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January 8, 1980

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Bureau of Criminal Justice
Planning & Assistance

JAN 10 1980

Ms. Joyce Cohen Peterside
Bureau Chief
Department of Community Affairs
Division of Public Safety Planning
and Assistance
Bureau of Criminal Justice Assistance
530 Carlton Building
Tallahassee, Florida 32304

Re: Hillsborough County Criminal Justice
Planning Unit, Project No. 80-PS-12-0001,
Special Condition #3

Dear Ms. Peterside:

Enclosed for your review and consideration is a copy of the School Resource Officer (SRO) Program, Final Evaluation, completed by the Planning Unit's Evaluation Capability. This evaluation is the second of two (2) evaluations required by the 1979 planning grant (Project No. 79-PS-12-0001) and, thus, represents the Planning Unit's compliance with Special Condition #3 on Grant No. 80-PS-12-0001.

Should you have any questions regarding the SRO Program, Final Evaluation, please feel free to contact me at Suncom 571-5765.

Sincerely,

Jerry Alfonso, Coordinator
Criminal Justice Planning Unit

JA:KST/rc
Enclosure

79749

Box 1161 A87F1

✓
SCHOOL RESOURCE OFFICER PROGRAM
A Final Evaluation

U.S. Department of Justice
National Institute of Justice

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Hillsborough County Criminal Justice Planning Unit
Evaluation Capability

Keith S. Templeman, Program Evaluation Specialist

December, 1979

EXECUTIVE SUMMARY

This report is an executive summary of the final evaluation of the School Resource Officer (SRO) Program in Hillsborough County. The purpose of the evaluation is to provide relevant information to the Hillsborough Criminal Justice Planning Council, local law enforcement officials and other local officials in order to assist them in making informed decisions regarding the funding and operation of the SRO program. Additionally, this evaluation will provide feedback to the SRO program staff to assist them in their regular monitoring and evaluation of the projects' policies, procedures, activities and outcomes.

This final evaluation should be considered an extension of a preliminary evaluation which was completed in the summer of 1978. The preliminary evaluation was a qualitative analysis of the SRO program while the final evaluation represents a quantitative assessment of the program. The data, the findings and the recommendations included in this report were derived from personal interviews with project staff, school administrators and school teachers; quarterly and final progress reports completed by the three local projects; local crime data;

various surveys of school students, school teachers and law enforcement officers; and, numerous articles and reports on similar projects around the country found in the professional literature.

Introduction

The SRO program in Hillsborough County began in 1975 when the Tampa Police Department implemented the program in all the 8th and 9th grade centers within the Tampa City limits. This pilot program was begun utilizing local funds exclusively. In 1977, the Tampa Police Department, the Hillsborough County Sheriff's Office and the Temple Terrace Police Department received LEAA grants and expanded the SRO program into twelve (12) additional schools.¹

All three of the local SRO projects were implemented on time and experienced few of the start-up problems normally expected with new projects. As the projects progressed, some administrative and staff changes were made but none of these negatively affected the program's operation significantly.

Although not a major problem, some inconsistencies in collecting and reporting data, both within and between

¹ It should be noted that this report is concerned primarily with the three (3) LEAA-funded SRO projects which represent only a portion of the total local SRO program.

the projects, were encountered during the first year. Since the projects operate independently, some differences still exist in their data collection procedures. This is problematic only to the extent that comparisons between the projects is somewhat limited.

Program Description

The SRO program is a crime prevention program which is administered by the Crime Prevention divisions of each of the participating agencies. Each SRO is a sworn law enforcement officer assigned full-time to a single local junior high school. The SRO's responsibilities include the following: developing rapport with students; making crime prevention presentations to students and parent groups; identifying and counseling problem youth and diverting youth from the justice system when appropriate; and, providing law enforcement resource assistance to school personnel, parents and students.

As described in the preliminary evaluation, the local SRO program is consistent with the National Model for SRO Programs. Specifically, the SRO program concept emphasizes the crime prevention and community relations functions while minimizing the SRO's involvement in traditional crime

control functions. The maintenance of this posture is central to the success of the SRO program.

Data Analysis

In attempting to evaluate the SRO program two general methods were utilized. In the preliminary evaluation, the SRO's, school administrators and school teachers were interviewed to ascertain their opinions about both the programs' strong and weak points. Further, the local SRO program was compared to a National Model for SRO Programs as suggested above. The results of this qualitative analysis were first that the local program was consistent with the National Model and second that local sentiment was overwhelmingly supportive of the program. Again, these findings were documented in the full preliminary evaluation report.

The final evaluation took a second approach to assessing the SRO program's performance. In this quantitative report a number of types of data were collected and analyzed. Five process measures were reviewed to assess the level of activity maintained by each project. Data on three school related offenses were reviewed in an attempt to identify any reduction in school crimes resulting from the SRO program's operation. Student attitudes toward

law enforcement were examined to assess any changes occurring after the students had contact with the SRO's in their schools. And finally, a questionnaire was administered to various groups of teachers and officers to clarify their perceptions of the SRO's activities and the level of importance assigned to these activities.

The following findings summarize the data and relevant discussion provided in the full evaluation report:

Finding: Review of the data on five process measures indicates that the SRO's level of activity exceeded that anticipated at the onset of the grants.

Finding: The offense data reviewed do not substantiate clearly that the SRO program reduced crime in the SRO schools.

Finding: The student attitude data reflect an improved attitude toward law enforcement in the SRO school while attitudes deteriorated in the "control" schools.

Finding: The responses to the scenarios presented in the Officer and Teachers Survey indicate that the SRO's would choose more moderate dispositions for delinquent youth

than would regular officers.

Finding: The SRO's responses to the Officer and Teacher Survey indicate they are frequently involved in activities defined as appropriate¹ and only infrequently involved in inappropriate activities, while the teachers from SRO schools perceive the SRO's as being more frequently involved in the activities defined as inappropriate.

Finding: In responding to the Officer and Teacher Survey, all the respondents assigned a high level of importance to activities defined as appropriate for the SRO's. The SRO's assigned a relatively low level of importance to the activities classified as inappropriate, while the teachers from SRO schools rated these activities as being much more important.

If anything could be singled out as a major problem for the SRO program, it would be data collection. Most of the initial data collection and reporting problems were resolved in the early part of the three local grants.

¹ For purposes of the data analysis, crime prevention, counseling and community relations activities are defined as appropriate. School discipline and traditional crime control functions are defined as inappropriate. The classifications are consistent with the National Model for SRO Programs.

Time and experience alone seemed to improve data reporting. But, the SRO program suffers like many other similar crime prevention programs from the inability to generate reliable outcome or impact data. The professional literature on Police-School Liaison Programs and SRO programs was void of specific examples where such programs demonstrated their impact on crime or juvenile delinquency. Without a more controlled or experimentally designed format, the local SRO program will more than likely not be able to prove that it has impacted on local crime and delinquency.

Overall the local SRO program has performed well since its inception. The following recommendations are provided after careful consideration of all the information contained in the preliminary and the final evaluation. The recommendations are made in an attempt to ensure the continuation of an already strong School Resource Officer Program

Recommendation: At a minimum, the following process should continue to be collected and reported as a barometer of activity level:

- 1) # of presentations made
- 2) # amount of training received
- 3) # of offense related contacts

- 4) # of other student contacts
- 5) # of arrests made (referrals to HRS)
- 6) # of diversions made
- 7) # of referrals to HRS with
 recommendation for Juvenile
 Arbitration

Recommendation: A simple analysis of reported school offense data should be developed and reported annually showing changes in school crime over time.

Recommendation: Student attitude studies should continue to be conducted annually using a standardized attitude scale. This survey should include several general items allowing the students to express their opinions regarding the SRO program.

Recommendation: Input from teachers in the SRO schools should be sought annually allowing the teachers to express their general attitudes toward the SRO program, its strengths and how it could be improved.

Recommendation: An orientation and training program for teachers and law enforcement

officers should be developed and training sessions should be conducted on an on-going basis.

Recommendation: The SRO program administrators should continue to carefully monitor SRO activities to ensure that the crime prevention nature of the program is maintained in practice, consistent with the initial program concept and the National Model for SRO Programs.

Recommendation: All training should include a segment which defines the characteristics of the National Model for SRO Programs and clarifies some of the pitfalls experienced by other similar law enforcement/school crime prevention programs.

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INTRODUCTION

A preliminary evaluation of the SRO program in Hillsborough County was completed in June, 1978. That preliminary report described the total evaluation study to be conducted, provided an historical overview of the SRO program, and described the way the SRO program operates locally. Finally, the preliminary evaluation provided a qualitative analysis of the SRO program including both a qualitative assessment of the program from the schools' and the law enforcement agencies' perspectives and a comparison of the local SRO program with a national model for SRO/School Liaison programs.

This report is a final evaluation of the local SRO program. The primary distinction between the preliminary and the final evaluations is that the final evaluation is quantitative rather than qualitative in nature. In fact, the final evaluation should be considered an extension of the information included in the preliminary evaluation report and as an integral part of the total evaluation study.

The final evaluation consists of two major components, a Quantitative Analysis section and a Conclusions and

Recommendations section. The Quantitative Analysis: reviews a number of process or activity measures utilized by the individual SRO projects locally; briefly describes "offense" data collected and reported by the County schools' Security Division; and, reviews a student attitude questionnaire administered to students in the Hillsborough County Public Schools by the Tampa Police Department. The final section of the Quantitative Analysis presents the results of an additional questionnaire administered to school teachers in Hillsborough County, to the SRO's from each of the three (3) participating law enforcement agencies and to regular patrol officers and deputies in each of the three law enforcement agencies.

The Conclusions and Recommendations section links the preliminary and final evaluations and provides information which 1) will assist the program staff in improving the operation of the SRO program in Hillsborough County, and 2) will assist local law enforcement and school officials in making informed decisions regarding the continuation of the SRO program.

QUANTITATIVE ANALYSIS

Process Data

School Resource Officer programs around the country utilize a variety of process measures as indicators of project activity level. Depending on the primary focus of each project, some measures are more appropriate than others. For the local SRO program, the process measures most often used by all three participating agencies are: 1) the number and type of crime prevention related presentations made by the SRO's; 2) the number of formal delinquency related contacts between students and SRO's; 3) the number of youths diverted from the juvenile justice system; 4) the number of arrests made; and 5) the amount of pre-service and in-service training provided to the SRO's. The SRO's also used complaint and offense data, referral data, data on SRO's involvement in other school activities, and various other subjective assessments of the program as measures of project progress. Because the three local SRO projects operate independently, these data were not collected and reported consistently from project to project, particularly during the first year. This first section

highlights data reported routinely by the local projects during the 1977-78 school year, as outlined in 1 through 5 above.

One of the primary activities of the SRO's is the preparation and presentation of crime prevention and related materials to groups of students, teachers and parents. The topics covered by these presentations are extremely varied, falling into the following three general areas (and described in more detail in the Program Description section of the Preliminary Evaluation Report): 1) General Crime Prevention -- Introduction to the SRO Programs, Jail Tour, Juvenile Law, etc., 2) Crimes Against Property -- shoplifting, burglary, etc., and 3) Crimes Against Person -- rape prevention, child abuse prevention, etc.

A majority of the presentations made during the 1977-78 school year were classroom presentations, with average class size ranging from 20 to 40 students each. The remainder of the presentations made were to faculty groups, parent groups and other civic organizations. The Hillsborough County Sheriff's Office (HCSO) project reported approximately 300 presentations per SRO annually; the Tampa Police Department (TPD) project reported approximately 100 presentations per SRO; and, the Temple Terrace Police Department (TTPD) project reported

approximately 100 presentations by their individual SRO. Overall, more than 2,100 presentations were made during the year for an average of approximately 175 presentations per officer. Each project exceeded the number of presentations anticipated.

Another measure of project activity reported by all three projects is the number of formal contacts with students as a result of some delinquent or "acting out" behavior. When such contacts occur, the SRO's complete a "contact report" depending on the seriousness of the complaint or offense. Because officer discretion is involved and departmental differences exist, substantial differences also exist between projects on the number of contact reports completed. For example, the HCSO reported over 400 contacts per quarter with four (4) SRO's; the TPD reported over 200 contacts per quarter with seven (7) SRO's, while the TTPD reported over 100 contacts per quarter with one SRO.

The number of arrests and the number of diversions made by SRO's are also considered appropriate measures for assessing the activity level of the SRO projects. The TPD project reports making 178 arrests, including 51 diversions during the 1977-78 school year, the TTPD

project reports making 22 arrests including 4 diversions, and the HCSO project reports making 81 arrests (referrals to HRS) and 2 diversions.¹

And finally, training of project staff is a measure of project activity considered important to the successful operation of a program. Locally, all the SRO's in the Tampa Police Department and Sheriff's Office projects attend weekly staff meetings. This type of meeting permits the free exchange of all kinds of information, and allows departmental policy and procedure to be continually updated. Moreover, in all three projects, a formal 80-hour pre-service program is provided to newly-selected SRO's, while a 40-hour in-service training program is conducted annually for the veteran SRO's. The in-service and pre-service programs, particularly, provide information and training in a wide variety of areas including the following: Nature of Adolescent Behavior; Juvenile Law; Communication Workshops; Delinquency Causation; Crimes Against Women; Instructor Training; Narcotics, Dangerous Drugs and Hallucinogenics; School Organization, Structure and Functions; Child Abuse; H.R.S.; Guidance Counseling; Philosophy of Education; School Security; and, Social Agency Services. In addition, inter-agency

¹ The HCSO project does not consider a diversion a formal referral to HRS.

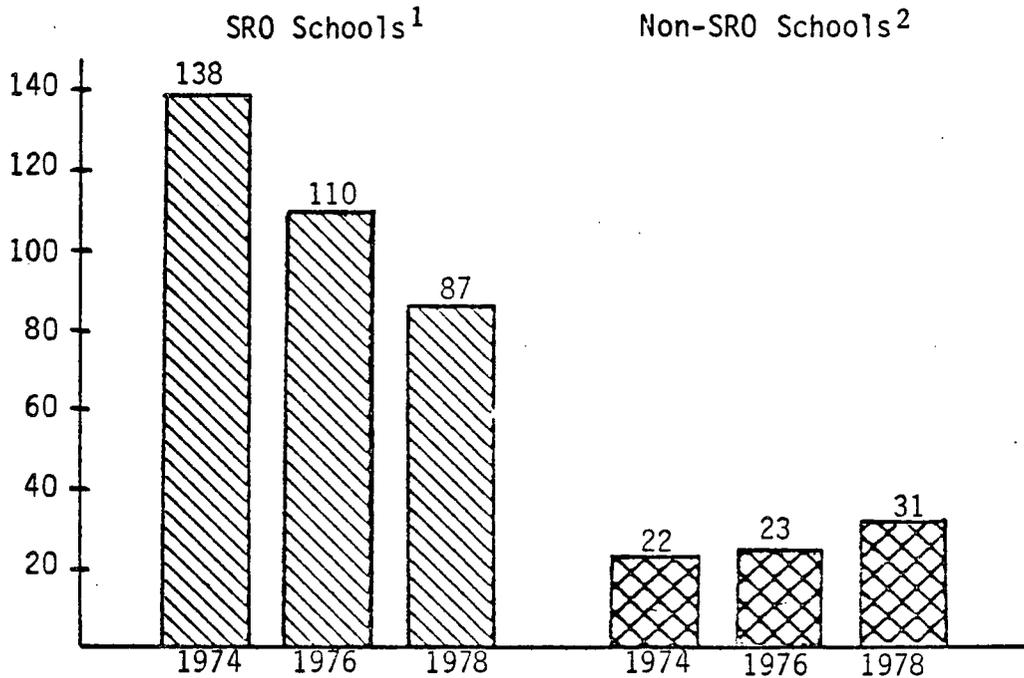
cooperation and communication are fostered through joint training programs. Overall, the SRO's receive training well above the recommended minimum of 40 hours training per year.

Offense Data

The Hillsborough County Schools' Security Division publishes an Annual Report each year which describes the number of burglaries, incidents of vandalism, and thefts at each school and the dollar losses incurred by the School System as a result of these offenses. This evaluation utilizes data from the 1973-74, 1975-76 and 1977-78 school years to compare junior high schools served by the SRO program with junior high schools with no SRO program. In addition, these data are compared with the number of reported burglaries and larcenies for the City of Tampa and Hillsborough County (excluding City of Tampa) to see if changes in reported offenses at the schools were consistent with county-wide changes in reported offenses.

Figure 1 (on the following page) compares the frequency of burglaries in SRO schools to the frequency of burglaries in non-SRO schools in 1974, 1976 and 1978.

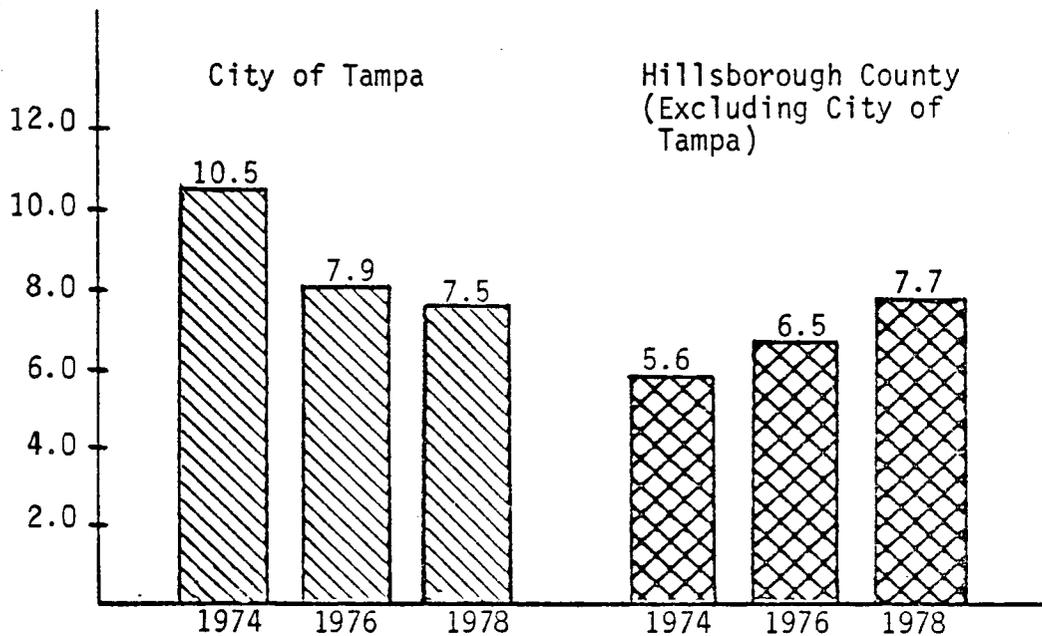
Figure 1: School Burglaries (Junior High Schools) 1974, 1976, & 1978



SOURCE: Hillsborough County Schools; Security Division 1974, 1976, and 1978 - Annual Reports.

- ¹ Includes 20 junior high schools served by TPD, HCSO & TTPD SRO programs.
² Includes all 6 junior high schools not served by the SRO program.

Figure 2: County-wide Burglaries (in thousands) 1974, 1976, & 1978



SOURCE: Five-year Crime Summary (Hillsborough County) 1973-1977; and, Crime In Florida, 1978 Annual Report

These same data are presented in Table 1 in crosstabulation table format. Both displays show a decrease in burglaries at the SRO schools and an increase in burglaries at schools without the SRO program. Using the chi-square statistic with the crosstabulation table indicates that the differences in observed frequency of burglaries from 1974 to 1978 is statistically significant ($\chi^2 = 7.25; p \leq 0.05$).

TABLE 1: Frequency of Burglaries in Schools

	1974	1976	1978
SRO Schools ¹	138	110	87
Schools without SRO program ²	22	23	31

SOURCE: Hillsborough County Schools; Security Division, 1974, 1976, & 1978 - Annual Reports

¹ Includes 20 junior high schools served by TPD, HCSO, and TTPD SRO programs.

² Includes all 6 junior high schools not served by the SRO program.

Figure 2 shows the frequency of burglaries county-wide during 1974, 1976 and 1978. Notably, the pattern of changes in burglaries county-wide over this time period is similar to the pattern of changes in school burglaries. More specifically, the SRO schools, which

are in urban and suburban locations (an SRO is assigned to every junior high school within the Tampa City limits and to five of the seven suburban schools on the outskirts of Tampa City limits), experienced a decrease in burglaries, as did the entire City of Tampa. The non-SRO schools, which are in suburban and rural locations, experienced an increase in burglaries, as did the remainder of the county (excluding the City of Tampa).

The number of thefts in junior high schools are reported in Table 2, below, and in Figure 3 on the following page. For comparison, county-wide larcenies are reported in Figure 4. These data are more ambiguous than the burglary data discussed above. No pattern appears and no statistically significant differences emerge. Further, the pattern of change in thefts in the schools does not appear to be consistent with the pattern of change county-wide.

TABLE 2: School Thefts - 1974, 1976 & 1978

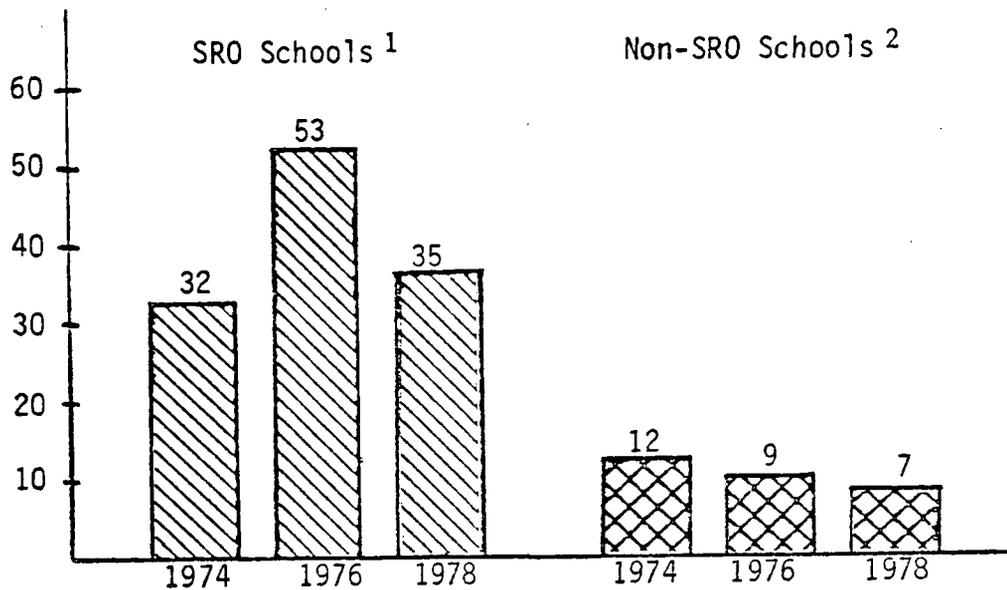
	1974	1976	1978
SRO Schools ¹	32	53	35
Schools w/o SRO ₂ program	12	9	7

SOURCE: Hillsborough County Schools; Security Division, 1974, 1976 & 1978 - Annual Reports

¹ Includes 20 junior high schools served by TPD, HCSO, and TTPD SRO programs.

² Includes all 6 junior high schools not served by SRO program.

Figure 3: School Larcenies (Junior High Schools) 1974, 1976 & 1978

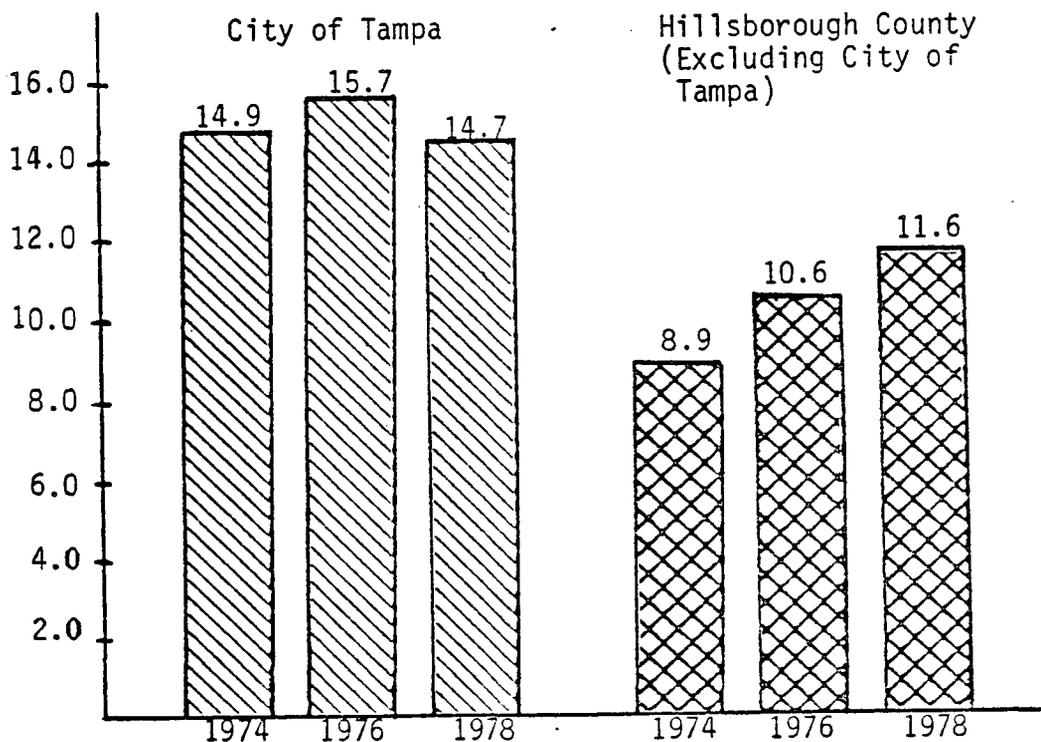


SOURCE: Hillsborough County Schools; Security Division 1974, 1976 and 1978 - Annual Reports.

¹ Includes 20 junior high schools served by TPD, HCSO & TTPD SRO programs.

² Includes all 6 junior high schools not served by the SRO program.

Figure 4: County-wide Larcenies (in thousands) 1974, 1976 & 1978



SOURCE: Five-Year Crime Summary (Hillsborough County) 1973-1977; and, Crime in Florida, 1978 Annual Report

The number of vandalism incidents in the junior high schools are reported in Table 3, below, and in Figure 5 on the following page. Although no statistically significant differences emerge the data reflect a continual increase in the incidents of reported school vandalism at the SRO schools while little change is seen at the non-SRO schools.

TABLE 3: School Vandalism Incidence - 1974, 1976 & 1978

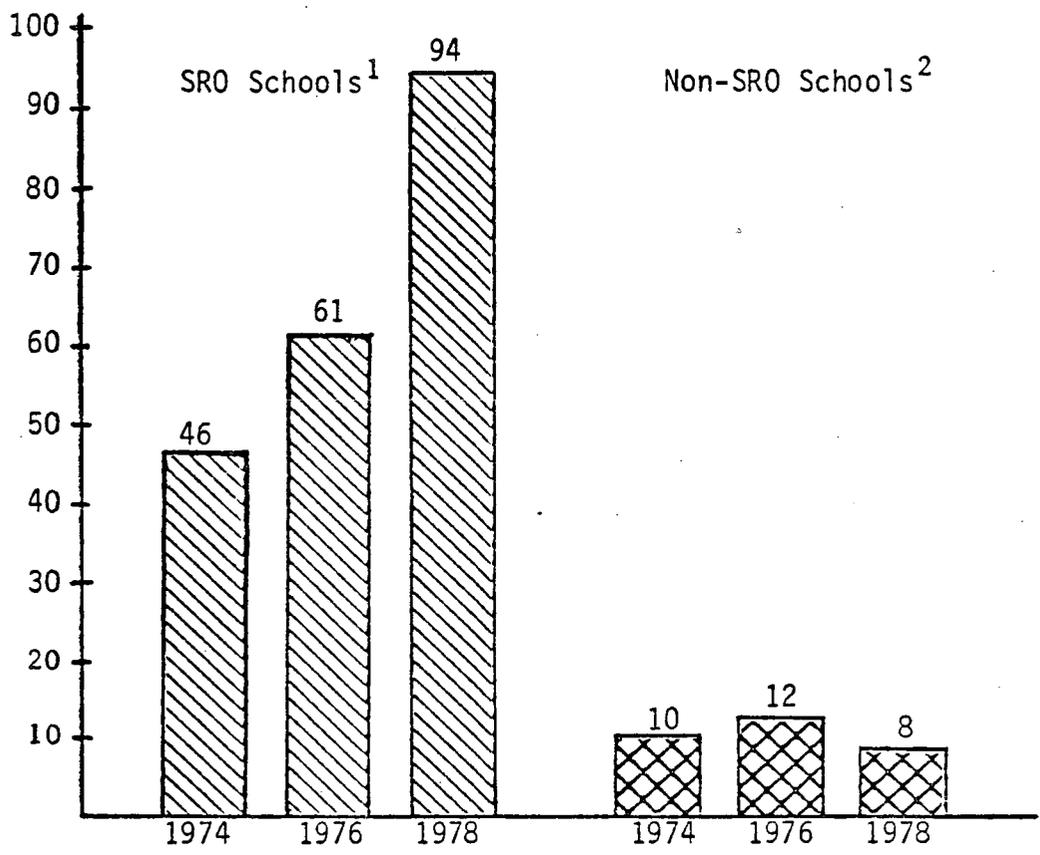
	1974	1976	1978
SRO Schools ¹	46	61	94
Schools w/o SRO program ²	10	12	8

SOURCE: Hillsborough County Schools; Security Division, 1974, 1976 & 1978 - Annual Reports

¹ Includes 20 junior high schools served by TPD, HCSO, and TTPD SRO programs.

² Includes all 6 junior high schools not served by SRO program.

Figure 5: Incidents of School Vandalism (Junior High Schools)
1974, 1976, & 1978



SOURCE: Hillsborough County Schools; Security Division 1974, 1976 and 1978 - Annual Reports.

¹ Includes 20 junior high schools served by TPD, HCSO & TTPD SRO programs.
² Includes all 6 junior high schools not served by the SRO program.

Student Attitude Data

During the 1977-78 school year the Tampa Police Department (TPD) SRO program staff conducted a survey of over 1400 students enrolled in Hillsborough County public schools (study design is included in Appendix A). The primary purpose of the study was to identify changes in students' attitudes toward police which may have resulted from students being exposed to the SRO program in their respective schools.

Five "attitude" questions and four other related questions from the Student Attitude Survey (Appendix B) are discussed in this section. These nine questions are restated in Table 4, as they appeared on the survey questionnaire.

The first five questions in Table 4 were asked to ascertain student attitudes toward police. The percentage of favorable responses¹ on each of these questions for each subsample of students is shown in Table 5. Data from both the initial survey (pre-test) and the follow-up survey (post-test) at the end of the school year are included.

¹ The attitude questions on the survey were constructed with either a yes/no or a multiple choice response. On all the questions, the responses provided were recorded into either a "favorable" or "unfavorable" response category.

Review of the pre-test data indicate that at the time of the initial survey, most of the students expressed positive sentiments toward the police. Compared to the ninth grade students at the target schools, more of the seventh grade students responded favorably to the attitude questions. Similarly, more of the ninth grade students from the control schools responded favorably when compared to the ninth grade students at the target school. These patterns were anticipated based on the urban/rural factor mentioned above. At the same time, the control eleventh grade students also seemed slightly more positive than the target school ninth graders, counter to what was expected.

Comparison of the pre-test with the post-test data from the Student Attitude Survey indicates that the percentage of the target school students expressing favorable attitudes toward police increased from pre-test to post-test. The percentage of students expressing positive sentiments at the control schools decreased from the beginning to the end of the year. Although the data varies considerably from question to question, the attitudes of the control school students generally declined over time while the attitudes of the target school students improved slightly or remained about the

TABLE 4: Attitude Questions on Student Attitude Survey

Question 1: Based on my experiences, I think police are:

1) crooked 2) friendly 3) mean 4) polite

Question 2: I think policemen treat rich and poor people the same:

1) yes 2) no

Question 3: I think policemen are hardly ever around when you need them:

1) yes 2) no

Question 4: I think policemen usually hassle people for no reason:

1) yes 2) no

Question 5: I think policemen have their jobs because they can't do anything else:

1) yes 2) no

Question 6: I think a school cop is the same as any other cop:

1) yes 2) no

Question 7: I think a school cop is nicer than a street cop:

1) yes 2) no

Question 8: I think a school cop is in the school because he couldn't do the job in the street:

1) yes 2) no

Question 9: I think a school cop is someone who just walks around and can't arrest anyone off school grounds:

1) yes 2) no

TABLE 5: Percentage of Favorable Responses to "Attitude" Questions on Student Attitude Survey

	HCSO	TTPD	TPD-9	TOTAL NINTH GRADE	TPD-7	CONTROL 9th	CONTROL 11th
<u>Question 1</u>							
Pre-test	74.3	70.4	70.9	71.9	83.8	82.7	82.9
Post-test	77.9	80.0	68.8	72.9	83.6	82.4	74.4
<u>Question 2</u>							
Pre-test	48.6	46.4	51.0	49.9	63.1	64.7	47.9
Post-test	50.4	40.0	48.5	48.6	65.9	55.9	31.9
<u>Question 3</u>							
Pre-test	46.4	44.8	50.0	48.4	55.7	55.8	53.8
Post-test	43.2	40.0	47.1	45.2	50.8	38.2	51.8
<u>Question 4</u>							
Pre-test	68.2	65.5	63.5	65.1	78.3	67.9	75.0
Post-test	70.5	68.0	68.3	69.1	79.3	60.6	73.7
<u>Question 5</u>							
Pre-test	84.7	79.3	84.1	83.9	83.5	90.2	94.9
Post-test	92.3	92.0	90.4	91.2	90.8	85.3	92.0

same.¹ Thus, the data are again consistent with what was expected based on the Bauma and Williams study (1972).

Two questions on the Student Attitude Survey, Questions 6 and 7 (Table 4), asked the students to indicate what they thought about "school cops" (SRO's) compared to "street cops". The remaining two questions asked the students to respond to two specific statements about the SRO's abilities and responsibilities. The students' responses to these questions are provided in Table 6. Again, the data are presented in such a way as to allow comparison of initial and follow-up responses for each of the subsamples of students.

No significant differences between the control and target schools were found even though some minor differences were observed in the pre-test and post-test data.² On Question 6, the control ninth grade students showed an increase (from pre-test to post-test) in the number of students who thought the SRO's and street cops were the same, while the target school responses remained relatively unchanged. On Question 7, neither the control

¹ It should be noted that although the differences cited above are considered large enough to be meaningful, they are not statistically significant except in two instances:

1. There was a significant ($p \leq 0.05$) increase in favorable responses by the seventh grade target students on Question #5.
2. There was a significant ($p \leq 0.05$) decrease in favorable responses by the eleventh grade control students on Question #2.

² Target school seventh graders' responses to Question 8 showed a statistically significant increase from pre-test to post-test ($p \leq 0.05$).

TABLE 6: Favorable Responses to Other Law Enforcement Related Questions on Student Attitude Survey

	HCSO	TTPD	TPD-9	TOTAL NINTH GRADE	TPD-7	CONTROL 9th	CONTROL 11th
<u>Question 6</u>							
Pre-test	61.6	65.5	53.1	56.9	55.0	43.1	46.6
Post-test	57.3	91.2	53.4	54.9	54.4	52.9	50.7
<u>Question 7</u>							
Pre-test	48.6	60.7	56.5	54.3	56.3	46.0	55.3
Post-test	58.0	68.0	47.0	52.5	64.7	46.9	51.1
<u>Question 8</u>							
Pre-test	90.3	82.8	86.1	87.1	82.3	75.5	91.3
Post-test	91.6	100.0	85.5	88.7	90.8	90.9	92.0
<u>Question 9</u>							
Pre-test	84.5	86.2	90.4	88.2	84.4	76.9	89.5
Post-test	90.8	95.8	92.8	92.3	91.8	93.9	94.9

schools nor the target schools experienced much change from the initial survey to the follow-up survey. On Question 8, the control school students responded more favorably to the post-test than to the pre-test while responses from target school students remained unchanged. And, based on Question 9, both the control and target school students indicated an increased understanding of the SRO's responsibilities, with the control samples experiencing the largest increases in favorable responses.

These last four questions are particularly troublesome as far as interpretation is concerned. As an example, Question 6 is ambiguous and at best since we do not know why the SRO's and street cops are perceived as the "same" (or different) and we do not know whether it is good or bad if they are perceived as the "same". Question 7 asks the students to make a generalization about both SRO's and street cops that is difficult to make. In fact, we often encourage people not to make such generalizations. Also, Questions 8 and 9 ask students to respond to questions regarding the SRO's abilities and responsibilities when they have had no contact or experience with SRO's upon which to based their judgments. Thus, the responses to these four questions are interesting but add little evidence, positive or negative, that suggests the SRO program has an effect on student attitudes toward police.

Officer and Teacher Survey

During the 1978-79 school year a survey of local law enforcement officers and teachers was conducted by the Planning Unit's Program Evaluation Specialist. The law enforcement officers surveyed included all the local School Resource Officers (called SRO's) and a sample of police officers and deputies assigned to patrol functions (called regular officers). The SRO's and the regular officers were from the Hillsborough County Sheriff's Office, the Tampa Police Department and the Temple Terrace Police Department (all the local agencies with an SRO program).

The teachers included in the survey were sampled from local schools with the SRO program (called SRO teachers) and from local schools without the SRO program (called regular teachers). Only junior high school teachers were asked to participate

The questionnaire used in this survey was designed specifically for this purpose. The survey (Appendix C) began by asking a number of questions about the major demographic and biographic characteristics of the respondents (teachers and officers). In addition, the survey consisted of two major sections. The methodology and data analysis for each section follows.

Scenarios

In the first section of the survey, the respondents were presented with 16 scenarios describing situations where students had become involved in various kinds of delinquent behavior. The respondents were to review each scenario, consider the factors present and then select the most appropriate "Disposition" for each case. The five possible dispositions were: 1) Counsel and Release, 2) Diversion, 3) Probation, 4) Commitment, and 5) Transfer to Adult Court. The dispositions were clearly defined in the questionnaire and, though not all inclusive, represent the normal range of dispositions available to law enforcement, the DHRS, and the Courts in delinquency cases.

The analysis presented below examines the dispositions chosen by the various groups of respondents focusing first on the differences between the SRO's and the regular officers and then on the differences between the SRO's, the SRO teachers and the regular teachers. A second more complex analysis is presented in Appendix D.

The comparison of the SRO and regular officers' responses to the scenarios is shown in Tables 7, 8, and 9. In Table 7, the dispositions chosen by the officers on all 16 scenarios are presented. Review of the percentages in each response category allows a quick visual comparison of the officers'

Table 7: Group By Disposition (All scenarios)

GROUP	DISP					TOTAL
	Counsel & Release				Transfer to Adult Court	
Frequency Row Pct	1	2	3	4	5	
SRO's	24 7.89	46 15.13	124 40.79	108 35.53	2 0.66	304
Regular Officers	42 8.75	87 18.13	176 36.67	139 28.96	36 7.50	480
TOTAL	66	133	300	247	38	784

STATISTICS FOR 2-WAY TABLES

Chi-Square 22.497 DF = 4 PROB. = 0.0002

Table 8: Group By Disposition (Serious Offense Scenarios)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
SRO's	3 1.97	10 6.58	62 40.79	75 49.34	2 1.32	152
Regular Officers	9 3.75	18 7.50	99 41.25	88 36.67	26 10.83	240
TOTAL	12	28	161	163	28	392

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. Table is so sparse that Chi-square may not be a valid test.

Chi-square 16.472 DF = 4 PROB. = 0.0024

Table 9: Group By Disposition (Minor Offense Scenarios)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
SRO's	21 13.82	36 23.68	62 40.79	33 21.71	0 0.00	152
Regular Officers	33 13.75	69 28.75	77 32.08	51 21.25	10 4.17	240
TOTAL	54	105	139	84	10	392

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. Table is so sparse that Chi-square may not be a valid test.

Chi-square 9.224 DF = 4 PROB. = 0.0557

responses.¹ The data indicate that the dispositions chosen by each group were significantly different. The SRO's were more moderate in their selection of dispositions while the regular officers chose the extreme disposition more often.

Table 8 and 9 further break the data out by type of offense; generally, whether the offense described in the scenarios were "serious" or "minor". The chi-square tests of significance indicate that the dispositions chosen by the two groups of officers were significantly different on the "serious offense" scenarios but not different on the "minor offense" scenarios.²

A further comparison of the SRO's responses and the regular officers' responses to a group of "SRO-like" officers (called Control officers) is provided in Appendix E. These data indicate that the SRO's and the Control officers' responses to the scenarios were not significantly different while the dispositions chosen by the regular officers and control officers were different. Thus, the SRO selection

¹ Rather than comparing the responses to each of the 16 scenarios separately, an index variable called Disposition (or "Disp") was created. Thus, the numbers in the table represent "Responses"; the total number of responses is equal to the number of scenarios times the number of respondents (i.e., 16 scenarios x 19 SRO's = 304 responses).

² Although a warning is given in the latter two tables that the significance tests may not be valid due to the sparseness of the data, collapsing the tables by grouping disposition categories minimizes the effects of the sparse data and yields similar significant differences.

criteria (the "like" variables between the SRO's and the Control officers, namely the officers' education and prior experience) apparently contributed to the differences found between these groups and the regular officers.

Tables 10, 11, and 12 present the data comparing the responses to the scenarios provided by the SRO's and the SRO teachers. The data in Table 10 indicate that when all the scenarios are considered together, the dispositions chosen by the SRO's and the SRO teachers were significantly different, the SRO teachers choosing more lenient or less restrictive dispositions. Tables 11 and 12 show the differences in the dispositions chosen when the serious and minor offense scenarios are reviewed separately. The data indicate that regardless of the type of offense involved, the SRO teachers selected less restrictive dispositions than the SRO's.¹

A further comparison of the responses of the SRO's, the SRO teachers, and the regular teachers is provided in Appendix E. These data reveal that the two groups of teachers were significantly different on the dispositions chosen when all the scenarios were considered together;

¹ Note however, that in all three tables a warning is again provided that the significance tests may not be valid due to the sparseness of the data in the tables. Again, collapsing the tables yields similar significant differences while minimizing the effects of sparseness of data.

Table 10: Group By Disposition (All Scenarios)

GROUP	DISP					TOTAL
	Counsel & Release			Transfer to Adult Court		
Frequency Row Pct	1	2	3	4	5	
SRO's	24 7.89	46 15.13	124 40.79	108 35.53	2 0.66	304
SRO Teachers	219 18.75	353 30.22	352 30.14	225 19.26	19 1.63	1168
TOTAL	243	399	476	335	21	1472

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. Table is so sparse that Chi-square may not be a valid test.

Chi-square 75.737 DF = 4 PROB. = 0.0001

Table 11: Group By Disposition (Serious Offense Scenarios)

GROUP	DISP					TOTAL
	Counsel & Release			Transfer to Adult Court		
Frequency Row Pct	1	2	3	4	5	
SRO's	3 1.97	10 6.58	62 40.79	75 49.34	2 1.32	152
SRO Teachers	59 10.10	141 24.14	214 36.64	155 26.54	15 2.57	584
TOTAL	62	151	276	230	17	736

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. Table is so sparse that Chi-square may not be a valid test.

Chi-square 49.035 DF = 4 PROB. = 0.0001

Table 12: Group By Disposition (Minor Offense Scenarios)

GROUP	DISP					TOTAL
	Counsel & Release			Transfer to Adult Court		
Frequency Row Pct	1	2	3	4	5	
SRO's	21 13.82	36 23.68	62 40.79	33 21.71	0 0.00	152
SRO Teachers	160 27.40	212 36.30	138 23.63	70 11.99	4 0.68	584
TOTAL	181	243	200	103	4	736

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. Table is so sparse that Chi-square may not be a valid test.

Chi-square 37.003 DF = 4 PROB. = 0.0001

the SRO teachers selecting more moderate dispositions.
When the serious offense scenarios were reviewed
separately, no significant differences were detected
between the two groups.

Perceived Frequency and Importance of SRO Activities

The second major section of the Officer and Teacher survey consisted of a listing of 23 activities in which an SRO could be involved at a school. The respondents were to read each activity statement and decide, based on their knowledge and experience: 1) the frequency of the SRO's involvement in each activity, and 2) how important it is that the SRO's be involved in each activity. The frequency responses range from 1) Always to 4) Never. The importance responses range from 1) Very Important to 4) Not at All Important.

Generally, the activities included in the Questionnaire were grouped into two broad categories for the data analysis, either "Appropriate" or "Inappropriate" for SRO involvement.¹ These categories were defined in conformance with the National Model SRO Program, discussed in the preliminary evaluation. It is important to remember in reviewing this classification system that none of the activities listed as inappropriate are inappropriate under all circumstances. Rather, because of the SRO program's intent and design, the SRO's should focus their time on the appropriate activities and avoid continued and routine involvement in the inappropriate areas.

¹ The inappropriate activities include item #'s 1,3,4,6,9,10, 18, and 20. The remaining 12 items are defined as appropriate. See Appendix C.

The analysis presented below briefly reviews the "frequency" of the SRO activities as perceived by various groups of respondents and then examines the "importance" of the SRO activities as perceived by the same groups. Comparisons are made between the SRO's, the Regular Officers, and the SRO Teachers. Further, data tables showing the same kinds of comparisons between the SRO's, the Control Officers and Regular Teachers is included in Appendix F.

Tables 13, 14, 15 and 16 display the SRO's, the SRO Teachers and the Regular Officers' responses¹ regarding the perceived frequency of the SRO's activities. It is important to note in reviewing the percentages of responses in each category that the SRO's themselves indicated that they are frequently involved in appropriate activities (88.8% of their responses were in the "always" or "often" categories) and are only infrequently involved in the inappropriate activities (only 29.6% of all their responses were in the frequent involvement categories). These results appear to be consistent with the original intent of the local SRO program and consistent with the National Model SRO Program.

¹ Rather than comparing the responses to the 23 activities separately, an index variable called Frequency (or "Freq") was created. Thus, the numbers in the tables represent "responses"; the number of responses is equal to the number of activities times the number of respondents.

Table 13: Group By Frequency (Appropriate Activities)

GROUP	FREQ				TOTAL
	Always		Never		
Frequency Row Pct	1	2	3	4	
SRO's	153 53.68	100 35.09	32 11.23	0 0.00	285
SRO Teachers	489 45.83	346 32.43	209 19.59	23 2.16	1067
TOTAL	642	446	241	23	1352

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5.
Table is so sparse that Chi-square may not be a valid test.

Chi-square 18.366 DF = 3 PROB. = 0.0004

Table 14: Group By Frequency (Inappropriate Activities)

GROUP	FREQ				TOTAL
	Always		Never		
Frequency Row Pct	1	2	3	4	
SRO's	13 8.55	32 21.05	70 46.05	37 24.34	152
SRO Teachers	94 16.73	143 25.44	224 39.86	101 17.97	562
TOTAL	107	175	294	138	714

STATISTICS FOR 2-WAY TABLES

Chi-Square 9.902 DF = 3 PROB. = 0.0194

Table 15: Group By Frequency (Appropriate Activities)

GROUP	FREQ				TOTAL
	Always		Never		
Frequency Row Pct	1	2	3	4	
SRO's	153 53.68	100 35.09	32 11.23	0 0.00	285
Regular Officers	185 44.36	159 38.13	72 17.27	1 0.24	417
TOTAL	338	259	104	1	702

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5.
Table is so sparse that Chi-square may not be a valid test.

Chi-square 8.328 DF = 3 PROB. = 0.0397

Table 16: Group By Frequency (Inappropriate Activities)

GROUP	FREQ				TOTAL
	Always		Never		
Frequency Row Pct	1	2	3	4	
SRO's	13 8.55	32 21.05	70 46.05	37 24.34	152
Regular Officers	28 12.50	65 29.02	100 44.64	31 13.84	224
TOTAL	41	97	170	68	376

STATISTICS FOR 2-WAY TABLES

Chi-square 9.084 DF = 3 PROB. = 0.0282

Comparing the responses of the different groups, the data in the tables indicate that both the SRO teachers' and the Regular officers' perception of the SRO's activities were different from the SRO's perceptions of their own activities. Generally, the SRO's indicated that they were involved more often in the "appropriate" activities and less often in the "inappropriate" activities than perceived by the SRO teachers or the Regular officers.

Tables 17, 18, 19, and 20 display the SRO's, the SRO teachers' and the Regular officers' responses¹ regarding the perceived importance of the SRO's activities. The percentages of responses in each category in Tables 17 and 19 indicate that all the respondents, SRO's, SRO teachers and Regular officers, felt it was either very important or important for the SRO's to be involved in the activities classified as appropriate (94.1%, 89.5% and 94.0% of their responses, respectively, were in these categories). The SRO teachers assigned a slightly lower level of importance (statistically significant) to these activities than did the SRO's.

The percentages in the various response categories in Tables 18 and 20 reflect a statistically significant difference between the groups of respondents on the importance of activities classified as inappropriate.

¹ Rather than comparing the responses to the 23 activities separately, an index variable called Importance (or "Import") was created. Thus, the numbers in the tables represent "responses"; the number of responses is equal to the number of activities times the number of respondents.

Table 17: Group By Importance (Appropriate Activities)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO's	190 69.60	67 24.54	16 5.86	0 0.00	273
SRO Teachers	657 59.46	332 30.05	101 9.14	15 1.36	1105
TOTAL	847	399	117	15	1378

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5.
Table is so sparse that Chi-square may not be a valid test.

Chi-square 12.431 DF = 3 PROB. = 0.0060

Table 18: Group By Importance (Inappropriate Activities)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO's	17 11.81	32 22.92	55 38.19	39 27.08	144
SRO Teachers	131 22.28	186 31.63	168 28.57	103 17.52	588
TOTAL	148	219	223	142	732

STATISTICS FOR 2-WAY TABLES

Chi-square 18.186 DF = 3 PROB. = 0.0004

Namely, the SRO's assigned a relatively low level of importance to these activities (only 34.7% of their responses were in the "important" or "very important" categories). In contrast, the SRO teachers and the Regular officers perceived these activities as more important for the SRO's than did the SRO's themselves (53.9% and 58.8% of their responses were in the "important" or "very important" categories).

The Tables in Appendix F provide additional data comparing the groups of respondents on both the perceived frequency and the perceived importance of SRO activities. As with Tables 13 through 20, the activities are classified as either appropriate or inappropriate for comparison purposes.

Data Summary

A number of types of data were presented in the previous sections. Process data were reviewed in order to determine the level of activity maintained by the SRO's in their local schools. Offense data were reviewed in an attempt to try to identify any trends in the level of reported school offenses which might be attributed to the SRO's presence in the local public schools. Student Attitude data were reviewed to assess any changes in student attitudes toward law enforcement resulting from student contact with the SRO program. And, finally, data from a survey of local law enforcement officers (including the SRO's themselves) and school teachers was examined in an effort to pinpoint some important differences between officers and teachers. The following paragraphs briefly summarize these findings.

Process Data

Finding: Review of data on the five process measures presented previously in this report indicate that the SRO's level of activity exceeded that anticipated at the onset of the local grants.

The number of presentations made by the SRO's and the SRO's training exceeded the levels specified in the grant's

objectives. The number of police contacts with youth identified as being at risk of becoming delinquent was quite high. Because the nature and quality of the contacts was varied and because no criterion level was specified in the grants' objectives, a quantitative assessment of whether or not the grants' objectives were met is not possible. The large number and the varied nature of these contacts, however, is a subjective but important reflection of both the schools' and the students' confidence in the individual SRO's abilities as problem solvers.

Given the continuing public outcry of increasing crime and delinquency, in general, and school crime, in specific, the number of arrests made by the SRO's might be considered relatively low. At the same time, a low level of arrests should be considered a reflection of the SRO Program's commitment to emphasize crime prevention and community relations rather than "hard-line" crime control.

The only disappointing statistics presented in the process data section is the low level of diversions made by the SRO program staff. The number of diversions reported, however, is a good example of problems with "measurability" which plague many crime prevention and diversion-related programs. Legal problems with where

delinquent youth can be diverted, and changes in the State's juvenile statutes are, and will continue to be, a major contributor to this problem regardless of any good faith efforts made by program staff.

Offense Data

Finding: The offense data present in this report do not substantiate clearly that the SRO program reduced crime in the SRO schools.

Analysis of data on three types of school crime was conducted in an attempt to identify changes in crime rates which might be associated with the presence of the SRO's in the schools. School-reported data was utilized in this analysis because it was the only data available which was not obviously influenced by "reactivity", a rather standard threat to the validity of such outcome data. Even then, some of the trends in the data appear as though reactivity may have biased these results.

Burglaries in the SRO schools declined substantially from the 1974 to the 1978 school years while non-SRO schools showed an increase in burglaries. School larcenies increased and then declined over the same time period in the SRO schools and declined slightly but steadily in the non-SRO schools. School vandalism in the SRO schools increased substantially while remaining relatively constant

in the non-SRO schools from 1974 to 1978. The change in school burglaries and larcenies from 1974 to 1978 were consistent with county-wide burglaries and larcenies. The increase in school vandalism was most likely affected by "reactivity". That is, the increase in larcenies could represent an increase in the reporting of larcenies due to the convenience of having the SRO's present rather than representing a real increase in the number of larcenies occurring. This is a relatively common phenomenon with this type of crime and this type of program.

Student Attitude Data

Finding: Student attitude data reflect an improved attitude toward law enforcement in the SRO schools while attitudes deteriorated in the Control schools.

The general patterns found in the attitude survey data are consistent with previously reported data from other similar program around the country although not directly comparable since different survey instruments were utilized. Generally, the attitudes of all the groups of students, at the beginning of the school year, were mostly favorable, some initial differences existing as expected due to the age of the students and their urban/suburban/rural environments. Data from the attitude post-test at the end of the

school year reflect more favorable responses from the SRO school students than from the non-SRO school students even though the non-SRO school students were more favorable at the beginning of the year.

Officers and Teachers Survey Data

Finding: The responses to the scenarios presented in the questionnaire indicate that the SRO's chose more moderate dispositions while the Regular officers chose the extreme dispositions more often. When examined by type of offense, the groups were different on dispositions chosen for serious offenses but not different on minor offenses.

Review of the responses to the scenarios by the various groups of respondents indicates that the factors in the scenarios -- type of offense, age of the youth involved, the youth's prior record and the youth's attitude toward the offense -- directly influenced the choice of disposition with all the respondent groups. Using a group of "SRO-like" officers (control officers) as a comparison group indicates that the SRO selection criteria (the "like" variables between the SRO and Control officers) contributed to the differences found

between these two groups and the regular officers.

As might be expected, the SRO's and the teachers were also different on the dispositions chosen for the scenarios.

Finding: The SRO's responses to the activity questions reflect frequent involvement in activities classified as appropriate and only infrequent involvement in activities classified as inappropriate, while the SRO teachers perceived the SRO's as being more frequently involved in the "inappropriate" activities.

Finding: All the respondents assigned a high level of importance to the appropriate activities. The SRO's assigned a relatively low level of importance to the inappropriate activities while the SRO teachers rated these activities as being much more important.

The SRO's responses to the "frequency of involvement in" and "importance of" all the activities described in the questionnaire were consistent with what would be expected based on the National Model SRO Program.

The differences found between the SRO's and the SRO teachers, in terms of what each group thought was

important, is the most significant finding in this part of the evaluation. The teachers' desire for a safe working environment and the traditional "law and order" impressions of law enforcement pervades the teachers' perceptions of the SRO program. The high level of importance placed by the SRO teachers on the activities characterized as inappropriate is critical. The teachers' desire to have more emphasis placed on crime control is in conflict with the program intent and just what the National Model SRO Program warns against.

CONCLUSIONS AND RECOMMENDATIONS

Since they were implemented in 1977, the three LEAA-funded SRO projects in Hillsborough County have performed well. The community support needed by the program has been on-going and positive, so positive that the program now operates in all public secondary schools in Hillsborough County.

When the LEAA-funded SRO projects were implemented, few of the normally anticipated start-up problems were experienced. Some administrative and staff changes at the various agencies which were not anticipated did occur but with no detrimental consequences to the program.

If any one problem was to be singled out it would be data collection and reporting. During the first year, data reporting was inconsistent within each project. Time alone seemed to help standardize and routinize data reporting. Since the three agencies that have an SRO project are run independently, some inconsistencies still exist between agencies. This is problematic only to the extent that comparison of activity level between the agencies and review of the three projects as a single program are difficult.

But more importantly, the SRO program suffers from the same difficulties as many other crime prevention and community relations type programs. Namely, the development, collection and reporting of outcome or impact data is nearly impossible without the expenditure of vast amounts of time and effort. Even then, the reliability and validity of such data often comes into question unless a well-planned experimental design is used to develop the data.

The SRO projects currently collect and report a considerable amount of data for management, monitoring and evaluation purposes. During this evaluation still more data was collected. This whole process is both difficult and time consuming. It is imperative that the SRO projects review their current data collection practices, determine data needs, routinize data collection and minimize excess data collection. Most importantly, the SRO program should continually seek to develop better methods of assessing program impact.

Two of the most positive aspects of the SRO program, and aspects upon which the program is dependent for success, are the quality of the officers selected as SRO's and the training they receive. In terms of both education and experience, the SRO's are highly qualified.

But far more important, the SRO's generally possess the patience, understanding, professional knowledge and communication skills necessary to work cooperatively with most people under most circumstances. Given that the SRO's have continued contact with law enforcement personnel, students, parents, teachers and school administrators in a variety of situations, these qualities are essential.

One aspect of training that appears to be critical to the SRO program is the orientation and training of school staff and other law enforcement personnel. Teachers and law enforcement officers need a good understanding of the SRO program and what it is attempting to do. Without this, the teachers' and law enforcement officers' contact with youth cannot be expected to reinforce positive attitudes toward law enforcement that the SRO's attempt to develop.

Another important and related point needs to be made. The preliminary evaluation of the SRO program first mentioned the importance of the program focusing on certain "appropriate" activities and minimizing involvement in other "inappropriate" kinds of activities. The Officer & Teacher Questionnaire conducted for this evaluation again raised the question of where the

project 's emphasis was placed and where it should be placed. A firm resolve needs to be maintained by the administration of the law enforcement agencies that the SRO program is a crime prevention project. The SRO's themselves then must work with school administration at their respective schools in accomodating the crime control needs of the school yet not jeopardize the integrity of the SRO program as a crime prevention project.

These recommendations are provided after careful consideration of both the preliminary evaluation and the preceding sections of this final evaluation:

Recommendation: At a minimum, the following process data should continue to be collected and reported as a barometer of activity level:

- 1) # of presentations made
- 2) amount of training received
- 3) # of offense related contacts
- 4) # of other student contacts
- 5) # of arrests made (referrals to HRS)
- 6) # of diversions made
- 7) # of referrals to HRS with recommendation for Juvenile Arbitration

Recommendation: A simple analysis of reported school offense data should be developed and reported annually showing changes in school crime over time.

Recommendation: Student attitude studies should continue to be conducted annually using a standardized attitude scale. This survey should include several general items allowing the students to express their opinions regarding the SRO program.

Recommendation: Input from the teachers in the SRO schools should be sought annually allowing the teachers to express their general attitudes toward the SRO program, its strengths and how it could be improved.

Recommendation: An orientation and training program for teachers and law enforcement officers should be developed and training sessions should be conducted on an on-going basis.

Recommendation: The SRO program administrators should continue to carefully monitor SRO activities to ensure that the crime prevention nature of the program is maintained in practice, consistent with the initial program concept and the National Model for SRO Programs.

Recommendation: All training should include a segment which defines the characteristics of the National Model for SRO Programs and clarifies some of the pitfalls experienced by other similar law enforcement/school crime prevention programs.

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Appendix A

STUDENT ATTITUDE SURVEY
STUDY DESIGN

STUDENT ATTITUDE SURVEY STUDY DESIGN

Study Design

During the 1977-78 school year the Tampa Police Department (TPD) SRO program staff conducted a survey of over 1400 students enrolled in Hillsborough County Public Schools. The primary purpose of the study was to identify changes in students' attitudes toward police which may have resulted from students being exposed to the SRO program in their respective schools.

The survey discussed in this report was the second such survey conducted for the local SRO program. The survey questionnaire used was a revised version of the instrument used during the 1976-77 school year. The questionnaire was developed by the TPD SRO staff and was modeled, in part, after a similar study conducted in the late 1960's in Michigan (LEAA, 1968; Portune, 1971).

The survey questionnaire consisted of 34 total questions. A number of these were designed to obtain basic demographic characteristics of the respondents. Five questions were constructed and utilized to ascertain the student's attitudes toward police, in terms of their perceptions of general police reputation and police fairness. Four other questions utilized asked the

students to indicate what they thought about "school cops" compared to "street cops", and what they thought about the SRO's ability and the SRO's function in the schools.

The study design for the Student Attitude Survey required the selection of students from six groups of Hillsborough County Public Schools as follows:

- 1) Schools served by the HCSO SRO program,
- 2) Ninth grade schools served by the TPD SRO program,
- 3) Seventh grade schools served by the TPD SRO program,
- 4) One school served by the TTPD SRO program,
- 5) One ninth grade school not served by the SRO program,
- 6) Two eleventh grade schools not served by the SRO program.

Thus, student attitudes can be examined, comparing students from SRO schools with students from non-SRO schools, and comparing students at varying grade levels.

The design of the local study was based on other studies conducted previously by SRO and similar Police-School Liaison programs around the country. A longitudinal study of changes in students' attitudes from 1968 to 1970 in a Michigan Police-School Liaison

program is the most noteworthy study found in the professional literature. In this experiment, the authors stated the following findings (which are relevant to the Student Attitude Survey conducted by the TPD SRO staff):

- 1) Students' perceptions of police in general were somewhat less favorable in 1970 than in 1968.
- 2) Generally, pro-police sentiments declined as grade level of students advanced.
- 3) After a year of the program the attitudes of students (regarding police fairness) in the target schools remained basically the same while in the control schools, attitudes toward police fairness were less favorable.

The authors summed up their findings by saying: "In short, the comparison of student attitudes before and after the initiation of the Police-School Liaison Program (in Michigan) indicated that while there was no measurable improvement in student sentiments, the program was effective in preventing the decline of favorable feelings which was occurring in the control school without a police-counselor program" (Bauma and Williams, 1972).

Thus, the local Student Attitude Survey sought to answer a number of related questions. First, are local student attitudes toward police generally favorable or unfavorable? Second, do the data indicate that student sentiments decline as grade level advances? And finally, do changes in student attitudes toward police vary when comparing students from SRO schools to those from non-SRO schools?

Demographic Data

Before presenting the "attitude" data, a review of the race and sex of the respondents is important since differences in the sub-samples may influence the interpretation of the results. Regarding race and sex, Bauma and Williams (1972) indicate that:

- 1) Male students report less favorable attitudes toward police than female students;
- 2) Black students held the police in lower regard than did white students, and;
- 3) Importantly, there was an increase in pro-police attitudes of black students after exposure to the Police-School Liaison program.

Table A presents the racial composition of each of the subsamples of students for both the pre-test and post-test of the Student Attitude Survey. The student sample from the TTPD SRO school has a disproportionately high percentage of black students while the samples from the ninth grade and eleventh grade control schools have a disproportionately low percentage of black students when compared to the other target school samples. Based on the Bauma and Williams study (1972) these ratios could bias the initial responses unfavorably at the TTPD SRO school and favorably at the control schools, while the degree of change in attitudes could be biased in the opposite direction in these subsamples. Thus, the differences found in the race composition of the subsamples should be kept in mind in reviewing the attitude data.

Table A represents the sex composition of all the subsamples. The differences observed were not found to be significantly different. Thus, the sex composition differences in the samples should have little effect on the student responses to the questionnaire.

In addition, the location of the ninth grade control school may also be a factor that affects the responses of the students. Because the control school

TABLE A: Race Composition of Sample Data

	HCSO			TTPD			TPD-9th		
	BLK	WHT	SS	BLK	WHT	SS	BLK	WHT	SS
Pre-test	22.8	67.5	8.8	37.9	62.1	0.0	21.9	73.3	4.3
Post-test	22.6	66.9	8.3	40.0	60.0	0.0	17.6	65.7	12.9

	TPD-7th			CONTROL 9th			CONTROL 11th		
	BLK	WHT	SS	BLK	WHT	SS	BLK	WHT	SS
Pre-test	20.3	72.0	6.0	11.1	88.9	0.0	8.4	82.4	6.7
Post-test	16.8	76.2	4.9	11.8	88.2	0.0	13.7	71.9	12.9

TABLE A: Sex Composition of Sample Data

	HCSO		TTPD		TPD-9th		TPD-7th	
	M	F	M	F	M	F	M	F
Pre-test	55.3	44.7	55.2	44.8	44.1	55.9	46.4	53.6
Post-test	48.9	51.1	36.0	64.0	51.4	48.6	36.6	63.4

	Tomlin-9th		Hills/Chamb	
	M	F	M	F
Pre-test	55.6	44.4	46.2	53.8
Post-test	50.0	50.0	42.1	57.9

is located in a rural area, the students' attitudes toward police may be different from the attitudes of students in the suburban or urban target schools. Since all the urban schools had an SRO program at the time the study was conducted, the use of a rural school for a control group was necessary.

Appendix B

STUDENT INFORMATION

STUDY

INSTRUCTIONS

The following pages contain a number of questions about a wide variety of subjects. We think students differ a great deal in the way they feel about these things so we would like to have your honest opinion about them.

Read each question carefully and circle the answer which best tells us how you feel. There are no right or wrong answers to any of the questions. Whenever possible, let the things which have happened to you help you make a choice. And please, be sure to answer each question.

The answers to these questions will be kept anonymous - no names will be used.

Circle one (1) answer for each question.

1. I am:
1) black 2) white 3) spanish 4) other
2. I am a:
1) boy 2) girl
3. I am in the _____ grade?
1) 7th 2) 9th 3) 11th 4) 12th
4. I am _____ years old now?
1) 12-13 2) 14-15 3) 16-17 4) 18 or older
5. What kind of T.V. programs do you like _____?
6. Of the following types of T.V. programs, I like _____ the best?
1) Comedy shows 2) Educational programs 3) Police shows
4) Movies 5) Variety shows
7. Of the following police shows, I like _____ the best?
1) Adam-12 2) Police Story 3) Starsky & Hutch
4) Kojak 5) Barney Miller
8. Obey means to do something someone tells you to do. I think it is most important to obey:
1) my mother 2) my father 3) a teacher 4) a policeman
5) an older brother or sister 6) friends
9. Last year my best grades were in:
1) math 2) science 3) english 4) history 5) other

10. Overall, my teachers last year were:
 - 1) excellent
 - 2) good
 - 3) fair
 - 4) poor
 - 5) terrible

11. My parents think school is:
 - 1) very important
 - 2) a good thing
 - 3) something you must do
 - 4) a waste of time

12. My personal contacts with the police have been:
 - 1) frequent
 - 2) seldom
 - 3) never

13. My parents think police are:
 - 1) crooked
 - 2) friendly
 - 3) mean
 - 4) polite

14. Based on my experiences, I think school is:
 - 1) very important
 - 2) a good thing
 - 3) something you must do
 - 4) a waste of time

15. Based on my experiences, I think police are:
 - 1) crooked
 - 2) friendly
 - 3) mean
 - 4) polite

16. When I have a problem, I talk to:
 - 1) a teacher
 - 2) a parent
 - 3) a policeman
 - 4) a friend
 - 5) a brother or sister

17. When I need advice, I listen most to:
 - 1) a teacher
 - 2) a parent
 - 3) a policeman
 - 4) a friend
 - 5) a brother or sister

18. Most of my friends think their parents are:
 - 1) too strict
 - 2) fair
 - 3) too lenient (easy)

19. Most of my friends think their parents:
- 1) understand them
 - 2) don't understand them
 - 3) don't care about them
 - 4) don't have time for them
20. I think my parents are:
- 1) too strict
 - 2) fair
 - 3) too lenient (easy)
21. I think my parents:
- 1) understand me
 - 2) don't understand me
 - 3) don't care about me
 - 4) don't have time for me
22. I think _____ understands me the best?
- 1) a teacher
 - 2) a parent
 - 3) a policeman
 - 4) a friend
 - 5) a brother or sister
23. I think policemen treat rich and poor people the same.
- 1) yes
 - 2) no
24. I think policemen are hardly ever around when you need them.
- 1) yes
 - 2) no
25. I think policemen usually hassle people for no reason.
- 1) yes
 - 2) no
26. I think policemen have their jobs because they can't do anything else.
- 1) yes
 - 2) no
27. In my family, dating:
- 1) is something I can talk about with my parents.
 - 2) is something not usually talked about.
 - 3) is something we never talk about.

28. I have:

- 1) many close friends
- 2) one or two close friends
- 3) no close friends

29. In my family, I am:

- 1) the oldest child
- 2) a middle child
- 3) the youngest child
- 4) the only child

30. I think a school cop is the same as any other cop.

- 1) yes
- 2) no

31. I think a school cop is nicer than a street cop.

- 1) yes
- 2) no

32. I think a school cop is in the school because he couldn't do the job in the street.

- 1) yes
- 2) no

33. I think a school cop is someone who just walks around and can't arrest anyone off school grounds.

- 1) yes
- 2) no

34. I want to:

- 1) make good grades in school.
- 2) make good grades and have a good social life while in school.
- 3) have a good social and sports life rather than getting good grades while in school.
- 4) make money and not go to school any longer.

Appendix C

SCHOOL QUESTIONNAIRE &
LAW ENFORCEMENT QUESTIONNAIRE

SCHOOL QUESTIONNAIRE

This questionnaire was developed to obtain two kinds of information. First, we are interested in knowing your opinion about how juveniles should be handled when they are involved in various kinds of unlawful activities. Second, we are interested in knowing what you think local School Resource Officers do/should do in their assigned schools.

Please complete this cover sheet and read the instructions on the following page before you begin the questionnaire. After you finish Section I, go on to Section II, again reading the instructions carefully before you begin.

Thank you for your assistance.

GENERAL INFORMATION

1. Your school: _____
2. What subject do you teach? _____
3. Length of service at this school: _____
4. Total years teaching experience: _____
5. Age: _____
6. Sex: _____
7. Race: _____
8. Highest level of education completed: B. A. Degree _____
M. A. Degree _____
Other _____
9. College Major: _____
10. Have you ever been a counselor/social worker? _____
11. Have you ever been a law enforcement or correctional officer? _____
12. Do you have a relative or close friend who is a law enforcement officer, attorney, judge, correctional officer, etc. _____
Which job(s) do they have? _____

13. In your opinion, what is the general socio-economic status of the students at your school? What percentage would fall into each of the following categories? (Total should equal 100%)

- a) low socio-economic status (%)
- b) lower middle socio-economic status (%)
- c) upper middle socio-economic status (%)
- d) upper socio-economic status (%)

14. In your opinion, how does your school compare with other county schools in terms of the amount of crime in the school? (Circle one)

- a) fewer crime than at other schools
- b) about the same as other schools
- c) more crime than at other schools

15. How did crime at your school last year compare to crime the previous year? (Circle one)

- a) fewer crimes last year
- b) not much change from previous year
- c) more crime last year

LAW ENFORCEMENT QUESTIONNAIRE

This questionnaire was developed to obtain two kinds of information. First, we are interested in knowing your opinion about how juveniles should be handled when they are involved in various kinds of unlawful activities. Second, we are interested in knowing what you think local School Resource Officers do/should do while in their assigned schools.

Please complete this cover sheet and read the instructions on the following page before you begin the questionnaire. After you finish Section I, go on to Section II, again reading the instructions carefully before you begin.

Thank you for your assistance.

GENERAL INFORMATION

1. Law Enforcement Agency: H.C.S.O. _____ T.T.P.D. _____
T.P.D. _____ P.C.P.D. _____
2. What is your current assignment (patrol, detective, juvenile, crime prevention, SRO, etc.)? _____
3. How long have you been in your current assignment? _____
4. How many years of experience do you have in the following areas:
Patrol _____
Detective _____
Crime Prevention _____
Juvenile _____
Total years law enforcement experience _____
5. Age: _____
6. Sex: _____
7. Race: _____
8. Highest level of education completed: High School _____
A.A. Degree _____
B.A. Degree _____
M.A. Degree _____
Other _____
9. College Major: _____
10. Have you ever worked as a counselor/social worker? _____
11. Have you ever worked as a school teacher? _____

SECTION I

Instructions:

The next few pages consist of 16 scenarios involving a number of young people. Each paragraph describes some kind of adolescent misbehavior or a delinquent offense. Some of the cases are similar in nature but each case has at least one factor that distinguishes it from the others. Review each scenario carefully and make a decision about how to best handle the case assuming that you are making the final disposition. Remember, whatever you say goes.

Once you have reviewed each case select the most appropriate disposition from the response categories defined below and mark your answer on the questionnaire. Should you wish to explain why you made a particular decision, please feel free to do so in the space provided.

- a) Counsel and Release -- Counsel the youth regarding the behavior and release to parents/guardians (without an arrest).
- b) Diversion -- Refer the youth to a local service agency for counseling, employment, etc. and thus stop criminal justice system involvement at this point (with or without an arrest).
- c) Probation -- Arrest the youth and place on probation with local youth probation authorities.
- d) Commitment -- Arrest the youth and send to a halfway house or training school program for delinquents.
- e) Transfer to Adult System -- Arrest the youth and send to jail, prison or other treatment program for adults.

1. Pat has been apprehended for shoplifting a leather belt and an expensive watch worth more than \$200.00 from the local department store. Pat is a 16 year old male and has never been in trouble before. Pat curses the store employees who stopped him and says he doesn't feel bad at all about trying to steal the articles.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

2. Michael is a 16 year old male. Last Friday night Michael was witnessed entering a nearby house through an unlocked backdoor. Once inside the house, Michael had second thoughts about stealing anything and ran. This is Michael's first contact with the juvenile justice system. Michael admits entering the house unlawfully and feels really guilty for doing it.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

3. Tom is a 14 year old male who broke a window in a neighbor's house, entered the house and stole a Tampa Bay Buc's jacket worth \$20.00. Tom has never been arrested before. Tom agrees to return the jacket and work off the cost of the broken window by mowing the neighbor's yard for a month.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

4. Robert is a 14 year old male and has had no previous contact with the juvenile justice system. During school hours, Robert broke the door on a school locker with a screwdriver and stole a baseball cap worth \$5.00. When apprehended Robert is very apologetic for what he has done and volunteers all details of the event.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

5. Larry is a 14 year old male and has been away from home for three days without his mother's consent. Larry has run away twice previously and was arrested as a runaway on one of these occasions. Larry says he will go home but he won't like it and he is tired of the police hassling him.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

6. Rick is a 16 year old male with no previous contact with the criminal justice system. After playing in the park after school, Rick and one of his friends wander through the school grounds, break three windows, enter a classroom and do \$500.00 damage to the school's audio-visual equipment. When apprehended Rick's attitude is good and he hopes he can do something to repay the school for the damages.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment;

7. Leo is a 16 year old male and has been arrested previously for shoplifting. On Wednesday evening Leo stole a neighbor's car, picked up some friends and drove to the beach and back. Leo was witnessed driving the car back into the neighbor's driveway and running away. Leo says he was never in the car and doesn't know what the police are talking about.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

8. Jack is a 16 year old male with one prior arrest for shoplifting. Yesterday Jack stole a soccer ball worth \$20.00 from a local sporting goods store. Jack feels bad about stealing the ball and is really confused about why he did it.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

9. On his way to school Alex finds a can of paint and paints on the side wall of the neighborhood drug store. Damages are estimated at \$20.00. Alex denies painting the wall, refuses to pay for the damages and tells the store owner he will get even for getting him in trouble. Alex is a 16 year old male and has one previous arrest for bicycle theft.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

10. You saw Bill give another boy a small bag of marijuana. The other boy examined the bag's contents and handed Bill \$20.00. As you approach the boy discards the marijuana. Bill denies ever having had the marijuana and tells you to "get off his back." Bill is a 14 year old male with one prior arrest for trespassing.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

11. Jerry was sitting on the bench at the bus stop and did not notice the police officer approaching. The officer saw Jerry smoking what appeared to be a marijuana cigarette. Surprised by the officer's presence, Jerry threw three marijuana cigarettes on the ground. Jerry denies having had the marijuana in his possession and refuses to cooperate with the police officer. Jerry is a 14 year old male and has had no prior contact with the police.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

12. While at school Tony gets into an argument with his teacher and hits the teacher over the head with a chair. Later Tony voluntarily apologizes to the teacher and the class for causing the class disturbance and for hitting the teacher. Tony has been arrested previously for truancy and is a 16 year old male.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

13. Paul is a 14 year old male with one prior arrest for shoplifting. Last Monday Paul grabbed the school lunchroom manager and demanded the cash from the register. Paul took nearly \$20.00 and ran. When apprehended Paul indicates that he would never have hurt the lady, that he is truly sorry for robbing her, and that he will gladly return the money.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

14. Johnny is a 14 year old male with no prior contacts with law enforcement. Johnny was seen by a neighbor throwing a coke bottle through the side window of another neighbor's house. Johnny denies throwing the bottle, curses the witness and refuses to cooperate with the police.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

15. Dave is a 14 year old male who has been previously arrested for truancy and bicycle theft. At the bus stop before school this morning, Dave got into a fight with another boy. When the boy returned home with a bloody nose, his mother reported the incident to the police. Dave regrets getting into the fight and after explaining what happened to cause the fight apologizes to the other boy.

- | | |
|------------------------|-----------------------------|
| a) Counsel and Release | d) Commitment |
| b) Diversion | e) Transfer to Adult System |
| c) Probation | |

Comment:

16. Jimmy is a 16 year old male with no previous arrests. On Monday morning Jimmy threatened to hit a classmate and took \$2.00 of his lunch money without force. Jimmy refuses to answer any questions and denies any involvement in the incident.

- a) Counsel and Release
- b) Diversion
- c) Probation
- d) Commitment
- e) Transfer to Adult System

Comment:

SECTION II

Instructions: Listed below are a number of activities School Resource Officers (SRO's) could be involved in at a school. Based on your knowledge and experience or what you have heard about the SRO program, indicate whether the officers are always, often, sometimes or never doing these things. Then indicate whether the officers' involvement in each activity is very important, important, somewhat important, or not at all important.

Using the key at the top of each column, mark the most appropriate answers in the spaces provided to the right of the question.

	The SRO's are doing this:	This activity is:
	1 - always 2 - often 3 - sometimes 4 - never	1 - very important 2 - important 3 - somewhat important 4 - not at all important
Activities		
1. Direct traffic at the schools.	()	()
2. Counsel students who have been in trouble with the law.	()	()
3. Talk to parents of students who have been misbehaving in school.	()	()
4. Patrol the halls, restrooms, and school buildings.	()	()
5. Stop people from coming on the school grounds without permission.	()	()
6. Supervise recess and outdoor activities.	()	()
7. Teach students about the law and how it affects them.	()	()
8. Make classroom presentations on various law enforcement and crime prevention subjects.	()	()
9. Monitor students who are habitually truant.	()	()

Section II (continued)

The SRO's are
doing this:

- 1 - always
- 2 - often
- 3 - sometimes
- 4 - never

This activity is:

- 1 - very important
- 2 - important
- 3 - somewhat
important
- 4 - not at all
important

Activities

- | Activities | The SRO's are doing this: | This activity is: |
|--|---------------------------|-------------------|
| 10. Handle many of the school's everyday discipline problems. | () | () |
| 11. Prevent crimes just by being present and by being seen often. | () | () |
| 12. Take the time to talk with students on an informal basis before and after school and between classes. | () | () |
| 13. Teach students the responsibilities of law enforcement officers and the role of law enforcement agencies in the community. | () | () |
| 14. Advise students with personal and family problems where they can find help. | () | () |
| 15. Make themselves available for guidance if a student has a problem and wants to discuss it. | () | () |
| 16. Arrest students who commit crimes on school grounds. | () | () |
| 17. Attend faculty meetings and planning sessions. | () | () |
| 18. Help teachers handle classroom behavior problems. | () | () |
| 19. Make themselves available to teachers and students to answer individual questions about the law and the criminal justice system. | () | () |
| 20. Investigate crimes committed by students in the community outside the school. | () | () |

Section II (continued)

The SRO's are
doing this:

- 1 - always
- 2 - often
- 3 - sometimes
- 4 - never

This activity is:

- 1 - very important
- 2 - important
- 3 - somewhat
important
- 4 - not at all
important

Activities

21. Try hard to be friendly to students and school staff.	()	()
22. Present a good image for law enforcement.	()	()
23. Help prevent crimes by stopping possible offenders before they break the law.	()	()

Appendix D

MULTIPLE LINEAR REGRESSION ANALYSIS OF DATA

MLR ANALYSIS DATA

An analysis of the responses to the scenarios was accomplished using a statistical technique called multiple linear regression (MLR), available in a computerized statistical program package.¹ This procedure allows you to assess the degree to which selected factors, in combination, account for the variability in the criteria measure -- Disposition -- defined above.

The MLR analysis of the differences between the SRO's and the Regular officers used the prediction models defined in Tables 1D, 2D and 3D. The results indicate that the independent variables -- type of offense, age of the youth described, the youth's prior record, the youth's attitude, the officers' education level and the length of the officers' current assignment -- were important factors (statistically significant) in determining the disposition chosen by the officers. However, the data indicate the SRO's and the Regular officers were not significantly different on the disposition chosen.

Tables 4D, 5D and 6D represent a similar analysis comparing the responses of the SRO's to those of the teachers sampled.

¹ SYSREG is the MLR program included in the computerized statistical package entitled "Statistical Analysis System" (SAS) available at the USF Regional Data Center.

TABLE 4D: MLR Analysis (All Scenarios)

DEP IS SYS'LED;
 TEACH: MIP U DISP=SRTEACH REGTEACH TYPE IAGE RECORD ATTD
 DTOTX PAGE DEJOC/STX;
 TEST: SRTEACH=REGTEACH;

MODEL: TEACH
 SSE 1742.02 F-RATIO 151.79
 DFF 2352 P-TEST 0.0001
 DEP VAR: DISP MSE 0.740723 C-SQUARE 0.4673

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	F-RATIO	PROB> F
INTERCEPT	1	5.161212	0.111144	37.4403	0.0001
SRTEACH	1	-0.552152	0.057114	-2.6325	0.0001
REGTEACH	1	-0.537132	0.059669	-2.0119	0.0001
TYPE	1	-0.673930	0.035411	-19.0323	0.0001

IAGE	1	-0.206248	0.025411	-8.6485	0.0001
RECORD	1	-0.974155	0.025411	-24.6362	0.0001
ATTD	1	-0.521642	0.025411	-14.7313	0.0001
DTOTX	1	0.00881212	0.00317055	2.7724	0.0056
PAGE	1	-0.00500447	0.00184261	-2.7160	0.0067
CEJOC	1	0.047396	0.025399	1.8500	0.0644

TEST: TEST01 NUMERATOR: 0.08387524 DF: 1 F-VALUE: 0.1132
 DENOMINATOR: 0.74072231 DF: 2352 PROB > F: 0.7355

STANDARDIZED B VALUES

	DISP
INTERCEPT	0
SRTEACH	-0.25774320
REGTEACH	-0.24110315
TYPE	-0.31208481
IAGE	-0.14191780
RECORD	-0.40430421
ATTD	-0.24156433
DTOTX	0.06075462
PAGE	-0.05025356
CEJOC	0.03303585

TABLE 3D: MLR Analysis (Minor Offense Scenarios)

PF W. SYSREG:
 B: MODEL DISP=SRO COP IAGE RECORD ATTD
 OLCA OFDJC/STB:

MODEL:	3	SSE	410.936101	F RATIO	23.77
		DF	536	PROB>F	0.0001
DEP VAR: DISP		ISE	0.766672	R-SQUARE	0.2731

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB> T
INTERCEPT	1	3.647198	0.139879	26.0740	0.0001
SRO	1	0.386260	0.103324	0.3344	0.4944
COP	1	0.136809	0.098084	1.3823	0.1575
IAGE	1	-0.422794	0.075082	-5.5311	0.0001
RECORD	1	-0.261029	0.075082	-3.4756	0.0005
ATTD	1	-0.915441	0.075082	-12.1726	0.0001
OLCA	1	-0.00320454	0.00117707	-2.7225	0.0067
OFDJC	1	-0.042394	0.032331	-1.3267	0.1852

TEST: COP=SRO	NUMERATOR:	0.17448949	DF:	1	F VALUE:	0.2276
	DENOMINATOR:	0.76667183	DF:	536	PROB > F:	0.6335

STANDARDIZED B VALUES

	DISP
INTERCEPT	0
SRO	0.03796788
COP	0.05543734
IAGE	-0.20735682
RECORD	-0.12302547
ATTD	-0.44309425
OLCA	-0.11030433
OFDJC	-0.05586713

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d - v

TABLE 5D: MLR Analysis (Serious Offense Scenarios)

PROC SYSPRIE;
 TEACH : MODEL DISP=SPRTEACH REGTEACH IAGE RECORD ATTO
 DTOTX IAGE DE DJC/STR;
 TEST SPRTEACH=REGTEACH;

MODEL: TEACH ----- SSF 791.640475 F RATIO 75.80
 DEE 1173 P23SE 0.0001
 DEP VAR: DISP MSE 0.674885 R-SQUARE 0.3425

VARIABLE	DF	PARAMETER ESTIMATE	STANDARD ERROR	T RATIO	PROB> T
INTERCEPT	1	4.078811	0.148170	27.5243	0.0001
SPRTEACH	1	-0.579578	0.077099	-7.5173	0.0001
REGTEACH	1	-0.560339	0.080525	-6.9543	0.0001
IAGE	1	-0.375508	0.047791	-7.8572	0.0001
RECORD	1	-1.237935	0.047791	-21.7183	0.0001
ATTO	1	-0.170077	0.047791	-3.5587	0.0004
DTOTX	1	0.005241286	0.004286333	1.4561	0.1456
IAGE	1	-0.00638725	0.002482879	-2.5715	0.0102

DEDJC 1 0.078811 0.024955 2.1974 0.0282

TEST:TEST01 NUMERATOR: 0.09454234 DF: 1 F VALUE: 1.1401
 DENOMINATOR: 0.67488532 DF: 1173 PROB > F: 0.7093

STANDARDIZED B VALUES

	DISP
INTERCEPT	0
SPRTEACH	-0.22710307
REGTEACH	-0.22306365
IAGE	-0.18522554
RECORD	-0.51412340
ATTO	-0.08425551
DTOTX	0.04527336
IAGE	-0.00215127
DEDJC	0.05722292

Appendix E

RESPONSES TO OFFICER & TEACHER SURVEY

- SCENARIOS -

Table 1E : Group By Disposition (ALL SCENARIOS)

GROUP	DISP				Transfer to Adult Court	TOTAL
	Counsel & Release					
Frequency Row Pct	1	2	3	4	5	
SRO's	24 7.89	46 15.13	124 40.79	108 35.53	2 0.66	304
Control Officers	33 10.86	53 17.43	121 39.80	95 31.25	2 0.66	304
	57	99	245	203	4	608

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. TABLE is so sparse that Chi-Square may not be a valid test.

Chi-Square 2.785 DF = 4 PROB. = 0.5944

Table 2E : Group By Disposition (*SERIOUS OFFENSE SCENARIOS*)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
SRO's	3 1.97	10 6.56	62 40.79	75 49.34	2 1.32	152
Control Officers	8 5.26	18 11.84	62 40.79	62 40.79	2 1.32	152
	11	28	124	137	4	304

STATISTICS FOR 2-WAY TABLES

WARNING: OVER 5% OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5.
TABLE IS SO SPARSE THAT CHI-SQUARE MAY NOT BE A VALID TEST.

Chi-Square 5.792

DF = 4

PROB. = 0.2152

Table 3E : Group By Disposition (*MINOR OFFENSE SCENARIOS*)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
SRO's	21 13.82	36 23.68	62 40.79	33 21.71	0 0.00	152
Control Officers	25 16.45	35 23.03	59 38.82	33 21.71	0 0.00	152
	46	71	121	66	0	304

STATISTICS FOR 2-WAY TABLES

Chi-Square 0.436

DF = 3

PROB. = 0.9326

Table 4E : Group By Disposition (ALL SCENARIOS)

GROUP	DISP					TOTAL
	Counsel & Release				Transfer to Adult Court	
Frequency Row Pct	1	2	3	4	5	
Control Officers	33 10.86	53 17.43	121 39.80	95 31.25	2 0.66	304
Regular Officers	42 8.75	87 18.13	176 36.67	139 28.96	36 7.50	460
	75	140	297	234	38	764

STATISTICS FOR 2-WAY TABLES

Chi-Square 19.699

DF = 4

PROB. = 0.0006

Table 5E: Group By Disposition (SERIOUS OFFENSE SCENARIOS)

GROUP	DISP				TOTAL	
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	TOTAL
CONTROL OFFICERS	8 5.26	18 11.84	62 40.79	62 40.79	2 1.32	152
REGULAR OFFICERS	9 3.75	18 7.50	99 41.25	88 36.67	26 10.83	240
	17	36	161	151	28	392

STATISTICS FOR 2-WAY TABLES

Chi-Square 14.622

DF = 4

PROB. = 0.0056

Table 6E: Group By Disposition (MINOR OFFENSE SCENARIOS)

GROUP	DISP				TOTAL	
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	TOTAL
CONTROL OFFICERS	25 16.45	35 23.03	59 38.82	33 21.71	0 0.00	152
REGULAR OFFICERS	33 13.75	69 28.75	77 32.08	51 21.25	10 4.17	240
	58	104	136	84	10	392

STATISTICS FOR 2-WAY TABLES

WARNING! OVER 5% OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5.
TABLE IS SO SPARSE THAT CHI-SQUARE MAY NOT BE A VALID TEST.

Chi-Square 9.165

DF = 4

PROB. = 0.0571

Table 7E: Group By Disposition (ALL SCENARIOS)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
SRO'S	24 7.89	46 15.13	124 40.79	108 35.53	2 0.66	304
REGULAR TEACHERS	185 20.54	258 28.96	240 26.94	176 19.75	34 3.82	891
	209	304	364	284	36	1195

STATISTICS FOR 2-WAY TABLES

Chi-Square 83.462

DF = 4

PROB. = 0.0001

Table 8E : Group By Disposition (SERIOUS OFFENSE SCENARIOS)

GROUP	DISP					TOTAL
	Counsel & Release				Transfer to Adult Court	
Frequency Row Pct	1	2	3	4	5	
SRO'S	3 1.97	10 6.58	62 40.79	75 49.34	2 1.32	152
REGULAR TEACHERS	44 9.37	116 26.01	144 32.29	117 26.23	25 5.61	446
	47	126	206	192	27	598

STATISTICS FOR 2-WAY TABLES

Chi-Square 55.150

DF = 4

PROB. = 0.0001

Table 9E : Group By Disposition (MINOR OFFENSE SCENARIOS)

GROUP	DISP					TOTAL
	Counsel & Release				Transfer to Adult Court	
Frequency Row Pct	1	2	3	4	5	
SRO'S	21 13.82	36 23.68	62 40.79	33 21.71	0 0.00	152
REGULAR TEACHERS	139 31.24	142 31.91	96 21.57	59 13.26	9 2.02	445
	160	178	158	92	9	597

STATISTICS FOR 2-WAY TABLES

WARNING: OVER 5% OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5.
TABLE IS SO SPARSE THAT CHI-SQUARE MAY NOT BE A VALID TEST.

Chi-Square 39.523

DF = 4

PROB. = 0.0001

Table 10E: Group By Disposition (All Scenarios)

GROUP	DISP					TOTAL
	Counsel & Release				Transfer to Adult Court	
Frequency Row Pct	1	2	3	4	5	
SRO TEACHERS	219 18.75	353 30.22	352 30.14	225 19.26	19 1.63	1168
REGULAR TEACHERS	183 20.54	258 28.96	240 26.94	176 19.75	34 3.82	891
	402	611	592	401	53	2059

STATISTICS FOR 2-WAY TABLES

Chi-Square 12.376

DF = 4

PROB. \leq 0.02

Table 11E: Group By Disposition (*SERIOUS OFFENSE SCENARIOS*)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
<i>SRO TEACHERS</i>	59 10.10	141 24.14	214 36.64	155 26.54	15 2.57	584
<i>REGULAR TEACHERS</i>	44 9.87	116 26.01	144 32.29	117 26.23	25 5.61	446
	103	257	358	272	40	1030

STATISTICS FOR 2-WAY TABLES

Chi-Square 7.762

DF = 4

PROB. = 0.1007

Table 12E: Group By Disposition (*MINOR OFFENSE SCENARIOS*)

GROUP	DISP					TOTAL
	Counsel & Release		Transfer to Adult Court			
Frequency Row Pct	1	2	3	4	5	
<i>SRO TEACHERS</i>	160 27.40	212 36.30	138 23.63	70 11.99	4 0.68	584
<i>REGULAR TEACHERS</i>	139 31.24	142 31.91	96 21.57	59 13.26	9 2.02	445
	299	354	234	129	13	1029

STATISTICS FOR 2-WAY TABLES

Chi-Square 7.069

DF = 4

PROB. = 0.1323

Appendix F

RESPONSES TO OFFICER & TEACHER SURVEY
- FREQUENCY & IMPORTANCE OF SRO ACTIVITIES -

Table 1F : Group By Frequency (Appropriate Activities)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
SRO'S	153 53.68	100 35.09	32 11.23	0 0.00	285
REGULAR TEACHERS	270 41.03	193 29.33	165 25.08	30 4.56	658
	423	293	197	30	943

STATISTICS FOR 2-WAY TABLES

WARNING: OVER 5% OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5.
TABLE IS SO SPARSE THAT CHI-SQUARE MAY NOT BE A VALID TEST.

Chi-Square 40.465 DF = 3 PROB. \leq 0.01
CHI-SQUARE 37.367 DF = 2 PROB. \leq 0.01

Table 2F : Group By Frequency (INAPPROPRIATE Activities)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
SRO'S	13 8.55	32 21.05	70 46.05	37 24.34	152
REGULAR TEACHERS	59 17.10	77 22.32	136 39.42	73 21.16	345
	72	109	206	110	497

STATISTICS FOR 2-WAY TABLES

Chi-Square 7.003 DF = 3 PROB. = 0.0716

Table 3F : Group By Frequency (Appropriate Activities)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
SRO TEACHERS	489 45.83	346 32.43	209 19.59	23 2.16	1067
REGULAR TEACHERS	270 41.03	193 29.33	165 25.08	30 4.56	658
	759	539	374	53	1725

STATISTICS FOR 2-WAY TABLES

Chi-Square 16.685 DF = 3 PROB. \leq 0.01

Table 4F : Group By Frequency (Inappropriate Activities)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
SRO TEACHERS	94 16.73	143 25.44	224 39.86	101 17.97	562
REGULAR TEACHERS	59 17.10	77 22.32	136 39.42	73 21.16	345
	153	220	360	174	907

STATISTICS FOR 2-WAY TABLES

Chi-Square 2.022 DF = 3 PROB. = 0.70

Table 5F : Group By Frequency (Appropriate Activities)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
SRO's	153 53.68	100 35.09	32 11.23	0 0.00	285
Control Officers	161 56.49	97 34.04	27 9.47	0 0.00	285
	314	197	59	0	570

STATISTICS FOR 2-WAY TABLES

Chi-Square 0.673 DF = 2 PROB. = 0.7142

Table 6F : Group By Frequency (Inappropriate Activities)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
SRO's	13 8.55	32 21.05	70 46.05	37 24.34	152
Control Officers	28 18.42	41 26.97	66 43.42	17 11.18	152
	41	73	136	54	304

STATISTICS FOR 2-WAY TABLES

Chi-Square 14.122 DF = 3 PROB. = 0.0027

Table 7F : Group By Frequency (*Appropriate Activities*)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
CONTROL OFFICERS	161 56.49	97 34.04	27 9.47	0 0.00	285
REGULAR OFFICERS	185 44.36	159 38.13	72 17.27	1 0.24	417
	346	256	99	1	702

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5.
Table is so sparse that chi-square may not be a valid test.

Chi-Square 13.802 DF = 3 PROB. = 0.0032
Citi-Square 13.50 DF = 2 PROB. ≤ 0.01

Table 8F : Group By Frequency (*Inappropriate Activities*)

GROUP	FREQ				TOTAL
	Always			Never	
Frequency Row Pct	1	2	3	4	
CONTROL OFFICERS	26 18.42	41 26.97	66 43.42	17 11.18	152
REGULAR OFFICERS	28 12.50	65 29.02	100 44.64	31 13.84	224
	56	106	166	48	376

STATISTICS FOR 2-WAY TABLES

Chi-Square 2.796 DF = 3 PROB. = 0.4241

Table 9F : Group By Importance (*Appropriate Activities*)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO's	190 69.60	67 24.54	16 5.86	0 0.00	273
REGULAR TEACHERS	505 61.06	213 25.76	92 11.12	17 2.06	827
	695	280	108	17	1100

STATISTICS FOR 2-WAY TABLES

WARNING: OVER 5% OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5.
TABLE IS SO SPARSE THAT CHI-SQUARE MAY NOT BE A VALID TEST.

Chi-Square 13.558 DF = 3 PROB. \leq 0.01
Chi-Square 12.160 DF = 2 PROB. \leq 0.01

Table 10F : Group By Importance (*INAPPROPRIATE Activities*)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO'S	17 11.81	33 22.92	55 38.19	39 27.08	144
REGULAR TEACHERS	106 23.82	112 25.17	133 29.89	94 21.12	445
	123	145	188	135	589

STATISTICS FOR 2-WAY TABLES

Chi-Square 11.508 DF = 3 PROB. = 0.0081

Table 11F: Group By Importance (*Appropriate Activities*)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO TEACHERS	657 59.46	332 30.05	101 9.14	15 1.36	1105
REGULAR TEACHERS	505 61.06	213 25.76	92 11.12	17 2.06	827
	1162	545	193	32	1932

STATISTICS FOR 2-WAY TABLES

Chi-Square 6.545 DF = 3 PROB. \leq 0.10

Table 12F: Group By Importance (*Inappropriate Activities*)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO TEACHERS	131 22.28	186 31.63	168 28.57	103 17.52	588
REGULAR TEACHERS	106 23.82	112 25.17	133 29.89	94 21.12	445
	237	298	301	197	1033

STATISTICS FOR 2-WAY TABLES

Chi-Square 5.810 DF = 3 PROB. \leq 0.20

Table 13F: Group By Importance (Appropriate Activities)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO's	190 69.60	67 24.54	16 5.86	0 0.00	273
Control Officers	213 74.74	60 21.05	12 4.21	0 0.00	285
	403	127	28	0	558

STATISTICS FOR 2-WAY TABLES

Chi-Square 2.013 DF = 2 PROB. = 0.3655

Table 14F: Group By Importance (Inappropriate Activities)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
SRO's	17 11.81	33 22.92	55 38.19	39 27.08	144
Control Officers	36 23.68	55 36.18	45 29.61	16 10.53	152
	53	88	100	55	296

STATISTICS FOR 2-WAY TABLES

Chi-Square 22.730 DF = 3 PROB. = 0.0001

Table 15F: Group By Importance (*Appropriate Activities*)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
CONTROL OFFICERS	213 74.74	60 21.05	12 4.21	0 0.00	285
REGULAR OFFICERS	293 65.55	127 28.41	25 5.59	2 0.45	447
	506	187	37	2	732

STATISTICS FOR 2-WAY TABLES

WARNING: Over 5% of the cells have expected counts less than 5. Table is so sparse that chi-square may not be a valid test.

Chi-Square 7.748 DF = 3 PROB. = 0.0515
 Chi-Square 6.909 DF = 2 PROB. < 0.05

Table 16F: Group By Importance (*Inappropriate Activities*)

GROUP	IMPORT				TOTAL
	Very Important			Not at All Important	
Frequency Row Pct	1	2	3	4	
CONTROL OFFICERS	36 23.68	55 36.18	45 29.61	16 10.53	152
REGULAR OFFICERS	58 24.17	83 34.58	71 29.58	28 11.67	240
	94	138	116	44	392

STATISTICS FOR 2-WAY TABLES

Chi-Square 0.185 DF = 3 PROB. = 0.9800