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|  U. S. DEPARTMENT OF JUSTICE LAW ENFORCEMENT ASSISTANCE ADMINISTRATION | | CATEGORICAL GRANT PROGRESS REPORT | |
| GRANTEE Community Service Society of New York | LEAA GRANT NO. 78-CA-AX-0141 S-1 | DATE OF REPORT April 30, 1982 | REPORT NO. 12 |
| IMPLEMENTING SUBGRANTEE | TYPE OF REPORT <input type="checkbox"/> REGULAR <input type="checkbox"/> SPECIAL REQUEST <input checked="" type="checkbox"/> FINAL REPORT | | |
| SHORT TITLE OF PROJECT North Shore Anti-Crime Program | GRANT AMOUNT Supplement \$71,456 Total \$210,965 | | |
| REPORT IS SUBMITTED FOR THE PERIOD November 1, 1978 THROUGH July 24, 1981 | | | |
| SIGNATURE OF PROJECT DIRECTOR  | TYPED NAME & TITLE OF PROJECT DIRECTOR Carol C. Poole Coordinator | | |
| COMMENCE REPORT HERE (Add continuation pages as required.) | | | |
| <p>The North Shore Anti-Crime Program was funded initially by an eighteen-month grant of \$139,509 to the Community Service Society (CSS) of New York, beginning November 1, 1978. Effective July 15, 1980 the program received a \$71,456 grant supplement, providing continuation support to the program through July 24, 1981. Thus grants totaling \$210,965 from the Law Enforcement Assistance Administration supported this community anti-crime program for thirty-three months of operation.</p> <p>This final program narrative report will cover the following content areas: I. Problems Addressed; II. Goals and Measurable Objectives; III. Summary of Major Activities, IV. Major Tasks and Services Performed; V. Problems Encountered; VI. Principal Findings and Results; VII. Recommendations Based Upon Project Experiences; VIII. Documents Produced.</p> <p>blems Addressed</p> <p>ie major problems addressed by the North Shore Anti-Crime Program included:</p> <ul style="list-style-type: none"> . The isolation, vulnerability and frequent victimization of the elderly on the North Shore of Staten Island. . The lack of neighborhood identification and the social isolation of both elderly and youth, as a result of the fear of crime. . The commercial and residential deterioration of Staten Island's North Shore, a neighborhood strategy area containing Staten Island's five designated poverty areas. . The rising crime rate and the high percentage of youth-related crime in this community. | | | |
| <small>Penalties or other benefits may be paid out under this program unless this report is completed and filed as required by existing (FMC 74-7; Omnibus Crime Control Act of 1976).</small> | | | |
| STATE PLANNING AGENCY (Official) | | DATE | |

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- E. The need for effective communication and cooperation among neighborhood residents and criminal justice officials.

II. Goals and Measurable Objectives

In response to the above problems, the North Shore Anti-Crime Coalition, a group of community leaders who live and/or work in the community, came together in early 1977. Ultimately, the community anti-crime grant application was sponsored by CSS on behalf of this consortium of public and private community service agencies, citizen groups, business organizations, civic organizations and tenant groups. The goals for the North Shore Anti-Crime Program were established by this group, which has continued to be the local advisory council to the program. The following were the major goals for the program throughout its operations under LEAA funding:

- . To involve local neighborhoods of the North Shore to reduce opportunities for crime, by mobilizing residents into effective self-help groups.
- . To involve neighborhood groups in alleviating conditions that breed crime, promoting a greater sense of community and fostering social controls over crime.
- . To reduce the fear of crime for community members by fostering self-help, mutual aid and neighboring.
- . To integrate all age groups to work together for neighborhood safety, breaking down negative age stereotypes that impede community relations.
- . To educate the community regarding crime prevention.
- . To promote communication and cooperation among neighborhood residents and criminal justice officials.

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ACQUISITIONS

- 2 -

The evaluation of each program component will be organized in the following manner:

Component

1. Initial grant
 - a. Goal
 - b. Objectives
2. Continuation grant
 - a. Goal
 - b. Objectives
3. Summary of major activities, tasks and services performed
4. Problems encountered

A. Safe Passageway

1. Initial Grant
 - a. Goal - To promote a feeling of community in the Mariner's Harbor Housing Project and to reduce the victimization of the residents as a whole.
 - b. Objective - To formally organize an existing volunteer men's group into a tenants' patrol that will (1) patrol the hallways, stairwells and walkways of all twenty-two buildings in the complex, (2) Provide special assistance to elderly residents, (3) Obtain walkie-talkies and dispatch units from the Housing Authority Police/Technical Assistance Unit.
2. Continuation Grant - not included
3. Problems encountered

As reported in the program's first quarterly report (dated 12/31/78), it became immediately evident at the start-up of the program (12/1/78)

- 3 -

that this objective would be difficult to accomplish. In attempting to contact key persons who had input when the proposal was written (12/1/77), it was discovered that the "adult men's group ... formed by the North Richmond Community Mental Health Center" (Proposal, p. 15) no longer existed. This group at the time had established a tenant patrol which was to be the basis for the "Safe Passageway" establishment. The demise of the group had centered around very unfortunate circumstances in that their leader had been imprisoned for the murder of the president of the tenant association.

The program's Group Worker made numerous contacts within the housing project and senior center, with Housing Authority officials and police, with agencies and parent-teacher associations, in an effort to mobilize natural leadership within the community. Interest seemed to be minimal.

4. Summary of major activities, tasks, and services performed

However, the needs enumerated in the proposal were still evident and the program was committed to the Mariner's Harbor community. A survey was designed to measure fear of crime in Mariner's Harbor senior residents (age 60 and older) and to discover what program developments would make residents feel safer. (A copy of the report on the Mariner's Harbor Housing Project Survey has been previously submitted.) The findings of the survey were: 1) There was a high prevalence of fear of victimization in older persons. (Eighty percent (80%) of the persons questioned who live in the project were afraid to go out after dark.) 2) Fifty-eight percent (58%) of those questioned who live in the project said an escort program would make them feel safer.

The week of August 7, 1979 the NSACP established an escort program in Mariner's Harbor. Following inquiry about rental of vehicles (as opposed to the original plan of leasing) and consideration of the necessity of garaging a vehicle in a high crime area, the revised plan for the escort program included vehicle rental instead of leasing, as a cost-saving measure. A retired police officer serves as the driver and escort for the fourteen-passenger vehicle.

The escort program is well-utilized. Escort for medical appointments as well as escort for shopping and banking are provided. Due to an increase in ridership, in March, 1980, the van began a second trip each day of transport in this community. Subsequent activities in Mariner's Harbor will be reported in "B. Senior Escort Service."

B. Senior Escort Service

1. Initial Grant

- a. Goal - To enable senior citizens of Staten Island's high crime areas to travel without fear of victimization.

- b. Objective - To organize an escort service to stores, banks, etc. for isolated elderly living in high crime areas.

2. Continuation Grant

a. Goals

- (1) To reduce the fear of crime
- (2) To increase social interaction and neighborliness
- (3) To foster self-help and mutual aid

b. Objectives

- (1) To continue to provide escorted transportation for shopping and banking to isolated elderly in Mariner's Harbor Houses, and West Brighton community.
- (2) To continue to provide escorted transportation for shopping and banking to isolated elderly in Steuben Street Apartments through August, 1980; to obtain other community or funding resources to provide this service beginning 9/1/80.
- (3) To work in cooperation with the Community Service Officer (CSO) Program to continue to provide escorted transportation for isolated elderly in Stapleton Houses.
- (4) To instigate a suggested contribution system for seniors utilizing the escort program. Cost will be set according to the current rate charged by all providers in the Senior Transit System (currently 15¢ per one-way ride) and will begin August 1, 1980. (Proceeds will be used to help support the service in an effort to institutionalize the program.)

3. Summary of major activities, tasks and services performed

The Senior Escort Service was begun in August, 1979, the ninth month of program operations. At that time the Stapleton area, in addition to Mariner's Harbor was selected for the escort service. Stapleton, a poverty area and the sector with the highest crime rate responded readily to this greatly needed service. In Stapleton and Mariner's Harbor the escort program was publicized through newspapers, flyers, speaking engagements, the program's newsletter, personal letters to elderly tenants in the housing projects, the senior centers and notification of social service agencies.

As a result of the Stapleton Self-Help Council's activity and community advocacy, the New York City Housing Authority established the Community Service Officer Program in the Stapleton Houses. Besides placing six civilian patrol staff in the project, the program also provides a vehicle for transporting and escorting older people. Thus in February, 1980, this service which the community anti-crime program

had demonstrated was needed, was assumed by the public sector. This allowed NSACP to expand services to new areas.

In February, 1980, the escort program expanded to West Brighton, another low-income high-crime region where there are many vulnerable elderly residents and inadequate public transportation. In March, 1980, the final addition was made to the escort program -- the Steuben Street Apartments in Concord. These isolated low-income tenants were formerly able to walk to the Fox Hills Shopping Center, which had become a devastated group of boarded-up buildings. Greatly in need of re-vitalization, the Fox Hills area was designated by Staten Island's City Planning Office for such. The plan subsequently received approval by the Housing and Urban Development Office. Deprived of adequate public transportation due to their location, this group of elderly readily responded and two runs were provided each day the area was served.

During the period April through June, 1980, the anti-crime escort program served an average of 71 unduplicated riders per month receiving an average 342 one-way rides per month.

At the time that the program received the continuation grant, LEAA budget reductions made it necessary to reduce by one-half the services provided by the NSACP senior escort program in high crime areas. In August, 1980, the two routes in the West Brighton area were combined into one. Although the program attempted to continue to serve all riders by making two runs on one day, a number of riders dropped from the route. In September, 1980, NSACP's Steuben Street route was assumed by the Community Agency for Senior Citizens Senior Transit System (STS) in order to accomplish the needed reduction.

Through cooperative efforts with the STS it was discovered that the CYO Senior Guild, a senior center in the Mariner's Harbor community, had obtained a new bus which could assume the NSACP Mariner's Harbor route in mid-October, 1980. Riders were notified and the transition was very smooth.

This change allowed for a new route to be established in the New Brighton community. This area, a high crime, hilly, low-income community is under-served by public transportation. There is a high concentration of elderly persons living in older homes, many of which have been burglarized.

Thus the routes in West Brighton and New Brighton continued to operate through the grant end, July 24, 1981. For the last quarter of operations a monthly average of twenty-five unduplicated riders were served and an average of 157 one-way rides were provided per month. These two routes will be maintained by the new funding source.

C. Community Self-Help Groups

1. Initial Grant

- a. Goal - To organize a self-help group which will address: the environmental factors facilitating criminal victimization of the elderly in their neighborhood, the fear of crime and the trauma of victimization.
- b. Objective - To establish a council at the Stapleton Housing Project which through discussion groups and educational workshops will identify neighborhood problems contributing to the high crime rate and will advocate for correction of identified problems.

2. Continuation Grant

- a. Goals
 - (1) To involve neighborhood groups in alleviating conditions that breed crime.
 - (2) To mobilize community residents into effective self-help organizations to conduct anti-crime programs within the area.
 - (3) To promote a sense of community and foster social controls over crime.
 - (4) Reduce the fear of crime and increase confidence of area residents.
- b. Objectives
 - (1) To continue the leadership development of the Stapleton Self-Help Tenant Council, gradually withdrawing to staff involvement only once monthly.
 - (2) To identify five North Shore community and civic groups with the highest incidences of reported crimes, focusing on burglary primarily and facilitating self-help crime prevention projects such as Crime Watch Committees to address these problems.
 - (3) To provide on-going technical assistance support to organizations targeted.

3. Summary of major activities, tasks and services performed

a. Stapleton Self-Help Council

Community organizing efforts began in the Stapleton Houses the second month of program operations (January, 1979). In March, 1979, a very successful first meeting was held, with

thirty persons attending. The very active advocacy group has been responsible for bringing about needed safety changes and improved conditions in their community, through the following activities:

- (1) The building of a cooperative spirit with the Manager of the Houses and the Housing Authority Police.
- (2) Letter writing and petitioning campaigns as well as inviting elected officials to speak to the group. Officials have been made aware of Stapleton's environmental and safety problems. Visitors have included a State Assemblywoman, the District Attorney, and the Staten Island Borough President.
- (3) Eliciting publicity regarding their situation which has embarrassed and applied pressure to the Housing Authority to make such changes as: repairing of elevators, painting and replacement of light bulbs in hallways, installation of gates on accessible windows, additional police protection, the assignment of elevator aides and of six Community Service Officers who provide transportation and escort as well as patrol services.
- (4) The instigation of the freon horn alert system on Staten Island, as well as other ways to protect themselves from crime such as the developing of a "buddy system" among tenants when going out.
- (5) Presenting of testimony to advocate for their community at public hearings.
- (6) Advocating with the N.Y.C. Housing Authority for a change in management of the Stapleton project. Following a six to nine month period of watching their crime-ridden housing project deteriorate and/advocating for change, the self-help council was notified by the Housing Authority of a change in management in January of 1981.
- (7) Participating in court watch activities. At one particular youth gang robbery hearing, in February, 1981, forty seniors packed the courtroom to observe the legal proceedings. One of the Stapleton seniors was quoted in the newspaper as saying, "We came here to see what happens to these people. Many of us have been mugged in the past, and we decided to come and see that justice is done."

According to the objective for the continuation grant, the main goal for this group has been leadership development. Staff involvement has been reduced, with the group's president taking more of an active lead. This goal will be continued under the new funding source.

b. Crime Watch Committees

Throughout the continuation grant period, NSACP worked with a total of sixteen civic and neighborhood associations in high crime areas, helping them develop their own crime prevention committees and activities. A synopsis of activities with each group follows:

- (1) Port Richmond Civic Association
Provided information on crime prevention techniques and devices.
Conducted blockwatcher training on March 17, 1981.
Designed and distributed 700 flyers to announce training.
Participated in court watch activities, February, 1981.
- (2) Tompkinsville Civic Alliance
Provided information on crime prevention techniques and devices on January 22, 1981.
Applied for a grant from the Citizens Committee for N.Y.C. to operate an intergenerational summer garden.
Set up Crime Watch Committee.
On-going technical assistance re: crime prevention.
- (3) St. George Civic Association
Conducted an all-day crime prevention conference on Saturday, January 24, 1981.
- (4) Castleton Corners Board of Trade
Provided information on crime prevention techniques and devices on March 23, 1981.
Set up Merchants' Association.
Provided with resources and information regarding funding sources.
- (5) West Brighton Area Residents
Information provided on crime prevention techniques and devices on March 17, 1981.
Conducted blockwatcher training.
Security assessments for elderly members connected with another group for on-going crime prevention activities.

- (6) West Brighton Senior Center
Information provided on crime prevention techniques and devices on February 25, 1981.
Advocated for increased police protection in area of the center.
- (7) West Brighton Plaza Residents
Conducted meeting with residents, management and police on July 7, 1981.
Provided information on crime prevention techniques, blockwatcher training, alarm devices, etc.
- (8) Clifton Homeowners Association
Information provided regarding funding possibilities, blockwatcher training and neighborhood patrols on March 25, 1981.
- (9) Stapleton Civilian Patrol
Information provided regarding speakers for meetings, funding possibilities, and availability of technical assistance in March, 1981.
Discussed crime prevention techniques, safety on the street and alarm devices at June 16 meeting.
Technical assistance provided in applying for funds to obtain patrol equipment.
- (10) P.S. 16 Parent and Teachers Association
Provided information on crime prevention techniques and devices
Conducted blockwatcher training, inviting area neighborhood associations on May 5, 1981.
Flyers designed and distributed to announce training.
- (11) Randall Manor Civic Association
Conducted crime watch seminar and blockwatcher training in cooperation with police on April 28, 1981.
Flyers designed and distributed to announce seminar.
- (12) P.S. 19 Parent and Teachers Association
Provided information on crime prevention activities and techniques at April 14, 1981 meeting.
- (13) Tenant Security Association, 141 St. Marks Place
Conducted crime prevention seminar and blockwatcher training on May 26, 1981.
On-going technical assistance provided to group leadership.
- (14) Sunrise Neighborhood Association
Conducted crime prevention seminar on May 14, 1981.

- (15) Longfellow Avenue Residents
Information provided regarding crime prevention, blockwatcher training, neighborhood watch and patrols on June 25, 1981.
- (16) Village Green Residents
Information on vandalism and burglary prevention provided to Board of Directors on July 6, 1981.

The NSACP exceeded its goal of facilitating self-help crime prevention activities with five North Shore community and civic groups. On-going technical assistance will be provided as needed to the above groups under the new funding source.

D. Intergenerational Curricula

1. Initial Grant

- a. Goal - To facilitate intergenerational communication in classroom settings.
- b. Objectives -
 - (1) To hire consultants to develop elementary and secondary curricula which address the attitudes, fears, prejudices and stereotypes that young people hold towards the elderly.
 - (2) Pilot activities in one elementary and one secondary school in January - June, 1979, and evaluate the impact.
 - (3) Encourage expansion to all schools on Staten Island via the Board of Education and Community School Board.

2. Continuation Grant

- a. Goals
 - (1) To integrate youth and elderly to work together for neighborhood safety.
 - (2) To breakdown negative age stereotypes that impede community relations.
 - (3) To facilitate intergenerational communication in classroom settings.
 - (4) To reduce the fear of crime, particularly in the elderly.
- b. Objectives
 - (1) With feedback from pilot projects (first year) revise and refine curricula to develop final drafts by September.

- (2) Continue the intergenerational programming in the three previously involved schools during the fall semester of school year 1980-81.
- (3) Pilot the program in three additional schools during the spring semester of school year 1980-81.
- (4) Recruit at least ten new senior volunteers for the curriculum project.

3. Problems encountered

Some modification of projected dates and implementation procedures were necessary due to: a later program start-up (12/1/78) than anticipated in the proposal (7/1/78); limited involvement of teachers in the planning stages as a result of union regulations; minor delays in hiring of writing consultants and their completion of the resource curricula; and various delays in gaining Board of Education approval for expansion of the program to additional schools in the spring of 1981. Only one objective was not accomplished -- the program was piloted in two rather than three additional schools during the spring semester of school year 1980-81. Although efforts to begin the spring curriculum pilots began in February, 1981, various delays were experienced in working with the school district office. Although a representative from the Board of Education observed classroom pilots in March and highly recommended expansion of the program, the Superintendent did not give his approval and requested to meet with the program's Coordinator on April 2, 1981.

At the April 2nd meeting the District Superintendent stated that due to various legalities and liabilities that he would need the approval of the Community School Board before expansion could take place. Following that meeting, the Coordinator spoke with the Chairperson of the Board's curriculum committee and obtained her support for the program. Since the Superintendent had not placed the topic on the meeting agenda, the Program Coordinator obtained speaking-time at the May 4 open meeting, stressing the value of the intergenerational program and the critical importance for a quick decision enabling pilot programming before the end of the school year.

On May 12, 1981, a meeting was held with the Superintendent who agreed that the program could expand under the following specifications:

- a. The curriculum consultant hired by the anti-crime program will not act in the capacity of a classroom teacher (giving demonstrations in the classroom), but as a resource to the participating teachers, i.e. supplying materials, obtaining volunteers, etc.

- b. A representative of the district office will call a meeting of principals from selected schools. Principals will, in turn, enlist teachers who will participate on a voluntary basis.

On May 18, 1981, the Coordinator attended a discussion meeting of the Community School Board at which the Superintendent explained the intergenerational program and the agreed-upon expansion. The Board concurred and showed a favorable response to expanding such a program.

On May 22, 1981, a meeting was scheduled at the District Office for the Coordinator, Curriculum Consultant, principals of two participating schools and principals of two potentially participating schools. Both new principals agreed to speak with teachers at their schools (P.S. 19 and P.S. 57) and to begin implementation of the program this spring, continuing and expanding in the fall. Thus after three and one-half months of negotiation, expansion of the program was approved and operational.

4. Summary of major activities, tasks and services performed

In early 1979, consultant educators with experience in curriculum development and editing were hired to develop four intergenerational curricula (Grades 2, 4, 8 and High School). The materials were completed in the fall of 1979 and are comprised of learning activities enabling students and older persons to address the attitudes, fears, prejudices and stereotypes that old and young typically hold toward each other. The elementary materials are entitled, "What Does It Mean To Be Old?"; the intermediate manuscript is "Bridging the Age Gap"; and the secondary curriculum is "Aging, New York City and You." They are excellent resource curricula.

In the spring of 1980 and the fall of 1980, the intergenerational curricula were piloted in three Staten Island Schools - an elementary, an intermediate and a high school. The program was enthusiastically received by the students, the elderly volunteers, the participating teachers and principals. Once acquainted with the program, the teachers themselves implemented the intergenerational concept, adding another dimension to their teaching and bringing reality into the lives of the students, many of whom have little or no exposure to elderly persons.

This component was the most research-oriented activity conducted by the North Shore Anti-Crime Program. A thorough summary and analysis follows.

A pre-inventory test was designed by the Curriculum Consultant to measure stereotypical thinking and administered to forty-eight second grade students. The following stereotypes, negative attitudes, possible areas of conflict, or misconceptions were discovered:

Second Grade (early years) Pre-Project Findings

- 54% believed that older people are sick a lot -- can't see, hear, walk well.
- 41% believed older people can't do things for themselves.
- 43% think that old people complain all the time.
- 50% indicated that young people don't need older people.
- 42% didn't recognize that older and younger people need the same things to live.
- 58% think that it is difficult for young people to talk to older people.
- 52% believe that old people are afraid of younger.
- 66% of students believe that old people forget things easily.
- 35% believe that old people don't want to learn new things.

Middle School Pre-Project Findings

Based on a pre-inventory test administered to 23 middle school children (Gr. 6-8) the following misconceptions, stereotypes, negative attitudes and areas of possible conflict could be addressed in a program to bridge the intergenerational gap:

- 56% believed older people are sick a lot.
- 52% don't think older people can do much for themselves.
- 30% don't believe older people want to understand younger people.
- 60% said that young people think older are very different from them.
- 52% said young people find it difficult to talk to older people.
- 34% indicated that younger didn't believe older people had a future.
- 30% thought that older people can't learn.
- 60% indicated they thought older people like old ways of doing things.
- 60% thought that most older people live in institutions.

High School Pre-Project Findings

Based on the pre-inventory test given to 116 students from 5 classes at Port Richmond High School the following misconceptions, stereotypes, possible areas of conflict, or negative attitudes could be addressed in a program designed to bridge the intergenerational gap:

- 39% of students believed older people to be sick a lot - not able to walk, see or hear.
- 20% of students indicated they thought old people always need someone to take care of them.
- 25% of students believed older people to be out of date.
- 38% believe older people to be cranky and argumentative.
- 21% believe older people do not understand youth nor will they listen to them.
- 29% believe young people don't want to be bothered with older people.
- 68% think that young people think that older people are very different.
- 36% indicated that young people find it difficult to talk with older people.
- 50% indicated they believed that young people think old people haven't a future.

Findings From Pilot Program

After the four intergenerational school curricula were developed, pilot programs were conducted in three of Staten Island's North Shore schools in the spring of 1980. Again the curricula were piloted in the fall of 1980 and the spring of 1981. A total of 39 classes in five schools were exposed to the intergenerational studies through the North Shore Anti-Crime Program's endeavors.

Although each classroom's experience was unique -- ranging from a one-day panel discussion in some of the high school classes, to a three-day discussion in others, to a three-week plan in some elementary classrooms to a five-month project at the junior high -- sample classes were given pre- & post- project attitudinal surveys to measure their attitudes regarding aging and the elderly. A copy of the survey is attached and some of the trends which were noted are summarized below.

Public School 16

P.S. 16 is located in a low to middle income community. A majority of the children in the pilot classrooms come from poverty or low income families.

In the spring of 1981, the intergenerational curriculum was taught in one second grade class and one fourth grade class, on a bi-weekly basis for a period of three months. Activities included: stories, discussions, art, creative writing and elderly guests for most of the class sessions.

Both classes were made up of children who are below and seriously below grade level. The test results for the second grade could not be analyzed. As a result of high absenteeism, only five of the same children were given both the pre- and post- test.

In summarizing the pre-test and post-test data for the fourth grade class, the following trends were noted: A significant number of children, after participating in the program, thought that young people have misconceptions about older people (Questions #3 and #18).

Forty percent more children thought that older people are afraid of younger people.

Thirty percent more children thought that older people and younger people have the same problems.

Thirty-five percent fewer children felt that older people always need someone to take care of them.

Public School 19

P.S. 19 is located in a low to middle income neighborhood. Most children come from working class families.

A mini-curriculum was taught in two second grade classes over a period of three weeks. Activities included stories, discussions, art and creative writing.

Class A has a register of 28 children who are on or above grade line academically. One child was absent for the pre-test.

Class B has 21 children who are below and seriously below grade line. Two children were absent for the post-test.

The following analysis is based on a significant change of 26% in Class A (7 responses) and 25% in Class B (5 responses).

In both classes a change was noted in how children generally perceive older people. Prior to the program 44% of the children perceived older people to be sad, lonely and complaining most of the time. After the program the percentage was significantly lowered to 19% (9 responses).

Prior to the program 55% of the students did not perceive younger and older people sharing many of the same problems. After the program the percentage was reduced to 22.9%.

Prior to the program 58% of the children believed that older people were difficult to talk to - the post-inventory shows that this perception dropped to 22.9%.

The program did not involve a significant amount of teaching time or preparation. More than likely, the program's success here is based on

- 1) making teacher aware of this subject
- 2) his/her own attitude
- 3) the young age of the children

The above is based on a significant trend noted in both classes. There were individual classes trends in addition to the above.

Morris Intermediate School (I.S. 61)

I.S. 61 is a large school for Grades 6, 7, 8. It is located in a community in which the residents range from low to middle class.

From January through May, 1981, the "Leaders' Club" of I.S. 61 participated in a bi-weekly intergenerational studies curriculum. This group, consisting of selected students of all three grades, met during the school day. The students were described by their instructor as "not necessarily the brightest students or those with the highest grades, but those with marked leadership ability among their peers." Activities included: panel discussions, reading and research -- both individual and team, elderly guests, a visit to a senior center, a student-provided tour of the school for older guests, and group discussion/debates.

Based on a pre-inventory of attitudes of middle school children toward older people, the following statements can be made:

At least 50% of children participating viewed older people as being sick a lot, unable to walk, see, hear well, always in need of someone, not able to help others, find older people difficult to talk to, afraid of young people, not liking change and living mostly in institutions.

The program significantly reduced this stereotypical thinking.

21% fewer participants held the view of older people being sick a lot, after participation.

32% fewer participants believe that older people were always in need of help and not help to others, after participation.

Prior to the program 48% of the children believed older people difficult to talk to. This percentage was reduced to 12%.

Port Richmond High School

Port Richmond High School is located in a low to middle income community. Most of the students come from working class families.

In March and April of 1980, six classes were involved in the pilot intergenerational program. Panel discussions with elderly guests took place on three consecutive days in each of the classes. Topics included: Day 1 - "What does old mean? and "Let's talk about stereotypes." Day 2 - "Concerns at various ages - similarities and differences" and "As you age, changes in relationships, environment, attitudes and physiology." Day 3 - "preparation for older years."

The most discernible trend in contrasting the pre- and post- questionnaires involves some modification in the youngsters' attitudes and perceptions concerning a limited variety of stereotypical attributes of older people.

Specifically, prior to participation in the program, 39% of the students tested believed older people to be physically ill much of the time. Participation reduced this to 22%.

Prior to participation, a significant number of students attributed negative personality traits to older people of being "out of date" (#7), cranky (#8), and not liking change (#21). The post inventory shows a reduction in their perceptions in the above three areas.

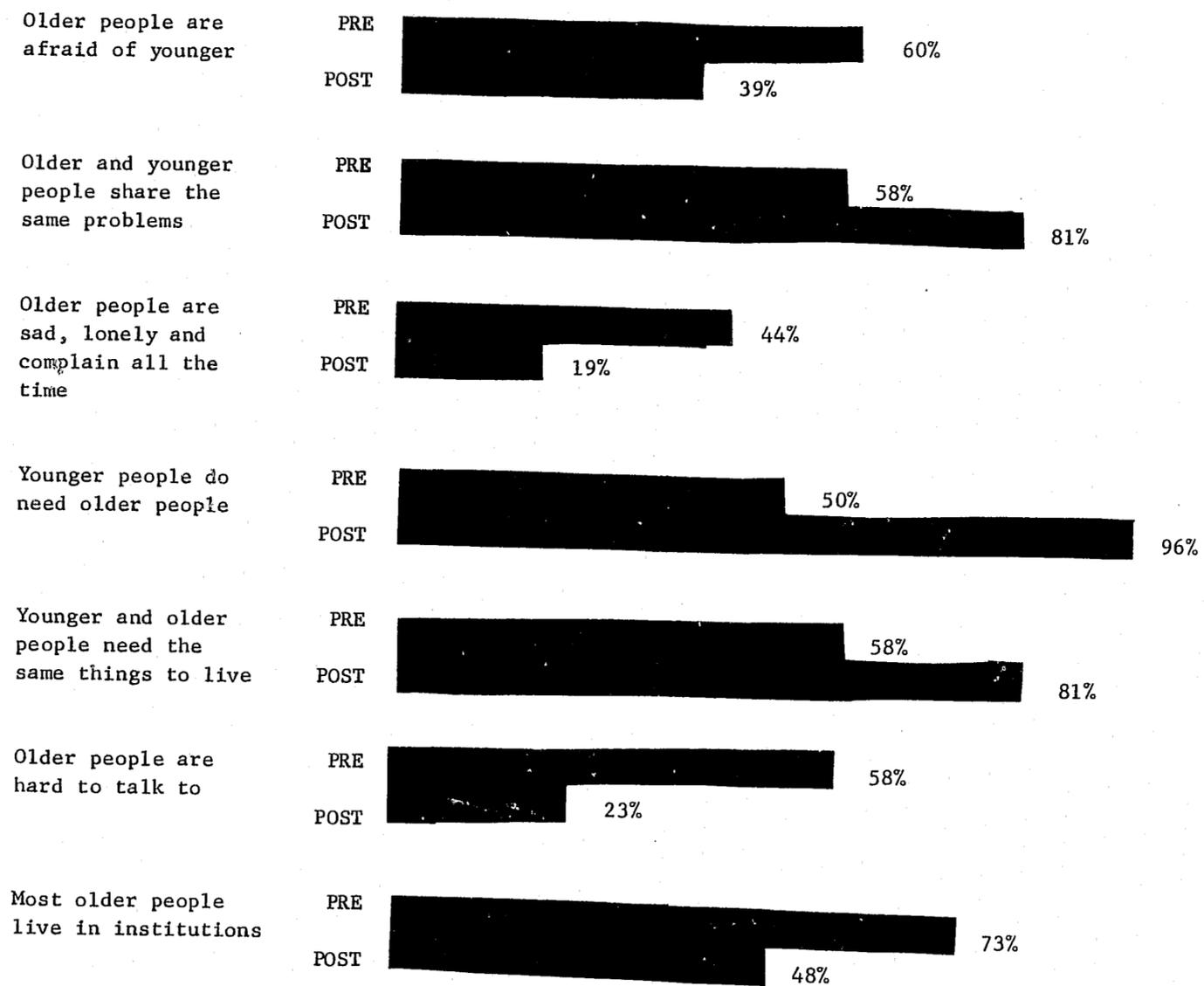
Prior to participation, 32% of the students viewed older people's learning capacity limited by age. Participation reduced the percentage to 13%.

Prior to participation, a higher percentage of youngsters (#15-29% and #18-50%) identified two areas which contribute to the intergenerational gap. Participation reduced these two areas (#15-13%; #18-38%. (#15 young people don't want to bother with old and #18 young people believe that old people haven't a future).

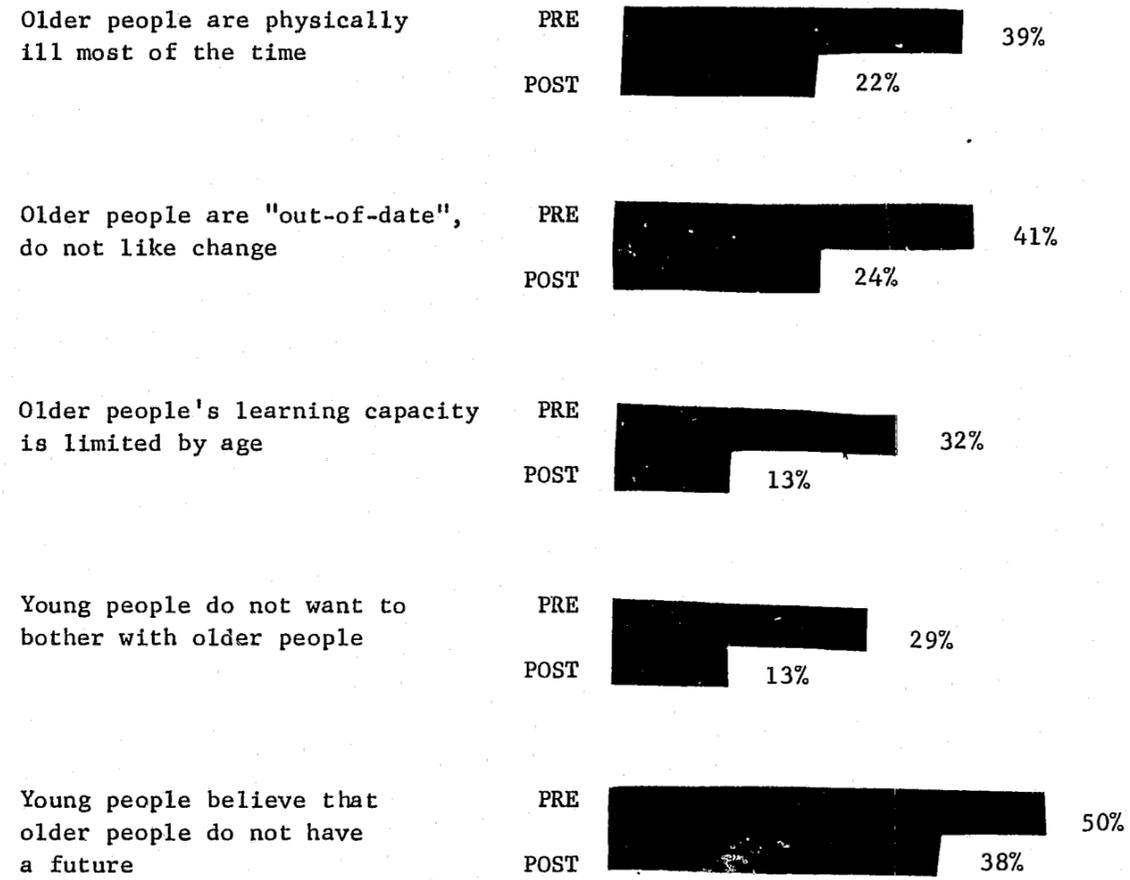
The analysis of the pre- and post-test data indicates that even a brief exposure to the intergenerational curriculum and activities changes the stereotypical attitudes of youngsters toward elderly people. Graphs which illustrate these attitudinal changes follow.

ELEMENTARY SCHOOL INVENTORY OF ATTITUDES - "YES" RESPONSES

P. 16R and P. 19R



HIGH SCHOOL INVENTORY OF ATTITUDES - "YES" RESPONSES



Volunteer Recruitment

The anti-crime program exceeded its goal of recruiting ten new elderly volunteers to participate in the intergenerational program. Twelve new volunteers and twelve previous volunteers (a total of twenty-four) were involved during the 1980-81 school year. Many of these participated a number of times in several different classrooms. The volunteers found the program to be an enjoyable and rewarding experience.

E. Intergenerational Community Workshops

1. Initial Grant

- a. Goal - To foster a cooperative and creative spirit among the young, middle-aged and the elderly through workshops exploring individual feelings towards age in non-threatening, non-institutional settings.
- b. Objective - To conduct free of charge for community members of all ages, a program of workshops which will explore attitudes toward aging and create a mutual exchange through drama, art, creative reading and writing, etc.

2. Continuation grant - not included

3. Summary of major activities, tasks and services performed

All objectives of this program were accomplished by the end of the initial funding period. Workshops were held as follows:

| <u>Workshop title</u> | <u>Subject</u> | <u>Location</u> | <u>Date & Length</u> | <u>Number participating</u> |
|--|---------------------------|-----------------------------------|--------------------------|-----------------------------|
| "Neighborhood Stories: An Oral History Lesson" | Collecting oral histories | Community Center in Port Richmond | 6/23/79 6 weeks | 12 |
| "Photography: The Art of Seeing" | Photography | Cultural Center in Livingston | 9/8/79 6 weeks | 15 |
| "Working With Words" | Poetry | Church in West Brighton | 10/3/79 6 weeks | 28 |
| "Holiday Gift Making" | Silkscreen | Museum in St. George | 11/10/79 6 weeks | 20 |
| "Theater in Your Life" | Drama | Cultural Center in Livingston | 4/19/80 6 weeks | 45 |

As illustrated in the chart above, five intergenerational workshops were conducted by the program during the original grant. One of the two most successful workshops was "Working With Words," the program's third such endeavor. A total of twenty-eight persons, ranging from ages eighteen to seventy-five, participated in the six-week course taught by a local poet. Transportation was provided for those who requested it, enabling frail seniors and disabled persons to participate.

A workshop evaluation questionnaire was completed by a sampling of nine participants. Four of those questioned were between the ages of twenty and thirty-nine; five were between ages sixty and seventy-nine. The following quotes were gleaned from the forms.

"It's enlightening to see older folks with spunk and hope. It made my own problems seem smaller by comparison. I want to learn to empathize more with older people - my own parents are 72 and 75 years old."
(age 30-39)

"I have grown to appreciate older people more. I am able to understand them and admire them for their energy and will to be a part of the coming day."
(age 20-29)

"People are all in need of others . . . "
(age 20-29)

". . . those who have lived longer are no different than those who have lived less. We are all looking for our place in the world to fit, to be productive."
(age 20-29)

". . . one is never too old!
(age 70-79)

"Younger people are amazing in their expression . . . "
(age 60-69)

A book of writings, titled "Reaching Up, Together, Grasping the New Dawn," was compiled by the workshop participants. A copy is included with this report. It is evident that this workshop met the goal, "to foster a cooperative and creative spirit among the young, middle-aged and elderly through the workshop." This was the case in all five of the workshops. However for a number of reasons, it was decided that it was not appropriate to continue this component throughout the supplemental grant.

4. Problems encountered

Although extensive outreach efforts were attempted for the first two intergenerational community workshops, only twelve persons attended the first, and fifteen persons attended the second. The program then compiled a comprehensive "Procedure for Planning Community Workshops" which was followed.

For the third workshop extensive outreach was conducted in several local high schools and intermediate schools, senior groups, alternative education programs, youth groups, social service agencies and local community organizations. Over 250 flyers were distributed. Press releases and public service announcements were sent to local newspapers and radio stations. Personal letters were sent to those who had previously participated in similar workshops offered by both the Community Agency for Senior Citizens and the workshop teacher. Twenty-eight persons participated throughout the six weeks. The increased number was also a result of provision of transportation to the elderly and disabled.

The fourth and fifth workshops had twenty and forty-five participants, respectively.

Considering all factors, i.e.,

- a. staff time in planning, advertising and conducting
- b. cost effectiveness in paying for an instructor, transportation, and materials for a relatively small attendance,

it was decided that this component would not be included in the supplemental grant period. Other activities were planned to accomplish the goal "To integrate all age groups to work together for neighborhood safety, breaking down negative age stereotypes that impede community relations.

F. Victim Assistance

1. Initial Grant

- a. Goal - To develop a resource in the community to which elderly crime victims will have immediate access.
- b. Objectives
 - (1) To offer information, counseling, emergency food, shelter, and lock and burglary repairs, when needed, to elderly victims.

- (2) To establish a twenty-four hour hot line to be partially staffed by professional volunteers and college students to offer the above services.
- (3) To establish a support network for elderly who have experienced or fear criminal victimization through discussion groups and "buddy systems."

2. Continuation Grant

a. Goals

- (1) To enhance social service, police and community efforts in crime prevention for the elderly.
- (2) To obtain additional funding to operate the NSACP victim assistance program and institutionalize by developing community resources to which elderly victims can turn.
- (3) By fostering continued victim assistance, to reduce the trauma of victimization and thus the fear of crime.
- (4) To continue to provide a community resource to which elderly victims of crime will have immediate (24-hour) access and thus reduce the fear of crime.

b. Objectives

- (1) To identify community resources and funding with the ability to assume part or all of the assistance programming for elderly victims of crime.
- (2) To continue to operate the 24-hour crime victim hot line.
- (3) To recruit and train an additional 10 volunteer counselors for the hot line by May, 1981.

3. Summary of major activities, tasks and services performed

The North Shore Anti-Crime Program established a victim assistance program for older adults. An excellent relationship was developed with Staten Island police. Daily contact was established with the Senior Citizens Robbery Unit and twice weekly with the clerk who referred burglary victims. Victims of robbery, purse snatch, mugging and violent crimes were telephoned and letters informing burglary victims of the program's services were mailed out immediately. A needs assessment was conducted in person or by telephone, and the Caseworker determined the victim's needs ranging from information or counseling to emergency burglary repairs, food or shelter.

The following are statistics regarding victim assistance services, January, 1979 through July 24, 1981.

Statistics

Crime Victims' Assistance

North Shore Anti-Crime Program

| | <u>Jan.-Dec. 1979</u> | <u>Jan.-Dec. 1980</u> | <u>Jan.-July 24, 1981</u> | <u>Total (31 months)</u> |
|--|-----------------------|-----------------------|---|------------------------------|
| Referrals | 404 | 581 | 435 | 1420 |
| Referrals contacted | 404 | 581 | 435 | 1420 |
| Referrals serviced | 184 | 197 | 137 | 518 |
| Units of service | 1520 | 1444 | 2507 | 5471 |
| Clients receiving LEAA emergency lock service or repairs | 36 | 21 | - | 57 |
| Total LEAA expenditure for locks (funding ended 7/1/80) | \$1657 | \$1157 | - | \$2814 |
| Clients receiving CSS financial assistance | 34 | 27 | 28 | 89 |
| Total CSS financial assistance disbursed | \$1821 | \$1536 | \$1212 | \$4569 |
| Clients receiving Department for the Aging Financial Assistance (began 4/1/79) | 4 | 9 | 11 | 24 |
| Total D.F.T.A. monies disbursed | \$493 | \$849 | \$2210 | \$3552 |
| Clients receiving emergency food or shelter from Red Cross | 6 | 5 | 4 | 15 |
| Total Red Cross monies disbursed (began 4/1/79) | \$445 | \$501 | \$269 | \$1215 |
| Clients receiving Victim Services Agency Financial Assistance (began 4/1/80) | - | 9 | 8 | 17 |
| Total VSA monies disbursed | - | \$378 | \$258 | \$636 |
| Referrals to other agencies | 51 | 78 | 54 | <u>183</u> |
| | | | Total Financial Assistance disbursed to Crime Victims (excluding locks) | \$9972 |

The twenty-four hour answering service which provides a hot-line for crime victims became operational January 10, 1979, the second month of program operations. Staff members carry the two beepers week nights and one staff member and one volunteer are on call for the weekend. Professionals in the social service field, persons with community service experience, and college and graduate students have been recruited as volunteers for this service. A total of thirty volunteers (exceeding the program's objectives) served in this capacity, following orientation sessions provided by staff. These volunteers received updated resource lists, with such 24-hour services as: a locksmith, a hotel, a motel, a foster home, a car service - all of which agree to perform emergency services and bill the program later.

The hot-line receives one to five emergency calls per month. Frequently, of course, hot-line calls precipitate the dispatch of the locksmith, counseling and follow-up the next working day.

Posters which publicize the hot-line for crime victims have been posted throughout the community. Beginning in March, 1980, every police officer on Staten Island was presented with a new page for his or her memo book. This page served as a constant reminder of emergency services available to elderly victims of crime.

Staff members have taken advantage of every opportunity to establish support networks for victims. Victim discussion groups were conducted at the Stapleton, Mariner's Harbor, West Brighton, Cassidy Coles and Richmond Terrace Senior Centers. Many victims have been recruited as volunteers for the curriculum program. Buddy systems were encouraged at all senior centers and established at the Stapleton Houses. Victims going to Court were referred to the Victim Service Agency's Reception Center for support services in negotiating the Court process.

The budget reduction required by the LEAA Supplemental Grant forced the program to eliminate one of the three professional staff from the payroll as of 8/1/80. On 7/29/80 the program was fortunate to obtain temporary funding from N.Y. State through the Community Services for the Elderly Act (CSE) for this position. CSE funds supported this position through 3/31/81 and the Community Service Society funded it from 4/1/81 through 6/30/81. At that time this position was included with the remainder of the program's personnel costs as follows:

7/1/81 - 7/24/81 LEAA
7/27/81 - 8/31/81 Crime Victims' Compensation Board (N.Y. State funds)
9/1/81 - 8/31/82 N.Y.C. Community Development Funds (HUD)

Thus resources were found to continue all of the assistance programming for elderly victims of crime.

G. Merchant Crime Prevention/Victim Assistance

1. Initial Grant - not included

2. Continuation Grant

a. Goals

- (1) To integrate energies of residential and commercial interests to enhance the quality of life for all.
- (2) To reduce the victimization of community residents, particularly the elderly.
- (3) To reduce the fear of crime and increase confidence of area residents.
- (4) To provide a place of aid and comfort to victims or potential victims.
- (5) To increase the visibility of the Community anti-crime program.
- (6) To foster citizen involvement in the social control of crime.

b. Objectives

- (1) To identify at least 200 merchants who might be willing to participate and display program decal.
- (2) Recruit and train 100 merchants to offer emergency assistance to victims and potential victims.
- (3) Evaluate effectiveness through a questionnaire in months 7 and 11.

3. Summary of major activities, tasks and services performed

The "Safety Spot" program was operational only during the continuation grant -- a period of 12 months. However, the objective of recruiting 100 participating merchants was far exceeded when 400 businesses agreed to become part of the program.

Per the objective, a questionnaire was distributed in months 7 and 11, to evaluate effectiveness. One hundred seventy-five merchants received the form in February and 52 were completed and returned.

The responses to questions were as follows:

1. How long have you displayed the Safety Spot decal in your business window?

| | | | |
|----------|-----------|----------|-----------|
| 7 months | <u>1</u> | 1 month | <u>16</u> |
| 6 months | <u>4</u> | 3 weeks | <u>6</u> |
| 5 months | <u>0</u> | 2 weeks | <u>2</u> |
| 4 months | <u>1</u> | 1 week | <u>1</u> |
| 3 months | <u>4</u> | few days | <u>1</u> |
| 2 months | <u>15</u> | | |

2. Have you noticed other merchants in your area displaying the decal?

Yes 20 No 31

3. As a result of the decal, how many requests for assistance have you received?

4 merchants responding
9 requests for assistance

4. Do you feel that the public is sufficiently aware of this program?

Yes 6 No 43 ? 3

5. What suggestions can you give which might help in improving the program?

| | |
|--|-----------|
| <u>27 merchants responding</u> | |
| Needs more newspaper advertising and publicity | <u>23</u> |
| Suggested flyers in public places | <u>4</u> |
| Publish names of participating merchants | <u>3</u> |
| T.V. and radio publicity | <u>2</u> |
| Larger decals | <u>3</u> |
| Publicity in Chamber of Commerce newsletter | <u>1</u> |
| Seems to be well known | <u>1</u> |

As a result of the questionnaire, the program obtained additional publicity (when possible) in newspapers and at public meetings. In addition an outreach campaign to expand Safety Spot to additional merchants was conducted. As a result by the end of the LEAA grant, over 400 merchants had agreed to participate and were displaying the program decal.

According to the program workplan, a sampling of merchants were sent evaluation questionnaires in month 11. The suggestion for improving the program which was made by 90% of the responding merchants was "more advertising and publicity." This will be the goal for future advancement of the program.

H. Community Education

1. Initial Grant

- a. Goal - To reduce the fear of crime in the community.
- b. Objective - To develop educational workshops on crime prevention, including home protections, skills to protect oneself on the street and emphasis on the need for reporting crimes, identification of attackers and pressing of charges.

2. Continuation Grant

a. Goals

- (1) To reduce the fear of crime for all community members by fostering self-help, mutual aid and neighboring.
- (2) To involve neighborhood groups in reducing opportunities for crime by educating them regarding crime prevention.
- (3) To increase the visibility of the program.

b. Objectives

- (1) To speak at seven community meetings per quarter.
- (2) To publish a quarterly newsletter (fall, winter, spring, summer).
- (3) To collect and distribute self-help crime prevention resources, including low cost alert systems (sold at cost) such as freon horns, whistles, etc.
- (4) To sponsor a "Direct Deposit" campaign during Senior Citizens month, May, 1981.
 - a) Involve as many community banks as possible.
 - b) Offer elderly a free ride to the bank of their choice.
 - c) Educate elderly by providing a sample Direct Deposit form with explanation.

3. Summary of major activities, tasks and services performed

NSACP staff developed an on-going program of educational mini-workshops on crime prevention. By the thirty-third month of operation (grant end) approximately seventy-eight community groups consisting of 4390 individuals heard the presentation which included Operation I.D. and other home protections, skills to protect oneself on the street, and emphasis on the need for reporting crimes, identification of attackers, and pressing of charges.

The community outreach endeavors of the initial grant culminated in a major Crime Prevention Conference for Staten Island senior citizens, the North Shore community and civic groups and other interested persons. Through cooperative efforts with other communities, the Conference was part of Staten Island's first "Crime Prevention Week." Held at Snug Harbor Cultural Center's Great Hall with twenty displays and exhibits the Conference drew over 250 people from the North Shore of Staten Island.

In addition to displays three workshops - Criminal Justice, Organizing Your Neighborhood and Vandalism were held. Also a demonstration of self-protection against mugging was given by Liddon Griffith, N.Y.C. Housing Police. This demonstration was attended by 60 people. The final close to the Conference was a performance by the Intergenerational Drama Workshop that had been meeting weekly in preparation for the Conference.

NSACP met with the 122nd and 123rd Precinct Councils and the Victim Services Agency in planning of Crime Prevention Week and each of these Precinct Community Councils held an open house at its home base during the week of May 31 - June 7.

The Conference was a very successful community effort, with excellent press coverage in the local "Staten Island Advance!"

All objectives of the initial grant were accomplished with the exception of training elderly volunteers to assess homes for adequate crime prevention hardware. The Police Department maintained reluctance to train civilians for this purpose. The service was available to Staten Island seniors for a year, however, as a result of the Victim Service Agency's Project SAFE. Following a safety assessment by the crime prevention officer in the precinct, Project SAFE installed preventive locks for the elderly, free of charge. NSACP and Project SAFE had a cooperative, mutually beneficial working relationship.

All of the objectives of the continuation grant were also accomplished, if not exceeded. Program staff spoke at an average of sixteen meetings per quarter, where seven was the projection. The quarterly newsletter (providing crime prevention information to a circulation of 14,000) was published. A total of 450 freon horns and 175 street alarms were distributed.

Per the program's workplan, a campaign to emphasize the safety features of Direct Deposit of Social Security checks was conducted in June of 1981. A flyer was designed and one thousand were distributed. Program staff spoke to seven senior centers and all Staten Island banks were contacted prior to the campaign. Many called to lend their support to the activity.

I. Coordination Efforts With Other Crime Prevention Agencies

1. Initial Grant - not included

2. Continuation Grant

a. Goals

- (1) To promote communication and cooperation among criminal justice and crime prevention agencies.
- (2) To increase awareness of criminal justice agencies toward resident-sponsored organizations and to encourage input from citizens.

b. Objectives

- (1) Coordinate efforts with other crime prevention agencies including
 - (a) Police Department on a precinct and borough-wide level, including the Senior Citizens Robbery Unit.
 - (b) The Victim Services Agency (VSA) and Project SAFE.
 - (c) The New York City Department for the Aging's Senior Security Services and the Red Cross (resources for victim assistance).
 - (d) The Staten Island District Attorney's Office.
 - (e) The Coalition of New York City Community Anti-Crime Programs and other LEAA grantees.
- (2) Communicate knowledge obtained from agencies to resident-sponsored organizations.
- (3) Advocate for residents with criminal justice agencies.

3. Summary of major activities, tasks and services performed

The Anti-Crime program has developed excellent working relationships with other crime prevention and criminal justice agencies in the following ways:

Police Department - Program staff work consistently with the Senior Citizens Robbery Unit, the Crime Prevention Officers, the Training Coordinator, the 120 Precinct Community Council and the Precinct Captain.

Victim Services Agency - Since the program began, NSACP has worked closely with VSA and its Project SAFE in order that no duplication of services would occur. This continued throughout the grant period.

New York City Department for the Aging and American Red Cross - along with VSA - These agencies have provided financial assistance monies to the program to be disbursed to elderly crime victims according to established guidelines. The program continued throughout the grant to be designated as the conduit of such emergency funds.

District Attorney's Office - The program was frequently contacted by the D.A.'s office regarding elderly witnesses who needed transportation or other assistance related to their cases.

Coalition of N.Y.C. Community Anti-Crime Programs - The Program Coordinator served as Co-Chair of this group. However, when many of the programs lost LEAA funding, there were no formal meetings. Directors of a number of programs continued to communicate on an informal basis and provided a city-wide network of support for those programs which managed to continue.

In all of these contacts the program communicated knowledge from agencies to Staten Island residents and advocated for residents with the Criminal Justice System.

III. Findings and conclusions relevant to stated goals

- A. Goal - To involve local neighborhoods of the North Shore to reduce opportunities for crime, by mobilizing residents into effective self-help groups.

The anti-crime program found civic and neighborhood groups very responsive to organizing against crime -- especially in those areas where burglaries or muggings on the street were current problems. The program worked with sixteen civic and neighborhood groups during its last year of operations and all sixteen developed on-going crime prevention programs in their areas. Activities included: Block Watchers, Operation I.D., Crime Watch Committees, Neighborhood Patrols and Building Security Improvements.

The District Attorney recently reported that burglary is down 30% on Staten Island. For many years burglary has been the number one crime on Staten Island. It has now become the number three crime. District Attorney Thomas Sullivan believes the drop in burglary rates to be a direct result of (1) increased crime prevention awareness on the part of Staten Island residents and (2) improved police techniques. Anti-crime staff believes that the program's efforts to educate the community about crime prevention are beginning to influence police statistics.

- B. Goal - To involve neighborhood groups in alleviating conditions that breed crime, promoting a greater sense of community and fostering social controls over crime.

The changes which have been brought about by the Stapleton Senior Self-Help Council are an excellent example of the accomplishment of this goal by the Anti-Crime Program (see pages 7-9). This group has been so successful that the new funding source has approved the replication of this model project with older persons in another housing project.

In addition, the "Safety Spot" Merchant Program has accomplished this goal. Merchants were extremely responsive to the effort, as illustrated by the fact that although NSACP's goal was to recruit one hundred merchants, four hundred agreed to participate (see pages 28-29). There is a great deal of community interest in continuing this program. Its expansion has been approved in the plan of operations under the new funding source.

Of course, the development of Block Watcher and other crime prevention activities in the sixteen neighborhood groups also contributed to the accomplishment of this goal.

- C. Goal - To reduce the fear of crime for community members by fostering self-help, mutual aid and neighboring.

The NSACP found that three program components were most effective in accomplishing this goal. In developing crime watch committees and neighborhood/blockwatcher programs, people met their neighbors and began to "watch out" for each other. When self-help discussion groups were formed, it was found that community members shared concerns about their neighborhoods, and acting together could frequently alleviate the problem. These activities are crucial in strengthening the community, making it safer and eliminating fear.

The senior escort program was also very effective in reducing fear among the senior riders - most of whom were previous crime victims.

Three riders were interviewed regarding the escort service. Their assessment is as follows:

"My wife and I were robbed last February right around our building. I am also a stroke patient, so I do not drive. There is no shopping where I live on the North Shore. In May, I started shopping on the van.

I enjoy the convenience of the bus. I enjoy the people on the van. The drivers are nice, pleasant young men. I really enjoy them and what they do for us."

Mr. Lippman

"I would be lost without the van. I could not get to Pathmark or the other stores without it.

Even passing each other in the store, the bus riders are so obliging and willing to help. One of the other bus riders helped me to pack my groceries one day at the check-out counter.

I have emphysema and chronic bronchitis, so I cannot carry bundles. It means so much that the bundles are carried for me. It also means something to me being with other people. I am alone all of the time."

Mrs. Mogielnicki

"I like riding the van very, very much. Being the victim of a severe mugging, I would be afraid to go out shopping alone. I like the assurance of seeing other crime victims and how they cope.

We get out. We do not hibernate. But we need the bus to get us out.

It is a pleasure. It is like having a limousine service pick you up. The drivers are exceptional."

Mrs. Stahl

The reduction of fear, the fostering of self-help, mutual aid and neighboring are all quite evident in these interviews regarding the NSACP senior escort program.

In addition, the merchant program "Safety Spot" proved to be a very effective way to accomplish this goal. This component tended to bring together the residents and commercial interests in the high crime areas to reduce fear in these neighborhoods.

- D. Goal - To integrate all age groups to work together for neighborhood safety, breaking down negative age stereotypes.

Two program components were designed to accomplish this goal: the Intergenerational Community Workshops and the Intergenerational Curricula/School Program. As discussed previously (see pages 22-24), the community workshops were not continued in the supplemental grant as it was felt that the overall effectiveness in accomplishing the goal was relatively low.

However, the Intergenerational School Program was found to be most effective. As discussed in pages 11 through 18, the analysis of the pre-test and post-test data indicated that even a brief exposure to the intergenerational curriculum and activities significantly reduces stereotypical thinking. Based on the concept that stereotypes make it easier to victimize those who are categorized negatively, we feel that a long-range program such as this will result in the reduction in crime against the elderly.

Following the implementation of the program at Staten Island's Curtis High School, Mr. Lester Golden, Assistant Principal, wrote the following:

"Please accept my thanks and appreciation for bringing the Senior Citizens Anti-Crime Program to some of the social studies classes at Curtis High School.

There is little doubt that our society must do more to bring together the senior citizens and youth of our community. Each group has a great deal to contribute to each other in the way of knowledge, attitude, respect and well-being. By having youth groups and senior citizens visit our classes and exchange views and conceptions, the result must be an improved understanding and appreciation youngsters will have for the elderly who have contributed so much to the younger generation's life. The one regret I have is that we started so late in the term.

I believe in your work and that it can have positive effects. Therefore, I hope in the 1981-82 school year, we can renew the program early in the term. I congratulate you for initiating a needed program and thank you for introducing it to the students of Curtis High School."

Because the program was so enthusiastically received by the students, the elderly volunteers, the participating teachers and principals, the continuation and expansion of this program has been approved by

the new funding source. We feel very strongly that by making use of the schools to promote an intergenerational approach to learning, movement can be made towards the type of understanding necessary to vitiate the effects of ignorance and cruelty as major factors of crime.

- E. Goal - To educate the community regarding crime prevention.

The anti-crime program found the community-at-large eager to learn about crime prevention. The educational mini-workshops on crime prevention which were developed by the program were readily received. As reported previously (see pages 30-31) speaking engagements were booked with seventy-eight community groups consisting of 4390 individuals during the program's operation under LEAA.

The quarterly newsletter (circulation 14,000) was found to be an excellent tool for disseminating information also. Telephone responses were numerous following delivery of each edition.

The crime prevention resource library which was developed by the program is invaluable in working with groups. All crime prevention literature which has been collected since the program began is available for dissemination or checking out to any interested individuals or groups.

The education component provided a vehicle for residents to gain insight into the criminal justice system and to give large numbers of people the information needed to effect change in the security of their person, their possessions and their property.

IV. Economic Feasibility of the Anti-Crime Program

The North Shore Anti-Crime Program began operations in December, 1978 with a staff of four - three professional and one support staff. The total program grant was \$210,965.

There are several ways to attempt to evaluate the "efficiency" of the program in dollar terms. One way is to calculate the unit costs of services provided; the other, to try to relate the program's costs to its crime reduction impact. Both methods are somewhat imprecise.

To examine unit costs requires a figure for total services provided. Unfortunately, even when excellent records are kept it is very difficult to obtain an exhaustive figure for total activities. Attempting to do so, however, the North Shore Anti-Crime Program rendered the following units of service:

| | |
|---|--------------|
| Victim Assistance and Crime Prevention contacts | 5,471 |
| One-way rides/escort program | <u>3,778</u> |
| | 9,249 |

Based on the total grant of \$210,965 this would substantiate a cost of \$22.00 per unit of service.

However, it is to be considered that although speaking at a group meeting is one unit of service, the average size group for speaking engagements was 56 persons. In addition, seven newsletters were published, each with a circulation of 14,000. With these allowances for additional contacts with individuals, a cost of less than \$2.00 per unit of service can be substantiated.

Clearly, these cost figures could be manipulated in many ways to prove many hypotheses. Nonetheless these figures must be compared to some sort of assessment of program benefits.

As stated previously, recent burglary statistics show a reduction of 30%. Assuming that the anti-crime program is partially responsible, what is the savings in losses of property to victims? What is the savings in one elderly person's not being mugged because he or she rides the escort van? It is hard to place a price tag on an unbroken hip or the prevention of emotional trauma.

It can be noted that, in an economic sense, property which is stolen is a "cost" only to the victim. Also, the average cost of the criminal justice system will vary little with any slight reduction in burglary. Neither of these factors disproves the worth of this program, however.

There are many real costs of crime -- the property destroyed; the distress of the victims; the time lost to citizens devoted to reporting, repairing, replacing and making court appearances; the locks and security services that crime makes necessary; the effect of increased crime on otherwise healthy residential and business areas. Due to these reasons alone, the prevention of crime is clearly worthwhile, even at some "cost" to society.

V. Recommendations

When an evaluation of several years of work is attempted, it is common to minimize the decisions made throughout the program's operation, which brought about either success or failure. There is a tendency to overlook the amount of deliberation needed to bring about a policy which two and one-half years later seems a minute detail. In an attempt to share knowledge, the following recommendations can be made:

Self-Help Crime Prevention Groups

The North Shore Anti-Crime Program found through its experience in dealing with the Stapleton Senior Self-Help Council that the voices of senior citizens are heard -- perhaps more than any other age group and more than integrated age groups. When the Council contacted the N.Y.C. Housing Authority or public officials by letter or petition, immediate attention was given to their complaints or requests.

A policy which the group developed was to "Work with the management as long as possible before taking an adversary position." When all else fails, unfavorable newspaper publicity applies a great deal of pressure -- and brings about action, in most cases!

Intergenerational School Program

There was an initial delay in developing an intergenerational curriculum and school program because of the staff's unfamiliarity with the school system's methods and procedures such as:

- (1) teachers' union regulations,
- (2) bureaucratic process of dealing with the Superintendent, the Assistant Superintendent, and the Community School Board.

We were, however, able to overcome this obstacle by hiring as a consultant, a teacher who was on leave from the school district. She knew the system, the procedures and the language to facilitate the whole process.

"Safety Spot Merchant Program"

We found the merchant program to be a popular and attractive safety program. While implementing it, a number of things were learned which will facilitate such programs in the future:

- (1) Design a decal which does not fade in the sun
- (2) Secure the decal for the merchant or it may never be placed on the window or door.
- (3) Allocate funds for advertising the program. Such a program is only as effective as the number of people who know about it.

Elderly Victim Assistance

Throughout the program's operation, it was repeatedly evident that older victims of crime need a comprehensive array of assistance services to address the economic, physical, psychological, and criminal justice consequences of victimization. The psychological after-effects of criminal violation are quite devastating for elders.

A distinct advantage in serving elderly victims was that the North Shore Anti-Crime Program was a part of the Community Agency for Senior Citizens, a comprehensive service program for seniors. Frequently, it is the victimization which brings the older person into the agency, but many other needs are discovered. Elderly victims of crime can be best served by an agency

with expertise in dealing with older persons and with a range of services at their fingertips (i.e., entitlement counseling, home care or shopping assistance, medical screening or transportation to medical appointments.) The North Shore Anti-Crime Program as part of CASC, a multi-service agency for the elderly, was an excellent way to meet these needs.

When the program began and the availability of financial assistance for emergency victim assistance was publicized, staff assumed that there would be many inappropriate requests for assistance. The opposite was however found to be the case. Victims tend to be reluctant to request assistance. They want to be self-sufficient if at all possible. If assistance is received, we found elderly victims to be extremely appreciative for services rendered.

Funding

We feel that the value of the community anti-crime program has been clearly supported in this document. It is unfortunate that as it is written, the Law Enforcement Assistance Administration has been legislated out of existence. Just as community anti-crime programs around the country were changing from local experiments to successful programs with concrete results, they found that if they are to exist, they must subsist on a patchwork of private and public funding sources.

We feel that a new mechanism must be developed to fund community anti-crime programs -- for reasons that are both humane and practical.

Materials Printed for Dissemination by North Shore Anti-Crime Program

| <u>Material</u> | <u>Why produced</u> |
|---|---|
| 1. Invitation to Open House | 1. Announcing Anti-Crime Program |
| 2. Program for Open House | 2. Provide information re: program at Open House |
| 3. Victim Assistance Flyer | 3. Inform individuals and community about services available |
| 4. Winter, 1979 Newsletter | 4. Inform individuals and community about services available and provide crime prevention education |
| 5. Letter to crime victims | 5. Inform individuals about services available |
| 6. Stapleton flyer | 6. Inform Housing Project residents of program activity |
| 7. Self-Help Council Survey | 7. To develop crime prevention groups |
| 8. Spring/Summer, 1979 Newsletter | 8. Inform individuals and community about services available and provide crime prevention education |
| 9. Letter to crime victims | 9. Inform individuals about services available |
| 10. Mariner's Harbor Questionnaire | 10. To develop crime prevention activity in Mariner's Harbor community |
| 11. Escort Service Flyer/Mariner's Harbor | 11. To announce Escort Service/Mariner's Harbor |
| 12. Escort Service Flyer/Stapleton | 12. To announce Escort Service/Stapleton |
| 13. Flyer for Crime Watch Committees | 13. To outline functions of Crime Watch Committees |
| 14. Burglary Prevention Checklist | 14. To educate community members about burglary prevention |
| 15. Fact sheet about burglary | 15. To educate community members about burglary prevention |

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| 16. Newsletter, Fall 1979 | 16. Crime prevention education |
| 17. Workshop flyer (Poetry) | 17. Announcement of workshop - "Working with Words" |
| 18. Evaluation questionnaire | 18. Evaluate workshop effectiveness |
| 19. Workshop flyer (Silk Screen) | 19. Announcement of workshop - "Holiday Gift Making" - (Silk Screening) |
| 20. Workshop flyer (Drama) | 20. Announcement of Drama Workshop - "Theatre in Your Life" |
| 21. Winter/Spring, 1980 Newsletter | 21. Crime Prevention Education |
| 22. "Beeper Keeper News" | 22. Newsletter for Hot Line Volunteers |
| 23. Emergency Resources list | 23. Information for Hot Line Volunteers |
| 24. Flyer - "Vial of Life" | 24. Medical Emergency Information for benefit of seniors |
| 25. Spring, 1980 Newsletter | 25. Crime Prevention Education |
| 26. Invitation to Crime Prevention Conference | 26. Announcing program and facts about NSACP program |
| 27. Letter to merchants about "Safety Spot" program | 27. Merchant recruitment |
| 28. Response card - "Safety Spot" | 28. Merchant recruitment |
| 29. "Safety Spot" decal | 29. Decal to indicate merchant participation |
| 30. "Safety Spot" telephone emergency numbers | 30. Emergency resource list for merchant participation |
| 31. Fall, 1980 Newsletter | 31. Crime Prevention Education |
| 32. CSS Bulletin - Nov.-Dec. 1980 | 32. Informing individuals of NSACP and detailing services |
| 33. Flyer | 33. Announcing Block Watcher Training |
| 34. Flyer | 34. Informing seniors of Direct Deposit Campaign |
| 35. Letter to Banks | 35. Announcing Direct Deposit Campaign |
| 36. Spring, 1981 Newsletter | 36. Crime Prevention Education |
| 37. Reaching Up, Together, Grasping the New Dawn | 37. Compilation of writing from the Poetry Workshop |

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| 38. "Bridging the Age Gap", Grade 2 | 38. Activities to strengthen intergenerational understanding between young people and older people |
| 39. "Bridging the Age Gap,"Grade 4 | 39. Activities to strengthen intergenerational understanding between young people and older people |
| 40. "Bridging the Age Gap," Intermediate Level | 40. Activities to strengthen intergenerational understanding between young people and older people |
| 41. "Aging, New York City, and You", Secondary Level | 41. Activities to strengthen intergenerational understanding between young people and older people |
| 42. Victim Hot Line Poster | 42. Inform individuals and general public of NSACP's 24-hour hot line for senior citizen crime victims |

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