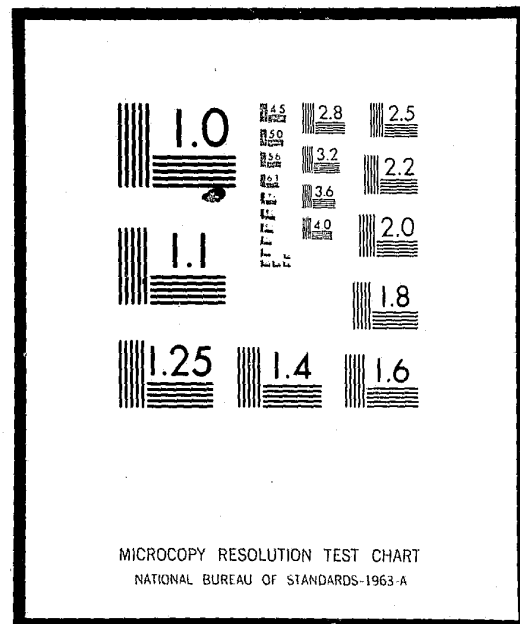


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U.S. DEPARTMENT OF JUSTICE
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE
WASHINGTON, D.C. 20531

Date filmed

1/14/76

LASSEN COUNTY

MULTI-JURISDICTIONAL RESOURCE OFFICER

PROJECT EVALUATION

AUGUST 1, 1973 - JULY 31, 1974

CALIFORNIA COUNCIL ON CRIMINAL JUSTICE PROJECT #1499

Project Director

Delford L. Gorbet, Sheriff
Lassen County Sheriff's Office

Project Evaluator

Gino Micheletti, Psychologist
Lassen County Superintendent of Schools Office

* 16698 Evaluation

As stated in the application, this project proposes to change the trends toward increased incidences of crime, drug abuse and the display of negative attitudes towards authority by youth in a rural setting where existing enforcement departments lack resources to implement such programs. Funds were requested to add a Community Resource Officer to the staff of the Lassen County Sheriff's Office whose function would be to institute a series of programs that would:

1. Improve the knowledge of youth regarding citizenship and its responsibilities towards law enforcement and the criminal justice system;
2. Provide assistance to youth with personal and family problems which may lead them into conflict with society;
3. Improve the knowledge of youth and adults regarding their roles in crime prevention;
4. Improve the knowledge of the community in reference to drugs and drug abuse;
5. Coordinate the community services in crime reduction and delinquency prevention.

To achieve these objectives the Community Resource Officer was charged with the following responsibilities:

1. Make regularly scheduled presentations in the Lassen County Schools, Grades K through 12.
2. Coordinate the efforts of law enforcement personnel, probation, mental health, etc., in doing follow-up work with "601" juveniles and their families in an attempt to divert them from the criminal justice system.
3. Conduct individual and group counseling with young people as needed.
4. Incorporate a crime prevention/drug education program into the school presentation.
5. Develop and implement a burglary prevention information program for local residents. The burglary information will be developed for both residential and commercial users.

The objectives and activities of this project are designed to be accomplished over a three year period but apparently no long-term scheduling of priorities and emphases were given beyond those implied by the time allocations listed for the first year. The burglary prevention feature of the project would seem to be out

of place in respect to the intended emphasis towards education of young people during the first year and, understandably, it did not receive the attention given them. A burglary prevention program was designed and is now being presented publicly but its influence on reducing burglary losses in the area cannot be determined at this writing. However, an extensive effort was directed at the children and youth of the county collectively in schools and individually as a result of referrals from the different cooperating public agencies. With but one person assigned full-time responsibility for this project such selection and scheduling of priorities certainly seems appropriate and necessary.

Under the auspices of the Lassen County Superintendent of Schools the Community Resource Officer Project and its purposes were introduced to every school administrator in the county at preliminary meetings in September. During September and October the Resource Officer had twenty-nine meetings with the principals of the eighteen schools in the county to plan and schedule proposed classroom presentations. Between the first of November and the end of May the Resource Officer made 237 scheduled presentations to elementary school (K-8) children and 57 to high school students. Each elementary classroom was visited three times and presented programs of law enforcement orientation and information concerning laws, drugs and narcotics and bicycle and traffic safety. The high school program consisted of three visitations with emphasis placed on Constitutional rights and responsibilities, knowledge of the law, duties of law enforcement personnel and information on drugs and narcotics. The approach at the high school level was of the less formal atmosphere of the "rap session" where students actively participated in discussions as a result of their questions and problems.

The schedule of three presentations per class at elementary and secondary levels was a major undertaking considering the geographic size of the area, the many different school districts and staff involved and the fact that one officer

did all of it. With one exception things went smoothly. Through the fault of no one in particular, scheduling of three visitations per class could not be accomplished at the largest high school in the county - Lassen High in Susanville. The difficulty encountered in attempts to schedule regular visitations appeared to be the result of the complexity of trying to arrange for changes in students' and teachers' class schedules, already complicated by a rotation plan. No such difficulties were presented in the three small high schools or the elementary schools in the county.

Lassen High School presented an additional problem as far as the project evaluation was concerned. A random sampling of the four grade levels represented by the student body was to be administered a pre-test before the Resource Officer's presentations were to be made. The counseling staff at the school was to arrange for this testing to be done but because of the reasons already mentioned this commitment was not met. The evaluation plan required modification as a result and it was decided that the testing instrument would be administered to the entire student body of one of the smaller high schools (Westwood High School) and a random sampling of the Lassen High School students. A comparison could then be made of the two groups, one (Westwood) that received three scheduled visitations and presentations with complete cooperation of school personnel and one (Lassen) that received little more than the occasional kind of program that has been commonly presented on high school campuses with little continuity or direct involvement of students and staff.

The elementary and secondary tests were designed to attempt to assess acquisition of knowledge (facts), development of concepts and changes of attitudes by pupils as a result of their participation in this project. Copies of these tests are given as Appendix A and B.

The knowledge referred to here is that factual information of an associative learning variety where a symbol or label is associated with an object, event or

state of affairs. This association is the result of the ability to make discriminations among a number of different attributes and the learning of an appropriate label to represent those that are criterial. Thus, when a child states that "speeding" is a "traffic crime" and "murder" is a "major crime" all he has done is show that he has learned to make specific symbolic associations. Even if he should equate the term "felony" with "major crime" he could yet be providing only factual information.

Concepts, as referred to in this instance, are more than accumulations of facts. They are generalizations and systems formed as the result of having had a variety of experiences, abstract and/or concrete, and finding among this variety the common elements that cause cohesiveness and comprehension. In other words, when a pupil can perceive the essential differences between such things as felonies and misdemeanors or perceive the similarities among all the persons represented by the term "police" he demonstrates concepts.

An attitude is a learned, emotionally toned predisposition to react in a consistent way (favorable or unfavorable) toward a person, object or idea. Attitudes generally must be inferred from behaviors and cannot be measured as directly as facts and concepts but attitudes influence their acceptance or rejection. When and if a new person, object or idea is accepted to replace or modify an older perception a different attitude will result. It was common for younger children to express an attitude of fear of police prior to being involved in this project but as the result of their association with the Resource Officer this often changed to one of safety.

The test for elementary school pupils (Grades 1-8) was designed to be administered orally to individual children with the examiner given freedom to paraphrase the questions in a manner necessary to assure a response from the child. A medium sized elementary school (Janesville School) was chosen for this phase of the evaluation. Four children, two boys and two girls, were randomly selected

from each grade level. These thirty-two children were then given the test on two occasions, about one week before and one day after attending their first Resource Officer presentation. The test was to measure the facts and concepts introduced in this first lesson and to attempt to determine whether attitudes toward law enforcement personnel changed as a result.

Children's responses to the questions were scored in regards to whether they replied with specific examples or facts earning one point or a generalization or several examples or facts for which two points were granted. For example, in answer to the question "Why do we have laws" typical answers were "To keep people from stealing" (one point) and "To protect us" (two points). In general, two-point answers indicated a greater degree of generalization of information (concepts).

The specific words used by the children in answering questions 1, 2, 12 and 15 were analyzed to determine the attitudinal or emotional set established by the question. A positive score (+1) was given for answers in which expressions of protection or assistance were indicated. If expressions contained punitive or threatening aspects a negative (-1) score was given. When the language used by a child gave no evidence of either of these conditions a neutral score (0) was used. Thus, for Question #2 a negative answer was "To make sure we don't break the law", "To help us" was scored as positive and "To uphold the laws" was neutral.

Figures 1 and 2 display the results of this test. The pre- and post-test means and gains are given for each grade and for the total group in the two right hand columns. One must consider that the small sampling taken of a single grade may have had some effect on results but, nevertheless, the total scores would tend to level off extreme differences due to accidents of sampling.

In regards to the measurement of facts and concepts the pre-test results indicate a natural increase as a result of maturity, i.e., education, training and experience. A slowing down apparently occurs during fourth, fifth, and sixth grades but the rate of learning picks up again during the seventh and eighth grades.

Figure 1
ACQUISITION OF FACTS AND CONCEPTS

Grade		0	5	10	15	Means	Gains
1st	Pre-test					6.00	
	Post-test					7.25	1.25
2nd	Pre-test					7.00	
	Post-test					9.25	2.25
3rd	Pre-test					7.50	
	Post-test					10.50	3.00
4th	Pre-test					10.50	
	Post-test					11.50	1.00
5th	Pre-test					10.00	
	Post-test					13.00	3.00
6th	Pre-test					10.50	
	Post-test					11.00	.50
7th	Pre-test					11.75	
	Post-test					14.00	2.25
8th	Pre-test					12.00	
	Post-test					16.00	4.00
TOTAL	Pre-test					9.41	
	Post-test					11.56	2.15

Figure 2

ATTITUDE INDEX
 Negative ← → Positive

Grade		-3	-2	-1	0	+1	+2	+3	Means	Gain	
1st	Pre-test	-----							+ .50		
	Post-test	-----							+1.00	+ .50	
2nd	Pre-test	-----							- .50		
	Post-test	-----							+1.25	+1.75	
3rd	Pre-test	-----							+ .50		
	Post-test	-----								+2.50	+2.00
4th	Pre-test	-----							+1.50		
	Post-test	-----								+2.75	+1.25
5th	Pre-test	-----							+1.75		
	Post-test	-----									+3.00
6th	Pre-test	-----							- .75		
	Post-test	-----							+ .75	+1.50	
7th	Pre-test	-----							+1.25		
	Post-test	-----								+1.75	+ .50
8th	Pre-test	-----							+1.75		
	Post-test	-----								+2.50	+ .75
TOTAL	Pre-test	-----							+ .75		
	Post-test	-----								+1.94	+1.19

In spite of this every grade demonstrated a gain on the post-test ranging from a negligible one of .50 for the sixth grade to the largest gain of 4.00 coming at the eighth grade. The results show that the children involved acquired additional information and developed new concepts or modified old ones as a result of the first lesson of the series presented by the Resource Officer.

Figure 2 well illustrates the problems in attempting to assess attitudes. The main problem lies in the fact that developmental sequences cannot be as clearly defined or determined as they can be in the learning of facts and concepts. However, just as an individual acquires his own facts and concepts so he acquires his own attitudes. The test results do suggest that attitudes tended to change to the positive side as children learned from and identified with a particular person representing law enforcement. The change was much greater between second and sixth grades with the children being most susceptible to change at the two extremes of this range. Little change occurred at the first, seventh or eighth grades but in every case the trend was to the positive side. A critical period occurs at and beyond the sixth grade where the pre-test mean score was distinctly negative and the gains thereafter never achieving the level of the highest, the fifth grade. This tends to substantiate what has been found in other studies concerning sixth graders' resistance towards symbols of authority and the ambivalence of their attitudes as a result. Apparently, after this time children's attitudes are not so easily changed by persuasion, isolated information or identification with the person or program attempting to make the change.

The high school test was constructed as a multiple-choice device to be administered to two groups of students. It was in the form of an opinion survey in which five areas would be measured. One set of questions (9, 18, 19 and 20) would attempt to determine how these students perceived the legal institutions that govern them and another set (8, 11, 13, and 14) would determine the degree to which they accept the laws upon which these institutions are based. A third set

of questions (10, 12 and 22) would then measure their perceptions of the functions of police officers. The fourth set (15, 16, 17 and 21) would deal with opinions in regards to drugs and narcotics. It was felt that responses to these four areas would be most influenced by information provided by the Resource Officer during the three presentations and that any differences between groups would be the result of additional or different knowledge acquired and conceptualized by students. The fifth area to be assessed would be attitudes (feelings) about policemen. Questions 23-42 consist of twenty statements about policemen with which a student would agree, disagree or be undecided. Ten of these present positive attributes and ten present negative attributes.

For each question in the first four sets the Resource Officer chose the response that he considered the "best" or "correct" response. His choices are indicated by asterisks to the left of selected responses in Appendix B. It was expected that in some cases the opinions and choices of both the Resource Officer and students would be in agreement and in others not. It was further expected that his presentations to these students would reflect his opinions (and attitudes) and the change that he was attempting to bring about was basically to move their opinions in the direction of his.

The test was administered to a random selection of students representative of all ages and grades at Lassen High School, most of whom had had little or no involvement in the program for reasons already stated. This control group consisted of forty-eight females and thirty-one males. The entire student body of Westwood High School was also administered the test after they had attended the three presentations planned and executed by the Resource Officer. This experimental group consisted of sixty-six female and sixty-nine male students. The percentages of female, male and total responses to each choice provided for in the separate questions and statements were computed for each group and are given along the right columns of Appendix B. Percentages were also computed for sex/age factors and although these are not given in their entirety in this paper several

characteristics that appear to have significance will be discussed.

Table 1 gives the results for the control and experimental groups indicating the degree to which they were in agreement with the choices of the Resource Officer among the categories listed. The difference between groups in any category is negligible showing no significant changes of opinions occurring as a result of the series of presentations by the Resource Officer.

Table 1
MEAN PERCENTAGES IN AGREEMENT WITH
COMMUNITY RESOURCE OFFICER

	<u>Control</u>	<u>Experimental</u>
Institutions	60.0%	60.8%
Laws	81.5%	81.5%
Police Functions	55.7%	53.0%
Drugs & Narcotics	37.5%	40.0%

There were also no significant differences between groups on any of the choices made among the "Institutions" set of questions. An unusually large number of both groups of students (48% and 49%) were undecided on whether or not they would get "fair treatment in a juvenile court" and an equally large number (51% and 53%) apparently felt that juvenile offenders are treated as harshly as adults. Yet in every case a large majority of both groups agreed that laws are necessary and that all violators should be treated in the same manner. This discrepancy between acceptance of the need for laws and trust in and knowledge about the institutions based on them appears to be a critical factor. The suspicion and ignorance of the motives and operations of these institutions are reflected in opinions regarding the roles of the persons ultimately responsible for implementation of all laws - police officers. Just slightly over half of both groups were in agreement with the Resource Officer in their choices of proper police functions in spite of the fact that about ninety percent did agree that these should be more than enforcement of traffic laws.

The ominous difference between the students' and Resource Officer's views concerning drugs and narcotics was mainly the result of the marijuana issue. In light of student response where approximately seventy percent of both groups agreed that drugs and medicine should be taken only by prescription it seems that a large number do not classify marijuana as either. About sixty percent were unwilling to concede that "marijuana is as dangerous as the hard drugs" apparently because they feel "The laws on marijuana are not based on scientific evidence...". The efforts of the Resource Officer appeared to have no effect on changing these opinions.

The final comparisons to be made between experimental and control groups were attitudes towards policemen as determined by agreement or disagreement with ten positive and ten negative statements made about them. To produce a negatively rated response a student could (1) disagree with a positive statement or (2) agree with a negative statement. Positively rated responses were conversely determined. Neutral responses were those marked "undecided". The means of the percentages of students responding for each of the three choices were calculated for boys, girls and totals for the control and experimental groups and are given in Table 2.

Table 2
MEAN PERCENTAGES REFLECTING ATTITUDES
TOWARDS POLICEMEN

	<u>Negative</u>	<u>Neutral</u>	<u>Positive</u>
Experimental Boys	22.0%	18.7%	58.7%
Control Boys	22.0%	21.0%	53.0%
Experimental Girls	16.8%	28.4%	50.4%
Control Girls	19.8%	28.8%	50.0%
Experimental Total	19.5%	23.7%	55.6%
Control Total	21.2%	25.1%	51.8%

The data represented by Table 2 is not conclusive but does suggest a movement from neutral to positive attitudes among boys and from negative to neutral among girls in the experimental group. This pattern also appears to be reflected in the totals for experimental and control groups. Whether or not these trends were the result of the efforts of the Resource Officer program cannot be determined at this time but several things are indicated. There were large numbers of students (about 25%) that had neutral feelings or attitudes about policemen who could most likely be moved to the positive side when and if effective measures to give such impetus can be found. Secondly, numbers displaying negative attitudes were less and those displaying positive attitudes were more than some persons would lead us to believe. Thirdly, the total number of both experimental and control groups showing positive attitudes were practically equal to the number who agreed with the Resource Officer's opinions of police functions (see Table 1). Lastly, in this case and generally throughout the entire high school test girls made up the larger number of neutral or undecided responses for both groups. However, sixteen-year-old girls displayed a noteworthy trend from negative to undecided or neutral responses apparently as a result of the Resource Officer program.

A final comment concerning the results of the high school tests is necessary. The ambiguities that characterize this group were repeatedly shown in their responses. Although the different ages and sexes often were in agreement they were just as often inconsistent in their own responses and contradictory to responses of younger or older students or to those of opposite sex. These characteristics not only make the analysis of data difficult but certainly complicate any attempts to teach them new concepts and attitudes.

The successes with individual young people referred to the Resource Officer by various agencies were significant. Twenty-three actual or potential cases of delinquency ranging from six to sixteen years of age were referred to him by schools, law enforcement departments, parents and the probation office for a variety of offenses including truancy, runaway, shoplifting and malicious mischief.

Fourteen of these cases were resolved without involvement of other juvenile authorities or agencies and as of this writing none has reappeared as a problem.

This probably best illustrates the degree to which the several agencies concerned cooperated and coordinated their efforts with the purposes of the Resource Officer Program. An offshoot of this increased cooperation was the submittal of a joint proposal to CCCJ for the establishment of a juvenile protective and rehabilitative center in Susanville for Lassen, Modoc and Plumas counties.

The Resource Officer himself demonstrated considerable growth as a result of his experiences with the children and youth in the schools. At the outset his manner was much too formal and his presentations rather rigid, not allowing the flexibility to take advantage of the expressed interests of his pupils. He was observed to try to condense too much information into his first presentations but as he gained experience and accepted suggestions from school personnel he learned to gauge the needs and interests of the various age levels with whom he was working and adjust his lessons accordingly.

Not once during the entire school year was an adverse comment concerning the Resource Officer Program received by the Lassen County Superintendent of Schools Office. Judging by test results cited here and the many comments and actions of children, teachers and administrators, the program made an especially good impression on the elementary schools in the county. One can only hope that a way can be found to continue this on through the high schools.

Appendix A

Pre- and post-test
Unit I - Grades 1-5

Pupil's Name _____

1. Why do we have laws?
2. Why do we need policemen and policewomen?
3. When can a person be arrested?
4. Can you name three types of crimes?
5. Tell me one kind of traffic crime.
6. Tell me one kind of minor crime.
7. Tell me one kind of major crime.
8. What do you need before you can go into somebody's house?
9. How is a felony different from a misdemeanor?
10. Tell me what happens after a person is arrested by a policeman.
11. If you saw somebody committing a crime what would you do?
12. What are some other ways that policemen and policewomen help us?
13. When does a policeman use his weapons?
14. What are two things that every policeman or policewoman must carry when on duty?
15. How do you feel when you see a policeman or policewoman coming your way?

Appendix B

GROUP QUESTIONNAIRE
Grades 9-10-11-12

PLEASE ANSWER THE FOLLOWING QUESTIONS AS ACCURATELY AS POSSIBLE BY CIRCLING THE ONES THAT APPLY TO YOU.

	Control	Experimental
1. Grade level		
1) 9	18	35
2) 10	25	36
3) 11	23	26
4) 12	13	37
2. Sex	31	69
1) Male	48	66
2) Female		
3. Age at last birthday	26	53
1) Under 16	25	33
2) 16	20	28
3) 17	8	21
4) 18 or over		
THESE QUESTIONS DEAL WITH YOUR OPINIONS. READ EACH QUESTION CAREFULLY. READ ALL ANSWERS THAT FOLLOW A QUESTION. THEN CIRCLE THE ANSWER THAT BEST DESCRIBES YOUR OWN OPINION. THERE ARE NO "CORRECT" ANSWERS. WE WANT TO KNOW WHAT YOU THINK ABOUT EACH QUESTION.		
8. The law says everyone must go to school until the age of eighteen. Do you think this is a good law?		
* 1) yes	68%	77%
2) no	32%	23%
9. Does a citizen have any way to get laws changed without rioting?		
* 1) yes	80%	84%
2) no	20%	14%
10. I think police officers have a place on school grounds (you may circle more than one answer).		
1) to enforce school attendance	3%	6%
2) to deal with drug problems	36%	41%
3) to control crime	32%	29%
4) to control riots and fights	33%	25%
* 5) all of the above	13%	14%
6) none of the above	34%	30%
11. I think rules and laws		
* 1) are necessary and helpful	92%	91%
2) are useful but not necessary	4%	6%
3) are not needed	3%	1%
4) hurt us	2%	2%

	Control	Experimental
12. If I must contact a police officer, I would prefer to see him		
1) in uniform	23%	34%
2) in plain clothes	14%	9%
* 3) I have no preference	62%	57%
13. Stealing is		
1) all right if you don't know the victim	1%	1%
2) all right if you don't get caught	4%	5%
3) wrong if it hurts someone	8%	14%
* 4) wrong in all cases	87%	80%
14. Traffic tickets should be given		
* 1) to all violators	80%	78%
2) to all violators causing an accident	18%	17%
3) to violators causing serious accidents only	0	4%
4) to no one	0	1%
15. The use and abuse of drugs (including alcohol) should be a concern of		
1) the police	13%	13%
2) the community	12%	9%
* 3) the community and the police	37%	45%
4) the user only	18%	14%
5) the user, his family and his friends	26%	16%
16. Drugs and medicine should be taken only when prescribed by a doctor		
* 1) agree	69%	74%
2) undecided	17%	20%
3) disagree	16%	6%
17. The laws on marijuana are not based on scientific evidence and should be re-examined.		
1) agree	55%	54%
2) undecided	23%	29%
* 3) disagree	22%	17%
18. I wouldn't get fair treatment in a juvenile court		
1) agree	19%	20%
2) undecided	48%	49%
* 3) disagree	33%	30%
19. Laws are designed		
1) to punish <u>some</u> of the people	8%	7%
2) to protect <u>some</u> of the people	13%	10%
* 3) to protect <u>all</u> of the people	78%	83%

	<u>Control</u>	<u>Experimental</u>
20. The laws for young people are as harsh as the laws for adults.		
1) agree	31%	32%
2) undecided	20%	21%
* 3) disagree	49%	46%

21. Marijuana is as dangerous as the hard drugs are		
* 1) agree	22%	24%
2) undecided	19%	14%
3) disagree	59%	62%

22. A policeman's main function is writing traffic tickets		
1) agree	6%	6%
2) undecided	2%	6%
* 3) disagree	92%	88%

THE QUESTIONS THAT FOLLOW REFER TO THE POLICE OFFICERS IN YOUR OWN TOWN OR COUNTY. PLEASE CIRCLE THE ANSWER THAT BEST DESCRIBES YOUR FEELINGS.

23. Policemen try to protect things which belong to you		
1) agree	60%	69%
2) undecided	20%	20%
3) disagree	20%	11%

24. I believe that the police could do more to help people		
1) agree	78%	63%
2) undecided	15%	27%
3) disagree	7%	9%

25. Policemen are pretty nice guys		
1) agree	47%	57%
2) undecided	38%	31%
3) disagree	13%	11%

26. We would be better off if there were no policemen		
1) agree	3%	7%
2) undecided	6%	5%
3) disagree	87%	88%

27. Policemen will let you talk your way out of a charge		
1) agree	6%	10%
2) undecided	44%	33%
3) disagree	50%	56%

28. Policemen try to trick people		
1) agree	40%	32%
2) undecided	26%	30%
3) disagree	33%	38%

	<u>Control</u>	<u>Experimental</u>
29. I like policemen		
1) agree	51%	52%
2) undecided	32%	40%
3) disagree	15%	8%

30. Policemen don't care what happens to you after they pick you up		
1) agree	21%	24%
2) undecided	35%	23%
3) disagree	42%	52%

31. Policemen have the same feelings as other people		
1) agree	86%	83%
2) undecided	4%	7%
3) disagree	7%	10%

32. Policemen enjoy kicking people around		
1) agree	15%	13%
2) undecided	25%	29%
3) disagree	58%	58%

33. Policemen don't arrest kids who have rich or well known parents		
1) agree	27%	23%
2) undecided	35%	20%
3) disagree	35%	57%

34. I don't believe policemen want to kill people		
1) agree	86%	90%
2) undecided	9%	7%
3) disagree	3%	3%

35. Policemen don't do the bad things people say they do		
1) agree	33%	42%
2) undecided	45%	15%
3) disagree	20%	13%

36. Policemen don't know how to be friendly with people		
1) agree	10%	8%
2) undecided	20%	15%
3) disagree	70%	77%

37. Policemen risk their lives every day		
1) agree	53%	64%
2) undecided	18%	18%
3) disagree	26%	16%

	<u>Control</u>	<u>Experimental</u>
38. Policemen are just as bad as the people they arrest		
1) agree	7%	10%
2) undecided	26%	27%
3) disagree	64%	63%
39. On the whole, policemen are honest		
1) agree	46%	54%
2) undecided	36%	31%
3) disagree	15%	15%
40. I am afraid of policemen		
1) agree	13%	13%
2) undecided	9%	13%
3) disagree	75%	74%
41. Policemen are always around when they are needed		
1) agree	9%	11%
2) undecided	26%	16%
3) disagree	63%	73%
42. Policemen are a great help to kids		
1) agree	43%	38%
2) undecided	33%	36%
3) disagree	22%	26%

REGION B- CRIMINAL JUSTICE PLANNING BOARD

Memorandum

To: Palmer Stinson

Date: September 11, 1974

From: C. R. "Dave" Hull
Executive Officer

Subject: Evaluation OCJP Project #1499

The attached evaluation has been reviewed by my staff. We find it to be far superior to some that have cost 8 and 10 times as much. It is apparent that all inclusive efforts in the schools may be shortsighted since a concentration in some age groups is more productive in terms of the over-all project objectives.

The proponent is beginning to alter his program to be more responsive to the findings of the evaluator and it looks as though the project will be even more responsive to community needs in its second year.

cc: Region B Board Members

END

11/11/11 11:11:11