demonstrated leadership experience in, educationally disadvantaged communities. The Program seeks to improve Fellows' academic competitiveness and law school eligibility rates while preparing them to successfully enter, and succeed in, top law programs and, eventually, legal careers.

In the Law Fellows Outreach Program, participants receive professional-level instruction during a series of "Saturday Academies" held at [UCLA] Law School. Law School faculty, students, and alumni provide academic enrichment, mentoring, career development activities, and other informative seminars that are designed to demystify the law school experience and legal profession.

For additional information please contact Leo Trujillo Cox, Program Director:  
[trujillo@law.ucla.edu](mailto:trujillo@law.ucla.edu)

Tel. 310.794.5720  
 Fax 310.825.9450

UCLA School of Law  
 Law Fellows Outreach Program  
 Box 951476  
 Los Angeles, CA 90095-1476

<sup>5</sup> [www.law.ucla.edu/students/studentorgs/dls.html](http://www.law.ucla.edu/students/studentorgs/dls.html)

<sup>6</sup> <http://www.law.ucla.edu/students/outreach/>

### III. THE LAW SCHOOL DATA ASSEMBLY SERVICE (LSDAS)<sup>7</sup>

Once you begin the application process you will need to subscribe to the Law School Data Assembly Service (LSDAS). You may want to subscribe to this service at the same time that you register for the LSAT to simplify the paperwork, though you are not required to do so. You can register for the test and subscribe to the LSDAS online ([www.lsac.org](http://www.lsac.org)). You should register for the LSDAS approximately six weeks before you plan to apply to law school. This should allow enough time for you to gather transcripts and other documents, while maximizing the finances invested in the twelve-month subscription. The LSDAS will coordinate your academic, biographical information, and LSAT score for the law schools to which you apply.

Almost all ABA-approved law schools and several non-ABA-approved schools require subscription to the LSDAS. The LSDAS is a twelve-month subscription that prepares and provides a report for each law school to which you apply. Your report will include:

- An undergraduate academic summary
- Copies of all undergraduate, graduate and law school transcripts. If you have attended an exchange or cooperative program and this work is included in the transcripts from your sponsoring institution, you need not request a separate transcript from the institution abroad. Transcripts must be sent directly from the attended institutions.
- LSAT scores and writing sample copies
- Copies of Letters of Recommendation. The Letter of Recommendation service is optional unless a law school to which you are applying requires its use. There is no additional fee for this service. LSDAS accepts a maximum of three letters of recommendation. We recommend that you use this service unless your recommendations will be tailored to each individual law school to which you apply.

The LSDAS Fees are as follows: (1) LSDAS 12-month subscription fee of \$99, which includes a report to one law school and three letters of recommendation; (2) LSDAS Law School Reports are \$10 each if ordered at the time you subscribed to the service (3) additional Law School Reports are \$12 each. ***But do not let the costs affect your decision to apply to Law School. You can obtain a fee waiver application from the LSAC website at: <http://www.lsac.org/LSAC.asp?url=lsac/download-forms-guidelines-checklists.asp>.*** If you have not already applied for a fee waiver do so immediately because the deadlines are draconian.

When Law Schools receive your application, they will request reports directly from the LSDAS. Keep in mind that the LSDAS will send law schools your report only if your LSDAS file is complete. Thus, it is ***imperative*** that you are diligent and timely about sending the LSDAS your letters of recommendation, undergraduate transcript and paying the LSDAS fees.

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<sup>7</sup> Crystal Silva

### A. LSDAS CHECKLIST

The following checklist broadly illustrates the sequence of events in the law school application process after the LSAT.

- Research law schools and compose a schedule of application deadlines.
- Register for the LSDAS (you may have already done this when you registered for the LSAT).
- Receive an LSDAS Subscription Confirmation.
- Receive an “LSAC Activity Update” each month that activity occurs in your file.
- Request that an official transcript be sent to the law schools to which you apply from the registrar’s office of each school you attended (allow two weeks for processing).
- Request that letters of recommendation be written and sent to the LSDAS (allow two weeks for processing).
- You should receive a “Master Law School Report” once all undergraduate transcripts have been summarized.
- When you apply to law schools the schools will request your report from the LSDAS.
- You will receive an “LSAC Activity Update” that indicates reports have been sent to law schools.

### B. LSDAS RENEWALS

Once you register for LSDAS, your account will remain active for twelve months. You may renew your LSDAS file for another 12-month period any time within two years after it expires. During this two-year period, the LSDAS will retain all transcripts, letters of recommendation, and other information in your file.

## IV. OVERALL STRATEGY<sup>8</sup>

It is *absolutely necessary* that you create an individualized strategy when deciding how to construct your application. Your goal should be to provide a global and dynamic picture of yourself to the admissions committee.

There are four types of information that your application contains. One, there are “Good Things” about you that the committee will know about you, namely a high GPA or LSAT. Two, there are “Bad Things” they will know about you, conversely a low GPA or LSAT. **Therefore, your MAIN OBJECTIVE should be to provide the admissions committee with “GOOD THINGS” information about you that they would not know unless you tell them.** The vehicle for conveying this information is the following:

1. Personal statement
2. Addendum to the personal statement
3. Letters of recommendation
4. Dean/counselor letter of recommendation
5. Resume
6. Elongated version of your resume.

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<sup>8</sup> Anthony Solana Jr.

Finally, there are “Bad Things” that the admissions committee will not know about you and obviously they do not need to know about it.

Among others, the things you could and should focus on is your race, gender, sexual orientation, physical disability, economic hardship, and pattern of overcoming adversity. It will be your challenge to provide this information so that the committee can make a holistic assessment and hopefully **OUTWEIGH** those “Bad Things” that they know about you. If you are able to tip the balance in your favor by focusing on the “Good Things” they do not know about you, it should outweigh the “Bad Things” they know about you, thus significantly increasing your chances of admission.

Remember, while you are going through this process *you cannot* limit yourself to only doing the minimum that the application requires. You must be *very proactive and aggressive* by including information that the law school does not necessarily ask for. Namely, this includes an addendum to your personal statement that discusses your low GPA and/or LSAT score, or any other information that you think should be considered (e.g. the number of hours you worked during your undergraduate years). Also, you should not settle on only producing a plain resume. Prepare a document that fully describes all your accomplishments and experiences. Again, an application should be *individually* tailored. You will have to balance many pieces of information and make judgments about what to include. Keep in mind that whatever you decide to include should be first class. The quality of the writing and presentation *must* be impeccable. There is *no* room for error in this process.

This goes to our final point in regards to strategy. In order to produce an application that will give the committee pause, it is imperative that you dedicate a considerable amount of time toward creating a successful strategy and putting together all the materials that you will need to implement it via a high quality application. It will take a long time to assemble letters of recommendation, a letter from your dean, produce the addendum, an elongated version of your resume, and *most crucially your personal statement*. We suggest that, at a minimum, you reserve six months to get all this together. You are applying against privileged applicants, many of whom employ professional application preparation services to put their documents together.

## V. PERSONAL STATEMENT<sup>9</sup>

Next to the GPA, LSAT score, and undergraduate institution attended, the personal statement is the most crucial piece of the application. The ability to provide a global picture of yourself to a complete stranger poses many difficult challenges. However, a strategically crafted personal statement can be vital in gaining admission to law school. Below are some general points you should keep in mind when writing your personal statement. Attached to this information packet are personal statements from law students of color who were admitted and attended UCLA School of Law. (*see attachment III*)

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<sup>9</sup> Ibid.

## A. PRIMARY GOAL

From the outset, the primary goal of your personal statement should be to provide a lucid narrative. **In doing so you must focus on the “Good Things” the admissions committee will NOT know about you unless you tell them.**

The personal statement will serve as the *cornerstone* of your overall application strategy. Therefore, **DO NOT LET THE APPLICATION COMMITTEE ASSUME ANYTHING ABOUT YOU!!!** A successful personal statement will eliminate any doubts about your ability to succeed in law school.

As evidenced by the examples within, it is clear that a successful personal statement fully articulates a major theme and ties it to future goals and endeavors. You should state that you are a person of color, or member of a historically underrepresented group, who has faced and overcome some sort of adversity. Also, you should not shy away from expressing your ideology. However, you must strive to reach a balance and cannot focus too heavily on any one area because it will take away from another. Every sentence is crucial in a successful personal statement and you should consider the impact of every word.

## B. LENGTH

How long should the personal statement be? The general rule is, **QUALITY OVER QUANTITY!!!** A direct, concise and fluid personal statement will serve you much better than a wordy, convoluted one. Make sure to stay within the limits the law school establishes, but by no means feel compelled to reach that limit.

## C. DO’S AND DON’TS

### 1. ESSAY DO’S

- **USE A NARRATIVE STYLE:** Readers respond much better to a story about your life than to a drab list of attributes.
- **MAKE YOUR PERSONAL STATEMENT INTERESTING TO READ:** Remember you are competing with thousands of applicants and must make yourself stand out. Again, clarity and conciseness will dramatically increase your chances of fulfilling your goals during the admissions process.
- **START AND FINISH STRONGLY:** Again, to grab your reader’s attention your first sentence should grab the reader’s attention and the final sentence should leave them with a clear impression of who you are and what you are about.
- **YOU MUST HAVE A GENERAL THEME:** Stream of consciousness does not work for personal statements and you will have to strive to limit your narrative to one central theme with which you want the reader to be left.
- **DON’T BE AFRAID TO EXPRESS YOUR OPINIONS OR IDEOLOGY:** That gives the reader a clear indication of who you are as a person.
- **BE AN OPEN BOOK:** This is no time to be shy. Again, you **CANNOT LET THE ADMISSIONS COMMITTEE ASSUME ANYTHING ABOUT YOU!!!** Therefore, you must provide personal details that you would not otherwise

divulge. It is necessary that you provide the reader with a clear and accurate picture of who you are.

## 2. DON'TS

- **DON'T USE THE RESUME APPROACH:** Once you start reciting your resume, you are losing your audience and significantly diminishing the possibility of gaining admission. A mere listing of your accomplishments will be shallow and uninteresting. Of course, you should mention the things you have done, especially those that provide examples of your character. However, it is very easy just to provide a list that quickly becomes ineffective.
- **AVOID THE “WHY I WANT TO GO TO LAW SCHOOL” ESSAY:** Trust us, there are many more interesting topics on which to focus.
- **NEVER FOCUS ON YOUR NEGATIVES:** Again your main focus should be “*The Good Things They Don’t Know About You.*”
- **AVOID TRYING TO SOUND LIKE A LAWYER:** You are not a lawyer, yet, and your attempts to emulate one will not impress the reader.
- **DO NOT TRY TO COVER TOO MANY SUBJECTS:** Again, limit your prose to one central theme. If you start wandering around, you will lose the reader and subsequently diminish your chances of being admitted.

## VI. ADDENDUM TO THE PERSONAL STATEMENT<sup>10</sup>

If you have a low GPA and/or LSAT score it would be a good idea to add a one or two paragraph addendum to your personal statement that addresses this issue. Many of you probably worked a considerable amount of hours during your undergraduate career. That information should be included in the addendum. Why did you work so much? Did you support a family? Did you put yourself through school? Remember you are competing with many applicants who had the luxury of only concentrating on their studies. Again, you will be a much more competitive candidate if you frame your successes within the context of a student who *overcame adversity*. (see attachment IV)

## VII. LETTERS OF RECOMMENDATION<sup>11</sup>

There is much debate about letters of recommendation and unfortunately much misinformation about who should write your letters and what they should say. First and foremost, someone who knows you *well* should write you a letter of recommendation. It serves you no good to have a letter of recommendation from a famous or notable person, if they will only provide a cursory account of your attributes and accomplishments. The letter of recommendation should provide the admissions committee with a third person perspective of who you *really* are and their assessment of your potential for future success.

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<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

Second, someone who knows how to write well should write your personal statement. Again, it is of no good use to have a letter of recommendation that is convoluted and does not clearly establish the things you want to get across to the admissions committee.

We are well aware of how difficult it is to accomplish both these goals. However, you should work toward accomplishing them. In order to increase your chances of getting a good letter of recommendation, we suggest that you do the following:

- **WRITE YOUR POTENTIAL RECOMMENDER A LETTER EXPLAINING WHAT YOU NEED FROM THEM:** Again, letters of recommendation are wonderful tools to provide the admissions committee with “Good Things” information that they would otherwise not know about you. Therefore, in your overall strategy think of what you want each recommender to cover. Usually, it is best to have two academic and one work recommendation. The academic recommendations should obviously focus on your academic success and your future potential. The work recommendation is much more flexible and can provide a wonderful opportunity to provide the committee with a glimpse of your unique personal qualities that are really difficult to discover through the application process.
- **IF THE RECOMMENDER TELLS YOU TO WRITE IT, WE SUGGEST THAT YOU DO IT:** *However, one word of caution.* Avoid being repetitive! Again, each recommendation should address a different topic. For example, if a recommender asks you to write the letter, focus on the adversity issue. It is much better for a third person to talk about how you have overcome obstacles in your life. This will free up space in your personal statement and addendum to discuss other matters. Again, the focus here is to provide as much “Good Things” information as possible that the admissions committee does not know about you.

Attached Are Two Sets Of Sample Letters Of Recommendation: notice how each letter in each set compliments each other by providing new “Good Things” information about the applicant. (*see attachment V*)

### VIII. DEAN’S CERTIFICATION / RECOMMENDATION<sup>12</sup>

Most law schools include a “dean certification” form to establish that you have a good record at your undergraduate institution (i.e. you have not been suspended or expelled) However, this form also provides space for the dean or a school official to provide some insights into who you are.

However, those of you who attended large public institutions face a challenge in obtaining a letter because you have probably never met, or even know who your dean is. This should not hold you back from seeking a recommendation from this individual. ***Remember, you must be very proactive and do things that the average applicant will not do.*** You must contact either the dean of students at your school or the dean of your department and provide them with a letter, resume, and statement so they can have the necessary information to write you a recommendation. (*see attachment VI*)

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<sup>12</sup> Ibid.

## IX. RESUME<sup>13</sup>

You should follow the conventional methods of creating a resume. Generally, it should only be about one page long and provide the reader with a good sense of your community and work experience. (*see attachment VII*)

## X. ELONGATED VERSION OF THE RESUME<sup>14</sup>

You should not be comfortable with only providing a resume, or simply listing your community and work experience on the application form. These inhibit your ability to provide the admissions committee with detailed information about what you have done or how it has been significant in your life. Again, your goal is to focus on the “Good Things” that they do not know about you. This will provide advocates on the admissions committee ammunition to fight for you during deliberations. (*see attachment VIII*)

## XI. CALIFORNIA STATE UNIVERSITY STUDENTS & GRADUATES<sup>15</sup>

With over twenty campuses throughout the state, it is an undeniable fact that the California State University (Cal State) system graduates the most number of people in the nation. However, it is also an undeniable fact that Cal State students are actively and maliciously discriminated against in the law school admissions process. Despite your best efforts to excel academically, the formula that law schools use to compute your personal index number (PIN) will inevitably put you at a disadvantage when compared to students who had the privilege of attending the University of California system. Therefore, it is incumbent upon you to take *extra steps* to make your application competitive. This is a heavy burden because many of you either work and/or have serious family commitments. Unfortunately, the gatekeepers have left you no other choice.

If you graduated from the Cal State system, we recommend that you take the following steps in addition to the ones articulated above.

1. **BE VERY STRATEGIC IN YOUR COURSE SELECTION:** You will have to achieve the highest GPA possible in order to mitigate the downgrading your PIN will undergo in the law school admission formulation. Therefore, we encourage you to take classes that are of interest to you, but that will most likely yield a high grade.
2. **YOU MUST TAKE AN LSAT PREPARATION COURSE:** Again, there is no room for error in this process. Therefore, it is incumbent upon you to achieve the highest score possible on the LSAT. We, highly, suggest that you only take this test once. If you take it more than once, most law schools average your LSAT score. This will have an even more detrimental effect on you given that your PIN is arbitrarily reduced during the admissions process.

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<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> David Gutierrez, Guadalupe Palma, Sergio A. Perez, Guillermo Mayer, and Anthony Solana Jr.

3. **“BEEF UP” YOUR RESUME:** You need to do everything within your power to “beef up” your resume. This means that your extracurricular activities should be strong and significant. Again, this is particularly problematic because of the unique financial and familial burdens that many Cal State students face. However, as much as possible, you need to set yourself apart from other applicants.
4. **APPLY FOR UCLA’S SPECIAL PROGRAMS:** The Public Interest Law and Policy Program and Critical Race Studies program have more leeway in admitting you into the law school. However, these programs do evaluate your level of community service and dedication toward pursuing a rigorous program focused on examining the role of race in our society. These two programs are enriching and well worth the extra effort. However, keep in mind that you will have to prove that you are a worthy candidate for admission.
5. **FOCUS ON ECONOMIC DISADVANTAGE:** If you have a history of economic disadvantage, make this a *major* component of your application. UCLA School of Law has made certain limited concessions in making it easier for students who have endured economic disadvantage to gain admission.
6. **HISTORY OF POOR PERFORMANCE ON STANDARDIZED TESTS:** If you have a history of scoring poorly on standardized tests, (e.g. SAT) but have achieved academically, make sure to elucidate this point. Call the College Board (they have your SAT records) and get your score result. Then submit it with your application. Make the argument that although you scored low on your SAT, you did well academically and therefore even though you scored low on the LSAT you will do fine in law school. Although this is not always a winning argument, it may bolster your application.
7. **DON’T APOLOGIZE FOR BEING A CALIFORNIA STATE UNIVERSITY STUDENT:** It is imperative that you accentuate the positives in your application. Therefore, you should make no effort to apologize or explain why you attended a Cal State. Conversely, you should state proudly that you did well despite difficult circumstances. Moreover, state that you found your educational experience to be both enlightening and rigorous. We respect your efforts to gain admission and highly value your education. You *must demand* that the admissions committee do the same.
8. **TAKE THE “SHOTGUN” APPROACH IN APPLYING TO LAW SCHOOLS:** If you have received a fee waiver for your LSAT, then almost all your applications will be free. Although it takes a considerable amount of time, apply to as many law schools as possible. We recommend that you apply to at least *ten* schools. Also, many schools try to achieve regional diversity, therefore many law schools in the mid-west or east coast will admit you and award you handsome financial aid packages. Be very flexible about where you apply, but definitely do not limit yourself to second or third tier ranked schools. Since the applications are free,

go ahead and apply to “Top 20” schools. Remember, you will never know if you would have been admitted unless you apply. The worse they can say is no.

- 9. DO EVERYTHING SUGGESTED IN THIS GUIDE:** It is vital that you do everything possible to maximize the strength of your application. As I like to say, “Make it *hard* for them to deny you admission.” Make sure that your personal statement is well written. Also, your letters of recommendation must be solid. Create an individualized strategy that is keenly focused on painting a rich, textured, and nuanced portrait of who you *really* are. Finally, be proactive in seeking advice and assistance. Unfortunately, we have heard that the resources available to Cal State student’s are not at the same level of those at UC or private institutions. More disturbing is the fact that many within the Cal State system discourage students from pursuing their goals of gaining admission to UCLA School of Law. Remember, up till now, you have not let anything get in your way. Why would you give them the satisfaction of stopping you now?

Finally, we encourage, in fact, we *beg* you to contact us if you are applying and are a Cal State student. Below is a list of students who graduated from Cal State schools and are now enjoying the virtues of a legal education at UCLA School of Law. We are here for you, and welcome your inquiries.

**David Gutierrez**

California State University, Long Beach  
B.A. Criminal Justice, 2000  
[gutierrez2005@student.law.ucla.edu](mailto:gutierrez2005@student.law.ucla.edu)

**Guadalupe Palma**

California State University, Northridge  
B.A. Chicana/o Studies & Sociology, 1996  
(818) 640-9031  
[palma@2003.law.ucla.edu](mailto:palma@2003.law.ucla.edu)

**Sergio A. Perez**

San Diego State University  
B.A. History, Minor in English, 1999  
(310) 578-1462  
[perezse@2004.law.ucla.edu](mailto:perezse@2004.law.ucla.edu)

**Guillermo Mayer**

San Diego State University  
B.A. Political Science,  
Minor in Chicana/o Studies, 1997  
(310) 234-0385  
[mayer@2004.law.ucla.edu](mailto:mayer@2004.law.ucla.edu)

## XII. FINANCIAL AID & SCHOLARSHIPS<sup>16</sup>

### A. FINANCING LAW SCHOOL

A critical component of obtaining a law school education is the financing. The financial aid application process can seem very overwhelming, particularly if you don't begin early enough. You should apply for financial aid as early as possible to ensure you receive full consideration for grants and scholarships.

### B. THE APPLICATION PROCESS

Your first step should be to complete the Free Application for Federal Student Aid (FAFSA). You should be familiar with this application already from applying for financial aid in undergraduate and/or graduate school. You can obtain this application from your school's financial aid office, or from the Department of Education at <http://www.fafsa.ed.gov/>.

The FAFSA cannot be filled out any earlier than January 1 of the year for which you are applying. In the FAFSA, you should make sure you designate UCLA Law School as one of the institutions that will receive your SAR (Student Aid Report). UCLAW's priority deadline for filing the FAFSA is **March 3** in order to be fully considered for some types of loans.

In addition to the FAFSA, UCLAW secondly requires that you complete the school's financial aid application, which is located in the application bulletin with your admissions application. This form is usually due by **February 1**, at the same time as your admissions application. The form asks about your cumulative scholarships, grants, and loans to date – for both undergraduate and graduate school – as well as any additional funding sources you used to meet your educational expenses.

A third step that you need to take in applying for financial aid is to fill out the Need Access form. The Need Access Group is a company that provides credit and loan counseling, and processes your need profile for UCLAW and many other institutions. The Need Access form can be filled out online or on paper. It is very extensive because it inquires about your, your spouses (if applicable), and your parents' income and assets. The UCLAW financial aid office relies on the Need Access application for determining your eligibility for some types of aid, such as grants and scholarships. You should give yourself plenty of time to fill this form out and make sure you gather all the supporting documents you need before you begin, to ensure you can fill the form out fully. If you choose to fill the form out online, you can begin filling out the form, then save it and return to complete it later. However, you need to make sure you fill this form out as soon as possible to ensure full consideration.

Unlike the FAFSA, the Need Access application is *not free*. If you apply online, the application fee is \$15 per school that requires you to send a report. (You should check with each law school's financial aid office to determine whether you need to submit a Need Access application to that school or you can see a list of participating schools at

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<sup>16</sup> Brigit Greeson-Alvarez, Oscar Pardo, and Laura Estela Sanchez

[www.needaccess.com](http://www.needaccess.com).) If you choose to submit the application on diskette or on paper, you might be charged additional fees. Additional information about the Need Access application can be obtained from the UCLAW Financial Aid Office (310-825-2260) or you can apply online at [www.needaccess.com](http://www.needaccess.com).

***It cannot be emphasized enough that you should apply for financial aid early.*** You should take time to apply for financial aid as soon after January 1<sup>st</sup>, as you can. Remember that this means filing your income taxes early enough to have them ready to use for filling out these forms (and asking your parents to do the same, if applicable). Considering all the different deadlines in the financial aid application process, you should shoot for getting all of your financial aid materials completed by February 1, 2003.

### C. LEVERAGING FOR INCREASED FINANCIAL AID

Many of the top law schools in the country, including UCLAW, have endowments that they often use to provide school-based grants. In addition, these top schools have broad alumni networks that provide private scholarships to incoming students. Take advantage of this! Once you have been admitted, you should inquire about the opportunities for grants and scholarships. Specifically, you should leverage your admission and grant/scholarship packages from other law schools, ***regardless of their rank***, as you negotiate with UCLAW for about obtaining more grants and scholarships. You should tell them that the high cost of UCLAW is a factor in your decision to attend, and that you are having a hard time making a decision because you have offers from other schools. ***Only do this if it is true – do not misrepresent yourself!*** UCLAW admissions officials will usually require you to fax or mail them a copy of your financial aid offer from a competing institution.

Some students might be reluctant to be aggressive in stating their concern about needing more financial aid from UCLAW. You should resist this reluctance! Remember, at this point, you should have already been admitted. They want you to come to UCLAW. They will not rescind their offer of admission because you're being too aggressive in asking for more financial aid. The worst they can do is say no. And if they say no, then you can make a decision on which law school to attend based on weighing your offer of aid versus the quality of law school. You might still find that UCLAW is a great value because it's a public institution.

On the other hand, UCLAW might be able to offer you grants, scholarships, or even waive out-of-state tuition. However, they are not going to offer you these grants and scholarships willingly. ***You must ask!*** The bottom line is that you should negotiate for the best deal you can get from UCLAW or any institution, in order to minimize your reliance on loans and maximize your ability to have more discretionary income after law school.

You should know that most of the type of aid schools employ to convince students to attend UCLAW is usually non-renewable after the first year. Therefore, you should try to maximize the amount of non-loan based aid in your first year, so that you can rely more heavily on loans and employment in your second and third year.

#### D. ESTABLISHING CALIFORNIA RESIDENCY

If you are an out-of-state student, UCLAW is a great value even if you have to pay out-of-state tuition in the first year. Most students establish residency and begin paying in-state tuition in the second year. For a top law school, \$11,713 in tuition (for CA residents) is a great value. When making your decision, you should carefully weigh your long-term financial investment (which will often include loans) against the value of your degree from that particular law school. In considering this equation, UCLAW is a great investment, with relatively less initial financial resources for a larger return.

#### E. PRIVATE SCHOLARSHIPS

Another important component to minimizing your reliance on loans is to apply for as many private scholarships as possible. There are many scholarships out there of which many students fail to take advantage. If you believe that you might be eligible for a particular scholarship, you should take full advantage and apply for it. Taking a chance on applying for a scholarship will only cost you some time and effort, but it might pay off big in helping to finance your education.

A word of caution, many private scholarships are advertised online and can be found by performing some fairly simple searches on the internet. You do not have to pay for a scholarship service to locate many of these scholarships. You should be able to find them by simply using the internet, your local library, or by purchasing a modestly-priced scholarship book. You do not have to pay to subscribe to scholarship search services, which can be expensive and are not cost-effective.

Remember that once you have completed your personal statement for your law school applications, you can adapt this to emphasize your financial need, and submit it with your scholarship applications. Similarly, you might want to consider having one of your references write you a generic letter of recommendation that you can have on hand to send with scholarship applications. The key is to have these materials ready to send out as soon as you find a scholarship for which you might be eligible.

Attached are scholarships that you should consider, as you apply for financial aid. (*see attachment IX*) Remember, as a student of color, or member of a historically underrepresented group, that you must be proactive in financing your education.

#### XIII. RECOMMENDED READING<sup>17</sup>

The following books provide a comprehensive account of what led to the passage of Proposition 209 in California and its detrimental consequences. William G. Bowen's book examines the role of race in undergraduate university admissions.

1. The Color Bind: California's Battle To End Affirmative Action by Lydia Chávez  
University of California Press (1998)

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<sup>17</sup> Anthony Solana Jr.

2. Silence at Boalt Hall: The Dismantling of Affirmative Action by Andrea Guerrero  
University of California Press (2002)
3. The Shape Of The River: Long-Term Consequences of Considering Race in College and University Admissions by William G. Bowen & Derek Bok  
Princeton University Press (1998)

The following book is a resource guide aimed primarily at African American applicants. However, from my reading, it seems that most of the advice it contains would serve any applicant well.

3. The African American Pre-Law School Advice: Things You Really Need to Know Before Applying to Law School by Evangeline M. Mitchell  
Hope's Promise Publishing (2002)

#### **XIV. CONCLUSION<sup>18</sup>**

The application process is a long and tedious one. As a student of color, or member of a historically underrepresented group, you have probably faced economic and social challenges that most conventional applicants have not endured. This should motivate you to go beyond the boundaries of the standard application and be very proactive in seeking out the materials that you will need to construct a high quality application. Of course, GPA and LSAT scores do matter. However, a high quality application will go a long way to mitigating any uncertainties the admissions committee may have about your ability to succeed in law school. Remember the mere fact that you are applying signals that you are a successful individual. The application process is merely a tool by which the gatekeepers intend to deny you an educational opportunity. Your challenge is to be smarter than them and make it very difficult for them to deny you your right to a legal education.

If we can be of any assistance, please feel to contact us. We wish you the best with your future endeavors.

#### **XII. FOR MORE INFORMATION CONTACT:**

**Anthony Solana Jr.**  
PO Box 34472  
Los Angeles, CA 90034  
anthonysolana@earthlink.net  
(323) 791-2140

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<sup>18</sup> Ibid.

**I. SAMPLE PERSONAL STATEMENT –  
HASTINGS LEOP APPLICATION**

**SAMPLE STATEMENT FOR HASTINGS LEOP APPLICATION # 1**

The essence of who I am is embodied in my commitment to academic achievement, community, and family. The manner in which I overcame obstacles while attending the University of California, Berkeley are demonstrative of my desire to always seek opportunities for advancement. From having to face severe economic disadvantage to achieving academic success, it has always been my goal to maximize opportunities. I deal effectively with adversity by creating solutions and thereby focusing on surpassing challenges that may impair others. Many times I feel like the most fortunate person in the world. A UC Berkeley graduate who had to work 40-60 hours a week to support his family, but still managed to be active in the community and graduate with honors. However, I have always maintained that it was the support of my family and various educational and professional opportunities that provided me with the strength to succeed. My pursuit to gain a legal education is another crucial step in my life.

My undergraduate experience was not like most others. After, my first semester tragedy struck my family when my father fell terminally ill with cancer. The initial shock I experienced was compounded by the realization that I had to financially support my family. Fortunately, I was employed and was able to work forty hours a week plus ten to twenty hours of overtime. Working full time proved to be exceptionally challenging emotionally and academically, but I accepted these responsibilities. Following my father's instructions, I moved my grandmother and mentally ill uncle to live with me and have fully supported them since. I was not in the position to enjoy many of the pleasures that college students took for granted because I developed a great sense of responsibility that was unbreakable under any circumstance. This experience molded me into the person I am today, and above all, it gave me the fortitude to pursue my goals with the utmost dignity and integrity.

Even though I was working full time, I was eager to become active on campus and in the community. I started my student activism with an internship with the Berkeley Rental Legal Assistance program, giving advice on rental issues. Furthermore, Berkeley is one of the few schools that still has political parties in their student government and I joined the most progressive one, Cal Students for Equal Rights and a Valid Education (*Cal-SERVE*). Under this party slate I was able to secure a senate seat in our student government and eventually became the signatory. This provided the opportunity to be involved in various projects such as the anti-Prop. 209 campaign, fighting for our ethnic studies program, and working across communities to build coalitions that led to the formation of Bridges, a multi-cultural recruitment and retention center.

However, I did not neglect my studies during this period. Although, the rigors of supporting a family and being active in the community initially took a toll on my GPA, I was able to stabilize my situation. Thus, allowing me to work less hours and as a result, my GPA increased dramatically. At the end of my freshman year I had a 3.5, but by the end of my third year I was at a 2.8. However, by graduation I had a 3.4 and graduated with honors from the History department. Furthermore, I received a Public Policy and International Affairs Fellowship and spent a summer at Princeton University's Woodrow Wilson School of Public and International Affairs honing my economics, statistics, and policy analysis skills. By the end of my fifth year I had received the Student Life Achievement Award, the Mothers's of East L.A. Scholarship, was a member of the Honors Student Society, and the Order of the Golden Bear (honorary UC Berkeley organization).

At the end of my senior year I was awarded the John Gardner Fellowship, a public service fellowship awarded to six UC Berkeley and Stanford students. I am working for Los Angeles Councilmember Nick Pacheco who represents the working class community of East Los Angeles. I am currently the Planning Deputy charged with all land use issues within the district and frequently represent the council office before the Planned Land Use Management Committee, City Planning Commission, Zoning Administrator, and Board of Zoning Appeals. I have particularly focused my efforts to reducing the amount of slum developments, abating nuisance sites, and assisting low-income residents with planning issues. Although I did not have a planning background when I assumed this position, my tenacity and versatility allowed me to assume this challenging position.

I was the first person in my family to attend college and will also be the first to attend law school. My work ethic coupled with my desire to have an impact in our society has enabled me to surmount difficult times. The torment I experienced initially after my father's death has been tempered by the realization that I achieved a tremendous amount. It is with this personal desire and professional promise that I am seeking a career in the legal field. The Hastings LEOP program would allow me to do something that I have desperately sought, the ability to dedicate myself fully to my studies.

#### **SAMPLE STATEMENT FOR HASTINGS LEOP APPLICATION # 2**

The last few months have been both very exciting and exhausting, as my dream of attending law school and becoming a lawyer has gone from aspiration to reality. Hours of preparing for my LSAT and researching schools that are a good in preparing me not only for a career in law but life have been grueling. I was dumbfounded when I came across the Hastings application and learned about the Legal Education Opportunity Program. At first glance I figured it was a special area of studies not much unlike programs specializing in corporate or tax law. In no other law school brochures had I come across a program of its nature. As a non-traditional minority student I was a little intimidated when researching schools because of the very low number of minorities that attend law school. My background is one that is unique even at the undergraduate level, let alone at the professional school level.

My background coming from immigrant parents and growing up in an economically disadvantaged inner city has made my journey truly rewarding. My primary education was filled with roadblocks. Being a product of inner city public schools I had to overcome overcrowded classrooms with instructors who were less than qualified to instruct. Growing up in this environment I also was very familiar with gangs and all of their illegal activities. I was often chased home or threatened for being in a sector of my city that I was not welcomed because of my unfamiliar face or wearing the wrong colored shirt. My father and mothers education was minimal. Only my father was employed in a house of six. Till this day I will never forget other kids making fun of me because my clothes were old, torn, or obvious hand me downs from older brothers. I do not think the average person can know what it feels like to not want to attend school because of the fear of getting beat up by gang members or shunned by classmates because of my attire. I know the rigors of growing up in an economically disadvantaged household and I hold this as one of my deepest motivations for success. I do not want my children growing up with as many obstacles as I did.

I overcame the temptation of gangs by being blessed with parents who provided a solid foundation, stressed education and sacrificed to make sure that I received the opportunity to have a successful life. The loving household they provided far outweighed the

lack of material goods we did not have. My lack of a solid primary education is one that took me longer to overcome. My parent's minimal educational background really hurt in terms of guidance and knowledge they could provide. I never really had anyone counsel me in terms of advancing past a high school degree until I enrolled at junior college. At my junior college I was lucky enough to receive guidance from a UCLA site advisor. This was the first time I received academic planning on advancing towards a degree from a four-year university. After enrolling at UCLA I was lost again until I became proactive in my education. I searched different avenues of expanding my knowledge and modes of thinking and was accepted in a law fellowship program. The program was very effective and motivational to me because it introduced me to simulated law classrooms and provided something far more important guidance from mentors and outreach counselors. The program was grueling because of the extra school work it added not to mention attending classes on Saturday mornings. It really provided valuable guidance and focus to my goal of attending law school.

I believe I have overcome many of the obstacles in my life because I possess a strong mental outlook. Whether I have personal or academic obstacles, to overcome I have always had an eye to the future that enables me to not let anything detour me from my goals. This resiliency was one I learned from growing up with parents who were immigrants and through hard work have set a solid foundation for the success of their children.

Diversity is a very important issue to me and to participate in various outreach projects. I feel my work, as an outreach coordinator can be a real asset to Hastings and its efforts to improve diversity.

**II. PUBLIC INTEREST LAW & POLICY PROGRAM  
SAMPLE STATEMENTS**

**PILPP SAMPLE STATEMENT # 1**

In many ways, I have become accustomed to being in the minority. Hope College is a church-affiliated undergraduate institution composed primarily of upper middle-class white students, faculty, and staff. I am a multi-racial (Vietnamese, Caucasian, and Chippewa) woman who comes from a working class family, which I have described in more detail in my separate essay on socio-economic disadvantage, and from which I am the first to attend college. When I take stock of my surroundings, I see few people of color. As I observe people going about their daily routines, I see that few were raised, as I was in situations, which necessitated conservation of resources, including food. The people around me are, to some extent, fundamentally different from me, and it comes through in their uninformed statements about other cultures, about poverty, and about welfare.

And yet it is those things, which I choose, or am perceived as having chosen, to be that have most often alienated me from the campus community. West Michigan, from which most of Hope's student body is derived, is one of the conservative capitals of the Midwest. As a liberal, as an agnostic, and as a bisexual, I have been almost constantly challenged on this campus. I think challenge is a good thing. It is part of what has made me who I am and has pushed me to examine more closely what I believe and why. If I had not been forced to defend my beliefs, I may never have fully understood them. What troubles me is that challenge at Hope College so often takes the form of harassment. Atheists, agnostics and homosexuals on this campus have been threatened, our belongings have been defaced, and our cars have been set on fire. These are malicious actions, but others are carried out "in good faith." Atheists, agnostics and homosexuals have been fervently prayed for, not just from the chapel pews, but by fellow students gathered outside our own dorm rooms. As a friend once pointed out to me, such harassment is committed in the name of love, of evangelism, but it is harassment nonetheless. I have not experienced all of these things myself, but they have happened to my friends and students like me. It is a "challenging" situation that often leaves me feeling unsupported and sometimes unsafe.

The distress increases in those situations when the harassment is institutionally sanctioned. In the Spring of 1999, Hope College's Office of the Chapel sponsored "Setting Love in Order: A Series on Human Sexuality," which particularly emphasized the "sexual brokenness" of and need of healing for homosexuals. As part of this series, the chaplains brought a professed ex-gay reverend to campus to facilitate the "curing" of Hope's gay community. This was an extremely stressful time for members and supporters of the target audience, especially because although many faculty members supported their students with integrity, their support was not matched at the administrative level. Another student and I met with various members of the administration to discuss how they could assist students in supporting the gay community, but we were essentially censured at almost every turn, and at one point were even verbally abused by a senior administrator. The experience reinforced my determination to struggle against the silencing of underrepresented voices.

Since then, I have made a habit of speaking openly about injustices whenever I see them. Needless to say, this has not made my life more pleasant: I have received emails and anonymous letters boarding on hate mail and was once physically threatened during a demonstration. Yet these things have contributed to my overall learning experience at Hope College. I have learned that I can't just be angry about what's happening around me and to me, or my anger is wasted. I have to use it constructively, resist resignation, and motivate myself to push for what could be, rather than settle for what is. I continue to identify what I perceive as injustices in this community and our society because if we can't speak plainly

about our problems, how will we ever begin to solve them? In UCLA's Public Interest Law and Policy Program, I hope to continue identifying those problems and learn how we can begin the process of solving them.

### **PILPP SAMPLE STATEMENT # 2**

My professional experience at the Environmental Justice Project office of Environmental Defense Los Angeles ("EJLA") provides a solid foundation for a career in public interest law. My work at EJLA gives me the unique opportunity to push a progressive environmental agenda within one of the largest and most successful NGOs in the country. The lessons I learned from my experience at EJLA will make me a better public interest lawyer.

Environmental Defense is a traditional environmental non-profit organization ("big green group") founded in 1969. In the mid-80's, a new movement called environmental justice emerged. Low-income and minority communities across the nation started to speak out about the disproportionate impacts of environmental degradation. Their concern was not wildlife or pristine habitat, but people and urban life. For the most part, the "big green groups" ignored environmental justice activists. Now, twenty years later, they are starting to incorporate environmental justice into their programmatic work. The EJLA staff represents a new generation of environmental activists, of which I am a part.

At EJLA we ensure that the community participates with a full voice in our advocacy. One of the most important lessons learned from the environmental justice movement is that advocates and decision-makers should see public participation not as an obstacle but as a resource. Who knows more about a community than those who live there?

EJLA helps Environmental Defense staff from around the nation understand how their work impacts local communities, to ensure that they put people back into the environmental movement. By way of example, I wrote a successful grant proposal to fund an environmental justice resource database on Environmental Defense's internal internet portal to assist staff across the nation in integrating environmental justice principles into their work. At the 2001 Environmental Defense Staff Retreat, where over 250 staff from across the nation gathered, I co-presented an Environmental Justice Workshop, speaking about our work on urban parks in Los Angeles and community collaboration strategies. EJLA also initiated the Living Cities Program, a nationwide Environmental Defense project, which coordinates our collective urban environmental work. I insisted on bilingual Spanish/English business cards to facilitate communication with Spanish-speakers. One year later, we have bilingual business cards, a small step which makes a big difference in my work.

Aside from my efforts to change Environmental Defense's organizational perspective on environmental justice, my work here at home focuses on community participation. For example, on behalf of EJLA I approached the Figueroa Corridor Coalition for Economic Justice (FCCEJ), which had initiated a community-based campaign to ensure that the new 4 million square foot Staples Center Sports and Entertainment District in downtown Los Angeles proceeded responsibly and incorporated community concerns. The original Staples Center construction displaced over 200 low-income, mostly immigrant families and caused detrimental local impacts including decreased public and pedestrian safety, increased car traffic and corollary air quality impacts. The community had real worries about the new project.

I worked with FCCEJ members to organize local residents and provide background research. I conducted meetings to educate residents about the new development, its impact on the neighborhood and their ability to influence the development. Although reluctant to work with us at first (fearing we would usurp control of the campaign), FCCEJ now welcomes us as valuable members of the team. We are the only environmental group and national NGO involved. The campaign resulted in a historic community benefits package including neighborhood park development, environmentally sound construction, living wage jobs, community hiring, affordable housing, parking, and safety improvements.

Another example of my community-based work at EJLA is *Hope and Peace Park*, formerly a vacant lot in the predominantly Latino and Korean Westlake neighborhood. The abandoned lot was the center of prostitution and drug trafficking in the area. Despite the local resident's best efforts, redevelopment stalled for ten years. Working closely with them, I spearheaded the community design process and facilitated relationships between the residents and their elected-officials, which resulted in City funding for the park and approval of the community's design. *Hope and Peace Park*, small as it is, demonstrates the importance of public participation. Residents, business owners, NGOs and churches in the neighborhood fully engaged in the development, planning and funding of the park. This sense of ownership will be vital to its success.

My work at EJLA taught me what it means to be a successful public interest advocate. Community members are the true environmental justice experts, not I. My role is to give communities the tools they need to fully participate in the decisions that affect their lives.

### **III. SAMPLE PERSONAL STATEMENTS**

### SAMPLE PERSONAL STATEMENT # 1

My identity was number fifty-nine. I entered the musty warehouse, lined with cold gray wall and yellow windows, and was immediately greeted by the humming of machines. I walked past rows of workers hunched over their stations, too concerned with meeting their quota for the day to look up and notice the newest face among them. My station was the same as that which my mother had occupied for the last five years, station fifty-nine. I had the task of sewing sleeves on to Ralph Lauren shirts. Once entering that warehouse and sitting at the workstation, the workers under the threat of deportation or of easy replacement by other immigrant workers. Further, although I was born in the United States and had just begun my first year at UCLA, I too became invisible and came to be seen as just another commodity. I was growing up in poverty in the Latino community of East Los Angeles, working alongside immigrant garment workers, and witnessing their exploitation that has fueled my desire for the study of law. I hope to one-day help alleviate the abuses of Latino immigrants as they struggle to make a living for their families.

I came to work at this sweatshop through an arrangement my mother had made with her employer. During my second week of instruction at UCLA she was diagnosed with breast cancer and was told she would have to undergo months of chemotherapy. The news could not have come at a worse time. My father's income alone was not enough to support a family with one daughter in college. Further, when my mother went to her employer to discuss the situation, she was told that the company could not allow her to be absent for more than three weeks. There was much discussion of my dropping out of school to help provide to the household income. Eventually, however, my family and I reached a compromise. I would continue my studies at UCLA and take over my mother's workstation at the factory on the condition that I work the minimum forty-hour week to ensure that she would retain her position once she recuperated. My mother worried that my education would be jeopardized but being fully aware that my family's economic situation required this sacrifice, I took on the task.

The forty-hour job requirement forced me to quit my current work-study job and to schedule most of my classes in the mornings so that I would be able to make the bus ride between Westwood and Downtown Los Angeles to get to work on time. For two hours each day and with a bag full of heavy books I rode two buses to get to work. Further, I faced having to wait for these buses on the dark streets of Downtown Los Angeles at night, as I would leave work past sunset. Consequently, this commute time interfered severely with time I would have spent on studying for my classes.

The following eight weeks of my first quarter of college became a balancing act between the two distinct worlds that I lived in. In Westwood, I was far away from the working class community of East Los Angeles where I had lived for my first eighteen years. Coming to UCLA gave me the opportunity of distancing myself from the problems of the inner city. Drug deals on my corner, losing friends to gang violence, and constantly looking over my shoulder were issues that seemed to be a lifetime away. However, I found it somewhat uncomfortable to be surrounded by wealth and people from wealthy backgrounds who were wearing the clothes that I would make during my eight-hour days in the sweatshop. I had difficulty relating with them. These people were afforded the luxury of attending good high schools, forming study groups, and going to tutoring session to address their academic difficulties. I, on the other hand, was unable to find time to eat, let alone study, schedule tutoring sessions, joint student groups, or go to freshman formals. I was

living the “American Dream” of going to a great university and obtaining a great education, but at the same time I felt as if I was set up to fail. Having very little study time, with family concerns taking precedent over school, took a toll on my grades that first quarter.

This desperate period almost caused me to give up on my college career. Working alongside immigrant workers and learning about their life experiences, however, helped me to maintain my perspective. My co-workers came to be my support groups and even my teachers outside the University. They taught me the value of hard work as they toiled long hours at their stations to provide a better quality of life for their families. Wishing that their children would one day be like me, the first in the family to attend a university, they encouraged me to continue my education. These people were my best support while I witnessed my mother undergoing chemotherapy for her illness. Our lunch hours and breaks would turn into question and answer sessions as they inquired about my classes and the lessons that I had learned. In turn, I would help them with immigration forms, employment forms, and offer advice regarding Los Angeles schools and magnet programs for their children. I even found employment laws that granted rights to illegal immigrants working in the United States. More than ever I came to appreciate the Latin American community as a source of sustenance and support. I also became confirmed in my desire to pursue a career that would aid immigrant workers in their understanding of their rights.

Not simply in spite of, but because of my difficult experience and supportive associations, I began to take every opportunity afforded me for study time and began to prepare for law school. I would study on the one-hour bus ride and from work. I would tape record my notes and my lectures so that I could listen to them on a Walkman as I worked at the sewing machine. After work, I would go to my family’s house to help my mother with housework and would explain to her the concepts that I learned in lecture for the day. This would further ingrain the lessons into my memory as well as take my mother's mind off the pain of the treatment. I would return to my dorm room at UCLA very late, exhausted, and oftentimes discouraged. Nevertheless, everyday that I went to work my desire to continue the balancing act of job and school was reinvigorated as everyday I witnessed the strength of the human spirit in my co-workers.

It was seven months before our financial situation improved enough so that I did not have to work at station number fifty-nine anymore. The obstacles that I encountered during my freshman year of college only served to reinforce my desire to academically succeed. The experiences I gained from working in the garment industry, as well as growing up in the inner city of East Los Angeles provide me with a unique perspective, one that I am anxious to share with my colleagues in the law school classroom. I have a firsthand understanding of the most disenfranchised and legally vulnerable groups to the realm of legal study, that of the illegal immigrant worker. I am witness to people living and working on the periphery of society and know how the law selectively applies to them, oftentimes not providing them with any protection whatsoever. Further, I have focused much of my academic research on the intersection of culture, race, and the law to further understand the history of these people and reasons for their plights. Having lived the reality of the Latino immigrant, and having studied it, I now hope to promote social equality by returning to my community as a source of legal support. Because of my experiences I am driven to excel academically and to acquire the tools necessary for me to play a part in helping to move the immigrant worker’s experience from the periphery to being legally included in the center of society, so as to prevent their economic and social exploitation.

## SAMPLE PERSONAL STATEMENT # 2

I am pursuing a career in law because I am a feminist. As a feminist and as a member (now President) of Hope College's Women's Issues Organization, I have been asked at various times to define feminism. A rather daunting task, if you ask me, particularly because I believe feminism isn't just about women's rights; it's about human rights. Women are members of virtually all-human communities, and the rights of all populations are inextricably linked to one another. Identifying these connections is part of the process of becoming a feminist, but it's not enough: something must be done. This is why I now say that for me, feminism is the point at which a person takes action to eradicate injustice whenever and wherever she or he sees it. Everything preceding this point is merely the process of recognizing that this must be done and that it is the responsibility of each of us to do so. Audre Lorde says feminism is the act of realizing for oneself: "I am not only a casualty, I am also a warrior." I've heard one of my professors call me a "warrior woman"; I think he means I'm a feminist.

I feel the most effective way for me to live out my commitment to feminism, and thus social justice, is through a career in law. Many of my undergraduate courses have considered the field of study from a minority perspective, and I have often focused on these perspectives in my other classes through individual projects and papers. My academic work on these issues is augmented by my extra-curricular activities. I have been a member of and served in leadership capacities for numerous organizations concerned with social justice issues, particularly the rights of racial and ethnic minorities, women, and the gay community. For me, working on these issues is a matter of ethics, personal and social. If in our society, a particular group's rights are infringed upon, it is incumbent upon the rest of us, as members of the human community, to seek justice for that group, or the rights of all communities are compromised. Through these organizations, I have sought to fulfill my commitment to social justice for all people.

And yet, the defining experience of my young life occurred when I struck out almost on my own, independent of an organization of people working for a common goal. In the Spring of 1998, Hope College's Chapel Program launched a series on human sexuality, which emphasized "curing" the gay community for its "sexual brokenness." At the same time, religious pluralism and the value of even studying religions other than Christianity were the subjects of fierce debate. Students who did not fit a narrowly-defined brand of Christianity were being targeted by aggressive evangelical students, and the chaplains had in the recent past conducted vigils to pray for "heathen" populations, many of whom were represented in the campus community. Marginalized students and faculty were seeking way to leave the college. It was a time of severe emotional distress that resulted in an accumulation of realization about the state of the college. Another concerned student and I decided we could no longer sit idly by while our institution of higher learning became an anti-intellectual, intolerant environment that left many students and faculty feeling, as one professor describe it, "depressed, demoralized, and defeated." At 9:00 a.m. Thursday, April 29, the two of us stood outside with a banner identifying some of the problems we saw at Hope College and waited for people to either join us or engage us in a dialogue about the issues. We began to draw a crowd, mostly students who had come to criticize. At one point we were surrounded by approximately 200 of our peers, many yelling at us. It was the most discouraging experience in my life. And yet the many faculty of student who came out to stand with us or sent notes of encouragement made it the most fulfilling day of my life. When the experience

finally ended six hours after it had begun, I knew I could stand in the midst of the opposition and defend my position with integrity, determination, and skill.

Although the experience of fielding hostile questions that day has prepared me well for a lawyering career arguing cases before the court, my communication skills are most effective in writing. Perhaps the area where my research and writing skills have most come together with my passion for social justice is through the on-line magazine, *The Millstone* (<http://members.spreecollege.com/college/themillstone>), and Independent Writing Project for my senior year. For this publication, I have conducted hands-on and traditional research on my topics, including racism on campus, religious intolerance and exclusivism, and the U.S. Army's School of the Americas. Although these topics have often made me unpopular with the administration and much of the student body at my predominately Caucasian, religiously affiliated college, I am raising the questions and issues I believe are vital to a truly healthy campus community and society in general.

Because I plan to specialize in public interest and civil rights law, I am particularly attracted to UCLA's Law School. Its Public Interest Law and Policy Program indicates UCLA is an environment in which I would thrive. Many of the faculty specialize in areas related to social justice; studying under them would facilitate my particular career goals. I believe homosexuals are currently the population most discriminated against in the United States and am especially interested in the work of Christine A. Littleton and Gerald P. Lopez concerning discrimination based on sexual orientation.

### **SAMPLE PERSONAL STATEMENT # 3**

#### **CONFINED TO A BOX – NO MORE**

It is five in the morning and a tired ten-year-old boy leaves the comfort and warmth of his bed to face another cruel and vicious Chicago winter day. With eyes half shut, he picks up the stacks of newspapers waiting outside the front door and begins to meticulously fold them into a large canvas pouch. By five-thirty he is out of the house delivering the early edition to residents of "La Villita", the predominantly Mexican immigrant community where he lives. Despite a dismal salary, a meager twenty-five dollars a week, the money is saved in order to buy school clothes for his siblings, one less thing for his parents to worry about.

By eight in the morning, already exhausted, he is off to school where another long day of lecture and work await. Despite the stereotypical inadequacies associated with an urban education, he enjoys the experience and continuously excels at every grade level. As the years go by he goes from delivering papers to delivering orders at a local fast food establishment. Now a high school honor student, it is becoming a little harder to get up in the morning and consequently his grades begin to falter. In spite of the academic potential, his family needs extra income to survive, so he is forced to drop out of high school in order to work at a manufacturing plant in Chicago's Northside.

This was my reality, one never envisioned by my parents when they emigrated from Mexico thirty years ago. Yet, I decided to tell this story not to garner sympathy, but to lay the context in which my abilities and accomplishments should be appraised. Ultimately you will find that qualities that have allowed me to overcome numerous obstacles in life, are similar to those embodied by the UCLA School of Law and its student body.

However, many things have changed from that dreary existence. For example, I no longer toil along side an assembly line after resuming my education. With a newfound commitment I also left the confines of an impoverished urban existence and daunting

familiar responsibilities in order to pursue my goals. After traveling across the country I finally settled in California's Bay Area, where I met and fell in love with a beautiful and caring woman, who would later become my wife. Together we embarked on this journey to retrieve lost opportunities and unfulfilled dreams.

Working as a dishwasher by day and attending classes by night, I successfully completed the G.E.D. program. Empowered by the experience I decided to continue, but the transition into higher education was a little more challenging than I had expected. After a few years of venturing aimlessly through community colleges I began to recognize the futility of my urban education. A consciousness of how socio-economic and educational inequalities impede the academic success of minority students began to materialize.

Growing up in a neighborhood laced with gangs, drugs, and violence, I had always viewed my education as a nurturing refuge to a desolate existence. However, the schools only seemed to mirror the socio-economic deprivations of the community. Insufficient funding, dilapidated facilities, and deficient curricula became contributing factors to a substandard education. Nevertheless I was determined to succeed, and now after eight long years of dedication and hard work I will finally graduate with a B.A. from the University of California at Berkeley. What makes this accomplishment even more impressive and rewarding were my G.P.A's within the Political Science and Public Policy minor, 3.5 and 3.7 respectively.

Along the way I learned more than just concepts and theories, practical life experiences became fundamental in my decision to pursue law. Years of balancing the rigors of academia with the physical demands of work provided a new perspective to my education. While working in California's restaurant industry I was able translate personal struggles into a broader social context.

In environments filled with discriminatory labor practices and wage scales, I once again experienced the disadvantages of being a minority in this country. Constant threats of deportation and harassment were the carrot and the stick by which a largely immigrant workforce was subdued. Reminiscent of my parent's early struggles, I was compelled to help those who now found themselves in similar situations. Armed with only a basic understanding of U.S. and California labor law I lent a voice to workers constrained by language barriers and ambivalence towards legal rights. Although successes were limited a specific environment, fellow co-workers were gracious for the opportunity just to be heard.

It was from these efforts that a commitment to law emerged, but it was through my education at Berkeley that a course of action was solidified. Here I was fortunate enough to intern for the Associated Students of the University of California's Legal Aid Clinic. Focusing primarily in matters of immigration, small claims, tax, and family law, we provided research and referrals to students and residents from the surrounding campus community. During the spring we also offered free tax preparation services to individuals and small businesses throughout the Berkeley and Oakland metropolitan area. The experience offered a small glimpse of the legal world as well as an appreciation and respect for the principles of equity and justice. Although I still intend to serve the legal interests of minority communities, I now acknowledge law's impartiality and its ability to promote positive social change for all.

The search for these qualities within a legal institution has led me to the UCLA School of Law. Your history of academic excellence and reputation for promoting social justice offers the perfect learning environment for a student seeking positive changes in marginalized communities. Yet, I am aware that your admissions process is highly driven by

quantitative measures, so I ask that you also consider my candidacy based on the following facts.

Throughout my life I have been systematically confined to a series of “boxes” all intended to suppress my abilities and desires for a better future. A childhood filled with economic and educational deprivations almost relegated me to a life of mediocrity and menial labor. As a young adult, discrimination and the price of independence almost cost me a college education.

In the present I find myself in yet another “box”, this one constructed by the need for standardization. Although I refute the inferred conclusion of my potential as a law student, I am now stigmatized by one sub-par performance in a standardized test. Years of hard work, dedication, and proven potential are now in question. Yet, I have never let “boxes” constrain my progress; they have actually served as building blocks to a successful life.

I have continuously demonstrated an ability to transcend established boundaries if given a fair chance and will continue to do the same in my quest for a legal education. The goals I have established are too great to be compromised, and the commitment to make a positive difference in the community where I once delivered newspapers in an effort to alleviate some of the social inequities that still exist. However, this goal will never be attained with a deficient law school education, so that is why I seek admission into your institution.

In a life of limited opportunities I have taken full advantage of those presented to me, and if admitted to the UCLA School of Law I intend to do the same.

#### **SAMPLE PERSONAL STATEMENT # 4**

Although industrial fans blew in every corner of the room, the factory remained hot and humid. Machines occupied every available space on the factory floor. Skilled laborers maintained a steady almost symphonic rhythm as cloth continuously zipped through their sewing machines. As my group and I walked our vendor’s factory floors on their guided tour, smiling brown faces greeted us at every turn of the Southern California facility. While some members of my group returned the smiles with polite and sincere smiles, others bombarded the workers with the powerful flashes from their cameras. Enraged and confused, I stood embarrassed by my coworkers’ insensitivity. Many of the workers began muttering under their breath in Spanish. I wanted to apologize to the people on the floor for my co-workers intrusive gestures and peering lenses. I wanted them to know how I was only a generation away from the sweat that dripped down their faces. I wanted to tell them that I knew better than to belittle people doing a hard days work, but nothing came out.

While passing the factory’s nursery, I wanted their children to know how my mother too was an immigrant- not from Mexico but San Fernando, Trinidad. Her hard work gave me the determination to excel at my public high school in Washington, DC, while her sacrifices allowed me to supplement that education with three years of summer schooling at Phillips Academy Andover-- all of which prepared me for the rigors of Brown University. Their parents’ sacrifices would also open doors for them so that they too could study at prestigious institutions. I wanted to tell everybody that I was different from my group that could only hear the machines roar, but not see the faces that made them run. More pressing, as the only African-American and person of color in the group I wanted to apologize to the workers for choosing the worst moment to be a team player and remain silent, but I feared that they would only see another face in the crowd of cameras flashing

and fingers pointing. This experience helped me realize what I had already begun to understand- the time had come to change my profession and work towards my goal of being an advocate for people of color and immigrants, who are often disadvantaged by barriers, be they educational, cultural, economical or racial.

Initially, I knew not what to take away from my visit other than my understanding of the thirty-eight steps needed to make a great pair of jeans and my anger towards my co-workers and myself. Although on the return trip I expressed my dismay with the group for the factory scene, I felt no better about the situation. I did not support the workers when it would benefit everyone present- face to face on the factory floor when they needed someone to speak out without fear of repercussions. Upon further reflection, the root of my unease became exposed. My life was entering an imbalance. I identified with the workers and had a “disconnect” with the members of my group taking photos. Or was it the other way around? I could not decide, as I felt alienation from both communities. The once clear-cut lines of class, race, gender, and power now intersected in unexpected ways. Such confusion suggested quite a contrast to the Bernice Howse of yesteryear whose studies at Brown University centered around an interest to unravel the multi facets of one’s identity that gives us each our “fit.”

As a professed Mecca of liberalism and diversity, Brown proved an excellent environment for daily challenges to one’s point of view, perceived identity, and interaction in society. As an American Civilizations concentrator at Brown, my courses offered me an interdisciplinary study of the challenges faced by people of color, women, and immigrants within the greater context of America’s changing identity. During class discussions I found myself delving into such issues from a historical, sociological, and legal perspective with my fellow classmates and professors. I found balance as I spent the heart of my college years encouraging students of color to tell their stories and let their voices be heard as rightful members of Brown’s community. I loved serving as a resource to students through such roles as coordinating the university’s Third World Transition Program and working as a Minority Peer Counselor. While pondering phrases such as pluralism within diversity, I learned to dot the “i” in ism and cross the “t”s in entitlement.

Yet, by senior year I followed the steps that I had seen so many other seniors that I identified as being “like me” take. Although I pondered going directly into law school so that I could further my ability to help marginalized groups, I convinced myself that I had already done my part. I had helped lay the bricks for a spirited Brown experience for three entering classes. First, I gradually dropped off Third World radar. I no longer engaged in daily Third World events. I was now an audience member at events I once led. I tried to attend fewer forums as I prepped for job interviews and the “real world.” I left the struggle for those who could afford to work for peanuts. More pressingly, I told myself that I would shortly have student loans to pay and thus it was okay to place my passions for “the cause” on a back burner. With that, my sights settled west at Gap Inc. and the fast paced retail industry. But what I did not realize was that I could never compromise who I am or the passion that drives me.

During my eighteen months at Gap Inc., I have undergone many changes, the first, being my vocabulary. Power can now be defined by my return on investment. Unity finds life in being a team player and empowerment with my company’s motto of “taking the smart risk.” As a merchandise planner, I sharpened my analytical and presentation skills. I also gained a critical insight into the global and economical influences that dictate many of the societal structures that I sought to dissect during my Brown education.

While I appreciate my corporate experience, I understand that retail and corporate America will never ask the questions that are important to me. The jolt that I received from my first visit to a factory proved most memorable and informative. Not only did the visit serve as a means of understanding the intricate process of clothing manufacturing, but also was a reaffirmation of the person that I have sought to be and the career I want to pursue. Although challenging, retail has not adequately afforded me the opportunity to serve as a resource and supporter of those from similar backgrounds and experiences as myself, both apparent and unapparent. My position in the equation has changed, however, my passion for connecting with people whether through similar upbringing in a depressed neighborhood, a foreign-born parent, or gender identification has not abated from college.

I now reflect and understand that graduation was not the time to lock my key learnings in a photo album labeled “The Brown Years,” but rather to move from an armchair intellectual and campus resource to a woman of action dedicated to service. My leadership and service in Third World programming and peer counseling were not just a “Brown” phase or a liberal college rite of passage, but rather part of an evolving process of understanding who I am in society and how I can function to best serve others. Now I am prepared and eager to lay an additional foundation to fulfill my renewed commitment to service. Through my law school journey and future endeavors I will fully utilize life’s privileges and serve as a resource and advocate to those who survive with less through such interests as civil rights, human rights, immigration law, and gender equality. For this reason, I am particularly interested in utilizing UCLA’s concentration in Critical Race Studies. The program’s five areas of emphasis afford me the opportunity to expand upon my earlier interdisciplinary studies and interest in America’s various “minority” perspectives. UCLA presents the ideal institution for me to establish my legal foundation, as I bring an understanding of two faces of America, both privileged and unprivileged. I was reared in one and now live in both. As an African American woman and Brown alumna, my understanding of power and identity lies not only in academic literature or fellow compassion but also from personal experience and struggle in reconciling the two. I am confident that UCLA will compliment my past educational, campus, and work experiences to help me achieve my professional goals.

#### **SAMPLE PERSONAL STATEMENT # 5**

I was on the UC Berkeley Campus Police night escort shift when my superiors called me to the northern end of campus. A Mexican male was pulled over for failing to make a complete stop at an intersection and they wanted me to question him in Spanish. The first question the officers ordered me to ask was his citizenship status. I was confused at first, the campus police usually only handled minor public safety and traffic offenses in the campus area. Questions of citizenship were not in their jurisdiction. Things became very clear when I overheard an officer stating, “If he’s not, its 187 time”, alluding to the anti-immigrant measure that California voters had passed earlier that year. I translated the question, but in the same breath informed him of his right not to answer it. I had seen this too many times, where officers instead of performing their duties in a professional manner opted to intimidate people with their stature. He was a citizen, but at that point it didn’t matter, the damage had been done.

That night, as I walked students home from their study sessions, I thought back to all the times my friends and I had been stopped in East Los Angeles without apparent reason. In fact, the only time anybody ever pulled a gun on me was when a Los Angeles

County Sheriff stopped us on our way home, still wearing our football gear from practice only minutes before. I thought Berkeley would be different, more open minded, but I was wrong. I realized that lack of resources placed low-income communities in vulnerable positions and the only difference between that man and me was that I was in school and spoke English. I eventually quit UCPD and worked for a criminal justice reform organization.

My work at the Institute for Law and Policy Planning (ILPP) stemmed from a Federal Court decision on *Ralph Coleman vs. Pete Wilson case*, which found the California Department of Corrections negligent for not providing adequate mental health facilities and services to inmates. I worked for one of the monitors charged with reviewing the compliance of state prison facilities with court orders. I reviewed thousands of documents, inmate and correctional officer testimony, and assisted in preparing compliance reports to the court. It did not take long before I realized that most if not all of the names in these facilities were people of color. Salazar, Hernandez, Johnson, Brown, Jimenez and on and on it went in prison log after prison log. The references to “Black Male” and “Hispanic Gang Member” served to illustrate the pandemic nature of the lack of legal services in minority communities. Most of these men were mentally ill and convicted of petty drug possession charges. These inmates needed medical treatment, not prison sentences. I saw legal service centers as one possible answer to this dilemma because I had personally benefited from one.

When my parents died during my freshman year of college our house was already in foreclosure. I worked full time but could not afford a lawyer. The Los Angeles Legal Aid Society helped me extend the foreclosure, allowing me to secure enough finances to move my family to Berkeley. If it were not for them, I would have dropped out, moved back to East Los Angeles, and maybe continued my education when things settled down. This experience led me to volunteer at Centro Legal de La Raza and make them the topic of my History thesis. Centro Legal’s attorneys taught me the passion, devotion, and spirit with which one can pursue the legal profession.

I’m going to build an advocacy center in East Los Angeles focused on economic development, legal services, and education. My current position with the Los Angeles City Council has convinced me that there is much potential for growth in the Eastside. UCLA School of Law would provide the tools I need to make it a reality.

### **SAMPLE PERSONAL STATEMENT # 6**

I know all too well the importance of access to information. Informed people possess the tools to participate in decisions that affect their lives and have the power to define their future. Before me, members of my family did not have access to formal education. My mother dropped out of grade school to take care of her younger sisters, and my father barely finished high school. Although my mother married at the age of fifteen, she was wise beyond her years. She believed that the hardships, domestic violence and drug abuse that ravaged our extended family were linked to lack of education. Intuitively, both my parents knew that a stable home environment was the key to future success. So, what our family lacked in material possessions was made up in unconditional love and support.

Because of this, I am the first in a long line of strong and passionate women to have had the opportunity to attend college, let alone graduate with honors. I don’t take this accomplishment lightly. With my education comes the responsibility of bringing my family and community along with me as I learn about myself and the world. This is why I want to go to law school. I want to share my skills and abilities to help people like my parents, who

are smart but perhaps uneducated, who care about their families and communities but simply don't have the resources and information to influence the decisions that affect their lives.

I grew up not just with the challenge of coming from a working class family but also being half-White and half-Chicana. Most people do not know that there are barrios in Orange County, California. My schools and neighborhood were 80% Mexican and Mexican-American. I was often mistaken for a "white girl" and felt defensive about my Chicana heritage - forced to prove that I was Mexican. I thought being bicultural was a burden. I found myself fumbling through a complex web of identity politics, which forced me to grow as a person.

My undergraduate education provides an example of why access to information is so important to me. During college, I was part of the group of students who founded the Whittier College chapter of *Movimiento Estudiantil Chicano de Aztlán (MEChA)*. We came together not to exclude others but to celebrate the diversity within our Latino student community. We recognized that all of us had come from a mixture of races, cultures and classes. This helped me learn to be comfortable with who I am, that my heritage makes me flexible and strong. Now I see my early identity struggles as a blessing. I am able to view the world through a different lens - one that is a complex mixture of challenges, cultures and histories. My bicultural heritage does not limit my perspective, or force me to "choose" one or the other, but enlarges it. I now try to pass this understanding onto others.

As a lawyer, I will be able to share information, along with my perspective, with people who don't have access to legal resources. The need for such lawyering surfaces every day in my work with the Los Angeles Environmental Justice Project Office at Environmental Defense. It is not easy to tell a low-income family struggling to house their children that the chrome plating plant next to their apartment complies with inadequate zoning laws. It is not easy listening to children ask why the only place they can play is the hallways of their substandard apartment building. Law school will give me the means to share legal knowledge and access to information with my community and family to improve the quality of their lives. This is how I will satisfy the debt to my parents, and others like them, who sacrificed time and again for me to succeed.

I also know that I have what it takes to thrive in law school. I know what it means to work hard, to embrace new ways of thought and expression. My experience in becoming a World Champion Artistic Roller Skater demonstrates this. For me, skating was a window to a different socio-economic world, a new way of living and thinking. My working-class parents were different from the other parents who leaned over the wall watching their children practice with costly coaches and equipment. My parents made significant financial sacrifices to give me the opportunity to skate, but to them it was worth it. As my parents envisioned, skating taught me the value of hard work, discipline and competition.

In school, I was blessed with opportunities to expand my intellect, but skating was a venue to express my emotions. I called upon my personal struggles and joy mixed in with my family's unconditional love to evoke a passion that shows in my skating. That passion defined me as an artist and made me a fierce competitor. My determination to translate my emotions into a smooth, creative skating story is what made me one of the best skaters in the world. It is what allowed me to reach out and touch the hearts of those who watched, to make them cry or laugh just by watching the way I moved my body to express all that makes me who I am. I will not be able to skate forever. But the passion and commitment that made me a champion remains a part of everything I do.

I am not just another college kid who is going to law school because I cannot stand the sight of blood or because my parents expect me to do so. My legal education will not be about abstract theories in which I am unsure how to apply in real life. I know exactly how I plan to use my law school education and I can barely wait to begin.

### **SAMPLE PERSONAL STATEMENT # 7**

I never really understood why minorities in the United States labeled themselves African-American, Mexican-American and so forth. I used to believe you were either American or not. I was born in Manila, Philippines and raised briefly in Quezon City until I was four years old. At that time, my family moved to California. As many immigrant families, my family experiences heavy financial, cultural and immigration burdens. Although I grew up in a one-bedroom apartment with five people altogether, I never got the sense that we were barely skimming the poverty level.

My mom held three jobs at the time, one in an insurance company, one in a fast food restaurant and one at a newspaper factor warehouse. Every Thursday, Friday, Saturday and Sunday, my siblings and I would help my mom. She called me her best worker. I prided myself in being able to lift 10-15 pound bundles of newspaper by the time I was six years old. I was so short I had to sit on top of a bundle of fifty papers to see atop the table and insert the various sections into one. During those times, I was too naïve to know about child labor laws. Regardless, I just considered it another chore, like doing the laundry. Even at times when I would have rather rested or played, it was hard to resent my mom for making me work for seven years as I knew she worked even harder. Now that I am older and more mature, I realize that it was a blessing in disguise because it instilled a good work ethic and responsibility within me, which I have carried throughout my life.

At the age of thirteen, I retired from the newspaper business. No longer was I bundling newspapers, but rather reading them cover-to-cover. Although I thought it was impossible, my mom became stricter and stricter in emphasizing my education. I finally realized why one day during high school. In order to put a child through the most basic education of even grammar school, the majority of parents in the Philippines had to scrimp and save. Thus, attorneys, doctors, engineers – anyone who attained the top most level of education – were highly respected. Since I was five-years old, I wanted to become an attorney and perhaps this was the reason why I envied the fact that attorneys were walking libraries, containing tremendous wealths of knowledge. With an undying motivation, I used high school as a time when I could finally apply the lessons I had learned, such as perseverance, responsibility and working smart.

When I entered USC as a freshman, I thought I already knew it all. Little did I realize, I was still young and naïve. I became more knowledgeable of the real world. It was the first time in my life I had true responsibility. Like my mother ten years ago, I was now handling three jobs. One at the Los Angeles County Courthouse, one at the USC Library and finally working as a full-time student. All my endeavors were not necessarily by choice, but they have taught me a great deal about working with circumstances as they come.

After sixteen years, I finally returned back to the Philippines. I became confused and forlorn when I arrived because I experienced such a culture shock. I could not directly relate with the Filipino natives, although I am Filipino by blood and by citizenship. Without even noticing, I was enculturated with the American culture. Not until the past few years have I realized the importance of distinguishing myself as Filipino, because it explains my struggles of growing up as an immigrant, my family-orientedness and my identification with Filipino

traditions. I equally feel it is important to distinguish myself as an American, because it explains my strong work ethic, my drive to succeed and my independence.

### **SAMPLE PERSONAL STATEMENT # 8**

The academic journey, which has led me to the threshold of the study of law, has at times been an arduous one as I have attempted to reconcile the more conflicting values of the two cultures to which I belong. Most prominent among these have been the American emphasis on higher education versus common Mexican immigrant expectation that young men enter the work force as soon as possible in order to support his family.

Like many immigrants from Mexico, my parents came to this country not with the hope of joining the American intelligentsia but, rather, to find employment in whatever was available to them. Since a college education was not within their frame of reference, the importance of an honest hard day's work vastly overshadowed scholarship as a value which was stressed in our home.

When I graduated from high school my father sought to facilitate my entry into the job market by securing a position for me as a busboy. It was his hope that I would follow in his footsteps and gradually work my way up the ranks of the service industry. Considering this a temporary arrangement, I accepted the job and also enrolled in community college lest complacency came to the fore and precluded the fulfillment of my scholastic aspirations.

Though I had taken on the challenge of work and school, as many others had done, it soon became apparent that I lacked the necessary discipline to play both roles. I became a valued employee while my performance in school descended to the level of mediocrity. I was hopeful that I would have an epiphany of some kind which would give me the enthusiasm I lacked; but, eventually, I came to accept what I saw as the futility of my academic efforts and decided that my energy would be better spent focusing solely on work.

In 1993, I left school in anticipation of increasing the amount of hours I worked. It was during this time, ironically, that I experienced the enlightenment I expected to have while sitting in front of a professor. My co-workers were perplexed as to why I had abandoned the chance to improve my position in life. Most of them married young and had little choice but to hold two jobs in order to support their families. My older colleagues were especially critical as they came to regard me as an example of how the child of fellow immigrants could take advantage of the opportunities this country affords. They helped me realize that by leaving school I had effectively relegated myself to making a living with the sweat of my brow, as my parents have always done, and not with the strength of my mind.

This realization was the impetus for my return to college in the spring of 1995 with newfound determination. Though I continued my employment in the restaurant business, I successfully applied the ethics of hard work and dedication to a job well done that I had proudly acquired as a busboy to my studies. It became evident that these qualities are more valuable than intelligence alone. It is through diligent effort that I improved year after year, transferring to the university level, making the dean's list twice, receiving two performance based scholarships and, finally, having my efforts culminate with the distinction of being recognized as San Diego State University's top history graduate in 1999.

Through the same philosophy of hard work I continue to excel in new endeavors, including my participation with the San Diego Volunteer Lawyers Program, a public interest law firm that assists indigent individuals. Beginning as a volunteer interpreter, my commitment to putting forth my best effort prompted the organization to hire me as a part-

time employee within a month and, recently, on a full time basis, while I continue to volunteer at after hours legal clinics.

I will apply the same dedication and hard work to my study of the law and am confidently looking forward to the rigors that lie ahead because I am a person who loves to learn and who rises to challenges rather than capitulating.

### **SAMPLE PERSONAL STATEMENT # 9**

As a Latino student, who recently attained my BA from UCLA, I know that I am entering into a commitment that unfortunately many Latinos have not been given the chance to make. I welcome this challenge and commitment with supreme confidence of my future success. I grew up in Los Angeles as a first generation US citizen. Although many doubted my abilities, I have been successful in overcoming many obstacles. My parents were immigrants with a limited educational background. My father having reached the 3<sup>rd</sup> grade and mother 6<sup>th</sup> grade back in Mexico, dropping out very early because they needed to contribute financially to their families. As immigrants my parents settled in the very low-income City of Bell. I was raised there for the majority of my youth. My primary education, as one would suspect from growing up in an impoverished neighborhood, was inadequate. Furthermore, my first years in elementary education were taught only in Spanish because it was my first language. My brothers and I would often complain to our parents of our daily struggle to receive proper educational instruction. Fortunately, I was blessed with parents who stressed the importance of education because of their lack of one. My father worked extremely hard as a construction worker to move our family to a more diverse, lower middle class neighborhood, in Downey, because it had better schools.

My parents were not capable of assisting us with our educational endeavors. However, their tenacity to succeed provided a model that I would employ in my daily life. You see, as each of my three brothers and I grew up, my father, when he deemed appropriate, had us work side by side with him in construction as a way of demonstrating the grueling work that was ahead, if we did not take full advantage of our educational opportunities. My father's action was enlightening because it taught me that no matter how difficult school was, it paled in comparison to manual labor. I would have not received this valuable lesson, but for my parents being immigrants who did everything within their means to raise their family. I am forever indebted to them because I benefited immensely from their struggle.

Members of the Latino community have historically been underrepresented in higher education, let alone the legal profession. My ethnic identity is a major force in contextualizing my academic and professional goals. One of the great pleasures in my life has been the gratification that I derive from assisting others in my woefully underserved community. Unfortunately, many people seem to be occupied with their own lives to worry about others, but as I have come to realize in my young life; giving of ones time in order to assist others is a truly selfish act. Yes, helping others is a selfish act because of the gratification I feel after I have made a difference in someone else's life. I have quickly realized that I derive great pleasure from assisting those in need.

As a first generation undergraduate I quenched my thirst to assist others by volunteering in numerous outreach projects at high schools and junior colleges. These efforts were very time consuming, but the joy I received in knowing that I instilled within young minds the importance of a college education, not only for themselves, but also for their communities far outweighed my personal sacrifice. Working hard to bring more

diversity to higher education, while helping my community, are goals I will pursue for the remainder of my life.

I have attained a social consciousness. Therefore, I have become resilient while battling barriers that have limited opportunities for people of color. The passage of Propositions 187, 209, and 227 in California has fueled to my desire to pursue a legal career. It is critical that I join the fight to obliterate discriminatory laws. UCLA School of Law is ideal because your Critical Race Studies Program will empower me to pursue justice in the realm of immigration law. My involvement in outreach and significant contributions to classroom discussions is evidence of why diversity is necessary in higher education. I know the importance of providing not just the correct legal or theoretical answers to questions, but also analyzing our most complex and perplexing social problems in a humanistic way. It is my hope that I can contribute my personal assets to further enrich your student body.

### **SAMPLE PERSONAL STATEMENT # 10**

My parents emigrated from Mexico thirty years ago. They arrived in the United States with only a grade school education, but with the desire of improving their lives, and giving their children opportunities they never had. Due to their limited education and limited English, the only work available for them was in low paying manual labor. My father was a textile warehouse worker and my mother worked as a dressmaker in the garment industry.

Once, I found my mother crying when I got home from school. She explained that she had spent the day searching for a job that would pay her more than the minimum wage. At one garment shop where she applied, she slipped and fell in front of several women sewing at their machines. My mother could not believe that they were so afraid of the shop owner that not one of them stopped working to help. When the shop owner realized what happened, he screamed at my mother demanding that she leave because he did not want to be liable. Instead of moving, my mother demanded that he call an ambulance. I could see the pain and frustration in my mother's eyes as she described the humiliating experience. She explained that she did not cry for herself, but she cried for the women who would not stand up out of fear. My mother's struggles have influenced me to make improving the working conditions of immigrants my life long struggle.

I grew up in Pacoima, a Los Angeles suburb made up of recent Mexican immigrants. My household consisted of an older sister and my mother. My mother and father divorced during my first year of high school. I spent my time in high school feeling unchallenged and without motivation. The high school I attended was a polytechnic school that geared students toward trade college. Feeling the need to take a challenging course load to keep myself interested in school, I met with my high school counselor and asked him to place me in college-prep classes. He responded by telling me I could graduate from high school without taking those courses.

Instead of focusing on school I spent my time working to support myself to ease the financial burden on my mother. I worked as a sales person in department stores an average of thirty hours a week after school and on weekends. Work kept me from falling into the traps many Latino youth in my neighborhood fall into, such as drugs and pregnancy.

I am the first in my family to attend college. They accepted me through an outreach on-site admission program at my high school. A week after I graduated, I moved to the college dorms to participate in the Summer Bridge Program. The purpose of the program was to help at risk minority students transition from high school to college. The program was intense and after six weeks I was better prepared for college.

I spent my first two years of college trying to find direction. My purpose began to take shape during the course: The Chicana and Third World Women. Several important changes took place in my life during that semester. First, I began to develop political consciousness as I made a connection between my mother's struggles and the struggles of the women I was learning about in the class. Second, I learned that a higher education was the best way to prepare myself to contribute to the cause of working people. My professor was a Chicana from a working-class family. She had recently finished a dissertation focused on Mexican-American women activists in East Los Angeles. She motivated me to go on to graduate school, stressing the importance of grades. From that moment, college took on a new meaning. I made school my priority and a doctorate degree in Sociology my goal.

It was the first time in my academic career that I had a specific goal and it helped me achieve. I was placed on the dean's list, was awarded honorable mention in a pre-doctoral program and received a scholarship. I planned to concentrate my graduate studies on the lives of working people, but immediately entering graduate school was not my plan. Instead, I felt that I needed real-world experience before continuing my education.

I chose to explore the labor movement to get a broader understanding of the lives of working people. The AFL-CIO had a training program for recent college graduates to get involved in union organizing campaigns. I was placed in San Francisco and worked with unions representing public employees, hotel, and restaurant workers. The experience changed my life. I saw workers unite to challenge corporations and elected officials in order to improve their working conditions. I learned that my role was not to speak for the workers but to give them the tools to represent themselves. After the training program I was offered an organizing position and decided to apply to graduate school after a year of work.

My first organizing campaign involved home health care workers in San Francisco. The campaign lasted a year and ended with the layoff of 140 employees due to downsizing. It was an intense year and organizing became more than just a job - it became my life. Building a strong organization among the workers took long hours and plenty of patience. The greatest challenge was proving to the workers that the power their collective labor held could improve their working conditions. We held monthly demonstrations, lobbied politicians for support, struck for one day, and even participated in civil disobedience. The objective of the actions was for the workers to have a voice in the restructuring that was taking place.

I went on to work on several organizing campaigns and as a result postponed my plans to attend graduate school for four years. My work experience has been invaluable and frustrating. Reflecting on the years spent working with unions I have realized that my frustrations are due to three issues. First, I felt a lack of respect by union leaders for women of color. I found that they easily dismissed my suggestions, though through my job responsibilities I was most in touch with the workers. Second, my own educational shortcomings frustrated me. As an organizer, exploring all options when confronting issues in the workplace is important. I need to acquire the critical reasoning and analytical skills taught in law school. Third, I also need an understanding of the law and our legal system.

My original plans to receive a graduate degree in sociology will no longer help me achieve my goals. Researching and writing about social problems does not empower working people, but using the legal system offensively can. For these reasons I know that to achieve my goals law school is the next step.

I would like to fulfill my law school education at the University of California, Los Angeles School of Law. Two events that took place at the law school left a positive impression on me. The Program in Public Interest Law and Policy organized a conference to

discuss ways to bridge the gap between the legal community and grassroots social movements. I approach the study of the law with the same goal in mind. I was also impressed by the faculty and students who participated in the walk out and teach-in in response to the severe drop of minority students at the law school since the passage of Proposition 209. These two events demonstrate that at the UCLA School of law, a legal education is not limited to the classroom. I believe UCLA's learning environment is one that I can thrive in academically.

#### **IV. SAMPLE ADDENDUM TO THE PERSONAL STATEMENT**

## **SAMPLE ADDENDUM TO THE PERSONAL STATEMENT # 1**

### **EXTENUATING CIRCUMSTANCES ADDENDUM**

As you have probably gathered from my application materials, I worked an exorbitant amount of hours during my undergraduate years at the University of California, Berkeley. During my freshman year, my father succumbed to cancer and was hospitalized till his death in the summer of 1995. During my first three years I worked an average of 40 hours a week and frequently worked upwards of 60. I moved my family to Berkeley in order to consolidate my costs, which allowed me the opportunity to work less my last two years. As a result I was able to focus more on my academic endeavors resulting in a 3.75 GPA in my 4<sup>th</sup> year. This ability to focus on my academics led to my graduating with honors from the History Department.

I do consider my ethnic background to be important in evaluating my experiences, especially since I grew up in East Los Angeles. However, it is the manner in which I overcame these challenges that I consider more significant. Thanks to the foresight and persistence of my father, I was bussed to more affluent schools in the San Fernando Valley of California. Although I faced the racial slurs and bigotry that is common in these areas, it did afford me a better education. From the 7-12 grades, with extreme sacrifices, my father sent me to parochial school. Although my high school probably fared worse in terms of resources when compared to public schools in the area, it provided a much safer learning environment. This culminated in my achieving high academic marks. I am the first in my family to attain a college degree, let alone pursue a legal education. However, I would not have gained admission to UC Berkeley without Affirmative Action. I credit this and other programs geared toward assisting people of color for helping me succeed in college

### **STANDARDIZED TESTS ADDENDUM**

Although it is not my intention to seek excuses for my LSAT score of 153, I do believe that it must be considered under a certain context. I have never tested well on standardized tests. Since grade school I have continually always tested in the 40% - 60%. The SAT was no different, in which I scored an 860 (400 Math, 460 Verbal). However, I believe that my GPA is a better indicator of my academic potential. Although it dropped during my first three years because of heavy work commitments, I increased it significantly during my final two years when I was able to focus more on my studies.

## **SAMPLE ADDENDUM TO THE PERSONAL STATEMENT # 2**

### **ADDENDUM**

I feel the need to provide further information with respect to my total undergraduate GPA, specifically in regards to my Junior College transcripts and my first two quarters at UCLA. As you know from reading my application, I'm a first generation college student who did not have access to a top academic primary education. I feel this hurt my GPA because I was ignorant with respects to what it took to get into a professional school. Not having access to good academic advising either at home or at school, I did not understand that my Junior College grades would count towards my eventual application to graduate or professional School. I was ignorant in believing that, just as in high school, my grades would

not be carried over and would not affect me in the future. The transition to UCLA was difficult, but beginning with my third quarter my GPA substantially rose as I acclimatized.

I gained considerable guidance through the UCLA Law Fellows Program because I came to realize what it took to be admitted into a top law school. I have thrived since I received some counseling and gained confidence in having mentors who not only believed in my potential to attend law school, but also showed me the requirements it took to achieve this goal. I feel my last 6 quarters (achieving a 3.5 GPA) are a truer reflection of my academic potential. I have grown substantially in the last year and a half, therefore I believe that I have hit my stride at the right time.

### **SAMPLE ADDENDUM TO THE PERSONAL STATEMENT # 3**

#### **SOCIO-ECONOMIC DISADVANTAGE STATEMENT**

My mother was a high school dropout who gave birth to her first child (me) when she was an unmarried 18-year-old. Another child followed almost exactly a year later, but my mom did manage to earn her GED at some point. My parents had a common-law marriage, but after four years of physical and emotional abuse, my mother divorced my father. Although she remarried and had two more children, separations were frequent and lengthy until her second divorce. As a single parent of four children receiving virtually no child support, my mom struggled to make ends meet while trying to improve her (and our) chances for a better life by taking advantage of various social programs for educational opportunities. Unfortunately, these were accompanied by no or unreliable daycare and she was unable to complete those programs. While the case of my family is an exception to the norm, we were on welfare throughout about half of my dependent years.

I began babysitting for my youngest sisters while my mom worked when I was in elementary school and continued to do so until they were able to take care of themselves. My mother was not a morning person so my year-younger sister, Ami, and I were often left with the responsibility of getting the youngest two ready for school. We were sometimes late to school because she refused to get up and because of the drive. We moved frequently and although my mom made sure we did not change schools as often as we moved, we almost never lived in the correct school district. Depending on where and with whom we were living, I had to accommodate my schooling to other people's work schedules. At one point, I was arriving at school two hours early and staying two hours late. I had always performed odd jobs and babysat to make money but once my younger sisters were able to take care of themselves, I got a "real" job and have been working since then. We all lived with various relatives off and on, but I moved in with my grandmother in mid-high school and began paying a portion of my checks each month for rent and food. In the last semester of my senior year, my grandma moved to another state and my mother moved to a town too far away from my high school to commute, so I stayed with a friend's family. The summer before college, I more or less lived out of my car, when I had time between my two jobs, and depended on various friends for a place to stay each night. Attending college has made my living situation much more stable and I now pride myself on being self-sufficient.

I am recognized as an independent student through Hope College and file my FAFSA and tax returns as such each year. I was more or less forced to file for independence my freshman year because my mother had refused to do her taxes in time to help me complete my financial aid forms by the deadlines. Because no one in our family had ever enrolled in college full-time, she did not understand the importance of providing me with

her financial information, especially considering she would be making no contributions to my education whatsoever. She has since moved to another state and is doing much better. She has a stable job and is making efforts to supplement her education.

## **V. SAMPLE LETTERS OF RECOMMENDATION**

**SAMPLE LETTER OF RECOMMENDATION #1A**

*ACADEMIC RECOMMENDATION*

Of the undergraduate students I have taught at Berkeley in the past 30 years, [Student X], stands in the top ten per cent. The usual words of praise—bright, hard working, perceptive—are appropriate but [Student X] possesses additional qualities which set him off from many other undergraduates. He brings to his work an extraordinary enthusiasm, and unquenchable intellectual curiosity, and a mind that is open to and eager to grapple with new concepts while questioning (but not necessarily discarding) the old.

I know [Student X] through my two large lecture courses. If I were writing about most students in those courses, I would be confined to a discussion of their examinations and papers and depend on the graduate student instructor or reader for his or her evaluation. ([Student X's course examinations were, in fact, solid and clearly articulated.) But [Student X] made it a point to see me regularly during office hours, and each time he came prepared to pursue new lines of inquiry about the materials and lectures. The questions he asked were tough and important, revealing not only a solid command of the materials but a deep appreciation of their implications. In his questions, as in his comments, he demonstrated a particular sensitivity to the human implications and consequences of public policies and laws. I came away from these discussions impressed with his analytical abilities, his independence of mind, and his fine sense of the important question.

[Student X] was no academic recluse. He combined his duties as a community service officer for the campus police department with an active role in the Associated Students of the University of California, serving as a senator and member of several important committees. He has managed to balance his academic pursuits with responsibilities in the larger student and non-student community, and it was quite clear in my conversations with him that he saw these commitments as mutually reinforcing in his education.

[Student X] is driven by the kind of intellectual curiosity and sense of commitment that a teacher would wish upon all of his or her students. I recommend him with enthusiasm.

**SAMPLE LETTER OF RECOMMENDATION #2A**

*ACADEMIC RECOMMENDATION*

[Student X] is a most impressive undergraduate. He is very smart, uncommonly articulate, refreshingly thoughtful, and most affable. He took a History Major's colloquium with me in the Cultural Politics of the Civil Rights and Black Power Years (1945-1975) and excelled. Indeed he was one of the very best among a very talented group of thirteen. His written work – a series of three substantial papers – was excellent: well-conceived, well-argued, well-developed, and persuasive. I was particularly impressed with the depth and range of his knowledge, his ability to marshal compelling evidence in an argument, and his critical and analytical faculties. He not only writes effectively, but he writes with conviction. I anticipate that this dedication to improving further his writing in concert with his diligence and commitment to hard work will strengthen his already considerable writing skills.

[Student X] was one of the intellectual leaders of the seminar. He attended every class and was always on time. He consistently challenged the class to get beneath surface answers and meanings and often offered provocative evidence and interpretations to push us to a more thorough and richer understanding of the materials. Whether the issue was gender

and sexual politics or strategies for visualizing the concept of “Soul”, [Student X] always had something interesting and thoughtful to contribute. In addition, he was especially sensitive to the interracial and gender dynamics of our discussion process and thus sensitively facilitated discussion on numerous difficult occasions. For example, he gave a probing and enlightening in-class presentation on the autobiography of the black revolutionary Assata. Similarly, he was particularly helpful in facilitating a discussion on the jazz giant John Coltrane.

I enthusiastically recommend [Student X] as a most outstanding student and a wonderful person with an exceedingly bright future ahead of him.

### **SAMPLE LETTER OF RECOMMENDATION #3A**

#### *EMPLOYER RECOMMENDATION*

I met [Student X] when he applied for a part-time position with the Institute for Law and Policy Planning (ILPP), a non-profit public policy research organization focused on criminal justice planning. The position required the mastery of the clerical tasks expected of a typical office worker. However, he made such an impact in the office that I gave him a substantial raise and added a considerable amount of responsibility within his first week on the job. His intelligence, command of writing, ability to clearly understand and articulate complex material was striking.

I soon discovered that [Student X] possessed great intellectual and interpersonal strengths, which would eventually make him a pivotal member of my organization. Before coming to ILPP [Student X] was a Supervisor with the Night Escort Service of the University of California Police Department, where he worked full time and was looking for employment that would afford him more freedom and opportunity. He was fully supporting his family, which was bifurcated--his grandmother and mentally ill uncle were living with him in Berkeley and two younger brothers were with his stepmother in East Los Angeles.

Although the job description involved rather mundane tasks, [Student X] realized the opportunity for growth. He was confident in his potential and quickly made a powerful impression on both my staff and I. [Student X] was vital to the completion of many criminal justice planning reports that were solicited by counties nation-wide. However, his most impressive work materialized when the Federal Court in the Ralph Coleman vs. Pete Wilson case assigned me a Mastership.

This was an enormous class action suit where mentally ill inmates successfully sued the California Department of Corrections for failing to provide adequate care and facilities. It was my responsibility to monitor compliance of various court orders by conducting site visits of many California prisons. [Student X] became an essential component of this monitoring process. He was responsible for maintaining a voluminous amount of material, gaining a solid command of the orders and procedures that were required, and reviewing prison documents to gauge compliance. His ability to synthesize such an overwhelming amount of material and become an expert on various compliance issues allowed me to streamline my monitoring process.

I could always depend on [Student X] to prepare a thorough pre-site visit package, always taking an individualized approach in order to make the monitoring process more effective and contiguous. His excellent writing skills coupled with his organizational style allowed for a quick turn-around time between a site visit and the presentation of a monitoring report to the court. [Student X's] versatility, discipline, and work ethic was

unmatched, hence my need to hire *two* people to assume his duties when he graduated from UC Berkeley and started working for the City of Los Angeles Councilmember Nick Pacheco as a prestigious John D. Gardner Fellow.

A more personal evaluation of [Student X] reveals an even more impressive individual. Life has not been easy for him by any stretch of the imagination. The sudden and unexpected death of both his mother and father during his freshman year of college was devastating. He had to re-focus his life toward fully supporting his family while trying to maintain academic excellence.

By the time I met [Student X] he had already stabilized his financial situation by working 40-60 hours a week as a Campus Security Officer for over three years. He had been a volunteer at the Berkeley Rental Legal Assistance Program, and most impressively, had served as a Senator in the Associated Students of the University of California, Berkeley. In sum, he endured circumstances that would destabilize and undermine the progress of most undergraduates, forcing them to take time off or drop out all together.

[Student X] decided to remain an extra year in school and his accomplishments during his last two years were splendid. While his GPA had dropped from a high point of 3.34 at the end of his first year to a 3.06 at the end of his third year largely due to the aforementioned events, student [Student X] miraculously achieved an astounding 3.75 grade point average in his fourth year of study. However, he still wanted to prove that this was no fluke, therefore during his last year, he went on to complete both a standard thesis as well as an Honors thesis within the History Department, was granted the Woodrow Wilson/PPIA Fellowship at Princeton University, and was awarded a Ronald E. McNair Fellowship for post-graduate study. In addition, he was also awarded the Student Life Achievement Award for his outstanding academic and extra-curricular achievement as a UC Berkeley undergraduate—a prominent accolade awarded to only a select few each year. Last May, [Student X] graduated from the University of California at Berkeley having earned the notable distinction of Academic Honors.

[Student X] is one of the most impressive individuals that I have encountered both professionally and personally. His incredible work ethic and commitment to overcoming adversity is remarkable and unparalleled in my experience. I have instructed and advised hundreds of law students when I was a faculty member at the University of California, Berkeley's Boalt School of Law and by comparison, I am convinced that [Student X] will be a tremendous asset to UCLA School of Law.

It is his extraordinary academic achievement, strong work ethic, and uncommon personal conviction that convinces me that X will achieve great success at UCLA School of Law. Although, his LSAT score might not place him in the upper percentiles of your applicant pool it is what he has achieved in life that is the true indicator of his potential.

[Student X] is greatly missed in my office and has a standing offer to come back and work for me. But, it is also my belief that a legal education would further develop his already extraordinary abilities and allow him to become an invaluable asset to the UCLA School of Law student body.

For the aforementioned reasons, I give him my highest and most enthusiastic recommendation.

**SAMPLE LETTER OF RECOMMENDATION #1B**  
ACADEMIC RECOMMENDATION

It is my pleasure to recommend to you [Student X] for admission to your program. As a member and former Chair of the English Department at Hope College, I had extensive opportunity to learn first hand of [Student X's] exceptional talent and diligence as a student. In working with her on various projects in and around the department and through informal interaction with her regarding campus and community service, I also learned a great deal about her as a person as well. [Student X] is a notably intelligent, personable, and versatile individual of great character. She is simply outstanding beyond all expectations of an undergraduate student. Without hesitation, I would place her in the top one percent of all students with whom I have worked in the past years.

In 1999, [Student X] was a participant in my English Department seminar course, "The Othering of American Literature." In every respect, I found her work remarkably strong, motivated and insightful. This course is based on the premise that in a sense a novel is structured very much like society, in as much as it foregrounds certain characters while marginalizing others, often on the basis of race, gender, ethnicity, class, and other forms of difference. The methodology we employed required students to work beyond the reading methods with which they were accustomed and to conduct extensive independent historical research to better understand what might be the perspectives of marginalized characters within the novel. [Student X] took immediately to this approach. It excited her passion for research and scholarship and spoke to her commitment to social justice. Her fine and thoroughly researched work with difficult nineteenth century texts gave clear evidence of her skills as a close and careful reader of texts. Her keen and persistent interest in applying issues explored in these texts to contemporary American social problems played a key role in creating a dynamic and pertinent learning environment for the rest of the class. She set a challenging pace, and enhanced the learning experience for all of us. I was very impressed. I was struck by her ability to articulate complex ideas in a clear and unself-conscious manner, laying bare the most vital issues without oversimplifying. Her written work was very convincing, detailed, and stylistically and mechanically graceful.

The excitingly positive impact that [Student X] has had at Hope College is far from limited to her courses. While working as a student assistant in the English Department and research assistant for Professor Kathleen Verduin, Associate of *Studies in Medievalism*, [Student X] became an integral part of the department, not only contributing to its administrative operation but perhaps more importantly enlivening and enriching countless professional conversations about literary studies. Her perspectives and suggestions, her poise and clear intelligence, gained wide respect among department faculty. [Student X] gave tirelessly and generously of her time, participating in departmental functions and serving repeatedly on student committees interviewing faculty candidates. She is that rare student who has become nearly indispensable to the life and work of an academic department.

Beyond her involvement with the English Department, I believe that the positive impact that [Student X] has had on Hope College as a whole will be lasting in its effect. Her *vitae* speaks unambiguously to her service to other students and the college community. In particular, I would highlight her active involvement in those student organizations promoting diversity. [Student X] has taken leadership roles in helping the college's small number of Southeast Asian students form connections to the growing local Vietnamese American and Laotian American communities in Holland. I have followed with interest [Student X's] work with Professor Linda Dove in establishing and publishing *The Millstone*, a

monthly online opinion magazine focusing on issues of social justice of interest to the college community. I have been so impressed by her work that I have referred my print media students here at Prescott College to *The Millstone* as an example of responsible active journalism. It is nearly impossible to overstate the importance of [Student X's] work in these areas. When other students take up the challenge of continuing this work, they will be modeling her commitment, passion, and effectiveness.

I strongly support [Student X's] desire to pursue a career in law. She is made for it. Her outstanding academic skills promise thoroughgoing success in law school. Moreover, [Student X] has the creative spark, intellectual rigor, critical imagination, and sense of fairness to use the legal craft in ways that will benefit society through a productive career characterized by growth and positive influence. My recommendation is without qualification.

**SAMPLE LETTER OF RECOMMENDATION #2B**  
ACADEMIC & EMPLOYMENT RECOMMENDATION

[Student X] combines a fine natural intelligence with a love of research, a respect for accuracy, a capacity for hard and sustained work, an incredible tenacity, a sterling personal character, an unremitting independence of mind, and the most impassioned commitment to justice that I have ever seen. I am profoundly gratified that she has chosen a career in the law, and I am honored to recommend her admission to law school. Her personal valor humbles and inspires me. Of the thousands of students I have taught over the last twenty years, [Student X] stands without a doubt as the one I have respected most and will remember longest.

Thanks to alert teachers who recognized her need for a challenge, [Student X] took my sophomore-level survey of world literature while she was still in high school. Young as she was, and unfamiliar with college life, she nevertheless produced the best papers in the class and clearly didn't miss a thing that went on in discussion. I was delighted when she enrolled at Hope College the following semester, and she has since taken two more upper-level literature classes from me (predictably earning top grades in each). I know her well, both as my student and my advisee.

The opportunity—more precisely, the privilege—of getting a front-row seat on [Student X's] academic and personal progress over the last four years, however, emerged largely outside my classroom. In the summer after her freshman year (1996-1997), [Student X's] application for campus employment brought her to me as a student assistant for *Studies in Medievalism*, the scholarly journal I was editing with my husband Leslie Workman, the series' founder. It goes without saying that the work demanded a student who was reliable, attentive, and accurate. [Student X] was all these things, but within a week or so she was also demonstrating enthusiasm and offering suggestions. She rapidly grasped our subject, the Middle Ages as constructed by postmedieval western culture; she quickly learned to do the kind of meticulous library and internet research we needed (and which we had previously feared to assign a student); and she proved herself willing to take on the most tedious and menial work (typing, proofreading, and of course the endless filing) as a necessary and even interesting component of our enterprise. She took care of the office. She kept things in order. She could spell. And she had ideas. She became our partner instead of our student assistant. In a strange kind of role reversal, we began to look to her for encouragement and affirmation.

As editorial assistant for *Studies in Medievalism*, a position she has held without interruption for more than three years now, [Student X] has also assisted us in the organization of the annual International Conference on Medievalism, taking phone inquiries from registrants, sorting and answering correspondence, making logistical arrangements, preparing the program, even helping me produce a (rather attractive, if I may so) full-color poster. She was endlessly helpful with the 1998 Conference, held in Rochester, New York, and with the 1999 Conference, in Bozeman, Montana: but her tasks were particularly demanding during the summer of 1997, when the Conference took place in Canterbury, England, and transatlantic negotiations and international mailings made speed and efficiency all the more crucial. We readily credit [Student X] with a good deal of the Conference's success.

Through a combination of fortunate and unfortunate events, our reliance on [Student X] was pushed well beyond its previous limits in the summer of 1998. As another arm of our work on medievalism, my husband and I organized a four-week academic seminar for professional scholars at the University of York in England. As with our Canterbury Conference, this entailed extensive transatlantic planning, and as our assistant [Student X] also took a major role in the compilation of course materials (readings, lecture notes, audio-visual aids). Thanks to her fine academic record, she and I were also awarded one of Hope College's generous summer grants for faculty-student research: this meant that [Student X] could attend the seminar and also continue our joint work on an extensive new anthology documenting interest in the Middle Ages from 1500 to present. Mere days before our departure date, my husband became seriously ill and was hospitalized, this of course keeping me at home as well. [Student X] took over. With absolutely no prior experience of overseas travel, she flew to England, accepted the multitude of administrative responsibilities awaiting us there, negotiated with the directors York's Centre for Continuing Education, welcomed participants, set up their computer accounts, paid and looked after guests lecturers of international reputation, oversaw field trips, supported the program in every conceivable way, and stayed in touch with us daily by e-mail. And she completed our anthology research to boot, combing through the university, public, and manuscript libraries of York with such pleasure that for a time she even considered a career in rare book preservation.

[Student X's] classwork at Hope College has been so consistently good that I have come to take her academic achievement for granted. It was therefore a pleasure for me as part of my preparation of this letter to take another look at her portfolio of essays. Few of our students write as well as she: her style is sophisticated, her vocabulary rich and subtle, her grammar, sentence structure, and spelling perfect (indeed, last year she was so appalled at the errors in the student newspaper that she offered her services as copy editor). She is a fine reader of texts, looking beyond the obvious and keeping her eyes open for significant details. I see in her collected essays what I have already recognized, a genuine desire to learn: but considered as a whole their titles ("The Victorian Ideal of the Feminine"; "Gender Construction in the Work of Hawthorne, Morris, and Rossetti"; "Christian Restriction and Self-Imposed Guilt: Attitudes toward Sexuality in Byron and Blake"; "No Escape: The Internalization of Misogynistic Attitudes in Jamaica Kincaid's *Annie John*"; "Abusive Situations in April Sinclair's *Coffee Will Make You Black* and Ernest J. Gaines's *A Lesson Before Dying*") testify to a sustained quest, a drive to solve through literary study the problems of gender inequality and social victimization. No other student in my entire teaching experience has so deeply grasped the purpose of a liberal arts education as a preparation for life.

I am fully convinced that upon her graduation [Student X] will receive one of the English Department's senior awards. Her most significant achievements at Hope College, however, arise outside the realm of academics. It did not take [Student X] long to emerge as one of the bravest undergraduates it has ever been my privilege to see. Yes, she always spoke out in class discussion – courteously, thoughtfully, but without inhibition – but she has also made herself a serious and respected political presence on campus as well, and advocate for any and all ethnically, socially, sexually, religiously marginalized groups (a stand all the more courageous at a conservative institution like ours). As my colleague Professor Dove will describe in greater detail, [Student X] has seen to it that potentially suppressed voices on campus may continue to have their say through her web-based magazine, “The Millstone.” She has a heart for justice that just won't stop. Child of a Vietnamese immigrant father and experiencing a childhood darkened by poverty and domestic violence, she is well able to identify with the victims of our world. Yet she has never for a moment succumbed to the safety of self-pitying passivity. And despite her exercised anger at the world's wrongs, she's not a ranter. I saw her stand with a single friend for a whole day last May holding up a home-made banner protesting gender discrimination and homophobia on campus, and I watched literally crowds of students approach her, some merely curious, some aggressively antagonistic. [Student X] never lost her cool, never raised her voice, never resorted to insult or sarcasm: just calmly articulated her position and stood her ground.

As I have indicated, I am gratified that [Student X] recognizes in the legal profession a fit vehicle and appropriate arena for her deeply held social and humanitarian concerns. Her motives are the highest, her dedication tireless, her mind exceptional. She is fifty-eight inches of fearless integrity, and a far better person than I will ever be. She is sure to make a difference in the world.

### SAMPLE LETTER OF RECOMMENDATION #3B

#### ACADEMIC RECOMMENDATION

I write to recommend a quite remarkable student, [Student X]. I have known [Student X] for three years, as a student in three of my literature courses, “Early Literature in English, 900-1775,” “Shakespeare's Plays,” and “Race in the Renaissance: Encountering the Other in Early Modern England,” and as a senior English major completing an independently study project under my supervision. In each of these experiences, [Student X] has proved to be an exceptionally thoughtful, articulate, and caring individual; indeed, she is one of the top two or three students I have worked with in my decade of college teaching.

[Student X] is a brilliant reader of texts. Her critical thinking skills are superb. She is able to approach literature without sentimentality getting in the way, as she did, for example, in the following critique of Shakespeare's theme of marriage in the play *Measure for Measure*: “Because Angelo's actions effectively reduced Mariana's honor and ‘worth’ as a bride, Angelo's punishment is to marry her without the dowry and then be put to death, with all of his assets turned over to Mariana in order to increase her financial value in future marriage negotiations.” Albeit a small point within the overall scheme of the paper, [Student X] analysis here reveals Shakespearean marriage “as a means to financial gain,” rather than as a love match. Additionally, [Student X] is able to bring in the sociohistorical realities of seventeenth-century arranged marriages and gender inequalities to help her contextualize the literary work.

In addition to her ability to read texts and synthesize ideas, [Student X] is also a wonderful writer. She balances her arguments and conclusions with appropriate details and

quotations, and her papers consistently achieve valuable and original insights into the literature. She likewise attempts to draw appropriate and useful connections between ideas and issues she is learning in a variety of courses, irregardless of discipline. For example, in yet another paper for Shakespeare class on his history play *Henry IV, Part One*, [Student X] argues that “Female characters are defined by their womanhood in a ‘biology is destiny’ fashion; the epitome of the female experience according to the characters in this play is “womanhood” – whatever that may mean. Mistress Quickly views it in a positive, even noble, light, including womanhood as she does in a list alongside ‘faith’ and ‘truth.’ Falstaff, however, runs with her definition of it, only to end by insulting her integrity. In addition, to hear Falstaff say, ‘Ye lie, hostess...Go to, you are a woman, go!’, one is inclined to think that the essence of being a woman is in some way inherently negative – as if by virtue of being a woman, Mistress Quickly is automatically untrustworthy.” [Student X’s] analysis of literature is made to matter in a context larger than one mere English course at Hope College.

My most extended exposure to [Student X’s] abilities, however, did not occur in these more traditional classroom experiences, but rather in the independent study project that [Student X] undertook this year – to publish a website that would showcase alternative voices on campus. Her vision became *The Millstone* – “A Forum for Grinding of Ideas.” Hope College has found itself in the midst of an identity crisis for several years now, as it attempts to define its mission as a liberal arts college and a college striving to maintain its traditional Christian roots. Part of this crisis has involved the Dean of the Chapel, who has drawn fire for his orthodox views and his exclusivist positions on biblical and church authority. His fundamentalist and literalist positions have put him at odds with many students and faculty members and have precipitated several resignation in the last year. [Student X] has been in the forefront of a student movement to present the college community with diverse perspectives on issues such as religious pluralism, homosexuality, the role of women in the church and family, environmentalism, and racism. In this capacity, [Student X] has been instrumental in bringing alternative speakers to campus, in raising compelling issues in classes and in campus meetings, in staging outdoor protests, in meeting personally with campus administrators – including the college president – and in writing and editing this new campus website dedicated to asking challenging questions of the Hope community.

[Student X] is not an agitator; she does not go looking for fights to pick. She is a compassionate individual, who tries to correct injustices when she sees them. When she identified a lack of inclusivity on campus, she took proactive steps to try and provide space for more voices to have their say. These are opportunities not many college students have – or, if they do, they have neither the skills nor the self-awareness that [Student X] does to handle them successfully. [Student X] is also one of the hardest-working individuals you will ever come across.

In sum, [Student X] has my absolute highest recommendation to your program.

**VI. SAMPLE DEAN CERTIFICATION –  
LETTER OF RECOMMENDATION**

### SAMPLE DEAN CERTIFICATION LETTER OF RECOMMENDATION

A full review of [Student X's] record reveals an individual who is extraordinarily committed to his academics and extracurricular endeavors. I find his experience of having to support his family while still achieving academic honors to be a truly remarkable accomplishment, which is indicative of his maturity, drive, and future potential as a leader. Given his already impressive record at the University of California, Berkeley I can only imagine what more he would have achieved if he was afforded the opportunity to dedicate himself full-time to his studies while at our university. His personal triumphs coupled with his leadership on campus leads me to conclude that [Student X] will succeed in any endeavor on which he embarks.

[Student X] was admitted to UC Berkeley with a 3.8 high school GPA and an 860 SAT score. However, this standardized test did not come close to accurately predicting his academic achievements. Student X was one of a few students who possessed the academic ability and initiative to complete an honors thesis in the history department. Furthermore, his upper division course load, which constitutes over half of his UC Berkeley curriculum, reveals a 3.58 GPA. [Student X] was also the only student from the entire University of California system to be awarded a prestigious Public Policy and International Affairs Fellowship from Princeton University's Woodrow Wilson School of Public and International Affairs. All these factors led to his being awarded the Student Life Achievement Award during his final year at Berkeley.

I came to know [Student X] through his active participation in campus politics and activities through student government and various committees and organizations dedicating to improving our campus. [Student X] has an impressive employment and extracurricular record, which enriches his academic prowess. I have become increasingly aware that his positive contributions to such a broad range of organizations and activities stem from his combination of seriousness of purpose, highly personable nature, and exceptional intellectual capabilities.

I find [Student X] to be a truly driven individual who will achieve great success at your law school. Therefore, I urge you to review his application in the context of both his academic and personal achievements. As he did at University of California, Berkeley I fully expect him to become a leader on your campus thus, enriching your program and student body.

## **VII. SAMPLE RESUMES**

## Student X

Address

### EDUCATION: University of California, Berkeley

*Bachelor of Arts in History with Honors and Political Science, May 1999,*

*GPA: History 3.58, Overall 3.33*

**Princeton University: Woodrow Wilson School of Public and International Affairs**  
*Public Policy and International Affairs Fellow, 1998 Institute*

### WORK EXPERIENCE:

**8/99 to Present Los Angeles City Council-District 14, East Los Angeles, CA**

*John D. Gardner Fellow*

University of California, Berkeley Fellow working for councilman Nick Pacheco in all aspects of his office including city planning, field projects, and setting legislative agenda.

**6/99 to 8/99 The Greenlining Institute, San Francisco, CA**

*Summer Academy Associate*

Leadership and public policy program focused on economic development in low-income communities.

**5/97 to 8/99 Institute for Law and Policy Planning/California Planners, Berkeley, CA**

*Research & Administrative Assistant*

Conducted extensive research and assisted in preparation of reports for criminal justice studies. Produced reports on various California correctional facilities for U.S. District Court. Reviewed and made recommendations on proposals submitted to the National Institute of Justice.

**8/94 to 5/97 University of California Police Department, Berkeley, CA**

*Supervisor for Night Escort Service*

Supervised community service officers and oversaw the operation of the night escort service.

### COMMUNITY INVOLVEMENT:

**8/98 to Present Centro Legal de La Raza**

*Historian & Volunteer*

Assumed ambitious project to chronicle the history of this 30-year organization through extensive interview process of former volunteers and members of the community.

**3/96 to 8/99 Cal Students for Equal Rights and a Valid Education (Cal-SERVE)**

*Signatory & Campaign Coordinator*

Initiate and coordinate political campaigns under a progressive multi-cultural slate during student government elections. Responsible for creating policy and legislative agenda.

**8/96 to 8/97 Associated Students of the University of California**

*Senator, Chair of Personnel Sub-Committee*

Legislated policy for 30,000 students as one of a twenty-member board of directors and also oversaw the daily operations of a seventeen million-dollar operation. Was active on various committees.

**8/95 to 6/96 Renter's Legal Assistance**

*Legal Aid Intern*

Assisted the Berkeley and Oakland community by providing legal advice on rental issues.

### HONORS & AWARDS:

- Madres del Este de Los Angeles (Mother's of East L.A.) Scholarship
- John D. Gardner Fellowship Program: Year long public service UC Berkeley sponsored fellowship.
- Student Life Achievement Award: UC Berkeley award for academic, campus, and community leadership
- Honors Student Society
- Los Angeles County Certificate of Achievement

## Student X

Address  
Phone Number & E-mail

### PROFESSIONAL EXPERIENCE

**Research Associate - Environmental Defense, Los Angeles, CA** **9/00-present**

- In the Environmental Justice Project Office with a focus on protecting the environmental rights of low-income and minority populations in the urban core of Los Angeles, develop policies for funding and construction of urban parks in dense, low-income areas of Los Angeles County.
- Coordinate the Verde Coalition, a group of community-based environmental and economic justice organizations that share a strong interest in ensuring that the park needs of Los Angeles urban neighborhoods are met.
- Spearheaded community outreach and design process working with City of Los Angeles to convert a vacant lot into a neighborhood park named Hope and Peace Park in predominantly Latino and Korean community.
- Successfully lobbied California Department of Parks and Recreation officials to change 2001-02 park funding guidelines to increase distribution to low-income and minority communities.
- Negotiated with members of California State Legislature to include language in 2002 Parks Bond Act (Proposition 40) to set aside funds for park-poor urban areas and encourage community-based organizations to participate in design of parks.
- Organizer for the Figueroa Corridor Coalition of Economic Justice, a community education and organizing effort concerning Staples Center expansion in downtown Los Angeles, which resulted in a historic community benefits package including neighborhood park development, environmentally sound construction, living wage jobs, community hiring, affordable housing and parking and safety improvements.

**Intern - Environmental Defense, Los Angeles, CA** **5/00-9/00**

- Conducted policy analysis on equal access to parks, playgrounds and schools in the Los Angeles region.
- Analyzed demographics of urban park locations using census data and GIS maps.
- Researched historical public access to parks and recreation facilities, focusing on Chinatown and Pico-Union areas.
- Engaged in community outreach, often in Spanish, concerning use and design of parks and athletic fields.

**Research Fellow - Sociology Department, Whittier College, Whittier, CA** **9/98-5/00**

- Organized and interpreted Sociology Department's self-study data.
- Transcribed interviews and performed analysis for Professor Sal Johnston's research on gender identity.

**Project Coordinator - Fifth Dimension Project, Whittier, CA** **10/96-6/98**

- Worked with ten undergraduates to organize an after-school alternative education program using educational computer games to teach fundamental subjects.
- Developed lesson plans, taught grade-school children, took field notes and met with parents.
- Coordinated meetings with local activists and school district officials to discuss findings and positively influence education policy in the City of Whittier.

### EDUCATION

**B.A., Whittier College, Whittier, CA, May 2000**

Whittier Scholars Program (selective honors program for self-designed curriculum)

Self-designed major: Environmental and Social Policy, minor: Multicultural Studies

Dean's List (1996-2000)

Recipient of John Greenleaf Whittier Academic Excellence Scholarship (four years,  $\frac{3}{4}$  tuition)

Alpha Kappa Delta Sociology Honor Society

Senior Thesis - An Addictive Cycle of Chemical Dependence: Pesticides and the Link to Breast Cancer  
Center of Cross-Cultural Studies - Seville, Spain, Fall 1998

#### **STUDENT LEADERSHIP EXPERIENCE**

**Youth Organizer - Youth Organizing Committee, Whittier, CA** 9/99-4/00  
Worked on "Schools Not Jails" campaign. Successfully coordinated a peaceful walkout of 500 high school students from three different schools in the City of Whittier. In civil disobedience workshops, trained high school leaders with staff members from American Civil Liberties Union and National Lawyers Guild. Coordinated outreach to local Spanish and mainstream media.

**Founding Member - Movimiento Estudiantil Chicano de Aztlan, Whittier College** 6/99-6/00  
With three other students, founded Whittier College Chapter of MEChA, a 25-30 student Chicano/Latino organization with mission of social activism and educational excellence.

**Founding Member - Social Movement Action Kommittee (SMAK), Whittier College** 1/00-6/00  
Founding member of student organization to address faculty diversity issues. Advocated for change in recruitment policy and organized task force to increase diversity by twenty percent over ten years.

**Founder - Whittier Action Coalition, Whittier College** 10/97-5/98  
Founded first student/faculty task force to address series of sexual assaults on campus. Launched education campaign including a series of mandatory workshops and student forums. Organized safe space sit-ins in dormitories. Revised and updated college's sexual harassment policy.

**Student Coordinator - Day on Campus, Whittier College** 10/96-5/98  
Coordinated Whittier College outreach program that brought children to campus from various elementary schools in East Los Angeles to familiarize them with the college environment.

#### **ARTISTIC ROLLER SKATING**

**World Champion - Fédération Internationale de Roller Sports** 1991-2000  
Artistic Pairs Roller Skating Champion, 2000 World Cup, Freiburg, Germany  
United States National Champion - 1991, 1995 (singles and pairs), 1996, 1998, 2000, various locales  
17-time Southwest Pacific Regional Champion, Fresno, CA

**United States Artistic Roller Skater of the Year** 1998  
United States Amateur Confederation of Roller Skating

**Artistic Roller Skating Coach, Whittier Skateland, Whittier, CA** 9/00- present  
Head coach for roller skating class of children age 2-10 in joint venture with City of Whittier Recreation and Parks Department and Skateland roller rink. Certified Coach by United States Amateur Confederation of Roller Skating.

**Dancer/Roller Skater, Austin Powers III, Los Angeles, CA** 11/01-present  
Currently filming motion picture *Austin Powers III* in role of roller skater.

#### **LANGUAGES**

Bilingual, English and Spanish.

## **VIII. SAMPLE ELONGATED VERSION OF A RESUME**

## SAMPLE ELONGATED VERSION OF A RESUME

### EMPLOYMENT EXPERIENCE

**Los Angeles City Council-District 14**, East Los Angeles, CA      8/99 to Present  
*John D. Gardner Fellow*

Awarded a ten-month public service fellowship to work in government or non-profit sector. I am involved in all aspects of the Councilmember's office including legislative research, city planning, and organizing field programs.

**The Greenlining Institute**, San Francisco, CA      6/99 to 8/99  
*Summer Academy Associate*

Leadership and public policy program focused on developing economic opportunities in low-income communities. Created a "report card" of Silicon Valley companies grading their level of contributions to community based organizations dedicated to serving the minority community.

**Institute for Law and Policy Planning**, Berkeley, CA,      5/97 to 8/99  
*Research & Administrative Assistant*

Conducted extensive research and assisted in preparation of reports for criminal justice studies. Duties included interviewing inmates and prison officials, data collection and analysis, drafting reports, organizing and maintaining a vast array of court documents, and maintaining a firm grasp of legal procedures involved. Produced reports on various state prisons including at Corcoran, Pleasant Valley State Prison, Salinas Valley State Prison, Substance Abuse and Treatment Facility, and Duel Vocational Institution. Reviewed and made recommendations on criminal justice research funding proposals submitted to the National Institute of Justice.

**University of California Police Department**, Berkeley, CA      8/94 to 5/97  
*Supervisor, Community Service Officer - Night Escort Service*

Supervised Night Escort Service on campus during evening shifts. Duties included maintaining detailed logs and records, implementing programmatic policies, meeting with UC Police Administrators to develop policies, and assured safety of staff under my supervision.

#### **Summer Employment**

**The Greenlining Institute**, San Francisco California      5/99 to 8/99  
*Academy Associate*

Please refer to prior description.

**Campus Textbook Exchange**, Berkeley, CA\*\*      5/96 to 8/96  
*Stockperson & Cashier*

Coordinated with manager to assure adequate supply of products and performed sales duties.

**International House**, Berkeley, CA\*\*\*

5/95 to 8/95

*Maintenance Worker*

Performed various maintenance duties at this dormitory including painting, moving furniture, plumbing, electrical, and other labor-intensive duties.

### **Hours**

- Office of Los Angeles City Councilman Nick Pacheco – Full Time
- The Greenlining Institute\*\* - Full Time
- Institute for Law and Policy Planning/California Planners\*\* - 20-35 hrs/wk
- University Village Family Housing Complex & UC Police Department\*\* –10-15 hrs/wk
- University of California Police Department – 40-60 hrs/wk

\*Summer positions were full time.

\*\*Was also employed at UC Police Department

## EXTRACURRICULAR ACTIVITIES

**Associated Students of the University of California** 8/96 to 8/97  
*Senator, Chairperson of Personnel Sub-Committee, Member of Business Management Board*

Legislated policy for 30,000 students as one of a twenty-member board of directors and also oversaw the daily operations of a seventeen million-dollar operation. Was active on various committees. Instrumental in passing legislation and organizing campaigns to maintain Affirmative Action programs on campus.

*10-25 hrs/wk*

**Cal Students for Equal Rights and a Valid Education (Cal-SERVE)** 3/96 to 8/99  
*Signatory & Campaign Coordinator*

Rejuvenated this campus political party to address issues concerning affirmative action, student services, housing, and advocate a progressive agenda. Initiated and coordinated political campaigns for student government elections and was responsible for creating policy and legislative agenda.

*5-20 hrs/wk*

**Centro Legal de la Raza** 9/98 to 5/99  
*Historian & Volunteer*

Assumed ambitious project to chronicle the history of this 30-year-old organization through extensive interview process of former volunteers and members of the community.

*10-20 hrs/wk*

**Leadership and Education Development Taskforce (LEAD)** 10/96 to 5/97  
*Taskforce Team Member*

Designed and initiated a campus program to alleviate racial balkanization amongst various groups and organizations. Coordinated funding programs to further ameliorate this issue.

*3-5 hrs/wk*

**Berkeley Renter's Legal Assistance** 8/95 to 6/96  
*Legal Aid Intern*

Assisted the Berkeley community by providing legal advice on rental issues.

*5-10 hrs/wk*

**Honors Student Society** 8/98 to 5/99  
*Member*

Selected to be a member of this honors society. Performed various community service activities such as food drives, academic recruiting in high schools, and organizing charity events.

*2-5 hrs/wk*

**Chicano/Latino Political Science Association**

8/98 to 5/99

*Member*

Member of this student group that was dedicated to increasing the presence of Latinos in the political science department of UC Berkeley.

*5-8 hrs/wk*

**East Los Angeles Democratic Club**

8/99 to Present

*Member*

Member of this organization dedicated to assuring that Democratic elected officials maintain the interests of the residents of East Los Angeles.

*2-5 hrs/wk*

**Raza Recruitment and Retention Center**

8/96 to 5/99

*Volunteer*

Volunteered during admissions periods to recruit minority students to apply to UC Berkeley. Organized various campus visits and assisted students with the admissions process.

*2-5 hrs/wk*

**Cantwell Sacred Heart of Mary High School**

8/99 to Present

*Volunteer Assistant to College Counselor*

Assist students in preparing for college entrance exams, writing personal statements, and encourage them to seek admission to colleges they consider out of their reach.

*2-5 hrs/wk*

## HONORS & AWARDS

- Mothers of East Los Angeles Scholarship** 1994 & 1998  
Scholarship for students from East Los Angeles who have achieved personally and academically. Awarded highest scholarship level in 1994 and 1998.
- Student Life Achievement Award** 1998  
Award given to students who have achieved academic excellence, extraordinary community service, and have overcome hardships.
- John D. Gardner Fellowship** 1999  
Public service fellowship awarded to three UC Berkeley and Stanford University graduates based on academic record and commitment to public service.
- Public Policy and International Affairs Program, Princeton University** 1998  
Summer institute focused on Economics, Statistics, and Policy Analysis. Awarded a fellowship to complete a Masters in Public Policy.
- The Greenlining Institute Summer Academy** 1999  
Summer program focused on economic development in low-income minority communities through partnerships with corporations
- Honors Student Society** 1999  
Student society for honors students focused on academic excellence and community service.
- Los Angeles County Certificate of Achievement** 1998  
Certificate presented by Los Angeles County Supervisor Gloria Molina for commitment to community service and academic achievement.
- McNair Scholar's Program** 1998  
Research program focused on encouraging students to pursue graduate studies. Focused my research on legal service organizations and their impact in minority communities.
- Chicano/Latino Policy Project** 1998  
Awarded grant to conduct research on Centro Legal de La Raza and their impact in the Latino community of Oakland, California.

## **IX. SCHOLARSHIPS**

## I. General Minority Law Scholarships

### **American Association Of Law Libraries/Minority Stipend**

#### **American Association of Law Libraries**

Ronda Bedrook  
Scholarships and Grants Committee  
53 West Jackson Boulevard  
Chicago, IL 60604

### **American Bar Association Legal Opportunity Scholarships Fund**

American Bar Association  
Office of Funds for Justice & Education  
750 N. Lake Shore Drive  
Chicago, IL 60611  
(312) 988-5927

### **Association of Trial Lawyers Of America/ Richard D. Hailey Law Student Scholarships**

Association of Trial Lawyers of America  
ATLA Minority Caucus  
Michelle Haynes  
1050 31<sup>st</sup> Street, NW  
Washington, DC 20007  
(800) 424-2725 ext. 278  
(202) 944-2827

### **Fredrickson & Byron Foundation**

Greta Larson  
1100 International Centre  
900 Second Avenue South  
Minneapolis, MN 55402-3397  
(612) 347-7141  
[www.fredlaw.com](http://www.fredlaw.com)

### **Bay Area Minority Law Student Scholarship**

Elizabeth Tam  
[Etam@sfbay.org](mailto:Etam@sfbay.org)

### **Foley and Lardner Minority Scholarship**

[www.foleylardner.com](http://www.foleylardner.com)

\*in general, for people of color students (especially Native Americans) see:

[http://www.law.slu.edu/financial\\_assistance/FA/ethnic.html](http://www.law.slu.edu/financial_assistance/FA/ethnic.html) &  
[http://www.law.slu.edu/financial\\_assistance/FA/law.html](http://www.law.slu.edu/financial_assistance/FA/law.html)

## II. African American Scholarships

### **Congressional Black Caucus Foundation/ Congressional Fellows Program**

1004 Pennsylvania Avenue, SE  
Washington, DC 20003-2142  
[www.cbcbonline.org/programs](http://www.cbcbonline.org/programs)

### **National Association For The Advancement Of Colored People (NAACP) / Agnes Jones Jackson Scholarship**

4805 Mount Hope Drive  
Baltimore, MD 21215-3297  
(410) 358-8900

### **NAACP / Willems Scholarship**

Andrea E. Moss  
Education Department  
4805 Mount Hope Drive  
Baltimore, MD 21215-3297  
(410) 358-8900

### **Sachs Foundation**

Norwest Tower  
90 South Cascade Avenue, Suite 1410  
Colorado Springs, CO 80903  
(719) 633-2353

### **NAACP / Sutton Education Scholarship**

Education Department  
4805 Mount Hope Drive  
Baltimore, MD 21215-3297  
(410) 358-8900

### **Thurgood Marshal Scholarship Fund**

60 East 42<sup>nd</sup> Street  
Suite 833  
New York, NY 10165  
(212) 573-8888  
[www.thurgoodmarshallfund.org](http://www.thurgoodmarshallfund.org)

### **Earl Warren Legal Training Program, Inc./ Public Interest Law Scholarships**

99 Hudson Street, Suite 1600  
NY, NY 10013  
Tel: 212.219.1900

### **III. Asian American Law Scholarships**

#### **The National Asian Pacific American Bar Association**

1341 G Street, NW  
5<sup>th</sup> Floor  
Washington, DC 20005  
(202) 626-7693  
[www.napaaba.org](http://www.napaaba.org)

#### **Asian American Bar Association Of The Greater Bay Area**

Frannie Mok-Want  
(510) 832-2883

#### **Japanese American Citizens League**

Masao Satow Building  
1765 Sutter Street  
San Francisco, CA 94115

#### **Korean American Scholarship Fund**

3435 Wilshire Blvd.,  
Suite 2450 B  
Los Angeles, CA 90010  
(213) 380-5273

### **IV. Latina/o – Chicana/o – Hispanic Law Scholarships**

#### **Jesse Aria Scholarship Fund**

181 North E Street  
San Bernardino, CA 92401  
(909) 384-9957

#### **Mexican American Legal Defense and Education Fund (MALDEF)**

634 South Spring Street, 11<sup>th</sup> Floor  
Los Angeles, CA 90014  
(213) 629-2512  
[www.maldef.org](http://www.maldef.org)

#### **TELACU Education Foundation**

5400 East Olympic Boulevard, Suite 300  
Los Angeles, CA 90022  
(213) 721-1655

#### **La Raza Layers of California**

P.O. Box 30  
San Jose, CA 95103  
[Larazalawyers@yahoo.com](mailto:Larazalawyers@yahoo.com)  
[www.larazalawyers-santaclara.com](http://www.larazalawyers-santaclara.com)

**Hispanic Lawyers Scholarship Fund**

C/o Martin R. Castro, Esq.  
130 E. Randolph Drive  
Suite 3200  
Chicago, IL 60601  
(312) 861-6632

**Latino Lawyers Association Law School. Scholarship Fund**

C/o Maribel Medina  
333 South Hope Street, 38<sup>th</sup> Floor  
Los Angeles, CA 90017

**LULAC General Awards Scholarship**

1133 20<sup>th</sup> Street NW, Suite 750  
Washington, DC 20036  
(202) 408-0060  
[www.lulac.org](http://www.lulac.org)

**Mexican American Women's National Association**

Lilliam C. Lopez  
1725 K Street, NW  
Suite 501  
Washington, DC 20006

**National Hispanic Scholarship Fund**

1400 Grant Avenue, Room 203-A  
Novato, CA 94945

**Puerto Rican Legal Defense and Education Fund**

99 Hudson Street  
New York, NY 10013-2815  
(212) 219-3360  
[www.prldef.org](http://www.prldef.org)

**Hispanic Educational Foundation**

American GI Forum Hispanic Education Foundation  
3301 Mountain Road, NW  
Albuquerque, NM 87104

**Hispanic Lawyers Scholarship Fund**

c/o Martin R. Castro, Esq.  
130 E. Randolph Drive, Suite 3200  
Chicago, IL 60601  
Tel: 312.861.6632

**Salvadoran American Leadership & Educational Foundation  
(SALEF)**

1625 West Olympic Boulevard, Suite 706

LA, CA 90015  
 Tel: 213.480.1052  
 Web: [www.salef.org](http://www.salef.org)

\*especially for Latino students, see:  
[http://www.house.gov/roybal-allard/hispanic\\_scholarships.htm](http://www.house.gov/roybal-allard/hispanic_scholarships.htm)

## **V. Lesbian / Gay / Bi-Sexual / Transgender**

### **An Uncommon Legacy Foundation**

Legacy Scholarship Committee  
 P.O. Box 33727  
 Washington D.C. 20033  
 Web: [www.uncommonlegacy.org](http://www.uncommonlegacy.org)

### **Lawyers for Human Rights (now Lesbian & Gay Lawyers of Los Angeles)**

Web: [www.lhr.org](http://www.lhr.org)

### **Lesbians & Gay Men of African Descent**

Tel: 404.370.0911  
 Web: [www.zami.org](http://www.zami.org)  
 Email: [zami@zami.org](mailto:zami@zami.org)

### **The Point Foundation**

Web: [www.thepointfoundation.org](http://www.thepointfoundation.org)

### **UCLA Lambda Alumni**

UCLA LGBT Campus Resource Center  
 ATTN: Lambda Alumni Association  
 220 Kinsey Hall, Box 951579  
 LA, CA 90095-1579

\*in general, for LGBT students, see excellent list of websites (including list of scholarships geared towards Transgender students):

[http://www.lgbtcampus.org/resources/financial\\_aid.html](http://www.lgbtcampus.org/resources/financial_aid.html) &  
<http://www.FinAid.org/otheraid/gay.phtml>

## **VI. Native American Scholarships**

### **All Indian Pueblo Council Higher Education Scholarship**

P.O. Box 3256  
 Albuquerque, NM 87190  
 (505) 884-3820

### **American Indian Graduate Center**

4520 Montgomery Blvd., NE  
 Suite 1-B  
 Albuquerque, NM 87109

(505) 881-4584  
[www.aigc.com](http://www.aigc.com)  
[aigc@aigc.com](mailto:aigc@aigc.com)

**Cherokee Nation Graduate Scholarship**

P.O. Box 948  
Tahlequah, Ok 74465  
(918) 456-0671  
(800) 256-0671

**Cheyenne-Arapaho Tribal Scholarship**

Teresa Doresett / Wanda Miller  
P.O. Box 38  
Concho, Ok 73022  
(405) 262-0345  
(800) 247-4612

**Hopi Scholarship**

P.O. Box 123  
Kykotsmovi, AZ 86039

**Native American Scholarship Fund, Inc.**

8200 Mountain Road, NE  
Suite 203  
Albuquerque, NM 87110  
(505) 262-2351

**Native American Education Grant**

100 Witherspoon Street  
Louisville, KY 40202  
(502) 569-5760

**The Navaho Nation**

P.O. Drawer "S"  
Window Rock, AZ 86515  
(800) 223-7133

**North Dakota Indian Scholarship**

State Capitol, 10<sup>th</sup> Floor  
600 East Boulevard Avenue  
Bismarck, ND 58505

**Truman D. Picard Scholarship**

Intertribal Timber Council  
4370 N.E. Halsey Street  
Portland, OR 97213

**Howard Rock Scholarship**

1577 C Street, Suite 304  
Anchorage, AK 99501

**Seneca Nation of Indians Scholarship**

P.O. Box 231  
Salamanca, NY 14779  
(716) 945-1790

**United South & Eastern Tribes Scholarship**

711 Stewarts Ferry Pike  
Suite 100  
Nashville, TN 37214

**VII. Women****American Association of University Women - Selected Professions Fellowship**

Web: [www.aauw.org](http://www.aauw.org)

**Antonia Hernandez Law School Scholarship/UCLA Law**

Contact Office of Financial Aid, UCLA Law

**Black Women Lawyers of Northern California**

Jill Jasper, President of BWLNC  
Email: [bwlnc-mail@bwlnc.org](mailto:bwlnc-mail@bwlnc.org)

**Business and Professional Women's Foundation Education Program Scholarships  
Scholarship Department**

2012 Massachusetts Avenue, NW  
Washington D.C. 20036-1070  
Tel: 202.293.1100, ext. 169  
Web: [www.bpusa.org](http://www.bpusa.org)

**Dominican Women's Caucus Scholarship**

812 West 181st Street  
NY, NY 10033  
Tel: 212.568.9540

**Latina Lawyers Bar Association Scholarship**

Sandra Munoz  
Hadsell & Stormer  
Email: [llbascholarship@yahoo.com](mailto:llbascholarship@yahoo.com)

**MANA Scholarship****Mexican American Women's National Association**

Lillian C. Lopez  
1725 K Street, NW Suite 501  
Washington D.C. 20006

**Roscoe Pound Institute/ Elaine Osborne Jacobson Award for Women Working in Health Care Law**

ATTN: Membership and Education Coordinator  
 The Roscoe Pound Foundation  
 1050 31st Street, NW  
 Washington D.C. 20007  
 Tel: 202.965.3500 or 800.424.2725, ext.385  
 Web: [www.roscoepound.org/new/programs/eoj03.htm](http://www.roscoepound.org/new/programs/eoj03.htm)

**Soroptomist International of Los Angeles Fellowship Award**

Joan D. Johnson, Chair  
 Fellowship Committee  
 P.O. Box 1382  
 Alhambra, CA 91802

**Third Wave Foundation**

511 West 25th Street, Suite 301  
 NY, NY 10001  
 Tel: 212.675.0700  
 Web: [www.thirdwavefoundation.org](http://www.thirdwavefoundation.org)  
 Email: [info@thirdwavefoundation.org](mailto:info@thirdwavefoundation.org)

\* For women see: [http://www.law.slu.edu/financial\\_assistance/FA/women.html](http://www.law.slu.edu/financial_assistance/FA/women.html)

**VIII. General Scholarships**

**Association of Trial Lawyers of America (ATLA)/ ATLA Richard D. Hailey Law Student Scholarships**

ATTN: Michelle Haynes  
 1050 31st Street, NW  
 ATLA Minority Caucus  
 Washington D.C. 20007  
 Tel: 800.424.2725 or 202.944.2827, x278

**Association of Trial Lawyers of America (ATLA)/ Trial Advocacy Scholarship**

ATTN: Manager, Law Student & New Lawyer Services  
 1050 31st Street, NW  
 Washington D.C. 20007  
 Tel: 800.424.2725 or 202.944.2827, x372

**California Highway Patrol 11-99 Foundation**

(for dependents of CHP officers)  
 P.O. Box 3537  
 La Habra, CA 90632-3537  
 Tel: 562.947.1199  
 Email: [chp1199@aol.com](mailto:chp1199@aol.com)

**Davis-Putter Scholarship Fund**

25 Main Street  
Belleville, NJ 07109-3010

**Frederickson & Byron Foundation**

Frederickson & Byron, P.A.

Greta Larson

1100 International Centre

900 Second Avenue South

Minneapolis, MN 55402-3397

Tel: 612.347.7141

Web: [www.fredlaw.com](http://www.fredlaw.com)

\*in general, for a listing of directories of scholarships for law students, see:

[http://www.law.slu.edu/financial\\_assistance/FA/websites.html](http://www.law.slu.edu/financial_assistance/FA/websites.html)