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COMMUNITY EDUCATION ON LAW AND JUSTICE

GUIDE TO THE ORGANIZATION

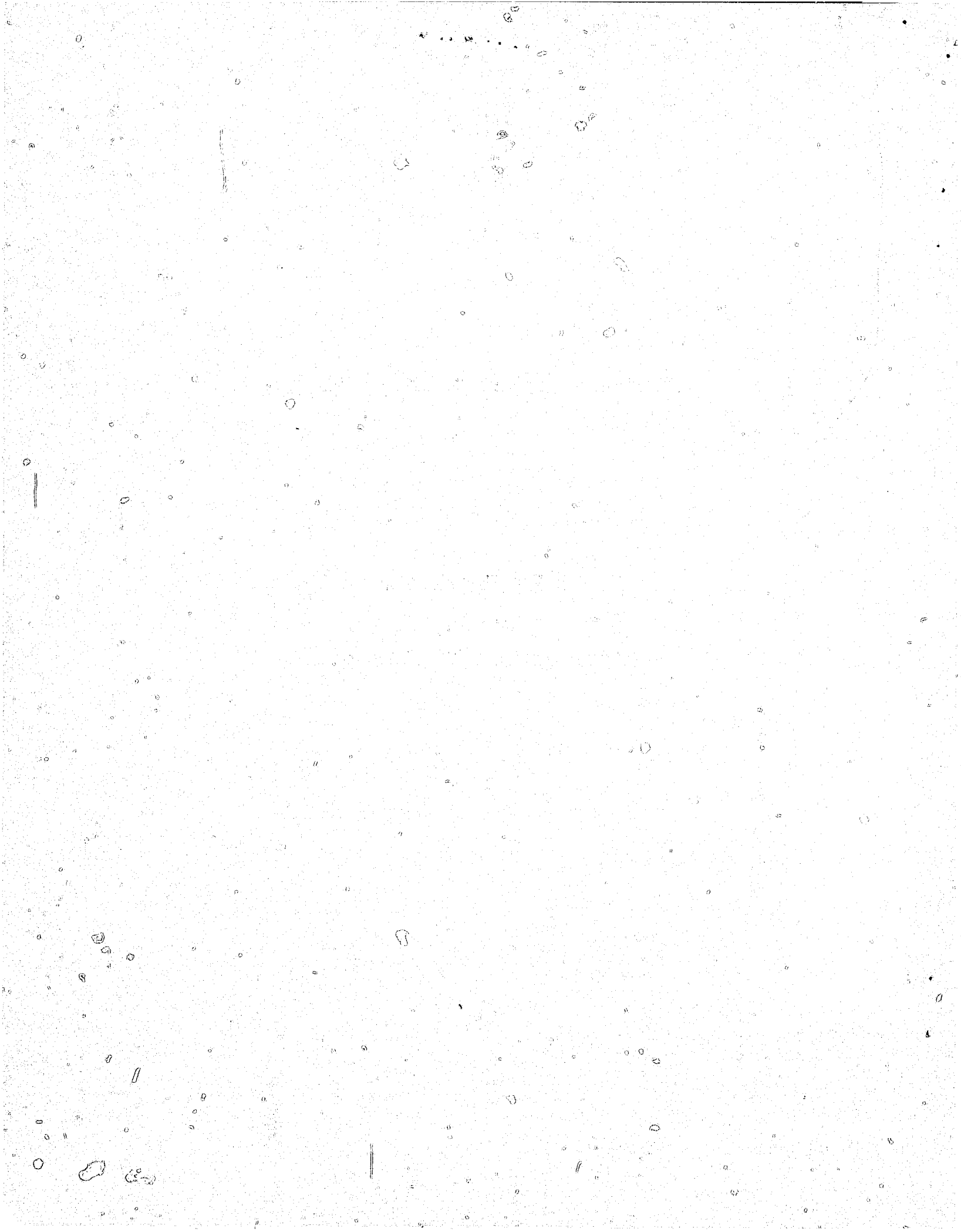
OF

CRIMINAL JUSTICE STUDY GROUPS

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COMMUNITY EDUCATION ON LAW AND JUSTICE  
67 E. MADISON, ROOM 1410  
CHICAGO, ILL 60603  
(312) 236-0315

PREPARED BY: DORIS KOO, FIELDWORKER



## ABOUT COMMUNITY EDUCATION ON LAW AND JUSTICE

The Community Education on Law and Justice Project represents an effort to help inform community groups about the criminal justice system as it operates in their communities, to improve understanding of citizens' rights and the operations of police, courts, correctional institutions, preventive programs, and juvenile justice services.

Community Education on Law and Justice (CELJ) works to encourage citizens to use their growing body of information about criminal justice in their own interest, to improve the standard of services from the system to the community. To accomplish this, CELJ helps community organizations throughout Illinois plan and organize criminal justice study groups for adults. CELJ provides planning assistance to local sponsors and makes instructional materials on the criminal justice system available at cost.

### PLANNING A PROGRAM

Local sponsors form a planning group, representative of the community and responsible for performing those tasks which will make the local criminal justice study groups successful. Each sponsoring organization selects a meeting site, recruits a study group leader, assembles information on the local criminal justice system, and seeks out financial support to defray the costs of operating the program. The sponsor also recruit participants from the locale and provides support to the group leader, and evaluates the program. Sponsors work with the group leader to develop a climate for resolving criminal justice problems and issues.

CELJ field staff work with the planning groups in each locale, providing them with a guide to the organization of criminal justice study groups and helping them develop a program uniquely suited to the needs of each community.

### THE LEARNING PROCESS

If learning is to lead to informed citizen participation, each study group must be tailored to meet the concerns and informational needs of the participants. The location of the meeting site, the number of sessions to be conducted, the emphasis on particular elements of the criminal justice system; these depend on the character of the community, the needs and preference of the citizen participants, and the goals each group of participants sets out to attain. Study group members will want to understand the system as a whole, but they may want to pay particular attention to juvenile problems, the criminal court, the local police, or the correctional system. The responsibility of the group leader is to help participants see the way the elements of the system fit together, and to help them identify the ways they may become most effectively involved in making the system more responsive.

### THE RESULT

The goal of each study group is to help participants build a knowledge base about criminal justice and to develop their skills in identifying problems and analyzing the system's performance. Where and how to get involved as citizen participants remains a decision each group of participants must make for themselves. Graduates of CELJ study groups have formed action groups, have joined existing organizations, and have participated as individuals in raising system standards.

THE STATEWIDE EFFORT

CELJ's sponsors, the League of Women Voters of Illinois and Citizens Information Service of Illinois, believe that democratic government must be accessible and responsive to the citizenry. In many ways over a period of many years, these organizations have worked to help citizens understand and influence the operations of government at every level. They formed CELJ in April 1974 to focus citizen attention on the criminal justice system and to search for new ways to help citizens get involved. CELJ is a three-year experiment in learning toward informed citizen participation. Operating funds have been provided by the State of Illinois Law Enforcement Commission, The Chicago Community Trust, The Chicago Bar Foundation, and The Joyce Foundation.

CELJ has provided guidance, information, and assistance to communities as far south as Carbondale, as far north as Waukegan, and far west as Rock Island/Moline, and to a variety of citizen action groups in Chicago. Many programs have been conducted in the Spanish language, while others have been conducted simultaneously in both English and Spanish. CELJ has served as a continuing source of information about criminal justice to participants throughout the duration of the study groups and beyond.

**FOR MORE INFORMATION, CONTACT:**

Community Education on Law and Justice  
67 E. Madison, Room 1410  
Chicago, Illinois 60603

(312) 236-0315

## PHILOSOPHY OF INFORMED CITIZEN ACTION

A lot of research has been done on citizen apathy and lack of involvement in the criminal justice system. A common obstacle to citizen concern and action is the lack of understanding of the legal system which is mandated to protect as well as punish. The criminal justice study group will help to answer many questions citizens may have in this area.

Furthermore, through the bringing together of the many diversified elements of a community and the law enforcement agencies, the educational character of the study group may also be broadened to result in the gaining of knowledge, better mutual understanding and a subsequent changing of attitude on the part of all of these various elements. This understanding can result in a new appreciation and definition of social issues, a positive outlook on citizen involvement, and efforts to promote cooperation to bring about action.

By citizen action we mean any act of an individual or group which positively influences the way in which the system delivers services to people. For CELJ study groups, action has taken the following forms:

- examining the existing criminal justice system and defining inadequacies and problems;
- talking to friends, neighbors, co-workers and family about knowledge gained;
- writing to local newspapers as citizens to express concern, praise, suggestions about the criminal justice system;
- taking individual or group action to express concern and interest over legislation;
- joining existing organizations as volunteers to effect changes;
- forming groups with specific goals to serve as service providers, liaison groups, referral groups, monitoring groups, or pressure groups.

We believe that these citizen study groups will become a means to equip citizens to be effective in influencing systems of government. Education, instead of being distant and academic, becomes a powerful tool to shape the lives, experiences and activities of the participants. It is learning with a purpose -- the purpose of taking positive action to reshape parts of the system which are inadequate, and to lend understanding and support to those parts which are serving citizen needs and interests.

## DECIDING TO SPONSOR A CRIMINAL JUSTICE STUDY GROUP IN YOUR COMMUNITY

Some questions to consider before planning to set up a criminal justice study group in your community:

1. Is there enough interest in the community to generate a criminal justice study group?

It is important to find out how people feel about the criminal justice system, whether they see the need to learn more about it, before going into full-scale planning and organizing for a study group. Often this can be done through talking to community groups such as religious groups, civic groups, schools, social service agencies, and of course, the community resident -- neighbors, friends. The local newspaper is also a good indicator of the level of interest.

2. Have there been previous programs or attempts to sponsor a similar program in the community?

A good program usually comes from good planning. Is there any experience in the community that you can draw from? If past programs have failed, was it a matter of

timing? Lack of interest? Lack of commitment on the part of the planners? Unrealistic goals? Active opposition to the efforts by other groups or people? If there was a previous successful program, is another similar program needed? Why? What can you learn from the past experience? What can be done differently to improve the outcome of the program this time?

3. Are there groups in the community that would be willing to participate in the initial planning and sponsorship?

In all communities there are agencies and organizations -- churches, civic organizations, women's groups, as well as a host of other organizations. Even if they have different orientations and outlook, it is important to seek their support in any kind of community project. Knowledge of the local community political and power structure -- who they are, whom they represent, membership, operating principles, activities, influence in the community -- is crucial for anyone planning to start a new project. Without this knowledge, you may unwittingly offend certain community groups, fail to exploit existing resources, and jeopardize the success of the effort.

4. What are the goals for sponsoring a criminal justice study group?

Even at this stage, the planners need to have certain general principles for the program to be developed. Is the program strictly educational? Or will it trigger future action? What you want to do depends on how you see the need and how you define the problems of your community. Keep in mind that not all the issues identified can be worked on at the same time. (For example, setting up a study group in a high school may not result in a sudden decrease of vandalism or drug addiction. Many problems have their roots in long-range and complex social causes, and will take a while to change.) Start with issues which a small group of people can manage.

#### ORGANIZING THE PRE-PLANNING GROUP

1. Purpose of forming the pre-planning group:

The main reason for forming the pre-planning group is to fulfill the preliminary tasks of setting up the study group. It is needed to provide the initial direction and leadership until a formal structure can be established. For the beginning period, therefore, the planners will be the core, performing all support functions that will make the study group go -- selecting a meeting site, conducting publicity campaign, recruiting members, contacting resource people, getting financial support for the group's activities, making sure that the plan reflects the interests, feelings and needs of people in the community. Needless to say, the pre-planners

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- \* The League of Women Voters has several useful publications on the question of assessing community needs and researching your local community structure:

"Analysis of the community: a step to action" (35¢)

"Know your community" (75¢)

"The politics of change" (35¢)

All available through Citizens Information Service, Rm 1408, 67 E. Madison, Chicago, Illinois 60603 or League of Women Voters, 1730 M St., NW, Washington D.C. 20036

should be a group of people who see the need for such study and citizen action. The pre-planning group can take different forms (such as steering committee, board of directors, coordinating committee, etc.) as long as the goals are understood and the tasks performed.

The CELJ model has adopted a structure of a community-based local "steering committee". This committee has administered the CELJ program locally, has set the overall goals for the class, has made local policy decisions, has provided direction for the discussion leader and aide, and has been responsible for evaluating the success/failure and outcome of the class.

## 2. Membership composition of the pre-planning group:

Keep in mind that a real working group can only come from people willing to work -- people who will organize, plan and undertake the necessary preparation and supportive tasks for the group. Popularity in the community is only one criterion for a good member. Sensitivity to community needs and structure is much more important.

CELJ experience shows that heads of service organizations will be enthusiastic to take up the idea of organizing a criminal justice group but may be too busy to maintain a well-planned and well-organized group from start to finish. Good results usually come from groups which reflect a balance of highly involved agency people and volunteers from the local community.

While the pre-planning group should ideally consist of representatives from the entire community, with members coming from all the racial, ethnic and socio-economic groups within the geographical area, homogeneous CELJ groups (such as women's groups and Latino groups) often show more concrete and visible results. Every effort should be made to allow for maximum participation from the entire community however. The goal is to be as inclusive as possible, if for no other than to insure broad-based community learning and support.

## 3. Organizational structure of the pre-planning group:

The pre-planning group should have a basic organizational structure to facilitate division of labor. The pre-planning structure is set up to get the job done and not to create a series of empty job titles. The number of officers will depend on the group needs. The most important thing for the planners to take into account is the amount of work to be done and the time each member has to carry out specific tasks. Certain questions need to be answered. How often will the planners meet before the set up of the study group? While the group is in session? Will it recruit more members from the study group to become part of a more permanent body? How do participants make their needs and preferences known? Who will lead the study group? Keep in mind that the planners will need to be flexible, and to be able to respond to study group needs as they become known.

## 4. Overall responsibilities of the pre-planning group prior to the set up of the criminal justice study group:

- Prepare a budget and plans for financing the group;
- Select a meeting place and determine initial time for classes;
- Select a discussion leader (or co-leaders) to lead the study group;
- Forecast tentative topics for the group;
- Research and produce information on local community and agencies;
- Suggest possibilities for resource people, field trips and other outside activities for the group;



- Recruit participants, make community contacts through various means of promotion and publicity;
- Arrange pre-class training for discussion leader/co-leaders;
- Develop initial plans for evaluating the program.

#### 5. Problems and prospects:

When the group gets underway, the planning functions become less important, and the function of administration and maintenance becomes vital. Local steering committees operating under CELJ framework have often become ineffective at this point. They sometimes fail to forecast their role after the group's first session, when the leader takes over the task of conducting the study group. The planners should have a clear idea of this transition and be prepared to deal with it functionally and structurally. Maintenance functions generally involve the following:

- to see that resource materials and experts are made available to the group;
- to brief resource people on what the goals of the study group are, what the group wants and needs to know;
- to prepare assignments and assist group members evaluate their work;
- to follow through on all commitments to the group; and
- to carry out continual evaluation of group progress, leader performance, goal accomplishment and direction of group with discussion leader and participants.

Once the group has started, the original planners may want to recruit participants from the study group to expand the existing committee or to replace those who have dropped out.

### SETTING UP THE CRIMINAL JUSTICE STUDY GROUP

#### 1. Budget and finance:

A budget is an instrument for planning. It reflects goals, priorities and activities, showing what the group wants to do and the expenses it will incur in so doing. It will be very difficult to operate a citizens' group and achieve its aim without any kind of financing, even if the planners are operating with volunteer labor. There will be operating expenses such as the purchase of instructional materials, duplicating materials, babysitting, carpools, etc. The planners must define those tasks which will incur costs, develop a budget accordingly, and look for ways to finance them.

In the past, when CELJ was financing the study groups, a typical budget for an eight-week course involving 20-25 participants included costs for renting facilities (class sites, film and projectors, etc.), postage, paper, printing of flyers for publicity, copying materials, providing carpools to class (if needed), and paying honorarium for resource people. (A sample budget is included in the Appendix). In fact, much of this is often donated by individuals and local organizations. The same kind of planning will be necessary later on, if the group decides to undertake an action project.

#### 2. Fundraising, proposal writing and tips to minimize costs:

Funds can be obtained from the following channels:

- a. Cash contribution -- it is a good idea to start the fundraising efforts with



developing a list of likely contributors in the community. Most names can be obtained through personal references, from newspaper and magazine reports of concerned groups, business and private citizens; from Who's Who and similar publications; membership lists of other organizations.

Solicitation is geared to the prospective donor's interests in the program which the planners are developing, and his/her ability to give. Drawing up a good fact sheet concerning the goals, etc. of the program may be a first step toward the fundraising campaign. If the plan is to conduct the campaign on a wide scale, a list of more likely contributors should be singled out for more concentrated efforts and personal contacts, while smaller contributions can be obtained through letters and telephone calls.

Since no single method guarantees sure success, the planners should choose the fundraising method based on time limits, expectations and labor available.

- b. Non-cash contribution -- do not forget that non-cash contributions can help minimize costs when starting a program. For example, a rent free meeting place, gifts of used equipment or material, free printing of flyers, bulletins, free advertisements, and so on are available if the planners take time to seek out contributors, to make the contact, and to keep a good relation with community residents, business and other organizations.
- c. Foundation grants -- if the planners have a long range outlook, a group might consider the possibility of securing a tax-exempt status somewhere along the line. This will be helpful in terms of getting contributions and essential if the group is planning to apply for foundation grants later on. Since the application procedure may take up to one year, it will be unrealistic to hope for foundation money right at the beginning unless the group can be affiliated with a tax-exempt group or organization. (Incidentally, local colleges, churches, civic and educational associations very often have tax-exempt status. Getting them to sponsor the criminal justice study group or future action projects may be one way to approach the problem of financing operations).\*

### 3. Selecting a leader for the study group:

To implement the initial goals which the planners have identified, some form of facilitator/leader has to be set up. In the past CELJ has tried a variety of leader and aide, co-leader combination, with defined or shared responsibilities. The decision was made locally by the steering committee. Whatever the format, the purpose of having a facilitator is to do the following:

- to provide participants with guidance and support;
- to be sensitive to the needs and problems of the community and the goals of the planners and the participants;
- to coordinate the program together with the planners;
- to encourage participation by all group participants;
- to help identify common group concerns and to help the group become a cohesive force
- to help participants learn how to find resources for themselves;
- to teach problem-solving based on facts; to separate facts from rumors and gossip;
- to prepare the group for the best use of the resources -- speakers, films, field trips;
- to plan with the planners and participants on direction of group, to evaluate group progress and assess goal accomplishment on a continual basis.

\* See Appendix for guidelines to proposal writing and obtaining tax-exempt status

The facilitator may be a group worker in the community, may be a volunteer or a teacher. He or she must be able to work with people and to employ techniques that will motivate and stimulate group participants. There is no easy way to recruit individuals to serve in this capacity. Often it is by word of mouth or personal contacts. The skills to look for do not necessarily have to be criminal justice related; as long as the individual demonstrates the ability to develop leadership skills in the group, to encourage self-confidence in others, to facilitate the attainment of group goals, and be interested in criminal justice and willing to get facts rather than give incorrect information.

The facilitator provides the direct link between the planning and administration of the program and its actual implementation. Some form of previous training in the area of group dynamics, leadership and problem-solving skills is desirable. (Leadership training courses are often available through local colleges or other educational institutions). In any case, the leader should be able to promote group understanding and interaction, and to stimulate active participation from the group members.

#### 4. Selecting a site for the group to meet:

The site is an important factor and should be located at a central, easily accessible place in the community. Safety and comfort of the members should also be considered. The meeting site can be a school, a community building, a church, a library -- any place that would provide maximum privacy and adequate space for the group to meet and interact. Meetings may even be held at one of the participants' homes.

#### 5. Recruiting members to the study group:

In recruiting, the personal touch is most effective. Contacts can be made at many places -- community meetings, school councils, block clubs, business luncheons, labor union meetings, etc. Efforts should be made to reach and recruit community residents not belonging to any organized groups. The optimal class size is 25-30 members.

To assist the recruitment process, flyers can be prepared to announce the study group. If possible, an item publicizing the group should be printed in the local newspaper, in church, school and community organization bulletins, and broadcast on the local radio and television stations.

An important thing to remember is that the chance of a person joining a group on the basis of a single flyer is highly unlikely. Every effort should be made by the planners or other volunteer members to maximize personal contact -- appearances at public/community functions, explaining the rationale and objectives of the study group, linking up whenever possible the relation existing between the criminal justice system with community problems and life experiences of the community residents. This is important, since people will not be motivated to join any group or program unless they recognize the relationships which exist between their lives and social issues, and between their community and the general social structure.

Whenever possible, potential participants (or people who have expressed interest in joining the study group) should be contacted before the meetings to remind them of the time and place of the study group.

Some kind of reward structure can also be used to help stimulate people's interest to

participate in the study group. Giving certificates of achievement to participants (who have attended six or more sessions) at the end of the course has been very effective in generating interests and sustaining enrollment for previous CELJ study groups. Other ways may include granting college credits or adult education credits, depending on how the planners see local needs and what kind of arrangement can be worked out with local educational institutions.

6. Researching local service structure, possibility and availability of resource speakers, films, etc.:

It will be helpful for the planners to develop an initial list of community resources for the group -- either in form of a preliminary listing, or a collection of agency pamphlets, fact sheets, etc. As the group continues, every effort should be made to help prepare participants to obtain information for themselves. If there is enough interest in the group, members may want to work in smaller groups to do their own investigation of different aspects of the criminal justice system, community political structure, etc., and report the results back to the group.

The planners should also start pulling together contacts regarding resource speakers, films, field trips, and so on for the group's reference. Do not forget to tap resources from the group itself.

All the work done in preparation of the criminal justice study group is important because it provides a basis to create a program that offers a chance for people in the same community to work together, to learn about common problems, to learn about the system and to use that knowledge gained to help improve the system where needed. However, the objective of providing just that opportunity absolutely precludes the planner going beyond these broad general principles into a detailed blue-print for the future. That kind of program can and must come from the participants themselves. The task at this point is to establish a climate by which people learn and participate in a democratic way, with as much flexibility as possible in the initial plan.

### RUNNING THE CRIMINAL JUSTICE STUDY GROUP

1. Defining goals and identifying areas of interests with participants for the study group:

It should always be remembered that a real organization of the people (whether it is a study group or civic association), one in which they will participate and see as their own, must be built on their expectations and goals. It is crucial for the leader of the class to arrive at some kind of agreed upon goal statement or problem definition as early as possible with the group and structure the group learning experience according to these goal statements.

2. At the first meeting:

To accomplish these objectives, the leader should:

- a. get the participants acquainted with each other. Name tags are essential. As an alternative to the usual "introduce yourselves around the room", the leader can ask each participant to take two minutes to interview the person on his/her right (or left), and then introduce the person to the group instead of introducing him/herself. Previous CELJ groups have found this to be an effective way of getting participants acquainted.

Various small group exercises (included in the Appendix) have also worked well in terms of breaking the ice and giving participants an orientation to the criminal justice system.

- b. Present the goals of the study group as the sponsors and leader see them, and seek input from participants as to what their expectations are. It is important to proceed with some structure as well as to encourage open participation. The leader should present his/her own expectations and get the participants' reaction, suggestions and input. Enough time should be given to open and full discussion of goals and problems, format of classes, areas of interests, times to meet, length of study group, location, transportation needs, etc. The leader's task is to see that participants have a chance to voice their ideas and expectations, and then sum up the discussion to arrive at some agreement as a guide for future group direction.

### 3. After the first meeting:

As the group goes along, participants should be encouraged to take up special projects, locate resource people, and help the sponsors in supporting the group's activities.

The sponsors should work closely with the leader and participants throughout the weeks of the course to evaluate class progress, how the agreed upon curriculum is being covered, how the leader is doing his/her job, how the group is relating and reacting to the information presented them, and whether the group is moving in a purposeful direction. (Sample evaluation forms are included in the Appendix).

The leader and sponsors should be sensitive to participant enrollment. If members fail to show up after a few sessions, they should find out why. They should be alert to possible personality conflicts and try to help resolve them. They should keep the media aware of significant group activities. If the members plan to undertake a certain action project, press and broadcast media can help alert the larger community to the effort and help build community support.

## AFTER THE CRIMINAL JUSTICE STUDY GROUP

### 1. Evaluation of the program:

Evaluation of any program is done to find out to what extent the goals that the group has set out to accomplish are actually accomplished. On-going evaluation enables the leader, sponsors and participants to gain insights as to program weaknesses and to come up with ways to improve the program as it is still going on. The final evaluation offers a chance for all concerned to sum up the experience in totality (including the pre-planning stage) and to identify areas in which future efforts may be improved.

In case of the criminal justice study group, some relevant questions to pose may be: how much are people really learning? Has the program provided a chance for better citizen participation as well as motivation for such participation? Is there evidence that indicates that action (in a broad sense) will take place? Has the program met the participants' expectations? Are there goals and results that were not originally determined?

## 2. Exploring alternatives for the future:

A common question that comes up at the end of any group or program is: what do we do next? To find the answer, a series of questions must be posed: does the community need more information on the criminal justice system? Does it need information on other related issues? Has the group come to agreement on particular issues or problems they want to deal with? Can a core group be developed from group participants to follow up? What kinds of action are needed to address and resolve issues and problems identified by the group? Do participants need more skills or expertise to accomplish what they want to do? Do resources exist in the community to which the group can turn?

## 3. Formulating possible action:

The group should now look beyond itself, beyond the borders of the community, determine if resources (agencies, projects, individuals) are available to help the group reach its objectives. One project might be to initiate another study group in the community. What is the best way to do it? The experience of the previous group should be used to assure a better, more effective program.

If the group seeks to move away from learning to action, what is the best way to organize the group's activities in a cohesive way? How may their interest be stimulated and maintained? Are there other groups in the community, working on similar programs, that the group can affiliate with? Can they combine forces with others to broaden scope, expertise and influence without sacrificing original goals and objectives?

If there are people from the study group who want to continue as an action group, what will be their purpose? To provide service? To take up independent action? To act as liaison group? Monitoring group? Pressure group? Or some combination of these? Within the community context, what kind of strategies and tactics will best help the group do what it wants? What supporting or opposing forces exist in the community which will influence the outcome of the group's efforts? If money is required to accomplish a good result, how much is needed? Where may it be obtained? Different forms of action should be used for different stages. There is no exact formula that can be applied to every instance.

For example, if a group is concerned primarily with citizens' rights, what is the best way to assure the protection of those rights? Should the group try to introduce curricula in every school and law enforcement agency in the community to heighten sensitivity to the issue? Should the group form a citizens committee to coordinate meetings or conferences for the public and law enforcement agencies on this topic? Should they form a pressure group to influence the local political system? Or is it a combination of the above? What the group decides will depend on the feelings in the community about the problem, and the extent to which community people can be persuaded to take some form of action.

Finally, before anything is decided, make sure that the purposes are understood -- that all members involved have a chance to ask questions, to offer suggestions or objections. Once an action is decided upon, do something about it immediately. Delegate jobs to individuals or committees with definite times set for reporting back to the group or set up a meeting to follow up with the plan. Involve all the members in every phase of the action planning, implementation and evaluation.

Change doesn't come easily. Be prepared to deal with controversy, work closely with supporters and know the opposition. If you make progress, members will be ready to tackle the next issue with renewed confidence. Failure, if and when it occurs, should serve as a way to look at what happened and learn from it. It provides a way for people to grow, to readjust goals, strategies and tactics, so that ultimately, losers will become winners.

Sample budget for an eight-week criminal justice study group:

|                             |               |   |
|-----------------------------|---------------|---|
| 1. Facility Cost            | \$ 80.00      | (this may be donated by local churches, community colleges, schools, etc.)  |
| 2. Postage                  | 45.00         |   |
| 3. Paper                    | 30.00         |   |
| 4. Copying/printing         | 80.00         | (try to seek out free use of mimeo machines, college printing press.)   |
| 5. Resource people          | 80.00         | (a lot of agencies and organizations provide free speakers for citizens functions.)   |
| 6. Refreshments             | 40.00         | (encourage participants to take turns donating cookies, coffee, etc.)   |
| 7. Carpool                  | 0.00          | (volunteers)  |
| 8. Babysitter               | 0.00          | (volunteers)  |
| 9. Instructional materials  | 100.00        | (participants may purchase their own or group may seek subsidy from local adult education programs, educational institutions, etc.) |
| 10. Supplementary materials | <u>60.00</u>  | (same)  |
|                             | <u>515.00</u> | (or only \$75.00 if group can locate free resources and volunteers)   |



GUIDE TO PROPOSAL WRITING\*

## INTRODUCTION TO PROPOSAL WRITING:

## 1. Is your organization ready for a grant?

## A. Review your organizational structure:

- your by-laws, constitution, and/or governing charter must be written;
- you must have an identified Board of Directors with a chairperson, officers, and membership guidelines;
- you must have a mailing address and business telephone;
- you must be incorporated and obtain tax-exempt status.

## 2. Is anyone interested in funding your organization and/or program?

## A. Research what funds are available for your program. The following are recommended resource materials:

- Donors' Forum Library  
208 S. LaSalle Street, Suite 840  
Chicago, Illinois 60601  
(312) 726-4877

This library has a large collection of materials regarding funding sources, especially foundations. They are open Monday through Friday, 10:00 a.m. to 4:00 p.m. The following recommended materials are all in this library:

- a. The Foundation Directory (published annually - \$15)  
Foundation Grants Index (published annually - \$10)  
Both of these can be obtained from Columbia University Press, 136 S. Broadway, New York, New York 10533
- b. Catalog of Federal Domestic Assistance (published annually - \$9.50)  
Published by: U.S. Office of Management and Budget  
Can be obtained from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
- c. "The Grantsmanship Center News" (10 issues yearly, \$10 yearly subscription)  
Can be obtained from: The Grantsmanship Center, 7815 S. Vermont Ave., Los Angeles, California 90044

## B. Contact possible funding sources by letter:

- obtain their latest annual report;
- get on their mailing list.

## C. If they are still funding programs similar to yours, write a funding request letter (two pages):

- briefly introduce your organization -- short history and accomplishments; who you serve; your location; your purposes and major goals; your governing board, structure, and size; incorporation and tax-exempt status.
- List references, individuals and groups, and attach to above mentioned letter.
- Attach a proposal abstract (one to two pages)

A proposal abstract or proposal introduction is a brief narrative of what you plan to accomplish in your program:

- a. state major objectives of your program -- these should be an extension of your organization's purposes and objectives;
- b. describe briefly your target population and program procedures;
- c. budget -- tell how much money you need.

If the funding organization is interested in your program, they will send you their application form, deadlines for submission, eligibility requirements, specific proposal guidelines, etc.

#### SAMPLE OUTLINE OF PROPOSAL FORMAT:

1. Title Page -- Program Title  
Submitted by: (your organization)  
Submitted to: (funding organization)  
Project Period: (dates - usually by fiscal year)  
Funds Requested: (dollar amount)  
Program Director: (names, title, and address)
2. Introduction -- Statement of Problem  
Statement of need
3. Your proposal -- Overall goal  
Specific objectives
4. Description of program -- what, how, when, where, who (target population, staff),  
communications
5. Evaluation -- methods, results
6. Budget -- budget narrative, possible areas of funding (list: requested amounts, in-kind contributions, total costs)
7. Appendices

#### SAMPLE PROPOSAL FORMAT:

1. Statement of problem:  
What is the problem that your proposal will be attempting to reduce or eliminate? Document what you say with facts. Hard data to support your problem identification is crucial. Don't editorialize; state facts. Describe briefly the methods you used to obtain this data.  
  
Statement of need:  
The problem needs some type of action. State what your organization feels is needed.
2. Your proposal:  
Overall Goal: State in positive terms what you proposes to do about the problem.  
  
Objectives:  
This section is very important. The objectives should be stated concretely and specifically. Objectives should be measurable and must relate to the goals of your organization. Unless you know what you wish to accomplish, you cannot develop a workable program.

### 3. Description of Program:

The program is your plan of action. It describes the procedures for carrying out your program objectives. The importance of this part of the proposal cannot be over-emphasized. It is the most carefully read section. The funding agency must be convinced that your method of meeting the needs and objectives you have identified is better than another method. Many proposals may express similar needs and objectives, but the strength of a program lies in the procedures designed to achieve the objectives.

The description must include: what you plan to do; how you plan to do it; when you plan to have it done. (Include a timetable. Allow enough time for recruiting staff and participants.) Who will be participating in your program; who is your target population (discuss all pertinent characteristics such as geographical area, age, race, sex, income, education, etc); who will carry out each phase of the program (include resumes of staff who will be involve in the program. If you don't know who the persons will be, include job descriptions and the planned recruitment procedure.); where each part of the program will take place (describe the facilities); and finally, ways you will publicize your program to reach your target population.

### 4. Evaluation:

#### Methods:

Describe the methods you will use in evaluating each phase and the total program. Did the program accomplish its objectives? It is a good idea to include the funding agency and your target population in your evaluation process, but also remember that evaluation is for your benefit, so you must take an active part in it. Stress quality rather than quantity.

#### Results:

State that activities or procedures may be modified to conform with evaluation results. Discuss the procedure you will use for disseminating the results of your program to your target population and to other organizations serving a similar target group. Discuss your plans for continuation or expansion of the program or the development of other programs that will be generated through this one.

### 5. Budget:

#### Budget narrative:

Justify all budget items in an explanation of the budget which includes how you arrived at your figures. In-kind contributions are those which your organization or other organizations beside the funding agency will be contributing to the program. In-kind contributions can include money, manpower, supplies, etc. and should be explained in the budget narrative. Also include job descriptions for all staff positions.

| Possible areas of funding:              | Requested amounts | In-kind contributions | Total cost |
|---|-------------------|-----------------------|------------|
| a. Personal services                    |                   |                       |            |
| - staff (list each position separately) |                   |                       |            |
| - insurance                             |                   |                       |            |
| - social security                       |                   |                       |            |
| - retirement                            |                   |                       |            |
| - other fringe benefits                 |                   |                       |            |

|   | Requested | In-kind | Total |
|---|-----------|---------|-------|
| b. Contractual services   |           |         |       |
| - rental of office space  |           |         |       |
| - electricity, water, gas and other utilities                     |           |         |       |
| - rental of vehicles  |           |         |       |
| - rental of equipment   |           |         |       |
| - rental of audio-visual materials                                |           |         |       |
| - postage   |           |         |       |
| - repair and maintenance  |           |         |       |
| - advertising costs   |           |         |       |
| - registration fees and conference expenses                       |           |         |       |
| - training workshops  |           |         |       |
| - freight charges   |           |         |       |
| - consultants   |           |         |       |
| - legal counsel   |           |         |       |
| - auditing and statistical services                               |           |         |       |
| - copying and photographic services                               |           |         |       |
| - catered meals   |           |         |       |
| - fire protection services  |           |         |       |
| - interviewee expenses  |           |         |       |
| - miscellaneous   |           |         |       |
| c. Travel   |           |         |       |
| Estimated travel per month for staff:                             |           |         |       |
| - reimbursement for mileage in personal auto                      |           |         |       |
| - gas, oil  |           |         |       |
| - automobile repairs  |           |         |       |
| - reimbursement for public transportation                         |           |         |       |
| - meals while traveling   |           |         |       |
| - lodging while traveling   |           |         |       |
| - miscellaneous travel expenses                                   |           |         |       |
| d. Printing   |           |         |       |
| - hard items such as books, workbooks, etc.                       |           |         |       |
| e. Equipment  |           |         |       |
| - office furniture  |           |         |       |
| - office equipment  |           |         |       |
| - audio-visual equipment  |           |         |       |
| - books, maps, paintings, etc.                                    |           |         |       |
| f. Commodities  |           |         |       |
| - office supplies   |           |         |       |
| - food supplies   |           |         |       |
| - soft printing -- quick items, brochures, announcements, etc.    |           |         |       |
| - library supplies  |           |         |       |
| - educational and instructional materials                         |           |         |       |
| - electrical supplies   |           |         |       |
| - fuel oil and bottled gas  |           |         |       |
| - cleaning and maintenance supplies                               |           |         |       |
| g. Telecommunications   |           |         |       |
| - telephones  |           |         |       |
| - answering service   |           |         |       |
| - telegraph   |           |         |       |
| f. Indirect costs   |           |         |       |
| Include a request for 10-15% additional funds for indirect costs. |           |         |       |

HOW TO INCORPORATE AND OBTAIN TAX EXEMPT STATUS FOR A COMMUNITY ORGANIZATION\*

## INCORPORATION:

1. The usual reason for incorporating a community organization is to insure that it is eligible for "tax-exempt" status with the Internal Revenue Service.
  - A. Charitable organizations often consider incorporation even if they are not seeking tax-exempt status. The principal reason for this is that by doing business in a corporate form, the liabilities of the charitable organization are limited to its assets rather than to the assets of its members.
    - Hence it is possible to engage in leases, loan agreements, etc. without officers or directors of the organization incurring personal liability.
    - Incorporation also insures perpetual existence of the group, until the group (trustees) decide to dissolve the corporation. Perpetual existence is a legal term that basically means that the corporation does not have to redefine itself each and every time new officers are elected or there is an organizational change.
    - Charitable contributions are not deductible if an organization generates income and is not incorporated.
  - B. Incorporation does, however, entail certain responsibilities, primarily the responsibility to file annual reports with various state and federal agencies.
    - Although the fee for filing reports is nominal or non-existent, the reporting requirements, depending on the organization's activities, can be somewhat burdensome.
  - C. Procedure for filing for incorporation
    - The form for articles of incorporation (NP-29) can be picked up at 188 W. Randolph, Room 1614, Chicago, Illinois, the filing fee is \$25.
    - This is the registration procedure as a not-for-profit corporation.
    - A copy of the community organization's By-laws is required at this time along with legal technicalities that must be included in the corporate charter so that your group will be eligible, if desired, for Federal "tax-exempt" status.

## TAX-EXEMPT STATUS:

1. If your organization does not file for "tax-exempt" status, then it is in the business of making money.
2. A charitable organization planning to file for Federal "tax-exempt" status should seek the services of a competent attorney.
3. There is an interplay between the requirements for incorporation under state law and the requirements for tax-exemption under federal law.
  - A. The articles of incorporation must include the following to be eligible for "tax-exempt" status from the IRS:
    - operate exclusively for purposes consistent with those stated in the Internal Revenue code of 501(C)3.
    - No part of the corporation's net earnings can be directed toward any private shareholder.
    - No substantial part of its activities shall consist of carrying on propaganda or otherwise attempting to influence legislation or participating in publishing

- or distributing statements for any political campaign.
  - No director, member or employee can receive profit except reasonable compensation for services actually rendered to or on behalf of the corporation.
  - Dissolution of the corporation -- after payment of all liabilities, the remaining assets must be disposed of exclusively for the purposes of the organization -- they must be given to organizations operated exclusively for charitable, educational, religious, or scientific purposes under 501(C)3. The organization or organizations receiving the assets of the dissolved corporation must be tax-exempt.
  - The assets of the organization must be permanently dedicated to an exempt purpose.
- B. Responsibilities incurred once a community organization receives tax-exempt status:
- Trustees may receive no gift or contribution that in any way compromises the charitable organization's status or will not be used for charitable purposes.
  - The limitations mentioned in 3A above must be included in the articles of incorporation.
  - The organization cannot engage in acts of self-dealing (e.g. loaning assets of the corporation to one of its officers, renting property from an officer other than on an arm's length basis.)
  - The organization cannot lobby for any legislation or political candidate, or engage in any political activity. Almost any act of political activity can cause an organization to lose its "tax-exempt" status. The same holds true for a particular piece of legislation, even if it is deemed to be in the public interest.
  - Engaging in any of the above will cause an organization to lose its "tax-exempt" status.
4. Types of organizations eligible for "tax-exempt" status:
- A. Your organization must show that it is organized and operated for purposes beneficial to the public.
- Relief of the poor, the distressed, or underprivileged.
  - Advancement of religion.
  - Advancement of education or science.
  - Erection or maintenance of public buildings, monuments, or works.
  - Lessening the burdens of government.
  - Lessening of neighborhood tension.
  - Elimination of prejudices and discrimination.
  - Defense of human and civil rights secured by law.
  - Combatting community deterioration and juvenile delinquency.
- B. A more detailed explanation can be found in Publication 557 (IRS), "How to Apply for Recognition of Exemption for an Organization", 1975 Edition. Copies can be obtained at the Federal Building, 24th floor, 230 S. Dearborn Street, Chicago, Illinois.
5. Procedure for filing for Federal "Tax-Exempt" Status:
- A. Forms can be obtained at 230 S. Dearborn St., Chicago, Illinois.
- B. Obtain packages 1023 and 1024. Since there are different types of tax-exemptions depending on the group these two application forms cover all the possibilities.
- C. The forms are difficult and written in legal jargon. This should not deter the group considering filing for "tax-exempt" status. The whole procedure of incorporation and tax exemption is a "one-shot" process so that legal assistance should be considered as extremely necessary.

D. A community organization must also file form SS-4, Application for Employer identification number. Every tax-exempt organization must submit this form.

6. Additional Information:

A. Federal Form 2848 Power of Attorney, appointing an attorney for the community organization should be filed at the same time as the application for "tax-exempt" status. A community organization should retain an attorney, if at all possible, even after the completion of the incorporation and tax exemption process.

B. Most exempt organizations pay property tax on owned land that they don't use for their activities.

C. "Tax-exempt" status gives an organization the ability to receive contributions over and above what it would pay in income tax.

D. A not-for-profit organization may run a profit-making business to support itself.

- The operation of such a business will subject the organization to an excise tax on unrelated business income unless the business is closely connected with the operation of the organization. (e.g. the sale of art reproductions by a tax-exempt art museum would not constitute the operation of an unrelated business, but the operation of a coal mine by an organization engaged in protecting the rights of laboratory animals would constitute an unrelated business and be subject to tax. It should be noted that the excise tax for unrelated business income is considerably lower than corporate and individual tax rates.

SALES TAX EXEMPTION:

Include a copy of the corporate charter, the by-laws, the constitution, and a letter of request for exemption from sales tax and send the package to:

Illinois Department of Revenue  
160 N. LaSalle Street, Room 715  
Chicago, Illinois 60601

ADDENDUM:

Legal counsel for an incorporated and tax-exempt community organization, although not mandatory, is very necessary. The value of competent legal advice cannot be underestimated. Problems arise from the fact that most emerging community organizations cannot afford these much needed services. In this regard the Lawyers Committee for Civil Rights Under Law, 53 W. Jackson Blvd, Room 1634, Chicago, Illinois 60604, has attempted to aid community groups (specifically poor and minority) in the incorporation and tax-exemption process, and with additional services as the need arises. The fee for this is either free or nominal depending on the financial situation of the group. Any questions concerning these services and requirements necessary for qualification for aid from the Lawyers Committee should be directed to the Illinois Commission on Human Relations, 160 N. LaSalle Street, Room 1735, Chicago, Illinois 60601, or 527 E. Capital Street, Room 404, Springfield, Illinois 62701.



CONSTITUTION AND BY-LAWS OUTLINE

Note: Oftentimes Constitutions and by-laws of an organization are one and the same -- if divided, the most important rules are placed in the constitution, those most likely to be changed, in the by-laws.

In forming a constitution and by-laws, it is always best to procure copies of those adopted by several similar organizations and to have a committee, after comparing them, to select one as the basis for their own, amending each articles just as their report will be amended by the membership of their organization. The entire organization after reviewing and amending will then vote for the adoption of their by-laws.

In writing the constitution or by-laws, it is customary to use roman numerals for article headings but simple figures for sections and alphabet for sub-sections.

## Article I

NAME AND LOCATION OF ORGANIZATION

Section 1 The name of this organization is .....

## Article II

PURPOSE

Section 1 This organization will provide service to .....

## Article III

MEMBERSHIP

Section 1 Eligibility A,.....B,.....  
 Section 2 Election of members  
 Section 3 Non-Transferability of Membership

## Article IV

MEETINGS OF MEMBERS

Section 1 Place of Meetings  
 Section 2 Annual Meetings  
 Section 3 Special Meetings A,..... B,.....  
 Section 4 Notice of Meetings  
 Section 5 Quorum A,.....B,.....  
 Section 6 Adjourned Meetings  
 Section 7 Voting  
 Section 8 Proxies

## Article V

ELECTION ( year term)

Section 1 Nominations

Article VI

BOARD OF DIRECTORS

|           |   |
|-----------|---|
| Section 1 | Number and Qualifications                 |
| Section 2 | Powers and Duties A,..... B,..... C,..... |
| Section 3 | Vacancies                                 |
| Section 4 | Removal of Directors                      |
| Section 5 | Compensation                              |
| Section 6 | Regular Meetings                          |
| Section 7 | Special Meetings                          |
| Section 8 | Quorum                                    |

Article VII

COMMITTEES

|           |                                |
|-----------|--------------------------------|
| Section 1 | Executive and Other Committees |
| Section 2 | Term of Office                 |
| Section 3 | Rules                          |

Article VIII

OFFICERS (and duties)

|           |                              |
|-----------|------------------------------|
| Section 1 | President and/or Chairperson |
| Section 2 | Vice-President               |
| Section 3 | Secretary                    |
| Section 4 | Treasurer                    |

Article IX

AMENDMENTS

Article X

FISCAL MANAGEMENT

|           |                    |
|-----------|--------------------|
| Section 1 | Books and Accounts |
| Section 2 | Auditing           |

SAMPLE EVALUATION FORMS FOR GROUP PARTICIPANTS

The following evaluation forms were developed by CELJ study groups to evaluate group progress and leader performance:

I. EVALUATION OF WEEKLY SESSION (Developed by the Joliet Criminal Justice Study Group)

Topic for Discussion:

- 1) What did you think of this evening's discussion? (Positives, Negatives, Suggestions for improvement)
- 2) What point(s) were you unable to express that you would now like to bring up? Any questions left unasked or unanswered? (Use the back of the sheet for additional comments)

\*\*\*\*\*

II. STUDY GROUP EVALUATION FORM (Developed by the Bloomington-Normal Criminal Justice Study Group)

We would like some feedback from you on how you feel the study group is going. We appreciate your candid appraisal. Please feel free to list any comments you would like to make; these will be especially useful to us.

- 1. How do you feel about the panel format (speakers) being used for the classes?

COMMENT: \_\_\_\_\_  
\_\_\_\_\_

- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

- 2. Are you satisfied with the amount of time being allowed for class discussion?

COMMENT: \_\_\_\_\_  
\_\_\_\_\_

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

- 3. Are you satisfied with the way in which class time is allocated?

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

(continued on next page)

4. Are you satisfied with the amount of time being allowed for asking questions of panel participants (speakers)?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

COMMENTS: \_\_\_\_\_

5. How do you feel about the information you are getting from panel participants (speakers)?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

COMMENTS: \_\_\_\_\_

6. How do you feel about the information you are getting from the leader/co-leaders?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

COMMENTS: \_\_\_\_\_

7. Are you satisfied with the way in which the leader/co-leaders are running the class?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

COMMENTS: \_\_\_\_\_

8. How do you feel about the written materials you have received?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

COMMENTS: \_\_\_\_\_

9. Are there any particular changes or revisions you would like to see made in the class schedule (Please list below)?

10. What would you like to get out of this study group that you are not getting?

11. What, in particular, has been the most helpful aspect of the study group for you?

12. What, if anything, could be done to make the class more worthwhile for you?

-----

How many class sessions have you attended? (Circle) 1 2 3 4 5 6 7 8

Name (optional) \_\_\_\_\_

SAMPLES OF SMALL GROUP EXERCISES

I. Hypothetical Felony Case:

Ed Kazemek, an adult, was arrested at a gas station. When the police arrived, Ed was pointing a pistol at the gas station owner's head and holding a bag of money from the safe in his other hand. The owner of the gas station cried: "Help! Help! I've been robbed!" Ed was taken into custody. What will happen to Ed?

(This exercise is intended to provide participants with a chance to think through various steps in the criminal justice system. Divide the participants into small groups of about four or five people. Each group has to appoint a recorder to put down the steps which Ed has to go through in the criminal justice system. Use large sheets of paper -- newsprint, computer print-outs, etc. -- so that the results will be visible to all the participants. Allow 20 to 30 minutes for small group discussion. Participants can then come back in a large group and go over the results. Correct steps can be found in the CELJ instructional manual.)

While this exercise can be treated as a "content" exercise, i.e. to find out how much participants know or not know about the criminal justice system, it can also be used as an exercise for small group process, to familiarize participants with working in a group, sharing information, reaching agreements, and so on.)

II. A story and Slinky Sam

Instructions to participants:

This exercise is designed to determine your ability to think accurately and carefully. Since it is very probable that you have never taken this type of test before, failure to read the instructions extremely carefully may lower your score and that of your group.

1. You will read a brief story. All of the information presented in the story is definitely accurate and true. Read the story carefully. You may refer back to the story whenever you wish.
2. You will then read statements about the story. Answer them in numerical order. Do not go back to fill in answers or to change answers. This will only distort the total score.
3. After you read carefully each statement, determine whether the statement is:
  - a. "T" -- meaning: on the basis of the information presented in the story, the STATEMENT IS DEFINITELY TRUE.
  - b. "F" -- meaning: on the basis of the information presented in the story, the STATEMENT IS DEFINITELY FALSE.
  - c. "?" -- meaning: the statement MAY be true or false, but on the basis of the information presented in the story, YOU CANNOT BE DEFINITELY CERTAIN.

A. A Story

John and Betty Smith are awakened in the middle of the night by a noise coming from the direction of their living room. Smith investigates and finds that the door opening into the garden, which he thought he had locked before going to bed, is standing wide open. Books and papers are scattered all over the floor around the desk in one corner of the room.

Statements about the story:

- |   |   |   |   |
|---|---|---|---|
| 1. Mrs. Smith was awakened in the middle of the night.  | T | F | ? |
| 2. Smith locked the door from his living room to his garden before going to bed.                        | T | F | ? |
| 3. The books and papers were scattered between the time Smith went to bed and the time he was awakened. | T | F | ? |
| 4. Smith found that the door opening into the garden was shut.  | T | F | ? |
| 5. Mr. Smith did not lock the garden door.  | T | F | ? |
| 6. John Smith was not awakened by the noise.  | T | F | ? |
| 7. Nothing was missing from the room.   | T | F | ? |
| 8. Mrs. Smith was sleeping when she and Mr. Smith were awakened.  | T | F | ? |
| 9. The noise did not come from their garden.  | T | F | ? |
| 10. Mr. Smith saw no burglar in the living room.  | T | F | ? |
| 11. Mr. and Mrs. Smith were awakened in the middle of the night by a noise.                             | T | F | ? |

## (Answers)

1. ? -- there is no indication in the story that says John and Betty Smith are married.
2. ? -- Smith thought he locked the door. We don't know for sure if he had.
3. ? -- there is no indication of the time when the books were scattered.
4. F -- the door was definitely open.
5. ? -- same as 2.
6. F -- Smith was definitely awakened by the noise.
7. ? -- there is no indication that anything was missing or not missing.
8. ? -- same as 1.
9. ? -- there is no indication that the noise did or did not come from the garden. The story only gave a direction from which the noise came.
10. ? -- there is no indication whether or not he saw a burglar.
11. ? -- same as 1.

B. Slinky Sam

Babe Smith has been killed. Police have rounded up six suspects, all of whom are known gangsters. All of them are known to have been near the scene of Smith's killing at the approximate time that it occurred. All had substantial motives for wanting Smith killed. However, one of the suspected gangsters, Slinky Sam, has positively been cleared of guilt.

Statements about story:

- |  |   |   |   |
|--|---|---|---|
| 1. Slinky Sam is known to have been near the scene of the killing of Babe Smith.   | T | F | ? |
| 2. All six of the rounded-up gangsters were known to have been near the scene of the murder.                             | T | F | ? |
| 3. Slinky Sam has been cleared of guilt.   | T | F | ? |
| 4. All six of the rounded-up suspects were near the scene of Smith's killing at the approximate time that it took place. | T | F | ? |
| 5. The police do not know who killed Babe Smith.   | T | F | ? |
| 6. All six suspects were near the scene of the foul deed.  | T | F | ? |
| 7. Smith's murderer did not confess of his own free will.  | T | F | ? |
| 8. Slinky Sam was not cleared of guilt.  | T | F | ? |
| 9. It is known that the six suspects were in the vicinity of the cold-blooded assassination.                             | T | F | ? |

(Answers)

1. T -- it says in the story that all the suspects were known to have been near the scene of the killing, and Slinky Sam is one of the suspects.
2. ? -- Babe Smith could have been killed in an auto accident. There is no indication that it was murder.
3. T -- the passage clearly indicates that Slinky Sam has positively been cleared of guilt.
4. T -- it says in the story that this is so.
5. ? -- there is no indication whether the police know who killed Babe Smith.
6. ? -- same as 2.
7. ? -- same as 2.
8. F -- same as 3.
9. ? -- same as 2.

(Both the Story and Slinky Sam are exercises to show the need for facts before one can draw conclusions, assumptions or make inferences. They also point to the need for accurate thinking, taking facts as they stand without coloring them with one's own biases and stereotypes. That is what the criminal justice system is all about regardless of whether one is involved as a juror, witness, accused, or law enforcement officer. These exercises can be done in a large group with results tabulated on a newsprint. The group should discuss mistakes as well as correct answers.)





**END**