Pathways to Achieving Judicial Diversity in the California Courts

A TOOLKIT OF PROGRAMS DESIGNED TO INCREASE THE DIVERSITY OF APPLICANTS FOR JUDICIAL APPOINTMENT IN CALIFORNIA
Pathways to Achieving Judicial Diversity in the California Courts

A TOOLKIT OF PROGRAMS DESIGNED TO INCREASE THE DIVERSITY OF APPLICANTS FOR JUDICIAL APPOINTMENT IN CALIFORNIA

DECEMBER 2010
<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hon. James R. Lambden</td>
<td>Chair, Associate Justice of the Court of Appeal, First Appellate District, Division Two</td>
</tr>
<tr>
<td>Hon. Gordon S. Baranco</td>
<td>Vice-Chair, Judge of the Superior Court of California, County of Alameda</td>
</tr>
<tr>
<td>Ms. Ruthe Catolico Ashley</td>
<td>President/Founder, Diversity Matters, Rocklin</td>
</tr>
<tr>
<td>Hon. Steven K. Austin</td>
<td>Judge of the Superior Court of California, County of Contra Costa</td>
</tr>
<tr>
<td>Dr. Bryan Borys, PhD</td>
<td>Special Assistant to the Court Executive Officer, Superior Court of California, County of Los Angeles</td>
</tr>
<tr>
<td>Hon. My-Le Jacqueline Duong</td>
<td>Judge of the Superior Court of California, County of Santa Clara</td>
</tr>
<tr>
<td>Hon. Ana L. España</td>
<td>Judge of the Superior Court of California, County of San Diego</td>
</tr>
<tr>
<td>Hon. Barry P. Goode</td>
<td>Judge of the Superior Court of California, County of Contra Costa</td>
</tr>
<tr>
<td>Hon. Howard L. Halm</td>
<td>Judge of the Superior Court of California, County of Los Angeles</td>
</tr>
<tr>
<td>Hon. Dennis W. Hayashi</td>
<td>Judge of the Superior Court of California, County of Alameda</td>
</tr>
<tr>
<td>Mr. Kevin Lane</td>
<td>Assistant Clerk/Administrator, Court of Appeal, Fourth Appellate District, Division One</td>
</tr>
<tr>
<td>Hon. Catherine Lyons</td>
<td>Commissioner of the Superior Court of California, County of San Francisco</td>
</tr>
<tr>
<td>Ms. Sandra McBrayer</td>
<td>Chief Executive Officer, The Children’s Initiative, San Diego</td>
</tr>
<tr>
<td>Ms. Sheila Conlon Mentkowski</td>
<td>Chief, Client Assistance Program, California Department of Rehabilitation, Sacramento</td>
</tr>
<tr>
<td>Hon. William J. Murray, Jr.</td>
<td>Associate Justice of the Court of Appeal, Third Appellate District</td>
</tr>
<tr>
<td>Ms. Raquelle Myers</td>
<td>Staff Attorney, National Indian Justice Center, Santa Rosa</td>
</tr>
<tr>
<td>Hon. John M. Pacheco</td>
<td>Judge of the Superior Court of California, County of San Bernardino</td>
</tr>
</tbody>
</table>
Ms. Tina L. Rasnow  
Attorney and Coordinator  
Self-Help Legal Access Center  
Superior Court of California, County of Ventura

Hon. Maria P. Rivera  
Associate Justice of the Court of Appeal,  
First Appellate District, Division Four

Hon. Luis A. Rodriguez  
Judge of the Superior Court of California, County of Orange

Ms. Diane E. Román, PhD  
Mental Health Therapist  
Sacramento

Hon. Diana Becton Smith  
Assistant Presiding Judge of the Superior Court of California, County of Contra Costa

Hon. Mary Lou Villar  
Judge of the Superior Court of California, County of Los Angeles

Hon. Allen Joseph Webster, Jr.  
Judge of the Superior Court of California, County of Los Angeles

Ms. Asha Wilkerson  
Attorney at Law  
Walnut Creek

Ms. Rosalyn S. Zakheim  
Attorney at Law  
Culver City

Hon. Daniel Zeke Zeidler  
Judge of the Superior Court of California, County of Los Angeles

Hon. Laurie D. Zelon  
Associate Justice of the Court of Appeal, Second Appellate District, Division Seven

Administrative Office of the Courts

Ms. Donna Clay-Conti, Lead Staff  
Senior Attorney  
Office of the General Counsel

Mr. Clifford Alumno  
Court Services Analyst  
Office of the General Counsel

Ms. Benita Downs  
Administrative Coordinator  
Office of the General Counsel

Ms. Linda McCulloh  
Senior Attorney  
Education Division/Center for Judicial Education and Research (CJER)

Ms. Kimberly Papillon  
Senior Education Specialist  
Education Division/CJER

Ms. Fran Haselsteiner  
Senior Editor  
Executive Office Programs Division
Access and Fairness Advisory Committee

Hon. Maria P. Rivera, Chair
Associate Justice of the Court of Appeal, First Appellate District, Division Four

Hon. Barry P. Goode
Judge of the Superior Court of California, County of Contra Costa

Hon. Brenda Fay Harbin-Forte
Judge of the Superior Court of California, County of Alameda

Hon. Fumiko Hachiya Wasserman
Judge of the Superior Court of California, County of Los Angeles

Ms. Patricia Lee
Special Assistant to the Executive Director for Diversity and Bar Relations
State Bar of California

Mr. Gordon R. “Sam” Overton
Deputy Attorney General, Office of the Attorney General
A Message from
Chief Justice Ronald M. George

When I was appointed to the Los Angeles Municipal Court in 1972, and throughout my service on that court and the Superior Court of Los Angeles, the bench was almost entirely male and white, with only a handful of exceptions. Women appeared in the roles of court reporter or courtroom clerk but, like members of minority groups, rarely would be found in positions of authority. Persons with disabilities seldom were seen at all.

Today, our trial and appellate courts are far more diversified. California’s changing demographic picture, together with an evolving sensitivity to bias against traditionally excluded groups, has made that particular image of the courts largely outdated.

As society has changed, California’s court system has focused on providing the necessary services and assistance to an increasingly diverse population with a wide range of experience and expectations. Our courts also have actively engaged in efforts to ensure that individuals from every background and experience are able to participate fully and fairly in all aspects of the court system.

Over the past decades, we have recognized that enhancing the diversity of our workforce can send an important message to all those who come to the courts whether as litigants, witnesses, or jurors: that our courts are inclusive, and that justice is being administered by individuals who share backgrounds and experiences similar to theirs. California’s judicial system operates on the premise that there is more to administering justice than providing a fair adjudicator; the appearance of fairness—including a justice system that reflects society as a whole — also plays an essential role in fostering public confidence in our system.

For these reasons, increasing diversity on the bench has been a priority for all three branches of government. The legislative and executive branches have responded favorably to requests from the judicial branch to provide 150 urgently needed new judgeships. The creation of these new positions has heightened legislative interest in the demographic makeup of the more than 1,700
judges in our state, and the Legislature has indicated that increasing diversity on the bench is a vital policy goal. The executive branch also regularly highlights the broad diversity reflected in its judicial appointments.

For its part, ever since it first began the process of formal planning many years ago, the judicial branch has included diversity as an important component of its primary operational goal of achieving fairness. Today’s Judicial Council Access and Fairness Advisory Committee had its genesis in Judicial Council advisory committees appointed, starting in the late 1980s, to study whether courts treated individuals differently based on gender, ethnic or racial heritage, gender orientation, or disabilities. Over the years, these committees have made numerous recommendations for change that were adopted and implemented by the council, the Administrative Office of the Courts, and local courts in order to provide more individuals with meaningful access to the courts. Together, we have made significant progress in ensuring greater diversity in California both in representation on the bench and in responsiveness to the varied needs of the residents of our state.

After 45 years in public service, 38 of those as a jurist, I am about to leave the bench. I remain optimistic that we shall succeed in eradicating any remaining vestiges of discrimination in the justice system. I am pleased that, in contrast to the rather homogeneous system that I joined in the early 1970s, we now have a much more diverse judicial branch that will be led, starting January 3, 2011, by Justice Tani Cantil-Sakauye, California’s 28th Chief Justice. For the first time in its history, the Supreme Court will have a female majority and California will have its first Asian-American Chief Justice. Justice Cantil-Sakauye’s experience in all three branches of government makes her the ideal person to assume the leadership of the California courts, and she brings unique perspectives and experiences to this position. I look forward to her achievements and to watching her build on those of others who have preceded her, in collaboration with the excellent judges, lawyers, and staff who comprise our judicial branch.

This toolkit, *Pathways to Achieving Judicial Diversity in California Courts*, is designed to assist you in helping enhance the judicial branch’s goals of improving diversity in, and meaningful
access to, the courts in every part of our state. I encourage you to utilize the ideas presented in the toolkit and invite you to develop other creative means for expanding and enhancing diversity in the court system in your community and in the state as a whole.

You have my very best wishes and continued support in this important endeavor.

* * * * *
CONTENTS

Introduction to This Toolkit .................................................................................................................. 1
  Background .......................................................................................................................................... 1
  Summary of Contents .......................................................................................................................... 2

Part One: Increased Judicial Diversity: A Judicial Branch Goal .................................................. 3
  The Importance of Diversity in the Legal Profession ........................................................................... 3
  The Value of Diversity ........................................................................................................................ 4

Part Two: Model Programs .................................................................................................................. 7
  Program I: Local Committees or Diversity Committees for Area Courts ..................................... 7
    Forming a Local Diversity Committee ............................................................................................ 7
    Forming an Area Diversity Committee .......................................................................................... 7
    Committee Strategies and Action Plans ........................................................................................... 8
    Strategies for Individual Courts, Groups of Courts, and Judicial Officers ..................................... 8
  Program II: Charting the Course to Judicial Appointment ............................................................... 9
    Seminar Content ............................................................................................................................... 10
    Sample Documents for Charting the Course to Judicial Appointment .......................................... 12
      Application for Appointment as Judge of Superior Court ............................................................... 13
      Tips on Completing Your Application for a Superior Court Appointment .................................... 25
      Confidential Evaluation of Judicial Nominees, Trial Judges
        Confidential Comment Form ........................................................................................................ 29
      Confidential Evaluation of Judicial Nominees, Appellate Justices
        Confidential Comment Form ........................................................................................................ 31
  Program III: Judicial Mentoring Program ....................................................................................... 33
    Purpose of a Mentoring Program ....................................................................................................... 33
    Participants ......................................................................................................................................... 33
    Benefits ........................................................................................................................................... 33
    Goals of Judicial Mentoring Program Model .................................................................................. 34
    Program Structure ............................................................................................................................ 34
    Description of Program Materials ..................................................................................................... 35
    Confidentiality ................................................................................................................................... 35
    Sample Timeline .............................................................................................................................. 35
    Sample Materials for the Judicial Mentoring Program ................................................................... 37
      Sample Frequently Asked Questions and Answers .................................................................... 38
      Guidelines for Mentors .................................................................................................................... 39
      Guidelines for Mentees ..................................................................................................................... 41
      Suggested Discussion Topics/Activities for Mentors .................................................................... 42
      Suggested Discussion Topics/Activities for Mentees .................................................................... 43
      Sample Letter to Potential Mentor Judges .................................................................................... 44
Sample Letter to Potential Mentees .................................................................45
Sample Mentor Application ...........................................................................46
Sample Mentee Application .........................................................................48
Sample Matching Letter to Mentor ...............................................................51
Sample Matching Letter to Mentee ..............................................................52
Sample Cover Letter for Evaluation ............................................................53
Sample Mentor Evaluation Form .................................................................54
Sample Mentee Evaluation Form .................................................................55

Program IV: Where Do Judges Come From? ...............................................57
  Seminar Content .......................................................................................58
  Confidential Self-Assessment Form .........................................................63

Part Three: The Pipeline .............................................................................69
Encourage Students to Pursue Legal/Judicial Careers ..................................69
  Law Academies .......................................................................................69
  “Color of Justice” Programs .....................................................................69
  Youth Leadership Academies .................................................................70
  Court Tours .............................................................................................70
  Pre-law Diversity Day at Court ...............................................................70
  California Courts Outreach and Law-Related Education Programs ..........71
  Other Pipeline Activities .........................................................................72

Appendixes ..................................................................................................75
  I. High School Law Academies .................................................................77
  II. The National Association of Women Judges—The Color of Justice
      Program Manual ..................................................................................79
  III. Courtroom to Schoolroom: A Youth Leadership Academy
       (Superior Court of California, County of San Joaquin) ......................111
  IV. Superior Court of California, County of Santa Clara:
      Pre-Law Diversity Day at Court ..........................................................125
  V. Court Tours Program (Superior Court of California,
     County of Contra Costa) ....................................................................133

Acknowledgments .......................................................................................147
INTRODUCTION TO THIS TOOLKIT

Pathways to Achieving Judicial Diversity in the California Courts is a toolkit prepared by the Administrative Office of the Courts with the substantial collaborative contribution of the Judicial Council’s Advisory Committee on Access and Fairness. It contains model programs designed for presentation to diverse attorneys to encourage them to apply for judicial appointment. Some of the programs in the toolkit are collaborations among judges, the courts, and local bar associations. Therefore, individual judges or groups of judicial officers and trial courts may consider presenting any of these programs alone or in partnership with local bar associations (including specialty bar associations). The toolkit also contains model pipeline programs that local courts can replicate or modify to fit their unique circumstances. These pipeline programs focus on acquainting middle and high school students with the justice system and encouraging them to consider a future legal or judicial career. As reflected in the judicial branch strategic and operational plans for the past eight years and through the visionary leadership of Chief Justice Ronald M. George, the judicial branch is committed to increasing diversity in the judicial branch.

BACKGROUND

This toolkit was conceived as a result of the 2006 Summit on Judicial Diversity (cosponsored by the State Bar of California, the California Judges Association, the Judicial Council Access and Fairness Advisory Committee, and various state, local, and specialty bar associations) and a follow-up meeting of judicial branch partners who explored ways to support the Governor’s efforts to increase the diversity of California’s judiciary. Participants in the follow-up meeting proposed strategies and programs that the judiciary could implement, either alone or in collaboration with justice system partners such as the State Bar and local and specialty bar associations. The overarching focus of those suggestions was on judicial outreach and mentoring of potential applicants. The toolkit is a compilation of those suggestions and various national and statewide diversity program models, some of which were modified to ensure consistency with California state law.

Since the 2006 summit, the judicial branch has made major progress toward the goal of achieving a bench that reflects the diversity of California’s population through focused efforts of the judicial branch, its justice system partners, and the Governor’s Office. Although gender, racial, and ethnic diversity of the bench has improved, more work remains. Therefore, one of the goals of this toolkit is to assist judicial officers and courts in achieving greater progress toward the goal of fully attaining diversity as set forth in the judicial branch’s diversity goals as outlined in Justice in Focus: The Strategic Plan for California’s Judicial Branch, 2006–2012¹ and The Operational Plan for California’s Judicial Branch, 2008–2011.²

SUMMARY OF CONTENTS

The toolkit consists of three main parts and five appendixes:

- Part One addresses the vital importance of diversity among judicial officers in the California courts. The information contained in this part may assist judges who choose to implement any “diversity on the bench” program by providing talking points to explain program objectives.

- Part Two contains program models that replicate local, statewide, and national presentations that are delivered by judges to attorneys who are interested in applying for judicial appointment at various stages of their careers. It contains a model for convening local or area diversity committees and two programs, *Charting the Course to Judicial Appointment* and *Where Do Judges Come From?* This part also contains the award-winning Alameda County Bar Association Judicial Mentoring Program. All these programs can be modified to meet the needs of the judicial officers and those courts electing to participate in them.

- Part Three contains descriptions of model pipeline programs that individual judicial officers, groups of judicial officers, and individual courts can replicate locally. These pipeline programs introduce K–12 and college-level students to the court system and expose them to judicial officers and judicial branch careers so they may become interested in entering the legal profession and eventually pursuing a judicial career. The pipeline programs described in this section are found in the appendixes.

- The appendixes include programs focusing on middle and high school students that several courts conduct annually. Included are the Superior Court of San Joaquin County’s: A Courtroom to Schoolroom Youth Leadership Academy; the *Color of Justice Program Manual* produced by the National Association of Women Judges; Pre-law Diversity Day at Court presented by the Superior Court of Santa Clara County; and Court Tours Program instituted in the Superior Court of Contra Costa County. The appendixes also describe Bay Area high school law academy programs in which judicial officers can participate.
PART ONE
Increased Judicial Diversity:
A Judicial Branch Goal

An important foundation for planning the future of our judicial branch is the Judicial Council’s six-year strategic plan, which provides a roadmap for achieving the branch’s mission. The 2006–2012 strategic plan, Justice in Focus, recognizes that one of the fundamental challenges facing the branch is responding to the changing demographics and needs of court users:

Increasingly, the judicial branch serves a diverse clientele—including clients who are older; more racially, ethnically, and culturally diverse; and more often self-represented. The branch must respond even more effectively to the differing needs of this diverse clientele. For example, there is an increased need for services for non-English speakers and for the elderly and infirm, as well as for cultural sensitivity and culturally appropriate programs and services that yield more effective outcomes.3

To meet this challenge, members of the judiciary must strive to understand and be responsive to the needs of courts users from diverse cultural backgrounds. Increasing the diversity of the state’s judicial officers so that it reflects the composition of our state’s residents works to remove barriers to access in the courts and will help increase Californians’ trust and confidence in our justice system.

THE IMPORTANCE OF DIVERSITY IN THE LEGAL PROFESSION
The Judicial Council also recognizes the value and importance of collaborating with its justice system partners in achieving its goals for the branch, particularly the goal of increasing diversity among the state’s attorneys. For the past two years, the State Bar of California Council on Access and Fairness has been an effective partner with the judicial branch and instrumental in advancing the council’s goal of diversifying the legal profession. The State Bar council’s mission is consistent and corresponds with the Judicial Council’s judicial diversity goal and the State Bar’s mission as it pertains to diversity in the legal profession.4 Diversity among California’s lawyers is a necessary precursor to achieving diversity on the bench. The State Bar council’s mission is that the legal profession mirror current U.S. Census figures and demographics for the statewide population on a macro level and countywide population on a micro level.

The State Bar council’s vision statement illuminates the value of diversity in the profession and in the judiciary:

- Diversity is beneficial for the profession, for our diverse communities, and for the local and global marketplace; and
- Diversity among practitioners and the bench is critical for the fair representation of diverse individuals and for enhancing public confidence in the judicial system.

Although the Governor ultimately selects judicial appointees, sitting judges and the courts can assist the Governor’s efforts to increase diversity in the judiciary by implementing local programs and events that encourage and mentor all attorneys who may be interested in judicial careers. The hope is that this publication provides a few effective tools to achieve that end.

THE VALUE OF DIVERSITY

Judges decide whether particular values are good or bad in relation to community interests and needs. . . . Different judges, each with his [or her] own idea of the community’s interests and needs, will weigh consequences differently. . . . To avoid unrepresentative judgments, we need to establish a diverse judiciary because it is more representative and its decisions will therefore command greater acceptance in a diverse society than would the decisions of a mandarin court.

—Richard Posner

Our views and perspectives are shaped by the roads on which we travel, roads that turn according to our individual and collective experiences, our senses of individual identity and the communities with which we identify. It is for this reason that the Constitution protects the goal that juries reflect a fair cross-section of the community. Diversity can serve as an important structural safeguard against [unconscious] bias. It ensures a fuller, more thoughtful and balanced deliberation. For many of the same reasons, it is important that the judges who are called upon to pass judgment likewise reflect the broad human experiences that comprise all the communities we serve.

—Edward Chen

---

Inclusive judging [the inclusion of minority perspectives in the judiciary] provides a reason for minority citizens to continue to trust key governmental institutions and believe that they are neutral rather than political. Making a conscious . . . effort to include minorities in forming the polity’s values ensures that all members have a stake in the polity.

—Sylvia Lazos Vargas

PART TWO
Model Programs

GETTING STARTED

PROGRAM I: LOCAL COMMITTEES OR DIVERSITY COMMITTEES FOR AREA COURTS
To implement any of these initiatives, a court may consider establishing a court diversity committee or a group of courts may establish a diversity committee representing neighboring or area courts. The role of the committee would be to initiate programs aimed at increasing the diversity of the pool of judicial candidates in the area. However, a committee is not mandatory to implement the programs outlined in this toolkit. A committee may be a reasonable and efficient option for a group of small courts to share resources and to manage the availability of judges interested in participating in any of the programs.

Forming a Local Diversity Committee
Local courts interested in presenting the diversity or pipeline programs in this toolkit might consider establishing a court committee that would be responsible for program planning and implementation. The presiding judge and court executive officer would determine the committee’s composition, including whether to enlist representatives of local and specialty bar associations to assist with programs similar to those discussed later in Part Two.

Forming an Area Diversity Committee
Another approach to beginning the process would be for interested courts to initiate a meeting with their regional administrative director of the Administrative Office of the Courts and presiding judges from neighboring courts to determine the level of interest in initiating diversity programs for attorneys in the area. Alternatively, a proposal to form area committees could be presented at a regional meeting or a meeting of the Trial Court Presiding Judges or the Court Executives Advisory Committees. Area committees might benefit smaller courts, allowing them to pool resources and talent to implement programs and presentations to attorneys. For larger courts, area committees would facilitate implementation of more frequent programs in more locations. These Diversity Committees might comprise court representatives, as well as representatives from justice system stakeholders in the area, such as:

1. A judicial officer from each court in that area and at least one presiding judge from that area;
2. An appellate court justice;
3. A court executive officer or deputy court executive officer from the area;
4. A State Bar representative;
5. An officer from the county bar associations; and
6. An officer from the area’s minority and affinity bar associations.\(^8\)

**Committee Strategies and Action Plans**
Below are some strategies that courts and judicial officers may find effective in implementing judicial diversity initiatives:

1. Identify and communicate with judges who are knowledgeable about local search committees to discern their evaluation criteria.
2. Plan educational programs, such as the models discussed later in Part Two that are designed to inform attorneys about the judicial application and appointment process.
3. Develop and promote sustainable judicial mentoring programs.
4. Encourage judicial officers to participate in judicial mentoring and local high school and middle school pipeline programs.
5. Provide timely announcements of judicial officer vacancies to subordinate judicial officers and all local bar associations, including specialty and affinity bar associations.

**Strategies for Individual Courts, Groups of Courts, and Judicial Officers**
In the area of outreach and mentoring of subordinate judicial officers (SJOs), area committees, individual courts, and judicial officers can:

1. Develop methods to increase the diversity of SJOs employed by the courts in each region;
2. Identify replicable best practices that courts with diverse populations of SJOs can use to attract diverse applicant pools for SJO positions; and
3. Recommend to courts that their judges identify SJOs and attorneys who demonstrate potential for judicial excellence, including those from diverse backgrounds, and encourage them to apply for superior court appointments.

\(^8\) Current contact information for bar associations in California, including specialty and affinity bar associations, can be accessed on the State Bar of California website at [http://members.calbar.ca.gov/search/ba_results.aspx?txtan=&txtln=&County=&District=&ClassTypes=](http://members.calbar.ca.gov/search/ba_results.aspx?txtan=&txtln=&County=&District=&ClassTypes=).
PROGRAM II: CHARTING THE COURSE TO JUDICIAL APPOINTMENT

The following model program is presented to attorneys who currently meet the 10-year bar membership requirement and are considering applying for an appointment in the next 5 years. The goals of this half-day program are to demystify the judicial appointment process and to encourage potential candidates to assess whether their professional background and temperament make them viable candidates for appointment. The program also provides a glimpse into the life of a judge and answers practical questions about salary and benefits. The program can be presented by individual courts, a group of courts, or, for example, the trial courts and appellate court in an appellate district.
Seminar Content

The Superior Courts and the Bar Associations of the Counties of __________, __________, __________, and ________ and the California Court of Appeal, ________ Appellate District Present

CHARTING THE COURSE TO JUDICIAL APPOINTMENT

[Date]
1:00 to 4:30 p.m. [or other three-hour time period]
____________ County Courthouse
[Courthouse address or other location]
[City], California

1:00–1:05 p.m. Welcome
Presiding Judge of Hosting Superior Court
- The presiding judge opens the program and serves as moderator for the day.

1:05–1:30 p.m. The Trial Bench: An Overview by Presiding Judges
- Presiding judges of all hosting courts discuss the number of judges on their courts, each presiding judge’s philosophy regarding assignments for new judges, training programs and educational requirements for new judges (including New Judges Orientation, Judicial College, and continuing judicial education expectations), designation of judicial mentors for each new judge, etc.

1:30–2:00 p.m. The Governor’s Office: The Appointment Process
Judicial Appointments Secretary
- The Governor’s judicial appointments secretary (or, if he or she is unavailable, a former judicial appointments secretary) describes the Governor’s appointment process, the role played by the Governor’s Judicial Advisory Selection Committees (often referred to as the “local committees”), the role of letters of recommendation, what kinds of applications have the greatest impact, the role of the Commission on Judicial Nominees Evaluation (JNE), how the JNE rating affects the next steps, the interview with the Governor’s Office, and the final call from the appointments secretary advising of the appointment. The judicial appointments secretary also explains options if the JNE rates the candidate “not qualified” or “not qualified at this time.”

---

9 This additional rating is pending legislative approval at the time of this toolkit’s publication.
2:00–2:15 p.m.  Break

2:15–2:45 p.m.  The Role of County and Specialty Bar Associations
- Bar association and specialty bar presidents in hosting counties discuss their mandatory and optional evaluation programs and provide tips on how best to navigate that aspect of the appointment process.

2:45–3:15 p.m.  Commission on Judicial Nominees Evaluation
Current Chair, JNE Commission
- The chair (or, if he or she is unavailable, a member) of JNE guides participants through the evaluation process, from the referral from the Governor’s Office to the call from JNE requesting that the nominee provide mailing labels, issuance of mandatory evaluation forms, receipt of and follow-up on negative criticism, the summary of negative comments provided to the applicant in advance of the JNE interview, the JNE interview itself, and the report of JNE’s rating to the Governor’s Office.

3:15–3:25 p.m.  Salary, Benefits, Retirement
Representative From the Judicial Services Unit of the Administrative Office of the Courts
- The presenter describes the current salary, how salary increases are determined, Tier 2 of the Judicial Retirement System, and vacation policies.

3:25–3:40 p.m.  Optional Segment: The Appellate Court
Administrative Presiding Justice (APJ) of the Appellate District
- The APJ makes a brief appearance to discuss the role of the appellate courts and give a brief description of the appointment process.

3:25–3:35 p.m.  Questions and Answers
[or 3:40–3:50 p.m.]
- Audience members pose questions to all presenters.

3:35–4:00  Meet and Greet
[or 3:50–4:00 p.m.]
- The audience has the opportunity to meet and talk with speakers and judicial officers.

Admission is free. Due to limited seating capacity [optional], please reply by [date], to [name of contact person] at [e-mail and phone number] if you wish to attend.
SAMPLE DOCUMENTS FOR CHARTING THE COURSE TO JUDICIAL APPOINTMENT

The following Application for Appointment as Judge of the Superior Court is current as of December 2010. It may not be the form used by succeeding Governors. Always obtain the most current version on the Governor’s website at https://govnews.ca.gov/judicial. This sample application is included in the toolkit for judicial officers who are presenting programs to acquaint attorneys with the application and the process of completing it. Also included is a copy of a tip sheet for completing the application (found at the State Bar of California website at http://cc.calbar.ca.gov/LinkClick.aspx?fileticket=P4ynPaF7rU4%3D&tabid=882, and a copy of the Commission on Judicial Nominees Evaluation Confidential Comment Form.)
STATE OF CALIFORNIA
OFFICE OF GOVERNOR ARNOLD SCHWARZENEGGER

APPLICATION FOR APPOINTMENT AS
JUDGE OF THE SUPERIOR COURT

1. Name of Applicant:

2. Prior names used by Applicant (include the dates each name was used):

3. Preferred Judicial Position:

Judge of the Superior Court of the State of California, County of:

4. If you would like to be considered for an appointment as a Superior Court Judge in another jurisdiction, please identify the county or counties in order of preference and describe your ties and connections to, and activities in, each county.

5. Date of Birth: ________________
   Place of Birth: ____________________________
   Driver's License Number
   Social Security Number
   California Bar Number
   Admission Date (month/day/year)
   (Eligibility requirement: Member of the California State Bar for 10 years preceding your application.)

INFORMATION FOR REPORTING PURPOSES

6. To assist the Governor’s Office with its reporting obligations (Gov. Code, §12011.5, subdivision (n)), applicants are asked to voluntarily provide their gender and race/ethnicity. Use the categories below to choose the one(s) with which you most closely identify.

Please identify your gender:   Male _____  Female _____

☐ American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.

☐ Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. The category includes, but is not limited to people that identify themselves as Cambodian, Chinese, East Indian, Filipino, Japanese, Korean, Malaysian, Pakistani, Thai, or Vietnamese.

☐ Black or African American: A person having origins in any of the original peoples of Sub-Saharan Africa.
Hispanic: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White or Caucasian: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Other: Self-identify your race or ethnicity here _______________________________

You are expected to respond fully and honestly to all requests and questions. Interpret the questions broadly rather than narrowly, and when in doubt, err on the side of disclosure.

PERSONAL INFORMATION

7. Provide your current residence address and county.

__________________________________________________________________
Street

City County State Zip

8. Provide your previous residence addresses for the last ten years, and provide the approximate dates you resided at each.

9. Provide your preferred mailing address, including the full zip code.

__________________________________________________________________
Street

City State Zip

10. Provide your current cell phone, residential telephone and fax number, and e-mail address.

   i. Phone: (___) ___________  Cell: (___) ____________ Fax: (___) ____________

   ii. Home e-mail: __________________________________________

11. Are you a citizen of the United States?  Yes ________  No ________

   a. If you are a naturalized citizen, set forth the date and place of your naturalization.

      Date: _______________  Place: __________________________________________
12. Provide the full name, occupation and business address of your spouse, if married, or your domestic partner, if registered, and the names and birth dates of your children, if applicable.

13. Are you a registered voter? Yes ___ No ___
   a. Identify the county in which you are registered to vote _____________ County

14. List all current and past political party affiliations, with dates of affiliation.

15. Identify your State Senator ______________ and Assembly Member ______________

16. Identify any languages other than English that you either understand proficiently or speak fluently.

EDUCATIONAL INFORMATION

17. Set forth your complete educational history, in inverse chronological order. For each school or other institution attended, provide the name of the institution, the dates you attended the institution, the degrees you received (if any), and the dates you received the degrees.

<table>
<thead>
<tr>
<th>Colleges/Law Schools Attended</th>
<th>From</th>
<th>To</th>
<th>Degree Received</th>
<th>Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL / CAREER INFORMATION

18. Set forth your professional title, and the name of your business, firm or office. Provide your current business or professional address, including the full zip code, and the phone number, fax number, and e-mail address.

   Professional Title

   Business/Firm/Office

   Street

   City   County   State   Zip
19. Describe with specificity the nature of your current employment.

20. If you currently practice law, identify your subject-matter areas of emphasis or specialization, if any, including but not limited to, areas of specialization certified by the State Bar of California, and a description of your typical clients.

21. List all courts in which you are presently admitted to practice, including the date of admission for each court. Provide the same information for administrative agencies that have special admission requirements.

22. If you previously applied for a judicial appointment, specify the year(s) and the position(s) sought.

23. Have you ever been a candidate for judicial office? If so, identify the date(s) of candidacy, the position(s) you sought, the court(s) involved, and whether you were elected.

24. Indicate the periods of your military service, if applicable, including the dates, the branch in which you served, your rank or rate, your serial number, and type of discharge.

25. Set forth your complete professional work history, including your current job, in inverse chronological order. For each job, provide:
   a. the name and current address of the employer,
   b. the position held,
   c. a brief summary of the job duties and a description of your typical clients,
   d. the name and current phone number and address of your supervisor,
   e. the dates you held the position, and
   f. your reason for leaving.

QUALIFICATION / SUITABILITY FOR JUDICIAL APPOINTMENT

26. Describe your personal background, character, personality traits, professional and life experiences, education, training, and/or skills which make you qualified and suitable for a judicial appointment and which you believe enrich your ability to serve as a judge.

27. What role can an attorney or judge play in making our society a better place? Relate any personal or professional efforts you have made in this regard.

28. Why do you want to be a judge? What would you seek to accomplish if appointed?
29. Are you able to perform, with or without reasonable accommodation, the essential requirements of a superior court judge? These requirements include, among other things:

- Attentively receiving, analyzing and concentrating on information for a total of eight or more hours within a work day of reasonable duration;
- Perceiving a courtroom clearly, reviewing all types of evidence, including exhibits;
- Reviewing and processing substantial volumes of information, originally presented in written form (e.g., legal briefs, cases, jury instructions, transcripts);
- Comprehending attorneys and others;
- Absorbing, analyzing and weighing complex issues quickly and accurately; and,
- Responding to situations with discretion, judgment, emotional and mental discipline, and restraint while under pressure.

**SPECIFIC LEGAL EXPERIENCE**

30. Describe in detail your experience, if any, in the following areas of legal practice:

   a. Civil law.
   b. Criminal law.
   c. Juvenile, family or probate law.
   d. Corporate and/or transactional law.
   e. Litigation (trial and/or appellate).
   f. Administrative.
   g. House or staff counsel.
   h. Legislative.
   i. Other legal practice (specify).

31. Within the past five years, approximately what percentage of your legal practice has been devoted to the following:

   a. Litigation.
   b. Administrative.
   c. Legislation.
   d. Alternate dispute resolution, including arbitration or mediation.
   e. Other legal practice (specify).
32. In the past five years, describe how frequently you have done the following on behalf of a client (approximate times per month, on average):

a. Appeared in federal trial and/or appellate court.

b. Appeared in state trial and/or appellate court.

c. Appeared before an administrative law judge, or other tribunal.

d. Appeared before a board, commission, panel, legislative committee, or other body.

e. Participated in an alternative dispute resolution proceeding.

f. Participated in any other judicial or quasi-judicial proceeding.

33. For your entire career, state the number of cases you have tried to verdict or judgment in federal or state trial courts.

34. For the trials identified in the preceding answer that occurred in the last five years, provide the following additional detail (if more than five trials in the last five years, limit your response to the five most recent trials): (1) case name, (2) case number, (3) court, (4) trial date, (5) type and brief description of the case, (6) the party that you represented, (7) the judge, (8) the names, current addresses and phone numbers of counsel for the other parties, (9) the names, current addresses and telephone numbers of co-counsel, if applicable, and (10) whether it was a jury or non jury trial.

35. For the past five years, list the five most significant matters you have resolved without trial (e.g., by dispositive motion, settlement, negotiation). For each matter, provide the name of the entity or tribunal involved, case name, type and description of case, dates involved, party you represented, name of the judge or other decision maker, resolution or disposition, names, current addresses and telephone numbers of counsel for the other parties, and the names, current addresses and telephone numbers of co-counsel, if applicable.

36. For your entire career, list the ten most significant matters you have handled as counsel (which may include one or more of the matters listed in your response to the preceding questions). For each matter, provide the name of the entity or tribunal involved, case name, type and description of case, dates involved, party you represented, name of the judge or other decision maker, resolution or disposition, names, current addresses and telephone numbers of counsel for the other parties, and the names, current addresses and telephone numbers of co-counsel, if applicable.

37. Provide legal citations to all reported cases or decisions identifying you as a counsel of record.

38. If you have taught at a college, university or law school, identify the school and the dates that you taught, and describe the nature of your appointment and the course(s) you taught.
JUDICIAL OR QUASI-JUDICIAL EXPERIENCE

39. Are you currently serving as a judicial officer or quasi-judicial officer:

   a. Identify your judicial or quasi-judicial position: ______________________________

   i. Were you appointed?  Yes ________ No ________
      Date of appointment: ____________________________

   ii. Were you elected?  Yes ________ No ________
      Date of your election: ____________________________

40. If you have served as a judicial officer or quasi-judicial officer, provide the following information:

   a. The dates you served as a judicial or quasi-judicial officer.

   b. Your duties.

   c. List ten significant cases in which you presided as the judicial officer or quasi-judicial officer. For each case, provide the case name and number, a brief description of the case, the dates involved, and the names, current addresses and telephone numbers of counsel for the parties. Furnish a copy of any opinions, orders or decisions that you rendered in those cases that included substantial discussion of legal issues.

41. Describe the nature and extent of your service, if any, as a judge pro tem, arbitrator, mediator or neutral. Describe the more significant cases and identify the counsel involved, including names, current addresses and phone numbers, and dates of your service.

BUSINESS INTERESTS OR OTHER PROFESSIONAL EXPERIENCE

42. If you are now an owner, officer, director, manager or supervisor of any business enterprise (whether for-profit or non-profit), identify the name of the enterprise, nature of the business, title of your position, nature of your duties, term of your service, and whether you intend to resign the position immediately upon your appointment to judicial office. If you do not intend to resign, please provide the reasons.

43. During the past five years, have you received any fees or compensation of any kind, other than for legal services rendered, from any business enterprise, institution, organization or association? If so, identify the source of the compensation, nature of the business enterprise, institution, organization or association, dates the compensation was paid, and the nature of any services rendered by you.

44. Have you ever held public office other than a judicial office, or have you ever been a candidate for such an office? If so, provide the details, including the office(s) involved, whether you were elected or appointed, the county and state in which you held office, and the dates of your service.
45. Have you ever held or applied for a commission, certificate, credential or license which required proof of good character, other than admission to practice law? If so, identify the date(s) of application, the issuing authority, the disposition of any such application, and, if granted, your number and present status.

**WRITING**

46. Describe your significant legal writing. In addition, if you have written, edited or published any legal books, articles, letters to the editor or reports, please list them, giving full citations, dates, and a general description of the subject matter. Please attach a copy of any letters to the editor or op-ed articles you have authored.

**HONORS AND AWARDS**

47. List any honors, prizes, awards, scholarships, fellowships or other forms of recognition you have received.

**ORGANIZATIONS, MEMBERSHIPS AND COMMUNITY ACTIVITIES**

48. List all bar associations, committees, and legal professional societies in which you are, or have been, a member. In addition, give the titles and dates of any offices you held or subcommittees on which you served.

49. List all organizations, boards, clubs, associations or other groups (other than the bar associations and professional societies identified above) in which you have been a member. Regarding those organizations, identify the titles and dates of any offices you have held or committees on which you served.

50. Are you a member of any club, organization, association or group that by policy or practice prohibits or limits its membership on the basis of race, color, religion, sexual orientation, gender, disability or national origin? Have you ever been? If so, identify the organization and provide details.

51. Describe the nature and extent of any free legal services you have provided to non-profit organizations, indigent individuals or others, including the names and addresses of the organizations and/or individuals and dates of service.

52. Describe the nature and extent of your involvement in community activities or community affairs other than those associated with the legal profession.

**ADDITIONAL QUESTIONS**

53. Have you ever been:

   a. Summoned, cited, arrested, taken into custody, indicted, convicted or tried for, or charged with, or pleaded guilty or no contest to, the violation of any felony, misdemeanor, or infraction violation (excluding traffic infractions)?
b. Ordered to appear before any prosecuting attorney, investigative agency, or administrative tribunal, in any matter, military or civil?

c. Ordered to appear as a party to any grand jury investigation in which you were identified as a subject, or in which you appeared as a witness. If so, provide the details, including the date, description of the alleged offense, locality and disposition.

54. Have you ever been a party to, or claimed an interest in, any civil proceedings (including dissolution of marriage, bankruptcy, damage suits, etc.)? Include all legal proceedings in which you were a party in interest, a material witness, or named as a co-conspirator or co-respondent. Do not list proceedings in which you were merely a guardian ad litem or stakeholder. Provide the names, current addresses and telephone numbers of counsel for the parties in each case.

55. As an attorney or judicial officer, have you ever been:

a. Disciplined or cited for a breach of ethics or unprofessional conduct by, or been the subject of a complaint to, any court, administrative agency, bar association, disciplinary committee or other professional group?

b. Sanctioned in excess of $1,000 by any court or for contempt in any court or tribunal having the power of contempt? If so, give the details, including the relevant dates and the names, current addresses and telephone numbers of the judges involved and the counsel for the adverse parties. (Identify every complaint even if it was dismissed, did not result in disciplinary action or a finding of contempt.)

56. Have you ever been charged in any civil, criminal or administrative action with conduct alleged to involve moral turpitude, dishonesty and/or unethical conduct? If so, provide the particulars, including the applicable dates and the names, current addresses and telephone numbers of the counsel for the adverse parties.

57. As a member of any organization, or as a holder of any office or license (including a driver’s license), have you ever:

a. Been suspended, or otherwise disqualified, or had such license suspended or revoked?

b. Been reprimanded, censured or otherwise disciplined?

c. Had any charges, formal or informal, been made or filed against you? If so, state the complete facts and identify the dates, the disposition, and the organization in possession of the relevant records.

58. Have you ever held a bonded position? If so, specify the nature of the position(s), the date(s), and the amount of bond.

a. Has anyone ever sought to recover upon your bond or to cancel your bond? If yes, provide the details.
b. Have you ever been refused bond? If yes, provide the details.

59. Have you ever been sued by a client? If so, provide the particulars, including the case name and number, court, resolution, and name, current address and telephone number of counsel for the plaintiff.

60. Have you or your professional liability insurance carrier ever settled a claim against you for professional malpractice? If so, provide the particulars, including the amounts involved and the name, current address and telephone number of the claimant and claimant’s counsel.

61. Are there any unsatisfied judgments against you, or are you in default in any way in the performance or discharge of any duty or obligation imposed upon you by decree or order of any court (including any orders for child and spousal support)? If so, state the full details.

62. Has a tax lien or other collection procedure ever been instituted against you by federal, state or local authorities? If so, provide the particulars, including the amount at issue, the applicable dates, and the status of the matter.

63. Have you always filed appropriate tax returns as required by federal, state, local and other government agencies? If not, provide an explanation, including the amount at issue, date and resolution.

64. Have you ever illegally used drugs? If so, when was the last time you did so? Are you currently engaged in the illegal use of drugs? Explain.

65. If you drink alcoholic beverages, describe your drinking and the frequency of your drinking.

66. If you have ever participated in gambling, betting or gaming activities, describe your participation and the frequency of your participation.

67. If any articles or allegations have ever been printed or broadcast or otherwise made public concerning you or your activities, views or statements (irrespective of factual accuracy) which may reflect adversely on your character or job performance, identify the material, explain fully, and attach a copy of each publication to this application. (If the volume is extensive, attach representative samples of the publications and specify where the balance may be reviewed.)

68. Are you aware of any individual(s) or group(s) who might oppose your appointment? If so, identify the potential opponents and provide any needed explanation.

69. Describe any aspects of your personal, business, professional conduct or background, which might reflect positively and/or adversely on you or the Governor or which you believe should be disclosed to the Governor in connection with your application for appointment to judicial office.
FURTHER INFORMATION

70. Please list five references (name, current address and telephone number).

Please attach your photograph (optional) and a copy of your resume. Attach a sample or samples of your legal writing (such as an appellate brief, memorandum of points and authorities, advice letter, legal opinion, etc.). The sample(s) should not exceed a total of 50 pages.
TIPS ON COMPLETING YOUR APPLICATION FOR A SUPERIOR COURT APPOINTMENT

If you have seriously considered becoming a trial court judge, you may feel a little intimidated by the prospect of completing the judicial application, especially now that you must complete the final online version all in one sitting. You will be required to disclose detailed personal and private information, but the application itself is really quite simple. You can easily complete it if you work on the draft of the application incrementally, with a clear organizational plan in mind. We list below some things to consider before you begin your journey, and, on the last page, we suggest a plan of action for tackling the draft of your application. Good luck!

• Know What You Are Getting Yourself into. Select a sitting or retired judge to mentor you through the application process --- you will need a cheering section. Then do the following:
  2. Print out all of the instructions for completing the application, and pay particular attention to the section on completing the Superior Court Judicial Application. DO NOT click on the link for “Superior Court Application” at the end of the instructions section. You will not go to that link until the very end of the process.
  3. Download the application here [http://www.gov.ca.gov/pdf/gov/Judicial_application_Worksheet.pdf](http://www.gov.ca.gov/pdf/gov/Judicial_application_Worksheet.pdf) and save it as a Word document. This will serve as your working draft. You will be able to cut and paste into the final online version of your application certain portions of your working draft (e.g., your significant cases, your essays, etc.). This will save time and help avoid typographical errors when you complete your application on-line.
  4. Read the application straight through to familiarize yourself with the types of information you will have to provide, and make notes regarding the sources from which you can obtain the requested information.

1 To create your working draft and revise it as needed before you submit it to your reviewers, do the following when the application appears on the screen:
  1. Click on “edit” and “select all”, then
  2. Click “edit” and select “copy”, then
  3. Open a new document in your Word or other word processing program,
  4. Click “edit” and select “paste” (or use the clipboard icon to paste)

You should now have the full text of the entire application. Reformat the lines so that you have an easily readable document, add several returns after questions 19 through 70 so you will have sufficient room to provide the requested information, and then save the document as your judicial application.
• **Know What You Have To Go Through.** It would be a good idea at this juncture to review the rules of procedure governing the State Bar’s Commission on Judicial Nominees Evaluation ("JNE Commission").


You must undergo a formal evaluation by the JNE Commission before the governor can appoint you, so you may as well learn now what to expect during that aspect of the appointments process. Your supporters as well as persons who may be less than enthusiastic about your aspirations will get a JNE Commission evaluation form and will be able to weigh in on whether or not you should be appointed.

During the JNE commission evaluation process, you will be apprised of any negative comments received about you and given an opportunity to respond to those criticisms. Before you get to the formal JNE Commission stage, however, you will have undergone a “secret” evaluation.

The governor’s Judicial Appointments Secretary consults with a private screening committee, the Judicial Selection Advisory Committee (“JSAC”), the membership of which is not currently made public.

Members of the local JSAC will review your application, consult with judges and lawyers and other personal contacts in your community, and make a recommendation on whether your name should even be submitted to the JNE Commission. You will not be apprised of either the substance or the source of the information received by the JSAC, and you will not be given an opportunity to rebut any negative assessments of your candidacy.

In addition to being vetted by the local JSAC and the JNE Commission, you will likely also undergo an evaluation by your county bar association. The information gathered about you will be made known to the governor’s office.

• **Know Yourself.** While at the State Bar Web site, check your own State Bar record for accuracy. You must disclose in your application any complaints against you and any record of discipline, including any sanctions in excess of $1,000. This is also a good time to reflect upon whether there is anything in your personal or professional background that would detract from your suitability as a judge.

• **Know Your Level of Commitment To The Ultimate Goal.** If, after reading the application you still wish to become a judge, we recommend that you schedule three sessions with yourself, during which you devote time to answering the questions in the order that we suggest on the following page. The time intervals between each session can be as long or as short as you choose, but you should give your application priority. Completing the draft application is more of a marathon than a sprint, so keep moving.

• **Know the Consequences of Inattentiveness.** Keep in mind that this is probably the most important job application that you will ever complete. Typographical errors, grammatical errors, missing information, untruthful information and general sloppiness will suggest that you will approach your judicial duties in the same careless and haphazard way. Before submitting your final application, make sure you let your mentor judge, and at least two very close - and very candid - friends review your final product.
Finally, please review again the instructions on the governor’s Web site, make sure you are ready to comply with all requirements, and that you know what you must submit.

• **Get Ready to Go Online to Submit Your Final Application.** After you have completed your draft and incorporated all of the desired changes based on the suggestions from your mentors/advisors, it will be time to submit it online. Allow yourself a few hours to complete this task, and remember that you cannot go in and out of the online version without having to start all over again.

  • Open up your Word document so it will be available when you get ready to cut and paste the text of your essays and other lengthy entries. Also, have a hard copy of your application available for reference as you enter information in the dropdown menus online.

  • Go to the governor’s Web site and now go to the very end of the instructions section and click on the link “Superior Court Application.” This will take you to the online version of the application.

  • Carefully read and make sure you understand the instructions found at this link, and start to enter your information. Remember that you must complete the application in one sitting – you cannot save it and go back to finish later on.

  • After you submit your application online, you must mail a copy of your authorization, release form and application attachments (e.g., writing samples, resume, etc) to the governor’s office.
The State Bar of California
Council on Access & Fairness
(415) 538-2587

March 2010

COMPLETING THE TRIAL COURT APPLICATION IN THREE SESSIONS

SESSION ONE: ORDER OF QUESTIONS TO BE ANSWERED

| 1-6. Your name, ethnicity, etc. | 22. Prior judicial applications | 56. Moral turpitude charges |
| 7-13. Personal info, spouse, etc. | 23. Candidate for judicial office | 58. Bonded positions |
| 16. Bilingual abilities | 33. Total number career trials | 63. Current on tax returns |
| 17. Educational background | 39-40. Current/past judicial officer; 10 big cases handled | 68. Who might oppose your appointment |
| 18-19. Current employer and nature of current employment | 42. Officer/director of business | 69. Disclosures re negatives in your background |
| 20. Current specializations | 45. Non-lawyer licenses & proof of good character | 70. List 5 Personal references – final list; other things to do – gather writing samples, photo, resume |

SESSION TWO: ORDER OF QUESTIONS TO BE ANSWERED

| 21. Courts you can practice in | 39-40. Current/past judicial officer; 10 big cases, more work | 57. All licenses, suspensions, disciplines, charges |
| 25. Work History/Supervisors | 43. Income from other than law | 59. Any clients sued you |
| 26. Background-why qualified | 44. Other public offices held | 60. Malpractice claims |
| 30. Specific areas of legal experience | 53. Arrests/convictions/investigations | 64-66. Drug use; alcohol use; gambling activities |
| 31-32. Variety of practice-past 5 years | 54. Lawsuits/bankruptcies | 70. References—final list; other things to do – gather writing samples, photo, resume |
| 38. Teaching experience-college, university, law school | 55. Bar discipline/sanctions | 36. 10 big career cases – more work on |

SESSION THREE: ORDER OF QUESTIONS TO BE ANSWERED

| 34. Trials in last 5 yrs only | 48-50 Bar assns, private clubs | 36. 10 big career cases – finish |
| 35. Big cases resolved without trial in last 5 yrs † | 51. Pro bono legal services | 28. Essay- Why? final draft √ |
| 37. Your published cases | 52. Community service/affairs | 70. References—final list; other things to do – gather writing samples, photo, resume |
| 41. Pro tem/arbitrator work | 67. Bad press re character | |
| 46. Writings/publications | 69. Disclosures re negatives in your background | |
| 47. Honors, awards, prizes | 27. Disclosures re negatives in your background | |

- * http://www.assembly.ca.gov
  (Go to: “Find My District”)
- † First, list only the names of 12-13 cases that might serve as your significant cases, and add any other information you can recall. Choose carefully! Each opposing counsel and judge listed in your application will be sent a JNE Commission evaluation form. To locate current addresses and phones of opposing or co-counsel or retired judges, click on “Attorney Search” at www.calbar.ca.gov. If you can’t locate a retired judge, indicate that the judge is retired.
- √ Think seriously about why you want to be a judge. This essay will speak volumes about what kind of judge you will be. For your final essay, follow the “Goldilocks Rule” and make sure the essay is: Not too hot/not too cold; not too big/not too little; not too hard/not too soft; it should be just right!
**CONFIDENTIAL COMMENT FORM**

Governor Schwarzenegger has asked this Commission to evaluate the person whose name appears in the box below. If you know the candidate, please complete the questionnaire, rating the candidate individually, not as compared to other candidates. Please attach an extra page if you wish to supply additional information.

The confidential information you provide will be available to the full JNE Commission, but disclosure of your identity will be limited to the investigating commissioners, unless you authorize release of your identity to the full Commission. Thank you for your assistance.

Send the completed form, a.s.a.p., marked "PERSONAL & CONFIDENTIAL" to:

---

### Candidate:

<table>
<thead>
<tr>
<th>Your relationship with candidate:</th>
<th>Years known</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
</tr>
<tr>
<td>Reputation only</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your evaluation based on:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked with</td>
<td></td>
</tr>
<tr>
<td>Opposed</td>
<td></td>
</tr>
<tr>
<td>Appeared before</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:** 
**discard form if you do not know the candidate.**

Circle the performance level most applicable for the factor being rated.

- O - Outstanding
- VG - Very Good
- S - Satisfactory
- UNK - Unknown

### Professional Ability

INCLUDES INTELLECTUAL CAPACITY, WRITTEN AND ORAL COMMUNICATION SKILLS

Comments:

### Legal Experience

INCLUDES LITIGATION AND NON-LITIGATION EXPERIENCE, LEGAL WORK FOR A BUSINESS OR NONPROFIT ENTITY, EXPERIENCE AS A LAW PROFESSOR OR OTHER ACADEMIC POSITION, LEGAL WORK IN ANY OF THE THREE BRANCHES OF GOVERNMENT, LEGAL WORK BEFORE ADMINISTRATIVE AGENCIES, AND LEGAL WORK IN DISPUTE RESOLUTION; CASE COMPLEXITY; LENGTH OF PRACTICE

Comments:

### Judicial Temperament

INCLUDES OBJECTIVITY, PATIENCE, JUDGMENT, DECISIVENESS, COLLEGIALITY, IMPARTIALITY

Comments:

---

JNE Orientation 2010/CCF-Trial

VI. STANDARD FORMS – 3
### Professional Reputation
*(Includes honesty, integrity, community respect)*

<table>
<thead>
<tr>
<th>O</th>
<th>VG</th>
<th>S</th>
<th>BA</th>
<th>U</th>
<th>UNK</th>
</tr>
</thead>
</table>

Comments:

---

### Work Ethic
*(Includes industry)*

<table>
<thead>
<tr>
<th>O</th>
<th>VG</th>
<th>S</th>
<th>BA</th>
<th>U</th>
<th>UNK</th>
</tr>
</thead>
</table>

Comments:

---

### Bias
*(Includes cultural sensitivity and commitment to equal access to justice; does candidate exhibit, or to your knowledge has candidate exhibited, any bias which may be perceived as based on race, sex, sexual orientation, religion, political affiliation, etc.?)*

- [ ] No
- [ ] Yes

Comments:

---

### Overall Rating

- [ ] Exceptionally Well Qualified — Possessing qualities and attributes of remarkable or extraordinary superiority that enable the candidate to perform the judicial function with distinction.
- [ ] Well Qualified — Possessing qualities and attributes indicative of a superior fitness to perform the judicial function with a high degree of skill and effectiveness.
- [ ] Qualified — Possessing qualities and attributes sufficient to perform the judicial function adequately and satisfactorily.
- [ ] Not Qualified — Possessing less than the minimum qualities and attributes listed above.

---

**Your identity will be strictly protected and not disclosed to the full JNE Commission without your consent. Please mark one.**

- [ ] I understand that my identity can be disclosed to the investigating JNE Commissioners, to the Chair, and to the Vice Chair. I do not consent to disclosure of my identity to the full JNE Commission.

- [ ] I consent to disclosure of my identity to the full JNE Commission.

---

### Please check appropriate boxes

<table>
<thead>
<tr>
<th>Judge</th>
<th>Attorney</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Magistrate/Commissioner</td>
<td>[ ] Public Defender</td>
</tr>
<tr>
<td>[ ] Federal</td>
<td>[ ] District Attorney</td>
</tr>
<tr>
<td>[ ] Appellate</td>
<td>[ ] Other Public Office</td>
</tr>
<tr>
<td>[ ] Superior</td>
<td>[ ] Private Practice</td>
</tr>
<tr>
<td>[ ] Retired</td>
<td>[ ] Other</td>
</tr>
</tbody>
</table>

Other:

---

Print Name

Signature

( )

JNE

( )

Phone After Hours

---

JNE Orientation2010CCF-Trial

VI. STANDARD FORMS – 3
COMMISSION ON JUDICIAL NOMINEES EVALUATION
THE STATE BAR OF CALIFORNIA

180 HOWARD STREET, SAN FRANCISCO, CALIFORNIA 94105-1639 • (415) 538-2274

Confidential Evaluation of Judicial Nominees
APPELATE JUSTICES
CONFIDENTIAL COMMENT FORM

Governor Schwarzenegger has asked this Commission to evaluate the person whose name appears in the box below. If you know the candidate, please complete the questionnaire, rating the candidate individually, not as compared to other candidates. Please attach an extra page if you wish to supply additional information.

The confidential information you provide will be available to the full JNE Commission, but disclosure of your identity will be limited to the investigating commissioners, unless you authorize release of your identity to the full Commission. Thank you for your assistance.

Send the completed form, a.s.a.p., marked “PERSONAL & CONFIDENTIAL” to:

Please Return By

---

| Candidate: |
| Court: |
| Your relationship with candidate: | Years known |
| Professional | Social | Reputation only |
| Worked with: | Opposed | Appeared before | Other |

Instructions: * * * * * DISCARD FORM IF YOU DO NOT KNOW THE CANDIDATE. * * * * *
Circle the performance level most applicable for the factor being rated.
O—Outstanding  VG—Very Good  S—Satisfactory  BA—Below Average  U—Unsatisfactory  UNK—Unknown

| Professional Ability |
| (Includes intellectual capacity, scholarship, written and oral communication skills) |
Comments:

| Legal Experience |
| (Includes litigation and non-litigation experience, legal work for a business or nonprofit entity, experience as a law professor or other academic position, legal work in any of the three branches of government, legal work before administrative agencies, and legal work in dispute resolution; case complexity; length of practice) |
Comments:

| Judicial Temperament |
| (Includes impartiality, objectivity, judgment, collegiality) |
Comments:

JNE Orientation 2010 CCF-Appellate
Professional Reputation
(Includes honesty, integrity, community respect)
Comments:

Work Ethic
(Includes industry)
Comments:

Bias
(Includes cultural sensitivity and commitment to equal access to justice; does candidate exhibit, or to your knowledge has candidate exhibited, any bias which may be perceived as based on race, sex, sexual orientation, religion, political affiliation, etc.?)
Comments:

Overall Rating:
- Exceptionally Well Qualified: Possessing qualities and attributes of remarkable or extraordinary superiority that enable the candidate to perform the appellate judicial function with distinction.
- Well Qualified: Possessing qualities and attributes indicative of a superior fitness to perform the appellate judicial function with a high degree of skill, effectiveness and distinction.
- Qualified: Possessing qualities and attributes sufficient to perform the appellate judicial function with a high degree of skill and effectiveness.
- Not Qualified: Possessing less than the minimum qualities and attributes listed above.

Your identity will be strictly protected and not disclosed to the full JNE Commission without your consent. Please mark one.

☐ I understand that my identity can be disclosed to the investigating JNE Commissioners, to the Chair, and to the Vice Chair. I do not consent to disclosure of my identity to the full JNE Commission.

☐ I consent to disclosure of my identity to the full JNE Commission.

Print Name

Signature

( )

Phone After Hours

Please check appropriate boxes

Judge
☐ Magistrate/Commissioner
☐ Federal
☐ Appellate
☐ Superior
☐ Retired

Attorney
☐ Public Defender
☐ District Attorney
☐ Other Public Office
☐ Private Practice
☐ Other __________________________

Other: __________________________

JNE Orientation/2010/CCF-Appellate
PROGRAM III: JUDICIAL MENTORING PROGRAM

This Judicial Mentoring Program (JMP) is a modified version of the award-winning Judicial Mentoring Project sponsored by the Alameda County Bar Association (ACBA) and the East Bay Diversity Bar Coalition, working in concert with the judges of the Superior Court of California, County of Alameda.

Purpose of a Mentoring Program
Judicial mentoring programs offer guidance to attorneys who are contemplating a career on the bench. Experienced judges provide valuable assistance and feedback to potential judicial candidates to help them assess their suitability for the bench, develop career plans, and improve skills that will enhance their opportunities to become judicial officers.

Participants
Mentoring programs are often joint efforts between courts and local bar associations. In larger counties, numbers of participants will be adequate to sustain a program on a countywide basis; in smaller counties, a regional approach will likely be required to create the critical mass needed to support a mentoring program and to avoid disabling conflicts of interest.

The local bar association’s participation is not necessary to create a judicial mentoring program; the courts themselves can do it. The local bars, however, are able to communicate directly and efficiently with their members, while the courts cannot. Further, if the mentoring program is seen as a service that the local bar can provide to help promote membership, then the bar is likely to provide administrative support for the program.

The mentors are bench officers—active or retired—who agree to mentor at least one attorney per year.

The mentees are lawyers who are interested in seeking judicial appointment. The program should be inclusive. Courts should use the materials and suggestions to encourage lawyers from communities or groups that are underrepresented in the judiciary to consider and pursue judicial careers. Accordingly, the program should reach out not just to the local bars but to the specialty bars and to attorneys with diverse racial and ethnic backgrounds; to attorneys with disabilities; to lesbian, gay, bisexual, and transgender (LGBT) attorneys; and to attorneys who regularly serve these communities.

Benefits
Mentoring benefits both mentors and mentees.

Mentees receive benefits such as:

- Assessment of their motivations, goals, and skills for judicial employment;
- Encouragement and support for their decisions to seek positions on the bench;
- The opportunity to explore new ideas and alternatives in attaining that goal;
• Contacts with individuals and groups who can aid in their career goals;
• Information about the informal relationships or politics within the professional community; and
• The confidence needed to achieve their goals.

Mentors receive benefits such as:

• Feeling the satisfaction of helping someone mature and succeed in his or her career;
• Exchanging information and knowledge;
• Observing the results of sharing his or her own knowledge, expertise, and influence;
• Promoting goodwill between the bench and the bar; and
• Investing in the excellence of potential future colleagues.

Goals of Judicial Mentoring Program Model

• To bridge the gap between the bar and the bench;
• To demystify the process of becoming a judge;
• To facilitate traditionally underrepresented attorneys in seeking advancement to the bench;
• To increase the diversity of the judicial applicant pool; and
• To promote diversity on the bench to reflect the diversity of our state.

Program Structure

Although the mentoring program is voluntary, mentors are expected to commit to a minimum of four meetings per year with their assigned mentees. Mentors and the mentees can otherwise agree to any appropriate schedule of more or fewer meetings. Mentors should also expect to be reasonably available to mentees by telephone.

Attorneys in the county or region submit applications to the program. Every applicant will not necessarily be assigned to a mentor. Assignments will depend on the number of mentor participants. Also, mentors should have the opportunity to approve their proposed mentees. Similarly, mentees should be given the opportunity to request different mentors than the ones to whom they are assigned.

A mentoring program requires administrative support at various stages and often includes the following steps:

1. A committee is formed to establish the program (with or without the local bars), including finalizing all documents and preparing outreach and publicity;
2. A “matching committee or subcommittee” is set up to pair mentors and mentees either on the local or regional level;
3. The program is announced and publicized to the judges and attorneys (or bar associations) in the county or region;
4. Bench officers submit applications to be mentors, and attorneys submit applications to be mentees;
5. Assignments are made; and
6. At the end of a year, surveys are disseminated to evaluate the benefits to the participants and to invite constructive criticism. There should also be a method to track whether and when the mentees (a) apply for judicial appointments and (b) receive judicial appointments.

To succeed, a mentoring program must have the support of court leadership. Court diversity committees can also play an important role in supporting a mentoring program. They can meet with the presiding judge, assistant presiding judge, and court executive officer to discuss the program and to resolve any concerns, such as costs, time commitments, fairness, conflicts of interest that may develop, publicity, geographical challenges, and outreach. However, the committees’ role should be to primarily assist the Judicial Mentoring Program (JMP) committee with administration and outreach. Further, partnering with local bar associations can relieve the court of virtually all the administrative work that supports a mentoring program.

**Description of Program Materials**

At the end of this section are materials from the Alameda County Bar Association Judicial Mentoring Program that can be used as is or modified to fit the needs of each court or group of courts. See “Sample Materials for the Judicial Mentoring Program.”

**Confidentiality**

While any court documents concerning the program may be subject to public access under rule 10.500 of the California Rules of Court (Public access to judicial administrative records), mentees and mentors can expect their conversations to remain confidential. Mentors and mentees should also discuss the level of confidentiality they will maintain regarding their own relationship.

**Sample Timeline**

The following is an example of a timeline for establishing and implementing the program.

Months 1 through 3:
- Appoint a JMP committee.
- JMP committee meets with court leaders in region.
- If partnering with bar associations, JMP committee meets with bar leaders in region.
- Administrative structure is created by JMP committee (and/or by local bars).

Months 4 through 6:
- Committee or court leaders present program to bench officers in each county.
- Committee and/or bar associations prepare publicity/outreach materials.
- Committee identifies particular persons and groups that should be targeted to assist the judicial branch in achieving its stated goal to “reflect the diversity of the state’s residents.”
Months 7 through 10:

- Program is launched with publicity/outreach.
- Committee (and bar associations) solicit applications from mentors and mentees.
- Matching committee or subcommittee pairs mentors and mentees.
- Matching committee or subcommittee disseminates guidelines, discussion topics, and activities to mentors and mentees.

Ongoing:

- Committee responds to questions as needed.

One year after most mentors and mentees have been assigned:

- Committee distributes evaluations.
- JMP committee/matching committee reviews and reports on evaluations.
- JMP committee/matching committee/local bars adjust program to respond to evaluations.

Ongoing:

- At least once a year, launch new round of publicity and reopen the application period.
Sample Materials for the Judicial Mentoring Program

Sample Frequently Asked Questions and Answers
Guidelines for Mentors
Guidelines for Mentees
Suggested Discussion Topics/Activities for Mentors
Suggested Discussion Topics/Activities for Mentees
Sample Letter to Potential Mentor Judges
Sample Letter to Potential Mentees
Sample Mentor Application
Sample Mentee Application
Sample Matching Letter to Mentor
Sample Matching Letter to Mentee
Sample Cover Letter for Evaluation
Sample Mentor Evaluation Form
Sample Mentee Evaluation Form
Sample Frequently Asked Questions and Answers

These FAQs can be used as part of the program materials that follow.

Q. How do I become a mentor or mentee?
A. Complete the respective application form. Mentor and mentee applications are available online at _____________.

Q. Are there special qualifications for mentors?
A. No. However, all mentors may not be assigned mentees, because assignments will depend on a variety of factors including the number of mentee applicants. The mentor must be willing to meet with his or her mentee at least four times during the year, and it is expected that mentors will be motivated by a commitment to increasing the diversity of the bench.

Q. Are there special qualifications for mentees?
A. Each mentee must meet all of the following qualifications: if partnering with a local bar, be a member of the [name of local bar]; have at least five years of legal experience; plan to become a bench officer within five years of participating in this program; and be committed to public service. Mentees who are members of groups that are underrepresented in the judiciary in their communities are particularly encouraged to apply.

Q. How are mentees paired with mentors?
A. Mentors will be paired with mentees by a matching committee upon evaluation of the mentor and mentee applications submitted. Pairing considerations will include the mentor’s areas of previous legal practice and current department assignment. Except in unusual circumstances, each mentor will have no more than one mentee per year.

Q. What is the time commitment for a mentor/mentee relationship?
A. Mentors must commit to meet with their mentees, at a minimum, four times per year. The mentor and mentee may choose to meet more or less often, based on their personal preferences.

Q. Will there be support for mentors?
A. Yes. Members of the Judicial Mentoring Program committee (and/or the local bar associations) will provide assistance and information to mentors.
Guidelines for Mentors

Basic Mentoring Concepts

Teaching: The mentor should share with the mentee the specific skills and knowledge necessary for successful job performance on the bench. The method of instruction can be formal or informal, direct or subtle.

Assessing: The mentor should assist the mentee to honestly assess his or her (a) motivations for seeking a judicial career and (b) qualifications for becoming a bench officer.

Guiding: The mentor should orient the mentee to the “unwritten rules” and traditions of the judicial profession.

Advising: Teaching and guiding are mentoring behaviors usually initiated by the mentor, whereas advising often occurs in response to a request by the mentee.

Counseling: The mentor should listen to the mentee’s concerns about pursuing a career on the bench and communicate an empathic understanding of those concerns. In addition, the mentor should help the mentee develop plans of action to achieve the mentee’s goals.

Role modeling: The mentor serves as a person who the mentee can emulate. Role modeling usually occurs subtly as an outcome of the relationship rather than by conscious design by either mentor or mentee. The mentor’s traits and behaviors become a blueprint that the mentee unconsciously uses to pattern his or her own manner.

Validating: The mentor should evaluate, possibly modify, and finally endorse the mentee’s goals and aspirations. Validating involves helping mentees believe in their goals.

Motivating: The mentor should provide the encouragement and impetus for the mentee to act toward achievement of his or her goals. Whether that is done through a “wake-up call” or a “pat on the back,” the end result is action.

Communicating: The mentor must establish open lines of communication through which concerns can be discussed clearly and effectively. Expertise means little if it cannot be communicated.

Committing Time: Mentoring requires a certain time commitment, and the mentor should be prepared for that. At a minimum, the mentor must commit to meet with the mentee at least four times per year.
What to Do

**Introduction:** Once a mentee contacts you, be sure to discuss the time you are able to commit to the mentoring relationship. You may also wish to set up your first meeting.

**Specifics:** Establishing guidelines in the beginning will be helpful to both the busy mentor and to the busy mentee. Let your mentee know the best time to reach you. To ensure follow-up, keep a note in your calendar to contact your mentee.

**Discussion:** Mentors should assist the mentee with general issues related to applying for a position on the bench or to running for election to the bench. Pay particular attention to ethics and professionalism questions, the value of reputations, and situational advice about how to be successful.

**Experiences:** Share your experiences; “war stories” are often the most effective illustrations or teaching tools.

**Professionalism:** The role of the mentor is a professional one. Encourage open communication with your mentee, but remember that a mentor is a resource, not necessarily a friend.

**Confidentiality:** Discussions between mentors and mentees should remain confidential. This ground rule will ensure that mentees feel comfortable candidly discussing various aspects of and issues related to applying for judgeship.
**Guidelines for Mentees**

**Consideration**: Be mindful of your mentor’s schedule. Do not schedule a mentoring meeting and fail to show up on time. If your mentor cancels a session or is a bit difficult to reach from time to time, do not be offended, but realize how demanding it can be for busy judges to mentor busy attorneys. Express gratitude for your mentor’s involvement and efforts on your behalf.

**Introduction**: It is the mentee’s responsibility to contact the mentor. You should initiate the first call. Introduce yourself, find out the best time to contact your mentor, and set up your first meeting. Tell your assistant your mentor’s name and ensure that he or she knows of your commitment to the mentor and that your mentor should be treated as a VIP.

**Specifics**: Establishing guidelines in the beginning will be helpful to both the busy mentor and to the busy mentee (e.g., schedule meeting times only by phone, use e-mail for quick questions, hold in-person meetings during lunch time or after 6 p.m.). If you are easier to reach at certain times, let your mentor know. To ensure follow-up, keep a note in your calendar to contact your mentor.

**Discussion**: Mentees should initiate discussions regarding general issues related to applying for a position on the bench or running for election to the bench. Pay particular attention to ethics and professionalism questions, the value of reputations, and situational advice about how to be successful. Keep a file for questions as they come up (e.g., things you overhear at a seminar or the courthouse, problems you resolved but about which you would like a reality check, or clarification of theory vs. practice). Do not quarrel with the advice your mentor provides. Listen well; reach across your differences to accept the guidance you sought and needed.

**Honesty**: Seek your mentor’s assistance to evaluate your motives for seeking a judicial appointment and your qualifications for the bench. Complete candor in this assessment is critical to your discernment of the path you should take.

**Professionalism**: Remember that you have a professional relationship with your mentor. A mentor is a counselor, not necessarily a friend.

**Confidentiality**: Discussions between mentors and mentees should remain confidential. This ground rule will ensure that mentors feel comfortable candidly discussing various aspects of and issues related to applying for judgeship.
Suggested Discussion Topics/Activities for Mentors

- Provide assistance and/or contact information if the mentee wishes to join local civic or charitable organizations as a member or board member.
- Tell a career story—share the highs and lows of your career path.
- Help the mentee write short-range and long-range career development plans.
- Discuss “informal” local practices (e.g., what to know about judges, court staff).
- Attend local and state bar association functions.
- Talk about your typical work day:
  - General description of your daily activities
  - Major tasks, subtasks, specific responsibilities
  - How your assignment fits into the court structure
  - How you spend a typical day
  - Personal qualities needed to be a judge
  - Other jobs you have held, skills you developed from them, their relationship to being a good judge
  - Skills you needed to learn after you were appointed and how you acquired them
  - Your recommendations to others for acquiring these skills and suggestions you would give someone who wants to be a judge
  - What you like most and least about being a judge
  - What you would change if you could
  - Interpersonal skills you find most important to being a judge and why
  - Attitudes and values that are important to you and how they are reflected in your judging and administrative responsibilities
  - The importance of courtroom personnel and their roles
  - Obstacles or barriers you had to overcome to get where you are now
Suggested Discussion Topics/Activities for Mentees

- Identify personal goals for the mentoring relationship and discuss them with your mentor.
- Share successes with your mentor (e.g., a case you recently won, a strategy that worked well); share difficulties you have had.
- Explore honestly your motivation for seeking a judicial appointment, and candidly assess your qualifications with your mentor.
- Do some thinking and planning about your current career direction and goals. Identify how the mentor can help you meet these goals, and ask specifically for the help.
- Interview the mentor about his or her career path (e.g., barriers to overcome, pitfalls along the way, failures as well as successes).
- Be clear about what you want from your mentor at any given time (e.g., do you want advice right now, a sympathetic ear to listen, help with problem solving?). Do not be afraid to ask for the specific type of support you want in different situations.
- Discuss integrating personal and family life with career objectives and concerns, such as:
  - Family time;
  - Leisure time;
  - General health, diet, exercise;
  - Stress factors: tension, fatigue, burnout;
  - Stimulation factors: excitement, challenge, opportunity; and
  - Where your present activities fit into your life: lifetime career or steppingstone to something else.
Sample Letter To Potential Mentor Judges

[Date]

[Addressee]
[Address]

Re: Judicial Mentoring Program

Dear ____________________:

Thank you for your interest in becoming a mentor.

The Judicial Mentoring Program (JMP) was created to provide attorneys contemplating a career on the bench with a structured method of obtaining guidance about how to reach that goal. As a mentor, you can provide valuable feedback and assistance to potential judicial candidates to help them hone the necessary skills for a successful judicial candidacy. The Judicial Mentoring Program also seeks to increase the participation of lawyers from underrepresented communities in the judiciary.

Enclosed is a JMP mentor application. Please mail the completed application to: [name and address; or include link to fillable form online, if applicable]. A self-addressed, stamped envelope is enclosed for your convenience. Copies of materials that might assist you are also enclosed for your reference. We are very excited about this program and look forward to a successful launch! [Contact _____________ at______________ if you have questions about the program.]

Sincerely,

[Name of JMP Committee Chair]  [Name of Bar Leader]

JMP Committee Chair  Bar Leader

Enclosures
**Sample Letter To Potential Mentees**

[Date]

[Addressee]
[Address]

Re: Judicial Mentoring Program

Dear ____________________:

Thank you for your interest in participating in the Judicial Mentoring Program.

The Judicial Mentoring Program (JMP) was created to provide attorneys contemplating a career on the bench with a structured method of obtaining guidance about how to reach that goal. As a mentee, you can obtain valuable feedback and assistance from an experienced bench officer to help you hone the necessary skills for a successful judicial candidacy. We invite you to submit an application to become a mentee.

The enclosed materials contain all of the basic information you need to know about the JMP—necessary forms, guidelines, and expectations of both mentors and mentees. Please submit your completed application and résumé to [fill in name and address or direct applicant to fillable form on Internet, if you so choose].

If you need additional information about the JMP or have concerns not addressed in this handbook, please contact [name and contact information of chair of JMP Committee or the bar association person in charge of the program].

We are very excited about this project and look forward to a successful launch.

Sincerely,

[Chair of the JMP and/or bar association contact]

JMP Committee Chair [or title of bar association contact]

Enclosures
Sample Mentor Application

Name: ____________________________________________________________

Address: ______________________________________________________________________

Telephone: Office _______________________ Mobile (optional) _______________________

E-mail: ________________________________________________________________

*Most communications regarding the Judicial Mentoring Program will be by e-mail.*

I am currently serving in:

- ___ Family law
- ___ Juvenile law
- ___ Probate department
- ___ Federal court
- ___ Trials

- ___ Civil
- ___ Criminal
- ___ Law and motion
- ___ Traffic/small claims
- ___ Other: ___________________________

I am currently sitting in: ____________________________________________

(courthouse and location)

I have had previous judicial or legal experience in the following areas of law:

- ___ Administrative/governmental
- ___ Employment law
- ___ Personal injury
- ___ Criminal law
- ___ Business/commercial
- ___ Juvenile law

- ___ Taxation
- ___ Wills/trusts/estates
- ___ Defense (civil)
- ___ Real estate
- ___ Family law
- ___ Other: ___________________________
If you are willing to do so, please provide the following information. It will assist the committee in matching you with a mentee:

Race/ethnicity: _____________________ Gender: ________________________________
Sexual orientation: __________________ Gender identity: _________________________
Disability: _________________________

I am affiliated with the following organizations:

___ American Bar Association  ___ National Bar Association
___ Asian American Bar Association  ___ LGBT Bar Association
___ California Association of Black Lawyers  ___ Charles Houston Bar Association
___ La Raza Lawyers Association  ___ South Asian Bar Association
___ Womens Bar Association  ___ Other specialty bars

Provide any additional information you would like the committee to know in matching you with a mentee, including any preferences you may have:

____________________________________________________________________________

I understand my mentee will be assigned only upon my approval.

I will meet with my mentee at least four times during the year and engage in good mentoring practices.

I agree to provide to the Judicial Mentoring Committee an evaluation of the program at year’s end.

Signature: _______________________________
Date: ________________________________

**PLEASE ATTACH CURRENT CURRICULUM VITAE**
**Sample Mentee Application**

Name: ________________________________________________________________________

Address: ______________________________________________________________________

Telephone: Office ___________________________ Mobile ____________________________

E-mail:________________________________________________________________________

*Most communications regarding the Judicial Mentoring Program will be by e-mail.*

Please rank the following characteristics of a potential mentor according to their importance to you, with 1 being the most important. Rate only those that are important to you.

- [ ] Current department assignment
- [ ] Location of mentor
- [ ] Previous legal experience
- [ ] Gender
- [ ] Race/Ethnicity
- [ ] Marital status
- [ ] Mentor has or had children during career
- [ ] Previously in profession other than law
- [ ] Sexual orientation
- [ ] Other: ___________________________

I request a mentor who is serving in a:

- [ ] No preference
- [ ] Civil department
- [ ] Family law department
- [ ] Criminal department
- [ ] Juvenile law department
- [ ] Law and motion department
- [ ] Probate department
- [ ] Traffic/small claims
- [ ] Other: ________________________________________________

I request a mentor who is located in:

[List locations of courthouses]
I request a mentor who has previous legal experience in the following areas of law (select no more than 5 and rank them from 1 to 5 in importance):

___ Administrative/governmental  ___ Taxation
___ Employment law  ___ Wills/trusts/estates
___ Personal injury  ___ Defense (civil)
___ Criminal law  ___ Real estate
___ Business/commercial  ___ Family law
___ Juvenile law  ___ Other: ___________________________
............................................................................................................................................................

I request a mentor with the following personal background, if possible:

Race/ethnicity: _____________________  Gender: ________________________________
Sexual orientation: __________________  Gender identity: _________________________
Disability: _________________________
............................................................................................................................................................

*Attach curriculum vitae and answer questions below not included in it.*

College/law school: ______________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Describe professional experience since law school: _____________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Describe bar association participation/leadership (state/local/specialty bars):
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Describe pro bono activities (including pro temp experience):

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Describe community involvement/service: ____________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Describe other professional experience: ______________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Provide any additional information you would like the committee to know in assigning a mentor:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I certify that I meet all eligibility requirements for the Judicial Mentoring Program, which are:

- I have at least five years of legal experience.
- I am a current member of the _________________ Bar Association.
- I plan to seek judicial office within five years of participating in this program.
- I have a demonstrated civic engagement with the community.
- I am committed to public service.

I agree to provide to the Judicial Mentoring Committee an evaluation of the program at year’s end.

Signature: _______________________________________
Date: ___________________________________________
Sample Matching Letter to Mentor

[Date]

[Addressee]
[Address]

Re: Judicial Mentoring Program: Mentee Assignment

Dear Judge ________________:

Thank you again for your participation as a mentor in the Judicial Mentoring Program (JMP).

After considering numerous factors including previous legal experience, current department assignment and location, the JMP Matching Committee has found two potential mentees for you: [Names of mentees]

If these mentee assignments are acceptable to you, please contact [insert contact information] by [insert date] to confirm that you will mentor one or both of the mentees. We hope to mail notices to mentees of their mentor matches the following week.

Again, thank you for your generous commitment in helping to shape the future of the bench.

Very truly yours,

[Name]
Member, Matching Committee
Sample Matching Letter to Mentee

[Date]

[Addressee]
[Address]

Re: Judicial Mentoring Program: Mentor Assignment

Dear ____________________:

Thank you for your participation as a mentee in the Judicial Mentoring Program (JMP).

After considering numerous factors including previous legal experience, current department assignment, and location, the JMP Matching Subcommittee has found a mentor for you:

[Name of mentor]

[Name of mentor] can be reached at [phone] or [e-mail]. Please be sure to contact your mentor to set up your first meeting.

Very truly yours,

[Name]
Member, Matching Committee
Sample Cover Letter for Evaluation

[Date]

[Addressee]
[Address]

Re: Judicial Mentoring Program: Evaluation

Dear ____________________:

Thank you for participating in the Judicial Mentoring Program (JMP).

We hope you will take a few minutes to complete the enclosed confidential evaluation form. This information will help us further refine the Judicial Mentoring Program and help ensure that our efforts to promote diversity in the judiciary are successful.

Kindly complete and return the form to me by [date].

Sincerely,

[Name]
Chair, JMP Committee

Enclosure
Sample Mentor Evaluation Form

Name: ________________________________________  Date: ______________________
............................................................................................................................................................

Please rate your experience participating in the Judicial Mentoring Project:

___ Very satisfactory
___ Okay
___ Disappointing
............................................................................................................................................................

How would you improve the Judicial Mentoring Project?
............................................................................................................................................................

Would you recommend participation as a mentor in the Judicial Mentoring Project to your colleagues on the bench?

___ Yes
___ No
............................................................................................................................................................

Additional comments (use additional sheet, if necessary):
Sample Mentee Evaluation Form

Name: _______________________________ Date: __________________

............................................................................................................................

Please rate your experience participating in the Judicial Mentoring Project:

____ Very satisfactory
____ Okay
____ Disappointing

............................................................................................................................

How would you improve the Judicial Mentoring Project?

............................................................................................................................

Would you recommend participation as a mentee in the Judicial Mentoring Project to your colleagues who are interested in becoming a judge?

____ Yes
____ No

............................................................................................................................

Additional comments (use additional sheet, if necessary):
PROGRAM IV: WHERE DO JUDGES COME FROM?

The following program outline is designed to be presented to attorneys interested in becoming judges but not yet ready to submit an application. It is a half-day presentation intended to provide participants with a means to assess whether a judgeship would be an appropriate and viable career path, and, if so, how they could go about building their qualifications for a strong judicial application. The program can be easily expanded to a full day as there is a great deal of material to cover. As with all the content of this toolkit, users are free to modify the program to meet the needs of their courts.
Seminar Content

WHERE DO JUDGES COME FROM?
Sponsored by the
Court of Appeal, [District Number] Appellate District,
Superior Court of California, County [or Counties] of [County], and
the [Bar Association(s)] Bar Association(s)
[Date]
11:30 a.m. to 5:00 p.m.
[Place]

A. Purpose of the Seminar
- Help demystify the appointment or election process for attorneys interested in a career in the judiciary.
- Help attorneys develop a career action plan to become judges.
- Foster links between local and specialty bar associations and the judiciary.

B. Seminar Objectives
- Highlight the risks and rewards of a judicial career.
- Assist participants in conducting confidential self-assessments to determine their suitability for a judicial career.
- Chart various courses to judicial appointment or election.
- Acquaint attorneys with the judicial evaluation process.
- Educate attorneys about judicial ethics.
- Provide an opportunity for participants to meet and speak with judges and others involved in judicial evaluations.
- Provide a starting point for mentoring relationships.

C. Agenda for a Half-Day Program (11:30 a.m. to 5:00 p.m.)

11:30 to 12:00 p.m. Registration

12:00 to 1:00 p.m. Lunch/Welcome and Introduction of the Keynote Speaker/Address
- A local judge, preferably the presiding judge, should open the program and act as moderator for the day.
- A Supreme Court or appellate court justice or a superior court judge should be the keynote speaker. Talking points might include the speaker’s personal journey to the bench, the intangible rewards of judges’ service to the public, the role judges play in instilling public trust and confidence in the courts, how diversity improves decision-making as well as public trust, the likely concerns of the
attendees about seeking judicial appointment, and other words of wisdom and encouragement.

1:00 to 1:30 p.m. **Purpose, Objectives, Overview of the Day, Self-Assessment**

- Moderator briefly describes the objectives of the conference and how the day will proceed.
- Moderator describes purpose of self-assessment. [Make the point that being a judge may seem like an attractive career path, but it is not for everyone; the self-assessment is designed to help participants honestly assess their motivations, qualifications, and abilities (or lack thereof) to be a bench officer and whether the bench would be a good career choice.]
- Participants are given 15 minutes to complete the self-assessment that only they will see [attached].

1:30 to 2:10 p.m. **What Judges Do and Their Ethical Obligations**

- Presenters should be superior court judges.
- Describe the judicial decision-making process and what adjustments must be made from advocate to judge.
- Describe the more challenging and boring aspects of a judicial career, including the “early” assignments in high-volume departments with primarily self-represented litigants.
- Discuss the primary ethical obligations and the extent to which there are constraints on judges regarding political activity, speech, membership in certain clubs, and the appearance of impropriety.
- Hold a Q & A session with participants.

2:10 to 2:20 p.m. **Break**

2:20 to 4:05 p.m. **How to Chart a Path to Optimize Your Opportunities for a Judicial Career**

Presenters should be judges who ran for election; judges who were appointed [try to get different perspectives from judges who were appointed by different governors]; a member (or former member) of the JNE; a member (or former member) of the local bar judicial evaluation committee; if possible, the current or a former Judicial Appointments Secretary; if possible, a current or former member of the Governor’s local advisory committee.

- Program materials should include a copy of the current version of the Personal Data Questionnaire (PDQ), a copy of the JNE evaluation form, any local bar judicial evaluation form, and any specialty bar
judicial evaluation form (e.g., California Women Lawyers, Charles Houston Bar Association, La Raza).

- Part one of the panel discussion includes the following topics:
  o Application process; how to get “out of the drawer”—i.e., what the Governor’s advisory committee and the Judicial Appointments Secretary are looking for.
  o JNE evaluation: What are the qualifications and why; what does the commission look for; what do the ratings mean; how long does it take? What rules does JNE follow? What are its guidelines?
  o Brief discussion of elections as an alternative: To challenge or not to challenge a sitting judge [pros, cons—do not advocate for either position]; how an open seat is created; how much an election costs in this county; the hard realities of running for office.

- Part two of the panel discussion describes how to build the qualifications that will increase the chances for appointment and might include, among other topics:
  o Developing excellence in the attorney’s field of practice; publishing articles; teaching and lecturing.
  o Pursuing public service and leadership, e.g., in bar associations, other professional associations, local government, schools, charitable and philanthropic organizations (the arts, children’s programs, etc.) and political organizations [discuss pros and cons of being active in party politics].
  o Demonstrating commitment to the justice system: pro bono representation; volunteer as a temporary judge or as a mediator; active participation in bench-bar activities; membership in task forces to improve delivery of legal services.
  o Developing a system to keep track of all of your accomplishments, including trials (jury and nonjury), significant cases that resolve before trial (including names and addresses of opposing counsel), and professional, scholarly, and charitable activities. (This effort will make filling out the PDQ significantly easier.)
  o Assessing (and then improving, if necessary) your character and professional reputation: Are you courteous to opposing counsel? (Remember that they will receive a JNE evaluation form.) Do you recognize those with whom you work and share the credit for a job well done? Are you controlling rather than collaborative? Do you have a “judicial temperament”? [Relate all of these issues to the self-assessment they completed.]
Develop a friendship with a judge so you can know what the job of judging is all about and whether you are well suited to it. If there is a local mentoring program, apply for a judge-mentor.

4:05 to 4:10 p.m. Closing Remarks

4:10 to 5:00 p.m. One-on-One Sessions [Optional]

- Participants meet and speak one on one with judges and other presenters who have committed to do so. [Provide a sign-up sheet at registration.]
- [Optional: Make applications to mentoring program available to participants.]
WHERE DO JUDGES COME FROM?
Confidential Self-Assessment

1. List three reasons why you want to be a judge.
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________

2. Are you motivated by financial concerns?
   Very much □    Somewhat □    Very little □    Not at all □

3. Are you motivated by a desire to deal no longer with the unpleasant aspects of practicing law?
   Very much □    Somewhat □    Very little □    Not at all □

4. If you no longer want to practice law, what other career paths have you considered?
   ________________________________________________________________
   ________________________________________________________________

5. Have any colleagues or judges said that you would be a good judge?
   Yes □    No □

6. List five traits that you believe would make you a good judge:
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
   d. ________________________________________________________________
   e. ________________________________________________________________

7. What most appeals to you about being a judge?
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
8. Do you know the legal eligibility requirements for a judicial appointment?
   Yes □  No □

9. If so, do you meet them?
   Yes □  No □

10. How have you demonstrated an interest in public service?

_________________________________________________________________________
_________________________________________________________________________

11. With whom or what organizations do you network that might support your candidacy?

_________________________________________________________________________

12. How well known are you in the legal community?
   Very well □  Somewhat □  Very little □  Not at all □

13. Do you believe you are well respected in your legal community?
   Yes □  No □

14. How active are you in local or state bar activities?
   Very well □  Somewhat active □  Very little □  Not at all □

15. Have you ever asked a judge to critique your performance in court?
   Yes □  No □

16. If so, what was the nature of the feedback you received?

_________________________________________________________________________
_________________________________________________________________________

17. Have you served as a temporary judge?
   Yes □  No □

18. Have you served as a volunteer mediator?
   Yes □  No □

19. How do you honestly rate your reputation as a lawyer?
   Excellent ___  Very good ___  Average ___  Good enough ___

20. Is being a zealous advocate for your client/cause your favorite part of being a lawyer?
   Yes □  No □
21. If not, what aspect of being a lawyer do you enjoy most?

_________________________________________________________________________
_________________________________________________________________________

22. What concerns do you have, if any, about access to justice for all persons (especially those who are economically challenged, those who lack English proficiency, those with disabilities, or other underrepresented groups that traditionally have faced obstacles to their access to justice)? [If you have no concerns, skip this question and the next question].

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

23. As a lawyer, what have you done to address any of these concerns?

_________________________________________________________________________
_________________________________________________________________________

24. Do you have a judicial philosophy? Yes □ No □

25. If so, what is it? _________________________________________________________

26. What have you done personally or in your work that is unique, special or particularly valuable to your community or to the legal system?

_________________________________________________________________________
_________________________________________________________________________

27. What life experiences, skills or knowledge would you bring to the bench that is unique, special or particularly valuable to the judicial system?

_________________________________________________________________________
_________________________________________________________________________

28. Do you have strong academic credentials? Yes □ No □

29. How do you rate your writing skills?
   Excellent ___ Very good ___ Average ___ Weak ___

30. How do you rate your analytical skills?
   Excellent ___ Very good ___ Average ___ Weak ___
31. Do your colleagues and opposing counsel consider you to be a person who is easy to work with?
   Yes □      No □

32. In your role as advocate, does your interaction with other parties tend to be contentious?
   Yes □      No □

33. Have you taught courses (e.g., law school, MCLE)? Yes □      No □

34. Have you written articles on issues of importance to the legal profession or the judicial branch?
   Yes □      No □

35. List leadership positions have you held:
   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________
   d. ____________________________________________

36. Are there judicial assignments that you would find distasteful or unpleasant (e.g., traffic court; small claims; criminal arraignment calendar; family law; etc.)? If so, please list them. _______________________, _______________________, _______________________.

37. How well-balanced is your life?
   Very □      Moderately balanced □      Slightly balanced □      Not at all □

38. Is your family life stable? Yes □      No □

39. Is there anything about you that might be harmful to your personal or legal reputation if it became public?
   Yes □      No □

40. To what extent do you understand what judges do?
   Complete knowledge □      Some knowledge □      No knowledge □

41. Do you believe you can cope with the emotional challenges of certain assignments (e.g., family law, juvenile dependency)? Yes □      No □      Maybe □

42. Have you been the subject of disciplinary action? Yes □      No □
43. Have you been fired from a job for malfeasance or inability to do the work?
   Yes □        No □

44. Do you understand there are ethical limitations on your speech and conduct if you become a judge, and are you willing to accept them?
   Yes □        No □
PART THREE
The Pipeline

ENCOURAGE STUDENTS TO PURSUE LEGAL/JUDICIAL CAREERS
A richly diverse judiciary can develop only if a diverse pool of attorneys applies for judicial positions. To achieve greater overall diversity in the state’s judiciary, there must be a concerted effort by judges, lawyers, and educators to expose female students and students from underrepresented communities (those in “the pipeline”) to the possibilities available in the legal profession and to encourage students to excel in their educational efforts to prepare for college and law school.

The appendixes in this toolkit include model programs that may increase the number of students entering law school and the legal profession. These programs take a variety of forms.

Law Academies
We have long recognized and understood that students from groups that are traditionally underrepresented in the legal profession and the judiciary should have early contact with lawyers and judges who can provide information about and encouragement to pursue a legal career. Many high schools around the country have developed such early encouragement by creating “law academies” for students who indicate an interest in law or criminal justice. Although law academies do not share a common identity, they all appear to have three objectives:

1. To invite students to consider a career in law or law enforcement;
2. To show students that such a career is within their reach; and
3. To introduce them to some relevant subject matter in a way that may heighten their interest in the law.

Many law academies field teams for the mock trial competition sponsored by the Constitutional Rights Foundation. Accordingly, local courts can often identify schools that have law academies by identifying the schools involved in this competition. The teachers in charge of law academies generally welcome any offer of assistance or participation from the bench and the bar.

“Color of Justice” Programs
The National Association of Women Judges (NAWJ) developed a half-day program to “encourage minority students [in grades 7 through 12] to consider the law and the judiciary as career goals.” The program begins with a panel consisting of a judge, a lawyer, a law professor, and a law student who “discuss the academic requirements and skills that participants need in order to succeed in a career in law.” Next, a panel of judges (state, federal, and administrative) discuss why they chose a judicial career and describe “their role and responsibility, and the challenges and rewards of their profession.” Finally, participants are divided into small groups to
discuss related topics with the panelists over boxed lunches in an informal atmosphere. In this way, “each panelist has a unique opportunity to challenge, to motivate, and to help students discover their career interest and abilities.” The NAWJ has graciously granted permission to include its program materials in this toolkit (see Appendix II), which courts and judicial officers may duplicate for their use.

Youth Leadership Academies
The Superior Court of San Joaquin County partnered with a local community college to create a “Youth Leadership Academy.” High school students are invited to participate in a five-week intensive summer course about the operation of the courts, for which they receive credit. This six-component youth leadership program is designed to encourage youth to be good citizens, to motivate those who are interested in careers in the justice system, to prepare students to be tomorrow’s leaders, and to assist educators in achieving those goals for their students. Appendix III contains sample materials associated with this program. The materials can be accessed on Serranus at http://serranus.courtinfo.ca.gov/reference.

Court Tours
In some counties, courts partner with local school districts to give students in elementary and middle school an opportunity to tour the courts in connection with a prescribed set of activities. For example, students might meet with a deputy district attorney, a public defender, a court reporter, an interpreter, a bailiff, a court clerk, and a judge to learn what each does and to explore their interest in a career in law or law enforcement. In other programs, students tour court facilities, observe part of a trial, and participate in a mock trial during the lunch hour in a courtroom. The Superior Court of Contra Costa is one court that conducts an annual Court Tours program. See Appendix V for materials related to its program, which your court can replicate.

Pre-law Diversity Day at Court
The Superior Court of Santa Clara County developed a one-day program for high school and college students. The program provides the chance for them to observe a trial and ask questions of a panel composed of judges, lawyers, and law students. The program gives young people from underrepresented communities the opportunity to meet with lawyers and judges, tour different types of courtrooms, and watch a trial. It is designed to encourage the students to think seriously about a career in the law. Tours are led by law professors, judges, or court personnel. A panel of lawyers, judges, a law professor, and a law student describe their path into the law and answer students’ questions about entering a law-related career. See Appendix IV.

---

10 Please note that when planning these programs, toolkit users should be cognizant of and consider potential restrictions on expenditures that the courts may need or want to incur in connection with the programs. (See, e.g., the Trial Court Financial Policies and Procedures Manual, Policy FIN 3.01, section 6.3.)
California Courts Outreach and Law-Related Education Programs
The judicial branch is committed to educating Californians of all ages about the court system. The following are examples of kindergarten through postcollege education initiatives with which the branch is involved. Using a variety of approaches, these initiatives educate students about the law and courts and how they affect society and students’ lives. Some of these projects are led by Supreme Court, appellate court, or superior court leaders, and others are led by staff in the Administrative Office of the Courts (AOC). This list is just a sampling and does not include all local court projects targeted toward this audience.

California Supreme Court Public Outreach. Hundreds of California students attend the annual student outreach session of the California Supreme Court. This court program includes instructional materials for teachers, online legal briefs, and a live statewide broadcast of the oral arguments on important legal issues.

Appellate Court Trials in High Schools. The Appellate Court Experience (ACE) is designed to deepen high school students’ understanding of the judicial system. The program includes a classroom curriculum, followed by a visit to a Court of Appeal to observe oral arguments in the case previously studied in the classroom. After oral argument, the students are introduced to the appellate court process firsthand, with an opportunity to interact with the justices and the attorneys.

California on My Honor: Civics Institute for Teachers. This professional development program is offered to experienced California K–12 teachers and focuses on civics related to the judicial branch of government. Teachers collaborate with their peers to review the current K–12 curriculum standards related to civics education and learn new and exciting ways to deliver civics-related social science learning programs. Participants also interact with judges and attorneys and increase their knowledge about the role and court operations. The institutes and workshops are co-sponsored by the Administrative Office of the Courts and California State University San Marcos College of Education. The superior courts of Orange, Santa Barbara, and Mendocino counties currently participate in the program. Other courts will be participating in the future. If your court is interested in this program, contact information is located at www.courttinfo.ca.gov/reference/cift.htm.

California JusticeCorps Program. The JusticeCorps program is an innovative approach to solving one of the more pressing issues faced by courts around the country today: providing equal access to justice. JusticeCorps annually recruits and trains 250 diverse university students to serve in overburdened legal self-help centers throughout California. JusticeCorps members receive intensive training throughout the year so they can provide in-depth and individualized legal services to self-represented litigants, often in their own languages, under the supervision of an attorney. Funded through an AmeriCorps grant, JusticeCorps is a collaborative project of the AOC; the Superior Courts of California, Counties of Alameda, Los Angeles, Placer, Yolo, San Diego, San Francisco, San Mateo, Santa Clara, and Sacramento; select University of California and California State University campuses; and many community-based service providers.
JusticeCorps was first launched as a pilot program in Los Angeles County in 2004, expanding to the Bay Area in fall 2006, San Diego in fall 2007, and Sacramento in fall 2010. JusticeCorps members commit to serving a minimum of 300 hours in self-help centers. In return, members receive approximately 30 hours of training as well as a $1,000 education award when they complete the program. JusticeCorps also offers a select number of full-time positions in Los Angeles, the Bay Area, and San Diego. Full-time members serve 1,700 hours and receive a living allowance throughout their one-year term of service as well as an increased education award. Program contact information is located at www.courtinfo.ca.gov/programs/justicecorps/jcorps_contact.htm.

**Youth, Peer, and Teen Courts.** Youth court, a collaborative justice court model, offers an alternative to the traditional justice system. Also called peer, student, or teen court, this court model presents real consequences for first-time offenders and involves teen volunteers and former defendants in the court process. The youth charged with an offense opts to forgo the formal procedures of the juvenile court and agrees to a sentencing forum with a jury of the youth’s peers; other teens have been trained to assume various roles, including those of attorneys and court staff.

California has an extensive network of peer/youth courts. Under the Judicial Council–approved model, an adult judge presides over this collaborative justice juvenile court proceeding where the youth offender’s case is heard in front of a jury of youth peers. Young people also serve in the roles of the prosecution, defense, and bailiff. More information about these courts can be found at www.courtinfo.ca.gov/programs/collab/peeryouth.htm.

**First Amendment Cartoon Art Contest.** Hundreds of elementary, middle, and high school students have participated in the First Amendment Cartoon Art contest. Visit www.courtsed.org to view the winning cartoons depicting First Amendment freedoms of religion, speech, press, assembly, and petition. The contest, designed to promote student civic education, was jointly sponsored by the AOC and the Constitutional Rights Foundation with prizes generously underwritten in part by the Administration of Justice Fund. View a contest flyer and winning entries at www.courtsed.org/cartoon_contest.htm.

**Other Pipeline Activities**

Other ways for courts and judges to be involved in pipeline activities include:

- Supporting an annual mock trial or moot court competitions, not just by providing court facilities (in compliance with court facilities use policy) but also by coaching teams—especially teams from underrepresented and underserved areas;
- Meeting with high school boards and administrators and partnering with the local and specialty bars to support the creation of law academies or to develop other educational programs (e.g., Law Day) that teach students about the judicial branch and legal or law-related careers; and
• Partnering with local and specialty bars and educators to create a mentoring or support program for students interested in the law who are attending underresourced schools in low-income areas.
APPENDIXES
APPENDIX I

High School Law Academies

There are at least two California high school law academies in which judges and other legal professionals can volunteer and participate:

- **The San Francisco Law Academy, Balboa High School, San Francisco**
  
  The San Francisco Law Academy encourages and increases career opportunities for underserved and ethnically diverse students attending Balboa High School. Creative and inspiring curriculum is built into several core classes in which junior and senior students learn basic legal concepts, interview and job skills that prepare them to join the workforce directly out of college. The legal community contributes greatly by mentoring and hiring law academy students as summer interns.

  Website: [www.sfbar.org/diversity/lawacademy.aspx](http://www.sfbar.org/diversity/lawacademy.aspx)

- **Deer Valley (High School) Law Academy Pathway Program, Antioch**

  By combining resources with several law schools and members of the legal community, the Antioch Unified School District has developed a comprehensive program to prepare Antioch’s children for a future in law. The Deer Valley Law Academy (DVLA) opened in fall 2009 with 100 freshmen and will continue to enroll an additional 100 students each subsequent year for a target population of 400 students. The law academy is a small learning community (SLC) offering four years of rigorous curriculum, including team building, legal concepts, and preparation of students who are uniquely skilled and prepared for college and life afterward. The DVLA is currently housed on the Deer Valley campus. In addition to taking physical education, foreign languages, health education, and technology electives with the general Deer Valley High School student population, students spend the school day in Law Academy classes.

  There are areas in the law profession that are not being filled because of a lack of qualified applicants. This is referred to by the legal profession as the pipeline bleed. The law profession, judges, lawyers, schools of law, and others in the field of law see the Deer Valley Law Academy as part of the solution. We are a piece of the pipeline, from high school to professional, and the law profession is dedicated to seeing the program succeed.

  —Dan Mahoney, Principal, Deer Valley Law Academy

• **Richmond High School Law Academy, Richmond (Contra Costa County)**

The Richmond HS Law Academy helps sophomores, juniors, and seniors become public leaders and public servants who can effect democratic and equitable change in their school and community. Students take Academy classes and participate in Academy activities that prepare them for postsecondary education and for careers in law, government, and law enforcement. Academy classes include Introduction to Law, Law and Justice, Analytical Forensic Science, and psychology as well as English and history at each grade level. Academy activities include mock trial, moot court, debate, and law-related community service, internships, mentoring, guest speakers, and study trips. RHS Law involves teachers, administrators, parents, and partners in industry, government, postsecondary institutions, and the community in actively determining Academy curriculum and in assuring student success in high school and beyond. To learn more, see [www.wccusd.net/richmond_high_school](http://www.wccusd.net/richmond_high_school).
APPENDIX II

National Association of Women Judges
The Color of Justice Program Manual
The National Association of Women Judges

The Color of Justice

Program Manual

CREATED BY:

Honorable Brenda Stith Loftin
St. Louis County Circuit Court
Chair, Project Development Committee
The National Association of Women Judges launched its first *Color of Justice* program in St. Louis, Missouri, during the month of August 2001, with funding provided by a grant from the Jessie Smith Noyes Foundation. Since that time, NAWJ members have held *Color of Justice* programs across the United States, including in California, New York, New Jersey, Wisconsin, etc.

The purpose of the *Color of Justice* program is to encourage minority students in seventh through twelfth grades to consider the law and judgeships as career goals. The program focuses on career preparation, panel discussions with judges and lawyers sharing personal and professional insights, and small group discussions during box luncheons. The program provides an environment where discussion and debate among participants can flourish.

Members of the National Association of Women Judges are encouraged to present this program on Law Day, or at another convenient time. The *Color of Justice* program is a wonderful opportunity to become involved in the community and at the same time broaden the visibility of the National Association of Women Judges. This program manual will assist with planning the *Color of Justice* program anywhere.
# TABLE OF CONTENTS

1. Learning Objectives ........................................................................................................ 4

2. Program Description ........................................................................................................ 5

3. Recommended Program Structure .................................................................................. 7

4. Suggested Program Agenda ........................................................................................... 9

5. Opening Session and Introductions ................................................................................. 10

6. Law as a Career: *Preparing the Way* ............................................................................ 12

7. The *Color of Justice: Making a Difference* ................................................................. 14

8. Getting Real with the Bench and Bar: *A Luncheon Discussion* ...................................... 16

9. Closing Remarks and Presentations ................................................................................. 18

10. Appendix .......................................................................................................................... 20

   a. Who is NAWJ? ................................................................................................................. 21
   b. 2001 *Color of Justice* Program .................................................................................. 22
   c. Student Workshop Evaluation Form ............................................................................. 23
   d. Faculty Workshop Evaluation Form .............................................................................. 24
   e. Sample Press Release .................................................................................................... 26
   f. Sample Media Release Form ......................................................................................... 27
   g. New *Color of Justice* program ideas ........................................................................ 28
# LEARNING OBJECTIVES

Upon completion of the program, the participants will:

- Be motivated to pursue a career in the law and the judiciary;
- Identify the academic requirements and skills needed to be successful in a career in law and the judiciary;
- Understand the importance of the personal commitment, passion, and perseverance needed to achieve a career goal;
- Understand the Judicial Branch of government; and
- Appreciate and understand the role and responsibility of a judge.
The Color of Justice

PROGRAM DESCRIPTION

The purpose of the program is to encourage minority students to consider the law and the judiciary as career goals. This is a one-half day program that is divided into three parts following an opening session and introduction.

Opening: INTRODUCTION AND OPENING SESSION

This introduction provides a brief narrative of the Color of Justice program by clarifying the goals and objectives of the course in conjunction with an overview of the NAWJ’s mission and purpose.

Part One: LAW AS A CAREER—PREPARING THE WAY

This portion of the program may be designed as a panel discussion or symposium. Women judges, lawyers, law professors, and law school students discuss the academic requirements and skills that participants need in order to succeed in a career in law.

Part Two: THE COLOR OF JUSTICE—JUDGES MAKING A DIFFERENCE

The second part of the program introduces the participants to the Judicial Branch of government. Panelists consist of judges who preside in state, federal, administrative, and municipal courts. Judges discuss why they chose the judiciary as a career, their role and responsibility, and the challenges and rewards of their profession.

Part Three: GETTING REAL WITH THE BENCH AND BAR—A LUNCHEON DISCUSSION

This is the focal point of the program. Part Three consists of small group discussions centered around a box luncheon. Students are encouraged to interact with judges and other law professionals in an informal atmosphere. Each panelist has a unique opportunity to challenge, to motivate, and to help students discover their career interest and abilities.

Conclusion: CLOSING REMARKS AND PRESENTATION

At the conclusion of the program, a judge presents each participant with a NAWJ Color of Justice souvenir. This will serve as a reminder of their participation in the program.
RECOMMENDED
PROGRAM STRUCTURE

PROGRAM LENGTH
A one-half day program that includes a box luncheon and stretch breaks.

WHO SHOULD ATTEND
Twenty minority students in seventh through twelfth grades

PROGRAM DATES
- Law Day
- Black History Month
- Program planner’s discretion

THE SETTING
- Local law school
- Courthouse

FORMAT
- Panel discussions
- Small group discussions
- Informal box luncheon

FACULTY
A diverse group of women and men consisting of:
- Judges with varying experience, expertise, and jurisdiction;
- Lawyers practicing in diverse areas of law
- Law school professor or other law school faculty
- First or second year law student

PHOTOGRAPHS
NAWJ members who want to photograph students with the intention of publishing the likeness of the student in any NAWJ publication must have permission from the minor’s parent or guardian. It is suggested that each student be given a permission form to have signed prior to the program date. Please see the appendix for a sample form.
COST OF THE PROGRAM
- Average cost is $500 per program
- Box lunches range from $6 to $10 per person
- Souvenir mugs at the St. Louis program in 1991 were $5.00 each
- Other costs may include photographs, handouts, etc.
- Law schools may donate space on request

PUBLICITY
See Appendix for sample press release

EVALUATION
- Written evaluations at the completion of the program
- See Appendix for student and faculty evaluation forms

Souvenirs
NAWJ Color of Justice mugs, water bottles, or other NAWJ souvenirs

Visual Aids and Handouts
Slide or handouts at the discretion of the program planner.

SUGGESTED FUNDING
- NAWJ District funds ($500 per year, per District, is available for NAWJ membership activities)
- NAWJ local/chapter funds
- Create a “Friends” committee composed of lawyers to solicit funds
- Co-sponsor the program with local bar groups such as Women Lawyers Association, etc.
- Grant or Foundation funds
**SUGGESTED PROGRAM AGENDA***

9:00 - 9:20 a.m. **OPENING SESSION AND INTRODUCTION**  
**Presenter:** NAWJ Member

9:20 - 10:00 a.m. **LAW AS A CAREER: PREPARING THE WAY**  
**Presenters:** Judges, Lawyers, Law School Faculty, and Students as panelists

10:00 - 10:45 a.m. **THE COLOR OF JUSTICE: MAKING A DIFFERENCE**  
**Presenters:** Judges representing state, federal, administrative, municipal, or tribal law courts as panelists

10:45 - Noon **GETTING REAL WITH THE BENCH AND BAR: A LUNCHEON DISCUSSION**  
**Presenters:** Panelists lead small group discussions

Noon **CLOSING REMARKS**  
**Presenters:** NAWJ members present souvenirs to students

*Stretch breaks are recommended at the discretion of the program facilitator.*
OPENING SESSION
AND
INTRODUCTION
OPENING SESSION AND INTRODUCTION:

<table>
<thead>
<tr>
<th>TIME:</th>
<th>Twenty (20) Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCATION:</td>
<td>A law school is recommended for hosting the <em>Color of Justice</em> program. It:</td>
</tr>
<tr>
<td></td>
<td>✓ Is conducive for learning;</td>
</tr>
<tr>
<td></td>
<td>✓ Is consistent with achieving the intended learning objectives;</td>
</tr>
<tr>
<td></td>
<td>✓ Presents students with the opportunity to see judges and other law professionals in their professional environment; and</td>
</tr>
<tr>
<td></td>
<td>✓ Provides students with an opportunity to experience a university setting.</td>
</tr>
</tbody>
</table>

OPENING SESSION:  
(10 Minutes)

As each faculty member walks into the law school courtroom, a bailiff opens court and announces each panelist by name. The students are asked to stand until each faculty member is seated. At this point, the NAWJ member who is coordinating the program begins with introductory remarks.

INTRODUCTION:  
(10 Minutes)

Welcome the students and thank them for their interest. Provide a brief description of the *Color of Justice* program and explain its goals and objectives. Discuss the learning objectives of the program with the students.

Present a brief overview of the National Association of Women Judges by stating its current mission and purpose. Please refer to the appendix for NAWJ background information.

Review the agenda and program schedule with the students.

Advise the participants that they will have periodic stretch breaks throughout the morning. Inform them of how the lunch time is structured and discuss any other housekeeping matters.
PART ONE

LAW AS A CAREER:
PREPARING THE WAY
LAW AS A CAREER: PREPARING THE WAY

<table>
<thead>
<tr>
<th>TIME:</th>
<th>Forty (40) Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE:</td>
<td>The purpose of this session is to identify the academic requirements and skills needed to be a successful lawyer or judge, as well as to understand the importance of the personal commitment and perseverance needed to achieve such a goal.</td>
</tr>
<tr>
<td>PROGRAM STRUCTURE:</td>
<td>A panel discussion with a moderator is the suggested format. The panel should consist of at least one law school faculty member, one second year law student, one judge, and one practicing attorney.</td>
</tr>
<tr>
<td>SUGGESTED QUESTIONS:</td>
<td>The moderator begins the discussion by asking the panelists to share their personal experiences in high school and college. In particular:</td>
</tr>
<tr>
<td></td>
<td>How they became interested in a career in law;</td>
</tr>
<tr>
<td></td>
<td>How they prepared academically during high school for college;</td>
</tr>
<tr>
<td></td>
<td>How they prepared during college for law school; and</td>
</tr>
<tr>
<td></td>
<td>The moderator may now want to shift focus to individual faculty members and query them on certain topics.</td>
</tr>
</tbody>
</table>

*The proposed questions are only suggestions. The moderator should have a telephone conference with the panelists prior to the program to brainstorm and coordinate the discussion.*
PANELIST ROLES

LAW SCHOOL FACULTY MEMBER

This panelist should now discuss the law school admissions process, the competitiveness of the process, and the importance of exploring resources early.

THE JUDGE AND THE LAWYER

The judge and lawyer may want to add to the dialogue by discussing the personal commitment, perseverance, and passion needed to succeed in a career in law.

THE SECOND YEAR LAW STUDENT

This panelist should now discuss the experiences and the challenges of a first year law student. Moreover, she may reflect upon what she may have done differently during her high school and college preparation.

MODERATOR CLOSING

The moderator should close by emphasizing the need to develop competence not only in academics, but also in personal growth and development (such as character and integrity), interpersonal skills, and a commitment to social justice for all of our citizens.
PART TWO

THE COLOR OF JUSTICE:

MAKING A DIFFERENCE
# THE COLOR OF JUSTICE: MAKING A DIFFERENCE

<table>
<thead>
<tr>
<th><strong>TIME:</strong></th>
<th>Forty-Five (45) Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE:</strong></td>
<td>The goal of this session is for judges to share their positive career experiences with the students.</td>
</tr>
<tr>
<td><strong>PROGRAM STRUCTURE:</strong></td>
<td>For optimal success, the panel should consist of judges who are representative of the federal and state judiciary with subject matter jurisdiction in various areas such as civil, criminal, specialty courts, etc.</td>
</tr>
</tbody>
</table>
| **SUGGESTED QUESTIONS:** | The moderator may begin by asking the panelists to share their own life experiences with the students. Some examples are:  
- Why they chose the law and the judiciary as career goals;  
- Describe a typical workday including stories about work-related and occupational experiences;  
- Discuss the challenges and rewards of the profession; and  
- Talk about the meaning and importance of collegiality in the judiciary.  

*The proposed questions are only suggestions. The moderator should have a telephone conference with the panelists prior to the program to brainstorm and coordinate the discussion.* |
| **MODERATOR CLOSING:** | When judges bring their life experiences to a learning situation, it can leave a very powerful and lasting impression on the students. Thus, it is very important to end an uplifting note.  

The moderator should close by reminding the students of the objective of the *Color of Justice* program and that NAWJ hopes to have inspired, encouraged, and motivated them to contemplate a career in the law.  

Finally, there should be a transition into the final session of the program. The students should be told that the luncheon discussion is a time to ask questions and discuss any topic brought up during the two previous sessions. |
PART THREE

GETTING REAL WITH THE BENCH AND BAR:

LUNCHEON DISCUSSION
# GETTING REAL WITH THE BENCH AND BAR:
## LUNCHEON DISCUSSION

<table>
<thead>
<tr>
<th><strong>TIME:</strong></th>
<th>One hour and fifteen (15) minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE:</strong></td>
<td>The purpose of this session is to speak one-on-one with the students in an informal setting. Here they are able to ask questions, receive feedback, and explore their feelings about the law and judiciary as career goals.</td>
</tr>
<tr>
<td><strong>PROGRAM STRUCTURE:</strong></td>
<td>This is the focal point of the program. The format is small group discussion over a box lunch. The students (approximately 20) should be divided into four small groups. There should be five students in each group with two presenters acting as group leaders. The program coordinator must choose group leaders who are as diverse in assignments as possible in order for the students to get a better understanding of the law and the judiciary. For example, group one may have two group leaders: one federal judge and one state judge; or it may have one administrative law judge and one attorney, etc.</td>
</tr>
<tr>
<td><strong>BOX LUNCH:</strong></td>
<td>Suggestions for the box lunch include: sandwich, chips, cookie, fruit, and soda. The cost is approximately $8.00 to $10.00 per person depending on the caterer.</td>
</tr>
</tbody>
</table>
| **SUGGESTED DISCUSSION QUESTIONS:** | The small groups should assemble and begin discussions. Approximately 30 minutes later, the box lunches should be distributed. Delaying lunch for 30 minutes gives the participants a chance to become acquainted individually. Sample topics for discussion:  
- Emphasize the Three P’s: Passion, Perseverance, Personal Commitment  
- Juggling career and family  
- Personal stories about school experiences  
- Best and most challenging career experiences  
- Personal satisfaction with career choices  
  
  Explore in depth topics and any questions that arose during Part One and Part Two of the program.  

  *The proposed discussion questions are only suggestions. The students will guide the discussion by asking questions that are of interest to them.*  

| **MODERATOR CLOSING:** | The moderator should bring the small groups together for a closing plenary session to complete program evaluations. Please see Appendix for sample evaluations. |
CLOSING REMARKS

AND

PRESENTATIONS
# CLOSING REMARKS AND PRESENTATIONS

<table>
<thead>
<tr>
<th>TIME:</th>
<th>Fifteen (15) minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PURPOSE:</td>
<td>To remind each student of NAWJ’s mission to “…ensure fairness and gender equality in American courts. Through effective judicial education and interaction, NAWJ promotes equal access to justice for vulnerable populations.”</td>
</tr>
<tr>
<td>PROGRAM STRUCTURE:</td>
<td>NAWJ members should thank students individually for participating in the program and present each student with a NAWJ souvenir.</td>
</tr>
</tbody>
</table>
| COST:       | In 2001, the St. Louis NAWJ souvenir mugs were purchased for $5 each from Larry Tessler of *Tessler Promotions*. His contact information is as follows:  

Two Lawrence Drive  
St. Louis, Missouri 63141  
Phone (314)-995-9977  
Toll Free (888)-995-7703  
Fax (314) 995-6826  

NAWJ Souvenir Water Bottles are also available from the National Office for $1.50 each. To order, or for more information, contact Cristina Silva at the National Office at (202) 393-0222.  

Other souvenir suggestions include: gavel pens/pencils, notepads, or other appropriate items for students. The costs of items differ greatly. NAWJ suggests calling multiple companies in order to ensure you are receiving the most competitive price. |
APPENDIX

WHO IS NAWJ?

As printed in the 2004 Membership Directory

COLOR OF JUSTICE SAMPLE PROGRAM

As printed in the St. Louis 2001 Workshop Program

STUDENT WORKSHOP EVALUATION

Written by Krista Johns, CEJER

FACULTY WORKSHOP EVALUATION

Written by Krista Johns, CEJER

SAMPLE EVENT PRESS RELEASE

Provided as reference

SAMPLE MEDIA RELEASE FORM

May be reproduced without permission

NEW COLOR OF JUSTICE PROGRAM IDEAS

May be reproduced without permission
WHO IS NAWJ?

Since its formation in 1979, NAWJ has inspired and lead the American judiciary in achieving fairness and equality for vulnerable populations. Led by two visionary women – Justice Joan Dempsey Klein and Justice Vaino Spencer – 100 brave and intrepid women judges met and formed an organization dedicated to the following ideals: ensuring equal justice and access to the courts for all including women, youth, the elderly, minorities, the underprivileged, and people with disabilities; providing judicial education on cutting-edge issues of importance; developing judicial leaders; increasing the number of women on the bench in order for the judiciary to more accurately reflect the role of women in a democratic society; and improving the administration of justice to provide gender-fair decisions for both male and female litigants.

From the day it was founded, NAWJ has been committed to diversity in our membership. Our organization welcomes both men and women. We include appellate, trial, tribal, administrative law judges, state and federal judges, and members from every state in the nation.

NAWJ takes pride in its accomplishments. We were at the forefront in the establishment and implementation of gender bias task forces in both federal and state courts. We have greatly advanced the administration of justice in areas of domestic violence, child support and child custody, and the treatment of women in the courts of America. We also are respected as a leader in educating judges on bioethics, elderly abuse, the sentencing of women offenders with substance abuse problems, improving conditions for women in prison, and the problems facing immigrants in our court system. Currently we are developing curricula on the effect of genetic advances on women and vulnerable populations, the impact of international law on state and federal courts, and cognitively disabled persons in criminal courts.

In addition to addressing these and other important issues, NAWJ provides an opportunity for judges to meet and discuss professional issues of mutual concern in a supportive atmosphere. Connecting with others with the same values, we laugh, enjoy life and mentor one another nationwide.

We also connect with judges internationally through our membership in the International Association of Women Judges (IAWJ). NAWJ members are working together to ensure fairness, equality, and due process for everyone.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15 a.m.</td>
<td>OPENING SESSION AND INTRODUCTION</td>
</tr>
<tr>
<td></td>
<td>Hon. Brenda Stith Loftin, District Nine Director, NAWJ</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>LAW AS A CAREER: PREPARING THE WAY</td>
</tr>
<tr>
<td></td>
<td>Hon. Sandra Farragut-Hemphill, Associate Circuit Judge, St. Louis County Circuit Court</td>
</tr>
<tr>
<td></td>
<td>Dean Susan Appelton, Associate Dean of Faculty, Washington University School of Law</td>
</tr>
<tr>
<td></td>
<td>Annie Littlefield, Student, Washington University School of Law</td>
</tr>
<tr>
<td></td>
<td>Kathy Surratt States, Attorney at Law</td>
</tr>
<tr>
<td></td>
<td>Judy Draper, Attorney at Law</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>THE COLOR OF JUSTICE: A PANEL DISCUSSION</td>
</tr>
<tr>
<td></td>
<td>Hon. Barbara Peebles, Moderator, Associate Circuit Judge, St. Louis County Circuit Court</td>
</tr>
<tr>
<td></td>
<td>Hon. Jean Hamilton, Chief Judge, United States District Court, Eastern District of Missouri</td>
</tr>
<tr>
<td></td>
<td>Hon. Jennifer Schwendermann, Chief Administrative Law Judge, St. Louis Division of Workers Compensation</td>
</tr>
<tr>
<td></td>
<td>Hon. Sandra Farragut-Hemphill, Associate Circuit Judge, St. Louis County Circuit Court</td>
</tr>
<tr>
<td></td>
<td>Hon. Carolyn Whittington, Associate Circuit Judge, St. Louis County Circuit Court</td>
</tr>
<tr>
<td></td>
<td>Hon. Eve Riley, Administrative Law Judge, Office of Social Security Administration</td>
</tr>
<tr>
<td>10:45 a.m.</td>
<td>GETTING REAL WITH THE BENCH AND BAR: A LUNCHEON DISCUSSION</td>
</tr>
<tr>
<td></td>
<td>Group One Leaders, Hon. Jean Hamilton and Judy Draper, Esq.</td>
</tr>
<tr>
<td></td>
<td>Group Two Leaders, Hon. Carolyn Whittington and Kathy Surratt States, Esq.</td>
</tr>
<tr>
<td></td>
<td>Group Three Leaders, Hon. Iris Ferguson and Hon. Jennifer Schwendermann</td>
</tr>
<tr>
<td></td>
<td>Group Four Leaders, Hon. Barbara Peebles, Hon. Sandra Farragut-Hemphill, Annie Littlefield</td>
</tr>
<tr>
<td>Noon</td>
<td>CLOSING REMARKS</td>
</tr>
<tr>
<td></td>
<td>Hon. Brenda Stith Loftin, District Nine Director, NAWJ</td>
</tr>
<tr>
<td></td>
<td>Hon. Barbara Crancer, Associate Circuit Judge, St. Louis County Circuit Court</td>
</tr>
</tbody>
</table>
STUDENT WORKSHOP EVALUATION

Thank you for attending this workshop. Please complete and return this form. It is only through your suggestions that we may meet your needs.

*Note: On the scale provided below, is low and 5 is high.*

1. Overall, I would rate this program (please circle one): 1 2 3 4 5

2. I think the most important part of this program was:

3. Here is something else I noticed about the program:

4. Here is how I feel about the program now that it is finished:

5. One new thing I learned was:

6. Here is something I might do as a result of attending this program:

7. Here is something about the workshop I wish had been different:

8. My comments to the workshop organizers are:
Thank you for serving to facilitate this workshop. Please complete and return this form. It is only through your suggestions that we may meet your needs.

Please check one of the following:

_____ I am a Judge participating in this event.
_____ I am not a Judge but am a ______________ participating in this event.
_____ I am an observer of this event (staff member, funder, etc.).

*Note: On the scale provided below, 1 is low and 5 is high.*

1. Overall, I would rate this program: 1 2 3 4 5

2. Please provide comments concerning the program content.

3. Were the program/learning objectives met?

4. What did you like most about this program?

5. What did you like least about this program?

6. What would you add, delete, or change from this program in the future?

Please complete side two of this evaluation.
Please evaluate the following program sections:

*Note: On the scales provided below, 1 is low and 5 is high.*

a. Opening Session and Introductions
   1 2 3 4 5

b. Law as a Career: *Preparing the Way*
   1 2 3 4 5

c. The *Color of Justice: Women Making a Difference*
   1 2 3 4 5

d. Getting Real with the Bench and Bar: *A Luncheon Discussion*
   1 2 3 4 5

e. Closing Remarks and Presentations
   1 2 3 4 5

Additional Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
SAMPLE PRESS RELEASE

The National Association of Women Judges

PRESS RELEASE

Article I. FOR RELEASE ON OCTOBER 8, 2002

NATIONAL ASSOCIATION OF WOMEN JUDGES TO INTRODUCE STUDENTS TO THE LAW

The National Association of Women Judges will present the Color of Justice program on October 15, 2002, at Washington University School of Law. The purpose of the program is to encourage minority students in seventh through twelfth grades to consider law and judgeships as career goals. Center High School students from the St. Albens area were chosen to participate in this project. The focus of the program will be on career preparation as a junior high or high school student. A panel discussion and luncheon with women lawyers, judges, and law school faculty will be included in the workshop. Eight state, federal, and administrative law judges from the St. Albens area will take part in the program. Judge Jane Doe, NAWJ District Director is the program coordinator.

For further information, contact:

Cristina D. Silva
Director of Programs and Outreach
1112 16th Street, N.W., Suite 520
Washington, D.C. 20036

Tel: 202-393-0222
Fax: 202-393-0125
E-Mail: csilva@nawj.org

###
MEDIA RELEASE FORM*

I give my permission for my child ________________________________ to be interviewed and/or photographed and filmed while participating in the National Association of Women Judges, *Color of Justice* program.

In addition, any interviews, photographs, and film relating to the *Color of Justice* program may be used in any National Association of Women Judges sponsored or co-sponsored publications.

_________________________________ __________________
Parent/Guardian Date

*Note: This is a suggested permission form. Planners should consult with the school districts for further limitations on the use of photographs as it pertains to minors.

National Association of Women Judges
1112 16th Street, N.W., Suite 520
Washington, D.C. 20036
Telephone: (201) 393-0222
Fax: (201) 393-0125
Email: nawj@nawj.org
Website: http://www.nawj.org
NEW COLOR OF JUSTICE PROGRAM IDEAS

The Color of Justice program has been conducted in several states across the country. Check out these recommendations from Alaska, Missouri, Louisiana, and Massachusetts for some new ideas on how to make your program a huge success.

ALASKA

- The Anchorage Color of Justice program coincided with the “Study Law in Alaska Summer 2003 Program.” Students were able to meet with staff and faculty from the new law school program.

- Students went on a tour of the Alaska Supreme Court and received a certificate for participating in the program.

- A mock trial entitled “No Sleeping in the Park: Thinking Like a Lawyer” helped students explore ways to resolve a legal issue.

MISSOURI

- The evaluation of District Nine’s Program indicated that students wanted more interaction with the panelists. Judge Brenda Loftin designed a follow-up program in which participants from the first program will be invited back for an “up close and personal” dialogue of what to expect on the road to a legal career.

- Only 8-10 students will be invited in order to make the setting more personal.

- High school students will have an opportunity to fully explore their fears and dreams of pursuing a legal career in an informal setting. They will receive practical advice and encouragement of how to prepare themselves for their career in law.

NAWJ souvenir water bottles are now available. Order some for your Color of Justice program by contacting NAWJ at (202) 393-0222!
Students were given a folder with information on the Massachusetts Court System, including photos and biographies of Supreme Court Justices. You can get this material by contacting your Court Information Officer. Information on how to contact this person in your state is available at the NAWJ National Office.

Presenters conducted courtroom demonstrations on recent caselaw, including a Massachusetts search and seizure case, to show students how the judicial process works. Participants were given affidavits, existing law and recent court decisions and were asked to give their opinions on the case.
APPENDIX III

Courtroom to Schoolroom: A Youth Leadership Academy
Superior Court of California, County of San Joaquin

This is a six-component youth leadership program, entitled Courtroom to Schoolroom, the purpose of which is to encourage youth to become good citizens, to encourage youth who are interested in careers in the justice system, to prepare them to be future leaders, and to assist educators in achieving these goals for students.

HOW DOES IT WORK?

1. High school teachers and counselors recommend a diverse group of candidates from across the county; preference is given to high school students entering their senior year or high school graduates who are entering college in the fall.
2. Selected students commit to five hours a day during the summer to participate in the program, which is held at one or more courthouse locations or county venues, depending on the nature of the presentation.
3. Students earn two units of transferable general education credits from San Joaquin Delta College.
4. Students are required to educate their peers about the justice system and related issues that are important to youth.
5. Students hear lectures from experts in various areas of the justice system, including judges, police officers, court administrators, attorneys, and probation officers, on topics such as:
   - The three branches of government
   - Criminal procedure
   - Traffic laws that affect young people
   - Jury service
   - Juvenile probation
   - Crime scene investigation
   - Substance abuse and statutory rape laws
6. Students receive mentors in their area of interest, spending one day a week with them in real time. Students can select pairings with a judge, court administrative staff, a court reporter, a bailiff, a private attorney, staff of the local bar association, a deputy district attorney, or a deputy public defender.
7. Students observe a variety of court calendars.
8. Once a week students participate in field trips to the Legislature, the county jail, juvenile hall, the court of appeal, and other locations.

This program requires an extraordinary commitment of time and resources on the part of the court, its judicial officers, and court staff, as well as a sustained collaboration with law
enforcement and other justice system partners. Courts may decide to implement the program in its entirety or in part.

The following pages contain sample materials related to the Superior Court of San Joaquin County’s Courtroom to Schoolroom program that courts can replicate. Not all of the relevant documents are included. A complete set of materials is available on the Serranus website at http://serranus.courtinfo.ca.gov/reference. You may also obtain CD that contains a complete set of program materials directly from the superior court by contacting the court executive officer.
Welcome to the CD version of the “Youth Leadership Academy.”

This Leadership Academy is a multi-agency collaboration created by the Superior Court in San Joaquin County. The concept is truly innovative and unique. It provides youth who are interested in careers in the justice system with an extensive education about the system, careers within the judicial system, and legal issues important to today’s youth. Emphasis is placed on recruiting students from backgrounds with access and fairness concerns about the justice system. The Academy encourages these students’ interest, and gives them additional tools to successfully compete with other students. The students are also required to serve as liaisons by letting us know of their issues or concerns with the courts, and by educating their peers about the justice system and legal issues important to youth. This program enhances diversity by giving this type of opportunity to many students who otherwise would not have such access. It also heightens public confidence by providing access and an extensive education to these students, and through them to their peers.

The students attend a five week “Academy” during which they receive classroom instruction from justice system professionals, observe courtroom proceedings in selected areas, make field trips and receive mentoring from a justice system professional in an area of their interest. Classes include “The Courts as the Third Branch of Government,” “Criminal Law and Procedure,” “Jury Service,” “Traffic Laws,” “Substance Abuse,” “Statutory Rape Laws and Child Support.” Observation days include Drug Court, Family Law Court, Domestic Violence Court and DUI cases. Tours include the Courthouse, County Jail, Police Department, State Legislature and District Court of Appeals in Sacramento. Each student spends one day per week with his or her mentor for career guidance and a real life view of the career in action. The students are also required to arrange a future presentation by justice system professionals at their school, on a topic that they feel would be most relevant to their peers.

The program can be easily replicated in other trial courts in California with any modifications necessary to achieve a local fit. We have assembled a collection of materials from the Academy that we hope will be a useful template. These include set up and administrative documents, a schedule from the 2003 class, curriculum outlines, PowerPoint presentations and other components.

We hope the CD provides you with sufficient information to allow you to develop a Youth Academy program that works for your community. We find the “Youth Leadership Academy” to be a great source of inspiration, education and satisfaction to all involved. If we can be of any assistance in helping you in any way, please feel free to contact us at (209) 468-2827.

Good luck,

Richard A. Vlavianos
Judge of the Superior Court
San Joaquin County
February ??, 2004

NAME
SCHOOL
ADDRESS
Stockton, CA 95203

Dear :

It is time once again to invite applications for the Superior Court's Youth Leadership Academy.

The program will run from June 16th to July 18th, 2003, and generally will require the students to be present from 8:00am to 12:00pm. Students who are attending summer school may attend from 1:00pm to 5:00pm. Students will be responsible for their own transportation, but bus passes will be available for students who need them.

The program will focus on providing students with a leadership learning experience and giving them some exposure to the real justice system. We will match the students up with a justice system mentor in an area of their interest to provide insights into careers within the justice system. The mentors will also be available to provide information to students concerning career development and job skills.

The students will receive class instruction by justice system professionals on areas including the court system, criminal law and procedure, traffic laws, jury service, substance abuse, statutory rape and child support laws.

The students will also observe actual court proceedings in areas including Drug Court, Family Law Court, DUI cases and Domestic Violence cases. In addition, the students will tour the Courthouse, County Jail, Police Department, Legislature and the Third District Court of Appeals.

This is a unique opportunity for students to learn about the justice system, get career mentoring and gain valuable insight into careers in the legal system, and to gain competitive advantages over other students interested in the same careers. Please see the attached flyer for more information.

For the 2004 term, we have 30 positions available. Our recruitment period is open until April 25, 2003. Students must be referred by a teacher or counselor.
Please distribute this letter and flier to anyone who can identify students that this program would benefit. Please call Terry Costa at 468-8121 with any questions about the program or about the availability of positions for your students and to get application forms.

We look forward to working with your students.

Sincerely,

Hon. Richard A. Vlavianos
Judge of the Superior Court
Chair, Youth and Education Subcommittee

RAV:tc
enclosures
A Service Learning Experience in the San Joaquin County Justice System

The San Joaquin County Superior Court recognizes the importance of encouraging our youth to become good citizens, encouraging those who are interested in careers within the system, and preparing them to be tomorrow’s leaders. To help achieve these goals and assist educators in their important mission, the court has developed a multi-component educational program called “Courtroom to Schoolroom.”

High school teachers and counselors interested in obtaining applications for their students can contact Bea Gin, Deputy CEO San Joaquin County Superior Court, 222 East Weber Avenue, Stockton, California 95202 at 209-468-2956 or bea.gin@courts.san-joaquin.ca.us

For further information on the San Joaquin County Superior Court, please visit our web site at: www.stocktoncourt.org

Rev 9/1/04
The Youth Leadership Academy is a component of that program. The Academy lasts five weeks during the summer and is designed for students with an interest in careers within the justice system. Upon nomination by a teacher or counselor, it is open to high school students and preference is given to juniors going into the senior year or seniors who have graduated and intend to enter college in the fall.

Students get an extensive education about the legal system and legal issues important to today's youth. The academy consists of class sessions taught by justice system professionals, courtroom observations and field trips. As leaders and liaisons to their peers, the students are required to take what they learn and educate their peers about the legal system and issues important to today's youth.

The students are also given one-on-one time with a justice system mentor in an area of interest selected by the student. They get personal insight into how their mentor interacts with other justice system professionals and learn general career and professional skills. Students can select pairings with a judge, court administrative staff, court reporter, bailiff, private attorney, staff of the San Joaquin County Bar Association, deputy district attorney, or deputy public defender.

The program includes the following activities:

**Classes**
- The Courts as the Third Branch of Government
- Criminal Procedure
- Traffic Laws and Issues for Young Drivers
- Jury Service
- Juvenile Probation
- Crime Scene Investigation
- Substance Abuse
- Statutory Rape Laws

**Court Observations**
- Family Law
- Drug Court
- Jury Service
- Domestic Violence
- Driving Under the Influence

**Field Trips/Tours**
- Courthouse
- San Joaquin County Jail
- Stockton Police Department
- Third District Court of Appeals
- State Legislature

Here is What Students from the Youth Leadership Academy Class of 2002 Say About San Joaquin County Superior Court Youth Leadership Academy

“This was an excellent program. I highly recommend it!”

“Gave me a chance to see inside the Courthouse. I would have never had this chance before.”

“The leadership academy was great because we were able to spend time with mentors which can be a great inspiration and experience for all who take advantage.”

“It was great. Thank you so much!”

“Everything was great. I learned so much. Thank you!!”

“I liked basically everything. Observing the courtroom was interesting most of the time. The tours were awesome and the lectures were very informative. I learned a lot.”
SUPERIOR COURT OF CALIFORNIA  
San Joaquin County invites applications for the  

2005 YOUTH LEADERSHIP ACADEMY  
Monday, June 13, 2005 - Friday, July 15, 2005

Open to all high school students, the Youth Leadership Academy provides 30 students each year with a unique learning experience - direct exposure to the justice system in operation. Students also have the opportunity to build professional and academic networks. Students will earn 2 units of transferable general education credits from San Joaquin Delta Community College after successful completion of the Academy. Monday through Friday 8:00am – Noon attendance is critical.

There are four components to the curriculum:

- Classroom instruction by justice system professionals including criminal law and procedure, traffic laws, jury service, substance abuse, statutory rape, domestic violence, child support laws, and other relevant topics.

- Students will be paired with a mentor in the justice system in an area of their interest to provide personal guidance and insight into careers within the justice system:

  Judge  
  Courtroom Clerk  
  Public Defender  
  Private Attorney

  Court Reporter  
  Court Administration  
  Legal Process Clerk  
  Legal Secretary

  Court Interpreter  
  District Attorney  
  Court Bailiff  
  Probation Officer

- Students will also observe actual court proceedings including criminal matters, Drug Court, Family Law Court, DUI, and domestic violence cases.

- Field trips will include tours of the Courthouse, County Jail, Police Department, Legislature, Department of Justice Crime Lab, and the Third District Court of Appeal.

Students must pay their own Delta College registration fees, which are currently $18 per unit but subject to increase. Students will also be responsible for their own transportation to and from court daily.

Applications and more information are available from school counselors. Applications must be received by the Court no later than 4/15/05.
PERSONAL INFORMATION:
Name ____________________________ Soc. Sec. No. _____ - _____ - _____
Last       First       Middle
Address ______________ Street ____________ City ____________ State Zip
Home phone: ( ) __________ Cell: ( ) __________ Birth date: ____________ Present Grade ____________
Name of school __________________________________________ Have you previously applied? □ Yes □ No

I would like to have a mentor in one of the following areas (Indicate your 1st, 2nd, and 3rd preference:)
□ Judge □ District Attorney □ Public Defender □ Interpreter
□ Court Reporter □ Court Administration □ Private Attorney □ Bailiff
□ Legal Secretary □ Probation Officer □ Other: ________________________

PRIOR WORK AND VOLUNTEER EXPERIENCE:
1. ____________________________ Paid Volunteer
2. ____________________________ Paid Volunteer
3. ____________________________ Paid Volunteer
4. ____________________________ Paid Volunteer

IF SELECTED, I COMMIT TO:
Monday through Friday attendance 8:00 am to Noon, June 13, 2005 to July 15, 2005.
Officially enrolling in the class through San Joaquin Delta College, including the payment of registration fees.

WRITE AT LEAST ONE PARAGRAPH DESCRIBING YOUR LONG-TERM GOALS AND WHY YOU WISH TO PARTICIPATE IN THIS PROGRAM (use additional paper if necessary):

TO BE COMPLETED BY PARENT(S) OR GUARDIAN:
I agree that my child will be available to attend Monday through Friday, 8:00 am - Noon, June 13 through July 15, 2005. I agree to be responsible for my child’s transportation to and from the assigned site. If my child is selected for the program, I agree to complete the necessary permission forms prior to June 13th, 2005.

Parent/Guardian Signature ____________________________ Date ____________ Daytime telephone ____________________________

Parent/Guardian Signature ____________________________ Date ____________ Daytime telephone ____________________________

PLEASE RETURN THIS FULLY COMPLETED FORM TO THE COURT NO LATER THAN APRIL 15, 2005 TO BE CONSIDERED FOR THIS YEAR’S PROGRAM. YOU MUST INCLUDE TWO LETTERS OF RECOMMENDATION, ONE OF WHICH IS FROM EITHER A TEACHER OR YOUR SCHOOL COUNSELOR.
Congratulations! You have been accepted in the Superior Court's Youth Leadership Academy, class of 2004.

Participating in the Youth Leadership Academy is an honor and a privilege, which will require a significant commitment on your part. You will attend sessions Monday through Friday from 8:00am to Noon for five weeks, June 13 through July 14, with graduation on July 15, 2005. Attendance is mandatory for all scheduled activities. The curriculum will include formal classes, field trips, one-on-one time with your assigned mentor, and courtroom observation. On the first day of class you will be given a syllabus and a calendar with details.

All Academy participants are required to register for the course through San Joaquin Delta College, which will be handled during the first week of the Academy. You will be responsible to pay Delta's $36.00 tuition fee ($18 per unit). Upon successful completion of all components of the curriculum, including a final written exam, you will earn two units of transferrable general education credits.

Your course materials will be provided and paid for by the Court, and your field trip transportation will be paid by a grant from the Raymus Foundation and the San Joaquin County Bar Association.

All students are required to attend an orientation June 10, 2005. Arrive no later than 7:50 am in Room #303 on the third floor of the Courthouse, 222 E. Weber Avenue, Stockton. The day will begin with a 2 to3-hour assessment test administered by San Joaquin Delta College, which will begin promptly at 8am. If you have already taken this test, let us know immediately. The orientation will continue with a brief overview of the courts and their operation, details about course curriculum and credits, information on rules of conduct, dress code, etc. You may expect to depart no later than Noon.

As soon as possible, you must telephone Mrs. Costa at 468-8121, to confirm that you will attend the Youth Leadership Academy.

Again, congratulations on being selected. We feel confident that you will find the Youth Leadership Academy to be a rewarding and memorable experience. We wish you success, and look forward to seeing you on June 134th.
Course Title: “The Justice System and Youth” 2 G.E. Units. Associate degree appropriate.
Prerequisite: None
Lecture Hours: 24 + required lab hours and field trips.
             Monday through Friday, 8:00am - Noon
Text: Required materials will be provided.

Goals and Objectives:
Upon successful completion of this course, students will:
  □ Have a greater understanding of the justice system and how it works.
  □ Better understand how they are directly and indirectly affected by the justice system.
  □ Acquire the tools necessary to establish bridges of communication with the justice system.
  □ Be able to critically evaluate problem-solving techniques for justice system issues.

Course Description:
This topic course is designed to familiarize students with the national and local justice system, its access routes, and effective communication techniques within that system, with a focus on issues relating to youth. Students will have an opportunity to develop their understanding of the rights and privileges of good citizenship. The course is especially relevant for those who anticipate leadership roles in society, and for those considering careers within the justice system.

Classes are taught by Superior Court Judges and other justice system professionals. Each student will be paired with a mentor in the justice system, in an area of interest selected by the student or identified by court administrators. All students are required to participate in all field trips; signed permission slips are required.

Attendance:
Classes will begin promptly at the announced time; tardiness is unacceptable. Attendance is required for ALL scheduled sessions, including class lectures, field trips, courtroom observations, mentor sessions, etc. All absences must be approved in advance, and/or be supported by verifiable documentation.

Dress Code:
Professional attire suitable for courtroom appearances is required at all times. See details on “Dress Code.”

Code of Ethics:
Students are required to abide by the Code of Ethics for Court. See details.

Evaluation:
At the instructor’s discretion, students will earn a letter grade based on the following:
Final written comprehensive exam: 50%
Active participation in class activities that reflects critical thinking: 25%
Attendance: 25%
The Superior Court
222 E. Weber Avenue, Room 303
Stockton, CA 95202

Youth Leadership Academy 2004

Rules for Jail Tour

You will be visiting the San Joaquin County Sheriff's Jail Facility on Tuesday, July 6, 2004. Some of the areas you may be viewing are the booking area, the housing unit of general population, Ag Seg 23-hour lock down area, the Honor Farm and the Old Jail Facility.

You must be on time for your tour. Please arrive at the courthouse before 8:00 a.m. Our bus will leave at 8:00am.

Do NOT bring any of the following items with you into the jail:

No purses/backpacks

(If you cannot secure your stuff in the vehicle, the visiting clerk in the lobby may be able to hold a few.)

No knives/sharp items
No pagers
No cell phones

(These objects will set off the metal detectors. Make sure there is nothing in your pockets that will set off the metal detectors.)

Wearing gang colors is not allowed. No team logos.
Modest clothing should be worn, according to the Court's dress code.

No shorts
No tank tops
No bare midriffs
No low cut shirts/blouses

(Denim is OK) Wear comfortable shoes, since there is a lot of walking on this tour.

Prepare in advance some questions you may wish to ask.

Monica Serros
Sergeant, Custody Division
(209) 468-4548
AUTHORIZATION FOR TOUR OF THE STATE LEGISLATURE

Date: 

Time: 

Address: State Capitol 
Enter Building on N Street, Room 5135 
Sacramento, CA 

My son/daughter ______________________________, Date of Birth ______________________, is currently participating as a volunteer in the San Joaquin County Superior Court Youth Leadership Academy the period of June 16, 2003 through July 18, 2003. As part of the academy, my son/daughter will participate in a tour of the State Legislature. The date, time, and address of the tour is listed above.

I ___________________________________ am the present parent/legal guardian of 
____________________________________. I hereby consent to my child touring the State Legislature, located in Sacramento, CA. I further waive any and all liability of County of San Joaquin, including its employees, agents, officers, or independent contractors for any injuries arising from visiting or touring the State Legislature. I represent that my child agrees to follow the direction of his/her mentor and any and all directions of the staff working at the State Legislature.

Dated:                                                             __________________________________________

Signature of parent/guardian 

__________________________________________

Name of parent/guardian:       Printed name of parent/guardian 

Name of Minor (please print):                             Name of son/daughter 

124
## APPENDIX IV

### Pre-law Diversity Day at Court
**Superior Court of California, County of Santa Clara**

**PLANNING TO-DO LIST**

<table>
<thead>
<tr>
<th></th>
<th>Tasks</th>
<th>Comments</th>
<th>Assigned to</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td><strong>Initial Planning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confer with presiding judge.</td>
<td>Be sure the program fits within court plans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confer with court administrator.</td>
<td>Obtain cooperation from court staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify courtrooms to visit.</td>
<td>SCCSC used four courtrooms in four courthouses: to observe a civil trial, a dependency proceeding, an older ceremonial courtroom, and a Court of Appeal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select a tentative date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confer with court security.</td>
<td>Determine security issues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Invitations to Participate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trial court judge(s)</td>
<td>Call judges and determine interest and availability. It may take a few calls or messages to arrive at one date for the event.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dependency court judge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Court of Appeal justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>U.S. District Court judge</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diverse panel of speakers</td>
<td>Consider diversity of gender, race, sexual orientation, disability, years of practice, and practice areas. Ideal number of panelists is 12 (since they can all sit in a jury box and will have enough time to answer questions).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tour leaders</td>
<td>Identifying attorneys or academics who will lead groups of students to the various courtrooms and be able to answer general questions. Ideal group size is 15 to 20 students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High schools and colleges</td>
<td>Compile a list of high schools and colleges in the community, including contact information of someone who will assist in distributing the information to students.</td>
<td></td>
</tr>
<tr>
<td>Tasks</td>
<td>Comments</td>
<td>Assigned to</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine capacity of largest courtroom.</td>
<td>Based on the judges and courtrooms, determine the maximum number of students that can fit in the largest courtroom. This will be the courtroom for the panel discussion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare printed flyers and/or e-mail messages to send to high schools and colleges.</td>
<td>See attached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request materials from State Bar.</td>
<td>The State Bar publishes <em>Kids in the Law</em> and will send free copies on request.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request materials from Congress.</td>
<td>Congressional staff will provide pocket-size copies of the U.S. Constitution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Publicity for Event</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send e-mail messages or flyers to high schools and colleges.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send e-mail messages or flyers to judges and panelists.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Send e-mail messages or flyers to bar associations and colleagues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Monitoring of Volunteers and Enrollments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create list of panelists to invite.</td>
<td>Determine whether diversity of panelists is sufficient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor enrollments.</td>
<td>Send out more invitations to increase enrollment or notify schools that enrollments have exceeded capacity, if necessary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare information and instructions for parents.</td>
<td>Parents may be dropping students off and picking them up. The information should include drop-off and pick-up locations and an emergency contact number.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One Week Before the Event</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinate with trial court judge.</td>
<td>Determine, if possible, which case will be on trial during the event. Have a back-up case lined up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and make copies of program agenda.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare and make copies of tour instructions and maps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tasks</td>
<td>Comments</td>
<td>Assigned to</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Prepare maps of courthouses for students and make copies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange lunch for panelists and tour leaders.</td>
<td>Box lunches are the easiest to distribute and eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remind security personnel.</td>
<td>Check with security at each courthouse and courtroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remind judges and panelists.</td>
<td>Send e-mail blast with details of the event.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Two Days Before the Event**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare trial materials.</td>
<td>Prepare a brief summary of the case on trial.</td>
<td></td>
</tr>
<tr>
<td>Confirm lunches with caterer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare any directional signage.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Day of the Event**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Print out organizer’s notes.</td>
<td>See attached agenda.</td>
<td></td>
</tr>
<tr>
<td>Post directional signage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor drop-off area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor trial court seating.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre-law Diversity Day at Court

Noon to 4:00 p.m. *

Department 6, Courtroom of Judge Carrie Zepeda

191 North First Street, San Jose, CA 95113

Please join us for the Santa Clara County Superior Court’s Pre-law Diversity Day. Students will have the opportunity to observe Judge Carrie Zepeda, who has a civil jury trial assignment, from 9:00 a.m. to noon. From noon to 1:25 p.m., the students will have the opportunity to ask questions of judicial officers, lawyers, a law professor, and a law student (please see below for a list of confirmed panelists). After the panel, students will be separated into teams to participate in a round of tours of the Old Courthouse, the Downtown Superior Court Building, and the Terraine Courthouse (where juvenile matters are heard). All three courthouses are within a short walk of one another. The students will then walk to the Court of Appeal, where they will participate in a tour with Justice Nathan Mihara.

♦ Please bring sack lunches for your students.
♦ There is ample public parking in the vicinity of 191 North First Street.
♦ Students can be picked up at 191 North First Street at 4:00 p.m.
♦ RSVP: Judge Erica Yew, eyew@scscourt.org

Panelists:

Moderator: Judge Erica R. Yew, Santa Clara County Superior Court

Justice Nathan D. Mihara, California Court of Appeal, Sixth Appellate District
Judge Carrie A. Zepeda, Santa Clara County Superior Court
Judge Lucy H. Koh, Santa Clara County Superior Court
Judge Jacqueline M. Arroyo, Santa Clara County Superior Court
Judge Jesus Valencia, Jr., Santa Clara County Superior Court

Shelyna Brown, Deputy Public Defender, Santa Clara County Public Defender’s Office
Jocelyn Burton, Court Research Attorney, Santa Clara County Superior Court
Marwa Elzankaly, Civil Litigator, McManis & Faulkner
Robert Greeley, Employment Attorney, Law Office of Robert Greeley
Indu Liladhar-Hathi, Immigration Attorney, Law Office of Indu Liladhar-Hathi
Ash Kalra, City Council Member, City of San Jose
Thanh Ngo, Deputy District Attorney, Santa Clara County District Attorney’s Office
Christine Pham, Second-Year Law Student, Santa Clara University; Judicial Extern
Thomas Nazario, Law Professor, University of San Francisco
Agenda for Pre-law Diversity Day, 9:00 a.m. to 4:00 p.m.

8:50 a.m. Judge Yew arrives in Department 6 to situate the students who will be watching trial in Judge Zepeda’s courtroom. SCU (Santa Clara University) PLUS students and two adult advisors (18 people in total) plus some additional students who wish to attend will be arriving to observe the trial. Students and accompanying adults are bringing brown bag lunches.

9:45 a.m. Judge Yew returns to her department.

11:00 a.m. Judge Yew returns to Department 6. Judge Yew will bring Kids in the Law (donated by the State Bar of California and authored by Tom Nazario) and U.S. Constitutions (donated by Congressman Mike Honda) for distribution at noon to each student. Judge Yew will also bring extra fliers to identify the panelists. Box lunches for the panelists (donated by Judge Yew) will be delivered; cups and water for the speakers will be available in the department.

11:50 a.m. Panelists begin to arrive.

Noon to 1:30 p.m. Panel and brown bag lunch

Moderator: Judge Erica R. Yew, Santa Clara County Superior Court

Justice Nathan D. Mihara, California Court of Appeal, Sixth Appellate District
Judge Carrie A. Zepeda, Santa Clara County Superior Court
Judge Lucy H. Koh, Santa Clara County Superior Court
Judge Jacqueline M. Arroyo, Santa Clara County Superior Court
Commissioner Jesus Valencia, Jr., Santa Clara County Superior Court
Shelyna Brown, Deputy Public Defender, Santa Clara County Public Defender’s Office
Jocelyn Burton, Court Research Attorney, Santa Clara County Superior Court
Marwa Elzankaly, Civil Litigator, McManis & Faulkner
Robert Greeley, Employment Attorney, Law Office of Robert Greeley
Indu Liladhar-Hathi, Immigration Attorney, Law Office of Indu Liladhar-Hathi
Ash Kalra, City Council Member, City of San Jose
David Angel, Deputy District Attorney, Santa Clara County District Attorney’s Office
Thomas Nazario, Law Professor, University of San Francisco
Christine Pham, Second-Year Law Student, Santa Clara University; Judicial Extern

1. Panelists will sit in the jury box (if space allows).
2. Panelists will have hand microphone that we pass around.
3. Judge Yew will introduce the panelists.
4. Open it up for Q & A!
1:30 p.m. **Tours begin.**

We have 87 students and accompanying adults participating as guests. Students and their accompanying adults will be divided into three groups of 29 each. Maps (not made to scale) will be provided. Please follow your tour team leader, identified below.

All students and accompanying adults will have to go through the metal detectors at the Old Courthouse and the Terraine Courthouse. Please do not bring pocketknives or other items that may be confiscated. **In addition, you will need special permission to bring cameras into the courthouses. Let Judge Yew know in advance if you wish to bring a camera.**

Tours should last 15 to 20 minutes to keep everyone on schedule and to prevent bottleneeking.

After the third—and final—tour, each group should **return to the Jury Assembly Room on the ground floor of 191 North First Street.** Parents can pick up students at the Jury Assembly Room a little after 4:00 p.m. Judge Yew will stay until the last student is retrieved.

A-Team: **Led by Dean Jeanette Leach, Santa Clara University**
*Consists of SCU PLUS students (18) + 11 students for total of 29*
Tour **Old Courthouse**, tour to be guided by Alicia Vojnick, Court Manager, Civil and Small Claims Division. *The Old Courthouse is located at 161 North First Street* and is right next to 191 North First Street.

**AFTER THIS TOUR, GO TO THE COURT OF APPEAL** (see below for address and directions).

**AFTER THE COURT OF APPEAL, TOUR THE TERRAINE COURTHOUSE** (see below for address and directions).

B-Team: **Led by Dean Rodney Fong, Golden Gate Law School**
*Consists of 29 students and their accompanying adults for total of 29*
Tour **Court of Appeal**, tour to be guided by Justice Nathan Mihara. *The Court of Appeal is located at 333 West Santa Clara Street, Suite 1060.* To get there, walk south on Market Street, turn right on West Santa Clara, and proceed to 333 West Santa Clara, which will be on the right side of the street.

**AFTER THIS TOUR, GO TO THE TERRAINE COURTHOUSE** (see below for address and directions).

**AFTER THIS TOUR, GO TO THE OLD COURTHOUSE** (which is located right next to 191 North First Street, where the day started).

C-Team **Led by Professor Peggy Stevenson, San Jose State University**
*Consists of Harris students (12) + McCullum students (17) for total of 29*
Tour **Terraine Courthouse**, tour to be guided by Judge Yew. The Terraine Courthouse is located at 115 Terraine Street. To get there, walk north on Market from the Court of Appeal or south on Market from 161 and 191 North First Street. Turn left on St. John if coming from the Court of Appeal, or turn right on St. John if coming from North First Street courthouses. The Terraine Courthouse is on the corner of St. John and Terraine. Judge Yew is in Department 70, which is on the second floor.

**AFTER THIS TOUR, GO TO THE OLD COURTHOUSE** (which is located right next to 191 North First Street, where the day started).
AFTER THIS TOUR, GO TO THE COURT OF APPEAL
(see above for address and directions).

To provide feedback about your experience, please go to Survey Monkey, using this link:
www.surveymonkey.com/s.aspx?sm=5FhUEaT_2fPrCPHcYeJYQuUQ_3d_3d
APPENDIX V

Court Tours Program
Superior Court of California, County of Contra Costa

This program is the result of collaboration between the local bench and bar. Court tours are conducted in the courthouse in downtown Martinez for fifth- and eighth-grade students (as well as for some special needs schools with developmentally or physically challenged young adults). The program recently expanded to include the Richmond Courthouse. The program runs from October through early June, from 10 a.m. until 1:15 p.m. Tours are conducted by trained volunteer docents most Tuesdays, Wednesdays, and Thursdays. Volunteer docents commit to one tour per month during the academic school year. Docents must complete an application and are screened by the court before they are added to the roster.

Tours include:

- Overview and history of the courts in Contra Costa County;
- Presentation and “show-and-tell” from the perimeter screening deputies;
- Observation of a court proceeding;
- Tour of the detention facility; and
- Mock trial in which the students role-play as judge, jury, district attorney, public defender, witnesses, court reporter, court clerk, and bailiff.

Contra Costa received a State Bar Foundation grant to cover the cost of transportation for schools for which transportation costs posed a barrier to participation.

On the following pages are the materials provided to the teachers and a sample schedule for a typical month.
SAMPLE MATERIALS

[These materials are sent to the teachers whose students are participating in the court tours program within a reasonable time before the date of the visit.]

OVERVIEW
Please meet your docents at the Wakefield Taylor Courthouse at 725 Court St. in Martinez at 10:00 a.m.

Please divide students into two groups by using different colored nametags. It is helpful if parent chaperones also have nametags. Please make sure there are an adequate number of adult chaperones to provide proper supervision. Adult chaperones are expected to supervise students from the time of arrival at the Taylor Courthouse to departure. Please make sure the students do not play on the courthouse steps or the railings.

For security reasons, no backpacks are permitted, nor may students bring lunches into the court buildings. If your class is arriving by bus transportation, please make sure that a parent will be able to bring the student lunches. If you are unable to do so, please let me know so that special arrangements can be made to store the lunches during the tours. Because no food or drinks are allowed in the court buildings and the tour does not end until 1:15 p.m., we recommend snacks be given before the students leave school.

Chains or chain belts are prohibited, and any possible weapons, including items like small penknives, will be confiscated.

Your educational tour will include the civil and criminal court buildings, the Martinez Detention Facility, and attendance at either a trial (if available) or criminal arraignments. A mock criminal trial will also be performed by the students, which concludes at 1:15 p.m. You may bring one camera to take pictures of the mock trial only.

The attached list of terms and definitions, along with excerpts from the script with the vocabulary in context, will be used during the educational tour and in the mock trial. Certain rights guaranteed to anyone accused of a crime under the U.S. Constitution will be discussed at the mock trial. We hope this information and students’ participation in the mock trial will assist teachers in class study of the Constitution.
DIRECTIONS
Wakefield Taylor Courthouse—Civil
725 Court Street, Martinez

The Wakefield Taylor Courthouse is located at 725 Court Street, between Main and Ward Streets. Completed in 1933, this National Historic Site houses courtrooms and clerks’ offices for civil, probate, criminal, and juvenile cases.

From Central and South County Areas: Take I-680 North. Exit I-680 at Marina Vista. Turn left at the light and proceed on Marina Vista for 1.5 miles. Turn left at Court Street.

From East County Pittsburg/Antioch Area: Take Highway 4 West to I-680 North. Exit I-680 at Marina Vista. Turn left at the light and proceed on Marina Vista for 1.5 miles. Turn left at Court Street.

From West County Richmond Area: Take I-80 to Highway 4 East. Exit at Alhambra Avenue. Turn left at the light and proceed on Alhambra Avenue three miles through residential and commercial district. Turn right on Ward Street. Continue on Ward Street through the Court Street intersection.

Parking: There is limited free public parking beside the Bray Building. There is metered parking on the streets.

Entrance on Main Street: The Wakefield Taylor Courthouse has two entrances, one on Court Street and one on Main Street. The Main Street entrance is accessible for persons with disabilities.

Entrance/Security: Everyone entering the courthouse must go through a security check. Security checkpoints are located at both entrances to the building.

A. F. Bray Courthouse—Criminal
1020 Ward Street, Martinez

Exterior: The Bray Building was named for the former superior court judge and justice of the Court of Appeal, A. F. Bray. It was completed in 1987 and houses the Law Library and Jury Services as well as nine courtrooms where general trials and criminal arraignments are heard. The building is located at 1020 Ward Street, between Court and Pine Streets.

Entrance/Security: There is only one entrance to the courthouse, and this is accessible to people with disabilities. As in most court buildings, anyone entering the building must go through a security check.
TOUR GUIDE OUTLINE

Introduction
Introduction
Introduce yourself. Tell who we are and why we do the tours.

History
WHEN CALIFORNIA BECAME A STATE IN 1850, MARTINEZ WAS MADE THE
COUNTY SEAT BECAUSE IT HAD A TRADING POST THAT WAS THE ONLY
BUSINESS IN THE ENTIRE AREA.

- This building is the fourth courthouse in Contra Costa County since 1850. It was
  recently named the Wakefield Taylor Courthouse. Wakefield Taylor was a highly
  respected judge in this county and a California Court of Appeal justice.
- The first courthouse was across the street where McDonald’s is now.
- The second, built in 1854, is pictured in the museum where the old bell is.
- The building next door, built in 1901, was courthouse #3 and the original jail; it is now
  the finance building.
- The building across the street is called the Bray building, named for A. F. Bray, a
  superior court judge and appellate court justice. It is courthouse #5, built in 1988. The
  county seal at the entrance was made with lasers by Lucas Productions, which made the
  movie Star Wars.
- The newest courthouse, #6, built in 2003, is behind courthouse #4 and is called the Peter
  Spinetta Family Law Courthouse.

Each building specializes in a different type of court case. The Bray building is used primarily
for CRIMINAL CASES (a law has been broken); the Wakefield Taylor building (old
courthouse) for JUVENILE CASES and CIVIL CASES (disputes between two parties; each
party has his or her own private attorney, and the settlement request is over $25,000); and the
Spinetta Family Law Courthouse for FAMILY LAW cases (divorces and child custody cases).

Branch Courts
In addition to these courtrooms, there are superior court branch courts in Pittsburg, Concord,
Richmond, and Walnut Creek. The branch courts generally handle:

- Traffic cases;
- Small claims cases (civil matters in which disputes involve not more than $7,500);
- Arraignments (after a person is arrested for a crime, the first time he or she is in the
  courtroom before the judge or commissioner; people are informed of their rights, the
  nature of the charges against them, asked how they plead (guilty or not guilty), and
  assigned counsel if they can’t afford their own lawyers);
- Misdemeanor cases (minor crimes) and

---

11 Revised 2006.
• Felony preliminary hearings (the suspect is brought before the judge, and the prosecutor [People’s lawyer] presents evidence that a crime has been committed and that it is reasonable to believe the accused committed it; the judge decides if the evidence is sufficient to hold the accused for trial).

Criminal Arrest
A SUSPECT is arrested: “You have the right to remain silent! Anything you say can and will be used against you in a court of law. You have the right to talk to a lawyer and have him/her present with you while you are being questioned. If you cannot afford to hire a lawyer, one will be appointed to represent you.”

The suspect must be booked or released within 48 hours (two working days).

Release may be granted on:
• BAIL: Money put up by a suspect (using his or her own funds or borrowing from family, friends, or a bail bondsman) to ensure future appearance in court; or
• OWN RECOGNIZANCE: Suspect promised on his or her honor to appear in court.

Detention Facility Facts
(One of three county jails; others are Marsh Creek and Richmond.)

Facts about the jail:
• Opened in 1980 to house 380 inmates (detainees) and houses more than 600 inmates.
• Houses inmates who are accused of felonies or misdemeanors and are awaiting trial or sentencing, where there is no bail or the inmate is unable to make bail. The majority of inmates are awaiting trial.
• Houses those convicted of misdemeanors who are sentenced to up to one year in county jail. Many of these inmates are sent to other facilities.
• Living is based on a module concept. Inmates are assigned to modules based on how they get along with other inmates.
  o There are nine modules. Some of the modules house up to 90 inmates.
  o Sallyports are the electronically controlled double locked rooms that allow people to enter and exit the modules in a secure way.
  o No females are housed here.
  o There is a medical module. Doctors are available for medical procedures and to prescribe medications.

Most inmates are here because of drug–related crimes: domestic violence, sexual and other assaults, thefts, burglaries, strong-arm robberies, check fraud and drug possession or sale.
• Trustees have jobs while in jail, such as cooking and doing the laundry. An inmate gets to be a trustee because he has proven he will obey the rules and not cause any trouble.
(Trustees are usually the inmates in orange suits you sometimes see through the windows on the ground floor exercise yard.)

- Inmate workers are the “cleanup crew” on the modules. They are responsible for keeping the modules clean.
- School/classes: Inmates can have courses in reading, math, spelling, basic writing, banking, nutrition, and consumer skills.
- Inmates taking classes get five days off their sentence for each month spent in school.
- Inmates can earn their GED (high school–equivalent) certificate.
- There are computer classes at Marsh Creek and the West County Facility.
- Inmates are permitted only noncontact visits with family members.
- Inmates are permitted to have contact visits with their attorneys and their teachers.
- The inmates can purchase food at a commissary with money provided to them by their families. They can purchase toothpaste, toothbrushes, candy, chips, etc.
- No smoking is allowed.
- Security cameras are located in all of the modules to monitor the inmates’ activities.
- If there is a disturbance among the inmates, the deputies use pepper spray to gain control. If needed, more deputies are called immediately to the module.
- Cells, most of which house two inmates, are searched once per day.
- In their cells, inmates read, eat, play cards, or do schoolwork.
- All incoming and outgoing mail is censored for security reasons.
- Detainees are allowed time out of their cells for only 45 minutes once or twice a day. During this time they get to shower, use the phone, exercise in the module yard area open to the outside, or watch some TV.

**Juvenile Law**

SUPERIOR COURT has jurisdiction: a superior court judge hears serious offenses. Other cases have hearings by juvenile court referees. Juvenile court referees are also in Richmond and at Martinez Juvenile Hall.

**IF A JUVENILE IS ARRESTED**

- First offense: Probably taken to the police station and parents are notified.
- Subsequent offenses:
  - Juvenile trial is called a hearing. Offense is found to be TRUE or FALSE. Juveniles have the same rights as adults with two exceptions: no bail and no jury trial.
  - Detention hearing must be held before referee within 48 hours. Juvenile will then be held in Juvenile Hall or released to custody of parents or legal guardian.
  - If juvenile is being detained at Juvenile Hall, formal hearing (trial) must be held within 15 days. If the juvenile is not detained, the formal hearing will be within 30 days.
OUTCOME OF JUVENILE HEARING

- If the offense is FALSE, juvenile is freed.
- If offense is TRUE, the probation department makes recommendations to the judge, who has the following options:
  - They can be sent home (unlikely);
  - They may get probation;
  - They may be assigned community service;
  - They may be ordered to make restitution;
  - They may be sent to a county facility (Juvenile Hall or the Orin Allen Youth Rehabilitation Facility, formerly known as the Boys Ranch);
  - If the offense is serious, they may be sent to the California Youth Authority; or
  - They may be tried as an adult if the crime is serious and they are over 14 years old.

Calendar
The courts are organized into departments. There are about 47 departments in Contra Costa County, each with a judge or commissioner (hired by the judges to perform operations in the branch courts) and staff (clerk, bailiff, reporter). In Martinez courts there are about 30 departments. All judges or commissioners are assigned department numbers, and they will always keep that number while serving in this county.

- Each day the court clerk’s office prepares this calendar.
- Attorneys can see where their cases are being heard (what department and what room).
- There are separate calendars for probate, motions, criminal cases, civil, domestic relations, juvenile (ask the students if they know what these departments cover).

Law Library
- The library is used by attorneys and legal staff for legal research.
- It is available to the public on weekdays. Public may do research here.
- Shelves are movable, which makes better use of the space.

Court Administrator’s Office
- Prepares budget for the court.
- Keeps track of when trials begin and end.
- In charge of Jury Services.
HOLDING CELL (optional)

- Located in corridor near Court Administrator’s Office; inmates are escorted through a tunnel that leads to the detention facility.
- Note the camera over door, although usually not in use.

Jury Services Room

This office houses the computers that summon prospective jurors and keeps track of juror lists and questionnaires.

- Lists of prospective jurors are drawn from voter registration lists and Department of Motor Vehicles records. A questionnaire is sent out with the summons, and information about the prospective juror is stored in the bar code on the juror’s badge.
- There is a voicemail system for call-ins, and you call in for “one day or one trial.”

Jury Assembly Room

Qualifications for a juror:

- A juror must be 18 years old, United States citizen, a county resident for 30 days, and in good health.
- Prospective jurors report to the Jury Assembly Room.
- Jurors are paid $15 per day \(^{12}\) and mileage, $0.34 per mile, one way, only when they are chosen to be on a jury.

If you would like additional information concerning this program, contact Janice Cueva, JCUEV@contracosta.courts.ca.gov, at the Superior Court of California, County of Contra Costa.

\(^{12}\) This amount is paid beginning the second day of jury service.
EDUCATIONAL TOUR SCRIPTS—DEFINITIONS

**Accused**: Someone accused of committing a crime. Formal charges are filed in court, and the defendant is advised of those charges at a hearing called an arraignment.

**Attorney**: A lawyer who represents someone in court. Also referred to as “counsel.”

**Bailiff**: A deputy sheriff who is responsible for security in the courtroom.

**Civil case**: A case that involves disputes or disagreements between individuals or organizations that may involve claims for money but do not involve the possibility of a jail sentence.

**Criminal case**: A case brought by a public prosecutor, accusing someone of breaking the law. If found guilty, the defendant may be sentenced to jail or prison.

**Clerk**: The person who keeps the record of the witnesses who testify and the evidence received in court. The courtroom clerk swears in the witnesses and the jury and reads the jury’s verdict.

**Reporter**: The person who uses a special machine to keep a written record of everything said in the courtroom.

**Defendant**: In a criminal case, the person accused of committing a crime.

**Defense counsel**: The attorney who represents the defendant. If the defendant in a criminal case cannot afford an attorney, a public defender will be appointed by the judge at the arraignment.

**Evidence**: The testimony of witnesses or physical evidence (exhibits) admitted in evidence by the judge.

**Exhibits**: Physical evidence offered to prove some fact or facts at issue in a criminal or civil case (for example, a knife, gun, photographs, or drugs).

**Felony**: A serious crime that is punishable by a sentence of one year or more in state prison. The length of the maximum sentence depends on the seriousness of the crime.

**Guilty (or not guilty)**: The plea that is entered by a defendant in a criminal case. Also the verdict rendered by the jury in a criminal trial.

**Judge**: The judge presides over the trial and decides all questions of law in the case. The judge instructs the jury about the law in the case and sentences the defendant in a criminal case if he or she is found guilty.

**Jury**: The 12 members of the jury decide all the facts in the case. Members of the jury must be residents of the county where the trial is held and must be at least 18 years old. In a criminal
case, all 12 jurors must agree to return a *unanimous* verdict. In a civil case, 9 of 12 jurors must agree.

**Misdemeanor**: A crime that is punishable by not more than one year in jail.

**Presides**: The judge presides over the trial and controls the proceedings.

**Prosecutor**: The district attorney who files the criminal charges accusing a defendant of committing a crime. A deputy district attorney must present evidence at the trial to prove to the jury *beyond a reasonable doubt* that the defendant is guilty. The prosecutor represents the people of the State of California in criminal cases.

**Public defender**: The attorney who represents the person accused of a crime. It is the public defender’s job to defend the accused person and present evidence that raises reasonable doubt concerning the accused person’s guilt.

**Reasonable doubt**: In a criminal case, a jury may not decide that the defendant is *more likely* guilty than not guilty. However, the law does not require absolute certainty or proof beyond a “shadow of a doubt” or beyond any *possible* doubt. All the evidence, taken together, must establish the defendant’s guilt beyond a *reasonable* doubt. The jury must be certain enough that they will not change their minds later.

**Testify**: A witness gives evidence, or testimony, under oath at a trial by answering questions from the attorneys (or the judge).

**Unanimous**: Agreement of *all*. All 12 jurors must agree to reach a verdict (guilty or not guilty) in a criminal case.

**Verdict**: The decision of the jury.

**Versus**: Usually abbreviated in the title of a case as “vs.” It means “against.” In a civil case, *Jones vs. Smith* means Mr. or Ms. Jones is suing Mr. or Ms. Smith. In a criminal case, *People vs. Smith* means the people of the State of California have accused Mr. or Ms. Smith of having committed a crime.

**Witness**: A witness is someone who comes to court to testify about something he or she has seen or heard that is important to the case.
SAMPLE TRIAL SCRIPT

The underlined words in the script are defined in the preceding list of definitions.

**Bailiff:** All rise. Department One of the Superior Court is now in session. **Judge [first name]** presiding. Please be seated.

**Judge:** Good morning, ladies and gentlemen. Calling the case of the People of the State of California versus [defendant’s first name].

**Clerk:** Do each of you swear that you will fairly try the case before this court, and that you will return a true verdict according to the evidence and the instructions of the court, so help you God? Please say “I do.”

**Deputy D.A.:** I will prove to you, by the evidence I present, that the defendant is guilty as charged.

**Public defender:** Under the law my client is presumed innocent until proven guilty.

**Judge:** The prosecution may call its first witness.

**Clerk:** Do you promise that the testimony you shall give in the case before this court shall be the truth, the whole truth, and nothing but the truth, so help you God?

**Reporter:** Please spell your last name for the record.

**Deputy D.A.:** Your honor, I would like to have these keys marked as People’s exhibit number one and ask that they be admitted into evidence.

**Judge:** Does the defense wish to ask any questions?

**Judge:** The witness is excused.

**Judge:** Proof beyond a reasonable doubt does not mean beyond all possible doubt. It means that you must consider all of the evidence and that you are very sure that the charge is true.

**Deputy D.A.:** Based on the evidence, you must find the defendant guilty.

**Public defender:** There is a reasonable doubt, and, therefore, you must find [him/her] not guilty.

**Judge:** Will the jury foreperson please stand? Has the jury reached a unanimous verdict?
MOCK TRIAL—GUIDE INTRODUCTION

The last part of our tour today is the mock trial, in which each of you will participate. Although this is not a real case, it is based on what actually happens when a case comes to trial in superior court. We need you to take off your nametags because we will be using them to determine which part you will play in the trial. [If students have paper nametags, have them fold them in half so the sticky sides are together.] Now pass your nametags to your right to the end of the row so we can collect them.

We will be trying a criminal case today. In a criminal case, unlike a civil case, someone is accused of breaking the law and, if found guilty, can be sentenced to either jail or prison. In our country, each kind of crime is written down in the law, as is the punishment for committing that crime. Offenses that are punishable by serving one year or less in jail are called misdemeanors. More serious crimes are called felonies. Sentences for felonies are for more than one year and are served in a state prison. The more serious the crime, the longer the sentence can be. In our case, for example, the defendant is charged with committing a felony crime. The punishment for this felony can range from 16 months to three years in state prison.

The law in this country is based on a written document called the Constitution. There is a section in the Constitution called the Bill of Rights, which defines the rights of the people. Some of these rights are guaranteed to anyone accused of a crime. This trial illustrates some of these rights—so that you can see how they still work in America, over 200 years after they were written.

We are now ready to begin selecting your names. During the trial, we will be using a script that has been highlighted in yellow so you will know what lines to read for your part. [Show students the script of the prosecutor.] Some of you will be chosen to serve on the jury. Because the jurors do not have a copy of the script, they will have to listen very carefully to everything that is said. The script does not tell you whether the defendant committed the crime or not. It will be up to the jury to decide if the defendant is guilty or not guilty.

When your name is chosen, please come forward and follow my instruction about where you will sit. The first person selected will play the part of the defendant. Will ________ please come forward and be seated at the counsel table in the chair farthest away from the jury box? [Explain that in a criminal case the defendant is always seated farthest away from the jury.]

How did the defendant come to be on trial today? [He/she] was arrested by the police while driving a 2004 Corvette that had been reported stolen by the owner. After the arrest the defendant was taken to the detention center we visited this morning. The defendant then had to appear before a judge at a special hearing called an arraignment.

Under the Bill of Rights, anyone accused of a crime must be informed of the charges against him or her. At the arraignment the judge said the following to the defendant: “You have been
charged with a violation of section 1085J of the California Vehicle Code, the taking or driving of a motor vehicle without the permission of the owner.”

Under the Bill of Rights anyone accused of a crime also has the right to counsel (an attorney) to represent him or her. The judge informed the defendant of that right, and because the defendant could not afford an attorney, a public defender was appointed as the attorney for the defense. Will _______ please come forward and take the seat next to your client?

The attorney who represents the People of the State of California is called the prosecutor. The prosecutor is a deputy district attorney and, like the public defender, tries only criminal cases. In all criminal cases the defendant is presumed innocent until proven guilty. It is the prosecutor who must present evidence to the jury to prove that the defendant is guilty. Deputy District Attorney will be the prosecutor in our case. Will you please come forward to the counsel table and be seated in the chair closest the jury? [Explain to the class that the prosecutor always sits closest to the jury.]

Because the defendant is charged with committing a felony crime, a second hearing had to be held, called a preliminary hearing, before the case could be brought to trial. At the hearing the prosecution had to show that there was enough evidence to strongly suspect that the defendant committed the crime as charged. The judge decided that there was enough evidence, and the trial was scheduled to be held in Department 1.

Every trial needs a judge. Unlike the attorneys, the judge does not represent either side in the trial. Only the judge can decide what the law is and how it is to be applied in each individual case. The judge tells the jury what law they must follow in deciding the case. If the defendant is found guilty, the judge sentences the defendant in accordance with the law. The judge in Department 1 is Judge ________. Your Honor, will you please come forward and be seated at the bench?

There are three people who assist the judge at the trial. The first is the court clerk. The clerk swears in the jury and the witnesses, marks any physical evidence or exhibits, and reads the verdict of the jury. The clerk in Department 1 is ________. Will you please come forward and be seated between the judge and the witness stand? The second person is the court reporter. The court reporter keeps a written record, called a transcript, of everything that is said during the trial. The court reporter is ________. Will you please come forward and sit in front of the witness stand? The bailiff is a deputy sheriff responsible for security in the court. Deputy ________, please come forward and sit at your desk.

Three witnesses will testify for the prosecution. Under the Bill of Rights anyone accused of a crime has the right to confront these witnesses. That means that they must come to the court and that the defense attorney may ask questions on behalf of the defendant. In an actual case, the witnesses would wait outside the courtroom until called to testify; however, our witnesses will remain in the courtroom. When your name is selected, please come forward to get your
script and stand in the back of the courtroom. The first witness will be the owner of the car. Will ________ please come forward? The second witness will be the highway patrol officer who arrested the defendant. Will Officer ________ please come forward? The third witness will be the fingerprint expert from the sheriff’s office. Will ________ please come forward?

We are now ready to select the jury. When your name is called, come forward to be seated in the jury box. [Because there are only 10 parts, divide the remaining students into two juries, but remind students that only one jury of 12 decides the verdict in an actual trial.]

[After the jury or juries are seated, seat the witnesses in either the front or back of the courtroom and address the jury or juries.] Under the Bill of Rights anyone accused of a crime has the right to an impartial jury. In order to be a juror in this case, each of you would have received a summons in the mail telling you to report for jury duty, and you would have been sent to this courtroom, along with 40 or 50 other prospective jurors.

The judge would have told you the charges against the defendant and some general things about the case. After you took an oath promising to tell the truth, the judge and the attorneys would then have asked you questions. Based on the answers to these questions, the judge would have dismissed anyone whose opinions or experiences could affect his or her ability to be fair. For example, if any of you knew the defendant, you might already have formed an opinion that could affect your verdict—whether that verdict might be guilty or not guilty. The judge might also have dismissed any prospective juror whose car had been stolen or who had a close friend whose car had been stolen, because that experience might influence the verdict.

We all have different opinions and experiences. This does not mean we are good people or bad people. But when we serve on a jury we must be able to set our opinions aside and listen to all the evidence that is presented before making up our minds—that is what it means to be an impartial juror.

While the judge is the only person who can dismiss a prospective juror, the attorneys have a limited number of challenges they may make without giving any reason—although they may not exclude anyone on the basis of race or gender. None of you now sitting here was either dismissed by the judge or challenged by the lawyers, and you will serve as a juror in the case. Remember, you do not know anyone involved in this case—in fact you do not even know anyone else on this jury.

The trial now begins on page one of the script. Everyone in this courtroom, including the adults, must now follow the instructions of the bailiff as the court is called to order.
ACKNOWLEDGMENTS

The Administrative Office of the Courts and the Access and Fairness Advisory Committee thanks Justice William J. Murray, Jr., Judge Erica Yew, and the Superior Courts of San Joaquin, Contra Costa and Santa Clara Counties for their support and assistance with the materials included in this toolkit. Additional thanks to Ms. Ann Wassam and Ms. Thelma Garza of the Alameda County Bar Association who granted permission, on behalf of the bar association, to include the version of the ACBA program and documents contained in this toolkit.