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**SENIORS HELPING SENIORS: TRAINING LOW-INCOME BLACK
ELDERLY TO COPE WITH COLD WEATHER ENERGY- AND HOUSING-
RELATED PROBLEMS**

City University of New York

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**SENIORS HELPING SENIORS: TRAINING LOW-INCOME BLACK ELDERLY
TO COPE WITH COLD WEATHER ENERGY- AND
HOUSING-RELATED PROBLEMS**

by

Irene Luckey

**A dissertation submitted to the Graduate Faculty in Social
Welfare in partial fulfillment of the requirements for the
degree of Doctor of Social Welfare, The City University of
New York.**

1982

This manuscript has been read and accepted for the Graduate Faculty in Social Welfare in satisfaction of the dissertation requirement for the degree of Doctor of Social Welfare.

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Abstract

SENIORS HELPING SENIORS: TRAINING LOW-INCOME BLACK ELDERLY TO COPE WITH COLD WEATHER ENERGY- AND HOUSING-RELATED PROBLEMS

by

Irene Luckey

Advisor: Professor Simon Slavin

The Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems--as is reported in this abstract--was a project designed to help low-income elderly deal with cold weather and housing problems. This project attempted to increase low-income seniors' access to relevant services, information and programs by providing necessary information to them through their peers who were trained as energy aides in senior centers. The project utilized the self-help concept as the basic unifying concept upon which the project was built.

The project was conducted in four senior centers located in predominately black communities in New York City. The particular senior centers chosen to participate in the project were the Mary McLeod Bethune Senior Center and the Wilson Major Morris Senior Center, both located in the Central Harlem section of Manhattan; the Fort Greene Senior Center, Fort Greene section of Brooklyn; and the St. Louis Senior Center, Crown Heights section of Brooklyn.

Training sessions were held at each center. The number and time span of training sessions varied from twice a week for seven weeks to twice a week for three weeks and once on the fourth week. The content and method of training was the same at all centers. One person conducted all training sessions at each center. Directors and appropriate staff persons at all centers were encouraged to attend training sessions.

Twenty-seven seniors began training. Seventeen seniors completed training, fifteen females and two males. All trainees were black and most were between the ages of 65 and 74 years. Five trainees had completed high school; two had some college; one completed college and the remainder had less than a twelfth grade education. All participants were retired and only one person had a pension which was the primary source of support. Three persons had been white collar workers, the remainder had been blue-collar workers.

The exact process of soliciting persons to participate as trainees varied at each center. Thus, some directors spoke to persons personally as well as made a general announcement to the entire group; some recommended seniors who were given the option to participate, and some directors were highly selective, i.e., the most active seniors in the center's activities were chosen to participate.

Variations in the selection process of trainees, time schedules and length and time span of training sessions were designed to assess which variations contributed most to the program's success.

A manual was developed as a product of the training program as a reference to be used by energy aides in sharing information with their peers and others.

Evaluation strategies used to assess the program were before- and-after intervention measurements and observation. Measurements were taken from directors and staff, trainees and general center membership. In-person interviews were used to obtain data from directors, staff and trainees. Closed-ended questions on a questionnaire were administered to the general center population.

Data collected from directors and staff focused on the centers, its population, its programs and the center's activities related to cold weather energy- and housing-related problems. Data collected from trainees focused on their knowledge, understanding and ability to share information about energy assistance programs, and techniques to deal with cold weather energy- and housing-related problems. Data collected from the general center population focused on its view of the usefulness of the information shared in the group presentation(s) and its willingness to seek information from trainees regarding cold weather energy- and housing-related problems.

Findings of the project suggested that seniors who are moderately active in the centers' activities appeared to gain higher potential satisfaction from the experience of being trainees and subsequently energy aides. The time sessions were scheduled for the seniors' convenience. However, preparations for lunch and lunch time itself resulted in negative impacts on the training sessions. Training sessions held over a period of seven weeks allowed time for group cohesion to develop and consequently a higher degree of interest and involvement from trainees was generated. Active involvement of director and staff enhanced this

project's success. Trainees were most comfortable presenting information to center members in group presentations rather than on a one-to-one basis. Center members did not seek the energy aides' assistance on an individual basis.

The project's outcomes further suggested that more needs to be known as to why projects that involve low-income black elderly providing services to their peers on a one-to-one basis have had minimal success. More needs to be known about coping strategies used by black elderly so that effective techniques may be developed to increase their access to and use of programs and services. Finally, the project's outcomes suggested that assessment of the degree of powerlessness experienced by participants should be made so that they may be empowered or greater hope may be instilled which may help the energy aides motivate their peers to believe that their cold weather energy and housing-related problems can be successfully managed.

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I wish to express my heartfelt gratitude and indebtedness to my family and friends who have encouraged and helped me to persist in my efforts to complete this dissertation.

It was my good fortune to have members of my doctoral committee who were supportive and helpful. Each member made the process manageable and most productive. However, I am especially grateful for their special contributions as follows: Dr. Simon Slavin, the chairperson of my committee, who was unfailing in his support and availability in helping me complete my dissertation according to my self-imposed deadlines; Dr. Phyllis Caroff, my advisor during my days as a doctoral student, who was very instrumental in linking me with appropriate persons to facilitate my research and professional growth; Dr. Barbara Morrison, whose expertise, clarity of concepts and issues, and enduring interest in and support of me and my work served as a role model and source of inspiration throughout my entire tenure in the doctoral program; and Dr. Menachem Daum, who was most instrumental in helping me formulate and clarify the basic structure of the project upon which this dissertation was based.

To the participating elderly who were trained as energy aides, and to the senior centers where they are members: Fort Greene, Wilson Major Morris, Mary McLeod Bethune, and St. Louis, I express my sincere appreciation. Gratitude also is expressed to George Hardin whose expertise was valuable in the final editing of this dissertation.

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INTRODUCTION

Extreme weather conditions, due to seasonal weather changes, have affected the entire United States population economically. The rise in energy prices which began in 1973-74 with the Arab embargo and which further escalated with the Iranian oil curtailment in 1979, has impacted heavily on the elderly poor. Low-income elderly typically are faced with a decline in income upon retirement and an income which remains fixed. Above-average medical bills due to declining health and difficulty in obtaining loans to weatherize their homes create special hardships in coping with weather-related crises.

The inadequate incomes of low-income elderly are further strained during cold weather months due to increased fuel costs and utility bills. Low-income elderly persons need financial assistance to help them pay their fuel and utility bills. They also need information to help them utilize inexpensive modifications which help make their homes warmer, as well as getting services for cold weather housing related problems. The Fuel Oil Marketing Advisory Committee (FOMAC) of the United States Department of Energy found in its study of low-income energy assistance programs that the quality of housing stock of low-income persons is generally poor. Their homes are older, in worse repair, and more poorly insulated than houses inhabited by medium-income persons. This results in the need to use more fuel to maintain a comfortable temperature than in well-insulated homes, especially in colder climates.¹

Studies by various researchers have established empirically that the poor and the elderly consume less energy and pay proportionately higher percentages of their income for energy and energy related expenses than does the general population.² However, due to the lack of proper insulation in their homes, low-income elderly are unable to obtain maximum benefits from the fuel used to heat their dwellings. Data from the Washington Center National Survey of Household Energy Use taken in 1975 supports this statement.³

Numerous government programs have been designed to help low-income households cope with cold weather energy- and housing-related problems. Within the past four cold weather seasons, 1976-80, the following cold weather energy programs targeted to low-income households have existed in New York State:

Energy Crisis Assistance Program (ECAP) no longer exists. It was a federally funded program of vendor payments to fuel or utility companies to assist low-income persons with their energy costs.

Home Energy Assistance Program (HEAP) authorizes block grants to states to provide assistance to low-income households to offset the rising costs of home energy that are excessive in relation to household income.

Utility Disconnect Program constrains utility companies from terminating service between November 1 and April 15 in documented cases that have proven that serious health impairment may result in emergent hazard to persons faced by imminent or actual disconnection of utilities and subsequent lack of heat.

IT-214 Real Property Tax Credit is a New York State tax credit for renters or homeowners with a household gross income of under \$12,000 in the 1979 tax year.

IT-216 New York State Claim for Energy Assistance Credit is a New York State tax credit or refund available to persons 65 years of age or older whose gross household income was under \$14,000 in the 1979 tax year.

Emergency Assistance Program provides a direct federal cash grant of \$150 which is sent automatically to each supplementary security income (SSI) recipient.

Energy Conservation and Weatherization Program is designed to help low-income persons who own a one- or two-family house, weatherize their homes and conserve energy.

Statewide Emergency Fuel Program is a winter fuel allowance that may be granted to public assistance and supplementary security income recipients, and applicants who need assistance because of increased fuel costs, but cannot wait for assistance under HEAP, the HEAP payment has been used for fuel payments, or they do not meet HEAP eligibility requirements.

Fuel Non-Delivery Program is a program designed to help persons who pay for their own fuel for heat, delivered by a commercial fuel dealer. The New York State Energy office has mandated that fuel dealers determine, according to published guidelines, whether or not discontinuance of fuel delivery service would cause hardship to the customer. Once the report is made to the Human Resource Administration, steps are taken to provide economic assistance to pay fuel bills.

Emergency Heatline Program was created to provide assistance to senior citizens seriously ill and disabled tenants living in city-owned residential buildings that are without heat and hot water.

Special Crisis Intervention (SCIP) no longer exists. It was developed to address special crises experienced by low-income persons during cold weather whose needs could not be met through other existing energy programs.

State Fuel Crisis Assistance Program no longer exists. The program provided vendor payments to fuel or utility companies for people faced with an actual or threatened heat shut off and who have incomes between 125 - 200 percent of the poverty level.

These programs have provided some assistance to the elderly, but they have not been very successful for several reasons: the programs are relatively new and unstable; the maximum benefits one can receive from the programs are too low to have a major impact, i.e., the maximum benefit level for HEAP is \$200 for a cold weather season; not all programs are known or well known to seniors and service providers; some programs are means-tested, which is a deterrent to many elderly; and application

procedures have involved traveling to certifying agencies outside of convenient locations.

In an effort to help low-income elderly deal with cold weather energy- and housing-related problems, a project entitled "Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems" was developed. This project attempted to increase low-income seniors' access to relevant services, information and programs by providing necessary information to them through their peers who were trained as energy aides in senior centers. The goals and objectives of the project were as follows:

- Goals:
1. To train seniors to provide information to others (their peers) on energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather.
 2. To increase the elderly's awareness and utilization of energy-related cold weather assistance programs.
 3. To enhance trainees' sense of usefulness and self-esteem.

- Objectives:
1. To increase the trainees' knowledge and understanding of energy assistance programs, energy conservation utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather through a minimum of six one-hour training sessions.
 2. To train the trainees to use the manual and information provided in training sessions so that they could share the information with their peers and make referrals when appropriate.
 3. To provide and/or enhance trainees' skills in sharing information provided in sessions with their peers, in group sessions as well as on an individual basis.

4. To stimulate and encourage a sense of importance and usefulness in the energy aides' role of providing a needed service to others through the group and self-help process.
5. To increase the awareness of a larger number of seniors in the centers about energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather through the use of structured group sessions as well as on an individual basis.
6. To increase the number of persons in the centers who apply for energy assistance programs.
7. To encourage energy aides to be actively involved in sharing information learned in training sessions with their peers by conducting group sessions and by being available to provide information to their peers.

The Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project focused on the black elderly. The target population for this project was the black elderly, because the two major social problems which the project addresses, low income and inadequate housing conditions, are more severe for most black elderly than for most white elderly. Chapter I discusses the income and housing situations of the elderly with a focus on the black elderly and their vulnerability to cold weather energy and housing-related problems.

NOTES

¹United States Department of Energy Fuel Oil Marketing Advisory Committee, Low-Income Energy Assistance: A Profile of Need and Policy Options - Final Report (Washington, D.C.: Government Printing Office, July 1980), p. 16.

²Results of such studies may be found in the following publications: Dorothy K. Newman, Let Them Freeze in the Dark (Washington, D.C.: Washington Center for the Office of Economic Opportunity, February 1974); Dorothy K. Newman and Dawn Day, The American Energy Consumer (Cambridge: Ballinger Publishing Co., 1975); Jill King, The Impact of Energy Price Increases on Low-Income Families (Washington, D.C.: FEA Office of Economic Impact, Mathematics, Inc., September 1975); Elliot Taubman and Karl Frieden, "Elective Rates Structures: History and Implications for the Poor," Clearinghouse Review (October 1976), pp. 431-441; Eunice S. Grier, Colder...Darker: The Energy Crisis and Low-Income Americans An Analysis of Impact and Options (Washington, D.C.: Community Services Administration, 1977); Eunice S. Grier and George Grier, Too Cold...Too Dark: Rising Energy Prices and Low-Income Households (Maryland: Grier Partnership, 1980); New York State Office of Aging, "Fuel and Energy Problems Faced by Older New Yorkers" (April 1977).

³Washington Center for Metropolitan Studies, National Survey of Household Energy Use (Washington, D.C., 1975).

Chapter I

EXTENT OF NEED: REVIEW OF LITERATURE

This chapter presents a literature review of the major components upon which the Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project was developed. They are: income and housing conditions of the elderly; cold weather energy situations of low-income elderly households; demographics on the black and white aged which affect their vulnerability to cold weather energy- and housing-related problems; and coping strategies of the elderly.

OVERVIEW OF THE INCOME AND HOUSING

SITUATION OF THE ELDERLY

Poor housing conditions and low economic status are two social problems that become most acute for large numbers of persons 65 years of age and older during cold weather months. Rising financial pressures from increased costs of food, health, shelter and energy, especially during cold weather months, have put tremendous strains on the elderly's ability to make ends meet. Many elderly persons have had to make critical choices such as "to eat or have heat" or sell their homes because they are no longer able to keep up with the rising costs of housing and energy. In 1976, 65 percent of the elderly renters and 23 percent of the elderly homeowners paid 25 percent or more of their income for

living accommodations, compared to 53 percent of the renters in the general population who paid 25 percent of their income.¹ In order to gain further insight into the economic and housing situations of the elderly, and the graving magnitude of the problem, it is necessary to examine available data on the subject.

The elderly population, those persons 65 years and over, is the fastest growing age cohort in the United States. Between 1970 and 1978, the elderly population increased from 20.1 to 24.1 million, an increase of 20 percent.² The elderly population now comprises 11 percent of the total population. It is projected that, by the years 2000 and 2025, the 65 and over population will be 31.8 million or 12.2 percent and 48.6 million or 18.2 percent of population, respectively.³ Among the age categories of the elderly population, i.e., 65-69, 70-74, and 75 and over, the 75 and over age group increased at a faster rate than any other group. In 1950, 749.6 thousand or 12.8 percent of the elderly males and 974.6 thousand or 14.9 percent of the elderly females were 80 years of age or older. However, by 1977, these percentages had increased to 17.1 and 22.9, respectively.⁴

Income

Many elderly persons have incomes below the poverty level.⁵ Of the 24.1 million persons 65 years and over in the United States, 3.2 million or about 1 out of every 7 of the total elderly population have incomes low enough to place them below the poverty level.⁶ A National Survey of Household Energy Use by the Washington Center for Metropolitan

Studies found that approximately 5.2 million households with heads aged 65 and over had incomes at or below 125 percent of the poverty level.⁷ This number comprises 37 percent of all low income households in the nation.

Those elderly persons whose incomes are above poverty level still experience considerably lower incomes than they did prior to their retirement. In 1977, the median income for men 65 years and over was \$5,526 whereas that of men 55 to 64 years was \$12,243.⁸

Although women's incomes have traditionally been considerably less than men's, women also experience similar decline in income once they reach age 65. In 1977, the median income for women age 65 and over was approximately \$3,087. For women ages 55 to 64, it was \$4,533.⁹

Elderly Households

Data on housing and households of the elderly show that in 1978, 15 million households were headed by persons 65 years and older. Approximately 3 out of 4 of these 15 million households owned their own homes.¹⁰ Struyk and Soldo found that more elderly persons living in rented units were below the poverty level (27 percent) than elderly persons owning their own homes (15 percent).¹¹

Data on the living arrangements of the elderly show that 52 percent of persons owning their own homes and headed by elderly persons 65 and older were families, and 38 percent were older women or men living alone or with nonrelatives.¹² Primary individuals, those with nonrelatives, are mainly women. The women in this category outnumbered the men 4 to 1.¹³

The elderly are disproportionately represented in two distinct neighborhood settings: older, core cities of major metropolitan areas, and small rural towns (communities of 1,000 to 2,500 inhabitants).¹⁴ The likelihood of persons 65 and over being household owners or renters is largely affected by whether they live in an urban or rural setting.

Older households residing in the urban portions of standard metropolitan statistical areas (SMSA's) were less likely to own their own homes (63 percent) than those living in rural areas (84 percent), although the number owning their homes in urban parts of SMSA's (8.3 million) was nearly double that in rural areas (4.3 million).¹⁵

Factors Related to Housing Quality

A number of factors which include age, sex, race, marital status, education, income and living arrangements interact to determine the probability of one living in inadequate housing and being affected most heavily by cold weather energy problems. A publication by HUD which used data from the 1976 Annual Housing Survey and 1976 Current Population Reports indicates that the probability of the elderly living in inadequate housing depends on one or a combination of the following factors: income, sex, household size, ethnicity, and whether they own or rent their housing.¹⁶ The findings showed that income is one of the strongest indicators of increased probability of the elderly living in inadequate housing. Other findings revealed that elderly black and Hispanic males who live alone are at greatest risk of living in inadequate housing and renters have a greater probability of living in inadequate housing than those who own their homes.¹⁷

Hoover's analysis of the 1975 Annual Housing Survey and the 1970 Census on Housing figures comparing characteristics and quality of housing for black, white and Hispanic households with heads 65 and over, revealed the following:

If various indicators of structural quality such as value of the unit, gross rent, condition of plumbing, heating equipment, roof, electrical wiring, and basement, are examined, with few exceptions, a consistent pattern emerges. Older white owners live in relatively better structures; older black owners live in structures that have structural deficiencies; and older Spanish owners live in structures that are neither as sound as those of white, nor as deficient as those of blacks. Older black renters, however, are far more likely than any other group to live in problematic housing.¹⁸

Inadequate conditions exist in most dwelling units where the elderly reside. The highest proportion of such conditions are related to plumbing, kitchen and sewage defects.¹⁹ The criteria used to characterize living units as inadequate are those taken from the Annual Housing Survey, 1976, as shown in Table 1.

Rental units have more inadequate and the most severe conditions. Nine out of ten units rented by low-income elderly persons are considered inadequate.²⁰ Although physical limitations and financial pressures limit the ability of elderly homeowners to maintain their homes in the manner which they may desire, their homes tend to be better maintained than rental units. Inadequate housing conditions in owner-occupied homes tend to include one or a few inadequate conditions which usually are not very severe compared to those in rental units.

Compared to other groups, the elderly own and occupy the oldest dwelling units. Many of these old dwellings owned and occupied by the

Table 1

Criteria for Assessment of Inadequate Housing

INADEQUATE HOUSING SUFFERS FROM ONE OR MORE OF THESE DEFECTS*

Plumbing

unit lacks or shares complete plumbing (hot and cold water, flush toilet, and bathtub or shower inside the structure)

Kitchen

unit lacks or shares a complete kitchen (installed sink with piped water, a range or cookstove, and mechanical refrigerator - not an ice-box)

Sewage

absence of a public sewer, septic tank, cesspool, or chemical toilet

Heating**

there are no means of heating, or
unit is heated by unvented room heaters burning gas, oil, kerosene, or
unit is heated by fireplace, stove, or portable room heater

Maintenance

it suffers from any two of these defects:

leaking roof

open cracks or holes in interior walls or ceiling

holes in the interior floor

broken plaster or peeling paint (over 1 square foot) on interior walls or ceilings

Public Hall

it suffers from any two of these defects:

public halls lack light fixtures

loose, broken, or missing steps on common stairways

stair railings loose or missing

Toilet Access

access to sole flush toilet is through one of two or more bedrooms used for sleeping (applies only to households with children under 18)

Electrical

unit has exposed wiring and

fuses blew or circuit breakers tripped 3 or more times in last 90 days and

unit lacks working wall outlet in 1 or more rooms

*The defects listed here are selected from those enumerated in the Annual Housing Survey.

**Does not apply in the South Census Region.

*This table was taken from the U.S. Department of HUD publication, How Well Are We Housed? (Washington, D.C.: Government Printing Office, 1979), p. 6.

elderly have not been adequately maintained and, therefore, are most likely to have inadequate conditions. Gottesman states that the old age of elderly homeowners coincides with what he describes as the "aging of the physical plant in which they live."²¹ Struyk and Soldo point out that the national housing inventory study found that less than one-third of all owner-occupied homes in 1973 were built prior to 1940, but more than one-half of these units were owned and occupied by older persons.²² Elderly renters lived in even older living units than homeowners. Over 60 percent of the living units occupied by elderly renters were found to be over 30 years old.²³

The elderly, especially homeowners, are usually long-term neighborhood residents. In 1976, the median duration of residency in a neighborhood for elderly homeowners was 22.25 years, as compared to slightly more than six years for non-elderly homeowners.²⁴ The fact that elderly are long-term neighborhood residents, in addition to having lower income levels, largely accounts for the elderly occupying older dwellings than the rest of the population.

Older neighborhoods are usually plagued with deteriorated conditions such as: high rate of abandoned buildings, sluggish real estate market, high vacancy rates, inadequate services, high crime rates, poverty, unemployment, and poorly maintained streets. Despite these and other undesirable conditions, most elderly persons stay in neighborhoods where they have been long-term residents. This is largely due to the fact that their neighborhood is home to them and it

provides familiar surroundings where long-time friends and neighbors are accessible. The elderly may move from one dwelling unit into another. However, it is usually within the same neighborhood which does not provide, for the most part, improved housing conditions that are affordable to them.

IMPACT OF COLD WEATHER ENERGY SITUATION

ON LOW-INCOME ELDERLY

Cold weather energy and housing problems have been exacerbated for the low-income elderly by their income status, poor housing conditions, and the rising cost of energy. These conditions interact in a manner that seriously affects the financial and health status of the elderly.

Energy Expenditures by the Elderly

The increased cost of energy has, in many instances, forced low-income elderly to make such critical choices as whether to eat or have heat. In 1978, home energy expenditures were, on a national average, \$604 per household, which represented 17.8 percent of the income of low-income households.²⁵ Estimates suggested that by 1980, energy expenditures would rise to \$809, which represents 21.8 percent of the income of low-income households.²⁶ Such projections indicate that in 1980 low-income households will spend four times as much on home heating as median income households although their actual consumption has been and is expected to be 25 percent less than that of median income households.²⁷ By contrast, median income households (Md = \$15,064 for all

householders and Md = \$19,121 for households with heads 65 years and over) paid slightly over 10 percent of their income in direct energy expenditures in 1978. Projected figures for 1980 indicated they would spend 13 percent of their income in direct energy expenditures.²⁸

The immediate effects of the rising energy cost on the poor have been a loss of income needed to purchase other necessities, such as food, clothing, shelter, and health care, which also are experiencing rising costs. The Fuel Oil Marketing Advisory Committee (FOMAC) of the United States Department of Energy studied the effects of increasing energy cost on the purchasing power of the poor. The report revealed the following:

In 1978 and 1979, low-income households lost approximately \$4 billion each year in purchasing power. In 1980, the poor will lose \$6 billion in purchasing power. Thus, for the period 1978-80, nearly \$14 billion has been taken from the pockets of the most economically disadvantaged segment of our society due solely to increased energy prices.²⁹

Affects of Energy Costs on the Elderly's Health

The health status of the elderly is directly affected by rising energy costs. Approximately one-half of low-income elderly households live in cold weather regions, the northeast and central regions.³⁰ Those elderly who live in cold weather regions have higher fuel bills during the winter months than those who live in warmer regions of the country. The elderly's decreased mobility requires heating their homes for longer hours during the day. Their greater sensitivity to cold temperature and their increased risk of hypothermia, a condition where

body temperature drops below normal, makes keeping the temperature in their homes at low levels inadvisable. In testimony before the United States Senate Special Committee on Aging in 1977, Butler estimated that accidental hypothermia poses a threat to at least 2.3 million elderly in the United States, especially those persons with cardiovascular ailments.³¹

Unsel, in a study on the impact of rising energy costs on poor elderly in New York State, reported that 22 percent of a sample of 396 elderly in New York State reported that their health had been affected by rising energy cost. Eighty-four percent of those reporting health affects identified increases in the number of colds and other illnesses that did not require special medical treatment. The remaining 16 percent reported health affects that required intensive medical care or hospitalization.³²

The use of unsafe methods to keep warm poses a health problem for low-income elderly. Many elderly persons use stoves to supplement their heat sources. The use of stoves to keep warm, in many cases gas stoves, creates a threat to health because of increased probability of fires and asphyxiation. Unsel's study reported that thirty-two percent of his sample had used stoves for heating on occasions.³³

The lack of, or inadequate, heat and/or hot water during cold weather increases health problems of the elderly. The inability of low-income elderly homeowners to pay the rising costs of energy has forced them to cut back not only on heat, but also on hot water. Many low-income elderly renters are also without heat or adequate heat and hot

water during cold weather months. Poor housing conditions, increased cost of fuel, as well as the elderly's inability to pay rent increases and/or energy costs, have created a situation where landlords in many cases do not supply adequate heat and hot water. Unseld's study revealed the following:

Fifty-six percent of the New York City renters and 8 percent of the Upstate renters reported that landlords had cut back on heat during the previous year; several homeowners reported that they had unplugged their hot water heaters and gone without hot water entirely.

Thirty-one percent of the sample reported not having enough heat, while 11 percent did not have enough hot water . . . Those who reported a lack of either heat or hot water had significantly more health problems than those who did not report such a lack.³⁴

In summary, health of low-income elderly is directly affected by the rising cost of energy. The need for the elderly to have more heat than the general population and the poor structural conditions of most low-income elderly's housing impact heavily on their well being.

However problematic the picture may be for the elderly population in general, the problems become even more acute when race is singled out as a factor to be considered. Due to the traditional situational factors and status of racial minority groups in this country, the minority elderly are more seriously affected than the non-minority elderly by low income, high prices, poor health, and poor housing conditions. Literature on the black aged, particularly, documents well the disparities between the black and white aged population in terms of income, housing and health status.

Factors which increase the probability of the black elderly being impacted most heavily by cold weather energy and housing problems are of special interest. These factors are sex, marital status, living arrangements, educational status, income, and health status. A comparison between the black and white elderly in relation to these factors is presented to provide a picture of the status of the two racial groups. At the end of this chapter, a summary of how these factors interact to increase the black elderly's vulnerability to energy and housing-related problems will be presented.

THE BLACK ELDERLY

The black aged comprise 8 percent of the 65 and over population in the United States--approximately 2 million people. The black aged population is increasing faster than any other group of ethnic aged in the United States. Between 1900 and 1978 the black elderly population increased 7 to 8 times. Since 1970, it has risen 28 percent while the white elderly population has increased about 19 percent.³⁵

Although the black elderly population is increasing faster than the white elderly group, by comparison it is still younger than the white elderly population. In 1977, 66.4 percent of the black elderly population was in the 65-74 age group while only 61.2 percent of the white elderly population was in the 65-74 age group.³⁶

The most concentrated growth of the elderly black population, as compared to whites, has been at the older ages, 85 years and over. This phenomenon is illustrated in the racial crossover observed in life expectancy and mortality data. Racial crossover in life expectancy

refers to the fact that at age 80 and over, the remaining life expectancy is greater for blacks and other nonwhites than for whites.³⁷ Researchers do not fully understand this phenomenon. However, they are continuing to study it to understand the cause or causes for its occurrence.

Sex Composition of Black and White Elderly

Women age 65 and over outnumber men of the same age group by 4.5 million. Population reports using 1978 data show that there are approximately 14.3 million females age 65 and over compared to approximately 10 million males.³⁸ When broken down by race, the trend is the same; women outnumbered men. However, the data on the black and white elderly show that in 1978 there were 1.2 million black females and 13 million white females in the United States 65 years and older compared to .83 million black males and 8.8 million white males of the same age group.³⁹ The ratio of elderly black women to elderly black men, 1.45 to 1, is slightly lower than the ratio of elderly white women to elderly white men, 1.48 to 1.

Marital Status of Black and White Elderly

The marital status of the black and white elderly shows differences in patterns between the racial groups, sexes and age groups within the 65 and over population. Table 2 shows the marital status of the black and white elderly by sex and age.

Table 2

Marital Status of Black and White Elderly by Age and Sex

<u>Age</u>	<u>% Single</u>		<u>% Married and Living with Spouse</u>		<u>% Widowed</u>		<u>% Married and Absent from Spouse</u>		<u>% Divorced</u>	
	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>
<u>Black</u>										
65-74	5.1	6.8	33.2	56.1	48.4	18.9	7.1	12.5	6.2	5.8
75+	1.6	6.9	15.3	48.4	78.4	31.2	2.1	7.5	2.6	6.0
<u>White</u>										
65-74	6.8	5.5	47.6	80.7	40.4	8.7	1.6	1.9	3.7	3.2
75+	6.1	4.7	22.3	70.5	68.3	21.8	1.2	1.7	2.1	1.4

Source: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 338.

As shown in Table 2, black males are more likely to be married and living with spouse than black females. Black females are more likely to be widowed, especially during the later years, 75 and over. In both age categories, a larger percentage of elderly black males than elderly black females is married with an absent spouse. This occurrence is especially true with the black males in the 65-74 age cohort (12.5 percent) compared to 7.5 percent in the 75 and over age cohort.

A comparison of the marital status of black and white elderly presented in Table 2 shows that white females and black males in both age groups are more likely to be single than white males and black females in the same age groups. White males followed by black males in both age groups are more likely to be married and living with spouse than

females. White elderly in both age and sex groups have the highest percentages of being married and absent from spouse and divorced. Widowhood is lowest among white and black males 65-74 years, 8.7 and 18.9 percent respectively, and is highest among black and white females in the 75 and over age group, 78.4 and 68.3 percent, respectively.

Living Arrangements of Black and White Elderly

The trends in the living arrangements of the black elderly have changed in recent years from the extended family living arrangement to increased numbers of black elderly persons living alone or with spouse only. This trend is not unique to blacks. Recent data on living arrangements of the elderly show that for minorities as well as non-minorities increasing numbers live alone, live with spouse only, or in families of smaller sizes between 2.24 and 3.49 members.

In 1978, 37.4 percent of the black aged heads of household, 65-74 years, were in husband-wife families. In contrast, the older group of black elderly, 75 or more years of age, usually consisted of women living alone or as primary individual heads of household (38.5 percent) compared to whites (43.9 percent).⁴⁰

The average size of families with aged heads ranges from 2.24 to 3.49 members. The largest families are typically headed by black females, or spouseless Hispanic and white males.⁴¹ In 1978, 56.8 percent of the families headed by elderly blacks contained two persons while 83.7 percent of the families headed by elderly white persons contained two persons.⁴²

Prior to 1977, more elderly women lived with other relatives than elderly men. However, 1977 data show that among blacks, slightly larger proportions of males than females 65-74 years of age lived with relatives.

Educational Status of Black and White Elderly

The black elderly population has had little formal education. Nearly three times the proportion of elderly blacks (58 percent) as whites (21 percent) failed to complete elementary school. Correspondingly, 18 percent of the white elderly population attended or completed 4 years of college whereas only 6 percent of the older blacks did likewise.⁴³

Data for 1978, show the following information about the formal education of the black elderly: 37.5 percent of the males and 27.5 percent of the females completed less than 5 years of elementary school; 9.5 percent of the males and 14.2 percent of the females completed 8 years of school; 10.0 percent of the males and 10.2 percent of the females completed high school; and 2.6 percent of the males and 2.7 percent of the females completed 4 or more years of college.⁴⁴

Income of Black and White Elderly

The 1977 median income for elderly married couples was \$8,691 for whites and \$5,788 for blacks.⁴⁵ These families comprise 84.3 and 62.4 percent of the white and black elderly families, respectively.

Income data on families with elderly heads of household show that black families are substantially more impoverished than whites. The 1977 data show the median income for black female household heads

to be \$5,120, compared to \$10,370 for white female and \$9,386 for white males. The median income of black elderly male heads of households is \$6,497, only slightly higher than that of the black elderly female heads of household.⁴⁶

The rank order of median incomes for elderly unrelated individuals for 1977 is as follows: white men (\$2,286), white women (\$2,288), black women (\$2,254), and black men (\$2,189).⁴⁷ In comparing the median income for unrelated individuals in 1976 and 1977, an interesting finding was observed. In 1976, unrelated black elderly men had the highest median income (\$2,321) compared to all the other groups of unrelated elderly persons--white males (\$2,196), white females (\$2,153) and black females (\$2,132).⁴⁸ However, in 1977, the unrelated black elderly male had the lowest median income of all groups of unrelated elderly individuals.

Poverty is pervasive among the elderly population as a whole. However, it is most pronounced among minority groups and individuals. Although there are more poor elderly whites than poor elderly blacks, a 3 to 1 ratio, 36 percent of blacks and 12 percent of whites were poor in 1977.⁴⁹ One-half of all black elderly persons living outside of families were poor. Jackson states, "50.7 percent of the unrelated individuals among aged black females were poor in 1977 (as compared to 25.8 percent of white females, 20.1 percent of white males, 39.4 percent of black males, and 50.0 percent of Hispanics of both sexes)."⁵⁰

As shown previously in this chapter, poverty is less pronounced in both the white and black groups among elderly persons living in families with family heads 65 years or more than it is for unrelated

individuals of the same age group. Nine percent of all families maintained by household heads 65 years and over were below the poverty level in 1977. Approximately 14 percent of the households maintained by women 65 years and over fell below the poverty level.⁵¹ Black families are more likely to be poor than white families. In 1977, black families were about 5 times as likely to be poor as white families.⁵²

Social Security is the primary source of income for most black elderly persons. Abbott in his study of the socioeconomic characteristics of the elderly found that there is little difference between the proportion of blacks and whites who receive Social Security benefits. However, he states, ". . . these benefits (Social Security) constitute proportionately more of the average post-retirement income for older persons of low economic status, and blacks and other minorities tend to be overconcentrated in these low-income groups."⁵³ He also found that the benefits paid to elderly blacks from Social Security were below the median benefits paid to whites.

Canton, in a 1974 study entitled, "The Elderly In The Inner City," found that in New York City, 70 percent of the black elderly identified Social Security as their principal source of income.⁵⁴ The study found that not only was Social Security the principal source of income for elderly blacks, but for many, it was reported as the only source of income.

Low income levels throughout their work history decrease the likelihood of black elderly persons having savings or substantial

savings upon retirement. According to a survey by the National Council on the Aging, "approximately four of every ten older whites had accumulated savings for retirement; but only one of ten elderly blacks had done so."⁵⁵ Jackson and Wood state, "although the proportion of elderly receiving income from insurance policies is low in general, whites are seven times as likely to have income from insurance than older black individuals."⁵⁶

Cantor's 1970 study of the New York inner city elderly found that the sources of income for the black elderly were as follows: Social Security, 70.0 percent; Old Age Assistance, 25.4 percent; pension, 24.8 percent; wages, 22.7 percent; support from family, 10.4 percent; rents, 7.2 percent; interest/annuities, 5.7 percent; other, 2.7 percent.⁵⁷

Health Status of the Black Elderly

Studies on the health of black elderly concur that health related problems of the black elderly are compounded by poverty, racial discrimination, and segregation experienced throughout the life cycle. Cantor's 1970 study of the inner city elderly in New York City found that the black elderly perceived their health status to be substantially worse than that of the white elderly population. Seventy-two percent of the black elderly reported having at least one health problem.⁵⁸ The health problems most frequently reported were arthritis, rheumatism, and hypertension. The black elderly had the greatest incidence of hypertension of all groups of elderly in the study.

In a more recent (1976) study of the minority elderly in Los Angeles, Henry had somewhat different findings than Cantor concerning the perceived health status of the black elderly. Henry's

findings showed that the majority of the blacks in his sample perceived their health as very good, good, or fair and believed that their health was at a level equal to or better than that of other people their age. Forty-four percent of the 60-75 year old blacks perceived their health as very good or good; 34 percent as fair, and 22 percent as poor or very poor.⁵⁹ These findings are contradictory to those of Cantor who found that 29.0 percent of the black elderly perceived their health as good; 45.7 percent as fair; and 25 percent as poor.⁶⁰ Henry attributes the differences in findings to Cantor's inclusion of only the inner city elderly in her sample while he attempted to get a representative sample of all older black people in the Los Angeles area. He suggests if he had a sample similar to Cantor's, his findings would have been similar to hers.

There is a direct relationship between health status and income. In examining census data on minority elderly and health status, Jackson notes that males and low-income persons are somewhat more limited by chronic conditions than females and higher income persons, and that the most limited group are the low-income nonwhite elderly.⁶¹

Wilder's study of limitations of the elderly's activity due to chronic conditions revealed the following:

In general, in addition to chronic conditions, income is also inversely related to the number of untreated conditions or dental problems; general nutrition level; bed-ridden disability, restricted activity, or work-loss days; medical resources; and hospital episodes.⁶²

Summary of Factors Affecting the Black
Elderly's Vulnerability to Energy- and
Housing-Related Problems

Race, sex, marital status, living arrangements, educational status, income and health status are major factors that increase the black elderly's vulnerability to energy and housing-related problems. These factors interact in various combinations to increase the vulnerability of the black elderly to energy- and housing-related problems. Data presented in this chapter on housing, race, sex, marital status, income and living arrangements when analyzed showed that these factors in interaction resulted in the finding that single black elderly males who have low-incomes and live alone occupy the poorest housing which present many energy and housing related problems. Widowed black females living alone are also highly vulnerable to energy and housing problems. The data showed that most persons in this group are 75 years and older. Poor housing conditions of blacks, increased age, living alone, and low-income of black elderly widowed females result in increased vulnerability of this group to energy- and housing-related problems. As a group, these elderly persons are unable to pay for repairs and increased energy costs.

Race, educational status, and income interact to increase blacks' vulnerability to poor housing and energy problems. The low educational levels of blacks affect their income throughout life. Low levels of education and racial discrimination have resulted in the black elderly receiving low-incomes which contribute to the condition that blacks are far more likely than any other group to live in poor housing and experience energy problems.

A direct relationship exists between health status and income. Data presented on income and health status of the black and white elderly showed that the black elderly have lower incomes than white elderly. Low-income nonwhite elderly are most limited by chronic conditions than other groups. When sex, income and health status were analyzed, it was found that males and low-income persons were somewhat more limited by chronic conditions than females and higher income persons. Such conditions increase the probability of low-income nonwhite persons, especially males, with chronic conditions being vulnerable to energy problems and poor housing conditions.

NOTES

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⁵In 1979, the poverty level was \$3,479 for one person 65 years and over and \$4,390 for a two person household 65 years and over.

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⁷Washington Center for Metropolitan Studies, National Survey of Household Energy Use, 1975, p. 15.

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¹⁰Raymond J. Struyk and Beth J. Soldo, Improving the Elderly's Housing (Cambridge, Massachusetts: Ballinger Publishing Co., 1980), p. 26.

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¹⁴R. Struyk and B. Soldo, Improving the Elderly's Housing, p. 5.

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³⁵United States Department of Commerce, Bureau of the Census, Current Population Reports, p. 2.

³⁶R. Struyk and B. Soldo, Improving the Elderly's Housing, p. 17.

³⁷Jacquelyne J. Jackson, Minorities and Aging (California: Wadsworth Publishing Company, 1980), p. 89.

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⁴⁰J. J. Jackson, Minorities and Aging, p. 133.

⁴¹Ibid.

⁴²Ibid.

⁴³United States Department of Commerce, Bureau of the Census, Current Population Reports, p. 15.

⁴⁴Ibid., p. 16.

⁴⁵Ibid., pp. 25-26.

⁴⁶Ibid., p. 29.

⁴⁷J. J. Jackson, Minorities and Aging, p. 168.

⁴⁸Ibid.

⁴⁹United States Department of Commerce, Bureau of the Census, Current Population Reports, p. 33.

⁵⁰J. J. Jackson, Minorities and Aging, p. 166.

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Chapter II

CONCEPTUAL FRAMEWORK

The Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project utilized the self-help concept as the basic model to engage seniors in the process of helping their peers deal with cold weather energy and housing problems. However, before a discussion of self-help, a group coping mechanism, is pursued, a discussion of individual coping strategies as related to the black elderly will be presented. An examination of individual coping strategies is helpful in understanding the vital roles self-help play in the lives of black people.

Coping Strategies Utilized by Individuals

The life circumstances of blacks in this society have been accompanied by a long history of discrimination and denial of full participation thereby limiting access to goods, services and resources at all levels. This situation has contributed greatly to a sense of powerlessness which prevails among many black individuals, groups and communities. Solomon defines powerlessness as "the inability to manage emotions, skills, knowledge, and/or material resources in a way that effective performance of valued social roles will lead to personal gratification."¹ She goes further to point out that powerlessness for blacks on individual, group and community levels arises through a process whereby valued identities

and roles on the one hand, and valuable resources on the other, are denied.²

Institutionalized racism has resulted in negative valuation of minorities which in turn has resulted in systematic disadvantages for minorities in policies, procedures, value sets and normative behaviors in our major social institutions. Therefore, minorities, individuals, groups and communities as a whole, have not been successful in obtaining positive results when dealing with various social institutions.

The sense of powerlessness is particularly prevalent with low-income black elderly because of their life experiences in this country. Solomon states that some individuals or groups' exposure to negative valuations has been so intense that they accept these valuations as "right" or at least inevitable and therefore make no effort to exert power at all.³

Dancy states that elderly blacks have learned, over a lifetime of bitter experience, that they should not expect a high level of service from public agencies.⁴ He identifies five reasons why black elderly have low expectation of public agencies.

1. Deep scars of injustice, past and present, have left the black elderly with a negative view of most institutions and agencies.
2. Elderly black people often lack full knowledge or understanding of the service or benefits to which they are entitled.
3. Past failure to deliver promised and needed services has made them justifiably cynical.
4. Older blacks have had little or no influence on most programs or services.

5. Few meaningful and needed services are located in their communities.⁵

All of these factors affect the black elderly response or lack of response to programs and services targeted to help the population to which they belong.

People use covert and overt behaviors to prevent, alleviate, or respond to stressful situations. These behaviors are called coping.⁶ Dancy identifies four coping patterns used by blacks to cope with years of poor and non-existent services from agencies and institutions. 1) "Uncle Tomism," adopting a submissive tone and manner when dealing with whites in certain situations; 2) appearing to agree with practitioners and other authorities when in fact they do not understand; 3) avoidance of the system; and 4) withdrawal (either physically or psychologically) from hostile and demeaning encounters or situations which are not sensitive or supportive to them.⁷

Coping strategies are products of one's socialization process. They are developed when one is faced with problematic situations and is attempting to find appropriate behaviors and skills to deal with them. George states, "coping strategies reflect the attitude and skills individuals gain through socialization, as well as their personal predispositions and behavior preferences."⁸

Other studies have been done to examine coping strategies which are helpful in understanding behavior of the black elderly. These studies were not done specifically with blacks or with the elderly however, they have relevance in understanding the phenomenon of coping.

Steiner in a series of experiments to examine coping strategies identified four coping strategies individuals use when their views are contradicted by valued peers.⁹ The cases show that four coping strategies prevail. They are as follows: 1) the individuals change their views to conform to those of their peers; 2) reject their peers, viewing them as less competent than expected; 3) devalue the issue in question, or 4) deny the amount or extent of disagreement.

Steiner's experiments have implications for understanding possible reactions of the elderly to this project. His findings suggest that if the peers in the senior centers are valued peers, the seniors in the centers may be receptive to the energy aides, and use the suggestions and assistance offered by them. On the other hand, the seniors may reject their peers in the role of energy aides and reject the assistance offered by them. This response would contribute to understanding the lack of success in meeting the goals and objectives of the project. Steiner's findings also suggest that the seniors may devalue the issues around which the project is built. This is highly unlikely because the degrees of vulnerability that low-income black elderly experience to cold weather energy and housing-related problems are so great that it becomes difficult to deny the impact of such conditions on their lives.

Researchers have identified certain personality traits, attitudes, and beliefs which are conducive to effective coping. Hamburg et al. and Lazarus found that openness to experience, which reflects an underlying acceptance of change and a flexible stance toward the environment,

facilitates coping.¹⁰ In identifying attitudes which contribute to effective coping, George states that studies have shown that a sense of self-efficacy, which is a basic belief in one's ability to initiate and control personal experience, is the most important attitude relevant to coping.¹¹ Empirical studies by Ezekiel, 1968; Smith, 1966; and Tyler, 1978, showed that a sense of internal control, that is a perception of oneself as an active agent, in control of one's life course, is an important component of effective coping.¹²

The black elderly on the whole do not exhibit the traits discussed in the preceding paragraph. The sense of powerlessness and helplessness experienced by blacks as described by Solomon suggests that blacks, especially low-income blacks, as well as the black elderly, do not experience a sustained sense of self-efficacy.

Beliefs regarding the nature of the world are relevant to effective coping, according to George. She states, "A sense of basic trust in the world--a perception of the world as an orderly, predictable, and responsive environment--is conducive to effective coping."¹³

The situational circumstances of blacks in the past and present have resulted in a situation where blacks, especially the black elderly do not have a basic trust of the world as an orderly and predictable environment which is responsive to their needs. Therefore blacks do not exhibit the traits conducive to effective coping as identified by George.

It is clear from the research cited, that due to historical and situational factors of blacks in this country, it has been necessary for them to develop coping strategies based largely on premises different

from those cited previously as being most conducive to effective coping. One mechanism that has been used throughout history by blacks as a group coping strategy is self-help. Thus, the self-help concept was utilized as a model upon which this project was developed.

Self-Help As A Coping Strategy

The rapid growth of the elderly population, coupled with the present rate of inflation and budgetary cuts in service programs, have contributed to a situation where the demands for services have outgrown the ability of professionals and paraprofessionals working with the elderly to meet the demands. Such situations have made it imperative for service providers, program directors, administrators, and program planners to be creative and begin to tap available unused resources.

The elderly are a very valuable, largely unused resource in the area of providing services. The elderly's active participation can be seen in such groups as Gray Panthers, The National Retired Teachers Association-American Association of Retired Persons (NRTA-AARP), Retired Senior Volunteer Program (RSVP), Service Corps of Retired Executives (SCORE), and the Foster Grandparents Program, to name a few. However, the elderly have in the past been viewed primarily as a dependent, non-productive, frail segment of the population. This image is based on myths which Butler identifies as: the myth of unproductivity--old people are unable to be productive; the myth of disengagement--old people withdraw into themselves and are no longer interested in participating in the mainstream of society; the myth of inflexibility--old people do not have the ability to change and adapt; the myth of senility--old people are

senile, displaying forgetfulness, confused episodes and reduced attention; and the myth of serenity--old people have reached an age where they can relax and "enjoy the fruits of their labors after the storms of active life are over."¹⁴ Lowy in 1962 wrote, "the image of the elderly needs drastic revision."¹⁵ Lowy not only recognized the need for the image of the elderly to be revised, he also recognized the potential to revise the image of the elderly as well as their ability to make contributions to society. He suggested that through the use of groups, the worker can strive with older persons to develop a more positive image and then project it to society.¹⁶

In 1971, Sainer and Zander reported on a three-year demonstration project which was designed to develop new social roles for the aged.¹⁷ The project utilized group methods in recruiting, training, and retraining older persons of low economic status as volunteers in community service. The elderly showed that the use of the group was valuable in providing elderly volunteers with a sense of usefulness, identification with, and support from their peers who also performed similar functions.

The image of the elderly has greatly improved in recent years. The increased exposure given to the voting and political participation of the elderly in this society as well as their active participation in the mainstream of society have helped to improve their image. Nonetheless, the image of the low socioeconomic status elderly, as well as the image of the minority elderly as a group that only receives services rather than possessing the ability and desire to provide services have not improved very much. Thus, it is important that further study be done on the use of low-income minority elderly persons as providers of services.

Faulkner conducted an experimental effort to implement a program of neighborhood one-to-one volunteer activity by low-income black elderly.¹⁸ The program was unsuccessful largely because of environmental and service staff difficulties. Despite the fact that the program was unsuccessful, it provided useful information on developing programs using low-income black elderly as volunteers in providing services. One important finding which the study showed was the low-income black elderly persons did not become very involved in one-to-one programs, however, they became involved in and enjoyed programs of group interaction. The Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project uses the group as a medium through which seniors are trained to provide services to their peers.

This project utilizes the self-help concept as the basic model to engage seniors in the process of helping their peers deal with cold weather energy- and housing-related problems. Self-help is not a new concept to blacks and the poor. In fact, it is deeply embedded in the tradition of blacks and poor people. Mutual aid societies among blacks can be traced back to the eighteenth century in Afro-American history. These societies, designed as quasi-insurance and burial societies, were among the first organized expressions of black community life.¹⁹ Gartner and Riessman state that there are also deep self-help traditions among the poor. Many of these traditions were expressed in relation to social action, welfare rights, tenant groups, neighborhood mutual aid and the like.²⁰ Since the self-help mutual aid concept is embedded in the

historical tradition of black and poor people, it was utilized as the basic unifying concept in the design of this project.

Self-Help Concept

Self-help groups are not a new phenomenon. They began to emerge in the United States before World War II. A great expansion of self-help groups in this country actually began in the 1960s. This expansion paralleled the civil rights movement and the Office of Economic Opportunity inspired programs that heightened the concepts of community participation and consumerism.²¹

Definitions of self-help groups vary from a rather general definition as put forth by Powell to a more comprehensive one as put forth by Katz and Bender. Powell states:

A self-help group is an organization of individuals who are personally affected by a distressing psychological or social condition. Membership is voluntary, and is restricted to those who, either presently or in the past, have suffered the distressing condition. Common activities of the membership include fellowship, crisis assistance, mutual aid, self-development, and social action.²²

The definition of self-help groups put forth by Katz and Bender is quite comprehensive:

Self-help groups are voluntary, small group structures for mutual aid and the accomplishment of a special purpose. They are usually formed by peers who have come together for mutual assistance in satisfying a common need, overcoming a handicap or life disrupting problem, and bringing about desired social and/or personal change. The initiators and members of such groups perceive that their needs are not, or cannot be, met by or through existing social institutions. Self-help groups emphasize face-to-face social interaction and the assumption of

personal responsibility by members. They often provide material assistance as well as emotional support; they are frequently "cause"-oriented, and promulgate an ideology or values through which members may attain an enhanced sense of personal identity.²³

Self-help groups contain characteristics of small or informal groups. Nonetheless, there are differences between self-help and small or informal groups. Katz identifies eight characteristics which distinguish self-help from small or information groups and professionalized services.

1. Self-help always involves other persons and refers to patterned small-group or face-to-face interaction.
2. Self-help groups arise spontaneously from the active interest of the protagonists and members; organization is not imposed from without. Professionals or other authorities may have stimulated the members, initially brought them together, and given them the notion that they could achieve mutual benefits. But once such groups get started, the role of the sponsor, the professionals, or "authority" tends to diminish or disappear altogether.
3. Self-help groups typically continue over time, even though they may evolve or change focus.
4. Self-help groups may have a variety of functions and characteristics.
5. Personal participation is a key defining characteristics of self-help groups.
6. The group supplies a "reference group," a point of connection and identification with others, a source of ego-reinforcement, and value system.
7. The members of the self-help group agree upon and engage in some specific action.
8. Typically, self-help groups start from a condition of powerlessness; no matter what they may later achieve, their initial resources are always limited, and the exercise and control of power is not one of their objects.²⁴

These characteristics point to the fact that self-help groups are peer centered, not professional or leader centered; they allow

dependency but demand autonomy and independence; they are action oriented; and they are "empowering," enabling members to see that they have strengths and some control over their lives and problems.

Self-help groups provide a means through which benefits are derived for persons who are giving as well as those receiving services. Riessman developed the "helper-therapy principle" which is a derivative of role theory. The helper-therapy principle states that in taking on the helping role, the helper benefits. The helper through the process of persuading others becomes more committed to the position which he is advocating--self persuasion through persuading others.²⁵ Riessman points out that all helpers benefit from the helping process. However, the benefits are greater for helpers who have the same problem as the helper. He states, "while all help-givers may have helped themselves in a non-specific way by playing the helping role, people who have a particular problem may be helped in much more specific ways by providing help to others who have the same specific problems."²⁶

Dory, et al., in discussing self-help groups and the helper role, states,

In playing the helper role, the individual is less dependent; in struggling with another person's problem which is like her/his own, the helper has a chance to observe how another person handles it. The helper gains a feeling of social usefulness and personal efficacy from playing the helper role; and playing the helper role may function as a distracting source of involvement, diverting the helpers from their own problems, and a general overconcern with the self.²⁷

Self-help groups help their members in finding workable solutions to many of their problems. Katz and Bender identify seven ways through which this is done:

1. Developing and sustaining a coherent view of the world and the member's role in it.
2. Helping the member learn new and more gratifying behavior.
3. Helping the member tap his unconscious feelings.
4. Fortifying the member's self-image and pride.
5. Helping the member achieve more environmental mastery by uncovering or discovering his competence and by using the competence of each member to the fullest.
6. Increasing the individual's coping abilities through his participation in group tasks of graduated difficulty.
7. Advancing the member to new levels of self-perception and status within the group and, when he feels ready, to leave it.²⁸

Katz and Bender warn that not all self-help groups help members with each of these tasks. The purpose of the self-help group affects which tasks are addressed.

"Hard" scientific evidence regarding the effectiveness of self-help groups is sparse. There are, however, a number of "soft" indicators of their effectiveness. Riessman (1976) identifies the "soft" indicators or the effectiveness of self-help groups as the subjective reports of members about the extent to which they have been helped by the group experience and evidence of their continuance in the group.²⁹ He points out that even though continuing in the group does not necessarily indicate that the members are benefiting, it does imply that they are obtaining "some" satisfaction.

Although hard data are not available on the effectiveness of self-help groups, Riessman states, "In the last analysis, the power of

self-help, mutual-aid groups is derived from the fact that they combine a number of very important properties, i.e., helper-therapy principle, the aprofessional dimension, consumer intensivity, the use of indigeneity, and the implicit demand that the individual can do something for him or herself; that people need not be passive; and that they have power, particularly in a group."³⁰

The previous discussion of the self-help concept focused primarily on the benefits of self-help groups. It is clear that while many benefits exist there are some limitations in self-help approaches. Gartner and Riessman offer the following limitations of self-help, mutual aid approaches.

Frequently they foster dependence, sometimes life-long dependence on the part of the participants; some of them are authoritarian and impose a new orthodoxy, frequently a very simplistic one; their lack of record keeping and overall nonsystematic approach leads to great difficulties in determining accountability and effectiveness; many of them have a strong antiprofessional bias that prevents a useful integration of the aprofessional and the professional approaches; they run the risk of blaming and stigmatizing the victim if the service fails in any way, because of their emphasis on individual responsibility rather than the social causation of problems; and finally, they have a tendency to fragment social change as each group "does its own thing "³¹

Three areas of limitation identified by Gartner and Riessman are of particular concern for this project. They are the lack of record keeping and overall nonsystematic approach which leads to difficulties in determining accountability and effectiveness; the development of anti-professional bias that prevents a useful integration of the aprofessional and professional approaches; and the risk of blaming and stigmatizing the victim if the service fails in any way. These limitations of the

self-help approaches have been carefully considered in the design of this project.

Another criticism of self-help approaches is that self-help groups have not generally been successful among minorities and the less advantaged. This criticism is of special concern because the participants of this project are primarily lower class black elderly. Durman states that it can be concluded from existing data that the net effect of the proliferation of self-help groups is that they contribute to the cumulative advantage in access to services enjoyed by those with substantial financial and educational resources.³² He proposes that adaptations may have to be made in order to make self-help mechanism more effective for minority and disadvantaged groups. He states, "The key factors seem to be either a heavy ideological component combined with disciplines and strong leadership or more intensive involvement by sympathetic professionals."³³ His statement is based on studies that have been done on organizations that have successfully used self-help approaches to serve large numbers of minorities and low-income people such as The Nation of Islam and the Delany Street Foundation which is a residential-ex-offender group in San Francisco. Durman suggests that adaptations needed to make self-help more effective with minorities and low-income persons also include close ties with concerned professionals and conventional services.³⁴

Adaptations were made in the self-help approaches for this project in an attempt to make it more responsive to the needs of the targeted population.

Propositions

The propositions used in this project were broadly based on the self-help concept.

Proposition I: If a program is viewed as an entitlement rather than "welfare" there will be greater acceptance among the elderly to participate in the program.

Implicit in this proposition, as well as the self-help concept, is the fact that people need help at various times in their lives. Nonetheless, help does not have to be passively received. This proposition, as well as the self-help concept, highlights the position that people have the right to ask for, receive, and be actively involved in the process of being helped. The word "welfare" has a negative passive connotation, whereas the word "entitlement" has a positive more active connotation.

Proposition II: If one is involved in the planning and implementation of a program or service one is likely to have an investment in seeing that the program works.

Self-help groups involve the active participation of their members throughout the total process. Power and leadership are on a peer or horizontal basis. Katz states that personal involvement is a requirement in all self-help groups with activity and personal engagement as the primary factors in defining membership.³⁵ Members in self-help groups have vested interest of various origins in participating in the group. Their interests in the group are ultimately reflected in the success or lack of success of the self-help group and/or program.

Proposition III: If people view an activity, task, etc., in which they are involved as providing useful service, then their sense of usefulness will be enhanced.

The type of help which members of a self-help group provide is viewed by its members as useful because membership is voluntary and members help others with problems similar to those they have or have had in the past. Dory et al., in discussing the helpers' role in the self-help concept, state, "the helper gains a feeling of social usefulness and personal efficacy from playing the helping role."³⁶

Proposition IV: Awareness and adequate understanding of programs and services will increase the likelihood that the programs and/or services will be utilized.

Self-help groups orient their members by providing them with an understanding of the self-help program; ways in which the group seek to help others; specific information about relevant programs and services which are used as referral sources; what common problems to anticipate and how to deal with them; as well as other pertinent information in order to facilitate the members' work with others. Members are to share relevant information with the expectation that their awareness and understanding of the information, programs and services will increase the likelihood that the helpees will use the information to help them deal with their problems.

Proposition V: As persons share with others (teach) what they have learned, their learning is enhanced.

As previously stated, the helper-therapy principle states that through the process of persuading others the helper becomes more committed to the position which he is advocating.³⁷ Newmark, in reporting the effects of a community tutorial project in California which used students to tutor other students, found that in the process of playing the tutoring (helping) role, i.e., organizing, reviewing, presenting, and reformulating the

materials, the helper learned the materials better than the persons who were being helped.³⁸

Program Goals

Program goals are those final outcomes which the program seeks to achieve. They must be clearly, specifically, and behaviorally defined.³⁹ The goals formulated in this project were generated from the purpose of the project: to increase low-income seniors' access to services, information and programs related to cold weather energy- and housing-related problems by providing necessary information to them through peers trained as energy aides. The goals identified here are discussed in detail in Chapter VI.

Program goals for this project are as follows:

1. To train seniors to provide information to others (their peers) on energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather.
2. To increase the elderly's awareness and utilization of energy related cold weather assistance programs.
3. To enhance trainees' sense of usefulness and self-esteem.

Practice Principles

Practice principles as described by Siporin refer to what a practitioner is supposed to do in order to accomplish practice tasks and purposes. "They are generalizations which are prescriptive and procedural rather than descriptive and serve as guides for judgments or actions in many types of situations."⁴⁰

The practice principle which governed the nature and scope of the program is as follows:

Principle I: Low-income elderly persons should be informed of programs and services which may help them deal with problems related to energy and housing which have become more acute during cold weather.

Rule: Every elderly person in the center will be given an opportunity to be informed of the energy assistance programs, ways of preparing their dwellings for cold weather; and how to deal with various problems associated with energy and housing which become more acute during cold weather (i.e., what to do if there is no heat and/or hot water, ways to protect their bodies from the cold, how to handle various utility problems, etc.).

Two practice principles governed the way service was rendered.

Principle II: The elderly should be given an opportunity to actively participate in providing services to their peers.

The trainees will be involved in making decisions on how the information should be presented to their peers and what information must be included in training sessions, and they will actually provide information to their peers regarding the programs discussed in the training sessions.

Principle III: Persons providing information to the elderly regarding the programs and services available to them shall have adequate knowledge and accurate information as well as some skills in presenting the information.

The trainees will attend training sessions which will provide information about the low-income energy assistance programs; preparing their homes for cold weather; heat and hot water complaints; utility inquiries and problems; and ways to protect their bodies from the cold. They will be provided with a manual which clearly outlines essential

information they are to know. Role-play will be used in group sessions to help develop and/or enhance the seniors' skills in presenting information to their peers.

Teaching and Learning Strategies

Literature on instructional strategies that should be applied when teaching older adults does not clearly specify which strategies are most effective. Meyer discusses the use of andragogy as a teaching-learning strategy for older adults. Andragogy is the art and science of leading adult learning or helping adults learn. It assumes the self-concept of an adult as a mature, independent person, capable of self direction.⁴¹ Meyer identifies ten principles of andragogy which are useful in understanding its conceptual framework and structure.

1. Andragogy assumes the interest of learning must be "captured," or learners will not attend learning sessions.
2. It recognizes that the self-concept of an adult is that of a mature independent person, capable of self-direction.
3. It views the learner as having a reciprocal relationship with the teacher and other learners.
4. Andragogy sees the life experience of adults as vast, varied, and contributing richly to the learning process.
5. It sees the accumulated knowledge and life experience of all learners, as well as the teacher, as valuable resources for learning.
6. It allows the learner to select the content and the process of learning; content and process are based on individual interest and needs.
7. Andragogy sees education as a process of problem solving in the present or doing something relevant to the present situation of the learner.

8. It views the primary function of the teacher or trainer as guiding the learning process.
9. It has great concern for how the learner feels about the content as well as the process of learning and regards positive feeling as the basis of retention of the learning.
10. Andragogy regards the learner as continually evaluating the utility of past learning and assessing his own need for further learning.⁴²

Andragogy is a compatible teaching-learning strategy to use with the self-help concept. Both the self-help concept and andragogy stress the importance of the active involvement of the participants. They both view the participants as persons of worth with valuable information to offer.

Stimulus-response theory provides useful teaching-learning strategies to use in working with older adults.

Stimulus-response theory views the learner as an active participant. It emphasizes the importance of the learning responses and learning by doing.⁴³ Stimulus-response theory recognizes too, that frequency of repetition is important in acquiring skill and in bringing enough over-learning to guarantee retention.⁴⁴

Geist suggests several points to be considered while teaching the older adults. They are 1) clear presentation, 2) learning by activity, 3) a slower pace than is usually used with younger persons, and 4) well-spaced pauses to prevent fatigue.⁴⁵ Canestrari found in a study of learning that when aging people were allowed to pace themselves, the learning performance compared favorably with that of younger persons.⁴⁶

The environment plays an important role in learning. Hixson recommends that the learning environment be non-threatening. He points

out several aspects which should help create a non-threatening environment for learning for the older adult. They are informal meetings; no grades, tests, examination; a non-classroom atmosphere; and slow pace.⁴⁷

The learning-teaching strategies discussed were used to help trainees gain the greatest benefit from the training sessions.

NOTES

¹Barbara J. Solomon, Black Empowerment (New York: Columbia University Press, 1976), p. 16.

²Ibid., p. 12.

³Ibid., p. 21.

⁴Joseph Dancy, Jr., The Black Elderly: A Guide for Practitioner (Ann Arbor, Michigan: Institute of Gerontology, The University of Michigan - Wayne State University, 1977), p. 30.

⁵Ibid., pp. 30-31.

⁶Linda K. George, Role Transitions in Later Life (California: Brooks/Cole Publishing Company, 1980), p. 30.

⁷J. Dancy, The Black Elderly, pp. 32-33.

⁸L. George, Role Transitions in Later Life, p. 33.

⁹The series of experiments may be found in the following reference: Ivan D. Steiner, "The Resolution of Interpersonal Disagreements," in B. Maher (ed.) Progress in Experimental Personality Research, III (New York: Academic Press, 1966); Ivan D. Steiner, "Strategies for Controlling Stress In Interpersonal Situations," in J. E. McGrath (ed.) Social and Psychological Factors in Stress (New York: Holt, Rinehart, and Winston, 1970). Ivan D. Steiner and Homer H. Johnson, "Relationships Among Dissonance Reducing Responses," Journal of Abnormal and Social Psychology 68, No. 1 (January, 1964), pp. 34-44.

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- ¹¹L. George, Role Transitions in Later Life, p. 33.
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- ¹⁹Thomas J. Powell, "The Use of Self-Help Groups As Supportive Reference Communities," American Journal of Orthopsychiatry 45, No. 5 (October, 1975), p. 757.
- ²⁰Alan Gartner and Frank Riessman, Self-Help in the Human Services (San Francisco: Jossey-Bass Publishers, 1977), p. 123.
- ²¹Alfred Katz, "Self-Help Groups," Encyclopedia of Social Work 11, No. 16 (1977), p. 1254.
- ²²Powell, p. 757.
- ²³Alfred H. Katz and Eugene I. Bender, The Strength In Us: Self-Help Groups in the Modern World (New York: New Viewpoints, 1976), p. 9.
- ²⁴Katz, "Self-Help Groups," p. 1259.
- ²⁵Frank Riessman, "The Helper-Therapy Principle," Social Work 10, No. 2 (April, 1965), p. 27.

²⁶ Frank Riessman, "How Does Self-Help Work?," Social Policy 7, No. 2 (September/October, 1976), p. 42.

²⁷ Frances J. Dory, Carson H. Briggs, and Alan Gartner, Building Self-Help Groups Among Older Persons. New Careers Training Laboratory Center for Advanced Study in Education, Graduate School and University Center, City University of New York (1979), p. 7.

²⁸ Katz and Bender, The Strengths in Us, p. 108.

²⁹ Riessman, Social Policy, p. 41.

³⁰ Ibid.

³¹ Gartner and Riessman, Self-Help in the Human Services, p. 125.

³² Eugene C. Durman, "The Role of Self-help in Service Provision," Journal of Applied Behavioral Science 12, No. 3 (1976), p. 438.

³³ Ibid., p. 431

³⁴ Ibid., p. 439.

³⁵ Alfred H. Katz, "Self-Help Organizations and Volunteer Participation in Social Welfare," Social Work 15, No. 1 (January, 1970), p. 7.

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³⁷ Riessman, "The Helper-Therapy Principle," p. 27.

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Chapter III

DESCRIPTION OF PROJECT

This chapter provides an overall description of the Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project. Information describing the nature of the project, the project sites, and the project participants are presented in order to provide a comprehensive picture.

Nature of the Project

The Seniors Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project was designed to train low-income minority elderly persons in senior centers to help their peers cope with energy and housing problems which become most acute during cold weather months. The project was designed to train a core group of six seniors in each of four senior centers located in areas which primarily serve the black elderly.

The project utilized the self-help concept, with adaptations, to prepare seniors to provide information to their peers to help them cope with cold weather energy and housing problems. Adaptations were made in the self-help concept to make it more relevant to the targeted population. As discussed previously, self-help groups have not been very successful with minority and poor groups. It was believed that adaptations to the

basic self-help concept as put forth in Chapter II were needed, because low-income persons generally do not possess the experience, skills, and knowledge to organize, implement, and benefit from the basic self-help group. The adaptations made in the self-help concept for this project were based on those recommended by Durman: intensive involvement by sympathetic professional(s), and close ties with concerned professionals and conventional services.¹

The project was designed so that the trainees were trained by a professional social worker who also served as director of the project. Upon completion of training, the trainees, later to become energy aides, were to share information discussed in training sessions with their peers in the senior centers on a group and individual basis. The energy aides were also to work with center staff persons who provide information and referral services by 1) consulting with them on situations where clarification or additional information was needed and 2) referring cases to them which required detailed and/or extensive intervention strategies. The latter might involve a utility disconnect which was about to or had already occurred; a landlord's refusal to provide heat and hot water after initial steps had been taken by tenants; etc. Riessman's recognition of the need for self-help groups and professionals to work together is contained in the following statement, "because uncontrolled subjectivity and just plain inadequate knowledge can seriously limit the value of services, there is clearly a need for training, supervision, and professional knowledge for a balanced well-developed human service practice."²

The project was implemented in four different senior centers located in predominately black communities in New York City. Two centers were located in Manhattan and two in Brooklyn. Senior centers were selected as sites to implement the project because they are vehicles through which a substantial number of relatively healthy seniors may be found assembled regularly in a relaxed social atmosphere. Senior centers were chosen also because the philosophy and basic concept of the project are compatible with the philosophy of senior centers. "Seniors, like all people, need both access to sources of information and help for personal and family problems and the opportunity to learn from individuals coping with similar experiences."³

The particular senior centers chosen to participate in the project were the Mary McLeod Bethune Senior Center and the Wilson Major Morris Senior Center, both located in the Central Harlem section of Manhattan; the Fort Greene Senior Center, Fort Greene section of Brooklyn; and the St. Louis Senior Center, Crown Heights section of Brooklyn.⁴ Criteria for center selection included: 1) located in predominately black communities; 2) daily average attendance of at least one hundred persons; 3) project director's prior knowledge of the centers through previous work with the centers through Brookdale Center on Aging of Hunter College; and 4) centers "typical" characteristics to other senior centers of comparable size in black communities in regard to staff size, membership characteristics, and programming.

Roles of Directors and Staff
in the Project

The project was designed to include the participation of directors and staff persons in all phases. In the initiation phase, the directors were involved in the following ways: granting permission for their respective centers to participate in the project; providing space for the training sessions; orientating the director/trainer to their respective center, the center's population and the community; selecting potential trainees; and scheduling the day(s) and times for the sessions at their respective centers. During this phase staff persons were involved in orientating the director/trainer to their respective centers, the center's population, and the community; informing the director/trainer of problems they and the center's population have experienced regarding cold weather energy- and housing-related problems; selecting potential trainees; making recommendations on relevant content to include in the training sessions to address the needs of their center population; and suggesting ways to enhance seniors' involvement in the project.

Directors and staff persons were included in the implementation phase of the project in the following ways: they were invited to attend training sessions; they reminded the trainees of the training sessions in advance each week as well as gathered them together each week for the sessions (this occurred at all centers except one); they participated in a short training session (one two-hour session) designed to update directors and staff on energy assistance programs, their policies,

and regulations; they were encouraged to use consultation provided by the project on complex cases regarding energy problems and energy financial assistance programs, and after training sessions were completed, they served as backup persons to the energy aides. The role of backup persons was to handle complicated cases which the seniors were not trained to handle; to provide assistance to the energy aides when they had questions or requested some assistance; and to oversee the ongoing operation of information sharing between energy aides and their peers once the trainer was no longer physically at the center.

The directors and staff persons were involved in the evaluation phase of the project. They were involved in evaluating the impact of the project in their respective centers.

The directors and staff persons at all centers were encouraged to attend the training sessions even though the director/trainer was aware that their ongoing duties might prevent them from attending all sessions. It was believed that the center directors and staff persons involved in providing information and referral services should be invited to attend the training sessions since the tasks that the seniors were being trained to perform overlapped somewhat with those of staff persons. It was believed that the presence of the director and/or staff persons at the sessions would show the trainees that the staff supported the project and believed in its value and worth. In addition, it was believed that staff attendance at the sessions would help avoid the potential problem of staff persons fearing that the training program would eventually lead to the seniors taking over or threatening their job(s). On the other hand, there was an awareness by the project

director/trainer that involvement of the center director and/or staff persons in the training sessions could restrict trainees' participation.

Studies of experimental and work groups have shown that status differences restrict the participation of low-status members, channel a disproportionate amount of communication to high-status members, discourage criticism of the suggestions of the highs, encourage rejecting correct suggestions of the lows, and reduce the work satisfaction of the lows and their motivation to make contributions.⁵

Assistance in obtaining information and needed consultation on complex cases regarding cold weather energy problems and the energy financial assistance programs was a service component of the project provided to the directors and staff persons of participating centers. The Brookdale Law Institute of Hunter College conducted a short training session (one two-hour session) for directors and staff at participating senior centers to update them on the energy assistance programs, their policies, and regulations. The Brookdale Law Institute also provided consultation and information to staff in participating centers on complex and/or technical situations related to the content areas discussed in the project. The project director/trainer was also available to provide assistance to center staff regarding questions about cold weather energy- and housing-related problems.

Providing ancillary services to staff was a very important aspect of the project. It is essential that ancillary services be provided to staff to help them become and/or remain knowledgeable of information and appropriate strategies of intervention to use in dealing with the more complex problems of the elderly.

Selection of Trainees

Potential trainees were initially selected by center directors and/or staff persons. Recommendations of directors and/or staff persons were used as a method of selecting potential trainees because it was believed that their knowledge and familiarity with the center members would increase the likelihood that the persons chosen would fit the criteria for participation set forth by the project, and perhaps most importantly, those seniors chosen would actively participate and complete the training sessions. It was recognized that this selection process usually provides the opportunity for only the most highly motivated persons to be chosen to participate as trainees. However, the criteria for seniors to be accepted as trainees was very broad. This was done to provide the directors and staff persons the opportunity to choose persons who were not the most active or most highly motivated. The criteria for selection of trainees were as follows:

1. The person must be a member of the center with fairly regular attendance (at least three days a week average).
2. The person should be actively involved in activities with the center and/or community (the word actively was not defined).
3. The person must be willing to make a commitment to attend training sessions.
4. The person must be willing to share knowledge derived from training with others in the center (minimum).

The center directors and staff were asked to select six persons from their center to participate. The exact process of soliciting persons to participate as trainees varied at each center. Thus, the results

in terms of numbers of persons participating at each center varied. At Center A, the director spoke to some persons personally as well as made a general announcement to the entire group. No persons who expressed an interest in participating in the training sessions were refused an interview. Thirteen persons expressed interest in the project and were subsequently interviewed. Nine of the thirteen actually attended more than one session and six completed the training program.

The selection process at Center B involved the director and staff persons recommending seniors to participate in the training sessions. Selection of participants by director and staff was primarily based on regular attendance of seniors at the center and interest shown in learning and being involved in new projects. Seven persons were interviewed; five completed the training.

At the remaining two centers, Centers C and D, the directors were highly selective in choosing participants. Persons chosen in each of these centers were those most active and most involved in the center's activities. These seniors were involved in providing services at the center such as some information and referral services; helping with the luncheon program; and assisting the social workers and/or directors. One person taught a Spanish class at the center, and several were involved in political action groups for seniors.

Six persons were interviewed at Center D; only four completed the training. One senior discontinued for health reasons, while the other seniors did not have a strong interest in participating in the program.

Five persons were chosen at Center C, where only two completed the training. The three seniors that dropped out were overextended as a result of prior commitments.

The trainees were asked to actively participate in the project by attending all sessions; sharing their ideas, experiences, concerns, thoughts, etc. with the group; making presentations to the center members on information learned; sharing information from training sessions with persons at the center on an individual basis; sharing the information as needed with others in their communities; working closely with the center staff persons involved with social service functions when referrals or complicated situations arise; and participating in the evaluation phase of the project.

DESCRIPTION OF TRAINEES

Characteristics of Trainees

Seventeen seniors participated in the project as trainees, later to become energy aides. The participants consisted of fifteen black females and two black males. Appendix A provides a demographic profile of the trainees. The majority of the participants were between the ages of 65 and 74. Eleven were born in the South; four were born in the Caribbean Islands, and two were born in the Northeast region of the United States. All of the seniors except two have lived in New York for twenty years or more.

The educational level of the trainees consisted of seven persons with less than a twelfth grade education; five completed high school;

two had two years of college and one completed college. All trainees could read and write.

All trainees were retired. The income of the trainees is unknown; however, Social Security is the primary source of income for all trainees over sixty-five years, except one. One person worked for the City of New York, and his pension is the primary source of support.

The trainees worked at a variety of occupations prior to retirement. Three persons were white-collar workers; the remaining fourteen were blue-collar workers. The seniors were active in the labor market working in their identified occupations for a number of years. The number of years worked in their occupations ranged from twelve to fifty years, with the majority having worked twenty and thirty-five years.

Living Arrangements and Housing Conditions of Trainees

Living arrangements and housing conditions of the trainees are provided in Table 3.

Table 3 shows that most of the participants live alone in a rented apartment which they have occupied for a number of years. Although most of the seniors live alone, they occupy large apartments. The maximum number of persons occupying the same dwelling with the seniors was five. All persons who live in the household with the seniors were adults except two. The minors were ages sixteen and seventeen.

Most of the trainees were long time residents in their present dwelling. The average length of time in the present dwelling was 21.2 years, with a range between 1 and 46 years. The seniors live in old

Table 3

Living Arrangements and Housing Conditions of Energy Aides

<u>Living Arrangements</u>		<u>Number of Persons Per Dwelling</u>	
Live Alone	10	One Person	10
Other Family Members in Household	6	Two Persons	5
Friends Live with Seniors	1	Four Persons	1
		Five Persons	1
<u>Type of Dwelling</u>		<u>Approximate Age of Building</u>	
Private House	4	16+ years	1 person
Apartment	12	40+ years	3 persons
Room	1	50+ years	2 persons
		60 years	2 persons
		63 years	1 person
		70 years	1 person
<u>Homeowner/Renter</u>		75 years	5 persons
Rent	14	100 years	2 persons
Own	3		
<u>Number of Rooms</u>		<u>Condition of Dwelling</u>	
1 room	1 person	Good	6
3 rooms	5 persons		
4 rooms	4 persons	Fair	9
5 rooms	5 persons		
6 rooms	1 person	Poor	2
9 rooms	1 person		
10 rooms	1 person		

N = 17.

buildings. Nine of the seventeen considered the conditions fair; six considered the conditions good and two considered the conditions poor. The major complaints about the conditions of the building were: little or no heat or hot water, drafts, poor maintenance, falling plaster, and broken elevators.

All participants, except one, who stated they experienced serious problems with the condition of their building were reluctant to take steps to complain consistently to appropriate persons. They feared harassment from the landlord. Many stated that they did not want to make trouble because they lived alone. The participants expressed a sense of hopelessness and powerlessness in dealing with the "system" concerning their housing problems. Some participants had tried to take steps to correct the problems or knew of others who had; however, they felt that nothing could be done to get positive results. The one senior who attempted to deal with cold weather housing-related problems did so by calling various complaint numbers. According to the participant, she received some results but none were long-lasting or very significant over a period of time.

Trainees' Attendance at the Centers

All seventeen seniors lived in the vicinity of the senior center they attended, from within one block to within three miles. Fourteen of the seventeen seniors walked to the senior center. Three seniors had been members of the center for less than a year. The remaining fourteen had been members from one to eight years. The modal number of years for center membership was three years.

The number of days each trainee attended the senior center weekly varied. One senior attended the center about two days a week. Seven stated that they attend the center three days per week and seven stated they attend five days per week. Two seniors attended the center four days a week.

The number of hours the seniors spent at the centers each day they attended ranged from three to six hours. Four persons stated they usually spend three hours per day at the center. Five stated they usually spend four hours and five seniors stated they usually stay about five hours. Three indicated that they usually stay six hours. Those seniors who indicated that they spent more than five hours at the centers were those who were involved in work at the center for which they were paid.

Project Dropouts

Dropouts are defined as those persons who were interviewed to participate in the training sessions and who attended at least one session. A total of ten seniors dropped out of the program. Three dropped out from Center A, two from Center B, three from Center C, and two from Center D. An analysis was made of the trainees who completed the training sessions and those who dropped out from information gathered in the initial interview with potential trainees. The demographic profile of the two groups were similar. It appeared, however, that those who dropped out were either very active seniors or those who experienced poor health. The seniors who dropped out of the project at Centers B and C were very active in numerous activities both in and outside the center.

They held leadership positions in various organizations. Those seniors who dropped out of the program at Centers A and D primarily did so due to poor health. One senior at Center D was not very interested in the project although she attended the sessions. She continued to attend the training sessions because she had given her word to the director that she would participate in the project. She was released from her obligation by the director/trainer of the project. She felt relieved and did not return.

One member at Center A informed the director/trainer of the project when she consented to participate in the training sessions that her husband was ill and she was unsure as to whether or not she would be able to complete training because of husband's ill health. The remaining three seniors at Centers A and D dropped out of training due to poor health.

Role of Trainer

The trainer's role in this project was primarily that of teacher/facilitator and resource person. The role of trainer as teacher/facilitator was largely based on the model of the professional in the youth-tutoring-youth and children-teaching-children models in education. In these models, the professional trainer or teacher plays an important role in setting up the program, in training the participants, and in general back-up and support.⁶

The primary tasks of the trainer were to organize the groups at each center, meet with the groups at specified pre-scheduled times for

training sessions, and provide training materials and other resources. The seniors possessed a wealth of experiences and knowledge about the topics discussed (see Appendix B for outline of training sessions). It was the task of the trainer to provide a framework for which the experiences and knowledge of the participants could be brought together in a meaningful way. The trainer also functioned as a group facilitator to insure that the group sessions were meaningful, focused, and provided an opportunity for all participants to be actively involved.

Another important function of the trainer was to work with director and/or staff persons to keep them abreast of the status of the project as well as to engage them in the project. Upon completion of the training sessions, the trainer had the responsibility of keeping the energy aides and staff persons abreast of important developments such as programmatic and/or legislative changes regarding programs and services relevant to the project. This was done through telephone contacts and, when necessary, visits to the centers.

The Manual

A manual for the energy aides was developed by the trainer to provide the aides with a personal copy of the information shared in the training sessions. It was designed as a reference and guide for the energy aides to use when sharing the information with peers (see Appendix C for the manual).

The manual uses large type to make it possible for all energy aides to see and read the materials. The layout of the information in the manual is such that written information is accompanied by relevant illustrations. This provides a clear, easy format for the seniors to

follow. The manual contains various resources and steps to follow in dealing with certain energy and housing-related problems. It also contains practical low-cost suggestions for ways to keep warm and stay healthy during cold weather months. The manual is a product of this project which may be used by anyone who is interested in learning and sharing information with others regarding ways to cope with cold weather energy and housing-related problems.

DESCRIPTION OF PARTICIPATING SENIOR CENTERS

Participating senior centers in this project were "typical" of other senior centers of comparable size in the black community. The centers were chosen because they are "typical" in terms of their staff size, programs offered, and characteristics of center members.

Two of the four senior centers used as project sites were located in Central Harlem. The other two centers were located in the Fort Greene and Crown Heights sections of Brooklyn. As the centers were all located in predominately black neighborhoods, their populations were primarily black. Appendix D provides a profile of the senior centers.

Physical Facilities

The physical facilities of the centers varied. Center A is a large modern facility, 8 years old, with ample space. The facility is leased by the City of New York from a private landlord.

Center B is also located in a relatively new building, 10 years old. Space for the center is donated. Activities for the seniors occur

in one large room about the size of a small gymnasium. During the time the project was underway, the center was undergoing renovation and expansion. This condition negatively affected the daily attendance of the center members throughout the duration of the project.

Center C is located in a high rise building which houses senior citizens. The building is approximately 14 years old. Space for the senior center is donated. Ample space is available for center activities.

Center D is located in a former convent which is about 90 years old. The building is rented. Ample space is available for center activities.

Staff Size

All centers have similar sized staffs. Two centers had four full-time staff persons and two had five. The number of part-time staff at Centers A, B, and D ranged from six to twelve. It is interesting to note that Center C has eighteen part-time persons. Of these eighteen persons, seventeen are senior members at the center. These persons, according to the director, "get minimal reimbursement for their services."

Volunteers

The number of volunteers at the four centers ranged from five to seventeen active members. Most centers have a larger volunteer group listing than they have active volunteers. For example, the number of volunteers enrolled in the volunteer programs at Centers A and D are 60 and 100 persons, respectively. Center A, however, only has five active

volunteers and Center D has twenty active volunteers. The volunteer groups at all centers except Center B consist almost totally of seniors at the center. At Center B, the volunteer group consists primarily of college students. These include collecting money for meals served at the center; preparing the dining area for meals; serving as receptionist for the center; teaching classes, i.e., foreign language classes, classes for the legally blind; directing the center choir; assisting in organizing center outings; etc.

Profile of Centers' Members

A profile of the centers' membership population is presented in Table 4.

Table 4

Profile of Senior Centers' Membership Population

<u>Centers</u>	<u>Average Age of Seniors</u>	<u>Ethnicity</u>	<u>Percentage of Homeowners and Renters</u>
A	65 years	99% black of which 40% are from the West Indies, 50% from the South; and 1% Hispanic and white	75% renters 25% homeowners
B	65 years	95% black most are from the South, 5% Hispanic	100% renters
C	68 years	90% black of which there is about 50% from the South and 40% from the West Indies, 10% Hispanic	98% renters 2% homeowners
D	65 years	95% black of which 65% are from the West Indies, 5% white	75% renters 25% homeowners

The table shows that the average age of the seniors at the centers is 65 years. Ninety to 99 percent of the seniors at the centers are black. Most center members migrated from the South or from the West Indies.

Table 4 shows that between 75 and 100 percent of the center members rent their dwellings. These percentages are not completely accurate because many of the seniors were reluctant to admit that they were homeowners. The largest number of homeowners live in Brooklyn.

Ongoing Center Programs

The types of ongoing programs offered at the senior centers participating in this project are the same as those offered at most senior centers. Table 5 provides information obtained in a group interview with center directors and staff regarding various services offered at their respective centers and their opinions on the center's ability to meet the demand for services in their community.

Table 5

Ongoing Programs Offered by Senior Centers

<u>Name of Services</u>	<u>Services Provided by Centers</u>	<u>Increase in Demand During Cold Weather</u>	<u>Degree Demand is Met</u>	
			<u>Full</u>	<u>Partial</u>
Escort	A,B,C,D	B	A,D	B
Transportation	A,B	B	A	B
Congregate Meals	A,B,C,D	B	A,B,C	
Home Delivered Meals	A,B,C,		B	
Heat- and Energy-Related Information Requests	A,B,C,D	A,B,C,D	A,B,D	
Organized Recreation	A,B,C,D	A	A,B,C,D	
Friendly Visiting	A,B,C,D	A	B,D	C
Telephone Reassurance	B		B	

Senior Centers are identified by letters, A, B, C, D.

Centers' Activities Regarding Cold Weather

Energy- and Housing-Issues

In an effort to assess the centers' involvement with cold weather energy- and housing-related problems, and center members' problems in this area as viewed by directors and staff, in-person group interviews were held at each center with directors and staff persons involved with providing information and referral services (see Appendix E for questionnaire). Three of the four centers indicated that they spend 40 to 50 percent of their time on cold weather energy- and housing-related problems. One center director felt that he could not determine the time spent since he had no statistics on which to base his answer.

All centers except Center C had previously had some educational programs on energy conservation. Most of the programs consisted of persons from Con Edison and Brooklyn Union Gas visiting the centers to speak to the center members. Center A had, in the past, advised its seniors about the ECAP program and how to dress warmly during cold weather.

The interview with directors and staff at each center revealed that, in the past, they had performed various activities in the following problem areas to help seniors cope with cold weather energy- and housing-related problems: No heat and hot water; utility disconnect and other utility problems; energy assistance programs; and weatherization. Table 6 shows the types of problems and the activities performed by directors and staff to deal with the problems.

Table 6

Centers' Past Activities Regarding Cold Weather Energy-
and Housing-Related Problems

<u>Problems</u>	<u>Activities</u>
No heat and/or hot water	1. Made recommendations to seniors about ways to handle the problem 2. Made referrals to appropriate agencies or persons 3. Contacted landlords or rental agents
Utility disconnect and/or other utility problems	1. Contacted Department of Social Services 2. Contacted utility company and the Public Service Commission 3. Assisted seniors in budgeting
Energy Financial Assistance Programs	1. Informed seniors of the programs 2. Filled out forms 3. Helped seniors understand vouchers
Weatherization	1. Provided telephone numbers and addresses to seniors who inquired about the program

All centers performed each activity except two: only Center D provided any activities regarding weatherization and Center A was the only center that assisted seniors in budgeting to help them meet the high cost of energy.

The directors and staff identified what they saw as the most prevalent cold weather energy- and housing-related problems experienced by their center population. The most prevalent problems

identified were inadequate heat or no heat and hot water, and the hardships seniors endured attempting to meet the high cost of energy. Other major problems identified by directors and staff in the interview were: most seniors are not aware of services and resources available to them; they are intimidated by the landlords; and the seniors are afraid to take action when there is a problem. According to one center director, "although some of the elderly are quite assertive, they need help in negotiating the system when they have problems."

The center directors and staff were asked to identify their familiarity with various energy financial assistance in New York State during the 1980 winter season. Table 7 shows the response of the directors and staff by center.

The table shows that none of the center directors and/or staff persons were familiar with all the energy financial assistance programs. However, all were familiar with the Energy Crisis Assistance Program (ECAP), IT-214 NYS Property Tax Credit Program and IT-216 NYS Energy Assistance Credit Program, and provided information and application assistance through their centers. Staff at three centers felt that these programs were adequately utilized by seniors. Staff at one center felt that of the three programs, only the IT-216 was adequately utilized.

Centers' Experiences With Energy Financial Assistance Programs

The initial in person group interview with directors and staff of each center revealed that they generally felt that the energy

Table 7

Energy Financial Assistance Programs, 1980: Directors and Staff Familiar
With Programs and Centers Offering I & R Services Regarding Them

<u>Names of Programs</u>	<u>Familiar With Program</u>	<u>Adequately Utilized</u>	<u>Information Through Center</u>	<u>Application Assistance Through Center</u>
Energy Crisis Assistance Program (ECAP)	A, B, C, D	B, C, D	A, B, C, D	A, B, C, D
State Fuel Crisis Assistance Program (SFCAP)	C			
Utility Disconnect Program	A, C	A, C	A, C	A, C
Conservation and Weatherization Program	A, D		A, D	
IT-214 NYS Property Tax Credit	A, B, C, D	B, C, D	A, B, C, D	A, B, C, D
IT-216 NYS Energy Assistance Credit Program	A, B, C, D	A, B, C, D	A, B, C, D	A, B, C, D

financial assistance programs were good. However, they had complaints about the Energy Crisis Assistance Program (ECAP). ECAP, a new program, was plagued with many problems commonly confronting new programs which operate on a large scale. Many changes were made in administration of the program while it was in operation. For example, within the first year of operation, changes were made in eligibility levels, duration of the benefit period, and benefit levels. Such changes caused much chaos and confusion, not only at the centers participating in this project, but also in other agencies directly involved with the program and with the program's recipients. According to center directors and staff, people at certifying sites were often unaware of changes and/or did not have accurate information regarding changes that had been made in the program.

The procedures to apply for ECAP were not conducive to application for many seniors. In order to apply for assistance through the program, seniors had to go to certifying sites to submit their applications. Certifying sites included unemployment offices, the Department of Social Services, and the Department on the Aging. The locations of the certifying sites were inconvenient for many seniors which, according to directors and staff persons, discouraged many seniors from applying for assistance through the program. According to directors and staff persons, many seniors felt that the travel to the certifying sites was too much and the wait too long, and therefore, they did not apply. There were some satellite certifying sites in areas more convenient to the centers, however communication between and among

centers was poor and many centers did not know the satellite certifying sites existed until after they had disbanded.

Directors and staff members stated that because the program was means tested, many seniors chose not to apply. Some seniors questioned "getting something for nothing." They felt that if they applied for the program, they would lose some benefits they were receiving from other programs or they would be asked to return the money at a later time.

One center social worker stated that when many of the seniors received their notification from Albany they did not understand the form. In addition, the writing was very small which made it impossible for many seniors to read.

The directors and staff at Centers A and D stated that the IT-214 New York State Property Tax Credit Program and the IT-216 New York State Energy Assistance Credit Program were well utilized at their centers. The social worker at Center D suggested that these programs were popular at their center because of their outreach efforts. Several announcements were made in the center and, whenever seniors came to her office for service, she would ask if they had applied for the programs. If they had not applied, she would fill out an application for them. She indicated that at first the seniors were reluctant to tell her their income or taxes paid. However, as the members developed trust in her and began to receive money from the programs, they began to spread the word that they had received the money without difficulties, and more seniors began to inquire and apply for the program.

The centers did not have a record keeping system to determine how many people applied for the energy financial assistance programs, nor did they have a systematic mechanism to record how many people received assistance.

The feedback mechanism to assess the number of persons who received assistance consisted primarily of verbal feedback given by the applicant. Many people did not give feedback. The social worker at Center D asked the seniors to bring their vouchers or letters they received from Albany informing them of their acceptance or rejection. All seniors did not comply with the request.

NOTES

¹Eugene C. Durman, "The Role of Self-Help in Service Provision," Journal of Applied Behavioral Science 12, No. 3 (1976), pp. 438-439.

²Frank Riessman, "How Does Self-Help Work?," Social Policy 7, No. 2 (September/October, 1976), p. 45.

³Senior Center Standards (Washington, D.C.: The National Council on the Aging, Inc., 1978).

⁴Hereafter the centers will be identified as Centers A, B, C, and D. This does not reflect the order in which the centers are named.

⁵Peter M. Blau and W. Richard Scott, "Dilemmas of Formal Organizations," in Amitai Etzioni (ed.), Readings on Modern Organizations (New Jersey: Prentice-Hall, Inc., 1969), p. 139.

⁶Alan Gartner and Frank Riessman, Self-Help in the Human Services (San Francisco: Jossey-Bass Publishers, 1977), p. 131.

Chapter IV

IMPLEMENTATION OF PROGRAM

Startup Problems

Mid-September was identified by the project director/trainer as a desirable time to begin training sessions for the following reasons: (1) it allowed centers time to begin their fall programs, (2) it gave seniors and staff time to return from summer vacation, (3) it allowed time for training to be completed before the onset of cold weather, and (4) it allowed time for the seniors to prepare for cold weather before severe winter weather occurred.

There were startup problems which caused delays in beginning the training program. The delays were primarily caused by scheduling problems which resulted in training beginning the third week in October 1980 at centers A, B, and C, and the third week in November 1980 at Center D.

Scheduling appointments to interview directors and staff persons together, and prospective trainees individually, proved to be somewhat problematic at centers A, B, and C. Delays encountered at Center D were due to changes made in the directorship of the center between the time the initial contacts were made to get permission for the project to take place at the center and the startup of training. The director that was hired had been the director at Center D less

than a year ago. Thus, the newly hired director was familiar with the clientele, the neighborhood, and the center's overall operations. The social worker was very involved in the operations of the center during the transition period. Thus, she was able to supply updated information about the center and its membership as needed.

TRAINING SESSIONS

Various factors affected the project's training sessions and were important to successful implementation of the program. These factors include: the number of sessions; the time sessions were scheduled; the physical environment where the training occurred; involvement of staff; and the learning-teaching strategies used in the training sessions. A brief discussion of each of these factors follows. Subsequently, a description of the project at each center and the effect these factors had on the training sessions in each center are noted.

Number and Length of Time of Training

Sessions Per Center

The number of training sessions held at each center varied from seven to fourteen forty-five-minute to one-hour sessions. Although the number of training sessions varied, the content areas discussed in the sessions were the same at all four centers (see Appendix B for outline of content areas discussed in training sessions). Variations in the number of training sessions and the duration of sessions were

planned to determine the time period(s) most conducive to maximum learning and involvement. It should be noted, however, that the planned scheduling of the training sessions only included the following time periods: once a week for seven weeks at two centers and twice a week for seven weeks at two centers. However, due to the late starting date of training sessions at Center D, it became necessary to meet twice a week for three weeks and once on the fourth week. The limited time span for the training sessions occurred because of scheduling conflicts with regular center activities and special holiday (Christmas) events.

Time Schedule

The time schedule for the training sessions at each center was based upon the availability of time in light of the regularly scheduled programs at the convenience of participants. As a result, training sessions at all centers were scheduled around lunchtime. At three centers, the sessions were held one hour before lunch. At the fourth center, the training sessions were held immediately after lunch. Scheduling training sessions around lunchtime proved to be problematic. Lunchtime at all centers interfered with the training sessions. Training sessions at each center were either shortened or delayed because of lunch. Later in this chapter, I will discuss further how lunchtime interfered with the training sessions at each center.

Physical Environment

Training sessions for each group took place in their respective senior centers. The amount of physical space provided for the sessions as well as the location of the space provided affected training. The physical spaces provided for training sessions were as follows: (1) a medium-sized room at the end of the corridor which is used for staff and board meetings; (2) a corner section of a room about the size of a small gymnasium where all regular center activities take place; (3) a small room which serves as the center library, located in the mainstream of the center's activities; and (4) a small auditorium which is quiet and located away from the mainstream of the center's activities.

Level of Staff Involvement

All directors and staff persons who performed information and referral services were invited to attend the training sessions. Attendance by staff persons at the group sessions took place in only one center, Center B. At two other centers, Centers A and D, the staff persons were involved in reminding members of the meetings, gathering them together when the trainer arrived, and offering assistance in supplying materials, space, etc. There was no involvement from director or staff at Center C.

Learning-Teaching Strategies

Andragogy was used as a teaching-learning strategy at all four centers. As discussed in Chapter III, andragogy entails leading

adult learning or helping adults learn. It stresses the importance of active involvement of the participants in the learning process. Involvement and active participation of trainees were encouraged throughout the project.

Discussion and illustrations were used as the primary instructional methods. At each session illustrations were used to insure clarity. Role play was utilized to help trainees prepare to present information to their peers. Reading materials and lectures were kept at a minimum. Representatives of Con Edison came to the centers as part of the training program to show films and speak with the entire center population about energy conservation.

DESCRIPTION OF PROJECT BY CENTERS

A summary of salient differences between the centers discussed thus far is provided in Table 8. Table 8 is presented at this point to assist the readers in maintaining a clear picture of the centers as implementation of the project by individual centers is discussed.

Center A: Training sessions at Center A were held twice a week for seven weeks. The sessions began the third week in October and ended the first week in December. Nine persons began training, six completed it.

The training sessions were held in a medium-sized room at the end of the corridor away from the mainstream of the center's activities. The room provided a comfortable setting for the training

Table 8

Summary of Salient Differences Among Participating Centers

<u>Centers</u>	<u>Average Daily Attendance</u>	<u>No. of Staff</u>	<u>No. of Volunteers</u>	<u>No. of Trainees</u>	<u>Selection Process of Trainees</u>
A	155	4 full-time 7 part-time	60 enrolled 5 active	6	Some persons were personally asked to participate; a general announcement was made to the entire center population, i.e., the group was largely self-select
B	140-145	4 full-time 12 part-time	7	5	Director and staff made recommendations; the group was not a highly select one.
C	200	4 full-time 18 part-time	17 (these are seniors who are included in the 18 part-time staff persons. They receive minimal reimbursement for their services)	2	Highly select group; the most active and involved members in the center
D	95-125	5 full-time 6 part-time	100 enrolled 20 active	4	Highly select group; the most active and involved members in the center

Table 8 (continued)

<u>Centers</u>	<u>No. of Sessions</u>	<u>Time Given to Training Sessions</u>	<u>Adequacy of Training Facilities</u>	<u>Director and Staff Support</u>
A	14	Twice a week for seven weeks	Very adequate, medium-sized meeting room; quiet and conducive to learning	Social worker and director were supportive in reminding members of meetings, assembling them for sessions and providing materials, space, and equipment as needed
B	7	Once a week for seven weeks	Not adequate, corner section in a small gymnasium type room; noisy	Much support from two staff persons who attended the sessions
C	7	Once a week for seven weeks	Not adequate, small library room, noisy, many interruptions from center members	No involvement from director or staff
D	7	Twice a week for three weeks and once on the fourth week	Very adequate, small auditorium; quiet and conducive to learning	Social worker and director were supportive in reminding members of meetings, assembling them for sessions and providing materials, space, and equipment as needed

sessions. The room is ordinarily used for staff meetings and board meetings. Therefore, it contained a long table with chairs and a blackboard. The room was located such that interruptions and distractions were kept to a minimum.

The training sessions were scheduled to be held at one (1) o'clock, immediately after lunch. However, many times the sessions did not begin until 1:30 or 1:45 due to lunch being served late. This situation posed a problem because many times the seniors had to leave to do errands and get home before nightfall. However, scheduling the training sessions immediately after lunch served as an advantage when lunch was served on time. When the training sessions began on time, the sessions many times would last over an hour.

The trainees at Center A were enthusiastic and showed a high level of interest in the training sessions. They developed a sense of group cohesion which served to enhance the level of information sharing and experience sharing in the group. For example, the trainees brought to the group personal problems they had had in dealing with "the system" to get services and/or benefits. Such discussions led into other areas of benefits and entitlement programs which were not part of the training curriculum, but were relevant to helping them understand the energy financial assistance programs. It became clear that there was much confusion about how the different entitlement programs are related or unrelated. One woman stated, "I don't think it is fair that people in the projects got ECAP and I wasn't eligible for it." Another woman stated, "I received a check in the

mail for \$35.00 and I didn't know what it was for." It was very evident through the group discussions that many seniors did not apply for the financial assistance programs because they did not think they would be eligible; they did not want to lose benefits they already received by applying for more benefits; they did not have a clear understanding of the entitlement programs and how they relate to each other.

This group was the youngest of the four groups. All of the members were between ages 61 and 68, except for one who was 80 years of age. The oldest member of the group was very active and was very much a part of the group. Three members of the group were part of another group from the center which did volunteer work at a hospital. These persons did not form a subgroup within the energy group sessions.

Two seniors consistently came to the meetings but did not actively participate. The members accepted their presence. However, when others would occasionally come in during the training sessions, they would explain that they were having a meeting and would ask them to leave.

This group became quite involved in the training sessions. About midway through the training, they became so involved with the benefits they were receiving from the sessions, i.e., being a part of a group, learning new information, etc., that the focus of the project had to be reinforced regularly.

Group A still maintains a sense of group cohesion. They are interested in sharing the information they learned with others and have been instrumental in providing suggestions on ways in which it can be done. They are interested in conducting sessions in their center with persons who have expressed an interest in learning more about how to cope with cold weather energy- and housing-related problems.

No staff persons from Center A attended the training sessions, but the director and social worker were helpful in reminding the seniors about the sessions in advance and they announced the trainer's arrival, so that the trainees could begin to assemble for the sessions.

Center B: Training sessions at Center B began the third week in October and ended the first week in December. The sessions were held once a week for seven weeks. Seven persons began training, five completed it.

The training sessions at Center B were held in a corner section of a room about the size of a small gymnasium. All center activities for seniors took place in this one room. This situation was not conducive to learning and concentration. In addition to the distractions of the center's activities, the facility was undergoing renovation and expansion. This situation added to the undesirability of the physical environment in which the training sessions took place.

Training sessions at Center B were scheduled one hour before lunchtime, eleven o'clock. Scheduling training sessions at this hour

created problems for several reasons. Most of the center members arrived during the hour the training occurred, which generated much activity and additional distractions. Preparation for lunch, i.e., setting up the dining area and the arrival of the catered food, added to the noise and distractions. The trainees did not seem to be overly zealous about eating lunch. However, the fact that lunchtime had arrived or was closely approaching and the participants had to be given the opportunity to eat was always present. The training sessions did not always begin on time. Therefore, many times the group met for less than an hour. Nonetheless, despite the distractions and the undesirable physical environment at Center B, the group at this center was very involved in the project.

The group at Center B was very stable throughout the project. The five members who completed the training were present at almost all meetings. Whenever someone was unable to attend, a message was left to notify the trainer.

The group members did not know each other very well before the training sessions began. They began to develop a rapport with each other and a group cohesion began to develop. There was one male in the group. He was given the role of "spokesperson" by members of the group. Whenever the group made presentations and when they made the public service announcement for television, he was appointed to do most of the impromptu speaking and to explain the more detailed areas discussed in training sessions. He accepted the position but did not exert authority or try to gain a strong leadership role in

the group. The position of "spokesperson" was given to him by the group members primarily because he is very articulate, had professional status before he retired, and was the most educated person in the group.

The trainees at Center B showed a high level of enthusiasm about the project and the group experience, and they were anxious to share the information they had learned with other seniors at the center in a group. As a result, the trainees made two group presentations to the general center population. They also were filmed for a public service announcement for a cable television station. This activity generated a lot of enthusiasm among the group members.

Involvement of staff persons in the project was very good. Two staff members, the group worker and the arts and crafts person, were very involved in the project. They attended and participated in all group sessions. Their participation in the training sessions consisted of occasionally making suggestions and providing encouragement to the seniors. The staff persons were also involved in making the environment as comfortable as possible under the existing conditions.

The presence and participation of staff persons at this center served to enhance the effectiveness of the training program. They were supportive to the seniors and showed an interest in the worthwhile efforts of the project and the seniors' participation.

Center C: Training sessions at Center C were held once a week for seven weeks. The sessions began the third week in October and ended the first week in December. Five persons began training; two completed it.

Training sessions at Center C took place in a small room which was the center's library. The room was full of books and other materials. There was little space to sit or work even though there were only two participants in the sessions. The room was located in the mainstream of the center's traffic and activities. Seniors frequently came in and out of the room and noises from the lobby and other rooms nearby were distracting.

Training sessions at Center C were held at ten o'clock. However, lunchtime interfered with the sessions. One trainee had to frequently leave the sessions at 10:45 to help prepare for lunch.

The selection of trainees at Center C was such that the most active seniors at the center were chosen. The trainees who were chosen by the director were those who were actively involved in performing duties which were part of the ongoing operation of the center, i.e., receptionist. They provided some information and referral services; they helped with lunch by preparing the utensils, taking and selling lunch tickets, etc. Such responsibilities interfered at times with the group sessions. In addition to the fact that one trainee had to frequently leave the sessions fifteen minutes early, at times the other trainee was late coming to the sessions or had to leave because the seniors required her services. This situation, in

addition to the fact that only two persons continued training, made it quite difficult to carry out the project effectively.

The director and staff did not provide any active support to the trainees or the project.

Center D: Seven training sessions were held at Center D. They were held twice a week for three weeks and once on the fourth week. The session at this center began the second week in November and ended the second week in December.

The training sessions were held in a small auditorium which was quiet and located away from the mainstream of the center's activities. A long table and chairs were set up in the front of the room for the training sessions. The physical environment was conducive to learning.

The training sessions were scheduled to be held at 11:30. This time schedule caused problems in two ways: (1) it was scheduled immediately after a foreign language class that was taught by a member of the training group and included most of the group members; and (2) it was scheduled one hour before lunch. Many times the foreign language class would run overtime, which shortened the time allowed for the training sessions. Lunch was served promptly at 12:30, which shortened the time spent in the sessions because the members were served according to numbers they received before lunch was served. Therefore, they had to be dismissed in time for them to get early numbers if they chose to do so.

The seniors at this center did not appear to be very involved in the project. They attended the training sessions, but compared to the other groups they were quite passive. Two reasons for this reaction as related by the seniors were, first, that leaving one class and going directly to another was too much, and, second, that the class was held near lunchtime and they were very cognizant that it was time or near time to eat.

The time span for the training sessions, seven sessions over a four-week period of time, was not long enough for the trainees to develop a sense of group cohesion and enthusiasm for the project. The time span over which the training sessions were held, the time that the sessions were scheduled, and the low level of involvement or passive nature of the group contributed to the fact that the trainees at Center D did not learn or understand the information covered as well as the other groups.

Although the group members at Center D did not, on the whole, appear to be very enthusiastic about the training sessions, other members at the center appeared to be very interested. During most of the sessions, one or two other persons would come to the sessions. Once about fifteen or twenty persons came. They became very involved as we discussed housing problems. Usually when other people would come to the sessions, no one was turned away by the trainee. If the group explained to the person that the session was not open, the trainer did not interfere. However, when the large number of people arrived and became involved in the session, the trainer completed the

the session, engaged their questions and comments, and afterwards told them that the trainees would be available upon completion of the training to assist them. At the end of the session, the group members voiced to the trainer their disapproval of other seniors coming to their group session. They felt that the large group interfered with their learning the information adequately. Afterwards, the trainer spoke with the social worker about the situation because it was felt that if the seniors continued to come in such large numbers, it would diminish the purpose of the training program and perhaps minimize the effectiveness of the trainees.

The director and social worker did not attend the training sessions, but they did attend the presentation the trainees made to the general senior membership. At the end of the group presentation, the director commended the trainees on their presentations and endorsed the usefulness of the project. The social worker was very helpful in gathering the group together for the sessions. She was instrumental in reminding the seniors of the days the sessions were scheduled.

Group Presentations

As discussed previously, each group gave presentations to the general center population. This was done to assure that all persons at the center had an opportunity to know about the project and to be exposed to some information that was shared in the training sessions. The original plan was to have each group make a presentation to the members of their centers at the end of the training program. However,

curiosity from the center members and enthusiasm of some of the trainees resulted in one center giving two presentations to the general membership, one at the end of the first half of the sessions and a second one at the end of the training. Babic states, "the degree of comfort felt by the volunteer and an opportunity for progression to more challenging assignments supplemented by ongoing training sessions all contribute to the development of the older volunteer's perception of this role."¹ Babic's statement proved to be especially appropriate for Center B. This group was very involved and excited by the project. They were anxious to share information with their peers, especially since, according to group members, "everyone is asking what we are doing."

Training sessions for this group (Center B) were held in the center where all activities took place in one room. Therefore, the group had high visibility. This group gave two presentations to the general center population, one after the fourth session and one at the end of training. After the first presentation was given, they were encouraged by their success and became quite enthusiastic about being filmed for a public service announcement for television.

The presentations at all centers used the same general format. The group members sat together at the front of the room. Each person in the group made a presentation on a previously agreed upon area discussed in the training sessions, and they used the illustrations which were presented in the training sessions to show the seniors what they were explaining. This format worked well for all groups.

Although the group members were encouraged to use notes or their manuals, in all groups except one, Center A, the seniors rarely used notes or their manuals. They primarily used the illustrations as reminders of what areas to cover and they used their knowledge, experience, and memory to formulate what they wanted to say.

The trainer was with the trainees during the group presentations to provide support, fill in gaps, and/or provide information to supplement answers given by trainees to questions asked by their peers.

The presentations at all centers were scheduled around the lunch period. As indicated previously, this is the time when the largest number of seniors were at the centers. All centers' schedules were quite full, which also limited the time available to schedule the presentations. The group presentations were held an hour before lunch at Centers B and D; after lunch at Center C; and during lunchtime at Center A.

A summarized description of what transpired during the group presentation sessions will be presented at this point to provide a clearer picture of factors that affected the project's effectiveness.

Center A: One presentation was made to the general center population during lunch time. The presentation was held in the luncheon area which was very large and required use of a P.A. system. There were approximately 100 seniors present. Presenting the information to the group during lunch proved to be undesirable. There was much noise, i.e., people talking, movement of chairs and physical

movement, and noises from eating utensils and serving of the food. This situation proved to be quite frustrating for the trainees as well as for those who were interested in hearing what was said. Some people did appear to be quite interested and some asked questions. The director was not at the center the day of the presentation but the social worker sat in on some of the presentations. Many of the seniors left as soon as they finished eating even though the trainees were still giving their presentations.

After the presentations were completed, the trainer met with the group. Group members voiced their frustrations over what had transpired, but they were not surprised at what had occurred. They voiced the dilemma that exists in the center, "If you want to catch the people, you must do it during lunch, otherwise, they come, eat, and then leave." It must be indicated that this was not true of all seniors at Center A, although a number of seniors followed this pattern. Some members felt that if the director had been present, she would have been able to establish more order. One member said, "the director is the only one who can put these people in line and get them to listen."

The group members were very supportive of each other. However, they were unsure how they were received by their peers. A suggestion was made that the director speak to the members at lunch time on the following day to find out their opinion of the presentations. The members suggested that if enough people were interested, perhaps

they could conduct group sessions immediately after lunch to share information they learned with others who were interested.

The group members at Center A received the greatest amount of time in training sessions, fourteen (14) sessions. Overall, this group made the most thorough presentations of all senior groups in the program. They used their manuals during the presentations and, although they did not read directly from the manuals, they did refer to them frequently.

Center B: As previously discussed, the group at this center made two presentations to the general center population. The sessions were held about one hour before lunch and approximately 45 people attended each session. All activities are held in one room at Center B, therefore, everyone stopped what they were doing and attended the session. The group worker and the arts and craft teacher, who were active throughout the project, were instrumental in getting the seniors together to listen to the presentations. The seniors were attentive and they asked questions. However, lunch arrived about ten or fifteen minutes before the second session was over and disruptive noises began. During both group presentations, some seniors who were listening to the presentations had to leave to help set up for lunch. The food at this center was catered, therefore, noises made from the delivery of the food and from the preparations to serve lunch became somewhat distracting.

The group members experienced a sense of successful accomplishment as they assessed the group presentation sessions. Their peers congratulated them on a job well done.

Center C: Trainees at Center C gave one presentation to the general center population at the end of the training sessions. The session was held in the luncheon room which was spacious and quiet. It was held about forty-five (45) minutes after lunch, about 1:45. The director gave consent for the session to be held, but left it up to the trainees to get the seniors to come in to listen to the presentation. The trainees had difficulty getting the seniors to come to the session. Seven seniors attended the presentation. Although the group was small, the session went quite well. The group became involved in the discussion, shared their experiences and asked questions. One trainee was nervous and did not want to present. She was allowed to join in when she had something to add, which she did. The other trainee and the trainer conducted the session.

No members of the staff attended the presentation. Support was not given by the director or the staff.

At the end of the presentation, the trainees and I talked about the experience. They voiced their frustrations at not being able to get the center members to participate in various activities in the center. As one trainee said, "It's always the same old few who will participate." Overall, the trainees felt that the session went well and that their peers enjoyed and benefited from it.

Center D: One group presentation was given at Center D about an hour before lunch. The session was held in the auditorium. About seventy-five persons attended the session. Three of the five trainees presented. One said he was not prepared and the other said she

could not talk in front of crowds. The person who stated that she did not talk in front of crowds dropped out before she became an energy aide.

The audience was very attentive. They appeared to be interested and they asked questions. About ten minutes before the session was over, the person in charge of lunch kept coming to the door wanting the seniors to come for lunch. No one left, but I think this was largely because the director as well as the social worker were at the session. At the end of the session, the director made positive comments to the seniors on a job well done and acknowledged the importance of the project. The trainees were quite pleased with the session and were surprised and pleased that they did so well. However, since lunch time came before the session was over, the session was somewhat hurried at the end.

As part of the project, the entire population at each center was shown a film from Con Edison regarding energy conservation tips. The film was well attended by the seniors. The trainees and center directors were pleased to have films shown. When the suggestion was made to both the trainees and directors separately, their replies were, "that's a good idea, they (the seniors in the center) would like that." The session with the Con Edison representatives generated questions from the audience.

Completion of Training

A total of seventeen (17) seniors completed the training and became energy aides. Each trainee was awarded a badge and a

certificate (see Appendix F) after the training sessions were completed; the group presentations were made to the general center population; and interviews with the project interviewers were given (see Appendix H for questionnaire). The seniors were encouraged to wear their badges often at the center. The badge served to identify the energy aides, as well as to remind the seniors of the energy project.

Summary of Issues and Program Implications

Questions and program implications which resulted from implementation efforts were: (1) What is appropriate time and duration for training sessions? (2) What are minimal physical space and environmental conditions necessary for such program? (3) Should staff persons attend training sessions? (4) Should seniors other than trainees attend training sessions? and (5) What seniors make successful trainees re their already established involvement in regular center activities.

Program implementation of this project suggests the following:

Appropriate duration and time for training sessions are at minimum seven one-hour weekly sessions held directly after lunch.

The physical space and environment necessary to adequately conduct training sessions include a room large enough for trainees to be comfortably seated around a table with adequate space for the trainer to use demonstration and illustrative materials. The room should be located in a quiet section of the center away from interruptions and the mainstream of center's activities.

Staff persons should attend training sessions. The nature of staff persons' involvement is important to the success of the program. Such involvement should include regular attendance, making occasional suggestions, and providing encouragement to participants.

The attendance of seniors, other than trainees, to the training sessions suggests that only trainees and staff persons should attend sessions.

Seniors who are somewhat involved but not too actively involved in activities and operation of the center make successful trainees.

NOTES

¹Anna Babic, "The Older Volunteer: Expectations and Satisfactions," Gerontologist 12, No. 1 (1972), p. 88.

Chapter V

EVALUATION STRATEGIES

Assessment of the project, Seniors Helping Seniors Cope with Cold Weather Energy- and Housing-Related Problems, was done in relation to the goals and objectives of the project. Piliavin and McDonald state, "a primary requisite for program assessment is the specification and operationalization of program goals."¹ Before identifying the goals and objectives of this project, it would be useful to provide a definition of the terms "goals" and "objectives."

Kast and Rosenzweig define goals as the future conditions which an organization or program strives to achieve.² Objectives are subgoals which identify ways to achieve goals.

In order for goals and objectives to be instrumental in assessing a program, they must be clearly stated and behaviorally defined. Weiss states that goals must be clear, specific, and measurable, e.g., behaviorally defined.³

Formulating and deciding on goals of this project involved serious consideration of several important questions. The questions include the following: What are the potential uses of this study? Do the goals have practical use? How important are the goals in dealing with the problem and the overall purpose of the project?

Are the goals compatible? Can the goals be accomplished within the time span allotted for the project's implementation? If so, to what degree can they realistically be accomplished? These questions among others were useful in helping to decide which goals should be included in the project.

The goals of the project are as follows:

1. To train seniors to provide information to others (their peers) on energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather.
2. To increase the elderly's awareness and utilization of energy-related cold weather assistance programs.
3. To enhance trainees' sense of usefulness and self-esteem.

These goals were expected to be achieved through the following objectives:

1. To increase the trainees' knowledge and understanding of energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather through a minimum of six one-hour training sessions. This objective seeks to achieve goals 1 and 2.
2. To train the trainees to use the manual and information provided in training sessions so that they could share the information with others (their peers) and make referrals when appropriate. This objective seeks to achieve goals 1, 2, and 3.
3. To provide and/or enhance trainees' skills in sharing information provided in sessions with their peers, in group sessions as well as on an individual basis. Goals 1 and 2 are reflected in this objective.

4. To stimulate and encourage a sense of importance and usefulness in the energy aides' role of providing a needed service to others through the group and self-help process. This objective seeks to achieve goal number 3.
5. To increase the awareness of a larger number of seniors in the centers about energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather through the use of structured group sessions as well as on an individual basis. This objective seeks to achieve goals 1 and 2.
6. To increase the number of persons in the centers who apply for energy assistance programs. This objective seeks to help achieve goal number 1.
7. To encourage energy aides to be actively involved in sharing information learned in training sessions with their peers by conducting group sessions and by being available to provide information to their peers. Goals 2 and 3 are reflected in this objective.

Project Assessment Strategies

Several strategies were used to assess the project. In-person group interviews by the project director/trainer were held with center directors and staff persons prior to beginning training sessions to secure information about the centers, their populations, and the most prevalent problems for seniors at their centers regarding cold weather, energy and housing (see Appendix E for questionnaire).

The two project interviewers conducted individual in-person interviews with the trainees. Each interviewer interviewed a different trainee individually before and after the training sessions (see Appendices G and H). The purpose of the interviews was to learn

about the trainees and the cold weather energy- and housing-related problems they had had during cold weather months. The interviews also assessed trainees' knowledge of the subject matter included in training sessions, both before and after training.

A quasi before-and-after design was used to assess the overall progress made during the project. Stein et al. state that in a one-project before-and-after design, the evaluation can study the processes of program implementation and find out the extent to which the program is producing the quantity, quality, and coverage of service that were expected.⁴

Participant observation was another evaluation strategy used to assess the project. Selltitz et al. identify participant observation techniques as including direct observation, respondent interviewing, informant interviewing, archival study, and actual participation.⁵ All of these participant observation techniques were used except archival study.

The project trainer served as the participant observer. Group processes and interaction between and among group members were the focal points of the observations.

Feedback System for Center Population

The evaluation process also involved the general center population. Weissman states, "evaluative research can best be stimulated and developed out of systematic feedback of client perception of service."⁶ This aspect of evaluation for this project proved to

be problematic and unsuccessful. The evaluation mechanism devised for evaluating the usefulness of the service to the center population proved to be ineffective.

Feedback from the seniors was obtained through a short questionnaire which was given to them during the group presentation (see Appendix I for questionnaire). The questionnaire was designed so that minimal reading and/or writing was required. After the completion of the group presentation, each question was read aloud by the trainer to the seniors and they were asked to put a check in the applicable space or spaces. This system was not adequate to get responses from the seniors. Many could not read and/or write, and therefore needed individualized help. Some asked for help; others did not. In addition, there were not enough people available to give assistance in filling out the questionnaire on an individual basis. Some seniors refused to respond to the questions even though they were not asked to sign their names to the questionnaire.

The energy aides were asked to record the number of inquiries they received, the nature of the inquiries, and follow-up on whether the problem was resolved. It is not known how effective this method of gathering feedback from the senior would have been, because the energy aides only received a total of five inquiries for all four centers.

Obtaining systematic feedback from persons who receive help from self-help groups is a problem. As previously indicated,

Gartner and Riessman note that this is one criticism of the self-help groups in general. They state, "a criticism of self-help mutual aid approaches is that their lack of record keeping and overall nonsystematic approach leads to great difficulties in determining accountability and effectiveness."⁷

Evaluation Strategies of Project Objectives

This project was assessed via its objectives. Table 9 provides information regarding the evaluation strategies used, data collected and data sources used to evaluate each objective.

Success criteria for the project were determined by positive outcomes for the project's objectives. Failure criteria were determined by lack of positive outcomes for the project's objectives.

Table 9

Evaluation Strategies of Project Objectives

<u>Objectives</u>	<u>Evaluation Strategies Used</u>	<u>Data Collected</u>	<u>Data Sources</u>
1. Increase trainees' knowledge and understanding re energy assistance programs and techniques to deal with cold weather and housing-related problems.	Before and after intervention measurements; observation.	Knowledge of energy programs and knowledge of what to do to effectively deal with cold weather energy- and housing-related problems.	In-person before and after interviews with trainees; observation of trainees' presentation to general center population.
2. Train trainees to use the manual and information provided.	After intervention measurements; observation.	Answers to specific questions re information in the manual. Trainees' ability to use the manual while explaining information in group presentations.	Responses of each trainee to specific questions re information in manual. Observation of trainees' use of the manual while sharing information with peers.
3. Provide and/or enhance trainees skills in sharing information provided.	Observation	Trainees' ability to accurately, clearly, and effectively share information learned.	Observation by director/trainer of trainees providing information to their peers in a group setting.
4. Stimulate and encourage a sense of importance and usefulness in the energy aides' role of providing a needed service.	After intervention measurements	Trainees were asked if their sense of usefulness had been enhanced as a result of the project. If yes, in what ways?	In-person after intervention interview with each trainee.
5. Increase the awareness of a larger number of seniors in the centers about energy assistance programs and other energy-related programs and techniques.	After intervention measurements	Senior members who attended the group presentation were asked: Was the presentation helpful? Which areas did they find to be most helpful? And, which areas did they desire further information.	Questionnaire response of center members who attended group presentation. Verbal response of individual center members.

Table 9 (continued)

<u>Objectives</u>	<u>Evaluation Strategies Used</u>	<u>Data Collected</u>	<u>Data Sources</u>
6. Increase the number of persons in the centers who apply for energy assistance programs.	Before intervention interviews; after intervention measurements	Baseline data were collected re number of seniors who applied for energy assistance programs the year prior to the project. Number of persons applying to such programs after intervention was collected.	Verbal response from director and staff from each center before and after intervention.
7. Encourage energy aides to be actively involved in sharing information learned in training sessions.	Observation; after intervention interviews	Trainees' enthusiasm and willingness to participate in sharing information with their peers. After intervention interviews focused on how trainees had shared information with people both within and outside the senior center. Trainees' verbal responses re ideas they had to share information to other centers, i.e., going to other centers to conduct sessions, and conducting training sessions at their center.	Observation by director/trainer; after intervention interviews with each trainee individually and with the entire training group at each center.

NOTES

¹Irving Piliavin and Thomas McDonald, "On the Fruits of Evaluative Research for the Social Services," Administration in Social Work 1, No. 1 (Spring, 1977), p. 68.

²Fremont E. Kast and James E. Rosenzweig, Organization and Management, 2nd edition (New York: McGraw-Hill Book Company, 1974), p. 156.

³Carol H. Weiss, Evaluation Research (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 26.

⁴Herman D. Stein, George H. Hougham, and Serapio R. Zalba, "Assessing Social Agency Effectiveness: A Goal Model," Welfare in Review 6, No. 2 (1968), p. 15.

⁵Claire Selltiz, Lawrence S. Wrightsman and Stuart W. Cook, Research Methods in Social Relations, 3rd edition (New York: Holt, Rinehart and Winston, 1976), p. 270.

⁶Harold Weissman, "Clients, Staff, and Researchers: Their Role in Management Information Systems," Administration in Social Work 1, No. 1 (Spring, 1977), p. 48.

⁷Alan Gartner and Frank Riessman, Self-Help in the Human Services (San Francisco: Jossey-Bass Publishers, 1977), p. 125.

Chapter VI

PROJECT OUTCOME

This chapter discusses in detail the project outcomes as they relate to the goals and objectives of the program. First, however, an assessment of the program participants' opinions of the project will be presented.

PROGRAM PARTICIPANTS' ASSESSMENT OF THE PROJECT

Energy Aides' Assessment of Program

Analysis of the energy aides' opinions of the project by individual centers showed very little differences. Therefore, analysis of the energy aides' opinions of the project as a group will be summarized.

All seventeen seniors who completed training felt that the materials used in the training sessions were presented very clearly. Twelve felt that they had "very much" input in the sessions.¹ Five felt that they had "much" input into the sessions.

The majority of the seniors, fourteen, felt that the length of time spent in each training session, approximately one hour, was adequate. Three felt the time was too short.

Six seniors responded that the number of persons in the group were adequate. Eleven thought the number of persons in their group

was too few. When asked how many persons should have been in the group, the number suggested ranged from twelve to twenty-five. Most seniors felt that twelve would have been an adequate number.

Most seniors characterized the group interest level at their center during training sessions as "very interested." Nine seniors described the interest level as "very interested"; three described it as "enthusiastic"; and five described it as "interested."

The energy aides were asked to describe the effects that the project had had on them. Fifteen seniors stated that they had derived "very much" personal benefits from the project; one derived "much" personal benefits from the project; and one derived "some" personal benefits. The personal benefits derived from the project as identified by the energy aides included the following: learning new things; knowing who to contact for various things needed; learning various ways to keep their dwelling warmer; helping other people; gaining greater awareness of things one can do for one's self; learning new materials about various programs; developing an increased sense of usefulness; securing a reaffirmation that some things they have been doing to cope with cold weather energy- and housing-related problems are correct; and learning how to write a complaint letter to the landlord.

Fourteen seniors stated that they had used some of the suggestions which were generated in the training sessions. Three had not used any of the suggestions. All fourteen energy aides that stated they had used the suggestions given in the training sessions identified

suggestions under the headings Preparing One's Dwelling for Cold Weather and Keeping Bodily Warmth. Drafts and/or inadequate heat were identified as the most prevalent problems with which the energy aides chose to deal. They used various low cost suggestions discussed in the training sessions (see manual, Appendix C). The second problem with which most energy aides chose to deal, Keeping Bodily Warmth, is closely related to the first problem. The seniors used the various suggestions given (see manual, Appendix C). All seniors who used the suggestions to deal with the two problems identified stated that the suggestions were effective in helping them keep warm.

The energy aides were asked how they planned to use the information given in the sessions. Most stated that they planned to use the information to help themselves deal with their problems, and they planned to share the information with various groups to which they belonged. They also planned to share the information with friends, neighbors, family, and center members. All energy aides belonged to groups other than the senior center. Some groups to which they belonged were church groups of various kinds, various social groups, advocacy groups, and tenant associations. The aides reported that they had already shared the information with these groups as well as with their family, friends, and neighbors.

The energy aides were asked for suggestions on how the program could be improved. The only suggestion given, except in one instance, was to increase the size of the training groups. One person suggested that more demonstration materials be used.

The energy aides at two centers were so enthusiastic about the project that they suggested expanding the service beyond the scope of the original program design. The group at Center A suggested that they conduct information sharing sessions (classes), similar to the training sessions, for those seniors at the center who were interested. The center director obtained a list of persons who expressed interest in participating. At the time of this writing, the project's director/trainer is working with the center to set up the sessions. It should be noted that this activity is beyond the original design of the project. However, the director/trainer continued to work with the energy aides at centers that expressed interest in experimenting with different ways of sharing the information with others. Energy aides at Center B expressed interest in going to different senior centers as a group to share the information discussed in training sessions. At the time of this writing, the director/trainer was working with the energy aides and staff persons on the feasibility of implementing the suggestion. Energy aides at Center C and D did not express interest in exploring different ways to share information on how to cope with cold weather energy- and housing-related problems.

Center Members' Assessment

As discussed previously, attempts were made to include the center members in the project's evaluation process. However, obtaining measurements from center members proved to be very difficult and unsuccessful.

Responses to the questionnaire for senior members were rather low. Only one center, Center C, produced a 100 percent response rate. This was due to the fact that the number of seniors attending the presentations was low, seven. The response rates for other centers were: 23 percent for Center A; Center B, 46 percent; and Center C, 65 percent.

The total number of respondents was ninety-two. From this point forward the response of the seniors will be given as a group, including all centers. Analysis of the data for each center separately did not reveal any notable or interesting patterns.

The majority of the seniors indicated that the presentation(s) by the trainees were very helpful. Seventy-four percent viewed the presentations as very helpful, and twenty-two percent found the presentations to be somewhat helpful.

The seniors were asked which areas discussed in the presentations were most helpful to them and in which areas they would like to have additional information. Table 10 shows the results of the responses to these questions.

Table 10 shows that the majority of the seniors felt that information shared on preparing your home for cold weather and ways to keep bodily warmth were the most helpful to them. This finding may reflect the fact that these are two areas in which the seniors can take steps to improve their situation and see positive results immediately, without dealing with outside agencies and/or institutions.

Table 10

Areas Discussed in Group Presentations

<u>Areas Discussed in Presentations</u>	<u>% Thought Most Helpful</u>	<u>No. of Respondents</u>	<u>% Interested in More Information</u>
Preparing Your Home for Cold Weather	67%	62	15%
Ways to Keep Bodily Warmth	62%	57	12%
Nutrition During Cold Weather	48%	44	13%
Tenant Rights	38%	34	17%
Utility Issues	28%	28	12%
Con Edison's CONCERN Program	42%	39	18%
How to Read Your Meter	47%	43	17%
Financial Assistance Programs	42%	39	16%
Places to Contact for Assistance With Various Cold Weather Problems	34%	31	14%

One hundred twenty-five responses were recorded from 92 different respondents. The respondents were encouraged to check more than one area if applicable.

The seniors were asked if they planned to use any of the information presented by the energy aides. Seventy-six percent stated that they plan to use the information. Four percent indicated that they do not plan to use the information and twenty percent did not respond. Although the structured feedback mechanism did not work in terms of recording seniors' use of information obtained as a result of the program, about twenty seniors came to the director/trainer individually

to attest to their use of some suggestions given and the positive results experienced.

The majority of the seniors indicated that they would talk with the energy aides if they wanted more information about cold weather energy- and housing-related problems. Eighty-four percent stated that they would ask; three percent stated they would not; and thirteen percent did not respond.

Assessments by Directors and Staff

Assessments by directors and staff of the effects of the project on either their program or the seniors varied according to the center.

The social worker at Center A stated that she received twenty-five inquiries about numbers to call for heat and hot water complaints after the presentation by the energy aides. Ten inquiries were made regarding how to read the meter and approximately fifteen inquiries were made about the IT-214 program. The director stated that some seniors expressed a desire to attend energy training sessions similar to the ones given to the energy aides.

Center B indicated that the largest effect the program had was on the morale and sense of usefulness of the energy aides. The social worker indicated that inquiries about the IT-214 program had increased, but it is unclear whether this is a direct response to the project efforts.

Center C and D directors and staff indicated that the project had no effects on their program or on the seniors as far as they could determine.

PROJECT OUTCOMES AS RELATED TO ITS GOALS

AND OBJECTIVES

The findings based on responses from energy aides, center members, directors and staff, and from visits to the centers revealed that the project was not totally successful. The real impact of the project on the center members was difficult to assess because the monitoring and feedback mechanisms devised were not effective in gathering needed information.

In order to adequately evaluate the project, the project's goals and objectives were examined to assess how well they were achieved. The project had three major goals. They were as follows:

1. To train seniors to provide information to others (their peers) on energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather.
2. To increase the elderly's awareness and utilization of energy-related cold weather assistance programs.
3. To enhance trainees' sense of usefulness and self-esteem.

The findings show that goals number one and three were successfully met. It is questionable to what degree goal number two was achieved by the project. To determine more specifically whether or

not the project achieved its goals, the project objectives will be discussed in relation to the findings.

Objective 1: To increase the trainees' knowledge and understanding about energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat and hot water complaints, and preparing their homes for cold weather through a minimum of six one-hour training sessions.

This objective sought to achieve goals 1 and 2. The results of the test the trainees were given upon completion of the training sessions, as well as the trainees' presentations to the general center population, proved that their knowledge and awareness of the subject matter discussed had been increased. The seniors at all centers except Center D were able to answer ninety-seven percent of the questions correctly. They either remembered the information or were able to find the answers in the manual. One reason why the trainees at Center D were unable to successfully answer 60 percent of the questions was because their training schedule--meeting twice a week for three weeks and once on the fourth week, for less than an hour before lunch--was not conducive to adequate internalization of the information by the trainees. In addition, the time which the sessions were scheduled, immediately after a foreign language class and before lunch, was not conducive to maximum learning.

The trainees were asked if the training sessions increased their knowledge and awareness of ways to cope with cold weather energy- and housing-related problems. Fourteen of the seventeen

trainees stated that their knowledge and awareness were increased "very much." Three stated that their knowledge and awareness had been "much increased."

The findings show that the project did successfully contribute to training the energy aides to provide information to their peers, especially in group settings. The data show that the trainees' awareness and knowledge of various programs and services were increased. At the beginning of the project, the trainees were assessed as to their awareness and knowledge of the programs and services designed to help them cope with cold weather energy- and housing-related problems. Eleven trainees stated that they were aware of programs and services for seniors to cope with cold weather energy and housing problems. Six trainees stated that they were not aware of such program and services. Those seniors who stated that they were aware of programs and services designed to help seniors and others deal with cold weather energy- and housing-related problems were asked to explain what they knew about the programs and services. All of the answers were very vague and nonspecific. "I just know they exist." "I know that people have gotten money from them but I don't know any particulars." "Con Edison sent some information in the mail." "I received \$35 from Albany from one of the programs." "I know if you make \$6,000 you can deduct so much." The comments illustrate that even though some trainees may have heard about various cold weather energy programs, they were not knowledgeable about them.

Post-tests given to the trainees at the end of training showed that the seniors' knowledge and awareness of programs and services designed to help them cope with cold weather energy- and housing-related problems were increased. Fourteen of the seventeen trainees clearly demonstrated that their knowledge and awareness had been increased. These trainees were able to correctly identify and answer specific questions about the programs and services.

Objective 2: To train the trainees to use the manual and information provided in training sessions so that they could share the information with others (their peers) and make referrals when appropriate. This objective sought to achieve goals 1, 2, and 3.

The energy aides were able to effectively use the manual and information discussed in the training sessions to share what they learned with others. The group presentations and their performance on the post-test demonstrated that the energy aides had successfully learned how to use the manual, especially in a group setting with the support of fellow energy aides.

Objective 3: To provide and/or enhance trainees' skills in sharing information provided in sessions with their peers in group sessions as well as on an individual basis. Goals 1 and 2 were reflected in this objective.

As stated previously, the trainees were able to successfully share information they had learned in training sessions with their peers in a group setting. However, the energy aides did not receive enough inquiries from seniors on an individual basis for an adequate

assessment to be made of how well they were able to perform that function. Only four individuals from the four centers sought information from the energy aides on an individual basis.

The trainees were asked if they felt they were adequately prepared to present to their peers the information learned. They were equally divided in their assessment of the adequacy of their preparation to present information to the general center population. Eight felt they were "very much" prepared and eight felt they were "much" prepared to present to the general center population. Only one respondent felt "somewhat" adequately prepared.

All seniors except one felt that the training methods used in the sessions (i.e., discussions, lectures, role-play, illustrations, etc.) were "very effectively" used. That one senior felt that the training methods were "effectively" used. The energy aides were asked which teaching method they thought was most helpful to their learning. Most seniors had difficulty deciding which method was most helpful. Their initial response was that all were helpful. Nine responded that the illustrations were most helpful. Five felt that the group discussions were most helpful and four felt that the lectures were most helpful. It is of interest that five of the six respondents at Center A felt that the group discussions were most helpful. This group had the most training sessions and developed a greater sense of group cohesion. All five of the respondents at Center B felt that the illustrations were most useful. The two respondents at Center C felt that the lectures were most helpful. The energy aides at Center D were

evenly divided in their opinions of the most helpful training methods. Two felt the lectures were most helpful, and two felt the illustrations were.

Objective 4: To stimulate and encourage a sense of importance and usefulness in the energy aides' role of providing a needed service to others through the group and self-help process. This objective sought to achieve goal number 3.

The training sessions emphasized the usefulness of the services which the energy aides were to offer. Feedback from the center members indicated that senior members felt that the information was useful. Seventy-four percent of the center members who responded to the questionnaire regarding the presentation made by energy aides indicated that they felt the presentations were "very useful." Twenty-two percent responded that the presentations were "helpful."

In the process of sharing the information with their friends, neighbors, various groups, and center members, the energy aides began to internalize the usefulness of the service they were trained to offer. Fourteen energy aides stated that participating in the project had "very much" increased their sense of usefulness. Two energy aides indicated that participating in the project had increased their sense of usefulness "much" and one stated that it increased their sense of usefulness "somewhat."

Objective 5: To increase the awareness of a larger number of seniors in the centers about energy assistance programs, energy conservation, utility problems, bodily protection from cold weather, heat

and hot water complaints, and preparing their homes for cold weather, through the use of structured group sessions as well as on an individual basis. This objective sought to achieve goals 1 and 2.

It is impossible to assess how successfully the fifth objective was achieved. The project was successful in exposing large numbers of seniors, 224, to some information shared in the training session. However, it cannot be assumed that because the seniors came to the presentation their awareness of the subject matter was increased. The group presentations were designed to expose the seniors to various information that the energy aides were equipped to handle, not to share in depth all information learned. However, since the seniors did not follow up by talking with the energy aides or by completing the questionnaires concerning the presentations, it is difficult to assess the impact of the project on the general centers' membership. Implications of this occurrence suggest that perhaps the group presentations should have been used to provide in-depth information rather than mere exposure.

The social worker at Center A did indicate that after the group presentation she received several inquiries regarding who to contact if there is no heat or hot water, how to read meters, and the IT-214 program. Twenty-five inquiries were made regarding who to contact for heat and hot water complaints. Ten inquiries were made regarding how to read the meter and approximately fifteen regarding the IT-214 program.

Although the structured feedback mechanism did not work in terms of recording seniors' use of information obtained as a result of the project, a total of about twenty seniors from all four centers came to the trainer individually to attest to their use of some of the suggestions and the positive results they experienced.

Objective 6: To increase the number of persons in the centers who applied for energy assistance programs. This objective sought to help achieve goal number 1.

The project did not appear to be successful in achieving the sixth objective. According to center administrators and/or staff persons, the number of persons who applied to energy financial assistance programs was consistent with the number that had applied the previous year. Two centers, Center A and B, noted an increase in the inquiries and application for the IT-214 program. It cannot be specifically determined if the project directly influenced the seniors to inquire and apply for the program, or if other intervening variables affected their actions.

The project did affect the energy aides' use of the financial assistance programs. Initially, they were asked if they had applied to the energy financial assistance programs. Five stated that they had and twelve had not. Those persons who did not apply gave the following reasons: They did not think they were eligible for the assistance; they were not eligible for assistance; and they did not know about the programs. However, upon completion of the training, they were again asked if they were willing to apply or had applied for

the programs. All seventeen respondents indicated that they would be willing to apply. Those who had not applied were not eligible.

Objective 7: To encourage energy aides to be actively involved in sharing information learned in training sessions with their peers by conducting group sessions and being available to provide information to them. This objective sought to achieve goals 2 and 3.

The project was successful in encouraging the energy aides to participate in group sessions with their peers. All energy aides, except one at Center D, participated in the group presentation. The project was not successful in stimulating the seniors to actively approach seniors on an individual basis or in small informal groups at the centers. The energy aides felt they would not be accepted if they approached the seniors on an individual basis to discuss information they learned in the training sessions. They also felt the response would not be favorable if they tried to speak informally to a small group without it first being formally endorsed by the staff. The energy aides' responses highlight the importance of active participation of the directors and staff in the project. The aides recognize that effectiveness in providing services to their peers depends, in part, upon the active support of the directors and staff. More direct attention should have been given to increased institutional involvement.

Nine energy aides felt that the seniors in the center would not come to them if they needed further information regarding cold weather energy- and housing-related problems. Eight felt that they would. On

the other hand, 84 percent of 92 seniors who responded to the questionnaire given after the group presentation indicated that they would talk with the energy aides if they wanted additional information about the subjects discussed in the presentation. This finding shows that increased attention should have been given in training sessions to the energy aides' feelings of non-acceptance by their peers in providing information on a one-to-one basis. In addition, specific strategies such as role-playing and observation exercises should have been included to help them deal with the perceived problem.

Although 77 of the 92 persons who responded to the questionnaire given to the general center population indicated that they would talk with the energy aides if they had questions about the subjects discussed, only 5 persons actually made inquiries. It is of interest that there were 125 responses (the seniors were allowed to check more than one area) to the question, "Which areas would you like additional information?" Despite the fact that the seniors said they wanted additional information about the various areas discussed, and they stated that they would be willing to talk with the energy aides, they did not. This finding may reflect the seniors' reluctance to go to peers in their centers to receive or ask for help; it may reflect the possibility that they view their way of coping with cold weather energy- and housing-related problems to be adequate; and/or it may indicate that even though the seniors indicated they would like additional information, it was not urgent that they receive the information before follow up was obtained, and they would go to the energy

aides if it became necessary; and/or there is a possibility that since the energy aides were not very enthusiastic about presenting the information to the seniors on an individual basis, and since they felt that they would not be well received by them, they somehow (subconsciously) projected an attitude that was not very inviting for the seniors to approach them for additional information. The discrepancy between the seniors' response to the question and their actions may reflect a problem of validity. Finally, the finding may reflect the need to have a more structured method of disseminating information on a one-to-one basis. Perhaps if specific places and times were designated in the center for energy aides to share information, then they and their peers may have been more motivated to seek and give information on a one-to-one basis.

Propositions Generated from Project

Several propositions and practice principles were generated by this project. Based on the experiences encountered and outcomes discussed, the following propositions were generated:

Proposition I: If one has an adequate role model and sufficient time to learn how to work with people in a helping relationship on a one-to-one basis, then one may become more comfortable in performing the role.

This proposition addresses the fact that the energy aides were somewhat reluctant to share information with their peers on a one-to-one basis. The training sessions did not focus on providing them with in-depth training on how to work with their peers on a one-to-

one basis. In addition, the trainees did not have much exposure to observing a role model performing information and referral services at the center. Literature on role-modeling and learning suggest that the above proposition may be important to test out in order to find a successful solution to the situation.

Proposition II: If persons adequately understand the coping patterns and motivational levels (incentives) of their targeted population, then they are more likely to be able to design interventive strategies to help the targeted population deal with their problems and situation more effectively.

This proposition reflects the fact that more needs to be known about the coping strategies and motivation levels of the black elderly in order to design programs to help them deal with their problems more effectively. Knowledge of the strengths, motivational levels, and coping strategies of targeted clientele will help program designers to build mechanisms into their programs to help empower low-income minorities to levels beyond those that presently exist.

Proposition III: If people experience success in handling a difficult problem or situation, then they will be more likely to be able to generate hope in others who have similar problems and/or situations.

In-depth attention was not given to helping individual energy aides solve specific problems they had regarding the subject matter. The information shared in the group helped them deal with some of their problems and they were advised about the problems when asked, but special attention was not given to helping trainees solve their problems step by step. If special efforts were made to help trainees experience

success in dealing with their energy- and housing-related problems involving outside agencies, then perhaps their personal testimony of the process and success they experienced would help to generate hope in those seniors who stated, "There is nothing I can do about this problem." Solomon states, "persons in black communities often attribute problems to fate, luck or a super-natural being and therefore are likely to look for helping persons who have some relationship to or control over such forces."² She attests that not all black people are superstitious and therefore it is imperative to use the experiences of those who have benefited from traditional sources of help in order to dispel superstitions and hopelessness.³

Practice Principles Generated from Project

The project generated the following practice principles:

Practice Principle 1: Information provided to the elderly regarding programs and services available to them should be presented in a setting and in an atmosphere that is most conducive to their understanding and utilizing the information.

The project was designed to give the general center population, through the use of group presentations, an exposure to the areas covered in the training sessions. The seniors in the centers were to come to energy aides for in-depth information about particular content on an individual basis. However, this format was not in line with that which is most comfortable for them. Faulkner's study,⁴ as well as this project, suggests that black low-income seniors providing services to their

peers on a one-to-one basis may not be as effective as providing services with group supports.

Discussions in previous chapters pointed out the negative effects of conducting training and group presentations in an atmosphere that is full of various distractions and interruptions.

Practice Principle II: A reasonable time span shall be given for seniors to adequately understand information and develop group cohesion.

The training sessions were held for various lengths and spans of time to help determine which are most appropriate for adequate understanding of the information covered. It was found that at least seven weeks was needed for seniors to adequately understand the materials shared and develop group cohesion. Meeting twice a week for three weeks and once on the fourth week proved to be ineffective. This time span did not give the seniors adequate time to digest the information. It was found that the more sessions held, fourteen, over a seven-week period, allowed for greater understanding not only of the immediate programs and services discussed but of other related entitlement and benefits programs.

Practice Principle III: Scheduling of sessions shall be such that the time does not overlap or interfere with other ongoing responsibilities of participants.

Experience derived from the project highlighted the importance of proper scheduling of sessions to facilitate project success. Scheduling of the sessions should be such that it is convenient for

participants and does not interfere with other valued activities and/or responsibilities. It also should be such that the seniors are not rushed from one activity which requires much concentration to another (the energy session).

NOTES

¹Quotation marks enclosing words or phrases in the discussion on findings indicate categories used on the questionnaires to which participants responded.

²Barbara Solomon, Black Empowerment (New York: Columbia University Press, 1976), p. 327.

³Ibid.

⁴Audrey Faulkner, "The Black Aged As Good Neighbors," Gerontologist 15, No. 6 (December, 1975), p. 558.

Chapter VII

SUMMARY AND IMPLICATIONS OF FINDINGS

The Senior Helping Seniors Cope With Cold Weather Energy- and Housing-Related Problems project was not a complete success. As discussed in previous chapters, there were various factors which affected the project negatively. There are, however, positive functions to negative results. Piliavin and McDonald state that negative results will have a positive function, for they tell us where we need to limit our claims, where we need to reanalyze our methods, and where we need to articulate better which clients will not benefit from what we do.¹ This chapter will summarize the positive as well as the negative findings in order to examine the implications of the project's findings.

Although the project was not a complete success, it provided valuable information about the population for which the project was targeted. It also provided valuable information on areas where revisions are needed to make the project more effective.

The findings show that low-income black elderly can be trained to provide information and referral services to their peers. However, there are some characteristics and/or factors that make for more successful trainees.

Desired Characteristics of Trainees

1. The trainees must be able to read and write.

2. Trainees should be persons who are somewhat involved in activities either within or outside the senior center. Nevertheless, the persons should not be too actively involved in activities and operation of the center. Those persons who were active but not overly extended in activities and/or responsibilities of the center were the most successful trainees. Thus, the program had higher potential satisfaction for those who are moderately but not extremely active.

3. Persons chosen to participate in the project as energy aides should be those with a positive outlook or positive expectations of the project's success. It may be that those persons who definitely believed that the seniors at the centers would not utilize the project or would not use the information may have projected, perhaps subconsciously, such an attitude. Consequently, they may have deterred some persons from coming to them for assistance.

4. The trainees should be persons who attend the center at least three times a week.

5. The trainees should be persons who are motivated to work on their problems. Persons who feel hopeless and/or powerless are not very accepting of information shared on how to deal with various problems. They are not able to effectively help and motivate others to do something about their problems.

6. The sex and age of seniors as trainees did not significantly influence their effectiveness in the role of energy aide.

Desired Characteristics of Settings
and Training

There are certain conditions which appear to be most conducive to effective learning of information and to training seniors to provide services to others.

1. The length of time and time span of training sessions held were important. Seven to fourteen sessions were adequate for seniors to properly learn and understand the materials covered in training sessions. The number of sessions needed depends largely on the seniors' awareness and understanding of the subject matter before sessions begin as well as their motivational level to learn about and understand the various programs and services available. The time span for training showed that seven weeks was adequate. Seven sessions held in a four-week period was not adequate.

The most desirable length of time to hold each session was found to be one hour.

2. Scheduling of sessions was an important factor in the success or failure of training sessions and group presentations. It was found that scheduling of sessions was crucial to the amount of time, attentiveness, and total involvement of trainees to training sessions. Lunch time was the focal point at all centers involved in the project. The findings indicated that scheduling training sessions directly before lunch interfered with the training sessions. Scheduling training sessions immediately after lunch was found to be most desirable. This allowed seniors time to get to the center, eat, and participate in the

sessions without keeping them too late in the afternoon. Most seniors left the centers within an hour and a half after lunch.

Scheduling the group presentations an hour before lunch was found to be most desirable. This was the time when most seniors had come to the center for lunch. The next most desirable time was immediately after lunch, before the seniors left the center.

3. Groups that developed group cohesion tended to learn and understand the materials discussed in the sessions more thoroughly than those that did not. Groups that developed a sense of group cohesion had more interaction and discussion among members of the group. This allowed for better interchange of personal experiences and problems which made the information more meaningful and relevant to them.

4. Allowing seniors maximum input in training sessions regarding their suggestions, comments, and experiences proved to be most valuable in generating interest and a sense of self-esteem in group members.

The use of illustrations and demonstrations as teaching/learning techniques was also extremely valuable in helping seniors understand more fully the subject matter. The use of printed materials with lengthy explanations or discussions should be avoided or at least kept to a minimum.

Desired Conditions for Energy Aides to Deliver Information and Referral Services

The findings have implications for what conditions allow energy aides to deliver information and referral services most effectively to their peers.

1. Active participation of directors and staff in the project was of vital importance. The directors and/or staff persons' involvement played a vital role in showing the importance of the project and the services provided to the entire center population. This translated into enhanced participation and enthusiasm by energy aides. The directors and/or staff persons' involvement was helpful in legitimizing the energy aides' role to the general center population.

The project should have given more direct attention to increasing institutional cooperation and involvement in the project. Institutional cooperation was good in all centers except one. However, institutional involvement was very good in only one center, Center B. Increasing active involvement of the institution is difficult, however, because of increased workloads of staff and directors due to budgetary cutbacks resulting in decreased staff.

2. Energy aides were more actively involved in providing information to a group, rather than on a one-to-one basis. The project used the group presentations by the energy aides to the general center population to expose the seniors to information discussed in sessions, not to provide detailed information. However, since the seniors did not utilize the energy aides on an individual basis, and the energy aides were not very involved in providing the services on a one-to-one basis, it would have been more useful if more than one group presentation were given to the general center population. Several group presentations should be given so that information may be presented in more

detail. If this is done, the seniors can still obtain basic information, even if they choose not to go to the energy aides individually.

Another alternative involves the energy aides conducting sessions with smaller groups of seniors. For example, two or three energy aides may conduct information sharing sessions with a group of about fifteen seniors at one time for about two or three sessions. It is believed that creative methods must be developed to facilitate seniors sharing and receiving information and services in settings which are most comfortable to them.

3. Energy aides were most effective in sharing practical and how-to type information that involved relatively straight-forward instructions or procedures; for example, how to read a meter, or how to make a complaint about a utility bill. They were not as effective in providing detailed information on programs that have confusing or various eligibility criteria, i.e., the HEAP program. In such cases, energy aides should inform seniors that the programs exist but staff persons should handle applications and detailed information.

Energy aides should not handle referrals which involve the disclosure of income, assets, etc. Energy aides, center directors and staff, and center members agreed that, overall, seniors are reluctant to disclose information about their financial status to others, including center workers. However, they are most resistant to disclosing such information to their peers. Energy aides may make their peers aware of such programs and their potential eligibility by saying, "If your income is X amount or less, you should speak with the social worker."

4. Group cohesion was found to be important to energy aides when delivering services. They found support with each other especially when they presented to the group. The group members were supportive and provided backup for each other.

5. The trainer's roles as facilitator, resource, and supportive person were of utmost importance to effective service delivery by the energy aides. The level of training received by energy aides, the up-to-date information used, and the degree of readiness energy aides felt to present information to the center population or to the seniors individually depends to a large degree on the trainer. Although the trainer plays a crucial role, it is possible and necessary for the trainer to assume a lesser role as the confidence of the energy aides grows. The trainer should be able to eventually move out of the picture once all parts of the project are in place and the ongoing operation of the project is well established.

6. Increased attention should be given in training sessions to preparing energy aides to provide service to their peers on an individual basis. The energy aides provided very little information and referral service to their peers in the centers on a one-to-one basis. Although a previous study of low-income black elderly providing service to their peers suggested that low-income black elderly volunteers did not become involved in providing services on a one-to-one basis,² it is believed that perhaps more attention should be given to preparing seniors to work with their peers on an individual basis. Special attention should be given to this in training sessions to find out why this

situation exists, and ways should be devised to deal with it. If such a situation exists because there is a lack of knowledge about, or a discomfort with, working with their peers on an individual basis, the trainees should be shown techniques to use to help alleviate the situation.

The use of role play and observation may be effective training techniques for seniors learning to work with their peers on an individual basis. Allowing the trainees to observe the trainer and/or appropriate persons at the senior center provide information and referral services in situations that are routine and not very personal, i.e., helping seniors get senior discount transit cards, may provide energy aides with role models to imitate. Observing services provided in suggested area or other similar areas would not invade the privacy of seniors on more personal matters. Role play might help prepare seniors for assuming the role of helper in a one-to-one helping situation.

Recommendations On How Project Could Have Been Better Planned

The findings of the study indicate that the project would have been more effective if more priming was done with the energy aides and the seniors at the centers before the energy aides began providing services to the general center population.

1. Additional steps should have been taken to empower the energy aides to help make them more effective in providing services. The trainer should have worked more closely with the energy aides'

individual cold weather energy- and housing-related problems that required intervention from outside agencies or institutions. This step would have given energy aides first-hand experience in solving their problems. If they were able to resolve their problems successfully, then they could personally share the experience, as well as provide hope that something could be done about various problems even though it might take work and time.

Another strategy which might have been useful to help empower energy aides would have been to give them, in addition to the name of agencies, their addresses and their telephone numbers, the names of a person whom they could contact at each agency. This could only be done with some agencies. Such an arrangement would involve prior contacts with outside agencies by the trainer. It would, however, give the energy aides a greater sense of confidence and a greater sense of empowerment.

2. The energy aides should have been given more preparation in providing information to seniors on a one-to-one basis. Strategies for providing such preparations were discussed previously in this chapter.

3. The seniors at the centers should have been informed of the project, its purpose, why seniors are used in this role, the value of the information, and ways they might best utilize the services, etc., prior to the energy aides making their presentations to the group. Such priming should be done by staff persons and/or director to help legitimize the project and the energy aides. Also, such priming would prepare

seniors for the service and perhaps make them more receptive and willing to use the service.

The project shows that further study needs to be done in certain areas in order to increase the effectiveness of such a program.

1. More needs to be known about the coping strategies of the black elderly population. A review of the literature shows that little is known about coping strategies of black elderly. Knowledge of such coping strategies is important in order to develop effective interventive techniques to deal with them to aid the black elderly's access to and use of programs and services.

2. More should have been done to assess the degree of powerlessness that exists for the center members and the trainees. This knowledge would have made it possible to tailor the service in such a way that it would have perhaps focused more on empowering the seniors or instilling a greater degree of hope.

One strategy which perhaps could have been useful in increasing seniors' use of services and programs would have been to use the "testimony" of those who have experienced some success in dealing with their problems. Another strategy which might have been used with trainees and other seniors would have been to work on a problem or problems that could be successfully dealt with rather easily in a reasonable amount of time. Additional strategies will need to be explored depending on the degree of powerlessness, the motivational level of the seniors, as well as the capabilities of the energy aides and the seniors.

3. More needs to be known of the exact reasons why, among low-income black elderly, projects involving seniors helping seniors on a one-to-one basis have been largely unsuccessful. Understanding why this phenomenon exists will be useful in developing appropriate intervention strategies to deal with it.

Finally, the project has potential for replication and expansion. Replication should incorporate the recommended changes to make such a project more effective. The training sessions should begin no later than mid-September in order to allow sufficient time for seniors to prepare for cold weather.

The project is not only useful for cold weather energy- and housing-related problems, but with proper adaptations in the project's content, it may be used for hot weather-related problems. The heat wave in various parts of the country in 1980 showed that the elderly experienced severe problems during extreme hot weather as well as during extreme cold weather.

The project has potential for being expanded beyond senior centers. Seniors trained to be energy aides may go to church groups, to homebound elderly, or to other organizations and/or groups that have low-income members who may benefit from the information. Transportation and safety are two factors which may become barriers to the energy aides extending the services beyond the confines of the senior center or groups to which they belong. At least one group that participated in the project has expressed an interest in sharing the information with other senior centers.

NOTES

¹Irving Piliavin and Thomas McDonald, "On the Fruits of Evaluation Research for Social Services," Administration in Social Work 1, No. 1 (Spring, 1977), p. 68.

²Audrey Faulkner, "The Black Aged As Good Neighbors," Gerontologist 15, No. 6 (December, 1975), p. 558.

APPENDICES

Appendix A

DEMOGRAPHIC PROFILE OF ENERGY AIDES

Age of Energy Aides	60-64	2
	65-69	6
	70-74	6
	75-79	2
	80-85	1
Sex	Male	2
	Female	15
Marital Status	Never Married	5
	Married, Living with Spouse	2
	Married, Living apart from Spouse	3
	Widowed	4
	Divorced	1
	Separated	2
Birthplace	Virginia	4
	North Carolina	3
	West Indies	4
	Georgia	2
	Maryland	1
	Florida	1
	Massachusetts	1
	Rhode Island	1
Number of Years in New York	1 - 19	2
	20 - 39	3
	40 - 59	11
	60 - 70	1
Education	6th grade	1
	8th grade	3
	9th grade	1
	10th grade	2
	12th grade	5
	2 yrs. college	4
	4 yrs. college	1

Past Occupations	Tax Assessor	1
	Real Estates, Sales	2
	Beautician	1
	Seamstress	2
	Performer	1
	Medical Aide	1
	Hospital Worker	1
	Laundress	1
	Housekeeper	2
	Factory Worker	1
	Dry Cleaner	1
	Office Cleaner	1
	Typist	1
	Teacher's Aide	1
Sources of Financial Support	Social Security	14
	SSI	1
	Pension	6
	Personal Savings	6
	Presently Working (part-time at centers)	3
	Children	1
	Relatives	1
	Other	2

N = 17.

Appendix B

OUTLINE OF TRAINING SESSIONS

Session I: Introduction, purpose of program, expectations and procedures, and discussion of self-help concept.

Objectives: To introduce trainees to training program.

To inform trainees of expectations of them as participants in the program.

To acquaint trainees with self-help concept as well as to generate discussion regarding their thoughts and/or feelings about using self-help concept to operationalize the program.

Training Methods: Group discussion
Lecture

Session II: Preparing one's dwelling for cold weather (focus on apartments).

Objective: To increase trainees' knowledge of various inexpensive ways to help make dwellings warmer during cold weather.

Training Methods: Lecture
Group discussion
Illustrations

Session III: Keeping bodily warm and nutritionally healthy during cold weather. Review for presentation to general center membership.

Objectives: To increase trainees' knowledge of various relatively inexpensive ways to keep their bodies warm during cold weather months.

To familiarize trainees with various non-perishable nutritious foods that should be kept in the home during cold weather months.

To prepare trainees to make presentation to the general center membership regarding information learned in sessions.

Training Methods: Lecture
 Group discussion
 Role play
 Illustrations

Session IV: What to do when there is no heat and hot water. How to handle utility problems.

Objectives: To increase trainees' knowledge and understanding of how to deal with various heat, hot water, and utility problems.

To acquaint trainees with various programs provided by utility companies designed to help seniors deal with cold weather energy problems.

To make trainees aware of phone numbers, agencies, and/or organizations which should be contacted regarding various cold weather energy- and housing-related problems.

Training Methods: Guest speaker
 Group discussion

Session V: Energy financial assistance programs.

Objectives: To acquaint trainees with the various energy financial assistance programs.

To teach seniors how to fill out application forms for financial assistance energy programs.

Training Methods: Lecture
 Demonstration
 Role play

Session VI: Wrap Up

Objectives: To finalize plans to share information with other center members on an on-going basis.

To discuss recording procedures to be used by trainees to record inquiries from center membership.

To gather feedback from trainees regarding their thoughts and opinions of the training sessions.

Appendix C

ENERGY AIDES' MANUAL

SENIORS HELPING SENIORS
COPE WITH COLD WEATHER
ENERGY- AND HOUSING-RELATED PROBLEMS

ENERGY AIDES' MANUAL

PREPARED BY:

IRENE LUCKEY
BROOKDALE CENTER ON AGING
HUNTER COLLEGE
440 EAST 26TH STREET
NEW YORK, NEW YORK 10010

PREFACE

THIS MANUAL CONTAINS INFORMATION DISCUSSED IN THE "SENIORS HELPING SENIORS COPE WITH COLD WEATHER ENERGY- AND HOUSING-RELATED PROBLEMS" TRAINING PROGRAM. THE MANUAL IS DESIGNED TO BE USED AS A RESOURCE AND REFERENCE FOR ENERGY AIDES WHEN SHARING THE INFORMATION WITH PEERS AND OTHERS.

THE MANUAL CONTAINS BASIC PRACTICAL INFORMATION AND LOW-COST SUGGESTIONS REGARDING HOW TO COPE WITH COLD WEATHER ENERGY- AND HOUSING-RELATED PROBLEMS. IT INCLUDES VARIOUS RESOURCES AND STEPS TO FOLLOW IN DEALING WITH SUCH PROBLEMS. LARGE TYPE IS USED TO MAKE IT POSSIBLE FOR SENIORS TO SEE AND READ THE INFORMATION. THE LAYOUT OF THE MANUAL IS SUCH THAT WRITTEN INFORMATION IS ACCOMPANIED BY RELEVANT ILLUSTRATIONS. THIS PROVIDES A CLEAR, EASY FORMAT FOR SENIORS TO FOLLOW.

ACKNOWLEDGEMENTS

MY MANY THANKS TO THE FOLLOWING PEOPLE FOR THE CONTRIBUTIONS THEY MADE TOWARD THE COMPLETION OF THIS MANUAL:

ALTHEA LUCKEY FOR DONATING MUCH OF HER TIME TO PRINTING THE ORIGINAL COPY OF THE MATERIALS CONTAINED IN THIS MANUAL.

MRS. MARGARET UTTERBACK FOR TYPING THIS MANUAL.

JAMES CURRY, JR. FOR DRAWING THE ILLUSTRATIONS PROVIDED IN SECTION I.

THE SENIORS WHO PARTICIPATED IN THE TRAINING SESSIONS FOR SHARING THEIR IDEAS AND SUGGESTIONS WHICH ARE CONTAINED IN THIS MANUAL.

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SECTION I

PREPARING YOUR HOME FOR COLD WEATHER

SECTION I: PREPARING YOUR HOME FOR COLD WEATHER

PREPARING YOUR APARTMENT FOR COLD WEATHER

THIS SECTION PRESENTS RELATIVELY INEXPENSIVE WAYS TO PREPARE YOUR APARTMENT DURING COLD WINTER MONTHS TO KEEP IT WARMER.

- USE HEAVY DRAPERIES DURING COLD WEATHER MONTHS.
OPEN DRAPERIES DURING THE DAY TO LET SUNLIGHT IN.
CLOSE DRAPERIES AT NIGHT TO HELP KEEP COLD AIR OUT.
- CHECK RADIATOR* VALVES TO MAKE SURE THEY ARE NOT CLOGGED.
*YOU MAY WANT TO PUT A PAN OR POT OF WATER ON TOP OF THE RADIATOR TO PROVIDE SOME MOISTURE IN THE AIR.
MAKE SURE THE PAN OR POT IS SECURELY PLACED AND WILL NOT FALL. DO NOT DO THIS IF SMALL CHILDREN ARE IN THE HOUSE.
- MOVE ALL FURNITURE AND OBJECTS FROM IN FRONT OF RADIATORS. FURNITURE AND OTHER OBJECTS MAY PREVENT HEAT FROM CIRCULATING PROPERLY.
- ELECTRIC HEATERS ARE GOOD TO HAVE DURING COLD WEATHER. EVEN IF YOU HAVE HEAT BUT THE TEMPERATURE IS SET AT 68° DEGREES, YOU MAY NEED A PORTABLE HEATER* TO MAKE THE ROOM WARMER.

*IF YOU BUY AN ELECTRIC HEATER, MAKE SURE THE "UL" SAFETY LABEL IS ON THE ELECTRIC CORD. YOU MAY PURCHASE HEATERS WHICH STAY ON CONSTANTLY ONCE THEY ARE PLUGGED IN, OR YOU MAY PURCHASE THE TYPE WHICH HAS VARIOUS HEAT SETTINGS. THESE HEATERS WILL SHUT OFF ONCE THE ROOM IS AT THE TEMPERATURE DESIRED AND WILL COME ON AGAIN ONCE THE TEMPERATURE DROPS BELOW THAT LEVEL.

BE SURE THE HEATER IS NOT CLOSE TO CURTAINS OR OTHER OBJECTS WHICH MAY CATCH ON FIRE. UNPLUG ELECTRIC HEATERS WHEN YOU GO TO BED.

--- AIR ESCAPES FROM AROUND WINDOWS AND DOORS. THE FOLLOWING FIVE (5) PAGES ILLUSTRATE INEXPENSIVE WAYS TO MINIMIZE AIR SEEPAGE FROM WINDOWS AND DOORS.

DOOR AND WINDOW DRAFT GUARDS

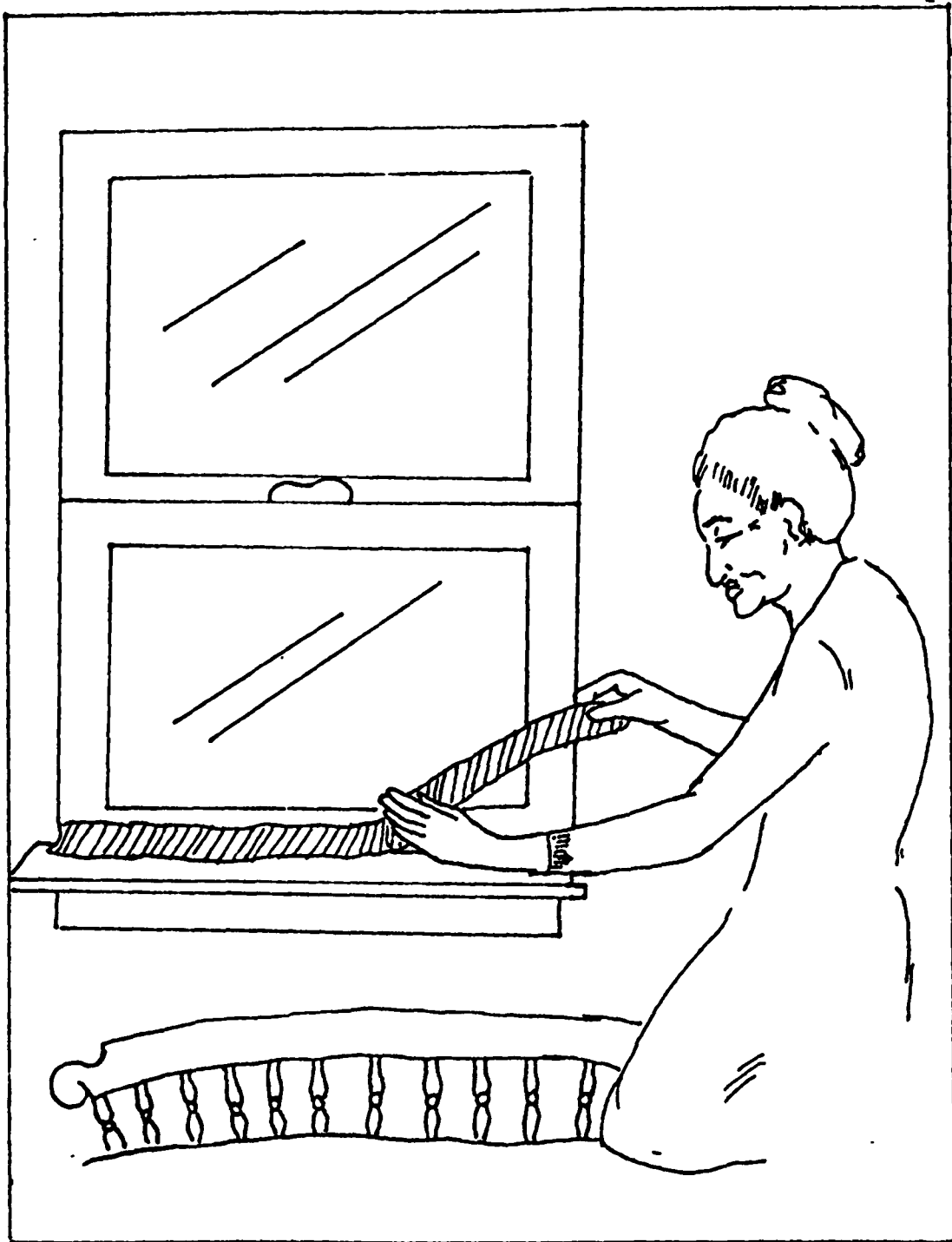
DRAFT GUARDS ARE PLACED UNDER DOORS AND BETWEEN WINDOW SILLS AND SASHES TO PREVENT HEAT FROM ESCAPING. DRAFT GUARDS MAY BE EASILY REMOVED WHEN DOORS AND/OR WINDOWS ARE OPENED.

WHERE TO BUY: HARDWARE STORES

APPROXIMATE COST: \$3.00 TO \$7.00

HOW TO INSTALL: PUT INTO PLACE

YOU MAY MAKE DRAFT GUARDS TO BE PLACED IN WINDOW SILLS AND AT BOTTOM OF DOORS WITH STOCKING AND PLASTIC. STUFF STOCKING TIGHTLY WITH PLASTIC. PLACE STUFFED STOCKING AT THE BOTTOM OF DOORS AND IN WINDOW SILLS TO KEEP THE HEAT FROM ESCAPING.



INSIDE STORM WINDOW KITS

INSIDE STORM WINDOW KITS CONTAIN ONE OR MORE SHEETS OF PLASTIC ALONG WITH MEANS (I.E., TACKS, STRIPS) TO HOLD THE PLASTIC IN PLACE OVER THE WINDOW. WHEN PLASTIC IS TIGHTLY SEALED OVER WINDOW, AIR IS TRAPPED BETWEEN THE WINDOW AND THE PLASTIC.

WHERE TO BUY: HARDWARE STORES, HOME CENTERS

APPROXIMATE COST: \$1.00 OR LESS TO \$12.00
PER WINDOW. SIZES OF
PLASTIC UP TO 38 BY 72
INCHES.

HOW TO INSTALL: DO IT YOURSELF WITH SCISSORS
(IF SELF-STICK MATERIAL); OR
HAMMER AND TACKS.

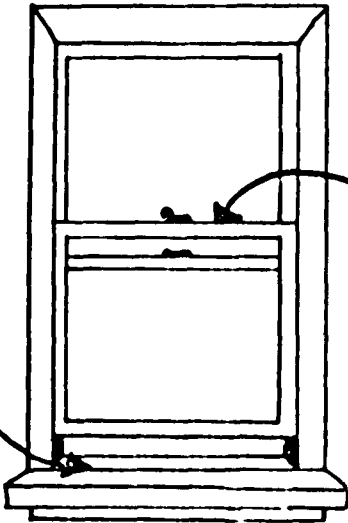


WINDOWS

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① RAISE THE WINDOW ABOUT AN INCH.

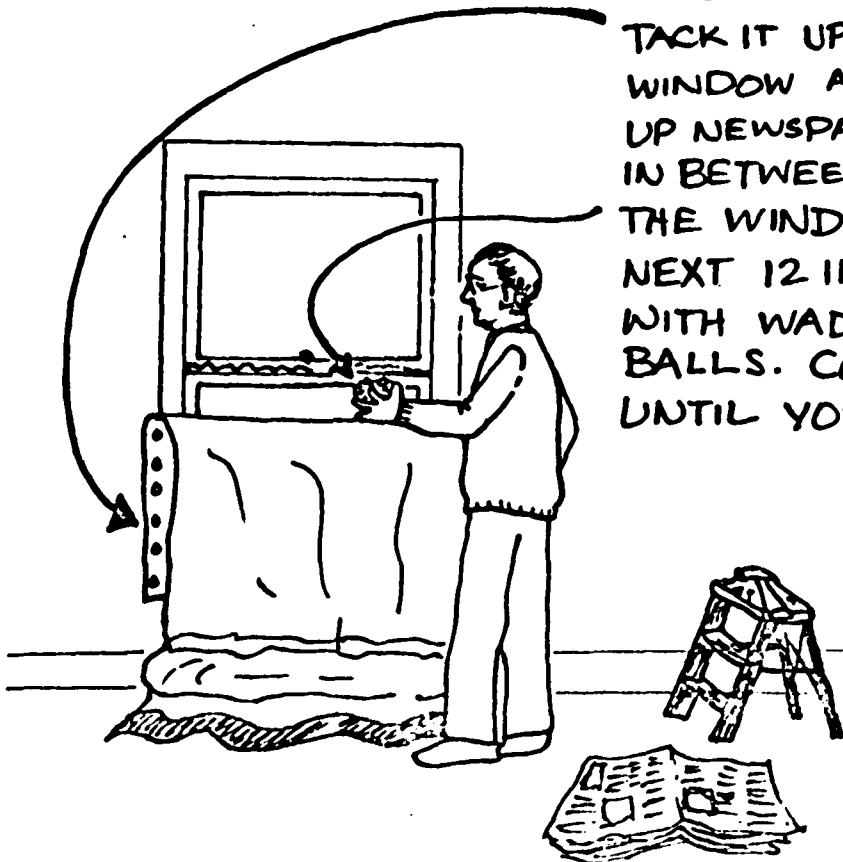
PUT CLOTH, TOWEL OR LAYERS OF NEWSPAPER OVER THE INSIDE OF THE BOTTOM OF THE WINDOW.



② WHILE THE WINDOW IS STILL UP, PUT CLOTH IN THE CRACK WHERE THE TOP AND BOTTOM SASHES LOCK WHEN THE WINDOW IS CLOSED. CLOSE WINDOW AND LOCK FOR TIGHTER SEAL.

③ TACK A BLANKET OVER THE WINDOW. START AT THE BOTTOM. TACK IT UP EACH SIDE OF THE WINDOW ABOUT ONE FOOT. WAD UP NEWSPAPERS AND PUT THEM IN BETWEEN THE BLANKET AND THE WINDOW. THEN TACK UP THE NEXT 12 INCHES AND FILL AGAIN WITH WADDED UP NEWSPAPER BALLS. CONTINUE DOING THIS UNTIL YOU GET TO THE TOP.

④ IF YOU CAN REACH IT, TACK THE TOP OF THE BLANKET TO THE WINDOW FRAME.



WEATHERSTRIPPING

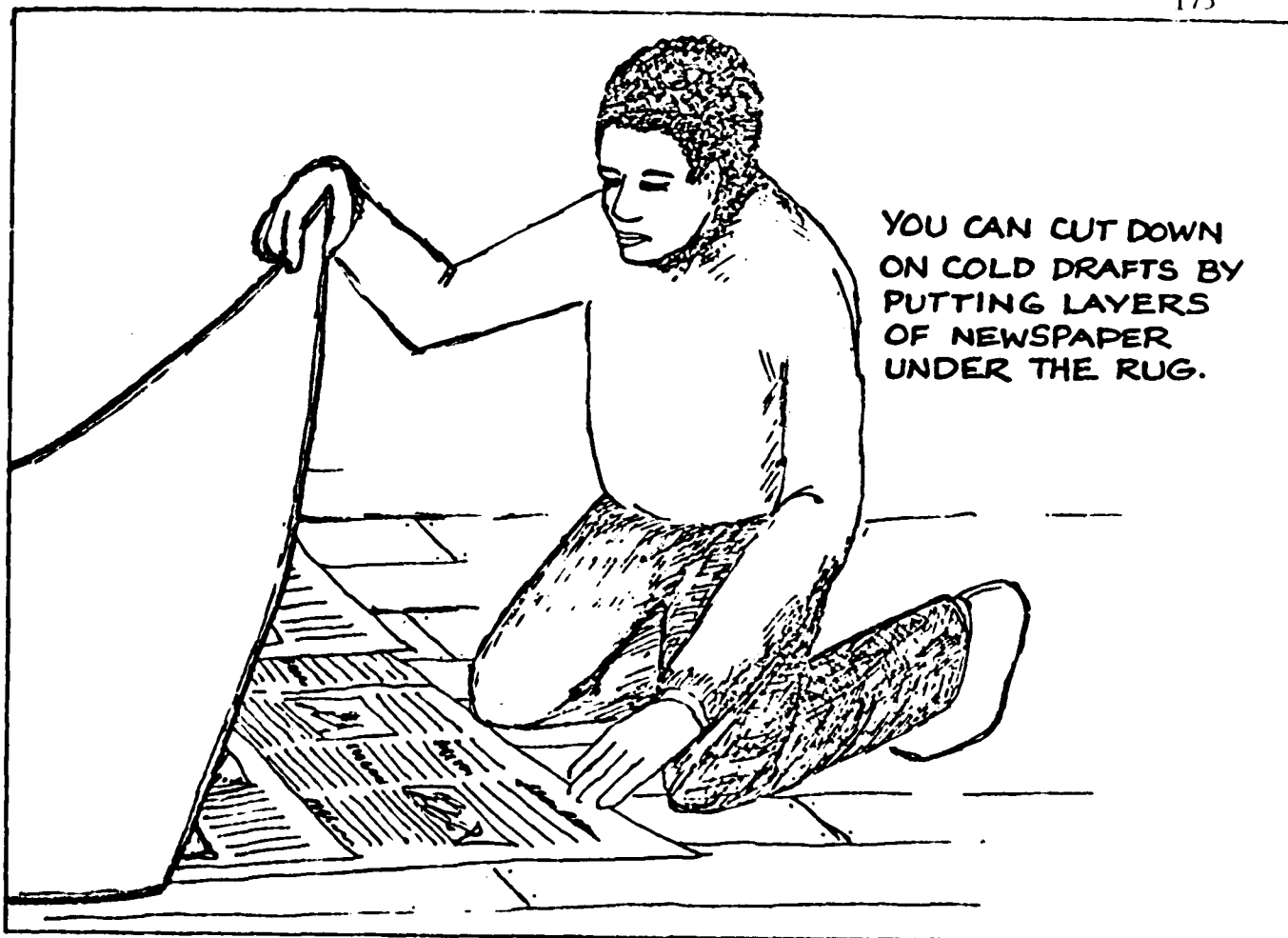
WEATHERSTRIPPING MAY BE USED AROUND WINDOWS AND DOORS. IT MAY BE BOUGHT IN A VARIETY OF MATERIALS: METAL AND FELT, PLASTIC AND RUBBER STRIPPING, SPRING METAL, SELF-ADHERING FOAM AND SPONGE RUBBER TAPE. FOR THE BOTTOM OF WINDOWS AND THE SIDES OF DOOR FRAMES, A SPONGY MATERIAL IS BEST.

WHERE TO BUY: HARDWARE STORES, LUMBER
 YARDS, HOME CENTERS

APPROXIMATE COST: \$.45 TO \$7.00

HOW TO INSTALL: DO IT YOURSELF WITH HAMMER
 AND TACKS: SCREWDRIVER AND
 SCREWS: OR PRESS ON SELF-
 ADHERING TAPE.



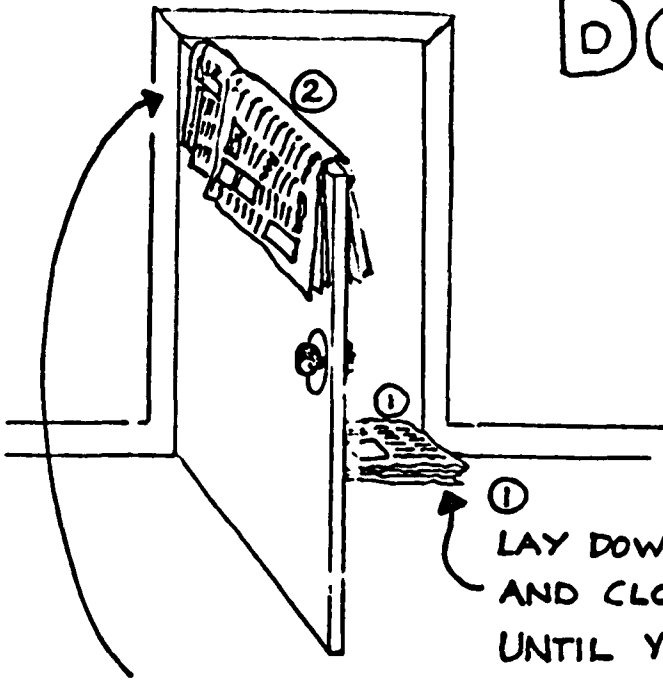


DRAFTS ENTER THROUGH THE FLOOR. NEWSPAPERS OR CARDBOARD CAN BE PLACED UNDER RUGS TO KEEP COLD DRAFTS FROM COMING THROUGH THE FLOOR.

BROWN PAPER AND FELT ARE ALSO GOOD TO PLACE UNDER RUGS TO HELP KEEP COLD DRAFTS FROM COMING THROUGH THE FLOOR.

DOORS

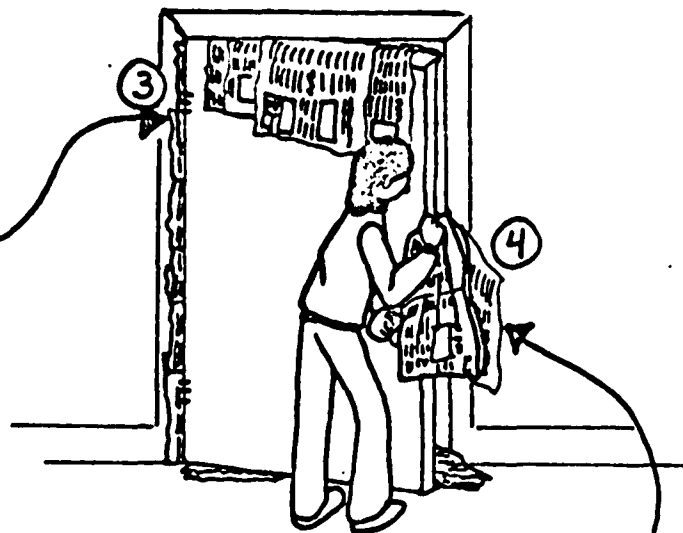
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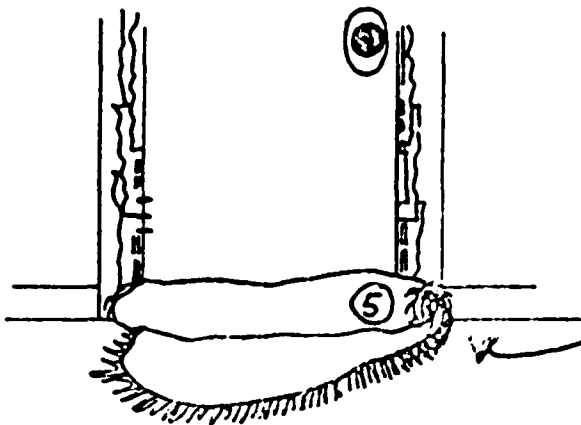
① LAY DOWN SHEETS OF NEWSPAPER AND CLOSE THE DOOR ON THEM UNTIL YOU GET A TIGHT SEAL.

② AFTER THE BOTTOM HAS A TIGHT SEAL, OPEN THE DOOR AGAIN AND PUT NEWSPAPER OVER THE TOP OF THE DOOR.

③ CLOSE DOOR SLIGHTLY AND PUT NEWSPAPER IN THE CRACK ON THE HINGE SIDE. CLOSE THE DOOR ENOUGH SO NEWSPAPER STAYS IN PLACE.



④ FINALLY ADD NEWSPAPER ON HANDLE SIDE. HOLD IT IN PLACE AS YOU SHUT THE DOOR.



⑤ BUNCH UP SEVERAL TOWELS OR PLACE A THROW RUG AT THE BOTTOM OF THE DOOR.

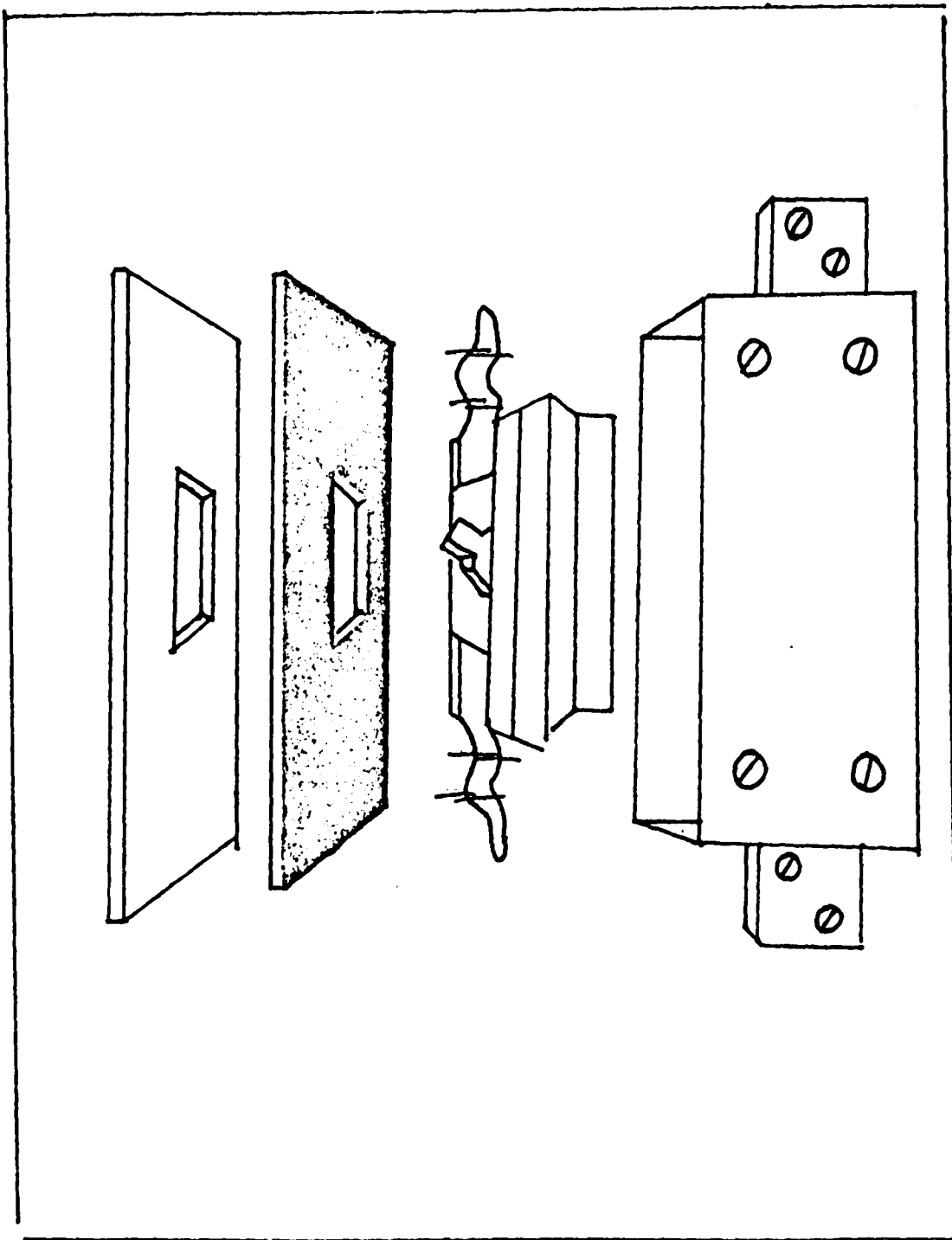
DRAFT BLOCKERS FOR ELECTRIC SWITCHES, OUTLETS

DRAFT BLOCKERS MAY BE USED WHEREVER THERE IS AN ELECTRIC SWITCH OR OUTLET FOR LAMP AND APPLIANCE. THE DRAFT BLOCKERS ARE INSERTED BEHIND THE OUTSIDE PLATES.

WHERE TO BUY: HARDWARE STORES, ELECTRIC
EQUIPMENT STORES, HOME CENTERS

APPROXIMATE COST: \$1.50 TO \$3.00 FOR A
PACKET OF EIGHT (8).

HOW TO INSTALL: WITH A SCREWDRIVER, REMOVE THE
OUTER PLATE. INSERT THE DRAFT
BLOCKER, RETURN OUTER PLATE
TO ORIGINAL POSITION.



INSIDE COVERS FOR KITCHEN EXHAUST FANS

KITCHEN EXHAUST FAN COVERS ARE USED TO KEEP COLD AIR FROM ENTERING, ESPECIALLY ON WINDY DAYS AND NIGHTS. IT SHOULD BE REMOVED WHEN YOU ARE USING THE FAN.

WHERE TO BUY: HARDWARE STORES, HOME CENTERS

APPROXIMATE COST: \$2.00 TO \$2.50

HOW TO INSTALL: DO IT YOURSELF WITH TOOLS.
KITCHEN EXHAUST FAN COVERS ARE
HELD IN PLACE WITH BUILT-IN
MAGNETS.

YOU MAY MAKE AN EXHAUST FAN COVER. USE A BAKING TIN, THE SHAPE WILL DEPEND ON THE SHAPE OF YOUR EXHAUST FAN VENT, AND TAPE IT INTO PLACE. IT CAN BE EASILY REMOVED WHEN THE FAN IS IN USE.



HEAT REFLECTORS FOR RADIATORS

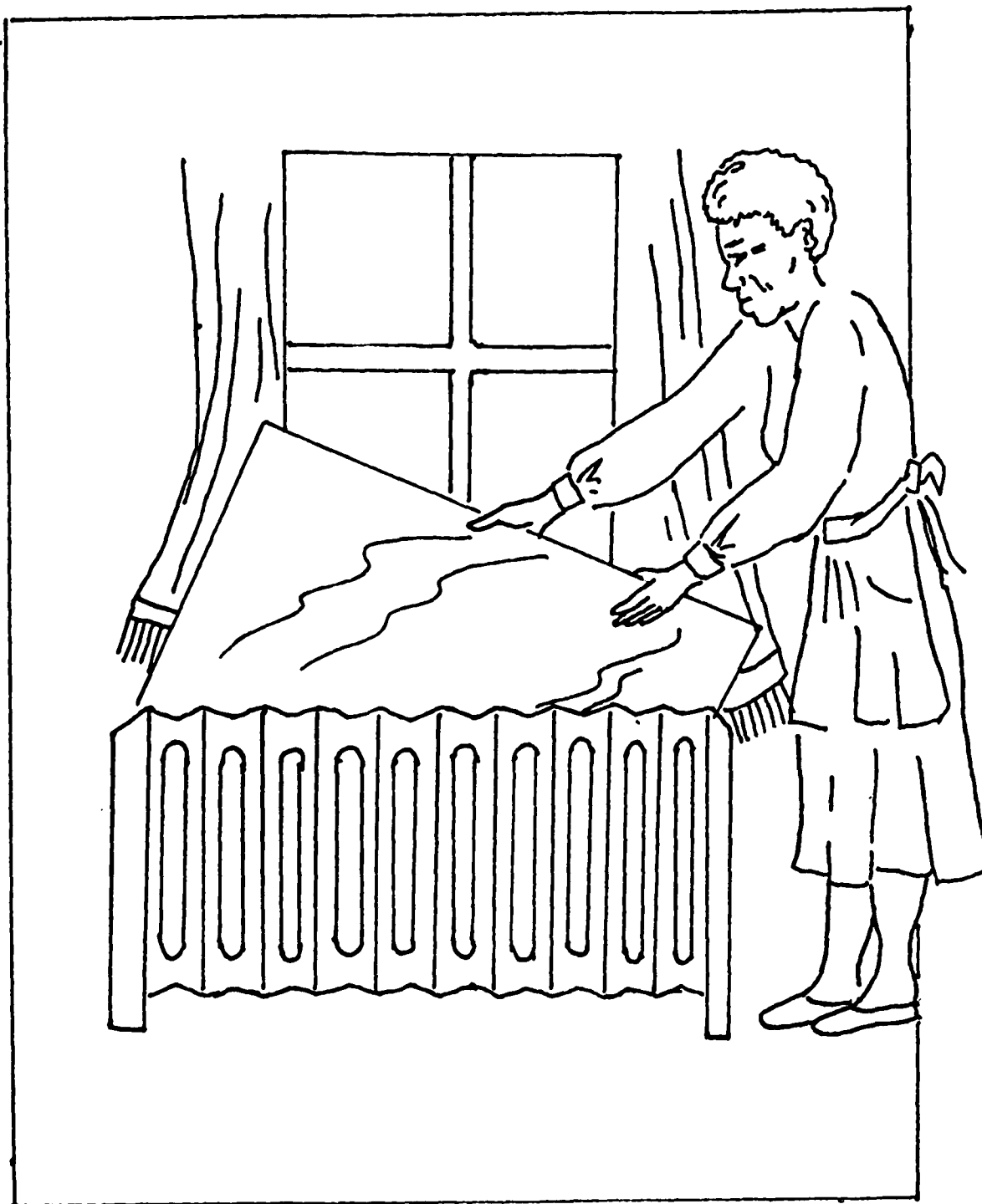
HEAT REFLECTORS MAY BE USED IN HOUSES AND APARTMENTS THAT ARE HEATED BY STEAM. THE HEAT REFLECTOR IS 32 BY 40 INCHES, AND ABOUT 1/4 INCH THICK. THE THICKNESS IS MAINLY A RIGID PLASTIC FOAM FOR INSULATION. THE SIDE OF THE REFLECTOR COVERED WITH METAL FOIL IS POSITIONED TOWARDS THE ROOM. THE FOIL REFLECTS THE HEAT INTO THE ROOM.

WHERE TO BUY: HARDWARE STORES, HOME CENTERS

APPROXIMATE COST: \$5.00 TO \$6.00 PER RADIATOR

HOW TO INSTALL: NO TOOLS ARE NECESSARY. PLACE
THE PANEL BETWEEN THE RADIATOR
AND THE WALL.

IF YOU DO NOT WISH TO PURCHASE A HEAT REFLECTOR, YOU MAY TAPE ALUMINUM FOIL ON THE WALL BEHIND THE RADIATOR. THE FOIL SHOULD BE THE LENGTH OF THE RADIATOR. YOU MAY NEED TWO OR THREE PIECES OF FOIL. YOU MAY ALSO TAPE ALUMINUM FOIL ON A PIECE OF CARDBOARD AND PLACE IT BETWEEN THE RADIATOR AND WALL.



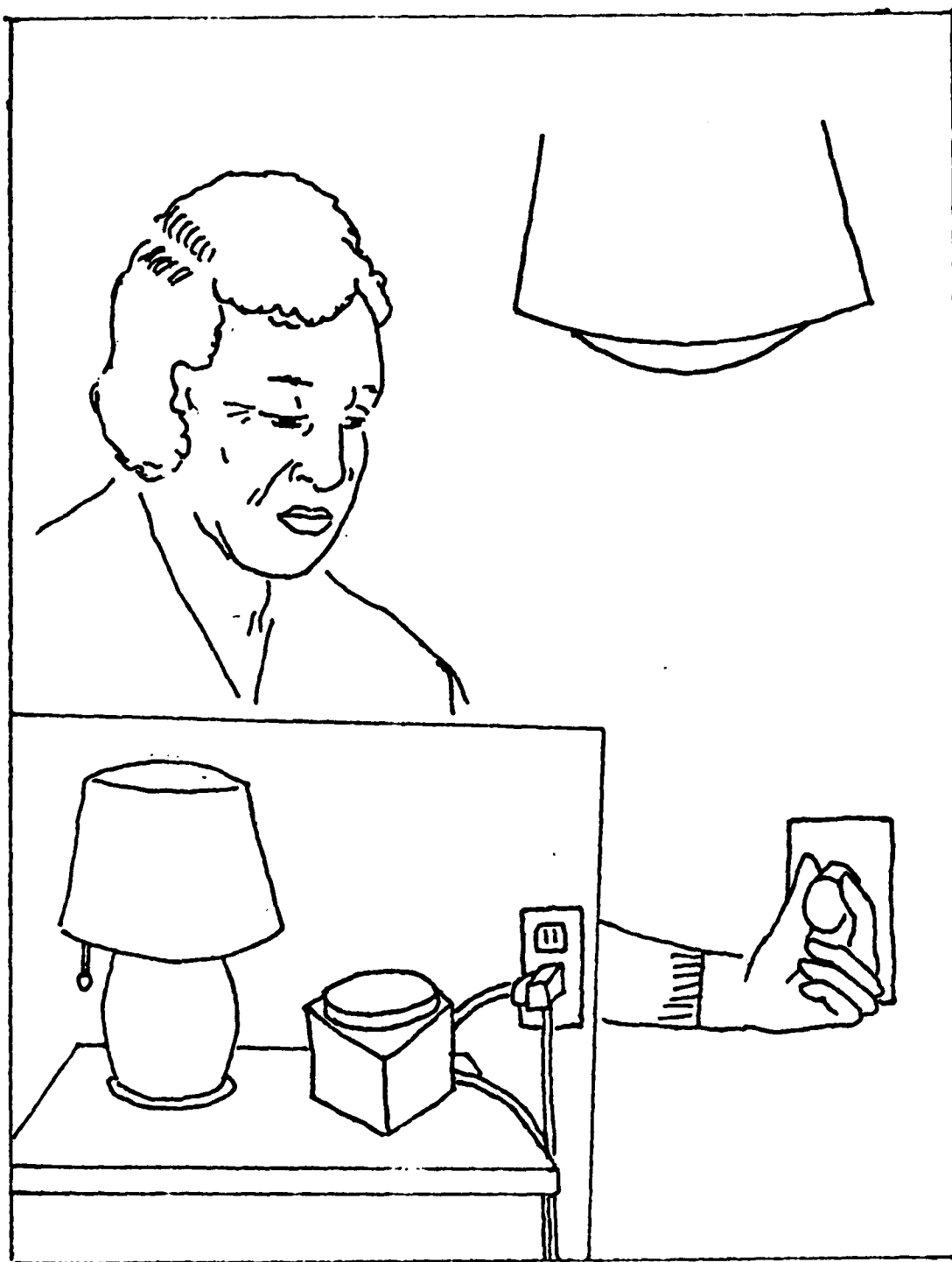
DIMMERS FOR LIGHTING

DIMMERS HELP YOU CONTROL THE AMOUNT OF LIGHT YOU WANT AND HELP REDUCE THE AMOUNT OF ENERGY USED. THERE ARE THREE (3) TYPES OF DIMMERS.

1. WALL DIMMERS THAT REPLACE WALL SWITCHES
2. TABLE-TOP DIMMERS WHICH CAN BE PLUGGED INTO ELECTRIC OUTLETS. YOUR LAMP IS THEN PLUGGED INTO THE SMALLER DIMMER BOX.
3. A THIRD KIND OF DIMMER IS INSERTED INTO THE CORD OF THE LAMP.

WHERE TO BUY:	ELECTRIC EQUIPMENT STORES, HARDWARE STORES, HOME CENTERS
APPROXIMATE COST:	\$4.70 TO \$16.00
HOW TO INSTALL:	FOR WALL DIMMERS, A LICENSED ELECTRICIAN SHOULD INSTALL. TABLE-TOP DIMMERS AND DIMMERS INSERTED INTO THE LAMP CORD MAY BE DONE BY YOU.

CAUTION: WHEN BUYING A WALL LIGHT DIMMER, BE SURE TO TELL THE SALESPERSON THE TYPE OF LIGHTING FIXTURE YOU ARE BUYING IT FOR (I.E., ONE BULB IN CEILING, CHANDELIER, TRACK LIGHTS, ETC.). THE LIGHT DIMMER MUST BE COMPATIBLE WITH THE TYPE OF LIGHT FIXTURE YOU HAVE.



COVER FOR AIR CONDITIONER

DRAFTS ENTER YOUR HOME THROUGH THE VENTS OF AIR CONDITIONERS DURING COLD WEATHER. AIR CONDITIONER COVERS HELP PREVENT AIR FROM ENTERING YOUR HOME THROUGH THE AIR CONDITIONER VENTS.

WHERE TO BUY: HARDWARE STORES, HOME CENTERS
NOTE: BE SURE TO MEASURE YOUR
AIR CONDITIONER BEFORE BUYING
A COVER.

APPROXIMATE COST: \$2.00 TO \$8.00

HOW TO INSTALL: TAPES OR TIE CORDS ARE INCLUDED;
THEREFORE, YOU MAY DO IT YOUR-
SELF WITH NO EXTRA MATERIALS
OR TOOLS.

YOU MAY MAKE AN AIR CONDITIONER COVER BY SEWING TWO SILICONE IRONING BOARD COVERS TOGETHER (DEPENDING ON THE SIZE OF YOUR AIR CONDITIONER). MAKE PROPER ADJUSTMENTS SO THAT THE COVER WILL FIT THE AIR CONDITIONER.



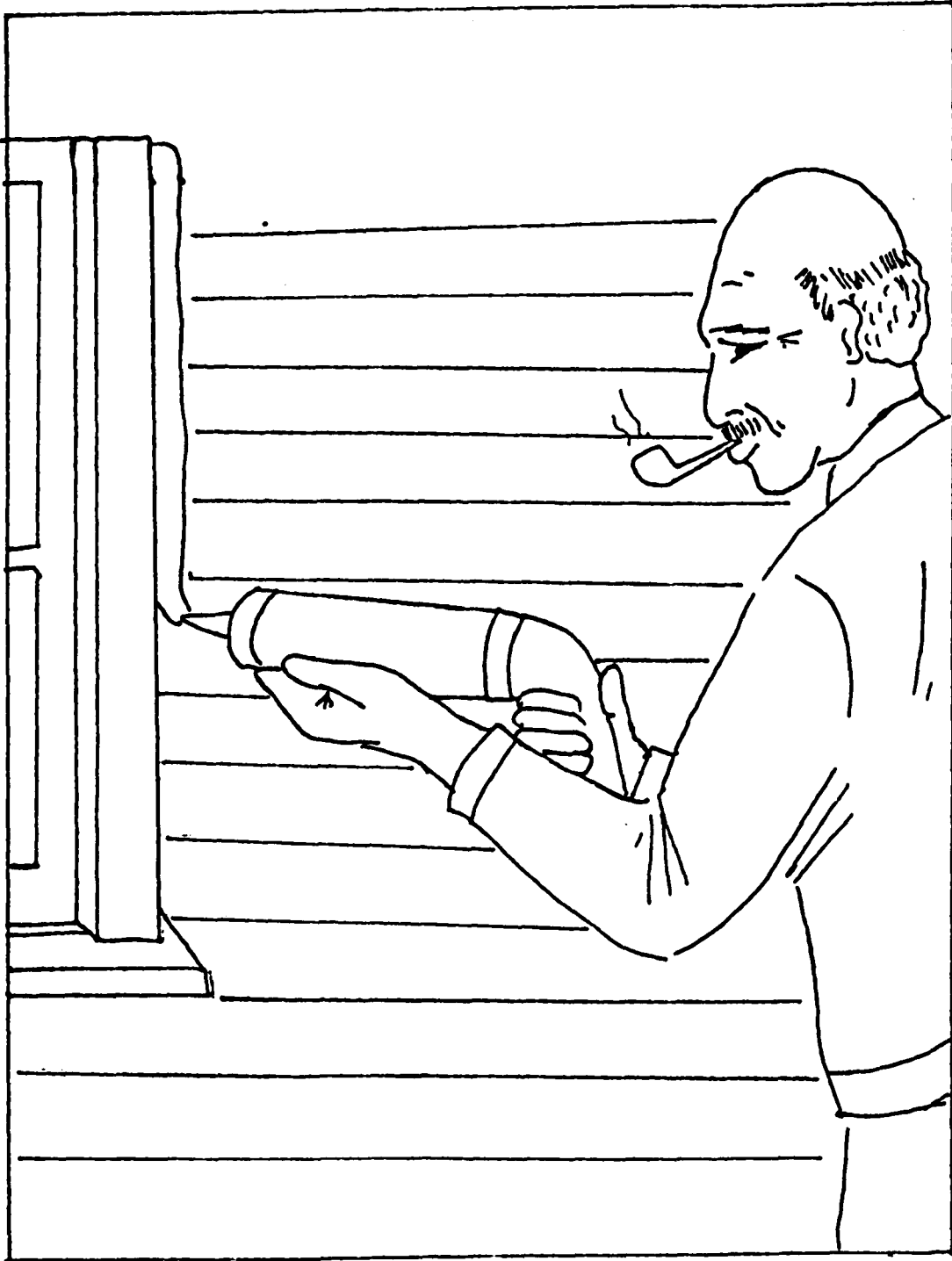
CAULKING

CAULKING STOPS DRAFTS THAT ENTER THROUGH GAPS IN YOUR HOME. CAULKING IS AN ELASTIC, ADHESIVE MATERIAL WHICH IS SQUEEZED OUT OF A TUBE OR EJECTED FROM A CARTRIDGE IN A CAULKING GUN.

WHERE TO BUY: HARDWARE STORES, HOME CENTERS

APPROXIMATE COST: \$.45 TO \$2.50 PER 11 OUNCES
 CAULKING CARTRIDGE;
 CAULKING GUN, \$1.50 TO \$3.50

HOW TO INSTALL: DO IT YOURSELF WITH CAULKING
 GUN, PUTTY KNIFE, LADDER IF
 NEEDED.



ENERGY CONSERVATION AND WEATHERIZATION PROGRAM

THIS PROGRAM IS DESIGNED TO HELP LOW INCOME HOMEOWNERS AND OWNERS OF MULTIPLE DWELLINGS WITH AT LEAST ONE-HALF OF THE TENANTS AT 125% OF THE POVERTY LEVEL TO WEATHERIZE THEIR HOMES OR MULTIPLE DWELLING. WEATHERIZATION IS A PROCESS OF MAKING A HOME WEATHER EFFICIENT IN ORDER TO RETAIN HEAT IN WINTER AND TO BE COOLER IN THE SUMMER.

WEATHERIZATION TREATMENT INCLUDES SUCH SERVICES AS INSULATION OF STEAM AND HOT WATER PIPES, WEATHERSTRIPPING AND CAULKING OF WINDOWS; REPLACEMENT OF WINDOWS AND/OR GLASS; INSULATING ATTICS, FLOORS OVER UNHEATED BASEMENTS, WALLS, AND CEILINGS; ALONG WITH OTHER SERVICES. THE SERVICES ARE FREE.

ELIGIBILITY REQUIREMENTS:

- IF YOU OWN A ONE OR TWO FAMILY HOUSE, YOUR INCOME MUST BE NO MORE THAN 125% OF THE POVERTY LEVEL.
- IF YOU OWN A MULTIPLE DWELLING, AT LEAST ONE-HALF OF THE TENANTS MUST HAVE INCOMES NOT EXCEEDING 125% OF THE POVERTY LEVEL.

<u>FAMILY SIZE</u>	<u>ANNUAL INCOME LIMIT</u>
1	\$ 4,738
2	6,500
3	8,920
4	11,010
5	12,190
6	15,190
7	17,410
8	19,630
9	21,850
10	24,070

WHERE TO APPLY:

YOU MAY APPLY AT THE FOLLOWING OPERATION OPEN CITY, INC.
OFFICES:

MANHATTAN: 103 EAST 125TH STREET, N.Y. 10035;
348-7122

BROOKLYN: 1301 FULTON STREET, BROOKLYN, N.Y. 11216;
622-1700

BRONX: 509 WILLIS AVENUE, BRONX, N.Y. 10455;
993-3250

QUEENS: 161-10 JAMAICA AVENUE, JAMAICA, N.Y. 11432;
658-4304

STATEN ISLAND: 226 RICHMOND AVENUE, STATEN ISLAND,
NEW YORK; 10302
727-7940

SECTION II

WAYS TO KEEP YOUR BODY WARM IN COLD WEATHER

SECTION II: WAYS TO KEEP YOUR BODY WARM IN COLD WEATHER

KEEPING THE BODY WARM

1. DRESS IN LAYERS. TWO OR THREE LIGHTWEIGHT LAYERS OF CLOTHES (SHIRTS, SWEATERS, PANTS, SOCKS, ETC.) ARE BETTER THAN ONE HEAVY LAYER. LAYERS TRAP AIR TO KEEP YOU WARMER THAN ONE HEAVY LAYER.
2. WOOL TRAPS AIR TO KEEP YOU WARMER THAN COTTON OR OTHER FABRICS. IF POSSIBLE, WHEN DRESSING IN LAYERS, HAVE ONE OF THE LAYERS ON EACH SECTION OF YOUR BODY MADE OF WOOL FABRIC. FOR EXAMPLE: IF YOU HAVE ON AN UNDERSHIRT AND A TOP SHIRT, YOU MAY WANT ALSO TO WEAR A WOOL SWEATER.

--- C A U T I O N: THE USE OF PLASTIC TO KEEP YOUR BODY WARM IS NOT RECOMMENDED. PLASTIC DOES NOT ALLOW AIR TO CIRCULATE. IT TENDS TO CAUSE ONE TO PERSPIRE (SWEAT). IT IS IMPORTANT NOT TO BECOME OVERHEATED AND PERSPIRE WHEN YOU ARE DRESSED TO KEEP WARM.

3. WEAR TWO PAIRS OF SOCKS. COTTON SOCKS NEXT TO YOUR FEET WITH WOOLEN SOCKS OVER THEM ARE WARMER THAN TWO PAIRS OF COTTON SOCKS.
4. MITTENS KEEP YOUR HANDS WARMER THAN GLOVES. IF YOU DO NOT HAVE ANY MITTENS OR GLOVES, YOU MAY MAKE MITTENS BY

PLACING A SOCK OVER EACH HAND AND CUTTING A HOLE IN EACH SOCK FOR YOUR THUMBS. IF IT IS VERY COLD AND YOU DO NOT HAVE MITTENS, YOU MAY WEAR YOUR GLOVES AND USE THE SOCKS THAT YOU HAVE MADE INTO MITTENS OVER YOUR GLOVES.

5. WEAR A HAT OR OTHER KIND OF HEAD COVERING IN COLD WEATHER. MUCH BODY HEAT ESCAPES THROUGH THE HEAD. IF IT IS COLD IN YOUR APARTMENT, WEAR A HEAD COVERING (HAT, CAP, SCARF, ETC.) IN THE HOUSE AS WELL AS TO BED.
6. ELECTRIC BLANKETS ARE GOOD TO USE TO KEEP WARM. WHEN BUYING AN ELECTRIC BLANKET, LOOK FOR THE "UL" SAFETY LABEL ON THE ELECTRIC CORD. IF YOU ARE HESITANT TO SLEEP WITH THE ELECTRIC BLANKET ON, TURN IT ON BEFORE YOU GET INTO BED TO WARM IT, THEN TURN THE BLANKET OFF AFTER YOU GET INTO BED OR BEFORE YOU GO TO SLEEP.
7. IF YOU DO NOT HAVE AN ELECTRIC BLANKET, YOU MAY HEAT YOUR IRON ON WARM SETTING, NOT HOT. UNPLUG THE IRON. WRAP THE IRON WITH BROWN PAPER FIRST, THEN WRAP A TOWEL AROUND THE IRON AND BROWN PAPER. PLACE THE WARM IRON IN THE BED AND USE IT AS A FOOT WARMER.
8. BED WARMERS MAY BE MADE BY TAKING GALLON PLASTIC JUGS (I.E., EMPTY CLOROX JUGS, EMPTY WATER OR MILK JUGS, ETC.) AND FILLING THEM 3/4 FULL WITH VERY WARM WATER, NOT HOT. THE WATER SHOULD BE WARM ENOUGH TO GENERATE THE WARMTH FROM THE WATER IN THE JUGS ONTO THE BED. IT SHOULD NOT BE HOT OR WARM ENOUGH TO BURN THE PLASTIC JUG. MAKE SURE THE

TOP IS SECURELY FASTENED SO THAT THERE IS NO WATER LEAKAGE. PUT THE JUGS IN THE BED AT VARIOUS LOCATIONS, I.E., PILLOW, MIDDLE, FOOT, ETC., ABOUT TWENTY (20) MINUTES BEFORE GETTING INTO THE BED. WHEN YOU ARE READY TO GET INTO BED, TAKE THE JUGS OUT.

9. HEATING PADS MAY SERVE AS BED WARMERS IF IT IS VERY COLD. PUT THE HEATING PAD INTO YOUR BED AND SET IT ON LOW OR MEDIUM FOR ABOUT 10-15 MINUTES BEFORE YOU GET INTO BED. UNPLUG THE HEATING PAD AND REMOVE IT FROM THE BED.
10. IF POSSIBLE, HAVE AT LEAST ONE WOOLEN OR THERMAL BLANKET ON YOUR BED WHEN IT IS COLD IN YOUR HOME. WOOL AND THERMAL BLANKETS TRAP AIR TO HELP KEEP YOU WARMER THAN BLANKETS MADE OF OTHER FABRICS. A COUPLE OF LIGHTWEIGHT WOOLEN BLANKETS WILL KEEP YOU WARMER THAN ONE HEAVY WOOLEN BLANKET.
11. IT IS NOT RECOMMENDED THAT YOU USE YOUR GAS STOVE TO KEEP WARM. HOWEVER, IF YOU DO NOT HAVE AN ELECTRIC HEATER AND YOU ARE WITHOUT HEAT, BE SURE TO PUT A PAN OF WATER ON TOP OF THE STOVE AND IN THE OVEN, IF IT IS TURNED ON. OPEN FLAMES FROM GAS STOVES TAKE THE OXYGEN OUT OF THE AIR AND PUT A POISONOUS GAS CALLED CARBON MONOXIDE IN THE AIR. IF YOU BECOME DIZZY OR GET A HEADACHE, GET FRESH AIR QUICKLY. NEVER GO TO SLEEP WITH YOUR GAS STOVE ON.

IF YOU HAVE AN ELECTRIC STOVE, DO NOT SET THE TOP BURNERS OR OVEN ON THEIR HIGHEST SETTING.

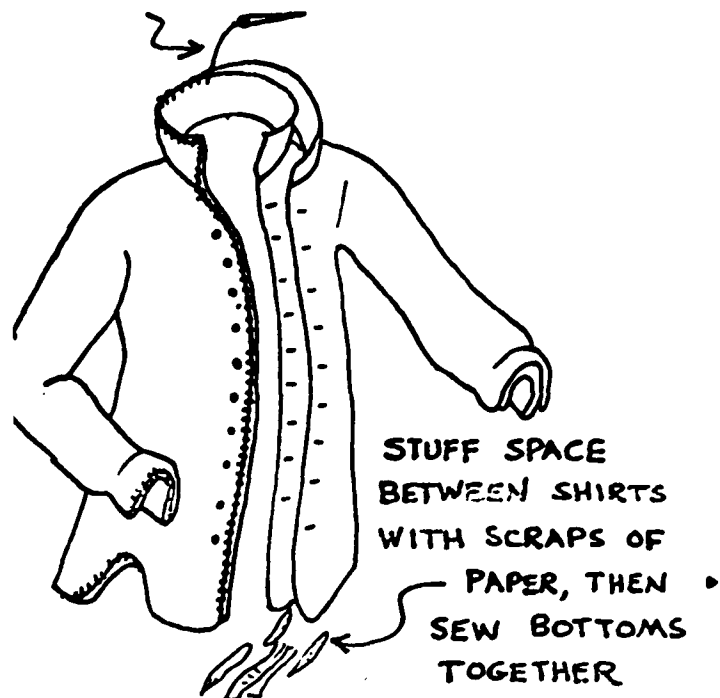
ILLUSTRATIONS ON THE FOLLOWING PAGES SHOW INEXPENSIVE
WAYS OF KEEPING YOUR BODY WARM FOR A LONG PERIOD OF
TIME.

B. WAYS TO STAY WARM FOR A LONG TIME

If you think you will be in a cold house for a long time, here are some other ways to stay warm:

1. If you do not have longjohns or pajamas which you can wear under your clothes for warmth, then you can use cloth or newspaper to stay warm. Wrap cloth or newspaper around your arms, legs and body. Use cloth strips or string to hold the newspaper in place. Then put your clothes over top. DO NOT USE RUBBER BANDS TO HOLD THE CLOTH OR NEWSPAPER IN PLACE BECAUSE THEY MAY CUT OFF BLOOD CIRCULATION. You can also take two shirts and put one inside the other. Sew the ends of the sleeves together. Also sew the bottoms and fronts of the shirts together. Fill the space between the two shirts with scraps of newspaper. You will have a very warm make-shift coat.

ONE SHIRT INSIDE ANOTHER SEW SIDES TOGETHER



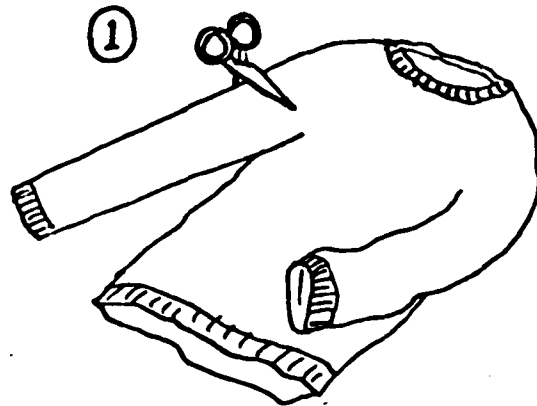
NEWSPAPER WRAPPED AROUND YOUR BODY CAN KEEP YOU WARM. PUT CLOTHES ON OVER THE NEWSPAPERS.

HOW TO MAKE A HAT AND LEGGINGS

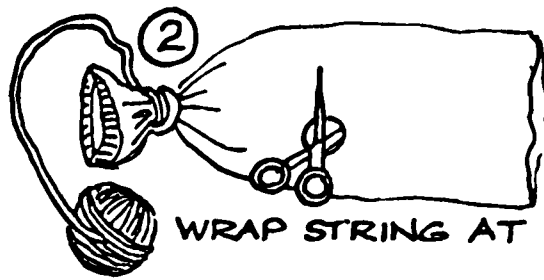
HAT: SEE ILLUSTRATION ON OPPOSITE PAGE FOR DIRECTIONS ON HOW TO MAKE A HAT.

LEGGINGS: THE SLEEVES OF AN OLD SWEATER OR SWEATSHIRT MAY BE USED TO MAKE LEGGINGS TO KEEP YOUR LEGS AND KNEES WARM. CUT THE SLEEVES OF AN OLD SWEATER OR SWEATSHIRT AS CLOSE TO THE SHOULDERS AS YOU CAN (SEE PICTURE 1). FOLD THE TOP EDGE OF THE SLEEVE DOWN SO THAT YOU HAVE A ONE-INCH HEM AROUND THE TOP. AFTER YOU HAVE SEWN THE HEM, LEAVE AN OPENING LARGE ENOUGH TO THREAD ELASTIC THROUGH. TAKE A PIECE OF ELASTIC AND TAKE IT THROUGH THE TOP HEM AND SECURE IT. MAKE SURE THE ELASTIC IS NOT TOO TIGHT ON YOUR LEG. THE ELASTIC IS USED TO KEEP THE LEGGING IN PLACE COMFORTABLY, NOT TO FIT TIGHTLY AND INTERFERE WITH BLOOD CIRCULATION.

The illustration on this page shows how a hat can be made from the sleeve of an old sweater or sweatshirt. You may also use a pants leg instead of a sleeve of a sweater or sweatshirt.



CUT SLEEVE OFF
OLD SWEATSHIRT OR
SWEATER.



CUT HOLES
FOR EYES,
NOSE AND
MOUTH.

WRAP STRING AT TOP.



Paper is a good insulator, therefore a paper bag can serve to keep your head warm in an emergency. Use directions on this page.

A HAT TO KEEP YOU WARM.

SECTION III

MAINTAINING NUTRITIONAL HEALTH DURING COLD WEATHER

SECTION III: MAINTAINING NUTRITIONAL HEALTH DURING COLD WEATHER

NUTRITION FOR COLD WEATHER EMERGENCIES

BE SURE THAT YOU ARE PREPARED FOR COLD WEATHER EMERGENCIES BY HAVING FOOD IN THE HOUSE THAT IS GOOD FOR YOU AND WILL KEEP FOR A LONG TIME. HERE ARE SOME FOODS YOU MAY WANT TO HAVE IN YOUR HOME ESPECIALLY DURING COLD WEATHER MONTHS:

- CANNED FRUIT, CANNED MEAT, CANNED FISH (TUNA, HERRING), CANNED SOUPS, CANNED STEWS, CANNED EVAPORATED MILK, CANNED BEANS, CANNED VEGETABLES AND CANNED JUICES
- PEANUT BUTTER, RAISINS, SOME RAW FRUITS AND VEGETABLES, NUTS, BREAD, CRACKERS
- DRIED CEREALS, POWDERED MILK, DRIED POTATOES, DRIED FRUITS, POWDERED EGGS
- OTHER FOODS THAT WILL KEEP FOR A LONG TIME THAT ARE GOOD FOR YOU

THESE FOODS MAY BE PURCHASED AT THE GROCERY STORE. DRIED FOODS MAY ALSO BE FOUND IN STORES THAT HAVE CAMPING SUPPLIES. BE SURE TO STORE THE CANNED FOODS IN A ROOM WHERE THEY WILL NOT FREEZE.

IF YOUR STOVE IS NOT WORKING TEMPORARILY, YOU MAY USE A STERNO CAN AND STOVE TO WARM YOUR FOOD. STERNO CANS AND STOVES MAY BE PURCHASED AT STORES THAT SELL CAMPING SUPPLIES.

IF YOU ARE IN A COLD HOUSE, YOU SHOULD EAT MORE FOOD THAN YOU NORMALLY DO TO KEEP WARM. EAT A LOT OF SMALL MEALS THROUGHOUT THE DAY INSTEAD OF THREE MEALS OR THREE BIG MEALS.

BEVERAGES

DO NOT DRINK ALCOHOL TO WARM YOUR BODY. ALCOHOL MAY MAKE YOU FEEL WARMER AS YOU DRINK, BUT IT REALLY MAKES YOU COLDER.

HERE ARE SOME SUGGESTIONS OF BEVERAGES TO DRINK WHEN YOU ARE COLD:

FRUIT JUICE

HOT CHOCOLATE

HOT SOUP

APPLE CIDER

HOT WATER

TEA

WARM MILK

COFFEE

HOT JELLO (IN A CUP OF HOT WATER, 1-2 TEASPOONS OF YOUR FAVORITE JELLO GELATIN, STIR AND DRINK)

HOT WATER WITH LEMON (YOU MAY ADD HONEY OR SUGAR)

HOT BROTH (YOU MAY USE BOUILLON CUBES)

SECTION IV: TENANT RIGHTS

SECTION IV: TENANT RIGHTS

TENANTS' RIGHTS - HEAT, HOT WATER, SNOW

THIS SECTION IS TAKEN FROM THE BOOK, SUPER TENANT BY JOHN M. STRIKER AND ANDREW O. SHAPIRO, NEW REVISED EDITION, HOLT, RINEHART AND WINSTON, 1978, PP. 167-168.

NEW YORK CITY'S HOUSING MAINTENANCE CODE REQUIRES LANDLORDS TO SUPPLY ADEQUATE HEAT, HOT WATER, AND SANITATION. THESE REQUIREMENTS APPLY TO ALL TENANTS WHO LIVE IN A MULTIPLE DWELLING (BASICALLY, A MULTIPLE DWELLING IS A BUILDING WITH THREE OR MORE SEPARATE APARTMENTS). YOU ARE ENTITLED TO THE BASIC DECENCIES SET FORTH IN THE CODE REGARDLESS OF WHETHER YOUR APARTMENT IS RENT CONTROLLED, UNCONTROLLED, RENT STABILIZED, OR COOPERATIVE.

THE ESSENTIAL REQUIREMENTS OF THE CODE CAN BE SUMMARIZED AS FOLLOWS:

- HEAT: AS A GENERAL RULE, ALL BUILDINGS MUST BE EQUIPPED WITH A CENTRAL HEATING SYSTEM. (INDIVIDUAL HEATING UNITS MAY BE PROVIDED IN LIMITED CIRCUMSTANCES WITH CITY APPROVAL.) CENTRALLY SUPPLIED HEAT HAS TO BE MAINTAINED AT THE PROPER LEVELS. FROM OCTOBER 1 THROUGH MAY 31, YOUR APARTMENT SHOULD BE KEPT AT THE FOLLOWING TEMPERATURES:

1. BETWEEN THE HOURS OF 6:00 A.M. AND 10:00 P.M., A TEMPERATURE OF AT LEAST 68° F., WHENEVER THE OUTSIDE TEMPERATURE FALLS BELOW 55° F.
2. BETWEEN THE HOURS OF 10:00 P.M. AND 6:00 A.M., A TEMPERATURE OF AT LEAST 55° F., WHENEVER THE OUTSIDE TEMPERATURE FALLS BELOW 40° F.

- HOT WATER: IN GENERAL, ALL BUILDINGS SHOULD BE EQUIPPED WITH A CENTRAL SOURCE OF HOT WATER. (INDIVIDUAL GAS OR ELECTRIC WATER HEATERS MAY BE PROVIDED IN LIMITED CIRCUMSTANCES WITH CITY APPROVAL.) HOT WATER CENTRALLY SUPPLIED MUST BE MAINTAINED AT ALL TIMES BETWEEN THE HOURS OF 6:00 A.M. AND MIDNIGHT AT A CONSTANT MINIMUM TEMPERATURE OF 120° F.
- SNOW: WITHIN FOUR (4) HOURS AFTER SNOW STOPS FALLING, SNOW AND ICE ARE SUPPOSED TO BE REMOVED FROM THE SIDEWALK IN FRONT OF YOUR BUILDING BY THE LANDLORD. (NOT INCLUDED IN THE ALLOTTED FOUR-HOUR PERIOD ARE THE HOURS BETWEEN 9:00 P.M. AND 7:00 A.M.)

COMPLAINTS TO THE LANDLORD

COMPLAINTS TO THE LANDLORD SHOULD BE MADE WHEN THERE IS A NEED FOR REPAIRS AND FOR MAINTENANCE IN YOUR APARTMENT OR IN THE BUILDING.

1. NOTIFY THE LANDLORD AND/OR THE SUPERINTENDENT FIRST IN PERSON, BY TELEPHONE OR BY LETTER.
2. IF YOU NOTIFY THE LANDLORD AND/OR THE SUPER IN PERSON OR OVER THE TELEPHONE, FOLLOW UP WITH A LETTER TO THE LANDLORD. NOTIFYING THE LANDLORD WILL PROTECT YOU FROM A LATER CHARGE THAT YOU ALLOWED SOME CONDITION TO GET OUT OF HAND AND DETERIORATE TO THE POINT WHERE SERIOUS DAMAGE HAS RESULTED.
3. THE LETTER SHOULD CONTAIN THE FOLLOWING IMPORTANT INFORMATION:
 - A. THE TENANT'S NAME, APARTMENT NUMBER, ADDRESS
 - B. TELEPHONE NUMBER(S) OF TENANTS (WORK AND HOME) AND DATE OF MAILING
 - C. A DETAILED DESCRIPTION OF THE CONDITION NEEDING REPAIR OR MAINTENANCE
 - D. AN INDICATION THAT THE TENANT IS RELYING ON THE LANDLORD TO DO HIS DUTY
 - E. A CONFIRMATION OF THE FACT THAT THE LANDLORD HAS PROMISED TO HAVE THE WORK DONE AT A FIXED TIME
 - F. YOUR SIGNATURE

S A M P L E L E T T E R

JANE JONES
1906 COLD STREET, APT.2B
NEW YORK, NY 10053
NOVEMBER 23, 1980

(212) 643-1023

RALPH LANDLORD SMITH
1605 HEAT STREET
NEW YORK, NEW YORK 10055

DEAR MR. SMITH:

I AM WRITING TO CONFIRM OUR CONVERSATION ON YESTERDAY, 11/22/80. DURING OUR CONVERSATION, I INFORMED YOU OF THE FALLING PLASTER IN MY LIVINGROOM AND THE LEAK FROM THE PIPES UNDER THE KITCHEN SINK.

AS I SAID IN OUR CONVERSATION, I AM RELYING ON YOU TO SEE THAT THE NEEDED REPAIRS ARE MADE. THANK YOU FOR SAYING YOU WILL SEND SOMEONE TO MAKE THE REPAIRS ON THURSDAY OF NEXT WEEK. I WILL BE HOME AWAITING SOMEONE TO COME TO DO THE REPAIRS.

SINCERELY,

JANE JONES

GETTING ASSISTANCE WITH HEAT AND HOT WATER COMPLAINTS

TENANTS SHOULD BE PREPARED, IF POSSIBLE, TO GIVE THE FOLLOWING INFORMATION WHEN REPORTING A HEAT COMPLAINT:

1. NAME AND ADDRESS (INCLUDING BOROUGH AND ZIP CODE)
2. NAME OF LANDLORD (IF KNOWN)
3. ADDRESS OF LANDLORD (IF KNOWN)
4. WHETHER THE BUILDING IS RENT-CONTROLLED, RENT STABILIZED, CITY OWNED OR PRIVATELY OWNED

RENT-CONTROLLED BUILDINGS WERE CONSTRUCTED BEFORE FEBRUARY, 1947.

RENT STABILIZED BUILDINGS WERE BUILT FROM FEBRUARY, 1947 TO JANUARY, 1974. RENT CONTROLLED APARTMENTS THAT WERE RENTED ANY TIME AFTER JULY, 1974 AUTOMATICALLY BECAME COVERED BY RENT STABILIZATION.

CALL N.Y.C. DEPARTMENT OF HOUSING, PRESERVATION AND DEVELOPMENT CENTRAL COMPLAINTS BUREAU TO RECORD A COMPLAINT OF NO HEAT AND HOT WATER.

CENTRAL COMPLAINTS BUREAU:

(212) 960-4800

THE TELEPHONE SERVICE OPERATES 24 HOURS A DAY, 7 DAYS A WEEK.

RENT-CONTROLLED TENANTS: BUILDINGS CONSTRUCTED BEFORE
FEBRUARY, 1947

IF YOU ARE CONTINUALLY SUBJECT TO LACK OF HEAT AND/OR HOT
WATER, YOU MAY FILE A COMPLAINT AT THE LOCAL OFFICE OF RENT
CONTROL. PUT HEAT PRIORITY AT THE TOP OF THE APPLICATION FORM
TO GET QUICKER SERVICE. SEND APPLICATION TO THE FOLLOWING
LOCAL OFFICES:

UPPER MANHATTAN (ABOVE 110TH STREET)

215 WEST 125TH STREET
NEW YORK, NEW YORK 10027
(212) 678-2201

LOWER MANHATTAN (BELOW 110TH STREET, INCLUDING STATEN
ISLAND)

2 LAFAYETTE STREET
NEW YORK, NEW YORK 10007
(212) 566-7970

BROOKLYN: 625 FULTON STREET
BROOKLYN, NEW YORK 11217
(212) 643-7570

BRONX: 260 EAST 161ST STREET
BRONX, NEW YORK 10451
(212) 585-2600

QUEENS: 164-19 HILLSIDE AVENUE
JAMAICA, NEW YORK 11432
(212) 526-2040

RENT STABILIZED TENANTS (CITY-WIDE): BUILDINGS BUILT FROM
FEBRUARY 1947 TO JULY, 1974; ALSO THOSE APARTMENTS RENTED
ANY TIME AFTER JULY, 1974.

RENT STABILIZED TENANTS WHO ARE CONTINUALLY SUBJECT TO
LACK OF HEAT AND/OR HOT WATER MAY REGISTER COMPLAINTS AT THE
FOLLOWING OFFICE:

CONCILIATION AND APPEALS BOARD
666 FIFTH AVENUE
NEW YORK, NEW YORK 10019
(212) 265-5920

EMERGENCY HEATLINE PROGRAM

(212) 483-1193

THIS PROGRAM IS DESIGNED TO ASSIST PERSONS OVER 60 YEARS OF AGE DISABLED AND/OR SERIOUSLY ILL WHO ARE NOT RECEIVING HEAT. IT WILL PROVIDE TEMPORARY HOUSING OR OTHER SUPPORT SERVICES TO SUCH PERSONS, PARTICULARLY CONCERNED WITH PERSONS IN CITY-OWNED IN-REM BUILDINGS.

THE PROGRAM WILL ASSIST ALL PERSONS LACKING HEAT, IF AN EMERGENCY SITUATION EXISTS.

IN ORDER TO VERIFY IF AN INSPECTOR HAS BEEN DISPATCHED, YOU MAY CALL THE FOLLOWING OFFICES OF CODE ENFORCEMENT:

MANHATTAN: 39 BROADWAY, N.Y.C. 10006
(212) 248-6355

BROOKLYN: MUNICIPAL OFFICE
201 JORALEMON STREET, BROOKLYN 11201
(212) 643-4091

BRONX: 1932 ARTHUR AVENUE, BRONX 10457
(212) 583-5520

QUEENS: 126-06 QUEENS BOULEVARD
KEW GARDENS, N.Y. 11415
(212) 520-3403

SECTION V: UTILITY ISSUES

SECTION V: UTILITY ISSUES

CON EDISON'S "CONCERN PROGRAM"

THE "CONCERN PROGRAM" IS A PROGRAM AT CON EDISON FOR SENIOR CITIZENS AND PERSONS ON SSI TO HELP THEM DEAL WITH VARIOUS PROBLEMS THEY MAY HAVE IN PAYING THEIR UTILITY BILLS.

BELOW IS A COPY OF THE FEATURES AND ELIGIBILITY REQUIREMENTS OF THE PROGRAM.

Features of Program

Through CONCERN, we are offering credit and billing procedures to address the special needs of participants. We are also offering guidance on obtaining financial assistance from governmental agencies. Specially trained Con Edison representatives will be assigned to the program to be available in person or by phone to provide assistance. CONCERN representatives will assist participants in the following ways:

- Offering a 12-month budget billing plan to make financial planning easier.
- Arranging bill payments to accommodate dates when government checks arrive.
- Modifying Con Edison credit procedures to meet special circumstances.
- Providing information on government aid programs—such as the Energy Crisis Assistance Program—which give financial help for paying utility bills.
- Assisting the customer in making application for financial aid from the various local, state and federal programs.
- Offering free Home Energy Audits of a customer's house to find out how energy can be saved (the normal charge is \$10).
- Granting interest-free loans for installing energy-conserving materials and

equipment, as recommended by the Audit.

- Waiving requests for deposits.
- Advising of other Con Edison policies of interest—such as the policy which provides that Con Edison does not discontinue space-heating service during the cold weather season when hardship exists.

Eligibility for Program

Those eligible for the program are Con Edison customers of record who are heads of household, live on a limited, fixed income, and are experiencing difficulty paying Con Edison bills for their home or apartment. In addition, participants must be in one of the following categories:

- Individuals aged 65 or over and permanently retired.
- Individuals aged 62 or over, permanently retired and receiving Social Security income.
- Individuals receiving survivor benefits under Social Security.
- Disabled individuals receiving benefits under Supplemental Security Income or another program.

If you believe you are eligible, please complete, tear off and mail the enclosed postage-free form. A Company representative trained to help you will get in touch with you by phone or mail to discuss your participation in the program.

BELOW IS A COPY OF THE APPLICATION FORM FOR THE "CONCERN PROGRAM". APPLICATIONS AND INFORMATION ABOUT THE PROGRAM MAY BE OBTAINED BY CONTACTING CON EDISON CUSTOMER SERVICE.

MANHATTAN	-	460-6060	OR	460-6056
BROOKLYN	-	834-3351	OR	834-3352
BRONX	-	562-4108	QUEENS	- 670-6315

Application for **CONCERN** Program

Account Information

NAME ON ACCOUNT _____

STREET ADDRESS _____

CITY/TOWN _____ ZIP _____

ACCOUNT NUMBER - - - -

☐ Deseo información
en español

HOME PHONE NUMBER _____

Eligibility

I AM ON A LIMITED FIXED INCOME.

My date of birth is: MONTH DAY YEAR

MY SOCIAL SECURITY NUMBER IS:

- -

I AM (PLEASE CHECK ONE):

- ☐ 65 YEARS OF AGE OR OLDER AND PERMANENTLY RETIRED
- ☐ 62 YEARS OF AGE OR OLDER AND PERMANENTLY RETIRED UNDER SOCIAL SECURITY
- ☐ RECEIVING SURVIVOR BENEFITS UNDER SOCIAL SECURITY
- ☐ RECEIVING BENEFITS UNDER SUPPLEMENTAL SECURITY INCOME OR ANOTHER PROGRAM

Areas of Interest

I WOULD LIKE A CON EDISON REPRESENTATIVE TO CONTACT ME ABOUT (PLEASE CHECK BOX OR BOXES)

- | | |
|--|---|
| ☐ 12-MONTH BUDGET BILLING | ☐ FREE HOME ENERGY AUDIT |
| ☐ BILL PAYMENT DATE | ☐ DEPOSIT |
| ☐ GOVERNMENT AID PROGRAMS | ☐ OTHER _____ |

THE BEST TIME TO CALL ME IS: _____ AM PM DAY OF WEEK: _____

SIGNATURE _____ DATE _____

METERS

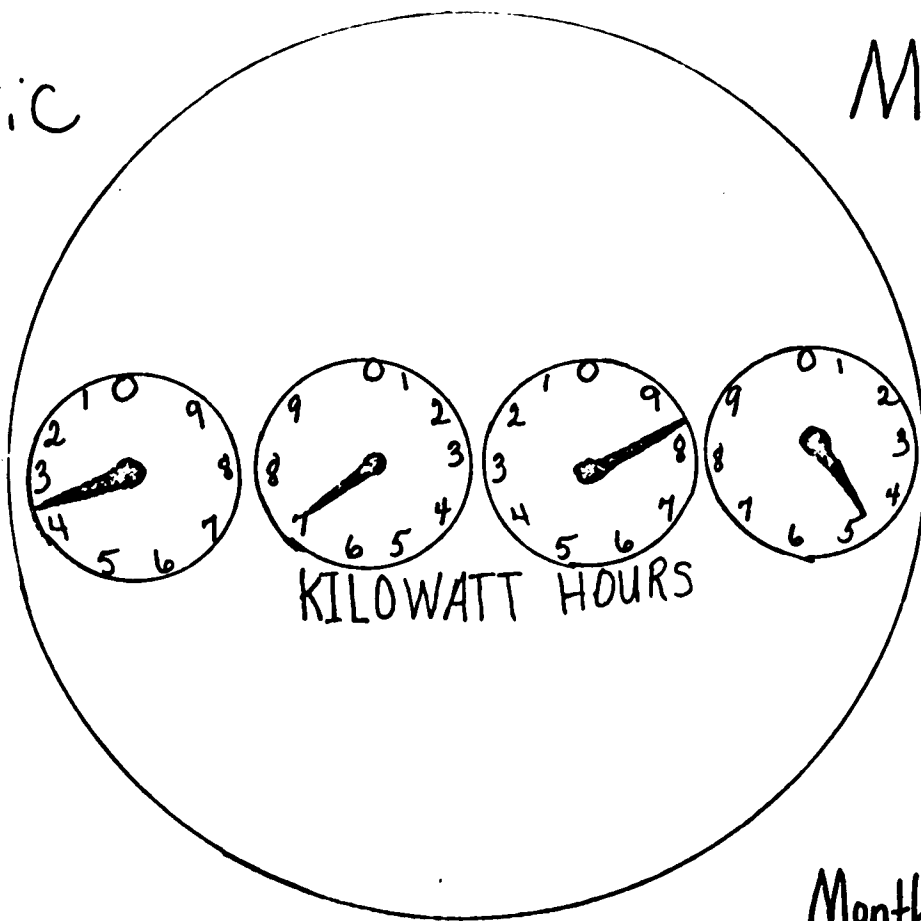
THE UTILITY COMPANY CAN ONLY ESTIMATE BILLS SIX MONTHS IN A ROW BEFORE THEY HAVE TO CONTACT THE CUSTOMER TO TRY TO ARRANGE FOR A TIME TO READ THE METER. THE COMPANY MUST MAKE REASONABLE ATTEMPTS TO COME WHEN THE CUSTOMER IS HOME, INCLUDING TIMES AFTER NORMAL BUSINESS HOURS. AFTER EIGHT (8) MONTHS HAVE PASSED AND THE CUSTOMER REFUSES TO ARRANGE A TIME FOR THE METER TO BE READ, THE CUSTOMER (OR LANDLORD, WHERE THE LANDLORD CONTROLS ACCESS TO THE METER) CAN BE CHARGED A \$25.00 PENALTY.

IT IS HELPFUL IF YOU KNOW HOW TO READ YOUR METER. ALWAYS KEEP A RECORD OF THE PREVIOUS MONTH READING SO THAT YOU CAN DETERMINE HOW MANY KILOWATTS ARE USED BETWEEN METER READINGS.

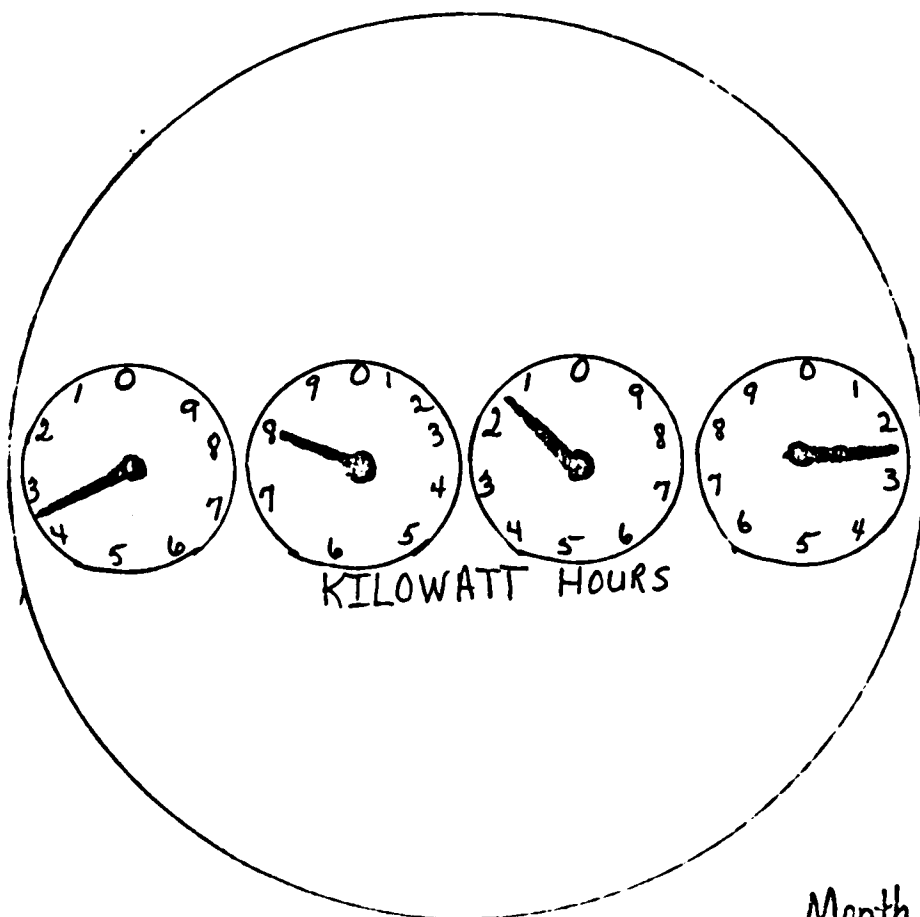
IF IT IS FOUND THAT A METER IS RUNNING FAST, THE CUSTOMER IS ENTITLED TO A REFUND. IF THE METER HAS BEEN RUNNING SLOW, THE COMPANY CAN REQUIRE THE CUSTOMER TO PAY ADDITIONAL FOR PAST USE.

Electric

Meters²¹⁵



Month I



Month II

HOW TO READ AN ELECTRIC METER

1. NOTICE THAT THE CLOCK NUMBERS AND DIALS OPERATE AS FOLLOWS: (1) COUNTER CLOCKWISE; (2) CLOCKWISE; (3) COUNTER CLOCKWISE; (4) CLOCKWISE.
2. START BY READING THE CLOCKS FROM LEFT TO RIGHT.
3. ALWAYS READ THE SMALLER NUMBER THAT THE DIAL JUST PASSED IF THE DIAL IS NOT DIRECTLY ON A NUMBER. FOR EXAMPLE, ON METER I THE FIRST NUMBER IS "3". THE SECOND DIAL IS DIRECTLY ON "7", THEREFORE THE NUMBER IS "7". THE THIRD DIAL HAS NOT REACHED "9", THEREFORE THE NUMBER IS "8". THE FOURTH DIAL HAS NOT REACHED "5", THEREFORE THE NUMBER IS "4".
4. THE METER READING FOR MONTH I IS 3784.
 - THE METER AT THE BOTTOM OF THE PAGE REPRESENTS MONTH II.
 - THE CLOCKS ARE READ IN THE SAME MANNER AS DESCRIBED ABOVE.
 - THE METER READING FOR MONTH II IS 3812.
 - TO FIND OUT HOW MUCH ELECTRICITY HAS BEEN USED, SUBTRACT THE METER READING OF MONTH I FROM THE METER READING OF MONTH II.

EXAMPLE: MONTH II = 3812

MONTH I = 3784

28

(CONT.)

-- MULTIPLY THE DIFFERENCE BY 10 (I.E., ADD A ZERO (0) AT THE END). THEREFORE, 280 KILOWATT HOURS (KWH) WERE USED BETWEEN METER READINGS.

NOTE: GAS METERS ARE READ IN THE SAME MANNER AS ELECTRIC METERS.

BASIC COMPLAINT PROCEDURE FOR DISPUTED BILL

1. THE UTILITY COMPANY SHOULD BE MADE AWARE THAT YOU ARE A SENIOR CITIZEN. SENIOR CITIZENS ARE ENTITLED TO SPECIAL PROTECTIONS. IF YOU HAVE ALREADY BEEN IN CONTACT WITH A REPRESENTATIVE FROM THE UTILITY COMPANY'S PROGRAM FOR SENIORS, CONTACT THAT REPRESENTATIVE ABOUT YOUR COMPLAINT,
2. ASK UTILITY COMPANY FOR INVESTIGATION.
3. IF INVESTIGATION IS UNSATISFACTORY, ASK FOR PUBLIC SERVICES COMMISSION (PSC) REVIEW.
*YOU MAY WANT TO ASK ASSISTANCE FROM THE SOCIAL WORKER AT YOUR SENIOR CENTER.
4. IF PSC INVESTIGATION IS UNSATISFACTORY, ASK FOR PSC INFORMAL HEARING.
5. IF PSC INFORMAL HEARING IS UNSATISFACTORY, ASK FOR PSC FORMAL HEARING.
6. A CUSTOMER CANNOT BE SHUT OFF FOR FAILING TO PAY A DISPUTED BILL; HOWEVER, THE CUSTOMER MUST PAY THE UNDISPUTED PORTION OF THE BILL OR RISK SHUTOFF.

GETTING ASSISTANCE WITH UTILITY COMPLAINTS

BE SURE TO CONTACT YOUR UTILITY COMPANY FIRST IF YOU HAVE QUESTIONS ABOUT YOUR BILLING, DISCONNECTS, OVERCHARGES ETC. IF YOU ARE UNABLE TO SATISFACTORILY RESOLVE THE SITUATION WITH THE UTILITY COMPANY, YOU MAY CONTACT THE FOLLOWING:

PUBLIC SERVICE COMMISSION
2 WORLD TRADE CENTER
NEW YORK, NEW YORK 10047

GENERAL INFORMATION	(212) 488-4141
ELECTRIC AND STEAM	(212) 488-4332
GAS	(212) 488-4392 OR 488-4340

THE PUBLIC SERVICE COMMISSION (PSC) WILL INVESTIGATE ANY CUSTOMER COMPLAINT AGAINST A UTILITY COMPANY.

P.O.W.E.R. (PEOPLE OUTRAGED WITH ENERGY RATES)

THIS AGENCY CAN BE OF ASSISTANCE IN ANSWERING QUESTIONS YOU MIGHT HAVE REGARDING YOUR RIGHTS AS A UTILITY CUSTOMER. IT ASSISTS IN OBTAINING EMERGENCY ASSISTANCE AND WILL HELP YOU WITH CALLING CON EDISON, BROOKLYN UNION GAS AND THE PUBLIC SERVICE COMMISSION REGARDING UTILITY PROBLEMS.

--CENTRAL P.O.W.E.R. OFFICE: 683-5656 (MON.-FRI. 9-5)
105 MADISON AVENUE, NEW YORK, NEW YORK 10016

- NEW YORK STATE SENIOR ACTION COUNCIL: (212) 925-0101
OR 433-2639 (MONDAY - FRIDAY, 9-5)
349 BROADWAY, NEW YORK, N. Y. 10013
- THE BROOKLYN ENERGY CLINIC: (212) 625-5351
(MONDAY - WEDNESDAY - FRIDAY, 10 A.M. - 1 P.M.)
85 OXFORD STREET, BROOKLYN, N. Y. 11217
- THE BEDFORD STUYVESANT ENERGY CLINIC: (212) 778-4435
(MONDAY - WEDNESDAY - FRIDAY, 10 A.M. - 2 P.M.)
1397 FULTON STREET, BROOKLYN, N. Y.
- THE HARLEM ENERGY CLINIC: (212) 831-5864
(MONDAY - WEDNESDAY - FRIDAY, 1-5 P.M.)
69 WEST 128TH STREET, NEW YORK, N. Y. 10027
- THE WEST SIDE ENERGY CLINIC: (212) 662-1485
(MONDAY - WEDNESDAY - FRIDAY, 1-5 P.M.)
131 WEST 104TH STREET, NEW YORK, N. Y. 10025

SECTION VI

FINANCIAL ASSISTANCE PROGRAMS

SECTION VI: FINANCIAL ASSISTANCE PROGRAMS

HIGHLIGHTS OF THE HEAP PROGRAM FOR THE ELDERLY

THE HOME ENERGY ASSISTANCE PROGRAM (HEAP) IS A FEDERALLY FUNDED PROGRAM ADMINISTERED BY THE NEW YORK STATE DEPARTMENT OF SOCIAL SERVICES. HEAP IS DESIGNED TO PROVIDE ASSISTANCE TO LOW INCOME HOUSEHOLDS IN MEETING ENERGY COSTS.

ELIGIBILITY:

1. IF YOU RECEIVED A SSI CHECK IN NOVEMBER, 1980, AND LIVE IN YOUR OWN HOUSEHOLD WITH NO SHARED LIVING ARRANGEMENTS, YOU WILL AUTOMATICALLY RECEIVE A CHECK IN THE MAIL FOR \$150.00 IN DECEMBER.
- SENIOR COUPLES WITH BOTH PERSONS RECEIVING SSI WILL AUTOMATICALLY RECEIVE A CHECK IN THE MAIL IF THEY ARE THE ONLY PERSONS IN THE HOUSEHOLD.
- IF YOU PAY FOR YOUR OWN FUEL, YOU MAY APPLY FOR AN ADDITIONAL \$70 TO BE SENT DIRECTLY TO YOUR FUEL DEALER. THE \$70 WILL BE CREDITED TO YOUR ACCOUNT.
- IF YOU DO NOT PAY FOR YOUR OWN FUEL, YOU DO NOT QUALIFY FOR THE ADDITIONAL \$70.
- IF YOU DID NOT RECEIVE A CHECK FOR \$150 IN DECEMBER, 1980, AND YOU LIVE ALONE AND RECEIVE SSI, YOU SHOULD APPLY.

2. IF YOU ARE 60 YEARS AND OVER, LIVE ALONE, DO NOT RECEIVE SSI, DO NOT LIVE IN PUBLIC HOUSING OR FEDERALLY SUBSIDIZED HOUSING, AND HAVE A MONTHLY INCOME UP TO \$421, YOU QUALIFY FOR ASSISTANCE THROUGH THE HEAP PROGRAM.
 - SENIOR COUPLES WHO ARE THE ONLY PERSONS IN THE HOUSEHOLD MAY HAVE MONTHLY INCOME LEVELS FROM \$553-675 AND STILL QUALIFY FOR ASSISTANCE FROM THE HEAP PROGRAM.
3. SENIORS WHO LIVE IN THE HOUSEHOLD WITH OTHERS WHO ARE BELOW 60 YEARS OF AGE SHOULD SEE SOCIAL WORKER AT THE CENTER FOR FURTHER INFORMATION ON HOW TO APPLY FOR ASSISTANCE FROM THE HEAP PROGRAM.
4. IF YOU OWN A MULTIPLE DWELLING AND HAVE TENANTS, YOU MAY QUALIFY. SEE SOCIAL WORKER AT THE CENTER REGARDING HOW TO APPLY.
5. IF YOU LIVE IN PUBLIC HOUSING, YOU WILL NOT RECEIVE A CHECK FROM HEAP.
 - IF YOU LIVE IN PUBLIC HOUSING AND PAY YOUR OWN UTILITIES, YOU MAY QUALIFY FOR A LINE OF CREDIT WITH THE UTILITY COMPANY.
 - IF YOU LIVE IN OTHER SUBSIDIZED HOUSING SUCH AS SECTION 8 OR SECTION 238, YOU WILL NOT RECEIVE ASSISTANCE.

6. THERE ARE NO ASSET TESTS. ONLY INCOME FOR THE MONTH WHICH YOU APPLIED FOR THE PROGRAM IS COUNTED.

EXAMPLE: SOCIAL SECURITY, SSI, VETERAN BENEFITS,
PRIVATE PENSIONS, ETC.

INTEREST INCOME IS COUNTED WHEN IT IS RECORDED IN
PASSBOOK.

TIP: DO NOT HAVE INTEREST RECORDED DURING THE MONTH
APPLICANT APPLIES FOR HEAP.

WHERE TO APPLY:

IF YOU ARE 60 YEARS OR OVER, YOU MAY APPLY AT THE FOLLOW-
ING PLACES:

- LOCAL SENIOR CENTER
- DEPARTMENT FOR THE AGING*
280 BROADWAY, ROOM 513
NEW YORK, N. Y. 10007
- CON EDISON
125TH STREET
NEW YORK, NEW YORK
MONDAY, TUESDAY, WEDNESDAY 9-5

*THE DEPARTMENT FOR THE AGING SUGGESTS THAT YOU BRING AN OLD
FUEL BILL IF YOU PAY FOR FUEL DIRECTLY AND AN OLD UTILITY
BILL. THE DATE OF THE BILL OR THE AMOUNT DOES NOT MATTER.

-- CON EDISON
181st STREET OFF BROADWAY
NEW YORK, NEW YORK
THURSDAY & FRIDAY 9-5

HEADS OF HOUSEHOLDS WHO ARE 60 YEARS OF AGE MAY APPLY BY MAIL.

- PERSONS 60 YEARS AND OVER DO NOT HAVE TO BRING DOCUMENTATION IF THE APPLICATIONS ARE MAILED.
- ONCE YOUR APPLICATION IS COMPLETED, SEND IT IN A STAMPED ENVELOPE TO:

HEAP
P. O. BOX 1948
ALBANY, NEW YORK 12201

EMERGENCY FUNDS

EMERGENCY FUNDS UP TO \$150 PER HOUSEHOLD ARE AVAILABLE ON A LIMITED BASIS TO THOSE ELIGIBLE FOR HEAP WHO HAVE EMERGENCY SITUATIONS SUCH AS UTILITY SHUT OFF, UTILITY RECONNECT, REPAIRS, ETC.

APPEALS

- APPLICANTS WHO ARE DENIED ARE ENTITLED TO A FAIR HEARING.
- APPLICANTS ARE ENTITLED TO A DECISION WITHIN 30 DAYS. IF NO DECISION IS MADE WITHIN 45 DAYS, A FAIR HEARING MAY BE REQUESTED.

- A REQUEST FOR A FAIR HEARING MUST BE MADE WITHIN 60 DAYS AFTER DENIAL OR NO ACTION AFTER 30 DAYS.
- IF YOU ARE GIVEN A REDUCED AMOUNT OF MONEY, BUT LESS THAN YOU THINK YOU ARE ENTITLED, YOU HAVE ONLY 10 DAYS TO REQUEST A FAIR HEARING.

IT - 216 TAX CREDIT PROGRAM

ELIGIBILITY REQUIREMENTS:

1. 65 YEARS OF AGE OR OLDER
2. GROSS HOUSEHOLD INCOME OF \$14,000 OR LESS
3. YOU ARE NOT CLAIMED AS A DEPENDENT BY ANYONE ELSE ON 1980 FEDERAL INCOME TAX RETURN

BENEFIT:

THE BENEFIT LEVEL IS \$35. THE \$35 MAY COME IN ONE OF THREE FORMS.

1. \$35 DEDUCTION OFF NEW YORK STATE INCOME TAX RETURN
2. \$35 ADDED TO 1980 NEW YORK STATE INCOME TAX REFUND
3. \$35 CASH GRANT IF YOU OWE NO TAX OR GET NO REFUND

WHERE TO GET APPLICATION FORMS:

YOU MAY RECEIVE A FORM IN THE MAIL. IF NOT, APPLICATION FORMS MAY BE OBTAINED AT POST OFFICES, BANKS, STATE TAX OFFICE, POSSIBLY AT YOUR SENIOR CENTER AND BY CALLING 488-3608.

HOW TO APPLY:

YOU MAY FILE THE FORM WITH YOUR 1980 STATE INCOME TAX RETURN. IF YOU DO NOT PAY TAX, YOU MAY FILE THE FORM SEPARATELY, BUT IT MUST BE FILED BEFORE APRIL 15, 1981.

NOTE: BENEFITS FROM THE IT - 216 TAX CREDIT PROGRAM
MAY BE RECEIVED ONLY ONCE EVERY THREE YEARS.
IF YOU RECEIVE THE \$35 IN 1979, YOU WILL NOT
RECEIVE BENEFITS AGAIN UNTIL 1982, IF THE
PROGRAM IS CONTINUED AFTER 1982. DO NOT APPLY
AGAIN UNTIL 1982.

THE NEW YORK STATE DEPARTMENT OF TAXATION AND FINANCE HAS
FIVE BOROUGH OFFICES.

MANHATTAN	- 2 WORLD TRADE CENTER - 63RD FLOOR
BROOKLYN	- 141 LIVINGSTON STREET
BRONX	- 1375 JEROME AVENUE
QUEENS	- 97-77 QUEENS BOULEVARD, REGO PARK
STATEN ISLAND	- 45 BAY STREET

-- YOU MAY OBTAIN FURTHER INFORMATION ABOUT THE PROGRAM BY
CALLING 488-3400.

IT - 214 TAX PROGRAM

ELIGIBILITY REQUIREMENTS:

1. YOUR INCOME IS \$12,000 PER YEAR OR LESS.
2. YOUR RENT IS:
 - \$300 PER MONTH OR LESS OR
 - IF YOU OWN YOUR OWN HOME, THE HOME MUST BE VALUED AT \$65,000 OR LESS.
3. YOU HAVE LIVED IN YOUR CURRENT RESIDENCE FOR THE PAST SIX MONTHS OR MORE.
4. YOU ARE NOT CLAIMED AS A DEPENDENT ON ANYONE ELSE'S NEW YORK STATE TAX RETURN.

TYPE OF BENEFIT:

EITHER A NEW YORK STATE PROPERTY TAX CREDIT OR A CASH PAYMENT OF UP TO \$200.

WHERE TO APPLY:

APPLICATIONS MAY BE OBTAINED FROM ONE OF THE FIVE BOROUGH OFFICES OF NEW YORK STATE DEPARTMENT OF TAXATION AND FINANCE OR BY CALLING 488-3608.

MANHATTAN:	- 2 WORLD TRADE CENTER - 63RD FLOOR
BROOKLYN:	- 141 LIVINGSTON STREET
BRONX:	- 1375 JEROME AVENUE
QUEENS:	- 97-77 QUEENS BOULEVARD, REGO PARK
STATEN ISLAND:	- 45 BAY STREET

FURTHER INFORMATION MAY BE OBTAINED BY CALLING 488-3400.

REFERENCES

230

ALPERIN, DAVIDA. UTILITY CONSUMERS ADVOCATES GUIDE. UNITED CHURCH OF CHRIST COMMISSION FOR RACIAL JUSTICE, 297 PARK AVENUE SOUTH, N. Y. 10010.

CON EDISON. CONCERN PROGRAM, NOVEMBER, 1979. REPRINT OF THIS PROGRAM AND APPLICATION FORMS ARE ON PAGES 43 AND 44.

CON EDISON. ENERGY CONSERVATION PRODUCTS CATALOG, JUNE, 1980.* INFORMATION UNDER "PREPARING YOUR HOME FOR COLD WEATHER," WAS LARGELY TAKEN FROM THIS CATALOG. THE PICTURES IN THIS SECTION ARE ADAPTATIONS OF THOSE IN THE CATALOG AND THE PRICES WERE BASED ON THOSE QUOTED IN THE CATALOG.

HEAT WATCH HANDBOOK. A PUBLIC SERVICE OF WCBS-TV IN COOPERATION WITH THE COMMUNITY COUNCIL OF GREATER NEW YORK.

NO MORE HEAT? A SELF-HELP BOOKLET. PREPARED BY DESIGN ALTERNATIVES, INC., 1312 18TH STREET, N.W., WASHINGTON, D.C. 20036 FOR THE COMMUNITY SERVICE ADMINISTRATION, 1979.

STRIKER, JOHN M. AND SHAPIRO, ANDREW O. SUPER TENANT. NEW YORK: HOLT, RINEHART AND WINSTON, 1978.

WINTER ENERGY ALERT: GUIDE TO WINTER EMERGENCY PROGRAMS, PREPARED BY ROBERT McNAMARA OF HRA CRISIS INTERVENTION SERVICES OF NEW YORK, DECEMBER, 1980.

MANY SUGGESTIONS INCLUDED IN THIS MANUAL WERE GIVEN BY THE SENIORS IN THE PROGRAM.

*ILLUSTRATIONS ON PAGES 10, 30, 32 WERE TAKEN FROM THIS BOOKLET.

Appendix D

PROFILE OF SENIOR CENTERS

<u>Name of Centers</u>	<u>Average Daily Attendance</u>	<u>Sources of Funding</u>	<u>Facility</u>	<u>Approx. Age of Building</u>	<u>Number of Staff and Volunteers</u>
A	155	Title XX, HRA - 100%	Lease site by city, private landlord	8 years	4 full-time 7 part-time 60 volunteers
B	140- 145	Federal gov't., Title IIIC, 90%; Local and in-kind contri- butions 8%; Partici- pants 2%	Space donated	10 years	4 full-time 12 part-time 7 volunteers
C	200	Federal 80%; State and Local 20%; NYC direct spon- sor DSS	Space donated	14 years	4 full-time 17 part-time (these are srs. from the center)
D	100- 125	Federal, State, City, Title XX 80%; Catholic Charities 18%; Volun- tary contri- butions 2%	Facility rented	90 years	5 full-time 6 part-time 20 active vol- unteers

Appendix E

QUESTIONNAIRE FOR ADMINISTRATORS AND STAFF

1. Estimated average number of participants using the center daily (give number).

Number of participants _____

2. What is the average age of seniors in your center? _____

3. What are the ethnic backgrounds of center participants? (Give names and percentages of total center population.)

4. Approximate percent renters and homeowners of the center participants.

_____ Renters

_____ Homeowners

5. Do you have a homebound program? (Check one.)

Yes _____ No _____

a. If yes, give number _____

6. What is the catchment area of your center?

7. What are the sources of funding for your center? (Give percentages for each source.)

Sources	Percentages
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

8. Which of the following describes facility? (Check one.)

_____ Center owns facility
 _____ Center rents facility
 _____ Space donated
 _____ Other (specify)

9. What is the approximate age of the building where your center is housed?

Age of building _____

10. Number of staff persons (Give number and position or duties.)

Full-time staff _____

Part-time staff _____

Volunteers _____

11. During the cold weather months does the amount of volunteer assistance in the center increase, decrease, or remain the same?

Increase _____ Decrease _____ Same _____

- a. If increased or decreased, how much? (Give percentage of time.)

Increased _____ Decreased _____

12. What is the average temperature that the center is kept at during the cold weather months? _____°F

13. During the cold weather months, would you say that the average daily attendance increases, decreases, or remains the same?

Increases _____ Decreases _____ Same _____

- a. If increased or decreased, by what percent?

Increased _____ % Decreased _____ %

14. During the cold weather months, would you say that the amount of time people spend in the center increases, decreases, or remains the same?

Increases _____ Decreases _____ Same _____

- a. If increased or decreased, give approximate number of hours.

Increased _____ Decreased _____

15. Is there a shift in the types of seniors who come to the center most frequently during cold weather months? (Example: unattached males, persons living alone, etc.)

_____ Yes _____
 _____ No _____

16. Below is a list of services senior centers may provide. For each service please indicate:

- A) If service is available at center.
 B) For those services provided is there an increase in demand during cold weather months?
 C) If demand increases, to what extent are you able to meet this increased demand? (Circle correct response.)

Services	A		B			C		
	Is Service Provided?		Increase in Demand?			Can Meet Demand?		
	Yes	No	Yes	No	Not Sure	Full	Partial	Can't
1) Escort								
2) Transportation								
3) Hot meal at center								
4) Home delivered meals								
5) Heat- and energy-related information requests								
6) Organized recreation								
7) Friendly visitor								
8) Telephone re-assurance								

17. During this past winter have there been any educational programs on energy conservation for center participants?

Yes _____ No _____

18. In the past, how much time was devoted to help seniors to deal with cold weather energy-related problems in relation to time devoted to other areas of information and referral in your center?
(Give percentage.)

_____ %

19. What has your center done in the past to help seniors with cold weather energy problems? Include the following:

- A. No heat and/or hot water
- B. Utility disconnect or other utility problems
- C. Energy assistance programs
- D. Weatherization
- E. Counseling on how to protect themselves from cold
- F. Other (specify):

20. In your opinion, what are the most prevalent problems facing the seniors in your center regarding cold weather energy-related issues?

1.

2.

3.

4.

5.

21. What are the areas most frequently queried by seniors at your center regarding cold weather energy-related programs, financial assistance and/or information? (Give approximate number of inquiries received in each area.)

Number Nature of inquiry

- A. Energy assistance programs
- B. Lack of heat
- C. Lack of hot water
- D. Utility problems
- E. Health and cold weather
- F. Energy conservation
- G. Weatherization programs
- H. Others (specify)

22. For each of the following, please indicate to what extent is this a problem for your center's participants during cold weather months. Were these problems experienced by many, some, few, or none of them?

(Circle appropriate word)

	<u>Number of people for whom is problem</u>			
	Many	Some	Few	None
1) Difficulty doing shopping/errands				
2) Transportation				
3) Getting to medical services				
4) Getting to social/recreational services				
5) Getting together with friends & relatives				
6) Inadequate heat at home				
7) Insufficient income to pay fuel costs				
8) Increase in illness				

23. The following is a list of energy assistance programs in New York State.

- A) For each program please indicate if you are familiar with it.
- B) If familiar with program, do you feel that it is being adequately utilized by your center's members?

C) For each program, please indicate whether information regarding the program was provided through the center to its participants.

D) For each program, please indicate whether center staff actively helped participants apply for the program.

	A			B			C		D	
	Familiar with program			Adequately utilized			Information through center		Application assistance thru center	
1) Energy Crisis Assistance Program (ECAP)	Yes	No		Yes	No	Not Sure	Yes	No	Yes	No
2) State Fuel Crisis Assistance (SFCAP)	Yes	No		Yes	No	Not Sure	Yes	No	Yes	No
3) Utility Disconnect Program	Yes	No		Yes	No	Not Sure	Yes	No	Yes	No
4) Conservation & Weatherization Program	Yes	No		Yes	No	Not Sure	Yes	No	Yes	No
5) IT-214 NYS Property Tax Credit	Yes	No		Yes	No	Not Sure	Yes	No	Yes	No
6) IT-216 NYS Energy Assistance Credit	Yes	No		Yes	No	Not Sure	Yes	No	Yes	No

E) Please comment on your general reactions to these programs.

24. Are you aware of changes that will take place in the energy programs this year?

Yes _____ No _____

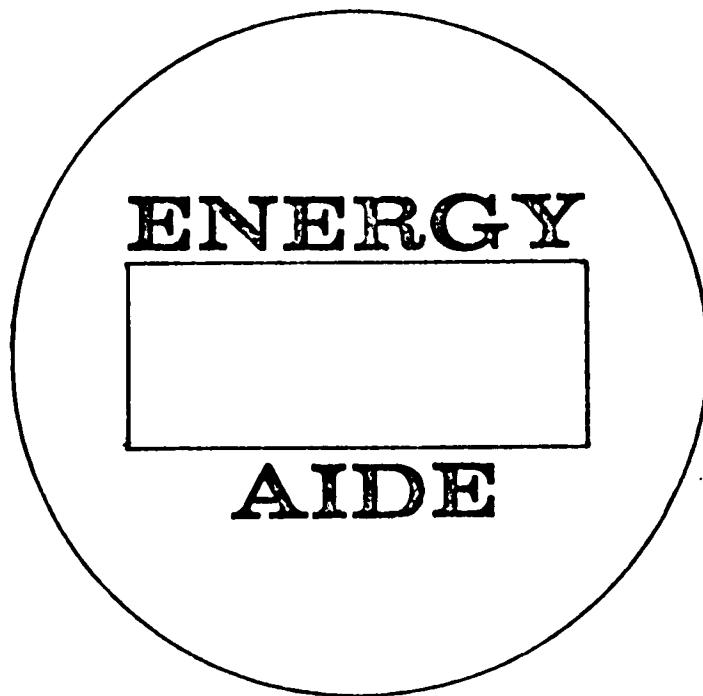
a. If yes, what changes are you aware of?

25. What do you think are the major impediments to seniors utilizing the energy assistance programs?
26. To your knowledge, how many persons at your center have applied for the energy assistance programs? _____
- a. Is this number based on the number of inquiries made to center staff for assistance?
- Yes _____ No _____
- b. If no, how many persons required information and/or assistance in applying for energy assistance programs?

27. Do you know how many persons who applied for the energy assistance program actually received it?
- Yes _____ No _____
- a. If yes, how many? _____
28. What areas of cold weather energy-related issues do you think would be most helpful to you and your staff to have information or additional information to help seniors deal with their problems?
29. What areas of cold weather energy-related issues do you think would be most helpful to include in the training sessions with the seniors?

Appendix F

CERTIFICATE AND BADGE AWARDED TO TRAINEES



**Brookdale Center on Aging
of
Hunter College**

**SENIOR CITIZEN ENERGY AIDE
CERTIFICATE**

is awarded to

*in recognition of successful completion of the
Seniors Helping Seniors Cope with Cold Weather Energy and Housing
Problems Training Program under the auspices of
the Brookdale Center on Aging of Hunter College*

on this _____ day in this month of _____ in the year _____

Rose Dohraf, DSW
Executive Director
Brookdale Center on Aging



Irene Luckey, MSW
Coordinator of Educational Programs
Brookdale Center on Aging

Appendix G

QUESTIONNAIRE I FOR TRAINEES

(Read aloud each question.)

I would like to start by asking you some questions about your home and living arrangements.

1. How far do you live from _____ Senior Center? (Give number.)

Blocks _____

Miles _____

2. Do you normally walk to the senior center? (Check one.)

Yes _____ No _____

- a. If no, how do you get to the center? _____

3. Do you live alone?

Yes _____ No _____

- a. If no, identify the relationships and ages of persons who live with you.

	<u>Relationship</u>	<u>Age</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

4. In what type of dwelling do you live? (Check one.)

_____ Private home
_____ Apartment
_____ Room

_____ Cooperative
_____ Condominium
_____ Other

5. Do you rent or own your present dwelling? (Check one.)

Rent _____ Own _____

6. How long have you lived in your present dwelling? (Give number.)

Years _____ Months _____

7. How many rooms are in your home (apartment, house, etc.)?

Number of rooms _____

8. How would you describe the condition of your apartment building, house, etc.? PROBE

9. Give approximate age of the building in which you live.
_____ years

10. Is your dwelling warm during cold weather months? (Check one.)

Yes _____ No _____

If no, give reasons why.

11. Is _____ Senior Center warm during cold weather months?
(Check one.)

Yes _____ No _____

12. How often do you usually come to the senior center per week?

Number of days _____

13. During cold weather, do you come to the center _____ days per week?

Yes _____ No _____

- a. If no, does the number of days increase or decrease?

Increase _____ Decrease _____

- b. Explain why the increase or decrease.

14. How many hours per day do you usually stay at the center?

Number of hours _____

15. Does this number increase, decrease or remain the same during cold weather? (Check one.)

Increase _____ Decrease _____ Same _____

- a. If increase or decrease, explain why.

Now I would like to learn from you some of the problems you have encountered during cold weather months and how you coped with them.

16. What are the major problems you have encountered during cold weather months? (Check all that are applicable.)

1. _____ Less money to buy food
2. _____ Insufficient income to pay fuel cost
3. _____ Difficulty doing shopping/errands
4. _____ Transportation
5. _____ Difficulty getting to and from the senior center
6. _____ Increased illness
7. _____ Difficulty getting together with friends and relatives
8. _____ Loneliness
9. _____ Inadequate heat and hot water at home
10. _____ Other (specify)

a. How did you handle these problems? (Indicate problem by number and write explanation beside number.)

17. What do you do to keep warm during cold weather months?
(Include what is done to keep warm bodily indoors and outdoors.)

18. Do you pay your utility bill directly to the utility company or is it included in your rent? (Check one.)

Pay directly _____ Included in rent _____

19. Have you had utility problems that became more acute during cold weather in the following areas? (Check all that are applicable.)

_____ Utility disconnect
_____ Problems with the utility billing
_____ Insufficient money to pay bill
_____ Other (specify)

a. How did you deal with the problem(s)?

20. Are you aware that there are energy financial assistance programs to help senior citizens?

Yes _____ No _____

a. If yes, where did you learn about them?

b. If yes, which program(s) do you know about?

_____ Energy Crisis Assistance Program (ECAP)

_____ State Fuel Crisis Assistance Program (SFCAP)

_____ Utility Disconnect Program

_____ Conservation and Weatherization

_____ IT-214 NYS Property Tax Credit

_____ IT-216 NYS Energy Assistance Credit

c. What do you know about the program(s) checked above? (Get specific information about each program checked which reflects person's understanding and knowledge about programs indicated.)

21. Did you apply to any of the energy financial assistance programs?

Yes _____ No _____

a. If yes, did you encounter any difficulty? (Check one.)

Yes _____ No _____

b. If yes, explain what happened.

- c. If you did not apply to any energy financial assistance programs, why not?

/

22. If you applied to any of the energy financial assistance programs, did you receive assistance from the program(s) to which you applied?

Name of Program

Yes _____	No _____
Yes _____	No _____
Yes _____	No _____

23. What is your opinion of the energy financial assistance programs?

24. Are you aware of any other programs designed to help senior citizens deal with cold weather related problems? (PROBE: For example, programs sponsored by utility companies, various action groups, etc.)

Yes _____ No _____

- a. If yes, identify and explain.

25. Have you been without heat and hot water during the cold weather months? (Check one.)

_____ Frequently (specify)

_____ Seldom (specify)

_____ Not at all

- a. How was the problem dealt with by you and/or others?

26. Do you know what to do if you have no heat and hot water?

_____ Yes

_____ No

- a. If yes, what would/should you do?

27. Briefly describe your experience in trying to get help to deal with the following problems. (*Ask specifically about various energy assistance programs by name - ECAP, SFCAP, utility disconnect, conservation and weatherization, IT-214, IT-216.)

	Have tried to <u>get help</u>	Where did you <u>go to get help</u>
*Energy Assistance Programs	Yes	No
No heat and hot water	Yes	No
Utility problems	Yes	No
Conservation and Weatheri- zation Programs	Yes	No
Others (specify)	Yes	No

a. What happened (process)?

1.

2.

3.

4.

5.

b. How did you feel about the experience(s)?

c. Were you able to get the service and results sought?

Energy Assistance Programs	Yes	No
No heat and hot water	Yes	No
Utility problems	Yes	No
Conservation and Weatheri- zation Programs	Yes	No
Other	Yes	No

28. What information and services would be helpful to seniors to help them deal with cold weather energy-related problems?

Finally, I would like to ask you a few questions about yourself.

29. Where were you born? _____

a. If born other than in New York, how long have you been living in New York? _____ years

30. What is your current marital status? (Check one.)

_____ Never married

_____ Divorced

_____ Married, living with spouse

_____ Separated

_____ Married, living apart from spouse

_____ Other (specify)

_____ Widowed

31. What was your occupation before you retired?

32. How many years did you work at this occupation?

Number of years _____

33. Which of the following identifies your present source(s) of financial support? (Check all that are applicable.)

_____ Social Security
_____ SSI
_____ Pension (identify)
_____ Personal savings
_____ Presently working
_____ Children
_____ Relatives
_____ Other (specify)

34. If presently working, what kind of work are you doing?

a. How many hours per week do you work? _____ hours

35. How long have you been a member of this center? (Give number.)

Years _____ Months _____

36. Birthdate _____

37. Sex: Female _____ Male _____

38. Name: _____

Appendix H

QUESTIONNAIRE II FOR TRAINEES

(Read aloud each question.)

I would like to ask you some questions about your opinion of the energy training sessions.

For each of the following four (4) questions, use the code given:

a. Very much, b. Much, c. Somewhat, d. Not at all

(Circle the one that applies.)

1. Do you think the materials used in training sessions were clearly presented?

a b c d

2. Do you think the participants had adequate input in the sessions?

a b c d

3. Do you think the participants were adequately prepared to present information discussed in session to the general center population?

a b c d

4. Do you think the training methods used in the sessions (i.e., discussion, lecture, illustrations, etc.) were effectively used?

a b c d

5. Which method(s) did you find to be most helpful to you?

_____ Group discussion _____ Lecture _____ Illustrations

6. Do you think holding the sessions for an hour was

_____ Too long _____ Adequate _____ Too short

7. Do you think the number of participants in your group sessions were

_____ Too many _____ Adequate _____ Too few

8. How would you describe the overall group interaction during the training sessions?

_____ Enthusiastic _____ Very interested _____ Interested
_____ Somewhat interested _____ Disinterested

9. Have you derived any benefits personally from participating in the energy training program? (Check one.)

_____ Very much _____ Much _____ Some _____ None

a. Explain your answer.

10. Have you used any suggestions and/or programs that were discussed in the training sessions?

_____ Yes _____ No

a. If yes, which one(s):

11. In what ways do you plan to use the information obtained in training sessions? (Include personal, with groups, with others, etc.)

12. Has the training program helped you deal with any problems you have had regarding cold weather energy and/or housing problems? (Check one.)

_____ Yes _____ No

a. If yes, what was/were the problem(s)?

b. Describe how the program(s) and/or suggestion(s) helped you deal with the problem(s).

c. Has the problem(s) been resolved?

_____ Yes _____ No

13. Has participating in the energy program helped to enhance your sense of usefulness? (Check one.)

_____ Very much _____ Much _____ Somewhat _____ Not at all

14. Do you think the seniors at your senior center will come to you for information about cold weather energy and housing problems?

_____ Yes _____ No

a. Explain your answer.

15. Do you have any suggestions about how the program could be improved? (PROBE.)

Now I would like to ask you some questions about your knowledge of the content discussed in the training sessions.

16. Did the training sessions increase your knowledge and awareness of ways to cope with cold weather energy and housing problems?

_____ Very much _____ Much _____ Somewhat _____ Not at all

17. Are you aware that there are energy financial assistance programs? (Check one.)

_____ Yes _____ No

a. If yes, give name of programs.

b. What do you know about the programs?

18. Would you be willing to apply to any of these programs? (Circle one.)

HEAP Program	Yes	No
IT-214 Tax Rebate Program	Yes	No
IT-216 Tax Credit Program	Yes	No

a. If no, why not?

19. What is your opinion of the energy financial assistance programs?

20. Are you aware of any other programs designed to help senior citizens deal with cold weather related problems? (PROBE: For example, programs sponsored by utility companies, various action groups, etc.)

_____ Yes _____ No

a. If yes, identify and explain.

21. Do you know what to do if you have no heat and hot water?

_____ Yes _____ No _____ Not sure

a. If yes, explain.

22. What steps should one take to handle problems with the utility companies?

23. Newspaper should not be used to help keep drafts out from floors, doors, and windows.

_____ True _____ False

24. Plastic should be used as an insulator to keep your body warm.

_____ True _____ False

25. If you must use your gas or electric stove to keep warm, you should always have a pot of water on each burner and also in the oven while they are on.

_____ True _____ False

26. Gloves are warmer than mittens.

_____ True _____ False

27. Which is warmer, several lightweight wool blankets or one heavy blanket?

_____ Several lightweight wool blankets

_____ One heavy wool blanket

28. In buying an electric heater or electric blanket, one should look for _____ on the electric cord.

29. Which of the following methods can be used to keep drafts from entering your home?

_____ Weatherstripping

_____ Cover for air conditioner

_____ Inside covers for kitchen exhaust fan

_____ Caulking

_____ All of the above

_____ None of the above

30. What kinds of foods should one have at home during cold weather in case of a winter emergency?

31. In writing a letter of complaint to the landlord, what information should be included?
32. In reading your electric or gas meter, if the dial is between 8 and 9, which number would be read? (Circle one.)
- 8 9
33. How can you find out how many kilowatt hours were used from one meter reading to another?

Name: _____

Appendix I

QUESTIONNAIRE FOR CENTER MEMBERS

1. Did you find the presentations to be (check one):

- _____ Very helpful
_____ Helpful
_____ Somewhat helpful
_____ Not helpful at all

2. What area did you find to be most helpful? (Check as many as necessary.)

- a. _____ Preparing your home for cold weather
b. _____ Ways to keep your body warm
c. _____ Nutrition during cold weather
d. _____ Tenant rights
e. _____ Utility issues
f. _____ Con Edison's CONCERN program
g. _____ How to read your meter
h. _____ Financial assistance programs
i. _____ Places to contact for assistance with various cold weather problems

3. Which area(s) discussed would you like to have more information? (Circle as many as apply.)

a b c d e f g h i

4. Do you plan to use any of the information presented? (Check one.)

_____ Yes _____ No

5. Would you talk with the energy aides if you wanted more information about cold weather energy- and housing-related problems? (Check one.)

_____ Yes _____ No

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