

# **The Education Pipeline to the Professions**



# The Education Pipeline to the Professions

*Programs That Work to Increase Diversity*

Edited by  
**Sarah E. Redfield**

PROFESSOR OF LAW

UNIVERSITY OF NEW HAMPSHIRE SCHOOL OF LAW

CAROLINA ACADEMIC PRESS

Durham, North Carolina

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Library of Congress Cataloging-in-Publication Data

The education pipeline to the professions: programs that work to increase diversity /  
Sarah E. Redfield.

p. cm.

Includes bibliographical references and index.

ISBN 978-1-61163-050-3 (alk. paper)

1. Minority lawyers--United States. 2. Minorities--Education--United States. 3. Minority students--Vocational guidance--United States. 4. Minorities in the professions--United States. 5. Law students--United States. 6. Diversity in the workplace--United States. I. Redfield, Sarah E.

KF299.M56E38 2012

340.071'073--dc23

2011044015

Carolina Academic Press  
700 Kent Street  
Durham, North Carolina 27701  
Telephone (919) 489-7486  
Fax (919) 493-5668  
[www.cap-press.com](http://www.cap-press.com)

Printed in the United States of America

*Dedication*

This book is dedicated to my children, Alex and Althea Rose, and the children of all our authors, those in our immediate families and those we love and teach.



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# Foreword

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The racial and ethnic composition of the United States has changed substantially over the last 25 years and continues to change quickly. Racial and ethnic diversity in the legal profession lags behind the diversity of the nation as a whole as well as the composition of numerous other professions. Throughout the nation, educational programs have been created in the hope of improving educational outcomes for children of color and reducing the disparity between the nation's increasing diversity and the limited racial and ethnic diversity in the legal profession.

Professor Sarah Redfield has been deeply involved in efforts to solve the conundrum of disparate educational outcomes and educational access for children of color, ultimately leading to a lack of racial and ethnic diversity in the legal profession, for two decades. During that time, she has been a consultant on matters related to education reform. She also co-founded a conference focused on education law, co-founded and/or helped to launch pipeline programs and charter schools, co-founded a consortium designed to encourage analysis of education related issues, and wrote numerous articles and books on educational access and diversity. She has also spoken nationally on topics related to diversity and educational access nearly thirty times in seven years. Simply put, she is an expert on these matters. More than that, she is passionate about improving educational outcomes for students of color, increasing diversity in legal education and increasing diversity in the legal profession. Professor Redfield brings to this subject a unique and important combination of academic knowledge, hands on experience and personal commitment.

To date, most of the effort spent on pipeline programs has been spent developing, operating and seeking funding for specific pipeline programs. It appears that less effort has been spent formally analyzing the efficacy of multiple pipeline programs to determine whether the programs produce measurable results. With the publication of her first book, *Diversity Realized: Putting the Walk with the Talk for Diversity in the Pipeline to the Legal Profession*, Professor Redfield brought needed research and analysis to the historical and current issues that the legal profession confronts in trying to improve its diversity. In this book *The Educational Pipeline To The Professions: Programs that Work to Increase Diversity*, Professor Redfield makes another important contribution to the analysis of pipeline programs by offering guidance on pipeline programs with objectively measurable outcomes that others might replicate. Professor Redfield focuses on criteria that help readers analyze the actual impact of individual pipeline programs—the new 3Rs—Rigor, Relevance and Relationship. She has brought together a wide array of authors with real expertise, real experience, and real results. In providing an analysis related to whether a program achieves measurable results and whether it is replicable, this book provides a wonderful tool for persons trying to understand how to improve educational outcomes for students, particularly in a law related context. In this way, the book offers a how-to manual for expansion of

strong pipeline programs that can change the face of the profession. We can all benefit from its advice.

Michelle Gallardo

Chairperson, Council on Racial and Ethnic Diversity in the Educational Pipeline

American Bar Association

Detroit, Michigan

September 2011

# Preface

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This book is the second in a series of books addressing issues along the educational pipeline, from preschool to law school and the legal profession. The first book offered the factual background on educational issues and approaches to increasing the pool of diverse students interested in, and qualified for, law school and the legal profession. Additionally, it provided a narrative description of efforts (successful and otherwise) by the legal community to work along the educational pipeline to grow interest in the legal profession among a more diverse student body. This book brings together some of the heroes of pipeline work, those who have programs working with underrepresented and previously underserved students along the pipeline to support their persistence, access, and success. The authors are an eclectic group, writing about a range of programs, but all are successful in terms of measurable and measured student outcomes. I am enormously grateful to each of these extraordinary colleagues for the work they do and for finding the time to write about it so that others can enjoy similar success without starting from scratch. Helping to publish any one of these accounts would have been enormously gratifying and useful; a whole book of course even more so. Some of the authors are experienced and published. For others, this is their first venture in this arena; all have my enduring respect and gratitude, and I look forward to continuing to work with them. I invite all of you to get to know them as well; inspiration is contagious.

