

**ABSTRACT**

In response to the increasing problems of drug use and violence among youth, the Massachusetts Executive Office of Public Safety (EOPS) challenged local police departments to develop comprehensive community-based efforts to prevent youth substance abuse and violence. As a result, the Cops and Kids program began in September 1997 to help communities establish after-school programs that provide a safe, structured environment for youth to build on what they learn in school, develop new interests, spend time with peers and caring adults, learn marketable skills, and perform community service.

A study conducted by Northeastern University's Center for Criminal Justice Policy Research recommended that the Secretary of Public Safety implement new anti-drug and alcohol programs that have a community-wide focus and are integrated with existing substance abuse education efforts being taught in the school. It also recommended that new programs geared to middle school and high school age youth should include a violence prevention component.

As a result of this study and an incident in Woburn, Massachusetts where 14 middle school youth overdosed on muscle relaxants, EOPS earmarked \$1 million dollars of federally appropriated Edward Byrne Memorial funding to launch the Cops and Kids program, a pilot program aimed at preventing drug abuse and violence among middle school-aged children in Massachusetts. Twenty communities were chosen through a competitive grant process to be model demonstration sites for this new program. The mission of the Cops and Kids grant program is to challenge local Massachusetts police departments to work with other stakeholders to develop comprehensive, community-based programs to prevent youth substance abuse and violence.

Preliminary findings from the Cops and Kids program evaluation demonstrate overwhelming success in the development of strong, positive relationships between police and youth. Each of the twenty communities has established a safe place for 2,408 youth to participate in meaningful activities from 3:00

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p.m. to 6:00 p.m. Qualitative information collected by program monitors and evaluators through on-site observation and informal reports indicate that youth are completing their homework and attending school regularly as a result of the academic commitment made by all youth who wish to participate in the program. Furthermore, preliminary analysis of post-program youth surveys from five Cops and Kids communities found overwhelming support of the program.

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## Scanning

In response to the increasing problems of drug use and violence among youth, the Massachusetts Executive Office of Public Safety (EOPS) challenged local police departments to develop comprehensive community-based efforts to prevent youth substance abuse and violence. As a result, the Cops and Kids program began in September 1997 to help communities establish after-school programs that provide a safe, structured environment for youth to build on what they learn in school, develop new interests, spend time with peers and caring adults, learn marketable skills, and perform community service. The program targets middle school-aged youth (12-14 years old) during the hours of 3 p.m. to 6 p.m. Twenty communities proposed innovative programs that included input from a full range of individuals who are affected by the problem and are integral to providing the solutions. In addition to police departments, these stakeholders include: youth, families, school departments, public and private health and human service providers, neighborhood committees, businesses, governmental agencies, courts, and juvenile probation.

The need for positive programming for middle school youth in Massachusetts became apparent following an incident in Woburn, Massachusetts in February 1997, where fourteen children overdosed on muscle relaxants at a community dance (Appendix A). Looking for a quick high, the middle school-aged youth swallowed handfuls of the prescription drug Baclofen, unconcerned with the physical dangers their actions posed. Of the youth that took the pills, all were unable to identify any viable consequences they contemplated before ingesting between 10-55 pills. All of the children involved spoke of the need to belong to a group as a reason for participating in the event.

The widespread availability of drugs to America's youth presents a challenging problem to law enforcement officials, school personnel, and parents. A recent national study of school crime reports

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that 65% of students surveyed indicated that drugs were available to them in school in 1995 (Chandler, Chapman, Rand, Taylor, 1998). In Massachusetts, the 1995 Youth Risk Behavior Study found that 39% of youth were offered, sold, or given illegal drugs on school property, and 11.2% of students surveyed used marijuana on school property within the thirty days before the survey was administered (Massachusetts Department of Education, 1996).

There is a serious existing need to provide youth with positive activities in a safe environment during after school hours. According to national research, over 60% of youth between 6<sup>th</sup> and 12<sup>th</sup> grade spend two or more hours at home, without an adult, each day after school. Further, research indicates that youth who have access to developmental assets, such as positive values, quality time with caring adults, and opportunities to serve others, are more successful in school and less likely to engage in risky behaviors than other youth (Search Institute, 1997).

A greater proportion of violent crimes was attributed to juveniles in 1994 and 1995 than in any of the last 20 years. The 1995 arrest rate implies that one in every 200 persons between age 10 and 17 was arrested in the U.S. in 1995 for a violent crime. Today's juvenile does not commit more acts of violence than a generation ago, but *more juveniles are violent* (Sickmund, Snyder, Poe-Yamagata, 1997). In Massachusetts, the Office of the Commissioner of Probation reports that in fiscal year 1995, the number of juvenile delinquency arraignments was at the highest it has been in the prior ten years (21,892 arraignments in 1995) (Massachusetts Supreme Judicial Court, 1995).

Furthermore, in 1994, juveniles aged 12-17 were nearly three times as likely as adults to be victims of violent crimes (Sickmund, Snyder, Poe-Yamagata, 1997). Younger students (ages 12-14) were more likely to experience violent victimization *at school* than older students (Chandler, Chapman, Rand,

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Taylor, 1998). The violent victimization rate *outside of school* for younger juveniles (ages 12-14) was comparable to that of older juveniles (ages 15-17) (Sickmund, Snyder, Poe-Yamagata, 1997).

Youth spend approximately half of the days in a year in school. Despite this fact, 57% of violent crimes committed by juveniles happen on school days. Statistics collected by the U.S. Department of Justice indicate that at least 50% of youth crime and violence occurs during the after-school hours of 3 p.m. to 6 p.m., when youth are left unsupervised and are most at risk. More specifically, data analyzed from the National Incident Based Reporting System (NIBRS) reports that 1 in 5 *violent* crimes committed by juveniles occur in the four hours following the end of school day (i.e., between 2 p.m. and 6 p.m.). As reported by the NIBRS data, incidences of juvenile gang crime peak immediately following school at 3 p.m. (Sickmund, Snyder, Poe-Yamagata, 1997).

To further identify the problem of juvenile delinquency and violence, EOPS considered recommendations concerning the Drug Abuse Resistance Education (D.A.R.E.) program in Massachusetts, after a thorough review of its effectiveness. The local D.A.R.E. programs provide age-appropriate information about drugs, alcohol, and smoking to 5<sup>th</sup> and 6<sup>th</sup> grade students, who also develop a strong bond with their D.A.R.E. officers. However, the issues of substance abuse and violence, as well as building relationships between youth and police are not being reinforced for middle school-aged youth (Center for Criminal Justice Policy Research, 1997). The positive bond established between police and youth is crucial to a youth's potential risk to participate in delinquent behavior. According to the theoretical Social Development Strategy, youth who feel a bond to those with healthy beliefs and clear standards do not want to behave in ways that would threaten that bond - such as use of drugs, violent behavior, or involvement in crime.

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The Cops and Kids program was clearly an initiative that was embraced by local police departments and community members. The need for supervised, quality activities in a safe environment for youth, during non-school hours, is universal for all types of communities across all age groups. An after-school program for at-risk youth is a promising intervention strategy for the prevention of delinquency and violence. It promotes healthy behavior, clear standards, and encourages bonding. In short, youth are involved in meaningful activities, are taught necessary skills, and their contributions are recognized.

### Analysis

In 1996, EOPS commissioned a study to evaluate the Massachusetts D.A.R.E. Program, identify the level of substance abuse awareness among youth, and determine the nature of the relationship between police and youth. In conducting this evaluation, Northeastern University's Center for Criminal Justice Policy Research administered 1,617 pre- and post-test surveys to elementary students in five treatment schools and one control school. Surveys were also administered to educators and D.A.R.E. officers.

Results from this study indicate that the D.A.R.E. curriculum provides age appropriate information in an effective and useful format. Most students who completed the D.A.R.E. elementary school curriculum reported that they now know all that they wanted to know about smoking, drinking and drugs, and that D.A.R.E. taught them different ways of avoiding drugs and alcohol. It also appears that D.A.R.E. *slightly* increases students' negative views of drugs, alcohol and cigarettes. There were no significant increases or decreases in the use of tobacco products, alcohol, or marijuana for either the D.A.R.E. group or the control group.

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This study uncovered a disturbing acceptance among Massachusetts youth toward the use of violence. Twenty-nine percent (29%) of D.A.R.E. students and 25% of comparison group students reported that they sometimes try to hurt other people by tripping, hitting, or throwing things. Likewise, only 47% of all students reported that it is very wrong to hit someone, and 38% of D.A.R.E. students and 50% of comparison students reported that they sometimes fight with other students (the number of males was significantly higher).

Focus groups were conducted with D.A.R.E. officers, educators, and other police officials to discuss why drug and alcohol use continues to increase when the prevalent attitude among middle school students is anti-drug and alcohol. The general conclusion was that the D.A.R.E. curriculum needs to be supplemented by additional programming directed to older children, because the current curriculum is not as effective with the older age groups. In addition, although D.A.R.E. officers and their students develop a strong bond, little or nothing is done to nurture that relationship in subsequent years. It was also suggested that D.A.R.E. programs should be integrated with other health curricula and other youth programs to reinforce its message.

This study recommends that the Secretary of Public Safety appoint a committee to study the best ways to involve law enforcement in spreading an anti-drug, anti-drinking, anti-smoking message to middle school and high school age youth in communities across the Commonwealth. In addition, it is suggested that new anti-drug and alcohol programs should have a community-wide focus and should be integrated into existing substance abuse education efforts being taught in the school. Also, new programs geared to middle school and high school age youth must include a violence prevention component.

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In addition to this statewide inquiry into the problem of juvenile delinquency and the effectiveness of the Massachusetts D.A.R.E. Program, many local police departments devote resources to analyzing the crime problems of their communities. Examples of problem analysis conducted in Cops and Kids communities include:

- > The Uxbridge Police Department conducted a phone survey in which 89% of those surveyed rated the police department's work with schools and youth "very important." There was also a "high level" of concern about domestic violence, child abuse, teenage drinking and juvenile crime. In addition, youth crime in the town has increased 20%.
- > The Woburn Police Department has undertaken a self-evaluation regarding its efforts to curtail drug abuse. This evaluation found that there are gaps in the services provided to youth in the community, specifically middle school aged youth. The evaluation also showed that there are many sport activities for youth but relatively few non-sport activities. In addition, during a class at the high school the teenagers estimated that 80% of high school students have used marijuana or LSD, and 50% are regular users. Everyone in the classroom said if given 30 seconds they could find someone to sell them marijuana during the school day.
- J\* The Southbridge Police Department reports there has been an increase in middle school suspensions (from 45 suspensions in 1995 to 63 suspensions in 1996) due to violent behavior. The dropout rate of 11.8% is the second highest in the state (Boston Globe, 4/21/96). In addition, the police department found that in 1996, juvenile arrests comprised 17% of all arrests as compared to 13% in 1995.
- > Graduate students at Harvard University's Kennedy School of Government studied crime in the city of Lowell. This study found that juvenile crime in the city of Lowell is committed principally during the hours of 3 p.m. and 6 p.m.



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- > In May 1996, the Youth Risk Behavior Survey was conducted at Beverly High School. The results indicated a strong need to expand risk taking behavior education prior to the initiation of these behaviors. The Study recommends a continuation of comprehensive health education programs in Kindergarten to grade twelve. No such program is available to Beverly middle school youths, considered the critical age group in skill development to prevent future violent behavior and drug abuse.

These analyses provided the means for identifying the nature and scope of the juvenile delinquency problem at the community level. In addition to the crime analyses performed, many communities surveyed youth to determine the types of activities that should be offered by the Cops and Kids program. The findings from these surveys proved to be invaluable in designing programs that interest youth and ensure their continued participation.

The problem of juvenile delinquency directly affects the well being of youth, as delinquent behavior can result in physical injury, legal problems/incarceration, drug or alcohol addiction, or promiscuity. These issues in turn indirectly affect the school system, law enforcement, parents, and the community at large. The school system interacts with delinquent youth through its efforts to reduce truancy and improve educational responsibility. In performing law enforcement duties, police officers consume valuable patrol time handling repeat juvenile offenders and offense types. Delinquent behavior by juveniles most often negatively affects parents and the child/parent relationship. However, the role that parents play in contributing to the delinquency of their children should be considered at the community level when designing a prevention program. Community members are also negatively affected by delinquent juveniles as they often serve as victims of both violent and property crimes perpetrated by youth.

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The drug overdose incident experienced in Woburn, Massachusetts in February 1997 is an ideal example of the harm that can result from misguided or delinquent youth. As a result of the Woburn incident, fourteen middle school youth were hospitalized, some near fatally, for overdosing on the prescription drug Baclofen, a muscle relaxant for patients with multiple sclerosis. The youth involved in the incident were fortunate to have escaped the incident without permanent bodily injury or death. However, all youth are at-risk for taking similar actions or engaging in other harmful and delinquent behavior. The Massachusetts Cops and Kids program works to address these potential risks for all youth.

### **Response**

EOPS is committed to the community policing philosophy. By providing community policing funding to local police departments, EOPS has ensured the implementation of this philosophy at the local level of law enforcement. The Cops and Kids program demonstrates community and problem-oriented policing at its finest. Cops and Kids communities have identified a problem (juvenile delinquency), worked to analyze the nature and extent of this problem, and implemented a program designed to combat the problem.

EOPS considered several responses to the problems of increased substance abuse, violence, and the lack of positive out-of-school environments. The D.A.R.E. core program was considered for expansion to include middle school youth in all communities. Targeting additional communities for the D.A.R.E. summer day program was also an option. However, level funding for the D.A.R.E. program in Massachusetts prohibited any expansion. EOPS also allocated \$2.4 million in federal funds for the support of truancy prevention programs, including strict enforcement of the Commonwealth's truancy laws. These funds supplement the presence of greatly needed school resource and truancy officers.

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However, the need persisted for a community-based array of activities that would enrich out-of-school time for youth.

In 1997, EOPS earmarked \$1 million dollars of federally appropriated Edward Byrne Memorial funding to launch the Cops and Kids program, a pilot program aimed at preventing drug abuse and violence among middle school-aged children in Massachusetts (Appendix B). Twenty communities were chosen through a competitive grant process to be model demonstration sites for this new program. The mission of the Cops and Kids program is to challenge local Massachusetts police departments to work with other stakeholders to develop comprehensive, community-based programs to prevent youth substance abuse and violence.

This mission is accomplished by creating positive interactions between law enforcement and youth, improving educational and recreational opportunities, enhancing self-esteem, and encouraging personal, social and civic development. Local communities are encouraged to brainstorm ways to provide positive role models for kids in grades six through eight. Community police officers can play a vital role in helping youth develop important life skills, such as decision making, goal-setting, conflict resolution, and long range planning. They represent comfort and safety to youth, and encourage non-violent behavior, responsible values, and a positive identity.

Due to the high incidence of juvenile violence during after school hours, Cops and Kids targets youth grades six through eight, of the approximate ages of 12-14 years, during the critical hours of 3 p.m. to 6 p.m. The intended outcome of this program is to reduce the incidence of youth substance abuse, prevent criminal and gang involvement, improve linkages between critical community services, and strengthen communities by enhancing investment and coordination of economic, social, and physical infrastructures.

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Cops and Kids builds on the positive foundations of D.A.R.E., community policing, federal Title V delinquency prevention incentive grants, and other community-based law enforcement initiatives directed at preventing violence and substance abuse among youth. These existing resources supplement and complement the Cops and Kids efforts in each community. Other resources include in-kind contributions for use of local facilities, such as schools, youth/community centers, the YMCA, and Boys and Girls Clubs. At a minimum, each community also commits staff support from local law enforcement and school departments. Police departments work directly with school department personnel and other governmental bodies in order to develop a comprehensive strategy intended to keep youth off the streets and to reinforce an anti-substance abuse and anti-violence message.

Although communities were given the discretion to devise their own program components (Appendix C), they were required to inventory their existing resources/programs that address the needs of youth and community members, and conduct a comprehensive needs assessment focusing on the targeted group and hours. A strategy was developed by each community based on the identified youth-related issues and current gaps in services. The resultant program plans addressed the youth-related problem utilizing one or more of the following strategies:

Prevention Reinforcing the dangers of substance abuse and violent behavior.

Intervention Instituting appropriate problem identification concerning at-risk youth before problem behavior escalates.

Enforcement Ensuring punishment of problem youth in a consistent and appropriate manner, such as enforcing Massachusetts truancy laws.

Reintegration Providing positive alternatives and appropriate supervision to court-involved youth to discourage repeated self-destructive behavior.

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In evaluating the program, the main concern for all stakeholders is its effectiveness in removing youth from the streets. It is also crucial to develop strong relationships between youth and law enforcement officers, as well as partnerships in the community to support the continuation of this important resource. Indirect measures of the success of the program are that youth remain safe during the critical after-school hours, and public safety is preserved due to an anticipated decrease in juvenile crime.

The twenty communities faced similar difficulties when first implementing their individual programs. Transportation to and from the program was an obstacle that was overcome by most communities. The cost of renting a bus and driver was excessive for the programs' limited budgets. However, discounts were negotiated and volunteers assisted in alleviating the expenses to make it manageable for all programs. Furthermore, it was difficult to supply the youth with snacks and refreshments due to the regulation against purchasing food with federal funds. Again, the programs were awarded by donations from the communities to accommodate the youth and keep the programs running. Many programs opted to utilize school property to operate their program, but they were met with high overtime costs to compensate custodial staff. Some communities assumed the cost for the custodians, while others offered alternative facilities such as youth or community centers. A matter of strong concern was the lack of parental involvement in the programs. Some program staff have responded by regularly contacting parents to provide feedback and observations regarding the student's behavior. Parents have also been invited to many special events to show their support for their child's participation in a meaningful after-school program. Some parents are required to sign contracts regarding their commitment to the program and their youth. It is a major goal for each community to continue obtaining greater support from the parents as the program continues next year.

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## Assessment

The Massachusetts Statistical Analysis Center (SAC) was charged with conducting a comprehensive evaluation of this Byrne-funded initiative. The program evaluation of Cops and Kids consists of both process and impact evaluative components.

*Process evaluation:* Program monitoring is conducted to determine (1) the extent to which programs are reaching their target population, (2) whether or not delivery of services is consistent with the programs' design specifications, and (3) what resources are being expended in the conduct of the program. To assess program coverage and delivery, information is collected through:

1. **Direct Observation.** Monitors have visited each program and completed reports for each site visited. The site-visit report is designed as a structured interview instrument and consists of a series of questions that determine if the project is meeting its goals and objectives.
2. **Mandatory Evaluation Reports.** Program Administrators are required to submit periodic evaluation reports that provide data on the program implementation and participants. Specifically, programs report the number and characteristics (e.g., gender, race, delinquency, truancy) of the youth served. Three evaluation reports will be submitted over the course of the grant year (September 1, 1997 - June 30, 1998).
3. **Information Sessions.** Two sessions were held in August 1997 and January 1998 while a final meeting is planned for July 1998. The first session informed all grantees of what was expected of them regarding data collection and submission of required reports. The second session required each grantee to present information on their program's successes and obstacles encountered. Findings of the program evaluation will be presented at the final session.

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*Impact Evaluation:* Data have been collected and are currently being analyzed to assess the effectiveness of the funded programs. The evaluation design was constructed to allow for both individual program and comparative program assessments. Pre- and post-program surveys (Appendix D) are used in collecting data for the impact evaluation. The surveys were designed by the SAC to determine participants' attitudes and behavior regarding drug and alcohol use, delinquency, school behavior (truancy), parental supervision, self-esteem, and attitudes toward police. The post-program survey for the program includes an additional section asking participants to report their level of satisfaction with the program. Pre-program surveys have been analyzed for over 1,800 participants of the Cops and Kids program. Preliminary demographic findings from the pre-program survey are attached (Appendix E). The SAC is currently receiving the post-program surveys for data entry and analysis. This study will be completed in July 1998. Findings from the evaluation will be summarized in a Final Report and made available to program administrators, policymakers, and stakeholders. In addition, findings from this program will be presented at the National Institute of Justice's Annual Conference on Criminal Justice Research and Evaluation in July 1998 at a panel session entitled, "Making Streets Safer for Juveniles."

Preliminary findings from the Cops and Kids program evaluation demonstrate overwhelming success in the development of strong, positive relationships between police and youth. Each of the twenty communities has established a safe place for 2,408 youth to participate in meaningful activities from 3 p.m. to 6 p.m. (Appendix F). Qualitative information collected by program monitors and evaluators through on-site observation and informal reports indicate that youth are completing their homework and attending school regularly as a result of the academic commitment made by all youth who wish to participate in the program. Furthermore, preliminary analysis of post-program youth surveys from five Cops and Kids communities found overwhelming support of the program (Appendix G).

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## Agency Information

Individual police departments were charged with designating a specific officer or unit to implement the Cops and Kids program. Community Policing, D.A.R.E., or juvenile officers were most often chosen to administer the program and work with the target population due to existing relationships in their respective communities. These officers have demonstrated overwhelming enthusiasm for the planning of and participation in this innovative program. The mutual satisfaction for both police and youth to develop strong relationships and give back to their communities has been a driving force in building support and recognition for Cops and Kids statewide.

Several Cops and Kids police departments reported using EOPS community policing funding to attend training sessions on topics such as: Problem Solving, Strategic Planning, Delinquency Prevention, Crime Prevention Through Environmental Design (CPTED), and Crime Analysis. In addition, both EOPS staff and police department managers provided continuous guidance and technical assistance to officers responsible for implementing this problem-solving initiative. In addition, several focus group style meetings were held that provided program administrators the opportunity to discuss issues with EOPS staff and police administrators from other Cops and Kids police departments.

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# Appendix D

# YOUTH SURVEY

Please answer the following questions.

1. Are you: (Circle one)
  - a. Female
  - b. Male
2. How old are you? (Circle one)
  - a. 11 years old or younger
  - b. 12 years old
  - c. 13 years old
  - d. 14 years old
  - e. 15 years old or older
3. What grade are you in? (Circle one)
  - a. 5<sup>th</sup> grade
  - b. 6<sup>th</sup> grade
  - c. 7<sup>th</sup> grade
  - d. 8<sup>th</sup> grade
  - e. 9<sup>th</sup> grade
  - f. Other: \_\_\_\_\_
4. How do you describe yourself? (Circle one)
  - a. White
  - b. Black or African American
  - c. Hispanic or Latino
  - d. Asian or Pacific Islander
  - e. American Indian or Alaskan Native
5. Who do you live with? (Circle all that apply):
  - a. Father
  - b. Mother
  - c. Foster Parent
  - d. Stepmother
  - e. Stepfather
  - f. Brother (or stepbrother)
  - g. Sister (or stepsister)
  - h. Grandparent
  - i. Other \_\_\_\_\_

The next questions ask you about school.

6. During the last school year, how often have you gone to school, but still skipped a class? (Circle one)
  - a. Not at all
  - b. 1 or 2 times
  - c. 3 - 10 times
  - d. More than 10 times
7. Have you ever been suspended from school? (Circle one)
  - a. No
  - b. Yes, one time
  - c. Yes, two or more times

8. How many of the following drug education experiences have you had in school? (Circle all that apply)
  - a. D.A.R.E. class
  - b. Another special course about drugs (other than D.A.R.E.)
  - c. Films, lectures, or discussions in one of my regular courses
  - d. Films or lectures, outside of my regular courses
  - e. Special discussions ("rap" sessions) about drugs
  - f. Other \_\_\_\_\_
  - g. I have never had drug education in school
9. Would you say that the information about drugs that you received in school classes or programs has... (Circle one)
  - a. Made you less interested in trying drugs
  - b. Not changed your opinion of drugs
  - c. Made you more interested in trying drugs
  - d. I never had any drug education courses or lectures
10. Overall, how useful were the drug educational experiences to you? (Circle one)
  - a. Little or no value
  - b. Some value
  - c. Great value
11. Please provide any comments (good or bad) on the drug education you received:

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The next questions ask about you and how you think about things.

Do you mostly agree or mostly disagree with the following statements? (Circle one answer for each line)

- |     | Agree | Disagree |   |
|-----|-------|----------|---|
| 12. | A     | D        | The grades I get in school are important to me.       |
| 13. | A     | D        | I think before I act.                                 |
| 14. | A     | D        | I usually quit when my school work is too hard.       |
| 15. | A     | D        | My parents usually don't know what I do after school. |

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- |     | Agree | Disagree |  |
|-----|-------|----------|--|
| 16. | A     | D        | My parents let me stay out when I want.                            |
| 17. | A     | D        | I have to be home at a certain time every night.                   |
| 18. | A     | D        | If I start to get angry, I can walk away from the problem.         |
| 19. | A     | D        | I am in a dating relationship.                                     |
| 20. | A     | D        | I almost always turn my homework in on time.                       |
| 21. | A     | D        | My parents know most of my friends.                                |
| 22. | A     | D        | My parents usually let me go wherever I want after school.         |
| 23. | A     | D        | I get a real kick out of doing things that are a little dangerous. |
| 24. | A     | D        | I am able to do things as well as most other people.               |
| 25. | A     | D        | I feel I do not have much to be proud of.                          |
| 26. | A     | D        | I am happy with myself.  |
| 27. | A     | D        | When I have a problem I have someone to talk to.                   |

The next questions ask about what you do in your free time.

28. During a typical week, what do you do after school? (Circle all that apply)

- a. Go to the mall
- b. Do homework
- c. Go to the library
- d. Hang out on the street
- e. Go to a friends house
- f. Have friends over at my house
- g. Play sports
- h. Go to work
- i. Go home
- j. Go to an after-school program
- k. Go to a school-related club (newspaper, band)?
- l. Go to a community center
- m. Other \_\_\_\_\_

29. How often do you participate in community affairs or volunteer work: (Circle one)

- a. Almost everyday
- b. At least once a week
- c. Once or twice a month
- d. A few times a year
- e. Never

The next questions ask about drugs and alcohol.

During the LAST 12 MONTHS, have you... (Circle one answer for each line)

- |     | Yes | No |  |
|-----|-----|----|--|
| 30. | Y   | N  | Smoked cigarettes?   |
| 31. | Y   | N  | Used smokeless tobacco (snuff, chewing tobacco)?   |
| 32. | Y   | N  | Drunk beer, wine, or "hard" liquor (other than for religious reasons)?                             |
| 33. | Y   | N  | Smoked marijuana (grass, pot, hash, ganja)?  |
| 34. | Y   | N  | Sniffed glue, or breathed the contents of spray cans, or inhaled any paints or sprays to get high? |
| 35. | Y   | N  | Used steroids?   |
| 36. | Y   | N  | Taken pills to get high?   |
| 37. | Y   | N  | Used any form of cocaine?  |
| 38. | Y   | N  | Used heroin?   |

In the last MONTH, how often have you... (Circle one answer for each line)

- |     | Not at all | Once or twice | A Few times a week | Every day |  |
|-----|------------|---------------|--------------------|-----------|--|
| 39. | 0          | 1             | 2                  | 3         | Smoked cigarettes?   |
| 40. | 0          | 1             | 2                  | 3         | Used smokeless tobacco (snuff, chewing tobacco)?   |
| 41. | 0          | 1             | 2                  | 3         | Drank beer, wine, or "hard" liquor (other than for religious reasons)?                             |
| 42. | 0          | 1             | 2                  | 3         | Smoked marijuana (grass, pot, hash, ganja)?  |
| 43. | 0          | 1             | 2                  | 3         | Sniffed glue, or breathed the contents of spray cans, or inhaled any paints or sprays to get high? |
| 44. | 0          | 1             | 2                  | 3         | Used steroids?   |
| 45. | 0          | 1             | 2                  | 3         | Taken pills to get high?   |
| 46. | 0          | 1             | 2                  | 3         | Used any form of cocaine?  |
| 47. | 0          | 1             | 2                  | 3         | Used heroin?   |

The next questions ask about your behavior.

During the LAST 12 MONTHS, have you... (Circle one answer for each line)

- |     | Yes | No |  |
|-----|-----|----|--|
| 48. | Y   | N  | Gotten into a physical fight?  |
| 49. | Y   | N  | Been in a physical fight in which you were hurt and had to be treated by an adult? |
| 50. | Y   | N  | Carried a gun?   |
| 51. | Y   | N  | Carried any other type of weapon (other than a gun), such as a knife or club?      |
| 52. | Y   | N  | Been arrested?   |
| 53. | Y   | N  | Been taken to a police station because of your behavior, but not arrested?         |

# YOUTH SURVEY

In the last MONTH, how often have you... (Circle one answer for each line)

- |     | Not<br>at<br>all | Once<br>or<br>twice | A Few<br>times<br>a week | Every<br>day |  |
|-----|------------------|---------------------|--------------------------|--------------|--|
| 54. | 0                | 1                   | 2                        | 3            | Gotten into a physical fight?  |
| 55. | 0                | 1                   | 2                        | 3            | Carried a gun?   |
| 56. | 0                | 1                   | 2                        | 3            | Carried any other type of<br>weapon (not a gun), such as a<br>knife or club?     |
| 57. | 0                | 1                   | 2                        | 3            | Been arrested?   |
| 58. | 0                | 1                   | 2                        | 3            | Been taken to a police station<br>because of your behavior, but<br>not arrested? |

59. Are you involved with a gang? (Circle one)

- a. Yes
- b. No

The next questions ask about your thoughts on police officers.

60. Within the past year, have you spoken with a police officer? (Circle one)

- a. Yes
- b. No - Go to question 63

61. If yes, how did you come into contact with the officer? (Circle all that apply)

- a. At school
- b. On the street
- c. At an after-school program
- d. To ask for help
- e. At a school-sponsored event
- f. At a community event
- g. As a victim of a crime
- h. You saw a crime or accident take place
- i. As a suspect of a crime
- j. Other \_\_\_\_\_

62. How would you describe you past experiences with the police? (Circle one)

- a. Good
- b. Bad
- c. No past experience

I think police officers are: (Circle one for each line)

63. a. Helpful      b. Not helpful      c. I don't know

64. a. Friendly      b. Unfriendly      c. I don't know

65. a. Kind      b. Mean      c. I don't know

66. a. Comforting      b. Scary      c. I don't know

67. How do you describe your attitude towards the police in general? (Circle one)

- a. Like very much
- b. Like
- c. No opinion
- d. Dislike
- e. Dislike very much

**THANK YOU VERY MUCH FOR YOUR HELP.**

If you have any comments about the questions that were asked in this survey, or the survey itself, please provide them here.

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**COPS AND KIDS PROGRAM EVALUATION**

1. Please circle the letter of each of the activities you participated in as part of the Cops and Kids Program:

- a. Theater and Arts & Crafts (including photography)
- b. Electronics or Video Instruction
- c. Computer Activities
- d. Tutoring and Homework Assistance
- e. Caring for Animals
- f. Investigative Training
- g. Cultural Programs
- h. Athletics (football, karate, weightlifting,...)
- i. Biking
- j. Ropes Course
- k. Mediation / Conflict Resolution
- l. Peer Leadership
- m. Job Skills Education
- n. Baby-sitting Activities or Classes
- o. Community Service
- p. Youth Advisory Board
- q. Drug or Violence Prevention Education
- r. Counseling
- s. "Rap" Sessions
- t. Youth Citizens Police Academy
- u. Field Trips

Other (please describe): \_\_\_\_\_  
Other (please describe): \_\_\_\_\_

2. How many weeks or months did you participate in the Cops and Kids Program? \_\_\_\_\_ weeks / \_\_\_\_\_ months

3. Please circle one number that best describes how you feel about the Cops and Kids Program:

Poor	Needs Improvement	Average	Good	Excellent
1	2	3	4	5

4. Would you like to see the Cops and Kids Program offered during the next school year? (Circle one)

Yes                      No

5. As a result of the Cops and Kids Program, is your relationship with police officers: (Circle one)

Better	Stayed the Same	Worse	No Opinion
1	2	3	4

6. What did you like best about the Cops and Kids program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. What did you like least about the Cops and Kids program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Please list any comments or suggestions you may have for the Cops and Kids Program:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR YOUR HELP!**

# Appendix E

## Cops and Kids Participant Demographics

### Gender

	Frequency	Percent
Female	862	46.7
Male	954	51.7
<b>Total</b>	<b>1,816</b>	<b>98.5</b>
Missing	28	1.5

### Age

	Frequency	Percent
11 years old or younger	590	32.0
12 years old	642	34.8
13 years old	369	20.0
14 years old	136	7.4
15 years old or older	66	3.6
<b>Total</b>	<b>1,803</b>	<b>97.8</b>
Missing	41	2.2

### Grade in school

	Frequency	Percent
5th grade	244	13.2
6th grade	571	31.0
7th grade	594	32.2
8th grade	296	16.1
9th grade	28	1.5
Other grade	73	4.0
<b>Total</b>	<b>1,806</b>	<b>97.9</b>
Missing	38	2.1

### Race or ethnicity

	Frequency	Percent
White	1,399	75.9
Black or African American	134	7.3
Hispanic or Latino	189	10.2
Asian or Pacific Islander	35	1.9
American Indian or Alaskan	22	1.2
<b>Total</b>	<b>1,779</b>	<b>96.5</b>
Missing	65	3.5



# Appendix F

## Cops and Kids Program

<u>Communities</u>	<u>Number of Participants</u>
Beverly	64
Clinton	12
Framingham	72
Greenfield	15
Lowell	128
Lynn	70
Mashpee	16
Medford	368
Newton	20
New Bedford	104
North Attleboro	46
Pittsfield	35
Rockland	515
Somerville	82
Southbridge	194
Springfield	42
Taunton	78
Uxbridge	121
Watertown	268
Woburn	158
<b>Total</b>	<b>2,408</b>

# Appendix G

## Preliminary Evaluation Findings

### Rating of Cops and Kids Program

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Needs Improvement</b>	1	1.4	1.6	1.6
	<b>Average</b>	5	7.0	7.9	9.5
	<b>Good</b>	15	21.1	23.8	33.3
	<b>Excellent</b>	42	59.2	66.7	100.0
	<b>Total</b>	63	88.7	100.0	
<b>Missing</b>	<b>System Missing</b>	8	11.3		
	<b>Total</b>	8	11.3		
<b>Total</b>		71	100.0		

**Would like to see the Cops and Kids Program offered next year or not**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>No</b>	7	9.9	11.1	11.1
	<b>Yes</b>	56	78.9	88.9	100.0
	<b>Total</b>	63	88.7	100.0	
<b>Missing</b>	<b>System Missing</b>	8	11.3		
	<b>Total</b>	8	11.3		
<b>Total</b>		71	100.0		

**As a result of the Cops & Kids program, relationship with police is:**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	<b>Better</b>	44	62.0	71.0	71.0
	<b>Stayed the Same</b>	16	22.5	25.8	96.8
	<b>Worse</b>	1	1.4	1.6	98.4
	<b>No Opinion</b>	1	1.4	1.6	100.0
	<b>Total</b>	62	87.3	100.0	
<b>Missing</b>	<b>System Missing</b>	9	12.7		
	<b>Total</b>	9	12.7		
<b>Total</b>		71	100.0		