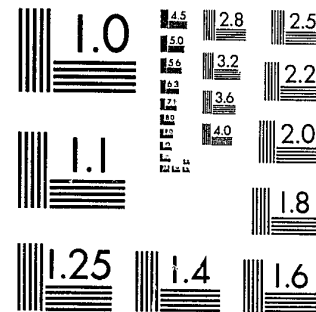


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ANTI-CRIME PROGRAMS FOR THE ELDERLY:

A GUIDE TO PLANNING

NCJRS

JAN 18 1980

ACQUISITIONS

by

Lawrence J. Center

Volume III in a Four-Volume Series

prepared for the

Department of Housing and Urban Development

October, 1979

The Criminal Justice and the Elderly Program
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CHAPTER 1 INTRODUCTION

A. BACKGROUND

This manual is one of three companion volumes produced by the Criminal Justice and the Elderly Program (CJE) of the National Council of Senior Citizens. All three volumes are intended to provide persons at the community level with advice on how to institute programs which can successfully attack the problem of crime against the elderly. An Introductory manual describes reasons for and merits of combining crime prevention and victim assistance services in a single elderly anti-crime program. That first volume also provides an overview and introduction to the following volumes. This manual, the second in the series, provides advice on how to plan an elderly anti-crime program so that it has the best possible chance for success. A third volume gives specific prescriptions for carrying out each of the components which should be included in a comprehensive elderly anti-crime program.¹

This second manual in the series is aimed primarily at "planners." In using this term, however, we do not mean only those individuals who hold professional credentials in planning. CJE's bias is that, given the basic skills and information in these manuals, any number of individuals who can approach the problem with logic and some care can plan an elderly anti-crime project which will compare with the best projects across the country. For CJE, then, a planner can be anyone working in the public or private sector who has the interest and desire to spend the long hours needed to design a program which fits the requirements of the local community and which can stand on its own merits to

attract funding for the activities which are proposed.

B. CRIME AGAINST THE ELDERLY: HOW MUCH OF A PROBLEM IS IT?

For the past several years, there has been a deepening concern, both among citizens and in government, about crime and its effects on the elderly. This concern has been expressed most vocally by the elderly themselves, who have increasingly voiced their grievances at the harm which crime and fear of crime inflict on their daily lives. As citizens, we can sympathize with these grievance based on our own sense of the outrage that many of our elderly are living their lives in utter fear of crime. But as planners, it is necessary to look for more systematic evidence of the nature of crime against the elderly and its impact. A survey of the recent research and literature on this topic provides a good understanding of the problem to be addressed by an elderly anti-crime program.

1. Fear of Crime Among the Elderly - How Serious Is It?

In recent years, a number of studies have documented the concern of the elderly over their possible victimization.² The Louis Harris Poll conducted in 1974 for the National Council on Aging is the best example. Using a national sample of over 4000 people over 65, this survey inquired as to what was a very serious problem for an older American. Fear of crime was selected as a "very serious" problem by 23%, closely followed by poor health (21%) and financial problems (15%).³ Because of the national sample and the respectable professional reputation of Louis Harris and Associates, the results of this survey declaring fear of crime to be the most serious problem facing the elderly, have become accepted

as the definitive statement on the subject and its results have been consistently noted in subsequent research on elderly victimization

The most important issue raised by the elderly's fear of crime is its effect on their behavior. The major behavioral consequence of the elderly's fear of crime seems to be a loss of mobility. This may be manifested through an unwillingness by older persons to leave their residence and by an avoidance of certain parts of their building -- such as elevators and laundry rooms -- and certain places in the neighborhood where they previously visited. In a case study of the Portland, Oregon elderly, Dr. Marlene Young Rifai found that 84% of the sample would not walk outside after dark and 62% blamed this on a fear of being victimized. She also discovered that 54% avoid certain areas of the city because they felt them to be unsafe.⁴ In another study of elderly victims, Carl Cunningham discovered in research on Kansas City victims that nearly 40% of all burglary and robbery victims did not go places nor engage in certain activities due to their fears and 12% went so far as to sell their homes or move their businesses.⁵

Examining the problem on a multi-jurisdictional level, the Behavioral Sciences Laboratory of Cincinnati surveyed 1600 elderly residents of eight neighborhoods and also found the mobility of the aged residents severely limited by their fear of crime. Nearly half (48.3%) of the sample state that there were places in their neighborhood that were avoided because of a fear of being victimized. Even within their own building or apartment 25% of the respondents carefully avoid certain areas because of the fear of crime. These areas were usually the basement, elevators,

laundry rooms or hallways.

The statistical evidence offered by this research clearly indicates the negative impact which fear of crime places upon the mobility of the elderly. Although difficult to capture through scientific surveys, it also appears that accompanying the loss of mobility is an equally serious emotional stress, plus a series of indirect consequences which worsen their already strained mental condition. Dr. M. Powell Lawton and his associates reported on this emotional condition developing out of the elderly's fear of crime. They found that by constantly being in a state of threat, the elderly develop a debilitating mental state causing enough strain and anxiety to ultimately result in psychological and physical symptoms. The indirect consequences are difficult to document statistically but nevertheless extremely crucial to the mental well-being of the nation's aged. Among the varied results emanating from this fear of crime are the following:

(1) With the lack of mobility, friends are lost and isolation becomes more severe.

(2) With a lack of mobility, even during the daytime hours, the elderly cannot make the necessary trips to grocery stores, doctors' offices and drug stores. The result can be increased nutritional and health problems.

(3) For the few who are able to relocate, the trauma of leaving their former neighborhoods is a major emotional crisis.

(4) The simple fact of not being able to get out into the fresh air and walk deprives the elderly of one of their last recreational activities, which could speed their physical and psychological decline.

This group of problems, resulting from the elderly's fear of crime, is a depressing list. What is very frustrating about the fear of crime and its consequences is that we are only dealing with anticipated victimization and are not measuring any actual loss by an elderly victim.

2. Vulnerability - Why Are the Elderly So Susceptible to Victimization?

There are three kinds of factors which contribute to the elderly's increased chances of becoming crime victims - physical, emotional and environmental.

Many physical factors are simply the normal conditions associated with the aging process. The elderly often suffer from hearing and sight impairments, arthritis, and a general decline of their stamina and endurance. Because of their lessened strength and increased disabilities, they are viewed as easy targets by criminals who like to be sure of success if a physical confrontation or resistance develops. Their physical condition also makes them "attractive" to a wider range of offenders, youthful offenders and females of all ages. These physical disabilities also detract from their potential role as credible witnesses. Criminals realize that an older person may have poorer eyesight and a confused mental condition which will diminish his usefulness, both as an aid to the police in describing and apprehending the suspect as well as a believable witness if the defendant is prosecuted.

Related to the physical disabilities of the elderly are the emotional factors which contribute to their vulnerability. These psychological and emotional conditions may range from an excessive

fear of crime to periods of confused awareness often called senility. This mental condition may cause the elderly to take unreasonable chances which may encourage victimization. More commonly, the elderly victim's emotional response to crime may be so erratic, distraught, or confused as to impair police effectiveness in catching the criminal or later prosecutorial efforts to gain a conviction.

However, of all factors leading to the heightened vulnerability of the elderly victim, social environment appears to be the most significant. Most importantly, many elderly citizens live in isolation, and this makes them susceptible to street crimes, burglaries and confidence games; all crimes in which the criminal can feel most secure if he is confronting a solitary victim. In addition, the elderly are also most likely to reside in close proximity to where the crime rate is highest and where the majority of offenders reside. Little research has been done on this issue beyond mere speculation with the exception of Patterson's study on "Territorial Behavior and the Fear of Crime" and Cunningham's extensive research in Kansas City. Cunningham was especially impressed by the influence of these environmental factors and concluded "that elderly persons are more vulnerable to crime as a result of where they live and where they are at a given moment than by their age and its physical and psychological manifestations. But there is little comfort in that conclusion. A large component of the elderly population of most American cities is increasingly concentrated in, or on the periphery of higher crime areas." ⁸ These urban elderly, therefore, find themselves in close proximity to those areas of the city where they are most

likely to be victimized. They remain in these undesirable conditions for a variety of reasons. They are often economically unable to move out, abandoned by their more affluent friends and family. Even those who can afford to move are frequently so emotionally or culturally bound to these neighborhoods as to find such a move at this stage in their lives virtually impossible. Moving is often a traumatic experience regardless of age and when you realize the complications added by decades of prior experience, such an upheaval may be too much for an elderly person to bear.

3. Patterns of Victimization - How Frequently Are the Elderly Being Victimized?

Past studies have shown that both on national and citywide bases, the elderly are not victimized as frequently as other age groups in the population.⁹ Several studies in fact, have shown an inverse relationship between age and victimization so that as one grows older his chances of victimization decrease. We do not challenge the truthfulness of these findings but rather emphasize that such broad surveys miss the areas and categories of crime where the elderly are in fact heavily victimized. The elderly disproportionately populate those urban neighborhoods where crime appears to flourish. Remaining in these locales either as a result of an economic or emotional inability to move, they live close to both the offender and the area of victimization. Additionally, they are disproportionately the victims of certain types of crimes -- robberies, burglaries, purse snatching and fraud.

A second factor, closely related to the importance of the community, which contributes to the deflated rate of elderly victimization presented in citywide crime surveys is the lower

exposure rate of elderly citizens. They are less likely to be victimized because they are afraid to leave their homes and apartments and risk victimization. This shortsighted solution forces the elderly to be prisoners in their own homes. It may also indicate that for those elderly willing to venture out, their odds of being victimized in a street crime will increase as the proportion of elderly unwilling to take this risk increases. The result is that some elderly often are victimized on repeated occasions while others simply live out their lives behind locked doors.

An even more important reason for de-emphasizing the importance of the quantitative measures of elderly victimization is the seriousness of certain qualitative factors which appear to greatly affect this issue, such as their increased vulnerability, and the serious physical, economic and emotional consequences of elderly victimization.

4. Consequences - How Are the Elderly Affected by Victimization?

The elderly are affected by crime in three ways:

- o economically,
- o physically, and
- o emotionally

From an economic perspective, it is readily apparent that the elderly are the least financially equipped to deal with economic or property loss. Compared to other age groups, they can be expected to suffer the most since they started with the least. With an overall median income of only \$3,000 per year and nearly half of all older Americans on fixed retirement incomes,¹⁰ their tenuous economic situation is obvious. When losses are computed

as a percentage of one month's income to determine the immediate impact overall, elderly victims lost 23% of a month's income and those below the poverty line lost 100%.¹¹ Loss of certain pieces of property such as televisions and radios become nearly impossible to replace and a crucial link to the outside world is destroyed. Additionally, the loss or destruction of items of sentimental value can be catastrophic considering the traumatic nature of the entire event.¹²

From a physical perspective, it would be expected that elderly, simply as part of the aging process, would suffer more from injuries associated with the victimization, than any other age group. One group of researchers studying this issue agreed with this assumption and offered the following empirical findings concerning personal injury of the elderly:

(1) They are attacked less often than others, but are more likely to be injured when attacked.

(2) They suffer wounds and broken bones less than others, but suffer more internal injuries and are more likely to lose consciousness or suffer cuts and bruises.

(3) They are no more likely to need medical care but if they receive it, the cost of it will constitute a considerably larger proportion of their income than it is the case for other groups.¹³

The emotional consequences of crime for the elderly are closely related to their physical problems and are also exacerbated by the problems inherent in the aging process, especially those relevant to the increasingly fragile nature of the elderly's emotional stability. The work of M. Powell Lawton and his associates has documented the psychological problems derived from victimization. They found that the problems of victimization have added

enormous stress to an already vulnerable group of people and they have begun to develop "maladaptive coping mechanisms: which have caused a continual devaluation of their self-image and a heightened susceptibility to additional stress."¹⁴

There is sufficient evidence, then, that the elderly have a great fear of being victimized and, secondly, as a result of this fear and possible victimization, they have experienced a continuing deterioration in the quality of their lives. The plight of the elderly, which is intensified by the environment in which they reside and their tenuous economic resources, is certainly serious enough to merit attention, regardless of how the elderly compare with other categories of victims. And it is only through the implementation of comprehensive local anti-crime programs that the problems we have described here can be addressed.

C. PAST EXPERIENCES OF ELDERLY ANTI-CRIME PROJECTS -- WHAT'S BEING DONE TO LESSEN THE PROBLEM?

Increasing recognition of the severe consequences which crime and fear of crime have on senior citizens has resulted in a number of experimental projects across the country to combat that problem. However, little effort has gone into documenting these projects' experiences, successful or unsuccessful, so that they can be used to good effect in other localities.

An exception to this general pattern has been a national program with which CJE has been affiliated for the past two years. This program, "The National Elderly Victimization Prevention and Assistance Program" is unique in two respects: its comprehensive approach to the problem of crime against the elderly; and its attempt to document and evaluate activities to determine what has

worked and what has not worked in each of seven projects. Because of the close monitoring of its activities, this national program became the primary source of the information included in the three manuals produced by CJE on how to set up elderly anti-crime programs.

1. The National Elderly Victimization Prevention and Assistance Program - Its Administration and Evaluation

Since early 1977, four Federal agencies, in an unusual display of interdepartmental cooperation, have funded this major research and demonstration program aimed at learning about, and reducing the incidence and effects of crime against the elderly. During its first two years, over \$4 million was invested in eight separate affiliated projects. They consisted of four local demonstration projects funded by HEW's Administration on Aging (AOA), three others supported by the Community Services Administration (CSA), plus a national coordinating arm, known as Criminal Justice and the Elderly (CJE) funded by these two agencies, plus the Law Enforcement Assistance Administration (LEAA) and the Department of Housing and Urban Development (HUD).

HUD has contributed to the venture by underwriting an evaluation of the project's effects on the elderly in their target, urban neighborhoods. Much of the evaluation was conducted by researchers from the Behavior Sciences Laboratory at the University of Cincinnati. BSL conducted two rounds of telephone surveys of 1600 elderly residents of eight neighborhoods and follow up surveys of 289 elderly crime victims.¹⁵

Other evaluation information was provided by funding from CSA and AOA for CJE to carry out "process" evaluations of the

seven projects. Using a combination of on-site observations, interviews, and audits of activity data compiled by the projects, this evaluation examined the processes the projects used - their activities, operations, and changes in the local environment which resulted because of their efforts.

Information in these manuals comes from the knowledge gained using all of these evaluation approaches. It also includes knowledge culled by CJE from a large number of expert practitioners who are operating other crime prevention and victim assistance projects across the country, and who in some cases have more experience on which to base their opinions. Our most important experts, however, were the staff of the seven projects themselves, who were all interviewed individually and who met with CJE staff in roundtable discussions to provide us with the benefit of their experiences.

Much of the detailed information in this manual cannot be substantiated by any data proving conclusively that each item is essential to a successful elderly anti-crime project. It does reflect, however, the current consensus among project planners, administrators and evaluators on what are the most important steps and elements to include to provide adequate crime prevention and victim assistance services for elderly citizens.

2. The National Program at the Local Level - What Did the Seven Community Projects Do?

Four of the local programs -- New York City's Senior Citizen Anti-Crime Network (SCAN), Chicago's Senior Citizen Community Safety Program, Los Angeles' Security Assistance for the Elderly (Senior SAFE), and Washington, D.C.'s Elderly Antivictimization Project (EAP),

have been supported by AoA. The other three programs -- New York City's Senior Citizen Crime Assistance and Prevention Program (SCCAPP), New Orleans' Elderly Victimization Prevention and Assistance Program (EVP&AP), and the Milwaukee Crime Prevention-Victim Assistance Project for Senior Citizens -- have been sponsored by local community action agencies with Federal funding from CSA.

The seven projects have devoted two years of effort to accomplishing four common objectives:

- o To reduce the opportunities for and the fear of crime among the elderly;
- o To provide immediate post-crime assistance for elderly victims;
- o To strengthen neighborhoods' capacities to combat crime and protect their older citizens; and
- o To help develop public and private community resources to serve the elderly and prevent victimization

To achieve these objectives the seven local projects implemented similar activities with varying emphases. They all provided victim assistance service to elderly persons, whose names they received from the local police and from social service agencies. Project staff contacted the victims immediately, and, after explaining the program, made an assessment of the victim's needs. The case workers then tried to secure whatever help the elderly person required (either directly or through referral to another social service agency). The type of services provided included crisis counseling, transportation, home care, medical aid, replacement of lost documents, emergency food and clothing, temporary shelter, and legal aid. Project workers maintained regular contact with their elderly clients to make sure that all the needed services

were delivered and that no further problems resulted from the crime.

All of the programs also offered crime prevention education to senior citizens. Techniques were explained so that the elderly could modify their behavior, both in the street and at home, to make themselves less vulnerable to crime. The local court system was often described, thus helping to prepare senior citizens who may become involved in criminal cases as either victims or witnesses.

In an effort to address the particular needs of local areas, the demonstration projects organized and supervised "neighborhood strengthening" programs. These strategies, aimed at increasing the sense of identity in an area and getting citizens teamed together to combat crime, were run by local volunteer groups with support from program staff.

To help deter crime, all projects encouraged and assisted elderly residents to participate in Operation Identification, a crime prevention program run by local police departments. In this program, citizens engrave their property with identification numbers and then display a sticker announcing their participation in the program. Participants in Operation I. D. hope to deter burglary and to improve chances of recovering property which has been stolen.

Most programs have also sponsored residential security surveys for interested senior citizens. These surveys were conducted by trained program staff or teams of staff and local police.

Projects also provided advocacy for public policy changes which would reflect the seriousness of the problem of crime against the elderly. Each project had a local advisory committee, which often included administrators from the police department, courts,

social service agencies, criminal justice organizations, and senior citizen groups. These committees helped to plan program activities and insure that the interests of all segments of the community were represented. Staff members spent considerable effort in making local organizations sensitive to the problems of elderly crime and establishing links with as many agencies as possible, so that the elderly would receive efficient care and attention. Lobbying even extended to the state level.

D. THE NATURE OF THIS MANUAL - WHY DID WE WRITE IT?

1. Utilization - How Can This Manual Help?

The seven local projects accomplished a great deal since their inception. All seven provided significant services to a large number of elderly citizens residing in their neighborhoods.¹⁶

However, the goals of these projects went beyond provision of services to senior citizens. As research and demonstration projects, they intended to test crime prevention and victim assistance strategies aimed primarily at the elderly to determine which approaches actually were most needed and effective.

The emphases of the projects varied, depending on the priorities of their directors and local factors. Some activities proved easier to implement than others; some were better received and seemed to benefit the elderly more than others. But the CJE evaluation makes one thing clear: there is no "best" way to operate a crime prevention program for the elderly; for too many outside factors influence program activities. However, many lessons were learned which should be passed on to persons working in the fields of aging, criminal justice, or human services.

This manual is not meant to include "everything you ever wanted to know about planning a crime prevention program for the elderly." It does not attempt to offer detailed suggestions on how to make every key decision and it cannot consider the special needs which every community has. It should instead be considered a "guidebook," and is structured along those lines for several reasons:

1. The audience this manual addresses is a very mixed one. There are a wide variety of agencies which may sponsor a crime prevention program or activity for the elderly, all with their own set of preexisting restraints.
2. The seven local projects succeeded in various activities without relying on outsiders to prepare detailed instructions on how to do it. They simply developed good ideas and worked hard to see them succeed. This manual seeks to synthesize most of the good ideas about planning a project in an organized way so that others can set up their own programs.
3. The locations of projects will vary greatly, and they must be structured to meet the existing conditions. All seven demonstration projects existed in large cities of varying sizes. Although some lessons they learned may be of universal application, many may not apply for projects in suburban or rural areas.
4. The political climate of project locations will vary greatly. Although we can relay the lessons learned by the seven projects, it is impossible to offer a set of variations for every contingency involving interaction with public officials.

2. Content - Overview of This Manual

All community-based public services, whether they seek to ameliorate crime, unemployment, or other social problems, begin with a program planning process. Too often this inevitable part of the delivery of public services is fragmented, informal, or rushed. When this happens, program directors find themselves burdened with unrealistic goals, inappropriate strategies or

insufficient resources. Eventually, the program's clients are the ones who suffer.

Several of the seven elderly crime prevention and victim assistance projects experienced problems as a result of a hurried planning process (as often as not, brought on by expectations of the projects' funding agencies). Others benefited from the luxury of a more comprehensive approach. Regardless of their personal experience, all project directors emphasized that a good planning process is a critical variable in the early success of a crime-related project for the elderly. Moreover, those who later straightened out the problems caused by inadequate planning indicated that the repair work probably cost them more time, resources and strain than an initial investment in sound planning would have required.

We do not claim that the process for planning a project like these is radically different than for other projects. A typical planning model may look like this.¹⁷

A. Community and Crime Analysis

1. Determine data needs and sources
2. Collect data
3. Identify the problems

B. Program Planning and Development

1. Determine the scope and mechanism for planning
2. Define the problems
3. Establish priorities
4. Set goals
5. Develop strategies and identify resources available
6. Establish program mechanisms

C. Implementation

1. Develop detailed work plan
2. Implement components
3. Monitor and evaluate activities
4. Refine and change activities

The extent to which anyone can follow all these steps, of course, depends on the time and manpower available. However, we re-emphasize that a project founded upon a comprehensive plan will have a much better chance of succeeding. This manual seeks to indicate some procedures for building success into a crime prevention/victim assistance program for the elderly.

More and more crime prevention programs have sprung up around the country in recent years. Many have developed innovative and interesting approaches. Training materials, data collection forms, instructional literature, and other information have been collected from all over the country. In an effort to make our manual as useful as possible, we have included much of this material, citing the sources. By doing this, we think we have given you access to some of the best available material that may help you set up a project.

One final note. We want to re-emphasize that the material in this manual is not based on a state of the literature review, a library-based research study, or on the opinions of "experts" in crime prevention. Rather, it is grounded in the real-world experiences of seven projects operating in major American cities. To make our points more meaningful, we frequently cite experiences of these projects in anecdotal form. If you benefit from the successes and mistakes they have experienced, we will feel this manual has accomplished its purpose.

CHAPTER 2 CRIME ANALYSIS - WHAT IS THE PROBLEM?

A. INTRODUCTION

The most important question to answer in planning an anti-crime project for the elderly is: "What do we want to do?" There are generally two important reasons for such a project: to reduce crime against the elderly and lessen senior citizens' fear of crime. But those are very broad goals -- to achieve them, one has to first define what the elderly's crime problems in that area actually are. In some places, for example, burglary prevention is a medium-priority need, well below improved security out-of-doors; elsewhere, it is the only critical need. Crime analysis is the most sensible first step in identifying what problems need attacking.

Good crime prevention programs should be based on relevant and accurate information. In order to prevent crimes, you should know when and how they take place. A project might fail not because it didn't have good ideas, but because it tried the wrong approach for its target area. With enough time and resources, one can analyze patterns of crime against the elderly to estimate the extent and cause of their fear, and, more precisely, the main threats to their safety. If you have a clear picture of the nature of crime against the elderly in your area, you will be better prepared to:

- o set priorities
- o select target areas
- o develop strategies, and
- o establish mechanisms to implement those strategies

There are a variety of data you can study, again depending on the time and staff you have available. In reality, we know that too often the agencies which fund such projects, and the projects seeking such support, are satisfied with general evidence that a genuine problem exists. Neither feels compelled to obtain more detailed information, either before the funding is made or after, and funding agencies in particular sometimes look askance at projects which want to devote their initial months to data collection and analysis, plus other planning duties.

This situation can produce a vicious cycle, with the project hurrying to get into action, and subsequently returning to planning work in hopes of making services more productive. One sees this problem repeatedly. In discussing what may seem to be an "idealized" planning process, we hope to dissuade the key actors from doing planning on the cheap, or at least to persuade them to do more of it than they might otherwise — perhaps by getting community volunteers to help out, even before funding is secured, or in other creative ways.

In this idealized process, you should study the following kinds of data:

- o characteristics of the elderly in your community;
- o characteristics of elderly crime victims in your community;
- o the kinds of social service agencies and how well they serve the elderly in your community;
- o the physical and economic realities of different neighborhoods;

- o the characteristics of criminals who are victimizing the elderly in your community;
- o the ways in which crimes are being committed against the elderly in your area; and
- o the level of fear among the elderly in your area.

The need for and access to data are going to vary greatly from city to city. But based on the experiences of our projects and others, we want to alert you to the kinds of steps, and, correspondingly, the types of problems you may have in acquiring information to plan your project.

B. DETERMINING DATA NEEDS AND SOURCES - WHAT DO YOU NEED TO KNOW AND WHERE CAN YOU FIND IT?

Data needs for projects focusing on crime and the elderly will relate to these two variables: crimes committed and the elderly population.

Most of the seven demonstration projects found that adequate planning required data in several key areas:

- o the places where elderly people are concentrated in the city or community
- o the frequency and type of crimes committed against the elderly
- o the impact of crime on the elderly, and
- o the availability of assistance to the elderly already existing in the area.

1. Characteristics of the Elderly

If you are going to implement a program, you have to know how many seniors there are and where they live. This will help you decide where to target the program.

Specific data elements you could collect include:

- o Age - What portion of the elderly are over 65 and likely to be retired, living on fixed incomes? What portion are over 75 and likely to have less mobility?
- o Ethnicity - What are the backgrounds of the elderly in your area? This may affect your hiring of staff, the nature of your involvement with the police (at least initially), and the choice of community organizations with which you want to work.
- o Housing Arrangements - What proportion of the elderly in your area live alone? The number of isolated senior citizens will affect your choice of activities and methods of outreach. Do they live in houses or apartments? This may also influence your choice of strategies. For example, a home security installation component may be more advisable if most elderly live in private homes rather than in apartments.
- o Location - In what areas of the city or community are the elderly concentrated? This will help you decide where to focus project activities.
- o Social interaction among the elderly - What organizations do the elderly belong to? Do they attend senior centers or belong to many senior citizen clubs? This information will help you determine the inclination of seniors to join together later in crime prevention activities.

Deciding what demographic information to collect is the first step. Then it is necessary to identify places where you can obtain it. Information describing the elderly population can best be gathered from these sources:

- o city planning departments
- o local aging agencies
- o census bureaus

Much of the data you need may already have been collected by other programs or organizations, especially the local planning department. One virtue of planning or census data is that it can show population trends over time; for example, a commercial corridor, with elderly people living over the stores may be rapidly changing into an area of younger residents. As to the ethnic characteristics of a concentrated elderly population, it is often good to double-check the available figures with on-site observations and conversations with knowledgeable local observers -- the clergyman, the pharmacist, the beat patrol officer, the apartment manager, and so on.

2. Crime Against the Elderly

Data on the crimes committed against the elderly will probably be the most important planning data you collect. Without a clear picture of the scope and pattern of crime against the elderly it is impossible to choose program strategies with a high level of confidence. Conversely, a highly-detailed picture of the crime patterns may suggest novel and very effective tactics.

It is beneficial for planners to gather data on both elderly and non-elderly victims, to see how the elderly's problems fit into the larger picture. Most of this data should be obtained from the police department.

Independent of reported crime data is a second kind of information which can be extremely valuable to the project -- information which must be obtained from the would-be clients themselves (or, most likely from a sample of such elderly residents). These data relate to victimization and fear, and can be collected through surveys conducted in target neighborhoods after they have been identified.

If formal surveys cannot be performed during the planning process, other information about local fear and victimization may be obtained less formally through interviews with groups of residents or key community leaders. Discussions can be held with:

- o local police officers or administrators
- o people attending senior citizen groups and clubs
- o leaders of community councils, planning boards, or programs
- o officials from social service agencies
- o members of homeowner or tenant organizations
- o people in local businesses which have a regular trade with older customers, like pharmacists, barbers and beauticians.

3. Community Services and Programs

Another important area to research during the planning process is the nature of programs and resources available to the elderly in the community. This may not involve gathering statistical data, but it can be very important. Too often projects are planned without adequate consideration of what already exists in the community. If you discover that an activity is already being carried out by another program or group, you may decide to adopt an alternative approach to the same problem or to seek collaboration and cooperation with the other group.

Examples of situations where this kind of research would have been helpful abound. For example, one project was funded to engage in "community organizing" in a specific neighborhood. However, an existing neighborhood group was also doing organizing. The overlap created some initial

problems because of a lack of prior coordination efforts. Another project decided to conduct crime prevention education sessions for senior citizens throughout its target area. Only after the project began and staff were hired did the educational specialist find that the Police Department officially disapproved of civilians disseminating crime prevention education.

If the scope of service, both crime-related and oriented towards the elderly, is understood early in the planning process, the planner can decide what aspects of the "crime and the elderly" issue need to be addressed by a new project and which are already being handled adequately by existing agencies.

C. COLLECTING DATA - HOW CAN YOU OBTAIN THE INFORMATION AND USE IT?

Once the types of information needed for defining the problem are identified, the data must be collected. Collecting data from the police, census reports, city agencies, and citizens is burdensome. Often planners are pressed for time and must abandon obtaining data they desire. You should base your data collection needs partially on how much time you will have available. Additionally, you should collect the most reliable data available, but only that which can be meaningfully used to plan an anti-crime project for the elderly.

1. Collecting Data on the Elderly's Characteristics

Most of the seven crime prevention and victim assistance projects collected demographic information about the elderly of their cities from the U.S. Census Bureau. This agency usually will have information on the city's population broken

down by age, sex, ethnicity and several other variables. However, a key problem is the validity of the data. Most census data is collected only once every ten years; if you are planning a project a number of years since the last census, the demographic data may be unreliable. This may be especially true in inner-city neighborhoods, which often experience rapid transitions.

Other population information is available from the U.S. Department of the Census, but no more regular city-specific data is printed. In 1976, the Administration on Aging published estimates of the elderly population by counties, and that document can be obtained from the Department of Health, Education and Welfare. (H.E.W. Publication No. OHD 578-20248). Occasionally cities will commission special population studies to update the last census. However, there is no pattern to the performance of these efforts.

Examples of the kind of data you can expect to obtain can be seen in the proposals of several of the elderly antivictimization and crime prevention projects. SCAN utilized quantitative data from the 1970 Census, 1975 population estimates from the New York City Department of Planning, and impressionistic information (attitudes and opinions) from representatives of community groups, residents, and agency staff. The Milwaukee project also used 1970 census data, supplemented by data from a study conducted by the city housing authority.

The limitations of Census data are many. As an illustration, SCAN's proposal to the Administration on Aging pointed out:

The major problem . . . is that (the data) are dated. Since the . . . target area is undergoing rapid ethnic

and economic changes the 1970 data do not reflect the true nature of the current population.

Another problem . . . is that they group all Blacks into one category. No differentiation is made between American Blacks and West Indian Blacks who have many cultural and economic differences.

Another serious limitation affecting census data is that they often do not correspond precisely to the target areas you may later want to select. They are categorized by census tracts and cannot be broken down further.

In light of the difficulties encountered by the seven demonstration projects, it seems advisable to utilize census data only as a last resort unless the data is fairly recent. Alternate sources of information are: the local Area Agency on Aging, the city Planning Department, local universities, the local Housing Authority, or the Social Security office.

2. Collecting Data On Crimes Committed Against the Elderly

Crime statistics alone should not be depended upon to justify crime prevention programs for the elderly. As we pointed out in Chapter 1, national crime statistics and recent victimization studies show that the elderly are not, as a group, more frequently victims of crime than most other age groups. Their victimization rates are generally low, especially in comparison to their high levels of fear. This doesn't show, however, that the elderly's concern about crime is unjustified.

The usual outcome of fear is increased use of self-protective crime prevention measures and -- because of the lower "at-risk factor" -- lower levels of victimization. Thus, the elderly's lower victimization rate reflects their high concern for safety and their less mobile lifestyle. The

rates in no way reflect the effect fear and victimization have on the overall quality of their lives.

Additionally, generally low community victimization rates against the elderly may hide "pockets" of high crime committed against senior citizens in several areas. For example, although the elderly in New York City are victimized at a much lower rate than the total population, several precincts in the Flatbush section of Brooklyn (a SCAN target area) had high rates of crime against seniors.

The collection of data on crimes committed against the elderly can be a very frustrating task because often the data is not broken down into useful categories or is simply not there. Police departments often do not even break down victimization data by the ages of victims. Furthermore, offense reports in their narrative form, although containing much information, are very difficult to analyze, or even gain access to.

In order to gain use of police data, it may be best for planners to contact the Police Records Department or Section. By talking with officers there, you will gain an understanding of:

- o whether you can obtain any age-specific victimization data;
- o how crimes are categorized and defined by the Department;
- o how frequently crime statistics are compiled;
- o what the precinct (or other geographical sectors) boundaries are; and
- o the extent to which crime statistics are available to the public.

After you understand what the police crime data really represent, you should negotiate with the chief of that section for access to the data you need. Those negotiations may have to be done with the Police Chief's office, however. Because most police departments do not record the age of the victim, and only the birth date, it may be necessary to review raw files of offense reports to record victim ages. This can be a tedious, even frustrating chore.

For example, planners of the Senior Citizen Community Safety Program in Chicago who reviewed police data found that approximately one-third of all the offenses reported in the police summary reports were for crimes against people for whom the ages were not recorded. A victimized older person whose age was not identified in reports couldn't be recognized as an older person in the process of data analysis. Thus, crime against the elderly might have represented a larger proportion of all reported crimes than was indicated by the existing age-specific data.

In New York, the Police Department has been compiling statistics on selected robberies and other crimes against persons 65 years of age and older since 1975. So SCAN and SCCAPP were able to obtain precinct-specific information on these crimes (pocketbook robberies, purse snatchings, open area robberies, residential premises robberies, and dwelling robberies). However, they encountered the same limitations which Chicago analysts faced. The data reflected only those crimes reported to the police and many crime reports did not include victims' ages.

You will have to expect problems with police department

data. However, based on the experiences of the elderly crime prevention and victim assistance projects, several recommendations can be made.

1. Try to obtain data as current as possible on crimes committed against the elderly. If the police do categorize victimization data by age, see if you can get it on a precinct-by-precinct basis. In some departments, data is available by detective zones or patrol "beats".
2. If the department does not routinely report victimization data on a monthly or quarterly basis, see if they have age-specific information for the last calendar year. Some departments, though not releasing victimization data by age during the year, will publish such information after a computerized analysis at year's end.
3. If no cumulative information is available on the extent of elderly victimization, try to obtain permission to review police offense reports. You might ask for xeroxed copies with the names covered to avoid confidentiality problems. Virtually all police departments collect the birth dates of crime victims. If you are able to review a sufficient sample of reports from the central records division, you should obtain a pretty accurate picture of the extent, kind and location of crimes being committed against the elderly.
4. If for some reason you simply cannot obtain any police-generated data on crimes committed against the elderly try interviewing various people who live and work in those sections of the community which your demographic data shows you to be "senior citizen pockets." People you can ask about crimes against the elderly include: police officers who patrol the area, staff of senior citizen centers, crime reporters for local newspapers, leaders of senior citizen clubs and groups, members of community planning groups, and service establishment employees who have many elderly customers.

3. Collecting Data on Community Services and Programs

The collection of data on community services and programs should be much easier than similar tasks involving demographic and crime statistics. Most communities have health and welfare councils, community action programs and public agencies which publish resource manuals. These manuals list the human

services programs operating in the community, including names, addresses, telephone numbers and service descriptions. Some of these booklets list programs for the elderly separately. If no such manuals are available, contact your local Area Agency on Aging. Ask them for a list of local programs and services for senior citizens. They should have the information readily available. If for some reason your community does not have an aging agency, contact the Mayor's office.

You should review the information on existing programs and services with the following questions in mind:

- o Are there any existing crime-oriented programs for the elderly? What are their objectives? What areas do they serve? Are they permanent or will they be terminating? Have they ever been evaluated or produced reports summarizing their experiences?
- o Are there any general programs for the elderly which include crime prevention components?
- o Are any community crime prevention programs operating which involve the elderly as participants or clients?
- o Are there victim assistance programs in the community?
- o Would any of these existing programs be willing to cooperate with your planned program so that duplication can be avoided and maximum efficiency and client benefits can be achieved?

The goal of this research is to discover exactly what other programs are doing, how they are doing it, to what extent they've been successful, and how you can coordinate with them. This information will be very helpful in later steps of the planning process when you are deciding on the scope of your efforts and selecting program strategies.

D. DESCRIBING THE PROBLEM - WHAT PARTICULAR EVENTS OR CONDITIONS DO YOU WANT TO AFFECT?

Too often community-based programs focus on problems which cannot be addressed adequately with the resources available.

This occurs when the problem is too broad, or the target area is too large.

All program activities should be structured according to appropriate target areas. And the activities should be designed to address problems occurring in those areas. For some activities, such as victim assistance, it may be appropriate to have large target areas. For other crime prevention activities, smaller target areas may be necessary.

1. Geographic Crime Analysis

One of the biggest obstacles to good crime analysis for program planning is the lack of information about where crimes occur. Cities are usually divided into communities or neighborhoods with some identities. These areas may have generated strong neighborhood organizations or informal support networks which receive ongoing recognition from citizens. Consequently, it is often advisable to focus crime-oriented programs on these identifiable areas.

Unfortunately, police data, which is necessary for any crime prevention/victim assistance program planning, is often not available at the neighborhood level at which it would be most useful.

As a planner, you want to have the flexibility to choose the most appropriate geographic areas in which to operate a program, whether it be a city, borough, neighborhood or census tract. To achieve this goal, your staff will have to convert police and other data to appropriately small areas. This will let you:

- o isolate the geographic areas where crime against the elderly is most prevalent;

- o involve the citizens from those areas in the planning process; and
- o develop strategies specifically designed for attacking those problems in those areas.

You should remember, however, that crime information can be used with varying degrees of specificity. For example, you may want to provide victim assistance for elderly crime victims, but not have the resources to do it citywide. Thus, you could rank police precincts according to their proposed need for such services and simply choose the ones with the highest elderly victimization rates to focus on.

However, community crime prevention strategies or crime prevention education activities should be based on more specific data, since crime patterns often vary within the same precincts or neighborhoods. For example, in Chicago, staff doing crime prevention education presentations vary their topics based on the major crime problem within the specific area of the senior citizen centers where they speak. Although they have been unable to break down official police statistics to a multi-block or individual block basis, they talk frequently with police officers charged with patrolling specific beats and with elderly citizens to maintain up-to-date impressions of the problems afflicting seniors.

Information other than victimization data should also be broken down in as much detail as is possible. Knowing exactly where the isolated elderly live can help you plan future activities. Knowing how many seniors belong to each senior citizen center in a community will also assist you in allocating resources.

A frequent problem with programs is that certain components

are targeted at areas whose size makes it difficult for them to utilize resources most efficiently. For example, in Washington, D.C., planners relied on police reports that many older people in the Shaw area were being victimized by muggings and robberies. However, only after operating for some time did staff learn that many of these crimes against the "younger elderly" were occurring in downtown office areas or in the "red light" district against non-residents who were not technically eligible for services. If this data had been available during the planning process, the target area for victim assistance could have been expanded.

Similarly, in New Orleans the project selected the Irish Channel as a target area, partially because many elderly were being victimized by burglaries. However, detailed analysis of the offense reports would have shown, as experience later did, that many of these crimes were occurring specifically in the Garden District section of the Irish Channel area. The District includes many older mansions housing wealthy residents who rarely need assistance in recouping losses. If this had been known earlier, the target area for victim assistance might have been expanded or another selected.

Some planners advise analyzing crime patterns at the address level, once a particular precinct or other geographic sector has been selected. Clearly, these data would show the exact geographic pattern of victimization in an area, making it much easier to determine the nature of the crime problem. Volunteers, notably senior volunteers, have been recruited by several police departments to perform for their detectives and patrol supervisors just such crime analyses as these. Perhaps,

then, it is not implausible to team up with the local police to map all elderly victimizations, by type, over the past three, six or twelve month period. If you do undertake such a detailed analysis, try to make the best use of the results. Clear plastic overlays on a precinct map, using different colored dots for various types of crimes, can offer an easily-understood picture of purse-snatches, burglaries, robberies, and the like. Once operational, the project that makes a new overlay each month can watch where the crime patterns are moving.

However, if this kind of analysis is not feasible in the planning stage, one should simply use the most specific data available, which will probably be precinct-based data. Concentrate on understanding:

- o Which precincts have the most crime against the elderly, and
- o Where in these precincts the crime is occurring.

2. Crime Characteristics Analysis

Just knowing where crime against the elderly exists does not give you enough information to develop a comprehensive crime prevention and victim assistance program for the elderly.

A complete picture would include information on:

- o frequency of crimes committed against the total population and the elderly,
- o types of crimes committed against the total population and the elderly,
- o times of day and modus operandi in crimes committed against the elderly
- o sex and ethnicity of elderly crime victims
- o how the community, both the elderly and non-elderly, react to crime
- o extent of injuries or property losses suffered by elderly crime victims
- o location of crimes committed against the elderly

o the ages and addresses of suspects victimizing the elderly

Questions you may be able to answer include:

- o What kinds of residences - single-family, multi-family or apartments - are being hit by burglaries?
- o At what times of day are most robberies, purse snatchings or burglaries against seniors occurring?
- o Where are suspects victimizing the elderly coming from? Do they live within the neighborhood or are they using mass transportation or cars to reach the area and return home?
- o How are burglaries being committed? Are they primarily forced entries? Are weak locks being broken? Are doors being left unlocked?
- o How are most robberies against seniors occurring? Are they dwelling robberies or street robberies? Do the dwelling robberies occur in common areas like lobbies or halls, or in peoples' apartments?
- o Who is committing crimes against the elderly in the various precincts? What portion of crimes are being committed by juveniles?
- o How seriously are the elderly being hurt by the different crimes? To what extent are mugging victims seriously injured? How much property are burglary victims losing?

For a variety of reasons -- typically, because local law enforcement does not amalgamate all the information it collects on crime reports -- you may not be able to obtain all information you want to analyze. If so, perhaps the most useful kinds of information to concentrate a search for are:

- o the number of crimes committed against the elderly
- o the types of crimes committed against the elderly, and
- o the location of crimes committed against the elderly

By knowing this information, you will be able to tailor strategies specifically directed at reducing the incidence and impact of existing problems. For example, if burglaries are plaguing the elderly in certain areas, you can suggest anti-burglary techniques such as target hardening, and Operation

Identification. If dwelling robberies are occurring in other areas, you may wish to consider lobby patrols or neighborhood watch clubs. If street robberies or muggings are being committed, it might be wise to later recommend crime prevention education, street patrols, or escort services. Regardless of the size of your eventual target area, the size of the elderly population residing there, or the size of your own budget, you should develop strategies that specifically address the problems afflicting the elderly in defined areas.

If you have difficulty collecting quantitative data or want to supplement it, you can conduct victimization surveys of the elderly in your prospective target area. Such surveys can be combined with fear or attitudinal surveys, as we discuss in the next section.

3. Elderly's Concerns Analysis

In addition to analyzing a crime problem based on "hard data," you should try as much as possible to analyze the extent of the elderly's awareness and fear of crime. The cost of fear for senior citizens is very high. The cost stems from changes in the attitudes and behavior of seniors who've been victims as well as those who are afraid of becoming victims. In trying to avoid being victimized, elderly people often severely curtail their neighborhood activities, thereby debasing the quality of their lives and consigning themselves to a near-permanent state of cheerlessness and depression. In order to address the overall crime problem for the elderly, you must consider the very real aspect of fear. Program strategies can be designed to address the fear problem.

Fear can best be measured through the use of structured questionnaires. If you have the time to perform fear surveys of the elderly, there are a number of factors to focus on in analyzing the data. One Arlington, Virginia, program conducted a state-of-the-art review on fear measurement for the elderly and performed an extensive survey after pilot-testing its questionnaire. Some of the things this survey asked the elderly about include:

- o the general safety of the neighborhood,
- o the concern of their apartment manager for safety,
- o the frequency with which they leave home in the day-time and evening
- c the quality of police protection in the neighborhood,
- o the times and reasons why they are afraid to go outdoors,
- o the perceived likelihood of victimization of the elderly and friends,
- o unsafe places in the neighborhood,
- o actions the elderly take to prevent victimization,
- o activities which the elderly restrict because of fear, health, and mobility problems,
- o the extent of their interaction with friends and family,
- o the extent of their participation in social organizations,
- o the specific fears of crime they most commonly experience, and,
- o their knowledge of and use of existing public or private programs

The usefulness of these surveys are that they can indicate how the target elderly perceive crime, their attitudes toward the police and neighbors, their confidence in the criminal justice system, and the level of change in attitude they've undergone as a result of fear.

Though conducting surveys can be time-consuming, survey questionnaires like the Arlington one have been developed and used successfully by local projects. Examples of both fear and victimization are included in an Appendix to this manual.

Several of the demonstration projects appreciated that using these questionnaires in a door-to-door survey can do more than guide the project in providing responsive services. They can also establish a "baseline", to see if victimization and fear have actually gone down after a year or more of operations (a period when the project may have getting seniors to report more crimes to the police). But equally important, the survey can perform an outreach function, helping to publicize its existence and to identify the isolated elderly.

Indeed, so appealing were the surveys as outreach tools that most of those conducted by the demonstration projects took place after the planning stage was over. That was perhaps unfortunate, especially since the post-planning surveys were not always linked to providing immediate services, like helping to secure the elderly respondent's home.

If you cannot conduct surveys, consider studying available national reports on the elderly's fear of crime and their victimization rates.^{1/} If you do undertake a survey, you may want to compare your results with the available data. However, you must have common questions and definitions for rates or percentages to be compared.

Surveys can be accompanied by interviews with key local officials or activists. These interviews can be used for purposes of planning but can have an even more important

purpose: they can be a first step in involving local people in the project from its early stages. Without the support of important local groups, without a power base founded on their backing, much rational planning can be wasted.

E. THE PRODUCT - WHAT IS YOUR PROBLEM STATEMENT?

The products of the crime analysis should be "problem statements." These statements should summarize the results of your efforts to this point. The components of the statements should not vary. They include:

- o The types of problems identified - street assault, purse snatchings, home burglaries, street robbery, etc.
- o The frequency of the problem - How often are the elderly being victimized?
- o The monetary loss - How much money are the elderly losing as a result of the victimizations? How are they affecting the community economically?
- o The physical effects - How frequently and how seriously are elderly victims injured as a result of the crime?
- o The mental aspects - How fearful are the elderly of being victimized?
- o The changes in the problem - To what degree has the problem become more or less serious in recent times?
- o The perpetrators - Who is causing the problem? Are juveniles usually victimizing the elderly? Do gangs usually commit the crime you're concerned with? Are "professionals" responsible for the rash of crimes?
- o The geographical aspects - Where is the problem most severe? How narrowly can the affected area be specified?
- o The "modus operandi" of the criminals - How are the crimes being committed or how are the elderly being made fearful?
- o The risk of victimization - Does the risk for elderly persons vary much from one area to another, from homes to apartment buildings, or from one building to another?
- o Community response - Is the problem already being addressed by others?

You shouldn't limit yourself to a certain number of problem statements. Develop statements for all problems you have identified, whether they relate to specific crimes such as the burglary of older person's homes or several crimes, such as the needs of all elderly crime victims. Two examples of problem statements which might be developed for the same city are presented on the next page. They do not relate just to the elderly, but are representative of the product we are describing.

In writing your problem statements be as specific as possible. A good problem statement will be very helpful if you:

- o want to later apply for additional funding,
- o make presentations to advisory groups or to meetings of local groups whose support you desire,
- o later try to evaluate or assess your efforts; poorly-defined problems can mean an evaluation of the project will be unable to document progress which the project has made; it also means that you cannot pinpoint flaws in your program if there is no documentation of problems not being rectified.

AUTO THEFT PROBLEM STATEMENT*

From July 1, 1976, through June 30, 1977, there were about 5,085 thefts of motorized vehicles recorded by the Chaos City Police Department. These consisted of about 4,450 automobiles, 255 trucks, 335 motorcycles and 45 other motorized vehicles. Ninety percent of all automobiles were recovered while only about 35 percent of all motorcycles were recovered. Victimization surveys indicate that approximately 93 percent of all auto thefts are reported to police.

The total net property loss from auto theft for the one-year study period was about \$1,175,000.

The risk of being a victim of auto theft differs by area of the city. The Central community clearly has the greatest auto theft problem with a 1 in 5 risk (based on number of registered vehicles).

Large numbers of auto thefts are of vehicles parked at ramps or lots (40 percent of all auto thefts). Twenty percent are stolen from streets in front of residences. Most of these thefts from ramps and lots occur in a very few localized parts of the Central, University, and Powderhorn communities.

Data indicate that the vast majority (78%) of owners had keys in their possession when the car was stolen.

There is evidence to suggest that ignition interlock systems designed to deter auto theft are somewhat effective in reducing the risk of auto theft.

RESIDENTIAL BURGLARY PROBLEM STATEMENT*

Residential Burglary is the most frequently occurring crime in Chaos City.

The majority of residential burglaries are of residential units located in apartment buildings (buildings with 5 or more units). One out of 16 apartment units is hit in the course of a year while 1 out of 32 single family units is hit.

Sixty percent of the time the entry to apartment units was forced. However, interviews with police indicate that force is relatively easy because security hardware in apartments is poor.

* These problem statements were developed by the Minnesota Crime Prevention Center for use in seminars on planning crime prevention programs.

Chaos City has an ordinance requiring deadbolt locks on all rental units. A recent survey of residents of apartment units indicated that 67 percent of apartment units did not have deadbolt locks and, therefore, were not in compliance with the ordinance. Residents also raise the issue of whether dead bolt locks alone would solve the problem because in many cases the doors and doorframes were inadequate.

Planning Department figures report that 85 percent of rental units in the city are owned by landlords who do not themselves live on the premises.

CHAPTER 3 PROGRAM PLANNING AND DEVELOPMENT - HOW DO YOU
WANT TO ATTACK YOUR DESIGNATED PROBLEMS?

After you have decided which problems exist that could be addressed by a new project, you must decide how to resolve them. This involves setting priorities, implementing a specific planning process, drawing up goals and objectives, and developing strategies. The product of this phase should be an overall plan that you can use to implement the project.

A. SETTING PRIORITIES - WHICH PROBLEMS DO YOU WANT TO ADDRESS?

After you have identified the crime-related problems affecting the elderly in your community, you must prioritize them; such a ranking process will enable you to decide which problems are the most important to address.

We cannot overemphasize the critical nature of priority setting. The seven demonstration projects all tried -- to varying extents -- to attack all of their elderly crime problems at once and found that it cannot be done.

Sometimes by design, but usually not, certain activities ended up receiving priority attention and others did not. Some were found not feasible because of outside factors, others were eventually deemed inappropriate for their target areas. For example, one project wanted to attack a problem of "street crimes against the elderly" by implementing neighborhood watch in association with the police in a designated area. However, because the area included many illegal aliens who wanted nothing to do with the police, the project found that that problem could not be addressed in that manner in that community. This project and the others ended up doing ad hoc or spontaneous priority setting;

attacking certain problems often was emphasized simply because they were easier to address or because success seemed more likely.

Priority setting at an early stage can also help you later.

1. It helps you make resource allocations, both in terms of money and staff.
2. It gives future project staff guidelines on how to spend their time if different problems compete for their time.
3. It indicates to your funding sources where emphasis will be placed. If you later decide to reduce or abandon a less important activity, you can help justify the decision with your priority list.

Setting priorities among the problems you have identified cannot be done with a simple formula. You may want to weight various aspects of the problem statements, such as frequency of crime, risk factor, monetary loss, and rate of change in crime levels, but more likely your decisions will be based on a largely subjective assessment of all the aspects of the problems.

In this process, you naturally must consider the components of the problem statements we have already identified. But there are other, more pragmatic questions that need to be asked:

- o Which of the problems are really amenable to solution? Of these are any amenable to solutions which appear rapid or dramatic?
- o For which problems will you be able to really measure the extent of improvements made?
- o Which problems may be influenced by political considerations? What political pressures may be exerted on you by local influence-makers, such as elected representatives, key public agency officials, local civic activists, and the like.
- o Which problems will need much cooperation or coordination with other programs?
- o What resources may be needed to address the problems?
- o What additional information do you need to know about problems?

Setting priorities among the problems you have identified

should not be done by one or two people. Try to get as much input and as many perspectives as you can. In this regard, it is appropriate to consider local involvement.

B. DETERMINING PLANNING PROCEDURES AND THE SCOPE OF EFFORT - HOW MUCH CAN YOU DO?

The decision you have to make concerning the stage at which you want to solicit local involvement is a critical one. Those on whom you will later depend for support and cooperation should be involved in planning the project and in deciding whether your ideas are realistic. This planning approach will reduce resistance of those who will be affected by your project; if your success will depend on their close cooperation, you should certainly try to gain their approval before finalizing your choice of project designs.

This point cannot be overemphasized. There may be disagreement about exactly when in the planning process you should involve such outsiders, but it must be done before project plans are finalized.

Examples of people who should be consulted during the planning process include:

- o the police;
- o neighborhood group leaders;
- o social service agency administrators; and
- o aging organization leaders

These people could be pulled together for a brainstorming session. However, that approach might inject too many agency concerns into your planning process at an early stage. Many have found it best to approach interest groups individually and give them the chance to provide input. Then you can bring them together

later during the strategy development stage, after you have clarified your goals and objectives.

An example of the kind of input you can receive is provided by the experience of the elderly crime prevention and victim assistance project in Los Angeles, "Senior SAFE."

The project approached the Los Angeles Police Department very early in the planning process to negotiate a victim referral process which would serve the project's goals and put minimal burden on the police. Largely as a result of these long negotiations, the project established a very successful referral mechanism and was able to serve thousands of elderly residents soon after they became crime victims.

When considering the scope of your project, also consider one long-range goal, which is a permanent status for the program if shown to be successful. In this context, two suggestions may be helpful:

1. Start small and consider a pilot approach to your eventual goals.
2. Try to pick project components with good probabilities of success.

The reasons for starting small are many:

1. No matter how thorough your planning process is, some unanticipated problems will always crop up. It's much easier to work them out on a smaller scale. This is one advantage of using a "target area" approach, as six of the seven demonstration projects did.
2. Starting small with a "pilot approach" gives you the chance to "test" your plans and ideas, allowing for refinement of your objectives further along in the project's life.
3. Pilot projects may be more likely to gain the support of public officials. You can make mistakes -- and profit from them -- without threatening the whole project. Officials will view the project as a test of various hypotheses, and may later be willing to adopt certain

aspects, even though others may have failed, at least in their judgment.

4. Starting small naturally limits the number of outside groups you will be dealing with. It gives you the opportunity to establish a solid base of support in the community, a base that will be very valuable if you later want to expand the project.
5. With a smaller staff the project director will be better able to assess the characteristics and approaches associated with success or failure of various staff members. Thus, if the project later expands, more will be known about what "makes," for example, a good victim assistance counselor or community organizer.
6. The essence of these suggestions is that most communities will have had little experience in providing crime prevention and victim services, so that it is well to assemble a small staff first, permitting them to develop a core of experience before expanding. Where the underlying assumption is wrong, the consequences obviously change.

Selecting components with moderate to high chances of success also serves several purposes, both in the short and long term.

1. Components with a higher chance for success are usually easier to implement.
2. Structuring components with better chances for success usually makes for better staff morale. The converse is also true, and new projects often succumb if their staffs lose faith in their own usefulness.
3. Implementing successful components will establish your credibility with both public officials and community groups. You will later be better able to gain their support for trying more difficult or larger things.
4. Staff will gain valuable experience while implementing components with a higher degree of success. Then they'll be able to use the lessons they've learned in pursuing more difficult activities.

One important point relating to both these issues should be remembered: keep in mind what your funder wants by making sure you understand that agency's real goals. All our projects were confused by the lack of clear directions from funding sources. At times, they believed themselves to be "pilot" projects that were

funded to test several hypotheses about crime and the elderly.

At other times they felt themselves viewed as "regular service projects," designed more to provide services to the elderly than to perform research on the crime-related needs of senior citizens.

Such uncertainties can produce mixed messages or, even more troublesome, a lessening of interest of the funding agency in anything your project does.

Thus, make sure you understand the answers to several important questions:

1. Will you be expected to operate a "pilot" project? If so, will you be allowed the freedom to revise objectives, to refine strategies, or even to drop certain components.
2. If you will be running a pilot project, how important do the funding sources consider the research aspect? What kind of data do they want you to collect?
3. Will you be evaluated or assessed on the basis of how well you "tested" your hypotheses and drew conclusions about crime and the elderly? Or will you be measured by the "quantity" of service you provided to senior citizens? Perhaps you will be expected to "measure up" to both standards.

C. ESTABLISHING GOALS AND OBJECTIVES - WHAT DO YOU WANT TO ACCOMPLISH?

It is important that when planning your project, you take the logical approach of defining goals, then objectives, then activities. Your goals state in broad terms the results you want to accomplish. They should relate specifically to the problem areas you have identified. For example:

- o If the problem involves the needs of elderly crime victims, your goal may be to assist elderly victims of crime to recover from the impact of the victimizations.
- o If the problem is the vulnerability of certain areas to specific types of crimes, the goal could be to strengthen the capacity of residents for self-help through the development of neighborhood crime prevention programs.
- o If you determine a priority problem is the lack of resources and attention devoted to the elderly crime issue, your goal

may be to create increase public awareness on the part of the media, public officials, and advocacy groups.

- o If certain crimes are frequently committed against the elderly in certain areas, your goal may be to increase the elderly's awareness of crime prevention techniques and thus lessen the opportunities for their being victimized.

You may also want to draw up other goals that relate to the overall program. In the area of project management, for example, your goals may be to ensure full support from your sponsoring agency and to develop good relationships with other community agencies.

In administration, typical goals would include the development of procedures for complying with the host agency's and the funding agency's fiscal requirements, and the development of data collection and analysis procedures for effectively monitoring project activities.

Objectives are more precise statements of what should be achieved in order to reach your goals; activity steps then should be designed to achieve these objectives. Your objectives are thus the basis for planning your various project components -- translating desired changes in the social landscape into human activity as a means to that end.

Much has been written about the "science" of objective setting. You may be aware that many people believe "everything" can and should be quantified. If everything isn't reduced to numbers, they say, the project will not be able to adequately document the result of its efforts. This philosophy is understandable, even useful, but it has its excesses.

Too often numbers -- say, the number of victims to be aided each month -- are pulled out of the air. Rather than being based on reliable information or the experiences of others, they are based on someone's estimates of what "sounds good" to funding sources. If target objectives are set dramatically high, they might appeal to funders who are looking for projects that seek to have a major impact on crime problems. However, if set on this basis, one should not assume that the funding sources can be later persuaded that project objectives need to be revised downward based on unforeseen realities.

Conversely, some projects purposely set their objectives low for the first year of operations. This ensures that they will fulfill their objectives, that staff morale may stay high, and that the project will be able to secure positive publicity in the community.

It is always troublesome to see projects which are obsessed with these "numbers games" in order to receive funding. Many of the seven demonstration projects encountered problems when they realized their objectives for the first year were unattainable for various reasons:

- o Cooperation expected from key community agencies was not forthcoming.
- o Delays in hiring staff put projects several months behind schedule.
- o Citizens were initially not as eager to accept certain services as the projects had anticipated.

In many cases, the objectives that were included in proposals were not the result of logical, sequential planning. Numerical objectives were not tied directly to activities that would accomplish them. Projects said they would reduce certain crimes certain

percentages even though there was no way in which such a reduction could be tied to the project's efforts and the data needed to measure decreases in crime against the elderly was not available.

Projects felt pressured to come up with "quantitative" objectives, even though these objectives were often mere guesses. They believed a lack of quantitative objectives for all activities might threaten future funding. The only real way to deal with this problem is to explain to funding agencies, either in person or in a proposal, why certain objectives cannot be quantified -- or, at least, why certain numerical targets are only estimates which should be revised as soon as experience establishes a more reliable basis for making such projections.

When quantifying your objectives in crime prevention or victim assistance, it is helpful to distinguish between "direct" objectives and "indirect objectives." Direct objectives are ones which impact directly on a given situation by changing that situation, such as reducing the burglary rate through hardware installations or increasing the percentage of elderly victims who participate in the criminal justice process by monitoring their cases and providing transportation to and from court. Indirect objectives are those which have a more tangential effect on crime patterns or other real-world situations, such as increasing public awareness of the elderly crime problem through the dissemination of newsletters or helping victims overcome crime-related stress by providing counseling.

Several points should be kept in mind:

1. Try to develop "direct objectives" only for appropriate activities. As one planner has stated, "The manager needs to design a direct objective for each specific kind of crime or crime pattern that he intends for the program to directly reduce . . . Direct objectives

must not be generic in nature -- they must be specific as the work itself . . . Direct objective should only be established for attempts to reduce specific crime patterns by direct action.

Publicity campaigns, for example should not be made direct objectives, because it is not possible to predict the impact on crime that will result from such campaigns (reported crime could increase, for example, since people would be more aware of the problem).

2. For all those activities not intended to affect specific crime patterns in specific ways, establish different or supporting objectives. Doing this "permits work to be conducted and assessed on its own merits that would otherwise be inappropriately buried in, and accountable to, a direct objective."
3. Don't try to establish "direct objectives" for activities unless you are positive you will be able to really measure their effect on crime. For example, projects have said they will conduct crime prevention education for the elderly, change the elderly's behavior and thus reduce crime. However, the results of crime prevention education, though often beneficial, can not be readily tied to changes in crime patterns. Some project activities will necessarily involve an act of faith that X can produce Y -- and the fact that there are no social science tools to "prove" that the service has that desired effect is a misfortune common to many important public services.
4. You should consider maximum costs in terms of dollars, person/hours and equipment when considering your objectives. This can be an important factor in determining whether or not an objective should be adopted. For example, you may want to implement a hardware installation program, but you must consider the cost of the hardware, storage facilities and resources available for installation.
5. To as great an extent as possible, staff who will have to implement your objectives should be involved in establishing them. If you cannot identify your project director this early in the planning process, consider reviewing projected objectives with applicants during the hiring process to gain their views. Be prepared to explain the purposes behind objectives to your staff; if they really understand them they will be less likely to question their responsibilities.
6. Objectives should be consistent with available or anticipated resources and assistance. You shouldn't design

objectives based on assumptions of cooperation; oral promises of general support are not the same as specific statements of how another group will help you. For example, you may say you'll contact 85% of elderly crime victims after the police assure you that "we'll give you all the help we can." Later, you may discover that the police records section is understaffed, that confidentiality problems exist, or that more support must be gained at the precinct level if you are to make contact with known victims.

7. Objectives should be as specific and quantitative as possible but quantitative objectives should not be forced. While some results can be easily quantified, many are too subjective to be assigned numbers. In these cases, try to identify measurable factors that will serve as reasonable indicators of achieving the intangible results. For example, "to improve public awareness" can frequently be measured by such activities as producing monthly newsletters, holding weekly meetings with other organizations, and appearing on a certain number of television or radio programs.

This last point cannot be overemphasized. Don't adopt quantitative objectives unless you are sure you can measure them. In some instances, it may be better to say you will reduce the opportunity for certain crimes through several activities you measure by "reasonable indicators" rather than state you will reduce these crimes by certain percentages. Even with an elaborate and expensive evaluation design, the chances of proving the latter are very small.

D. DEVELOPING STRATEGIES - WHAT STEPS ARE NECESSARY TO ACHIEVE EACH OF YOUR OBJECTIVES?

After deciding on your objectives, you have to establish a set of activities needed to achieve them. These will include major activity steps and minor steps. At the same time, you should try to establish a time schedule for performing them. Activity steps should state in sequential form all the things needed to be done to achieve objectives.

Examples of activity steps for potential crime prevention and victim assistance efforts follow:

o Influencing Public Policy

1. Develop community advisory group with certain number of members representing certain groups.
2. Hold certain number of meetings of an advisory group.
3. Develop project newsletter.
4. Publish certain number of newsletters during the year.
5. Issue certain number of press releases on problem of crime against the elderly and needed actions.
6. Identify issues that call for revised public policies.
7. Present the case for policy reform to authorities in each issue identified.

o Victim Assistance

1. Develop referral mechanisms with police and others by which elderly victims will be identified.
2. Design methods for quickly contacting elderly victims.
3. Design methods for reaching victims who cannot be contacted initially.
4. Identify direct services project will offer victims.
5. Contact agencies which project will depend on to provide other services to victims.
6. Develop mechanisms for referring victims to local provider or social service agencies.
7. Develop procedures for following up on referrals.
8. Develop case maintenance and recording procedures.
9. Develop training curriculum for victim assistance staff.

o Crime Prevention Education

1. Review available materials on crime prevention.
2. Develop potential crime prevention education curriculums.
3. Contact local senior citizen organizations and other potential meeting sites.
4. Develop schedule for crime prevention education meetings.

5. Develop procedures for giving education material to individual clients.
6. Develop training curriculum for crime prevention education staff.
7. Schedule educational sessions.
8. Conduct certain number of educational sessions each month.

o Residential Security Assistance

1. Develop eligibility guidelines.
2. Develop home security service guidelines.
3. Develop home survey checklist.
4. Contact resources to provide hardware and negotiate terms.
5. Develop outreach procedures for reaching elderly citizens in need of residential security assistance.
6. Develop procedures for scheduling and performing hardware installations.
7. Develop procedures for scheduling home security surveys.
8. Develop guidelines for following up with clients to assess satisfaction with service.
9. Develop training program for home security staff.
10. Hold certain number of publicity sessions at senior citizen centers each month.
11. Perform certain number of home security surveys and installations each month.

o Neighborhood Crime Prevention Programs

1. Contact local citizen groups to publicize project and gauge their interest.
2. Develop alliances with local groups.
3. Develop lists of potential crime prevention program strategies for consideration by local groups.
4. Identify organizations and individuals who will be helpful in implementing local crime prevention strategies.

5. Develop activity steps for crime prevention strategies.

6. Implement crime prevention strategies.

Perhaps the most important point to be made is: In scheduling your objectives and activity steps, build in contingency time. Most of the seven elderly crime prevention and victim assistance projects assumed that they could accomplish a great deal in a short time. These assumptions were usually made by planners rather than project directors or staff members. In any event, the optimistic timetables put the projects behind from the beginning. Generally, the projects were overly ambitious and underestimated the time required to get activities going. They planned activities like victim assistance, crime prevention education, and community crime prevention in which the sponsoring agencies had very little experience. Yet they generally did not allot time for directors and staffs to learn necessary skills, do preliminary contact work in the target areas, and then revise planned schedules.

A final safe tip can be given, one endorsed by all the projects: After developing what you feel is a reasonable schedule for accomplishing each of your objectives, add some more time. If you cannot, eliminate several activity steps which are not absolutely necessary. There will always be unexpected outside obstacles that will hinder your early activities.

After you decide which particular strategies to pursue and detail the activity steps necessary to meet your objectives, you should begin to establish the mechanisms needed for effective implementation of the various components.

E. PLANNING THE MECHANICS - WHAT DO YOU NEED TO DO TO LAY

THE GROUNDWORK

The success of your project's various objectives, whether they depend more on the skill of your staff or the cooperation of outside groups, will depend on smart allocation of five basic resources:

1. people
2. money
3. materials
4. time
5. authority

One planner who has considered these five factors makes these useful points :

1. People - After breaking objectives into activity steps, you should start thinking about staffing: recruiting, screening, and training.
2. Money - Make sure you know how much money you can allocate to each objective. How can the money best be used?
3. Materials - Space, training materials and equipment are common sense parts of your budget. Yet, often these subjects are very heavily underestimated in first-year budgets. Inadequate space and materials can adversely affect project efficiency, especially hurting staff morale.
4. Time - This is the most valuable resource you have. Don't let it slide away. It is never too early to begin considering the long-term future of the project. Consider how long you expect the project to run? If you'd like to eventually have an ongoing project but will have to terminate your agency's involvement, develop a tentative schedule for phasing out your responsibility and another list of potential alternate funding sources.
5. Authority - How will authority be distributed within the project and between the project and its sponsoring agency? Responsibility and authority traditionally go together. However, several project directors had responsibilities without the authority necessary to make decisions relating to them. In these instances, the directors' hands were tied by the sponsoring agencies.

While you are considering these factors, try forecasting what might happen to your various strategies: What obstacles might be encountered and how might they be overcome. You should consider mechanisms for overcoming obstacles to each of your components. For example, you might try to convert a resistant police precinct commander by appointing him to your advisory board or asking him to lend his expertise to a training session for your staff. These "hurdle-jumping" strategies are discussed in more detail in a companion manual to this document describing ways to implement various activities.

The process by which a project should attempt to set up a victim referral process with the police is described in particular detail. Because that is a sensitive and complex task, and because the referral process should be refined and monitored throughout the life of a victim assistance program, it demands to be explained carefully. Since it is closely tied to the actual work of project directors and staff members, we include that explanation in the second manual. CJE has also published a third manual, which discusses all possible ways in which community crime prevention and victim assistance projects for the elderly can coordinate with the police.

The second manual devotes attention to the preliminary steps necessary for a variety of activities. However, because it helps to do these things as early as possible, we want to review several mechanical responsibilities that fall on projects:

- o If you're going to conduct victim assistance for elderly crime victims, start as soon as possible to acquire cooperation from the police, especially in establishing a referral mechanism by which you can acquire the names of elderly crime victims. Without such cooperation, victim assistance is probably not worth attempting.

- o If you're planning on conducting a program of crime prevention education, you should also start contacting the police to see if they can provide important assistance: speakers, props, films and literature; or conversely, to see if they consider this area to be strictly under their jurisdiction, so that your role would be to refer elderly clients to them.
- o Start searching for people or organizations which would be particularly valuable in conducting start-up training for your staff. These include universities, the police, community mental health centers and community anti-crime programs.
- o If you plan on doing hardware installation for seniors, begin searching for resources which could provide the labor and an inexpensive source of hardware which meets the requirements of security specialists.
- o If you have a desire to implement neighborhood-based, crime prevention programs like neighborhood watch, try to identify community groups which may later prove advantageous for your staff to contact.
- o Consider mechanisms you can develop with other agencies or organizations to maximize project efficiency. For example, the Los Angeles project established a voucher system with a local taxi company whereby clients or staff could use taxis in important situations and charge it to the project.

It is critical to develop early good relations with all the law enforcement agencies in the area to be served. The reasons for devoting significant early time to gaining police support have been clearly explained by planners of other projects:

" Police endorsement is critical for any community crime prevention program effort. Unless police assistance is sought from the start, it is possible that the department will perceive the project as a competitive effort -- one that inappropriately involves civilians in police work.

Public receptivity . . . is also highly dependent on active police endorsement. (Any) program that engages in (anti-crime) activity without police support may be viewed with distrust. Not even a neutral stance by the police is sufficient for project survival.

The wide scope of potential police involvement with your project demands that you contact them early and often: They can:

- o provide access to data which is needed for planning and evaluating activities;
- o provide much of the initial training and orientation of new project staff and later in-service training;
- o provide equipment and access to things like projectors, films, and brochures;
- o provide data needed on crime victims for a victim assistance component;
- o respond to inquiries from citizens and the media about the authority of project staff;
- o accompany victim assistance workers or visits to dangerous neighborhoods,
- o provide support for neighborhood crime prevention efforts by attending meetings in people's homes,
- o lend credibility and expertise to crime prevention education activities by attending to speak and show films, and
- o help project home security efforts by giving staff Operation Identification stickers and officially endorsing these efforts.

If contacts with the community and police have been made by project planners, many false starts and obstacles can be avoided during project start up. The project will be better able to stick to its schedule and will know early if contingency plans will have to be implemented in certain cases. Furthermore, it might even be too late to adopt alternate plans for achieving objectives once a project is underway.

A final point: everything your project does either seeks to see that the criminal laws are more often obeyed or to reduce the social harm done when they are not. Inevitably, the project is

the "civilian partner" of the official law enforcement system. A project which fails to work on that partnership in good faith will perform its job less well.

This suggests that project staff who have inhibitions about working with the police should plan from the outset to overcome them, if only for their clients' sake. Many of the staff of the demonstration projects who went through this process were surprised and pleased to discover how many "do-gooders" wear blue uniforms. Cooperation between their projects and the police tended to bring out the best in both organizations, making both all the more proud of the services they performed for the elderly.

F. DATA COLLECTION AND EVALUATION: WHAT INFORMATION DO YOU WANT TO COLLECT AND WHY?

1. Why Collect Data

The decision on the scope and detail of a data collection system is a critical one for planners and project directors of community-based crime prevention and victim assistance projects. A good system can produce genuine benefits for a project, while a poor system usually makes a project's problems worse.

In order to decide which data to collect you have to know the uses to which it will be put. These uses will include:

1. An assessment of project efficiency or "process evaluation." This kind of assessment serves two primary purposes: to provide feedback in order to make programming decisions and to document project activities as they occur.
2. An assessment of project effectiveness or impact. This effort focuses on the effect the project has on crime rates and levels of fear and on the rate of "recovery" among victims assisted. Data is collected to document any changes which occur.
3. An evaluation of individual staff members. This activity can be undertaken separately or as part of a process evaluation. It requires the collection of information on each staff member. A project director cannot observe every aspect of his staff's performance, and many project directors overestimate the amount of time that they will be able to spend on supervision of the staff. Data can often point out problems that would otherwise go unnoticed.
4. The compilation of reports for sponsoring or funding agencies. Usually projects need to collect certain data because they are required in quarterly or other reports which must be submitted to grant monitors.

The primary reasons for collecting data are to improve the project and to evaluate whether the project has made a difference. Achieving the former goal with data you collect is much easier than achieving the latter one. Unfortunately, several of the activities in which elderly crime prevention and victims assistance projects engage are not easily evaluated for impact. These include victim assistance, public policy advocacy and crime prevention education.

2. Evaluation Guidelines: What Should You Be Aware Of?

There are two main factors you should be aware of in structuring a data collection system for evaluation purposes: the kind of evaluations to be performed and the parties who will be conducting the work.

As we have indicated, the kinds of evaluations to be performed measure either process or impact, and each requires very different kinds of information. Another important distinction should be made about who is conducting the evaluation. If an outsider, the motivation is usually to hold the project accountable to "the public" and to the project's funding agency; because the evaluator has an "arms-length" relationship with the project, people tend to put more faith in these findings.

The motivations for performing internal evaluations by project staff are usually to improve the project's management and to have concrete evidence of success to present to outsiders.

Many community-based projects are evaluated periodically, either by a sponsoring agency (an internal evaluation), or funding source (an external one). Both approaches are typically designed to discover whether projects accomplished their process goals, but it is more often an outside evaluator which attempts to see if a project made a difference, and to identify the factors which significantly contributed to project successes or failures.

Let us assume for a moment that your expected funding will involve an outside evaluation -- in fact, that evaluation guidelines are to be included in your grant conditions. If so, you may be required to construct your data collection system around those guidelines. Since the judgments of evaluators may determine the future of your project, make sure you understand what the evaluation will entail. With an accurate picture, you will be able to construct the data collection system so that it reflects your project's full accomplishments. Too often evaluators cannot give projects full credit for what they have done because it is not reflected in the data they've collected -- they merely complied with the outside evaluator's requirements and did not take the opportunity to collect additional information as possible evidence of project success.

Even if an outsider is not assigned to evaluate your project's impact, your funding agency will require that your proposal include a description of how your project will

be evaluated for impact. You should try to build such an evaluation into your project design not just because it may be required, but because it can help you do a better job for your clients. After all, someone might ask after a year of a project's conducting hundreds of "home security surveys" whether anyone followed the advice of the survey staff. As long as you are unable to answer that question, the suspicion will linger that the project's only virtue was to provide income for its staff.

There are a number of ways you can evaluate the effects -- the impact -- of the project. One common technique utilized by projects is "before and after" comparisons. This technique compares conditions before the project's inception with conditions after it has been in operation for a period of time. This approach can be used to evaluate the effectiveness of crime reduction strategies such as lock installation or neighborhood watch. It can also be used to evaluate the effectiveness of some services that impact directly on elderly clients, such as victim assistance and crime prevention education.

Regardless of the nature of the evaluations being conducted and the identity of the people performing them, there are a number of things project administrators should keep in mind when constructing and monitoring a data collection system:

- 1) Provide precise, written definitions of each of the items used in data collection for both the evaluators and your staff.

- 2) Consider what you will need to do to protect the privacy of the individual clients, particularly victim assistance clients. Check with your sponsoring agency and see if there are regulations concerning confidentiality. Work out with the evaluator a fair and confidentiality - oriented system of using client records.
- 3) Prepare you staff for evaluation. Explain the purposes and the way your project will be evaluated to all staff. Often staff members are confused about the objectives of evaluations.

Usually evaluators are interested in more than just the data generated by your project's various activities. Make sure you know the information they'll wish to review, some of which will be in the nature of background information; ask them to let you know in advance of their visit what specific information they'll want to look at. Typical data you may need to make available include:

- o a copy of your budget and amount of funds spent
- o an organization chart
- o job descriptions and resumes of current staff members
- o minutes of advisory council meetings
- o copies of all project literature
- o copies of articles in the press or transcripts of broadcasts discussing the project
- o copies of reports to funding agencies
- o a record of staff training sessions
- o a list of contacts at other agencies cooperating with your group

3. Staff Considerations in Constructing A Data Collection System

In developing a system, you must remember that your data collection system, no matter how elegantly and logically

constructed, will be flawed, perhaps even useless, unless your staff completes the forms in a consistent and complete fashion. Staff members can fill out identical forms in radically different ways, making a complicated mess of the data collected.

Project administrators must do several things if they want to implement an efficient data collection system:

- o Explain the data collection system carefully from the very beginning; consider writing a set of concise data collection instructions and holding a workshop with staff, completing forms on hypothetical cases for practice;
- o Review procedures periodically with the staff;
- o After an initial trial period, review the system's efficiency; consider making changes;
- o Review cumulative reports for obvious inaccuracies and inconsistencies;
- o Make spot checks of the forms to ensure that procedures are being followed;
- o Emphasize the importance of data collection and act immediately to correct inaccuracies.

There is always a fine line between comprehensive documentation and too much paperwork. Paperwork necessary for process impact evaluations is time-consuming, and it often seems to require effort and time that could otherwise be devoted to delivering services to elderly clients. Some-time staff believe that accountability or documentation of effort is carried too far, and that they are spending so much time on paperwork that they don't have time to conduct their necessary activities. These resentments often induce

staff to avoid paperwork, and that can lead to serious problems down the line because of insufficient information to manage a project or to document project successes.

There is no easy way to achieve the perfect balance between these two competing factors. By trial and error and with advice from people with both evaluation and field experience, you should be able to reach such a balance. Consider the first month or two of project operations a test of your data collection system, after which refinements and improvements can be made. (You will want to change the system as infrequently as possible, so that the information you collect "now" is comparable to what you collected some time ago.)

4. Data To Be Collected

One way to decide how to structure your data collection system is to start with primary data needs and narrow them down. For example:

1. Review your established objectives and identify the information you will want to know about each.
2. Review the activity steps you've laid out under each objective, then translate these steps into general questions for which you want to know the answers.
3. Then translate these questions into specific data elements that can be collected.
4. Afterwards, you can structure quantitative and qualitative performance measures for the staff.

Typically, individual records are kept for staff members or clients. Detailed data is collected more frequently on a client-by-client basis than a staff member-specific

basis. However, good data collection systems have the capability to collect both kinds of data simultaneously.

Data collected on clients, whether they be clients for victim assistance, Operation Identification, lock installation or other services, tend to fall into these categories:

- o demographics
- o needs -- documentation of specific assistance required, and why
- o actions -- steps staff members take to resolve the clients' problems

Note that this is the basic record of project activities, from which the project's processes can be charted. In collecting and tabulating this kind of data, it is always helpful to do so frequently because rapid feedback offers one of the smoothest and most effective ways to spot problems and correct them. For example, a staff member who takes a liking to performing non-essential services -- to the detriment of his primary duties -- is usually more open to suggestion if his work habits are spotted quickly.

Client Data

Certain data should be collected for clients of all project components. These data will provide a picture of who you are reaching and how you are reaching them. The demographic data can be compared with data describing the entire elderly population in the community to determine if

you are reaching a representative sample of the group.

However, you should recognize that these data will often be hard to collect. While some clients will probably be willing to furnish you with information, others may feel that much of this information is personal. Basic data to collect on clients includes:

1. Source of referral - This information will enable you to assess your project's methods of outreach. It may let you know which publicity activities are most effective (e.g. T.V., radio, newspaper article) or which social service agencies are (and are not) referring victims to the project. For home security activities, it may tell you whether it is most efficient to concentrate on outreach to clients at senior centers, nutrition sites, apartment houses, or other places.
2. You should always obtain the ages of clients. Additionally, your funding source may require that you divide data concerning age into certain categories.
3. Sex
4. Heritage - Generally it is best to use the categories the Federal government uses for the purposes of affirmative action (white, black, Hispanic, Asian/Pacific Islander, American Indian or Alaskan native). However, it may be advisable to consider other classifications if the area you are serving has a special ethnic or racial composition.
5. Income level - Often the best way to collect this data is by asking clients where they fit within certain dollar ranges. Clients may be unable to estimate their annual income, so it is advisable to have an alternate monthly income category.
6. Address and Type of Housing - Consider classifying this information into the following categories: own home (with or without mortgage), rented home, apartment, public housing, public housing for the elderly, and nursing homes. Information on victims' housing can be valuable if you're able to correlate burglaries or other crimes with type of housing. It can also help staff plan crime prevention education.

7. Type of living arrangement - This data is useful when you are attempting to reach the isolated elderly. Consider classifying this information into the following categories: live alone, live with spouse, with spouse and other relatives, with friends, other arrangements.
8. Sources of income - Clients' degree of dependence on public assistance or social security can influence their eligibility for various services. Typical sources of income are social security, private pension, public assistance, disability, savings and employment.
9. Employment status - You should determine whether people are retired or unemployed. If they are working, you should find out if the work is part-time or full-time.
10. Victimization history - This information can show whether you are reaching people for whom crime is a recurring problem. You should consider requesting these data for a fixed time period in the past (e.g. two years) by types of crime, such as burglary, street assault, robbery, etc.
11. Marital status

Your funding or sponsoring agency may also have some special interest in reaching special target groups, so you may have to collect other demographic data as well. For example, the Mayor's Office for Senior Citizens and Handicapped (MOSC/H), which funded the Chicago project, wanted to know the number of handicapped elderly served.

Certain other data should be collected for each of the activities the project implements. To highlight the uses of these data, we will discuss them on a component-by-component basis.

Victim Assistance

1. Name, Address and Phone Number of Victim - This identifying data is to be kept confidential. For record-keeping purposes, victim assistance clients are

usually identified chronologically by "client identification numbers."

2. Date crime is reported to the Police.
3. Date that victim's name is received by project.
4. Dates of the first and subsequent attempts by the project to contact the victim - These are the dates a staff member tried to interview the victim, either by phone or in person.
5. Results of Crime - Although this data is often collected in narrative form, it is useful to collect it according to standardized categories. These can include:
 - o Personal injury
 - o Property damage
 - o Property loss
 - o Emergency medical treatment
 - o Inpatient hospitalization
 - o Outpatient treatment

This data will also allow a project to gain better overall pictures of the elderly victimization problem. It may also help project administrators plan other activities such as increased coordination with local hospitals or lobbying for better responses from victim compensation programs.

6. Type of Crime - This data element can be correlated with several other elements to produce useful information. Crime types usually include:

o Armed Robbery	o Attempted rape
o Robbery	o Larceny
o Burglary	o Vandalism
o Assault	o Arson
o Rape	

You may wish to include more narrowly-drawn categories, such as purse-snatch, dwelling robbery, push-in robbery, and the like.

7. Location of Crime - This data element can be defined in various ways: by census tract, police precinct, or block. It helps reveal patterns of victimization and can be very helpful to the project's crime prevention education or community crime prevention staff.
8. Time of Day of Crime - This data element also helps reveal victimization patterns, some of which may be surprising. For example, one project found that crimes against the elderly peaked at 11:00 a.m., 2:00 p.m., and 7:00 p.m.

5. Date of Successful Victim Contact - This is a very important data element to obtain. It will allow a project to analyze the efficiency of its referral process. If there is delay between report of the crime to the police and actual victim contact by the project, you will need to isolate the cause of the problem and consider solutions. Delays between the crime and referral to your project will obviously need to be treated differently than delays after the victim's name is received by your project. You may also want to break down these data by identity of the referring agency (if not the police) and by police precinct; this will help you assess the cooperation of specific police personnel or social agency staff.
6. Number and Type of Contacts - It is important to record the kind and number of contacts workers make in attempting to ensure services are delivered to victims. Often it takes repeated efforts to obtain services, yet the extent of the staff member's perseverance and time expended are not reflected in project records. Note all contacts: those with the client only, the provider agency only, the client and agency, other parties, etc. The amount of time spent in victim counseling should also be noted.
7. Outcomes - Traditionally, outcomes are recorded only after a case is "closed." However, a project can learn a great deal about its victim assistance activities by recording outcomes of every contact. Potential outcomes include:
 - o service delivered by provider
 - o service not available from provider
 - o client rejected provider
 - o client found ineligible for service
 - o service pending by provider
8. Victims Refusing or Not Needing Service - This data element is important for management purposes because it records lack of interest in your project's services, either because the service offered is inappropriate or because of poor performance by a staff member. The reason for service refusal should be recorded.
9. Victim Needs - During an assessment, victim assistance workers should identify the elderly person's needs. These needs should be categorized and kept track of on a running basis. Typical elderly victim needs are:
 - o Transportation

- o Document replacement
- o Health
- o Legal Aid
- o Food
- o Shelter
- o Financial Aid
- o Hardware
- o Emergency Counseling
- o Follow up counseling

By maintaining a cumulative record, a project can gain insight into the most frequent victim needs.

10. Service - This data element denotes the service to be sought from a local social service agency or to be delivered by the project itself, such as counseling or a home security check. It should relate directly to the victims' needs; however, often a number of alternative services can fulfill a need.
11. Provider - Staff should always document the agency to whom the victim is being referred for services. In combination with other data, this will help you analyze the performance of local agencies in meeting elderly victims' needs. In instances where a victim is referred to another project component, such as home security, that intra-agency referral should be noted.

There are a number of ways data elements can be used to assess the efficiency of a project's victim assistance activities. Indicators of performance may include:

- o Percentage of Victims Contacted
- o Percentage of Victims Contacted within 24 or 48 Hours of crime
- o Percentage of Total Number of Elderly Victims Whose Names are Received by the Project (To calculate this percentage, you need access to the police department's files. Although such access is sometimes difficult to obtain, audits of this type can be very helpful--especially in jurisdictions where all elderly victims are supposed to be referred to the project.
- o Percentage of victims who have all service needs "met" in a certain time period.

Quantitative measures of the impact of victim assistance

activities are difficult to achieve since ideally clients served by the project should be compared with a group of victims who were not served to see if the services made any difference. Without such a comparison group, the next best method is to interview victim clients for their overall assessments of the quality and appropriateness of the services which were offered. Also, a before-and-after measure of how victims feel and behave two weeks or a month after the crime can indicate if the later group who were helped by the project show a better level of recovery from the event. One example of how victim reactions to crime can be measured is presented in Appendix B to this document. It addresses the extent to which the victim's life has been changed or affected by the victimization.

Crime Prevention Education

There is a certain amount of data which should be recorded in order to document the extent and kinds of crime prevention education carried out. They are:

1. Number of Crime Prevention Education Sessions Held
2. Number of Senior Citizens Attending Each Session
3. Place of Sessions (demographics and make-up of group attending) - This information is routinely collected, but rarely used. However, by reviewing the sites of crime prevention education sessions, you can assess whether the project is reaching all potential sub-groups of the elderly population.
4. Content of Session
5. Method of Presentation - Techniques projects use to present crime prevention education include lectures, guest speakers, role plays, films, demonstrations, homework assignments, or small group discussions.

Other data on the audience's response to the crime prevention education can be collected from participants through questionnaires distributed at the end of the sessions. But since the audience may be one that does not do well with "paper and pencil" questionnaires, it is possible to administer it to the group verbally, using someone not involved in the presentation to ask the questions. You should recognize while constructing your questionnaire that most people hesitate to be critical and that vague questions produce little information. Questions such as "Did you enjoy the meeting?" will almost always be answered "Yes"; hence, very specific questions should be used. Examples include:

- o Did the speaker talk loud enough?
- o Was the meeting too long?
- o Was the room too crowded?
- o Would you recommend the class to a friend?
- o Would you like more information on the subject?
- o Will you come to the next class?

Since few people respond to a request for "general comments," you may want to conclude with the open-ended question, "how would you suggest that the presentation be improved?" Obviously, if these questions are put to the group orally, the other project staff should absent themselves and the speaker should emphasize the project's desire to spot areas that need improvement.

6. The Progress of the Educational Program - Another form of assessment is measuring whether crime prevention education sessions have met pre-established objectives.

Too often crime prevention trainers do not set such objectives and are later unable to measure success or progress. Examples of instructional objectives for persons who have attended crime prevention education sessions are:

A. AWARENESS OF CRIME

- o To understand the advantages and disadvantages of reporting crime to the police.
- o To be aware of the actual risks of crime and some of the common misconceptions about the crime problem.
- o To know emergency phone numbers.

B. PERSONAL SECURITY

- o To understand what is attractive or unattractive to criminals about a potential victim on the street.
- o To be aware of a number of safety tips.
- o To be familiar with what services (escort, etc.) are available to the elderly when going out in the neighborhood--and how to develop such services informally, among neighbors.

C. HOME SECURITY

- o To know how to get a home security check.
- o To have a prepared list of neighbors, with phone numbers, for emergencies.
- o To understand how to handle various kinds of persons who come to the door.

D. CONSUMER FRAUD/CON GAMES

- o To be aware of the kinds of people who might approach and how they operate.
- o To be aware of the need to conceal personal information about oneself from strangers.
- o To know where to turn for legal help or to report a case of fraud.

E. NEIGHBORHOOD ORGANIZING

- o To be aware of a range of crime prevention strategies

which could be implemented in a neighborhood.

- o To be aware of techniques for locating people on one's block interested in community crime prevention and organizing them.

This kind of information would ideally be measured by a test administered to persons prior to attending sessions and one following the sessions. A follow-up interview can ensure not only if the education stayed with the participants but when it was translated into taking certain precautions. Some measures of this impact are:

- o Percentage of participants remembering crime prevention advice.
- o Percentage of participants who have changed habits or behavior.
- o Percentage of participants who have taken one or more actions to increase personal security.
- o Percentage of seniors who have taken one or more action to increase their residential security.

The information can be collected through telephone interviews several weeks after the sessions. Considerable time should be spent in constructing impact evaluation questionnaires, since there are a great many variables which can affect senior citizens' behavior.

Home Security

Under this component there are once again certain measures to be made to tell simply what occurred. They are:

1. Home Surveys Requested. - If a project conducts home security surveys, it should document the demand for services and also the way in which the requestor heard of the service. Special tables should be prepared to separate victims from non-victims; if the former group is serviced by the project and offered crime prevention services (like a home security survey), it is important to track how quickly their requests are met, since it may be considered an "emergency" service.
2. Home Surveys Conducted - These data, when compared with the previous data element gives a picture of the project's ability to meet client needs.
3. Date of Request
4. Time of Home Survey - These data reflecting the "lag time" between requests and surveys, shows the project's responsiveness.
5. Hardware Installed - If the project installs hardware such as door viewers, window bars, door or window locks, it should document every installation. These should be categorized by type. Cumulative data provides an overview of both project activities and senior citizens' needs.
6. Date of Hardware Request
7. Date of Hardware Provision - These data again reflect the project's responsiveness in providing service.
8. Operation Identification Engravings - Most community crime prevention projects engage in Operation ID engraving to improve clients' home security. The scope of activity can be documented by collecting data on:
 - o the number of households for which engravings are done, or
 - o the number of items engraved

9. Clients Referred for Home Security Services - Many projects cannot provide home security services such as lock installation directly. These projects should document the number of elderly persons referred to other programs for fulfillment of their home security needs.
10. Clients Receiving Home Security Services (from other programs) - If you refer clients elsewhere, you should follow up and try to ensure that services will be delivered. Documenting the extent of services provided enable you to reflect the extent to which senior citizens' needs are being met.

Other data must be collected if one wishes to assess the impact of a home security component whose ultimate goal is to reduce burglaries against the elderly. These are:

- o Burglaries of clients before home security services provided
- o Burglaries of clients after home security services provided
- o Action taken by client to correct identified security defects.

Ideally, the "after" data should be collected at least six months after the project has provided services -- perhaps with a sample of clients if polling them all would be difficult. These findings can be compared with parallel data on overall burglary rates in the same area, to see if the clients served have become more secure than their unserved neighbors.

Community Organizing/Neighborhood Strengthening

Community organizing or neighborhood strengthening is performed in different ways, depending on the specific objectives

of a project. Frequently, however, it consists of organizing block clubs and then working with club members to implement crime prevention strategies. Our data collection recommendations are based on this approach.

1. Contact Attempts - Staff doing neighborhood canvassing should document the number of households at which they try to interest citizens in joining block clubs. Even if most attempts are unsuccessful this data element reflects the time and effort expended by staff members.
2. Contacts Made - This data element, when compared to the previous one, shows the percentage of people the staff are able to talk to.
3. Block - Canvassing efforts should be categorized by blocks so that the project can analyze all data on a block-by-block basis. (It is helpful to define a block as all the buildings on both sides of a street from one intersection to the next one).
4. Extent of Interest - Even during the early canvassing stage, the extent of citizen interest should be roughly documented, since it gives staff indication of the prospects of organizing block clubs. These data can be quantified into "yes" or "no" categories or by use of a ranking scale -- "Very Interested," "Interested," "Neutral," and "Not Interested."
5. Persons Attending First Meeting - Attendance at an initial block meeting is a good indicator of citizen interest. It can be compared with the number of citizens who first expressed interest and with attendance at future meetings to track the progress of this activity.
6. Meetings - There is not general agreement concerning the frequency with which block clubs should meet. However, the strength of a neighborhood group is reflected in its ability to get together periodically; therefore, all meetings of block clubs should be documented.
7. Attendance - Attendance by citizens at all meetings should also be recorded. Over time, these data can reflect the relative strength of various clubs.
8. Topics Covered - Information on the subjects discussed at block club meetings provides an overview of this activity and helps staff keep track of block clubs' progress.

9. Crime Prevention Activities Conducted - All crime prevention activities implemented by block club members, whether alone or with project staff's help, should be documented in quantifiable form. Data elements may include:
 - o items engraved
 - o homes surveyed
10. Other Activities Conducted - Oddly, some crime prevention organizers consider their best successes to be clubs which identify non-crime-prevention issues to work on -- neighborhood activities like a block fair, sports, programs for delinquent youngsters, or local politics -- any of which can solidify the neighbors' club, increase their contacts with one another, and get them to look out for one another.
11. Citizen Reactions - As with other activities, there are a number of ways to conduct "self-assessments" of these efforts. One technique is the distribution of questionnaires to block club members: these questionnaires would ask their opinions on a variety of topics associated with block club organizing. They could be asked to assess or rate the:
 - Skills of the project staff,
 - Appropriateness of topics discussed,
 - Value of information given out,
 - Trust in neighbors,
 - Willingness to participate,
 - Satisfaction with block club, and
 - Confidence in future existence of block club.
12. Achievement of Specific Objectives - You can also assess the "process" of block club organizing by documenting the extent to which you achieve specific meeting objectives. Just as in crime prevention education, staff members should establish very narrow objectives for each block club meeting and afterwards document which have been met. While these data do not convey the impact of block club organizing, they do indicate the staff members' abilities to organize, plan for, and conduct neighborhood meetings.
13. Victimitizations in Block Club area - Since projects' real goal in organizing block clubs is to reduce crime in the neighborhood, any attempts to measure the impact of the activity should include a survey of victimitizations. These data can be broken down by crimes against property or person -- depending on the crime prevention strategies implemented by a block club--or by specific location. However, the true impact of a successful

block club can only be measured over an extended period of time. Note that we suggest a "victimitization" survey here (asking each block resident or new club member to say if he has been a crime victim in that area in the past year, and then repeating the survey six months or a year later). While one might measure crimes reported to the police instead, the results could be very misleading, since the organizers' aim is to encourage more people to report crimes and to do so promptly. Thus, victimitizations may be going down in a block that shows more reported crime.

Other Activities

There are a variety of other data which victim assistance and crime prevention projects for the elderly can collect. Most relate to the scope of project activities. These may include:

1. Pieces of literature published and disseminated
2. Newspaper articles
3. Television or radio appearances
4. Advisory council meetings' frequency and attendance
5. Meetings attended to publicize project

All these data relate to publicity. Since public awareness contributes to public acceptance of a community project, funding agencies usually are anxious to see evidence of public relations activities.

5. Design of a Data Collection System

All forms should be structured in a way which is convenient for your staff. The key words to remember are: minimize and simplify! Try to construct the forms in a

natural sequential order, but remember that there are no set formulas for structuring forms. Be flexible in the first month or two of operation and expect to revise your forms.

When structuring data collection forms, try to keep several things in mind:

- o Make sure you can quantify the information you request.
- o Make sure your categories are clear and meaningful. For example, do not ask your staff to distinguish between "escort" and "transportation."
- o Try to construct forms in a way which will minimize the amount of writing your staff must do. Check-offs and numerical codes save a lot of time.
- o Try to collect information on a component-by-component basis. For example, lumping residential security clients and victim assistance clients together into the category "clients" is not particularly helpful; "800 victim assistance clients and 200 residential security clients" is more useful than "1000 clients."
- o Avoid duplication. Too often identical client data is requested on an intake form, a service form, a referral form, etc. Try as much as possible to devise forms general enough so that staff members of different components can use them even if certain sections are not applicable for some staff members to complete. If multiple or duplicate forms are needed, use carbon (or NCR) paper when writing down basic client-identifying information, so it is registered on all forms simultaneously.
- o Be sure to include space for some narrative. Staff completely unable to record their feelings in narrative form can become very frustrated and tend to develop their own informal systems of notekeeping.

- o Try to fit as much information as possible on one page; spend considerable time on layout. You may be able to photo-reduce forms or obtain technical assistance from a local printer.

Too often people constructing a data collection system spend almost all the allotted time deciding which data elements to include and very little time deciding how to design the forms. This mistake can cause serious problems later; even though all pertinent data is asked for, project staff may be too confused by the forms themselves to consistently complete them in an accurate manner, so strive to make form layout clear, logical, and easy to use.

Although there is no "perfect" data collection system for a victim assistance and crime prevention project for the elderly, we have encountered several excellent systems. One is that utilized by the Crime Prevention-Victim Assistance Program in Milwaukee. That project enjoyed access to a computer and thus could do much more with the data it collected than most other projects can. However, its technique of coding all data elements can be utilized by a project which employs manual data analysis methods.

Although not all the project's forms may be applicable for certain projects, we present them as an Appendix to this manual to show the kind of system which can be constructed for a comprehensive elderly victimization assistance and crime prevention project. Accompanying the forms is an instruction manual which explains procedures for completing them.

CONTINUED

1 OF 3

G. FUNDING AND BUDGETING: HOW AND HOW MUCH?

1. Funding Sources - Where Will the Money Come From?

If you have experience in developing new public services, you will be familiar with the difficulties of seeking funding. Although this may be one of the first things you address in the planning process -- before any project planning and development -- we mention it briefly here because of its relationship to budgeting.

Obviously, the primary potential funding sources are governmental -- from Federal, state, county or local sources. These include the Law Enforcement Assistance Administration (LEAA) and the Department of Health, Education and Welfare (HEW), whose Office of Human Development includes the Administration on Aging (AoA). However, don't neglect other sources, especially foundations. And even if you receive primary funding from one Federal source, remember that it's possible to get supplemental funding from other resources. For example, many of the demonstration projects were able to staff positions with money provided by the Comprehensive Employment and Training Act (CETA) and the Older Americans Act.

Although there are no secrets to obtaining funding, our projects did learn some important things about the funding process and their experiences produce the following advice:

- o Know where there are potential funds to go after and try to make initial contacts before you even draft a proposal.

- o Try to involve people in your community who have influence in the public sector at the local level.
- o Timing is very important. Know when various agencies will accept proposals and how their review processes work.
- o Try to keep abreast of the interests and funding situations of all the private funding agencies in your area. Topics approach and recede from the "front burner" quickly.
- o Even if crime and the elderly is not a "hot topic" with any local private agencies, research which would be most likely to fund projects in these areas and aggressively try to convince them that your idea's "time has come."
- o The importance of personal contact cannot be over-emphasized. Phone calls or personal interviews are the best ways to convince potential funders of the capability of your organization and the worth of your proposed project. Those officials responsible for planning and obtaining funding for the demonstration projects spent considerable time in Washington, D.C., meeting with representatives from a variety of agencies. Not only will such hard work tell you which avenues are best to pursue; it will also indicate which agencies you shouldn't waste your time with.
- o Consider attaching your project to an existing government agency like your local Area Agency on Aging. By being associated with them you will have improved access to local resources, have better chances for Title IX and Title III contracts under the Older Americans Act, and you may be able to benefit from the agency's existing relationships with other public and private agencies. Additionally, being associated with a public agency can give your project added credibility with the elderly and other agencies like the police.
- o If you do become associated with a public agency, expect more complicated demands involving hiring, data collection, reimbursement of employee expenses, and other matters. Some of these problems can be avoided by subcontracting the work to local agencies or groups who may have extensive experience in working with the elderly or in working in certain neighborhoods.

- o It may be mutually beneficial to directly involve the police through a subcontract for specific service. Even without such funding, their involvement should be written in as local matching funds for the project. Such a formal approach was tried by two of the seven projects. One was able to implement it; that project's director believes it was an important factor in the project's success.
- o If you seek CETA funding, expect some funding delays and don't expect the same kind of staff you can attract through open recruiting. Often CETA forces you to hire unemployed people who have difficulties performing certain jobs without extra training and supervision.
- o Be prepared to expect funding delays and when they happen spell out in detail to the funding source what these delays mean for the project schedule ... in advance, not after the fact.
- o Try to be fully aware of what the funding agency wants - what it want you to achieve, what information it wants you to submit, what budgeting procedures it wants you to follow, what documentation it wants if you need to make a grant modification, etc. Lack of knowledge about these factors can pose serious problems after you receive funding.

2. Budget Planning - How Much Will It Cost?

If you have broken down your goals into objectives and activity steps, with tentative time frames, you then should estimate what it will cost to accomplish these various steps. This process is similar in the planning of all community-based projects.

Try to estimate the general cost categories: administrative costs, wages, hardware, and others. Then break them down into annual or "one-payment" costs, such as equipment and car insurance for staff, and monthly fixed costs, like rent, telephone, and electricity. Continuing variable costs will include travel, petty cash expenditures, printing and production, and supplies.

To determine the approximate level of cost for the project, relate your cost categories to the projected scope of activities. For example, in considering costs of wages:

- o Compare required personnel, as determined in your preliminary staffing plan, to prevailing wage levels at other similar projects around your community;
- o Consider alternatives available in filling various positions, such as hiring social workers vs. employing community aides;
- o Consider the cost factors involved in bringing on all staff simultaneously vs. phasing in supervisory staff, then support staff;
- o Consider how much money for staff you may be able to obtain from secondary sources, such as CETA or Title IX; or how and where volunteers can be used; and
- o Compare other administrative costs with prevailing rates; when faced with problems, consider in-kind contributions from existing agencies.

For all your planned activities, review the service to be provided to assess non-personnel costs. Calculate things such as the amount of travel costs for staff doing field work and the money needed for printing publications and mailing.

If you are considering a hardware installation component, spend time assessing what a realistic level of service will be when compared to other project activities. Determine the costs of necessary hardware, then see if any businesses will provide it at discount rates. After you consider the costs of the hardware alone and multiply it by the number of elderly citizens you want to serve, you have to consider the costs of hardware installation.

Several of our projects decided to just pay for the hardware, and refer clients to other community programs for installation. Others subcontracted to existing programs or used CETA workers with carpentry skills. Another alternative used was to hire a staff member with carpentry experience or the capability of learning basic techniques, such as how to put in door locks or door viewers.

If you are planning on implementing a victim assistance program, try to secure as many in-kind contributions as possible. Try to include food for an "emergency food closet" for victims (donated by local merchants); temporary housing for elderly victims (donated by local YMCA's, motels, or shelters); vans for emergency transportation or escort services (donated by community programs or government departments); space for project staff (donated by a local agency); funding for a brochure (donated by a local printer or other business) and computer time (donated by a local university). In addition, try to identify local professional therapists who could provide backup assistance to victim assistance staff who encounter elderly persons in need of serious help; these professionals can often be found at community mental health centers.

There are other budget items which while adding to the cost of projects have proved to be important in their meeting goals. Because of their success, you should:

- o Consider the feasibility of providing "seed money" to community groups as incentive for their developing local anti-crime programs, money for items such as walkie-talkies, CB radios, or stickers.

- o Consider the advisability of having multiple sites. If you will be working in a specific target area, physical location in the area--for client access and publicity purposes--is important.
- o Consider the advantages of renting or buying crime prevention films vs. using resources from the local library or borrowing from the police.
- o Consider the advantages of printing your own brochures with the project name displayed prominently as against using crime prevention literature already available locally and elsewhere.
- o Make sure enough money is allotted for telephones. Staff doing victim assistance, community organizing, and home security surveys or installations will need to spend a lot of time on the phone trying to contact clients. Staff doing crime prevention education will need to spend considerable phone time arranging presentations.
- o Try to allot money for staff training and attending conferences and workshops relating to their particular jobs. Experience has shown that such opportunities can add immeasurably to staff morale and increase their expertise.
- o Consider providing money so that certain critical victim services can be delivered directly without relying on other agencies. This might include emergency security services, temporary food and shelter, cash loans and counseling.

After you have drafted a tentative budget, compare the estimated costs necessary to funds you think will be available. Then make necessary adjustments in objectives or your staffing plan. If you have to cut something you feel the project should do, try coordinating with other local programs to provide that service.

H. THE PRODUCT - WHAT DOCUMENT IS THE END RESULT OF THE PLANNING AND DEVELOPMENT STAGE?

At the end of this stage, you should develop work plans or statements for all project activities. These plans will

serve as:

- o detailed descriptions of activities to be implemented;
- o guidelines for the coordination of various project components; and
- o reminders to staff of standards of performance.

The work plan consists of information on the many areas you've already considered. These may include:

- o services to be provided to individual elderly citizens.
- o eligibility guidelines for various project services (age, place of residence, etc.)
- o monthly objectives.
- o activity steps.
- o intraprogram communication and coordination procedures.
- o job descriptions.
- o organizational chart(s).
- o work schedules
- o administrative procedures, and
- o data collection requirements.

After you develop these work plans, review projected costs one more time and finalize individual items for all cost categories. Then consider whether you want to review the overall finalized plan with other parties in the community, such as an advisory group, the police, or senior citizens groups. Review particularly your "start-up" schedule -- the hiring of staff, the introduction of the data collection system, the introduction of administrative procedures, laying more "groundwork" in the community, and beginning to implement each project component.

The work plans you develop should not just represent the end of a process. They can be used in the operating of the project. The project director should review them regularly and revise them when necessary based on data analysis, information supplied by staff, or information supplied by clients. "Lessons learned" should always be reflected in and used to improve the project plans.

CHAPTER 4 STAFFING A PROJECT - HOW DO YOU HIRE? WHO DO YOU HIRE?

Staffing crime prevention and victim assistance projects for the elderly is likely to be one of the most important things planners and project directors do. In assessing the seven demonstration projects, we have found that it is usually the quality of the director and staff that determines, above all else, whether a project is successful. However, there are numerous factors which influence staff performance.

A. ORGANIZATION - HOW SHOULD YOU STRUCTURE THE PROJECT?

In the planning and development of the project, you should have determined the activities needed to implement all the activity steps. Next, you may want to group similar activities or activities corresponding to each objective. Then you should decide which activities require a supervisor. Finally, determine the staffing requirements for all project activities. How many people are needed to implement the activities under each objective?

Any decisions on structure have to be balanced against funding limitations. You can't hire more staff than your budget allows. Nevertheless, don't let lack of funding force you to abandon certain activities because of inadequate staff. Search the community for alternate sources of workers who may work as volunteers or whose salary may be paid by other sources. Often these other sources of staff may be your only hope for implementing a comprehensive project.

Structure will vary depending on the size of your staff. There is no ideal structure for a project like this. If you have the funds to employ several people for various activities such as

victim assistance and home security, you may want to set up separate components with supervisors for each. Conversely, if you are understaffed, you may want to train all staff members in a number of activities to give the project more flexibility.

Your staff decisions should reflect your activity priorities. If influencing public policy is a high priority, you should hire a full-time public relations person. If this is not a priority for you, you can try to secure publicity through the funding agency or leave the task to the project director. If crime prevention education is of particular importance, you may wish to hire someone with a crime prevention and/or teaching background to conduct this activity. However, if you are pressed for funds or if you feel other activities warrant more attention, then you can try to rely on the police or others to help with this activity. Similar decisions have to be made about all project activities.

Regardless of how you structure the staff, there are several general points to remember.

1. Each worker, whether a professional, community aide, or volunteer, needs to clearly understand his role and how it relates to the overall goals of the project. In this manner, intra-project rivalries will be less likely to surface.
2. Don't isolate project components. Too frequently, without realizing it, staff of individual components can become isolated, concerned only with achieving their own objectives. They lose perspective and awareness of the importance of other activities. Because of this, they are less inclined to refer their elderly clients to the other components.
3. Make sure all staff have sufficient supervision. At projects which spread themselves thin by trying to do too many activities, too often supervisory staff don't

have enough time to spend with all workers. In several cases, project directors or supervisors at the demonstration projects discovered workers were following incorrect procedures several months later.

4. Try to ensure that each field site has a supervisor with decisionmaking authority. When you operate with satellite offices separate from a central office, lack of field supervision and authority to make decisions can seriously delay activities.
5. If staff members are supposed to have authority to implement certain tasks, make sure they have it. In several cases, staff responsible for implementing activities, such as data collection, encountered resistance from other staff, making their jobs almost impossible. Yet they did not receive necessary support from project directors to remedy the problem.
6. Consider organizing the staff into teams, especially for activities such as victim assistance and neighborhood organizing. This approach will help staff morale, increase security for those working in dangerous neighborhoods, and better ensure that appropriate actions are taken.
7. Even if your budget does not allow for the hiring of an assistant project director, allow the director to designate someone with that kind of authority. In almost all projects, someone evolved into that role out of necessity. That person's authority should be clear to the other staff.

B. HIRING - WHERE CAN YOU FIND STAFF FOR THE PROJECT?

No matter how your project is structured, unless you have "good" people performing necessary tasks, you will have problems. Your initial task is to find these "good" people.

Your recruitment techniques will depend on the kind of people you wish to hire. The first person to identify, if you haven't already done so, is the project director. Preferably, this person not only has experience and knowledge about the criminal justice system and the aging field, but also possesses necessary supervisory and administrative skills. In some cases, agencies tend to emphasize the former attributes in job searches and pay

insufficient attention to the latter.

In looking for an appropriate project director, you should remember that:

1. You may be able to find appropriate candidates within your own agency. Several of the demonstration projects did this, transferring administrators from other projects to the crime and the elderly project.
2. Try to identify the project director as early as possible. It helps if the director is part of the planning process. He or she will better understand project objectives and have the chance to provide input on the planning of project activities.
3. Other "places" you can look for candidates are: community groups, other anti-crime programs, senior citizen centers, the local department on aging, and community action agencies.
4. Look for people who "know the system" in your community. If you hire someone from outside the community -- even if he or she possess great skills -- it will take extra start-up time for him to become familiar with the aging and criminal justice network and to make appropriate community contacts.

You should allow the director to bear most of the burden of recruiting the staff, since he will be supervising and working with them on a daily basis. However, you should give him some hints on where to recruit staff, and may join in the hiring process.

If the project is looking for "professionals" like social workers or data analysts, it may be helpful to contact these sources:

- o university placement offices, through which graduate students often look for jobs.
- o professional associations, which often run placement services for members or publish newsletters or journals with employment information
- o other community programs which specialize in providing services to the elderly, and
- o colleagues in the field who may know of people looking for jobs.

If you are looking for "community aides," people who may not have extensive academic skills or training, there are a variety

of sources to contact:

- o other community-based programs serving the elderly and/or the disadvantaged,
- o senior citizens groups or clubs,
- o unions which maintain lists of retired workers,
- o ex-offender organizations,
- o clergy in the area, who may be familiar with senior citizens or other "perpetual volunteers" who have reputations for community activity,
- o senior citizen centers, where staff and members may be able to direct you to the most active seniors who are seeking employment,
- o police organizations, which may be able to direct you to retired police who are personally familiar with the problems of the elderly and with the criminal justice system,
- o community-based newspapers, which can run advertisements for positions.
- o publications for senior citizens, which can also publish advertisements,
- o senior citizen nutrition sites in the target areas,
- o officers from the local precincts, who may be familiar with certain citizens traditionally active in the neighborhood on advisory councils or boards,
- o public housing authorities, who may also be aware of certain community-active persons, especially seniors,
- o local universities or high schools, which may have students anxious to work part-time in community programs, and
- o community groups such as planning boards, neighborhood watch clubs, and community associations, which have a strong interest in the community.

Qualities to look for in staff are the same you'd wish for in hiring people for any other community-based, human services program: interest, concern, conscientiousness, intelligence, interpersonal communication skills, knowledge of the community, experience, and an ability to learn. However, there are certain

factors which are particularly relevant in hiring staff for a crime prevention and victim assistance project for the elderly.

- o Age should be an important factor. While all our project directors believe you should not hire someone merely because he is older, being a senior citizen is a positive factor in combination with other traits. Many people feel senior citizen clients relate better to their peers than to younger workers. Correspondingly, senior workers may be better able to understand the feeling clients are trying to express. Older workers also may be less likely to allow clients to use them as crutches.
- o It is often important to hire staff with the same ethnic background as the majority of residents of the target area. Unfortunately, prejudices acquired in earlier years often linger in the elderly. They may inhibit some older citizens from accepting services offered by the project.
- o For certain positions, it is advisable to utilize "professionals" rather than community aides. These include public relations and data collection and analysis or research. Experience has shown that these positions require people with demonstrated skill and experience.
- o Try to hire as many people as possible who have access to cars. Mobility is important for people doing victim assistance, community organizing, home surveys and crime prevention education sessions. Too frequently staff of the seven projects had to spend considerable time on buses, cutting down drastically on their productivity.
- o If you plan on implementing a community organizing component, be forewarned: that job requires a certain kind person. In discussing requirements, one study said: no specific academic or vocational background is considered pertinent... staff are selected for relevant personal characteristics such as motivation, resourcefulness, flexibility and personal presence... Flexibility in work hours is also important since experience has shown that certain time periods (especially 5-7 P.M. on weekdays) are most productive for contacting residents. Clearly, a key requirement is simply the large ego one associates with a successful salesperson. The organizer has to be confident, persuasive, and have a thick hide, since the job will produce much frustration.
- o In hiring staff for crime prevention education, consider retired policemen. As the Chicago project demonstrated, these people have extensive knowledge of the criminal justice system and of crime prevention, they have a wealth of anecdotes to illustrate points and they seem to engender "automatic" respect from groups of senior citizens.

- o In hiring victim assistance staff, try to select people who are good listeners. This is a very critical trait, one not possessed by many people. Because victims' needs are often expressed subtly or indirectly, the worker must be able to listen for clues.
- o It often helps to hire people who live in the area which the project will serve. These people will give the project a "permanent identity" in the area, will probably know the area geographically, will hopefully be aware of the political tensions in the area, and will be more aware of existing services in the neighborhood. However, make sure not to hire someone who the local people identify with one or more neighborhood groups or factions.

Usually hiring staff takes much longer than you think it will. Conversely, funding agencies' underlying assumptions are often based on the belief that you can hire people immediately. However, usually you must have written notice of the availability of funds and cannot hire people "contingent" on notice of a grant award. Still, to avoid falling behind too far because of hiring processes, you should consider identifying people on the sponsoring agency staff who can be transferred onto the project payroll quickly.

C. TRAINING - HOW DO YOU PREPARE STAFF FOR THE WORK AHEAD?

After you have hired staff, you should immediately conduct training sessions for them because you'll be implementing several specialized activities and because you may be relying heavily on community aides who don't have experience in performing these activities. Your decision should not be whether you have training for some or all staff, or whether you should have initial training and in-service training, but rather how intensive and organized the training, both originally and at later times, should be.

Presented here are some factors you should consider in planning training for project staff.²

1. Training should be ongoing. While most projects held detailed training originally, only a few offered regular, in-service training for all staff. Workers at those projects said they benefited greatly from this periodic reinforcement. Staff will continue to grow and learn during their tenure, and ongoing training will let them put their experience to better use.
2. Training should be relevant to the needs of the staff. Don't give a training session on "the elderly" or "the criminal justice system" without feeling out the staff. Try to gear training towards the particular needs or knowledge gaps of the staff members and the specific requirements of their jobs.
3. Training should emphasize real-world situations, not the theoretical. Try to relate the training to situations workers will actually face on the job -- in someone's home, out in the neighborhood, at a police department. On-site visits to precincts, senior centers, crisis intervention programs, or social service agencies during early training can help.
4. Staff should actively participate in conducting and evaluating training, and not be treated as passive recipients of information. Too often staff have told us training sessions are boring or inappropriate for their jobs. They know their jobs best, so let them give feedback on the relevance of sessions.
5. Staff training programs should be flexible. Several projects developed training program outlines and schedules in advance. Such planning is admirable and helps you line up outside speakers. However, the needs and priorities of the staff will change with time. Be open to modifying the training outline in response to the spontaneous needs or interests of staff members.
6. Training should promote the development of project identity or team spirit among workers. All workers should be made to feel a part of the project and exposed to training, including support staff. Sessions should be informal and friendly, not rigid. Staff should feel they're all part of one program with identical goals and that the training is directed to them, not at them.
7. The physical setting should be comfortable and convenient. Training atmosphere is important-if not, staff get restless and block things out. Several projects held training sessions at the central office on pay days or days of regularly scheduled staff meetings, when everyone was to be together anyway.

8. Training sessions shouldn't be too long. Some staff members may have limited attention spans and probably are not used to sitting in one place for too long.
9. Materials should be an integral part of training. Hand-outs, manuals, or booklets can bring home points better than just words. There are many materials published on crime prevention and victim assistance. Exposing staff to some of them will increase their knowledge and give them "tangible" tools.
10. Consider utilizing guest speakers from other programs or agencies. Most of the demonstration projects did this and staff enjoyed the diversity.
11. Vary the techniques of training sessions. Try to stay away from straight lectures. Instead, use approaches such as:
 - o role-playing;
 - o dramatization of particular situations to illustrate problems, such as interviewing shy victims;
 - o round-robin discussions of special problems or topics;
 - o case study analysis of actual situations encountered by staff members, such as particularly difficult victim assistance cases or community organizing activities;
 - o demonstrations of techniques or simple equipment such as security hardware or self-defense methods;
 - o observation of real-world activities such as the installation of deadbolt locks, a tour of the local precinct, attendance at senior center functions, and night-time "ride-alongs" with local patrol officers;
 - o audiovisual presentations, especially of films or materials staff might wish to use or refer to in their jobs.

All staff, regardless of when they are hired, should undergo an orientation session. The most extensive orientation should be held for the first group of staff members.

At the demonstration projects, initially-hired staff were usually exposed to detailed orientations. However, because of competing time and activity pressures, future staff were often not exposed to any orientation at all. Often they had to pick

things up on a catch-as catch-can basis from other staff, learning as they went along, but often without fully understanding the projects' objectives. This pattern is understandable because of competing priorities, but can be detrimental to operations.

New staff members should receive individual orientations, and at the very least a packet of materials which describes the project in detail. It should include:

- o organizational charts of the project and its sponsoring agency,
- o list of all staff members,
- o list of contact persons at other agencies and organizations,
- o personnel rules and regulations,
- o administrative procedures (e.g., travel reimbursement and petty cash),
- o objectives and corresponding activity steps,
- o all data collection forms with accompanying instructions,
- o articles or literature on crime and the elderly,

While orientation acquaints new staff members with the project, they should also receive pre-service training that relates directly to their job responsibilities. Most of the demonstration projects combined the orientation and pre-service training for their original workers. The scope of this training will vary with the number of components you want to implement, the extent of detailed work your staff will engage in, and the staff's previous experience.

Again, it is difficult to find the time to conduct pre-service training for new staff. Several of the projects were able to do this by basically "closing down" for several days; this may be a wise approach, considering the benefits the training can hold for the new staff and the reinforcement pluses for old staff.

Most projects tried to train new staff members by pairing them with experienced workers until they "learned the ropes." This method can work especially well for those jobs requiring a lot of interpersonal communication, such as victim assistance and community organizing. However, the same tasks can be performed differently by different staff. The project director should make sure the new employees or volunteers are paired with the best workers to receive on-the-job training.

Another form of training is career education, the kind of training that enables project staff to grow professionally. Opportunities for this kind of training are usually welcomed by staff; it improves their morale, reduces feelings of isolation, and increases their knowledge. There are usually workshops or conferences sponsored by aging agencies, criminal justice agencies, or other relevant groups spread out during the year. Some of the demonstration projects were able to send staff to conferences on community crime prevention education and crisis intervention. When staff members returned, they made reports to the remainder of the staff.

All training programs or procedures, whether formal or informal, should be evaluated. The project director won't know how effective procedures are unless the staff receiving the training are asked. Such assessment need not be formal, but staff should at least be asked what they find most and least valuable, what additional training they'd like to receive, and what alternate training procedures they would recommend.

Whether a project conducts pre-service training, in-service training, its own career education workshops, or all three, the

primary decision to be made is what subjects to include as part of the training. Naturally, this will vary with project priorities and structure, the experience of the staff, and time and money available. To present examples of subjects which can be reviewed during staff training, we have included outlines of the training programs implemented by several of the demonstration projects at the end of this chapter. These outlines were used for both pre-service and in-service training sessions.

D. STAFF RELATIONSHIPS - HOW DO YOU GET THE MAXIMUM FROM THE STAFF?

Maintaining high morale among the staff and avoiding conflict among staff members are tasks that confront all project directors. However, when a project tries to implement a variety of activities, when it mixes old and young, professionals and community aides, and when it is operated in two or more locations, these tasks become more difficult to carry out. Like any other directors, the directors of the seven demonstration projects had problems with staffs. Their experiences lead to several recommendations.

- o Hold regular staff meetings during which staff can raise opinions or recommendations about their work.
- o Provide periodic positive feedback to all staff members, especially those whose jobs can be most frustrating, such as outreach workers or community organizers
- o Keep the staff informed of all project developments that aren't confidential. Sometimes staff of one component don't know what is occurring within other project components.
- o Try to "share the limelight" with the staff. If the project director tries to gain all public recognition for himself or only expose himself to other professionals in the community, staff may become jealous or resentful.
- o If the project director feels he should make all public relations appearances, he should always take at least one staff member along to expose him to the public and boost his morale.

- o List the names of staff members in news releases, interviews, or newsletters so that they will achieve some recognition.
- o Make support staff believe they are important parts of the project. Expose them to all training. They will periodically have to do counseling or provide information to senior citizens who call the project.
- o Consider changing responsibilities of aides periodically to maintain their interest levels.
- o Provide regular evaluations of staff performance; most staff members welcome such feedback and hate being kept in the dark.
- o Don't neglect staff supervision. If the project director finds there's not enough time for complete supervision, some should be delegated to another staff member.

It is the staff who make or break a community-based project. If they are given proper, regular training, if they are allowed to do the jobs for which they were hired without interference, if they are made to feel appreciated, you will have more opportunity to achieve your objectives.

TRAINING SESSION OUTLINES

Elderly Antivictimization Project Training Session Topics

1. Developing Skills in Report Writing
2. Techniques in Counseling the Older Adult
3. Conducting a Community Volunteer Program
4. How to Conduct a Successful Outreach Program
5. Working with Boards and Councils
6. Community Organization Methods
7. Developing Community Resources

Senior Citizens Community Safety Program In-Service Training Program

1. Working with Older Persons
2. Crime Prevention
3. Fire Prevention
4. Accident Prevention
5. Overview of the Aging Process
6. Special Health Needs of the Elderly
7. Community Anti-Crime Programs
8. Social Services for the Elderly
9. Consumer Problems
10. Legislation Affecting the Elderly

Senior Citizens Crime Assistance and Prevention Program Training Course Outline

- I. Legal Problems of the Elderly
 - A. Finding the Elderly Client
 - B. Handling the Elderly Client
 - C. The Attorney-Client Relationship
 - D. The Appeal Process

E. Who the Elderly Are

1. Legislative Definition
2. Statistical Definition

II. Interviewing Process

- A. Accrediting and Acceptance
- B. The Request
- C. Specific Facts and Responsive Questions
- D. Interpretation and Explanation
- E. Pointing Out or Pointing Up Pattern of Behavior
- F. Interpretation at the Level of Motivation
- F. Purposes of Interviewing

III. Application and Intake Process

- A. Attitudes Toward Seeking Acceptance
- B. Focusing Through the Request
- C. Resistance and Defense
- D. Allocation or Referral

IV. Social Advocacy for Seniors

- A. The Process for Change
- B. Mechanism for Social Action
- C. Strategies for Social Action

V. Crime Prevention

- A. Principles of Crime Prevention
- B. Approaches to Action Crime Prevention
- C. Services Available to Crime Victims
- D. Collective Action
- E. Criminal Justice System
- F. Principles Involved in Reporting a Crime

G. 1978 Priorities for New York State Legislation on Crime and the Elderly

VI. Casework Development for Seniors

- A. Basic Assumption and Methods of Social Casework
- B. The Use of Relationships
- C. Methods of Case Study
- D. Agency and Inter Agency Practice
- E. Problem-Solving in Social Casework
- F. Casework in Cross-Section

VII. The Minority Elderly Poor

- A. Demographic and Other Statistics
- B. Problems of Aging: Crime
- C. Age Discrimination Study
 - 1. The Commissioner's Study
 - 2. Findings
- D. The Elderly in the Inner-City
 - a) Brief Profile of the Inner City Elderly
 - b) Retirement and Income
 - c) Living Arrangements
- E. The Urban Elderly Poor

NOTES

CHAPTER 1. INTRODUCTION

- 1 The first and third manuals are both available from the Criminal Justice and the Elderly Program, The National Council of Senior Citizens, 1511 K St., N.W., Washington, D.C. 20005.
- 2 See, for examples of these studies; Frank Clemente and Michael Kleiman, "Fear of Crime Among the Aged," Gerontologist, Vol. 16, No. 3, 1976, p. 207; Richard A. Sundeen, "The Fear of Crime and Urban Elderly" in Marlene A. Young Rifai, Justice and the Older Americans, Lexington Books, 1977, p. 139, and The Myth Versus Reality of Aging, NCOA, Louis Harris, July 1976, and Pauline Ragan, "Crimes Against the Elderly," in Marlene A. Young-Rifai, Justice and the Older Americans, Lexington Books, 1977, p. 25.
- 3 Louis Harris and Associates, The Myth and Reality of Aging. Washington, D.C. National Council on Aging, 1976.
- 4 Marlene Young Rifai. "Old Americans Crime Prevention Research" Preliminary Report No. 5 Portland, Oregon. May 12, 1975 p. 7.
- 5 Carl Cunningham, Crime Against the Aged; Patterns and Prevention, Midwest Research Institute (Kansas City, Mo. 1977, pp. 38-55)
- 6 William Klecka and George Bishop, Neighborhood Profile of Senior Citizens in Four American Cities, Cincinnati, Ohio, (Behavioral Sciences Laboratory, May 1978) pp. 47-8.
- 7 M. Powell Lawton et al. "Psychological Aspects of Crime and Fear of Crime" in Crime and the Elderly: Challenge and Response, edited by Jack & Sharon Goldsmith, D.C. Heath, Lexington, 1976, p. 21.
- 8 Cunningham, Crime Against the Aged, pp. 7-8
- 9 "Fear of Crime Inhibits Elderly, House Panel Told," LEAA Newsletter, Vol. 5, No. 10, May, 1978, pp. 1-2.
- 10 Robert Butler, Why Survive?, Harper and Row (New York, 1975), p. 24.
- 11 Crime Against the Aged: Patterns and Prevention, Kansas City, Mo., Midwest Research Institute, 1977, p. 52.

- 12 Ibid.
- 13 Fay Lomax Cook, et al., "Crime Victimization of the Elderly: The Physical and Economic Consequences," Gerontologist, August, 1978, pp. 14-15.
- 14 M. Powell Lawton, op. cit., p. 21.
- 15 B.S.L. conducted two rounds of telephone surveys and eight follow-up surveys in designated target areas.
- 16 See, "Criminal Justice and the Elderly: A National Assessment, Final Report," C.J.E., Washington, D.C. June, 1979
- 17 This model is based on a planning process utilized by the Minnesota Crime Prevention Center in Minneapolis, Minn.

CHAPTER 2. CRIME ANALYSIS - WHAT IS THE PROBLEM?

- ¹ See, "Patterns of Personal Crime Against the Elderly: Findings From a National Survey," George E. Antunes, et. al., The Gerontologist, Vol. 17, No.4 (1977, pp. 321-327); "Fear of Crime Among the Aged," F. Clemente and M.B. Kleiman, The Gerontologist, Vol. 16, No. 3, June 1976; Public Opinion about Crime: The Attitudes of Victims and Non-victims in Selected Cities, U.S. Department of Justice, L.E.A.A., National Criminal Justice Information and Statistics Office, 1977; Robert Wolf, "Senior Citizen Survey: An Aid to Designing Prevention Programs," Police Chief, Vol. 44, No.2:6, Feb. 1977; Marlen Young Rifai, Older Americans' Crime Prevention Research Project: Final Report, Division of Public Safety for Multnomah County, Oregon (1976); Midwest Research Institute, Crimes Against the Aging: Patterns and Prevention, Kansas City, Mo., April, 1977.

CHAPTER 3. PROGRAM PLANNING AND DEVELOPMENT - HOW DO YOU WANT TO ATTACK YOUR DESIGNATED PROBLEMS?

- ¹ Roy W. Dixon, "Managing Crime Prevention Programs for Results," Community Crime Prevention Letter, Vol. 5, No. 10, June, 1978, p.9.
- ² Ibid.
- ³ Benjamin Brook McIntyre, "Skills for Impact," Institute of Government, University of Georgia, 1977, p. 100
- ⁴ Paul Criel et. al., "An Exemplary Project: Community Crime Prevention Program, Seattle, Washington," Law Enforcement Assistance Administration, U.S. Department of Justice, 1977, p. 12

CHAPTER 4. STAFFING - HOW DO YOU HIRE? WHO DO YOU HIRE?

- ¹ Criel, op.cit., p. 19
- ² Much of these tips come from McIntyre, "Skills for Impact," pp. 154-5.

APPENDIX A

VICTIMIZATION AND FEAR SURVEY QUESTIONNAIRES

Attached are examples of questionnaires used to determine victimization rates and fear of crime among senior citizens. These questionnaires were developed by the Minnesota Crime Prevention Planning Center, the Arlington, Virginia Chapter of the Red Cross and the National Center for Black Aged in Washington, D.C.

SENIOR CITIZEN CRIME SURVEY

EVERYONE IS CONCERNED ABOUT CRIME AGAINST SENIOR CITIZENS. HOWEVER, NOT MUCH IS REALLY KNOWN ABOUT IT. SOME PEOPLE SAY SENIOR CITIZENS ARE SEVERELY AFFECTED BY CRIME. OTHER PEOPLE FEEL CRIME IS NOT MUCH OF A PROBLEM FOR OLDER PEOPLE. THE PURPOSE OF THIS STUDY IS TO FIND OUT HOW CRIME ACTUALLY AFFECTS SENIOR CITIZENS IN MINNEAPOLIS AND ST. PAUL.

PLEASE TAKE A FEW MINUTES TO FILL OUT THIS SURVEY. IF YOU HAVE ANY QUESTIONS OR WANT ANY ADDITIONAL INFORMATION ABOUT THE SURVEY, PLEASE DO NOT HESITATE TO CALL ONE OF THE PEOPLE BELOW.

JOHN MERRILL
CRIME CONTROL PLANNING BOARD
296-7824

OR

BETH MOLBERG
MINNESOTA BOARD ON AGING
296-2779

PLEASE DO NOT SIGN YOUR NAME.

THIS WILL HELP US TO PROTECT YOUR PRIVACY.

DIRECTIONS: PLEASE CIRCLE THE NUMBER OF THE ANSWER THAT BEST APPLIES TO YOU OR WRITE IN AN ANSWER IF NONE OF THE ANSWERS GIVEN SEEMS TO APPLY.

1. WHAT KIND OF BUILDING DO YOU LIVE IN?

1. SINGLE FAMILY HOME
2. DUPLEX, TRIPLEX, FOURPLEX
3. PRIVATE BUILDING WITH MORE THAN 4 APARTMENTS
4. HOUSING AUTHORITY BUILDING WITH MORE THAN 4 APARTMENTS
9. OTHER

2. HOW LONG HAVE YOU LIVED AT THIS ADDRESS?

1. LESS THAN 1 YEAR
2. 1 TO 5 YEARS
3. MORE THAN 5 YEARS

3. DO YOU:

1. OWN YOUR HOME
2. RENT
3. LIVE WITH A RELATIVE
4. OTHER

4. WHAT IS YOUR ADDRESS? _____

5. WHAT IS YOUR ZIP CODE? 55_____

6. HOW OFTEN DO YOU HEAR OF SOMEONE IN YOUR IMMEDIATE NEIGHBORHOOD BEING A VICTIM OF SERIOUS CRIME?

1. NEVER
2. RARELY
3. FREQUENTLY
4. VERY FREQUENTLY

IN THE LAST FIVE YEARS, HAVE YOU DONE ANY OF THE FOLLOWING BECAUSE OF CONCERN ABOUT CRIME IN YOUR NEIGHBORHOOD?

7. HAVE YOU PURCHASED ADDITIONAL OR BETTER LOCKS FOR YOUR HOME?

1. YES
2. NO

8. HAVE YOU PURCHASED A BURGLAR ALARM FOR YOUR HOME?

1. YES
2. NO

9. HAVE YOU RESTRICTED EVENING ACTIVITY AWAY FROM HOME?

1. YES
2. NO

10. HAVE YOU STOPPED WALKING ALONE ON NEIGHBORHOOD STREETS AT NIGHT?

1. YES
2. NO

11. HAVE YOU AVOIDED CONTACT WITH STRANGERS ON NEIGHBORHOOD STREETS?

1. YES
2. NO

12. HAVE YOU PURCHASED A DOG FOR PROTECTION?

1. YES
2. NO

13. HAVE YOU CONSIDERED MOVING TO ANOTHER NEIGHBORHOOD?

1. YES
2. NO

14. HAVE YOU EVER CALLED THE POLICE OR A FRIEND BECAUSE YOU HEARD OR SAW SOMETHING SUSPICIOUS?

1. YES
2. NO

15. IF YOU HAVE DONE SOMETHING TO PROTECT YOURSELF FROM CRIME OTHER THAN THOSE THINGS MENTIONED IN QUESTIONS 7 THROUGH 14, PLEASE EXPLAIN:

IN YOUR OPINION, WHAT ARE THE CHANCES THAT THE FOLLOWING SITUATIONS WILL HAPPEN TO YOU IN THE NEXT 12 MONTHS.

16. SOMEONE WOULD BREAK INTO YOUR HOUSE/APARTMENT WHEN NO ONE IS HOME?

1. LITTLE OR NO CHANCE
2. SOME CHANCE, BUT LESS THAN 50-50
3. ABOUT 50-50 CHANCE
4. BETTER THAN 50-50 CHANCE

** QUESTIONS CONTINUE ON REVERSE SIDE OF THIS PAGE **

17. YOUR PURSE/WALLET WOULD BE SNATCHED WHEN YOU'RE WITHIN YOUR NEIGHBORHOOD?

1. LITTLE OR NO CHANCE
2. SOME CHANCE, BUT LESS THAN 50-50
3. ABOUT 50-50 CHANCE
4. BETTER THAN 50-50 CHANCE

18. SOMEONE WOULD BEAT YOU UP OR HURT YOU ON THE STREET WHEN YOU'RE WITHIN YOUR NEIGHBORHOOD?

1. LITTLE OR NO CHANCE
2. SOME CHANCE, BUT LESS THAN 50-50
3. ABOUT 50-50 CHANCE
4. BETTER THAN 50-50 CHANCE

19. SOMEONE WOULD VANDALIZE YOUR PROPERTY OR YOUR CAR WHEN YOU'RE WITHIN YOUR NEIGHBORHOOD?

1. LITTLE OR NO CHANCE
2. SOME CHANCE, BUT LESS THAN 50-50
3. ABOUT 50-50 CHANCE
4. BETTER THAN 50-50 CHANCE

IN THE PAST 12 MONTHS WHICH (IF ANY) OF THE FOLLOWING HAS HAPPENED TO YOU OR SOMEONE LIVING WITH YOU? IF THE CRIME WAS REPORTED TO POLICE, PLEASE INDICATE THIS.

20. DID SOMEONE SNATCH YOUR PURSE OR WALLET WHILE YOU WERE IN YOUR NEIGHBORHOOD?

1. YES, REPORTED TO POLICE
2. YES, NOT REPORTED
3. NO

21. DID SOMEONE TAKE OR ATTEMPT TO STEAL SOMETHING FROM YOU BY FORCE OR THREAT OF FORCE WHILE YOU WERE IN YOUR NEIGHBORHOOD?

1. YES, REPORTED TO POLICE
2. YES, NOT REPORTED
3. NO

22. DID SOMEONE BREAK INTO YOUR HOME OR ATTEMPT TO BREAK INTO YOUR HOME?

1. YES, REPORTED TO POLICE
2. YES, NOT REPORTED
3. NO

23. DID SOMEONE VANDALIZE OR OTHERWISE DO DAMAGE TO YOUR PROPERTY?

1. YES, REPORTED TO POLICE
2. YES, NOT REPORTED
3. NO

24. DID ANYONE STEAL OR TRY TO STEAL ANYTHING KEPT OUTSIDE YOUR HOME OR ANYTHING THAT HAPPENED TO BE LEFT OUTSIDE?

1. YES, REPORTED TO POLICE
2. YES, NOT REPORTED
3. NO

25. DID A STRANGER BEAT YOU UP OR ATTEMPT TO BEAT YOU UP WHILE YOU WERE IN YOUR NEIGHBORHOOD?

1. YES, REPORTED TO POLICE
2. YES, NOT REPORTED
3. NO

** QUESTIONS CONTINUE ON REVERSE SIDE OF THIS PAGE **

26. WERE YOU THE VICTIM OF ANOTHER CRIME?

1. NO
2. YES--IF YOUR ANSWER IS YES, PLEASE EXPLAIN: _____

27. HOW SAFE FROM CRIME DO YOU FEEL IN YOUR NEIGHBORHOOD?

1. VERY SAFE
2. SOMEWHAT SAFE
3. NOT VERY SAFE
4. VERY UNSAFE

28. DO YOU FEEL POLICE REALLY HELP WHEN PEOPLE ARE IN TROUBLE?

1. DEFINITELY YES
2. MAYBE YES
3. MAYBE NO
4. DEFINITELY NOT

29. IF YOU WANTED TO MOVE OUT OF YOUR NEIGHBORHOOD BECAUSE OF CRIME, HOW EASY DO YOU FEEL IT WOULD BE FOR YOU TO FIND ANOTHER PLACE TO LIVE?

1. VERY EASY
2. EASY
3. DIFFICULT
4. VERY DIFFICULT

30. ARE YOU:

1. MALE
2. FEMALE

31. HOW MANY PEOPLE LIVE WITH YOU?

1. LIVE ALONE
2. LIVE WITH ONE OTHER PERSON OVER AGE 60
3. LIVE WITH MORE THAN ONE OTHER PERSON OVER AGE 60
4. LIVE WITH ONE OR MORE PERSONS UNDER AGE 60

32. HOW MANY PEOPLE CAN YOU RECOGNIZE ON SIGHT AS LIVING ON YOUR BLOCK OR IN YOUR APARTMENT BUILDING?

1. NONE
2. 1 OR 2
3. 3 OR 4
4. 5 TO 10
5. MORE THAN 10

33. HOW MANY PEOPLE ON YOUR BLOCK OR IN YOUR APARTMENT BUILDING DO YOU KNOW WELL ENOUGH TO ASK A FAVOR OF IF YOU NEEDED SOMETHING?

1. NONE
2. 1 OR 2
3. 3 OR 4
4. 5 TO 10
5. MORE THAN 10

34. HOW MANY OF THE FOLLOWING DO YOU FEEL YOU COULD CALL IF YOU NEEDED HELP? (CIRCLE AS MANY AS APPLY)

1. NO ONE
2. NEIGHBOR
3. CLERGYMAN
4. SOCIAL WORKER
5. RELATIVE
6. A FRIEND WHO IS NOT A NEIGHBOR
7. OTHER: _____

** QUESTIONS CONTINUE ON REVERSE SIDE OF THIS PAGE **

35. HOW OLD ARE YOU?

1. 60 - 64
2. 65 - 74
3. 75 - 84
4. 85 OR OLDER

36. IF YOU WENT SOMEWHERE LAST WEEK, DID YOU GO OUT WITH ANOTHER PERSON?

1. DID NOT GO ANYWHERE
2. WENT ALONE
3. WENT WITH ANOTHER PERSON

37. WHEN WEATHER PERMITS, DO YOU GET OUT AS OFTEN AS YOU WOULD LIKE?

1. YES
2. NO

38. HOW OFTEN DOES POOR HEALTH KEEP YOU FROM GETTING OUT AS MUCH AS YOU WOULD LIKE?

1. VERY OFTEN
2. OFTEN
3. SELDOM
4. ALMOST NEVER

39. HOW MUCH INCOME FROM ALL SOURCES INCLUDING SOCIAL SECURITY DID YOU HAVE LAST YEAR?

(FOR ONE PERSON)

1. UNDER \$3,700
3. \$3,700 AND OVER

(FOR TWO OR MORE PERSONS)

2. UNDER \$4,700
4. \$4,700 AND OVER

40. DO YOU HAVE A CHECKING ACCOUNT OR A PASSCARD SAVINGS ACCOUNT?

1. YES
2. NO

41. IF YOU DO NOT HAVE A CHECKING ACCOUNT, WHICH OF THE FOLLOWING BEST DESCRIBES YOUR REASONS?

1. I HAVE A CHECKING ACCOUNT
2. BANKS AREN'T RELIABLE
3. I DON'T HAVE ENOUGH MONEY TO NEED A CHECKING ACCOUNT
4. I CAN'T GET A CHECKING ACCOUNT
5. OTHER, PLEASE EXPLAIN: _____

42. IF YOU HAVE A CHECKING ACCOUNT, DO YOU FREQUENTLY HAVE TROUBLE PAYING FOR PURCHASES BY CHECK?

1. I DON'T HAVE A CHECKING ACCOUNT
2. I FREQUENTLY HAVE TROUBLE
3. I SOMETIMES HAVE TROUBLE
4. I ALMOST NEVER HAVE TROUBLE

43. WHEN YOU SHOP, HOW OFTEN DO YOU PAY FOR YOUR PURCHASES WITH A CREDIT CARD OR CHARGE ACCOUNT?

1. ALMOST ALWAYS
2. MORE OFTEN THAN NOT
3. LESS OFTEN THAN NOT
4. ALMOST NEVER

44. WHEN YOU SHOP, HOW OFTEN DO YOU PAY FOR YOUR PURCHASES WITH CASH?

1. ALMOST ALWAYS
2. MORE OFTEN THAN NOT
3. LESS OFTEN THAN NOT
4. ALMOST NEVER

** QUESTIONS CONTINUE ON REVERSE SIDE OF THIS PAGE **

45. WHEN YOU GO OUT, HOW MUCH CASH DO YOU USUALLY CARRY WITH YOU?

1. LESS THAN \$5
2. \$5 - \$20
3. \$21 - \$50
4. OVER \$50

46. HOW MUCH CASH DO YOU USUALLY KEEP IN YOUR HOME?

1. UNDER \$20
2. \$20 - \$50
3. OVER \$50

47. WHAT DO YOU DO WITH YOUR SOCIAL SECURITY OR PENSION CHECK?

1. MY CHECKS ARE DIRECTLY DEPOSITED IN THE BANK
2. CHECKS COME TO MY HOME, THEN I DEPOSIT THEM
3. CHECKS COME TO MY HOME, THEN I CASH THEM AND TAKE THE MONEY WITH ME TO PAY BILLS
4. OTHER, PLEASE EXPLAIN: _____

48. DO YOU FEEL THERE IS ANYTHING YOU CAN DO TO KEEP YOURSELF FROM BEING A VICTIM OF CRIME?

1. DEFINITELY YES
2. MAYBE YES
3. MAYBE NO
4. DEFINITELY NO

49. IF PROGRAMS WERE AVAILABLE TO REDUCE CRIME IN
YOUR NEIGHBORHOOD, WOULD YOU TAKE-PART?

1. DEFINITELY YES
2. MAYBE YES
3. MAYBE NO
4. DEFINITELY NO

THANK YOU FOR FILLING OUT THIS SURVEY!

REMEMBER!!

DO NOT SIGN YOUR NAME.



THE AMERICAN NATIONAL RED CROSS

4333 ARLINGTON BOULEVARD
ARLINGTON, VIRGINIA 22203
527-3010

FEAR OF CRIME AMONG SENIORS PROGRAM

OUTREACH QUESTIONNAIRE
Autumn 1978

Interviewer's Number _____ Survey Number _____ Respondent's Number* _____

Respondent's address (Including apartment No.) _____

Type of housing

- 1 single family residence
- 2 apartment in house
- 3 garden apartment (1-5 floors)
- 4 elevator apartment (Over 5 floors)

Date of interview _____

Time began _____ Time ended _____ Length of interview _____

Interviewer's name _____

Status of Interview
(circle one no.)

- 1 Interview completed
- 2 Interview terminated because of inability of subject to communicate (attach functional assessment sheet)
- 3 Not interviewed because of language barrier
What language? _____
- 4 Not interviewed because of illness, hospitalization, or inability to talk.
Do you recommend later re-contact? Yes _____ No _____
- 5 Refused
Why? _____

Recommendations for re-contact: _____

6 Elderly person living at address; unable to contact for interview

Recommendations for contact: _____

*Combine interviewer and survey numbers into 3-digit number.

1. Could you please tell me how old you were on your last birthday?

(actual age)

1a. When were you born?

(Month) (Day) (Year)

2. Who lives with you?

(DON'T READ CATEGORIES) (CHECK "YES" FOR APPROPRIATE PERSONS:)

[illegible]

No one

Husband or wife

Children

Grandchildren

Parents

Grandparents

Brothers and sisters

Other relatives (Does not include in-laws covered in the above categories.)

Friends

Non-related paid* helper (*Includes free room)

Others (such as boarders) (SPECIFY:)

3. (ASK UNLESS RESPONDENT LIVES ALONE, OR ANSWER IS OBVIOUS. CHECK TO SEE THAT THIS NUMBER AGREES WITH Q2 ANSWERS.)
How many people live in this household?

(Number)

4. (ASK UNLESS RESPONDENT LIVES ALONE)
How many people--including you--are 60 years old or older?

(Number)

5. (ASK ONLY IF NOT OBVIOUS) We would like to know what racial group you belong to. Are you White, Black, Oriental, Spanish American, American Indian or something else?

- 1 White (Caucasian)
2 Black (Negro)
3 Oriental
4 Spanish American
5 American Indian
6 Other (Specify:

0 Not answered

6. Are you single, married, widowed, divorced or separated?

- 1 Single
2 Married
3 Widowed
4 Divorced
5 Separated
0 Not answered

(IF WIDOWED, DIVORCED, OR SEPARATED, ASK 6a. RECORD NUMBER OF YEARS
LIVING WITHOUT SPOUSE: YEARS SINCE SEPARATION IF THAT PRECEDED WIDOWHOOD)

6a. How long have you been widowed (or divorced or separated?)

Years

7. How far did you go in school? (DON'T
READ CHOICES, CHECK APPROPRIATE
RESPONSE.)

- 1 0-4 years
- 2 5-8 years
- 3 Some high school
- 4 Technical school instead
of high school
- 5 Completed high school (12 yrs)
- 6 Post high school, business
or trade school
- 7 1-3 years of college
- 8 Completed college
- 9 Advanced degree
- 0 Don't know; not answered

Now I'd like to ask a few questions about your home and the neighborhood you live in.

8. How long have you been living in this neighborhood? (DON'T READ RESPONSES)

- 1 Less than 1 year
- 2 1 year to less than 2 years
- 3 2 years to less than 3 years
- 4 3 years to less than 5 years
- 5 5 years to less than 10 years
- 6 10 years to less than 15 years
- 7 15 years to less than 20 years
- 8 20 years or more
- 9 "All my life"
- 0 Don't know; can't remember

9. How often do you visit with your neighbors? (READ LIST)

- 1 Regularly
- 2 Fairly often
- 3 Hardly ever
- 4 Never
- 0 Don't know (DON'T READ)

10. Do you own or rent your home or is your rent provided free?

- 1 Own or am buying
- 2 Rent
- 3 Rent free (Housing provided free)
- 4 Other (EXPLAIN) _____

0 No answer

11. Do you think that this is a safe neighborhood in which to live?

- 1 Yes
- 2 Not particularly safe or unsafe
- 3 No
- 0 Don't know

11a. Why? _____

11b. (SKIP IF RESPONDENT OWNS A SINGLE FAMILY DWELLING)
Do you think the management of this building is concerned about your safety?

- 1 Yes
- 2 No
- 0 Don't know

11c. Why is that? (PROBE FOR REASONS) _____

12. How many people around this neighborhood do you know or at least recognize? (READ RESPONSES)

- 5 Everyone
- 4 Most
- 3 Some
- 2 Not Many
- 1 None
- 0 Don't know (DON'T READ)

13. How often do you go outside this house (apartment) in the daytime?

- 1 5 days a week or more
- 2 2-4 days a week
- 3 Once a week
- 4 2-4 times a month
- 5 Once a month
- 6 Less than once a month
- 7 Never
- 0 Don't know

(IF 2-4 TIMES A MONTH OR LESS ASK:)

13a. Why don't you go out of your house (apartment) more often in the daytime?

(IF SEVERAL REASONS GIVEN, RECORD ALL ANSWERS.)

- 1 Health problems
- 2 Transportation problems
- 3 Afraid to go out; not safe to go out
- 4 No reason to go out
- 5 Family responsibilities
- 6 Other (SPECIFY:) _____

0 Not answered

14. How often do you go outside this house (apartment) at night?

- 1 5 days a week or more
- 2 2-4 days a week
- 3 Once a week
- 4 2-4 times a month
- 5 Once a month
- 6 Less than once a month
- 7 Never
- 0 Don't know

(IF 2-4 TIMES A MONTH OR LESS ASK:)

14a. Why don't you go out of your house (apartment) more often at night?

(IF SEVERAL REASONS GIVEN, RECORD ALL ANSWERS)

- 1 Health problems
- 2 Transportation problems
- 3 Afraid to go out; not safe to go out
- 4 No reason to go out
- 5 Family responsibilities
- 6 Other (SPECIFY:) _____

0 Not answered

15. Would you say that the police protection in this area is good, fair or poor?

- 1 Good
- 2 Fair
- 3 Poor
- 0 Don't know

15a. Why do you think so? _____

16. Are there times when you are afraid to go outside?

- 1 Yes (GO TO Q. 16a)
- 2 Don't ever go outside for reasons other than fear (GO TO Q. 17)
- 3 No (GO TO Q. 17)
- 0 Don't know

(IF YES:)

16a. When is that? _____

16b. Would you briefly explain why? _____

17. Do you think this neighborhood has more or less crime than other places?

- 1 More
- 2 About the same
- 3 Less
- 0 Don't know

18. (GIVE RESPONDENT CRIME DEFINITION CARD) I'm going to read to you some descriptions of possible crimes. This is a very important part of our research so we'll go through this section in great detail. I would like to ask you if you have been the victim of a crime or an attempted crime. I will read a definition of particular crimes and you can read along with me. Then I will ask you about each one. (READ FIRST DEFINITION AND ASK:)

18a. Since 1973--within the past 5 years--have you been a victim of an actual or attempted _____? IF NO, GO TO THE NEXT CATEGORY. IF YES, ASK: How many times were you victim of an attempted _____? (ATTEMPTED MEANS THE CRIME WAS NOT ACCOMPLISHED.)

18b. How many times were you victim of an actual _____?

18c. What year was that? (IF MORE THAN ONE, REFER TO MOST RECENT ONLY)

18d. What time of day did this occur? (SEE CODE BELOW FOR TIME OF CRIME)

18e. Where was that? (SEE CODE BELOW FOR LOCATION OF CRIME)

18f. Did you report this crime?

Type of crime	Victim?	How many Times Attempted?	How many Times actual?	Year	Time	Location	Reported?	(SEE CODE BELOW) IF NO: Why not?
Vandalism	Yes						Yes	
	No						No	
Extortion	Yes						Yes	
	No						No	
Fraud	Yes						Yes	
	No						No	
Burglary	Yes						Yes	
	No						No	
Larceny	Yes						Yes	
	No						No	
Assault	Yes						Yes	
	No						No	
Robbery	Yes						Yes	
	No						No	
Rape	Yes						Yes	
	No						No	
Sex Offense	Yes						Yes	
	No						No	

TIME OF CRIME CODE

- 1 Morning (5 a.m. - 12 noon)
- 2 Afternoon (12 noon - 5 p.m.)
- 3 Evening (5 p.m. - 7 p.m.)
- 4 Night (7 p.m. - 5 a.m.)
- 5 Don't know

LOCATION OF CRIME CODE

- 1 Home
- 2 Street
- 3 Parking lot
- 4 Store
- 5 Other (SPECIFY IN BLANK)
- 6 Don't know

REASONS FOR NON-REPORTING CRIMES

- 1 Didn't want to get involved
- 2 Police couldn't do anything
- 3 Police wouldn't do anything
- 4 Incident too trivial
- 5 Didn't want to get offender in trouble
- 6 Too frightened
- 7 Didn't know what telephone number to call
- 8 Other (SPECIFY IN BLANK)
- 9 Don't know

19. Have any of your close friends, relatives, or neighbors been victims of crime in the past five years?

1 Yes
2 No
0 Don't know

20. Do you feel that you could easily be the victim of a crime?

1 Yes
2 No
0 Don't know

(IF YES)

20a. Why is that? (PROBE) _____

21. Are there places in this neighborhood where you feel especially unsafe?

1 Yes. Everywhere
2 Yes, some places
3 No (GO TO Q. 22)

21a. What are they? _____

21b. Do you avoid them?

1 Yes (GO TO Q. 22)
2 No

21c. Why not? _____

22. Does fear of crime keep you from doing things you'd like to do?

1 Quite often
2 Sometime
3 Never
0 Don't know

22a. Would you explain? (PROBE) _____

23. Have you done anything in particular to protect yourself or your home from a possible crime?

1 Yes
2 No
0 No answer

IF YES:

23a. What have you done?

(DON'T READ LIST UNTIL RESPONDENT GIVES ALL ANSWERS HE/SHE CAN; THEN PROBE BY READING LIST. CODE "1" FOR ALL RESPONSES GIVEN UNAIDED AND "2" FOR RESPONSES TO SPECIFIC PROBES.)

IF NO:

23b. Let me read you a list of some things you might have done.

(CODE "2" FOR RESPONSES TO SPECIFIC PROBES.)

- 1-2 Installed security locks on doors or windows
- 1-2 Stopped carrying your wallet, money, or purse
- 1-2 Stopped going out at night
- 1-2 Carry a weapon or have one at home
- 1-2 Marked property for identification
- 1-2 Had Police Department do a security check for your home
- 1-2 Attended meeting on Crime Prevention
- 1-2 Turn lights on when residence is vacant
- 1-2 Gotten a dog or installed an alarm system
- 1-2 Used more caution when outside
- 1-2 Installed peep hole in door to identify callers
- 1-2 Never go out alone
- 1-2 Avoid public transportation (because of fear of crime)
- 1-2 Avoid certain streets and areas (because of fear of crime)
- 1-2 When away from home stop delivery of mail or newspaper
- 1-2 Have a neighbor watch your house (apartment)
- 1-2 Other (SPECIFY: _____)

24. If you felt afraid about your own personal safety, who would you call?

(DON'T READ RESPONSES; CIRCLE AS MANY AS APPROPRIATE; DO NOT PROBE FOR RESPONSES.)

- 1 Relative
- 1 Friend or neighbor
- 1 Building manager
- 1 Police
- 1 Other (SPECIFY: _____)
- 0 Don't know

25. When do you feel safe in your home or apartment building?

- 1 Never
- 2 Nighttime only
- 3 Daytime only
- 4 Always
- 0 No answer

26. When do you feel safe in your yard or grounds of your apartment?
- 1 Never
2 Nighttime only
3 Daytime only
4 Always
5 Don't ever go out
0 No answer
27. When do you feel safe in your neighborhood?
- 1 Never
2 Nighttime only
3 Daytime only
4 Always
5 Don't ever go out
0 No answer
28. When do you feel safe in the shopping areas you use?
- 1 Never
2 Nighttime only
3 Daytime only
4 Always
5 Don't ever go out
0 No answer
29. When do you feel safe on buses or other public transportation?
(IF DON'T EVER RIDE BUSES, ASK:)
- 29a. If you had to ride a bus for some reason, when would you feel safe to do so?
(CODE AS FOR Q. 29)
30. When do you feel safe in your car?
- 1 Never
2 Nighttime only
3 Daytime only
4 Always
5 Don't ever go out
6 Don't have a car
0 No answer

31. Have there been any times in the past year that you wanted to go someplace but decided not to because you thought it would not be safe?
- 1 Yes
2 No
3 Don't ever go out
0 Don't know

IF YES:

31a. Please describe: _____

Here is the card that describes different types of crimes. Would you please tell me how fearful you are about each of these things happening to you? Let's take one at a time:

(SHOW CARD BEFORE READING THE QUESTIONS BELOW. IF RESPONDENT CANNOT EASILY READ THE CARD, YOU READ THE DESCRIPTION OF EACH CRIME BEFORE ASKING EACH QUESTION. DO NOT READ THE RESPONSE CATEGORIES.)

- | | Very
Fearful | Somewhat
Fearful | Not
Fearful | Don't
Know |
|---|-----------------|---------------------|----------------|---------------|
| 32. How fearful are you about having your property vandalized? | 1 | 2 | 3 | 0 |
| 33. How fearful are you about being a victim of extortion? | 1 | 2 | 3 | 0 |
| 34. How fearful are you about being a victim of fraud or a swindle? | 1 | 2 | 3 | 0 |
| 35. How fearful are you about having your property burglarized? | 1 | 2 | 3 | 0 |
| 36. How fearful are you about being a victim of larceny? | 1 | 2 | 3 | 0 |
| 37. How fearful are you about being assaulted? | 1 | 2 | 3 | 0 |
| 38. How fearful are you about being robbed? | 1 | 2 | 3 | 0 |
| 39. How fearful are you about being raped? | 1 | 2 | 3 | 0 |
| 40. How fearful are you about being a victim of a sex offense? | 1 | 2 | 3 | 0 |

41. Do you feel that persons over 60 years of age are more likely to be victims of crime than younger persons?
- 1 Yes
 - 2 No
 - 0 Don't know

41a. Why? _____

42. Do you have any suggestion of things which might be done by the Police Department, by your building manager (owner of your house), by our Red Cross program to help decrease your fears of or concerns about crime in your neighborhood?

(RECORD EXACT ANSWER:) _____

Now I would like to ask you some questions about your family and friends.

43. How many people do you know well enough to visit with in their homes?
- 4 Five or more
 - 3 Three to four
 - 2 One to two
 - 1 None
 - 0 Not answered; don't know

44. About how many times did you talk to someone--friends, relatives, or others on the telephone in the past week (either you called them or they called you)? (IF SUBJECT HAS NO PHONE QUESTION STILL APPLIES.)
- 4 Once a day or more
 - 3 2-6 times
 - 2 Once
 - 1 Not at all
 - 0 Not answered; don't know

45. How many times during the past week did you spend some time with someone who does not live with you, that is you went to see them or they came to visit you, or you went out to do things together? (APPLIES TO SOCIAL RELATIONSHIPS AT WORK AS WELL AS ELSEWHERE.)
- 4 Once a day or more
 - 3 2-6 times
 - 2 Once
 - 1 Not at all
 - 0 Not answered; don't know

46. Do you have someone you can trust and confide in? (IF ANSWER IS "GOD", PROBE FOR A PERSON.)
- 2 Yes
 - 1 No
 - 0 Not answered; don't know

47. Do you find yourself feeling lonely quite often, sometimes, or almost never?
- 1 Quite often
 - 2 Sometimes
 - 3 Almost never
 - 0 Not answered; don't know

48. Do you see your relatives and friends as often as you want to or are you somewhat unhappy about how little you see them?
- 1 As often as wants to
 - 2 Somewhat unhappy about how little
 - 0 Not answered; don't know

49. Is there someone who would give you any help at all if you were sick or disabled, for example your husband/wife, a member of your family, or a friend?
- 1 Yes
 - 2 No one willing and able to help
 - 0 Not answered; don't know

IF YES, ASK 49a.:

- 49a. Is there someone who would take care of you as long as needed, or only for a short time, or only someone who would help you now and then, for example, taking you to the doctor, or fixing lunch occasionally, etc.?
- 1 Someone who would take care of subject indefinitely (as long as needed)
 - 2 Someone who would take care of subject for a short time (a few weeks to six months)
 - 3 Someone who would help the subject now and then (taking him/her to the doctor, fixing lunch, etc.)
 - 0 Not answered; don't know

50. What would you say are the three greatest fears facing you now?

51. Do you belong to a church or social organization?

- 1 Yes
- 2 No
- 0 Not answered

IF YES, ASK 51a.:

51a. How often do you go to these groups?

- 1 Every day
- 2 Once or more a week
- 3 Every couple of weeks
- 4 Once a month
- 5 Less than once a month
- 0 Not answered; don't know

(PROBE TO HELP RESPONDENT FIGURE HIS/HER PARTICIPATION IN ALL THE GROUPS BELONGED TO.)

52. Has your participation in organizations and activities outside the home decreased as you have grown older; has your amount of participation remained about the same; or has your participation increased?

- 1 Participation increased
- 2 Participaption about the same
- 3 Participation decreased
- 0 Don't know

IF DECREASED, ASK 52a.:

52a. Why has your participation in activities outside the home decreased in recent years?

- 1 Health problems
- 2 Transportation problem
- 3 Afraid to go out
- 4 No longer interested
- 5 Family responsibilities
- 6 Other (SPECIFY: _____)
- 0 Not answered

53. Taking everything into consideration, how would you describe your satisfaction with life in general at the present time--very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied?

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Sometimes satisfied and sometimes dissatisfied
- 4 Somewhat dissatisfied
- 5 Very dissatisfied
- 0 Not answered; don't know

54. What would you say are the three greatest problems facing you?

Now I would like to ask you a couple of questions about your health.

55. Compared with others your age, how would you rate your overall health at the present time--excellent, good, fair or poor? (THIS IS A SELF HEALTH ASSESSMENT; LET RESPONDENT MAKE JUDGMENT.)

- 4 Excellent
- 3 Good
- 2 Fair
- 1 Poor
- 0 Don't know

56. How much do your health troubles stand in the way of your doing the things you want to do--not at all, a little (some), or a great deal?

- 3 Not at all
- 2 A little (some)
- 1 A great deal
- 0 Don't know

57. I am going to read a list of programs and services available in Arlington County. I would like to know--for each program--if you have heard of that program, if you have participated in it, or if you think you would like to participate in that program at this time.

(FOR EACH PROGRAM ASK THE APPROPRIATE QUESTIONS.)

	57a. Do you know about the program? IF YES: GO TO 57b. IF NO: GO TO 57c.	57b. Have you participated in program? IF YES: GO TO 57c. IF NO: GO TO 57c.	57c. Do you wish to part. in program at this time?
Senior Citizen Centers' recreational programs	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Nutrition program for senior citizens	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Job Development Service for Seniors	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Information and Referral Service	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
FISH emergency services	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no

(Q. 57 continued)

57a. Do you know about the program?
IF YES: GO TO 57b.
IF NO: Go to 57c.

57b. Have you participated in program?
IF YES: GO TO 57c.
IF NO: GO TO 57c.

57c. Do you wish to part. in program at this time?

Consumer Affairs service	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Legal Aid for the elderly	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Real Estate or Housing (Rent) Expense Relief program	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Police Department Home Security Check service	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Police Department Operation Identification	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Red Cross Transportation Service for grocery shopping	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Red Cross Telephone Reassurance program	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Red Cross Friendly Visiting program	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Visiting Nurse service	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no
Meals on Wheels	1 yes 2 no 0 DK	1 yes 2 no 0 DK	1 yes 2 maybe 3 no

Let's talk about working for a moment.

58. Are you working at a job with pay?

- 1 Yes (ASK Q. 58a)
2 No (ASK Q. 58b)
0 Not answered

IF YES:

58a. Is that a full-time or part-time job? (PART-TIME IS LESS THAN 30 HOURS PER WEEK)

- 1 Full-time (GO TO Q. 60)
2 Part-time (GO TO Q. 59)
0 Not answered

IF NO:

58b. Would you like to be working?

- 1 Yes (Unqualified)
2 Yes, but depends on the job or other circumstances
3 No
0 Don't know

59. Are you retired?

- 1 Yes
2 No
3 Never worked for pay (housewife, etc.)
0 Not answered

IF YES:

59a. When did you retire? (PROBE FOR YEAR)

(year retired)

Now I would like to ask about your financial position.

60. What are the major sources of your (your family's) income? Do you get money from (READ LIST):

Yes	No	
1	2	Employment (wages, salary, or business)
1	2	Social Security retirement benefits
1	2	Other public or private pensions
1	2	Veterans' benefits
1	2	Savings
1	2	Income from assets, like interest and dividends, rents, annuities, life insurance
1	2	Disability payments (Social Security, veterans' disability benefits, workmen's compensation, private insurance)
1	2	Contributions from relatives or others
1	2	Unemployment insurance or compensation
1	2	Supplementary Security Income--SSI (Old Age Assistance, Aid to the Blind, Aid to the Disabled, Welfare)
1	2	Other (SPECIFY: _____)
1	2	No money income (DO NOT READ)
1	2	Do not know (DO NOT READ)
1	2	Refused to answer (DO NOT READ)

IF RESPONDENT IS BLIND OR UNABLE TO READ, ASK FOR HIS TOTAL INCOME WITHOUT USING CARD AND CHECK APPROPRIATE CATEGORY. FOR ALL OTHER RESPONDENTS, HAND THEM INCOME CARD AND ASK:

61. What was your total family income over the last 12 months before taxes? We don't need to know the exact amount; just tell me the letter next to the approximate amount.

	<u>Yearly</u>		<u>Monthly</u>
	Under \$1,000	A.	Under \$83
	\$1,000-1,999	B.	\$ 83-166
	\$2,000-2,999	C.	\$ 167-249
	\$3,000-3,999	D.	\$ 250-333
	\$4,000-4,999	E.	\$ 334-416
	\$5,000-5,999	F.	\$ 417-499
	\$6,000-7,999	G.	\$ 500-666
	\$8,000-9,999	H.	\$ 667-833
	\$10,000-14,999	I.	\$ 834-1,249
	\$15,000-19,999	J.	\$1,250-1,666
	\$20,000-29,999	K.	\$1,667-2,499
	\$30,000 & Over	L.	\$2,500 & Over
	Don't know	M.	
	Refused to answer	N.	

62. The Red Cross is not just doing a study of the things we have talked about. We are also hoping to provide a program or service which will help meet some of the problems of the elderly in your neighborhood. Therefore it would help us very much if you would give us your name so that we might contact you later. (DO NOT INSIST IF RESPONDENT IS UNWILLING)

(GET CORRECT SPELLING)

63. Would you also give us your telephone number?

1	Number given: _____
2	Unlisted and refused to give
3	No telephone
0	Don't know

THANK RESPONDENT FOR HIS/HER COOPERATION.

IF ANOTHER PERSON OVER 60 YEARS OF AGE LIVES AT THIS ADDRESS BUT IS NOT AT HOME OR CANNOT BE INTERVIEWED NOW, ASK RESPONDENT WHEN SOMEONE MIGHT RETURN TO INTERVIEW THAT PERSON.

Date: _____ Time: _____

AFTER LEAVING FILL OUT QUESTIONS ON NEXT 2 PAGES.

TO BE FILLED OUT AFTER LEAVING INTERVIEW SITE:

- Record ending time and length of interview on cover sheet.
- Sex of respondent: 1 Male 2 Female
- What is the general physical condition of the respondent?
 - Strong
 - Fairly strong
 - Somewhat unsteady & feeble
 - Very unsteady and feeble
 - Ill
 - Seriously ill
- Does the respondent have any marked physical disability? (loss of hearing, loss of vision, loss of physical mobility, etc.)
 - No
 - Yes What? _____
- Do you think that the situation of the respondent is serious enough that a social worker or visiting nurse should go in for further evaluations?
 - No
 - Perhaps
 - Yes
- Did the respondent have significant difficulty in understanding or responding to the questions?
 - No
 - Yes IF YES: Why? _____
- Was there anything unusual about the respondent, the responses, or the circumstances of the interview that we should know about?

8. Which of the following best describes the availability of help for the respondent if he/she were sick or disabled?

(CIRCLE THE MOST APPROPRIATE)

- 1 At least one person could and would take care of the respondent indefinitely (as long as needed).
- 2 At least one person could and would take care of the respondent for a short time (a few weeks to 6 months).
- 3 Help would only be available now and then for such things as taking him/her to the doctor, fixing lunch, etc.
- 4 No help at all (except possible emergency help) would be available

9. Which of the following best describes the respondent's social relationships?

(CIRCLE THE MOST APPROPRIATE)

- 1 Very satisfactory, extensive
2 Fairly satisfactory, adequate
3 Unsatisfactory, of poor quality, few

* * * * *

TO BE FILLED OUT BY RED CROSS STAFF UPON EVALUATION OF INTERVIEW:

*** SOCIAL RESOURCES RATING SCALE

- 1 Excellent social resources
- 2 Good social resources
- 3 Mildly socially impaired
- 4 Moderately socially impaired
- 5 Severely socially impaired
- 6 Totally socially impaired

*** FEAR OF CRIME INDEX

- 1 Fearless
2 A little fearful
3 Somewhat fearful
4 Moderately fearful
5 Highly fearful

FUNCTIONAL CAPACITY ASSESSMENT

ASK THESE QUESTIONS ONLY IF YOU HAVE DECIDED THAT THE INTERVIEW SHOULD BE TERMINATED BECAUSE THE RESPONDENT DOES NOT HAVE THE FUNCTIONAL CAPACITY TO COMMUNICATE. THIS DATA WILL BE A VALIDATION OF YOUR DECISION TO END THE INTERVIEW. IF THE RESPONDENT IS ABLE TO ANSWER THESE QUESTIONS PROCEED WITH THE INTERVIEW IF AT ALL POSSIBLE.

(ASK QUESTIONS 1-10 AND RECORD ALL ANSWERS. (ASK QUESTION 4a. ONLY IF SUBJECT HAS NO TELEPHONE.) CHECK CORRECT (+) OR INCORRECT (-) FOR EACH AND RECORD TOTAL NUMBER OF ERRORS BASED ON TEN QUESTIONS.)

[illegible]

1. What is the date today? _____
Month Day Year
2. What day of the week is it? _____
3. What is the name of this place? _____
4. What is your telephone number? _____
 - a. (ASK ONLY IF SUBJECT DOES NOT HAVE A PHONE.)
What is your street address?

5. How old are you? _____
6. When were you born? _____
Month Day Year
7. Who is the president of the U.S. now? _____
Month
8. Who was the president just before him? _____
9. What was your mother's maiden name? _____
10. Subtract 3 from 20 and keep subtracting 3 from each new number you get, all the way down.

(CORRECT ANSWER IS: 17, 14, 11, 8, 5, 2.)

- Total number of errors.



ARLINGTON COUNTY CHAPTER

THE AMERICAN NATIONAL RED CROSS

4333 ARLINGTON BOULEVARD
ARLINGTON, VIRGINIA 22203
527-3010

FEAR OF CRIME AMONG SENIORS PROGRAM

Outreach Questionnaire

QUESTION-BY-QUESTION REVIEW OF USES

<u>Cover</u>	<u>Description</u>	<u>Uses</u>
Interviewer's Number	Assigned number	For field work control
Survey number	Sequential number of each interviewer	Identifies questionnaire
Respondent's Number	Combination of interviewer and Survey number (4 digits)	Unique identification of questionnaire
Respondent's Address	Street, house, and apartment address	Used for record of total canvassing; for delivery of program; for re-interviewing
Type of housing	House or type of apartment	To differentiate types of housing and relation to fear and victimization; delivery of program
Date of Interview	Numbers for month and day	For day and time available; for field-work control
Time began, ended, length	Morning or afternoon hours	For length of interview; field work costing & control
Interviewer's Name	Name	For identification and field work control
Status of Interview	Interview completed & if not, reason	For re-contact by another interviewer

Demographic

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
1	Age	Presence of elderly in household	
1a	Date of birth	Verification of age	
2	Household composition	Social resources index; divides group into household types	OARS
3	Number of persons living in household	Social isolation; indicates social interaction & support	AoA
4	Number of persons living in household over 60 yrs. of age	Provides definite count of the number of elderly present; need to return to interview others in household	AoA
5	Race	Identify different racial groups	
6	Marital status	Social resources index; characterize household	OARS
6a	Length of widowhood	To indicate recent vs. long-term change/loss of spouse	
7	Education	Defines socio-economic status	AoA

Neighborhood and Housing

8	Length of residence in neighborhood	Predict neighborhood social interaction and ties	AoA/SS
9	Neighborhood interaction	Indicator of social isolation and neighborhood ties	AoA
10	Home ownership	Indicator of ability to make structural safeguard modifications; neighborhood ties	AoA

Post-Interview Notes, continued

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
8	Social support for respondent in case of illness	Social resources index	OARS
9	Interviewer assessment of social resources	Social resources index	OARS
		* * * * *	
	Social Resources Rating Scale	Index measuring social isolation: using questions 2,6,43,44,45,46,47,48,49 and post-interview questions 8,9	OARS
	Fear of Crime Index	Index measuring an overall fear of crime, using questions 16, 20, 22, 31	SS
		* * * * *	
	Functional Capacity Assessment	To verify respondent who exhibits inability to communicate, in cases when interviewer has decided to terminate interview	OARS
		* * * * *	

SOURCES OF QUESTIONS

- OARS - Duke University Center for the Study of Aging and Human Development, Multidimensional Functional Assessment, The OARS (Older Americans Resources and Services Program) Methodology
- AoA - U.S. Dept. of HEW, Administration on Aging, Assessing the Status and Needs of Older Americans questionnaire
- SS - Montgomery County, Md., Crime and the Elderly: Their Perceptions and Reactions; a study of Silver Spring, Md.
- IACP- International Association of Chiefs of Police, Crime and the Senior Citizen, questionnaire in Feb. 1977 "The Police Chief"
- Andreas - Social Organization & Behavior Laboratory: Research Reports, by Pauline Ragan, Andreas Gerontology Center, Univ. S. Cal.
- Rifai- Older Americans' Crime Prevention Research Project; Final Report, Marlene Young Rifai, Multnomah Co., Division of Public Safety, Portland, Oregon.

Fear of Crime and Victimization, continued

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
16	Times when afraid to go outside	Fear of crime index; limitation of activity because of fear; relation to social isolation; use in program development; extent of fear; reasons for fear	SS
16a	When afraid to go outside		
16b	Why afraid to go outside		
17	More crime in this neighborhood	Assessment of neighborhood safety; relation to P.D. crime statistics for area	SS
18	Victimization of specific crimes	Extent of victimization; types of victimization; relation to fear of crime; relation to measures taken to prevent victimization; rates of reporting crimes; relation to demographic variables; effects of victimization on attitudes and behavior	SS
19	Victimization of friends	Relation to fear of crime; relation to measures taken to prevent victimization; assessment of indirect victimization	SS
20	Likelihood of victimization of respondent	Fear of crime index; relation to behavior	SS
21	Unsafe places in neighborhood	Use in program development; attitude toward neighborhood; relation to recognition of neighbors	SS
21a,b,c	Naming of unsafe places	Use in program development; relation of actions to fear of crime	SS
22	Fear restricting activities	Fear of crime index; behavior modification	SS
22a	Reason for fear restricting or not-restricting activities	Reasons for restricting; reasons for non-restricting--related to fear of crime; use in program development	SS

Fear of Crime and Victimization, continued

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
23	Actions taken to prevent victimization	Relation to fear of crime; relation to victimization use in program development	SS/IACP
23a	Specific precautions taken	Use in program development; relation to fear of crime; relation to victimization	SS/IACP
24	Person to call if afraid	Social isolation; determine extent of reliance on police; neighborhood ties	SS
25-30	Specific places and times when feel safe	Use in program development; fear of crime--place and time specific; relation to other fear of crime questions	IACP
31	Actions restricted because of fear	Fear of crime index; limitation of activity because of fear	SS
32-40	Fear of specific crimes	Fear of crime; relation to other fear of crime questions; relation between fear of personal and fear of property crimes; relation to victimization	
41	Elderly more likely to be victimized	Fear of crime index (original)	SS
42	Suggestions for actions needed to help reduce fear of crime	Use in program development	
<u>Family and Friends</u> (Social Isolation)			
43	Number of people know well enough to visit in homes	Social resources index	OARS
44	Number of times talk on telephone	Social resources index	OARS
45	Number of times visit socially	Social resources index	OARS

Family and Friends, continued
(Social Isolation)

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
46	Person to trust and confide in	Social resources index	OARS
47	How often feel lonely	Social resources index	OARS
48	See friends and relatives often enough	Social resources index	OARS
49	Anyone who could give help during illnesses	Social resources index	OARS
49a	Extent of help available during illnesses	Social resources index	OARS
50	Three greatest fears	Relation to fear of crime; use in program development	Andreas
51	Membership in social organizations	Social isolation	Rifai
51a	Frequency of participation in social organizations	Social isolation	Rifai
52	Participation in organizations changed in old age	Change of lifestyle vs. maintenance of lifestyle; use in program development	
52a	Reason for decrease of participation in organizations in old age	Assessment of factors affecting isolation, mobility; use in program development; role of fear of crime	
53	Life satisfaction assessment	Overall morale assessment; relation to social isolation; relation to fear of crime	AoA
54	Three greatest problems	Relation to fear of crime and social isolation; use in program development; use in referrals	Andreas

Health and Mobility

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
55	Self-health assessment	Relate to social isolation and organizational participation; subjective health eval.	
56	Extent to which health limits activities	To assess extent of health, rather than fear, limiting mobility and participation	OARS

County Services for the Elderly

57	List of Co. services for the elderly	Use in program development; use in making referrals to Red Cross caseworkers and to other social agencies; use in helping decrease social isolation and fear of crime	
57a	Knowledge of county services		
57b	Participation in these services		
57c	Desire to participate in these services	Same	

Employment

58	Presently employed	Social isolation; basic demographic information	AoA
58a	Full-time or part-time employment	Extent of labor-force participation; types of jobs held by elderly	AoA
58b	Desire to work	Measure of job needs for referrals	AoA
59	Retired	Identifies retirement status	AoA
59a	Year retired	Length of retirement related to social isolation, etc.	AoA

<u>Income and Assets</u>			
<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
60	Current income sources for family	Socio-economic measure; use in program development	AoA
61	Current annual family income	Socio-economic measure; use in program development	AoA

<u>Name and Telephone Number</u>			
62	Respondent's name	Use in program development, referrals, in later phases of program	
63	Respondent's telephone number	Use in making referrals and in later phases of program	
added	Permission to give name for referrals	To allow Red Cross to give information about services desired to appropriate social service agency or to R.C. caseworkers.	

<u>Post-Interview Notes</u>			
1	Length of interview	same as cover sheet	
2	Sex of respondent	Basic demographic data	
3	Physical condition of respondent	Assessment of interviewing difficulties; use in making further contacts with respondent	
4	Marked physical disabilities	Same	
5	Assessment of seriousness of condition	To pick up on emergencies for immediate referrals or intervention; use in making further contacts with respondent	
6	Difficulty of respondent in answering questions	Assessment of interviewing difficulties	SS
7	Unusual circumstances of interview	Assessment of interviewing difficulties or irregularities	SS

Post-Interview Notes, continued

<u>Question</u>	<u>Description</u>	<u>Uses</u>	<u>Source</u>
8	Social support for respondent in case of illness	Social resources index	OARS
9	Interviewer assessment of social resources	Social resources index	OARS
		* * * * *	
	Social Resources Rating Scale	Index measuring social isolation: using questions 2,6,43,44,45,46,47,48,49 and post-interview questions 8,9	OARS
	Fear of Crime Index	Index measuring an overall fear of crime, using questions 16, 20, 22, 31	SS
		* * * * *	
	Functional Capacity Assessment	To verify respondent who exhibits inability to communicate, in cases when interviewer has decided to terminate interview	OARS
		* * * * *	

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- Rifai- Older Americans' Crime Prevention Research Project; Final Report, Marlene Young Rifai, Multnomah Co., Division of Public Safety, Portland, Oregon.

APPENDIX B

VICTIMIZATION IMPACT QUESTIONNAIRE

The attached questionnaire was developed by Ms. Gail Levine of the American University for a study to be conducted in conjunction with the Metropolitan Police Department of Washington, D.C. Although the questionnaire is still in draft form, it provides one example of a questionnaire that can be used to measure the impact of victimization and of victim assistance services on senior citizens (and others).

Demographic/Crime Data Report

Subject Number _____

Form Completed by _____

Date _____

Time _____ a.m./p.m.

I. Demographic Information

Sex _____ (1=Male 2=Female)

Race _____ (1=White 2=Black 3=Hispanic
4=Oriental 5=Other _____)

Occupation _____
Hollingshead conversion _____

Marital Status _____ (1=single 2=married
3=separated/divorced
4=living with someone/common law)

Living Arrangements _____ (1=alone 2=with others)

II. Crime Data

Narrative (brief description of event) _____

Type of Crime _____ (1=personal larceny
2=robbery 3=robbery with assault
4=other _____)

Number of Offenders _____ (1=one 2=two 3=three
4=more than three)

Sex of Offender _____ (1=male 2=female 3=male & female)

Length of Contact with Offender _____ minutes

Time of Crime _____ (1=daylight 2=dusk 3=after 8-p)

Place of Crime _____ (1=near home, within neighborhood
2=frequented location -- near
work, friend's residence, super-
market, etc.
3=place not routinely visited)

Extent of Injury _____ (1=none
2=minor physical harm; did not
require medical attention
3=injury required outpatient
medical care
4=injury requiring inpatient
hospitalization)

Response to Crime - 1 (48 hours)

Subject Number: _____

A. In the following section ask the subject how s/he felt at each time interval. Write the response and then convert to state; e.g., shocked, helpless, angry, guilty, alone, frightened, depressed) from table in Appendix B.

1. Right before it happened, if appropriate:

2. As it was happening:

3. Immediately afterwards:

4. Five minutes later:

5. Fifteen minutes later:

6. A half hour later:

7. Two hours later:

8. Four hours later:

9. Eight hours later:

13. Now:

E. Have any of the following activities been changed or affected by your victimization? Rate them on a 5-point scale, 1 meaning not at all, 5 meaning quite a bit.

1	2	3	4	5	6
Not at all					Quite a bit

1. Eating _____
2. Sleeping _____
3. Relationship with spouse/family/close friends _____
4. Relationship with others _____
5. Work _____
6. Walking on the street _____

Response to Crime - 2 (14 to 16 days)

Subject Number: _____

A. Behavioral Measures (1 to 5: 1=not at all; 5=quite a bit)

1. Eating _____
2. Sleeping _____
3. Relationship with spouse/family/close friends _____
4. Relationship with others _____
5. Work _____
6. Walking on the street _____
7. Being alone _____
8. Talkativeness _____
9. Being in a crowd _____

B. Before this phone call, when was the last time you thought about the incident? _____ hours ago

C. When was the last time you talked about the incident?
 _____ hours ago

D. Overall, how your life was this victimization?

1	2	3	4	5
Not at all		Moderately inconvenienced		Experienced a great deal of difficulty in readjusting

7. Being alone _____
8. Talkativeness _____
9. Being in a crowd _____
10. Overall, how disruptive to your life was this
victimization? _____

1 2 3 4 5
Not at all Quite a Bit
11. How concerned were you about your reaction to
the crime? _____

-1 2 3 4 5
Moderately Experienced
inconvenienced a great deal of
difficulty
in readjusting

Response to Crime - 3 (week 6)

Subject Number: _____

A. Behavioral Measures (1 to 5: 1=not at all; 5=quite a bit)

1. Dating _____
2. Sleeping _____
3. Relationship with spouse/family/close friends _____
4. Relationship with others _____
5. Work _____
6. Walking on the street _____
7. Being alone _____
8. Talkativeness _____
9. Being in a crowd _____

B. Before this phone call, when was the last time you thought about the incident? _____ hours ago

C. When was the last time you talked about the incident?
hours ago

D. Overall, how disruptive to your life was this victimization?

1	2	3	4	5
Not at all		Moderately inconvenienced		Experienced a great deal of difficulty in readjusting

- E. How concerned were you about your reaction to the crime? _____
- 1 2 3 4 5
Not at all Very Concerned
- F. Who was most helpful? _____ (1=spouse/persons living with
2=friends 3=police
4=outside help)
- G. For Treatment group only. How helpful did you find our contacts? _____
- 1 2 3 4 5
Not at all - A nuisance Very Helpful

APPENDIX C DATA COLLECTION INSTRUMENTS AND INSTRUCTIONS

Attached are the data collection forms and accompanying instruction manual used by the Crime Prevention-Victim Assistance Program in Milwaukee, Wisconsin. Although there is no perfect data collection system for a crime prevention and victim assistance project for the elderly, we believe Milwaukee's system represents an example of the kind of comprehensive -- yet easy to use -- system which other projects could use as a guide in constructing their own system.

FORMS

The forms to be utilized for recording program data are the Referral Form, the Intake Form, the Service Form, the Termination Form, the 30/90 Day Review Form, the Contact Log, the Block Club Activity Sheet, the Work Order Form, the Home Security Survey, and the Speakers Bureau Form.

A. THE REFERRAL FORM

This form (Form #1) is designed to collect preliminary data on all referrals to Victim Assistance and the Home Security Division of the Crime Prevention Unit. The referring agent can be the client, program personnel or some other source. If the potential client appears to be eligible for services, an intake form is completed in order to assess the client's eligibility.

B. THE INTAKE FORM

This intake form is to be filled out in the client's presence and is designed to gather socio-demographic data as well as crime-related information. If the client is eligible for services from one of the Program Units, then services will be provided.

C. THE SERVICE FORM

The Service Form allows the workers to record pertinent information regarding the client's needs, the services provided for the client and the outcome of each contact made. A Service Form should last for a 2-week period.

D. THE TERMINATION FORM

Termination Forms allow the worker to record the reason for termination, whether an internal referral was made at termination, and the number of Home Security defects which were corrected. Termination Forms may be completed at different times for each client. Home Security clients will be terminated from the unit immediately following the security installation. The exception to this is in the case of the home having been burglarized or having an attempted burglary committed. In these cases, the client is not terminated until after 12 30 day reviews have been conducted. Victim Assistance workers will terminate the client immediately after the service delivery, client follow-up taking place 90 days after termination.

E. THE 30/90 DAY REVIEW FORM

Reviews in both units are intended to monitor clients and to determine whether the client is in need of further services from the Project. If the client is in need of further services, the client is re-admitted by the referral intake procedure.

F. THE CONTACT LOG

The Crime Prevention Neighborhood Organizers are the primary users of these forms. The function is to record information from the target area residents received during the organizers neighborhood canvassing.

G. THE BLOCK CLUB ACTIVITY REPORT

The Block Club Activity Report is intended to record activities and project progress of target area Block Clubs.

H. HOME SECURITY UNIT WORK ORDER FORM

The Work Order Form is used to record what home security materials are installed in each home security clients home. It allows the Project to determine what the home security unit installs in a typical client's home as well as maintaining an record of where Project materials have been used.

I. THE HOME SECURITY SURVEY

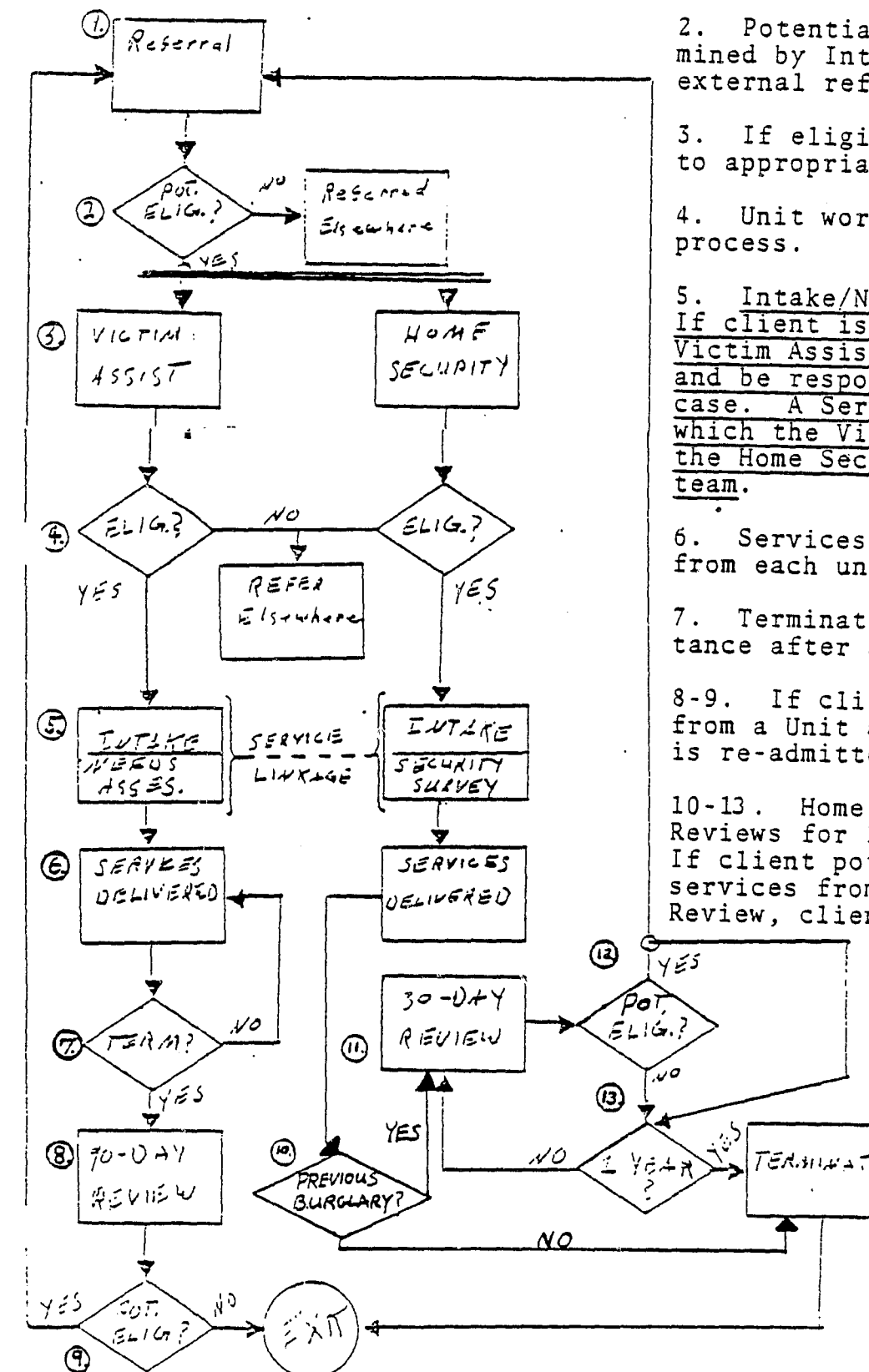
The Home Security Survey acts as a checklist of residential security weaknesses which could allow a burglar entrance into the home. The survey records present conditions found in a client's home, it indicates the improvements which the Project will provide, and it acts as an educational reference with which the resident may learn of additional security measures he or she may take which are not provided by the Project.

J. SPEAKERS BUREAU FORM

The Speakers Bureau form is to be used for all public education presentations made by the Project. It is designed to record information on which groups the Project has spoken to, the size of the group, and the types of needs and questions expressed by the audiences at these gatherings.

II

1. Client referred to Program.
2. Potential eligibility determined by Intake Clerk. If not eligible external referral completed.
3. If eligible, the referral given to appropriate unit.
4. Unit worker completes referral process.
5. Intake/Needs Assessment completed. If client is eligible for Both services Victim Assistance Worker must do Intake and be responsible for management of case. A Service Linkage will occur in which the Victim Assistance worker and the Home Security Worker will become a team.
6. Services delivered to the client from each unit.
7. Termination occurs in Victim Assistance after all services delivered.
- 8-9. If client needs further service from a Unit at 90-day Review, client is re-admitted.
- 10-13. Home Security performs 30-Day Reviews for 1 year or terminates client. If client potentially eligible for services from either Unit on any 30-Day Review, client is referred internally.



CR-SDC CRIME PREVENTION PROGRAM FOR SENIOR CITIZENS

REFERRAL FORM

NAME _____ PRESENT LOCATION _____ PHONE _____
Last First Initial
ADDRESS _____ HOME PHONE _____

NOTES:

Home Security Classification: ☐

PROG. ☐ ☐ I.D. ☐ ☐ ☐ ☐ RE-ADMIT ☐ CENSUS ☐ ☐ ☐ ☐ WORKER ☐ ☐
CONTACT DATE ☐ ☐ ☐ ☐ ☐ ☐ TYPE OF CONTACT ☐ (1=walk-in) (2=call-in) (3=outreach)
mo. day yr.

21 ☐ SEX (1=male) (2=female)
22 ☐ AGE (1=under 60) (2=60-64) (3=65+)
23 ☐ SOURCE OF REFERRAL
1=self 5=police
2=spouse 6=hospital
3=relative 7=clergy
4=friend 8=social service agency
9=program outreach

24 25 ☐ ☐ REFERRAL REASONS
1=direct social service req.
2=neighborhood strengthening
3=victim assistance
4=home security

TYPES OF CRIME
26 27 ☐ ☐ A 01=armed robbery 06=rape
28 29 ☐ ☐ B 02=SA robbery 07=att. rape
03=burglary 08=theft
04=battery 09=other
05=aggr. battery

30 31 32 33 34 35 ☐ ☐ ☐ ☐ ☐ ☐ DATE OF INCIDENT
mo. day yr.

36 37 38 39 ☐ ☐ ☐ ☐ TIME OF INCIDENT

RESULTS OF CRIME
40 41 42 ☐ ☐ ☐ 1=personal injury
2=property loss
3=property damage
43 44 ☐ ☐ ASSIGNED WORKER
45 ☐ REFERRAL DISPOSITION
1=client counseled-case closed
2=referred-neighborhood strengthening
3=referred-home security
4=referred-victim assistance
5=no service-under 60 yrs.
6=no service-residence
7=no service-both 5 and 6
8=no service-inappropriate crime
9=no service-no crime
10=declined service

46 ☐ WAS EXTERNAL REFERRAL MADE?
1=yes 2=no
if yes, to whom?

47 48 ☐ ☐ GENERAL NEED AREA CODE ONLY OF
EXTERNAL REFERRAL MADE.

PART II
A. REFERRAL FORM

CRIME PREVENTION/VICTIM ASSISTANCE
REFERRAL FORM

- I. NAME, PRESENT LOCATION, PHONE, ADDRESS, HOME PHONE - to be used in the referral process to record pertinent data about the client being referred. This data is confidential, and will not be received by Data or Central Office.
- II. NOTES - to be used in referral process for taking pertinent data. This data is also confidential and will not be received by Data or Central Office.
- III. DATA PROCESSED INFORMATION -
- A. PROG. ¹☐ ²☐ - Program(s) which the client appears to be eligible for. This may not be determined until the intake process is completed (SEE PAGE ____.) If the client does not appear to be eligible for services, leave both boxes blank.
1. In Box 1, the first program to which the client will be referred is entered, based on the code below:
- 2= Crime Prevention Unit
3= Victim Prevention Unit
2. In Box 2, the second program to which the client will be referred is entered, based on the above code.
- NOTE: Clients may be referred to more than one unit if they appear to qualify for both (i.e., has been victimized in the past year and has been burglarized in the past two years).
- B. I.D. ³☐ ⁴☐ ⁵☐ ⁶☐ - The I.D. (identification) number which appears on the pre-numbered Intake Form. Only to be filled in when an actual Intake Form is filled out by the ASSIGNED WORKER (See Item 43-44).
- C. RE-ADMIT ⁷☐ - Readmission of a former client is recorded in this space. If the individual had received services from the Home Security or Victim Assistance staff previously, and is seeking those services again, use the following codes:

- 1= readmit request for H.S.
- 2= readmit request for V.A.
- 3= readmit request to both H.S. & V.A.

D. CENSUS ☐ ⁸ ☐ ⁹ ☐ ¹⁰ ☐ ¹¹ - The census tract number in which the client resides.

E. WORKER ☐ ¹² ☐ ¹³ - the worker number of the individual receiving the referral - this may or may not be the ASSIGNED WORKER who actually completes the Intake Form.

F. CONTACT DATE ☐ ¹⁴ ☐ ¹⁵ ☐ ¹⁶ ☐ ¹⁷ ☐ ¹⁸ ☐ ¹⁹ - the date on which the referral was received. No blanks are allowed, which means that the date may have a number of "zeroes" within it.

CONTACT DATE ☐ ¹⁴ ☐ ¹⁵ ☐ ¹⁶ ☐ ¹⁷ ☐ ¹⁸ ☐ ¹⁹
mo. day yr.

BUT ALSO,

CONTACT DATE ☐ ¹⁴ ☐ ¹⁵ ☐ ¹⁶ ☐ ¹⁷ ☐ ¹⁸ ☐ ¹⁹
mo. day yr.

EXAMPLES:

G. TYPE OF CONTACT ☐ ²⁰ - the means by which the contact was made is recorded in this box according to the following codes:

- 1= walk-in
- 2= call-in
- 3= outreach (worker initiated contact)

H. CLIENT DATA (21 - 29) -

1. SEX (21) - enter the appropriate code for the sex of the CLIENT, not the person making the referral, unless it is a "self-referral".

1= Male; 2= Female

2. AGE (22) - enter the appropriate code for the age category of the CLIENT

- 1- Under 60
- 2= 60 - 64
- 3= 65 +

3. SOURCE OF REFERRAL (23) - enter the appropriate code for the referring agent.

- 1= self
- 2= spouse
- 3= other relative
- 4= friend
- 5= police
- 6= hospital
- 7= clergy
- 8= Soc. Serv. Agency (Social Service Agency)
- 9= Program (internal project referral)

4. REFERRAL REASONS (24+25) - Since the referral can be for more than one reason, two boxes are provided to record up to two reasons. The first reason ascertained should appear in Box #24 and second reason should go in Box #25. If only one reason is known, fill in Box #24 and leave Box #25 blank (SEE EXAMPLES). If the referral reason is unknown, leave both boxes blank.

CODES

- 1= victim assistance
- 2= crime prevention
- 3= other direct soc. svcs req. (other direct social service is requested).

EXAMPLES

1. ☐ ²⁴ ☐ ²⁵ REFERRAL REASONS - the client or referring agent has stated that the potential client has been a victim of a crime and has been burglarized or needs home security protection.

2. ☐ ²⁴ ☐ ²⁵ REFERRAL REASONS - the client or referring agent has only requested information or help in a matter which the project does not deal with.

NOTE: If the potential client was not a victim of a crime and was not burglarized, GO TO 43-44. DO NOT COMPLETE Items 26-42.

I. CRIME DATA

1. TYPES OF CRIME (26+27, 28+29) - Since more than one type of crime can occur in a single incident, two types of crimes for the incident can be recorded. If only one type of crime was involved, fill in boxes 26+27 with the appropriate code and leave boxes 28+29 blank. If two types of crimes were involved, fill in boxes 26+27, as well as 28+29 (SEE EXAMPLES).

CODES: (See Appendix ___ for definitions, p. ___)

- 01 = armed robbery
- 02 = SA robbery (strong arm robbery)
- 03 = burglary
- 04 = assault
- 05 = rape
- 06 = att. rape (attempted rape)
- 07 = larceny - theft
- 08 = larceny
- 09 = vandalism
- 10 = arson

EXAMPLES

1.

26	27
0	3

 - the client was both burglarized (03) and raped (05). If vandalism or some other crime occurred, this can not be keypunched, however, the form allows the worker to circle all crimes which may have occurred in the incident. (See next example).

2.

26	27
0	3

 - TYPES OF CRIME (CODING SAME AS ABOVE)

28	29	01 =	06 =
0	6	02 =	07 =
		03 =	08 =
		04 =	09 =
		15 =	10 =

Although only two types of crime per incident can be entered into the data system, the total number of crimes involved in the incident can be indicated so that the ASSIGNED WORKER who will do the actual client intake will be aware of the severity and complexity of the problem.

3.

26	27
0	1

 - only armed robbery occurred and boxes 28+29 are left blank.

28	29
<div></div>	<div></div>

2. DATE OF INCIDENT (30-35) - record the date on which the incident occurred. If exact date is not known, get the best estimate. If the estimate cannot be made within a 10-day span, enter only month, if possible, and year. Otherwise leave date blank.

EXAMPLES

1.

30	31	32	33	34	35
0	3	1	5	7	8

 - DATE OF INCIDENT - date of incident was known; notice that the month is coded as "03" and not "3". Zeroes are to be used rather than blanks when the month or day is a one-digit number. See next example.

2.

30	31	32	33	34	35
0	7	0	5	7	8

 - DATE OF INCIDENT - in this case the client stated that the incident occurred between the first and the tenth of the month during vacation. The worker entered approximate date. Both the "month" and the "day" are one-digit numbers and were therefore preceded by "0".

3.

30	31	32	33	34	35
1	1			7	7

 - DATE OF INCIDENT - day was left blank because referring agent had incomplete information and only knew the month of the incident (November, 1977). When the month of the incident is not known, enter only the year that is known and leave "month" and "day" blank.

3. TIME OF INCIDENT (36-39) - using a 24-hour clock designation, record as accurately as possible the time which the incident occurred. As above, enter best estimate when possible. Do not write "AM" or "PM" in the boxes. However, ample space is available on the form to write conventional times (SEE EXAMPLES).

(For PM times, add the hour to 12 to get the correct 24-hour clock time - e.g., 3:00 PM = 15:00; 09:00 PM = 21:00; Midnight = 0:00; Noon = 12:00).

EXAMPLES:

1.

36	37	38	39
0	3	0	0

 - TIME OF INCIDENT - incident is known to have occurred at 3:00 AM

2.

36	37	38	39
1	7	3	0

 - TIME OF INCIDENT - incident is known to have occurred at 5:30 PM

3.

36	37	38	39
1	9	0	0

 - TIME OF INCIDENT - the incident is known to have occurred between the hours of 5:00 PM and 9:00 PM and the worker has entered the best estimate of the time of the incident (7:00 PM = 19:00 - 12+7).

When the time cannot be reasonably estimated, leave TIME OF INCIDENT blank.

J. RESULTS OF CRIME (40-42) - as in the case of types of crime, more than one kind of result may accompany a crime or incident. The form allows for recording up to three results of an incident, based on the following codes:

- 1= personal injury
- 2= property loss
- 3= property damage
- 4= unknown (the referring agent may not know results)

If no injury, loss or damage occurred, do not use (4= unknown), instead, leave 40-42 blank.

EXAMPLES:

1. ⁴⁰ ⁴¹ ⁴²
☒ 1 ☒ 2 ☐ - personal injury and property loss occurred as a result of the crime.

2. ⁴⁰ ⁴¹ ⁴²
☒ 4 ☐ ☐ - the results of the crime are unknown.

K. ASSIGNED WORKER (42+44) - the worker who will actually do the client intake is assigned by worker number (43-44) and the name of that worker is entered on the lien provided.

L. REFERRAL DISPOSITION (45) - the status of the referral process is determined according to the code below:

- 1 = Client counseled - case closed (The client needs are taken care of through the initial contact with a staff member)
- 2 = Referred - neighborhood strengthening (The client referred to project, appears eligible for service through neighborhood strengthening.)
- 3 = Referred - home security (The client referred to project, appears eligible for home security services.)
- 4 = Referred - victim assistance (The client referred to project appears eligible for victim assistance services.)
- 7 = No Service - age and area (Client is ineligible based on age and living area.)
- 8 = No service - type of crime (Client is ineligible because of the type of crime committed; e.g., auto theft, fraud.)

CONTINUED

2 OF 3

9 = No service - no crime (Client ineligible because no crime was committed.)

0 = Declined Service (The client did not wish services, despite being eligible.)

M. WAS EXTERNAL REFERRAL MADE? (46) - if a referral was made to an external agency/program, enter "1" (yes), if not, enter "2" (no).

1. The name of the agency is entered on the space provided.
(TO WHOM? _____)

2. ☐ ☐ ☐ ☐ - The code number assigned to the
47 48 49 50 Provider Code the provider/resource which the
client was externally referred
to (SEE APPENDIX, p. for
provider list) is entered.

NOTE: A client does not have to be rejected from program services or refuse services in order to be referred elsewhere for a problem.

N. ⁸⁰
☐ CARD - Box 80 on all forms indicates the form number and is keypunched. This is Form #1.

PART II

B. INTAKE FORM

CRIME PREVENTION/VICTIM ASSISTANCE
INTAKE FORM

I. NAME, ADDRESS, HOME PHONE - Confidential client information for Center use only. Will not be sent to Data or Central.

II. DATA PROCESSED INFORMATION

A. PROG. ¹☐ ²☐ - The Program(s) which the client appears to be eligible for. This will probably not be determined until the end of the intake process. The client may be eligible for services from more than one unit. If this is the case, the first program to which the client is being admitted is the program unit of the worker filling out this form. Therefore, if a Home Security (Crime Prevention) worker is filling out the intake form and the client also appears to be eligible for Victim Assistance, the code for Crime Prevention Unit will go in box #1 and the code for the Victim Assistance Unit will go in box #2. (SEE EXAMPLES)

EXAMPLES:

1. PROG. ¹☐ ²☐ - the client is eligible for Home Security and Victim Assistance. The form has been filled in by a Crime Prevention Unit (Code 2) worker.

2. PROG. ¹☐ ²☐ - the client is again eligible for services from both programs, but the form was filled in by a Victim Assistance Unit (Code 3) worker.

3. PROG. ¹☐ ²☐ - the client is only eligible for assistance from the Victim Assistance Unit, regardless of which worker did the intake, and box #2 is left blank.

B. I.D. ³☐ ⁴☐ ⁵☐ ⁶☐ - The pre-printed number at the top of the form. Do not leave blanks.

C. RE-ADMIT ⁷☐ - If the client is being readmitted to the Program, use the following codes:

CODES:

1= Readmitted to Home Security
2= Readmitted to Victim Assistance
3= Readmitted to H.S. and V.A.

D. CENSUS TR. ⁸ ⁹ ¹⁰ ☐ ☐ ☐ - The City census tract number in which the client resides. Only clients in Tracts 48, 49, 137 and 148 are eligible for Home Security services and only clients in Tracts 001 thru 218 (City Limits) are eligible for Victim Assistance.

E. WORKER ¹¹ ¹² ☐ ☐ - The Worker number of the worker filling in the form is entered here.

F. REFERRAL DATE _____ - date on which Referral Form was filled out.

G. INTAKE DATE ¹³ ¹⁴ ¹⁵ ¹⁶ ¹⁷ ¹⁸ ☐ ☐ ☐ ☐ ☐ ☐ - Enter the date on which the Intake Form was completed. No blanks are allowed. (SEE EXAMPLES)

EXAMPLES:

INTAKE DATE ¹³ ¹⁴ ¹⁵ ¹⁶ ¹⁷ ¹⁸ ☐ ☐ ☐ ☐ ☐ ☐ - January 2, 1978

INTAKE DATE ¹³ ¹⁴ ¹⁵ ¹⁶ ¹⁷ ¹⁸ ☐ ☐ ☐ ☐ ☐ ☐ - November 18, 1978

H. CLIENT DATA - the information in this part of the form pertains to demographic and sociological information about the client and the client family.

1. 19 ☐ SEX - the sex of the applicant
(1= male) (2= female)

2. 20 ☐ ☐ 21 AGE- the age of the applicant on their last birthday.

3. 22 ☐ HERITAGE - the heritage/ethnic group to which the applicant identifies or into which the client can be easily categorized.

CODE

1= White	5= Native Americans (includes American Indians and Alaskans)
2= Black	6= Asia (excludes Alaskans)
3= Mexican	7= Other (specify the heritage/ethnic group; should only be used rarely)
4= Puerto Rican	

4. 23 ☐ MARITAL STATUS - enter the marital status of the client according to the following codes:

1= married	3= divorced
2= single	4= separated

5. 24 ☐ HOUSING ARRANGEMENT - from the codes listed below, enter the code which best describes the housing arrangement of the client.

1= own	4= room
2= rent home	5= elderly public housing
3= rent apt.	6= other public housing

6. 25 ☐ LIVING ARRANGEMENT - enter the code which best describes the client's living arrangement.

1= alone	4= with other relatives
2= with spouse only	5= with friend(s)
3= with spouse and others	6= other arrangement

7. 26 ☐ NO. DEPENDENT ON CLIENT FAMILY INCOME - enter the number of individuals who depend upon the client family's income for their support. A "client family" consists of the client and those who could be considered as a part of his/her financial unit. For example, if a client is living with his wife in an arrangement where they both stay with his son and his son's family, the "client family" would be the client and his wife - not his son's family, even though the living arrangement would be "with spouse and others". This is true because the client and his wife are considered as a separate financial unit. The importance of this idea will be more evident when "client family income" is dealt with. NOTE: the number dependent on the client family income must be at least "1" - the client.

8. 27 ☐ NO. DEPENDENT ON CLIENT FAMILY INCOME - using the above idea of a "client family", enter the number of children (under 18 years old), who are dependent on the client family income. If none, enter "0".

9. 28 ☐ 29 NO. OF INDIVIDUALS LIVING IN RESIDENCE - This item refers not only to the "client family", but also those other individuals who may be sharing the residence. In the above example where the client and his wife were living with the client's son and the son's family, the number of individuals in the residence would be greater than the number dependent on the "client family" income.

(SEE EXAMPLES)

EXAMPLES:

1. 26 ☒ NO. DEPENDENT ON CLIENT FAMILY INCOME
 27 ☐ NO. OF CHILDREN DEPENDENT ON CLIENT FAMILY INCOME
 28 ☐ 29 NO. OF INDIVIDUALS LIVING IN RESIDENCE

Here the client and his wife (Client family= 2) live with a son, his son's wife and two grandchildren (6 in residence). The two grandchildren are under age 18, but are not financially dependent upon the grandparents (children dependent on client family income = 0).

10. 30 ☐ CLIENT FAMILY INCOME - Enter the appropriate code for the income range into which the "client family" (as described above) income falls.

CODE:

- 1= \$2,400 or less 3= \$4,801+
 2= \$2,401-4,800

11. 31 ☐ SOURCES OF CLIENT FAMILY INCOME - Enter the code for the source of the largest income in box #31 (primary= p). Enter the source of the next largest source of income in box #32 (secondary= s).

CODE:

- 1= Social Security 5= disability
 2= SSI 6= public assistance
 3= private pension 7= employment
 4= private source
 (e.g. rental income, savings)

12. 33 ☐ NUMBER EMPLOYED IN CLIENT FAMILY - Enter the number of individuals in the "client family" who are employed. If none, enter "0".

13. 34 ☐ EMPLOYMENT STATUS OF CLIENT - Enter the employment status of the client only, based on the following codes:

CODE:

- 1= full time 3= retired - not employed
 2= part time

14. 35 ☐ -RETIREMENT STATUS OF CLIENT - Enter the appropriate code regarding the client's retirement status. The "not applicable" code is for those who cannot retire because they were not in the job market.

CODE:

- 1= retired 3= not applicable
 2= not retired

NOTE: A client can be retired from one employer and still be working for a different employer. In such a case the "employment status" will show that the person is working and the "retirement status" will show that the client is retired. These are not contradictory statements.

- I. SCREEN DATA (36 - 39) - The information recorded in this section pertains to criteria for eligibility, namely, victimization in the past year and/or burglarization in the past two (2) years.

1. 36 ☐ TIMES VICTIMIZED IN PAST 12 MONTHS - Enter the number of times the client has been victimized in the past year. If none, enter "0".

2. 37 ☐ 38 TIMES VICTIMIZED SINCE AGE 60 - Enter the total times the client was victimized since age 60. This may be an estimate, but at times may be very accurate. If none, enter "00".

3. 39 ☐ BURGLARIZED PAST 2 YEARS - If the client has been actually burglarized or a burglary was attempted in the past two years, enter the code for "yes", if not, enter the code for "no".

CODE:

1= yes 2= no

NOTE: If the client has not been burglarized or no burglary has been attempted in the past two (2) years and the client has not been the victim of a crime in the past year, items 40 - 72 may be left blank. The intake data will then continue from item 73 to 76 and items 77-79 may also be left blank. An instruction to this effect appears on the form as follows:

If not victim in
past year
GO TO 73-76.

- J. CRIME DATA - This section of the form deals with the client's recollection and knowledge of the crime, as opposed to the "Official" crime report. This data must pertain to the most recent crime.

1. 40 ☐ ☐ ☐ ☐ 45 DATE OF INCIDENT - The same format as the Referral Form - Date of Incident is used. Basically, this means that a "best estimate" is acceptable unless it is not reasonable accurate. Whatever information cannot be ascertained reasonable can be left blank. See the previous discussion of this matter on Page 5.

2. 46 ☐ ☐ ☐ 49 TIME OF INCIDENT - The same format as the Referral Form - Time of Incident is used. See the previous discussion on Pages 5 and 6.

3. 50 ☐ REPORTED TO OFFICIAL - Enter the appropriate code.
1= yes 2= no

4. 51 ☐ ☐ 52 TYPES OF CRIMES INVOLVED - Two types of crimes involved in the incident can be entered into the data system (a and b).
53 ☐ ☐ 54
Other crimes that may have been involved can be indicated on the form for the worker's reference.

CODES:

1= armed robbery	6= attempted rape
2= SA robbery	7= larceny-theft
3= burglary	8= larceny
4= assault	9= vandalism
5= rape	10= arson

EXAMPLES:

51 ☐ ☐ 52 TYPES OF CRIMES INVOLVED - In this example, both rape (05) and vandalism (09) are recorded and entered into the data system. Arson (10) is also circled on the form so that the worker will have a permanent record for personal use.

- K. CRIME REPORT DATA (55-67) - This section deals with the crime, which the client reported above, as it appears on the official crime report.

1. 55 ☐ a CRIME VALIDATED BY POLICE REPORT - The purpose of this information is to determine whether the crime report data matches or validates the reported crimes described by the client in the CRIME DATA Section regarding the TYPES OF CRIMES INVOLVED (a and b).

CODES:

1= yes, does not agree	4= not available
2= yes	5= not reported by client
3= no	

EXAMPLES:

55 ☐ a CRIMES VALIDATED BY POLICE REPORT - The code entered in box #55 (a) and must correspond to the type of crime which was recorded in 51 ☐ ☐ 52, and the code entered in box 56 (b) must correspond to the type of crime reported in 53 ☐ ☐ 54

2. 57 ☐ ☐ ☐ 62 DATE REPORTED - Use the exact date on crime report. If crime was not reported, leave blank.
3. 63 ☐ ☐ ☐ 65 CENSUS TRACT OF CRIME - Based on the address of the crime in the crime report, enter the census tract of the crime.
4. 66 ☐ ALLEGED OFFENDER APPREHENDED - Enter the correct code regarding whether the person(s) committing the crime have been apprehended. If a number of individuals committed the crime and any of them have been apprehended or are known, consider them as the offenders.

CODE:

- | | |
|---------------------------|--------------------------------------|
| 1= yes, in custody | 4= offender unknown |
| 2= yes, not in custody | 5= not determined |
| 3= no, but offender known | 6= not reported - crime not reported |

5. 67 ☐ HAS LEGAL PROCESS BEGUN - Enter the appropriate code in Box 67 from the following codes.

CODE:

- | | |
|--------|--------------------------------------|
| 1= yes | 3= not rep. - not reported by client |
| 2= no | |

- L. RESULTS OF CRIME (68-72) - This section deals with possible results due to the crime which was committed. The categories should be self-explanatory. If the results are unknown, leave the adjoining box blank.

CODE:

- | | |
|--------|-------|
| 1= yes | 2= no |
|--------|-------|

EXAMPLE:

- | | |
|---|---|
| 68 <input type="checkbox"/> 1 PERSONAL INJURY | 71 <input type="checkbox"/> 2 INPATIENT HOSPITALIZAT. |
| 69 <input type="checkbox"/> 1 PROPERTY DAMAGE | 72 <input type="checkbox"/> 1 EMERG. HOSP. TREATMENT |
| 70 <input type="checkbox"/> 2 PROPERTY LOSS | |

(SEE NEXT PAGE FOR EXPLANATION)

Notice that Property Loss and Inpatient Hospitalization were Not left blank even though no property loss occurred and no hospitalization was necessary.

- M. INSURANCE DATA (73 - 79) - The Insurance Data Section is concerned with the types of insurance the client has and whether the insurance coverage was sufficient to cover the results of the crime. Do not leave items blank unless the answer cannot be determined.

1. PROPERTY INSURANCE (Private) ; PRIVATE MEDICAL/HEALTH (Insurance); MEDICAID (73,74,75) -

For the above three items, enter the appropriate code.

CODE:

- | | |
|--------|-------|
| 1= yes | 2= no |
|--------|-------|

2. MEDICARE (76) - Enter the correct code from the list below

CODE:

- | | |
|-------------------------------|---|
| 1= only A - (Hospitalization) | 3= A&B (Hospitalization and Physician coverage) |
| 2= only B - (Physician) | 4= none |

3. DID INSURANCE COVER THE COST OF: (77-79) - For each of the following three items, enter the appropriate code regarding insurance payments for the results of the above listed crime.

- | | |
|--------------------|----------------------|
| a. PROPERTY LOSS | c. MEDICAL TREATMENT |
| b. PROPERTY DAMAGE | |

CODE:

- | |
|---|
| 1= partially (covered the cost) |
| 2= completely (covered the cost) |
| 3= filed-pending (has filed with insurance company but does not know) |
| 4= did not file (a claim) |
| 5= no insur. (client does not have insurance coverage for this item) |
| 6= no (insurance did not cover any amount) |
| 7= not appl. (this item was not one of the results of the crime) |

CRIME PREVENTION/VICTIM ASSISTANCE - 3

SERVICE FORM

The Service Form is designed to record service related activities for clients admitted to the Victim Assistance Unit or Home Security Division of the Crime Prevention Unit. In order for a client to receive service, the client must have been referred and must have an Intake Form completed. Therefore, the client's I.D. will match on all forms.

A. PROGRAM (1-2) - The Program Unit number of the unit doing service to the client appears in box #1. If the client is known to have been referred to another program unit, the code number for that other unit is entered in box #2. (See examples in previous discussion of this item, p.13)

B. I.D. (3-6) - The I.D. number of the client as determined by the pre-numbered Intake Form.

C. READMIT (7) - If the client has been readmitted to any of the programs in any Unit for services, the appropriate code should have been entered on the Intake or Referral Form according to the following code:

CODES: 1= readmit request for Home Security

2= readmit request for Victim Assistance

3= readmit request for both Home Security and Victim Assistance

The code on the most recent Intake Form should match the code on the Service Form for this item.

D. Service Section

The Service Section of this form is designed to keep a running record of the services delivered to each client. Each subsequent horizontal line pertains to a specific Need/Service/Provider combination, as specified by the worker. Also, space is allowed for summary notes pertaining to each worker effort. These notes can serve as the worker's running account on each client and should match the codes entered in the coded section of the form. Only the coded information enters the data collection and retrieval system. All confidential information

PART II

C. SERVICE FORM

remains with the worker ONLY.

1. WRKP (11-12) - Enter your own 2-digit worker number.

2. DATE (13-18) - Enter the date on which services are being delivered or sought from other Providers. Use the same convention as the DATE OF INTAKE (p.), on the INTAKE FORM.

3. ST (19) - STATUS of the problem which is being dealt with.

CODE: 1= Need identified at Intake

2= Need Identified after Intake

3= Old need (previously identified, being dealt with again)

4. NEED (20-21) - Used in combination with the SERVICE and PROVIDER codes, the NEED codes relates to the General Needs of the client. The codes, which are designed to be used in conjunction with SERVICE and PROVIDER codes, appear in Part III..

5. SERVICE (22-23) - SERVICE to be sought from a PROVIDER or to be delivered directly by the Program (e.g. Home Security check). Since the codes for this item are directly related to NEED and appear as sub-codes under the various NEED codes, refer again to Part III for the appropriate codes.

6. PROVIDER (24-27) - Enter the appropriate code for the PROVIDER to whom the client is being sent for services. It is possible to use the Program provider number in cases where the expected service is to be delivered by the Program. The PROVIDER list appears in Part IV.

7. C (28) - CONTACT TYPE codes represent the type of contact the worker has regarding the service delivery function. It is anticipated that the workers may have contacts with not only the client, but also providers and even collaterals in carrying out their tasks. Thus, the codes provide for various types of contacts, as well as the combination of contacts.

CODES: 1= with client only

2= with provider only

3= with collateral only

4= with client and provider

5= with client and collateral

6= with provider and collateral

7= with client, provider, and collateral

8. O (29) - OUTCOME of the contact is recorded in this box. The OUTCOME codes are related to the case status (i.e. closed; active). The first 6 codes assume that the case is remaining active and that more work with the client is anticipated by the worker.

CODES: A= Service delivered by Provider - active

B= Service not available from Provider - active

C= Client rejected Provider - active

D= Client found ineligible - active

E= Outcome Pending - active

F= Client rejected by Provider (not ineligible) - active

G= Service delivered by Provider - closed

H= Service not available from Provider - closed

I= Client rejected Provider - closed

J= Client found ineligible - closed

K= Client rejected by Provider (not ineligible) - closed

L= Outcome unknown

NOTE: All letters are to be CAPITALIZED and PRINTED.

9. Card (80) - Form #3

E. SAMPLE FORM COMPLETION FOR SERVICE SECTION

1.

	WRKP		DATE						ST	NEED		SSRV		PROVIDER				d.	e.	
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	80
a.	9	9	0	1	1	2	7	8	1	0	6	0	1	0	2	7	4	1	E	3
b.										0	5	0	4	0	1	7	6		E	3
c.										1	9	0	2	0	1	3	7		E	3

- a. In the above example Worker 99, on January 12, 1978, identified at intake (ST=1) three needs. For Need 06 (Health), Service 01 (Public Health Education) was sought from Provider 0274 (Milwaukee Program to Control High Blood Pressure).
 - b. On the same day the same Worker (" — " means that the codes directly above are the same) identified Need 05 (Education) and sought Service 04 (Educational Financial Assistance) from Provider 0176 (Jewish Vocational Services).
 - c. Also on that day, the Worker identified Need 19 (Transportation) and planned to seek Service 02 (Special Transportation for Medical Services) from Provider 0137 (Handicabs).
- The Summary notes would confirm the above entered codes and in all probability would be written down prior to the coding.
 - d. The types of contact was only with the client (C=1).
- NOTE: The type of contact is recorded only once for each contact, not necessarily for each need dealt with. (See EXAMPLE 2).
- e. The Outcome (0) was coded as "E" - pending contact with the Provider.

2.

	WK		DATE						ST	NEED	SERV	PROVIDER				C	O	A
a.	9	9	0	3	0	8	7	8	1	0	5	0	1	7	6	1	E	3
	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
b.									3							2	E	3
c.			0	3	1	5	7	8	3							1	A	3
d.									2	1	9	0	2	0	1	3	7	E

- a. In this example, Worker 99, on March 3, 1978 identified only one need at the time of intake (ST=1). The Need identified was 05 (Education) and the Service sought was 04 (Educational Financial Aid Service) from Provider 0176 (J.V.S.). The contact (C) was with the client only (1) and the Outcome (0) was coded "E" - pending contact with

Provider.

- b. On the same day, that Worker contacted J.V.S. to discuss the matter, but the outcome was still pending. (Note that Status -ST- was "3", old problem, and not "1", intake identified.) The type of contact (C) was coded as "2" - with Provider only, and the Outcome was coded "E" - pending further information.
- c. On March 15, 1978, the client was contacted and it was discovered that the individual received the aid being sought from J.V.S. Contact =1; Outcome =A. Outcome was not "G" (closed),...
- d. Because another need was to be dealt with. It was also discovered that the client needed Transportation (Need =19) for medical purpose (Service =02). The need Status was coded 2 (Need Identified after intake). Handicabs was suggested to the client (Provider 0137) and the Outcome was pending (E).

F. CONFIDENTIAL INFORMATION? SUMMARY NOTES

The confidential client information and the Summary Notes on the right half of the form will remain with the client folders (alphabetical file). Summary Notes should be written on the lines that pertain to the NEED/SERVICE/PROVIDER combination on the same line. These notes will provide the worker with a running summary of services delivered to that client.

CR-SDC CRIME PREVENTION PROGRAM FOR SENIOR CITIZENS
SERVICE FORM

PROG.

1	2
---	---

 ID:

3	4	5	6
---	---	---	---

 READMIT

7

 (Skip 8-10)

RFR		DATE						ST	NEED		SERV		ESQ/VIDEA				C	O	A
																			3
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

[illegible]

CR-SDC-CRIME PREVENTION PROGRAM FOR SENIOR CITIZENS
SERVICE FORM

NAME: _____

Last First Initial

ADDRESS: _____ PH: _____
 _____ Number _____ Street _____ Zip _____

SUMMARY
NOTES

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. On the left side, there is a vertical margin line, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document. There is no handwriting or printed text on the page.

SUMMARY NOTES

PROG 1 2 ID 3 4 5 6 READMIT 7 (Skip 8-10)

LNBR		DATE						ST	NEED		SERV		PROVIDER				C	O	A
																			3
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	80

[illegible]

NAME: _____
 _____ Last First Initial

ADDRESS: _____ PH: _____
 _____ Number _____ Street _____ Zip _____

[illegible]

SUMMARY NOTES

Milwaukee Publishers Inc

CRIME PREVENTION/VICTIM ASSISTANCE - 4

TERMINATION FORM

As termination occurs in each Program Unit under different circumstances, the Termination Form will be used at different times for each Unit. Termination in the Victim Assistance Unit occurs when the client has received all services except the 90-day review. Termination in the Home Security Unit occurs after 30 days on all clients, except those selected for 12 months monitoring. Termination actually occurs in both units when all services have been completed and the client is severed from the program. However, in the Home Security Unit, the 30-day reviews are considered a part of the active and these selected clients are reviewed in 30 day periods after installation, but in the Victim Assistance Unit reviews are not considered a part of the active services.

- A. PROGRAM (1-2) - The Program numbers should match the Program numbers of the Service Form. (See P. 34). Remember that 2 Program numbers are used, 1 for each box.
- B. ID (3-6) - The client I.D. number must match the client I.D. number on the Service Form.
- C. READMIT (7) - Must match Readmit code on the Service Form.
- D. WORKER (11-12) - Your Worker number.
- E. DATE (13-18) - Enter the date on which the Termination Form is being filled out. No blanks are allowed.
- F. TYPE OF (19) PROGRAM - Enter the appropriate code of the Program Unit which the client is being terminated from.
- G. REASON FOR (20) TERMINATION - Enter the reason the client is being terminated from the Program Unit.

CODES: 1= Staff determination (services completed or staff has determined client is no longer in need of services).

2= Long term or special treatment necessary (the nature of the problem require extension or specialized not within the scope of the Program).

PART II

D. TERMINATION FORM

- 3= Client declined further service
- 4= Client cannot be located
- 5= Client moved out of City (no longer in target area)
- 6= Deceased

H. WAS REFERRAL TO OTHER UNIT MADE? (21) -

Since it is possible to refer clients to the other Program Unit for services at the time of termination, the person filling out this form should determine if an internal referral is appropriate.

- CODE:
- 1= Yes, wishes to be readmitted (to the Program, not to the same Unit)
 - 2= Yes, but declined referral
 - 3= Yes, uncertain of client decision
 - 4= No, client ineligible for other Unit Services
 - 5= No, unable to ascertain need
 - 6= No, deceased

I. FOR HOME SECURITY ONLY (22-27)

An objective measure is available to the Home Security personnel via the Home Security Checklist; the Home Security workers are asked to fill out this section of form.

1. NO. OF DEFECTS AT INTAKE (22-23)

Enter the number of Home Security defects discovered during the actual security survey done at the home of the client. This information should be readily available from the check list provided (See). No Blanks are allowed. If no defects were found, enter "00".

2. NO. OF PROGRAM CORRECTABLE DEFECTS (24-25)

Enter the number of defects discovered during the security survey which specified as being within the programmatic guidelines. These items have been specially marked in the checklist. No Blanks are allowed.

3. NO OF PROGRAM DEFECTS CORRECTED AT TERMINATION (26-27) -

Enter the number of the Program Correctable Defects which have actually been corrected. No Blanks are allowed.

J. CARD (80)

Form No. 4

CRIME PREVENTION/VICTIM ASSISTANCE PROGRAM - 5

30/90 DAY REVIEW FORM

This form is designed to accomodate the needs of both the Victim Assistance Unit and the Crime Prevention Unit. The Home Security Unit completes the 30-day review for only clients who have been burglarized before having their homes secured and the Victim Assistance workers are completing only a single 90-day review, the basic concept of following up clients is essentially the same for both Units. The intention is to locate possible problems experienced by clients since the last full-service visit.

For Home Security, reviews (30 days) occur prior to termination because of Programmatic design. For Victim Assistance, reviews (90 days) occur after termination.

PART II

E. 30/90 DAY REVIEWS

- A. PROGRAM (1-2) The same convention is used as was used on previous forms. This should match the most recent Service Forms or Termination Form.
- B. ID (3-6) Should match client I.D. on most recent Service Form or Termination Form.
- C. READMIT (7) Should match READMIT code of previous forms.
- D. WORKER (11-12) Worker number.
- E. DATE (13-18) Date of review.
- F. TYPE OF REVIEW (19) Enter the appropriate code for the Unit which is responsible for the review. Code: 1= Home Security
2= Victim Assistance
- G. HOME SECURITY REVIEW (only) (20-21) Only Home Security personnel are required to fill in items 20 and 21.
 - 1. # of Burglaries "attempted" (20) - Enter the number of burglary attempts the client has observed since the last contact/review. If none, enter "0".
 - 2. # of "successful" burglaries (21) - Same as above item, except that the burglary must have been successful.
- H. ALL REVIEWS (22-25) Both program units are to complete the item below. Notice that the CLIENT STATUS is recorded for both units when applicable.

1. CLIENT STATUS (22-23, 23-25)

- a. (22-23) Enter an appropriate code from the code list pertaining to this item. If the code used is 11 (client cannot be located) or 12 (client deceased), the next item need not be filled in.
- b. (24-25) The second element of client status is entered here, if applicable (i.e. the above code was not 11 or 12).

CODE: (for a and b)

- 01 = Not in need of V.A. unit services.
 02 = Not in need of C.P. unit services.
 03 = Eligible for V.A. unit services, wishes admission.
 04 = Eligible for C.P. unit services, wishes admission.
 05 = Eligible for V.A. unit services, declines admission.
 06 = Eligible for C.P. unit services, declines admission.
 07 = Has been admitted to V.A. unit.
 08 = Has been admitted to C.P. unit.
 09 = Client ineligible for V.A. services - area
 10 = Client ineligible for C.P. services - area
 11 = Client cannot be located.
 12 = Client deceased.
 13 = Status not ascertained.

I. NOTES: Any notes the worker wishes to make at the review contact.

J. CARD (80) - Form #5.

1. NAME ID READMIT ☐ (Skip to 11)

WORKER DATE

11 12 13 14 15 16 17 18

TYPE OF REVIEW ☐ 19
 (1 = Home Security)
 (2 = Victim Assistance)

HOME SECURITY REVIEW (only)

SINCE TERMINATION/PREVIOUS REVIEW:

0 # of Burglaries "Attempted"

1 # of "Successful" Burglaries

LL REVIEWS

a. CLIENT STATUS

2 23

b. 25

- (01 = Not in need of V.A. unit services)
 (02 = Not in need of C.P. unit services)
 (03 = Eligible for V.A. unit services, wishes admission)
 (04 = Eligible for C.P. unit services, wishes admission)
 (05 = Eligible for V.A. unit services, declines admission)
 (06 = Eligible for C.P. unit services, declines admission)
 (07 = Has been admitted to V.A. unit)
 (08 = Has been admitted to C.P. unit)
 (09 = Client ineligible for V.A. services - Area)
 (10 = Client ineligible for C.P. services - Area)
 (11 = Client cannot be located)
 (12 = Client deceased)
 (13 = Status not ascertained)

NOTES:

5 Card

CRIME PREVENTION/VICTIM ASSISTANCE - 6

CONTACT - LOG

The Contact Log is designed for the use of the Neighborhood Organizers in the Crime Prevention Unit. The primary function of the form is to record the Organizer's activities while attempting to organize attempts, it is expected that potential clients for Victim Assistance and Home Security Services will also be located as well as some High Risk Elderly. Thus, the form allows the organizers the opportunity to discuss these services and to record possible interest. There is also space for the organizers to record summary notes for each contact.

- A. NEIGHBORHOOD ORGANIZER (1-2) - Enter your worker number in these spaces.
- B. CENSUS (3-5) - Enter the Census Tract Numbers of the area in which you are attempting to make contacts. All contact attempts recorded on this sheet. (Only 4 per sheet) must be within this census tract and within the same Block Number (See next item).
- C. BLOCK (6-7) - Enter the assigned Block number which corresponds to the block you are canvassing. All contact attempts recorded on this sheet (only 4 per sheet) must be within this block number..
- D. DATE (11-14) - Although the entire date is to be entered into the 6 boxes assigned, only the month and year will actually be entered into the data system. All boxes are to be filled in with no blanks allowed.

EXAMPLE: 11 12 13 14
1.

0	1
---	---

0	1
---	---

7	8
---	---

 January 1, 1978.

2. 11 12 13 14

1	2
---	---

1	1
---	---

7	8
---	---

 December 11, 1978

NOTE: Each new sheet you start must have all above squares filled in.

E. NAME
 ADDRESS
 PHONE

APT. #

The above items are to be filled in as completely as possible, regardless of whether an actual contact is made at the address. The information must be readable if future contacts are to be attempted. Notice that four (4) contact attempts are allowed on each form.

PART II

F. CONTACT LOG

- F. COMMENTS - This space is available for whatever summary notes the organizer wishes to make, however, they should be brief and to the point. Usually, comments need only appear when a contact is made.
- G. TIME - Record the approximate time at which the contact attempt was made. This will be your reference in the case of unanswered doors and will indicate that a different time of day would be more likely to meet with success. You may use any means of recording this time that you wish, unlike the referral and Intake forms which required the use of a 24-hour clock.
- H. CONTACT - (15,25, etc.) Enter the appropriate code for whether a contact was made. For the purposes of this form, only "substantive" contacts can be recorded. Do not record a contact with an individual who is not of a reasonable age. If there is no contact, items 16-24 (26-34, etc.) will be blank.

CODE:

1 = Yes 2 = No

- I. HOUSEHOLD SIZE (16-17, 26-27, etc.) The size of the household should be determined at each "substantive" contact. The only time blanks are allowed is when the information is refused. Otherwise, both boxes are to be filled in without blanks.

EXAMPLE: HOUSEHOLD SIZE

0	1
---	---

 - Only one individual
16 17 in the household.
Notice the "0" before
the "1".

HOUSEHOLD SIZE

1	2
---	---

 - Twelve (12) individuals
16 17 in the household.

- J. HIGH RISK (18) - If the household is known to contain a high risk elderly person. Enter "1" (yes). If not, enter "2" (No)

CODE: 1= Yes 2= No

- K. DISCUSSED (19, 21; 23; 29, 31, 33; etc.) - For each of the program elements listed, enter the appropriate code regarding whether or not that element was discussed.

CODE: 1= Yes 2= No

1. BLOCK CLUB (19, 29, etc.) If you discussed the Block Club concept with the person contacted, enter "1" (yes). If not, enter "2" (No).

2. HOME SECURITY (21, 31, etc.) If Home Security was discussed, enter "1" (yes). If not, enter "2" (No).
3. VICTIM ASSISTANCE (23, 33, etc.) If Victim Assistance was discussed, enter "1" (yes), if not, enter "2" (no).
- L. ELIGIBILITY (20, 22, 24, 30, 32, 34, etc.) - These spaces are provided so that the person contacted can be recorded with regard to his eligibility in the above three elements of the program. However, in order for interest to be recorded, it must be discussed.

1. Each item under "DISCUSSED" is followed by a blank box under the "ELIGIBILITY" heading. These boxes pertain to the program element to be discussed with the person contacted. If the item is discussed and the person appears eligible for that program unit, enter "1" (yes). If not eligible enter "2" (no).

CODE:

1= Yes 2= No

NOTE: If the item is not discussed, the INTEREST BOX is to be left blank. (See example 2.)

<u>DISCUSSED</u>	<u>INTEREST</u>
	1 20
BLOCK CLUB 1 19	1 22
HOME SECURITY 1 21	2 24
VICTIM ASSISTANCE 1 23	

(1 = yes; 2 = no)

In the above example, the worker discussed all three program elements, but the individual was only eligible for the Block Club and the Home Security.

<u>DISCUSSED</u>	<u>INTEREST</u>
	2 20
BLOCK CLUB 1 19	2 22
HOME SECURITY 1 21	2 24
VICTIM ASSISTANCE 2 23	

(1 = yes; 2 = no)

In this example, the worker discussed all three program elements, but the individual was not interested in any of them.

M. CONTACT ATTEMPTS (45)

Enter the total number of contact "attempts" recorded on each sheet. A maximum of four (4) can be recorded. However, at times you will come to the end of a Block Number after having attempted only one or two contacts. This item can never be blank or zero (0).

N. CONTACTS MADE (46)

Enter the actual number of "substantive" contacts made, regardless of whether or not you had an opportunity to discuss program elements. This box is not to be left blank. If no contacts were made, enter "0".

O. 80 6 CARD

End of form #6. No entry required.

P. REPORTING DATA

Forms are to be submitted, for all neighborhood contacts weekly-
each Friday.

PART II

G. BLOCK CLUB ACTIVITY REPORT

CRIME PREVENTION/VICTIM ASSISTANCE PROGRAM-7
BLOCK CLUB ACTIVITY SHEET

The Block Club Activity Form is applicable only to the Crime Prevention Unit of the Program. The form is designed to report on Block Club meetings and to monitor criminal occurrences against the members. It also serves the purpose of recording reasons for terminating the club or for terminating Program involvement.

- A. LOCATION - The address of the Block Club meeting.
- B. CAPTAIN _____ - Enter the name of the Block Club Captain.
- C. NEIGHBORHOOD ORGANIZER (1-2) Enter your Worker number.
- D. C.T. (3-5) Enter the census tract number in which the club exists.
- E. CLUB (6-10) The club number is a 4-digit number followed by a letter, (e.g. 0105A). Since a Block Club need not be confined to a single "physical" block, block club numbers could not be assigned by merely using the block numbers assigned to each census tract. Therefore, club numbers are assigned as follows: If two blocks combine to form a single club (e.g. blocks 01 and 07), the Club Number will be 0107 - notice the smallest club number is first - followed by "A" - 0107A.

If only one block number is involved in the Club, the number of the block is repeated (e.g. block 08 has club number 0808) followed by "A".

The main purpose of the alphabetical part of the code is to cover those cases where clubs, or associations, are formed in apartment buildings. If two floors or an apartment building or two separate apartment buildings on the same block were formed, they would all have the same club number. With the letter at the end of the club number, these circumstances are accommodated. For example, when floor 1 and floor 7 of an apartment complex form separate clubs in block number 08, the two separate clubs are designated as 0808A and 0808B.

- F. DATE (11-14) The date of the club meeting, not the date of the report. No blanks allowed. (The "day" is not keypunched but must be entered.)
- G. STATUS (15) Enter the status of the club based on the following code:

- 1 = Active
- 2 = Terminated, lack of interest
- 3 = Terminated, need for club no longer felt
- 4 = Termination of agency involvement, no longer necessary
- 5 = Terminated, club conflicts

H. No. PRESENT (16-17) Enter the number of members/guests present at the meeting. No blanks allowed.

I. NEW INCIDENTS AGAINST PROPERTY (18-21) In order for information to be recorded in this item and the item pertaining to New Incidents Against Persons, these pieces of information should be made a part of the meeting structure.

1. No. Reported (18-19) This is not the number reported at the meeting, but the number reported to the police. No Blanks. If none enter "00".

2. No. Not Reported (20-21) The number of incidents not reported to officials. No Blanks. If none enter "00".

J. NEW INCIDENTS AGAINST PERSON (22-25) Same as above two items. except that it pertains to crimes against people.

1. No. Reported (22-23) Enter the number of such incidents reported to officials. (No blanks).

2. No. Not Reported (24-25) Enter the number of such incidents not reported to officials. (No blanks.)

K. CLUB ACTIVITIES: Boxes 28-31-34-37-40-43

Listed under this category are six Block Club activities - Operation Identification, Home Security Surveys, Homes Secured, Volunteers Recruited, Neighborhood Watch and Advocacy. For each activity which the club members indicate an interest in, place a "1" in the respective box to the left of the activity. Those activities for which no interest is expressed by club members, place a "2" in the boxes.

L. CLUB ACTIVITIES: Boxes 29-30,32-33,35-36,38-39,41-42,44-45

For each of the six Block Club Activities mentioned under category K above, indicate the number of activities which have occurred in the block club since its last meeting. To the right of each Block Club activity are two boxes in which the number is to be placed.

M. BLOCK CLUB ASSISTANCE: Box 46

After the Block Club meetings have begun and the membership has expressed its interests, are there needs for additional club assistance or direction by the Project? If yes, record 1=Yes; if not record 2=No. If Yes, notate the nature of this assistance in the note section.

N. SPECIAL PROGRAM MEETING: Box 47

Was any type of specific or unique presentation made as a part of the Block Club meeting. If yes, place a "1" in the box; if no, place a "2". If the response is yes, indicate what took place in the notes section following the question.

O. ATTACHMENTS: Box 48

Check each type of record keeping document under the ATTACHMENTS heading which serves to record the progress and activities of the Block Club meeting in additional detail. After checking off each type of document and filling in any pertinent details under the "OTHER" category, count the number of checks and place this number in box 48.

HOME SECURITY SURVEY FORM

I. CRIME PREVENTION/VICTIM ASSISTANCE PROJECT

The Home Security Survey represents a checklist of potential access points a burglar or robber may use to gain entrance into a residence. This list records at differing stages, the condition of one home - what the home has in type and number, what the Crime Prevention/Victim Assistance Project can correct or strengthen should security risks be found, and additional measures above and beyond Program recommendations which the home owner may undertake should they feel the need.

The Crime Prevention Program is trying to minimize the chances or opportunities burglars or robbers will have in attempting to break into any home. The items listed on the checklist and described below are the most commonly used points of access criminals take in these residential break-ins.

CLIENT ID NUMBER - The Program, because it is being asked to go into the residences of senior citizens, will already have a Referral and Intake Form completed on the individual. This space is for the same ID number as employed on the Referral/Intake to maintain record keeping consistency. Take client ID's Number.

ADDRESS - Is the address at which the Home Security Survey was taken.

BEST TIME OF DAY TO CONTACT - Should the Project schedule the Home Security installation in the morning or the afternoon. Indicate the client's preference.

DATE SURVEY TAKEN - The day, month and year the Home Security Survey is administered.

On the extreme left hand side of the page is a general category column. Each item found in homes posing a potential weak-spot in allowing criminals to enter a residence, i.e., doors, door locks, basement windows, etc., is listed here. Following this are three categories, Not Acceptable, Program Recommendations, and Additional Measures Structure Owner May Take.

NOT ACCEPTABLE - Are conditions present which provide little or no security in preventing a criminal from easily entering a home.

PART II

H. HOME SECURITY SURVEY

PROGRAM RECOMMENDATIONS - Are those improvements or replacements which the Crime Prevention Unit of the Crime Prevention/Victim Assistance Program will undertake to minimize the likelihood of criminal entrance into a residence.

ADDITIONAL MEASURES STRUCTURE OWNER MAY TAKE - Lists items the Crime Prevention Unit recommends above the Program Recommendations. These are added security steps home owners may not be aware of and are listed for their information should they express any interest in steps they may take.

Above two of the three categories are the listings Number Present and Number of Replacements.

NUMBER PRESENT - Is space provided for the surveyor to record how many of each general category items are now existing in a home.

NUMBER OF REPLACEMENTS - Is space provided to record the number of Program Recommendation items we will replace or install in the home to remove any non-acceptable items. For instance, in a home in which the survey is administered, an open milk-chute is found near the side door. Record a "1" in The Number Present column. The program recommends this be nailed shut, thus a "1" should also be placed in the Number of Replacements column.

COMMENTS - Allow short notes to be taken by the Home Security person for additional detail in remembering the location of each item; for example, the milk-chute is placed near the side door on the east side of the house. Thus an organizer may write "near side door, E. side."

EXPLANATION OF RESPONSE CATEGORIES - What follows is a brief explanation of what is meant by the short paragraphs found on the House Security Survey. Each topic is presented in an order as one would find it when going through the survey.

DOORS

Hollow Core doors offer little security. They are nothing more than two 1/8" wood panels glued to a lightweight wooden frame. They can be pushed in, kicked in, or destroyed with little effort. Thus, solid core doors are the recommended replacement for any hollow core or wood panel door when and only when the hollow core door has been damaged due to criminal action. Solid core doors are heavy, solid wood and when properly installed are almost impregnable.

In addition to solid core doors, 16 gauge sheet steel may be applied at owner expense. Although far from attractive, it does prevent almost any access through a door when used with the proper hinges, frames and locks.

EXTERIOR ENTRANCE GLASS DOORS

- a) 75% or more of the door area is filled with glass panes. These doors often have leaded glass inserted into a steel or iron framework. This framework is then placed into the wooden door frame.

Because of all the glass area, it would be very easy to break thru the glass and reach in to unlock the door. If the door or door glass is damaged due to criminal action, the Crime Prevention Program will replace the present door with a glassless solid core door. Of course, the owner must consent. The Program will not replace any broken leaded or tinted glass.

- b) 50 - 75% of the door area filled with glass panes. These doors often place glass close to the door lock. Again, the glass may be broken through and someone may reach through and open the door. To prevent someone from either reaching through the glass or climbing through the window, 1/8" plastic polycarbonate sheet will replace the door glass and be cut to fit the original window frame. Lexan is a General Electric trademark for polycarbonate sheets. This sheet is approximately 1,000 times as strong as Plexiglas, and resists all but the most determined criminal in trying to break it.

- c) 25 - 50% of the door area has glass panes. These doors have a variety of small pane arrangements, may be one larger piece of glass or two (2) or three (3) smaller pieces.

If the largest or closest pane in the door is within a reasonable arms reach to the door lock from the outside, replace the glass pane(s) with Lexan. Cut them to fit the original window frame.

If the glass pane is not within a reasonable arms reach to the door lock, but has been damaged because of criminal action, replace the broken glass with 1/8" gauge glass as supplied by the Program.

If the glass is neither within arms reach of the door lock not broken because of criminal actions, allow it to remain.

MILKCHUTES

Milkchutes are no longer needed because very little milk delivery is made to a private residence in the City of Milwaukee. They are dangerous in that if placed next to a side door, someone may reach in through the chute and open that door. Also, a smaller person may open the milkchute doors and actually crawl through them. Nailing the exterior door closed ensures there is one less access point into a home.

NON-EXTERIOR DOORS BETWEEN INTERIOR AND GARAGE

Many newer homes have a door entering the household directly from the garage. If the garage door is left open, as they are so many times, the only security device between the home and the exterior is this door. However, the Program will only replace exterior entrance-way doors with solid core doors. All other doors replaced due to criminal damage will be replaced with the originally installed type door.

SECOND FLOOR PORCH DOORS

Although porch doors can often be on second floors, many a burglar is a good climber. Again, if the door either is without glass

or is a hollow core and has been damaged due to criminal action, replace it with a solid core door. If the door has glass in it, refer to the above Exterior Doors with glass.

BASEMENT - EXTERIOR ENTRANCE DOORS

Found most often in old residences. These are doors leading from the basement or cellar out to the yard. These are often very poorly constructed and offer little strength. To reinforce them, the Program will place one or two sets of U-Brackets on the interior of the door's frame. Make certain they are firmly attached, and place 2" X 4" boards across door at approximately 45% of total door height.

NON-EXTERIOR ENTRANCE DOORS LEADING TO OR FROM BASEMENT

Should a burglar gain entry into a residential basement, the only barrier between the burglar and the residence may be a basement door. Ideally, this should be strongly constructed door, preferably solid core. More often, however, this door is a hollow core and may be susceptible to damage. The Program does not replace interior doors with solid core doors, however, as costs would be prohibitive. The Program will replace any damaged door due to criminal action, but the replacement will be of a door of like type and construction as the door which was damaged.

ENTRANCE DOOR FRAMES

For informational purposes only, a door frame should be as strong as its door. A strong door and a weak frame are of little use, for the frame can be wedged out or forced to allow entrance. Solid wooden frames which cannot be wedged or levered out of shape are most desirable.

EXTERIOR ENTRANCE HINGES

If the hinge pins are located on the exterior of a structure, the pins may be lifted out of the hinge and the door removed. Placement of the hinge pin on the interior removes that possibility.

LOCKS

Ideally, there's no burglar proof lock. Locks are made, however, which are burglar and pick resistant. The Kwikset 880 series was chosen as a compromise; it offers some of the best protection for a very reasonable price. The only other lock of equal protection, Schlage, was not seriously considered because of its 2-3 times higher price than Kwikset.

Two types of locks will be used; #880 Single Cylinder Locks and #885 Double Cylinder Locks.

It is the intent of the Program that the Double Cylinder Locks be used on all exterior entrance-way doors, and single cylinder locks be used on interior entrance door where listed. However, additional clarification is needed.

DOUBLE CYLINDER LOCKS - will be preferably used:

- 1) On all exterior entrance doors of any type door construction or composition. This should be adhered to unless the owner of the residence either feels uncomfortable with a 2-cylinder lock or disapproves of always having to use a key on the inside of the lock as well as the outside in order to open the door. The Program prefers a double cylinder lock on all exterior doors because it feels that in the occurrence of a break-in attempt, it is virtually impossible to get the door open. This includes doors with glass in them. With a single cylinder lock, which has a thumb-latch mechanism on the inside, it will allow a burglar the opportunity to turn the thumb-latch should he break any glass in the door and he may then gain entry.

Double cylinders, then, are preferred but installed only with owner approval.

SINGLE CYLINDER LOCKS - will be used on all interior doors leading to or from the basement from the ground floor, leading to any non-exterior doors leading to or from the basement to the exterior - not including Z-frame doors to any doors between home interiors and garages, and any exterior entrance doors which the owner may prefer.

DOOR LOCKS - CHAIN LATCHES

Because no door chain latch is strong enough to prevent entrance unless it is a heavy bicycle chain type latch, no chain latch mechanisms are recommended for this Program. In addition, all other latches, bolts, locks and other non-Program Recommended Devices will be removed or deactivated by the Program. They serve no security purpose, and in the event of a fire, serve only to hamper quick exiting.

DOOR VIEWERS

Used in doors not having any glass. Rather than use a door chain which in effect completely eliminates the use of any sound locks, doors, frames or hinges; a door viewer allows the integrity of a well locked door to remain, while enabling the occupant to clearly see who is at the door. The field of view is 160, very similar to a very wide-angle camera lens.

AUDIO COMMUNICATION - can be found only in a limited number of situations. Because a solid core door is just that, solid wood,

it does not allow for clear verbal communication between the interior and exterior of a house when closed. Little really can be done to correct this without investing a fair amount of money. The small slot cut at the top of a door is an option, and not something to be done without owner approval. It must be at the top of the door so as not to allow rain or snow to enter, and should be used only in homes having storm doors in front. In addition to this, there are small intercoms available on the market, but costs must be considered.

GROUND FLOOR WINDOWS - PANE MATERIALS

The Program can presently only do two things in this regard.

- 1) Inspect a home for broken windows due to criminal action; and
- 2) Replace any windows broken due to criminal action with original equipment glass pane. Ideally, first floor windows, because of their susceptibility, may well use Lexan sheet to replace the glass panes, but costs are prohibitive.

WINDOW SECURING DEVICES - DOUBLE HUNG

This is a simple trick employing double-headed nails which are placed in properly drilled holes. The holes are slightly larger than the nail diameter allowing the nail to slip in and out of the hole easily.

The holes are drilled into the sashes of both windows, effectively locking them in place. First, both windows are closed, and the holes are drilled to enable the windows to be locked in that position. Secondly, the lower or upper window is positioned open to allow air to come into the residence. Using the same hole on the interior sash, a second hole is drilled into the exterior sash. The space allowing the window to open should not exceed four (4) or five (5) inches. This will lock the window even when open, preventing either window to be pushed open further and allow access into the residence.

JALOUSIE OR LOUVERED WINDOWS

These are usually hand-cranked or lever-operated windows found in newer homes. There is little which can be done to these windows to secure them aside from removing the hand-lever or crank. A drastic but secure measure would be to replace the window completely but is a very expensive and elaborate measure.

SLIDING OR PATIO DOORS

These often are doors with a wooden frame and a great expanse of glass. To secure them, the easiest method is to lay a 2" x 2" board across the track of the inside door. The length should be approximately 1/2" less than the total length of track when the door is closed. This allows a person to place his or her finger between the board and door allowing its removal. This measure is effective only if the owner has secured the exterior door to the frame. If not, the homeowner must use brackets to secure this outside door first.

BASEMENT WINDOWS

Because these are potentially accessible to burglars, they must be made secure from entrance into the basement. To correct this, the use of conduit piping will be made, placing it across the windows in verticle bars with no more than five (5) inches of verticle space between them.

The window box must have holes drilled into it, and the two sizes of conduits, 1" and 3/4", which will periscope one inside the other, will then slide into the holes in the box. Holes at the center of the tubing will then be drilled and pop-riveted. This will insure the conduit cannot be removed.

In the case of steel or metal window frames, mesh grille-work will be placed over the interior of the window sash. This will adequately prevent entry even if the glass is broken through.

COMMUNITY RELATIONS SOCIAL DEVELOPMENT COMMISSION
CRIME PREVENTION/VICTIM ASSISTANCE PROGRAM
RESIDENTIAL HOME SECURITY SURVEY

CLIENT ID NUMBER

ADDRESS

BEST TIME OF DAY TO CONTACT

DATE SURVEY TAKEN

DOORS	DOOR PRESENT	NOT ACCEPTABLE	DOOR OR REPLACEMENTS	PROGRAM RECOMMENDATIONS	ADDITIONAL MEASURES OWNER MAY TAKE	COMMENTS
Exterior Entrance Door Materials		Hollow Core Doors - Thin Wood Panels		Solid Core Door-Minimum Thickness 1 3/4" (Only if damaged during Burglary)	Program Recommendations and 16 gauge sheet steel attached to both sides.	
Exterior Entrance Glass Doors		a) 75% or more of door area has glass inserted		Lexan Sheet placed over glass of door, or solid core door minimum thickness 1 3/4" (Only if damaged during bur- glary-Also use Double cylinder lock	Solid core door-1 3/4" gauge and 16 gauge sheet steel attached to both sides. Also installation of Lexan over all interior glass.	
		b) 50-75% of door area has glass inserted		Lexan sheet installed in door-also apply double cylinder lock.		
		c) 25% or less of door area has glass inserts		1/4" gauge glass same size as original (see notes) Lexan sheet placed over opening or interior side of door (see notes)		
Stairchute		Open chute allowing access to exterior entrance side door.		Ball exterior chute door closed-around perimeter	Ball interior door closed or nail interior door closed	
Interior door between home and garage		Hollow core door-thin wood panels		If door damaged due to bur- glary, replace with original equipment door-also use single cylinder lock	Solid core door and 16 gauge sheet steel	
Second floor exterior porch doors		Hollow core door-thin wood panel often with glass panes		Solid core door only if damaged due to burglary-Also use double cylinder lock	Program recommendations and 16 gauge sheet steel	
Exterior basement doors		Z-Frame doors		Place U-Brackets onto Inter- ior frame and 1 or 2 2" x 4" boards across interior of door	Replace Z-door with solid core door - 1 and 3/4" thick-add 16 gauge sheet steel	
				LOCATION CODE: (For Comments Section):FR-front, SI-side, R-rear,BS-basement,IN-interior EX-exterior, USP-upstairs porch (exterior),GR-ground floor, GA-garage		

	RUBBER PRESENT	NOT ACCEPTABLE	NUMBER OF REPLACEMENTS	PROGRAM RECOMMENDATIONS	ADDITIONAL MEASURES OWNER MAY TAKE	COMMENTS
Door Locks (cont'd) Surface Mounted Chain atches, Bolts, etc.				For the purpose of this pro- gram, no chain door latch will be recommended as their use eliminates any structural integrity achieved by other devices listed. Also, all other locks and devices should be removed or deacti- vated.		
Door Viewers		Hole greater than 2 square inches in area		Wide angle eyepiece having 160° scope also apply double cylinder lock	Pivoted door viewer with bevelled edges for maximum visibility	
Doors Sliding or Patio		Both portions of door slide on floor tracks, doors can be lifted up and out of track.		Placement of 2" x 2" wooden bar across bottom interior door track, secure outside door to frame.	Place screws or brack- ets in upper track allowing only a mini- mum of vertical move- ment. Key-operated door lock of movable portion to non-remov- able portion.	
Indoors-Basement		Exposed windows either with exter- nal wing-nuts holding sash in place or any glass window allowing more than 5 (five) inches clear- ance.		On wooden frames, 1" and 3/4" EMT conduit placed horizon- tally across frame. Be more than 5" space between hori- zontal surfaces. On steel/ metal window frames heavy gauge screening screwed over interior of window frame.		

CRIME PREVENTION/VICTIM ASSISTANCE

WORK ORDER

This form is to list all materials which are installed in a home security client's residence, as well as the following information.

- I. REQUISITIONER: The name of the worker who conducts the home security survey is printed here.
- II. DATE SURVEYED: Enter the date the home security survey was completed.
- III. DATE INSTALLED: Enter the date the home security installation was completed.
- IV. PROGRAM/DEPARTMENT: This will always read "Home Security".
- V. ACCOUNT NUMBER: Number is already supplied.
- VI. DEPARTMENT HEAD: Enter the name of the home security unit supervisor.
- VII. REGULAR CLIENT - EMERGENCY CLIENT: Information entered here asks whether the home security installation was a part of the regularly scheduled work or whether the client was on emergency case necessitating immediate staff action. Check the appropriate box.
- VIII. CLIENT NAME - ADDRESS - INTAKE I.D. NUMBER: All home security clients must have their name, address and intake number placed on this form. This is done regardless of whether the client is the homeowner or the client is a tenant in which the security work is completed.

ITEM - QUANTITY - DESCRIPTION - SIZE - INSTALLED

Information requested under the above categories involves all hardware and home security devices installed in a home security client's home.

1. ITEM: List each item installed numerically.
2. QUANTITY: Enter the number of each items installed.
3. DESCRIPTION: List the type of security device installed, i.e. window pins, sheets of polycarbonate, conduit, etc.
4. SIZE: Enter in any sizes of materials which the Project has had to customize or cut in order to install in a client's home. This includes sheets of polycarbonate, conduit, boards used on doors, sheets of glass, doors, bars, etc.
5. INSTALLED: Check when the appropriate items have been installed.

PART II

I. WORK ORDER FORM

- This form is to be submitted upon completion on every Friday.

WORK ORDER

ACQUISITIONER	DATE SURVEYED	DATE INSTALLED	PROGRAM/DEPT.	ACCOUNT No. 1244-51-16
PT HEAD	REG. CLIENT	EMERGENCY CLIENT	P.O. NUMBER ASSIGNED	

(PLEASE PROVIDE ADDRESS IF AVAILABLE)

1. NAME _____

2. ADDRESS _____

3. PHONE NO. _____

4. DATE _____

[illegible]

AGENT'S SIGNATURE

CARPENTER'S SIGNATURE

Waukesha Publishers Inc.

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CRIME PREVENTION/VICTIM ASSISTANCE PROJECT'S
PUBLIC EDUCATION

SPEAKER'S BUREAU FORM-10

Speaker's Bureau Request Format requests for the Project's Speakers Bureau may be in person, by telephone or in writing. All requests are to be forwarded to the Community Developer NO MORE than two working days after the request has been made.

A. The Community Developer records all appropriate information concerning the request onto the request form as follows:

1. Requested Information:

- a. Request Received By - The first Project staff person to whom the request was made.
- b. Date - Date of the initial request.
- c. Name - Full name of the person making the request.
- d. Phone - Record the telephone number at which the person may be contacted.
- e. Name of Group - Indicate the full name of the group requesting the appearance.
- f. Size of Group - Record the number of people anticipated.
- g. Date of Appearance - Record the date of the appearance.
- h. Time - When will the appearance be scheduled.
- i. Address of Appearance - The location of the appearance.
- j. Meal Included - Indicate whether or not the Project speaker is expected to dine with the group.
- k. Specific Interests - Indicate whether any specific needs or interests have been expressed and whether the group is interested in receiving detailed information.

B. The Community Developer examines the schedule of the Speakers' Bureau Staff (as well as contacting any staff member who may have been specifically requested to appear) and determines who is available. Availability may be determined by 1) that person whose schedule permits or 2) whenever more than one staff person is available, that person who has not made an appearance for the greatest period of time will be assigned. The Speaker's Bureau also allows for any staff person to be specifically requested. If this person is available, it is notated on the Speaker's Bureau Form. Should this person be unavailable for the requested appearance, this is also notated on the Speaker's Bureau Form and this information is then conveyed to the person requesting the appearance during the confirmation.

PART II

J. SPEAKER BUREAU FORM

- C. Within no more than three working days after the receipt of the appearance request, the Community Developer then contacts the person who initiated the request and informs them: 1) of the confirmed date, place and time, 2) whether or not the specifically requested staff person will be available for the appearance and (where applicable), 3) the name of the Speaker's Bureau staff person who will be handling the project appearance.
- D. The request form is then duplicated, the original copy is placed in the Community Developer's Downtown File. The photostat copy or second copy is then given to the Speaker's Bureau staff person making the presentation. This is to confirm the appearance information and is kept for the individual worker's file.
- E. Project Speaker Report II. Following the Project's presentation, Section II is to be completed by the Speaker's Bureau staff person who made the appearance.
1. Was Presentation Completed - Indicate with a yes or a no whether the appearance was made by the originally scheduled staff person. If any change in the assigned staff person was made, indicate the reason for this change in the note section.
 2. ATTENDANCE - Indicate the actual attendance at the presentation.
 3. TYPES OF MATERIALS DISTRIBUTED - Whenever Project materials are distributed at a presentation, this should be indicated by placing the number of materials distributed next to the appropriate listing, i.e. if 45 Beat the Burglar pamphlets were distributed - place 45 in the space next to the category. If materials not listed on the form were distributed, indicate the number and type under "Please List Others."
 4. VOLUNTEERS RECRUITED - A part of the Project's effort is to find senior volunteers who may be of assistance to the Project's operation. Indicate here whether any individuals expressed a willingness to assist the Project - if yes, check the yes box and show how many. If no one volunteers, check the no box.
 5. RESOURCES USED - The Speaker's Bureau has a variety of speaking aids to choose from when customizing a presentation to the needs of an audience. Indicate which aids were used for each presentation with an "X" next to the appropriate category.
 6. OTHER INTERESTS EXPRESSED - During a presentation, additional interests or material requests may be generated by the audience. Should additional needs or interests be expressed, indicate this either by checking the appropriate category or by including this in the notes section.

- F. Following the completion of the Speaker's Bureau form by the assigned speaker, this form is then copied, the original is maintained by the speaker for his files, and the copy is returned to the Community Developer. The Community Developer then records the additional information made since the appearance onto his copy and this completed form is then placed into a file. The file will then be segregated by month such that each presentation made for each month may be accessible.

END