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# EVALUATION OF EFFECTIVENESS OF POLICE CADET SERVICES TO SCHOOLS

a survey conducted by  
William D. Boettcher  
Project Evaluator for the  
Juvenile Liaison Cadet Project

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NCJRS

JUN 25 1976

ACQUISITIONS

This study was sponsored by the City of Des Moines, the Greater Des Moines Chamber of Commerce, the Metropolitan Criminal Justice Center, and the Law Enforcement Assistance Administration of the U.S. Department of Justice. Its contents, however, do not purport to represent the official views or policy of its sponsors.

September, 1975

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## CHAPTER I INTRODUCTION

This report contains the findings of the project evaluator's study of the effectiveness of Police Cadet services in the schools. It is the second of three reports and represents partial fulfillment of an evaluation of the Des Moines Police Department Juvenile Liaison Cadet Project. The project evaluator contracted with the Des Moines Chamber of Commerce and the Des Moines/ Polk County Metropolitan Criminal Justice Center to conduct this evaluation. The first report, submitted March 17, 1975, was titled, "Attitudes Toward Des Moines Law Enforcement Officers: Comparisons Between Teen-Age Ethnic Groups."

The overall goals of the entire project were: (1) supplement and provide assistance to the present Police-School Liaison Program; (2) establish methods of utilizing Cadets in other areas of police juvenile operations to allow for maximum juvenile contact; (3) provide an opportunity for increased recruitment of minority members for the Des Moines Police Force; and (4) determine the influences present within the community, the police force and the police career as a whole which impedes the process of minority recruitment and retention of the Des Moines Police Department.

Findings regarding the project's effectiveness in accomplishing the first three goals will be presented in this report. Findings pertaining to the fourth goal were partially presented in the first report submitted by the evaluator. Additional findings pertaining to goals three and four will be presented in a third, and final, report.

During the course of the year, four Cadets were given school assignments. Each Cadet was supervised by a Police-School Liaison Officer. Most of the services were performed within elementary and junior high schools within the Des Moines Independent School District during the 1974-75 school year. A

limited amount of service was provided at the high school level.

A summary of school-related functions performed by the Cadets is presented in Chapter III. Included are the number of contacts with minority juveniles.

Responses of administrators, teachers, students, Cadets and police-school liaison officers, obtained through structured interviews, are presented and analyzed in Chapter IV. Changes in attitudes of Black junior high students attending a school receiving Cadet services were compared with changes occurring within Black students who attended a junior high school that did not receive Cadet services. Findings of this comparison are also presented in Chapter IV.

## CHAPTER II PROCEDURE

Information regarding school-related functions performed by Cadets was obtained from Daily Report Forms prepared by the Cadets and from interviews with the four Cadets who worked in the schools.

Opinions regarding Cadet effectiveness were obtained through the use of structured interviews. Pre-prepared questionnaires provided the format for conducting the interviews. Interviews were conducted on an individual basis, with one exception when four Police-Liaison Officers were interviewed as a group.

It was felt that the structured interviews increased the validity and accuracy of the obtained data. It permitted clarification, if needed, and expansion of pertinent responses.

Forty students, grades three through seven, were interviewed by a graduate student from Iowa State University. The interviews with fourteen teachers were conducted by both the graduate student and the project evaluator. The remaining interviews were conducted by the project evaluator. These included interviews with seven elementary principals, either a principal or an advisor from seven junior high schools, advisors from five senior high schools, six police-school liaison officers, four Cadets and the Cadet Supervisor.

Interviews were completed during the months of May and June, 1975. Cadets began working in the schools in September, 1974 and continued into the month of May, 1975.

The procedure followed in studying attitudinal changes of Black junior high students is presented along with the findings in the Results chapter. Additional procedural information regarding the obtaining of opinions is also presented in the appropriate section of the Results chapter.

CHAPTER III  
SUMMARY OF SCHOOL-RELATED  
FUNCTIONS PERFORMED BY CADETS

Cadets recorded school-related functions on Daily Report Forms. A copy is enclosed in Appendix A. Ninety-eight forms pertaining to school assignments were turned in by the Cadets.

Informal visits with students in hallways, lunch rooms and at activities were not recorded. It is probable that there were other activities performed by the Cadets that were not recorded. The data summarized below represents totals of the data which was recorded on the Daily Report Forms.

Group Presentations. The Cadets made 92 presentations in eighteen different schools. Eleven of these schools were elementary, seven were junior high and one was high school.

A total of 4686 students listened to at least one presentation. Fifty-nine percent of the students were elementary, 40 percent were junior high and one percent were high school.

Eighteen percent of the students listening to the presentation were either Black or Spanish/Mexican-American<sup>1</sup>. This exceeds the total minority enrollment of 10.8%.

Presentations were made at all grade levels from pre-school classes through ninth grade. Thirty-five presentations were given at the elementary level. Although grade levels were omitted on some of the Daily Report Forms, the presentations appear to have been approximately equally divided between all grade levels.

<sup>1</sup>. Computed by multiplying the percentage of minority enrollment in each of the schools where a presentation was made times the number who listened to the presentation.

Six appearances at the elementary level were to large groups, either the entire school or 3 grades combined.

Fifty-six presentations were given at the junior high level. Again, they appeared to have been equally divided between grade levels. Six of these presentations were to large groups, 175 or greater. The remaining were to smaller groups, usually a single class.

The Cadets didn't record the topic for fourteen of the presentations. The topics that were recorded and the number of presentations for each were as follows:

General questions and answers regarding police work.....	15
Safety.....	15
Cadet Program.....	4
PCR film and speech.....	25
Drug Abuse.....	8
Career Information.....	11

Interviews With Juveniles. Cadets participated in 428 interviews with juveniles who were involved in some type of a disturbance. The nature of the disturbances was not reported on the Daily Report Form. In 421 (98%) of these interviews the Police-School Liaison Officer was present.

The Liaison Officer assumed the responsibility for conducting the interview. Cadets did participate in some of the interviews by asking questions or commenting when it appeared appropriate.

Members of the juvenile's family were present at 146 (34%) of the interviews. School personnel were present at 161 (38%) of the interviews. Some of the interviews were with members of the family without the juvenile present. The exact number is not known, but assumed to be minimal.

Distribution of interviews by grade levels is as follows:

<u>Grade Level</u>	<u>Number</u>	<u>Percentage</u>
Elementary	23	7
Junior High	298	84
High School	13	4
Not in School	<u>19</u>	5
Total	353	

Distribution of interviews by age levels is as follows:

<u>Age</u>	<u>Number</u>	<u>% (based on 367)</u>
7- 8	7	2
9-10	14	4
11	9	2
12	31	8
13	76	21
14	153	42
15	39	11
16	15	4
17-18	10	3
19 and older	13	4
Age not given	<u>(61)</u>	
Total	367 (428)	

Distribution of interviews by ethnic background is as follows:

<u>Ethnic Background</u>	<u>Number</u>	<u>Percentage</u>
Black	33	10
White	289	87
Spanish/Mexican American	12	4
Not Given	<u>(93)</u>	
Total	334 (427)	

Other Interviews. Cadets participated in forty interviews with witnesses of a disturbance. They recorded six interviews with students who were seeking career information. They recorded 24 conferences for the purpose of arranging for presentations, seven conferences with school personnel regard-

ing student-connected disturbances and seven conferences with adults, other than school personnel, regarding student-connected disturbances. As was previously mentioned, they may have participated in more conferences not recorded on the Daily Report Form.

Other Activities. Cadets reported that they observed at fifteen extra-curricular activities, mostly junior high basketball games. They also participated in some of the faculty-student athletic events. As mentioned previously, they appeared to have spent considerable time in the hallways. Cadets reported that many informal visits with students occurred during this time. They did report that many junior high students voluntarily sought to visit with them. One Cadet spent some time (for a period of 2 months) in the hallways at North High School. He reported that students at the high school level did not seek to visit with him.

#### CHAPTER IV RESULTS

##### Assessment of Attitudinal Changes in a Predominately Black Junior High School

Hypothesis. The hypothesis was one of no difference between the attitudinal changes toward law enforcement officers of Black junior high students attending a school (Irving) that received Cadet services and the attitudinal changes of Black junior high students attending a school (Hiatt) that did not receive Cadet services. A rejection of this hypothesis would indicate that the attitudinal changes were different. If the changes were positive and if they favored the Irving students, then it could be assumed that some factor, which was present at Irving and not at Hiatt, contributed to the favorable attitudinal changes. If extraneous factors could be eliminated as causes, then it could be concluded that the Police Cadet's services brought about a desired improvement in attitudes toward law enforcement officers.

Selection of Experimental & Control Groups. Thirty Black students who were attending Irving Junior High School constituted the experimental group. The control group was chosen from students attending Amos Hiatt Junior High School. Students of both the experimental and control groups were randomly selected from all Black students attending each school, except that students enrolled in special classes were excluded. Only the first member selected from the same family was used. The first five males and first five females at each grade level were selected. Thus, the experimental group and the control group consisted of five males and five females from each of the 7th, 8th and 9th grades.

Due to a clerical error in designation of grade levels, four 7th grade females and six 8th grade females were included in the control group. This was discovered too late to

correct so it was decided to continue with this slight difference between the experimental and control groups.

Measuring Treatment Effect. Attitudinal changes were measured by administering a 56-item attitude survey in September, 1974 as a pretest and again in May, 1975 as a post-test. This survey form<sup>2</sup>, which is included in Appendix B, also included additional questions pertaining to attitudes of significant others and attitudes regarding becoming law enforcement officers.

Police Cadet Services Offered. Most of the services were performed by a White Cadet who had previously lived in the Irving attendance area, had attended Irving and was acquainted with some of the brothers and sisters of students presently attending Irving.

This Cadet estimated he gave 8 classroom presentations (the Daily Report Form indicated 5 presentations to 111 students) at Irving. Since Black students constitute 74.6% of the enrollment, the number of Black students who listened to a presentation was probably between 83 and 132. On the Daily Report Form the Cadet reported working seven days at Irving with a Police-School Liaison Officer. The actual amount of time spent at Irving probably far exceeded this amount of time. During a personal interview with the cadet, he stated that he was assigned to Irving on Thursdays and Fridays from January through June, 1975. He stated that this schedule was adhered to for approximately the first month, but following that the amount of time spent at Irving exceeded the two days per week and reached 4 days during some weeks. He spent time in the hallways during the Noon hour on days that he was at Irving. During the time spent in the hallways, students, both Black and White, were very receptive

2.A detailed analysis of responses to this survey by junior and senior high students is included in an earlier report, "Attitudes Toward Des Moines Law Enforcement Officers: Comparison Between Teen-Age Ethnic Groups."

to visiting with him, but were not really very open about discussing personal problems. The Cadet also reported going into homes with the Police-School Liaison Officer to discuss with families the problems their child was having.

Another Cadet also worked at Irving during the first semester. He reported participation, along with the Police-School Liaison Officer, in fourteen interviews with Irving students. The other Cadet reported participation in one interview. The school was not always given by the Cadets on the Daily Report Form so it is estimated that these two cadets did participate in additional formal interviews at Irving.

The only appearance of a Police Cadet at Hiatt was when a Black Cadet accompanied a Police-School Liaison Officer in making a classroom presentation to 3 or 4 classes.

Results. Each of the items 1 through 56 on the survey form listed a pair of polar adjectives. Respondents selected a single response from seven choices for each pair of adjectives. The most positive response was assigned a value of seven and the most negative a value of one. A value of four is a neutral response. Posttest, pretest and change scores are given for individual students in Table 1 according to their position on a seven point scale. The posttest and pretest scores were determined by dividing the total score for items 1-56 by 56. Posttest minus pretest equals the change score. Change scores are ranked from most positive to most negative. A positive change score indicates the responses of the student became more positive on the posttest. A negative change score indicates the opposite, the posttest responses became more negative. Some examples follow. A seventh grade male from Hiatt changed from a neutral attitude on the pretest (4.23) to a very positive attitude on the posttest (6.23). A seventh grade female from Irving changed from a negative attitude on the pretest (2.64) to a very negative attitude on the posttest (1.71).

RANK ORDER OF CHANGE SCORES: COMPARISON OF  
POSTTEST MINUS PRETEST DIFFERENCES FOR TOTAL  
SCORES ON ITEMS 1-56: EXPERIMENTAL (IRVING)  
AND CONTROL (HIATT) GROUPS

IRVING					HIATT				
Grade	Sex	Post	Pre	Change	Grade	Sex	Post	Pre	Change
8	F	4.68	2.46	2.22	7	M	6.09	1.21	4.88
8	F	3.70	1.66	2.04	7	M	6.23	4.23	2.00
7	M	4.09	2.84	1.25	7	M	4.93	3.05	1.88
8	F	3.98	2.79	1.19	8	M	5.75	3.93	1.82
8	F	3.29	2.25	1.04	9	M	5.29	3.95	1.34
9	M	4.63	3.59	1.04	9	F	5.30	4.41	0.89
9	M	6.09	5.34	0.75	9	F	5.45	4.59	0.86
7	M	2.68	1.93	0.75	7	F	2.71	1.86	0.85
8	M	3.70	3.04	0.66	7	M	4.30	3.66	0.64
7	M	2.71	2.11	0.60	7	F	5.52	5.05	0.47
8	F	2.39	1.96	0.43	8	M	3.30	3.04	0.26
7	F	3.41	3.05	0.36	9	F	6.00	5.75	0.25
9	F	2.73	2.55	0.18	8	F	5.07	4.84	0.23
8	M	4.46	4.30	0.16	9	F	5.38	5.21	0.17
7	F	4.07	3.96	0.11	9	M	4.10	3.96	0.14
7	M	1.32	1.21	0.11	8	F	5.48	5.43	0.05
7	M	4.45	4.38	0.07	7	F	6.02	5.98	0.04
9	M	4.70	4.64	0.06	8	M	3.88	3.89	-0.01
8	M	1.43	1.43	0.00	8	M	3.36	3.45	-0.09
7	F	2.16	2.46	-0.30	9	M	3.61	3.70	-0.09
8	M	5.41	5.82	-0.41	8	M	4.20	4.30	-0.10
9	M	4.00	4.54	-0.54	9	F	5.21	5.50	-0.29
9	F	4.36	4.93	-0.57	8	F	4.57	4.95	-0.38
9	F	5.43	6.04	-0.61	9	M	4.55	5.29	-0.74
7	F	4.14	4.86	-0.72	8	F	4.16	5.07	-0.91
7	F	1.71	2.64	-0.93	8	F	3.27	4.35	-1.08
9	F	2.91	4.41	-1.50	8	F	3.91	5.18	-1.27
9	M	3.73	6.46	-2.73	7	F	4.13	5.66	-1.53
<u>Means:</u>					<u>Means:</u>				
Male		3.81	3.69	0.12	Male		4.58	3.66	0.92
Female		3.50	3.29	0.21	Female		4.81	4.92	-0.11
Total		3.66	3.49	0.17	Total		4.71	4.34	0.37

A t-test of related measures, utilizing pretest and post-test scores given in Table I, was used to test the significance of the attitudinal changes that did occur. Each of the following groups were analyzed separately: Irving Males, Irving Females, Hiatt Males, Hiatt Females, Irving Males plus Females and Hiatt Males plus Females. A hypothesis of no difference was retained for each group, except Hiatt Males. The attitude of Hiatt Males was significantly more positive ( $t=2.23$ ,  $n=13$ , 5% level) at the end of the year.

These analyses show that no significant changes in attitude, as measured by items 1-56, occurred within the experimental groups at Irving. Although the analysis was not significant, more of the Irving students (18) changes in attitude were positive than were negative (9). A similar pattern occurred for the Hiatt students, seventeen showed positive changes and eleven showed negative changes. It should be noted that some of the change scores are so small that for practical purposes they probably represent no changes in attitude.

Disregarding small changes and looking at larger changes still shows practically no difference between Irving and Hiatt students. Twelve Irving students and ten Hiatt students made positive changes that exceeded 0.35. Eight Irving students and six Hiatt students made negative changes that exceeded 0.35.

Perception of Attitude of Others. Items 65, 66 and 67 measure respondents perception of attitudes of friends, best friend and family toward respondents becoming law enforcement officers. Table 2 presents a frequency distribution of

TABLE 2  
DISTRIBUTION OF CHANGE SCORES ON ITEMS 65, 66, 67 & 69:  
EXPERIMENTAL (IRVING) AND CONTROLS (HIATT)

Change Scores (Post-Pre)	Item 65 Encouragement Friends			Item 66 Encouragement Best Friend			Item 67 Encouragement Family			Item 69 Interest			Weighted Totals No. x Value		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
IRVING	+4									1	1		4	4	
	+3			1	1	2	1	2	3				6	9	15
	+2	3	4	7	2	3	5	1	4	5			12	22	34
	+1	3	5	8	2	4	6	2	3	5	1	1	7	13	20
	0	5	3	8	5	3	8	2	3	5	9	6	15	0	0
	-1		1	1		2	2	2	1	3	2	1	3	-4	-5
	-2		1	1	1	1	2	4	1	5	1	1	2	-12	-8
	-3										2	2		-6	-6
	-4														
	Weighted Totals	9	10	19	7	9	16	-3	14	11	-4	-4	-8	9	29
	Change on 5pt. scale	.82	.71	.76	.64	.64	.64	-.25	1.00	.42	-.33	-.33	-.33	.20	.54
HIATT	+4	1		1				1		1	1		1	12	12
	+3								1	1		1	1	6	6
	+2	1	1	2	2	1	3				1		1	8	4
	+1	1	2	3	4	4	8	3		3	3	7	10	11	13
	0	3	8	11	5	8	13	5	9	14	3	3	6	0	0
	-1	6	4	10	2	1	3	2	4	6	4	2	6	-14	-11
	-2							2		2		1	1	-4	-2
	-3					1	1		1	1		1	1	-9	9
	-4														
	Weighted Totals	1	0	1	6	2	8	1	-4	-3	5	3	8	13	1
	Change on 5pt. scale	.08	0	.04	.46	.13	.29	.08	-.27	-.11	.42	.20	.29	.26	.02

individual change scores, which were determined by subtracting pretest scores from posttest scores. The twenty-five Irving students that responded to items 65 and 66 showed a significantly positive change on these two items.

A t-test for related measures yielded t-values of 3.75 and 2.37 which were both significant at the 5% level. Change scores for Hiatt students were not significant on items 65, 66, 67 and 69. Change scores on item 67 for Irving females was significant at the 5% level (t-value = 2.65).

Thus, Irving's total group posttest responses were significantly more positive than their pretest responses on items 65 and 66, and Irving females posttest responses were significantly more positive than their pretest responses on item 67. The remaining differences for Irving students and all of the differences for the Hiatt students were not significant. For these comparisons the hypothesis of no difference is retained.

This leads to the conclusion that the experimental group did perceive their friends and best friend to have a more positive attitude at the end of the year. The females in the experimental group also perceived the attitude of their families to be more positive. Control group responses to the same items were not significant.

Discussion. The results presented in this section are felt to be a valuable addition to the subjective judgements presented in other sections. They provide objective data obtained directly from subjects within the experimental group. They can support subjective judgements by others or could alert program planners to needed changes if desirable effects are not being achieved. Nevertheless, it does need to be recognized that these results must be interpreted with caution, since there are a number of factors that need to be considered before drawing conclusions. The presence of significant results in favor of the experimental group might

have been due entirely, or in part, to extraneous variables. Conversely, extraneous variables might have been operating which offset a successful treatment effect which otherwise would have produced significant results. Extraneous positive factors may have been operating which produced significant gains by the controls. Furthermore, the treatment effect was administered over a short period of time...less than one school year. Positive effects may not be immediately evident but emerge at a later date.

The results do not appear to be conclusive enough to attribute the positive changes in attitude that did occur directly to the presence of the Cadet; neither do they suggest the existence of any detrimental effects. Instead, the results suggest the necessity of relying on subjective judgements to evaluate effectiveness.

An interesting pattern is present in both the experimental and controls groups. The change scores in Table 1 are ranked from most positive to most negative. Note the tendency to cluster together according to grade and sex. All five of the Irving eighth grade females showed positive changes and four of them were among the top five in the rankings. Three out of the four Irving ninth grade females showed negative changes. Four out of the six females showed negative changes. All four of the Hiatt seventh grade males showed positive changes, their rankings were one, two, three and nine. The Irving seventh grade males either stayed the same or showed positive changes.

This clustering did not hold true for all groups, for example the Irving ninth grade males were scattered.

This clustering might suggest the presence of strong group influence and group thinking in determining attitudinal responses, whether they are negative or positive responses. Peer pressure might, then, exert considerable influence in either encouraging or discouraging minority persons who are interested in becoming law enforcement officers.

### Student Evaluation of Cadet Presentations

This part of the evaluation was designed to determine how meaningful Cadet presentations were to students. The study permits comparisons between male and female, between grade levels, and between Blacks and Whites. Four experimental groups were selected. They were: Female Black, Male Black, Female White and Male White. Two students from each grade, three through seven, were included in each group.

It was necessary to select students from schools where Cadets had made a presentation and that had Black students enrolled.

All of the seventh graders included in the survey attended Callanan Junior High School. The chart below shows grade level and school distributions for the elementary students included in the survey.

<u>Grade</u>	<u>Female Black</u>	<u>Male Black</u>	<u>Female White</u>	<u>Male White</u>
3	King	King	King	King
3	King	Hillis	Hillis	Hillis
4	King	King	King	King
4	Hillis	King	Dunlap	Dunlap
5	King	King	King	King
5	Hillis	Hillis	Dunlap	Dunlap
6	Dunlap	Dunlap	Dunlap	Dunlap
6	Hillis	King	Hillis	Hillis

The amount of time spent by Cadets in the elementary schools differed. At Dunlap a Cadet made three presentations to a total of 82 students. At Hillis a Cadet made one presentation to 500 students. At King a Cadet made seven presentations to a total of 375 students. The Cadet spent a considerable amount of time at King, in addition to the presentations, visiting classes and talking to students.

Subjects were given a structured interview (see Appendix C) six to eight months after the Cadet's presentation. A 1 - 5 Likert scale was used with questions 3 and 5-7, all of which indicated attitudes toward the Cadet or his presentation. Open-ended questions regarding the subject matter of the presentations, police functions, and cadet functions were asked on questions 2, 8 and 9. The answers to questions 8 and 9 were tabulated by frequency of similar response.

The answers to questions 1 and 2 were not analyzed, since the purpose of these questions was to direct the attention of the subject to the Cadet's presentation. In some instances prompting was given to refresh a student's memory. The topics of the presentations were safety, drug prevention, information on Cadet and police functions and self defense.

TABLE 3  
COMPARISON OF STUDENT RESPONSES REGARDING PRESENTATIONS:  
ETHNIC BACKGROUND-SEX SUBGROUPS

Question #	Male Black N=10	Female Black N=10	Male White N=10	Female White N=10	Total N=40
3	2.1	2.2	1.7	2.1	2.03
5	3.4	2.8	3.2	3.2	3.15
6	1.9	2.1	2.5	2.0	2.13
7	1.7	1.6	1.7	1.4	1.60
Total	2.28	2.18	2.28	2.20	2.24

Table 3 presents mean values for responses to questions 3, 5, 6 and 7 for ethnic background-sex subgroups. There is essentially no difference between these subgroups in response to individual questions. Considering combined responses to all four questions, the four subgroups have almost identical means.

There does exist noticeable differences between questions. All four subgroups were most negative in their response to questions 5, "How much interest do you have in

being a Cadet?", and, most positive in response to question 7, "Did you feel that it was a good idea to have the Cadet come to talk to the school?"

Except for question 5, where means were either slightly above or slightly below a "some" or "doesn't matter" rating (3) for all four subgroups, all of the means were near the positive rating (2) or between the very positive and positive ratings ( 1 and 2 ).

Table 4 presents responses for Males, Females, Blacks and Whites by individual question and combined responses to all four questions.

TABLE 4  
COMPARISON OF STUDENT RESPONSES REGARDING PRESENTATIONS:  
MALE, FEMALE, BLACK AND WHITE GROUPS

Question #	Male N=20	Female N=20	Black N=20	White N=20
3	1.9	2.15	2.15	1.9
5	3.3	3.05	3.1	3.25
6	2.2	2.05	2.0	2.25
7	1.7	1.5	1.65	1.55
Total	2.28	2.19	2.23	2.24

There is essentially no difference between Males and Females and also between Blacks and Whites with respect to their responses to individual questions and to their combined responses for all four questions.

Table 5 presents responses to questions 3, 5, 6 and 7 by grades.

For questions 6 and 7 3rd graders were most negative and 4th graders next most negative in their responses. Fifth through seventh graders were more positive on these two questions. This suggests that the Cadets stimulated more interest amongst fifth through seventh graders than they did with third and fourth graders. Third graders were most

TABLE 5  
COMPARISON OF STUDENT RESPONSES  
REGARDING PRESENTATIONS: GRADE LEVELS

Question #	3rd N=8	4th N=8	5th N=8	6th N=8	7th N=8	Total N=40
3	1.5	2.1	2.25	1.9	2.4	2.03
5	3.6	2.6	3.1	2.9	3.5	3.15
6	3.1	2.9	1.25	2.0	1.4	2.13
7	2.5	1.8	1.1	1.5	1.1	1.60
Total	2.68	2.34	1.93	2.08	2.10	2.24

positive in response to question 3, "information gained?", this could be as a result of extraneous factors such as a need for younger students to give the impression they learned a lot.

Table 6 gives responses to question 8, "Why are there Cadets working in the Police Department?", and question 9, "Why is there a Police Department in the community?", for Blacks and Whites.

Students, in most instances, mis-perceived or didn't know the function of the Cadet. They tended to associate the Cadet with policeman and responded with a police

TABLE 6  
COMPARISON OF STUDENT RESPONSES REGARDING CADET AND  
POLICE FUNCTIONS: BLACK AND WHITE GROUPS

Responses	Question 8		Question 9	
	White	Black	White	Black
Help People	9	2	6	10
Crime Related	4	5	15	11
Don't Know	7	5	1	1
Drug Related	4	3	1	1
Protect People		2		
Information to Youth	2	3		
Traffic	1	1		

function or they tended to associate the Cadet's function with the topic of his presentation. None of them were aware that the Cadets were receiving training to prepare them to become Patrolmen.

The students were more on target in response to Police Department functions. They did tend to limit their responses to only one function. This might have been partly due to the interviewer not giving enough encouragement to respond further.

Interviewer's Comments. Repeated presence at King resulted in more lasting impressions and better understanding of Cadet functions.

Students were not able, except maybe a few, to connect the function of the Cadet and the function of the Police Department. The Cadet's function was viewed as helping people, but students had difficulty in transferring that to include helping people as a function of the Police Department...the latter was most often associated with crime.

There were conflicting responses, favorable with respect to the Cadet and his presentation, yet lower when asked if they wanted to be Cadets.

#### Teacher Evaluations of Cadet Presentations

Teachers responded to questions regarding Cadet presentations during a structured interview. Personal interviews with elementary school teachers were conducted by an Iowa State University graduate student. Telephone interviews with junior high school teachers were conducted by the project evaluator. These interviews were conducted in May and June, 1975.

Five junior high school teachers from four different schools were interviewed. Nine elementary teachers were interviewed, four taught at Dunlap and five at King.

Two of the teachers at King taught in the fifth and sixth grades, two taught in the third and fourth grades, and one taught in the first and second grades. Grade levels taught by the Dunlap teachers were first, second, fourth and sixth.

The Cadet presentations attended by these fourteen teachers were also attended by 1458 students. Of this total, 1062 were junior high students and 396 were elementary students. Seven percent of the junior high students were Black, less than 1% were Spanish/Mexican-American. Fifty-three percent of the elementary students were Black, six percent were Spanish/Mexican-American. Nineteen percent of the total number attending were Black and two percent were Spanish/Mexican-American.

Tables 7 through 12 present distributions of teacher responses to questionnaire items. The questionnaire format used to conduct the structured interviews is in Appendix D.

Teachers were requested to respond to the questions A through D separately by ethnic background. They did not detect response pattern differences between ethnic groups.

The results presented in Table 7 indicate that the teachers felt student's attitudes toward law enforcement officers was improved following the Cadet presentation.

TABLE 7  
DISTRIBUTION OF TEACHER JUDGEMENTS OF STUDENT  
CHANGES IN ATTITUDE TOWARD LAW ENFORCEMENT OFFICERS

Response	Junior High	Elementary	Total
Became Much More Positive		2	2
Either Much More or More Positive	3		3
Became More Positive		6	6
Became More Negative			
Became Much More Negative			
Couldn't Tell	2 <sup>a</sup>	1	3

a. Comments were added: "Nothing negative" and "More positive toward the Cadet."

TABLE 8

DISTRIBUTION OF TEACHER JUDGEMENTS REGARDING CHANGES  
IN STUDENT ACCURACY IN PERCEIVING POLICE FUNCTION

<u>Response</u>	<u>Junior High</u>	<u>Elementary</u>	<u>Total</u>
Greatly Increased	1		1
Either Greatly Increased or Increased	3		3
Increased	1	7	8
No Change		2	2
Decreased			
Greatly Decreased			

Data in Table 8 summarizes teacher's judgements of changes in student accuracy in perceiving police function following the Cadet's presentation. The majority of the teachers felt that the accuracy of student's perception increased.

TABLE 9

DISTRIBUTION OF TEACHER JUDGEMENTS REGARDING CHANGES  
IN STUDENT INTEREST IN BECOMING LAW ENFORCEMENT OFFICERS

<u>Response</u>	<u>Junior High</u>	<u>Elementary</u>	<u>Total</u>
Greatly Increased			
Increased	2 <sup>a</sup>	5	7
No Change		2	2
Decreased			
Greatly Decreased			
Didn't Know	3 <sup>b</sup>	2	5

a. Comments were, "One white was interested" and "a few, both Blacks and Whites, were interested, some didn't change at all."

b. One teacher commented that several Whites entered the police Explorer Scout group, none were enrolled last year.

Table 9 summarizes teacher's judgements of changes in student interest in becoming law enforcement officers following the presentation. Half of the teachers felt student interest increased. 42% felt they did not have enough information to judge changes.

Table 10 summarizes teacher judgements of changes in student interest in learning more about law enforcement. The majority felt interest was increased.

TABLE 10  
DISTRIBUTION OF TEACHER JUDGEMENTS REGARDING CHANGES IN INTEREST IN LEARNING MORE ABOUT LAW ENFORCEMENT

<u>Response</u>	<u>Junior High</u>	<u>Elementary</u>	<u>Total</u>
Greatly Increased			
Either Greatly Increased or Increased	1		1
Increased	3	6	9
No Change		2	2
Decreased			
Greatly Decreased			
Didn't Know	1	1	2

Table 11 presents teacher judgements of the Cadet's knowledge of subject matter presented. All judgements were either good or excellent.

TABLE 11  
DISTRIBUTION OF TEACHER JUDGEMENTS REGARDING THE CADET'S KNOWLEDGE OF THE SUBJECT MATTER PRESENTED

<u>Response</u>	<u>Junior High</u>	<u>Elementary</u>	<u>Total</u>
Excellent	5	4	9
Excellent-Good		1	1
Good		4	4
Fair			
Poor			
Very Poor			

Table 12 presents teacher judgements of the Cadet's ability to make the presentation. All responses were either excellent or good.

TABLE 12

DISTRIBUTION OF TEACHER JUDGEMENTS REGARDING THE  
CADET'S ABILITY TO MAKE THE PRESENTATION

<u>Response</u>	<u>Junior High</u>	<u>Elementary</u>	<u>Total</u>
Excellent	5	3	8
Excellent-Good		1	1
Good		5	5
Fair			
Poor			
Very Poor			

Responses to the question, "Are you aware of any detrimental effects resulting from the Cadet's presentation?", were as follows. Four junior high teachers responded either with "none were evident" or "were not aware of any." One junior high teacher stated that a few Whites, who had previously had a confrontation with the Police, felt that the Cadet was a show-off, who was impressed by his uniform. Five elementary teachers responded with either none or no. Responses were not obtained from the remaining four elementary teachers.

Teachers were requested to express suggestions for improvement and were encouraged to comment about the Cadet services to schools.

All of the comments regarding the program were positive as were practically all of the comments regarding the Cadets. Only three comments were mildly critical, one of these felt the Cadet's voice didn't carry and the children had a hard time hearing. Another felt parts of the presentation were too difficult for students to understand and the other felt the Cadet should have been more enthusiastic about the program.

The many positive responses are given below:

- The Cadet made each student feel important, he gave each one positive feedback--proved to be a good experience (Harding Junior High)
- The presence of an officer is good--would like to see around regularly to integrate into our program (King)
- More of the same type of activity--helping the boys and girls with Math (King)
- Made good drug presentation--students were very interested in what he presented, also in his personality. I think he sold some on the police force. (King)
- Had good rapport with children--didn't give a presentation, worked with the group informally. A great favorite. (King)
- Very well informed, prepared and well thought out.
- Handled himself extremely well--highly recommend him for doing presentations of this type and similar work (Wilson Jr. High)
- Very effective, good rapport, he was so enthusiastic, talked about what he was doing and what he hoped for the future. Students were very attentive and very interested. (Harding Jr. High)
- Went well. Did a very good job--did a good job answering questions. (McComb Jr. High)
- Did an adequate job--recommend continuing. Wonderful that they took the time to come.--valuable to the children. First graders did ask questions. (Dunlap)
- He was splendid, just very good, had contact in room six different times, feel very very effective, students would discuss problems of juveniles, his rapport was excellent, hope there is another Cadet like him. (Callanan Jr High)
- Students were impressed by the Cadet, he talked their language. Blacks were most positive, they were very serious, asked questions regarding qualifications and skills needed. (Harding Jr. High)

Recommendations were as follows:

- Probably more beneficial on a small group basis. (Dunlap)
- Let the children see the Cadet in a humanistic, yet official (in uniform) capacity. (King)

Other Comments:

- First time we used uniformed policeman, had a quieting, positive effect. (Callanan Jr. High)
- Transfer of authority better to White, if he'd been a Black Cadet could have an Uncle Tom effect. (Callanan Jr. High)

One junior high teacher strongly recommended that a person be assigned from the Police Department whose whole job was community relations, within the schools and outside, somebody who would have empathy with students, a Police Department representative who could serve somewhat like a counselor. The teacher felt this would be especially helpful to Black students, it would be somebody to whom they could really express their feelings and problems. This teacher also noticed positive effects resulting from Black students visiting with patrolmen who were assigned to the "community relations" bus; feeling that these students responded very positively to the Cadet.

#### ADMINISTRATOR EVALUATIONS OF CADET SERVICES

A structured interview was conducted over the telephone by the project evaluator with seven elementary school principals, either a principal or an advisor from seven junior high schools and advisors from five senior high schools. The Administrator at the Greater Des Moines Educational Center was also interviewed. The interviews were conducted in May and June, 1975.

A summary of the results of the interviews with elementary principals is given below:

- Their reactions to a Cadet working in their schools were all positive. Two specifically mentioned a desire to have a Cadet on a regular basis. Their impressions of the Cadets were all favorable.
- They noticed no adverse reaction to the Cadet wearing a uniform. One felt that it "gave identification." The Principal of a pre-dominately Black school stated that a uniform is usually reacted to negatively, but the Cadet in uniform didn't seem to bother the students.
- Their reactions to Cadet presentations were all very favorable. Volunteered comments were as follows: "amiable, outgoing, takes initiative"; "came across nicely, handled questions quite well"; "confident, relaxed, talked easily with students"; "presented material well, handled students well".
- They stated that the teacher reactions to the presentation were favorable.
- Four felt that the student' reactions to the Cadet were positive. Three did not attend a presentation and felt they did not have enough information to make a judgement.
- Two specifically commented that they liked the informal contacts Cadets had with students.

A summary of the results of the interviews with junior high school administrators is given below.

- Cadets gave presentations in six schools. All administrators of these schools expressed positive or very positive comments regarding these presentations. Some comments were: "good for students"; "a real good cadet, enjoyable, I was impressed, very pleased"; "quite professional".
- All of the administrators felt the students reacted favorably to the presence of the Cadet. Five of the responses were very favorable. Some comments were: "very well received by the students (given twice)"; "Became part of the school, everyone knew who he was--informal visits at great length, 8 or 9 students at a time" (Irving); "3students thought a lot of the Cadet, became attached to him" (Weeks); 3students talked to

him, was approachable" (Wilson); "Enjoyed having Cadet around, did a good job" (Callanan); "thought he did exceptionally well".

- None of the seven administrators noticed, or were aware of, any adverse reactions to the Cadet's presence in their school. Their comments indicated that there were no differences between the reactions of Blacks, Whites and Spanish/Mexican-Americans. (Note: In a junior high school, other than these seven, a Black Cadet, in uniform, accompanied the Liaison Officer to 3 or 4 classes. Both the Principal and the Liaison Officer felt some Black students reacted negatively towards the Cadet.)
- Only one administrator was aware of any adverse reaction to the wearing of the uniform. (see earlier comment) Some comments were: "Students seem to respect the uniform"; "Positive in many ways if the Cadet is positive"; "drew attention to his being a Policeman".
- All of them expressed a desire to continue Cadet services in their schools.
- Although there was no objection to the Cadet's presence when the Police-School Liaison Officer interviewed students, the favorable comments of administrators related to presentations, informal contacts with students, and using Cadets in a supervisory capacity and not to the interviews Cadets participated in.
- In two of the schools the Cadets had grown up in the neighborhood and were known by the students. Both administrators saw this as favorable. One of these Cadets was a Spanish-American, his rapport with both Whites and Spanish-Americans was considered excellent. It was felt that he could accomplish some things another Policeman could not accomplish.
- Two administrators expressed confusion over the Cadet's capacity, they were unclear where authority began or ended.
- Two administrators felt the Cadets would make good Police-School Liaison Officers and their school experiences were good training for this position.
- Some limitations were expressed, the Cadet lacked clout, it takes time to become effective as Liaison Officer and to be an effective counselor.

Although questions regarding the Police-School Liaison program were not specifically asked, all five of the high school advisors and 2 out of the 7 junior high school administrators voluntarily commended the work of the Police-School Liaison Officers. One principal recommended that Police Sergeants be allowed to continue as Liaison Officers; he felt it was unfortunate that those officers who wished to remain Liaison Officers were not eligible for promotion and that the services of some very effective Liaison Officers are lost because of promotion. Some administrators thought the Cadet Program would be excellent training for becoming a Liaison Officer. Some of the comments of the administrators regarding the Police-School Liaison Program are listed below:

- Sold on the program, stretched too thin, can't do what they like to do.
- Firm believer in Liaison Program.
- Can't say enough good things about the Police Liaison Officer; has earned great respect for authority of school administration and police department.
- Definitely don't want to lose FLO, he really has been very effective in dealing with disturbances.

The Cadet services offered to High Schools were limited, consequently administrators felt they had little information available to judge the Cadet's effectiveness. None mentioned adverse effects from the presence of the Cadet. A summary of the results of interviews with five high school advisors and the coordinator of the Greater Des Moines Educational Center is given below:

- All six were receptive to a Cadet working in their schools.
- No adverse reactions to the Cadet being in uniform was brought to the attention of the Advisors. One advisor saw nothing wrong with the uniform, felt it would be official and that it identified the Cadet readily since they are so near high school age. One advisor suspected

that initially some Blacks would be irritated by the uniform, while with other Blacks it wouldn't make any difference.

- Regarding Cadet services in the future, all were in favor. Two specifically mentioned that they wanted assurance that the Liaison Officer approved, supervised and directed the Cadet. Three mentioned that the man makes the position --if a good one he would be an asset. One would like to see a Liaison Officer, or maybe even a Cadet, assigned full time so they can develop rapport with all students, including those not in trouble and to seek to establish closer relations with those in trouble. As expected, the advisors wanted some voice in what the Cadets do.
- Suggestions for using the Cadet were; use as a resource person for classes, for a contact and source of reference for students, for informal visits with students, use in a supervisory capacity in hallways and at activities and use to relate to students and provide counseling.
- The advisors didn't anticipate serious problems arising from a Black Cadet in uniform serving at the schools. Some felt it would irritate a certain type of Black Student, causing some harassment of the Cadet, but this should be OK once the Cadet was established. One advisor felt there would be no adverse reaction from Black students attending his school and it might even be beneficial.
- One advisor expressed hesitation regarding having a uniform in the building in that it sometimes irritates when having trouble; also the need for the Cadet to avoid becoming involved with overly impressed girls. The latter was expressed as a concern, there was no evidence indicating it occurred.

#### POLICE-SCHOOL LIAISON OFFICER'S EVALUATION OF CADET EFFECTIVENESS

The project evaluator conducted personal interviews with six Police-School Liaison Officers. Two interviews were conducted separately. A group interview was conducted with the other four Liaison Officers. The interviews were held in June, 1975.

A summary of the results of the interviews is as follows;

- They stated that all of the teachers reacted favorably to presentations by the Cadet. They noted that some of the teachers were so pleased that letters of commendation were written. One officer stated that making a presentation was assuming a lot of responsibility, thus it was necessary for the Liaison Officer to make sure the Cadet was capable and knowledgeable.
- Elementary and junior high students reacted favorably to the Cadet's presence in the schools. One junior high school presented the Cadet with a certificate of appreciation, signed by 80% of the student body.
- The consensus of opinion was that Cadets' informal contact with students was beneficial. They commented that many students stopped to visit and/or to discuss problems with the Cadet. One expressed the opinion that students communicated well with the Cadet, partly because of his age, even "hard core" communicated.
- Two of the Cadets had grown up in the community they were serving. Both Liaison Officers supervising these Cadets felt that it was an advantage being known.
- The consensus of opinion was that participating in interviews with juveniles was a good learning experience for the Cadet, but their participation was minimal.
- They appeared to support the wearing of the uniform in elementary and junior high schools. Two felt it helped break down barriers. Four of them reacted negatively to the presence of a Cadet in uniform at the high schools. One commented that Blacks are not much on uniforms usually, but most knew the Cadet and liked him. One felt that the Cadet should be allowed to wear plain clothes at times. To stimulate interest and for them to realize the cadet has a dual role.
- One felt that some Cadets might not have the emotional maturity to deal with abuse and harassment at the high school level. Four felt that 18 or 19 may be too young, and over-attentive girls might cause problems.

- Some suggestions follow: "Female Cadets would work out good to talk to girls with problems.); "The Cadet was very helpful because of his ability to make presentations, this was a great time saver for me."); "Need more of a full time assignment.")
- A Black Cadet accompanied a Liaison Officer for a day in a junior high school with Black students enrolled. The Officer felt that Black students were edgy, uneasy, restless and fearful. Students made comments like, "who are you going to bust?" The Officer was not sure if this reaction was due to his being Black or to the uniform.

#### Cadet Evaluations of Services They Provided

The project evaluator conducted personal, structured interviews with each of the four Cadets who provided services to the schools. The interviews were conducted in June, 1975. A summary of the results of these interviews is given below.

- All of the cadets felt that the majority of the students were either interested or very interested in their presentations. They all commented that students asked a lot of sincere questions. Two specifically mentioned that their talks helped to establish rapport so that informal contacts with students were improved and increased following the presentations.
- The Cadets felt that all of the teachers who listened to a presentation reacted favorably to the presentation and its effect on students. Some teachers sent letters of commendation to the Police Department.
- The Cadets stated that the majority of the teachers reacted favorably to their presence. Two Cadets, both of them had Irving as one of their schools, felt that some teachers were apprehensive. One of them specifically mentioned that the Irving teachers were not friendly, did not talk to him, nor did they request him to make presentations.
- The Cadets felt the elementary and junior high staffs were very receptive to their presence and their presentations.
- Three were quite emphatic about the value to students of informal contacts in the hallway and at activities. These contacts were primarily in junior high schools. One Cadet did

spend considerable amounts of time in an elementary school with a large Black enrollment; he felt the informal contacts at this school were very beneficial.

- The two Cadets that offered services in Irving junior high had opposing viewpoints of the reaction of Irving students. One sensed an anti-police attitude and felt the students responded negatively to his presence. The other Cadet who had attended Irving and was acquainted with some of the students stated that the students were friendly and would voluntarily talk to him. He said they were not open about their problems. He felt it had helped him a lot to have lived in the area and to be known.
- All of the Cadets felt that they had good rapport with practically all of the elementary and junior high students. They noted initial apprehension and slight harassment at the beginning. This subsided as they became known, then they felt they were very well accepted.
- One Cadet noted that some junior high Black students exhibited indifferent and passive-resistive behavior, and "tried" the Cadet during his presentation.
- One Cadet felt that the Blacks at Irving had a very negative attitude, and that there was a 180° difference between them and the Blacks at two other junior high schools.
- The Cadets offered only limited services at the high school level. One Cadet spent some time in the hallways of a high school. He felt the students were standoffish, not receptive and didn't voluntarily talk to the Cadet. Another Cadet expressed hesitation about Cadets being able to function effectively at the high school. He felt seniors were too close to their age and would probably "try the Cadet."
- Cadets felt their services were very beneficial to elementary and junior high school students. They ranked the informal contacts with students as being most effective, followed closely by their presentations.
- Cadets felt that participation in interviews with students was a vital part of their training and should not be omitted. They did not see this as being as valuable to students as were other services.

- Two Cadets mentioned they handled some interviews by themselves, they felt this was good experience for them. They also felt capable of handling minor cases by themselves without direct involvement of the Liaison Officer. They would like to have been able to do more interviews by themselves. At least two of the Cadets felt that the amount of time they spent involved in interviews with the Liaison Officer exceeded the amount needed for training.
- All of the Cadets stated that there was cursory interest by minority students, but none of them noticed strong interest among minority persons in becoming law enforcement officers.
- The Cadets noted initial apprehension to their wearing the uniform in the hallways. One mentioned the students felt like they were being guarded. This apprehension subsided after the Cadet was known. The uniform was well accepted when presentations were given. The Cadets did feel the uniform was an asset in that it gave them identity, the students knew where they came from, who they worked for. One suggested the need for Cadets to also appear in schools in civilian clothes. He did and he felt it increased the interest and rapport of some students.
- The Cadets were able to function independently. As they gained experience they began to arrange their own schedules and determine their own activities.
- Both of the Cadets that worked in areas that they had grown up in felt it was quite beneficial for them to have been known by the students.
- Each Cadet mentioned repeated contact with a few students on an informal basis. They felt these contacts were beneficial to these students. They felt they became closely involved with some students in a positive way.
- All of the Cadets were sold on the program, both for the benefit to students and for the experience they gained. One Cadet called it a fantastic program more than any other assignment the Cadets were given, he felt it helped him to become more responsible, to grow more as an adult.

--One Cadet commented that the entire Cadet program was a good stepping stone, it helped him to make decisions in his life, it's better than going through the Academy first and then deciding not to continue. Another Cadet felt that working in the schools helped to know the language of the kids, gave him a better understanding of what kids nowadays are going through ...helped him to be a better patrolman, in terms of dealing with youngsters. Good training.

--The Cadets thought the Daily Report Forms used to record their activities were not appropriate enough to give an accurate picture of their activities. It had no place to record informal contacts, time spent preparing presentations, and travel time.

#### Interview With Cadet Supervisor

The Supervisor of the Cadets stated that school personnel were, initially, apprehensive about Cadets offering services in the school. Part of their apprehension centered around concern that the presence of the Cadet and/or the uniform would create additional problems. Feedback received by the Supervisor after the program was effected showed that the opinions of school personnel changed. They accepted the presence of the Cadet, didn't resent the wearing of the uniform, gave favorable comments regarding Cadet presentations and felt the Cadets were effective in impressing on students the importance of not being involved in crime and drugs.

He commented that acceptance at the high school level was slower than in the junior highs and elementary schools, but he did feel the Cadets were gradually being accepted at the high school level.

Interview Participation. The Supervisor felt that the Cadets were helpful to the Liaison Officer and were beneficial in contributing to successful interviews with some of the students. He felt the presence of the Cadet helped some

of the students to be more relaxed. He felt the Cadets and Liaison Officers were able to develop an understanding and to judge the atmosphere of an interview. If the student was uneasy with the Cadet's presence the Cadet could leave, or if the juvenile appeared to be more willing to visit with the Cadet alone, the interview could be closed and the Cadet could talk to the juvenile later.

Juvenile Bureau Participation. The Supervisor felt the Cadet's assignments to work in the Juvenile Bureau were beneficial to juveniles and their parents. Cadets were available to counsel with juveniles.

Unfortunately, the evaluator failed to obtain information regarding the length of time Cadets worked in the Juvenile Bureau. The Daily Report Forms included interviews with juveniles, but it is not known by the evaluator if this included interviews while the Cadet worked in the Juvenile Bureau.

Concerns. The Supervisor was concerned that one year was not long enough to allow enough time to change attitudes to any great extent. Nor, was it long enough time for an effective evaluation to be conducted.

Recommendations. The Supervisor recommended that working in schools be one of the permanent assignments given to Cadets. He suggested that each Police-School Liaison Officer be assigned a Cadet. This would insure that a Cadet would be available at every grade level throughout the city.

He also felt it would be desirable to assign Black Cadets to schools, even though they are likely to be subjected to more harassment than a White Cadet. He believed in the importance of Blacks working as officers to emphasize to other Blacks that a Police job is no different than other jobs, it is a job that has to be done. He felt that the Police Department was making inroads with elementary and junior high students through the Area Car Program, where

Cadets rode with uniformed Patrolmen, stopping to participate in activities and to talk. He felt this was building rapport. He related an incident where one Black who had visited with a Cadet at school came to the assistance of a Patrolman.

CHAPTER V  
SUMMARY AND  
DISCUSSION

Goals

This is the second of three reports presenting the results of an evaluation of the Police-Cadet Juvenile Liaison Project. Briefly stated, project goals were to (1) assist the present police-school liaison program, (2) increase Cadet contacts with Juveniles, (3) increase minority recruitment, and (4) identify deterrents to minority recruitment and retention. This report presents results of evaluations of the first three goals stated above.

Procedures

Opinions regarding Cadet effectiveness were obtained from forty students, fourteen teachers, twenty administrators, six police-school liaison officers, four Cadets and the Cadet Supervisor.

Data regarding services performed by Cadets were obtained through the use of Daily Report Forms and interviews with Cadets and police-school liaison officers.

Attitudinal changes occurring in Black students enrolled in a junior high school receiving Cadet services were compared with changes occurring in Black students enrolled in a junior high school not receiving Cadet services.

As a result of the finding of the project, eight additional Cadets were hired to complement the existing staff of ten cadets.

These eight Cadets were provided the customary Cadet training and work experience during the year. Cadets with prior experience were assigned to provide the services to schools. The amount of time cadets spent performing juvenile-related functions was approximately equivalent to two full time Cadets. Four different Cadets performed these functions.

### Minority Recruitment

New Minority Employees. A longitudinal study would be necessary to measure the projects' total effect on minority recruitment. The project did result in the hiring of six additional minority persons as Cadets.

Two male Blacks and two female Blacks were hired as Cadets and were still employed at the time this report was written. Two other male Blacks were also hired as Cadets, but didn't remain employed. One still remained interested in becoming a law enforcement officer.

Past experience indicates that serving first as a Cadet is a good avenue for minority persons to become Patrol Officers. Three minority Cadets were hired prior to the inception of the project, entered the February, 1975, Academy and are now Patrol Officers.

Indicators of Future Effect. This study did obtain results which can be used as indicators of Cadet's effectiveness in increasing the recruitment of minority persons.

The Minority students, who were interviewed, responded as positively toward Cadets as did White students who were interviewed.

The teacher respondents saw no difference between ethnic groups in their responses to the presence of Cadets in the schools. Teachers felt student (including minority students) attitudes became more positive as a result of Cadet services to schools. Teachers also felt that students' accuracy in perception of police functions was increased. Half of the teachers felt students had developed more interest in becoming law enforcement officers.

None of the twenty administrators interviewed noticed any major adverse reactions among minority students to the presence of the Cadet. A few suggested that a Cadet's presence might irritate a certain type of Black student, but felt that the majority of Blacks would react favorably.

The repeated presence of a Cadet at an elementary school (King), with a large enrollment of Black students, was viewed by teachers, the Principal, and the Cadet as producing a positive relationship between the Cadet and the students. Responses of students from King also indicated that the repeated presence of the Cadet had a favorable effect on making lasting changes in student attitudes.

Extent of Cadet Contacts With Minority Students. Eighteen percent of the students listening to presentations made by Cadets were either Black or Spanish/Mexican-American. This exceeded the total minority enrollment of 10.8 percent.

Cadets were present when juveniles were interviewed, fourteen percent of these interviews were with minority juveniles.

Cadets spent a considerable amount of time at one elementary school and two junior high schools with a large enrollment of Black students. The Cadets reported many informal visits with Black students at these schools.

Cadet Contact With Juveniles and

Assistance to Police-School Liaison Officer

Since Cadet contacts with juveniles provided assistance to police-school liaison officers, evaluation results pertaining to goal one are also considered applicable to goal two.

Goals one and two were evaluated in two ways; (1) a reporting of the extent of services provided and (2) a study of the effectiveness of these services.

Extent of Cadet Services to Juveniles. Cadets made 92 presentations in eighteen different schools. About 4700 different students listened to at least one presentation. Thirty-five presentations were given to elementary students and 56 to junior high students.

Cadets also participated in 428 formal interviews with juveniles, most of whom were involved in a disturbance. Police-school liaison officers were present at 98% of the interviews.

Cadets reported being present at fifteen extra-curricular activities and reported spending a considerable amount of time in school hallways. During this time they held many informal visits with students.

These Cadet services to schools certainly provided many Cadet-juvenile contacts. In addition, Cadet services (especially the presentations) either freed the police-school liaison officer to perform other duties or provided services that ordinarily would not have been provided.

Since the project proposal did not include a stated amount of "expected services" to be performed by Cadets, a comparison of "services provided" with "expected services" was not made.

Effectiveness of Services. The fact that services were provided is not sufficient evidence to conclude that goals one and two were achieved. The effectiveness of these services needs to be verified. Effectiveness was evaluated in two ways, obtaining subjective opinions and studying changes in student attitudes.

A willingness to rely on opinions of students, teachers, administrators, police-school liaison officers, and the Cadets, would leave no doubt that Cadets performed valuable, needed and effective services.

The attitudinal study for the most part showed no change in attitudes. Some positive attitudinal changes occurred in both experimental (students receiving Cadet services) and control (students not receiving Cadet services) groups. Results were not conclusive enough to attribute the positive changes to the presence of the Cadet. This study revealed no evidence to suggest that the Cadet's presence had a detrimental effect. It must be recognized that offering of services for less than a year may be too short a time to produce attitudinal changes great enough to test out as significant.

The inconclusive findings of the attitudinal study suggest the necessity of either conducting similar studies in the future or relying on subjective judgements in the formulation of conclusions regarding Cadet effectiveness. As stated earlier, subjective judgements were overwhelmingly supportive of the value of Cadet services.

#### Evaluation of Specific Services

Presentations. School personnel considered Cadet presentations to be very effective.

Teachers, who listened to Cadet presentations, were requested to rate Cadet's "knowledge of subject matter presented" and "ability to make the presentation." The majority of the ratings were "excellent," the remainder were "good."

Formal Interviews. Cadet's participation at formal interviews, with the Police-Liaison officer also present, were not seen by respondents as being as valuable as were the other services provided by Cadets. The Cadets felt that participating in interviews was a vital part of their training. Opinions and data suggest that the amount of Cadet's time spent in formal interviews exceeded what was necessary for the Cadet's training and kept the Cadets from performing other services felt to be more valuable.

Some respondents felt the Cadets might be able to establish better rapport with some juveniles in trouble than what could be established by the Police-School Liaison Officer. The Cadets suggested their conducting more formal interviews without the presence of the Police-School Liaison Officer.

In-formal Contacts. The Cadets were strong supporters of the value of their informal contacts with juveniles. They viewed this as the most valuable service they provided. Other respondents also strongly supported the value of this service.

### Other Findings

Peer-Group Pressure. Individual change scores, determined from pretest and posttest administration of the attitude survey, tended to cluster together for students of the same sex and same grade level. For example, all five eighth grade females in the same school showed positive changes. This clustering suggests the presence of strong group influence and group thinking in determining attitudinal responses.

Minority Cadets Serving in Schools. No serious problems were anticipated by school personnel if a Black Cadet were to provide services in schools with Black students enrolled. Negative reactions were anticipated initially, but it was felt that a mature Black Cadet would be accepted. It was viewed as being favorable if the Cadet is known by the students.

There were no indications that Spanish/Mexican-Americans would react negatively to a minority Cadet.

Uniform. Reactions to the Cadet wearing a uniform was favorable when services are performed in elementary and junior high schools. Opinions varied regarding Cadets wearing a uniform when at the high schools, some reluctance was expressed by school administrators and liaison officers. The Cadets felt the uniform was an asset in that it gave them identity.

Training for the Cadets. Cadets felt their work experiences in the schools were excellent preparation for performing patrolmen's functions. Other respondents also felt that the Cadets received valuable training.

APPENDIX A  
DAILY REPORT FORM

**CONTINUED**

**1 OF 2**

Daily Report Form - Cadet

Name \_\_\_\_\_ 1-2 Identification No. \_\_\_\_\_ 3-4 Month \_\_\_\_\_ 5-6 Day \_\_\_\_\_ 7-8 Year \_\_\_\_\_

Complete only the columns that apply to each case. Use check mark unless specific information is requested.

	9-10 Number	Distur-	Case-Related Conferences							Information			Appearance								
		bances	11	12	13-14	15	16	17	18	19	20	21	22	23	24	25	26	27-29	30	31	32
		Activity at Scene - See I	Rate Your Effectiveness*	Number of Prior Conferences	Voluntary-Problem Oriented	Interview with Juvenile	Interview with Witnesses	Members of Family	Other Officers Present	School Personnel Present	Rate Your Effectiveness*	Career Information Sought	Age	Race**	Grade: 1=Not in School 2=In School Specify School Attended	Group Appearance - See II	Number in Group	Rate Your Effectiveness*	Contact with Others - See III	Comments - See IV	
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
8.																					
9.																					
10.																					

\*Rate your effectiveness according to the following:

- 1.- Very Effective
- 2 - Somewhat Effective
- 3 - Not Sure
- 4 - Somewhat Ineffective
- 5 - Ineffective

\*\*Code for 24:

- 1=Black
- 2=White
- 3=Spanish-American
- 4=Other

Note: Use an additional sheet if you have more than 10 contacts. Change the number to 11, 12, .. 20.

## Daily Report Form - Cadet

- I. Disturbances - Answer the following questions if you checked column 11.  
Number in Column 9-10 \_\_\_\_\_

Describe the incident:

Describe the Role you played:

Describe the outcome of the incident:

- II. Group Appearance - Answer the following questions if you checked column 26.  
Number in Column 9-10 \_\_\_\_\_

Description of the Group:

Who? \_\_\_\_\_

Where? \_\_\_\_\_

What Purpose? \_\_\_\_\_

- III. Contacts with other - Answer the following questions if you checked column 31.  
Number in Column 9-10 \_\_\_\_\_

Describe their position, title, or relationship to juvenile:

Describe the nature of the contact:

- IV. Comments and explanations - write your comment below if you checked column 32.  
Number in Column 9-10 \_\_\_\_\_

NOTE: Use additional sheets if you report on two or more cases for I, II, III, or IV above.

APPENDIX B  
ATTITUDINAL SURVEY FORM

SURVEY OF ATTITUDES TOWARD DES MOINES LAW ENFORCEMENT OFFICERS

INSTRUCTIONS

You are being asked to participate in a study of the Des Moines Police Department. The object of the study is to find out how citizens of Des Moines feel about Des Moines Law Enforcement Officers. Your description can be made by marking the list of words on the following pages. Take a look to see how this is done. Each pair of words forms a scale. By marking an X along the scale you can indicate what you associate with Des Moines Law Enforcement Officers.

If you feel unfair MOST ACCURATELY DESCRIBES Des Moines Law Enforcement Officers, you would place an X as follows:

Unfair    X    :    :    :    :    :    :    Fair

If you feel fair MOST ACCURATELY DESCRIBES Des Moines Law Enforcement Officers, you should place an X as follows:

Unfair    :    :    :    :    :    :    X    Fair

If you feel Des Moines Law Enforcement Officers are ACCURATELY DESCRIBED by unfair, but not extremely so, you should place an X as follows:

Unfair    :    X    :    :    :    :    :    Fair

If you feel Des Moines Law Enforcement Officers are ACCURATELY DESCRIBED by fair, but not extremely so, you should place an X as follows:

Unfair    :    :    :    :    :    X    :    Fair

If you feel there is a TENDENCY for Des Moines Law Enforcement Officers to be described by one side as opposed to the other side (but is not really neutral), then you should place an X as follows:

Unfair    :    :    X    :    :    :    :    Fair

OR

Unfair    :    :    :    :    X    :    :    Fair

If you consider Des Moines Law Enforcement Officers to be NEUTRAL on the scale (not particularly described by either word), you should place an X in the middle space on the scale.

Unfair    :    :    :    X    :    :    :    Fair



Code No. \_\_\_\_\_

OPINIONS REGARDING LAW ENFORCEMENT OFFICERS  
OF THE DES MOINES POLICE DEPARTMENT

- [illegible]



- |     |                                      |   |                            |
|-----|--------------------------------------|---|----------------------------|
| 45. | emotionally<br>immature              | _____ : _____ : _____ : _____ : _____ : _____ : _____ | emotionally mature         |
| 46. | timing just<br>right                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | acts too slowly            |
| 47. | can't be<br>counted on               | _____ : _____ : _____ : _____ : _____ : _____ : _____ | dependable                 |
| 48. | safe                                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | dangerous                  |
| 49. | helps solve<br>problem               | _____ : _____ : _____ : _____ : _____ : _____ : _____ | makes problem worse        |
| 50. | immoral                              | _____ : _____ : _____ : _____ : _____ : _____ : _____ | moral                      |
| 51. | doesn't know<br>lawful<br>procedures | _____ : _____ : _____ : _____ : _____ : _____ : _____ | knows lawful<br>procedures |
| 52. | courteous                            | _____ : _____ : _____ : _____ : _____ : _____ : _____ | discourteous               |
| 53. | determined                           | _____ : _____ : _____ : _____ : _____ : _____ : _____ | weak willed                |
| 54. | exercises<br>caution                 | _____ : _____ : _____ : _____ : _____ : _____ : _____ | rushes in too<br>quickly   |
| 55. | not available                        | _____ : _____ : _____ : _____ : _____ : _____ : _____ | available when<br>needed   |
| 56. | avoids cruelty                       | _____ : _____ : _____ : _____ : _____ : _____ : _____ | cruel                      |

## Identification Data

57-60. Code Number \_\_\_\_\_.

61. Age: Circle the appropriate number

1. 16 years 6 months and younger
2. 16 years 7 months through 16 years 11 months
3. 17 years 0 months through 17 years 6 months
4. 17 years 7 months through 17 years 11 months
5. 18 years and older

62. 1. Male  
2. Female

63. Grade:

1. Eleventh
2. Twelfth

Occupation of head of household \_\_\_\_\_

Education of head of household \_\_\_\_\_

64. \_\_\_\_\_

In responding to items 65 through 68, assume you are interested in becoming a law enforcement officer employed by the Des Moines Police Department.

65. Check the statement below that you feel would best describe the attitude of your friends toward your becoming a law enforcement officer with the Des Moines Police Department.

- \_\_\_\_ 1. Most of them would strongly encourage me.
- \_\_\_\_ 2. Most of them would encourage me.
- \_\_\_\_ 3. Most of them would neither encourage or discourage me.
- \_\_\_\_ 4. Most of them would discourage me.
- \_\_\_\_ 5. Most of them would strongly discourage me.

66. Check the statement below that you feel would best describe the attitude of your best friend toward your becoming a law enforcement officer with the Des Moines Police Department.

- ☐ 1. He/She would strongly encourage me.
- ☐ 2. He/She would encourage me.
- ☐ 3. He/She would neither encourage or discourage me.
- ☐ 4. He/She would discourage me.
- ☐ 5. He/She would strongly discourage me.

67. Check the statement below that you feel would best describe the attitude of your family toward your becoming a law enforcement officer with the Des Moines Police Department.

- ☐ 1. Most of the members of my family would strongly encourage me.
- ☐ 2. Most of the members of my family would encourage me.
- ☐ 3. Most of the members of my family would neither encourage or discourage me.
- ☐ 4. Most of the members of my family would discourage me.
- ☐ 5. Most of the members of my family would strongly discourage me.

68. Check the member or members of your family who you feel would be opposed to you becoming a law enforcement officer with the Des Moines Police Department.

- ☐ 1. Father
- ☐ 2. Mother
- ☐ 3. Older Brother
- ☐ 4. Older Sister
- ☐ 5. Younger Brother
- ☐ 6. Younger Sister
- ☐ 7. All of them would oppose
- ☐ 8. None of them would oppose

69. Indicate your degree of interest in being a law enforcement officer in the Des Moines Police Department.

- \_\_\_ 1. No interest at all
- \_\_\_ 2. Very little interest
- \_\_\_ 3. Some interest
- \_\_\_ 4. A fair amount of interest
- \_\_\_ 5. A lot of interest

70-71. Check the things below that you feel would be advantages to you if you were to become a law enforcement officer in the Des Moines Police Department. (Go through the list checking all that apply, then indicate your first choice with a 1 and your second choice with a 2)

- \_\_\_ 1. The pay
- \_\_\_ 2. The fringe benefits of the job (for example, retirement benefits, holiday pay, insurance benefits, sick leave)
- \_\_\_ 3. The prestige and respect that comes from being a policeman
- \_\_\_ 4. The feeling that comes from helping people
- \_\_\_ 5. The chance to make your own decisions
- \_\_\_ 6. The variety in the work
- \_\_\_ 7. The opportunity to help maintain law and order
- \_\_\_ 8. The job security
- \_\_\_ 9. It would please my family
- \_\_\_ 10. Other \_\_\_\_\_
- \_\_\_ 11. None

72-73. Check the things below that you feel would be disadvantages to you if you were to become a law enforcement officer in the Des Moines Police Department. (Go through the list checking all that apply; then, indicate your first choice with a 1, and your second choice with a 2).

- ☐ 1. Police do not have the necessary respect of citizens in Des Moines
- ☐ 2. Dealing with the public is too difficult
- ☐ 3. Salary is too low
- ☐ 4. The job of a law enforcement officer is too dangerous
- ☐ 5. It is too difficult and/or frustrating to go through the application procedures
- ☐ 6. I think the written exam would be very difficult to pass
- ☐ 7. I think the medical exam would be too difficult to pass
- ☐ 8. The working hours are too irregular (nights, weekends, holidays)
- ☐ 9. I do not have the interest in doing police work
- ☐ 10. I do not have the physical ability
- ☐ 11. Members of my family would discourage me
- ☐ 12. Friends would discourage me
- ☐ 13. I do not think the Police Department would accept me
- ☐ 14. Too much like the military
- ☐ 15. Other \_\_\_\_\_
- ☐ 16. None

74. Write a brief statement explaining why there is a Police Department in the community of Des Moines. (Use reverse side of page if needed).

## APPENDIX C

QUESTIONNAIRE USED WHEN INTERVIEWING STUDENTS

## Questionnaire Used When Interviewing Students

1. Do you remember the talk given by the Police Cadet in your class?
2. What was the talk about?
3. How much information did you feel you gained from the talk? (five point scale)
4. Have you talked to a Police Cadet at any other time?
5. How much interest do you have in being a Cadet? (five point scale)
6. How much interest do you have in the Cadet coming and talking again? (five point scale)
7. Did you feel that it was a good idea to have the Cadet come to talk at school? (five point scale)
8. Why are there Cadets working with the Police Department? (One reminder)
9. Why is there a Police Department in the community? (One reminder)
10. Interviewer's comments....

Scale

1. a lot/very good
2. a fair amount/good
3. some/doesn't matter
4. very little/bad
5. not at all/very bad

APPENDIX D  
QUESTIONNAIRE USED WHEN INTERVIEWING TEACHERS

Questionnaire: Effectiveness of Police Cadet

Earlier this year a police cadet made a presentation to students in one or more of your classes. The Police Department wishes to measure the effectiveness of the cadet. Your assistance in responding to the following items would be appreciated.

Please complete those that are left blank and correct those that are in error.

School:\_\_\_\_\_Date of Presentation:\_\_\_\_\_

The students who attended the presentation were in grade(s):\_\_\_\_\_

What subject(s) do you teach?\_\_\_\_\_

The number of students attending was:\_\_\_\_\_

Approximately how many of these students were Black?\_\_\_\_\_

Approximately how many of these students were Spanish-American and Mexican-American?\_\_\_\_\_

Please mark items A through D as follows:

- B . . . . . Use a B to express your opinion regarding the Black students in your class. Omit if not applicable.
- W . . . . . Use a W to express your opinion regarding the White students in your class. Omit if not applicable.
- S . . . . . Use a S to express your opinion regarding the Spanish-American and Mexican-American students in your class. Omit if not applicable.

- A. Student attitude toward law enforcement officers:

\_\_\_1. Became much more positive

\_\_\_2. Became more positive

\_\_\_3. Not changed

\_\_\_4. Became more negative

\_\_\_5. Became much more negative

B. Student accuracy in perception of police function was:

\_\_\_1. Greatly increased

\_\_\_2. Increased

\_\_\_3. No change

\_\_\_4. Decreased

\_\_\_5. Greatly decreased

C. Student interest in becoming law enforcement officers was:

- ☐ 1. Greatly increased
- ☐ 2. Increased
- ☐ 3. No change
- ☐ 4. Decreased
- ☐ 5. Greatly decreased

D. Student interest in learning more about law enforcement was:

- ☐ 1. Greatly increased
- ☐ 2. Increased
- ☐ 3. No change
- ☐ 4. Decreased
- ☐ 5. Greatly decreased

-----

Please mark one response for items E and F.

E. The cadet's knowledge of the subject matter presented was:

- ☐ 1. Excellent
- ☐ 2. Good
- ☐ 3. Fair
- ☐ 4. Poor
- ☐ 5. Very Poor

F. The cadet's ability to make the presentation was:

- ☐ 1. Excellent
- ☐ 2. Good
- ☐ 3. Fair
- ☐ 4. Poor
- ☐ 5. Very Poor

-----

G. Are you aware of any detrimental effects resulting from the cadet's presentation? If so, please describe?

H. Please express any suggestions you feel would bring about an improvement in the presentation and/or an improvement in the students' attitude toward law enforcement officers:

I. Additional Comments:

**END**

7 Miles/minute