



ECI Student Application

Name: _____

Address: _____
Street No. Street Name City State Zip

Cell #: _____ T-number: _____

Email: _____

Current Status 1L 2L 3L
Semester Applying for: Fall Summer Spring

Program Applying for (check all that apply):

- ECI Research & Writing ECI Admin
- Innocence Project: paid volunteer
- ECI Clinic: Property Juvenile

Other Areas of Interest: _____

Semester Course Load (Hours) _____ Current GPA: _____

Currently Employed: Yes: Hours working per week _____ No

Hours Available for work at ECI:

Monday	_____	to	_____
Tuesday	_____	to	_____
Wednesday	_____	to	_____
Thursday	_____	to	_____
Friday	_____	to	_____

Attachments submitted: Letter of Interest Unofficial Transcript Writing Sample

Student's Signature: _____

For ECI Use only:

Date Submitted: _____ If applicable, date W-9 submitted: _____

Assignment Recommendation(s): _____

Project Supervisor: _____



EARL CARL INSTITUTE FOR LEGAL & SOCIAL POLICY, INC. STUDENT EMPLOYMENT INFORMATION

The Earl Carl Institute for Legal & Social Policy, Inc. (ECI) offers employment and learning opportunities for qualified students. The following information explains who we are, what we do, and how you can apply to become a part of the ECI team.

Who is Earl Carl?

The Institute was named in honor of Professor Earl Carl, a founding faculty member of the law school at Texas Southern University now known as Thurgood Marshall School of Law. Professor Carl, blind from an early age, graduated from Fisk University before going on to earn his law degree and masters of law degree from Yale University Law School. He is a human symbol that people can accomplish whatever they are willing to despite all odds. His achievements remind us that we are limited only by the barriers we chose not to overcome.

What does the institute do?

The Earl Carl Institute was established in 1992, by Professor Marcia Johnson, to help solve legal and social problems facing the urban community through scholarship and advocacy. The institute is a non-profit (501(c)(3)) affiliate of the Thurgood Marshall School of Law at Texas Southern University (TSU). TSU was designated by the Texas Legislature as an urban institution. That designation charges the university with solving urban problems.

How we achieve our mission through scholarship and advocacy?

The Institute has two primary components which are a research and writing component and an advocacy component.

As part of its research and writing component, the Institute contracts with students it helps educate to research and write about urban issues. That research is compiled and reported in law review type papers that are published with a view toward impacting legal and social policy in those areas. Students also research issues presented by community-based organizations and national, state and local legislators.

The Institute's advocacy component is a legal apprenticeship program, through the Center for Civil Advocacy (CCA) and the Center for Criminal Justice (CCJ), where students work on real cases from inception to resolution. All work performed by the students in this program is under the general counsel of Institute attorneys who are specialists in these areas.

How are students compensated?

Students are currently paid by Thurgood Marshall School of Law. Paychecks are issued monthly. Students must be able to timely submit all documents requested by the university in order to ensure that they are paid.



How many students work with the institute?

Typically twelve students work with the institute during the Fall, 13 students during the Spring and 6 students during the summer; Students are assigned as research/writers or as student attorneys with the CCA and CCJ.

How many hours per week is a student expected to work?

Students are expected to work a maximum of 10 hours per week during fall and spring semesters. Students who work during the summer semester may work up to 20 hours per week. Any student seeking to work more than the allotted hours per week during a given semester must obtain prior approval from the Institute's director.

How are the students selected?

Students must have at least a 2.7 GPA *. 2Ls and 3Ls may apply to be researchers but 3Ls are given preference in working in the Institute's clinical programs.

We select students who want to work with the institute, who perform well in their classes, who have strong character and high moral and ethical standards. Our expectations are high so we look for high achievers with strong work ethics.

Our students have historically out-performed their classmates on the bar exam. Students who have participated in our programs have typically performed at a high bar pass rate.

*A student may petition the Executive Director for a waiver of the GPA requirement. Such waivers have been granted on a limited basis.

How are students assigned to projects?

Student assignments are made by ECI's management team. The assignments are based on the needs of the Institute, the student's interest, and the Institute's priorities. The Institute's current research and writing priorities are in the areas of education, housing, family and criminal justice.

Current advocacy and educational projects of the institute include:

- The **Opal Mitchell Lee Property Preservation Project (OMLPPP)** which provides legal representation to clients to assist them with retaining or growing wealth through assistance with preventing property loss. Students handle cases involving probate to clear title, foreclosure prevention, delinquent tax suits, property tax exemptions and protests, partitioning real property, adverse possession claims, consumer credit card debt cases, and formation of nonprofit corporations related to community development.
- The **Juvenile Justice Project** provides legal representation to foster children who are involved in multiple juvenile systems. The services provided by this project includes representation of students (1) in court, who have received Class C Misdemeanor Tickets for in-school behaviors, (2) in school on school related disciplinary actions,



(3) with expunctions for children aging out of foster care and needing to obtain employment and housing. This program attempts to address the disproportionate minority contact of African American children in child welfare systems.

- **The ECI Interdisciplinary Journal for Legal & Social Policy** - publishes papers primarily on housing, education and criminal justice issues that impact legal and social policy in the urban community. The Journal is an online publication that features articles from multi-disciplines that address issues effecting minority populations. The journal is published bi-annually in February and August. The journal can be accessed at www.ecipublications.org/ijlsp. Occasionally, additional social issues that impact the urban community may be covered within the context of papers or essays.
- **Center for Criminal Justice** - The CCJ provides oversight for the TMSL Innocence Project. This Center currently hires 2 students per semester to assist with administrative tasks associated with the Innocence Project. In addition the Center provides oversight for research projects focused on issues surrounding indigent defense reforms.
- **Street Law** - is an educational, legal outreach program that trains current law students to teach law at schools throughout Houston-Harris County. Specifically, TMSL law students who participate in this program are provided with a curriculum on various aspects of criminal law. The law students participate in “train the trainer” classes with the ECI Associate Director. The law students then train high school students, on a weekly basis, through the use of interactive teaching strategies including mock trials, moot courts and simulated negotiations that allow students to hone their communication and analytical skills while gaining exposure to other professionals and the community.

Pending research topics which ECI wishes to continue work on through the 2013 - 2014 academic year are:

- Do System Biases Preclude Indigent Defendants From Reaping the Benefits of Pre-Trial Diversion Programs? - It is undisputed that racial disparity exists across the criminal justice system spectrum, from arrest, to charge, to disposition. This paper will review and detail available empirical research to explore whether racial neutral criteria for pretrial diversion programs add to the system disparity against minorities and will propose policy changes to alleviate such disparities.
- Reducing Teen Dating Violence in the Urban Community - The CDC has designated teen dating violence as a disease finding that evidence suggests that dating violence is a significant problem in economically disadvantaged urban communities, where accumulation of risk factors for violence exists due to environmental factors. This paper identifies recent studies on this issue and its impact in the African American community and especially in the urban community. The paper examines recent legislative bills and policy proposals to determine their potential effectiveness. Finally, it makes recommendations for reducing the incidents of teen dating violence among urban adolescents by using a holistic approach to environment factors and providing targeted education specifically to the urban teen population. This paper is



in the editing stage.

- The Impact of Homelessness in The African-American Community: A Call for Additional Homeless Courts in Houston, Texas - Houston possesses the third highest homeless population in the nation. An estimated 15,000 homeless individuals live in shelters, abandoned buildings, in encampments, and on the streets. In 2010, the Houston Homeless Coalition reported that African Americans/Blacks account for 62% of the homeless population while only comprising 16% of the city population. Houston has dealt with the homeless population by criminalizing such things as failure to provide identification, vagrancy, theft of services for failure to pay bus fare, traffic, or sleeping in a public park. This paper briefly reviews the criminalization of the homeless and advocates expanding the homeless court as one means of reducing the number of homeless individuals who identify as African American. This project is in the editing stage.
- Human Trafficking: When Black Girls Run Away - Although the majority of labor trafficking victims are undocumented or qualified aliens, the majority of sex trafficking victims in the U.S. are U.S. citizens. According to the U. S. Justice Department, in 2011, “of confirmed sex trafficking victims whose race was known, 26 percent were white and 40 percent were black”, typically young females. According to National Incidence Studies of Missing, Abducted, Runaway, and Thrownaway Children, an estimated one out of every three children that run away is lured into sex trafficking within 48 hours of leaving home and the average age of entry into sex trafficking is between 12 and 13 years old. This is an evolving issue that has a disproportionate impact on African Americans and which invites policy advocacy on the local, state and federal level.
- Disproportionate Minority Contact: What Texas Isn't Doing - this paper will tackle the question of how to address disproportionate minority contact in the juvenile system.
- Cognitive Bias and the Criminal Justice System - Students are examining the actions of key law enforcement actors, namely the police, prosecutors, and punishers in the criminal justice community and the influence of cognitive biases in the decision making process.
- The State of Black Houston Now 2015 Update - ECI published its first State of Black Houston Now publication in October 2011. Topics included Demographics, Housing, Wealth, Education, Family, Health, Religion, Criminal Justice, The Judiciary, Minorities in Law School. ECI plans to produce an update of the “Snapshot” edition during the Spring of 2015 with data from the 2010 census.

What does a student need to do to apply?

Students wishing to apply for a position with ECI should obtain an application and further information from the ECI Administrative Assistant in the ECI offices located in the Old Mechanic's Building (which also contains the TSU Post Office) near Cleburne Street and Ennis or by visiting the ECI website at http://www.tsulaw.edu/centers/ECI/eci_student.html#forms. Once a student is offered a position with ECI s/he will be instructed to complete their application by completing several HR forms on the TSU website (www.tsu.edu). Selected students must



complete a TSU online application, background check form, W-4 and I-9 forms.

For additional information about ECI, its structure, and the work the Institute has done in the past, please visit our website at www.earlcarlinstitute.org.



Application Check List *ECI Staff ONLY*

Last Name: _____ **First Name:** _____

Application	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Copy of Driver License	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Copy of SS Card	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Current W-4 Tax Forms	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Currently Employed	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
ECI Data/Information Sheet	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Letter of Interest	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Resume	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received
Writing Sample	<input type="checkbox"/>	Received	<input type="checkbox"/>	Not Received

Information reviewed by _____ on _____
Name Date

Research Topic Assigned: _____

Task Force Assigned: _____

Director's Signature: _____

Sarah R. Guidry, Executive Director