



Annual Report

Fiscal Year 2010-2011



EQUAL JUSTICE AMERICA
LAW STUDENT FELLOWSHIPS

www.equaljusticeamerica.org



EQUAL JUSTICE AMERICA

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ANNUAL REPORT—FISCAL YEAR 2010-2011

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EQUAL JUSTICE AMERICA LAW STUDENT FELLOWSHIPS

Since 1993—working to protect children and families in need

The promise of equal justice is the promise of America. "With liberty and justice for all," are the words recited every day by our nation's school children. It is a promise

80% of the legal needs of the poor are not being met.

—American Bar Association

that has not been kept. The American Bar Association estimates that the United States fails to meet 80% of the civil legal needs of the poor. Unlike criminal defendants who are guaranteed an attorney under the U.S. Constitution,

most low-income litigants must face adversarial proceedings without the benefit of counsel.

As a result, women and children victimized by domestic violence do not get the legal help they desperately need. Families are wrongfully evicted and forced into homelessness. The elderly and poor have no recourse when they fall prey to scams in the marketplace. The disabled are discriminated against without the representation they need to protect their rights. Bureaucratic abuse and neglect go without remedy, often causing families to lose life-sustaining benefits. There can be no justice for those forced to face these struggles without the help of an attorney.

Who We Are

Equal Justice America is an independent non-profit 501(c)(3) corporation established in 1993. EJA has become a national leader in providing opportunities for law students to work with organizations that deliver civil legal services to the poor. Our efforts expose a new generation of future lawyers to the urgency of pro bono assistance to those in need. Students at more than 70 law schools now have the opportunity to take part in the Equal Justice America Fellowship Program.

What We've Done

- Equal Justice America has sponsored more than 2,500 law students to work with nearly 400 legal services organizations across the country. Interning under the supervision of experienced attorneys, our fellowship recipients have provided crucial assistance to low-income clients struggling through the complexities of our civil justice system.
- EJA has paid out more than \$7.5 million in grants and has provided approximately 750,000 hours of free legal services with programs that work to protect the rights of the poor.
- In September 2002, we began funding two-year post-graduate EJA Fellowships, launching the public interest careers of outstanding young attorneys. Nearly \$1 million has been committed to these post-graduate fellowships.
- In September 2000, Pace University Law School established the Equal Justice America Disability Rights Clinic with a major grant and an ongoing commitment from EJA. We have contributed more than \$300,000 to the EJA Clinic, which has become an integral part of the Law School's highly regarded clinical program.

What They're Saying About Equal Justice America...

"EJA supports legal services for those in need by raising funds for fellowships that expose law students to the challenges and rewards of legal services work. Through EJA Fellowships, law students learn by example, gaining real world experience by helping actual clients and learning basic public interest lawyering skills. Even small donations can inspire budding lawyers to devote years—and in some cases careers—to serving the needy and the public interest."

– Harold Hongju Koh
Dean, Yale Law School

"Our office would like to sincerely thank you for providing us with such great talent over the past two months. In my seven years with Legal Aid, Hannah Akintoye is no doubt the best summer intern we have had. She proved an invaluable member of our team by contributing to the handling of our workload from the very first day. Hannah gained in-depth experience in a wide variety of practice areas, including elder law, protection from abuse cases, criminal records expungement, child dependency cases, social security and unemployment compensation hearings and housing law. We are very grateful for the opportunity provided by Equal Justice America for allowing us to work with Hannah this summer."

– David J. Bennethum
*Managing Attorney
Legal Aid of Southeastern Pennsylvania*

"Equal Justice America has quietly and effectively provided important support to the practice of public interest law, by funding law students whose talent, commitment and enthusiasm contributes immeasurably to this work. Equal Justice America's leadership is an invaluable help in ensuring that the next generation of idealistic young lawyers will be able to continue the tradition of public service."

– Christine Todd
*Vice President, Administration
The Legal Aid Society of San Francisco*

"Lawyers must assist this program by donating funds so that it can continue and grow. One of the highest goals of our justice system is to insure proper representation of all persons who appear before the courts. Equal Justice America is fighting to achieve this worthy objective. It needs and deserves your support."

– Peter H. Meyers
*Professor of Clinical Law
The George Washington University Law School*

"How about all lawyers, particularly if you aren't doing your share of pro bono work, send a check..."

– Nancy Keefe
*Editor and Columnist
Gannett Newspapers*



**Nicole Dooley
Post-Graduate
Fellowship Report**

**Equal Justice America
Post-Graduate Fellowship Report
June 19, 2011**

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II. Summary and Achievements

Through my Equal Justice America fellowship, I am working at the JustChildren program of the Legal Aid Justice Center in the Petersburg office. The Legal Aid Justice Center provides legal services to low-income individuals in Virginia. JustChildren works to improve Virginia's public education, juvenile justice, and foster care systems through a variety of means, including community organizing, individual representation, and state-level advocacy. As the only JustChildren attorney in the Petersburg office, I concentrate on representing individual clients, but also participate in several state-level policy projects and assist our community organizer in local activities.

In Petersburg, the need for free legal services for children is high. Seventy-six percent of students in Petersburg qualified for free or reduced lunch for the 2010-11 school year, compared to 38% statewide. Out of the seven schools in the long-struggling Petersburg City Public Schools (PCPS), none made adequately yearly progress under No Child Left Behind last year. With a juvenile population of around 3000, there were almost 600 complaints to the juvenile court in Petersburg in 2010.

My project focuses on advocating for at-risk youth who are encountering problems with the education system, with the majority of my time spent representing individual clients. My typical client is a student who receives special education services and has been encountering disciplinary issues at school. Most of these students have been suspended or expelled, with some referred to the juvenile court. Other clients do not have severe disciplinary issues, but their special education services are severely lacking. I represent clients at suspension and expulsion hearings, advocate on their behalf at meetings of their special education teams, and request that school districts provide them with necessary education services.

As described in more detail below, I have experienced some significant successes in the first six months of my fellowship. I have helped several students reenroll on school, one after a lengthy period of truancy. I have helped several other students who were not being served properly at their current educational placement transfer to one better suited to meet their individual needs. I have helped several other students secure more appropriate services at their current placements. Since beginning my fellowship in the fall, I have helped twenty youth improve their educational opportunities.

Other clients have not reached success so quickly. With some cases, the school districts resist providing my clients with the educational services they need to be successful. In those cases, I am working with the clients to obtain independent special education evaluations, seek expert help, and develop a legal case against the school district's faulty decisions.

In addition to providing individual advocacy, I have been able to assist with some of JustChildren's statewide policy projects. In one, we are working with the Department of Juvenile Justice and the Department of Corrections to ensure that juvenile offenders are properly credited for time served pre-detention. In another, we are working with the State Department of Education to make sure that parents are provided with a full opportunity to file a state complaint against a school district that is not providing their children with appropriate special education services.

Through my work with our community organizer, I have also been able to interact more directly with a large number of community members. I have provided trainings to members of the local preschool's PTA, where meetings are attended by up to 200 parents. I have advised fathers who reside in local public housing about their children's education rights. I have attended a number of school board and city council meetings, following a number of issues related to Petersburg City Public Schools. This information gathering has allowed me to identify issues that affect groups of Petersburg students, such as inadequate tracking of student attendance and performance at the alternative education program, that I plan on addressing in upcoming months.

In the process of helping my clients, I have been able to hone my oral and written advocacy skills. The Legal Aid Justice Center has provided me with the training and support I need to become an effective attorney and advocate. Overall, I am making substantial progress toward my goal of improving educational outcomes for at-risk youth.

III. Case Examples

All of the children that I have represented face significant challenges in receiving a quality education. They face health issues, family issues, and school issues that greatly affect their learning.

Although the schools often identify the challenges facing these students, they still fail for years to provide them with services designed to address these challenges. As a result, the students fall farther and farther behind, and act out as a result of their educational deficiencies.

One client and his parent came to seek our help after recently moving to the Petersburg area. The student, a ninth grader, had been placed in the alternative program based solely upon his record from his previous school district. Although the student is sixteen and performing above grade level in math, he is reading and writing at a second grade level. The school district decided not to provide him with any special reading or writing instruction, instead enrolling him in ninth grade English.

Soon after enrolling in the alternative program, the student was expelled for bringing a weapon to school. The district decided to provide the student with only 10 hours a week of instruction at his home for the extent of his 365-day expulsion. I helped the parent request that the school district provide a more appropriate placement and literacy services, and had an education expert review the students' records to confirm that the district must provide the student with additional reading and writing help. Unfortunately, the district continues to refuse to provide additional help, and I am working with the family on further action.

A parent of a sixth grade student having trouble at school called our office after the school determined that he did not qualify for special education services. His teacher noted on his most recent report card that although he paid attention in class, participated, and tried on all of his work, he failed to understand the material. Recent educational evaluations indicate that he is significantly behind his peers in academic achievement and that he most likely has a learning disability. Yet after a cursory review of his record, the school district decided that he did not need special education services to address these issues. I helped the mother request and gain approval for an independent educational evaluation that she can use to demonstrate her child's need for additional services at school.

IV. Success Stories

In the first six months of my fellowship, I have helped several families improve the educational outcomes of their children. One client that I have been assisting for several months has seen some recent successes. He and his grandmother asked us for help with an expulsion last winter. The student, who receives special education services, is fifteen, but he operates on a third grade level in reading and math. The school district knew of the student's educational difficulties, but only provided him with ten hours a week of instruction at his home for the duration of his expulsion. The school district denied repeated requests to move the student to a private special education day school that serves students with significant special education needs.

In the spring, the student's family moved to a new school district. I wrote a letter to the new district describing the student's special education history, his current need, and the deficiencies in his current placement and services. The new district's special education team agreed with my recommendation that the student would be better served by a special education day placement, and has enrolled him there for the fall. They also will provide the student with services over the summer, so that he may recover some of the credits and class time he lost as a result of the previous school district's decision to provide him with only ten hours a week of instruction.

Another client came to our office with his parent after being suspended from his private special education day placement. The school did not provide the child with due process; it simply told the student to go home and not come back. The parent needed help to transfer the child to a more appropriate day placement. After the parent, child, and I met with the child's special education team at his original placement, the team agreed that the child should be placed at the school requested by the parent. The student began attending the new school the following school day.

The grandmother of a high school student with Asperger's syndrome contacted our office with serious concerns about her granddaughter's ability to transition into college or employment post-high school. For all students with disabilities, schools are obligated to create a transition plan, providing instruction and services designed to help students with the post-high school transition. Although the

grandmother had tried working with the school to formulate an effective plan, she had not been successful in bringing the school to the table. After I contacted the school district on her behalf, the special education director scheduled a meeting to design a transition plan and help ensure that the student received the support she needed to be successful after high school. The grandmother reported that the meeting was scheduled more quickly, the participants were more helpful, and things ran more smoothly as a result of my intervention.

Within the first few weeks of starting at JustChildren, I received a call from a mother whose two children had been denied enrollment in school. As a result of domestic violence, the family had become homeless, forced to move in with a relative. Because the relative did not live within the family's original school district, that school district disenrolled the children. Because the family members were not residents of the new school district, it refused to enroll the children. I contacted the state coordinator for the homeless education act, McKinney-Vento, and within three school days, the original district reenrolled the children in school.

Another parent sought my help because her daughter was being bullied at school. Despite repeated problems, the school administration did not address the bullying. After I contacted the school on the mother's behalf, the principal called a meeting with all the students involved in the bullying and their parents. After the meeting, the bullying stopped.

V. Challenges

In the first six months of my fellowship, I have identified three major challenges I face regularly: client attitudes, resistance from school districts, and financial constraints.

As an education attorney, my client base mainly consists of teenagers who have struggled with school for years. Parents come to JustChildren after their children have been suspended or expelled, or when they refuse to attend school at all. Several of my clients have missed so much school that they have been referred to the juvenile court to address their truancy. Many tell me that they just do not want to go to school anymore. As the students' attorney, I must balance my duty to advocate for my clients'

expressed interests with my duty to counsel them on the consequences of any actions we may take with regards to their education. With each client, I explain the importance of obtaining a high school degree, and describe the serious consequences that can arise from a truancy petition or other matters that are referred to the court. This helps them make more informed decisions about their own education. For the most part, they acknowledge the value of a high school degree and help me design an education plan that will address their individual needs.

My second major challenge arises when I begin communicating with the school districts to improve the services provided to my clients. Although everyone's ultimate goal is to provide a quality education for our students, the process often becomes adversarial. Once I contact school districts, they normally engage their attorney, making the process lengthier and more contentious. In order to address this issue, I often begin my representation by offering counsel and advice to clients, strengthening their voice rather than becoming their spokesperson. For example, if a parent wants help requesting a special education evaluation for her child, I will explain to her the steps she should take and who to contact. Once the parent knows the correct process, she is able to advocate for her child herself. I take on a more visible role only if the school does not properly respond to the parent's request.

Institutionally, financial constraints affect my work in several ways. Local school districts have sustained budget cuts every year for the past few years. This year, Petersburg had to cut 24 teaching positions. The requests that I make on behalf of my clients are often pricey; some need private tutors, other need placement at private schools, and others need one-on-one aides. I presume that a lot of the resistance coming from the school districts is not because they disagree that the student needs additional services, but rather because the services would add further strain to an already reduced budget. As a result, I end up asking for less expensive services for students in conjunction with the more expensive services. The schools often provide the less expensive services to the student while I continue to argue for the remaining necessary services, allowing the student to progress in the meantime.

The constraints of working in a legal aid office also affect my work. As the JustChildren attorney for the Petersburg office, I am responsible for each of my cases from start to finish, as well as some policy

work and community organizing work. Most of my cases are resolved at the school district level, but some will likely not be resolved without more formal legal action. The Legal Aid Justice Center often enlists the aid of pro bono attorneys for these cases. I have formed a partnership with a law firm that often takes on pro bono education cases. I am working with the firm to take legal action for my cases that have not been resolved properly at the local level.

VI. Goals for the Next Six Months

As I describe in more detail in the section below, I have learned a great deal in the first six months of my fellowship. I have concentrated on direct representation, but have also gained experience helping with larger policy projects and community organizing. Over the next six months, I hope to continue making gains in all three areas. Overall, I hope to establish myself as a resource for local parents to use in obtaining a quality education for their children.

I aim to maintain a caseload of approximately ten to fifteen cases education cases. This will allow me to continue to develop my advocacy skills, as well as monitor the local school systems from the ground level. Each client who seeks my help is unique, and I plan to assist each in obtaining an education designed to fit his or her individual needs. This will include counseling the clients, writing letters on their behalf, attending meetings at the school and in the community for them, and if necessary, taking formal legal action. In order to increase my visibility in the community, I plan on holding trainings about my role as an education attorney for local juvenile court employees, social workers, and juvenile probation officers. These individuals will become an important source of client referrals.

I also plan to follow through on local and statewide policy projects already in progress, and identify and pursue other policy issues that arise. I am currently involved in two statewide policy projects – investigating a failure by DJJ and the Department of Corrections to properly credit youth for time served in pre-trial detention, and broadening the use of Virginia Department of Education’s special education state complaint process. Work on these projects will extend into the second half of this year. On a more local level, I have been monitoring Petersburg’s disciplinary reporting and its use of an

alternative education program. In the coming months, I will help evaluate our findings and implement an appropriate plan of action for any findings of concern.

I will also continue to assist our community organizer in her projects to transform community involvement in the local school districts. I currently attend many community events, and provide training for parents on their educational rights. As the community organizing efforts continue, I will continue to provide support and trainings for community members and parents.

VII. Personal Experience

In the first six months of my fellowship, I have improved upon my existing oral and written advocacy skills, and have begun developing grant-writing skills.

As a judicial law clerk before my fellowship began, I developed strong legal writing skills. This fellowship has provided me with the opportunity to develop my ability to write persuasively, advocating for a client rather than deciding between two competing sides. I have drafted letters to school districts on behalf of most of my clients, describing their individual histories and requesting education plans designed to meet their needs. These letters often help persuade the schools to provide my clients with necessary services.

In addition to improving my persuasive writing skills, I have been able to work on my oral advocacy skills. At expulsion hearings and special education team meetings, I advocate on my client's behalf. I am learning how to effectively describe their needs, and work with the schools to convince them of the need to provide my clients with necessary services. It is these oral advocacy skills on which I have concentrated, and improved the most. Unlike with writing, I have not had extensive experience advocating for clients at meetings and hearings, and consider it to be the most potentially persuasive area of advocacy. It is at these meetings where school administrators and school board members make their decisions concerning the students, and an effective advocate can make a big difference in influencing their decisions.

Partially because of the strong writing skills I developed during my judicial clerkship, I will become a part of the Legal Aid Justice Center's grant-writing team. I will be developing grant-writing skills that will be a valuable asset for sustaining my project once EJA funding comes to an end.

VIII. Media

Although there has not been local press coverage of my fellowship project, there have been several press outreach efforts. In September, shortly after I began my fellowship, I appeared on a local weekly radio show, hosted by our community organizer and focusing on education issues. The show is broadcast by Virginia State University's radio station, WVST 91.3 FM. I used the opportunity to introduce myself and my project to the greater Petersburg community.

Along with a number of Legal Aid staff, I was featured in the Legal Aid Justice Center's annual report. The report highlighted client advocacy, and included a brief description of one of my cases, along with a picture of me with my client. The report is distributed widely to funders and other stakeholders.

I have also formed a relationship with the opinions editor of the Petersburg newspaper. As part of my work with our community organizer, I help community members draft and submit letters to the editor and op-eds.

IX. Orientation, Training, Supervision, Support

[This section was completed by Sylvia Jones, Managing Attorney – Petersburg Office, (804) 862-2205.]

Progress of the Fellow and Project

Nicole has excelled along many dimensions in the short time she has been here. Her analytical abilities and writing skills are particularly impressive. She has tackled her individual cases with fervor and demonstrated a high level of empathy toward clients. At the same time, she has managed to move forward on long-term projects that could have a broader impact on our client community. She has also demonstrated initiative in identifying and pursuing systemic problems that she encounters in her work. Nicole has provided support to our organizing work and is beginning to develop relationships with

community members that will be invaluable to our organizing and advocacy work in Petersburg. She is a great fit in the Petersburg office and an asset to the community.

Nicole's feedback on grant reports and proposals has been invaluable and her insight is particularly impressive given that she is new to fundraising. Nicole is highly organized and has a structured approach to handling tasks. While she shows a willingness to ask questions and accept supervision, she also demonstrates an internal confidence and motivation to work independently. When she does ask questions, they are always well analyzed and presented, indicating that she has done good research and considered a variety of options and opportunities. She exercises good judgment, maturity and level-headedness by not getting overly emotional in the midst of difficult tasks and tough situations. I feel that every child she represents gets thoughtful advocacy.

LAJC's Performance in Supporting the Project and its Goals, Orientation, Training Supervision, Support

The Legal Aid Justice Center has provided continued training and support for Nicole to successfully fulfill her project goals. On her first day, she went through a brief orientation to the Petersburg office and the JustChildren program. I was assigned as her mentor to provide her case handling guidance and other support. In addition, the JustChildren legal director, Angela Ciolfi, provides substantial support and supervision. Experienced JustChildren staff accompanied Nicole to her initial expulsion hearings before a school superintendent and a school board. Nicole attended the Statewide Legal Aid Conference, where she went to workshops designed to increase her knowledge and skills in several areas of law covered by legal services, including educational advocacy.

Plans for Support for the Next Six Months

LAJC plans to continue the support that has been established in the first six months of Nicole's fellowship. I will continue to provide mentoring and guidance on individual cases. Nicole will also be provided with opportunities to witness best practices in case handling by observing IEP meetings and other education-related hearings with more experienced advocates. We will also help Nicole identify opportunities for research and writing projects, such as journal submissions, so that she can continue to develop her writing skills.



**Equal Justice America
Law Student Fellowships**

Fellowships Sponsored by Equal Justice America Fiscal Year 2010-2011

Law Student Fellowships Fall 2010/Spring 2011

- Ashley Andrews, University of Colorado, Rocky Mountain Immigrant Advocacy Network, Spring
- Leila Ayachi, Villanova University, Community Legal Services of Philadelphia, Fall
- Elizabeth Bonanno, University of Colorado, Colorado Legal Services, Denver, Spring
- Matthew Brinton, Southwestern Law, BASTA, Inc, Los Angeles, CA, Fall
- Pamela Bush, Loyola University Chicago, Office of the Cook County Public Guardian, Fall
- Jes Carmichael, NYU, Urban Justice Center, Spring
- So Young (Jennifer) Chang, Southwestern Law, The Alliance for Children's Rights, Los Angeles, Fall/Spring
- Alexis Chmell, DePaul University, Chicago Legal Clinic, Spring
- Jon Cioschi, Harvard, Community Legal Services of Philadelphia, Spring
- Elizabeth Connelly, Rutgers University, Essex-Newark Legal Services, Fall
- Jacqueline Croteau, Boston University, Greater Boston Legal Services, Fall
- Gail Deady, Washington & Lee University, Central Virginia Legal Aid Society, Charlottesville, Fall
- James Faunes, Temple University, Community Legal Services of Philadelphia, Spring
- Mary Fatcher, University of Texas, Texas Advocacy Project, Austin, Fall
- Matt Grubman, Temple University, Community Legal Aid Society, Inc., Wilmington, DE, Fall
- Catherine Hall, Southwestern Law, Asian Pacific American Dispute Resolution Center, Los Angeles, Fall
- Sandra Hourani, University of Connecticut, Integrated Refugee & Immigrant Services, New Haven, CT, Fall/Spring
- Veronica Hu, Boston University, Greater Boston Legal Services, Spring
- Jenelle Hubbard, Seton Hall, Essex-Newark Legal Services, Fall
- Shari Inniss-Grant, Yale, New Haven Legal Assistance Association TRO Project, Fall/Spring
- Kenneth Jamison, Yale, New Haven Legal Assistance Association TRO Project, Fall/Spring
- Ramya Kasturi, Yale, New Haven Legal Assistance Association TRO Project, Fall/Spring
- Naoko Kumada, Santa Clara University, Community Legal Services in East Palo Alto, Fall
- Chelsea Lassen, University of Colorado, Colorado Legal Services, Fall
- Kelly Levy, Rutgers University, Northeast New Jersey Legal Services, Inc, Jersey City, Fall

- Ling Li, Rutgers University, American Friends Service Committee, Newark, NJ, Fall
- Alexis Mansfield, Northwestern University, Chicago Legal Clinic, Spring
- Rosalind Marshall, Temple University, Mazzoni Center Legal Services, Philadelphia, Fall
- Gregory Minor, UC Berkeley Boalt Hall, East Bay Community Law Center, Berkeley, Spring
- Abigail Morrison, Boston College, Greater Boston Legal Services, Fall/Spring
- Eric Motylinski, Temple University, Community Legal Services of Philadelphia, Fall
- Ashley Patton, St. Mary's University, Texas Advocacy Project, Fall
- Chelsea Purvis, Yale, New Haven Legal Assistance Association TRO Project, Fall/Spring
- Marc Rehmann, Michigan State, Center for Civil Justice, Saginaw, MI, Spring
- Kendra Rehner, Loyola Chicago, Cabrini Green Legal Aid, Chicago, Fall
- Damon Ritenhouse, DePaul, Legal Assistance Foundation of Metropolitan Chicago, Fall/Spring
- Daniel Rojas, Stanford Law, Community Legal Services in East Palo Alto, Spring
- Kara Ann Sofia Ryan, Suffolk University, Greater Boston Legal Services, Fall
- Erica Salerno, Seton Hall, American Friends Service Committee, Newark, NJ, Fall
- Larry Sandigo, Boston College, Boston College Immigration & Asylum Project, Spring
- Rebecca Scholtz, Yale, New Haven Legal Assistance Association TRO Project, Fall/Spring
- Krista Selnau, Suffolk University, Massachusetts Advocates for Children, Boston, Fall
- Ashley Shannon, University of Colorado, Colorado Legal Services, Denver, Spring
- Jessica Shawaluk, Temple University, Fair Housing Rights Center, Glenside, PA, Fall
- Brett Stark, Harvard, Greater Boston Legal Services, Fall
- Kishwer Vikaas, Temple University, Legal Clinic for the Disabled, Philadelphia, Fall/Spring
- Katrina Young, Temple University, Community Legal Services of Philadelphia, Fall/Spring

Law Student Fellowships Summer 2011

- Chioma Achebe, Harvard, Greater Boston Legal Services
- Gabriella Agranat-Getz, Boston College, The Legal Aid Society, New York, NY
- Renee Ahlers, University of Chicago, Legal Assistance Foundation of Metropolitan Chicago
- Kaitlyn Aitken, Georgetown University, DC Law Students in Court
- Victoria Ajayi, Georgetown University, Poverty & Race Research Action Council
- Elizabeth Angelone, St. Mary's University, Texas Advocacy Project, Austin
- Amy Anthony, American University, Harvard Legal Aid Bureau, Cambridge, MA

- Alexis Applegate, Boston College, Greater Boston Legal Services
- Mishan Araujo, University of Chicago, Harriett Buhai Center for Family Law, Los Angeles
- Chanell Autrey, George Washington University, Bread for the City, Washington, DC
- Elizabeth Avery, Harvard, Bay Area Legal Aid, Oakland, CA
- Omobola Babarinsa, University of Chicago, Legal Assistance Foundation of Metropolitan Chicago
- Hannah Baker, NYU, Texas RioGrande Legal Aid
- James Baker Jr., Harvard, Public Advocates, San Francisco
- Abigail Bar-Lev, University of Pennsylvania, Equal Justice Society, San Francisco
- Melissa Barahona, University of Michigan, Legal Assistance of Western New York (Tompkins/Tioga Neighborhood Legal Services), Ithaca, NY
- Gabriella Barbosa, Columbia University, Public Counsel
- Audrey Barron, UC Berkeley Boalt Hall, Advocates for Children of New York, Inc
- Abby Anna Batko-Taylor, University of Texas, South Texas Pro Bono Asylum Representation Project (ProBAR), Harlingen, TX
- Julia Bizer, University of Richmond, Central Virginia Legal Aid Society
- Danielle Black, Cardozo School of Law, Brooklyn Legal Services Corporation A
- Genevieve “Genzie” Bonadies, Harvard, Public Advocates, San Francisco
- Elizabeth Booth, University of Pennsylvania, Nationalities Services Center, Philadelphia
- Amber Boyd, Washington & Lee University, Legal Aid Justice Center, Petersburg, VA
- Hillary Brown, University of Richmond, Central Virginia Legal Aid Society, Richmond, VA
- Jillian Burstein, Loyola University Chicago, Equip for Equality, Chicago
- Jonathan Brenner, Cardozo School of Law, Brooklyn Legal Services Corporation A
- Justin Burke, University of Minnesota, Legal Aid of North Carolina, Greensboro, NC
- Andrea Callow, Loyola University Chicago, Legal Assistance Foundation of Metropolitan Chicago
- Ellen Camburn, Rutgers University, Women Against Abuse, Philadelphia
- Erica Carroll, UCLA, Alliance for Children’s Rights, Los Angeles
- Nina Catalano, Harvard, Bay Area Legal Aid, Oakland, CA
- Alyssa Christensen, University of Michigan, Legal Services of South Central Michigan
- Jon Cioschi, Harvard, Community Legal Services of Philadelphia
- Matthew Clark, Wayne State, Michigan Unemployment Insurance Project and the Great Lakes Environmental Law Center, Detroit
- Lauren Cooperman, Fordham University, The Door’s Legal Services Center, NY
- Veronica Cortez, Chicago-Kent, Chicago Legal Clinic
- Michael Cowles, University of Texas, Lawyers’ Committee for Civil Rights Under Law, Washington, DC

- Jacqueline Croteau, Boston University, Greater Boston Legal Services
- Ione Curva, Rutgers University, Day One, New York, NY
- Lucinia Daniel, Northeastern University, Greater Boston Legal Services
- Sheena Dasani, University of Pennsylvania, Greater Boston Legal Services
- Celeste Davis, Boston University, University of Michigan Law School's Pediatric Advocacy Initiative
- Liza Davis, Southwestern Law, Public Counsel Law Center
- Lucy DeLaCour, Tulane University, Juvenile Justice Project of Louisiana, New Orleans
- Claudia De Palma, NYU, Sanctuary for Families, New York, NY
- Ventura Dennis, Boston University, Greater Boston Legal Services
- Amy DiBiasio, Georgetown University, Children's Law Center, Washington, DC
- Bayard Dodge, Georgetown University, Migrant Legal Action Program
- Michael Doneson, Drexel University, Legal Aid of Southeastern Pennsylvania
- Peter Dunne, Harvard, Gay & Lesbian Advocates & Defenders (GLAD), Boston
- Sahar Durali, UCLA, California Rural Legal Assistance, Oxnard, CA
- Paul Easton, Boston College, Children's Law Center of Massachusetts, Lynn, MA
- Angel Eggleston, University of Wisconsin, East Bay Community Law Center, Berkeley, CA
- Diane Eikenberry, George Washington University, Tahirih Justice Center, Falls Church, VA
- Erin Everett, UC Berkeley Boalt Hall, Bay Area Legal Aid, Richmond, CA
- Aimee Fausser, University of Virginia, Legal Aid Justice Center, Charlottesville, VA
- Jessie Ferguson, NYU, National Center for Youth Law, Oakland, CA
- Ubaldo Fernandez, UC Berkeley Boalt Hall, Texas RioGrande Legal Aid
- Adam Ferrari, UC Berkeley Boalt Hall, Legal Aid Services of Oklahoma
- Sandra Fluke, Georgetown University, Coalition to Abolish Slavery & Trafficking
- Jennifer Foldvary, Southwestern Law, Immigration Center for Women and Children
- Nicole French, Brooklyn Law, Brooklyn Legal Services Corporation A
- Noah Frigault, UC Hastings, East Bay Community Law Center, Berkeley, CA
- Pamela Fuentes, Temple University, Greater Boston Legal Services
- Christopher Furlong, University of Texas, Greater Boston Legal Services
- Melissa Gallo, Cornell Law, Manhattan Legal Services
- Jose Galvan, St. Mary's University, Equal Justice Center, San Antonio
- Rosanna Gan, Boston University, Greater Boston Legal Services
- Ceilidh Gao, Harvard, Bay Area Legal Aid
- Jason Garcia, Texas Southern University, Texas RioGrande Legal Aid
- Antony Gemmell, Cornell Law, MFY Legal Services, New York, NY
- Pedro Gerson, University of Chicago, Legal Assistance Foundation of Metropolitan Chicago
- Elizabeth Gilbert, UC Hastings, Bay Area Legal Aid
- Rebecca Glisan, Northwestern University, Equip for Equality, Chicago
- Marisa Gold, University of Pennsylvania, The Legal Aid Society, New York, NY

- Andrew Goldberg, Cornell Law, Palm Beach County Legal Aid Society, FL
- Benjamin Golden, Suffolk University, Harvard Legal Aid Bureau
- Tajuana Gray, UC Hastings, East Bay Community Law Center, Berkeley, CA
- Ely Grinvald, Southwestern Law, Bet Tzedek Legal Services, Los Angeles
- Jamie Gullen, University of Pennsylvania, NAACP Legal Defense Fund, New York, NY
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- Michael Haeberle, University of Chicago, Legal Assistance Foundation of Metropolitan Chicago
- Jacqueline Hagan, University of Texas, Texas RioGrande Legal Aid
- Kourtney Hahn, University of Chicago, Legal Assistance Foundation of Metropolitan Chicago
- Brittany Hamilton, University of Richmond, The Community Tax Law Project, Richmond, VA
- Michael Heinemann, Fordham University, Legal Services NYC, Bronx, NY
- Brian Hembd, University of Chicago, Lambda Legal, Los Angeles
- Rachel Hepkins, Liberty University, Commonwealth Catholic Charities, Refugee and Immigrant Services, Roanoke, VA
- Virginia Herbert, University of the D.C., UDC HIV/AIDS Law Clinic
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- Shuyuan Hu, Boston University, Women's Bar Foundation (Family Law Project), Boston
- Christine Ingram, UC Berkeley Boalt Hall, Children's Law Center, Washington, DC
- Diego Iniguez-Lopez, Rutgers University, Essex-Newark Legal Services
- Namira Islam, Michigan State, Legal Services of South Central Michigan - Michigan Poverty Law Program, Ann Arbor
- Sheena James, Suffolk University, Community Action Program Legal Services, Boston
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- Caroline Jova, George Washington University, The Legal Aid Society, New York, NY
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- Panagiota Kalamaras, University of Richmond, Blue Ridge Legal Services, Harrisonburg, VA
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- Rachel Kirkland, Georgetown University, DC Law Students in Court
- Kati Kitts, University of Richmond, Central Virginia Legal Aid Society, Richmond, VA
- Kathryn Kliff, NYU, South Brooklyn Legal Services
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- Amanda Korber, Harvard, Greater Boston Legal Services
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- Mia Martin, Columbia University, Brooklyn Legal Services Corporation A
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- Gregory Minor, UC Berkeley Boalt Hall, Public Advocates, San Francisco
- Emily Moore, Catholic University, D.C. Employment Justice Center
- Ballari Mukherjee, University of Houston, The Gulf Region Advocacy Center, Houston
- Lizbeth Najera Munoz, Santa Clara University, Cancer Legal Resource Center of the Disability Rights Legal Center, Los Angeles
- Colleen Mullen, Seton Hall, Legal Advocacy Center of Central Florida
- Lance Murashige, University of Virginia, JustChildren at the Legal Aid Justice Center, Charlottesville, VA
- Jacqueline Murekatete, Cardozo School of Law, South Brooklyn Legal Services
- Ryan Murphy, UC Hastings, Community Legal Services in East Palo Alto

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- Gabriel Newland, University of Michigan, Loyola New Orleans College of Law, Law Clinic & Center for Social Justice in the Immigration Section
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- Miranda Nolen, UC Hastings, Bay Area Legal Aid, San Francisco
- Krystal Norton, Loyola University New Orleans, Loyola New Orleans College of Law, Law Clinic & Center for Social Justice (Loyola Immigration Clinic), New Orleans
- Priscilla Ochu-Arthus, University of Virginia, JustChildren at the Legal Aid Justice Center, Charlottesville, VA
- Kevin O'Donnell, University of Richmond, Central Virginia Legal Aid Society, Petersburg, VA
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- Tina Peng, NYU, Legal Services NYC (Brooklyn Family Defense Project), Brooklyn
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- Moctezuma Perez-Casillas, University of the D.C., UDC Immigration and Human Rights Law Clinic
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- Katherine Poor, NYU, South Brooklyn Legal Services
- Kathryn Poulos, University of Michigan, Michigan Law's Human Trafficking Clinic, Ann Arbor
- Corey Prachniak, Georgetown University, Legal Services Program at Whitman-Walker Health, Washington, DC
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- Eliza Reed, University of Michigan, Greater Boston Legal Services (Cambridge and Somerville Legal Services)
- Christina Reggio, UC Hastings, Immigration Center for Women and Children, San Francisco
- Angelita Renteria, University of Wisconsin, Milwaukee Justice Center
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- Meghan Roed, University of Wisconsin, Legal Aid Society of Milwaukee
- Jose Rojas, UC Hastings, Bay Area Legal Aid

- Verity Sandell, Loyola University Chicago, Equip for Equality, Chicago
- Natalia Santanna, Wayne State, Michigan Immigrant Rights Center, Kalamazoo, MI
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- Casey Schutte, UC Berkeley Boalt Hall, Legal Services for Children, San Francisco
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- Diane Seay, University of the D.C., UDC Community Development Law Clinic
- Michael Shea, University of Illinois, Equip for Equality, Chicago
- David Shapiro, Brooklyn Law, Center for Children’s Law and Policy, Washington, DC
- Karlee Shelton, Liberty University, Virginia Legal Aid Society, Lynchburg
- Krista Selnau, Suffolk University, Medical-Legal Partnership | Boston
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- Anisha Singh, University of Virginia, Legal Aid Justice Center, Falls Church, VA
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- Bethany Spencer, Michigan State, Legal Aid of Western Michigan, Muskegon
- Eleanor “Ella” Spottswood, NYU, Housing Works, Inc
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- Matthew Su, Boston College, Nevada Legal Services, Las Vegas
- Victoria Suber, Wayne State, Michigan Children’s Law Center, Southgate, MI
- G. Victor Suh, Brooklyn Law, Brooklyn Legal Services Corporation A
- Ron Sung, University of Houston, Appleseed, Austin, TX
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- Alexandra Tenorio, DePaul University, Legal Assistance Foundation of Metropolitan Chicago
- Alyce Thompson, University of Michigan, Lawyers Committee for Civil Rights Under Law, Washington, DC
- Katie Thompson, George Washington University, Legal Aid Society of DC
- Erika Todd, Harvard, Greater Boston Legal Services
- Leigh Ann Tognetti, University of Texas, Texas RioGrande Legal Aid
- Carissa Tyler, George Washington University, The Legal Aid Society, New York, NY

- Kelsey Tylus, Rutgers University, Street Law Program at Rutgers University School of Law, Newark
- Kyle Valenti, Northwestern University, Central American Legal Assistance, Brooklyn, NY
- Regina Verret, American University, Women Empowered Against Violence, Washington, DC
- Kishwer Vikaas, Temple University, Legal Clinic for the Disabled, Inc, Philadelphia
- Katharine (Kate) Walsham, UC Hastings, Homeless Action Committee, Oakland, CA
- Heather Walters, Southwestern Law, Public Counsel Law Center
- Hannah Weinberger-Divack, University of Illinois, Equip for Equality, Chicago
- David White, Georgetown University, Children's Law Center, Washington, DC
- Jessica White, Villanova University, Community Legal Services of Philadelphia
- Alisa Whitfield, University of Michigan, East Bay Community Law Center, Berkeley, CA
- Jacqueline Wing, Loyola University Chicago, Children's Law Center of Los Angeles
- Sarah Wolf-Boyd, Boston University, New Hampshire Legal Assistance, Portsmouth, NH
- Neha Yadav, Drexel University, Southeastern Pennsylvania Legal Services, Norristown, PA
- Esther Yoo, UCLA, Public Counsel Law Center, Los Angeles
- Julia Young, Villanova University, Community Legal Services of Philadelphia
- Sarah Young, Northeastern University, Greater Boston Legal Services
- Zachary Zarnow, American University, Public Justice, Washington, DC
- Beth Zilberman, Boston College, Children's Law Center, Washington, DC



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- Advocates for Basic Legal Equality, Toledo, OH
- Advocates for Children of New York
- Advocates for Justice and Education, Washington, DC
- Affordable Housing Advocates, San Diego, CA
- AIDS Law Project of Pennsylvania
- AIDS Legal Council of Chicago
- Alaska Legal Services
- The Alliance for Children's Rights, Los Angeles, CA
- American Friends Service Committee, Newark, NJ
- American Gateways, Austin, TX
- Appalachian Citizens' Law Center, Whitesburg, KY
- Appalachian Legal Services
- Appalachian Research and Defense Fund of Kentucky
- Appleseed Foundation, Washington, DC
- Archdiocesan Legal Network, Washington, DC
- Asian Pacific American Dispute Resolution Center, Los Angeles, CA
- Asian Pacific American Legal Resource Center, DC
- Association for Children of New Jersey, Newark, NJ
- Atlanta Legal Aid Society
- AYUDA Legal Aid, Washington, DC
- BASTA, Inc, Los Angeles, CA
- Battered Women's Legal Advocacy Project, Minneapolis, MN
- Bay Area Legal Aid, Oakland/San Francisco, CA
- Bay Area Legal Services, Tampa, FL
- Bazelon Center for Mental Health Law, Washington, DC
- Bedford-Stuyvesant Community Legal Services, Brooklyn, NY
- Bet Tzedek Legal Services, Los Angeles, CA
- Blue Ridge Legal Services, Harrisonburg, VA
- Bluhm Legal Clinic, Chicago, IL
- Boat People SOS, Houston, TX
- Boston College Immigration and Asylum Project
- Boston College Legal Assistance Bureau
- Bread for the City, Washington, DC
- Break the Cycle, Los Angeles, CA
- Brennan Center for Justice, New York, NY
- The Bronx Defenders
- Bronx Legal Services
- Brooklyn Bar Association Volunteer Lawyers Project, Brooklyn, NY
- Brooklyn Legal Services Corporation A
- Cabrini Green Legal Aid Clinic, Chicago, IL
- California Rural Legal Assistance
- Cambridge & Somerville Legal Services, MA
- Capital Area Family Violence Intervention Center, Baton Rouge, LA
- Capital Area Immigrants' Rights Coalition, Washington, DC
- Casa Myrna Vazquez, Boston, MA
- Catholic Charities Archdiocese of New Orleans
- Catholic Charities Community Services, New York, NY
- Catholic Charities Immigration and Legal Services, Dallas, TX
- Catholic Charities Immigration Legal Services, Washington, DC
- Catholic Charities Legal Services, Miami, FL
- Center for Arkansas Legal Services
- Center for Children's Advocacy, Hartford, CT
- Center for Children's Law and Policy, Washington, DC
- Center for Civil Justice, Saginaw, MI
- Center for Family Representation, New York, NY
- Center for Law and Education, Washington DC/ Boston, MA



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- Central Virginia Legal Aid Society
- Centro Legal de la Raza, Oakland, CA
- Charlottesville-Abermarle Legal Aid Society, VA
- Chemung Legal Services, Elmira, NY
- Cheyenne River Sioux Tribe, SD
- Chicago Coalition for the Homeless
- Chicago Legal Clinic
- Child Advocacy Law Clinic, Ann Arbor, MI
- The Child Care Law Center, San Francisco, CA
- Children's Law Center, New York, NY
- Children's Law Center, Washington, DC
- Children's Law Center of Los Angeles
- Children's Law Center of Massachusetts
- Children's Legal Services, Boston, MA
- Citizens Concerned for Children (Attorneys for Children), Ithaca, NY
- City Bar Justice Center, New York, NY
- Coalition to Abolish Slavery & Trafficking, Los Angeles, CA
- Colorado Legal Services
- Columbia Legal Services, Seattle, WA
- Commonwealth Catholic Charities, Refugee & Immigrant Services, Roanoke, VA
- Community Action Program Legal Services, Boston, MA
- Community Justice Inc., Madison, WI
- Community Justice Project, Pittsburgh, PA
- Community Lawyers, Inc., Compton, CA
- Community Legal Aid Society, Wilmington, DE
- Community Legal Resources, Detroit, MI
- Community Legal Services, Philadelphia, PA
- Community Legal Services and Counseling Center, Cambridge, MA
- Community Legal Services in East Palo Alto, CA
- The Community Tax Law Project, Richmond, VA
- Connecticut Fair Housing Center, Hartford, CT
- Connecticut Legal Services
- Cook County Public Guardian's Office, Chicago, IL
- Cornell Legal Aid Clinic, Ithaca, NY
- Covenant House, Washington, DC
- Covenant House of New Jersey, Youth Advocacy Center
- Dakota Plains Legal Services
- Day One, New York, NY
- DC Coalition Against Domestic Violence
- DC Employment Justice Center
- DC Law Students in Court
- Detroit Center for Family Advocacy, University of Michigan Law School, Detroit, MI
- Disability Law Center, Boston, MA
- Disability Law Center, Seattle, WA
- Disability Rights Advocates, Berkeley, CA
- Disability Rights California, Oakland, CA
- Disability Rights Legal Center, Los Angeles, CA
- Domestic Violence Legal Clinic, Chicago, IL
- The Door's Legal Services Center, New York, NY
- Dwa Fanm ("Women's Rights in Haitian Creole"), Brooklyn, NY
- East Bay Community Law Center, Berkeley, CA
- Economic Justice Institute, Madison, WI
- Empire Justice Center, Albany, NY
- Equal Justice America Disability Rights Clinic, White Plains, NY
- Equal Justice Center, Austin/San Antonio, TX
- Equal Justice Society, San Francisco, CA
- Equal Rights Advocates, San Francisco, CA
- The Equal Rights Center, Washington, DC
- Equip for Equality, Chicago, IL
- Essex-Newark Legal Services, NJ



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- Fair Housing Law Project, San Jose, CA
- Fair Housing Rights Center, Glenside, PA
- Fairfax Bar Pro Bono Program, Fairfax, VA
- Family Advocacy Program, Boston Medical Center
- Farmers' Legal Action Group, St. Paul, MI
- Farmworker Justice, Washington, DC
- Farmworker Legal Services, Bangor/Kalamazoo, MI
- Farmworker Legal Services of New York
- First Star - Putting Children First, Washington, DC
- Florence Immigrant & Refugee Rights Project, Florence, AZ
- Florida Immigrant Advocacy Center
- Florida Justice Center
- Florida Legal Services
- Free Legal Aid Clinic, Detroit, MI
- General Assistance Advocacy Project, San Francisco, CA
- Georgia Legal Services
- Greater Boston Catholic Charities, Immigration Legal Services
- Greater Boston Legal Services
- The Gulf Region Advocacy Center, Houston, TX
- Haitian Refugee Center, Miami, FL
- Harriet Buhai Center for Family Law, Los Angeles, CA
- Harvard Immigration and Refugee Clinic
- Harvard Law School Legal Services Center, Jamaica Plain, MA
- Harvard Law School Tenant Advocacy Project
- Harvard Legal Aid Bureau
- The Hawkins Center, Richmond, CA
- Health Law Advocates, Boston, MA
- Health Law Advocates of Louisiana, New Orleans, LA
- Health Legal Services (Law Foundation of Silicon Valley), San Jose, CA
- HIV & AIDS Legal Services Alliance, Los Angeles, CA
- HIV Law Project, New York, NY
- HomeBase, San Francisco, CA
- Homeless Action Center, Berkeley/Oakland, CA
- Homeless Advocacy Project, Philadelphia, PA
- Housing Conservation Coordinators, New York, NY
- Housing Preservation Project, St. Paul, MN
- Housing Rights Center, Los Angeles, CA
- Housing Works, New York, NY
- Idaho Legal Aid Services, Boise, ID
- Immigrant Legal Center, Boulder, CO
- Immigrant Legal Resources Center, San Francisco, CA
- Immigration Center for Women and Children, Los Angeles/San Francisco, CA
- Immigration Counseling Service, Portland, OR
- Immigration Legal Services - Catholic Charities of the Diocese of Baton Rouge
- inMotion, Bronx, NY
- Inner City Law Center, Los Angeles, CA
- Integrated Refugee & Immigrant Services, New Haven, CT
- International Institute of the East Bay, Oakland, CA
- Jacksonville Area Legal Aid, FL
- Juvenile Justice Project of Louisiana
- Juvenile Law Center, Philadelphia, PA
- Juvenile Rights Project, Portland, OR
- Kentucky Legal Services
- KIND, Inc (Kids in Need of Defense), Washington, DC
- Knoxville Legal Aid Society, TN
- La Raza Centro Legal, San Francisco, CA
- Lakeshore Legal Aid, Southfield, MI
- Lambda Legal, Chicago, IL
- Land of Lincoln Legal Assistance Foundation, Champaign, IL
- Las Americas Immigrant Advocacy Center, El Paso, TX



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- LatinoJustice PRLDEF, New York, NY
- Lawyers for Children, New York, NY
- Lawyers for Children America, Washington, DC
- Lawyers' Committee for Better Housing, Chicago, IL
- Lawyers' Committee for Civil Rights, Boston, MA
- Lawyers' Committee for Civil Rights, San Francisco, CA
- Lawyers' Committee for Civil Rights, Washington, DC
- Learning Rights Law Center, Los Angeles, CA
- Legal Action of Wisconsin
- Legal Advocacy Center of Central Florida
- Legal Advocates for Children and Youth, San Jose, CA
- Legal Aid Association, Detroit, MI
- Legal Aid Bureau, Chicago, IL
- Legal Aid of Central Texas
- Legal Aid Clinic, St. Louis University Law School
- Legal Aid & Defender Service, Pontiac, MI
- Legal Aid Foundation of Los Angeles
- Legal Aid Justice Center, Charlottesville/Petersburg/Richmond, VA
- Legal Aid of Marin County, San Rafael, CA
- Legal Aid of Nebraska
- Legal Aid of North Carolina
- Legal Aid of North West Texas
- Legal Aid of Southeastern Pennsylvania, Bristol, PA
- Legal Aid of Western Michigan
- Legal Aid of Western Missouri
- Legal Aid Services of Oklahoma
- Legal Aid Services of Oregon
- Legal Aid Society, Employment Law Center, San Francisco, CA
- Legal Aid Society of Albuquerque, NM
- Legal Aid Society of Cleveland, OH
- Legal Aid Society of the District of Columbia
- Legal Aid Society of Eastern Virginia, Norfolk/Williamsburg, VA
- Legal Aid Society of Hawaii
- Legal Aid Society of Mid-New York
- Legal Aid Society of Milwaukee
- Legal Aid Society of Minneapolis, MN
- Legal Aid Society of New York City
- Legal Aid Society of Northeastern New York
- Legal Aid Society of Orange County, CA
- Legal Aid Society of Palm Beach County
- Legal Aid Society of Roanoke Valley, Roanoke, VA
- Legal Aid Society of Rochester, NY
- Legal Aid Society of Salt Lake, UT
- Legal Aid Society of San Mateo County, CA
- Legal Aid Society of Westchester County, NY
- Legal Aid Society of Western Michigan
- Legal Assistance Corporation of Central Massachusetts
- Legal Assistance of the Finger Lakes, Geneva, NY
- Legal Assistance of Western New York
- Legal Assistance Foundation of Metropolitan Chicago
- Legal Assistance for Seniors, Oakland, CA
- Legal Clinic for the Disabled, Philadelphia, PA
- Legal Corps of Los Angeles
- Legal Counsel for the Elderly, Washington, DC
- Legal Information for Families Today, New York, NY
- Legal Services of the Blue Ridge, Boone, NC
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- Legal Services of Northern Virginia
- Legal Services for Prisoners with Children, San Francisco, CA
- Legal Services of South Central Michigan
- Legal Services of Southern Piedmont, Charlotte, NC
- Lenox Hill Neighborhood House, New York, NY
- Lifespan Legal Services, Chicago, IL
- Lone Star Legal Aid, Galveston, TX
- Los Angeles Center for Law and Justice
- Los Angeles County Neighborhood Legal Services
- Los Angeles Dependency Lawyers Inc.
- Loyola Law Clinic, New Orleans, LA
- Lutheran Family and Community Services, New York, NY
- Lutheran Family Services of Virginia
- Make the Road by Walking, Brooklyn, NY
- Mandel Legal Aid Clinic, University of Chicago Law School
- Manhattan Legal Services, New York, NY
- Massachusetts Advocates for Children, Boston, MA
- Massachusetts Justice Project
- Maurice and Jane Sugar Law Center for Economic and Social Justice, Detroit, MI
- Mazzone Center, Philadelphia, PA
- Medical Legal Partnership, Boston Medical Center
- Medicare Rights Center, New York, NY
- Mental Health Advocacy Project, San Jose, CA
- Mental Health Advocacy Services, Los Angeles, CA
- Merrimack Valley Legal Services, Lowell, MA
- MetroWest Legal Services, Framingham, MA
- Mexican American Legal Defense and Educational Fund, Los Angeles, CA
- MFY Legal Services, New York, NY
- Michigan Children's Law Center, Southgate, MI
- Michigan Clinical Law Program, Ann Arbor, MI
- Michigan Immigrant Rights Center, Kalamazoo, MI
- Michigan Law's Human Trafficking Clinic, Ann Arbor, MI
- Michigan Legal Services, Detroit, MI
- Michigan Poverty Law Program
- Michigan Unemployment Insurance Project, Ann Arbor, MI
- Mid-Minnesota Legal Assistance, Minneapolis, MN
- Migrant Legal Action Program, Washington, DC
- Milwaukee Justice Center
- Minnesota AIDS Project
- Minnesota Legal Services Coalition
- Montana Legal Services Association
- My Sister's Place, Washington, DC
- NAACP Legal Defense & Education Fund, New York, NY
- Nassau County Coalition Against Domestic Violence, NY
- Nassau Suffolk Law Services Committee, NY
- National Center for Law and Economic Justice, New York, NY
- National Center for Youth Law, Oakland/San Francisco, CA
- National Employment Law Project, New York, NY
- National Health Law Program, Los Angeles, CA
- National Immigrant Justice Center, Chicago, IL
- National Law Center on Homelessness & Poverty, Washington, DC
- National Legal Aid and Defender Association (NLADA), Washington, DC



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- National Women's Law Center, Washington, DC
- Nationalities Service Center, Philadelphia, PA
- Native Lands Institute, Albuquerque, NM
- Neighborhood of Affordable Housing, East Boston, MA
- Neighborhood Christian Legal Clinic
- Neighborhood Defender Service of Harlem
- Neighborhood Law Project, Madison, WI
- Neighborhood Legal Services, Lawrence/Lynn, MA
- Neighborhood Legal Services Association, Pittsburgh, PA
- Neighborhood Legal Services of Los Angeles County
- Neighborhood Legal Services Michigan
- Neighborhood Legal Services Program, Washington, DC
- Nevada Legal Services, Las Vegas
- New Hampshire Legal Assistance
- New Haven Legal Assistance Association
- New Orleans Legal Assistance
- New York Lawyers for the Public Interest
- New York Legal Assistance Group
- North Carolina Justice Center
- North Penn Legal Services, Williamsport, PA
- North State Legal Services, Hillsborough, NC
- Northern Virginia Family Service, Falls Church, VA
- Northwest Immigrant Rights Project, Seattle, WA
- Northwest Justice Project, Seattle, WA
- Northwestern University Legal Clinic, Chicago, IL
- Ohio State Legal Services Association
- Oklahoma Indian Legal Services
- Oregon Legal Services
- Pace Women's Justice Center, White Plains, NY
- Palm Beach County Legal Aid Bureau
- Pennsylvania Health Law Project
- People's Law Resource Center, Washington, DC
- Philadelphia Legal Assistance
- Philadelphia Unemployment Project
- Philadelphia VIP
- Picture the Homeless, New York, NY
- Piedmont Legal Services, Charlottesville, VA
- Pine Tree Legal Assistance, Maine
- Political Asylum/Immigration Representation Project, Boston, MA
- Political Asylum Project of Austin, TX
- Positive Resource Center, San Francisco, CA
- Potomac Legal Aid Society
- Poverty & Race Research Action Council, Washington, DC
- Prisoners' Legal Services, Boston, MA
- Pro Bono Advocates, Chicago, IL
- Pro Bono Institute at Georgetown University Law Center, Washington, DC
- Pro Bono Partnership, Newark, NJ & White Plains, NY
- Pro Bono Project, New Orleans, LA
- Project Renewal, New York, NY
- Protection & Advocacy Inc., Los Angeles, CA
- Public Advocates, San Francisco, CA
- Public Counsel Law Center, Los Angeles, CA
- Public Interest Law Center of Philadelphia
- Public Justice Center, Baltimore, MD
- Queens Legal Services, NY
- Rappahannock Legal Services, Culpeper/Fredericksburg/Tappahannock, VA
- Refugee Resettlement & Immigration Services, Roanoke, VA
- Regional Housing Legal Services, Glenside, PA
- Rhode Island Legal Aid Bureau
- Rocky Mountain Children's Justice Center, Denver, CO
- Rocky Mountain Children's Law Center, Denver, CO
- Rocky Mountain Immigrant Advocacy Network, Westminster, CO



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- Rocky Mountain Survivors Center, Denver, CO
- Rural Law Center of New York, Plattsburgh, NY
- Safe Horizon Domestic Violence Law Project, New York, NY
- San Francisco Neighborhood Legal Assistance Foundation
- Sanctuary for Families Center for Battered Women's Legal Services, New York, NY
- Sargent Shriver National Center on Poverty Law, Chicago, IL
- SeniorLAW Center, Philadelphia, PA
- Solid Ground, Seattle, WA
- South Brooklyn Legal Services
- South Florida Interfaith Worker Justice
- South Middlesex Legal Services, Framingham, MA
- South Texas Pro Bono Asylum Representation Project (ProBAR), Harlingen, TX
- Southeast Louisiana Legal Services, New Orleans, LA
- Southeast Texas Legal Clinic
- Southern Migrant Legal Services, Nashville, TN
- Southern Minnesota Regional Legal Services
- Southern Poverty Law Center, Montgomery, AL/Atlanta, GA
- Southern Tier Legal Services, Bath, NY
- Southwest Virginia Legal Aid Society
- STAND! Against Domestic Violence (formerly Batter Women's Alternatives)
- Stanford Community Law Clinic, East Palo Alto, CA
- Street Law Program at Rutgers University, Newark, NJ
- Student Hurricane Network, New Orleans, LA
- Sugar Law Center, Detroit, MI
- Support Center for Child Advocates, Philadelphia, PA
- Tahirih Justice Center, Falls Church, VA
- Tenderloin Housing Clinic San Francisco, CA
- Texas Advocacy Project, Austin, TX
- Texas Appleseed
- Texas Civil Rights Project, Austin, TX
- Texas RioGrande Legal Aid
- Tompkins Tioga Neighborhood Legal Services, Ithaca, NY
- University of the District of Columbia Law Clinics
- University of Michigan Law School's Pediatric Advocacy Initiative
- University Legal Services, Washington, DC
- Uptown People's Law Center, Chicago, IL
- Urban Justice Center, New York, NY
- Vermont Legal Aid
- Victim Rights Law Center, Boston, MA
- Virginia Justice Center
- Virginia Legal Aid Society, Danville/Lynchburg, VA
- Virginia Poverty Law Center, Richmond, VA
- Volunteer Lawyers for Justice, Newark, NJ
- Volunteer Lawyer's Project, Boston, MA
- Volunteer Legal Services Program, San Francisco, CA
- W. Haywood Burns Institute, San Francisco, CA
- Washington Lawyers' Committee for Civil Rights and Urban Affairs, Washington, DC
- Welfare Law Center, New York, NY
- West Tennessee Legal Services
- Westchester-Putnam Legal Services, NY
- Western Wisconsin Legal Services
- Whitman-Walker Clinic, Washington, DC
- Women Against Abuse Legal Center, Philadelphia, PA
- Women Empowered Against Violence, Washington, DC
- Women's Bar Foundation, Boston, MA



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Fellowships at the Following Legal
Assistance Organizations

- Women's Justice Center (formerly Battered Women's Justice Center), White Plains, NY
- Workers Defense Project, Austin, TX
- Youth Advocacy Project, Roxbury, MA
- Youth Law Center, San Francisco, CA



**Equal Justice America
Disability Rights Clinic**

*Training future lawyers and providing
free legal services to low income
disabled persons of all ages.*

Faculty Supervisors

ADELE BERNHARD
M. CHRIS FABRICANT
MARGARET M. FLINT
JILL GROSS
VANESSA MERTON
ED PEKAREK

JOHN JAY LEGAL SERVICES, INC.

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Executive Director

MARGARET M. FLINT

Clinic Administrator

FLORIE FRIEDMAN

Staff

IRIS MERCADO
ROBERT WALKER

June 1, 2011

Dan Ruben, Esq.
Executive Director
Equal Justice America
Building II, Suite 204
13540 East Boundary Road
Midlothian, VA 23112

Dear Dan:

I am pleased to report to you the work that has been accomplished thanks to the generous on-going support of Equal Justice America. It is no exaggeration to say that this work would not have been possible without Equal Justice America's commitment to our program.

The Equal Justice America Disability Rights Clinic has become an integral part of the Pace Law School's outstanding clinical program. In all of our client representation clinics, the students are the lawyers, fully responsible for all aspects of the cases they handle. The clinics thus serve a dual role – the training of future lawyers and the provision of legal services to the underserved in Westchester County and its surroundings.

Since the Clinic was established at Pace Law School in ninety-four students have enrolled in the Clinic. They have assisted 165 clients in a wide range of litigation and transactional matters. Sixty clients were represented in proceedings to become the guardians of their developmentally disabled adult relatives, usually children, but also grandchildren, siblings and nieces and nephews. With our help, eight clients have also created special needs trusts for their children, and engaged in other specialized estate planning to ensure that the disabled person is able to benefit from any inheritance without losing government benefits. Twenty-eight clients signed wills that were drafted by our students. Many of these wills contained special needs trusts to benefit a disabled family member. In addition, these clients signed health care proxies, living wills and powers of attorney, ensuring that their own wishes would be honored, should they become incapacitated. Our students have handled the administration of seven estates, some for the beneficiaries of wills that the Clinic had drafted.

Forty-one cases involved access to government benefits: Seventeen clients received Social Security Disability or SSI benefits after being represented in an administrative hearing by our students. Another eight clients had their overpayments waived by the Social Security Administration. Three clients were able to stay in their homes with increased home care hours after students represented them in Fair Hearings before the Department of Health. Two clients obtained Medicaid coverage for needed assistive technology, again after being represented at Fair Hearings. Three clients were able to maintain full Medicaid coverage, after receiving assistance from our Clinic.

We have also assisted nine clients who had filed discrimination cases *pro se*. Settlements were obtained in three cases, including an age discrimination case in Federal Court. A three-day hearing before the Westchester County Human Rights Commission resulted in a very favorable decision for an elderly client.

Finally our students have assisted twelve families obtain appropriate special education services for their school-age children.

For most of these clients, there was no other source of free legal services. None could afford pay for the required legal assistance. For our students, the experience gained from representing real clients with real problems has prepared them in ways that classroom learning cannot for their work as practicing attorneys.

All of us at Pace Law School are most grateful for the continuing support of Equal Justice America and your personal commitment to our mission.

Sincerely yours,

Gretchen

Margaret M. Flint

FINAL REPORT

Equal Justice America Disability Rights Clinic

John Jay Legal Services

Pace University School of Law

June 30, 2011

Introduction

Completing its eleventh year of operation, the Equal Justice America Disability Rights Clinic at Pace University School of Law continues its dual mission of training future lawyers and providing free legal services to low income disabled persons and their families.

Pace Law School's clinical offerings, under the umbrella of John Jay Legal Services, enable students to gain proficiency in lawyering skills while representing clients pursuant to a Student Practice Order issued by the Appellate Division, Second Department of the New York State Supreme Court. Under supervision of full-time clinical faculty, students enrolled in clinical courses perform all lawyering functions normally reserved to lawyers admitted to practice. In addition to the Equal Justice America Disability Rights Clinic, John Jay Legal Services also provides representation to individuals by student attorneys enrolled in the Investor Rights Clinic (formerly the Securities Arbitration Clinic), the Barbara Salken Criminal Justice Clinic, the Post-Conviction Clinic, and the Immigration Justice Clinic. In addition to these client representation clinics, field work in the non-profit legal arena is available to students through the Legal Services/Public Interest/Health Law Externship, the Family Court Externship, the Prosecution Externship, the Environmental Law Externship, and the Honors Prosecution Externship, a joint undertaking with the Westchester County District Attorney's Office.

The Equal Justice America Disability Rights Clinic

The Equal Justice America Disability Rights Clinic provides students with the opportunity to learn and apply lawyering skills as well as the substantive law relating to the rights of disabled persons in a highly controlled and intensively supervised legal practice environment. For most students, it is their first experience with law as lawyers.

For the 2010-2011 academic year, the Clinic was again offered as a two-semester course. Six students participated in the Clinic. Three students were part-time evening students and took the clinic for 4 credits each semester; the rest were full-time day students who took the clinic for 6 credits each semester. All students participated in the seminar which provided two academic credits each semester and each student's case load for the remaining clinical credits was tailored to his or her interests and time constraints. Students are expected to spend on average five hours per week per clinical credit on case-related work.

For the first time, Special Education law was integrated into the Clinic and student work on these cases was supervised by Prof. Flint. Previously a small number of students had worked exclusively on Special Education cases under the supervision of Prof. Don Doernberg.

The Seminar Component

In a weekly seminar, students learn and practice lawyering skills such as interviewing, counseling, negotiation, fact investigation, and conducting administrative hearings. The learning of these skills is integrated with relevant substantive law, including eligibility for the government benefit programs available to disabled persons (Social Security Disability, Supplemental Security Income, Medical Assistance) and the planning tools available to disabled persons and their families (guardianships, wills, special needs trusts). The seminar also provides the opportunity for students to present issues and choices from the cases they are working on and benefit from the critical reflection of their colleagues. Ethical issues are discussed as they arise in individual cases with particular emphasis on the complexities of working with clients of diminished mental capacity. Students learn how to read and interpret medical records and work with medical personnel to describe a client's medical condition using legally relevant terminology. Students also learn how to work with other helping professionals, such as social

workers, doctors, nurses and advocates, to identify and meet clients' non-legal needs. Readings focused on learning lawyering skills are supplemented with readings directly relevant to disability law.

The Case Work Component

Clinic students, either individually or in teams, have primary responsibility for the conduct of their assigned cases. The student lawyer is responsible for planning each lawyering activity, reviewing the plan with the Clinic faculty supervisor, conducting the activity and finally, reflecting on the experience and the usefulness of the preparation. Throughout the year, each student engages in client interviewing and counseling, fact investigation and witness interviewing, legal research and analysis, and drafting a variety of legal documents and instruments. Most students have the opportunity to appear before a court or administrative tribunal.

The cases handled involved a variety of legal issues faced by disabled persons and their families. Clients were referred by several social service agencies with which we have formed alliances, including Mt. Vernon Board of Education, NAMI of Westchester, and UCP of Westchester, Taconic Innovations and Jowonio, case management agencies serving the developmentally disabled. Several clients were referred by other Clinic clients or self-referred. All of the clients are low income. They are unable to pay for the legal help they need and were unable to secure representation from other sources of free legal services. Several cases completed during the year were begun during previous years.

A total of 39 matters were handled by students during the grant year. * Of these, 17 were new matters. Fourteen matters were concluded by the end of the grant year and 25 are pending.

The cases involved the following substantive areas:

<u>Area</u>	<u>Number of Clients</u>
Art. 17-A Guardianship	15
Special Education	4
Lifetime and Estate Planning	4
Estate Administration	5
Benefits Issues	3
Special Needs Trusts	4
Human Rights	3
Art. 17 Guardianship	1

Case Examples

Last year we described L.S.'s age discrimination case before the Westchester Human Rights Commission. The Administrative Law Judge found that respondents had discriminated against LS when she was forced to retire at age 72, two years before she was eligible for a full pension. L.S. was awarded two years' back pay and the difference between her reduced pension and full pension. The respondents' appeal has been dismissed and we are in the process of securing payment of the award for our client.

We are handling two employment discrimination cases before the Westchester County Human Rights Commission. One case, which involved the layoff of a 64-year old man, was tried before an Administrative Law Judge in April. The students conducted a two and a half-day

* During the summer of 2010, with Federal work study funds and grants from two Clinic alumni, three students were hired to assist with on-going and new matters. During the summer of 2011, three students are working in the Clinic, two for pay and one for credit through our Legal Services Externship.

hearing on behalf of the client. We are awaiting a decision from the Administrative Law Judge. Another employment discrimination case is scheduled for a hearing in July.

We continued to work with families who wish to become guardians of their adult disabled children. Students worked with 15 such clients during the year. All clients have been counseled about the guardianship process and assisted in identifying standby guardians and obtaining necessary certifications from doctors and psychologists. Letters of guardianship have been issued by the Surrogate in one case. Decisions are pending in three cases. Four clients decided not to proceed. Petitions are being prepared in the remaining cases.

Four clients were assisted with the preparation and signing of wills, health care proxies and powers of attorneys. Three of these clients were elderly and wished to plan for future disability as well as for the distribution of their estates after death. One client is the parent of a severely disabled child who wanted to make sure that her daughter's inheritance would not interfere with her eligibility for government benefits.

Four clients were assisted with special needs trusts. We represented the trustee of a special needs trust after the beneficiary died. An accounting was prepared, submitted and approved by the Department of Social Services. We also assisted another client, the trustee of her child's special needs trust, with the preparation of an annual report and advocated for her at the Social Security Administration so that funds from the Special Needs Trust were handled correctly. Permission from the Surrogate's Court to establish a trust for the disabled adult child of a client is pending.

We are involved in five cases requiring the administration of modest estates in Surrogate's Court. Each of these cases involved extensive investigation or challenging family relations. During the year, one estate was settled, and the proceeds placed in a pooled trust for

our client, the sole beneficiary of her father's estate. We are awaiting a final refund from the IRS before closing a second case. A petition for letters of administration has been filed for one client, and we are finalizing the petition for another. The final case is open in Putnam Surrogate's Court. These cases provide excellent experience for the students and a service to the clients who would otherwise see their modest inheritances spent on investigators and lawyers.

In each of the four Special Education cases, the students attended Committee on Special Education (CSE) meetings with the parents and secured needed services for the children.

Community Outreach

Clinic students and other law student volunteers participated in Westchester County's Senior Law Day on October 14, 2010. After audience members heard a presentation about health care proxies, the law student volunteers assisted them with completing health care proxies and answered their individual questions.

Prof. Flint spoke with members of Hope House, a self-help organization for the disabled in Port Chester, New York. The audience was interested in learning how returning to work would affect their Social Security Disability and Supplemental Security Income benefits and how to avoid incurring overpayment of benefits.

To meet the needs of parents of adult children with developmental disabilities, a training program for volunteer attorneys to represent parents in Art. 17-A guardianship proceedings in Surrogate's Court was held on November 16, 2010. Pace Law School's Continuing Education Department arranged for continuing legal education credit for attendees.

Plans for 2011-2012

The Clinic is being offered again next year as a year-long course. Seven students are enrolled, six full-time students and one part-time student. We anticipate handling a similar mix of litigation and transaction matters, assisting low income persons without other means of securing needed legal services and giving future lawyers the skills necessary to help this vulnerable population.



Letters from Legal Services Organizations

Section 2



ICWC Immigration Center for
Women and Children

August 31, 2011

Dan Ruben, Executive Director
Equal Justice America
Building II- Suite 204
13540 East Boundary Road,
Milothian, VA 23112

Dear Mr. Ruben,

I am writing with my evaluation of Christina Reggio's EJA-sponsored summer legal clerkship with the Immigration Center for Women and Children. I have worked with hundreds of law students and lawyers in 20 years of public interest practice. Tina's work stood out among the very best of them. She learns exceptionally quickly and does a stunning amount of extremely high quality work.

ICWC provides direct legal representation of immigrant crime victims in application for lawful immigration status. Our goal is to reach and serve as many people as we can, while maintaining a 100% approval rate for applications and treating clients with dignity and care. Tina handled a huge caseload of 16 clients and assisted ICWC staff with 18 additional cases. She conducted dozens of eligibility screenings, and her analysis of callers' eligibility was superb.

Tina has a deeper understanding of the scope and nuances of U Visa law than most experienced practitioners in this very new field of practice. She frequently raised issues that challenged my understanding or interpretation of a provision or approach in this very new field. Even more important, she suggested solutions that invariably incorporated the most salient purpose of the applicable provision and reflected her client's reality. The declarations she wrote with clients were relevant, clear, compelling and authentic. Tina also wrote requests to law enforcement agencies for endorsements of crime victims' immigration applications. Those requests were persuasive, and the certifications she drafted for law enforcement endorsements were clear and compelling. Tina is also very skilled at explaining complex legal concepts in Spanish to clients so they can be effective partners in building their cases and minimize retrauma.

Tina is also an outstanding team player. She was both eager and exceptionally competent at handling whatever our new office needed in order to work at greatest efficiency – from building furniture and planning office space use to mentoring new volunteers. Her attitude and work habits were all far beyond my expectations, and she has been a joy to work with.

Our team here at ICWC is extremely grateful to EJA for making it possible for Tina to spend her summer working with us on legal status applications for the most vulnerable immigrants.

Sincerely,

Susan Bowyer
Directing Attorney

3543 18th Street, Suite 32 San Francisco, CA 94110

Tel: 415.861.1449 Fax: 415.861.1681

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August 31, 2011

Dan Ruben
Executive Director
Equal Justice America
13540 East Boundary Road
Building II, Suite 204
Midlothian, VA 23112

Sent via email: katie@equaljusticeamerica.org

Re: Host Organization's Evaluation for Fellowship Recipient **Jose Galvan**

Dear Mr. Ruben:

This summer we were fortunate to host Jose Galvan through a fellowship from Equal Justice America. We are pleased to confirm that Jose successfully completed the internship. His exceptional work ethic, enthusiasm, and sharp research skills made him a valuable asset to our office.

Jose worked full-time for ten weeks at the Equal Justice Center's office in San Antonio, Texas on legal advocacy to help low-wage working people recover unpaid wages. His work consisted of handling litigation tasks, such as drafting affidavits, filing motions, and conducting legal research for briefing. Jose also handled negotiations with defendants and helped recover wages owed to our clients. Jose's Spanish speaking skills enabled him to directly interact with EJC clients as the majority of represented workers are Spanish speakers. Jose's Spanish skills were also complemented by his cultural sensitivity and first-hand understanding of the plight of immigrant workers in San Antonio.

Our goal in hosting Jose was to provide hands-on legal experience in a supportive environment. Jose was trained and supervised by attorneys, however, Jose demonstrated very early on he was reliable, practiced sound judgment, and was willing to tackle a challenging task. Jose made such a great impression at our office that we hope we can find a way to bring him back. We are confident Jose will be an exceptional public interest attorney.

Given our limited resources as a nonprofit, we often cannot hire interns like Jose. Fellowship opportunities such as those offered by Equal Justice America enable us to recruit students to help us do valuable work. We would like to thank Equal Justice America for its contribution and we hope to host future recipients of this fellowship.

Sincerely,

A handwritten signature in black ink that reads "Yuri R. Jiménez".

Yuri R. Jiménez
Attorney, Equal Justice Center

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September 16, 2011

Dan Ruben, Executive Director
Equal Justice America
Building II - Suite 204
13540 East Boundary Road
Midlothian, Virginia 23112

Re: Julia Bizer, EJA Fellowship Recipient Evaluation

Dear Mr. Ruben:

Thank you for providing a fellowship for law student intern Julia Bizer. It was our pleasure to have Julia work with us for ten weeks this summer.

From her first day at CVLAS, Julia showed that she was dedicated to serving our clients and learning as much about being a lawyer as possible. She was extremely hard working and put a remarkable amount of effort into each assigned task.

When she started her internship, she indicated that she was interested in learning about a variety of areas of law. She worked on family law, housing, social security, consumer, and unemployment compensation cases. She eagerly did whatever was necessary. She gave telephone advice, interviewed clients in our office, wrote briefs, drafted motions, and composed client letters. She also helped us by conducting initial intakes of clients.

Julia expressed an interest in arguing cases. In late June, she argued an administrative appeal before a Special Examiner of the Virginia Employment Commission under my supervision. Before the hearing, she researched and drafted a brief in support of her argument. The brief was well written and I made only minimal changes to it. She was also well prepared for the arguments. At the hearing, she was poised and answered the Special Examiner's questions appropriately.

Julia also prepared to argue a Protective Order hearing in Circuit Court. On the day of the trial, the adverse party asked for a continuance and Julia was not able to try the case. Although she did not get to practice her advocacy skills, she worked tirelessly in prepping the client, witnesses, and herself for the trial. I have no doubt that she would have done well in the hearing.

Julia split her time between working with me and working with the other staff attorney,



Sara Blose. Sara reports that Julia conducted client interviews, drafted memos, and calculated spousal support. Julia also helped her by researching and outlining several presentations. Sara found Julia's work to be invaluable.

Julia also has excellent Spanish language skills. She drafted several letters to clients in Spanish. She also served as a translator and conducted initial intakes for Spanish speaking clients. This was beneficial because no one in our office speaks the language.

Although the majority of Julia's work was law related, she was also very helpful in other capacities. We recently experienced a layoff in our office and we no longer have a receptionist. Julia was willing to answer the doors and serve as the initial point of contact for our clients. She was very personable, but also professional.

Julia increased the performance level in our office. Several members of our staff commented that they wished she could stay during the school year and beyond. Our clients were certainly better served because we had her around.

Thank you for the opportunity to have this Equal Justice America fellowship recipient work in our office. We truly appreciate the fellowships that your agency offers. It is sometimes difficult to get students to come work in the Petersburg office because few law students live in the area. This opportunity for funding helps encourage students to come. Thank you.

Sincerely,

Jessica W. Thompson
Staff Attorney



August 8, 2011

Dan Ruben
Executive Director
Equal Justice America
Building II - Suite 204
13540 East Boundary Road
Midlothian, VA 23112

Dear Mr. Ruben:

I had the pleasure of supervising Alisa Whitfield while she was a summer intern at the East Bay Community Law Center's Neighborhood Justice Clinic ("NJC"). NJC provides direct legal assistance to low-income individuals in Alameda County. Our clinics focus on the areas of the homelessness criminalization, debt collection defense and small claims litigation. Community members obtain assistance by meeting with law student advocates at one of several walk-in and appointment-based legal clinics. Student advocates perform follow-up legal work during their non-clinic hours. Alisa spent approximately seven or more hours per week meeting with clients one-on-one and served over thirty clients during the course of the summer.

NJC clients are often mentally ill and always in crisis. I was particularly impressed by Alisa's calm and professional demeanor with her clients and her ability to put clients at ease. She manages to strike that perfect balance where she both connects with her clients and remains their professional counsel. She received nothing but glowing reviews on the client surveys they fill out at the end of their appointments.

Alisa's ability to multi-task and follow-up with her clients was exceptional. She worked extremely efficiently, and consistently requested more work from the supervising attorneys. When during the course of a client's representation, we encountered unforeseen legal issues, Alisa volunteered to do the research without being asked. She also developed templates for future students' use. Her legal writing is cogent and her ability to present the facts of each case in a compelling way distinguished her from her peers this summer.

On a personal level, Alisa was always a cheerful, positive presence in the office, and the lead organizer of social events and office bonding. Other students relied on her for assistance and a first edit of their work. I appreciated her energy and ability to create office camaraderie. She works well with everyone.



The East Bay Community Law Center is grateful to Equal Justice America for providing Alisa the funding necessary to allow her to work on behalf of our clients. Our clinic model is based on student advocacy under the supervision of attorneys. We would be unable to work on behalf of the community without these students and the assistance provided by organizations such as Equal Justice America. We really appreciate Alisa's great work with our clients, and we loved getting to know her.

Sincerely,

Allison Anderman

Staff Attorney, Neighborhood Justice Clinic
East Bay Community Law Center
3130 Shattuck Avenue
Berkeley, CA 94705



Advancing the human and civil rights of people with disabilities

SELF-ADVOCACY ASSISTANCE ★ LEGAL SERVICES ★ DISABILITY RIGHTS EDUCATION ★ PUBLIC POLICY ADVOCACY ★ ABUSE INVESTIGATIONS

August 31, 2011

Mr. Dan Ruben, Executive Director
Equal Justice America
13540 East Boundary Road, Building II, Suite 204
Midlothian, Virginia 23112

Dear Mr. Ruben:

I am pleased to write this evaluation of Michael Shea's work during the past summer at Equip for Equality ("EFE"). During his time at EFE, Mike was an important member of our team and made significant contributions to our work. He displayed strong intellect, compassion, strong writing skills and talent for legal analysis. Mike was very enthusiastic and dedicated to the work we provide to parents in our Special Education Clinic, making it a pleasure to mentor him.

As you know, Equip for Equality's Special Education Clinic serves the entire state of Illinois and it provides free legal services for children with special education needs. EFE has four offices, three of which are small satellite offices in downstate Illinois where one or two attorneys work in each office. While at EFE, Mike worked in our Clinic in the Springfield, Illinois office. Mike displayed great self-sufficiency skills, confidence and independence in that setting.

Mike received uniformly positive reviews for his work, effort, and commitment. Mike displayed excellent research and writing skills, and showed talent in oral advocacy. He wrote well researched memos and he also analyzed many cases in a variety of topics. Mike accompanied his supervising attorney to two important settlement conferences and he played significant roles in the negotiations.

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Although Mike had completed only one year of law school prior to his internship with EFE, Mike's rich life experiences prior to law school provided him with many practical advantages over most first year law students. Mike was consistently prompt and effective in his assistance to parents who called the Clinic's Helpline. He was able to engage easily with parents' concerns, identified the issues efficiently and applied the laws to the facts.

With his familiarity with special education issues, Mike was effective in relating the facts, analyzing cases and discussing strategies in EFE case management discussions. When Mike attended a resolution session (similar to a settlement conference) with his supervising attorney for a student with autism, he offered valuable suggestions to the supervising attorney and the parents in a caucus during the five hour meeting. In a different case, a mediation, Mike offered suggestions that resulted in reaching a significant offer of settlement after the conclusion of the meeting.

Mike displayed excellent strong writing and research skills. Mike wrote two memos on the Illinois State Board of Education's policies regarding food allergies and the application of Section 504 of the Rehabilitation Act of 1973 on students with food allergies. The memos were well-researched and very well written.

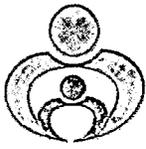
Mike's dedication to the Clinic's work was evident during his summer internship. He was a kind and caring person that parents appreciated during the Helpline calls. His excellent interpersonal skills and his consistently positive attitude made Mike an important member of our team. Equip for Equality was fortunate to have Mike intern with our Clinic and we are very grateful for Equal Justice America's support of his internship.

Sincerely,



Olga Pribyl,

Managing Attorney, Special Education Clinic



HARRIETT BUHAI
CENTER FOR
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August 17, 2011

Mr. Dan Ruben
Executive Director
Equal Justice America
Building II, Suite 204
13540 East Boundary Road
Midlothian, VA 23112

Dear Mr. Ruben:

I am writing to express how pleased we were to host Mishan Araujo as an Equal Justice America fellow this summer. The Harriett Buhai Center for Family Law depends on the help of volunteers and student interns to help serve as many members of the community as possible. Without the help of our law student interns, our impact in Los Angeles' low income community would be significantly diminished.

Mishan excelled as a summer intern, taking on a variety of projects and handling them all with ease and maturity. She helped with client intake, case management, research projects, and client appointments. She developed her interviewing skills, her research and writing skills, and gained exposure to the family law court system in Los Angeles County. During our intake appointments, Mishan met with clients and interviewed them thoroughly about their family history, the remedies they were seeking, and any history of domestic violence. She then presented the case to staff attorneys and helped work with them to decide whether or not the case was a good fit for the Center's priorities and whether or not the client could be served through the self-help center at the courthouse in Los Angeles. Mishan showed tremendous empathy and patience with our clients.

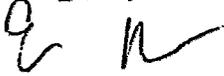
Mishan also met with clients one-on-one and guided them through various stages of the divorce process including orders on support, custody and visitation, and drafting proposed judgments. Mishan worked with clients to create their declarations for the Court and assisted clients in determining which facts were most pertinent to their case and to the relief they were seeking.

Lastly, Mishan helped us get an important new project off the ground. The Hague International Service Convention was recently made directly applicable to family law cases and we had a number of clients whose cases were permanently on hold while we tried to understand the requirements of this complex treaty. However, thanks to the research and materials Mishan put together, we now have a process in place and these clients will be able to proceed with their divorce or paternity cases.

We have deeply appreciated the time and energy Mishan has been able to contribute to our organization. She made a tremendous contribution to the Center and our clients through her work this summer. The internship has also helped Mishan develop valuable skills in client interaction, client interviewing, research, and writing.

We would be thrilled to host other Equal Justice America fellows in the future.

Best regards,

A handwritten signature in black ink, appearing to read 'Erin Dabbs', written in a cursive style.

Erin Dabbs
Senior Staff Attorney

CAPLAW

Community Action Program Legal Services, Inc.

September 15, 2011

Dan Ruben
Executive Director
Equal Justice America
Building II, Suite 204
13540 East Boundary Road
Midlothian, VA 23112

Dear Mr. Ruben:

I am writing to let you know how much Community Action Program Legal Services, Inc. (CAPLAW) enjoyed and benefited from our summer with Equal Justice America fellow Sheena James Knox.

CAPLAW is a nonprofit organization that offers legal assistance and training to the nationwide network of Community Action Agencies (CAAs), nonprofit organizations and local government entities that work to reduce poverty, revitalize low-income communities, and empower low-income individuals and families to become fully self-sufficient through advocacy and services.

Sheena's time with CAPLAW was extremely productive. While she was here, Sheena researched, analyzed and prepared materials about issues of great importance and consequence to our organization, the CAAs we work with and the low-income clients they serve. In particular, Sheena assisted in researching and creating a PowerPoint presentation for CAPLAW on the new Americans with Disabilities Act regulations. The presentation not only concisely explained the key aspects of the regulations but also used hypotheticals and examples to convey the impact of the regulations on CAAs. Additionally, Sheena assisted in researching and drafting an article for CAPLAW's bi-annual newsletter which addressed the legal and practical implications of different cost-saving staffing options for CAAs during tough financial times. For the newsletter, Sheena also analyzed the application of federal and state immigration laws requiring certain employers to verify an employee's eligibility to work in the United States. Sheena adeptly synthesized the recent developments in the law relating to the issue and succinctly conveyed in writing the relevance of the developments to CAAs.

CAPLAW greatly benefited from Sheena's ability to quickly spot issues, comprehend legal concepts and convey complex legal matters in a precise and clear way. Sheena quickly familiarized herself with a wide variety of legal topics ranging from lobbying to governance to employee benefits to open records and meetings laws. Sheena's thorough research and keen analysis of the legal issues she addressed enabled CAPLAW to promptly and confidently advise CAAs on their options, rights and responsibilities.

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Mr. Dan Ruben
Equal Justice America
September 15, 2011
Page Two

CAPLAW is deeply grateful for the support we received from Equal Justice America. This support enabled CAPLAW to address critical legal issues facing CAAs and their clients and to provide Sheena with an opportunity to hone her legal research, writing and consultation skills while learning about public interest law.

The on-going fundraising by Equal Justice America is an incredible benefit to CAPLAW and greatly increases our organization's ability to recruit high quality legal fellows such as Sheena.

Sincerely,

Allison Ma'luf,
Associate Counsel



**Letters from Equal
Justice America
Fellowship Recipients**

Section 3

Mr. Dan Ruben
Equal Justice America
Building II - Suite 204,
13540 East Boundary Road
Midlothian, VA 23112

Dear Mr. Ruben,

Before I begin, I would like to express my sincere thanks to you and Equal Justice America for the work that you do. Public interest legal work on behalf of those who would not otherwise be able to afford legal services is both extremely important and extremely fulfilling. As is widely known, law students are frequently worried about money. Some want to make as much as they can while others, like the students you fund, think that just enough is plenty as long as it sustains them in doing this kind of work. Your organization makes our work possible and we are all indebted to you for it.

I spent this past summer working at Equip For Equality (EFE). EFE is a disability rights agency in Chicago that deals with a wide variety of legal matters related to our clients' disabilities. My work was in the Special Education Clinic where I advocated for the rights of students with disabilities. My work was also wide ranging and covered issues from eligibility for special education services to improper graduation.

Over the summer, I dealt with an upsettingly large number of cases in which the local school district was denying eligibility to students with disabilities. Unfortunately, even when a medical professional diagnoses a student with a particular disability, the student must still go through the statutorily prescribed procedures in order to be eligible for services under the Individuals with Disabilities Education Act (IDEA). Often, schools fight eligibility because they know it will commit them to costly special education services. Most of the cases of denial of eligibility that I handled were for students with Learning Disabilities. In one instance, a school had denied a mother and her son eligibility on prior occasions and the student, now in his second year of high school, was failing English classes. I provided self-advocacy assistance to the mother and taught her how to draft a letter to the school district formally requesting a "case study evaluation" (an evaluation to determine whether he had a disability) and a meeting to determine eligibility. After learning how to draft this letter with the relevant legal language, the mother submitted it to the district and her son was found to be eligible and began receiving academic support.

In another case, I helped represent a class of parents of students with allergies. The parents contacted our organization because the district had decided to roll out a "breakfast in the classroom" program in which all students would be provided with breakfast prior to the start of the school day. The parents agreed with the purpose of the program but were concerned about its implementation. The parents were concerned because the school decided to serve the meals in classrooms and thus, the students would be exposed to harmful, and in some cases deadly, allergens. After discussing this issue with attorneys in our office, I drafted a demand letter to the district asking them to comply with disability laws and make accommodations for students with allergies. The letter subsequently led to negotiations and we were able to convince the district to

remove most allergens from the menu, move meals in some schools to the cafeteria where proper cleaning could be done, and in other schools, require cleaning of the classroom prior to the start of class. Additionally, I also worked with individual parents to ensure that their children's "504 Plans" and emergency action plans had language in them that would force the schools to provide adequate protection.

In an additional case, I helped prepare for an administrative hearing on behalf of a student with an emotional disability. In this case, the student had been moved out of the general education environment and into an environment where he was being educated only with students with disabilities. As a policy matter, the law prefers that students be educated in the least restrictive environment in which they can make progress so that they are socially integrated with non-disabled peers. This student had shown that he was capable of being in the general education environment. I helped prepare for the administrative hearing by drafting motions, opening and closing statements and lists of questions for direct and cross-examination. Our agency was successful at the hearing and we were able to set up an agreement in which the student would be able to transition into general education classes at his neighborhood school as he met certain benchmarks.

These are just a few examples of the more than 50 clients I worked for this year. There is nothing else I would have rather spent my time doing than helping these students. In my mind, students with disabilities are one of the most vulnerable populations in the country. As people with disabilities they face an uphill legal battle just to secure a level playing field and equal opportunity. As minors, they are often marginalized and cannot fight for themselves. Few groups need advocates more than children with disabilities and I am proud that I was able to be an advocate for them, even if only for a few brief months. I hope and expect that this summer will be the launching point for a long and successful public interest career.

Thank you again.

Best,

Daniel Hochbaum
Loyola University Chicago, School of Law
Class of 2012

Dan Ruben
Equal Justice America
Building II, Suite 204
13450 Far Boundary Rd.
Midlothian, VA 23112

September 17, 2011

Dear Mr. Ruben:

This summer, I worked as a law clerk at the Family Law Project. Located in downtown Ann Arbor, the Family Law Project is a legal service organization that provides free legal assistance to survivors of domestic violence in Washtenaw County. Most of their clients are referred from SafeHouse, the nearby domestic violence shelter, and cannot otherwise afford legal representation to protect themselves from their partners and spouses. The Family Law Project primarily assists clients with divorce, custody cases, and personal protection orders.

This position provided me with a wide range of responsibilities. There were three staff attorneys and three law clerks, so I had plenty of hands-on guidance and supervision. I worked on all aspects of family law cases: interviewing clients, drafting pleadings, performing discovery, and appearing at motions, evidentiary hearings, and settlement conferences.

My proudest experience this summer was preparing for and appearing on an evidentiary hearing for a custody case. The client was a 24-year-old mother whose former partner was physically abusive during their high school relationship. She and the father shared joint custody of the child in question. The child was of the age to enroll in kindergarten, and the parties had to decide with whom she would live during the school year since they lived four hours away. My first task in this case was to draft the requests to admit and interrogatories during discovery. Then, my supervisor and I decided what we wanted to submit as exhibits for the trial and whom we wanted to testify as witnesses. I prepared the direct testimony of my client and the re-direct. I learned an incredible amount during the experience about civil procedure and trial technique. It is certain to be something I will always remember.

Working at the family law project gave me a closer look at poverty and legal issues facing the poor. I had some experience working with low-income communities in the past, but I had never had the opportunity to help low-income clients recognize and enforce their rights. Working with this particular community, domestic violence survivors, was especially meaningful to me because I have always been passionate about women's issues. Day-to-day, I found fulfillment by helping to make their lives better and being an advocate for their needs and rights.

The particular office where I worked was organized, professional, and committed to the cause of helping survivors of domestic violence. They were friendly and always available to give guidance to the law clerks in the office. One of the most encouraging things for a law student in such an early stage in her career is that they all truly loved their jobs. The head attorney in the office is considered to be a statewide expert in the field of Family Law, and has even written the chapter on domestic violence in the Michigan Family Law Practice book.

This experience has inspired me to follow my heart and pursue a career in public interest law. I especially loved working in direct legal services and working with clients one-on-one.

From what I've learned this summer, working in a legal aid office would not only give me the professional opportunity to appear in court frequently and take on a lot of responsibility at a very early stage in my career, but more importantly, it offers the satisfaction of staying connected to the realities of poor communities and working toward alleviating their hardship.

I am incredibly grateful that Equal Justice America helped make this summer workable by funding my internship. This source of support has encouraged me to believe that a career in public interest law is viable and that there are organizations to support those who want to pursue a career advocating for low-income communities.

Sincerely,

Cheryl A. Luce
University of Michigan

September 20, 2011

Dan Ruben
Equal Justice America – Executive Director
13540 East Boundary Road
Building II, Suite 204
Midlothian, VA 23112

Dear Mr. Ruben:

I chose to work at the Legal Aid Society Juvenile Rights Practice (“JRP”) because of my interest in Family Law and litigation. JRP represents children in abuse and neglect cases and children in juvenile delinquency cases. This summer I predominantly worked on child protective cases.

The attorney for the child in a child protective case takes a direct advocacy position and tries to advocate for whatever the child wants. JRP gives children an opportunity for children to have a voice when everyone around them is making difficult life decisions on their behalf. Giving kids the opportunity to have a legal team advocate for what they want gives them a feeling that there is someone out there rooting for them and fighting for what they want. JRP is about bringing families together and taking the perspective that families come in all different shapes and sizes and are certainly not one size fits all. This summer I became passionate about this type of work and gained a better understanding as to why it is so important for children to have an attorney.

JRP also provided me with insight into the juvenile justice system. While I spent most of my time working on child protective cases, I did have the opportunity engaged in some delinquency work. It was interesting to see how the clients in child protective cases are viewed as so sympathetic and the same clients in delinquency cases are treated and looked at in such a negative way. While at JRP I had the opportunity to do client intake and observe arraignments and also visit a juvenile detention facility. These experiences taught me more about the juvenile justice system and gave me further insight into this field of law.

At Legal Aid, I gained many practical legal skills. First, I had the opportunity to argue on the record in Manhattan family court. This valuable opportunity gave me the ability to practice litigation in a real courtroom, rather than the simulated courtrooms in law school. Additionally, I had the opportunity to interact with clients through client interviews and home visits. Finally, I had the opportunity to engage in legal research and writing. Overall, Legal Aid gave me the opportunity to gain practical legal skills and experience in a new field of law in addition to everything I learned about the foster care system and the juvenile justice system.

An internship at JRP would be valuable to anyone seeking to do public interest work because in addition to insight into this field of law, it provides a broad skill-set and experience in the legal field, specifically litigation. Additionally, JRP provides insight into how a large legal services organization operates. Finally, JRP provides an excellent office environment and plenty of supervision throughout the entire summer. I never found myself bored the entire time I was there. Overall I had an excellent experience at JRP and look forward to working there part time throughout the school year. Based on this great experience, I hope to work at JRP after graduation.

I would like to thank Equal Justice America for this wonderful opportunity. I was able to work in an area of law that I am passionate and pay my rent! The work EJA does is invaluable, and I believe the program can lead many law students into a career of public service.

Very truly yours,

Hayley M. Koteen
Cardozo School of Law

August 31, 2011

Dan Ruben, Executive Director
Equal Justice America
Building II, Suite 204
13540 East Boundary Road
Midlothian, VA 23112

Dear Mr. Ruben:

I am writing to thank you for providing me with an Equal Justice America Fellowship which enabled me to have an amazing summer internship working with the Special Education Unit at the New York Legal Assistance Group (NYLAG). Without your generous support I would have been unable to work with the amazing attorney's at NYLAG providing legal services for children with disabilities and their families.

The attorneys and volunteers of the Special Education unit at NYLAG provide legal services to low income families with disabled children. While I come from a family of teachers, I have no educational background myself, and no personal education in special education or special education law, which is regulated under the Individuals with Disabilities Act (IDEA). Working with Laura Davis, Phyllis Brochstein, and Joel Mandalbaum enabled me to learn the ins and outs of IDEA and the corresponding New York Education Laws that regulate how public and private schools educate and provide services for disabled students.

Through this internship I gained experience researching special education issues for a variety of cases involving families with children who have been parentally placed in private schools as a result of the failures of public school districts to provide a free appropriate public education (FAPE) as mandated by IDEA and case law from Impartial Hearing Officer decisions, State Review Officer decisions, New York State and Federal Courts. Additionally, I gained experience reviewing student medical, social, and academic evaluations, Individualized Education Programs (IEP's), and recommended placements for legal issues at various stages of the special education process. As the summer progressed I worked with Joel and Phyllis building cases for three different disabled children based on their academic and medical records for Impartial Hearing Requests which is the first of the process for gaining administrative review of school district placements and IEP's provided for disabled students.

One of the best experiences of the summer was attending a Resolution session (another step in the process when contesting the educational placement or services provided or suggested by a public school for a disabled student) with Laura Davis and the mother of a disabled student who is autistic. The Resolution session was requested by Laura in this case, unlike many other cases where we waive this procedural step because it rarely leads to a solution, however, here, the issue was with the number of additional afterschool, in home service hours this child was going to receive in the coming school year. The school had decided to remove his additional home service instruction, even though doctors and his parents had requested that it continue for the 2011-2012 school year. At the Resolution session, with our help, we were able to keep the

services from getting cut completely, so that he will continue to receive the services 3 days a week in the families home. For me, it was not so much what we were able to gain for this child, but the mother's sincere gratitude for what we were able to help her gain for her son. She was so happy that she was hugging both Laura and I, she thanked us repeatedly, and even cried. It was so rewarding to know that our work had provided so much happiness for this mother, and the services for her son that she knew is so important to his continued growth and education.

I have been committed to pursuing a career in public interest law since beginning my legal education and to providing help to those unjustly affected by social constructs and economic inequality. However, my work with NYLAG has only increased my dedication to providing legal services for low-income families and their children. I am extremely grateful to Equal Justice America for providing me a fellowship to pursue this opportunity. I have gained invaluable education in special education law, and an incredible experience.

Sincerely,

Morgan Marshall-Clark
New York Law School, Class of 2012

August 25, 2011

Dan Ruben
Executive Director
Equal Justice America
Building II, Ste. 204
13540 East Boundary Road
Midlothian, Virginia 23112

Dear Mr. Ruben:

First, I want to thank you for the extraordinary work you do in providing funding for students to work in programs such as Legal Aid of Western Michigan. The attorneys and support staff that I had the distinct pleasure of working with taught me more this summer than my previous two years of law school. I really appreciate all you have done to make this and similar experiences for other students possible. I would like to tell you a little about a few of the clients I was able to help this summer.

One of my first cases involved a woman who had her bank account garnished, despite the fact that it was comprised entirely of exempt Social Security funds. The client had filed a relevant objection based on the exempt status of the funds, but she did not have all of the proper proof she needed at the first hearing. The hearing was adjourned, so she could obtain the proper paperwork. At the conclusion of the hearing, she was provided with a Civil Disposition, which, *inter alia*, included a court date. Our client did not realize a date was already set, and waited for notice to arrive via mail. Consequently, she missed her court date. Upon discovering her account was overdrawn, she contacted us for help. I drafted a Motion for Reconsideration or Relief From Order, along with a supporting brief. The judge, in a very generous ruling, granted the Motion for Relief From Order and ordered the funds returned to our client, minus court costs, which were not significant.

My first solo court appearance was in an expungement hearing for a woman who had a twelve-year-old conviction. Following her conviction, my client led a very respectable life. While still a migrant worker in the fields, she started putting herself through school, with the goal of becoming a Registered Nurse. She was on the Dean's List for several semesters and was about to start an internship. Having this conviction on her record could have proven to be a significant stumbling block for her in an otherwise successful pursuit. The judge commended her on her turnaround, and ordered the conviction set aside. The client was incredibly grateful for our help.

Finally, the clients I interacted with the most fell into the family law category. Often, women who decided to divorce abusive husbands would seek our help. Of course, our first concern was always the safety of the client. We always emphasized the importance of a safety plan and referred the client to local resources. The strength of these women was a constant source of inspiration. Many of these women had nothing as they faced the reality of starting over.

In closing, the aforementioned individuals represent only a few of the people I interacted with as part of my experience at Legal Aid of Western Michigan. My time this summer has been one of the most rewarding experiences of my life. I learned so much on the “legal side” of things, but I learned even more about the plight of the indigent. The problems these individuals face are often unique and would otherwise go unaddressed. Further, many of the people we helped this summer came to us as a last resort. Without our help, I believe many of them would have been unsuccessful in their cases, despite the merits of their positions. Thank you again for making this summer possible for me.

Sincerely,

Bethany Spencer
Michigan State University College of Law
Anticipated J.D. May 2012

August 30, 2011

Mr. Dan Ruben
Executive Director
Equal Justice America
Building II - Suite 204
13540 East Boundary Road
Midlothian, VA 23112

Dear Mr. Ruben,

Thank you so much for awarding me with an Equal Justice America fellowship this summer. My experience at a legal aid agency was invaluable, and I learned a lot about the type of work that is done at public interest organizations. My experience this summer affirmed my desire to practice public interest law when I graduate from law school.

One of the most rewarding aspects of my internship was that I learned about many different areas of law. My sponsoring organization, the Legal Assistance Foundation (LAF), assists low-income clients with various types of legal issues, ranging from housing law to immigration law. Although my organization has special projects with attorneys devoted to each type of practice, I worked from the North Suburban service office in Evanston, Illinois. Therefore, the attorneys and interns at that location did not specialize in one area of law; we worked on all types of cases, including housing, public benefits, consumer, and family law. The majority of my work was with family law cases because I have a specific interest in family law. I am also very interested in immigration law, so I was able to collaborate with some of the immigration attorneys at the downtown office to work on VAWA and U-Visa cases as well.

The best experience and memory of my summer was with a young 25-year-old Nepali woman. I worked on her divorce and her VAWA (Violence Against Women Act) petition on my own (with some supervision). When LAF was deciding whether to take on her case, they expressed that they could only take her case if I was able to work on it. Furthermore, the family law attorney could only accept the client's divorce case if the immigration attorneys accepted her VAWA case. It was a great feeling to know that I helped someone who otherwise would not have received legal services from LAF because of the organization's heavy caseload, lack of resources, and lack of attorney availability. She was very appreciative of my help when I finished her case. I was very happy that I was able to make a difference in her life. I hope I am able to follow her case and find out when Immigration makes a decision about her VAWA petition.

I also enjoyed working with the attorneys at LAF. They came from very different backgrounds, and it was interesting to learn about why they chose careers in public interest law. They were very welcoming and laid back, which made the work atmosphere nice.

I learned a lot this summer from my internship, and I thoroughly enjoyed my work. I was able to perform many tasks that I had never done before, including drafting petitions for dissolution of marriage, researching public benefits and consumer law, and conducting extensive client intake. I especially enjoyed interviewing clients because direct interaction with clients helps to keep our legal work meaningful and interesting. Some of their cases were sad, but they helped me realize the huge need for free legal services in Chicago in *all* areas of law.

I hope to work at another legal aid agency or public interest organization next summer. With my 711 license, I will be better able to assist the organization. I am glad that I worked at the Legal Assistance Foundation this summer, and the Equal Justice America fellowship allowed me to take on this internship. Thank you again for this wonderful opportunity. As I begin my second year of law school, I have already used much of what I learned this summer. The Equal Justice America Fellowship Program is a great opportunity for students to pursue careers in public interest law and learn more about what it takes to be a legal aid lawyer.

Sincerely,

Anita Gupta
DePaul College of Law
Class of 2013

Equal Justice America,
Building II - Suite 204,
13540 East Boundary Road,
Midlothian, VA 23112

Dan Ruben,

This summer I was able to serve as a law clerk for the Michigan Children's Law Center (MCLC) in Detroit, Michigan. The Equal Justice America Fellowship provided me with the financial and moral support that was necessary for me to spend my summer working for a non-profit.

During my time at MCLC my primary responsibility was to conduct legal research in the area of child welfare law and juvenile delinquency. Additionally, I had the opportunity to observe a wide variety of hearings and trials that took place in the juvenile court. Finally, at the end of my clerkship I had the experience of being sworn in as a student attorney and was able to cover a preliminary neglect hearing.

While I came to MCLC with my own experiences in child welfare law as a former Child Protective Services worker in Arizona, I realized that the system, laws, policies, and procedures in Michigan are very different than what I had experienced in my previous work and I had the opportunity to learn about Michigan child welfare law, juvenile law, and the specific challenges faced in the city of Detroit. I have found that it is particularly important for children growing up in impoverished cities like Detroit to have appropriate and effective advocates to ensure that instead of being funneled into a prison system, their talents are discovered and cultivated.

Prior to my time at MCLC I had no experience in criminal defense and during the summer I had the opportunity to learn more about criminal law and criminal defense. For the first time in my life I was able to observe a full criminal trial. It was a very powerful

experience to see a child facing charges that would impact the rest of his life and to watch an attorney represent this child successfully. This experience has created an interest in providing criminal defense for those who are vulnerable and disadvantaged. Too often the poor are not able to seek out legal representation on their own because of a lack of financial resources and as a result, are not provided with the adequate representation that they are entitled to. I found it inspiring to watch an attorney work so hard for a client. It was incredible to work with attorneys who were motivated by the pursuit for justice, rather than the pursuit of monetary compensation. I had the privilege this summer to work with a team of attorneys that operated under the true spirit of the law. Attorneys who sought tirelessly for justice and consistently worked in the best interests of their clients.

This summer helped to reinforce my desire to work in the field of public interest law. A legal education provides an individual with a tremendous amount of power in the ability to take action in the legal system, but with that power I believe comes a responsibility to advocate for those individuals in our society who are disadvantaged or vulnerable. The work in the classroom during law school is a vital part to becoming a lawyer, however, it is the practical experience of being in a real legal setting that essentially transforms an individual from a student to an attorney. I am so thankful that I had the opportunity to experience real legal work this summer, an experience that would not have been possible if not for the Equal Justice America Fellowship.

Thank You,

Victoria Suber
Wayne State University Law School, May 2013



Financial Statements

Report of Independent Auditors

IRS Form 990

Section 4

EQUAL JUSTICE AMERICA, INC.

FINANCIAL STATEMENTS

JUNE 30, 2011

EQUAL JUSTICE AMERICA, INC.
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JUNE 30, 2011

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MICHAEL W. HULTZAPPLE, CPA, LTD

1913 Stuart Avenue
Richmond, Virginia 23220

Telephone (804) 677-4343

INDEPENDENT AUDITOR'S REPORT

Board of Directors
Equal Justice America, Inc.

We have audited the accompanying statement of financial position of Equal Justice America, Inc. (a not-for-profit corporation) as of June 30, 2011, and the related statements of activities, cash flows and functional expenses for the year then ended. These financial statements are the responsibility of Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statements. We believe that our audit provides a reasonable basis for our opinion.

In our opinion the financial statements referred to above present fairly, in all material respects, the financial position of Equal Justice America, Inc. as of June 30, 2011, and the changes in net assets and its cash flows for the year then ended, in conformity with accounting principles generally accepted in the United States of America.



Michael W. Hultzapple, CPA
October 13, 2011

EQUAL JUSTICE AMERICA, INC.
Statement of Financial Position
as of June 30, 2011

ASSETS

Current Assets	
Cash	\$ 92,050
Contributions receivable	<u>157,189</u>
Total Current Assets	249,239
Property and equipment - at cost (notes 1 and 2)	29,801
Less: accumulated depreciation	<u>(29,801)</u>
Net property and equipment	-
Total Assets	<u><u>\$ 249,239</u></u>

LIABILITIES AND NET ASSETS

Current Liabilities	
Accrued expenses and accounts payable	\$ 1,760
Grants payable	<u>235,000</u>
Total Liabilities	236,760
Net Assets	
Unrestricted	12,479
Total Liabilities and Net Assets	<u><u>\$ 249,239</u></u>

The accompanying notes are an integral part of these financial statements.

EQUAL JUSTICE AMERICA, INC.
Statement of Activities
Year Ended June 30, 2011

Public Support and Revenue		
Public support:		
Contributions		\$ 1,118,310
Revenue:		
Interest Income		702
Total Public Support and Revenue		\$ 1,119,012
Expenses		
Program services	798,903	
Management and general expenses	122,309	
Fund raising expenses	195,856	
Total Expenses		<u>1,117,068</u>
Public support and revenue in excess of expenses		\$ 1,944
Net Assets at Beginning of Year		<u>10,535</u>
Net Assets at End of Year		<u><u>\$ 12,479</u></u>

The accompanying notes are an integral part of these financial statements.

EQUAL JUSTICE AMERICA, INC.
Statement of Cash Flows
Year Ended June 30, 2011

Cash Flows From Operating Activities:	
Public support and revenue in excess of expenses	\$ 1,944
Adjustment To Reconcile to Excess Public Support and Revenue Over Expenses	
Changes In Operating Assets and Liabilities:	
Increase in accrued expenses and accounts payable	1,520
Increase in contributions receivable	(16,882)
Decrease in grants payable	<u>(5,000)</u>
Total adjustments	<u>(20,362)</u>
Net cash provided by operating activities	<u>(18,418)</u>
Net decrease in cash during the year	(18,418)
Cash at July 1, 2010	<u>110,468</u>
Cash at June 30, 2011	<u>\$ 92,050</u>

The accompanying notes are an integral part of these financial statements.

EQUAL JUSTICE AMERICA, INC.
Statement of Functional Expenses
Year Ended June 30, 2011

Program Expenses:	
Grants	\$ 708,604
Program Administration:	
Computer	242
Executive Director's Salary	32,833
Executive Director's Payroll Taxes	1,855
Executive Director's Benefits	5,490
Employee Benefits	1,567
Internet	228
Office Rent	5,417
Office Expenses	627
Salaries	36,649
Payroll Service	497
Payroll Taxes	2,101
Printing and Postage	390
Supplies	421
Telephone	1,982
Total	<u>\$ 798,903</u>
Management and General Expenses:	
Accounting	6,165
Executive Director's Salary	32,833
Executive Director's Benefits	5,490
Executive Payroll Taxes	1,855
Bank charges	633
Computer	242
Employee Benefits	2,351
Insurance	1,689
Internet	455
Office Rent	5,417
Office Expenses	940
Salaries	54,974
Payroll Service	745
Payroll Taxes	3,152
Printing & Postage	779
State Registration Fees	1,975

The accompanying notes are an integral part of these financial statements.

EQUAL JUSTICE AMERICA, INC.
Statement of Functional Expenses (continued)
Year Ended June 30, 2011

Management and General Expenses:

Supplies	632
Telephone	1,982
Total	\$ 122,309

Fund Raising Expenses:

Computer	242
Credit Card Fees	22,576
Design	400
Employee Benefits	3,918
Executive Director's Salary	32,833
Executive Director's Benefits	5,490
Executive Director's Payroll Taxes	1,855
Fund Raising	795
Internet	1,593
Mailing List	8,028
Office Rent	5,417
Office Expenses	1,567
Salaries	91,623
Payroll Service	1,242
Payroll Taxes	5,253
Printing & Postage	2,728
Supplies	1,052
Telephone	9,244
	\$ 195,856

The accompanying notes are an integral part of these financial statements.

EQUAL JUSTICE AMERICA, INC.
Notes to Financial Statements
For The Year Ended June 30, 2011

Note 1: Nature of Organization and Significant Accounting Policies

Equal Justice America, Inc. (the Organization) is a not-for-profit organization that provides grants to legal service organizations that deliver civil legal assistance to the poor. The Board of Directors and management employees of the Organization acknowledge that, to the best of their ability, all assets received have been used for the purpose for which they were contributed, or have been accumulated to allow management to conduct the operations of the Organization as effectively and efficiently as possible.

Support and Expenses. Contributions received and unconditional promises to give are measured at their fair values and are reported as an increase in net assets. The Organization reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets, or as restricted support if they are received with donor stipulations that limit the use of the donated assets, or if they are designed as support for future periods. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activity as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as unrestricted support. Currently, the Organization only has unrestricted net assets.

Expenses are recorded when incurred in accordance with the accrual basis of accounting.

Donated Services. A substantial number of unpaid volunteers have made significant contributions of their time to assist in the Organization's programs; however, the donated services are not reflected in the financial statements since the services do not require specialized skills.

Use of Estimates. The preparation of financial statements in accordance with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents. Cash consists of cash held in a checking account and money market account.

EQUAL JUSTICE AMERICA, INC.
Notes to Financial Statements
For The Year Ended June 30, 2011

Note 1. (continued)

Income Taxes. The organization is a not-for-profit corporation whose revenue is derived from contributions from individuals, corporations, and other non-profit entities and is not subject to federal or state income taxes.

Fixed Assets. Acquisitions of fixed assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets and computed on the straight-line method, generally 5 to 7 years.

Note 2: Property and Equipment

Property and equipment, is comprised of the following:

Furniture and equipment	\$ 1,185
Machinery and equipment	<u>28,616</u>
	29,801
Less: Accumulated depreciation	<u>(29,801)</u>
	<u><u>\$</u></u>

Note 3: Functional Allocation of Expenses

The costs of providing the various programs, fund-raising, and other activities have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain cost have been allocated among the programs and fund-raising activities benefited.

Return of Organization Exempt From Income Tax

2010

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

A For the **2010** calendar year, or tax year beginning **7/1/2010**, and ending **6/30/2011**

B Check if applicable:
 Address change
 Name change
 Initial return
 Terminated
 Amended return
 Application pending

C Name of organization **EQUAL JUSTICE AMERICA, INC**
 Doing Business As **EQUAL JUSTICE AMERICA**
 Number and street (or P.O. box if mail is not delivered to street address) Room/suite
13540 E. BOUNDARY ROAD, BLDG 2 204
 City or town, state or country, and ZIP + 4
MIDLOTHIAN VA 23112

D Employer identification number
13-3708596

E Telephone number
(804) 744-4200

F Name and address of principal officer:
DAN RUBEN 13540 E. BOUNDARY ROAD, SUITE 204, MIDLOTHIAN

G Gross receipts \$ **1,119,012**

H(a) Is this a group return for affiliates? Yes No
H(b) Are all affiliates included? Yes No
 If "No," attach a list. (see instructions)

I Tax-exempt status: 501(c)(3) 501(c) () ◀ (insert no.) 4947(a)(1) or 527

J Website: ▶ **WWW.EQUALJUSTICEAMERICA.ORG**

K Form of organization: Corporation Trust Association Other ▶

L Year of formation: **1992** **M** State of legal domicile: **VA**

H(c) Group exemption number ▶ **N/A**

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: <u>Provides grants to legal service organizations that deliver legal assistance to the poor and disadvantaged. The grants are used to sponsor fellowships for law school students.</u>		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	5
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	5
	5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	26
	6 Total number of volunteers (estimate if necessary)	6	10
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0
b Net unrelated business taxable income from Form 990-T, line 34	7b	0	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year	Current Year
	9 Program service revenue (Part VIII, line 2g)	1,042,172	1,118,310
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0	0
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	925	702
	12 Total revenue—add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,043,097	1,119,012
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1–3)	633,990	708,604
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0	0
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5–10)	316,701	322,121
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0	0
	b Total fundraising expenses (Part IX, column (D), line 25) ▶ 195,856		
	17 Other expenses (Part IX, column (A), lines 11a–11d, 11f–24f)	92,251	86,343
18 Total expenses. Add lines 13–17 (must equal Part IX, column (A), line 25)	1,042,942	1,117,068	
19 Revenue less expenses. Subtract line 18 from line 12	155	1,944	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21 Total liabilities (Part X, line 26)	250,775	249,239
	22 Net assets or fund balances. Subtract line 21 from line 20	240,240	236,760
		10,535	12,479

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer _____ Date _____

Type or print name and title _____

Paid Preparer's Use Only

Print/Type preparer's name: **Michael Hultzapple** Preparer's signature: **Michael Hultzapple** Date: **10/17/2011** Check if self-employed PTIN: _____

Firm's name ▶ **Michael W. Hultzapple, CPA, LTD** Firm's EIN ▶ _____

Firm's address ▶ **1913 Stuart Avenue, Richmond, VA 23220** Phone no. **(804) 677-4343**

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III []

1 Briefly describe the organization's mission: GRANTS TO LEGAL SERVICE ORGANIZATIONS THE DELIVER LEGAL ASSISTANCE TO THE POOR AND DISADVANTAGED. THE GRANTS ARE USED TO SPONSOR FELLOWSHIPS FOR LAW STUDENTS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 798,903 including grants of \$ 708,604) (Revenue \$ 0) GRANTS TO LEGAL SERVICE ORGANIZATIONS THAT SERVE THE POOR AND DISADVANTAGED. PROVIDED GRANTS TO 138 ORGANIZATIONS

4b (Code:) (Expenses \$ 0 including grants of \$ 0) (Revenue \$ 0)

4c (Code:) (Expenses \$ 0 including grants of \$ 0) (Revenue \$ 0)

4d Other program services. (Describe in Schedule O.) (Expenses \$ 0 including grants of \$ 0) (Revenue \$ 0)

4e Total program service expenses 798,903

Part IV Checklist of Required Schedules

	Yes	No	
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	1	X	
2 Is the organization required to complete Schedule B, Schedule of Contributors? (see instructions)	2		X
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I	3		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II	4		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III	5		
6 Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I	6		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II	7		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III	8		X
9 Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV	9		X
10 Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? If "Yes," complete Schedule D, Part V	10		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable			
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	11a	X	
b Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII	11b		X
c Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII	11c		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX	11d		X
e Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	11e		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X	11f		X
12a Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI, XII, and XIII	12a	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional	12b		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	13		X
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? If "Yes," complete Schedule F, Parts I and IV	14b		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? If "Yes," complete Schedule F, Parts II and IV	15		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? If "Yes," complete Schedule F, Parts III and IV	16		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I (see instructions)	17		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II	18		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III	19		X
20a Did the organization operate one or more hospitals? If "Yes," complete Schedule H	20a		X
b If "Yes" to line 20a, did the organization attach its audited financial statements to this return? Note. Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)	20b		

Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	X	
22 Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1</i>		X
35 Is any related organization a controlled entity within the meaning of section 512(b)(13)?		X
a Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O.	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response to any question in this Part V

Input box for Schedule O response

Table with columns for question ID, question text, and Yes/No response boxes. Includes questions 1a through 14b regarding IRS filings and tax compliance.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI [X]

Section A. Governing Body and Management

Table with 3 columns: Question, Yes, No. Rows include: 1a (5), 1b (5), 2 (X), 3 (X), 4 (X), 5 (X), 6 (X), 7a (X), 7b (X), 8a (X), 8b (X), 9 (X).

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

Table with 3 columns: Question, Yes, No. Rows include: 10a (X), 10b, 11a (X), 12a (X), 12b (X), 12c (X), 13 (X), 14 (X), 15a (X), 15b (X), 16a (X), 16b.

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed -> See Attached Statement
18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply. [] Own website [] Another's website [X] Upon request
19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.
20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: Dan Ruben (804) 744-4200 13540 E. Boundary Road, Bld 2, Suite 204, Midlothian, VA 23112

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Sonia Marquez Director	2.	X					0	0	0	
(2) Richard Porter Director	2.	X					0	0	0	
(3) Elise Rivers Secretary	2.	X					0	0	0	
(4) David Santacroce President	2.	X					0	0	0	
(5) Larry Zabar Treasurer	2.	X					0	0	0	
(6) Dan Ruben Exec Director	40.				X		99,836	0	0	
(7)										
(8)										
(9)										
(10)										
(11)										
(12)										
(13)										
(14)										
(15)										
(16)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
(26)										
(27)										
(28)										
1b Sub-total							99,836	0	0	
c Total from continuation sheets to Part VII, Section A							0	0	0	
d Total (add lines 1b and 1c)							99,836	0	0	

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization.

(A) Name and business address	(B) Description of services	(C) Compensation
		0
		0
		0
		0
		0

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization **0**

Part VIII Statement of Revenue

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1a	Federated campaigns	1a	0				
	b	Membership dues	1b	0				
	c	Fundraising events	1c	0				
	d	Related organizations	1d	0				
	e	Government grants (contributions)	1e	0				
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	1,118,310				
	g	Noncash contributions included in lines 1a-1f: \$		0				
	h	Total. Add lines 1a-1f ▶		1,118,310				
	Program Service Revenue			Business Code				
2a		-----		0				
b		-----		0				
c		-----		0				
d		-----		0				
e		-----		0				
f		All other program service revenue		0				
g	Total. Add lines 2a-2f ▶		0					
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts) ▶		702				
	4	Income from investment of tax-exempt bond proceeds ▶		0				
	5	Royalties ▶		0				
	6a	Gross Rents	(i) Real	(ii) Personal				
	b	Less: rental expenses						
	c	Rental income or (loss)	0	0				
	d	Net rental income or (loss) ▶			0			
	7a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
					0	0		
	b	Less: cost or other basis and sales expenses	0	0				
	c	Gain or (loss)	0	0				
	d	Net gain or (loss) ▶			0			
8a	Gross income from fundraising events (not including \$ 0 of contributions reported on line 1c). See Part IV, line 18	a	0					
b	Less: direct expenses	b	0					
c	Net income or (loss) from fundraising events ▶			0				
9a	Gross income from gaming activities. See Part IV, line 19.	a	0					
b	Less: direct expenses	b	0					
c	Net income or (loss) from gaming activities ▶			0				
10a	Gross sales of inventory, less returns and allowances	a	0					
b	Less: cost of goods sold	b	0					
c	Net income or (loss) from sales of inventory ▶			0				
Miscellaneous Revenue		Business Code						
11a	-----		0					
b	-----		0					
c	-----		0					
d	All other revenue		0					
e	Total. Add lines 11a-11d ▶		0					
12	Total revenue. See instructions. ▶		1,119,012	0	0	0		

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.

All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.		(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1	Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21	708,604	708,604		
2	Grants and other assistance to individuals in the U.S. See Part IV, line 22	0			
3	Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16	0			
4	Benefits paid to or for members	0			
5	Compensation of current officers, directors, trustees, and key employees	98,499	32,833	32,833	32,833
6	Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0			
7	Other salaries and wages	183,245	36,649	54,974	91,622
8	Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	0			
9	Other employee benefits	24,306	7,057	7,841	9,408
10	Payroll taxes	16,071	3,956	5,007	7,108
11	Fees for services (non-employees):				
a	Management	0			
b	Legal	0			
c	Accounting	6,165		6,165	
d	Lobbying	0			
e	Professional fundraising services. See Part IV, line 17	0			
f	Investment management fees	1,033		633	400
g	Other	0			
12	Advertising and promotion	0			
13	Office expenses	22,345	3,420	4,333	14,592
14	Information technology	3,002	470	697	1,835
15	Royalties	0			
16	Occupancy	16,251	5,417	5,417	5,417
17	Travel	0			
18	Payments of travel or entertainment expenses for any federal, state, or local public officials	0			
19	Conferences, conventions, and meetings	0			
20	Interest	0			
21	Payments to affiliates	0			
22	Depreciation, depletion, and amortization	0	0	0	0
23	Insurance	1,689		1,689	
24	Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a	Credit Card Fees	22,576			22,576
b	Mailing Lists	8,028			8,028
c	State Registration Fees	1,975		1,975	
d	Payroll Service	2,484	497	745	1,242
e	Printing & Postage	795			795
f	All other expenses	0			
25	Total functional expenses. Add lines 1 through 24f	1,117,068	798,903	122,309	195,856
26	Joint costs. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year		
Assets	1	Cash—non-interest-bearing	110,468	1	92,050	
	2	Savings and temporary cash investments		2		
	3	Pledges and grants receivable, net	140,307	3	157,189	
	4	Accounts receivable, net	0	4	0	
	5	Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6	Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6		
	7	Notes and loans receivable, net	0	7	0	
	8	Inventories for sale or use		8		
	9	Prepaid expenses and deferred charges		9		
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	29,801			
	b	Less: accumulated depreciation	29,801	0	10c	0
	11	Investments—publicly traded securities	0	11	0	
	12	Investments—other securities. See Part IV, line 11	0	12	0	
	13	Investments—program-related. See Part IV, line 11	0	13	0	
	14	Intangible assets	0	14	0	
	15	Other assets. See Part IV, line 11	0	15	0	
16	Total assets. Add lines 1 through 15 (must equal line 34)	250,775	16	249,239		
Liabilities	17	Accounts payable and accrued expenses	240	17	1,760	
	18	Grants payable	240,000	18	235,000	
	19	Deferred revenue		19		
	20	Tax-exempt bond liabilities		20		
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22	Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23	Secured mortgages and notes payable to unrelated third parties	0	23	0	
	24	Unsecured notes and loans payable to unrelated third parties	0	24	0	
	25	Other liabilities. Complete Part X of Schedule D	0	25	0	
	26	Total liabilities. Add lines 17 through 25	240,240	26	236,760	
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.					
	27	Unrestricted net assets	10,535	27	12,479	
	28	Temporarily restricted net assets		28		
	29	Permanently restricted net assets		29		
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.					
	30	Capital stock or trust principal, or current funds		30		
	31	Paid-in or capital surplus, or land, building, or equipment fund		31		
	32	Retained earnings, endowment, accumulated income, or other funds		32		
33	Total net assets or fund balances	10,535	33	12,479		
34	Total liabilities and net assets/fund balances	250,775	34	249,239		

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,119,012
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,117,068
3	Revenue less expenses. Subtract line 2 from line 1	3	1,944
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	10,535
5	Other changes in net assets or fund balances (explain in Schedule O)	5	
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	6	12,479

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?		X
2b	Were the organization's financial statements audited by an independent accountant?	X	
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.		

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2010

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Name of the organization: **EQUAL JUSTICE AMERICA, INC** Employer identification number: **13-3708596**

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

- The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)
- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
 - 2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E.)
 - 3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
 - 4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state: _____
 - 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)
 - 6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
 - 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)
 - 8 A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)
 - 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)
 - 10 An organization organized and operated exclusively to test for public safety. See section 509(a)(4).
 - 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I b Type II c Type III—Functionally integrated d Type III—Other
 - e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
 - f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
 - g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?
 - (i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?
 - (ii) A family member of a person described in (i) above?
 - (iii) A 35% controlled entity of a person described in (i) or (ii) above?

	Yes	No
11g(i)		
11g(ii)		
11g(iii)		

h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1–9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
(A)									0
(B)									0
(C)									0
(D)									0
(E)									0
Total									0

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	1,108,092	1,254,636	1,101,401	1,042,172	1,118,310	5,624,611
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf	0	0	0			0
3 The value of services or facilities furnished by a governmental unit to the organization without charge	0	0	0			0
4 Total. Add lines 1 through 3	1,108,092	1,254,636	1,101,401	1,042,172	1,118,310	5,624,611
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						5,624,611

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4	1,108,092	1,254,636	1,101,401	1,042,172	1,118,310	5,624,611
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources	2,228	1,875	1,256	925	702	6,986
9 Net income from unrelated business activities, whether or not the business is regularly carried on						0
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)	0	0	0			0
11 Total support. Add lines 7 through 10						5,631,597
12 Gross receipts from related activities, etc. (see instructions)				12		
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f))	14	99.88%
15 Public support percentage from 2009 Schedule A, Part II, line 14	15	99.66%
16a 33 1/3% support test—2010. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input checked="" type="checkbox"/>		
b 33 1/3% support test—2009. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2010. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2009. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	0					0
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose	0					0
3 Gross receipts from activities that are not an unrelated trade or business under section 513						0
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf	0					0
5 The value of services or facilities furnished by a governmental unit to the organization without charge	0					0
6 Total. Add lines 1 through 5	0	0	0	0	0	0
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0
c Add lines 7a and 7b	0	0	0	0	0	0
8 Public support (Subtract line 7c from line 6.)						0

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6	0	0	0	0	0	0
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						0
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						0
c Add lines 10a and 10b	0	0	0	0	0	0
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						0
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)	0					0
13 Total support. (Add lines 9, 10c, 11, and 12.)	0	0	0	0	0	0

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	0.00%
16 Public support percentage from 2009 Schedule A, Part III, line 15	16	0.00%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17	0.00%
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18	0.00%

19a **33 1/3% support tests—2010.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3% and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b **33 1/3% support tests—2009.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3% and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

SCHEDULE D (Form 990)

Supplemental Financial Statements

OMB No. 1545-0047

2010

Open to Public Inspection

Department of the Treasury Internal Revenue Service

- Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11, or 12. Attach to Form 990. See separate instructions.

Name of the organization

Employer identification number

EQUAL JUSTICE AMERICA, INC

13-3708596

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate contributions to (during year), 3 Aggregate grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors...?, 6 Did the organization inform all grantees...?

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

Table with 2 columns: Description, Held at the End of the Tax Year. Rows include: 1 Purpose(s) of conservation easements, 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution..., 3 Number of conservation easements modified..., 4 Number of states where property subject to conservation easement is located..., 5 Does the organization have a written policy..., 6 Staff and volunteer hours..., 7 Amount of expenses..., 8 Does each conservation easement..., 9 In Part XIV, describe how the organization reports...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

Table with 2 columns: Description, Amount. Rows include: 1a If the organization elected, as permitted under SFAS 116..., 1b If the organization elected, as permitted under SFAS 116..., 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
a Public exhibition
b Scholarly research
c Preservation for future generations
d Loan or exchange programs
e Other
4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.
5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?
b If "Yes," explain the arrangement in Part XIV and complete the following table:
Table with columns: Amount, 1c Beginning balance, 1d Additions during the year, 1e Distributions during the year, 1f Ending balance.
2a Did the organization include an amount on Form 990, Part X, line 21?
b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

Table with 6 columns: (a) Current year, (b) Prior year, (c) Two years back, (d) Three years back, (e) Four years back. Rows include: 1a Beginning of year balance, b Contributions, c Net investment earnings, gains, and losses, d Grants or scholarships, e Other expenditures for facilities and programs, f Administrative expenses, g End of year balance.

- 2 Provide the estimated percentage of the year end balance held as:
a Board designated or quasi-endowment %
b Permanent endowment %
c Term endowment %
3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
(i) unrelated organizations
(ii) related organizations
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?
4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Table with 5 columns: (a) Cost or other basis (investment), (b) Cost or other basis (other), (c) Accumulated depreciation, (d) Book value. Rows include: 1a Land, b Buildings, c Leasehold improvements, d Equipment, e Other, Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).)

Part VII Investments—Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives	0	
(2) Closely-held equity interests	0	
(3) Other	0	
(A)	0	
(B)	0	
(C)	0	
(D)	0	
(E)	0	
(F)	0	
(G)	0	
(H)	0	
(I)	0	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.) ▶	0	

Part VIII Investments—Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)	0	
(2)	0	
(3)	0	
(4)	0	
(5)	0	
(6)	0	
(7)	0	
(8)	0	
(9)	0	
(10)	0	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.) ▶	0	

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	0
(2)	0
(3)	0
(4)	0
(5)	0
(6)	0
(7)	0
(8)	0
(9)	0
(10)	0
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	0

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
(1) Federal income taxes	0
(2)	0
(3)	0
(4)	0
(5)	0
(6)	0
(7)	0
(8)	0
(9)	0
(10)	0
(11)	0
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	0

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

**SCHEDULE I
(Form 990)**

**Grants and Other Assistance to Organizations,
Governments, and Individuals in the United States**

OMB No. 1545-0047

2010

**Open to Public
Inspection**

Department of the Treasury
Internal Revenue Service

Complete if the organization answered "Yes" to Form 990, Part IV, line 21 or 22.

▶ Attach to Form 990.

Name of the organization

Employer identification number

EQUAL JUSTICE AMERICA, INC

13-3708596

Part I General Information on Grants and Assistance

- 1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? Yes No
- 2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Governments and Organizations in the United States. Complete if the organization answered "Yes" to Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Check this box if no one recipient received more than \$5,000. Part II can be duplicated if additional space is needed

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
(1) See Attached Workshet			0	0			
(2)			0	0			
(3)			0	0			
(4)			0	0			
(5)			0	0			
(6)			0	0			
(7)			0	0			
(8)			0	0			
(9)			0	0			
(10)			0	0			
(11)			0	0			
(12)			0	0			

- 2** Enter total number of section 501(c)(3) and government organizations ▶
- 3** Enter total number of other organizations ▶

Name of the organization

Employer identification number

EQUAL JUSTICE AMERICA, INC

13-3708596

Area with horizontal dashed lines for supplemental information.

Part VI, Line 17 (990) - States with Which a Copy of this Form 990 is Required to be Filed

<input type="checkbox"/>	Armed Forces the Americas	<input checked="" type="checkbox"/>	Louisiana	<input type="checkbox"/>	Palau
<input type="checkbox"/>	Armed Forces Europe	<input checked="" type="checkbox"/>	Massachusetts	<input checked="" type="checkbox"/>	Rhode Island
<input type="checkbox"/>	Alaska	<input checked="" type="checkbox"/>	Maryland	<input type="checkbox"/>	South Carolina
<input type="checkbox"/>	Alabama	<input checked="" type="checkbox"/>	Maine	<input type="checkbox"/>	South Dakota
<input type="checkbox"/>	Armed Forces Pacific	<input type="checkbox"/>	Marshall Islands	<input type="checkbox"/>	Tennessee
<input type="checkbox"/>	Arkansas	<input checked="" type="checkbox"/>	Michigan	<input type="checkbox"/>	Texas
<input type="checkbox"/>	American Samoa	<input checked="" type="checkbox"/>	Minnesota	<input type="checkbox"/>	Utah
<input checked="" type="checkbox"/>	Arizona	<input type="checkbox"/>	Missouri	<input checked="" type="checkbox"/>	Virginia
<input checked="" type="checkbox"/>	California	<input type="checkbox"/>	Commonwealth of the Northern Mariana Islands	<input type="checkbox"/>	U.S. Virgin Islands
<input type="checkbox"/>	Colorado	<input type="checkbox"/>	Mississippi	<input type="checkbox"/>	Vermont
<input checked="" type="checkbox"/>	Connecticut	<input type="checkbox"/>	Montana	<input checked="" type="checkbox"/>	Washington
<input checked="" type="checkbox"/>	District of Columbia	<input checked="" type="checkbox"/>	North Carolina	<input checked="" type="checkbox"/>	Wisconsin
<input type="checkbox"/>	Delaware	<input type="checkbox"/>	North Dakota	<input type="checkbox"/>	West Virginia
<input checked="" type="checkbox"/>	Florida	<input type="checkbox"/>	Nebraska	<input type="checkbox"/>	Wyoming
<input type="checkbox"/>	Federated States of Micronesia	<input type="checkbox"/>	New Hampshire		
<input checked="" type="checkbox"/>	Georgia	<input checked="" type="checkbox"/>	New Jersey		
<input type="checkbox"/>	Guam	<input checked="" type="checkbox"/>	New Mexico		
<input type="checkbox"/>	Hawaii	<input type="checkbox"/>	Nevada		
<input type="checkbox"/>	Iowa	<input checked="" type="checkbox"/>	New York		
<input type="checkbox"/>	Idaho	<input checked="" type="checkbox"/>	Ohio		
<input checked="" type="checkbox"/>	Illinois	<input type="checkbox"/>	Oklahoma		
<input type="checkbox"/>	Indiana	<input checked="" type="checkbox"/>	Oregon		
<input type="checkbox"/>	Kansas	<input checked="" type="checkbox"/>	Pennsylvania		
<input type="checkbox"/>	Kentucky	<input type="checkbox"/>	Puerto Rico		