



Original Submission

09/12/2023

[Redacted] [Redacted]
[Redacted]

First Name [Redacted]

[Redacted] [Redacted]

Phonetic Pronunciation of Name [Redacted]

Email [Redacted]

Phone [Redacted]

Preferred Pronouns [Redacted]

Name of Host Organization [Redacted]

Host Organization City [Redacted]

Host Organization State/U.S. Territory [Redacted]

Law School [Redacted]

Law School City [Redacted]

Law School State/U.S. Territory [Redacted]

Provide a compelling one-sentence description of your proposed project and target population: Provide direct representation and systemic legal advocacy to prevent the unlawful and disproportionate pushout of underserved preschool children in Philadelphia, with a focus on Black and Brown children, children with disabilities, children experiencing homelessness, and children in foster care.

Race/Ethnicity [Redacted]

Gender Identity [Redacted]

LGBTQIA+ [Redacted]

Immigrant or First-
Generation American

[REDACTED]

Person with a
disability

[REDACTED]

First generation
college graduate

[REDACTED]

Low-income
background

[REDACTED]

Veteran or Active
Duty Military

[REDACTED]

Country of Birth

United States

Part 2: Host Organization Information

Host Organization
Website

[REDACTED]

Host Organization
Phone

[REDACTED]

Please select from
the below how you
anticipate working:

Fellow will be working in a hybrid manner (partially remote, partially in-person)

Is the service area of
your project different
from the host
organization location
above?

No

Executive Director's
First Name

[REDACTED]

Executive Director's
Last Name

[REDACTED]

Executive Director's
Email

[REDACTED]

Supervisor's First
Name

[REDACTED]

Supervisor's Last
Name

[REDACTED]

Supervisor's Title

[REDACTED]

Supervisor's Email
Address

[REDACTED]

Part 3: Project Description

Please select the most relevant subject area classification for your project.

Education/Special Education

Please select a secondary issue area classification for your project.

Children/Youth

Does the proposed project include a racial justice component?

Yes

Is the proposed project national in scope?

No

Statement of need

Children's experiences in their first five years are critical to brain development. Access to high-quality early education is associated with positive academic outcomes, increased graduation rates, higher earning and employment potential, and increased financial independence. While all children benefit from preschool, underserved children make the most significant learning gains. In contrast, without quality preschool, underserved children enter kindergarten academically behind and often never catch up. When children are suspended or expelled from preschool, their risk of later justice-system involvement increases significantly—pushing them into the preschool-to-prison pipeline.

Often due to subjective and racially discriminatory school rules and enforcement, nationally, preschoolers are suspended or expelled at a rate 3.6 times higher than K-12 students. Black children represent half of the 250 children suspended or expelled from preschool each day, and children with disabilities are excluded at a rate 14.5 times higher than their peers. In Philadelphia, preschool exclusion similarly disproportionately harms Black and Brown children, especially those with disabilities. Black and Brown children are less likely to receive necessary services such as Early Intervention, which supports preschool children with disabilities and developmental delays, and more likely to be overlooked for critical behavioral health interventions. They attend significantly underfunded preschools with teachers lacking essential training. Over 65% of children in Philadelphia's foster care system are Black, and over 80% of unhoused Philadelphians are non-white. Over one third of Philadelphia children experiencing homelessness are ages birth to kindergarten. While overrepresented in Philadelphia's foster care and unhoused populations, Black and Brown children are underrepresented in preschools and disproportionately pushed out.

Nine years after █████ brought its suit, in 2023, Pennsylvania's system for funding public education, including preschool, was declared unconstitutional, and education was declared a fundamental right. The Court's decision cited inequitable preschool access as a critical failure. Building upon this transformative moment, my project provides direct representation and advocacy to ensure all preschool children can access the high-quality early childhood education that Pennsylvania's Constitution requires. Additionally, laws such as the Individuals with Disabilities Education Act, Section 504, Americans with Disabilities Act, Every Student Succeeds Act, McKinney-Vento Act, and Title VI of the Civil Rights Act seek to ensure underserved children have meaningful sustained access to preschool instruction and are not subject to discrimination. Children who are pushed out of preschool need strong legal representation to ensure their rights to quality early childhood education programs, access to effective special education supports, and comprehensive instruction.

Project goals

Through direct representation, my project aims to prevent underserved children from being pushed out of early education. Through systemic advocacy and community education, my project seeks to improve access to early education and dismantle systemic barriers driving preschool suspension and expulsion in Philadelphia, as well as create a sustainable structure for addressing preschool pushout moving forward.

Direct Representation:

- Prevent pushout by representing at least 50 preschool students experiencing educational pushout related to race, disability, homelessness, or system involvement. [REDACTED] meetings, due process hearings, and through filing federal and state administrative complaints seeking systemic reform.
- Understand breadth of Philadelphia's preschool exclusion through outreach to 20 partner and stakeholder organizations.

Stakeholder Collaboration:

- Work toward dismantling systemic barriers by presenting 10 "know your rights" and informational trainings for families, advocates, policymakers, and other stakeholders.
- Improve access to early education by identifying systemic barriers and areas for support through collaboration.

Data Analysis:

- Identify and understand systemic barriers using information gathered in direct representation, outreach, trainings, and data analysis with an eye toward racial discrimination.
- Improve access and awareness by analyzing discriminatory preschool policies and collecting data on preschool pushout, including information on students who are pushed out, their outcomes, and issues that arise when seeking support after pushout.

Systemic Advocacy:

- Re-envision the potential of early education systems by publishing a case study on the landscape of Philadelphia's preschool exclusion, including recommendations to address systemic barriers and improve access to needed supports.
- Build a working group to address preschool exclusion moving forward by convening cross-system leaders, including city and state agencies, service providers, preschools, families, and advocacy networks to remedy inequitable preschool exclusion.

The preschool-to-prison pipeline relies upon a network of inequitable systems founded upon and perpetuated by racism. Once suspended, children are significantly more at-risk of entering the juvenile justice system and being incarcerated as adults. Racism is the foundation of mass incarceration. My project is grounded in racial justice and advocates to address the root causes of disproportionate preschool pushout of Black and Brown children.

The children I will represent have been harmed by racial injustice long before they set foot in preschool. Through representation, data collection, analysis of preschool policies reflecting racially discriminatory codes and practices, and systemic advocacy, my project will prevent the pushout of Black and Brown preschoolers and ensure their access to the lifelong opportunities afforded by equitable, high-quality, supportive education.

Timeline

Utilizing a two year timeline, describe the major project milestones (actions or activities completed towards meeting goals) that will be accomplished, in six month increments, in order to achieve the overall project goals.

0 - 6 Months:

- Engage [REDACTED] existing partner organizations and leverage network to establish referral system.
 - Represent underserved children who have been suspended or expelled from Philadelphia preschools.
 - Design and implement outreach strategy for partners, including policymakers, pediatricians, social workers, child advocates, and families, among others.
 - Collect data on practices and access to education rights for children experiencing pushout from Philadelphia preschools.
 - Create trainings on early education rights and pushout for stakeholders. Create rights-based resources for parents and advocates.
 - Attend community events related to early education to build partnerships, identify areas for collaboration, and center project in community need.
 - Research laws governing early education to understand priorities and potential challenges, with focus on racial impact.
 - Research local preschools' codes and policies regarding exclusion.
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6 - 12 Months:

- Continue representing underserved preschoolers experiencing pushout.
 - Continue engaging new and existing partners.
 - Continue collecting data on practices and access to education for children experiencing preschool pushout.
 - Identify and analyze systemic barriers driving exclusion practices.
 - Convene network of key stakeholders to better understand and address the landscape of preschool exclusion in Philadelphia and increase cross-agency collaboration.
 - Distribute student-focused rights-based resources for advocates and families.
 - Conduct education rights trainings for stakeholders serving preschoolers and families.
 - Begin outlining critical reform areas, compiling narratives, and developing direction for case study.
 - Train, collaborate with, and support pro bono partner attorneys.
 - Reflect on successes and challenges of the first year; reassess project goals to ensure the needs of impacted communities are being met.
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12 - 18 Months:

- Continue representing underserved preschoolers experiencing pushout.
 - Advocate for education system reform for preschoolers experiencing pushout with stakeholders.
 - Identify and work to eliminate inequitable preschool policies and begin to develop best practices.
 - Conduct trainings and refine resources for families and stakeholders serving preschoolers experiencing pushout.
 - Provide ongoing support to pro bono attorneys.
 - Continue to identify and analyze areas for increased cross-agency collaboration. Develop strategies to address cross-system breakdowns.
 - Evaluate need for systemic administrative complaint and collaborate with pro bono partners for next steps.
 - Analyze data on access to educational services for children in Philadelphia preschools.
 - Continue developing case study and seek feedback.
 - Seek feedback from [REDACTED] attorneys, pro bono partners, and community partners. Adjust advocacy and representation efforts accordingly.
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18 - 24 Months

- Continue direct representation. Identify individual matters that need to be transitioned at end of project.
 - Provide ongoing support to pro bono attorneys.
 - Employ systemic legal strategies, including a possible systemic administrative complaint, for [REDACTED] to pursue to enforce the rights of preschoolers experiencing pushout.
 - Follow up with preschools about building more equitable policies and discuss implementation challenges.
 - Host a final seminar that brings together key stakeholders to share project findings, share stories, discuss systemic solutions, and build a working group to address preschool exclusion moving forward.
 - Implement strategies to address cross-system breakdowns.
 - Publish case study on key findings, stories, and recommendations.
 - Seek funding to continue and expand project. If unable to secure funding, identify [REDACTED] attorneys to take on transferred clients, litigation, and advocacy efforts to ensure project longevity.
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Collaboration and distinguishable services:

Please describe how the proposed project is distinguishable from, or complementary to, any existing services for your target communities or geographic area:

This project is unique in its dedicated advocacy for preschool children experiencing educational pushout, as well as in its intersectional approach to ensuring early education rights for underserved student populations through multiple legal strategies. While [REDACTED] is the only organization in Pennsylvania with extensive expertise in legal action and systemic advocacy for the educational rights of underserved youth, no [REDACTED] attorneys are dedicated to preschool issues, and [REDACTED] does not currently have the capacity to represent the high numbers of preschool referrals it receives.

[REDACTED]

The CAU does not have a dedicated education attorney and has heavy caseloads. While there is an SCCA attorney who consults on education issues, her work is limited to providing consultation to attorneys with clients in foster care. Community Legal Services' Family Advocacy Unit represents parents in dependency court, but does not specialize in education or represent children. While court-appointed private attorneys often represent clients in dependency court, they do not specialize in education and typically do not take on such cases.

Court Appointed Special Advocates (CASA) offers Educational Decision Makers (EDMs) who can make educational decisions on behalf of system-involved children. However, CASA EDMs are non-attorney volunteers and staff, and they are limited in the strategies they can pursue to address violations. Additionally, CASA Philadelphia maintains a long waiting list for children in need of EDMs for which it cannot provide volunteer or staff coverage.

Organizations such as HopePHL and the BELL Project serve children experiencing homelessness through policy advocacy, but not legal advocacy. While the Homeless Advocacy Project offers legal representation for children experiencing homelessness, none of their staff attorneys specialize in education or early childhood matters, and they do not cover other underserved populations.

Networks such as the Pennsylvania Association of Education for Young Children, First Up, and The Voice of Early Childhood Education coach education professionals and make policy recommendations, but do not provide legal advice. Finally, service providers such as Community Behavioral Health and Elwyn connect children with behavioral health services, but do not provide legal advice.

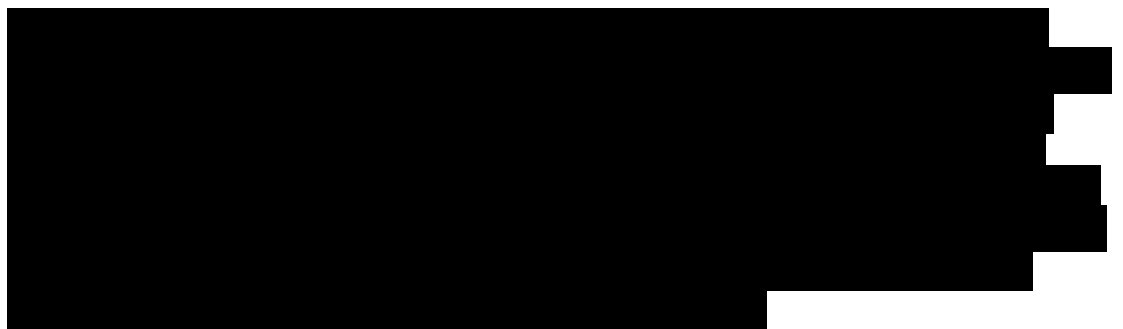
While there is a small private bar handling K-12 education cases, because of the lack of attorney's fees available by statute, there is no private bar for the youngest students. My project addresses an unmet but critical legal need in the community.

Describe how you will collaborate with other legal or non-legal service providers in the community:*

██████ has longstanding partnerships with public interest law centers, child welfare organizations, and social service agencies serving young students. These partnerships will expand the reach of my project and establish multiple referral and collaboration pipelines.

While I will seek to build new relationships with community providers, I plan to collaborate with and solicit referrals from the Child Advocacy Unit of the Defender Association (CAU), Community Legal Services' Family Advocacy Unit, and Support Center for Child Advocates (SCCA). During my internship at ██████, I worked directly with the attorney who consults on education-related matters, and the ██████ is a mentor of mine. In addition to these organizations, I will solicit referrals from ██████ partners Homeless Advocacy Project, HopePHL, and the BELL Project, as well seek opportunities for collaboration in community education, outreach, and advocacy. Additionally, the Health, Education and Legal Assistance Project Medical-Legal Partnership, whose social workers work closely with low-income families with health needs, has identified preschool pushout as a priority area and reached out to ██████ for guidance. Through this partnership, I will receive referrals for students with disabilities. I have discussed collaboration with community organizations and providers and will leverage these networks to receive referrals and further partnership.

To better serve students in Philadelphia, it is necessary for agencies involved in early childhood education and Early Intervention services for young children to increase collaboration, communication, and goal alignment. Pernicious service gaps are highly likely to occur when a young child transitions from one system for the provision of educational services to another, particularly regarding extremely delayed or non-existent service provision, failed identification of children in need of services, inappropriate or low-quality services, and the pushout that so often results from these. Cross-system communication and collaboration could eliminate many of the persistent breakdowns during the transition period. Through creating working groups, my project aims to bring key agencies together to facilitate consistent communication so that collaborators can problem-solve ways to address systemic barriers.



Is the project a Medical-Legal Partnership (MLP) ?

No

Potential Sponsor Involvement and Pro Bono Opportunities

Equal Justice Works Fellowships are sponsored (funded) by law firms, corporations, individuals, bar associations and foundations. Most Fellowship sponsors are interested in being involved with the Fellows they select to fund. Many sponsors choose candidates to interview and select a Fellow based on potential opportunities for involvement.

Please describe below the ways in which your project could involve a sponsor, including attorney and non-attorney staff (e.g., staffing a clinic, serving as litigation co-counsel, providing data analysis support, presenting to sponsors quarterly, etc.) Please consider what opportunities may be available for in-person volunteers and those available for remote volunteers. Because sponsors vary widely in terms of the engagement they seek, we suggest presenting a "menu" of options.*

There are many opportunities for pro bono attorneys to volunteer with my project. Pro bono attorneys can undertake direct legal representation in special education meetings, dispute resolution meetings, administrative hearings, and any challenges under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, Americans with Disabilities Act, McKinney-Vento Act, and Every Student Succeeds Act. In state or federal systemic administrative complaints, cases in which a special education matter is appealed to federal court, or cases in which school discipline and enrollment matters are appealed to a Court of Common Pleas or Commonwealth Court, pro bono attorneys can serve as co-counsel, assist in drafting legal documents, provide strategy consultation, partner with attorneys on the project to research evolving case law and policy, craft legal arguments, and draft litigation documents. Additionally, pro bono attorneys can present training sessions on the education rights of preschool children to sponsors, stakeholders, and incoming pro bono volunteers.

While also available to pro bono attorneys, my project will include volunteer opportunities for non-attorneys. Volunteers can assist with data collection and analysis to track exclusionary discipline practices in Philadelphia, the educational rights that children facing exclusionary discipline are and are not able to access, and best practices on the transition process for young children facing exclusionary discipline. Additionally, volunteers can assist at all stages of report development, from publication to data analysis, editing, and presentation. Non-lawyers familiar with special education can also assist with document collection and review. Many of these opportunities, both for lawyer and non-lawyer partners, can be conducted remotely.

Please describe below the Host Organization's existing pro bono program, if any.

█████ believes that vibrant pro bono partnerships are vital to achieving its mission to ensure that all children in Pennsylvania have access to a quality public education, including preschool. █████ has a long history of successful pro bono collaborations on individual direct representation matters, class actions, amici curiae, policy advocacy, and community engagements. █████ also has experience supporting sponsor organization's pro bono involvement in legal fellowship projects. █████ staff train private attorneys who take pro bono cases, and █████ acts as consultants or co-counsel on matters as needed. █████ regularly co-counsels major cases with the private bar and other nonprofits, including recent partnerships with the law firms of O'Melveny & Myers, Troutman Pepper, Faegre Drinker, Morgan Lewis, and Dechert. █████ is also a contributor to the Philadelphia Bar Association's Public Interest Section, which provides a forum for public interest and private bar attorneys to develop and collaborate on pro bono projects. █████ executive director, legal director, and pro bono coordinator continually engage with the private bar to nurture and build pro bono partnerships.

My project will benefit from █████ established model for pro bono support, which includes training on substantive legal issues, ongoing technical and legal expertise, increased capacity for direct representation, and strategy development.

Please describe the candidate's experience working alongside or leading pro bono volunteer attorneys and/or other volunteers, if any. *

As an intern, I witnessed the significant benefit of strong pro bono partnerships through my work with pro bono partners at multiple organizations. While at [REDACTED], I worked with pro bono attorneys from [REDACTED] on litigation on behalf of students who were deprived of their education rights and subjected to abuse at a juvenile justice facility. I joined weekly meetings with [REDACTED] attorneys, reviewed and analyzed documents for deposition, and, as a [REDACTED] intern working on this same case, completed discovery review alongside [REDACTED] associates. [REDACTED] I also analyzed state statutes on minimum ages for prosecution alongside pro bono attorneys.

[REDACTED]

[REDACTED]

Does the proposed project present legal pro bono opportunities in multiple cities/states?

No

Do you anticipate there being remote pro bono opportunities?

Yes

Do you anticipate the proposed project offering volunteer opportunities that do not require a volunteer to have bar licensure? Yes

Part 4: Candidate Information Part 4 should be completed by the candidate and reviewed by the prospective host organization.

May Equal Justice Works share information about the status of your application with your law school?

Opt in to sharing information

Application status information may include, for example, whether your application is under consideration by a sponsor, whether you've been invited to interview, or similar. As the applicant, this information is always available to you directly as well by emailing the Equal Justice Works team at fellowships@equaljusticeworks.org.

Anticipated Bar Exam Pennsylvania Jurisdiction

If your anticipated bar exam jurisdiction does not match the location your project plans to serve, please explain.

Have you applied for an Equal Justice Works Fellowship previously? No

Are you a current or former legal post-graduate Equal Justice Works Fellow? No

Have you ever participated in any of the following Equal Justice Works programs? I have not participated in an Equal Justice Works program

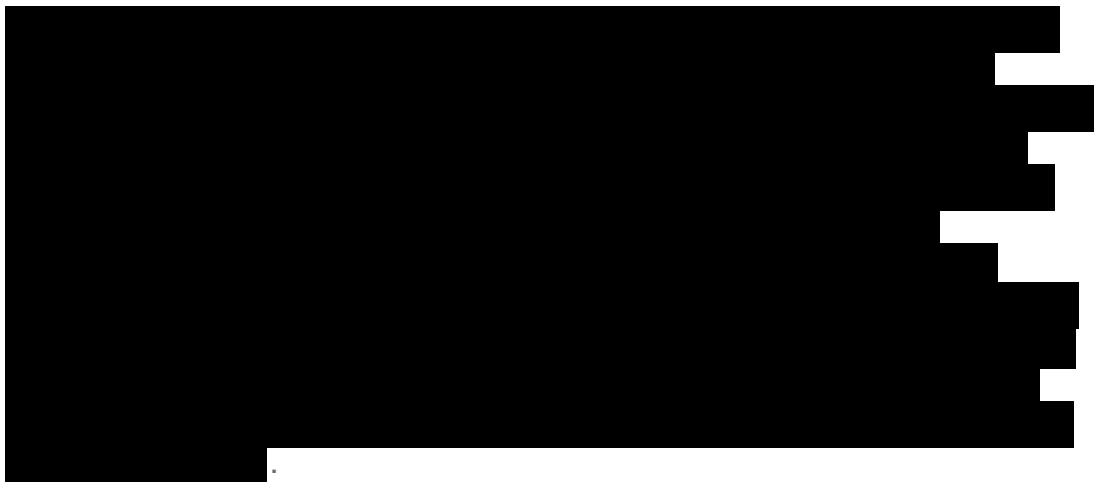
Have you applied, or do you intend to apply, to another Fellowship program besides Equal Justice Works? Yes

Please select the other fellowship programs you have applied to or intend to apply to: Skadden Fellowship Program

Have you applied, or do you intend to apply, to an upcoming judicial clerkship besides Equal Justice Works? No

Please list the languages you know and your level of proficiency American Sign Language- beginner

Personal Statement



My experiences guided me to work in children's issues, and specifically, in education. In my work in schools, I helped students to build the resilience

and compassion I was forced to learn. While leading a classroom of low-income Philadelphia elementary students prior to starting law school, I sought to mitigate the barriers my students were facing. When “Rashaad,” a Black kindergartener who had never attended preschool, faced expulsion for his tantrums, I advocated for him to stay, promised to work with him one-on-one, and suggested accommodations. He was expelled; I never saw him again. I held the hand of “Zavier,” a Black second grader who read significantly below grade level; he was later suspended on the morning his best friend was shot. I saved extra juices for “Connor” on the mornings he testified against his mother, and I practiced sounding out words with “R.J.” and “Mateo,” both non-white first graders with autism, on the days their special education providers did not show up. When my students needed a supportive, high-quality education system the most, they were let down.

At the [REDACTED] I joined the defense team for “Kamir,” a Black LGBTQ youth, and was tasked with creating a social chronology of significant events in his life. The chronology painted a stark portrait of systemic education failures, including a suspension for dancing in the school hallway, and Kamir’s first arrest, which occurred in the elementary cafeteria following a fight. Interviews with Kamir and his loved ones emphasized his passion for learning, as well as the ways that his disabilities, foster care involvement, abuse, and educational pushout affected him from a young age. I internalized the importance of educational crises as intervention points and considered how Kamir might have been supported, rather than harmed, by education systems. As I worked backward through systemic failures in Kamir’s life, it was clear he had experienced considerable harm already. In many ways, our advocacy arrived too late. This work inspired me to center my advocacy on using legal strategies to prevent childhood harm rather than attempt to mitigate its consequences.

Later, I assisted with [REDACTED] representation of “Jack,” a 4-year-old Black child with disabilities. Jack was suspended for behaviors consistent with his disabilities—a violation of his rights to due process and a free appropriate public education. Jack was not receiving his required Early Intervention services, and his preschool teachers lacked training in supporting children experiencing challenging behaviors. Caught in a paradoxical cycle of preschool pushout instead of receiving the support he was legally entitled to, Jack was excluded from school—the place he was supposed to receive interventions. While representing Jack, I observed systemic accountability gaps, his parents’ desperation, and most glaringly, the exacerbation of his unmet needs through illegal suspension. I saw the ways that adult behavior, decisions, and inaction determined this 4-year-old’s opportunities for education, as well the need for attorneys to zealously center children’s needs, seek collaboration, and promote creative, evidence-backed solutions.

During a tumultuous but critical time in my life, preschool set me on a path toward opportunity. Through my work with students, I internalized that adults are the gatekeepers of childhood opportunity. I dedicated my adult life to doing better for children like Jack, Kamir, Rashaad, Zavier, Connor, R.J., and Mateo, and children who grew up in the circumstances I did. This belief is why I attended law school and has been my guiding purpose since.

As a preschooler, my world was small. I felt it closing in on me. Through education, I discovered how big the world can be. My project protects the rights of preschoolers navigating circumstances beyond their control. It expands externally-imposed boundaries and closes opportunity gaps so that these children, too, can see how big the world is.

[REDACTED]

[REDACTED]

Organization Name [REDACTED]

City [REDACTED]

State/U.S. Territory [REDACTED]

Time period in which the work or volunteer service was performed [REDACTED]

Contact Name [REDACTED]

Contact Phone Number [REDACTED]

Contact Email Address [REDACTED]

Letter of Recommendation 1 [REDACTED]

Letter of Recommendation 2 [REDACTED]

Part 5: Host Organization Background Part 5 should be completed by the prospective host organization with input from the candidate.

Please describe how the project was developed and how it relates to the overall mission and current strategies of the organization. Include a description of how the proposed project is distinct from the work of a general staff attorney or any previous Fellow at the host organization.

The [REDACTED] mission is to ensure access to a quality public education for all children in Pennsylvania. We pursue this mission by advocating on behalf of underserved students—children experiencing poverty, Black and Brown children, children in the foster care and juvenile justice systems, children with disabilities, multilingual learners, LGBTQ + students, and children experiencing homelessness. [REDACTED] uses a range of strategies: direct legal representation; impact litigation; educating parents and students about their legal rights; supporting youth-led or community-based groups; policy advocacy at the local, state, and federal levels; and strategic communications.

[REDACTED] project was developed in response to an urgent need for advocacy and legal representation to ensure that all children in Philadelphia have access to high quality preschool and are not pushed out in violation of their educational civil rights. This year, over nine years after [REDACTED] brought the case, a court declared Pennsylvania’s school funding system unconstitutional and cited inequitable preschool access as a critical failure that must be addressed. Despite mounting research about the vital role of access to high quality preschool to ensure academic achievement and improve lifelong outcomes, systemic barriers and individual racial bias prevent Black and Brown children in Philadelphia from accessing these essential programs. Disproportionately, Black and Brown children, including those with disabilities, experiencing homelessness, and in child welfare systems, are denied access to early childhood education and are excluded through preschool suspension and expulsion. Children who are pushed out of preschool programs through suspension and expulsion need strong legal representation to ensure their rights and access to quality early childhood education.

In Philadelphia, the agencies responsible for providing critical evidence-based services to support children experiencing preschool pushout, including Early Intervention, are not meeting their legal obligations. [REDACTED] will use legal strategies to dismantle the barriers that drive preschool suspension and expulsion in Philadelphia to ensure that Black and Brown children, including those with disabilities, experiencing homelessness, and in child welfare systems, have access to the high-quality early childhood education that they need and to which they are entitled. While [REDACTED] has advocated for children experiencing preschool pushout, our attorneys cannot focus on this topic with the breadth and depth needed to advance critical civil rights and obtain systemic reform. [REDACTED] project will allow [REDACTED] to develop expertise to address the unique educational barriers these students face.

Please explain the candidate's experience with your organization, including what measures your organization has taken to familiarize your candidate with their proposed project supervisor, the culture of the office and mission of the organization, and the salary and benefits they will be provided. If candidate has not interned or volunteered at the host organization, please affirm that the candidate has visited host organization's office and met in person with proposed supervisor and other members of the staff. If an in-person visit or meeting was not possible, please explain what alternative meetings took place.

██████ was a summer intern with ██████ following her second year of law school. From the moment she arrived at ██████, ██████ established herself as a passionate advocate who was eager to learn about and contribute to all aspects of ██████ work and education civil rights lawyering. ██████ was the first to volunteer for any project and her work was extremely high quality. She quickly became an important contributor to our team. Her skills and knowledge far exceeded her position as a second-year law student.

██████ achieved great results for ██████ clients. For example, ██████ assisted with the representation of "Zara," a high school student with a disability who was seeking to access compensatory education funds for a settlement she received due to a former denial of necessary educational services from her school district. Zara sought representation in order to appeal the school district's denial of her ability to purchase equipment to support her development of vocational skills because it determined they were not "legitimate educational expenses." Under the supervision of an ██████ attorney, ██████ reviewed educational records and drafted a compelling letter appealing the District's denial of this expense based on the student's documented vocational skill developmental needs and her IEP goal of becoming a small business owner. As a result of ██████ strong advocacy, the District reversed its previous denial of the expense and the student was able to purchase the equipment.

It has been evident from the start that ██████ prior experience and personality are a great fit with ██████'s mission, this project, and our staff culture. After ██████ legal team interviewed ██████ and selected her as our fellowship applicant, ██████ staff spoke with her further about ██████ mission, work, and the fellowship project. During our subsequent communications, we exchanged ideas about the project priorities and strategies through phone conversations, emails, and shared editing of the project application. Our executive director discussed ██████ salary and benefits package with ██████. We are thrilled to host ██████ for this fellowship project.

Has the organization hosted Equal Justice Works Fellows in the past?

Yes

Were any former Fellows hired as full-time staff with the organization after their Fellowships ended?

No

Were the above Fellowship projects sustained at the host organization after the Fellowships?

Yes

Please explain:

█████ currently hosts EJW Fellow ██████ and has recently hosted ██████ and ██████. Fellowship projects are often folded into lasting ██████ work. For example, ██████ incorporated the expertise developed through ██████ ██████ EJW project on advocating for enhanced mental health services for Black Girls into ██████ groundbreaking new report, ██████, which highlights the voices of Black girls attending public schools and provides a roadmap to implement their eight recommendations for overdue changes we need to make to create just school communities. In addition, ██████ continues the legal advocacy and coalition work begun with ██████ EJW project with stakeholders regarding educational rights advocacy for English learners in the Pittsburgh area. ██████ also replicated ██████ project in the Philadelphia area and continues that work in Southeastern Pennsylvania. ██████ is committed to working with EJW fellows throughout their fellowships to develop partnerships and systems that will allow for the work of the projects to be sustained. For example, ██████ is working with ██████ to develop pro bono training and support resources in order to develop a legal practice team that can receive referrals for direct representation during the second year of her EJW Fellowship and beyond. While ██████ and ██████ did not remain at ██████ as full-time staff, many of our ██████ public interest fellows have stayed on to become staff attorneys following their fellowships, including our Executive Director who started her career at the Education Law Center as a public interest fellow. Currently, 40 percent of our staff attorneys in the Philadelphia office started their careers at ██████ as public interest fellows. ██████ has also hosted numerous other public interest fellows including Skadden, Independence, Stoneleigh, and law school specific fellowships. ██████ a 2008 Equal Justice Works Fellow, is a current Senior Attorney and the proposed project supervisor.

State the number of total staff at the organization: 16.0

How many of your staff are attorneys? 10.0

Fellowship host organizations are required to provide thorough orientation, training, support, and legal supervision throughout the term of the Fellowship. Please answer the following questions related to support:

Briefly describe the anticipated training and supervision plan for the Fellow, i.e. onboarding plan, frequency of check-ins/feedback loops, skills development, progress tracking, work product review, etc. Please also describe your organizational performance management practice (e.g. performance reviews) and HR management (e.g. HR manager).

██████ has developed onboarding training to provide new fellows with necessary information about their legal content area, as well as office policies and culture. ██████ has guided fellows with creating workplans, developing community partnerships, managing intake, determining appropriate case selection, undertaking all aspects of representation, conducting research, editing written work, and reporting on fellowship deliverables. ██████ will work with ██████ on a daily basis. She will attend and provide feedback during client representation or partner advocacy.

██████ will be a member of ██████ issue teams: 1) ██████ These teams meet monthly or biweekly and provide additional support opportunities that will allow ██████ to collaborate on legal strategies, obtain guidance for case development, seek additional feedback on systemic barriers, and confer on recent case law updates. ██████ project will be incorporated into the work plans for these teams, which are created annually and include goals, objectives, and activities to guide each teams' work.

In addition, ██████ will advise ██████ on community outreach, training, policy advocacy and other activities, and assist her in managing her time in order to adhere to the established project timeline. ██████ will meet with ██████ for a formal supervision meeting at least once a week. ██████ will provide regular feedback to ██████, and ██████ will also take part in our performance reviews. Finally, ██████ will connect ██████ to relevant professional development opportunities in Philadelphia, Pennsylvania, and with national partners.

Please outline what steps will be taken to provide adequate supervision for the Fellow should the primary supervisor no longer be available.

Should ██████ no longer be available, ██████ will be supervised by ██████ Legal Director, ██████, an attorney with over thirty five years of experience in both the public and private sectors. ██████ has litigated precedent-setting state and federal cases on behalf of underserved children. Currently, she oversees ██████ litigation efforts and has extensive experience supervising project-based fellows, including Equal Justice Works Fellows. ██████ also has experience working on behalf of young children in preschools, as she supervised a 2016-2018 project-based fellowship that was focused on ensuring that young children in the Greater Philadelphia area received appropriate Early Intervention services.

In addition, ██████ will receive professional support from the ██████ including collaboration and strategizing. Multiple attorneys at ██████ have supervision experience and while ██████ and ██████ will formally supervise ██████, additional attorneys at ██████ are expected to provide professional development opportunities, advice, and support to our law fellows to ensure professional growth and inclusion of our newest attorneys.

Please confirm by checking the applicable box below that the Fellow will be at minimum provided with the following:

Desk, Office or Cubicle, Computer and Phone, or

