

Securing Houses of Worship

A Community Service Manual for ASIS Chapters

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SECURING HOUSES OF WORSHIP
A COMMUNITY SERVICE MANUAL
FOR ASIS CHAPTERS

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ASIS International

ASIS International, with more than 32,000 members worldwide, is the largest global organization for professionals responsible for security, including managers and directors of security. In addition, corporate executives and other management personnel, as well as consultants, architects, attorneys and federal, state, and local law enforcement, are becoming involved with ASIS to better understand the constant changes in security issues and solutions. ASIS is dedicated to increasing the effectiveness and productivity of security practices by developing educational programs and materials that address broad security concerns. By providing members and the business community with access to a full range of programs and materials, and by publishing the only monthly magazine focused strictly on the issues and concerns of security—*Security Management*—ASIS leads the way for advanced and improved security performance.

ASIS Foundation, Inc.

The ASIS Foundation funds and manages endowments for a wide range of academic, strategic, and professional development activities through financial contributions from individuals, chapters, companies employing ASIS members, and corporations with an interest in security. In addition, the ASIS Foundation participates in the development of academic programs, sponsors special security industry reports and research, and acknowledges security-related advancements and achievements.

Introduction

This manual describes a serious but often overlooked problem that potentially affects all our communities: acts of violence against houses of worship. More importantly, this manual provides direction to ASIS chapters interested in pursuing community crime prevention projects that can hinder if not stop these insidious crimes. By partnering with local colleges to protect houses of worship, ASIS chapter members can become resources for community protection, share their expertise and professionalism with community leaders, and give guidance to aspiring security students.

Finally, this manual explains the range of benefits to ASIS chapters that can be realized from this type of community project. It not only enhances the professional background of individual members, but also reflect positively on local chapters, proprietary security programs, and security businesses of all types.

Chapter 1

The Victimization of Houses of Worship

"The burning of churches is a particularly heinous crime because those who would attack our churches seek to strike at our most fundamental liberties and sources of personal support. Historically, churches have served as places of sanctuary, centers of the community, and symbols of freedom."

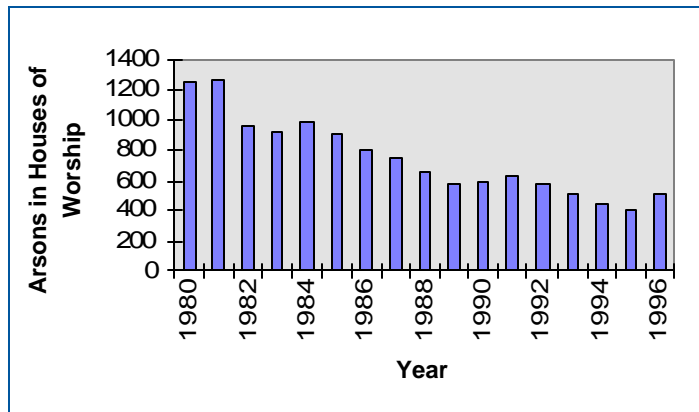
National Church Arson Task Force, 1996

The Problem

According to the National Fire Protection Association (NFPA), arson is the leading cause of fire in churches and other facilities operated by various religious denominations. Precise statistics on the problem are difficult to obtain, however, and two to three years can pass before statistics are released.

Before 1995, the NFPA had actually reported a downward trend in arson cases against churches and related properties, from 1,200 in 1980 to 500 in 1995. Then, as shown below, arson against houses of worship surged in 1996, and the incidents began receiving a great deal of media attention. The Associated Press, for example, studied church arson that year and uncovered a plethora of information compiled by federal, state, and local authorities as well as the media and civil rights groups. Each group attempted to define the problem, identify perpetrators (from whites, blacks, juveniles, and the Ku Klux Klan to even the clergy and firefighters) and establish a motive (including hate, revenge, vandalism, attention, and insurance fraud).

Arsons in Houses of Worship



Source: National Fire Protection Association

Federal Response

Although arson against houses of worship does not dominate the media today as it did in the mid 1990s, the problem still exists. Between January 1995 and May 1997, according to the National Church Arson Task Force (NCATF), 429 investigations were launched pertaining to arsons and bombings of houses of worship. During this period, federal, state, and local law enforcement agencies arrested 199 suspects of which 110 were convicted. Of the 429 incidents reported, 162 involved African American churches—more than three quarters of which were located in the southern United States.

On July 3, 1996, to support the efforts of federal prosecutors, President Clinton signed the Church Arson Prevention Act of 1996, which granted federal prosecutors greater power in pursuing crimes involving the burning or desecration of a house of worship. The new law enabled federal prosecutors to file charges in racially motivated arsons without having to demonstrate that the incident involved the use of interstate facilities or that the resulting damage exceeded \$10,000.

In response, the Department of Justice organized the NCATF. Formed in 1996, the task force includes representatives from the Federal Bureau of Investigation (FBI), the Bureau of Alcohol, Tobacco and Firearms (ATF), the enforcement division of the Department of the Treasury and the civil rights division of the Department of Justice. The NCATF's goal is to apply investigative resources to determine the cause of the church fires and to prosecute those responsible.

This federal reactive strategy has been supplemented by a proactive publication, *The Church Threat Assessment Guide*, which contains information on improving the protection of houses of worship. It also includes a telephone directory of relevant resources at the ATF and FBI.

Local Response

Local responses to the victimization of houses of worship vary. Public law enforcement is often under great pressure to employ reactive techniques to solve crimes of all types with limited resources. Improved proactive

strategies at the local level, such as those common to private security functions, can help houses of worship better protect themselves.

Church Security Project (CSP), formed in 1996 at Florence-Darlington Technical College, Florence, South Carolina, serves as an example. At the foundation of this effort are college students who complete two security courses. During these courses the students conduct security and safety surveys of campus buildings (see Appendix A). Once this training is complete, the students participate in a community service project led by the instructor to conduct security and safety surveys of local houses of worship.

A church member meets the group at the church, acts as a guide, and answers questions. A three-page survey is used to check for vulnerabilities. From the results, recommendations about internal and external protection methods are made (see Appendix B). Basic security equipment, including smoke alarms, motion-activated spotlights, and stand-alone motion detectors, is also donated to the church.

In the first two years of the CSP program, ten houses of worship, representing a variety of denominations, participated in the survey project. The list of participants was created through media articles, word-of-mouth, and student suggestions.

In 1998, the U.S. Department of Justice offered to evaluate the CSP project under its Church Arson Prevention Training and Technical Assistance Program. The Department of Justice contracted with Research Associates, Inc., Irmo, S.C., to perform the evaluation. A four-page survey was mailed to each of the ten houses of worship that participated in the crime prevention program (see Appendix D). In addition, a contact person was interviewed by telephone. Respondents were asked to rate the program on a scale of 1 to 5 (5 being the most satisfied) and to give written feedback.

Call to Action for ASIS Chapters

One significant finding from the Florence-Darlington Technical College evaluation stands out as a call to action for groups such as ASIS chapters. Respondents felt the program should continue and be guided by local professionals who could partner with college students and provide follow-up. Such partnerships are golden opportunities for ASIS chapters, whose members can perform an important community service while guiding future generations of promising security professionals.

Florence-Darlington Technical College Church Security Project Evaluation

- Eighty-six percent of the church respondents rated the security survey as very high quality, with no respondent choosing a rating below a 3.
- More than 60 percent of the respondents felt significantly more secure after participating in the program.
- Significantly greater feelings of safety and security were reported by those attending churches that had actually installed the donated equipment than by those that had not.
- A majority (85 percent) indicated that what they liked most about the program was the actual assessment, in that it pointed out previously unknown areas of vulnerability.
- Almost all of the respondents felt the program should continue, adding that some type of follow up is needed, perhaps through a local organization that could serve as a partner with the college.

Why Are Houses of Worship Targets?

- Houses of worship are rarely the focus of security or crime prevention efforts. Clergy typically are not aware of vulnerabilities and basic crime prevention methods. Simply put, many houses of worship are easy prey.

- Houses of worship are particularly vulnerable to larceny, burglary, and vandalism. Electronic sound equipment such as amplifiers and speakers, computers, office equipment, and religious artifacts are popular targets of thieves. Many thieves look at houses of worship as a quick and easy score.
- The way in which crime and victimization statistics on houses of worship are collected by government officials must be refined. The South Carolina Law Enforcement Division, for example, does not separate arson from burglaries at houses of worship, and combines churches with schools for totals on burglary. Improved data gathering techniques will help pinpoint trends.
- Limited public police resources hamper a balanced response to arson and other crimes against houses of worship. Police response is primarily reactive, and departments are under great pressure to solve crimes. As a result, the proactive efforts that would reduce risks at houses of worship are rarely in place.
- Loss prevention efforts at houses of worship which are targeted toward internal losses is a sensitive topic. Cash handling is a universal challenge. If external threats could be controlled through effective countermeasures, the internal environment of houses of worship would benefit from a renewed interest in security methods.

Chapter 2

ASIS Chapters and Community Service

"There is no higher religion than human service. To work for the common good is the greatest creed."

Woodrow Wilson
28th President of the United States

ASIS Chapters Respond

Organizations with a strong community base, such as ASIS chapters, are needed to ensure that work begun by government and academic groups finally halts the victimization of local houses of worship. This conclusion was a compelling result of studies of CSP initiated by the U.S. Department of Justice. Limited crime prevention knowledge by leaders of these institutions, poor data gathering efforts, and limited public police resources all combine to illustrate the need for volunteers who can spearhead community security efforts.

The CSP studies also underscored the fact that the tens of thousands of security and criminal justice college students across the country are an unrealized and underutilized resource in efforts to control local crime. Once trained in applicable data-gathering techniques, for example, these students can participate in community service projects led by knowledgeable security professionals.

ASIS chapters, with their membership of highly-skilled security professionals, can play a lead role in developing this community security concept through volunteer work, partnering, and mentoring. Community groups that have traditionally lacked adequate security and have been unwitting victims of crime, such as houses of worship, will greatly benefit from these efforts. Other non-profit organizations such as shelters and homes built by Habitat for Humanity are other likely candidates for these volunteer security services.

The Importance of Community Service

Individuals in both the private and public sectors are donating time, energy, and resources to worthwhile projects for the good of the community. Likewise, businesses, government agencies, associations, and other groups are showing that they can make a difference by volunteering to improve society.

When organizations partner, traditional barriers to cooperation are removed, and the combined resources produce the synergy needed to enhance community service. A unified effort among multiple organizations can attack a community problem with increased vigor and resources.

While organizations can act as catalysts to volunteer efforts, individuals are the foundation of community service. The importance of each person's contribution to the whole cannot be overemphasized. Every contributor is important and valuable to the task at hand.

ASIS chapters are in a unique position because their members are highly qualified professional security practitioners. Such expertise has great potential when shared with communities, college security and criminal justice academic programs, and police agencies, for example. ASIS members work hard to produce safe and secure environments for a range of locations such as industrial plants, retail stores, hospitals, airports, hotels, educational institutions. This expertise can be shared with the community to extend the perimeter of security and thus improve the security of the community as a whole. This "boomerang effect" creates an optimal return on investment for the ASIS volunteer, since a more secure community meets the organizational goals of the private security practitioner who began the cycle.

Why Should ASIS Chapters Get Involved?

- It demonstrates the value of ASIS to society as a whole.
- It shows that ASIS supports the local community.
- The chapter and its members can receive positive media attention.
- The chapter and its members are seen in a favorable light by current and future colleagues and customers.

Why Should ASIS Members Volunteer?

- To help others by contributing leadership, training, and project management skills.
- To discover new interests.
- To develop career-enhancing skills, such as teamwork, public speaking, and mentoring.
- To network and meet new friends.

Chapter 3

Developing Partnerships with Local Colleges

"Educational relations make the strongest tie."

Cecil John Rhodes

Selecting a Partner

According to *Anderson's Directory of Criminal Justice Education*, 1,041 institutions of higher education offer criminal justice, criminology, and related academic programs. Comparable statistics on college-level security degree or certificate programs are not as complete, however. Security courses vary, and research on course content is sporadic. Nonetheless, nearly all communities have at least one two-year or four-year college or university that is likely to offer courses that relate to the practice of security.

Security practitioners can learn about appropriate course offerings by contacting the admissions office of local institutions and asking to receive a catalogue. A college's catalogue or web site lists course offerings and the backgrounds of educators. Sometimes security officer or private investigator training is offered through a college's continuing education department. A college's security director can also be a helpful resource when determining whether security courses or training are available on campus or at other local institutions.

Approaching a College

Once an appropriate academic institution has been identified, the local ASIS chapter can begin to promote collaboration on a project to help protect local houses of worship. Chapter members can use a direct approach by simply calling various educators and asking if they would like to participate. This approach works best if the member has close ties with the educator and the college.

If the chapter does not have a contact in the local academic arena, more research on a target college, its curriculum, and its faculty may be needed. An educator who seems to be the most likely candidate may only have limited knowledge of security and have never heard of ASIS. A professor of criminology with a strong background in sociology, for example, may teach and research topics far removed from the realm of security. Even professors in criminal justice programs with no security courses in the curriculum may feel uneasy about security because they have never studied it or worked in a security position.

In these cases, chapter members should speak with a variety of sources to ascertain a college's or educator's level of interest in security.

While chapter members are learning more about a college and its curriculum, educators, and students, these groups will also develop an improved understanding of the security profession, ASIS, and local chapter members. Two avenues that can be used to gain first-hand knowledge of a college and its professors are internship programs and college advisory boards.

Internship Programs

Participation in an internship program can establish close ties with a local college. ASIS chapter members should find out if a college has such programs, also called field placement. For students, these programs provide an opportunity to combine theory with practical experience while receiving college credit. For the security practitioner, interns are free labor. Before proceeding, however, employers should perform background checks of prospective interns and request copies of the college's and the company's insurance policies related to internships.

Once accepted, an intern often receives introductory training at the worksite prior to being assigned to an experienced employee who acts as a mentor and supervisor. The security practitioner and intern usually agree on objectives to be met by the intern, and the practitioner provides evaluations to the program instructor. The educator, in turn, provides guidance to the employer and visits the worksite at least once during the semester. Over time, the employer can save additional money by using the program as a recruiting and screening tool for full-time employees.

College Advisory Boards

Colleges typically have academic advisory boards to help programs keep up with state-of-the-art approaches and technologies, and to meet the employment skill requirements of the community. Advisory boards are generally not administrative or policy-making, although their activities are usually guided by bylaws. While subcommittees are occasionally appointed for special, short-term projects, the workload is kept to a minimum.

Advisory board members are chosen because they can contribute their experience and knowledge to the academic world. As ASIS chapter members develop a relationship with educators by sharing their knowledge and cooperating on various projects, they should ask about opportunities to serve on an academic advisory board. An appointment to a college advisory board can ultimately make a security practitioner's job easier because it puts him or her in touch with employment resources. Of equal importance, however, is the opportunity to build a foundation of support for a community service partnership, such as the one outlined in this booklet.

How Can Chapters Develop Contacts at a Local University?

- Visit the college and meet with educators and students. Offer to speak to a class.
- Telephone an educator for information or a reference on a specific topic. Ask for opinions or feedback on an issue.
- Invite faculty members to attend or speak at chapter meetings.
- Work with educators to arrange student tours of chapter members' facilities.
- Inform the college about employment opportunities for students, interns, or graduates.
- Organize an effort to donate books, equipment, or scholarship funds to the college.

Why Join a College Advisory Board?

- **To network.** Security and criminal justice advisory boards often include security managers, police, prosecutors, corrections personnel, court specialists, attorneys, paralegals, and insurance specialists representing federal, state, and local interests.
- **To share information.** Board members can exchange trend data, technical updates, and career options.
- **To foster alliances.** Many college educators in criminal justice or security also work as private investigators, trainers, consultants, researchers, or writers and can act as resources on projects and problems.
- **To have access to educational resources.** Educators are experienced in developing course outlines, behavioral objectives, distance learning modules, and Internet courses, as well as instruments to evaluate instructional effectiveness. They also can borrow books or audiovisuals from college libraries.
- **To develop career enhancement opportunities.** Educators are a professional development resource and can advise practitioners on ways to achieve advanced credentials such as the CPP.
- **To develop contacts with students.** Student leaders in campus criminal justice or security programs often serve on advisory boards and can become the backbone of a collaborative project.
- **To learn of teaching opportunities.** Advisory board membership can lead to part-time or full-time teaching posts in a college's academic or continuing education department.

Chapter 4
Guidelines for a Houses of Worship
Community Service Project

"To be prepared against surprise is to be trained. To be prepared for
surprise is to be educated."

James Carse

Steps to Success

Once ASIS chapters have adopted security for houses of worship as a community service project and have formed an alliance with a local college, the planning and implementation phases can get underway. Several points need to be considered in the planning phase. The following steps can form the basis of the actual project.

Step 1

Coordinate with a local college. Before allowing students to participate in actual security surveys at houses of worship, the chapter liaison needs to coordinate with the professor involved to ensure that students have training in security methods and that they have conducted similar surveys of campus buildings. The students also need to have studied the equipment that will be donated to the houses of worship.

Step 2

Prepare materials to be sent to local houses of worship and gauge levels of interest. Chapter members should prepare letters, brochures, and other handouts that explain what the project entails. The appropriate materials can be sent to area churches, synagogues, and other houses of worship. The following statement is an example of copy that can be used in a brochure:

The Church Security Project provides free security equipment and a security and safety survey of property operated by local religious denominations.

A security professional from the [local] chapter of the American Society for Industrial Security, a professor from [college or university], and trained college students will visit your location and conduct a security survey, lasting from 60-90 minutes. A written or telephone survey may be conducted at a later date to ask opinions of the project and how it can be improved.

A group photo will be taken of everyone involved. Local police and media will be invited to attend.

Step 3

Collect background information. Once favorable responses have been received from local houses of worship, the chapter liaison should request contact information for one or two persons who can meet those involved in the survey and guide them through the property. Other details about the facility should be requested, such as information about the clergy, employees, and number of worshipers. If the property is used for other activities, such as daycare or community meetings, details about these programs should be collected as well.

Step 4

Schedule survey dates. The chapter liaison should schedule a time when the survey will take place, and a confirming letter should be sent to the appropriate contacts at the site and the college. A preliminary check of the property can help in the preparation of maps and a timeline. The professor involved needs to obtain the appropriate permission forms from the college for the field trip.

Step 5

Inform the local police. A letter explaining the project should be sent to police as a courtesy, and officers should be notified of the date and time of the survey. To foster cooperation, they should be asked to participate. Organizers can also offer to distribute their crime prevention brochures at the house of worship.

Step 6

Contact the media. Supply local television or radio stations and newspapers with background information on ASIS, the participating college, and the specifics of the joint project. Make sure they are made aware of companies that may have donated equipment.

Step 7

Perform the survey. On the actual day of the survey, the chapter liaison and the professor should arrange to bring the survey checklist, donated equipment and release forms, crime prevention brochures, and business cards. Equipment needed for the survey, such as flashlights, a compass, and binoculars, should be carried by the survey leaders. One person should be designated to handle pho-

tographic equipment, including a 35 mm camera, tripod, video camera, and videotape, so that the survey can be documented and studied.

Step 8

Evaluate the results. Evaluation plays a key role in improving the survey process and in connecting with future survey candidates. A survey form similar to the one shown in Appendix C can be mailed to the target audience and then followed up with telephone calls. Accurate records of names, addresses, and telephone numbers of the key persons at each house of worship will pay dividends during this step. Evaluation results should be compared to initial project objectives, and refinements or adjustments should be made that will help to ensure that the project meets the needs of its recipients.

Resources

A variety of services and specialists are needed to make the houses of worship security project a success. In addition, various departments at the college can be asked to assist in the project. The campus graphic arts department and print shop, for example, can provide brochures, survey forms, and other literature. A resource center with information on security for the community can be established in the security or criminal justice department or in the college library.

Since the security for houses of worship project is a unique, positive approach to protecting a major institution, media attention is likely. The college's community relations department, which maintains contacts with the media, can assist with publicity. Most organizations typically have a person or department that also works with the media. If police are involved in the project, they usually have excellent media contacts, especially with crime reporters.

Whether the media shows up or not, be sure to take photos of the survey group at the facility, near the name of the house of worship. Photos and a story can be sent to the media as a follow-up, placed on bulletin boards, duplicated for all participants, kept as a record, and included in grant applications.

Literature on security for houses of worship is very limited. ASIS chapters, in partnership with their local college, will need to build their own library of useful resources over time. Other resources may be local citizens, police, or crime prevention officials who are involved in the specialty of church security. The local library can also point out useful resources in print or on the Internet.

Also, state police or state public safety departments may be involved in protecting houses of worship. For example, in 1996 the crime prevention division of the North Carolina Department of Crime Control and Public Safety in Raleigh, N. C. established "Church Watch." This group has trained hundreds of citizens statewide.

Companies that insure houses of worship can be another resource. They may be interested in lending their expertise or actually joining a church security survey. They can also be a possible source of funding.

The Church Security Project at Florence-Darlington Technical College, Florence, S.C. can be used as a model. The author of this booklet, Philip P. Purpura, CPP, (1-843-661-8134) is director of the college's Security Training Institute and Resource Center as well as an active, long-time member of the American Society for Industrial Security

The U.S. Department of Justice offers no-cost technical assistance to groups involved in projects to protect houses of worship. The process of seeking such assistance is explained in a publication titled *Church Arson Prevention Training and Technical Assistance Program*. If assistance is approved, the U.S. Department of Justice will contract the work to a private firm that will coordinate the assistance and search for a specialist whose expertise most closely matches the needs of the recipient. The recipient can also suggest a specialist and play a role in negotiating the type of assistance needed. Technical assistance, training, and evaluation are three primary forms of assistance that will enhance projects to protect houses of worship.

[Liability Issues](#)

When college educators escort students off campus, a field trip liability form normally is required. These forms vary, but usually require a student signature and the permission of the educator's superior.

Because the survey project provides feedback on weaknesses in security, potential improvements in protection, and donations of equipment, a Security Equipment Form was prepared (see Appendix C). This form states that no guarantees can be made that losses will be avoided, and that the recipient must make all decisions on protection methods. The college, its students, and instructors, as well as groups providing funding, assume no responsibility for subsequent losses. The form should be signed by the person receiving the equipment. While copies can be supplied to all participants, the original should be kept by the educator.

Those participating in the survey process must be aware of other potential liability issues for the house of worship. If the completed survey form fell into the wrong hands, for example, security weaknesses could be exploited. If recommendations listed on the form seem too expensive to church leaders and are not followed, the form could surface later in a negligent security lawsuit. On the other hand, the form can be useful to justify security expenditures. Because of the sensitive nature of the actual survey information, the form should be retained by the security educator, although church representatives can take notes during the survey process.

Useful Websites

[ASIS International](http://www.asisonline.org)

www.asisonline.org

[National Church Arson Task Force](http://www.atf.treas.gov/pub/arsonrpt.htm)

www.atf.treas.gov/pub/arsonrpt.htm

[National Coalition for Burned Churches](http://www.ncfbc.org)

www.ncfbc.org

[National Council of Churches of Christ in the USA](http://www.nccusa.org/ChurchBurning/index.html)

www.nccusa.org/ChurchBurning/index.html

[SAINTS Program](http://www.siaonline.org)

www.siaonline.org

What Should be Discussed in the Planning Stages?

- Goals and objectives.
- A timeline with target dates and priorities.
- Jobs and responsibilities for various group members.
- A method to evaluate results and improve the process.

What Resources are Needed?

- Volunteers from the ASIS chapter and the college (both educators and students).
- A central location or office where equipment can be tested and stored.
- Funds for printing and purchasing security equipment, if necessary. Local businesses are often willing to sponsor community service projects to affiliate themselves with a positive effort and to gain publicity. Fundraising projects—such as a raffle, golf tournament, barbecue, yard sale, fun run, concert, car wash, or bake sale—can also garner community support and funds for the project.
- Equipment donations from area retailers. The state fire marshal may be willing to provide smoke alarms. Retailers or security service companies may be willing to donate or provide a discount on motion-activated spotlights or other security equipment.
- Grants. Colleges usually have a grants administrator who can provide information on government and private sources of funding. Local foundations are an excellent source because they are likely to support the local community. The Internet and libraries are additional sources of grant information.



Appendix

Appendix A

Security/Safety Survey

Date: _____ Names: _____
Day: _____
Times: From: _____ To: _____
Location: _____
Buildings: _____

I. **SECURITY**

Circle Your Answer
(if necessary)

1. Are there any guard key stations in the building? Yes No
2. How many? _____
3. Are the keys attached to the chains? Yes No
4. How many are not? _____
5. Are the key stations damaged? Yes No
6. Describe the damage and locations. _____

7. Are windows in the building locked? Yes No
8. Are windows alarmed? Yes No
9. Are any windows broken or cracked? Yes No
10. Describe the problems, locations and vulnerable points. _____

11. Are any interior doors in the building locked? Yes No
12. How many? _____
13. Are interior doors alarmed? Yes No
14. How many? _____
15. Are any interior doors or locks broken or damaged? Yes No
16. Describe the problems, locations and vulnerable points. _____

17. How many exterior doors exist? _____
 (Go outside and walk around the complete building to count.)
18. How many of these exterior doors are locked? _____
19. How many exterior doors are alarmed? _____
20. Are any exterior doors or locks broken or damaged? Yes No
21. Describe the problems and locations. _____

22. Do the exterior doors have hinges on the outside? Yes No
23. How many? _____
24. Describe the locations. _____

25. Did you notice any signs of vandalism? Yes No
26. Describe the problems and locations. _____

27. Comment on security up to the point of your survey. _____

28. Comment on any security methods you noticed which were not mentioned in this survey (e.g. safes, vaults, computer security, etc.) Also describe their location. _____

II. SAFETY/FIRE PROTECTION

29. Are fire extinguishers available? Yes No
30. How many? _____
31. What type? _____
32. What is the condition of extinguishers? Good Poor
33. Are they fully charged? Yes No
34. When were they last charged? (Look at three and list three dates.) _____
35. What is the approximate distance between any two extinguishers? _____ feet
36. Is a fire hose available? Yes No
37. How many in the building? _____
38. What is the condition of the hoses? Good Poor

39. Do you see any standpipes? Yes No
40. Are sprinklers present? Yes No
41. Where? _____
42. Are "pull" fire alarms available? Yes No
43. How many? _____
44. Are smoke or fire sensors present? Yes No
45. How many of each? _____
46. Is there good housekeeping in the building? Yes No
47. If you answer no, explain. _____
48. Are aisles clear? Yes No
49. Are exits blocked? Yes No
50. Are any doors or windows chained or blocked? Yes No
51. If yes, explain. _____

52. Do you see any exit signs? Yes No
 How many? _____
53. Did you notice any safety or fire protection methods not mentioned in this survey?

54. Comment on the overall security/safety program at this building. _____

55. Positive aspects: _____

56. Anything needing improvement? _____

57. What suggestions can you make? _____

58. Go out to the parking lot(s) surrounding the building and describe what you see as the most unsafe condition(s). _____

Appendix B

Florence-Darlington Technical College Criminal Justice Department

Security Survey Form

Please note: This security survey form serves as a beginning point from which to identify vulnerabilities and note suggestions. Security is never fool-proof; however, crime can be prevented. Please maintain security over this form or destroy it following the survey feedback.

CONDUCT THIS SURVEY FROM THE INSIDE AND OUTSIDE OF
THE BUILDING—BOTH DAY AND NIGHT.

DOORS

Exterior doors

Condition of doors, locks, alarms?

Hinges on the inside or outside?

Describe conditions, problems, locations, suggestions?

Interior doors

WINDOWS

Condition of windows, locks on windows, alarms?

Describe conditions, problems, locations, suggestions?

LIGHTS

Day

Night

Describe conditions, problems, locations, suggestions?

FOLIAGE

Describe conditions, problems, locations, suggestions?

VANDALISM

Any signs of vandalism?

Describe conditions, problems, locations, suggestions?

FIRE PROTECTION

Fire extinguishers: number, condition, type, charged?

Smoke and/or fire alarms?

Go outside and walk completely around the building and parking lot
noticing vulnerabilities.

Describe conditions, problems, locations, suggestions?

Check within one mile in all directions for helpful or harmful factors.

OVERALL COMMENTS, SUGGESTIONS?

CONSIDER:

Strengthening doors/windows

Improving lighting

Cut foliage

Drive by building periodically (e.g., to/from work)

Park a car at building at different times and locations.

Contact neighbors to watch building. Purchase binoculars or a telescope for them.

Hide or bring home valuables from the building.

Other

Appendix C

FLORENCE-DARLINGTON TECHNICAL COLLEGE

SECURITY EQUIPMENT FORM

Thank you for participating in this proactive crime prevention project. The protection information provided, the survey and results, and the equipment provided are all a class project/community service donation containing no guarantees of avoiding loss. As the recipient, please make all decisions on protection methods. The college, students, instructors, and those groups providing funding for these proactive efforts assume no responsibility for subsequent losses.

The following equipment is being donated:

X _____
Person receiving equipment.

X _____
Technical College employee
providing equipment.

Location: _____

Date: _____

Telephone: _____

Appendix D

Houses of Worship Security Project: Program Assessment

The purpose of this *confidential* survey that is being independently conducted by Research Associates is to measure the effectiveness of the technical assistance and the provision of security and fire prevention equipment and consultation provided by the Florence-Darlington Technical College (FDTC) through grants from the Allstate Insurance Corporation and the American Society for Industrial Security (ASIS). This assessment is being funded through a technical assistance grant from the U.S. Department of Justice. Please answer the questions in a way that most accurately reflects your feelings and thoughts about the program. Unless otherwise indicated, please circle one number that best reflects your concerns or thoughts about the question being posed. No information about your religious organization will be released to anyone outside of Research Associates. Thank you very much for your cooperation as we try to determine the positives of this program, along with suggestions of how to improve future services. Your answers to these questions will be invaluable!

(1) *Please rate your concern about the recent arson, destruction, and fires of houses of worship.*

Not Concerned 1 2 3 4 5 Extremely Concerned

Comments _____

(2) *How would you rate the level of security at your house of worship before the assessment by the Florence-Darlington Technical College (FDTC)?*

Very Insecure 1 2 3 4 5 Very Secure

Comments _____

(3) *Please rate the quality of the security assessment provided by FDTC.*

Poor Quality 1 2 3 4 5 High Quality

Comments _____

(4) Please indicate by a check (✓) to the left of each answer which of the following equipment was provided by the FDTC and please indicate by circling "yes or no" which equipment has been actually installed?

- | | | | |
|--|-----|----|----------|
| ___ A Smoke Alarm(s) | Yes | No | Not Sure |
| ___ B Motion activated spotlight(s) | Yes | No | Not Sure |
| ___ C Stand alone motion detector(s) | Yes | No | Not Sure |
| ___ D Fire Extinguisher(s) | Yes | No | Not Sure |
| ___ E Other equipment (please specify) | Yes | No | Not Sure |

Comments _____

(5) Please rate the overall quality of the equipment provided by FDTC.

- 1 Poor 2 Fair 3 Satisfactory 4 Very Good 5 Outstanding

Comments _____

(6) Since the security assessment and the provision of the equipment have been provided by FDTC, please rate your current feelings of the security of your religious organization's building.

- 1 Very insecure 2 Less secure 3 Secure 4 Above average security 5 Much higher security

Comments _____

(7) What did you like "most" about the security program, the security assessment, and the provision of equipment? Please comment.

Comments _____

(8) *What did you like the "least" or "dislike" about the program?*

Comments _____

(9) *What additional services or activities would you like to recommend for the FDTC to implement in this program for the future?*

Comments _____

(10) *Please rate the overall quality of the arson prevention program that has been implemented by FDTC. Please circle one answer or number that best reflects your thoughts about the overall program.*

- 1 Very Ineffective
- 2 Somewhat Effective
- 3 Effective
- 4 Very Effective
- 5 Extremely Effective

Comments _____

(11) *Please list any comments you have or would like to make about this arson prevention program.*

Comments _____

The following data is used for calling purposes only and will be destroyed upon the completion of the survey.

Interviewee's Name _____

Religious Organization's Name _____

Telephone # (w) _____ (h) _____

Today's Date _____

Interviewer's
Comments _____



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