0434

FINAL REPORT

Evaluation Phase - Office of Law Enforcement Assistance Grant

for School Resource Officer 073


Jerry L. L. Miller Principal Investigator for Evaluation Phase


June 1968

June 4, 1968

# FINAL REPORT

Evaluation Phase - Office of Law Enforcement Assistance Grant

for School Resource Officer 073[1]

Jerry L. L. Miller Principal Investigator for Evaluation Phase

## ABSTRACT

The evaluation of Tucson District 1 and the Tucson Police Department School Resource Officer Program was carried out from June 1967 to January 1968. The data used for the evaluation were gathered from Police Department and school records and from a questionnaire administered to some 1500 sixth and eighth graders in District 1.

The goal of the project was to evaluate the extent to which the SRO Program helped the child develop (1) a positive concept of police officers and law enforcement; and (2) a better understanding of the law enforcement functions. In addition there was to be an evaluation of the extent to which the program helped prevent juvenile delinquency and crime.

Three groups of Junior High School complexes were used as the basis of the evaluation. These were: 1) complexes with two or more years exposure to the program; 2) complexes with six months to two years exposure, and 3) complexes with no exposure to the program.

Distributions of SRO's time spent on various activities were examined to find the proportions of time spent in pursuit of the three goals. An average of 10% of the SRO's time was spent in the classroom, 36% of time on patrol and 34% in meetings or interviews and 16% in investigation of incidents. The patrol and

classroom time could be seen as being directly relevant to achievement of the goals, but not enough data was available to ascertain the relevance of the meetings and interviews. The 16% of the time spent in investigation could not be seen as directly relevant to any of the goals.

The only goal for which there is evidence that the SRO Program had an effect was in giving the student a better understanding of the law enforcement functions of the police. There were consistent differences between those exposed to the program and those not exposed to the program in their understanding of these functions.

Attitudes toward the police were generally positive in all groups, with only minor variations among the groups.

Self-reports of deviant behavior differed only slightly among the groups, and here the differences could be ascribed to neighborhood or subcultural differences. The same could be said for perceived ease of doing selected acts without being caught and/or punished. Actual referral rates did differ somewhat among the groups, but these rates, when compared to self-reports, apparently are affected by different enforcement procedures in different jurisdictions (South Tucson, Tucson and Pima County), and possibly by socioeconomic factors within the jurisdictions.

## INTRODUCTION

This report of the evaluation of the School Resource Officer (SRO) Program of the Tucson Police Department covers the period from January 1, 1967 to December 31, 1967. The planning for this evaluation began in June, 1966, in cooperation with a committee composed of an elementary school principal, Mr. Maynard Fehr; a junior high school principal, Mr. Maurice Guptill; a representative of Tucson School District #1, Dr. Charles Grubbs; and two members of the Tucson Police Department, Sergeant J. C. Bediant and Officer Robert Sinclair.

One of the basic documents with which this committee worked was a set of guidelines for SRO's and school principals participating in the SRO Program adopted by the School Board of School District #1 on June 21, 1966. This document, as revised by the Board on February 21, 1967; included as Appendix A, contains both an official statement of purpose of the SRO Program and provisions for its evaluation as well as a set of guidelines for the SRO-Principal relations.

The evaluation cannot answer some questions such as the constitutionality, or propriety of having a police officer performing the duties described in the guidelines. What is attempted is an answer to the question of the consequences of the SRO Program for delinquent behavior, attitudes toward police and attitudes toward law enforcement among the children exposed to the program.

## HISTORY AND OPERATION OF THE SCHOOL RESOURCE OFFICER PROGRAM

The School Resource Officer Program began on a pilot basis with a single junior high school and its elementary feeder schools in 1962. The program was expanded to two additional schools the following year (1963) and to three more in the next (1964). An application for federal assistance to expand to three additional school complexes was submitted in July of 1966. Approval of the

application brought the three additional schools into the program making a total of eight junior high school complexes in Tucson School District #1 and one in the Amphitheatre District involved in the program in the 1966-67 school year.

The duties of the SRO are wide-ranging. Included in activities are lecturing and showing films in the classroom, patrolling the complex, interviewing students, parents, etc., contacting business men in the area, and investigation of complaints relating to juveniles in the area. Probably less than 50% of the SRO's typical day is made up of programmed activities, and if patrolling the school areas is included, the total of nonprogrammed activities would be 80% or more of the typical day, giving the SRO a great deal of flexibility.

The reaction to the SRO Program by members of the community has varied. A substantial number of school administrators support the program. At one time an organization to support the SRO Program was formed, but they voted themselves out of existence after a short time. A majority of the community apparently either support or are indifferent to the program, while a vocal minority, including some school administrators, and the ACLU actively oppose the program. This opposition did not become apparent until the grant application was initiated and for a period of time from July, 1966 to December, 1966 there was a good deal of comment about the program.

The Arizona Daily Star on July 7, 1966 reported that 40 Tucsonans had talked to a Newsweek reporter the previous day, describing their objections to the SRO Program. The Program was accused of confusing the role of community agencies, taking over responsibilities of school counselors, threatening disadvantaged children, and being threatening to minority groups. On June 14, the same paper in an editorial had called the SRO Program an unnecessary extension of police activity. The Christian Century on July 13 made editorial

attacks on the Tucson SRO Program, particularly on the grounds that the program denied children their legal rights.

Since the summer of 1966 there has been little more public controversy, but the local ACLU chapter still lists continuing opposition to the Tucson School Resource Officer Program as one of its projects in its recruiting literature.

## PLANNING THE EVALUATION

The general goals of the SRO Program as stated in the guidelines are: a) "...to help the child develop a positive concept of police officers and law enforcement...," b) "...a better understanding of law enforcement functions...," and c) "...to prevent juvenile delinquency and crime."

The committee faced two principal tasks: establishing operational indices of the goals, and outlining a plan for the evaluation. The general outlines of the evaluation plan and the ideas for indices were developed into a proposal by the principal investigator. This proposal is included as Appendix B to this report. The operation indices of the goals were as follows:

| Goal | Figure 1. | Index |
|------|-----------|-------|
| A. Concept of police | | a. Attitudinal measure of policeman |
| B. Conception of law enforcement functions | | b-1. Scope of legitimate authority |
| | | b-2. Willingness to report various offenses to police |
| C. Prevention of juvenile delinquency and crime | | c-1. Self-reports of delinquent behavior |
| | | c-2. Perceived ease of delinquent behavior |

In addition, the committee decided to include a measure of student contact with the SRO's in order to estimate numbers and types of student contacts which are made by the SRO.

## THE EVALUATION PLAN

The original plan of evaluation presented in Appendix B, had to be radically altered due to a series of delays in starting the evaluation. The evaluation plan which was actually followed is outlined below.

The late winter of 1966 and the spring and summer of 1967 were devoted to selecting the specific schools to be included, drawing up sample lists, gathering data from school and police department records for the sample members, and coding the data preparatory to punching of data cards. Questionnaires and letters to parents requesting permission to include their child in the evaluation were printed in late August, 1967. The release from the parents was deemed to be desirable because of the personal nature of the questionnaire and to insure that the child's right to privacy was not violated. A copy of this letter is included as Appendix C.

The letters were sent home with the students who were sample members. A postcard addressed to the principal investigator was included with the letter (see Appendix C). After two weeks, students whose parents had indicated that their children could be asked to participate in the evaluation, were administered questionnaires in groups in their schools. A second wave of letters had to be sent to parents of students in two schools because of poor initial response. In all, a period of nearly three weeks was required for administration of the questionnaire.

## PROCEDURE

Sample Construction. The evaluation design required that various lengths of exposure to the SRO Program be a major consideration in sample selection. The junior high schools for the study were selected to represent various periods of exposure to the program. Feeder elementary schools in each junior high school area were chosen by random methods. Sample lists were drawn up for each of the schools by having each student fill out a 3x5 card with his name, his parents' name, address and telephone number. The original sampling plan called for 75 males and 75 females from each junior high school, plus approximately 75 pupils from elementary feeder schools. The sample was expanded to 235 for the junior high schools and to include all pupils in the selected feeder schools to allow for statistical controls necessitated by the change in evaluation plans. The sample was selected by a random procedure from the sets of 3x5 cards for the junior high schools.

Questionnaire Construction. After agreement was reached on the general nature of the indices which would be used to measure the goals, the principal investigator, with the aid of Mr. James P. Heuser, the graduate assistant for the evaluation, drew up a draft of the questionnaire. This draft, which was revised in consultation with the evaluation committee and Dr. Michael Schwartz, Department of Sociology, University of Indiana, was the basis for the final form which was administered to the sample members in the fall of 1967. The questionnaire which was administered to the students is attached to this report as Appendix D.

The questionnaire is divided into seven sections, each measuring an aspect of opinion or behavior relevant to one of the goals established by the guidelines. The first part is an adaptation of the Semantic Differential.[2] This particular

device was selected to minimize the degree to which the "desirable" or socially correct answers were obvious. Several words in addition to "policeman" were included in order to make possible comparisons of words referring to male and female roles as well as family and nonfamily roles.

The second section of the questionnaire is a measurement of deviant behavior. The items in this section have been used in countless studies of delinquency and deviant behavior.[3] The items were selected from a pool of questions of this type as being the most appropriate for the subjects, the most valid, and as being representative of several dimensions of delinquent and deviant behavior, such as vandalism, theft, and gang activities.

The next section is designed to ascertain attitudes toward police in a slightly different frame of reference and with structured questions. This section measures the child's perception of importance, fear of and desirability of the role of policementrelative to other community and school roles. These questions were taken from a survey of political socialization as appropriate for this purpose.[4]

The fourth section measures the child's conceptions of spheres of authority of various figures. The purpose of this section is to find which, if any, areas of authority are recognized as legitimate for police. The section is constructed so that the spheres of authority of police can be compared with that of other roles with which the child comes into contact.

Next, a few questions not relevant to the study were inserted to make a break in the questionnaire. Following this is a section measuring the child's perception of the ease of escaping punishment for doing various types of deviant behavior. It was felt that this section would give insight into the impact of

the SRO on the child's perception of opportunity to participate in various activities
which are more or less undesirable from the point of view of the community.

The next part of the questionnaire tests the child's understanding of the
scope of police authority and the willingness of the child to report various
activities to authorities. Finally, for those children who were in a school served
by an SRO, a set of questions to measure the contacts of the children with the SRO
in different contexts is included.

Questionnaire Administration. The questionnaire was designed to be partially
self-administering. It had been planned to give the questionnaire to all sample
members of a school at a single group session and in all but one of the schools,
facilities where this was possible were available. In the school without these
facilities, the questionnaires were administered in the children's classroom,
while those not being given the questionnaire went to another part of the school.
In the other schools the students were seated at tables at which questionnaires
had been distributed. As much privacy as possible was provided by separating the
students.

The investigator was introduced to the students as "Dr. Miller from the
University." The investigator then introduced himself as a professor of sociology,
and introduced the assistant. An effort was made at this point to assure the
students that neither the investigator nor his assistant was connected with the
police department or the school district.

A statement of the purpose of the questionnaire was given and the way in which
anonymity was to be preserved was explained. The statement on the cover sheet of
the questionnaire was paraphrased, and the students' cooperation was solicited.

The students were then told that if they did not want to continue with the questionnaire at any point that they were to raise their hand, and the investigator would destroy their questionnaire and they could return to their classroom. (No student exercised this option.)

At this point the students were asked to complete the cover sheet of the questionnaire and remove it from the rest of the questionnaire. The cover sheet was then collected by one of the evaluation team.

The last part of the introduction consisted of an illustration of filling out a semantic differential question concerning the color of the last apple the student had eaten. In the junior high schools this was used to lead into the first section of the questionnaire; in the elementary schools a further example using the "Professor" and "ugly-beautiful" was used. The students were told to go ahead with filling out the questionnaire, and to raise their hands if they had trouble answering any questions. After some of the coding was begun, it was clear that the questions on scope of authority were giving the students some difficulty. Subsequently, when it was seen that a majority of students were filling out this section, a general announcement about the section was made. In addition, spot checks were made to see that the sections were being filled out correctly. Where practical, the questionnaires were checked for completeness, however, with the larger groups this was not feasible.

The time taken to complete the questions ranged from 25 to 50 minutes. Most students in the junior high schools finished in 40 minutes, while the sixth graders took another 5 minutes. Some of the students who had difficulty speaking English took considerably longer. The students were sent back to their classrooms when they finished the questionnaire.

## OTHER SOURCES OF DATA

The investigator was allowed access to various records in the schools which related to family size, marital status of parents, parents' occupations, grades and scholastic achievement scores. These proved to be a valuable source of information for exercise of controls on the data and information on sample bias. Police records were used as sources of information about sample members' official contacts with the police authorities. In addition, monthly reports of SRO's were used to calculate distributions of time spent in various activities.

In connection with any project such as this, various types of impressions are formed in nonsystematic ways. This impressionistic data will be mentioned where it seems relevant.

## PLAN OF ANALYSIS

The analysis plan in the proposal which was based on a repeated measure model had to be modified to conform with a single cross-sectional questionnaire admin- istration. The new plan called for making comparisons of the students' responses to the questionnaire among the selected junior high schools and among their feeder schools at a single point in time.

It was anticipated that parents' unwillingness to allow children to participate in the evaluation, and/or lack of response to the request for permission would not be randomly distributed in the sample. This meant that some provision for dealing with this contingency had to be made in the analysis.

The plan in dealing with the problems of refusal and non-response was based on the following assumptions of the situation: 1) Outright refusal of parents to allow children to participate in the evaluation is due to factors involving the parents rather than the children; 2) Non-responses are due either to various

factors involving the parents or to factors involving the children, since the children could simply not take the request home; 3) If there are any systematic tendencies to refuse permission or not respond to the letter, some similarities among the parents and/or children in the refusal and non-respondent group should be evident if measures of the causal variables were available; and 4) If these variables could be located, then controlling for these variables in the analysis should allow drawing valid conclusions even if the sample was biased.[5]

These assumptions, and the procedures following from them restrict the specificity with which results may be given. On the other hand it does allow statements that the SRO Program did or did not have an effect, even if assessment of how great an effect the program had would be rather difficult.

## THE VARIABLES

Most of the dependent variables and their measurement have been described in the section of this report dealing with the questionnaire. In addition to the measurement of the dependent variables by means of the questionnaire, information from police records was gathered for members of the sample who had such records. Each SRO was also given a list of those in the sample in his school and asked to check his records for contacts with these students.

The independent variable is contact with the SRO Program. The schools in the sample were divided into three groups according to length of time that the school had been involved in the program. The groups were: the control group with no years involvement, and two groups ranging from two to four years experience with the program. One junior high school evaded classification under this scheme since it was not participating in the program although its feeder schools were. This school was included with those who had no officer.

A second independent variable was the officing of the SRO in the junior high school building. Unfortunately, this variable is confounded with the length of time the program has been in force. The latest participating junior high schools, with something close to a year's participation, did not have SRO's officed in the school, while all other participating junior high schools provided offices for the SRO.

Since all of the dependent variables are linked to other variables, controls for the other variables which have major effects will have to be made. Two variables which have great effects in deviant behavior are age and sex. Since grade in school, with a few exceptions, controls age and to some extent scholastic ability, grade in school will be one of the controls used, along with sex.

The final controls will be ethnic status and father's occupation. Ethnic status was chosen partially on the basis of the sample bias, which showed different rates or returns between Anglo-whites and Negroes and those with Spanish surnames. A second reason for the choice of ethnic status was the weak measurement of the main alternative to ethnic status; socio-economic status. The data for socio-economic status classification were the father's occupation. In some cases this was taken from school records, in some cases the children were asked what it was. Both sources yielded many cases where information was not complete enough for a simple white collar-blue collar classification, so three occupation groups were used: white collar,census groups including professional, technical, managerial, sales, clerical, and farm managers; blue collar, all others having information; and a no information group.

The measurement of ethnic status was based on observation for Negroes; the remaining sample members were then checked for Spanish surname, and those that still remained were classified as Anglo-white.

The method of controlling for variations among the groups in ethnic, grade and sex composition was direct standardization. The entire group of respondents was taken as the "standard" population. The standardized rates for the SRO exposure groups were calculated by finding a rate for each combination of ethnic, grade and sex subgroup (e.g. white Anglo, sixth grade, males) and then combining these rates by weighting them differently, into a single index for the exposure group. The same procedure was followed for standardization by father's occupation, grade and sex. The results of the standardizations are figures for each of the SRO exposure groups which would be expected if the composition of each of the groups was the same as the entire group of respondents. Since the results are standardized, they are not estimates of rates which might exist in the populations, because there is no "real" population corresponding to the standardized one. The results are useful for making comparisons among the exposure groups to ascertain the effects of the program.

This procedure was chosen for its simplicity. Each of the tables presented in the report was broken down into eight subtables to assure that the relations shown are representative of the separate grade, sex and ethnic groups.

## FINDINGS

Time Devoted to Pursuit of Goals. The distributions of SRO duty time for each complex is shown in Table 1, and the contacts students reported with SRO's is shown in Table 2. It is clear that the most common type of contact is in the classroom, a type of contact which would be most likely to further the goal of giving a conception of the law enforcement functions of the policeman, and perhaps incidentally forestall juvenile delinquency and crime. Classroom contact, however, amounted to from 6% to 17% of the SRO's time, with the average time (10%) nearer to 6% than 17%. Typically, the "High Exposure" schools had two class periods

Table 1.

Percent of SRO's Time Devoted to Selected Activities

by Junior High Complex for 1966-1967 School Year

## Activity

| Jr. High Complex | Class-room | Investi-gation | Inter-view | Patrol | Meetings | Business Conference | Total Hours |
|---|---|---|---|---|---|---|---|
| Fickett | 12 | 13 | a | 33 | 41 | 1 | 810.6[b] |
| Mansfeld | 8 | 18 | a | 40 | 33 | 1 | 1208.7 |
| Naylor | 10 | 15 | 4 | 55 | 12 | 4 | 880.2[b] |
| Safford | 6 | 35 | 7 | 40 | 10 | 2 | 1092.2 |
| Spring | 10 | 24 | a | 34 | 30 | 2 | 1042.1 |
| Townsend | 9 | 16 | 4 | 37 | 33 | 2 | 621.5[b] |
| Utterback | 6 | 29 | a | 28 | 34 | 3 | 1420.5 |
| Vail | 17 | 12 | 4 | 25 | 41 | 1 | 743.7[b] |

[a] Complexes where no Interview time is shown have combined interview and meeting time.

[b] The programs for these schools began in January, 1967.

Table 2a.

Percent Reporting Various Types of Contacts with SRO,
by Exposure to SRO, Populations Standardized by
Grade, Sex and Ethnic Status

|  | Exposure to SRO | | |
|---|---|---|---|
| Type of Contact | High | Medium | None |
| Classroom | 85% | 93% | 0% |
| School Grounds in Games | 16 | 8 | 0 |
| School Grounds, Large Group | 41 | 36 | 0 |
| School Grounds, Small Group | 36 | 26 | 0 |
| On way to or from School | 25 | 24 | 0 |
| None | 23 | 31 | 100 |

Table 2b

Percent Reporting Various Types of Contacts with SRO,
by Exposure to SRO, Populations Standardized by
Grade, Sex and Father's Occupation

|  | Exposure to SRO | | |
|---|---|---|---|
| Type of Contact | High | Medium | None |
| Classroom | 86% | 91% | 0% |
| School Grounds in Games | 16 | 11 | 0 |
| School Grounds, Large Group | 40 | 34 | 0 |
| School Grounds, Small Group | 37 | 28 | 0 |
| On way to or from School | 26 | 23 | 0 |
| None | 24 | 35 | 100 |

during the school year in which the SRO was speaking or showing a movie.  The "Medium Exposure" schools had one such period during the 1966-67 school year.

Patrol activities accounted to from 25% to 53% of the SRO's time, and the average percent of time was 36%.  This type of activity is most directly related to the prevention goal, and secondarily to the other two goals.  Less than half the students reported school ground contacts, in either large or small groups, and 25% of the students reported contacts on the way to and from school.

An average of 32% of the SRO's time was devoted to "meetings," which includes some time spent in interviews with students and parents.  It is difficult to say which, if any, of the goals were most directly pursued by this time.  Conferences with local business people (another 2% on the average) could also be included here, with the prevention goal being the most relevant.

Sixteen percent of the SRO's time, on the average, was spent in investigations. Although the goal of solving crimes already committed was not listed as one of the SRO's goals, over half again as much time was spent on this activity as in class-room instruction.

It would appear that to reach the largest numbers of students in accomplishing the goals of the program, there is less than an optimum distribution of time. Further proof of this assumption is presented below.

The Concept of the Policeman.  Figures 2 and 3, and Tables 3, 4 and 5 present data relevant to attitudes about policeman.  Figures 2 and 3 show profiles for the semantic differential for the three analysis groups (High, Medium and No Exposure to the SRO Program).  While it is clear that the image of the policeman is not markedly unfavorable, it is also clear that there is no difference among the groups in this image.

Figure 2.

Mean Semantic Differential Scores for "Policeman," for SRO
Exposure Population, Standardized by Grade, Sex and Ethnic Status



KEY:

high exposure   — — — —

medium exposure   o  o  o  o
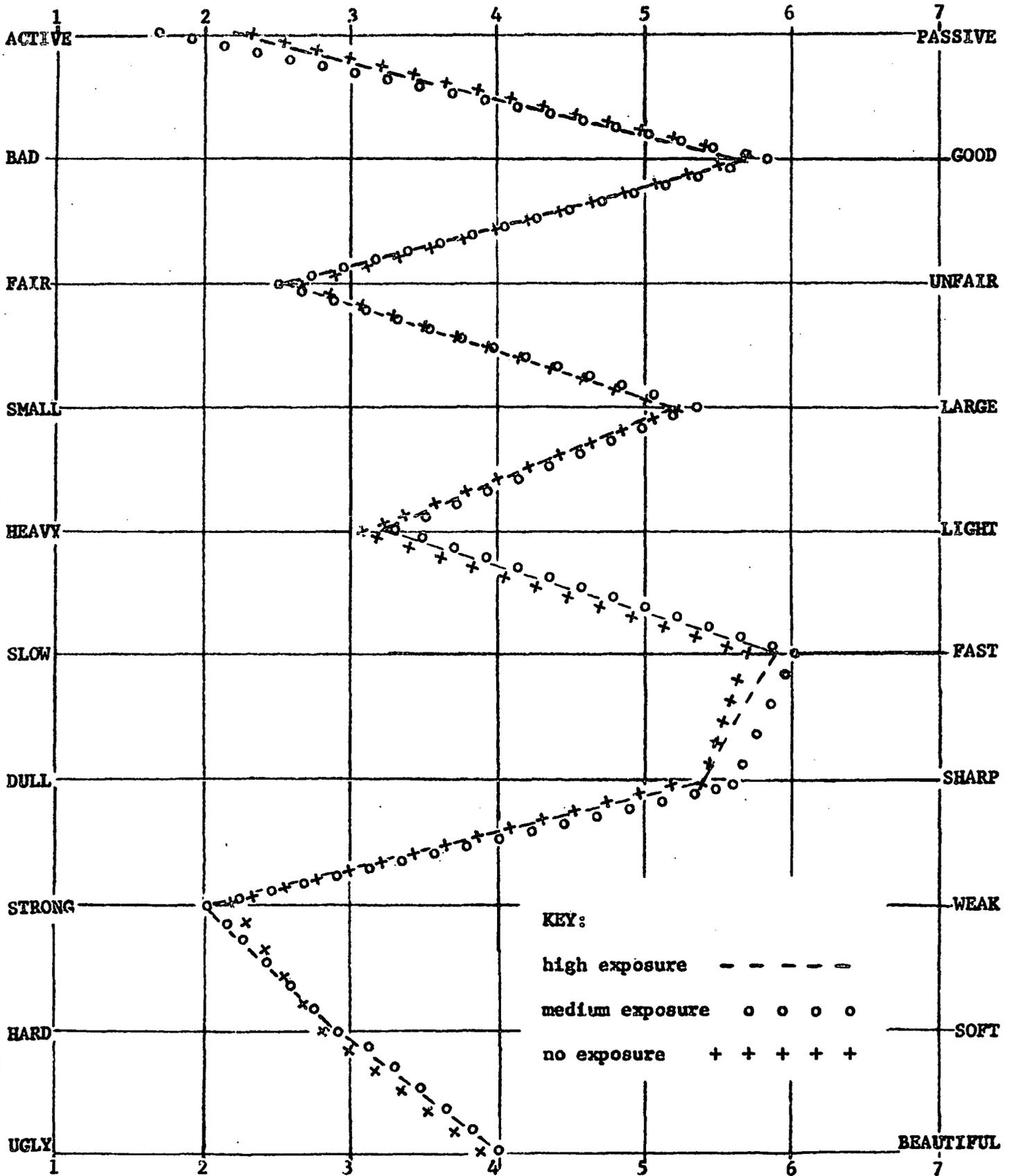
no exposure   +  +  +  +  +

Figure 3.

Mean Semantic Differential Scores for "Policeman," for SRO Exposure
Population, Standardized by Grade, Sex and Father's Occupation



KEY:

high exposure — — — — —

medium exposure o o o o
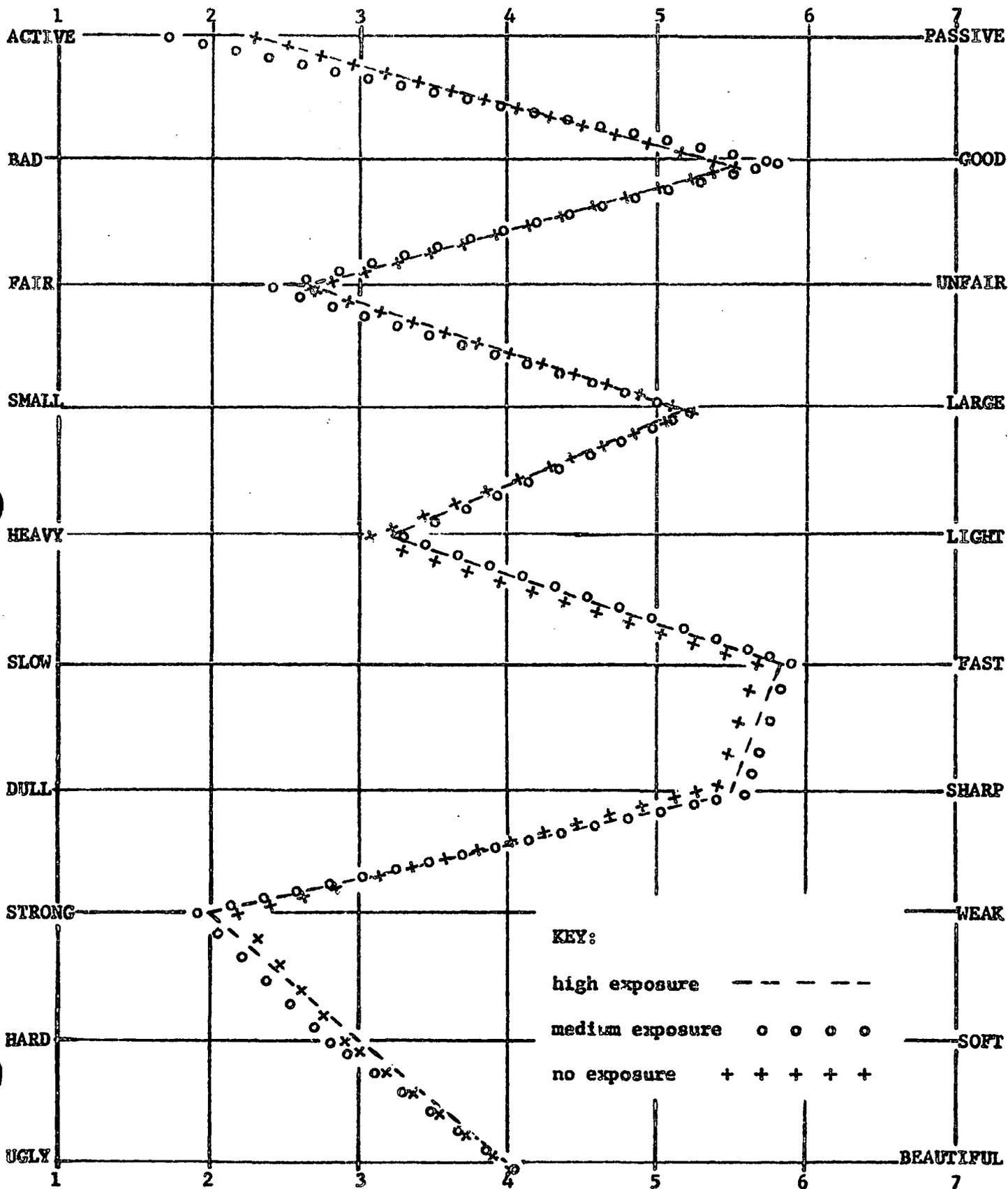
no exposure + + + + +

Table 3 shows that all of the students, regardless of exposure, see the policeman as being important, with the medium exposure group having the highest rates of naming the policeman as important. It is interesting to note that this group also reports the highest degree of classroom contact with the SRO. It is also noteworthy that there is little difference in rates of naming policemen in the high contact and no contact groups.

Table 4 shows that many students see policemen, principals and probation officers as people who many people are afraid of, although the high exposure group has somewhat lower rates of mentioning policemen. There is probably some effect of the program here, although it is not a dramatic one. It is also the high exposure group that reports the highest rates of contact on the school grounds outside the classroom, which may be a factor in their perception of how people view policemen.

Table 5 shows the relative desirability of the policeman as an adult role. When the groups are standardized for father's occupation, slightly more students in the high exposure group said that they would like (or like their husbands) to be a policeman.

The evidence on attitudes gives the impression that exposure to the SRO Program produces small effects in concepts of the policeman. Exposure to the classroom may impart the idea that police are important. Exposure to the program for a longer period of time (perhaps with the less formal encounters) may produce some increase of rates of desiring the role of policeman and decrease in rates of seeing policemen as someone who people are afraid of. The magnitude of these differences (4-8%) involved is small and could be the result of measurement and/or other errors.

## Table 3a.

**Positions Checked as Being One of Four Most Important in List,
by Exposure to SRO, Populations Standardized by
Grade, Sex and Ethnic Status (Percents)**

|  | Exposure to SRO | | |
| --- | --- | --- | --- |
| Position | High | Medium | None |
| Mayor of a City | 47% | 48% | 45% |
| Social Worker | 13 | 14 | 13 |
| School Teacher | 43 | 36 | 40 |
| Doctor | 81 | 82 | 81 |
| Judge | 34 | 36 | 40 |
| Lawyer | 24 | 23 | 27 |
| Principal | 17 | 17 | 16 |
| Police Chief | 25 | 30 | 27 |
| Policeman | 67 | 75 | 68 |
| Probation Officer | 17 | 14 | 12 |
| Religious Leader | 32 | 26 | 32 |

## Table 3b.

**Positions Checked as Being One of Four Most Important in List,
by Exposure to SRO, Populations Standardized by
Grade, Sex and Father's Occupation (percents)**

|  | Exposure to SRO | | |
| --- | --- | --- | --- |
| Position | High | Medium | None |
| Mayor of a City | 49% | 49% | 45% |
| Social Worker | 12 | 13 | 13 |
| School Teacher | 43 | 41 | 39 |
| Doctor | 81 | 80 | 82 |
| Judge | 33 | 37 | 41 |
| Lawyer | 26 | 22 | 28 |
| Principal | 16 | 16 | 16 |
| Police Chief | 26 | 28 | 28 |
| Policeman | 66 | 73 | 67 |
| Probation Officer | 14 | 14 | 12 |
| Religious Leader | 32 | 27 | 30 |

Table 4a.

Positions Checked as "Many People are Afraid of,"
by Exposure to SRO, Populations Standardized by
Grade, Sex, and Ethnic Status (percents)

| | Exposure to SRO | | |
|---|---|---|---|
| Position | High | Medium | None |
| Mayor of a City | 6% | 7% | 10% |
| Social Worker | 5 | 4 | 5 |
| School Teacher | 30 | 32 | 22 |
| Doctor | 43 | 34 | 38 |
| Judge | 38 | 45 | 46 |
| Lawyer | 9 | 8 | 10 |
| Principal | 63 | 66 | 58 |
| Police Chief | 49 | 54 | 56 |
| Policeman | 76 | 83 | 80 |
| Probation Officer | 66 | 65 | 63 |
| Religious Leader | 6 | 5 | 6 |

Table 4b.

Positions Checked as "Many People are Afraid of,"
by Exposure to SRO, Populations Standardized by
Grade, Sex and Father's Occupation (percents)

| | Exposure to SRO | | |
|---|---|---|---|
| Position | High | Medium | None |
| Mayor of a City | 8% | 7% | 10% |
| Social Worker | 5 | 4 | 5 |
| School Teacher | 27 | 31 | 24 |
| Doctor | 42 | 34 | 39 |
| Judge | 39 | 43 | 45 |
| Lawyer | 11 | 9 | 10 |
| Principal | 58 | 67 | 57 |
| Police Chief | 49 | 55 | 55 |
| Policeman | 78 | 83 | 82 |
| Probation Officer | 65 | 63 | 63 |
| Religious Leader | 5 | 5 | 5 |

Table 5a.

Positions Checked as Jobs I Would Like to Have
(or Would Like my Husband to Have) When I Grow Up,
by Exposure to SRO, Populations Standardized by
Grade, Sex and Ethnic Status (percents)

| | Exposure to SRO | | |
|---|---|---|---|
| Position | High | Medium | None |
| Mayor of a City | 21% | 20% | 22% |
| Social Worker | 31 | 30 | 22 |
| School Teacher | 47 | 48 | 42 |
| Doctor | 56 | 55 | 54 |
| Judge | 24 | 16 | 21 |
| Lawyer | 49 | 46 | 49 |
| Principal | 22 | 18 | 16 |
| Police Chief | 18 | 19 | 20 |
| Policeman | 28 | 28 | 29 |
| Probation Officer | 9 | 13 | 11 |
| Religious Leader | 10 | 10 | 10 |

Table 5b.

Positions Checked as Jobs I Would Like to Have
(or Would Like my Husband to Have) When I Grow Up,
by Exposure to SRO, Populations Standardized by
Grade, Sex and Father's Occupation (percents)

| | Exposure to SRO | | |
|---|---|---|---|
| Position | High | Medium | None |
| Mayor of a City | 24% | 19% | 21% |
| Social Worker | 33 | 27 | 24 |
| School Teacher | 50 | 42 | 44 |
| Doctor | 58 | 54 | 56 |
| Judge | 26 | 16 | 19 |
| Lawyer | 54 | 46 | 50 |
| Principal | 26 | 17 | 15 |
| Police Chief | 21 | 16 | 17 |
| Policeman | 33 | 26 | 29 |
| Probation Officer | 12 | 11 | 11 |
| Religious Leader | 12 | 11 | 10 |

Conceptions of the Law Enforcement Function. Two sets of questions were used to test understanding of the scope of police functions. The first tested the student's idea of areas which were legitimate areas of policemen's concern. Table 6 shows the results of this question. Only a small portion of the students, regardless of exposure to the SRO, felt that personal grooming and attire, choice of TV programs and motion pictures, church attendance and grades were appropriate areas for police to have authority. Behavior in public, going to and from school, and riding a bicycle were seen to be within the scope of police jurisdiction. Here there is a rather consistent difference among the groups with the no exposure group having the lowest rate of students saying it is "OK" for policemen to tell them what to do on these behaviors. In two of the three behaviors the medium exposure group had higher rates of saying it was "OK" than the high exposure groups. This may indicate that the scope of authority may be effectively transmitted in a classroom atmosphere, since this group reports the highest classroom exposure.

The second set of questions involve willingness to report various events to authorities, friends, and/or parents. The incidents, which are listed in Table 7, range in seriousness from cheating on a test to hit and run and child molesting. Virtually all of the students would report all of the events to someone. Table 7 gives the proportions who said they would report the incidents listed to a policeman.

The incidents for which the highest proportions of students would report to police are clearly seen as relevant to police action. In addition, a number of students said "any adult near by" in answer to these questions. More of the groups exposed to the SRO would report the assault incident and theft from a desk at school, while considerably more (10%) of the no exposure group said they would report the jaywalking incident. Very few in any group would report cheating on a test to the police. There is apparently some uncertainty about the appropriateness

## Table 6a.

### Percent Responding that It Was "OK" for Policemen to Tell them to Do Selected Types of Behavior by Exposure to SRO, Populations Standardized by Grade, Sex and Ethnic Status

|  | Exposure to SRO | | |
| Behavior | High | Medium | None |
| --- | --- | --- | --- |
| Type of haircut or makeup | 0% | 2% | 1% |
| Style of clothes to wear | 1 | 2 | 1 |
| Which movies and TV to watch | 2 | 2 | 1 |
| How to act in public | 59 | 54 | 48 |
| How to ride a bicycle | 86 | 92 | 81 |
| What to do going to and from school | 69 | 72 | 60 |
| To go to church or Sunday school | 1 | 4 | 4 |
| To get good grades | 6 | 6 | 6 |

## Table 6b.

### Percent Responding that It Was "OK" for Policemen to Tell Them to Do Selected Types of Behavior by Exposure to SRO, Population Standardized by Grade, Sex and Father's Occupation

|  | Exposure to SRO | | |
| Behavior | High | Medium | None |
| --- | --- | --- | --- |
| Type of haircut or makeup | 1% | 2% | 1% |
| Style of clothes to wear | 2 | 2 | 1 |
| Which movies and TV to watch | 2 | 4 | 1 |
| How to act in public | 58 | 56 | 47 |
| How to ride a bicycle | 85 | 92 | 80 |
| What to do going to and from school | 66 | 75 | 58 |
| To go to church or Sunday school | 2 | 3 | 3 |
| To get good grades | 7 | 6 | 6 |

Table 7a.

Percent Who Would Report Various Incidents to a Policeman,
by Exposure to SRO Program,
Populations Standardized by Grade, Sex and Ethnic Status

| Incident | Exposure to SRO | | |
| --- | --- | --- | --- |
| | High | Medium | None |
| Car knocking down someone and not stopping | 88% | 82% | 86% |
| Man trying to make little girl get in his car | 88 | 85 | 86 |
| High school kid beating up someone smaller | 57 | 59 | 52 |
| Jaywalking | 39 | 26 | 48 |
| Student taking something from someone else's desk | 17 | 12 | 10 |
| Someone cheating on a test | 4 | 7 | 6 |

Table 7b.

Percent Who Would Report Various Incidents to a Policeman,
by Exposure to SRO Program,
Populations Standardized by Grade, Sex and Father's Occupation

| Incident | Exposure to SRO | | |
| --- | --- | --- | --- |
| | High | Medium | None |
| Car knocking down someone and not stopping | 85% | 82% | 86% |
| Man trying to make little girl get into his car | 84 | 86 | 87 |
| High school kid beating up someone smaller | 54 | 62 | 50 |
| Jaywalking | 38 | 30 | 49 |
| Student taking something from someone else's desk | 19 | 14 | 10 |
| Someone cheating on a test | 5 | 9 | 7 |

of reporting a theft occurring in the school among the high exposure group and some overenthusiasm among the no exposure group in reporting jaywalking. On the whole, the similarities among the groups in their answers is much more striking than the differences.

Reduction of Juvenile Delinquency. The final goal of the program is the reduction of juvenile delinquency and crime. Rates of self-reports of delinquent behavior are given in Table 8 and graphed in Figures 4 and 5. The students in high exposure complexes have higher rates of reporting participation in half of the behavior listed. It does not seem plausable that exposure to the program increases delinquent behavior, but no data is available to show changes in rates over a period of time.

Examination of the types of behavior which are reported more frequently in the high exposure schools shows that they center around gambling and fighting which tend to be associated with gang behavior. Even the relatively high rates of reporting theft of items over $50 value (e.g. automobiles) does not contradict this. The medium exposure group reports high rates of petty theft, and the no exposure groups, truancy.

Again, the differences in rates are small, and there is no clear evidence that the SRO Program is having either desirable or undesirable effects. In the case of the high exposure groups, it seems likely that there is something in the local subcultures of the areas which predispose gang participation to a greater degree than in the other complexes.

The data on perceived ease of pursuing particular types of behavior without being caught and/or punished reflect the data on the self reports, except that here the no exposure group has uniformly lower rates of seeing the behaviors as "Easy." These rates are shown in Table 9.

**Figure 4.**

Rates (per hundred) of Reporting Selected Deviant Acts
in Past Six Months for SRO Exposure Groups
Standardized by Grade, Sex and Ethnic Status

Act

Rate (per hundred)



Key:

high exposure

medium exposure
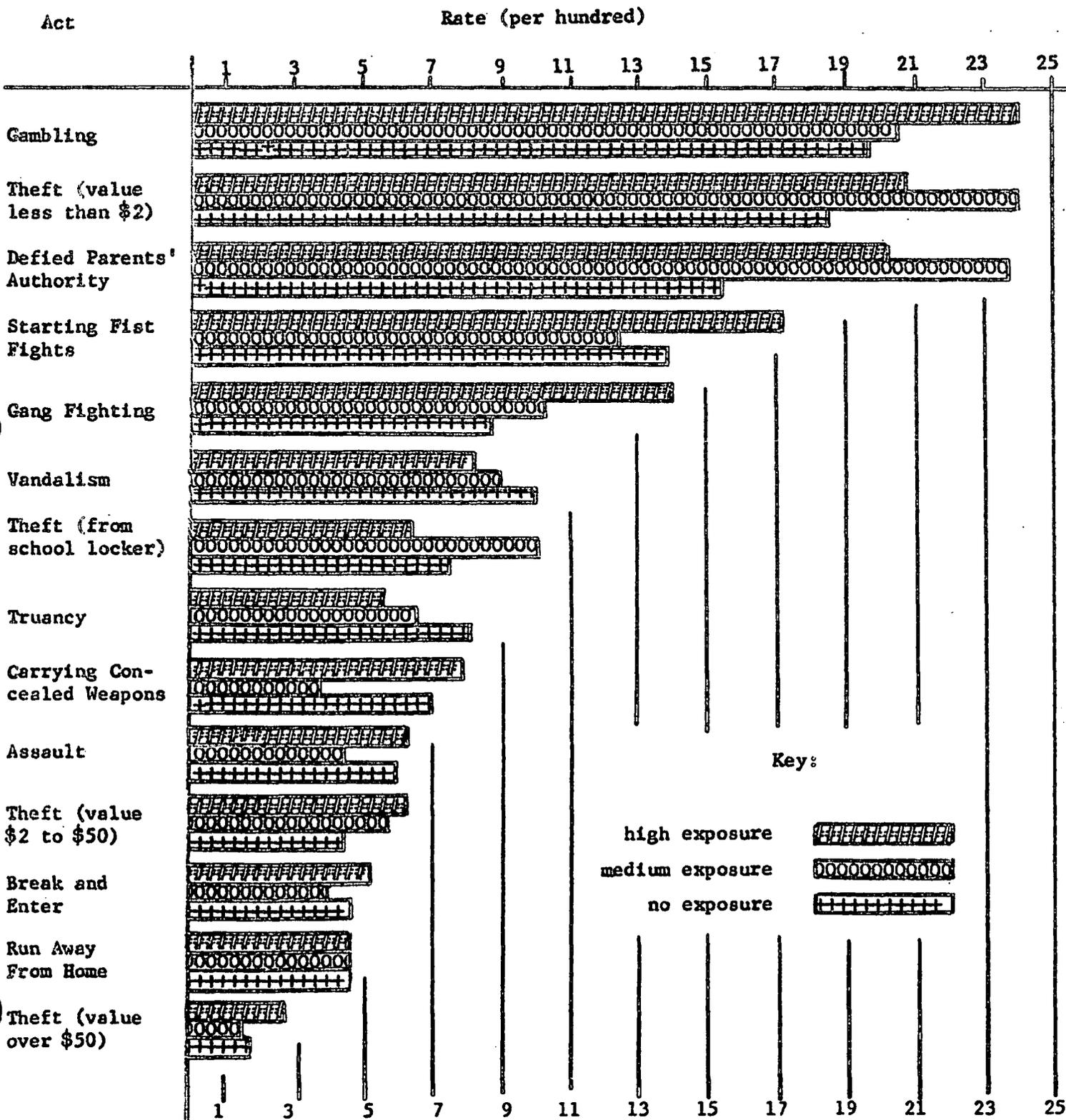
no exposure

Figure 5.

Rates (per hundred) of Reporting Selected Deviant Acts
in Past Six Months for SRO Exposure Groups,
Standardized by Grade, Sex and Father's Occupation



Act — Rate (per hundred)

Acts listed: Gambling, Theft (value less than $2), Defied Parents' Authority, Starting Fist Fights, Gang Fighting, Vandalism, Theft (from school locker), Truancy, Carrying Concealed Weapons, Assault, Theft (value $2 to $50), Break and Enter, Run Away From Home, Theft (value over $50)

Key:

high exposure

medium exposure
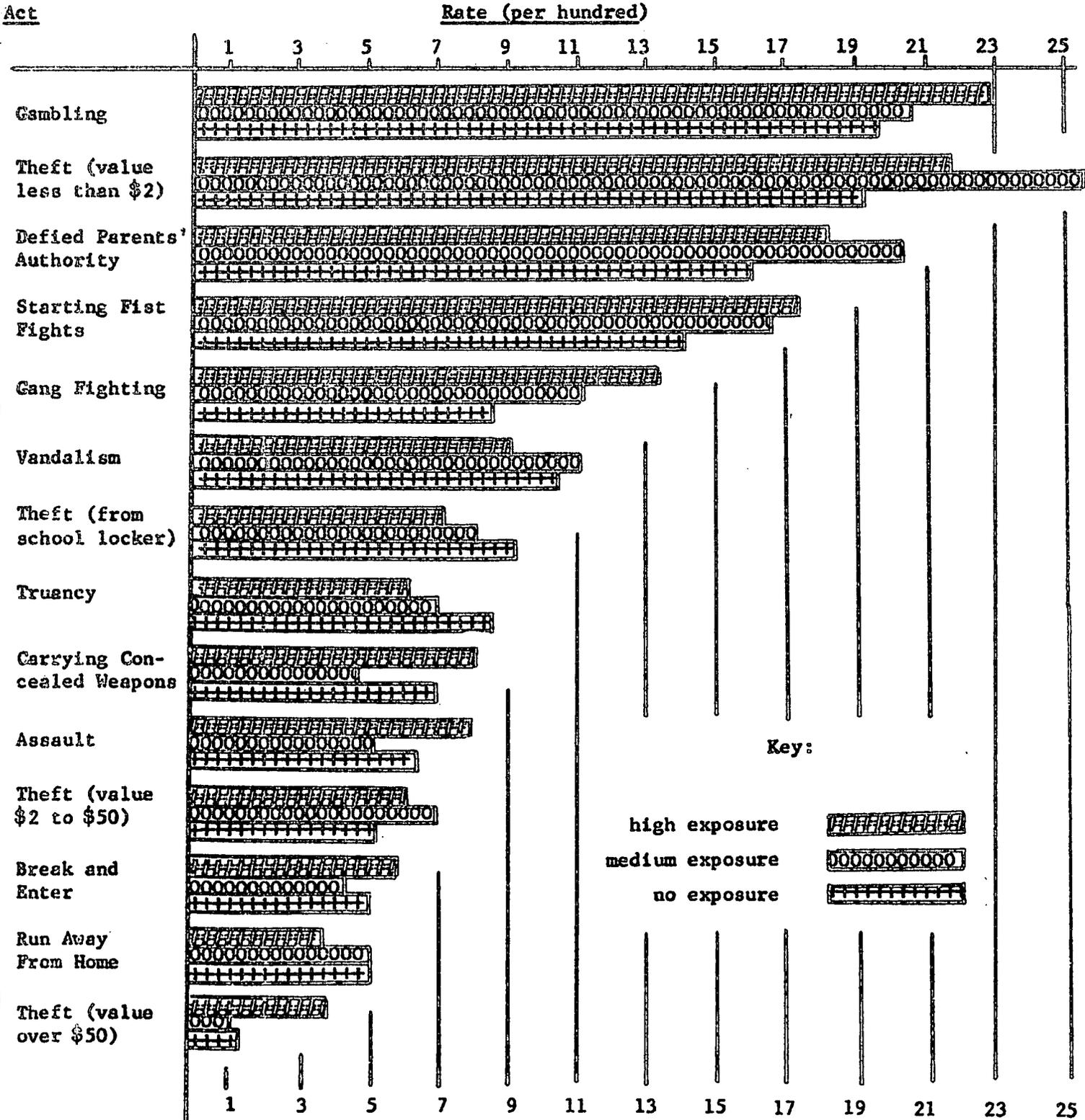
no exposure

## Table 8a.

Rates (per hundred) of Reporting Selected Deviant Acts
in Past Six Months for SRO Exposure Groups,
Standardized by Grade, Sex and Ethnic Status

|  | Exposure to SRO | | |
| Act | High | Medium | None |
|---|---|---|---|
| Gambling | 24.0 | 20.5 | 19.7 |
| Theft (value less than $2) | 20.7 | 24.1 | 18.5 |
| Defied Parents' Authority | 20.1 | 23.7 | 15.3 |
| Starting Fist Fights | 17.2 | 12.4 | 13.7 |
| Gang Fighting | 14.0 | 10.3 | 8.3 |
| Vandalism | 8.1 | 8.9 | 10.0 |
| Theft (from school locker) | 6.4 | 10.1 | 7.6 |
| Truancy | 5.6 | 6.6 | 8.1 |
| Carrying Concealed Weapons | 7.3 | 3.8 | 7.0 |
| Assault | 6.3 | 4.5 | 6.1 |
| Theft (value between $2 and $50) | 6.4 | 5.7 | 4.5 |
| Break and Enter | 5.2 | 4.0 | 4.6 |
| Run Away from Home | 4.6 | 4.6 | 4.6 |
| Theft (value over $50) | 2.6 | 1.4 | 1.7 |

## Table 8b.

Rates (per hundred) of Reporting Selected Deviant Acts
in Past Six Months for SRO Exposure Groups
Standardized by Grade, Sex, and Father's Occupation

|  | Exposure to SRO | | |
| Act | High | Medium | None |
|---|---|---|---|
| Gambling | 22.8 | 20.6 | 19.8 |
| Theft (value less than $2) | 21.7 | 25.5 | 19.2 |
| Defied Parents' Authority | 18.2 | 20.3 | 16.1 |
| Starting Fist Fights | 17.3 | 16.5 | 14.1 |
| Gang Fighting | 13.4 | 11.2 | 8.5 |
| Vandalism | 9.1 | 11.1 | 10.4 |
| Theft (from school locker) | 7.2 | 8.0 | 9.2 |
| Truancy | 6.1 | 6.9 | 8.5 |
| Carrying Concealed Weapons | 8.0 | 4.6 | 6.9 |
| Assault | 7.9 | 5.1 | 6.4 |
| Theft (value between $2 and $50) | 6.0 | 6.8 | 5.2 |
| Break and Enter | 5.8 | 4.3 | 5.1 |
| Run Away from Home | 3.7 | 5.0 | 5.0 |
| Theft (value over $50) | 3.7 | 1.1 | 1.3 |

Table 9a.

Percent Responding "Easy" or "Very Easy" to Do Selected Things Without
Getting Caught or Punished, by Exposure to SRO,
Populations Standardized by Grade, Sex and Ethnic Status

|  | Exposure to SRO | | |
| Behavior | High | Medium | None |
|---|---|---|---|
| Taking things that don't belong to you | 24% | 25% | 21% |
| "Ditching" school | 24 | 19 | 17 |
| Starting a fist fight | 31 | 28 | 21 |
| Carrying a switch blade | 39 | 38 | 28 |
| Gambling for money | 32 | 37 | 30 |
| Defying parents' authority | 9 | 11 | 8 |
| Damage or destroy other people's property | 16 | 18 | 17 |
| Being in a gang fight | 22 | 21 | 16 |
| Break into locked buildings | 11 | 7 | 8 |

Table 9b.

Percent Responding "Easy" or "Very Easy" to Do Selected Things Without
Getting Caught or Punished, by Exposure to SRO,
Populations Standardized by Grade, Sex and Father's Occupation

|  | Exposure to SRO | | |
| Behavior | High | Medium | None |
|---|---|---|---|
| Taking things that don't belong to you | 20% | 24% | 21% |
| "Ditching" school | 22 | 18 | 17 |
| Starting a fist fight | 30 | 28 | 23 |
| Carrying a switch blade | 35 | 39 | 27 |
| Gambling for money | 30 | 35 | 30 |
| Defying parents' authority | 8 | 12 | 8 |
| Damage or destroy other people's property | 14 | 18 | 17 |
| Being in a gang fight | 22 | 18 | 17 |
| Break into a locked building | 10 | 7 | 7 |

Actual referral rates for delinquency were calculated for each of the complexes. In matching complexes as closely as possible for ethnic composition and socioeconomic status, much the same picture emerged as with the self-reports. The actual referrals, however, were difficult to evaluate since the school complexes and police jurisdictions did not agree. For example, one of the complexes was in four separate jurisdiction areas, and several others in at least two. Making comparisons of referral rates where policy on referral of juveniles is not uniform, is not feasible. There is a good deal to be said for not using referral rates even in areas under the same jurisdiction because of differences in enforcement due to the socioeconomic and/or racial composition of the area.

## CONCLUSIONS

The responses of the groups of students with differing exposures to the SRO Program, when standardized for grade, sex, and either ethnic status or father's occupation, was more striking in similarities than in differences in answers to the questionnaire. This is not too surprising since for 12-14 years the students have been participating in and learning a general culture which has norms about how one feels about police, the duties of police, and the duties of citizens.

However, the SRO Program appears to have some effects in educating the children in the law enforcement functions of the police. More students in the groups which were exposed to the program had correct ideas about the scope of authority of the policeman and about their duties in reporting various incidents to the police.

Attitudes toward policemen were quite similar among the various exposure groups, and probably reflect the attitudes of the general public reasonably well. These attitudes which were indicated showed a favorable image of the policeman

and a recognition of the importance of policemen. Long exposure to the SRO Program may have been effective in presenting the policeman as a more desirable adult role, and to decreasing fear of policemen.

The self-reports of rates of deviant behavior and perceived ease of performing deviant behavior varied somewhat among the exposure groups, although there were no large differences in rates. The variations which did exist were probably more a function of neighborhood subculture than of presence or absence of the SRO. It is possible that the nature of deviant acts in these subcultural areas has changed since the program was introduced or that rates of these acts have declined, but there is only impressionistic evidence for this (e.g. school principals' reports of less windows in school being broken).

The principal finding of this evaluation is that the greatest impact of the SRO Program for which there is evidence is in a gain in the understanding of the law enforcement function of the police. It is likely, on the basis of the data gathered, that this is accomplished in the classroom contacts with the SRO. The outside of class contacts of the SRO, while they might be effective on individual cases, apparently have little effect on the groups as a whole.

It does not seem unfair to say that the program has not been as effective as was hoped in attaining its goals. On the other hand, the program has not made police informants out of the students or the policeman as a universal authority figure for the students as the opponents of the program had feared.

FOOT
FOOTNOTES

1. The principal investigator acknowledges the contributions of Mr. James
   P. Heuser and Steven Ikard, who, in the role of research assistants,
   helped with the design of the evaluation, the data gathering and the
   analysis. The report benefits from suggestions from Mr. Daniel Skolar,
   Deputy Director, O.L.E.A. and Laurie Maxwell, Assistant Dissemination
   Officer, O.L.E.A. The interpretations and conclusions are the responsi-
   bility of the principal investigator for the evaluation.

2. Charles E. Osgood, G. J. Suci, and P. H. Tannenbaum, The Measurement of
   Morning. Urbana: University of Illinois Press, 1957.

3. See R. A. Dentler and L. J. Moore "Early Adolescent Theft: American
   Sociological Review, 26 (October, 1961) pp. 733-743 and F. I. Nye and
   J. F. Short, Jr. "Scaling Delinquent Behavior," American Sociological
   Review, 22 (June, 1957) pp. 326-331 for typical application. For
   validation see J. P. Clark and L. L. Tiffti "Polygraph and Interview
   Validation of Self-Reported Deviant Behavior," American Sociological
   Review, 31 (August, 1966) pp. 516-523.

4. F. I. Greenstein, Children and Politics. New Haven: Yale University
   Press, 1965.

5. See E. A. Suchman, "An Analysis of 'Bias' in Survey Research," Public
   Opinion Quarterly, 26 (Spring, 1962) pp. 102-109.

APPENDIX A

## School Resource Officer Program

### Statement of Purpose

One of the primary functions of education is to help the child prepare for responsible citizenship. The study of laws and law enforcement in a school setting should help the child develop a positive concept of police officers and law enforcement.

The School Resource Officer Program is a cooperative effort of the public schools and law enforcement agencies to develop a better understanding of law enforcement functions and to prevent juvenile delinquency and crime.

## ORGANIZATION

The school resource officer is assigned to a junior high school and its elementary feeder schools.

The office of the resource officer may be located in the junior high school where he serves as a staff resource person. He is on call in a similar capacity by the principals of the elementary feeder schools. When arriving at a school, he reports to the principal's office in order to make his presence known.

As a law enforcement officer, he is responsible to the Chief of the Tucson Police Department. He performs his duties, however, in the school environment, and therefore he functions within the framework established by the principal and the school district.

The principal as administrative head of the school building is responsible for the function of the total program within the school.

## QUALIFICATIONS FOR SCHOOL RESOURCE OFFICER

A candidate for this position must have an interest in working with children and the ability to work effectively with them. His language and decorum must at all times be conducive to the social, emotional, and educational betterment of the children.

## SELECTION

Final evaluation of candidates for school resource officer is by the Police Department Oral Board. The principals of schools in the attendance area assist in the selection of the school resource officer.

## DUTIES AND RESPONSIBILITIES

1. The school resource officer strives to increase children's understanding and respect for law enforcement through interaction with students in informal situations and activities.

2. The school resource officer will serve as a resource person in talks to classes and assemblies and shall involve himself in safety programs of an educational nature.

3. The school resource officer's actions reflect an understanding of the administrative responsibility (in loco parentis) of the school staff in resolving student misbehavior.

4. Upon request, the resource officer assists at school functions when large crowds are in attendance.

5. The school resource officer affords a routine patrol for the protection of students off the school grounds and between home and school.

6. The school resource officer may serve the school and community as a source of information about city and community agencies involved in governmental functions (i.e., civil defense, interpretation of city ordinances).

7. The school resource officer is given access to routine school information such as names, addresses, and telephone numbers. Records of a more confidential nature may be shared with him by the principal, or other professional persons designated by the principal.

8. At the discretion of the principal, the school resource officer may participate in case conferences--especially when potential delinquency is a factor. The resource officer does not assume the role and function of the school caseworker and counselor.

9. School interviews with students by the resource officer are to be conducted in the presence of the principal or his designated representative. If the interview is of an investigative nature concerning an offense which may result in removal of a child from school, the parent or guardian is to be notified in advance. Should the parent or guardian desire to be present or to have a representative present at the interview, the desire shall be complied with.

10. The resource officer keeps the principal informed concerning apprehension of students enrolled in his school that are affected at times other than during school hours. He may be called upon by the principal to verify the referral of students to law enforcement agencies or the courts.

11. Referrals by the resource officer to community agencies other than juvenile authorities are made in accordance with regular school procedures.

12. In emergency situations, in which an unlawful act of serious consequences is committed in school, the school resource officer may take direct action to apprehend the person responsible for the unlawful act.


EVALUATION

The School Resource Officer Program shall be evaluated on a continuing basis, beginning no later than January, 1967, by a competent committee under the direction of a professional person with training and experience in the evaluation of community projects.

## APPENDIX B

## PROPOSAL FOR EVALUATION OF THE SCHOOL

## RESOURCE PROGRAM

## OF THE TUCSON POLICE DEPARTMENT

Submitted by: Jerry L. L. Miller, Associate Professor of Sociology,
University of Arizona, Tucson, Arizona

## I. THE VARIABLES

The School Resource Program could be the source of several changes, both intended and unintended. It is the purpose of this proposal to state the major potential changes and to provide a method of determining whether these changes do, in fact, occur.

A. The Intended Changes

1. A first intended change is in understanding of the law in general and the police function in particular.

2. A second intended change is in the area of juvenile delinquency. The program seeks to reduce rates of juvenile delinquency.

3. A third intended change is reduction of adult crime related to children such as child molesting, etc. This is a relatively less emphasized goal than Numbers 1 and 2.

B. The Unintended Changes

These changes will be drawn out more fully, since they have been brought up in connection with the program, but are not goals of the program.

1. A change in attitudes toward the policeman. Speculation about this sort of change has been that the school resource officer would become viewed with positive attitudes, but that these positive attitudes might not be carried over to the police as a whole.

2. A change in attitudes towards civil liberties connected with law authorities. There has been some questioning of the program in this regard, and an evaluation which ignores this is inadequate.

3. Changes in attitudes towards authority: parents, teachers and principals. There is some speculation that attitudes toward the authority of these groups may be changed by the presence of the SRO.

C. The means through which these changes are to be instituted in the School Resource Program.

The project calls for an officer to have an office in the selected schools, and to visit the elementary feeder schools in his Junior High School District.

D. Other Pertinent Variables

It is obvious that the changes, both intended and unintended, could stem from other sources. Also it is clear that the program may not be univeraally effective due to characteristics of the individual or the groups of which he is a member.

## II. THE DESIGN FOR EVALUATION

This section intends to set up a design to test the effects of the variables listed above. The basic design is a repeated measurement of the same groups of pupils over the two-year period in schools where: (1) the program will be instituted in September, 1966; (2) the program was initiated in September, 1965; and (3) the program was in operation prior to September, 1965. In addition, relevant data from Police Department files will be used to construct indices for the two-year time period.

A. Measurement

1. The Intended Changes

a. The understanding of the law and police function will be measured by a set of objective questions asked of pupils.

b. The rates of juvenile delinquency will be measured by construction of indices of referrals and arrests for the Junior High School districts. These indices will be adjusted for general trends of referrals and arrests, and will be in terms of rate per given number of people in the area. It is not clear at the moment whether age specific rates will be necessary.

c. Rates of adult crime related to children will be measured by similar indices as juvenile delinquency. The complaints and arrests per Junior High School District, adjusted if necessary for trends and age, will make up this measure.

2. The Unintended Changes

a. Attitudes toward policemen will be measured by a Semantic Differential technique. As a methodological device, other groups such as mother, father, teacher, principal may also be measured.

      b. Attitudes toward civil liberties will be measured by standard Liket techniques of attitude measurement.

      c. Attitudes toward authority will be measured by a standard Liket technique.

3. The Agents of Change

      a. The agent of change - presence or absence of a SRO, is the independent variable. It will merely be noted as present, although some inference concerning length of presence and changes will be allowed by the design.

4. Other Pertinent Variables.

      a. Sex - to be asked of the pupil.

      b. Occupation of Father - School Records.

      c. Racial or ethnic status. If possible to be determined by record, observation, Spanish surname, etc.

B. The Sample

1. The Junior High Schools from which samples of pupils will be drawn will include Mansfeld, Amphitheater, Safford, Spring, where SRO Programs existed before September, 1965; Naylor and Utterback, where SRO Programs were initiated in September, 1965; three Junior High Schools where SRO Programs will be initiated in September, 1966; and two Junior High Schools where it is unlikely that the program will be initiated before 1968.

      a. Within each of these Junior High Schools a random sample of 90 males and 90 females will be drawn from pupils entering the 7th grade in September, 1966. These pupils will constitute a panel for the two-year period.

2. The grade schools from which pupils will be drawn will be selected at random from the Junior High School Districts selected for study. The sample will be divided so that one school from each district will be included in the study.

      a. Within each elementary school, 75 pupils will be randomly selected from those entering the 5th grade in September, 1966. These samples will not be stratified by sex.

3. The total sample at the beginning of the study will be 2730. Thes These sample members will be followed and tested during the two-year evaluation program.

C. Testing of Pupils

1. The testing of pupils in a particular school will be done at the same time. Questionnaires will be distributed by a research assistant who will remain with the group and collect the questionnaires. To assure that students feel that answers are not going to become knowledge of the school personnel, the research assistant will be in charge of the testing.

2. The tests will be spread over the two-year period in the following manner: first test, September, 1966; second test, May 1967; third test, September 1967; Final test, May, 1968.

D. Analysis

1. Four variations in SRO programs will be tested at four time intervals, for Junior High Schools and Elementary Schools, allowing the gathering of data on such questions as:

   a. Does the presence of a SRO make a difference in effects over a one-year period, over a two-year period, during times when school is not in session?

   b. Does the length of experience with a SRO Program have any influence on its effects?

   c. What is the difference in impact of the SRO Program between fifth and seventh graders; sixth and eighth graders for each effect?

2. Answers to the questions above will be specified, where appropriate, by sex, fathers' occupations and ethnic origin. Comparisons of various samples with each other during the same time and with themselves across time will allow a wealth of data to be analyzed.

3. This particular research design is sensitive to occurrence of small changes in effects. This seems to be the appropriate type of design in this case.

APPENDIX C

## LETTER TO PARENTS

Dear Parent:

I am sending you this letter to ask your permission to include your child in the evaluation of the School Resource Officer Program of School District #1.

Let me tell you something about the evaluation. About 2,500 sixth and eighth graders will be picked out of various Junior High Schools and Elementary Schools by a lottery method. Those picked will be asked to fill out a questionnaire at their school twice over the next year. The answers to these questions will give a part of the facts which are needed to find out just what the School Resource Officer Program does. To get a true picture of the effects of the program, some schools which have no Resource Officers and which may have no plans to have one are being included in the study. The questions ask about how the child feels about policemen, teachers and others, about his contacts with the School Resource Officers and whether children who do things such as skip school, take little things, break windows on purpose, etc., are like him or not.

I have done everything that I can to assure that it will not be possible for anyone but me to connect a certain child with his answers. I must be able to do this so that the two sets of answers over the period, for the same child, can be compared; but after this is done, the questionnaire will be destroyed. In this year period of the study, identification material will be kept in a safe-deposit box. At no time will any police official or school official see any student's answers to the questions.

It is important that as many students as possible are allowed to participate. Please check your answer on the enclosed card, sign it and return it. Since time is growing short, I would like to have your answer as soon as possible.

If you have any questions about the evaluation, please feel free to call me at my office at the University of Arizona. The numbers are: 884-3531 from 9:00 to 4:30 on Tuesdays, or 884-3386 on Mondays, Wednesdays and Fridays.

Sincerely yours,


Jerry L. L. Miller
Associate Professor

## LETTER TO PARENTS

## PERMISSION CARD

Please check one and sign

_____ I will allow my child to be asked to fill
out the questionnaires for the study of the
School Resource Officer Program.

_____ I will not allow my child to be asked to
fill out the questionnaires for the study
of the SRO Program.

Signed _____

Name_____

Age_____

Sex_____Male        _____Female

Grade_____6th      _____8th

How long have you been going to this school?_____

How long have you lived in Tucson?_____

How many older brothers do you have?_____        Older sisters?_____

How many younger brothers do you have?_____        Younger sisters?_____


These questions are being asked of a group of students in your school district.  It is not a test on which you are graded.  The right answer is what fits you . . . what you really think or feel.  Your answers will be read only by people who you do not know, and will not be read by your friends, parents, teachers or policemen.  This page has a number, and this number will be the only thing which will be with your answers so that no one will be able to look at answers and tell whose they are.

Please answer all of the questions as you think.

## TEACHER

| active | ___ | ___ | ___ | ___ | ___ | ___ | ___ | not active |
|--------|-----|-----|-----|-----|-----|-----|-----|------------|
| bad | ___ | ___ | ___ | ___ | ___ | ___ | ___ | good |
| fair | ___ | ___ | ___ | ___ | ___ | ___ | ___ | unfair |
| small | ___ | ___ | ___ | ___ | ___ | ___ | ___ | large |
| heavy | ___ | ___ | ___ | ___ | ___ | ___ | ___ | light |
| slow | ___ | ___ | ___ | ___ | ___ | ___ | ___ | fast |
| dull | ___ | ___ | ___ | ___ | ___ | ___ | ___ | sharp |
| strong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | weak |
| hard | ___ | ___ | ___ | ___ | ___ | ___ | ___ | soft |
| ugly | ___ | ___ | ___ | ___ | ___ | ___ | ___ | beautiful |

## FATHER

| active | ___ | ___ | ___ | ___ | ___ | ___ | ___ | not active |
|--------|-----|-----|-----|-----|-----|-----|-----|------------|
| bad | ___ | ___ | ___ | ___ | ___ | ___ | ___ | good |
| fair | ___ | ___ | ___ | ___ | ___ | ___ | ___ | unfair |
| small | ___ | ___ | ___ | ___ | ___ | ___ | ___ | large |
| heavy | ___ | ___ | ___ | ___ | ___ | ___ | ___ | light |
| slow | ___ | ___ | ___ | ___ | ___ | ___ | ___ | fast |
| dull | ___ | ___ | ___ | ___ | ___ | ___ | ___ | sharp |
| strong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | weak |
| hard | ___ | ___ | ___ | ___ | ___ | ___ | ___ | soft |
| ugly | ___ | ___ | ___ | ___ | ___ | ___ | ___ | beautiful |

## MOTHER

| active | ___ | ___ | ___ | ___ | ___ | ___ | ___ | not active |
|--------|-----|-----|-----|-----|-----|-----|-----|------------|
| bad | ___ | ___ | ___ | ___ | ___ | ___ | ___ | good |
| fair | ___ | ___ | ___ | ___ | ___ | ___ | ___ | unfair |
| small | ___ | ___ | ___ | ___ | ___ | ___ | ___ | large |
| heavy | ___ | ___ | ___ | ___ | ___ | ___ | ___ | light |
| slow | ___ | ___ | ___ | ___ | ___ | ___ | ___ | fast |
| dull | ___ | ___ | ___ | ___ | ___ | ___ | ___ | sharp |
| strong | ___ | ___ | ___ | ___ | ___ | ___ | ___ | weak |
| hard | ___ | ___ | ___ | ___ | ___ | ___ | ___ | soft |
| ugly | ___ | ___ | ___ | ___ | ___ | ___ | ___ | beautiful |

## POLICEMAN

| active | ___ ___ ___ ___ ___ ___ ___ | not active | ___ (38) |
| bad | ___ ___ ___ ___ ___ ___ ___ | good | ___ |
| fair | ___ ___ ___ ___ ___ ___ ___ | unfair | ___ |
| small | ___ ___ ___ ___ ___ ___ ___ | large | ___ |
| heavy | ___ ___ ___ ___ ___ ___ ___ | light | ___ |
| slow | ___ ___ ___ ___ ___ ___ ___ | fast | ___ |
| dull | ___ ___ ___ ___ ___ ___ ___ | sharp | ___ |
| strong | ___ ___ ___ ___ ___ ___ ___ | weak | ___ |
| hard | ___ ___ ___ ___ ___ ___ ___ | soft | ___ |
| ugly | ___ ___ ___ ___ ___ ___ ___ | beautiful | ___ (47) |

## B. WHAT YOU ARE LIKE

Here are some sentences telling about doing certain things. I would like to know whether some one who has done these things is LIKE you, or NOT LIKE you.

|  | Is LIKE Me | Is NOT LIKE Me |
|---|---|---|

EXAMPLE:
Someone who in the last 6 months has . .

| been to the North Pole is . . . . . . | ☐ | ☒ |
| had a piece of candy is . . . . . . . | ☒ | ☐ |

|  | Is LIKE Me | Is NOT LIKE Me |
|---|---|---|

Some one who in the last 6 months has . . .

| . . .taken things of large value (worth more than $50) that did not belong to him . . . . . . . . . . . . . . . . . | ☐ | ☐ | ___ (48) |
| . . .taken things from someone else's desk or locker at school without permission . . | ☐ | ☐ | ___ |
| . . .been in a gang fight . . . . . . . . . . | ☐ | ☐ | ___ |
| . . .run away from home . . . . . . . . . . . | ☐ | ☐ | ___ |
| . . .gambled for money. . . . . . . . . . . . | ☐ | ☐ | ___ |
| . . .taken little things (that were worth less than $2) that did not belong to him. . . | ☐ | ☐ | ___ |
| . . .defied his parents' authority to their faces. . . . . . . . . . . . . . . . . . . | ☐ | ☐ | ___ |
| . . .broken into and gone into a building, store or home. . . . . . . . . . . . . . | ☐ | ☐ | ___ |
| . . .carried a razor, switch blade or gun as a weapon . . . . . . . . . . . . . . . | ☐ | ☐ | ___ (56) |

WHAT YOU ARE LIKE (Continued)　　Is LIKE Me　　Is NOT LIKE Me

Some one who in the last 6 months has . . .

. . . beaten up some one who hadn't
done anything to him . . . . . . . . .　☐　　☐　　___ (57)

. . . damaged or destroyed public property
or private property on purpose that
did not belong to him . . . . . . . .　☐　　☐　　___

. . . taken things of medium value (that
were worth between $2 and $50) that
didn't belong to him . . . . . . . . .　☐　　☐　　___

. . . ditched school . . . . . . . . . . . .　☐　　☐　　___

. . . started a fist fight . . . . . . . . .　☐　　☐　　___ (61)

C. WHAT YOU THINK OF PEOPLE

1. Check the names of the four (4) most important people in this list.

____ mayor of a city　　　____ social worker
____ school teacher　　　____ doctor
____ judge　　　　　　　 ____ lawyer
____ school principal　　 ____ police chief
____ policeman　　　　　 ____ probation officer
____ religious leader

2. Check four (4) names in this list many people are afraid of.

____ mayor of a city　　　____ social worker
____ school teacher　　　____ doctor
____ judge　　　　　　　 ____ lawyer
____ school principal　　 ____ police chief
____ policeman　　　　　 ____ probation officer
____ religious leader

3. Check all the jobs in this list you would like when you are older.
(Girls can also check the jobs they would like their husbands to have.)

____ mayor of a city　　　____ social worker
____ school teacher　　　____ doctor
____ judge　　　　　　　 ____ lawyer
____ school principal　　 ____ police chief
____ policeman　　　　　 ____ probation officer
____ religious leader

Do not write in these blanks column:

(1)
2
( 9)
(11)
(13)
(15)
(17)
(18)

(20)
(22)
(24)
(26)
(28)
(29)

(31)
(33)
(35)
(37)
(39)
(40)

# WHAT PEOPLE ARE SUPPOSED TO DO

**INSTRUCTIONS:** Here are some sentences about things people may or may not be supposed to tell you. If you think the person is supposed to tell you, put an X in the blank "supposed to." If you think they are not supposed to tell you, put an X in the blank under "not supposed to tell me." If they have told you to, put an X in the blank under "have told me," even if they were not supposed to tell you.

| | Supposed to tell me | Not Supposed to tell me | Has Told me |
|---|---|---|---|
| EXAMPLE: Safety patrolman at school crossing | | | |
| 1. Wait at a school cross walk | X | | X |
| 2. Button your sweater | | X | X |
| 3. Walk your bike across the school crossing | X | | |

| | Supposed to tell me | Not Supposed to tell me | Has Told me | |
|---|---|---|---|---|
| **1. SCHOOL TEACHER:** | | | | |
| a. How to cut your hair or wear makeup | | | | (41) |
| b. What style of clothes to wear | | | | |
| c. What movies or TV shows you should watch | | | | |
| d. How to act in public | | | | |
| e. What rules to follow when riding a bike | | | | |
| f. What you should and shouldn't do going to and from school | | | | |
| g. To go to church or Sunday school | | | | |
| h. To get good grades | | | | (48) |
| **2. GOOD FRIEND MY AGE:** | | | | (49) |
| a. How to cut your hair or wear makeup | | | | |
| b. What style of clothes to wear | | | | |
| c. What movies or TV shows you should watch | | | | |
| d. How to act in public | | | | |
| e. What rules to follow when riding a bike | | | | |
| f. What you should and shouldn't do going to and from school | | | | |
| g. To go to church or Sunday School | | | | |
| h. To get good grades | | | | (56) |
| **3. MOTHER:** | | | | |
| a. How to cut your hair or wear makeup | | | | (57) |
| b. What style of clothes to wear | | | | |
| c. What movies or TV shows you should watch | | | | |
| d. How to act in public | | | | |
| e. What rules to follow when riding a bike | | | | |
| f. What you should and shouldn't do going to and from school | | | | |
| g. To go to church or Sunday school | | | | |
| h. To get good grades | | | | (64) |

Do not write in this space

D. WHAT PEOPLE ARE SUPPOSED TO DO (Continued)

|  | Supposed to tell me | Not Supposed to tell me | Has Told me |  |
|---|---|---|---|---|
| **4. FATHER:** |  |  |  |  |
| a. How to cut your hair or wear makeup | ___ | ___ | ___ | ___ (65) |
| b. What style of clothes to wear | ___ | ___ | ___ | ___ |
| c. What movies or TV shows you should watch | ___ | ___ | ___ | ___ |
| d. How to act in public | ___ | ___ | ___ | ___ |
| e. What rules to follow when riding a bike | ___ | ___ | ___ | ___ |
| f. What you should and shouldn't do going to and from school | ___ | ___ | ___ | ___ |
| g. To go to church or Sunday school | ___ | ___ | ___ | ___ |
| h. To get good grades | ___ | ___ | ___ | ___ (72) |
| **5. POLICEMAN:** |  |  |  |  |
| a. How to cut your hair or wear makeup | ___ | ___ | ___ | ___ (73) |
| b. What style of clothes to wear | ___ | ___ | ___ | ___ |
| c. What movies or TV shows you should watch | ___ | ___ | ___ | ___ |
| d. How to act in public | ___ | ___ | ___ | ___ |
| e. What rules to follow when riding a bike | ___ | ___ | ___ | ___ |
| f. What you should and shouldn't do going to and from school | ___ | ___ | ___ | ___ |
| g. To go to church or Sunday School | ___ | ___ | ___ | ___ |
| h. To get good grades | ___ | ___ | ___ | ___ (80) |

### CHECK THE BLANK BEFORE THE BEST ANSWER:

The farthest in school I want to go is:

1. ____less than finishing junior high school
2. ____finish junior high school
3. ____some high school
4. ____finish high school
5. ____some trade or business school
6. ____finish trade or business school
7. ____some college
8. ____finish college
9. ____more education beyond college

___ (1)
___
___
___
___
_3_ (7)

I would like to make:

1. ____at least as much money as my family does.
2. ____a little more money than my family does.
3. ____a lot more money than my family does.
4. ____it doesn't matter because I will never make as much as my family does.

___ (8)

___ (9)

When I grow up I want to have:
1. ____at least as much money as my family has.
2. ____a little more money than my family has.
3. ____much more money than my family has.
4. ____it doesn't matter because I will never have as much as they have.

___ (10)

For my life's work when I grow up, I would like to have the following job or occupation:(Girls may put down what job they would like their husbands to have)

(11,12)

⬤ are some things that a person could do. What we want to know is how easy or hard
⬤ would be to do them.  Check the line you think fits the thing.

|  | Very Hard | Hard | Easy | Very Easy |
|---|---|---|---|---|
| EXAMPLE: | | | | |
| To walk to the North Pole from Tucson would be | ✓ | ___ | ___ | ___ |

START HERE:

To take things that don't belong to you without
   being caught would be:                                ___   ___   ___   ___        ___ (13)

To ditch school without being caught would be:          ___   ___   ___   ___        ___

To start a fist fight without being punished
   would be:                                            ___   ___   ___   ___        ___

To get away with carrying a switch blade would be:      ___   ___   ___   ___        ___

To gamble for money without getting caught would be:    ___   ___   ___   ___        ___

To get away with defying parents' authority would be:   ___   ___   ___   ___        ___

⬤ damage or destroy other people's property without
   getting caught would be:                             ___   ___   ___   ___        ___

To get away with being in a gang fight would be:        ___   ___   ___   ___        ___

To break into locked buildings without getting
   caught would be:                                     ___   ___   ___   ___        ___ (21)

Here are some things you might see happen.  After you read each thing, check the blank
below next to the people you would tell about it (you may check more than one).

EXAMPLE:  You see a flying saucer land on the school grounds.  Who would you tell:

   ✓ teacher       ✓ principal      ___ counsellor
   ___ policeman    ✓ parent        ___ assistant principal
   ___ religious leader  ✓ friend my age
   ___ no one      ___ other - who?_____

START HERE:

You see a kid take something out of someone else's locker.  Who would you tell:

   ___ teacher      ___ principal      ___ counsellor
   ___ policeman    ___ parent       ___ assistant principal
   ___ religious leader  ___ friend my age
   ___ no one      ___ other - who?_____

You see a man try to make a little girl get into his car. Who would you tell:

| | | |
|---|---|---|
| ____ teacher | ____ principal | ____ counsellor |
| ____ policeman | ____ parent | ____ assistant principal |
| ____ religious leader | ____ friend my age | |
| ____ no one | ____ other - who?_____ | |

____ ____ (31)
____ ____ (33)
____ ____ (35)
____ ____ (37)

You see a high school kid beating up someone smaller than him. Who would you tell:

| | | |
|---|---|---|
| ____ teacher | ____ principal | ____ counsellor |
| ____ policeman | ____ parent | ____ assistant principal |
| ____ religious leader | ____ friend my age | |
| ____ no one | ____ other - who?_____ | |

____ ____ (39)
____ ____ (41)
____ ____ (43)
____ ____ (45)

You see someone cheating on a test. Who would you tell:

| | | |
|---|---|---|
| ____ teacher | ____ principal | ____ counsellor |
| ____ policeman | ____ parent | ____ assistant principal |
| ____ religious leader | ____ friend my age | |
| ____ no one | ____ other - who?_____ | |

____ ____ (47)
____ ____ (49)
____ ____ (51)
____ ____ (53)

You see someone crossing a busy street in the middle of the block where there is no crosswalk. Who would you tell:

| | | |
|---|---|---|
| ____ teacher | ____ principal | ____ counsellor |
| ____ policeman | ____ parent | ____ assistant principal |
| ____ religious leader | ____ friend my age | |
| ____ no one | ____ other - who?_____ | |

____ ____ (55)
____ ____ (57)
____ ____ (59)
____ ____ (61)

You see a car knock down someone and not stop. Who would you tell:

| | | |
|---|---|---|
| ____ teacher | ____ principal | ____ counsellor |
| ____ policeman | ____ parent | ____ assistant principal |
| ____ religious leader | ____ friend my age | |
| ____ no one | ____ other - who?_____ | |

____ ____ (63)
____ ____ (65)
____ ____ (67)
____ ____ (69)

CHECK ALL THE SENTENCES BELOW WHICH ARE TRUE ABOUT YOU:

____ I have been in a class where a School Resource Officer has talked or shown a movie.

____ (70)

____ I have been in games on the school grounds when the School Resource Officer played or helped.

____

____ I have talked to the School Resource Officer on the school grounds with a lot of other students around.

____

____ I have talked to the School Resource Officer on the school grounds when just myself or a couple of other students were around.

____

____ I have talked to the School Resource Officer on the way to or from school.

____

____ I have never talked with the School Resource Officer.

____ (75)