

Yale Law School

SAMPLE APPLICATION
MATERIALS

2024-2025

Sample Application Materials



Table of Contents

| | |
|-----------------------------|----|
| 1. PERSONAL STATEMENTS..... | 1 |
| 2. 250-WORD ESSAYS | 13 |
| 3. OPTIONAL ESSAYS..... | 20 |
| 4. ACTIVITIES SECTIONS..... | 28 |
| 5. RESUMES | 38 |

Applicants should include a header on their written materials (including activities section) that includes their name, the title of the document (e.g. "250-Word Essay), and their LSAC #. For all essays, applicants should use a professional, 12-point font. Personal Statements should be approximately 2 pages and Optional Essays should be approximately 1 page in length.

During the summer of 2012, I worked at *Company* in my hometown of *City*. For three months, I calibrated the temperatures of furnaces that heated the steel to make it malleable, I fixed broken motors that rolled the steel into coils, and I balanced chemical compounds that were used to prevent the metals from rusting. At 19 this was my job, and I thought it would be for the rest of my life.

At the height of the Great Recession, my dad lost his job and we lost our home. During my senior year of high school, I began working graveyard shifts at Dollar Tree to help my family make ends meet. After working for a few months, I realized that if I went to college my family would struggle financially, so I withdrew all my pending college applications and decided to continue working after high school instead. Upon graduation, I enrolled in night classes at *School* as part of a two-year apprenticeship program that trained workers for careers in local steel mills and oil refineries. After completing the first year of the two-year program, I earned a paid summer internship at *Company*.

Although the work was interesting, I felt trapped. The mill is isolated in a dark and dangerous factory fenced off from the general public. Workers spend their entire lives working there never knowing a career outside the mill. If a worker made it to retirement, they could expect to only live approximately five years beyond their retirement date due to a career-long exposure to toxic chemicals. Many workers also die on the job due to workplace hazards. During my first week interning at *Company*, a two-ton coil fell off a crane and crushed a worker to death. All of this made me uneasy. The idea of spending the rest of my life working in this environment seemed unimaginable.

This feeling of uneasiness was exacerbated when I was offered a full-time job at the steel mill as long as I completed my last year of night classes. I grew up in a working-class community where a job like this was like winning the lottery. This job would allow me to help my family get back on their feet and provide us with a comfortable life. However, I was not interested in living a comfortable life. Two months into the second year of night classes and after much deliberation, I dropped the apprenticeship and made the decision to pursue a bachelor's degree.

Since I was a kid, I had dreams of going to college and one day having a job where I could make a difference in the lives of others. When the recession hit, I felt compelled to put my dreams on hold to

help my family. I thought I would never have the chance go to college or leave my hometown. Working at *Company* made me realize that I was settling and not living up to my full potential. When my dad found employment during the end of my internship at *Company*, I saw an opportunity to change my career path and I took it.

I was fortunate to be able to leave my apprenticeship to pursue my bachelor's degree. Many college bound students I went to high school with also had to work after their parents were laid off during the recession. They were also trapped. Unable to escape a reality shaped by economic conditions they had no control over, they sacrificed their dreams to make sure their families could eat and keep a roof over their heads. I knew when I made the decision to go to college, I had to push boundaries not just for myself, but for all my peers who had to trade in their dreams for financial security.

Although I faced backlash from my family for making the decision to go back to college, I was determined to get my bachelor's degree to learn how to address the issues that plagued my community and others like it. As an undergraduate student, I studied, traveled, and worked with different organizations that provided me further insight into the issues that immigrant and working-class communities face. I took what I learned from my undergraduate experiences to the California State Senate to work on solving the most pressing issues facing Californians; from negotiating criminal justice reform and addressing the affordable housing crisis, to improving public transportation in the Bay Area and writing legislation that expands the social safety net.

It has now been over six years since I made the decision that changed the trajectory of my life. As grateful as I am for all the wonderful things that I have been able to do so since leaving the apprenticeship, my desire to continue pushing boundaries and advocating for low-income communities has only grown stronger. I am ready to exert this passion into my work in law school and in my career as a lawyer.

At the break of dawn, alarms from inside the battery-charging units in our compound blared like evil sirens. The fatigue I felt from working a 16-hour shift the day before was quickly replaced by a spike of adrenaline. I rushed toward the battery van and began issuing orders: “*Last Name*, call 911! *Last Name*, call Quality Assurance and Production Control! *Last Name*, help me put on the apron!” My fellow Marines scrambled with the sense of urgency the situation warranted: one of the nickel-cadmium batteries had entered a “thermal runaway” state, the result of overheating, and threatened to explode with a napalm-like force. This would cause chain-reaction explosions of other batteries that would vaporize everything within a one-mile radius and threaten part of the residential neighborhood near our compound. The only way to stop this was to grab the detonating battery and dump it into a tank of distilled water. The problem itself wasn’t unfamiliar to me since my mentor, *Sergeant*, had trained me through hundreds of simulations and prepared me for exactly this situation. Remembering what he’d taught me, I rushed in and felt the violent heat from the battery through my face shield. I grabbed the 50-pound bomb, waddled over to the water tank, and dumped it in with a war cry.

A year and a half before, the most dangerous thing I had been entrusted with was a shopping cart at *Grocery Store*. When the Marine recruiter called, I was helping an elderly customer take groceries to their car. I had never considered this career path, but I thought of my parents, who were Cuban refugees who had left everything behind for the sake of freedom and a better life. Their expectations for me were practical but restrictive: they wanted me to become a physical therapist’s assistant because they could not afford to send me to a proper college and because my brother, who is a successful entrepreneur, had offered to hire me at one of his clinics. Following their example, however, I did not want to settle for less. I decided to enlist in the Marines as an avionics technician to make my own path.

Becoming a Marine changed my life. Like my parents had done years before, I left my family, friends, home, and my overall comfort behind. I brought nothing but the clothes on my back and a \$20 bill, and I plunged into the chaos of Marine Corps Recruit Training. I had grown up in *City*, far from the discomforts of an unrelenting wilderness, yet now I found myself crawling through muddy, frigid water and digging my own foxholes to sleep in with no cover. Once I arrived at the fleet, I followed my curiosity

wherever it led. I attempted to learn every maintenance procedure, and I always volunteered to work on any equipment that was unfamiliar or complex, like the Tempest Relay Panel or the Generator Control Unit. But it was *Sergeant* who noticed my passion and supported me. He would beckon me when something interesting entered our workload and showed me the ropes. His commitment to the Marine Corps—and to the Marine to his left and right—provided me with an example I could model myself after. Eventually, my own hard work earned me the nickname “*Nickname*,” which was both a shortened version of my last name and a testament to my role in the shop.

I loved my job, and I even considered it as a career, but in the end, it was a legal situation involving *Sergeant* that helped me understand the impact a lawyer could have and inspired me to pursue a law degree of my own. In 2017, he was wrongfully accused of a crime he did not commit. After a brief investigation, the commanding officer and sergeant major hastily proposed a “non-judicial punishment”—he was shunned by our unit and stripped of all his responsibilities and dignity. I could not help but wonder whether they could have taken a different, less drastic approach given his outstanding reputation. In any event, he appealed his case to court-martial, where he was given a proper trial under the Uniform Code of Military Justice. For the first time, I saw the difference a good lawyer can make: the military lawyer assigned to him battled relentlessly and eventually established his innocence.

When I left the service, I did everything I could to learn more about law. Above all else, my internship at the *Law Firm*, a boutique civil litigation firm dedicated to protecting civil rights, has affirmed my desire to follow this path. For example, I was tasked with drafting the first version of a complaint to the District Court of the Southern District of *State* regarding malicious prosecution against our client for standing up to an officer during the George Floyd protests in 2020. This made me feel I was fighting for the rights my parents sought when they came to the U.S. as well as fighting for those who were failed by an institutional authority placed above them, as *Sergeant* had been. As an attorney, I intend to battle relentlessly for the rights of those who have faced similar injustices.

It was around three in the morning when I downed my sixth cup of coffee in the cold, empty office. I read the housing and construction regulations once again. It had been weeks since I had gotten adequate sleep. My bones were groaning and my eyes were scorching, but I had no intention of folding.

My employer, *Company*, had made a 10 million USD investment in public housing for underprivileged families, through a bold new deal structure. Unfortunately, the project ran into a regulatory quagmire, resulting in the housing permits being rejected. The investors' savings and the developer's entire personal wealth were on the line, not to mention the prospects of housing for families in need, but as time went on it seemed that we had reached a dead end. My senior managers were leaning towards giving up and liquidating the assets at a sharp discount.

I was not ready to walk away. If it meant sacrificing a bit of bedtime, so be it. By then, I'd had plenty of opportunities to get used to working long hours under pressure. While maintaining command and control during the *Conflict* as a peacekeeper in *Country*, or while planning programs for tackling gender-based violence and corruption at the *Program*, I gladly endured the austerity of the circumstances. I found my reward in knowing that I was making a difference in the lives of those in need. That was enough to mute a bit of personal discomfort.

This project was no different. I was determined to actualize the project's potential to help provide access to affordable housing. My time at the *Program* had inspired me to take on a mission: harnessing the power of the private sector to benefit issues of public interest. Financing public- housing projects was exactly the kind of contribution I wanted to make here. I needed those permits.

Dawn was about to break when my eyes drifted over an innocuous section of the law that defined housing projects. An absurd idea bubbled up. Maybe we didn't need housing permits at all. I scrambled to the whiteboard to sketch the design—a transaction structure that would partition the plot to multiple land trusts and transform the housing development into a collection of non-housing component projects. My face lit up in anticipation—in just a few hours, I could review the plans with our counsel. Fast forward a few weeks of persuasion, negotiations, and contract signing, I was bear- hugged by a brawny six-foot-five real estate developer as we received the good news.

When I initially jumped into the field of finance, I carried a naive sense of optimism. I imagined

that perseverance and original thinking would be enough for me to create social and environmental impacts through my work. Although my determination to pursue such values did not fade, my experience taught me that brilliant ideas can only be impactful insofar as the capacity to bind those ideas into legally sound contracts and structures.

The public housing project was just one of the many challenges related to the law that I faced while working in investment management. Reviewing contracts to catch latent liabilities, drafting legal memos to contend with the financial regulatory body, and researching local laws in cross-border transactions were tasks that were essential, rather than ancillary, to a successful business.

In successful public-private partnerships, I met lawyers who truly understood the nuances of the underlying business and each partner's position. Far from simply reiterating prearranged texts, they were able to compose elaborate networks of contracts to align heterogeneous interests towards a common goal. In another instance, however, I saw the lack of legal groundwork devastate a portfolio of small business financing. A seemingly minor deficiency in lien perfection was enough to nullify the fund's safeguards against a billion-dollar international fraud case. As my admiration for legal experts and the value they created grew, I began to imagine what it would be like to join their ranks.

In addition to developing an appreciation for the legal expertise in facilitating projects with meaningful impact, I had also come to genuinely enjoy working on legal issues. Looking back, oftentimes the fuel that kept me plowing through 70-plus hours a week wasn't just the pursuit of my mission. While it was rewarding to lead investments in public housing or renewable energy, I relished the process of vivisectioning the web of contracts and regulations and staying up all night trying to solve legal puzzles. The inspiring exhilaration of success—devising innovative transaction structures or de-risking investments by optimizing contract clauses—further compelled me to the legal vocation.

I aspire to be a lawyer who can facilitate potent changes in people's lives. I look to stimulate international investment in opportunities that can generate social or environmental impact, such as sustainable infrastructure in developing regions or local business development. To get businesses and investors on board, innovative legal solutions will be necessary to resolve regulatory issues, align interests, and mitigate risks. There is much work to be done.

On sticky summer days and weekends that went by too fast while growing up, I often walked the quarter mile to my rural town's public library, signed up on the computer list, and waited my turn for sixty coveted minutes of Internet access. I loved books, but for me the real magic of the library was in the computer room. The heat and hum of the bulky PCs lulled me into a warm sense of ease while the pop of static as I ran my finger across the monitor screen sent tingles down my spine. At school, my favorite part of the day was playing with gadgets. When my district was granted SmartBoards, I obsessed over the touch screen; it was like something out of *Star Trek*. It is difficult to avoid romanticizing these early days of my digital life. Technology seemed uncomplicated, explainable in terms of inputs and outputs and more straightforward than the complex social milieu of middle school.

The first time I saw a smartphone was in the eighth grade when one of my teammates arrived at a volleyball tournament toting a new Android. The rest of the team and I crowded around, marveling at her explanation of the concept of apps. The next year, though, I transferred to a wealthier school in a bigger town and abruptly went from having one peer with a smartphone to being one of the only students without. I now know that what I was experiencing was an example of the digital divide, a phenomenon of haves and have-nots affecting millions of students in the United States, but at the time it felt isolating and personal. I didn't know why my access to technology mattered, only that it did.

As an adult, I again found myself in a public library situated in an under-resourced community, this time as an employee in the inner city. Every day I affixed my nametag to my shirt and went about the business of access. Sometimes that meant finding books and shelving materials, but more often I was navigating the convoluted websites of social services for exhausted patrons and helping kids complete homework that required a high degree of technical literacy. One of sometimes only three staff members in the branch, I was frequently the final authority on who could use which computer, for what, and when. This was a heavy power to wield as I came to understand that public service is so often a balancing game without winners. My opportunity to serve was riddled with the risk of becoming another barrier to the tools and information necessary for life in the twenty-first century. When I was promoted to a position teaching teenagers to use digital media technology, I helped one of my students learn video software to

create a campaign against the gun violence he witnessed at school and in his neighborhood. His employment of technology for social and political goals is representative of the ways in which my students came into themselves in an online world. Many of these teens did not have Internet access at home, so the library served as the hub of their budding digital citizenship, just like it had mine.

At the university, my experiences with the consequences of a technologically mediated life influenced a curricular focus on science and technology studies. Each class was bookended by discussions of the trap of technological determinism, or the idea that technology is the driver of history, determining the course of our lives and the shape of society. This view of technology is disempowering. It also isn't true. People build, use, and make decisions about technology every day, and the effects of these decisions make technology impossible to depoliticize. Because technology is socially constructed, it can also be socially remediated through the same mechanisms we use to regulate, and even define, other parts of our lives: law and policy. Outside of the classroom, my neuroscience research on how people process information, understand narratives, and make decisions informed and reinforced my belief in the mutability of our approach to technology, to politics, and to each other. The principal fact of the brain is its transience, its adaptability through constant building and rebuilding of connections. Nothing is ever inevitable, not in our brains and not in the world we create using them.

Science, engineering, and computing are human endeavors that come with human consequences. It is the emergent injustices of the digital age that I want to tackle. My goal in studying law is to play a part, however small, in building the legal infrastructure of our future so that it is not just "smart" because of the sleekness of our devices but because of how we use these tools to promote justice and democracy at a time when structural disadvantages are reinforced by algorithmic black boxes and systemic conditions of scarcity are replicated in informational poverty. These problems result from decisions people made. I am committed to the idea that we can make different ones. My path, from a child finding herself in the tangle of networks behind library computer screens to a researcher and information professional, has been one of an abiding curiosity maturing. I hope to make this curiosity the foundation of my career in law.

On the roof deck of the *Hotel* in Haiti, picking at a plate of fried plantains, my client briefed me on the *Organization's* first principle for engaging with the world below us. Waving his hand towards the slums that stretched to the sea, he made himself clear: down there, be mindful of each word you say. We had good reason to be precise. The *Organization* was embroiled in a political and legal firestorm over the cholera epidemic that followed the 2010 earthquake: untreated sewage from an *Organization* peacekeeping base, staffed by asymptomatic personnel from cholera-endemic countries, had leaked into the *River* and sparked an outbreak downstream, the first ever recorded on the island. In a country still reeling from one of the century's deadliest natural disasters, with critically fragile water and sanitation infrastructure, it was like a match to dynamite. Cholera tore through Haiti, ultimately killing nearly ten thousand people and sickening almost a million more. I was a member of a four-person consulting team that our client—a senior *Organization* official in charge of managing the organization's relationship with Haiti—hired eight years later to help fix the *Organization's* mistake and finally end cholera in the country. But while we were working on the organization's behalf, we couldn't frame it that way. *Organization* leadership was concerned that any admission of liability, written or oral, might expose the organization to claims for compensation and restitution, which could drain what little budget was earmarked for cholera elimination.

This rhetorical limitation loomed over the project. During our team's meetings with ministers, policymakers, and bureaucrats, I could only make vague references to the truth of the problem. Phrases like "the *Organization's* introduction of cholera to Haiti" became "the emergence of cholera," as if the disease had seeped up through the rubble and cracks in the earth after the disaster. This obfuscation also made it difficult for me to effectively convey what many of us felt was the moral imperative for the *Organization*: to deliver some justice for Haiti. Despite the *Organization's* clear negligence, many member states viewed this imperative as optional, contributing almost no money to either fight cholera or pay reparations to those affected by it, creating critical funding gaps in the program the *Organization* had designed to eradicate the disease. Over the course of the project, I designed and modeled a development impact bond, an innovative financial instrument that can tap private-sector capital to help fund the cholera

eradication program. The bond has a good chance of launching and is likely the only way we'll be able to eliminate cholera in Haiti by 2022. Whether or not the international community will find funding to provide reparations to Haitians affected by the disease remains an open question.

My work at *Company*, a strategy and policy advisory firm focused on the developing world, has given me a first-hand look into how legal questions—like the one the *Organization* faces in Haiti—define, shape, and constrain nearly every big problem in international development. Before Haiti, I worked with the *Foundation* to develop a program strategy to promote quality work in global supply chains, interviewing lawyers with the *Labor Union* who are developing new kinds of contracts between workers and producers to set global labor standards. I have also worked with transactional lawyers to help design standard term sheets for venture capital investment in social enterprises so that they can easily find funding and extend critical services to the world's poorest.

In each of these projects, I saw how lawyers built lasting solutions to complex social problems by creating innovative policies and contractual structures and counseling organizations on the fundamental questions they face. In Haiti, my background in investment banking helped me model cash flows and define key performance indicators for the development impact bond, but the questions most essential to executing the transaction—like how disputes between parties are resolved—could only be answered by a lawyer. I've come to realize that the narrow question of institutional liability for Haiti's cholera epidemic is only part of a much wider debate: to what degree should multilateral organizations be liable for their actions, and how might that constrain their ability to operate effectively in different local contexts? I want to go to law school to equip myself to work through questions like these.

I decided to study development economics at *College* and work in international development because it offered the chance to unravel some of the world's most tangled issues. My time at *Company* has allowed me to engage with them, but it's also confirmed my belief that the most effective tools to address their root causes are found in the law, not the management consulting skillset. Back on the roof deck, in Haiti, I was working at a distance from the crisis below me. I'm looking forward to finally working on the ground.

My great-grandfather taught “untouchables”, led anti-imperialist strikes and was thrown in a British jail where he contracted a fatal case of TB. My grandmother could raise three daughters as a young widow because she was educated when many women were not. My mother, who grew up very poor, came to America and earned a PhD in mathematics. My father worked as a janitor to make ends meet as a graduate student, doing his lab work at night. Their stories, all centered around the power and importance of education, form the basis for who I am and what I want to do with my life as a lawyer. I am the first person in my family born outside of India, and in the U.S. I have the privilege of writing a new chapter in our history.

When I started attending *School*, I joined an education policy group focused on research and advocacy. As I began talking to families, I realized many students in the *City* were several grades behind and needed individualized attention that their school could not provide. My research revealed that some families could afford to pay a tutor at minimum wage (\$12/hr.), and some could not afford anything. Almost all could not hire a private tutor at the area’s rate of over \$35/hr. I remembered many of my fellow students saying they felt conflicted about volunteering when they needed a job and realized I could pair these *School* students with families in need of tutoring by funding a program through a combination of family payments and grants. I found a group within *School* willing to house my tutoring initiative, and we launched *Program* in April 2015.

As Program Director, I worked with local schools to identify prospective students, recruited and trained tutors, matched tutors with students, and helped present a successful grant proposal. But the credit really goes to the families and tutors. One tutor travelled over half an hour each way to tutor her student after the family moved from the area. A family invited a homesick tutor over for dinner. As word of mouth spread, our program grew from five tutors and ten students in May 2015 to one hundred tutors and three hundred students by May 2017. That spring, we held our first *Program* Family Night. The room was packed with over one hundred and fifty people. “My daughter actually likes to read now,” I overheard one mom say. “My son went from failing math to helping his friends with math,” another parent told me. Inspired by my family history and fueled by my experiences with the *Program* community, I graduated

from *School* eager to engage further with education.

After graduation, I began work as a Program Specialist at the *Organization*, a nonprofit education startup in *City* which provides under-resourced students from 4th grade through college with academic enrichment, college attainment assistance, and career advising programs. While much of my work is focused on data (I create data systems, analyze our data, and manage student recruitment), the most illuminating part of my experience has been the opportunity to work directly with our students. One of our students, *Name* graduated at the top of his high school class. His school did not have counselors to talk to students about college, and he did not think he could afford to continue his education. After working with our team to research options, write applications, and practice for scholarship interviews, *Name* is attending the *School* on a full scholarship.

Over the past four years, I have dug into why *City* Public Schools fails to adequately serve its students. Courts have held that unequal allocation of school funding is legal, a decision which is partially responsible for the fact that *Name*'s school has no college counselors while other schools in the district have several. A 2009 case lifted *City's* desegregation mandate, which effectively halted the district's minimal efforts to help expose students like *Name* to students of other racial backgrounds (prior to joining our program, he had never taken classes with students of different races from him). As I explored the overlap between law and education, I found that court cases also set standards for bilingual education, determined that Title IX could punish sexual harassment, and decided that public schools must serve students with disabilities. When I first became interested in education, I viewed most of the issues in the field as purely social and political, and I considered becoming an educator or a policymaker. But the way laws and regulations shape education can impact hundreds of thousands of students for decades to come, and without legal reform, the impact others can have is limited. Becoming a lawyer will allow me to analyze and address some of the ways educational systems fail students and write the next story in my family's history.

Growing up, I was taught that Islam's beauty is couched in its purity: the religion is perfect because it has never been tainted or influenced. When my *Islamic Art* professor, *Professor*, introduced us to the Gbain masking tradition, I was initially unsettled. The West African practice used in ritual dances evolved from the literal and cultural intermarriage between Muslim merchants, Berber armies, and local tribes within the 8th and 14th centuries. To my professor, the syncretism of indigenous tradition and Islam was the most fascinating aspect of Islam in West Africa. She showed us Islam-inspired half-moon inscriptions on a half-cow half-human Gbain mask and extolled the malleability of the religion in adapting to local customs. To me, however, "malleability" felt more like blasphemy. A core tenet of Islam is aniconism; masquerade and figurative dances both violated that principle.

For my term paper, I studied West African masquerade further—and encountered a new perspective. Muslim colonizers allowed tribes to continue their dances as a tool of assuagement when incorporating them into their political structures. As someone who seeks to decolonize my analysis of art and history in good faith, I had fallen victim to my internal predispositions and obviated the indigenous position. Islam was not the forcefully corrupted creed; it was the very vessel of colonial takeover. It was difficult to acknowledge that my convictions had clouded a fair judgment of the indigenous art. Sometimes decolonizing requires deconstructing our own beliefs—for that is what masquerade was to the Gbain.

In *The Cultural Politics of Emotion*, theorist Sara Ahmed asks the reader to conceptualize of compulsory heterosexuality in terms of comfort. If society were an armchair, she posits, heteronormative bodies would sink in comfortably, unknowingly deepening the dents and depressions left by other straight beings. Queer bodies, however, would fit awkwardly, acutely aware of both their own discomfort and the novelty of their distress.

I have spent the majority of my life in Missouri and Oklahoma, two states where the indents of heteronormativity remain entrenched. I find truth in Ahmed's metaphor, if only because I know what it means to try, and fail, to contort my queer body into compliance. In reading this passage, however, I was struck by a question: if the chair is so uncomfortable, why not stand up? Over the last 23 years, I have found that the power of queerness, defined not as sexual preference, but as social orientation, is in its ability to examine convention from the outside. Queer folks do not draw breath to feel discomfort in relation to straight bodies, but rather to enact our own modes of being without considering normative expectations. But for queerness, I would be married and a father in my small Missouri town and the idea of attending law school, let alone becoming a law professor, would seem quixotic. Yet, my existence queers what is possible, redefining what a gay Midwesterner can do, can feel, and can become.

Before working in local news in *State*, I didn't fully appreciate what we're losing as small newspapers die in droves across the country. I knew these publications were crucial for government accountability, but I didn't understand the importance of having a newspaper around to turn the life of a community into an ongoing story for readers to follow. The loss of these shared narratives has wide repercussions, undermining social cohesion and fueling political polarization.

In rural *State* legislative races, for instance, it's common for candidates to have nuanced platforms on locally pertinent topics, such as broadband infrastructure or economic diversification. Yet it's equally common for these races to devolve into rhetoric about national political figures and issues largely irrelevant to the work of state legislators. The death of local news is partly to blame, because voters have been left to understand politics through the incendiary storylines touted on cable TV and social media.

Conversations about fixing the media often focus on reining in purveyors of bias and misinformation. With enough fact-checking or content moderation, the thinking goes, we can return to a time when journalists were trusted arbiters of truth. Setting aside the question of its historical accuracy, this vision calls for a hopeless battle against technological development and could have dangerous implications for free speech. If we want to improve the national discourse, we might instead start by finding ways to rebuild local journalism to serve as a bulwark against bad information and the cartoonish politics it promotes.

I'm writing this from Rwanda, a few miles from where, in the name of impartial humanitarianism, aid workers from the UN and western governments provided food and shelter to fleeing *génocidaires* in refugee camps, allowing them to regroup and perpetuate their campaign of slaughter. Across the continent, in Sierra Leone, rebel warlords recently made a practice of brutally amputating civilians, then demanding a "tax" from the aid organizations who came to deliver help. During the peace process, these warlords revealed that they used this strategy because it drew press coverage, which attracted more aid—and more tax revenue to fund their militias. In both situations, aid organizations didn't think through the second-order effects of their actions. Humanitarian aid is often cast by practitioners, myself included, as a moral imperative, sitting apart from power and above politics. Taking comfort in a purity of purpose, we often fail to assume responsibility for the immense political and economic power we wield and ignore the moral hazards in our work.

We must work towards a new humanitarianism that fully considers the unclear consequences of our pursuit of justice and accepts responsibility for all outcomes our actions produce. Humanitarian aid has done much to ease suffering and protect human rights in conflict environments. But we must become comfortable thinking pragmatically about its delivery. Before applying our power to complex environments, we should consider the full range of risks and potential consequences of our engagement—even if that results in us not engaging at all.

For the last 18 years, millions of U.S. armed forces servicemembers deployed to various combat zones across the Middle East and Africa to defeat conventional and unconventional enemies. I have personally known scores of these servicemembers (including many currently in harm's way) and several friends and mentors who made the ultimate sacrifice on behalf of the people of the United States. In my view, one of the most egregious circumstances surrounding these combat deployments is the failure of policymakers to update and reaffirm the Authorization for Use of Military Force (AUMF) passed in 2001. This would officially put the weight of Congress and the American public behind the decision to send servicemembers to fight—and die—for their country in new conflicts.

Since 2001, the AUMF has been invoked several times to justify actions not only in Afghanistan and Iraq, but in Syria, Somalia, Libya, and other nations. While the nuances of an AUMF vis-à-vis a formal declaration of war may make one preferable to policymakers over another, I believe there is a significant gray area in the way the 2001 AUMF has been used, and that the constitutionality of its expanded use should be called into question. I hope to explore this issue as well as others related to congressional and presidential war powers in my future work at Yale Law. My personal connection to these national security issues and others will help bring a human perspective to policy discussions in the Yale Law classroom.

After George Floyd's brutal murder this past summer, I took time to reflect on why, 150 years after their founding, HBCUs remain as important as ever.

HBCUs were founded out of necessity. For nearly a century, these schools served as the only pathway to higher education and a middle-class lifestyle for most Black Americans. While other institutions turned their backs on the likes of W.E.B. DuBois, Medgar Evers, Martin Luther King, Rosa Parks, and John Lewis, these institutions provided them with safe, nurturing spaces and welcomed them with open arms. That legacy has endured over time. HBCUs will always matter because of tragedies like this.

Despite making up only 3% of four-year colleges and universities, HBCUs are responsible for 80% of the country's Black judges and 50% of its Black attorneys. Without these institutions routinely finding diamonds in the rough and disproportionately taking chances on students who are first-generation, low-income, and/or academically substandard, groundbreaking contributions by the likes of Thurgood Marshall, Stacey Abrams, Raphael Warnock, Kamala Harris and so many others may have never transpired. Operating under comparatively small endowments and continued financial strain, these institutions, in line with their origin stories, have endured out of necessity.

Private donations to HBCUs by philanthropists such as MacKenzie Scott skyrocketed after Floyd's death. While hopefully serving as a harbinger of things to come, these generous acts come as no surprise: any conversation involving empowering Black Americans and fighting systemic racism necessitates empowering our institutions, too.

Over the past year, I have grappled with what it means to achieve excellence in urban education. From my experience teaching in an urban charter network, I have seen academic success come at the cost of socio-emotional growth. And from this experience, I have struggled with why my students have such a different experience than I had in my small white town.

My students' school day is marked by silence, compliance, and hard work. As classical music plays, they eat breakfast and lunch in silence. They sit with perfectly straight backs and hands folded as they respond to cues from the teacher, like one clap – stand, two claps – walk. They also attend school from 7 a.m. to 4 p.m., with an hour of homework each night. In comparison, my experience in school was marked by shorter and more social days. I had access to music and art classes, where I colored and used scissors (a skill I recently discovered my students have not mastered).

Yet, there are other differences, too. My students have reversed the achievement gap by outperforming white school districts like the one I attended, and students go on to college at a rate that parallels my private high school. And so, hopeful I will one day impact education policy, I am still struggling with how academic excellence is achieved in urban communities. I do know, though, that I have a strong urge to reject the conclusion that my students can only achieve excellence under militant conditions.

I determined that I wanted to be a lawyer who advocated for racial justice and civil rights after experiencing the pain of watching several of my loved ones encounter a criminal legal system rife with unjust outcomes and witnessing the police and vigilante killings of Black people throughout my adolescent years. However, I had never confronted the true implications of my commitment to advocacy until I was standing outside of the United States Supreme Court chanting, "Free Rodney Reed."

Mr. Reed was on death row in Texas, and his story had garnered national attention because there was compelling evidence suggesting his innocence. I joined activists mobilizing throughout the country to fight this injustice—I signed petitions, contacted elected officials, and shared his story. Six days before the scheduled execution, I attended and spoke at an overnight vigil in front of the U.S. Supreme Court with Mr. Reed's family, friends, and supporters, calling for his life to be spared and for his freedom. The next day, Mr. Reed's execution was stayed, and I felt more inspired than ever.

A few days later, I applied to the *Organization*, a legal non-profit dedicated to challenging the death penalty, excessive punishment, and mass incarceration. My time at *Organization* reaffirmed my values as we committed to representing those who had been illegally convicted, unfairly sentenced, or abused in jails and prisons. Throughout these experiences, I realized that adopting these values was easier because they were not limited to my professional life. Since I was a small child, I have watched my family members being reduced to their criminal records in the media and courtrooms, despite knowing that their offenses did not define them as a person and were such a small piece of their story. I am committed to challenging this aspect of our legal system, which often labels people as irredeemable and has devastating effects on marginalized communities.

This commitment has been largely influenced by the anti-death penalty community, which has been instrumental in my journey of defining the type of advocate I want to be. I became grounded in the belief that innocence is not and should never be a prerequisite to justice when this community forced me to ask myself the fundamental question: "Who deserves justice?" This principle has inspired my advocacy for marginalized people as I have worked to ensure that our legal system upholds the ideals of equity, justice, and humanity for all people, regardless of their crimes.

Over the past year, I have served alongside my wife as a welfare specialist for the local church. We coordinate food deliveries and rental assistance for about 30 families across the *Neighborhood* of *City*. I am not nearly as religious as I once was, but through this role I have been able to connect with people that I wouldn't have met otherwise. Though only a few blocks away, their neighborhoods in *Neighborhood* and *Neighborhood* look very different from mine in *Neighborhood* (and *very* different from my hometown in rural *Southern State*). Years of disinvestment and violence have woven precarity as the common thread in the lives of those who live there. It is in this community, though, that I have made my closest friends in *City*.

My role as a welfare specialist has been eye-opening. For my neighbors on the *Neighborhood*, nothing can be taken for granted; such necessities as housing, food, and healthcare are always just one stroke of bad luck away from disappearing completely. Security is privilege. For many of the families we serve, it's an uphill battle just to keep the lights on. Despite these circumstances, however, these families are remarkably compassionate. Even in the midst of their own economic hardship, they are concerned for the welfare of others. I see them regularly reaching out to one another, making sure that no one goes it alone in the formidable work of just getting by. My wife and I, too, find ourselves regular recipients of this compassion. I have received more dinner invitations from these families than from anyone else! I am constantly in awe of this community of people who give so much when they possess so little.

I hope I have been able to repay some of that generosity. I can look back and recall a string of instances in which I'm sure I did some good. I can recall, for example, the subtle, grateful tears of a recently disabled man who, when I approached with a grocery delivery, confided to me that he hadn't had a visitor in days; I remember being one of the first people on the phone with a heartbroken man on the day his sister died; I remember three young boys' faces, eyes wide and mouths agape, as they explored the new apartment we had moved their family into, safer and more promising than their last. Memories like this assure me that I have added some value to this community, though I doubt it's commensurate with what I have received. Originally brought to them by the duties of a job I signed up for, I now find myself bound to it by genuine concern. These are my friends, and this work matters greatly to me.

“I want to know everything about this guy,” my supervisor explained. “I want to know who his friends are. I want to know where his kids work. Anything that can help us hold people accountable.” The man in question was the billionaire behind *Company* — a *Foreign* multinational company that owns *Country*’s two gold mines. In 2018, *Company* released three million gallons of toxic chemicals into local water; when the community protested, police ultimately detained 22 climate defenders. *Lawyer*, a *Country* environmental lawyer, brought the arrests to the *Organization*’s attention. This past summer, my supervisor asked me to investigate corporate accountability mechanisms the *Organization* could use to assist the defenders. The first step, she said, was discerning who funded the mines.

It was a more difficult task than I expected. As a foreign, privately-owned company, *Company* is not legally required to disclose its investors. For days, I pored over dozens of databases and hundreds of websites, hoping to identify any stakeholders we could hold responsible. I found nothing. Just as I was about to write a memo concluding that the search was fruitless, a thought crossed my mind: what if we needed to be looking not at who financed the gold mines, but where that gold went once it left *Country*?

It quickly became clear we had indeed been asking the wrong question. Through some digging, I discovered that all *Country* gold is processed at one *Foreign* refinery, which belongs to a key international trade association with robust human rights standards. From there, I found the conflict mineral reports of major U.S. corporations, which revealed that companies like *Tech Company* and *Auto Manufacturer* source minerals from that same *Foreign* refinery – and they all list *Country* as a source of gold. We had our chain of accountability.

My final memo diagrammed the international gold flow from *Country* and outlined how it could help the *Organization* liberate the defenders. The plan is still in progress, but all signs indicate *Country* will soon free the detainees. After five years, all of the activists – many of whom *Lawyer* has worked with directly – will return home. I was astonished that the information I found was part of the reason why.

In human rights work, witnessing the direct effects of your advocacy is rare. My job often involves fighting for reproductive freedom in corners of the world I have never known — a process that is necessarily gradual and indeterminate. For that reason, the tangibility of the *Country* case was striking. I could say, without hesitation, that my work had done good. This accomplishment was one I could hold.

I went to a meeting for the *Organization*, a publication for student reporting, essays, stories, and art, my first week on campus and never looked back. In writing about campus happenings, questions facing American universities, and personal reflections, I began to develop a public voice. For me and my peers, the *Organization* was a training ground for the tools we would one day use to address the world.

My path through the publication was officially on the editorial side, and as a junior editor, managing editor, and then editor-in-chief, I moved from focusing on my own pieces to creating a vision for the whole publication. But an unexpected challenge arose: We learned that the campus radio station, which owned us, planned to spin us off to cut costs. In the publication's forty years, it had never been self-sustaining, and we recognized this as an existential threat. So, beyond my editorial responsibilities, I started from scratch to reposition the publication as an independent 501(c)(3). It was an effort that required hundreds of cold emails to *Organization* alumni, dozens of hours on the phone with anyone who responded, late nights planning events and campaigns, and learning to fundraise in real-time. By the end of my tenure at the *Organization*, we were not just set for a transition to independence in terms of fundraising capabilities and a board of trustees; we had also fostered an enthusiastic, involved alumni network.

While the organizational changes we pushed forward are important, I am most proud of developments I led on the editorial side. I was part of the first all-women leadership team as a managing editor, and we made a significant effort to expand the voices represented beyond the historically predominant white, male perspective. When I was editor-in-chief and the country was shaken by the murder of George Floyd, we started a reading group to think through what Audre Lorde teaches: that poetry is not a luxury but a necessity for those who have not had the opportunity to speak. Our discussions helped turn the publication into a platform that was deliberate in whom it championed and that opened itself up to a wider variety of experiences. Our issues honoring the Black Lives Matter movement and Women's History Month, the publication of perspectives from first-generation college students and monologues on eating struggles, signaled a shift in the *Organization's* focus. With these changes in infrastructure and orientation, I believe the *Organization* will be a stronger publication over its next forty years, as a place where previously unheard stories can be told.

I began my journey in the Army unaware that I would serve at the spearhead of gender integration. Early in my cadet career, my stated desire to commission in a combat arms branch drew laughs from upperclassmen. Instructors felt comfortable openly debating whether women deserved to serve alongside them, with multiple stating that the presence of women would only endanger their men. After arriving at my first unit, my battalion commander immediately assigned me to the most prestigious Infantry company in our brigade. I went on to serve as the first female platoon leader and executive officer in the oldest active Infantry regiment in the Army. I understood that I served as the example many of these men would consider when forming opinions of women in combat arms. Though my male peers would be evaluated as individuals, I would always be seen as a representative for my entire sex.

It was not a specific viewpoint that I had to combat in these positions, but my very existence within the organization. I was fortunate in my first position to be surrounded by professionals who, when they did hold misgivings about my presence, at least respected my competence. As I progressed in my career, I encountered more openly hostile environments. On both sides of this spectrum of treatment, my instinctual response was to be combative. I recognized that in doing this, I would potentially lose any standing that I held, or any progress I had made in reshaping opinions. I remained open to honest discourse on their opinions. I pushed for accountability against those who engaged in sexual harassment, and continued to do so when facing reprisal from those who held that jurisdictional authority above me.

It was difficult to live in an environment where each mistake I made would count against my perceived abilities. If my male peers made these same mistakes, it would be seen as a developmental experience, while mine added ammunition to the argument against progress. Even as I transition out of the Army, I am cognizant of my actions and their future impacts. By nature of their sex, my colleagues are afforded the ability to focus their attention on their future rather than their performance. Even until my final day in the Army, any slip in my performance could be used to close the doors of progress to future generations of women. My disposition to challenge conventions and unjust actions, evidenced through my time in the Army, will be invaluable in academic ecosystems consisting of individuals with opposing convictions.

I shouldn't be here. I struggled with that thought for years, regardless of whether I was in a job interview, speaking in a class, or interviewing a source as a student journalist. My imposter syndrome wasn't because of anything I did, but because of what I shouldn't have been able to do.

At two years old, I was diagnosed with autism after experiencing profound developmental delays. Doctors predicted I would be nonverbal for life, my ultimate destination a group home. Unwilling to accept this prognosis, my parents immersed me in 40 hours per week of speech, occupational, and social skills therapies. Over years, therapists coaxed words, then phrases, and eventually, reciprocal language from me. I learned how to be attentive, stand straight, use silverware, make eye contact, and other skills neurotypical children learn instinctively. By my teenage years, I had caught up in my language and motor development. However, I still presented as extremely awkward, often finding myself excluded by peers. This rejection made me believe I was somehow lesser than others, and I retreated into my shell.

Gaining self-confidence has involved a yearslong effort on my part, where I have merged “social” activities with a passion for public policy. In high school, participating in speech and debate not only allowed me to become comfortable with public speaking, but also gave me a peer group for the first time in my life. As a college journalist, I learned how to navigate controversial topics in a respectful manner and eventually served in leadership roles. I also challenged myself to explore social opportunities, whether it was by enrolling in discussion-based classes or joining a fraternity. Finally, working at the *Organization* has shown me how qualities often associated with autism, such as candor, hyperfocus, and succinctness, are assets in the legal profession. This professional affirmation has helped me a great deal in combating lingering self-doubt.

More than any other experience in my life, living with autism has made me a better person. It has taught me to be patient with my own personal growth and value relationships with others. I know I have had many advantages, including a supportive family, quality intervention, and the opportunity to pursue my passions. My own experiences have motivated me to “pay it forward” and help other individuals with disabilities, whether through volunteering as a basketball coach or eventually pursuing pro bono legal work. Finally, my journey has given me confidence that I truly belong in the legal field.

While my thoughts have shifted on numerous topics, my altered perspective on immigration constitutes my greatest change of mind. Coming from a family of immigrants, I have always supported immigration and believe that our country's success stems directly from its great history of immigration. Growing up, however, I did maintain a more critical stance on immigration conducted outside official channels. I often questioned why some people supported immigration without official documentation, especially when established procedures exist to apply for and receive the requisite approvals. Furthermore, I must admit that I gave undue credence to isolated, sensationalized stories of violence and harm, which negatively and inaccurately shaped my perspective on undocumented immigration.

Formal education and informal discussions with peers and instructors served as the initial impetus for my development of a deeper understanding and more reasoned perspective on immigration. I came to realize that the official paths toward immigration disproportionately favor, and in certain respects only allow, wealthier individuals and families. I discovered the ineffectiveness and inequities inherent in the United States' preferential quota system, and I learned about historical harms committed by the United States that fueled current immigration crises. Furthermore, I developed a more critical view of the media surrounding immigration and noticed that the overwhelming attention paid to the so-called "criminality" of immigration marks a fallacious, and at times xenophobic, point of view.

My direct experiences built upon these realizations and taught me the humanity of immigration and the need for systemic policy changes. I have listened to harrowing stories of families who have risked everything for a chance of a better life in the United States. I have talked with young adults and realized that, despite our shared age, they have experienced hardship and a lack of opportunity that I cannot begin to fathom. In the end, I learned to recognize the existence of a shared global humanity and the universal desire for a better life. I now share my experiences with others and work to ensure that the dignity everyone I encounter is respected, with the hope that one day my experiences, and those of others, can help to shape more humane attitudes and policies.

Several years ago, two liberal law professors I followed on Twitter published a draft article contending that the so-called “non-delegation doctrine” was not justified by the Constitution’s text or history. The non-delegation doctrine, in the strong form urged by many legal conservatives, would prevent Congress from passing broadly worded statutes that delegate substantial discretion to administrative agencies. The issue is a technical one, but its practical implications are potentially immense, because much of the modern federal government relies on broad delegations from Congress. At the time those professors published their draft article, I thought -- consistent with the general consensus among conservatives -- that the Constitution prohibited Congress from delegating its power in this way. So, when I first read the professors’ draft, I was skeptical. Although they presented copious Founding-era evidence, I felt they had failed to address several important arguments. I published a tweet thread, followed by a more detailed post on the Originalism Blog, respectfully raising those concerns. The professors thanked me for my comments, and when they later posted a revised draft, it included responses to many of the objections I had raised. After careful reflection, I found the responses persuasive. Their argument convinced me that the strong form of the nondelegation doctrine was likely unjustified. This change in my view on a divisive legal question came entirely as a result of my respectful and substantive exchange with the professors. To be sure, my new view is not set in stone. Many scholars and judges I respect continue to adhere to the position I formerly held, and disagreeing with people one respects is not easy. Moreover, new evidence or creative arguments (on both sides) are undoubtedly still forthcoming, so it would be foolish for me to close my mind to the possibility of being wrong. Whenever I doubt that persuasion can work, I think back to examples like this, where my views evolved, as a reminder of the power of respectful discourse.

College Summer Activities**Public Defender Service for the District of Columbia**, Washington, DC Summer 2019 (12 weeks)*Intern Investigator (40 hours per week, paid)*

- Investigated felonies for trial attorneys by community canvassing, taking witness interviews, and conducting records research.
- Maintained client relationships through regular jail visits.
- Responsible for the service of subpoenas relevant to an upcoming trial.

Civic Collaboration, Greensboro, NC Summer 2017 (8 weeks)*Undergraduate Researcher (35 hours per week, stipend)*

- Researched Greensboro's talent retention challenges in an independent research team of undergraduates.
- Conducted local interviews and researched talent retention best practices under the mentorship of Action Greensboro, a local non-profit.
- Presented findings and recommendations to approximately 60 key stakeholders in the city, including the chamber of commerce and city council.

Three Ships, Raleigh, NC Summer 2018 (8 weeks)*Research Analyst Intern (40 hours per week, unpaid)*

- Assisted startup site (Mattress Advisor) in establishing domain authority and optimizing user experience.
- Conducted competitor research into topics such as industry best practices, Google AdWords, and search engine optimization for targeted keywords.
- Presented competitive audit findings to supervisors and CEO to help establish new quarterly goals.

Northwest Outward Bound School, Portland, Oregon Summer 2016 (3 weeks)

- Participated in North Cascades mountaineering course.
- Completed training in backcountry camping, as well as three-day solo expedition.

School-Year Activities**APPLES Service-Learning**, University of North Carolina Spring 2018 - Spring 2020*Alternative Spring Break Leader (5 hours per week, unpaid)*

- Led a group of undergraduates on a week-long spring break service-learning trip to Greensboro, NC with an emphasis on local history and civil rights.
- Initiated partnerships with community organizations and coordinated direct service opportunities for the students. Designed trip itinerary and coordinated trip logistics.
- Served as a teaching assistant in the semester's corresponding service-learning course.

Undergraduate Honor Court, University of North Carolina Spring 2017 - Spring 2020*Honor Court Member (20 hours per semester, unpaid)*

- Participated in student disciplinary panels to determine culpability and appropriate sanctions.

Campus Y, Catalyst Conference, University of North Carolina Fall 2016 - Spring 2020*Committee Leader (2 hours per week, unpaid)*

- Assisted with curriculum development for an annual conference on social justice for local students.
- Acted as a counselor to a small group of high school students throughout the conference.

Post-College Activities**Latham & Watkins LLP**, New York, NY

August 2020 - Present

*Attorney Support Assistant (40 hours per week, paid)**July 2021 -Present*

- Provide team administrative support to over 700 junior firm associates, managing multiple assignments and competing deadlines.
- Responsible for proofreading attorney work product, managing document sets for closings, tracking and notifying associates regarding weekly timesheet requirements, and coordinating interdepartmental assistance requests.
- Act as a team leader for the Business Services Trainee Program peer mentoring group by matching mentor pairs and organizing professional development events.

Business Services Trainee (40 hours per week, paid) August 2020 - July 2021

- Participated in a rotational program designed for recent college graduates to experience multiple departments before placing in a full-time position.
- Worked as an assistant in the attorney recruiting department, primarily responsible for communicating with lateral candidates and organizing recruiting events.
- Gained experience as an attorney support assistant before being hired in the permanent role.

LSAT Demon, Fully remote

April 2021 - Present

Teacher and Tutor (8 hours per week, paid)

- Teach LSAT Zoom classes to over 75 students per week. Classes include a weekly "deep dive" on one test concept, an all-levels class, and a class on advanced techniques in logical reasoning.
- Design and conduct private tutoring sessions to provide targeted feedback and coaching.
- Develop a new curriculum for teaching the foundations of the reading comprehension section.

ReadAhead, PS 111, New York, NY

Fall 2020 - Present

Mentor (1 hour per week, unpaid)

- Provide support to one child in first grade through a weekly one-on-one reading hour.

COLLEGE ACTIVITIES – UNDERGRADUATE SUMMERS

Community Health Outreach Programs Intern | June 2018 – August 2018 | Unpaid, 40 hours/weekUnited General *District #, City, WA*

- Performed nutrition education outreach at events in low-income, Spanish-speaking communities
- Analyzed data from community surveys on cannabis use to identify relevant trends for a community needs assessment
- Implemented a multi-week program for rural, low-income youth, providing health education on nutrition, physical activity, and health literacy
- Completed an evaluation of a multi-week program plan for approximately 100 participants in conjunction with school district leadership and local coalitions

Aquatics Director | Summer 2015, 2016, 2017 | Paid, 80+ hours/week

YMCA Camp Seymour, Key Peninsula, WA

- Trained 60+ staff members on aquatic safety and basic swimming instruction for youth ages 5-16 and adults
- Supervised a staff of 10-12 lifeguards, performing mandated safety drills and providing regular evaluations
- Developed and maintained a safe pool and locker room environment for approximately 100 youth each day
- Maintained the physical safety of the aquatic area by developing and implementing daily operations to prevent accidental drowning and injury

COLLEGE ACTIVITIES – UNDERGRADUATE TERMS

Peer Advisor, Lead Peer Advisor | September 2015 – June 2018 | Paid, 15 hours/week

Tutoring Center, Western Washington University, Bellingham, WA

- Supervised and scheduled approximately 15 peer advisors, providing regular training, and working with senior staff to evaluate employee performance
- Provided one-on-one study skills and academic success tutoring for non-traditional students and students at risk of losing financial aid due to academic challenges
- Planned and led presentations for groups of up to 75 students enrolled in entry-level courses, English language learners, and residence halls on achieving academic success in college
- Managed daily front desk operations, coordinating student access to tutors, tracking employee attendance, and checking out student resources

Peer Health Educator | September 2016 – June 2018 | Unpaid, 5-10 hours/week

Alcohol and Other Drug Consultation and Assessment Services, Western Washington University, Bellingham, WA

- Planned and led weekly harm reduction classes for students referred by residence halls, medical centers, and campus police for dangerous or unlawful alcohol use
- Coordinated quarterly campus events on safer alcohol and cannabis use for incoming students and sports clubs
- Designed and distributed health communications materials on identifying the signs of alcohol misuse and alternatives to drunk driving

Member & President | September 2014 – June 2018 | Unpaid, 5-10 hours/week

Student Honors Board, Honors Program, Western Washington University, Bellingham, WA

- Led weekly meetings of 10-20 student board members, tracking board activities, events, and elections
- Met with student, faculty, and administrative groups to identify opportunities for increased student engagement and improved course offerings
- Planned and implemented twice-monthly campus events for students, including regular discussion groups, reading clubs, and movie nights

Student Member | September 2016 – June 2017 | Unpaid, 10 hours/term

Faculty Honors Board, Honors Program, Western Washington University, Bellingham, WA

- Represented prospective and current student interests in an annual evaluation of Honors Program application and admissions processes
- Reviewed faculty proposals for new Honors Program seminars as part of an annual curriculum review, gathering input from other student groups

Member & Vice President | September 2014 – June 2017 | Unpaid, 5-10 hours/week

Women's Club Water Polo, Western Washington University, Bellingham, WA

- Recruited and trained club members, developing practice schedules and activities to fit all skill levels
- Collaborated with the club president to manage the club budget, including tracking expenditures, monthly reporting, and fundraising
- Organized travel for approximately 15 club members to multiple tournaments each year

COLLEGE ACTIVITIES – ADDITIONAL ACTIVITIES**Honors Capstone** | 2018

Honors Program, Western Washington University, Bellingham, WA

- Researched and completed "Failure to Launch: A short history of failed health insurance reform in the United States" on notable themes, successes, and barriers to universal healthcare in previous and current administrations
- Presented research and findings to a panel of public health and Honors Program faculty

Outstanding Poster Award Recipient | 2018

Scholars Week, Western Washington University, Bellingham, WA

- Conducted original research on student experiences with firearms and perceptions of firearm violence on college campuses
- Presented research and an accompanying poster at multiple Scholars Week poster events for current students and alumni, receiving the Outstanding Poster Award

POST-COLLEGE ACTIVITIES

Presidential Management Fellow | July 2021 – present | Paid, 40 hours/week**Health Insurance Specialist**, Center for Consumer Information and Insurance Oversight, Washington, DC

- Perform weekly evaluations of enrollment and claims data for more than 570 issuers for compliance with regulatory quantity and quality requirements
- Serve as a member of the 1332 waiver work group, reviewing 1332 waiver applications for completeness and potential impacts on reinsurance calculations and data submissions
- Coordinate with contractors, issuers, and state departments of insurance to ensure issuer compliance with data submission requirements outlined in regulatory guidance

Public Health Advisor (detail), Centers for Disease Control and Prevention, Atlanta, GA

- Manage and maintain core program activities, including recruitment and marketing, selection and tracking, evaluation, and informatics
- Engage with internal and external stakeholders to innovate program activities and strategically advance program portfolios with an emphasis on improving diversity, equity, inclusion, and accessibility
- Collaborate with subject matter experts to complete initial program planning for a K-12 curriculum on chronic disease prevention and health equity

Graduate Teaching Assistant | August 2020 – May 2021 | Paid, 10-15 hours/week

Rollins School of Public Health, Emory University, Atlanta, GA

- Prepared class materials, presentation slides, grading rubrics, Canvas quizzes, and course announcements for Introduction to Healthcare Management and Economic Evaluation of Healthcare Programs
- Facilitated online course and office hour components, including creating video links, recording lectures, and screen sharing

Operations Intern | May 2020 – August 2020 | Paid, 40 hours/week

Gwinnett Clinic, Lawrenceville, GA

- Implemented a new primary care practice diabetic retinopathy screening program, including coordinating with vendors, preparing facility spaces, and training staff
- Expanded COVID-19 testing to two clinic locations by developing standard operating procedures for implementing testing in alignment with state and county requirements
- Developed and piloted a training manual to standardize front office procedures among 19 clinic locations

Graduate Assistant Development Coordinator | September 2019 – May 2020 | Paid, 15 hours/week

Emory Eye Center, Atlanta, GA

- Analyzed patient and donor data to create deliverables for donation requests resulting in more than \$100,000 in donations for sight-saving surgeries
- Analyzed donor reports from a university-wide database to identify trends in donor engagement and inform future development activities

AmeriCorps Member | August 2018 – August 2019 | Paid, 40 hours/week

Redwood Community Action Agency, Eureka, CA

- Managed a caseload of more than 40 families identified by Child Welfare Services as at risk for child abuse or neglect, providing access to federal, state, and local resources
- Assisted families in applying for and accessing federal and state health insurance services such as Medicare, Medicaid, and the State Child Health Insurance Program

Section A- Activities during non-school terms:

ELITE Girls Mentoring Fundraising Intern*June 2020-August 2020**10- 20 hours per week, unpaid*

I raised funds for goodwill events in the Houston community by communicating with local companies and managing donor relations. My primary projects were streamlining fundraising methods for *Painting with a Purpose* and *Bookbags & Brunch* programs.

Carillon Clinic Legal Claims Intern*May 2022-August 2022**40 hours per week, paid*

I explored the intersection of healthcare and law by observing trials, depositions, and negotiation meetings. My proudest accomplishment was creating a medical-legal partnership business plan to ensure that low-income and elderly patients without families could access legal aid. A significant component of my research came from the Solomon Center for Health Law & Policy.

Bluford Healthcare Leadership Institute Scholar*June 2020-August 2022,**Variable, 3 summers, paid*

This program allowed me to study the modern healthcare landscape and its impact on health equity with industry leaders across the country. During my second year, I collaborated with fellow scholars to research the effects of the COVID-19 pandemic on the healthcare supply chain.

Federal Reserve Bank National IT Intern*June 2021-August 2021**40 hours per week, paid*

I aided Shared Services Administration in adding enhancements to applications based on a technical roadmap. During my internship, I pioneered a statistical report system examining the impact of remote work on productivity. I developed an appreciation for the role of regulatory agencies in a democracy.

Antonin Scalia Law School Pipeline Program Participant*June 2022**40 hours per week, unpaid*

Last year, I was selected with nine other pre-law students at Hampton University for a program that provides insight into the legal system and culminates in a full-ride scholarship to Scalia Law. Over the summer, I completed Scalia Law's Institutions of American Law course during a week-long intensive immersion program while networking with legal advocates in the nation's capital. This program inspired my honors college senior thesis. It motivated me to help other HBCU students research their graduate school options and expel the fear of financial barriers to postgraduate education.

Section B- Activities during school:

Vegan Club President*Fall 2021- Present**2 hours per week, unpaid*

As the president of the first established HBCU vegan club, I organize educational events, create promotional content, and lead peaceful protests. I have developed a close relationship with *People for the Ethical Treatment of Animals* and *Hampton Roads Veg Fest*. I inspired staff to redesign the dining hall menu, which led to selection for the Food Service Working Group by Hampton's Vice President of Administrative Services.

Greer Dawson Wilson Student Leadership Trainee*Fall 2020- Present**5 + hours per week, unpaid*

I mentor incoming first-year students and help to provide a smooth transition into collegiate life by conducting campus tours, assisting students moving into dorms, and much more. I promote school spirit by hosting activities, facilitating weekly university events, and volunteering at local elementary schools and campus events, such as sports games.

Hampton University Museum Volunteer*Fall 2019- Spring 2020 (pandemic ended the opportunity)**2 hours per week, unpaid*

I coordinated arts and crafts for elementary school children in Hampton Roads to provide them with a creative outlet. I supervised projects, read books aloud, and taught African-American history to encourage cultural pride and promote education in the oldest museum in Virginia.

ELITE Girls Mentoring Volunteer*Summer 2020-Present**1 hour per week, unpaid*

I decided to volunteer for the organization I interned with during my first year of college. I plan and host virtual events to support the organization's mission to teach underprivileged girls professional etiquette and equip them for higher education.

Freddye T. Davy Honors College Scholar*Fall 2019-Present**3 hours per week, unpaid*

Hampton University's Honors College requires the completion of 24 honors credits to exhibit advanced academic abilities. I have executed several research papers, presentations, and statistical analyses in Economics courses in addition to classwork for honors credit every semester. This semester, I am in a one-on-one class with the director to complete my senior thesis.

CVS Pharmacy Shift Supervisor Trainee*October 2020-August 2021**40+ hours per week, paid*

I directed the store's team members by supervising and following up on daily activities. At the height of the pandemic, I worked several 12-hour shifts to resolve a high volume of customer issues in compliance with company policy.

William R. Harvey Leadership Institute Fellow*Fall 2019-Present**4 hours per week, unpaid*

This program consists of 18 credit hours of curriculum designed to enhance leadership skills, culminating in a Leadership Studies minor. During quarantine, I orchestrated the *Blessings in a Box* fundraiser to donate school supplies to underfunded elementary schools in four major cities nationwide. I have earned over 400 hours of community service in the Hampton Roads community and beyond.

Vice President of Economics and Entrepreneurship Club*Fall 2021-Present**1 hour per week, unpaid*

I host resume and interview workshops, fundraising events, and weekly meetings. I established the Hampton University chapter of ENACTUS (Entrepreneurial Action United) and spearheaded the winter clothing drive as the organization's first community service initiative.

Pre-Law Society Member*Fall 2019-Present**1 hour per week, unpaid*

I use networking opportunities to explore my interest in the legal field and mentor pre-law students in the James T. George School of Business.

Hampton University Student Center Sales Associate*January- March 2020**30 hours per week, paid*

I completed financial transactions and upheld customer service standards in multiple departments.

Menchie's Frozen Yogurt Team Member*June- September 2020**Variable, paid*

I maintained quality control and helped develop a pandemic protocol for food and customer safety.

Section C- Other activities:**Academic Research**

Honors College Senior Thesis:

(in progress)

Evidences of Constitutional and Historiological Omissions in the Affirmative Action Jurisprudence of Antonin

Scalia, supervised by NAME, Honors College director

Leadership Capstone:

(in progress)

How Legal Policy Can Diminish Differential Health Outcomes,

supervised by NAME, Leadership Institute director

Virginia Collegiate Honors Council

Spring 2022

Presented *Ending World Hunger*, an unconventional solution to the global food insecurity crisis, supervised by NAME, former Honors College director

A. Activities During Undergraduate Summers (May - Aug. 2020, 2021, 2022)

| No. | Title & Location | Description | Hrs. Pay, Dates | Semester |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------|
| 1 | Legislative Intern <i>Connecticut General Assembly, Hartford, CT</i> | Conducted policy research, attended legislative meetings, and responded to constituent needs for committee co chair <i>Senator</i> and the Labor and Public Employees Committee. | (16 hrs/wk) Unpaid Jan. 2020 - Aug. 2020 | Summer & Semester |
| 2 | Legal Researcher <i>The Law Offices of ATTORNEY, Trumbull, CT</i> | Utilized various legal research platforms to find, analyze, organize, and report relevant case law, and created original legal analyses to aid with creation and handling of client cases. | (20 hrs/wk) Paid May 2021 - Aug. 2021 | Summer Only |
| 3 | Legal Researcher <i>LAW FIRM 1, Trumbull, CT</i> | Utilized various legal research platforms to find, analyze, organize, and report relevant case law, and created original legal analyses to aid with creation and handling of client cases. | (10 hrs/wk) Paid Jun. 2021 - Aug. 2021 | Summer Only |
| 4 | Student Researcher & Grant Recipient <i>UConn IDEA Grant Program, Storrs, CT</i> Title: <i>The Effect of Casting Expectations on Racial Attitudes and Diversity in Superhero Film</i> | Awarded selective \$4000 grant. Designed and conducted experiment of 400 adult respondents, analyzing the psychological effects of African American representation in film casting. Presented at the <i>Frontiers in Undergraduate Research Symposium</i> , Storrs, CT, Oct. 2021. | 6 hrs/wk) Paid May 2019 - Aug. 2020 | Summer & Semester |
| 5 | Summer Law Intern <i>LAW FIRM 2, Trumbull, CT</i> | Conducted research on emerging issues in insurance law for conference talks and cases, edited 50-state survey, constructed case binders, and reviewed draft documents. | (40 hrs/wk) Paid May 2019 - Aug. 2019 | Summer Only |
| 6 | Customer Service Representative <i>The Home Depot, Trumbull, CT</i> | Responded to high-volume phone and inperson inquiries to improve shopping experience of customers. | (18 hrs/wk) Paid Apr. 2021 - Jun. 2021 | Summer & Semester |

B. Activities While Taking Undergraduate Classes (Aug. - May 2020, 2021, 2022)

| No. | Title & Location | Description | Hrs. Pay, Dates | Semester |
|-----|------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------|
| 1 | Community Group Leader, Freshman Outreach Coordinator <i>Cru at UConn, Storrs, CT</i> | Facilitated weekly Bible studies for 15 peers and engaged in individual conversations and media strategies to recruit new members and enhance member belongingness. Emceed weekly meetings and planned intergroup events with other leaders. | (10 hrs/wk) Unpaid Aug. 2018 - May 2022 | Semester Only |
| 2 | Conversation Partner <i>UCAELI, Storrs, CT</i> | Engaged in individual and group discussions to improve students' English language fluency. | (1 hr/wk) Unpaid Sept. 2019 - Dec. 2021 | Semester Only |
| 3 | Teaching Assistant <i>English as a Second Language Family Literacy Program, Storrs, CT</i> | Facilitated class discussions and activities to develop English reading, writing and verbal skills. | (2 hrs/wk) Unpaid Feb. 2019 - May 2020 | Semester Only |

| | | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 4 | Birmingham Volunteer <i>Community Outreach Alternative Breaks, Storrs, CT</i> Detroit Volunteer <i>Community Outreach Alternative Breaks, Storrs, CT</i> | Participated in weekly pre-trip discussions on topics including urban development and civil rights and worked at various nonprofits during trip like Habitat for Humanity, the American Red Cross and <i>Other Charitable Organization</i> . | (2 hrs/wk) Unpaid Sept. 2019 - Jan. 2020 (2 hrs/wk) Unpaid Nov. 2018 - Apr. 2019 | Semester Only |
| 5 | Peer Counseling Specialist <i>Honors Guides for Peer Success, Storrs, CT</i> | Presented workshops, evaluated student reflection assignments, and provided one-on-one advising support for Honors students in their undergraduate plans and individualized leadership projects. | (10 hrs/week) Unpaid Aug. 2021 - May 2022 | Semester Only |
| 6 | VP of Internal Relations, Alumni Relations Team Leader <i>CLAS Student Leadership Board, Storrs, CT</i> | Planned and facilitated internal events like alumni panels. Created organization's first alumni mentorship program to pair 16 students and alumni for professional and personal development. Strategized, launched, and directed Board's first community survey, collecting over 300 responses to tailor advocacy and events to College of Liberal Arts and Sciences (CLAS) student needs. | (5 hrs/wk) Unpaid Aug. 2019 - May 2022 | Semester Only |
| 7 | Legislative Intern <i>Connecticut General Assembly, Hartford, CT</i> | **See Above | (16 hrs/wk) Unpaid Jan. 2020 - Aug. 2020 | Summer & Semester |
| 8 | Student Researcher & Grant Recipient <i>UConn IDEA Grant Program, Storrs, CT</i> | **See Above | (6 hrs/wk) Paid May 2019 - Aug. 2020 | Summer & Semester |
| 9 | Honors Student Facilitator & Mentor <i>Honors First Year Experience, Storrs, CT</i> | Prepared lesson plans, facilitated weekly class, and organized community building activities to assist first-year students with transition to campus. | (10 hrs/wk) Unpaid Jan. 2019 - Dec. 2020 | Semester Only |
| 10 | Program Coordinator, Volunteer <i>Honors Initiative for Prospective Students, Storrs, CT</i> | Recruited and trained student volunteers and facilitated individual and group conversations about the University of Connecticut Honors program at Open Houses and Honors Reception events. Answered prospective student emails and facilitated individual student visits. | (2 hrs/wk) Unpaid Feb. 2019 - Sept. 2021 | Semesters Only |
| 11 | Research Assistant <i>Psychology Intergroup Relations Lab, Storrs, CT</i> | Analyzed, organized, and wrote briefs about social psychology research on intergroup bias. | (9 -12 hrs/wk) Unpaid Sept. 2018 - Aug. 2020 | Semester Only |

C. Other Activities During Undergraduate Education

| | | | | |
|---|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------|
| 1 | Senior Honors Thesis <i>UConn Dept. of Political Sciences, Storrs, CT</i> | <i>Forgotten Immigrant Voices: West Indian Immigrant Experiences and Attitudes towards Contemporary Immigration.</i> Advisor: Professor <i>Name</i> . | (10 hrs/wk) Unpaid Aug. 2021 - May 2022 | Summer & Semester |
|---|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|----------------------|

Following my undergraduate graduation in May 2022, I spent three months reconnecting with family members, studying for the LSAT, and volunteering. In August of 2022, I began my current internship at Community Partners in Action, a non-profit serving people released from prison or with criminal legal system involvement, for 20 hours a week each week. I began the final year of my Master of Public Policy program in early September. In October, I prepared for, and presented at the 2022 Caribbean Philosophical Association Conference. While completing my Master's degree and interning at Community Partners in Action, I began attending a Bible study at a church nearer to my home. I also began interning in the legal department of Integrated Refugee and Immigrant Services (IRIS) in New Haven in January 2023. More details are included below for context:

Education

University of Connecticut, Storrs, CT

Master of Public Policy: Focus Area - Public Policy, Diversity, and Inclusion

May 2023

Employment & Service Activities

Campaign Volunteer

(Variable hours) | Unpaid | Jun. 2022- Nov. 2022

CANDIDATE for CT 123rd District Representative, Trumbull, CT

- Discussed policy and community issues with over 75 residents through door-to-door conversations and phone banking to promote election of candidate *Name*

Advocacy Intern

(20 hrs/wk) | Paid | Aug. 2022 - Present

Community Partners in Action (CPA), Hartford, CT

- Collaborate with 4 multi-organizational coalitions to achieve passage of 4 bills, including bills on homelessness in the reentry population and juvenile justice during the 2023 legislative session.
- Co-write agency legislative agenda for website and outreach to legislators, write and coordinate testimony and provide written analysis to inform social media posts on how bills impact clients.
- Assist with coordination and hosting of the Connecticut Reentry Collaborative, a collective meeting of state-wide reentry roundtables and advocacy organizations.
- Create, code, and populate database and develop recommendations about national foundations and organizations with priorities related to CPA, including reentry and criminal justice, for increased funding.

Legal Intern

(9 hrs/wk) | Unpaid | Jan. 2023 - Present

Integrated Refugee and Immigrant Services (IRIS), New Haven, CT

- Assist Afghan humanitarian parolee clients to apply for asylum by researching country conditions and helping them draft declarations, complete I-589 forms, and gather evidence.
- Help coordinate workflow for pilot program to adapt American Bar Association pro se workshops for instruction of 3 IRIS clients in preparing their asylum forms.

Name
Address · Phone · Email

EDUCATION

- Graduate School of Public Policy and Administration, Sacramento State University** 2017-2018
Graduate Certificate in Applied Policy and Government
Capstone Project: Title
- University of California, Berkeley** 2013-2017
Bachelor of Arts: Sociology, Legal Studies; Highest Distinction (GPA ___)

HONORS AND AWARDS

- Phi Beta Kappa, 2017
Human Rights and Technology Fellowship, Human Rights Center Berkeley Law, 2016
Chancellor's Public Fellowship, American Cultures Program, UC Berkeley, 2016
Center for Civility and Democratic Engagement Fellowship, Goldman School of Public Policy, 2015
Hispanic Community Affairs Council Scholarship, 2014, 2015

WORK EXPERIENCE AND INTERNSHIPS

- Habeas Corpus Resource Center**, San Francisco, CA September 2018 – Present
Capital Defense Investigator
Planned and conducted social history investigations to support the legal defense of indigent persons on death row. Requested and reviewed records. Located and interviewed family members, peers, jurors, and trial counsel. Drafted witness statements. Conferred with attorneys and experts on factual support for *Atkins* and other constitutional and statutory claims.
- Superior Court of California, County of Merced**, Merced, CA September 2017 – June 2018
Judicial Fellow
Conducted the first data-analysis report on the court's Self-Help Center. Assisted self-represented litigants in filing temporary restraining orders, small claims, and custody orders. Prepared reports on cases filed, pending case load, and court time standards. Managed grant funding. Analyzed the efficiency of remote videoconference hearings and prepared quarterly reports for the Judicial Council of California.
- Human Rights Investigations Lab**, Human Rights Center, Berkeley Law September 2016 – June 2017
Digital Investigations Intern
In partnership with Amnesty International, verified videos depicting alleged war crimes from the Syrian Civil War by using geolocation tools and publicly-available social media content. Drafted reports of findings for human rights organizations and attorneys.
- American Cultures Engaged Scholarship (ACES) Program**, UC Berkeley January 2016 – May 2017
ACES Chancellor's Public Fellow
Assisted in the creation of a new undergraduate course, Legal Studies 152AC, titled "Human Rights and Technology." Conducted research on gender and race disparities in the technology sector and the implications on technological design. Assisted in producing the syllabus for the course. Established partnerships with local nonprofits and managed logistics of student-community projects.
- Office of the Solicitor General, U.S. Department of Justice**, Washington, D.C. Fall 2015
Intern
Conducted legal research in preparation for new cases. Reviewed OSG website for ADA compliance. Prepared materials for staff meetings. Collected historical materials for display in the USDOJ library.

ADDITIONAL SKILLS

- Technical: Microsoft Office, Outlook, G Suite, LexisNexis CaseMap
Languages: Native fluency in Spanish, intermediate ability in French

NAME
Email | Phone | Address

EDUCATION**Harvard College**, Cambridge, MA

May 2021

B.A. *cum laude*, Joint Social Studies & African American Studies with *high honors*

GPA: _____

Thesis: _____
Title

Activities: Institute of Politics Civics Program, Elementary School Instructor
Harvard Urban Debate League, Instructor
County Democrats for Biden, Fellow

EXPERIENCE**Barclays Investment Bank**, *Public Finance Analyst*, New York, NY Summer 2020, July 2021-Present

Create and update debt profiles for municipal clients, evaluate their different debt financing alternatives and execute live transactions.

Research and analyze market data to provide clients with current information on the municipal bond market.

Candidate for Congress, *Education Policy Analyst*, Saint Petersburg, FL June 2021- Present

Research and evaluate policy related to childhood education, including topics such as affordable childcare, universal pre-K, charter schools, etc. Provide policy analysis to be included in candidate's issue platform.

Juma Ventures, *Business Development Intern*, San Francisco, CA June 2021 – August 2021

Established partnership contracts with businesses and government agencies in Juma's six sites, in order to provide additional employment opportunities to Juma youth. Analyzed invoices for FY 2019 and 2020 and provided CFO with recommendations on renegotiating previously established contracts. Applied to corporate responsibility programs to increase grant revenue. Discussed mentorship opportunities with young people interested in joining Juma's cohort.

Independent African & African American Studies Camp, *Founder & Instructor* June 2020-August 2020

Organized a virtual summer camp for elementary school students to attend three times a week. Created and taught curriculum focused on topics ranging from historical African kingdoms to the Trans-Atlantic slave trade. The parents of the enrolled students are using this course as a model to push for the development of a similar term-time course at the Hackley School.

KIPP NYC Public Schools, *Intern*, New York, NY June 2019 - August 2019

Planned and executed two weeks of professional development training for nearly 800 teachers in the school network. Created and updated website that delivered resources to teachers. Updated elementary school curriculum for upcoming school year.

Harvard Pre-College Program, *Proctor & Educational Assistant*, Cambridge, MA June 2018- August 2018

Planned and executed educational and social programming opportunities. Led office hours to assist students in summer coursework.

RESEARCH & ACTIVITIES**Harvard College Debating Union**, *Officer*

August 2017 - May 2021

Competed in intercollegiate debate tournaments every weekend as part of world renowned team. Ranked as one of the top debaters in the country during 2019-2020 and 2020-2021 seasons; only gender minority to be included in top-five national ranking.

Vice President of Finance: Managed team's ~\$150,000 budget, oversaw operations of three revenue generating tournaments (~7000 participants), negotiated contracts and sponsorships and set up meetings with notable alumni and donors.*Vice President of Membership*: Recruited and trained new members, led weekly training sessions and practice rounds, edited team cases and created new team curriculum for novice debaters.**Malcolm Wiener Center for Social Policy**, *Research Assistant*, Cambridge, MA March 2020 - November 2020

Assisted Professor Eric Taylor on papers related to the intersection of labor and education. Conducted a literature review evaluating

the impact of teacher evaluations on student performance. Wrote memoranda related to teacher tenure policies at the state level.

Professor Name & Professor Name, *Research Assistant*

July 2020 - December 2020

Assisted Professors on a paper examining the politics of K-12 school district reopenings during Covid-19. This paper was published in several academic journals and widely covered by media outlets (i.e., Washington Post).

AWARDS:

2021 American Parliamentary Debate National Championship Top Speaker & 5th Place Team

Named Prize Recipient (*awarded to top Harvard students who excel in extemporaneous debate*)

House Commencement Banquet Class Speaker

SKILLS**Language:** Albanian (native), French (beginner) | **Software:** R, Stata, HTML | **Licenses:** FINRA Series 7, 52 & 63

Name
Address
Phone · Email

EDUCATION

- The University of Texas at Austin** Spring 2019
B.A. in Government and B.A. in Philosophy
 Liberal Arts Honors Program
 Interdisciplinary Certificate in Ethics and Leadership in Law, Politics, and Government
- The University of Texas System – Fellowship** Fall 2017
 • Competitively selected for a semester-long internship and academic fellowship program in City
- LSAC DiscoverLaw PLUS Program, Austin, Texas** Summer 2016
 • Attended law school classes taught by Texas Law professors on criminal law, constitutional law, and contracts

EXPERIENCE

- Innovations for Peace and Development, Austin, Texas** Fall 2016 – Present
Research Affiliate in Governance and Development Team
 • Translate and code audit reports to determine the level of corruption among different Honduran municipalities
 • Clean and analyze electoral data using Excel for Honduras governance and corruption study
- Refugee Services of Texas, Houston, Texas** Summer 2018
Intern for Employment Department and Mentor
 • Assisted staff with translation during client intake sessions, job readiness classes, and client appointments
 • Supported a recently-arrived refugee in her transition to the US by serving as a mentor and guide
 • Coordinated attendance to Houston Dynamo soccer games for over 30 refugee families
- Refugee Services of Texas, Houston, Texas** Summer 2017
Guardian Angel Project Coordinator
 • Attended court hearings of unaccompanied minors from Central America and recorded observations
 • Trained and coordinated volunteers to attend Master Hearings and collected data from their observations
- Organization of American States – Secretariat for Strengthening Democracy, Washington, DC** Fall 2017
Intern for the Mission to Support the Fight Against Corruption and Impunity in Honduras (MACCIH)
 • Drafted reports for the mission’s major donors outlining the mission’s achievements and challenges
 • Supported staff with the measurement of performance indicators from the 2017-2018 MACCIH Work Plan
 • Helped develop an organization-wide fundraising strategy to increase funds for the OAS
- Texas State Representative Jarvis Johnson, Austin, Texas** Spring 2017
Legislative Intern
 • Completed 10 hours per week as a criminal justice policy intern during the 85th Texas Legislative Session
 • Researched legislation filed by the office and drafted internal and external legislative documents
 • Collaborated and communicated with other offices and government agencies to advance legislation
- The University of Texas at Austin – Government Department, Austin, Texas** Spring 2017
Undergraduate Research Assistant for Name
 • Geo-located critical mineral resource extraction locations in over 85 countries worldwide

LEADERSHIP

- Minority Women Pursuing Law, Austin, Texas** Fall 2018 – Present
President
 • Oversee all responsibilities of the executive Board and delegate tasks to each of its six members
 • Launched MWPL Alumni Program and compiled information on over 40 MWPL graduates

- Coordinate MWPL Mentorship Program comprised of 30 members who serve as either mentors or mentees
- Coordinate scholarship contracts and LSAT workshops with LSAT preparation companies

Historian

Spring 2017

- Managed and updated the organization's social media including Facebook, Twitter, Instagram, and Hornslink
- Sought pre-law opportunities and updated members about their deadlines and benefits
- Publicized organization's events through social media and tabling events

Innovations for Peace and Development, Austin, Texas

Fall 2018 – Present

Latin America Audits Co-Leader

- Supervise and revise corruption coding and translations completed by the 15 members of the team
- Coordinate individual and group meetings with research affiliates and apprentices to address questions and concerns about their assigned tasks

Sewa International, Houston, Texas

Summer 2016

Lead Intern Coordinator

- Supervised 20 high school volunteers in activities such as the Summer Celebration Party and vaccination drives
- Taught English classes to over 60 refugee kids in local apartment complexes in Houston

COMMUNITY SERVICE

Texas Law Pro Bono Program's Expunction Project, Austin, Texas

Fall 2016

Volunteer

- Organized and updated clients' folders for immigration lawyers
- Helped 60 clients register during in-take sessions

Alief Summer Language Institute, Houston, Texas

Summer 2016

Tutor

- Assisted Alief ISD ESL teachers with classroom activities for about 25 refugee and immigrant students
- Tutored middle school students on algebra, reading comprehension, and writing

Asia Society Texas Center, Houston, Texas

Summer 2016

Explore Asia Summer Camp Volunteer

- Supervised 20 children in their summer camp activities including art projects and a mock air market
- Assisted in the development and execution of interactive activities to test campers' knowledge about Asia

AWARDS

Rapoport-King Thesis Scholarship, Fall 2018**Distinguished College Scholar**, Spring 2017, Spring 2018**Nelson Presidential Endowed Scholarship**, Spring 2018**Joe R Long Scholar, Dept. of Government**, Spring 2017, Spring 2018**CoLA Merit Scholarship**, Spring 2018**Rapoport Service Scholar**, Spring 2016**Dean's Honor List**, Fall 2016, Spring 2017, Fall 2017, Spring 2018**University Leadership Network**, Fall 2015**PUBLICATIONS**

*Title Government Honors Senior Thesis**Title Texas Undergraduate Law Review Journal, Edition. Austin, Texas: The University of Texas at Austin***SKILLS & INTERESTS**

Computer: Microsoft Office, Excel, ArcGIS, Weebly**Languages:** Fluent in Spanish and English**Interests:** Dancing, Traveling, Watching Comedies

Name

Education

Georgetown University, Walsh School of Foreign Service | Washington, DC *August 2013 – May 2017*

- Bachelor of Science in Foreign Service in International Political Economy, *summa cum laude*
- Selected coursework: State-Building after Conflict; Econometrics; Fiction, Faith, and Violence
- Senior thesis: *Title*
- Phi Beta Kappa inductee (May 2016)

Institut d'Etudes Politiques (Sciences Po) | Paris, France *August 2015 – December 2015*

- One-semester study abroad program; professionally proficient in French (speaking, reading, writing)

Professional Experience

IBM, Global Business Services | Washington, DC

Business Transformation Consultant, Public Service *September 2017 – Present*

- Analyzed business processes and improved efficiency at the Securities and Exchange Commission, digitizing paper-based operations and ensuring compliance with federal regulations
- Created artifacts to manage a new grants management offering for federal clients, surveying the competitive landscape and mapping the activities needed for standard implementation of the offering

American Institutes for Research | Washington, DC

International Research Assistant for Business Development *June 2016 – August 2016*

- Wrote and coordinated proposals for education-focused projects in Egypt, Liberia, Bangladesh, and Ghana
- Researched competitors and country situations to identify future grants and contract opportunities from international donor organizations, presenting findings to guide executive decision-making

U.S. State Department, Bureau of Democracy, Human Rights, and Labor | Washington, DC

Office of South and Central Asia Intern *February 2016 – April 2016*

- Constructed a database of political prisoners in South and Central Asian countries
- Coordinated policy papers between various divisions of the bureau and represented office at intelligence meetings, responsibly handling information after being approved for a Secret-level security clearance

Mann Deshi Foundation and Bank | Mhaswad, Maharashtra, India

Georgetown University Impacts Fellow *May 2015 – July 2015*

- Built a vendor management system to improve the foundation's oversight and efficiency while upgrading technology
- Crafted a three-year business plan for the organization's chamber of commerce after assessing existing human capital and conducting interviews with clients, setting a roadmap to build a community of women entrepreneurs

U.S. House of Representatives, Office of Title | Washington, DC

Legislative Intern *September 2014 – December 2014*

- Led constituent outreach efforts and managed constituent services at the office
- Wrote letters and staffed briefings on LGBT rights, anti-bullying, criminal justice, and environmental regulations

Georgetown University Department of Government | Washington, DC

Research Assistant for Title *January 2014 – July 2014*

- Collected and analyzed data, using STATA, for projects analyzing the relationship between globalization and poverty indicators in India and measuring the importance of regional trade agreements for African countries
- Conducted literature reviews for projects related to globalization and development

Silicon Valley Leadership Group | San Jose, CA

Energy Policy Coordinator *June 2012 – August 2012*

- Analyzed state and federal energy policy bills and wrote briefs to recommend organizational positions, helping procure leadership support for SB 843 encouraging community renewable generation

Activities and Volunteer Work

Alternative Breaks Program, Chair of the Board

April 2016 – April 2017

- Organized mission and logistics of 25 service and immersion trips over spring, summer, and winter breaks, serving 300 students
- Facilitated training sessions for trip leaders; oversaw marketing campaign and development of new trips; directed fundraising efforts of \$40,000 to support trip costs
- Supervised eight-member board, balancing constituencies while maintaining fidelity to program's mission
- Previously led trips to Chattanooga, TN (March 2016) and Fort Smith, AR (March 2015), planning itinerary throughout the year and managing logistics for 12 participants during the week

First-Year Orientation to Community Involvement, Leader

December 2015 – September 2016

- With team of 16 student leaders, led pre-orientation program for 54 incoming first-years, introducing them to the history and issues shaping D.C., organizing service activities, and facilitating reflections on their expectations for college

The Hoya, City News Editor

January 2014 – May 2015

- Crafted content and budget with other section editors to cover local and national news on diverse topics relevant to Georgetown; met stringent production deadlines; supervised team of 20 writers; wrote over 90 articles

Prison Outreach, GED Tutor

September 2014 – May 2015

- Led weekly math, reading comprehension, and writing sessions to prepare people in a local jail for the GED

D.C. Schools Program, Parent Program Tutor

September 2013 – May 2014

- Taught weekly class of 15 students, planning and conducting lessons in English as a second language for Spanish and Amharic speakers

NAME

Email
Address • Phone Number

EDUCATION**UNITED STATES NAVAL ACADEMY, Annapolis, Maryland** **May 2019**

Bachelor of Science in Political Science Honors (with Distinction)

GPA: _____, Class Rank _____, Varsity Letter (Intercollegiate Sailing)

EXPERIENCE**UNITES STATES NAVY - USS MICHAEL MURPHY (DDG 112)** **2019 - Present**

Surface Warfare Officer, (2019-Present), Pearl Harbor, HI

- Ranked _____ of competitive Junior Officers in a 300-sailor organization
- Led a cross-functional team of 36 personnel through the completion of 193 high-priority work items, meeting project milestones for a complex, multi-month overhaul of the ship and providing de-confliction and integration with external organizations
- Ran an 11-person watch team onboard a \$1.8B Arleigh Burke-class Guided Missile Destroyer, directing safe navigation, operations within the law of the sea construct, and the execution of multinational exercises with foreign navies

Fire Control Officer, (2022 - Present), Pearl Harbor, HI

- Hand-selected from 18 peers for advancement to a senior division officer role to enhance peer training and mission proficiency
- Managed 19 sailors and 1 officer in the maintenance of the AEGIS Combat System, as well as a \$5-million project to refurbish the ship's air and missile defense radar system, maintaining the ship's combat capability at peak operational capacity
- Entrusted to revise the Commanding Officer's Battle Orders to ensure compliance with legal conventions, Navy instructions, and directives. The orders were subsequently certified for use in combat operations

Strike Officer, (2019-2022), Pearl Harbor, HI

- Led a 15-person team through challenging warfare scenarios with an average 95% score during an eight-month deployment to the Arabian Gulf and Red Sea, maintaining the ship at peak readiness in the region's primary warfare area
- Directed the maintenance of the ship's Vertical Launch System and oversaw the safety of a high-risk project involving 20 individuals for the onload of \$214M-worth of missiles, preparing the ship for sustained combat operations

U.S. NAVAL ACADEMY - DEPARTMENT OF LEADERSHIP, ETHICS, AND LAW **Summer 2019**

Special Projects Officer, Annapolis, Maryland

- Revised coursework for the "Law for the Junior Officer" course and standardized lessons on the U.S. Constitution and Military Justice and Law of Armed Conflict, which were taught to 1,100 students
- Shadowed Navy Judge Advocates and facilitated military justice research to maximize legal readiness of the legal studies branch
- Served as an editor for the "Commander's Handbook on the Law of Naval Operations," ensuring the U.S. Navy, Coast Guard, and Marine Corps non-lawyer audience could leverage a concise, understandable reference during real-time operations

CHIEF OF NAVAL OPERATIONS INTERNATIONAL ENGAGEMENT BRANCH **Summer 2017**

Foreign Area Officer Intern, Washington, DC

- Assisted Foreign Area Officers in the Pentagon with communications engagements with foreign navies, compiling guiding documents and organizing briefs to prepare senior leaders for meetings to foster international relations

HONORS AND AWARDS

- 2021 Latina Style Distinguished Military Service Award - 1 of _____ recipients in the Department of Defense
- Navy Commendation Medal - sole Junior Officer to receive award at command for exceptional leadership during deployment
- Navy Athletics Hall of Fame - 1 of _____ Class of 2019 varsity athletes across all sports to receive this honor
- All-American Crew – recognized by Intercollegiate Sailing Association in 2017, 2018, and 2019

ADDITIONAL INFORMATION

- **Licenses/Certifications:** Top Secret Clearance Sensitive Compartmentalized Information (TS-SCI), Sexual Assault Prevention and Response Victim Advocate
- **Languages:** Fluent Spanish, Intermediate French
- **Interests:** Sailing, Journaling, Yoga, Poetry, Surfing, Hiking, International Travel

Name
City, State Zip Code • Phone • Email • LSAC#

EDUCATION

UNIVERSITY OF CALIFORNIA, LOS ANGELES June 2021

Economics Major, History Minor

- CAS GPA: _____ Undergraduate GPA: _____
Honors (UCLA): Summa Cum Laude, eight-time Dean's Honors List Recipient

EXPERIENCE

UCLA Department of Economics, Los Angeles, CA Oct 2021–Present

Research Assistant—Economics, 35 hours/week

- Assist *Name* (Ph.D. Candidate, UCLA) on various projects, such as understanding effect of local admission guarantee programs for CSU campuses
- Draft and edit portions of manuscripts for future papers

Research Assistant—Economics, 10 hours/week *Aug 2020–Oct 2021*

- Began co-authoring a paper with *Name* (Ph.D. Candidate, UCLA) and *Name* (Professor of Law, Stanford University) that will contribute to the current debate regarding access to and quality of care, planned for submission in early 2022
- Researched statutory changes relating to nurse practitioners' scope of practice in different states
- Analyzed impact of STEM reclassification of Economics' programs on international students' major choice
- Reviewed U.S. work visa policies to understand the obstacles faced by international students

Insight Global, Los Angeles, CA Aug 2021–Oct 2021

Recruiter, 45 hours/week

- Identified candidates to fit Fortune 1000 companies' staffing needs in various industries
- Vetted individuals based on qualifications and prepared them for formal interviews
- Focused on building genuine relationships with candidates to help them achieve their career goals

Law Office of Attorney and Associates, Bakersfield, CA Sep 2018–Aug 2021

Law Clerk (Remote), 3 hours/week

- Drafted motions to reduce felonies to misdemeanors, terminate probations, and expunge records
- Spoke directly with clients to collect relevant records and case materials
- Gathered information to draft declarations utilized in compassionate release motions

Criminal Defense Law Clerk, 25 hours/week *July 2018–Sep 2018*

- Drafted motions for dismissal of charges and reduction in bail
- Analyzed cases, compiled detailed notes of facts, and reviewed relevant Penal Code and Jury Instructions
- Assisted in trial preparation by creating mock cross and direct examination questions for witness preparation

Jan 2021–June 2021

LSAT Tutor, Los Angeles, CA**Self-Employed (Remote)**, 2 hours/week

- Tutored for the Law School Admission Test
- Helped increase one student's score by 20+ points
- Created a comprehensive study plan for four students based upon their time commitments and needs

ACTIVITIES

Collegiate Mock Trial, Los Angeles, CA

Sep 2019–Jan 2020

Team Captain, 2 hours/week

- Organized practices, assigned roles, and created deadlines for the team
- Taught new members both performance and technical skills
- Led the team to 2nd place at UCI's Mock Trial invitational

Defense Attorney, 10 hours/week

Oct 2018–Oct 2020

- Lead Defense Counsel for a civil litigation negligence lawsuit and a criminal suit against charges of aggravated murder
- Conducted direct examination of defendant and cross-examinations; delivered opening and closing statements
- Won 2nd place at ASU's Regional Mock Trial competition, honorable mention at Fresno State's Regional competition

Theta Xi Fraternity, Los Angeles, CA

Dec 2018–Dec 2019

Assistant Scholarship Chair, 2 hours/week

- Monitored the academic progress of over 80 members of the Alpha Zeta Chapter
- Coordinated with campus personnel to provide resources for members' future success
- Worked directly with the UCLA career center to host a resume and cover letter workshop for members

PERSONAL

Hobbies: Music Production (FL Studios), Practicing Violin (nine years), Reading (Favorite Book: *7 Habits of Highly Effective People*)

Sports: Weightlifting, Bodybuilding

Languages: Intermediate Spanish

Fun Facts: Three-time Corgi Beach Day Attendee, First in Family to Attend Law School



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