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Impact Evaluation of Youth Crime Watch Programs

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Final Report

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Internal Review

Project Director

Technical Reviewer

Management Reviewer

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Abstract

Abt Associates conducted an impact evaluation of Youth Crime Watch (YCW) programs in three Florida school districts (Broward, Hillsborough, and Pinellas Counties). School-based YCW programs implement one or more of a variety of crime prevention activities, including youth patrol, in which YCW participants patrol their school campus and report misconduct and crime. At many schools, participants wear items with YCW insignia and carry two-way radios while they patrol.

Methodology

The four-year study included both a school-level and participant-level impact analysis.

- The school-level analysis used panel data to compare reported incidents of crime and violence, major disciplinary actions, and school climate data across schools and over time. Abt Associates collected data on YCW programs from 172 secondary schools via telephone surveys. The Florida Department of Education provided data regarding reported incidents and disciplinary actions. The Broward school district provided school climate survey data.

- The participant-level analysis used propensity scores to compare YCW participants with non-YCW students in 14 middle schools and assess the effect of participation on a number of different individual development measures and on willingness to report different types of misconduct and crime. Outcomes were based on self-reported data collected through surveys administered to students at their schools.

Findings

- In the school-level analysis, reported rates for incidents of crime and violence were 14 percent higher in middle schools with YCW programs than in middle schools without YCW programs, but there was no statistically significant difference in rates between high schools with and without YCW programs. We attribute this finding to increased reporting of incidents in schools with YCW programs. Rates of major disciplinary actions were lower in YCW high schools than in non-YCW high schools, but did not differ between YCW and non-YCW middle schools. School climate measures were lower in YCW schools relative to non-YCW schools. We speculate that increased awareness of on campus misconduct via increased reporting may be responsible for this finding.

- In the participant-level analysis, students who participated in YCW expressed greater willingness to report incidents of misconduct than did other students, suggesting that the YCW programs achieved the important goal of getting participants to report misconduct and crime. With respect to individual development measures, we found that students participating in YCW do no better nor no worse than students who did not participate.

Executive Summary

With funding from the National Institute of Justice (NIJ), Abt Associates conducted an impact evaluation of Youth Crime Watch (YCW) programs. The most widely known and visible YCW activity is youth patrol, in which student members patrol their school campus and report misconduct and crime. At many schools, YCW members wear YCW T-shirts, vests, or other insignia and carry two-way radios while they patrol. YCW programs are intended to both improve school safety and provide benefits for YCW members, such as improved leadership skills and self-confidence. Youth Crime Watch of America (YCWA), whose mission is to involve youth in addressing and solving problems in their communities and schools, is the national organization that provides training and technical assistance to YCW programs and hosts YCW conferences. YCWA also establishes standards and guidelines, but local YCW programs are responsible for forming, operating, and maintaining their own programs.

NIJ requested an impact evaluation that would assess both the *school-level effects* and the *participant-level effects* of YCW programs. Abt Associates' four-year study was conducted in three Florida school districts—Broward, Hillsborough, and Pinellas.[1] Roughly one-third of all YCW programs nationwide are in Florida.

- *The school-level impact study* involved 172 secondary schools (i.e., middle and high schools) in the three school districts and included the development of a statistical model to assess the relationship between three sets of outcome measures (reported school incidents, major disciplinary actions, and school climate data) and YCW program characteristics. Data for the outcome measures were obtained from the school districts or the Florida Department of Education; YCW program characteristics were obtained via annual telephone surveys of all secondary schools.

- The *participant-level impact study* was implemented in 14 middle schools across the three school districts and used a quasi-experimental design to compare YCW members and non-YCW students. Our statistical model examined the differences between the YCW participants and non-YCW students in terms of their attitudes and behaviors, such as leadership skills, problem solving skills, self-esteem, ability to work with others, and willingness to report school rule violations and crimes. All outcomes are based on self-reported data collected through surveys administered to students at their schools.

We also conducted a process analysis that involved the 14 middle schools included in the participant-level impact study plus an additional 19 high schools. Data for the process analysis consisted of annual written questionnaires and focus groups with YCW members, and annual telephone interviews with YCW adult advisors and principals at these schools.

Below, we provide a descriptive overview of YCW programs and then summarize the results of the school-level and participant-level impact studies.

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[1] The three school districts coincide with the Florida counties with the same names. Broward County is centered around Fort Lauderdale, Hillsborough around Tampa, and Pinellas around St. Petersburg. All three school districts are among the 25 largest in the Nation.

Description of YCW Programs in the Three School Districts

Each school with a YCW program has an adult advisor. In the Hillsborough and Pinellas school districts, the vast majority of advisors are School Resource Officers (SROs), who are sworn law enforcement officers assigned to schools for the purposes of enforcing the law, teaching, and mentoring. In the Broward school district, the majority of advisors are non-sworn security specialists who work for the school district.

Advisors typically start forming YCW programs two to four weeks after the start of the school year. The advisor notifies the student body that the YCW program for that school year is forming and invites students to apply. Some advisors allow only a certain number of students in YCW; others have no fixed limit. Most advisors use one or more screening criteria (e.g., allowing only older students in the program, requiring no history of serious disciplinary actions) or require teacher recommendations. The median number of YCW members per school in the three school districts was 20 students.

YCW Activities

Program activities typically start four to six weeks into the school year. Advisors operate YCW programs in one of three ways: (1) as an extracurricular club; (2) as an elective class (e.g., a half dozen students are enrolled in YCW during each period of the day); or (3) as a substitute for an elective (e.g., a student performs YCW activities three periods a week instead of attending physical education).

Of the nine YCW components developed by Youth Crime Watch of America,[2] youth patrol (and, consequently, an increased emphasis on crime reporting) is the only component implemented by a majority—70 percent—of YCW programs. Twenty-five percent engage in action projects (e.g., neighborhood trash cleanups) and about 15 percent implement mentoring programs.

If the YCW program has a patrol component, the YCW advisor trains members on patrol rules and procedures (e.g., for using two-way radios) and what to do if they observe misconduct or a crime (e.g., never confront the person). The advisor typically cautions the student body (e.g., by making an announcement at an all-school assembly) about retaliating against YCW members for reporting incidents involving students. Only 10 percent of YCW advisors in the three school districts indicated there had been any retaliation against YCW members for having reported other students' misconduct, with nearly all reprisals described as minor verbal harassment.

Whether the advisor operates the YCW as an extracurricular club, an elective class, or as a substitute for an elective class dictates when members can potentially patrol. The most common time period for patrol is during classes (69 percent of all programs). Typical assignments while on patrol include:

- verifying that students in the hallways during classes have a valid hall pass;
- escorting students between classrooms and the school administrative office;
- escorting adult visitors from the office to their destination;

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[2]   Youth patrol; crime reporting; drug, violence, and crime prevention education; bus safety; mentoring; conflict resolution; mediation; peer and cross-age teaching; and action projects.

- watching for unauthorized persons in the school parking lot;
- checking bathrooms and other locations for graffiti; and
- directing people entering the building without proper identification to go to the office to sign in.

Problems are reported to the YCW advisor (by two-way radio, if available) or another adult at the school, who follows up, as appropriate. Our survey of all YCW advisors in the three school districts found that 76 percent advisors were "very confident" that YCW members always reported serious misconduct that they observed while on patrol.

Program Continuity and Challenges

The composition, organization, and activities of YCW programs change from year to year. For example, YCW members graduate or elect not to re-join the program. One of the greatest challenges for YCW programs is the high turnover rate among advisors. Forty two percent of advisors were new at their school in the three school districts during our study. The high turnover rate is largely a consequence of how frequently School Resource Offices (SROs) are reassigned to different schools.

Another challenge that advisors face that can affect program continuity is maintaining member motivation. A number of advisors and administrators reported that it could be difficult to maintain members' interest in the program, and they believed that keeping them motivated was important to program success. One advisor commented that as the school year progressed "older kids don't see [YCW] as 'cool' anymore and want to be with their friends." A student participating in a study focus group commented that "when I first joined, I was really excited, but over time it got boring."

Perceptions of Program Participants

Almost all (95 percent) YCW advisors in the three school districts indicated that they would recommend that schools implement YCW programs. Most YCW advisors and administrators believed that YCW helped prevent misconduct by deterring students from misbehaving because of fear they would be observed and reported by YCW members and then punished. As one advisor put it, "Kids are our eyes in the back of our heads at hot spots—restrooms and certain hallways; prevention is what they do." Nearly three quarters of students (72 percent) of the over 700 YCW participants surveyed during the study believed that their YCW programs had improved safety in their schools "some" or "a lot" by reducing the number of crimes in school (including parking lots and playing fields), the amount of disorder in school, and the number of students hanging out in hallways or bathrooms during class.

School-Level Analysis

Methodology

The research question for the school-level impact study is derived from one of the three overall goals of YCW programs, as articulated by Youth Crime Watch of America: "to create crime-free, drug-free environments through a youth-led movement." Thus, our general research question is: "Do schools with YCW programs have lower levels of crime and drug use than schools without YCW programs?" Recognizing that there are multiple ways of measuring crime, our specific research questions are: "Do schools with YCW programs have:

- fewer reported crimes,

- fewer major disciplinary actions taken against students, and

- a student population that feels safer, indicates it has been victimized less frequently, and believes that fewer crimes are committed than in comparable schools without YCW programs?"

Our quasi-experimental design analyzed data from all the middle schools and high schools in the Broward, Hillsborough, and Pinellas school districts (by school and by school year) using a time series approach (i.e., before and after the introduction of YCW) and across groups of schools with a cross-sectional approach (i.e., schools with and without YCW).

As summarized in the table below, our analysis utilized data collected directly from YCW advisors, as well as extant data collected by school districts and data reported by schools to the Florida Department of Education.

Summary of School-Level Data Collection

Data	Source	Years Obtained
YCW Program Data		
• Implementation status (whether a school had a YCW program)	• Questionnaires administered to YCW advisors by project staff	• 00/01 – 05/06
• Program characteristics (details of the YCW program operations)	• Questionnaires administered to YCW advisors by project staff	• 03/04 – 05/06
Measures of Crime and the Level of School Safety		
• Reported incidents[3]	• Florida Department of Education	• 98/99 – 05/06
• In-school and out-of-school suspensions	• Florida Department of Education	• 98/99 – 05/06
• Student surveys on school climate	• Broward, Hillsborough, and Pinellas School Districts[4]	• Varies by district
Other School Characteristics		
• school size • per pupil expenditures • standardized test results • the percentage of students eligible for free or reduced lunch • dropout and graduation rates	• Florida Department of Education	• 98/99 – 05/06

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[3] Reported incident categories include serious incidents, many of which are criminal acts, as well as certain (but not all) violations of a school's code of conduct. Specific categories include: violent acts against persons (homicide, sexual battery, robbery, battery, kidnapping); possession of alcohol, tobacco, or other drugs; property incidents (breaking and entering, larceny/theft, motor vehicle theft, arson, vandalism); fighting and harassment (fighting, threats and intimidation, and sexual harassment); and other non-violent offenses (lewd behavior, indecent exposure, trespassing, disorderly conduct).

[4] Of the three school districts, only Broward conducted *annual* school climate surveys of their students. Consequently, our analysis only used the Broward school climate data.

Data collected from YCW program advisors yielded an important finding that affected our school-level analysis: the number of schools with YCW programs (79 percent of the 172 schools) was substantially larger than the number suggested by data obtained from Youth Crime Watch of America at the beginning of the study. Furthermore, 58 percent of the schools had a YCW program in each of the six school years for which we obtained YCW implementation status data, and only 28 percent of the schools had any "off-on" or "on-off" sequence (e.g., they ran a YCW program in one year, but not the following year). This limited our ability to execute a comparative time series design as planned.

Analysis and Findings

Our school-level outcome analysis examined whether reported incidents of crime and violence, disciplinary actions, and school climate data were influenced by YCW implementation. Measurable reductions in reported incidents of crime and violence or disciplinary actions, or improvement in school climate measures associated with YCW implementation in schools, would allow us to reject the null hypothesis that YCW programs have no impact on student misbehavior. However, increased or unchanged reported incidents of crime and violence or disciplinary actions would not allow us to draw inferences about the underlying influence of YCW programs on student behavior, because increased reporting under YCW programs could potentially mask any changes in underlying rates of misconduct.

The basic research model is a panel design that compares the outcome variables in schools with and without YCW programs over time. We ran separate regression analyses with school-level fixed effects to test the relationship between YCW program activity and individual outcome measures, while controlling for underlying differences in schools that do and do not choose to implement YCW programs. Additionally, we used a seemingly unrelated regression (SUR) approach to test the impact of YCW program activities on outcome measures averaged across categories.

Reported Incidents
Reported incident measures depend not only on the underlying rates of misconduct but also on the likelihood that any given incident is actually witnessed and reported to school authorities The *a priori* expected effect of YCW activity on reported incidents of crime and violence is therefore ambiguous in direction. On the one hand, YCW might deter some student misbehaviors which would have occurred in the absence of the program (*deterrent effect*). On the other hand, YCW may increase the likelihood that an incident, once committed, is observed and reported to school officials (*reporting effect*).

The results of our impact analysis are as follows:

- Reported rates for incidents of crime and violence are 14 percent higher in *middle schools* with YCW programs than in middle schools without YCW programs.

- There is no statistically significant joint difference in reported incidence rates of crime and violence between *high schools* with and without YCW programs.

- Patrolling by itself has no consistent association with reported incidents of crime and violence, but use of two-way radios while on patrol is associated with an increase in reported incident rates in both middle schools and high schools.

- Rates of reported incidents of crime and violence fell over time in all schools in our sample, but there are no consistent differences in trends across YCW and non-YCW schools.

We cannot tell from the higher rates of *reported* incidents in middle schools with YCW programs whether *underlying* misconduct rates rose or fell. However, the fact that the use of two-way radios when patrolling is associated with an increase in reported incident rates suggests that the reporting effect is indeed an important factor.

Major Disciplinary Actions

We analyzed the influence of YCW programs on both in- and out-of-school suspensions using the same analysis framework and found that:

- Suspension rates were lower in YCW high schools than in non-YCW *high schools*, but suspension rates did not differ across *middle schools* with and without YCW programs.

- Patrolling is associated with lower suspension rates in high schools but not in middle schools.

Considered alongside our previous results on reported incidents of crime and violence, these results paint an interesting picture. In high schools, reported incident rates were unchanged, but disciplinary actions fell. In middle schools, incidence rates of reported on-campus misconduct were higher under YCW programs, but there was no associated increase in disciplinary actions. A supplementary analysis of program tenure indicated that suspension rates were higher on average in middle schools with first year YCW programs but lower on average when programs were older than one year. This seems to be an indication that YCW activity, particularly in programs extant for more than one year, may be differentially affecting types of misconduct not captured in the criminal and violent incident data but reported to school administrators and resulting in disciplinary actions. (The suspension data account for several types of minor offenses, such as thefts of items with very small monetary value, truancy, and chronic tardiness that are not included in the reported incident data.)

School Climate Measures

Finally, in looking at school climate data from the Broward school district,[5] we found that:

- School climate measures (e.g., the percentage of students who feel safe in schools) were lower in middle schools and high schools with YCW programs than in non-YCW schools.

- Patrolling was associated with improvements in school climate measures in middle schools and high schools, particularly when patrolling students carried two-way radios.

There are several possible explanations for this pattern. For example, increased reporting of student misconduct may cause students to feel less safe or lead to an increased awareness of misconduct and crime, much as a large increase in police presence in a community may result in citizens becoming more concerned about crime than they originally were. If students are more likely to learn of their peers' misbehavior when YCW programs are active, then one would expect a negative association between YCW and school climate. Alternatively, students could feel less safe because of the fact that their school must rely on "extra eyes" to maintain order and safety. Finally, it could be that students

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5   As noted earlier, of the three school districts, only Broward conducts annual student surveys on school climate indicators.

in YCW are more likely to report misbehaviors they have witnessed among their peers in response to the program's general emphasis on reporting. Our analysis allows us neither to confirm nor to reject these possibilities.

In sum, the best evidence at our disposal indicates that YCW programs increase the rate of reported on-campus incidents of crime and violence in both middle schools and high schools. This finding might be expected of a program whose primary program activity, youth patrol, focuses on increasing observation and reporting of student misbehavior. Although suspension rates were lower in high schools with YCW programs than in schools without YCW, in general we cannot draw any further inferences about the influence of YCW implementation on underlying rates of student misconduct.

Participant-Level Analysis

Methodology

The participant-level impact study had two general research questions: (1) does participation in YCW improve students' leadership skills, self-esteem, problem solving skills, and ability to work effectively with others? and (2) does participation in YCW cause students to be more willing to report different types of misconduct and crime?

To answer these questions, we employed a quasi-experimental design comparing two groups of students: (1) students who had just signed up for YCW for the first time ("new YCW" students) and (2) a comparison group of students not in YCW ("non-YCW" students). We enrolled three cohorts of students in the study, one each at the beginning of the 04/05, 05/06, and 06/07 school years. All outcomes are based on self-reported data collected through surveys administered to students at their schools. We surveyed students in the first two cohorts three times—at baseline, 6 months after baseline, and 18 months after baseline. We surveyed students in the third cohort two times—at baseline and 6 months after baseline.

The study was conducted in 14 middle schools across the three school districts. These schools were not randomly selected from among all schools with YCW programs in the three districts, nor did we attempt to influence a school's decision whether or not to run a YCW program. Rather, we intentionally tried to recruit those middle schools considered to have active and well-respected YCW programs.

We attempted to enroll into the study *all* new YCW students at the start of the 04/05, 05/06, and 06/07 school years who were in either the 6th or 7th grade. We did not include 8th graders, because they would be at different schools at the time of the 18 month follow-up survey. For the non-YCW comparison group, we enrolled in the study all students in either one or two classrooms in each school. Classrooms were selected in consultation with the YCW advisor and the school administration, taking into account:

- the school's need to minimize disruption to the school day and, especially, to classrooms teaching core academic subjects;

- the number of new YCW students enrolled in the study at the school that year—we wanted at least as many non-YCW students as new YCW members in the study; and,

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- the grade distribution of the new YCW students—we wanted to match the grade distribution of the non-YCW students and YCW members as closely as possible.

Because YCW students were generally high performing students, we also excluded classrooms with a preponderance of low academically performing students.

We developed four survey instruments for the participant impact analysis: a baseline and follow-up survey for both the new YCW group and the non-YCW comparison group. The instruments included two groups of questions for assessing participant impact: (1) how the respondents felt about themselves, in terms of self esteem, leadership skills, ability to work with others, and problem-solving ability and (2) whether the respondent would report certain types of problems or crimes that they observed at the school. The surveys also included demographic information, current involvement in school and community activities, and current attitude toward school and home life.

The number of completed surveys across the three waves for New YCW and Non-YCW groups is shown below.

Completed Surveys by Group

	Baseline	6-month follow-up	18-month follow-up
New YCW	485	423	151
Non-YCW	674	630	276

Student transfers—especially in Hillsborough school district, which has a school choice program that permits students to enroll in any school in the county—contributed significantly to the relatively low percentage of students that we were able to survey at the 18-month follow-up period.

Analysis and Findings

We tested hypotheses about the impact of YCW on participants by comparing responses from YCW participants and the comparison group of students in the same schools. We controlled for differences between the two groups by using propensity scores and a difference-in-differences approach.

The analysis shows that students who participate in YCW are more likely to report misconduct than they would have been without participating in YCW. We found statistically significant effects for four of five incident types—smelling cigarette smoke in the school bathroom, hearing that there is going to be a fight after school, seeing someone breaking into a car in the school parking lot, and seeing someone bullying another student. For the other incident type—seeing someone giving drugs to another student—94 percent of YCW participants indicated in the baseline survey that they would be willing to report the incident, leaving little room for improvement. We found slightly weaker evidence that some of these changes persist into the next school year. This suggests that the YCW programs at the schools participating in this component of the study are achieving an important intermediate goal—getting participants to report misconduct and crime.

At the same time, we did not find any effect of YCW on self esteem, leadership skills, ability to work with others, or problem-solving ability. That is, we found no evidence that YCW participants are better off in terms of these individual development measures than if they had not participated in

YCW. This is not a criticism of YCW programs—given that the students in the comparison group are involved in many other school activities (as opposed to doing nothing but school work), our finding suggests that students do no better nor no worse in YCW than students participating in other extracurricular activities and special interest clubs. Schools have an obligation to provide a variety of opportunities for students. Clearly, YCW provides an opportunity for students (especially for those interested in community service or law enforcement), and some will take advantage of this opportunity and will grow and develop because of their involvement in the program.

1.0 Introduction and Background

This report summarizes the National Institute of Justice (NIJ) grant "Impact Evaluation of Youth Crime Watch Programs" (Grant # 2003-JN-FX-0002), awarded to Abt Associates in January 2004. Our study was one of six that evaluated programs that received funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP) in Fiscal Year 2002. Based on a formal evaluability assessment process, NIJ selected the six from a pool of 89 OJJDP-funded programs.

Youth Crime Watch of America (YCWA) was one of the 89 organizations that received OJJDP funding in Fiscal Year 2002. YCWA's mission is to involve youth in addressing and solving problems in their communities and schools, particularly crime, violence, and drug abuse. YCWA does this by encouraging implementation of Youth Crime Watch (YCW) programs, providing them with training and technical assistance, and convening conferences and workshops for YCW adult advisors and youth participants. YCW programs, according to YCWA, have *three goals*:

- provide crime-free, drug-free environments through a youth-led movement;
- instill positive values, foster good citizenship, and build self-confidence in children; and
- enable program members to become resources for preventing crime, drug use, and violence in schools and communities.

The most widely known and visible YCW activity is youth patrol, in which student members, under the direction of an adult advisor, patrol their school campus to, as noted on the YCWA web site, "help maintain order, enforce rules, and report crime or crime-threatening situations." At many schools, YCW members wear YCW T-shirts, badges, or other insignia and carry two-way radios while they patrol. Youth patrol is one of *nine components* that make up the YCWA model. The other eight components are crime reporting; drug, violence, and crime prevention education; bus safety; mentoring; conflict resolution; mediation; peer and cross-age teaching; and action projects.

1.1 Study Goals

YCW programs are intended to both improve school safety and provide benefits for YCW members, such as improved leadership skills and self-confidence. Reflecting these two purposes, NIJ requested an impact evaluation that would assess both the *school-level effects* and the *participant-level effects* of YCW programs.

Abt Associates' four-year study was conducted in three Florida school districts—Broward, Hillsborough, and Pinellas—where 79 percent of the secondary schools had a YCW program.[6] The study had two major components:

- *The school-level impact study* involved all secondary schools in the three school districts (172 schools) and included the development of a statistical model to assess the relationship between three sets of outcome measures (reported school incidents, major disciplinary

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[6] The percentage of schools with a YCW program varied slightly from year to year. For the sake of brevity, data from the 05/06 school year (the final school year for which we obtained data) are reported here and throughout chapter 1.

actions, and school climate data) and YCW program characteristics. We aggregated these data by school and by school year, and examined the relationships both within individual schools over time (i.e., before and after introduction of YCW) and between groups of schools (i.e., those with and without YCW).

- *The participant-level impact study* was implemented in 14 middle schools across the three school districts and used a quasi-experimental design to compare YCW members and non-YCW students. The design included a baseline survey and follow-up surveys 6 and 18 months later. Our statistical model examined the differences between the YCW participants and non-YCW students in terms of their attitudes and behaviors, such as leadership skills, problem-solving skills, self-esteem, ability to work with others, and willingness to report school-rule violations and crimes.

We also conducted a *process analysis* that involved the 14 middle schools included in the participant level impact study plus an additional 19 high schools. Data for the process analysis consisted of annual written questionnaires and focus groups with YCW members, and annual telephone interviews with YCW advisors and principals at these schools. Two interim study reports summarize the process analysis (Rich et al. 2005, and Rich et al. 2006).

This report consists of the following:

- Chapter 1 introduces the report and provides background information on YCWA and YCW programs.

- Chapter 2 describes the methodology and findings of the school-level impact study.

- Chapter 3 describes the methodology and findings of the participant-level impact study.

- Appendix A includes case studies of YCW programs at two middle schools and one high school.

- Appendix B contains the data collection instruments used in the study.

- Appendixes C and D contain details on the school-level and participant-level statistical models used in the study.

1.2   Youth Crime Watch of America and Its Model

The first YCW program was formed in 1979 and was modeled after the Miami-Dade (Florida) County's neighborhood crime watch program. YCWA was established in 1986. According to YCWA, there were approximately 600 schools or communities with YCW programs as of December 2000, 1,228 as of September 2002, and 662 as of September 2006. Since 2002, roughly 40 percent of YCW programs have been in Florida.[7]

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[7]   The number of programs increased dramatically in 2002 because in the previous year YCWA received a grant from the Office of Juvenile Justice and Delinquency Programs to expand its outreach efforts to establish new programs. The decline in the number of programs from 2002 to 2006 reflects, in part, the challenges YCWA faced in sustaining both these new programs as well as pre-existing programs.

YCWA does not provide a fixed program for schools to implement, like Drug Abuse Resistance Education (DARE), Gang Resistance Education and Training (GREAT), and other curriculum-based programs. Rather, YCWA encourages local YCW programs to adapt any of the nine YCWA components according to the site's particular needs, resources, and capabilities. At the same time, YCWA has attempted to promulgate a minimum set of requirements or standards. The YCWA site standards, as posted at ycwa.org, state that YCW programs should:

- *have an adult advisor*—either a teacher, police officer, school administrator, or community leader;

- have a *core group* of at least 6 students members;

- implement *at least one of the nine YCW components* (see above);

- hold at least *two meetings per month* or spend at least *150 hours of activity* on their program components during the year;

- send adult advisors or the core group of student members to a *YCW implementation training* at least every three years;

- make the community and school *aware of the program*; and

- have a *site agreement* signed by the school principal that affirms the school's commitment to adhere to these minimum standards.

The minimum standards also include a reporting requirement:

- YCW programs must *submit a site survey* to YCWA each year that includes program and advisor contract information, the number of student members, components that were implemented, and the adult advisor or student members' participation in trainings during the year.

Sites that meet all of these standards are official "YCWA sites." According to the YCWA web site, "[r]ecognition as an official site gives you the opportunity to utilize the technical support, staff, and full complement of resources available from YCWA."

1.3 Implementation of YCW Programs in the Three School Districts in the Study

Below is a brief description of the YCW programs that were included in the study from the Broward, Hillsborough, and Pinellas school districts.[8] Appendix A provides case studies of three well-respected programs from two of these counties that provide additional information about how YCW programs operate. The specific programs referred to in the discussion below, at Pioneer and Tomlin Middle Schools, and at Durant High School, are described in detail in these case studies.

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[8] There are YCW programs in other Florida school districts, as well as many other states. Our study did not examine programs outside of the three study school districts.

1.3.1 The YCW Advisor

Each school with a YCW program has an adult advisor. In the Hillsborough and Pinellas school districts, the vast majority of advisors are School Resource Officers (SROs) from the Hillsborough County Sheriff's Department, Tampa Police Department, Pinellas County Sheriff's Office, St. Petersburg Police Department, or one of a dozen or so smaller police departments in Hillsborough and Pinellas Counties. SROs are law enforcement officers assigned to schools for the purposes of enforcing the law, teaching, and mentoring. In the Broward school district, the majority of advisors are non-sworn security specialists who work for the school district, which provides a $500 stipend to each security specialist to run a YCW program.

Security specialists in the Broward school district and SROs in the Hillsborough County Sheriff's Office are generally expected to run YCW programs because of strong support for YCW within those two organizations. Other law enforcement agencies with SROs in the schools in the three schools districts provide more latitude to their SROs in choosing whether to run a program. Even though many YCW advisors are expected to run a YCW program, the vast majority of YCW advisors reported that they liked the program. For example, 95 percent of all advisors in the three school districts said that they would recommend the program to a school that did not have one.

Even though YCWA periodically offers training, many YCW advisors have not received formal training in how to be an advisor. Of 23 advisors at schools participating in the process analysis component of the study—which generally included well-respected and highly active programs in the three school districts—only 8 had received training, and only 3 of them had received training before becoming a YCW advisor. These three advisors reported that the pre-service training was helpful because it taught them how to set up a program and how to recruit members and keep their interest. The principal at Pioneer Middle School (see the case study in appendix A) made a point to send her school's new YCW advisor for training with YCWA as soon as he arrived.

In the absence of formal training, advisors typically learn on their own from materials on the YCWA web site, consult with the previous advisor at the school or with advisors at other schools, or simply "wing it." All but 2 of the 15 advisors who had never received training reported they would have liked to have received formal training before they assumed the advisor position, with the instruction focused on:

- setting up and running a program;

- establishing boundaries for members, that is, identifying what they can and cannot do on patrol—for example, whether to go off campus to chase a student skipping class;

- communicating with, motivating, and training members;

- raising money;

- learning how other programs are run; and

- providing information on confidentiality when members report misconduct by other students.

1.3.2   Program Goals

YCWA strongly believes that YCW programs should both try to enhance school safety and promote youth development. The vast majority of YCW advisors, however, view YCW as primarily a school safety program. Of 28 advisors at schools included in the process analysis component of the study, 54 percent said their programs' *only goal* was to enhance school safety. This perspective reflects the fact that most advisors, especially those who are police officers and security specialists, have been trained, are told, and are in a physical position (in corridors, parking lots) to spend most of their time looking for and addressing misconduct and crime.

1.3.3   Program Formation and Membership

YCW programs typically recruit members two to four weeks after the beginning of the school year. The YCW advisor notifies the student body that the YCW program for that school year is forming and invites students to apply. Most advisors use written applications that require applicants to explain why they want to be in the program. Some YCW advisors allow only a certain number of students in YCW; others have no fixed limit. Some advisors permit only older students in the program—for example, the Tomlin Middle School advisor excludes 6th graders because "they are too immature."

YCWA believes that having a cross-section of students in the program is very important because the program should "look like" the student body and not be viewed as a clique or as representing only one segment of the student population. Still, 80 percent of YCW advisors across the three school districts screen applicants, most commonly accepting only students with no history of serious disciplinary actions, at least a B grade average, and teacher recommendations. Screening applicants is consistent with the view of many advisors that, as noted above, YCW is primarily a program designed to enhance school safety and can, as a result, be effective only with trustworthy members.

In any given year, YCW members are typically a mix of students who were in the program the previous year and students who joined for the first time. The median number of YCW members per school in the three school districts was 20 students. However, in 2006-2007 the programs at Pioneer Middle School and Durant High School each had 60 members.

1.3.4   Youth Patrol

Programs typically become operational four to six weeks into the school year. Advisors run YCW programs in one of three ways:

- as an extracurricular club;

- as an elective class (e.g., a half dozen students are enrolled in YCW during each period of the day); or

- as a substitute for an elective (e.g., a student performs YCW activities three periods a week instead of attending physical education).

Of the nine YCWA components, youth patrol (and, consequently, an increased emphasis on crime reporting) is the only component implemented by a majority—70 percent—of YCW programs.[9] Indeed, for many programs patrol is their only significant activity. For example, Durant High School's program involves "saturation" patrols in cars, on foot, by bicycle, and with a golf cart, covering the entire school every class period, from corridors to bathrooms to playing fields to staircases. Members even write parking tickets (with $25 fines) for students who are parked in the teacher's lot. Most advisors ask their member to report misconduct even when they are not on duty. Indeed, the Pioneer Middle School advisor testified that most reports of misconduct from members come while they are not on patrol.

Twenty-five percent of programs engage in action projects. For example, at Pioneer Middle School, four Saturday mornings a year YCW members, along with members from the other schools in the district, clean up the roadways in front of the their schools and are then treated to a barbecue or pizza. About 15 percent of programs implement mentoring programs. No other single YCWA component was implemented in more than 10 percent of schools.

If the YCW program has a patrol component, the YCW advisor trains members on patrol rules and procedures (e.g., for using two-way radios) and what to do if they observe misconduct or a crime (e.g., never confront the person). At Tomlin Middle School, the advisors accompany new members at their posts or on patrol the first day and usually match them with an experienced member as a "buddy" the first week they are "on the job."

Only 10 percent of YCW advisors in the three school districts indicated there had been any retaliation against YCW members for having reported other students' misconduct, with the vast majority of reprisals described as minor verbal harassment. In part, this may be because advisors often caution the student body (e.g., by making an announcement at an all-school assembly) against retaliating against YCW members for reporting incidents involving students.

Whether the advisor operates the YCW as an extracurricular club, an elective class, or a substitute for an elective class dictates when members can potentially patrol. A program operating as an extracurricular club may have members patrolling the campus before or after school, between classes, or during lunch, whereas the other two models also allow for patrolling during class periods. Sixty-nine percent of YCW programs patrol during classes and 66 percent patrol during lunch; fewer programs patrol between classes (39 percent), before school (22 percent), or after school (20 percent). Members meet with their advisors at the beginning of the period to get their patrol assignment (e.g., a particular hallway, parking lot, or bathroom, or the main lobby), pick up a two-way radio (used in 65 percent of programs), and put on their YCW T-shirt or other means of unique identification (used in 88 percent of programs).

Typical assignments while on patrol include:

- verifying that students in the hallways during classes have a valid hall pass;
- escorting students between classrooms and the school administrative office;

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[9] The percentage of YCW programs that did patrol decreased during our three years of data collection: 88 percent of YCW programs implemented patrol during the 03/04 school year, 79 percent in 04/05, and 70 percent in 05/06.

- escorting adult visitors from the office to their destination;
- watching for unauthorized persons in the school parking lot;
- checking bathrooms and other locations for graffiti; and
- directing people entering the building without proper identification to go to the office to sign in.

Problems are reported to the YCW advisor (by radio, if available) or another adult at the school, who follows up, as appropriate. Our survey of YCW advisors found that the vast majority of advisors (76 percent) were "very confident" that YCW members always reported serious misconduct that they observed while on patrol.

1.3.5 Program Continuity

The composition, organization, and activities of YCW programs change from year to year, depending on whether:

- the number of students who enroll in YCW changes;
- YCW student leaders from the previous year have been graduated or not re-joined the program;
- the advisor feels modifications will improve the program;
- there is a new advisor; and
- the school has a new principal who wants the program changed.

One of the greatest challenges for YCW programs is the high turnover rate among advisors. Forty-two percent of advisors were new at their school in the three school districts. Even among the 23 advisors in the 2004/05 in-depth survey who were selected to participate in the study because they appeared to have first-rate programs, three-quarters were new to their schools.

There are a number of reasons for this turnover, almost all of which have little or nothing to do with the SROs' or security specialists' position as YCW advisor:

- Some advisors must be replaced because they leave their schools when their law enforcement agencies or school districts transfer them to other police units or schools. Sometimes the transfer reflects the law enforcement agency's policy (as in many other parts of the country) to rotate officers in and out of the SRO position; other times advisors who are SROs are reassigned to other duties because the agency has decided the SROs turned out to be a poor choice for the position or because the officers themselves have learned that the position brings unexpected frustrations, ranging from constant struggles with school administrators to lack of excitement and camaraderie compared with patrol duty.

- Every year, some advisors retire from police work or the school district, or transfer to other law enforcement agencies or school districts—or professions—and have to be replaced.

- In some cases, when an advisor leaves a school, rather than fill the vacancy with an SRO or security specialist who has never been a YCW advisor, the police department or school district transfers an advisor from another school who has the seniority to request to be reassigned and prefers the other school because of its more desirable location or grade level,

lack of disorder, or school administrators. When this occurs, two schools end up having new YCW advisors.

- A few YCW advisors who are security personnel or teachers ask to be relieved of the position because the stipend of $500 is perceived to be much too small for the work involved.

Turnover among advisors is likely to reduce program effectiveness for up to a year, because new advisors have to become familiar with their new schools and programs. If the advisors are also new to advising a YCW, they must also learn how to maintain or even start up a program, especially when, as is often the case, there is no one to mentor them and no documentation of how the program was conducted in the past. This lack of continuity (coupled, typically, with lack of advance training) not only results in new advisors making unnecessary and sometimes damaging mistakes, it also requires them to engage in extra work "reinventing the wheel." This is why, in explaining why their programs had improved over the previous year, many advisors reported it was because they had gained experience in running the program.

While this turnover among advisors (as well as among YCW members—see section 3.2.4 below) probably *reduces* program effectiveness, it does not necessarily *negate* the ability of the programs to achieve their intended effects.

Finally, if the new advisor is also a new School Resource Officer or security specialist, learning those new roles will reduce the amount of time the person has to devote to setting up or maintaining a YCW. Faced with these multiple challenges, some SROs and security specialists have elected to not run a YCW program at all during their first year at a new school. As one potential advisor said, "I'm a new SRO, and I'm too busy learning that job to have time to run a YCW program."

Many advisors reported that support from the school principal was important for program effectiveness because administrators were in a position to provide money for essential activities and lend legitimacy to the program in the eyes of the faculty and rest of the student body. For this reason, a new principal who is less supportive of YCW than his or her predecessor can dramatically reduce the program's effectiveness. Overall, however, the vast majority (76 percent) of YCW advisors indicated that their school principals provided a "great deal" of support for the program. For example, at Durant High School, when the new advisor approached an assistant principal with a plan to have YCW members patrol the 80-acre campus on bicycles, the administrator not only agreed but provided the advisor with a letter to submit to the sheriff's office requesting the donation of five unclaimed stolen or lost bicycles. The Pioneer Middle School principal has helped her program sell donuts to raise money, accompanied members to YCWA conferences, and every year deposited $1,000 from school monies in the YCW account.

Another challenge advisors face that can affect program continuity is maintaining member motivation. One advisor commented that, as the school year progressed, "older kids don't see [YCW] as 'cool' anymore and want to be with their friends." A student participating in a study focus group commented that "when I first joined, I was really excited, but over time it got boring." As a result, many advisors take steps to maintain members' interest in the program. Tomlin Middle School's advisor rotates posts and provides radios, attractive T-shirts, soda pop, fast food restaurant certificates, Christmas and end-of-the year parties, and an official membership certificate with the sheriff's department's logo on it. Durant High School's advisor has taken members on field trips to the sheriff's boot camp, jail shooting range, detectives' bureau, and communications center.

1.3.6   The Role of Money in Program Success

Many advisors explained that having money was very important. In the 2004/05 in-depth survey, more advisors reported that lack of money more than any other single difficulty was a moderate or serious barrier to program success.

Advisors say they need money to be able to offer activities that encourage new members to join and to maintain interest among current members. Motivational activities that typically require money include going on field trips, attending conferences, using radios, and YCW vests or T-shirts. Many advisors mentioned that the ability to purchase and repair radios was also important to members' safety, while wearing recognizable clothing helped deter misconduct because other students know they are being observed by members who will report them. Many advisors also want members to be identifiable so that teachers know that these students are in the corridors or on the grounds legitimately during class periods.

Advisors obtain money from two principal sources: their schools and program fundraising activities. Sixteen of the 23 advisors at schools participating in the process analysis component of the study obtain funding from their schools. Ten advisors secure money from fund raisers, often in innovative—but typically time-consuming—ways:

- The Pioneer Middle School advisor arranged for members to distribute a jewelry manufacturing company's catalogue every year to other students to take home to their parents and bring back with their parents' orders—and checks. The jewelry distributor charges YCW a reduced rate for its purchases, and the program keeps the difference, typically between $800-$1,000.

- The same advisor arranged for a donut shop to provide him donuts at reduced cost that YCW members re-sell at retail every Friday afternoon after school, netting the program between $70.00 and $90.00 each week.

- The Tomlin Middle School advisor arranged for members along with students from other clubs to direct drivers to parking spaces at the county's giant annual Strawberry Festival, clearing, at $5.00 per car, $500-$600 for the program after expenses.

- In 2007, the Tomlin advisor and SRO sent a letter to members' parents asking if they knew of any local businesses that might donate money to the program to charter a bus and pay for members' admission fees for a YMCA camp. A parent who owns a local business responded by donating $200 to cover every member's admission fee.

A number of advisors reported they also use some of their own money to help support their programs. Finally, some advisors obtain in-kind services or donations, including T-shirts, vests, and radios, from parents, local businesses, parent-teacher associations, local civic groups, and law enforcement agencies.

1.3.7   Perceptions of Program Participants

As noted above, the vast majority (95 percent) of YCW advisors in the three school districts indicated they would recommend that schools implement YCW programs. Most YCW advisors and

administrators believed that YCW helped prevent misconduct by deterring students from misbehaving because of fear they would be observed and reported by YCW members and then punished. Most advisors reported that they considered their YCW programs to be one of their school's most important safety strategies. As one advisor put it, "Kids are our eyes in the back of our heads at hot spots—restrooms and certain hallways; prevention is what they do." School staff at Pioneer Middle School report that hallway patrols have eliminated graffiti from bathrooms and nearly ended fights in hallways.

Several school administrators also observed that, although not implemented with this goal in mind, their YCW programs improved their schools' image by demonstrating to parents and the larger community the schools' concern for student safety and by showcasing a group of responsible students taking pride in their schools and promoting campus safety. The Tomlin Middle School principal reported that "I get comments from parents and other community members reporting that being greeted by a trained student as they enter the building reassures them about safety at the school."

Nearly three quarters of students (72 percent) of the over 700 YCW participants surveyed during the study believed that their YCW programs had improved safety in their schools "some" or "a lot" by reducing the number of crimes in school (including parking lots and playing fields), the amount of disorder in school, and the number of students hanging out in hallways or bathrooms during class. In addition, many YCW participants reported that the program had benefited them personally—at least two-thirds of the over 700 responding students reported that it was "pretty much true" or "very true" that being in YCW had helped them personally in at least one of five ways: to meet people with whom they otherwise never would have come into contact; to feel more confident about themselves; to get into less trouble at school; to feel better about themselves; and to learn new skills on how to work with other kids and different types of kids.

1.4   Previous Research

The study's first interim report summarized evaluations of school-based and community-based programs that share characteristics with YCW programs. The most analogous non-school-based program to YCW programs is neighborhood crime watch. Indeed, as noted earlier, YCW was originally modeled after neighborhood crime watch. Both programs seek to prevent criminal behavior by making it more likely that offenders will be seen and reported. In addition, participants in both programs are instructed never to confront offenders themselves but instead report the behavior to appropriate authorities. The available studies on the effects of neighborhood crime watch programs are either inconsistent or do not show positive results (see, for example, Sherman et al. 1997 and Bennett, Farrington, and Holloway 2003).

One can also draw analogies between youth patrol in schools to "saturation patrol" and other enhanced and geographically focused efforts by law enforcement agencies, recognizing that students in schools differ from community populations targeted by enhanced enforcement (e.g., prostitutes, drug dealers, speeding drivers) and schools differ in significant ways from neighborhoods (e.g., students are required by law to be present, and schools are enclosed areas with few entrances and exits that are often closely monitored). In theory, enhanced enforcement is expected to increase the likelihood that offenders will be caught and punished, and thereby deter potential offenders.

Eck (1997), in summarizing extant evaluations of law enforcement initiatives that target crime-ridden "hot spots," reports that:

> "These evaluations are consistent with the hypothesis that opportunity blocking at places can prevent crime, at least under some circumstances. Ninety percent of the evaluated interventions displayed evidence of crime reduction effects. Often these reductions were large . . . . [T]hese findings are consistent across a variety of evaluation designs, settings, and interventions. Although few of them have been replicated at a strong level of scientific evidence . . . [t]hat there is a great deal of uncertainty about what works, at which places, [and] against which crimes, should not distract us from the broader finding that opportunity blocking tactics at places can be productive."

There is also evidence that "hot spot" policing may have little effect beyond the temporary disruption of specific crimes in specific locations, such as drug markets (Curtis and Sviridoff 1994). Furthermore, policymakers have long been concerned about, and researchers have debated (see, for example, Braga [2001] and Eck [1997], whether saturation patrols in the community may simply displace crime to other locations (Sherman and Rogan 1995). A key problem faced by evaluators in these studies is determining to what extent changes in crime statistics are due to (1) changes in *the probability that a crime is reported* (e.g., because there are more officers in the area who are attempting to detect crimes) or (2) changes in the *true underlying crime rate*.

Perhaps the most relevant finding from previous studies of school-based crime prevention programs is that even the most promising such programs that schools have adopted have been poorly implemented. For example, Hallfors (2004) raises a concern about whether school districts that adopt promising programs implement them with "fidelity"—that is, follow faithfully all the guidelines for how the program should operate. Previously, Gottfredson (1997) concluded that "In general, individual prevention activities are not being implemented with sufficient strength and fidelity to be expected to produce a measurable difference in the desired outcomes . . . . About half of school-based prevention activities are of such poor quality that they cannot reasonably be expected to make a difference in levels of problem behavior." However, Gottfredson did find that security and surveillance activities were the best implemented of all types of school based prevention programs.

In a later study, Gottfredson et al. (2004) again concluded that "In many schools poor implementation may limit program effectiveness even for programs known to be effective when well implemented." In particular, most schools lack some or all of seven elements that the researchers conclude predict well-implemented programs, including the following:

- extensive and high quality training,
- supervision of program activities at all levels,
- support for prevention programs from the principal,
- highly structured activities,
- locally initiated programs,
- selection of activities from a wide variety of sources, and
- integration of activities into the regular school program.

Given these research findings on the challenges schools face implementing crime prevention programs, we incorporated several implementation measures in both the school-level and participant-level statistical models, which are discussed in chapters 2 and 3, respectively.

2.0 School-Level Effects

2.1 Methodology

The research question for the school-level impact study is derived from one of the three overall goals of YCW programs, as articulated by Youth Crime Watch of America: "to create crime-free, drug-free environments through a youth-led movement." Thus, our general research question is: Do schools with YCW programs have lower levels of crime and drug use than schools without YCW programs?

Recognizing that there are multiple ways of measuring crime, our specific research questions are: "Do schools with YCW programs have:

- fewer reported crimes,

- fewer major disciplinary actions taken against students, and

- a student population that feels safer, indicates it has been victimized less frequently, and believes that fewer crimes are committed than in comparable schools without YCW programs?"

The strongest possible design for the school-level impact component of the study is an experimental design in which YCW programs are randomly assigned to schools. For a variety of reasons, most importantly that secondary school principals would be extremely unlikely to participate in such an experiment, we neither proposed nor attempted to implement an experimental design. As an alternative, we proposed and implemented the strongest possible quasi-experimental design, one that analyzes data by school and by school year using a time series approach (i.e., before and after the introduction of YCW) and across groups of schools with a cross-sectional approach (i.e., schools with and without YCW).

2.1.1 Site Selection

All middle schools and high schools in the Broward, Hillsborough, and Pinellas school districts, with the exception of combined elementary and middle schools, charter schools, and other special-purpose schools, were included in the school-level impact component of our study. The southern part of Florida has experienced substantial population growth in recent years, so the total number of these schools has steadily increased, from 156 in the 00/01 school year to 172 in the 05/06 school year. Elementary schools were not included in the sample because, as was noted in the NIJ solicitation, YCW programs in elementary schools are substantially different from those in middle and high schools.

We chose a design that includes a small number of school districts—as opposed to a design with sites from across the nation—both for cost efficiency reasons and to minimize cross area effects or cross district-level effects. Broward, Hillsborough, and Pinellas were selected because data provided by Youth Crime Watch of America (YCWA) at the beginning of the study indicated that these three districts had more YCW programs than any other school districts in the nation, with approximately 25 percent of middle and high schools in the three districts having submitted a site survey (see chapter 1)

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to YCWA.[10] Fortunately, all three school districts are in Florida and are therefore subject to the same state-level requirements for reporting of incidents, disciplinary actions, student achievement data, and school demographic information.

Exhibit 2.1 shows selected characteristics of the three school districts for the 04/05 school year. As shown, Broward and Hillsborough had many more schools and students than did Pinellas—indeed, they were among the largest school districts in the Nation. Pinellas had a much higher percentage of high school students who dropped out of school mid-way through the academic year than did the high schools in the other two school districts. Hillsborough had a higher percentage of middle school students receiving free or reduced lunch than did the other two counties.

Exhibit 2.1: Selected Characteristics of Three School Districts for School Year 2004/05

Characteristic	Broward	Hillsborough	Pinellas
High Schools			
# of schools	29	23	17
# of students	71,083	48,424	35,720
% dropout	1.4%	1.3%	2.5%
Middle Schools			
# of schools	38	42	23
# of students	57,493	42,514	24,011
% free or reduced lunch	46%	54%	44%
Totals			
# schools	67	65	40
# students	128,576	90,938	59,731

Note: We excluded charter schools and other atypical schools from these tabulations. Data on dropout rates were not available for middle schools; data on free or reduced lunch were not available for high schools. Data prepared from information provided by the Florida Department of Education at http://data.fldoe.org/fsir/.

Geographically, the three school districts coincide with the Florida counties with the same names. Broward County is centered around Fort Lauderdale, Hillsborough around Tampa, and Pinellas around St. Petersburg.

2.1.2   Data Collection

To answer the research questions posed above, we developed a statistical model (described later in this chapter) utilizing the following data, by school and school-year:

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[10]   YCWA data actually indicated that the Miami-Dade school district had the most YCW programs, but YCWA felt that the Miami-Dade schools, under the leadership of the organization Youth Crime Watch of Miami-Dade County, implemented a significantly different type of YCW program than all other school districts. For this reason, Miami-Dade was not included in our sample.

- *YCW program data:*
  - *Implementation status*—whether a school had a YCW program in a given year
  - *Program characteristics*, for those years that the school had a YCW program

- *Measures of crime and the level of school safety in a school:*
  - the number of *reported incidents*
  - the number of in-school and out-of-school *suspensions*
  - *responses to student surveys* regarding victimization, feelings of safety, and perceptions of the overall school climate

- *Other school characteristics, which served as control variables in the model:*
  - school size
  - per pupil expenditures
  - standardized test results
  - the percentage of students eligible for free or reduced lunch
  - dropout and graduation rates

Our general approach was to obtain these data retrospectively for as far back as available and prospectively for as long as the study period permitted. Exhibit 2.2 below summarizes the data obtained, their sources, and the years for which we were able to obtain the data. Because data for the 06/07 school year from the Florida Department of Education will not be available until after the end of our study, we did not attempt to collect any YCW program data for the 06/07 school year.

Exhibit 2.2: Summary of School-Level Data Collection

Data	Source	Years Obtained
YCW Program Data • Implementation status	• Questionnaires administered to YCW advisors by project staff	• 00/01 – 05/06
• Program characteristics	• Questionnaires administered to YCW advisors by project staff	• 03/04 – 05/06
Measures of Crime and the Level of School Safety • Reported incidents	• Florida Department of Education	• 98/99 – 05/06
• In-school and out-of-school suspensions	• Florida Department of Education	• 98/99 – 05/06
• Student surveys on school climate	• Broward, Hillsborough, and Pinellas County School District	• Varies by district
Other School Characteristics • school size • per pupil expenditures • standardized test results • the percentage of students eligible for free or reduced lunch • dropout and graduation rates	• Florida Department of Education	• 98/99 – 05/06

2.1.3 YCW Program Data

Our original plan was to obtain YCW program data—i.e., a yearly accounting of whether a school had a YCW program and, if so, its characteristics—from the site surveys that Youth Crime Watch of America (YCWA) collects from schools. We would then have supplemented these data with additional information about each YCW program by directly contacting the schools in the YCWA database, which was provided to the study team at the beginning of the study.

However, for the 02/03 school year (the most recently completed school year when the study began), the YCWA database contained site surveys from only 37 schools in the three school districts. Unfortunately, the database contained only the most recently submitted site survey for each school, because a school's existing site survey was overwritten when a new site survey for the school was entered.

Another problem with the YCWA database became apparent when we began recruiting sites for the participant-level impact study (see chapter 3) in mid-2004. It became clear that many schools in the three school districts said that they had YCW programs (and described the program characteristics to the study team) but did not submit annual site surveys to YCWA. In reality, the number of schools that submit a site survey to YCWA is largely a function of the staff hours that YCWA devotes to contacting schools and asking them to submit the survey. As a small organization highly dependent on volunteers, YCWA has limited resources for performing this task, which it views as lower priority than providing training and technical assistance to programs and organizing conferences and workshops.

Given the data quality issues with the YCWA database, we decided not equate "a school has a YCW program" with "the school is an official YCWA site." Instead, we adopted the following definition of a YCW program: a school has a YCW program if:

- there is an adult at the school who serves as the YCW advisor, and
- the student members of YCW implement one or more of the nine YCWA components.

That is, for the purposes of our study, no formal affiliation with YCWA was required for a school to be designated as having a YCW program.

Because of the YCWA database was incomplete, we had to collect YCW implementation status and program characteristics from *all* middle and high schools in the three school districts, instead of just those schools that submitted site surveys to YCWA. We developed a "census survey" instrument for this purpose (appendix B provides a copy of the instrument). The instrument contained three types of questions:

- *Program composition:* the number of members, whether there were student leaders of the program (e.g., president and vice president), whether anyone could join YCW or if there were membership requirements, whether regular meetings were held;

- *Program dosage:* number of program components implemented, characteristics of the youth patrol component (frequency of patrol during different parts of the school day, number of YCW members on patrol at any given time, whether YCW insignia were worn, whether

two-way radios were used), whether YCW members or the advisor attended a training or conference. We focused on the patrol component because we believed that this activity was not only the most common component that programs implemented but also the one most likely to affect the level of criminal activity in the schools.

- ***YCW advisor perceptions and beliefs*** that could potentially explain impact findings: degree of confidence in whether members reported observed misconduct, the principal's level of support for the program, whether the program was more or less effective than the previous year's program (and why), whether the advisor would recommend the program to other schools.

We administered the census survey instrument to each eligible middle and high school in the three districts three times during the study period.

- In *the fall of 2004*, we determined whether the school had had a YCW program during the 00/01, 01/02, 02/03, and 03/04 school years and, if so, what its key characteristics were. We asked the School Resource Officer, security specialist, school secretary, or administrator if the school had a YCW program and, if so, who the advisor was. If the school had a YCW program, determining its implementation status over these four school years frequently involved multiple interviews with YCW advisors, since there is a 40 percent turnover rate among advisors. If an advisor had been at the school for several years, we did not attempt to collect YCW program characteristics data prior to the 03/04 school year because we felt that advisors were unlikely to remember correctly the program's characteristics from one year to the next.

- In the fall of 2005 and the spring of 2006, we determined whether each school had a YCW program during the 04/05 and 05/06 school years, respectively, and, if so, what its key characteristics were.

We were able to interview slightly more than 90 percent of all 03/04, 04/05, and 05/06 YCW advisors during these three survey waves. At the other schools the advisors either were not reachable, did not want to be interviewed, or had left the school and no one else at the school knew the YCW program's history.

The data obtained from YCW advisors shows that ***the number of schools with YCW program is substantially larger than the YCWA data had suggested.*** Exhibit 2.3 shows that roughly 80 percent of the schools in the three districts had a YCW program. In particular, 142 schools at a YCW program in the 02/03 school year, while only 37 schools submitted site surveys to YCWA for that year, as noted above.

Exhibit 2.3: Number and Percentage of Schools in the Study With an Active YCW Program by Year

Variable	School Year						Average 2000-2006
	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	
number of eligible* middle and high schools in the county	156	158	166	170	172	172	155
schools with active program	116 (74%)	127 (80%)	142 (86%)	138 (81%)	139 (81%)	136 (79%)	133 (80%)
schools without active program	19 (12%)	18 (11%)	15 (9%)	25 (15%)	25 (15%)	35 (20%)	23 (14%)
unable to determine YCW status**	21 (13%)	13 (8%)	9 (5%)	7 (4%)	8 (5%)	1 (2%)	10 (6%)

* The evaluation focuses on public middle schools and high schools. We excluded K-8 schools and charter schools. We also excluded one school all of whose students were said to be YCW members.

** We were unable to determine YCW status for these schools because the current advisor did not know whether there had been a program before he or she came to the school or, less commonly, because the school had no program currently and no personnel who could recall the program's history in prior years.

An important consequence of the widespread implementation of YCW in the three school districts is that *a significant number of schools continuously operated YCW programs throughout the period for which we obtained data.* Of the 172 schools, 100 (58 percent) had a YCW program in each of the six school years for which we obtained YCW implementation status data. Forty-eight schools (28 percent) had at least one year with a YCW program and at least one year without a YCW program; for 21 schools there were one or more years for which we were unable to obtain their YCW implementation status; and 3 of the schools (2 percent) never had a YCW program. From an analysis perspective, the large number of schools with continuously operating YCW programs reduces our ability to execute a comparative time series design as planned. We had expected, based on the YCWA data that showed a sharp increase in the number of YCW programs nationwide during the three years prior to the study, to have a lengthy time-series across a large number of schools, during which time we would observe YCW programs start or end in many schools. In fact, only 28 percent of the schools in the three school districts had any "off-on" sequence.

Data collected from YCW advisors also demonstrated that patrolling is the primary activity of YCW programs. Of the schools with YCW programs, 88, 79, and 70 percent conducted patrols during the 03/04, 04/05, and 05/06 school years. No other single component was implemented by a majority of schools. "Action projects" (e.g., cleaning beaches, raising funds for homeless shelters) were the next most common component, implemented by 27 percent of programs in 04/05 and 25 percent in 05/06.

Illustrations of how patrol was implemented at three schools are described in the case studies in appendix A. Across all schools that patrolled:

- YCW members were "on duty" most often during classes and during lunch: during the 03/04, 04/05, and 05/06 school years between 62 percent and 69 percent of programs had students patrolling at these times. Students in all three years were least likely to be on patrol before or after school, typically reflecting busing schedules or lack of need due to the presence of SROs, civilian security staff, faculty, or administrators patrolling at these times.

- The number of YCW members who were on patrol at any one time during the three school years ranged from 2 to over 20. In about two-thirds of the programs, between 3 and 10 members were on patrol at any one time.

- Between the 03/04 and 05/06 school years, the percentage of YCW programs that used two-way radios during patrol ranged from 65 to 74 percent, while the percentage of programs that used badges, T-shirts, vests, or some other item that identified students as YCW members ranged from 79 to 88 percent.

2.1.4 Measures of Crime and the Level of School Safety

Evaluations of law enforcement efforts to improve public safety traditionally use three sets of measures: incidents/crimes reported to the police, arrests made by the police, and citizen surveys on victimization and other attitudes toward their community. We used this same general approach in our study by including incidents reported to school officials, disciplinary actions taken against students by school administrators, and surveys of students on their perception of the overall school climate.

Fortunately, the Florida Department of Education has for over 10 years required all schools to submit counts of reported incidents and disciplinary actions taken against students. These data are publicly available at the Florida Department of Education [DOE] web site.[11] In addition, the Broward school district each year conducts a survey of students at all schools on a variety of issues, including those related to crime and school safety, and we included these data in our analysis.

Reported Incidents

School incident data required by the Florida DOE are divided into the following six categories:

- violent acts against persons (homicide, sexual battery, robbery, battery, kidnapping);

- possession of alcohol, tobacco, or other drugs;

- property incidents (breaking and entering, larceny/theft, motor vehicle theft, arson, vandalism);

- fighting and harassment (fighting, threats and intimidation, and sexual harassment);

- weapons possession; and

- other non-violent offenses (lewd behavior, indecent exposure, trespassing, disorderly conduct).

Exhibits 2.4 and 2.5 below show some basic statistics for these six categories from the 00/01 through 05/06 school years in middle schools and high schools, respectively.

The average student population of the middle schools and high schools in our sample is 1,300 and 2,300, respectively, implying that average number of reported incidents per school year in middle schools and high schools is 91 and 101, respectively.

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[11] http://data.fldoe.org/fsir/default.cfm.

Exhibit 2.4: Number of Reported Incidents per 100 Students per Year, Middle Schools, 00/01 Through 05/06 (N = 522 school-years)

	Mean	Standard Deviation
Violent acts against persons	0.8	1.0
Possession of alcohol, tobacco, and other drugs	0.4	0.4
Property offenses	0.5	0.6
Fighting and harassment	3.9	4.7
Weapons possession	0.3	0.3
Other nonviolent offenses and disorderly conduct	1.1	2.3
Total incidents of crime and violence	7.0	7.2

Exhibit 2.5: Number of Reported Incidents per 100 Students per Year, High Schools, 00/01 Through 05/06 (N = 357 school-years)

	Mean	Standard Deviation
Violent acts against persons	0.4	0.3
Possession of alcohol, tobacco, and other drugs	1.1	1.0
Property offenses	0.4	0.3
Fighting and harassment	1.5	1.1
Weapons possession	0.2	0.1
Other nonviolent offenses and disorderly conduct	0.7	1.0
Total incidents of crime and violence	4.4	2.7

It is important to distinguish between the *actual* number of incidents and the *reported* number of incidents (i.e., reported to the Florida DOE). In order for an incident to be included in the DOE data, two events need to occur. First, the incident has to be reported to the school disciplinarian, either directly by the victim or witness, or indirectly by the victim or witness first reporting the incident to a School Resource Officer, teacher, or other adult, who then informs the school disciplinarian. An increase in reported incidents could, therefore, result from either (1) more (actual) incidents occurring or (2) an increase in the percentage of incidents that are reported (without any increase in the actual number of incidents). Having "additional eyes and ears" in the school, as YCW members could be viewed, could increase the probability that an incident is reported (if YCW members are doing their job), or reduce the number of actual incidents (if YCW members on patrol serve as a deterrent), or both.

Second, the administrator has to classify the incident as one of the incident types reportable to DOE and then include the incident in the school's annual report to DOE. The DOE categories include serious incidents, many of which are criminal acts, as well as certain violations of a school's code of conduct. Other less serious violations of a school's code of conduct, such as being in a hallway without a pass, leaving school without authorization, or defiance or "mouthing off" to a teacher, are not reportable to DOE. If YCW programs affect only incidents not reportable to the DOE, we will not be able to detect this impact in our data. Our results should therefore be interpreted as measuring the impacts of YCW activity on serious incidents of crime and violence that are reportable to DOE, not the overall impact of YCW on all types of misconduct.

Nationwide, data on reported school incidents have historically been viewed with suspicion, with some schools suspected of underreporting incidents so that they do not appear to be "unsafe schools." We did not attempt independent verification of reported incident data during the study. However, Florida does have one of the longest running statewide school incident reporting programs (begun in 1995) in the Nation and have instituted training and reforms to improve data quality over the years. Still, we recognize the limitations of reported school incidents and for that reason included additional outcome measures in the study, as described below.

Student Suspensions

We also obtained from the Florida DOE the annual percentage of students who were suspended. Suspensions are divided into two categories:

- In-school suspensions (i.e., temporary removal of a student from the student's regular school program and placement in an alternative program at the school).

- Out-of-school suspensions (i.e., temporary removal of a student from all classes on school grounds and placement at another school).

In-school and out-of-school suspensions do not represent the entire range of disciplinary actions available to schools but are nevertheless the only actions reportable to the Florida DOE. Less serious actions include lunch detail/work study, conferences with parents and students, and before- or after-school detention. More serious than out-of-school suspensions is expulsion. Data on these other actions are maintained at the school-level; we did not attempt to obtain them. To the extent that YCW program activity differentially affects types of misbehavior either too minor, or too serious, to result in suspensions, our study will not therefore be able to pick up on these differences.

Exhibits 2.6 and 2.7 below show the mean and standard deviation of in-school and out-of-school suspensions for the school years 00/01 through 05/06 for middle schools and high schools, respectively.

Exhibit 2.6: Percentage of Students Receiving Suspensions per Year, Middle Schools, 00/01 Through 05/06 (N = 522 school-years)

	Mean	Standard Deviation
In-school suspensions served	19.3	11.4
Out-of-school suspensions served	10.9	7.3
Total suspensions served	30.2	15.6

Exhibit 2.7: Percentage of Students Receiving Suspensions per Year, High Schools, 00/01 Through 05/06 (N = 357 school-years)

Disciplinary Actions (rate per 100 students)	Mean	Standard Deviation
In-school suspensions served	18.8	11.2
Out-of-school suspensions served	9.9	5.4
Total suspensions served	28.7	13.9

For several reasons, there is no direct relationship between incidents reported to the Florida DOE and in-school and out-of-school suspensions.

- Many less serious and non-reportable incidents (e.g., defiance, using obscene language, truancy) can result in an in-school or out-of-school suspension, especially if the student is a "repeat offender." This helps explain the far greater rates of suspensions than reported incidents in the tables above.

- While most of the reportable incidents would typically result in an automatic in-school or out-of-school suspension, at least two of the reportable incident types—threats and intimidation, and disorderly conduct—may result in detention or some other lesser action, especially if it is the student's first offense.

- An incident reportable to DOE would not result in any disciplinary action if the offender is not identified or if the offender is not a student at the school.

- While many school districts—Broward in particular—are moving toward more standardized disciplinary actions, school administrators still have broad discretion on what type of actions to take against an offender.

For these reasons, caution should be used in linking changes in reported incidents to changes in suspensions.

School Climate Data

Broward is the only one of the three school districts to conduct annual broad-based surveys of students on measures of school climate, the results of which are available at the Broward Department of Research Services' web site. We used results from the surveys conducted in the 00/01 through 05/06 school years. All schools are included in these surveys, and roughly 80 percent of all students complete the survey each year.

We examined the following four items in our analysis, each of which had a strongly agree/agree/neutral/disagree/strongly disagree/don't know-type scale:

- "I feel safe when I am in school."
- "Students at school harass me."
- "Students bring drugs or alcohol to my school."
- "Students carry weapons at my school."

Exhibits 2.8 and 2.9 below show the mean and standard deviation of responses to these questions for the school years 00/01 through 05/06 for middle schools and high schools, respectively. Note that the wording of three of the above four items has been reversed so that an increase in any of the items is favorable from a school safety perspective.

Exhibit 2.8: Percentage of Students Who Strongly Agree or Agree With Four Statements, Broward Middle Schools Only, 00/01 through 05/06 (N = 169 school-years)

	Mean	Standard Deviation
I feel safe when I am in school	55.5	10.0
Students at school do not harass me	69.0	5.4
Students do not bring drugs or alcohol to my school	45.2	9.5
Students do not carry weapons at my school	50.2	9.0

Exhibit 2.9: Percentage of Students Who Strongly Agree or Agree With Four Statements, Broward High Schools Only, 00/01 through 05/06 (N = 118 school-years)

	Mean	Standard Deviation
I feel safe when I am in school	56.4	11.4
Students at school do not harass me	78.2	3.6
Students do not bring drugs or alcohol to my school	21.5	6.1
Students do not carry weapons at my school	33.2	8.8

2.1.5 Other School Characteristics

In addition to reported incidents and suspensions, the Florida DOE requires schools to report a variety of other data. Of these data, we used the following as covariates in our model:

- Number of students.

- Per pupil expenditures.

- Florida's Comprehensive Assessment Testing (FCAT) math percentile ranking (grade 7 for middle schools, grade 10 for high schools). While a variety of other FCAT percentiles are available from the DOE, we found them all to be highly correlated and therefore decided to use a single representative measure in the model.

- Percent of students eligible for free or reduced lunch (middle schools only).

- Dropout rate (high schools only).

- Graduation rate (high schools only).

Exhibits 2.10 and 2.11 show the mean and standard deviation of these variables across the six years of data.

Exhibit 2.10: Other School Characteristics, Middle Schools, 00/01 through 05/06 (N = 522 school-years)

	Mean	Standard Deviation
Student count (thousands)	1.3	0.4
Per pupil expenditures (thousands of $)	4.6	0.8
FCAT math percentile ranking, grade 7	67.7	11.7
Percent of students eligible for free or reduced lunch	47.4	20.9

Finally, we should note that we did not include in the analysis other safe school strategies—for example, security systems, programmatic efforts like DARE or GREAT, or new school organizational arrangements—that the schools implemented or discontinued. To do so would have required a data collection effort on par with the data we obtained on YCW program characteristics. For example, if video surveillance cameras were installed, we would need to know the extent of camera coverage (inside the building, on the school grounds, in school buses), whether they were visible or hidden, the percentage of time they were turned on, and whether the cameras were monitored in "real time."

Exhibit 2.11: Other School Characteristics, High Schools, 00/01 Through 05/06 (N = 357 school-years)

	Mean	Standard Deviation
Student count (thousands)	2.3	0.6
Per pupil expenditures (thousands of $)	4.9	0.7
FCAT math percentile ranking, grade 10	67.7	10.3
Dropout rate	1.9	1.8
Graduation rate	71.9	11.6

2.2 Analysis and Findings

Our school-level outcome analysis examines whether reported incidents of crime and violence, disciplinary actions, and school climate data were influenced by YCW implementation. Measurable reductions in incidents of crime and violence, and disciplinary actions and improvement in school climate measures associated with YCW implementation in schools, would allow us to reject the null hypothesis that YCW programs have no impact on student misbehavior.

The basic research approach—explained in greater detail below and appendix C—is a panel design, comparing the outcome variables in schools with and without YCW programs over time. We ran separate Poisson regression analyses with school-level fixed effects to test the association between YCW program activity and individual outcome measures. Our specifications attempt to control for underlying differences in schools that do and do not choose to implement YCW programs.

Additionally, we use a seemingly unrelated regressions (SUR) approach to test the impact of YCW program activities on outcome measures averaged across categories.[12]

The data sets used in the analysis were described in section 2.1. The school-level database consisted of repeated observations on incidents of crimes and violence by category over nine years on 172 schools in the three districts, beginning in the 97-98 school year and continuing through 05/06, one hundred and three middle schools and 69 high schools were included. We supplemented these data with YCW program activity data (implementation history and program characteristics) compiled from interviews with YCW advisors and school climate data from Broward County (student responses to surveys on victimization and perceived safety in schools). Since information on YCW program activity was not available for 1997-1998, 1998-1999, or 1999-2000, we dropped observations for these years from the analysis. We also dropped individual observations that were missing key outcome or explanatory variables. Finally, we eliminated schools reporting no incidents of crime and violence or no disciplinary actions over the remaining observation period from the sample, as well as schools for which only a single year of data were available. The final analytic database included six years of data on 65 high schools (357 total observations) and 97 middle schools (522 total observations).

2.2.1   Interpretation of Findings

Reported Incidents and Disciplinary Actions

As described previously in the report, the primary and most visible YCW program activity is youth patrol. We see no reason to believe that youth patrol would *increase* commission of misbehavior among students. Under this assumption, there are therefore two logical possibilities: (1) youth patrol (and, by extension, YCW program activity in general) could *deter* some or all types of misbehavior among students, or (2) youth patrol could have *no effect* on any type of misbehavior among students.

The goal of our school-level outcome analysis was to determine which of these two plausible scenarios took place in the schools in our sample with YCW programs. However, as researchers, we cannot observe the true underlying rate of *commission* of student misbehavior. Instead, our outcome data on incidents of crime and violence, and serious disciplinary actions, reflected *reported* rates of student misbehavior.

The intent of the youth patrol component of YCW programs is to increase observation and reporting of misbehavior by students. Again, we do not know *a priori* the degree to which YCW programs actually achieve this goal. However, there is no reason to believe that YCW program implementation would *decrease* reporting rates. Again, this leaves two possibilities: YCW program activity could (1) *increase* rates of reporting, or (2) have *no effect* on rates of reporting.

How, then, are we to interpret changes in reported rates of student behavior observed in our outcome measures, incidents of crime and violence, and serious disciplinary actions? Suppose that we

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[12] Because the use of SUR techniques reduces the number of hypothesis tests being conducted by testing impacts on multiple measures jointly, we were not overly concerned about the possibility of false positives. We therefore report results using a 90% confidence level ($\alpha = 0.10$).

observed a decrease in reported misbehavior in YCW schools. Increased or unchanged reporting rates cannot logically result in lower numbers of reported incidents. The only reasonable conclusion under these circumstances is therefore that YCW deterred students from commission of misbehavior.

On the other hand, suppose we observed an increased rate of reported incidents in schools with YCW programs. Again, we assume that YCW programs are unlikely to have caused an increase in the underlying commission rate of student misbehavior. The only remaining possible explanation for the increase in reported misbehavior is therefore that YCW implementation increased rates of reporting. In these circumstances, however, we cannot draw any conclusions about what happened to the underlying rate of commission. A similar argument holds for cases in which we observe no change in reported incidents in YCW schools: we cannot tell whether the underlying commission rate was unchanged or decreased because any change could potentially have been masked by a compensating increase in reporting.

In sum, if we observe a decrease in reported incidents we can conclude that YCW program implementation deterred crime among students. If we observe increased or unchanged reported incidents, we can draw no inference as to the effects of YCW program on crime rates although in the case of an observed increase, we can conclude that YCW programs successfully increased reporting rates).

School Climate Data

School climate data, which are based on student survey responses, are not directly subject to the same ambiguity in interpretation as the reported incident and disciplinary action data. Improvements in school climate, e.g., increases in the number of students who say they feel safe in school, are not subject to ambiguity regarding the effects of differential detection rates—students either say they feel safe or say they do not feel safe, and the researcher can draw inferences regarding the students' subjective beliefs based on these self-reports unless one believes that YCW implementation would somehow influence students' willingness to answer survey questions on this topic honestly).

Also, unlike the case of the reported incident and disciplinary action data, we can imagine a reasonable scenario under which YCW would result in worsening school climate measures. If the presence of YCW members patrolling the halls made students feel concerned about the fact that "extra eyes" are needed to maintain control in their schools, they might feel less safe. Alternatively, students could feel safer because they know someone is watching to make sure no crimes are committed. We therefore report increases and declines in school climate data as we find them and leave the reader to draw his or her own conclusions regarding the reasons behind any observed differences found between schools with YCW and schools without YCW.

2.2.2   Reported Incidents

As described in greater detail in appendix C, we used a seemingly-unrelated regression (SUR) approach to jointly test the association between YCW program activity and incidence rates for six separate categories of incidents of crime and violence, as defined by the Florida Department of Education: violent acts against persons; alcohol, tobacco, and other drug incidents; property incidents; fighting and harassment; weapons incidents; and other major nonviolent incidents/disorderly conduct. (The available information does not allow us to analyze the impact of

YCW program activity on less serious incidents, such as minor horseplay in the halls or in-class disruptions affecting only a single classroom.)

RESULT: REPORTED MAJOR INCIDENTS OF CRIME AND VIOLENCE IN SCHOOLS WITH YCW ARE HIGHER IN MIDDLE SCHOOLS BUT NOT IN HIGH SCHOOLS.

As explained in appendix C, we used fixed-effect Poisson regression models to estimate the effect of YCW program activity on each of the six major criminal and violent incident categories. These regressions control for school-level characteristics such as student population, expenditures per students, standardized test scores, graduation and dropout rates (high schools only), and proportion of students qualifying for a free lunch (middle schools only), as well as unobserved differences between schools that do not change over time. We then estimated the average treatment effect across incident categories by taking the mean of the estimated effects across the six categories. Obtaining this average was straightforward, but computing the variance of that average effect was more difficult. We employed SUR techniques to estimate the sampling variance used in joint hypothesis testing.

The average effect size estimate implies that reported incidence rates were 14 percent higher in middle schools with YCW programs. As is evident from figure 2.1, this was primarily due to higher reported rates of weapons possession incidents and incidents in the "other" nonviolent incidents/disorderly conduct category in YCW middle schools. Only reported alcohol, drug, and tobacco incident rates were lower in YCW middle schools than in middle schools without YCW programs.

As shown in figure 2.2, there was no statistically significant joint difference in incidence rates of crime and violence between high schools with and without YCW programs. Of the individual incident categories, the only statistically significant effect in high schools was found for reported violent acts against persons, which had 25 percent higher incidence rates in YCW high schools than in non-YCW high schools.

As described in section 2.2.1, reported incident measures depend not only on the actual underlying rates of misconduct, but also on the likelihood that any given incident is actually witnessed and reported to school authorities The *a priori* expected effect of YCW activity on reported incidents of crime and violence is therefore ambiguous in direction. On the one hand, YCW might deter some student misbehaviors which would have occurred in the absence of the program. On the other hand, YCW may increase the likelihood that an incident, once committed, is observed and reported to school officials. An observed decrease in reported rates of misconduct would have indicated that any deterrent effects of the program dominated the effects of increased reporting. The increase we observed instead simply indicates that the reporting effect dominated; without additional evidence, we cannot discern the program impact on underlying rates of misconduct.

Figure 2.1: Estimated YCW Program Effect on Reported Rates of Crime and Violence, Middle Schools
(Effects in Dark Blue with Bold Labels Statistically Significant at 10% Level)
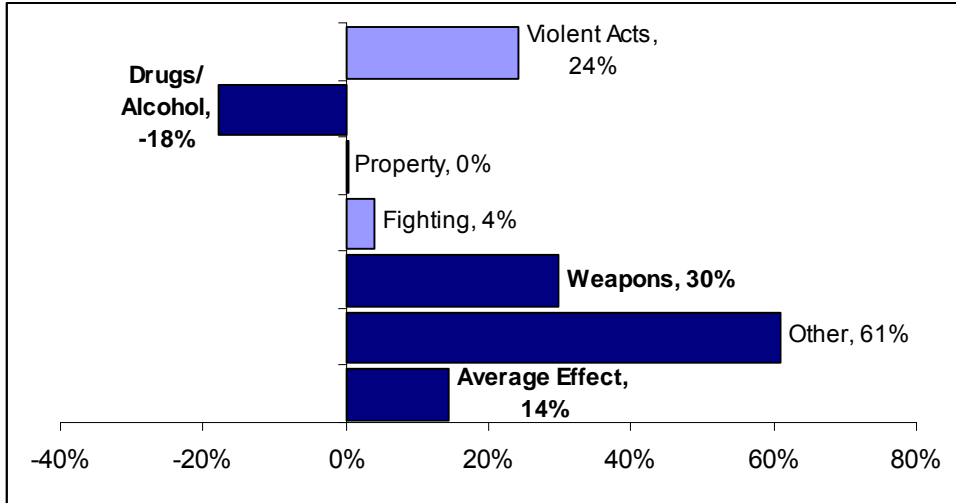
Figure 2.2: Estimated YCW Program Effect on Reported Rates of Crime and Violence, High Schools
(Effects in Dark Purple with Bold Labels Statistically Significant at 10% Level)
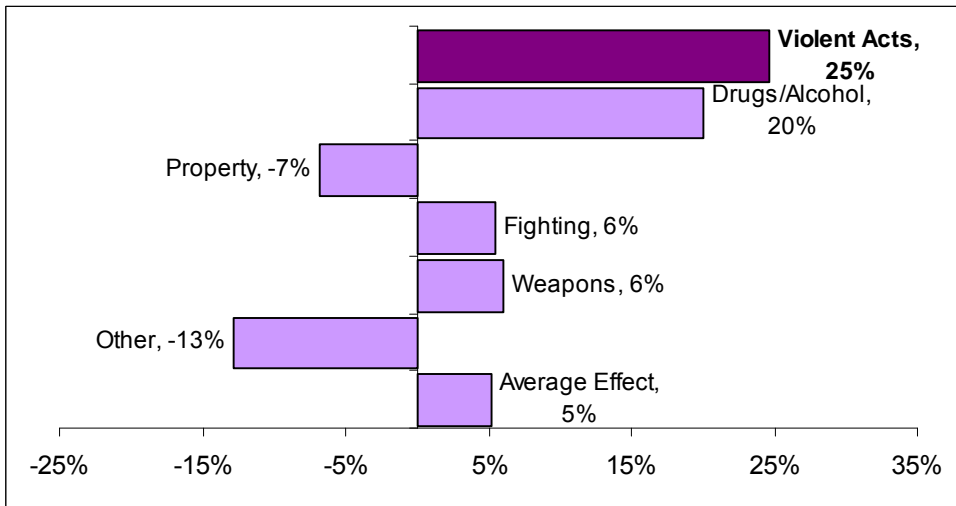
RESULT: PATROLLING HAD NO CONSISTENT ASSOCIATION WITH INCIDENTS OF CRIME AND VIOLENCE, BUT USE OF TWO-WAY RADIOS WHILE ON PATROL WAS ASSOCIATED WITH AN INCREASE IN REPORTED INCIDENT RATES.

Youth patrol is the most common YCW activity, as noted in section 2.1. Like the overall YCW program effect, the expected effect of patrolling on reported incident rates is ambiguous. Patrolling may deter misconduct, but it may also increase reporting. As described in greater detail in appendix C, we analyzed the influence of patrolling by YCW participants on reported incidents of crime and violence using Poisson fixed effects regressions. The explanatory patrolling variable was coded 1 if a YCW program engaged in regular patrolling and 0 if it did not; it was also coded as 0 if there was no YCW program at the school.

We found that, controlling for the presence of a YCW program and other school characteristics, the presence or absence of patrolling as a whole had no consistent relationship to reported rates of crime or violence in middle schools or high schools. The only statistically significant effects observed were lower reported rates of violent acts against persons in high schools and property crimes in middle schools. As seen in figures 2.3 and 2.4 below, averaging the estimated effects of patrolling across the six reported incident categories yielded no evidence of a statistically significant patrolling impact in either high schools or middle schools.

Figure 2.3: Estimated Effect of YCW Patrolling on Reported Rates of Crime and Violence, Middle Schools
(Effects in Dark Blue with Bold Labels Statistically Significant at 10% Level)
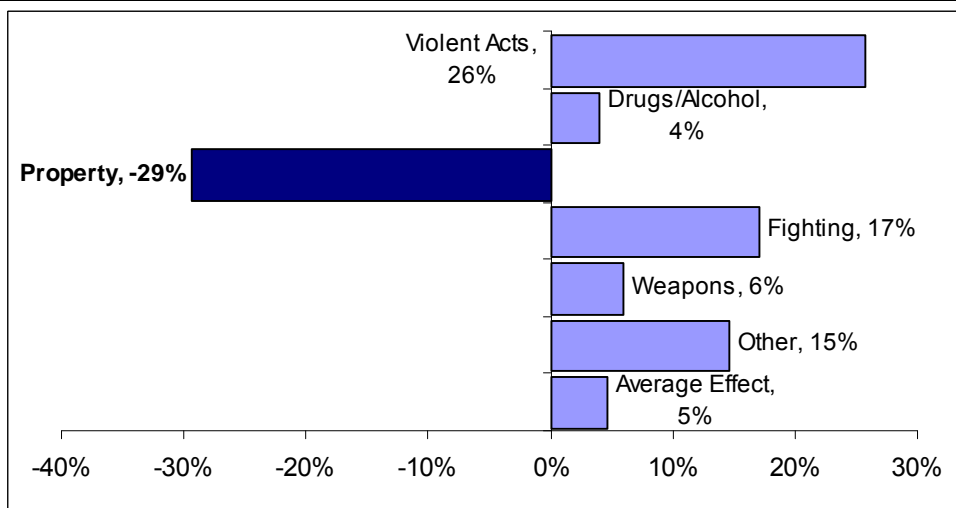
Figure 2.4: Estimated Effect of YCW Patrolling on Reported Rates of Crime and Violence, High Schools
(Effects in Dark Purple with Bold Labels Statistically Significant at 10% Level)
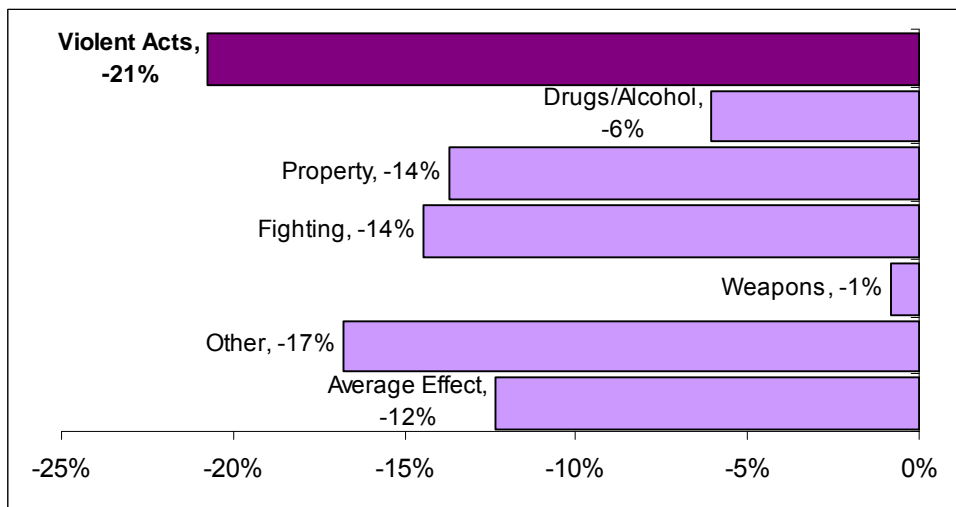
In our next analyses, we replaced the single dichotomous patrol/no patrol variable with a vector of variables describing patrolling characteristics in greater detail. These variables included:

- Time intervals in which YCW participants patrol:
  o during class
  o during break
  o during lunch
  o before school
  o after school

- Students on patrol wear visible identification

- Students on patrol carry two-way radios

As in the dichotomous patrol/no patrol specifications, we include an indicator variable indicating the presence or absence of a YCW program, as well as covariates describing other school characteristics and school-level fixed effects variables. Our results can therefore be interpreted as the influence of specific YCW program characteristics, controlling for the more general influence of YCW and for variation in school-level characteristics.

Figures 2.5 and 2.6 show the estimated effects of each of these patrol characteristics averaged across all six incident categories. In high schools, patrolling during class and after school were associated with higher average rates of reported incidents of crime and violence, while patrolling during lunch and before school were associated with lower average rates. In middle schools, the only measurable impact was a higher average incidence rate associated with patrolling before school.

Figure 2.5: Estimated Average Effect of Patrolling Characteristics on On-Campus Crime and Violence Incidence Rates, Middle Schools
(Effects in Dark Blue with Bold Labels Statistically Significant at 10% Level)
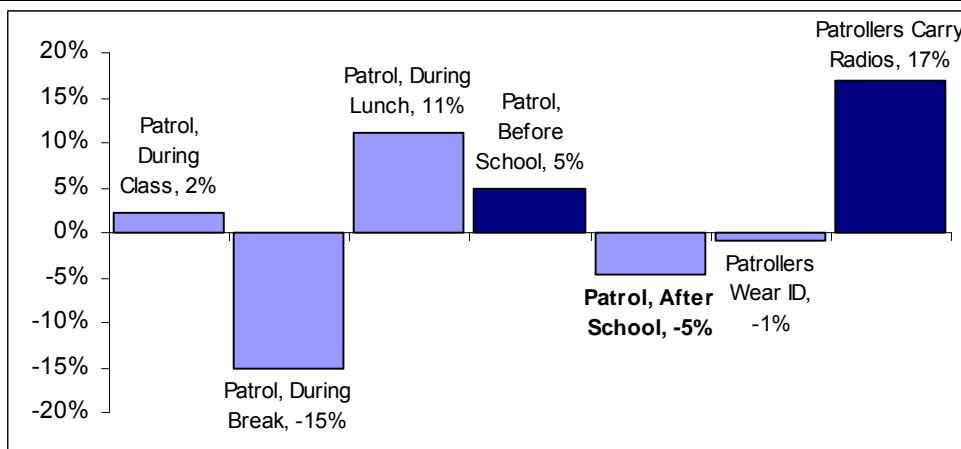
Figure 2.6: Estimated Average Effect of Patrolling Characteristics on On-Campus Crime and Violence Incidence Rates, High Schools
(Effects in Dark Purple with Bold Labels Statistically Significant at 10% Level)
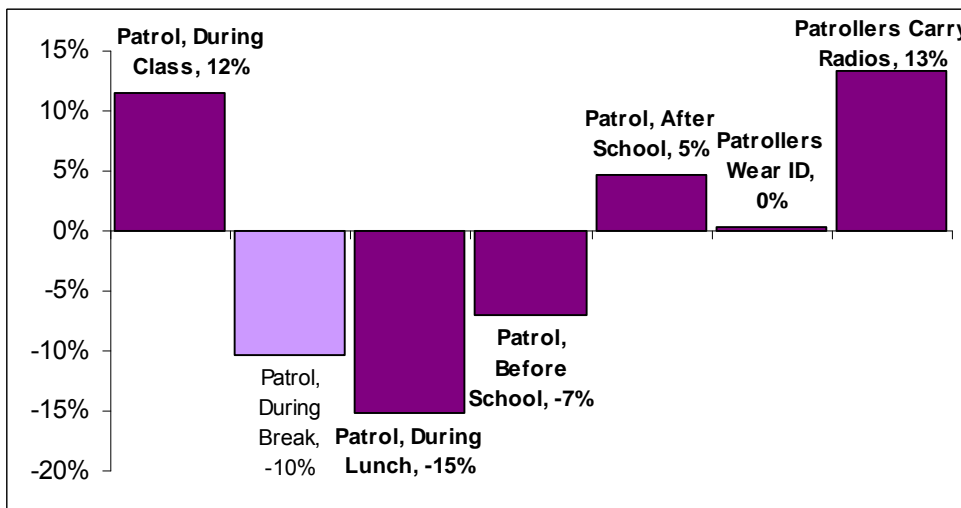
We included an analysis of the impacts of patrolling by time of day in hopes of providing information to YCW program advisers and administrators who might wish to know where they should best devote scarce program resources. We had no *a priori* hypothesis about how the effects of patrolling might vary by time of day. However, we see nothing surprising about the fact that the effects did vary. Students generally engage in very different types of school activities at different times of day, with different associated types and levels of misbehavior. We would not expect the influence of youth patrolling to be identical under these very dissimilar conditions.

For example, if YCW programs conduct youth patrolling during school activities during which students do not generally engage in misconduct, then we would expect to see little or no impact—

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patrols can neither report on crime and violence that are not taking place nor deter students from misbehaving when they would not have misbehaved in any case. Conversely, youth patrols taking place during school activities where student misbehavior is generally rampant could conceivably have greater impact.[13]

Specifically, we know from actual observation of schools with YCW (see the case studies in appendix A) that many schools are more chaotic places *after school* than before school, in part because some students have to wait for a second round of buses to pick them up, and therefore have to "hang around" congregating in droves in front of the school and in parking lots during that interval. In addition, students are more likely to "settle scores" at the end of the day than before or during lunch. As a result, logically more fights, harassment, intimidation, and disorderly conduct may occur after school than during class (when few students are in the corridors) or before school.

There may also be more crime and violence *during class periods* than during lunch or before school because students with passes to go to the rest rooms or office, or students who are bent on "skipping" school or the next class, feel they can commit theft from lockers, or acts of vandalism (e.g., graffiti), with impunity since they think they will not be observed in the largely deserted corridors and bathrooms. In addition, anecdotal evidence from YCW advisors and school administrators suggests that trespassing at schools, when it does not occur evenings and weekends, occurs most frequently during classes when former students, parents, and sexual predators enter the building illegally.

Finally, there may be less violence and crime during lunch and between classes ("during break") because in most schools faculty, administrators, and monitors and other security personnel are on duty specifically during these times observing the corridors and cafeteria acting as a deterrent to misconduct.

Because rates of misconduct vary across the school day in this way, it therefore seems perfectly reasonable to expect that the influence of YCW youth patrol on reported crime rates would also vary.

Perhaps more informative in disentangling the effects of deterrence from the effects of increased reporting is the sharp increase in reported incidence rates when students on patrol carry two-way radios. Two-way radios allow YCW students on patrol to contact the YCW advisor or other adult quickly and easily when misconduct is witnessed but should not change the underlying probability that a given incident is actually observed by the patrolling students. A positive association between two-way radio usage and reported incident rates will therefore give some corroborative evidence regarding the link between increased reporting and the overall positive association between YCW program activity and observed incident rates.

Indeed, two-way radio use was strongly associated with higher observed rates of crime and violence—17 percent higher rates on average across incident categories in middle schools and 13 percent higher in high schools. This is primarily due to sharp increases in reporting of violent acts against persons and incidents of fighting and harassment in high schools, and violent acts against persons and "other" nonviolent incidents/disorderly conduct in middle schools when students on

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[13]   As described in greater detail in our previous responses above, however, the expected direction of this impact on reported incidents of crime and violence and/or disciplinary actions may be ambiguous.

patrol used radios. These results are consistent with the hypothesis that increased reporting is driving the overall increase in reported incident rates in schools with YCW programs.

RESULT: RATES OF ON-CAMPUS INCIDENTS OF CRIME AND VIOLENCE FELL OVER TIME IN ALL SCHOOLS, BUT THERE WERE NO CONSISTENT DIFFERENCES IN TRENDS ACROSS YCW AND NON-YCW SCHOOLS.

As is readily apparent from figure 2.7 below, reported rates of on-campus criminal and violent incidents fell over time in schools both with and without YCW programs, although incident rates remained higher in YCW schools across the entire observation period.

Figure 2.7: Incidents of Crime and Violence per 100 Students, Time Trends)
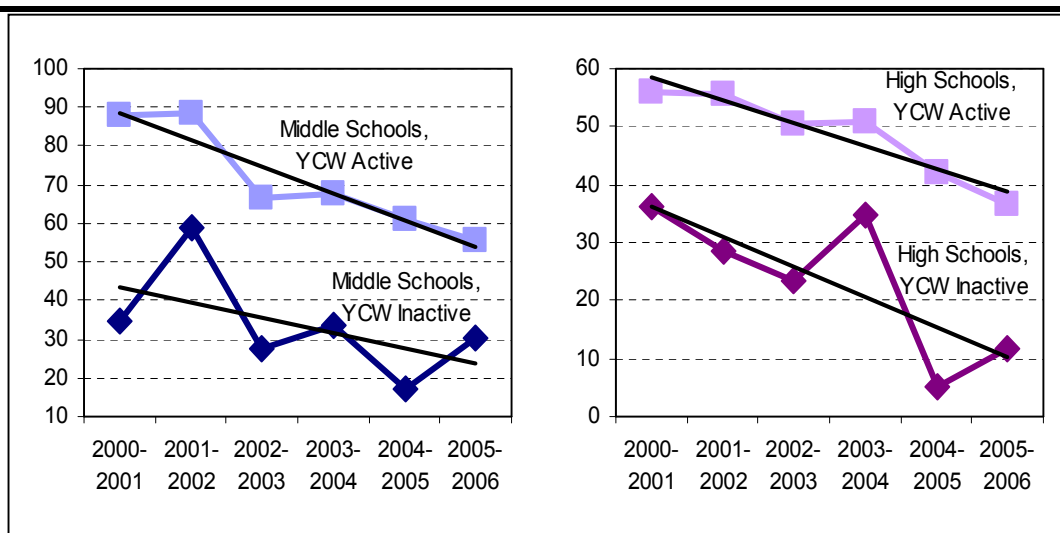
Appendix C describes in detail how our baseline SUR approach was modified to test for statistically significant differences in time trends across schools with and without YCW programs. We separately estimated trends in YCW and non-YCW schools, and employed a Wald test to identify statistically significant differences between the estimated trend parameters. In addition to the school-level characteristics included in the baseline regressions, our time trend specifications control for changes in the detailed program characteristics described in the previous section in order to preclude the possibility that changes in program intensity over time, such as increased patrolling or use of radios, are driving differences in overall trends. Controlling for differences in program characteristics and school-level factors, a relatively faster decline in incident rates in YCW schools would be consistent with the hypothesis that YCW activity is associated with improving trends in on-campus misconduct over time.

However, we found no consistent evidence of differences in trends between YCW and non-YCW schools. Joint tests across the six major reported incident categories found no statistically significant average differences in trends in middle schools or in high schools with and without YCW programs. Tests for each individual incident category found no evidence of variation in trends in YCW and non-YCW high schools. In middle schools, only reported incident rates in the "other" major incident/disorderly conduct category fell more rapidly in YCW schools; reported incidence rates of

fighting and harassment actually fell significantly in middle schools *without* YCW programs, but not in middle schools with YCW programs.

2.2.3 Disciplinary Actions

As noted in section 2.1, we obtained the percentage of the student body receiving in-school and out-of-school suspensions for each school in a given year. (Our data do not include less severe punishments such as mandated counseling or detention and will thus not capture disciplinary actions resulting from relatively minor types of misconduct.) Though all incidents reported to the state result in major disciplinary actions such as suspension or expulsion, there are many types of incidents not reportable to the state—for example, chronic tardiness—that can also result in major disciplinary actions. For many incident types that are reported to the state, school administrators are granted substantial discretion in determining appropriate punishment, depending on the severity of the incident and on whether the student involved is a repeat offender. Additionally, multiple students may be involved in a single incident.

For these reasons, we would not expect to see a one-to-one correspondence in our outcome data between incidents of crime and violence and rates of in-school and out-of-school suspensions. Indeed, linear regression analysis controlling for school and YCW program characteristics showed that, of the six major incident categories, only drinking/drug and weapons incidents were positively associated with in-school suspensions in middle schools; in high schools, no individual incident type was positively associated with in-school suspensions. For out-of-school suspensions, there was no positive association with any individual incident category in middle schools, while only fighting/harassment and "other" major incidents/disorderly conduct were positively associated with out-of-school suspensions in high schools. F tests indicated that, considered jointly, our six incidents of crime and violent categories were positively associated with in-school suspensions only in middle schools, and out-of-school suspensions only in high schools.

In some sense, suspension rates may constitute a broader measure of student misconduct than the data on reported incidents of crime and violence, because they will capture types of serious misbehavior that do not fall into incident categories specified by the state for reporting purposes. On the other hand, suspension rates tell us nothing about how specific types of misconduct may be differentially influenced by YCW activities. Decreased rates of truancy and chronic tardiness are certainly positive outcomes but are unlikely to affect school safety as strongly as, for instance, decreased rates of fighting, battery, or harassment. Our outcome analysis therefore examines both suspension rates and individual incident types so as to present the most comprehensive possible examination of YCW program effects.

However, it should be noted that disciplinary action data are subject to the same limitations as reported incidents of crime and violence—they represent only misbehaviors reported to school administrators, not all cases of misbehavior actually committed. Just as in the above analyses, then, we interpret declines in suspensions as evidence of a deterrent effect on actual crime rates among students but draw no inference from increased or unchanged suspensions regarding the underlying rate of student crime.

The association between YCW activity and major disciplinary actions was analyzed in a framework analogous to that used to analyze YCW program effects on incidents of crime and violence, described in greater detail in appendix C. Separate Poisson regressions with conditional fixed effects were first

run to estimate the relationship between YCW program activities and each of the two major disciplinary action categories, controlling for individual school-level characteristics. An estimate of the average program effect was obtained by taking a simple average of the estimated effects for in-school and out-of-school suspensions, and an estimate of the standard error for this average program effect measure was derived using SUR estimation procedures.

RESULT: SUSPENSION RATES WERE LOWER IN YCW HIGH SCHOOLS RELATIVE TO RATES IN HIGH SCHOOLS WITHOUT YCW PROGRAMS, BUT SUSPENSION RATES DID NOT DIFFER ACROSS MIDDLE SCHOOLS WITH AND WITHOUT YCW PROGRAMS.

Figures 2.8 and 2.9 show the estimated effects of YCW activity on rates of major disciplinary actions in middle schools and high schools, respectively. In middle schools, there was no statistically significant difference in suspension rates across schools with and without YCW programs. In high schools, the average estimated program effect on suspension rates was negative, primarily due to a 9 percent lower rate of in-school suspensions in schools with YCW programs.

Considered alongside our previous results on incidents of crime and violence, these results paint an interesting picture. In high schools, reported incident rates were unchanged, but disciplinary actions fell. In middle schools, incidence rates of reported on-campus misconduct were higher under YCW programs, but there was no associated increase in disciplinary actions. A supplementary analysis of program tenure indicated that suspension rates were higher on average in middle schools with first-year YCW programs but lower on average when programs were older than one year. This seems to be an indication that YCW activity, particularly in programs extant for more than one year, is differentially affecting types of misconduct not captured in the six available criminal and violent incident categories.

As mentioned above, this may include incidents, such as truancy, chronic tardiness, or dress code violations, that do not fit into the pre-defined incident categories required to be reported to the state. It may additionally include misbehaviors that are of the same general type as those incidents reported to the state that are serious enough to result in suspension but do not meet the minimum criteria required for reporting. For example, Broward County guidelines specify that theft of property of value greater than or equal to $300 must be reported to the state as a property incident. Theft of property worth less than $300 may result in suspension, particularly if the student has committed the incident multiple times, but is *not* reported to the state. Our results are consistent with the hypothesis that YCW activity differentially deters these relatively less serious types of on-campus misbehavior.

One possible explanation is that students who commit more serious offenses have more serious problems that are not as susceptible to a deterrent effect. For example, students who have an anger control or impulse control problem, have ADD or AHDD, or have serious mental health issues may be less likely to be deterred by the threat of being caught and reported than are students whose comparatively minor misbehavior more probably reflects youthful risk taking, boisterousness, immaturity, or peer pressure.

Figure 2.8: Estimated YCW Program Effect on Major Disciplinary Actions, Middle Schools (No Effects Shown Were Statistically Significant at 10% Level)
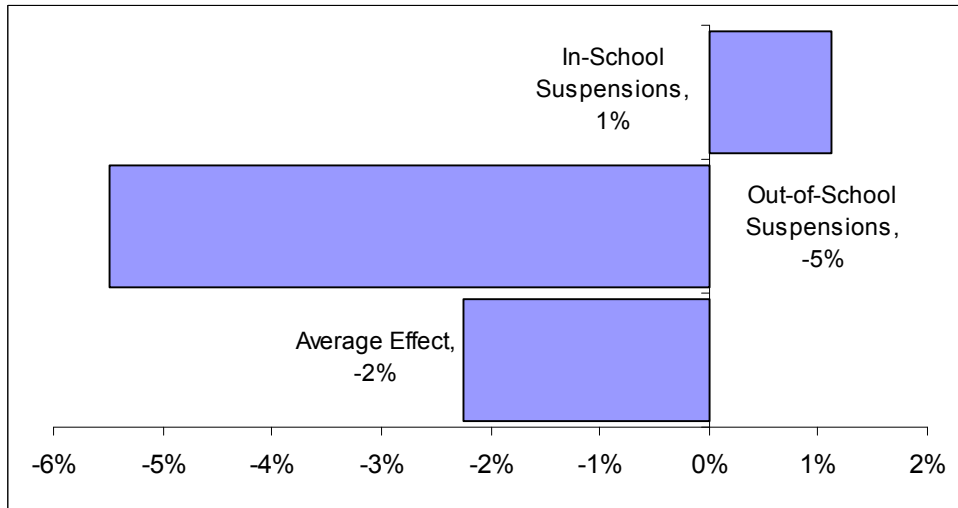
Figure 2.9: Estimated YCW Program Effect on Major Disciplinary Actions, High Schools (Effects in Dark Purple with Bold Labels Statistically Significant at 10% Level)
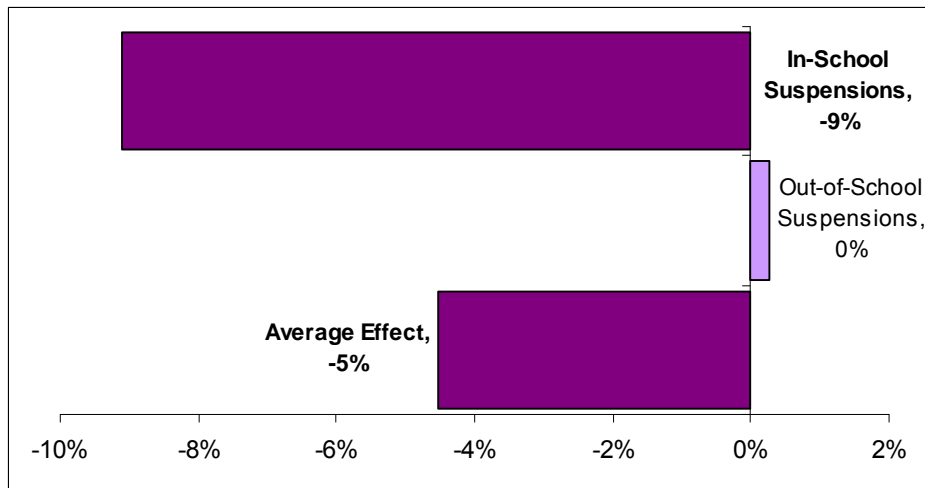
RESULT: PATROLLING DECREASED SUSPENSION RATES IN HIGH SCHOOLS BUT NOT IN MIDDLE SCHOOLS.

Patrolling had no statistically significant effect on major disciplinary actions in middle schools. In high schools, the average effect of patrolling on suspension rates was -6 percent, as compared to the -5 percent effect for the YCW program as a whole reported above. Results taking into account specific patrol characteristics such as timing, use of two-way radios, and use of visible ID by students on patrol were mixed and generally statistically insignificant.

2.2.4   School Climate Data

As noted in section 2.1, the school climate data consist of five years of survey responses from students in Broward County public schools. Students were asked to rate their level of agreement with a set of statements on a scale of one to five, with one representing an answer of "strongly agree," two an answer of "agree," three "undecided/neutral," four "disagree," and five "strongly disagree." In particular, students were asked to respond to the following four statements:

- "I feel safe at school."
- "Students at school harass me."
- "Students bring drugs or alcohol to my school."
- "Students carry weapons at my school."

For each school, we recorded the percentage of students who agreed or strongly agreed with the first statement, and disagreed or strongly disagreed with the latter three statements. Higher reported percentages correspond to healthier school climates. Controlling for other school-level factors, higher levels of these school climate measures in schools with YCW programs relative to levels in non-YCW schools would constitute evidence of a positive program effect.

Unlike the measures in the previous two sets of analyses described in sections 2.2.1 and 2.2.2, the school climate data represent students' subjective impressions of safety in their schools rather than objective measures of reported incidents or disciplinary actions. Nevertheless, as is evident from figure 2.10, school climate measures seem to track reported incidents of crime and violence over time extremely closely: the higher the reported total incident incidence rate, the fewer students report feeling safe in school.

The association between YCW activity and school climate was analyzed in the same Poisson SUR framework as analyses of incident rates and disciplinary actions in the previous two sections, described in greater detail in those sections and in appendix C.

Figure 2.10: School Climate Measures Versus Reported Incident Rates, Average Across Schools
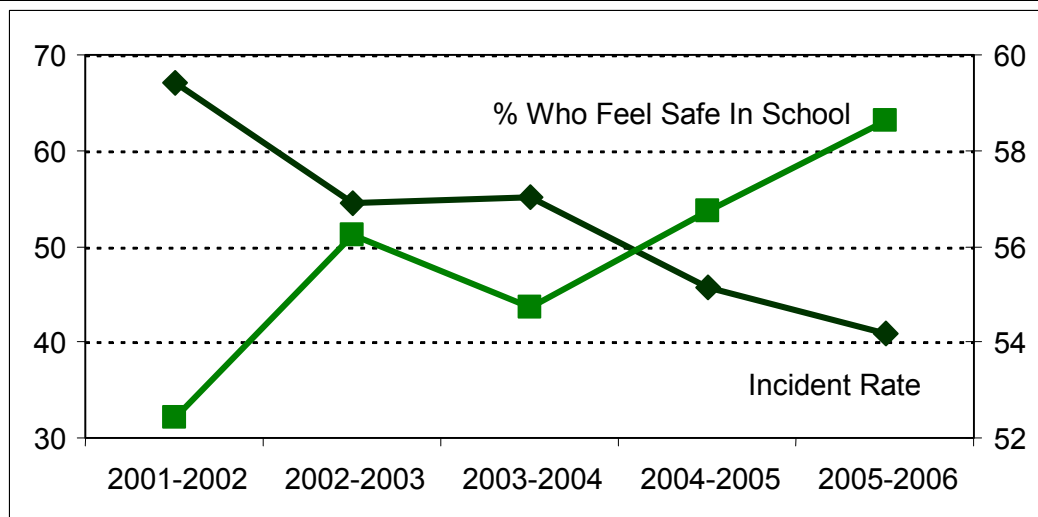
RESULT: SCHOOL CLIMATE MEASURES WERE LOWER IN MIDDLE SCHOOLS AND HIGH SCHOOLS WITH YCW PROGRAMS THAN IN NON-YCW SCHOOLS.

Given the close correspondence between school climate measures and incidents of on-campus misconduct described above, it is not surprising that YCW activity was associated with lower school climate measures in both middle schools and high schools, as seen in figures 2.11 and 2.12 below. The strongest individual program effect in middle schools was on students' assessment of their peers' propensity to carry weapons in school. There was no statistically significant program effect on any of the four individual school climate measures in high schools, but joint testing showed that, taken together, the overall program effect in high schools was negative and statistically significant. A supplementary program longevity analysis indicated that this negative effect was stronger for new YCW programs than for programs in operation for more than one consecutive year.

As noted above, we discount the possibility that YCW increased underlying incident rate in schools. We must therefore turn to alternative explanations for the observed adverse influence of YCW on students' perceptions about school safety and crime rates among their peers. For example, it could be that YCW activity increases awareness of on-campus misconduct via increased reporting. If students are more likely to learn of their peers' misbehavior when YCW programs are active, then one would expect a negative association between YCW and school climate. Alternatively, students could feel less safe because of the fact that their school must rely on "extra eyes" to maintain order and safety. Finally, in response to the program's general emphasis on reporting, it could be that students in YCW are more likely to report misbehaviors they have witnessed among their peers.

We cannot speculate as to which of these explanations (or some other explanation not explicitly considered here) account for the decrease in school climate measures. Readers must consider the evidence and draw their own conclusions on this point.

Figure 2.11: Estimated YCW Program Effect on School Climate Measures, Middle Schools (No Effects Shown Were Statistically Significant at 10% Level)
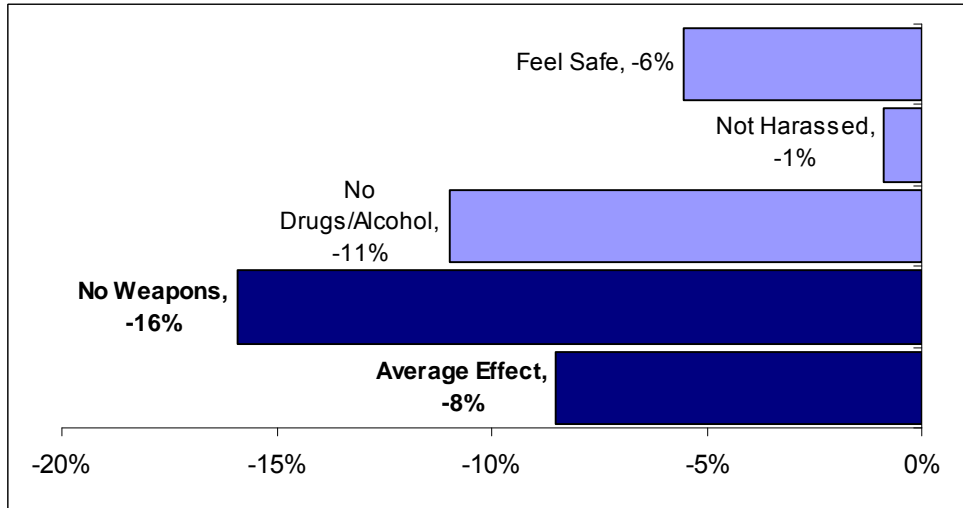
Figure 2.12: Estimated YCW Program Effect on School Climate Measures, High Schools (Effects in Dark Purple with Bold Labels Statistically Significant at 10% Level)
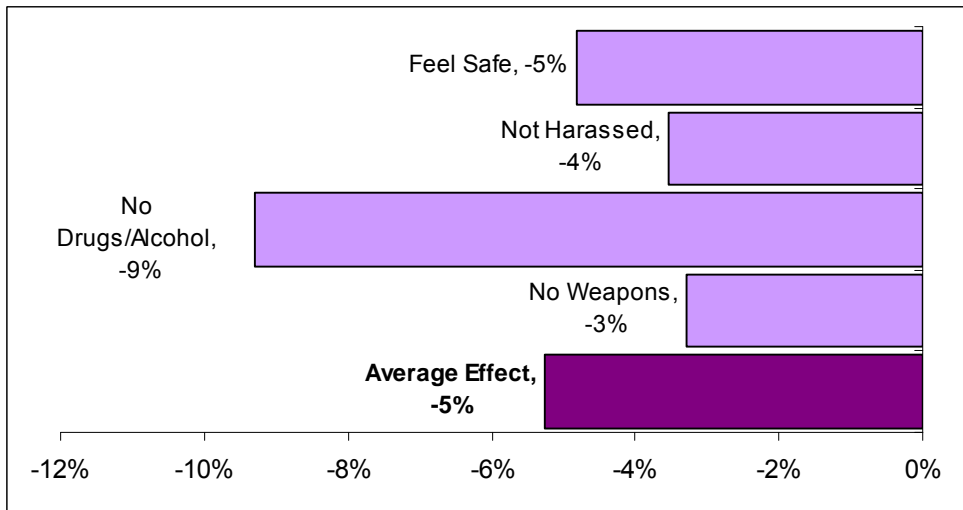
Our time trend analysis found that school climate measures fell more rapidly in YCW schools relative to their non-YCW counterparts. This stands in contrast to our previous finding that there was no statistically significant difference in time trends in reported incidents and disciplinary actions between YCW and non-YCW schools. The fact that we found differing patterns between school-reported outcome measures and student survey responses would seem to be consistent with increased rates of reporting. That is, to the extent that YCW is increasing visibility of on-campus misconduct through increased reporting, we might expect to find the observed pattern of more rapidly falling school climate measures in YCW schools.

RESULT: PATROLLING WAS ASSOCIATED WITH IMPROVEMENTS IN SCHOOL CLIMATE MEASURES IN MIDDLE SCHOOLS AND HIGH SCHOOLS, PARTICULARLY WHEN PATROLLING STUDENTS CARRIED TWO-WAY RADIOS.

Interestingly, despite the overall negative effect of YCW programs on school climate measures, patrolling activity seemed to improve students' assessments of their schools' safety (see figures 2.13 and 2.14). Visible signs of authority such as radios and IDs for students on patrol had particularly strong effects on middle schoolers. High schoolers reported similarly higher levels of confidence when two-way radios were used, though the overall impact of patrolling on high school climate measures (1 percent) was lower on average than in middle schools (7 percent). Thus, although YCW programs in general decreased students' perceptions of school climate, this effect seems to have been partially mitigated in schools in which patrolling students carried two-way radios.

Figure 2.13: Estimated Average Effect of Patrolling Characteristics on School Climate Measures, Middle Schools
(Effects in Dark Blue with Bold Labels Statistically Significant at 10% Level)
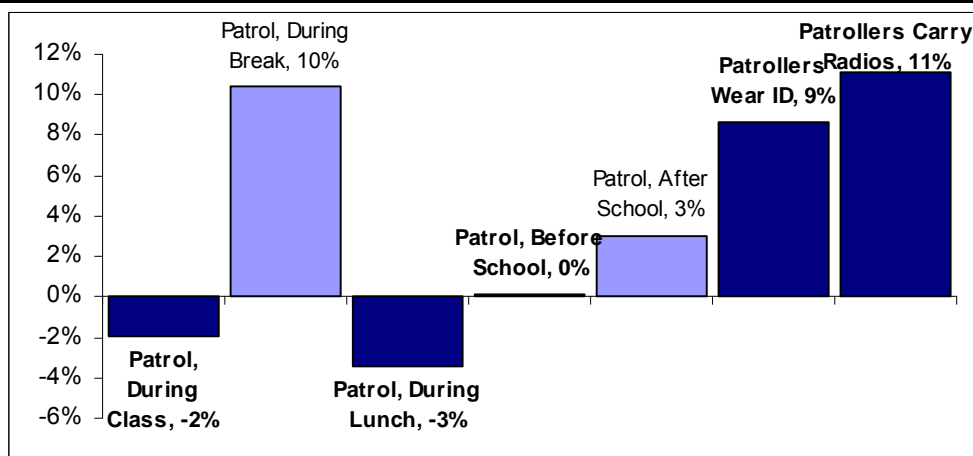
Figure 2.14: Estimated Average Effect of Patrolling Characteristic on School Climate Measures, High Schools
(Effects in Dark Purple with Bold Labels Statistically Significant at 10% Level)
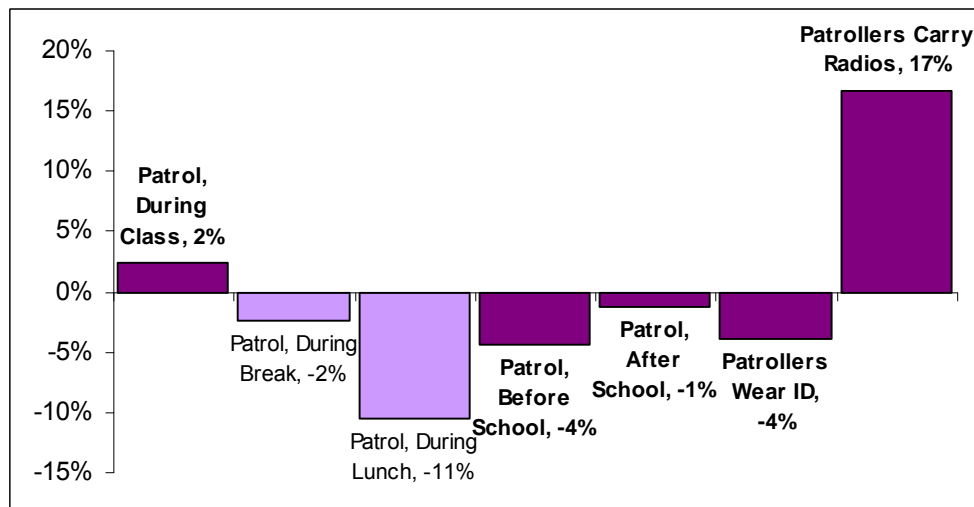
2.2.5   Discussion

The best evidence at our disposal indicates that YCW programs increase the rate of *reported* on-campus incidents of crime and violence in both middle schools and high schools. This finding might be expected of a program whose primary program activity, youth patrol, focuses on increasing observation and reporting of student misbehavior. However, we cannot discern from this study whether YCW implementation increased, decreased, or had no effect on underlying student misconduct.

Suspension rates were lower on average in high schools with YCW programs, but there was no measurable program effect in middle schools. The lower suspension rates we observed in high schools are consistent with a deterrence effect. Deterrence in middle schools may have been masked by higher reporting rates, but once again we cannot tell that from this study.

The results of the school climate surveys in Broward schools seem counterintuitive in that they indicated that students felt less safe in schools with YCW programs. We see no reason why YCW should cause a school to become more dangerous. Furthermore, we discount the probability that the causal direction was confused—that schools implement YCW programs because they are (or are perceived as being) more dangerous.[14] In fact, the vast majority of schools in the three districts had YCW programs because YCW advisors both liked the program and because their supervisors expected them to run the program; higher rates of misconduct were not cited as a motivating factor.

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[14]   Note from our above analysis that schools with high rates of misconduct were more likely to have YCW programs, which might cause one to conclude that high rates of misconduct indeed caused schools to implement YCW. However, using fixed-effects, our statistical modeling controlled for the overall level of misconduct in a school, and the inferences were based on how reported misconduct changed after implementation of YCW. This precludes the possibility that high rates of misconduct caused schools to adopt YCW programs. The causal direction was clear.

In addition, the YCW program was established at the beginning of the year, while misconduct was assessed at the end of the year; this timing precludes the possibility that program implementation in a given year was a response to misconduct in that year. One possible alternative explanation for the observed pattern of student responses is that increased reporting of student misconduct may cause students to feel less safe or lead to an increased awareness of misconduct and crime, much as a large increase in police presence in a community may result in citizens being more concerned about crime than they originally were. Our analysis allows us neither to confirm nor to reject this possibility.

As noted at the beginning of section 2, the school-level analysis utilized the strongest possible quasi-experimental design. The National Institute of Justice was enthusiastic about evaluating YCW programs even though an experimental evaluation with random assignment was seen as impractical by the team of scientists that performed an evaluability assessment predating the current grant and, subsequently, was not proposed by the study team. It is possible that if this study were replicated using an experimental design that results would be more robust, potentially more different, or both. More likely, however, is that all the questions posed in this evaluation would not be answerable even if random assignment was used. The problem is that YCW in fact increased reporting rates, as would be expected of a program whose mandate was to station observers where misconduct is likely to occur and to ask these observers to report what they see. What we cannot tell based on the reported misconduct data whether this higher rate of reporting actually reduced the true underlying rates of misconduct. The same difficulty would have plagued even a study based on random assignment.

3.0 Participant-Level Effects

3.1 Methodology

The participant-level impact study had two general research questions: (1) does participation in YCW improve students' leadership skills, self-esteem, problem-solving skills, and their ability to work effectively with others? and (2) does participation in YCW cause students to be more willing to report different types of misconduct and crime?

To answer these questions, we employed a quasi-experimental design with two groups of students: (1) students who had just signed up for YCW for the first time ("new YCW" students) and (2) a comparison group of students not in YCW ("non-YCW" students). We enrolled three cohorts of students in the study, one each at the beginning of the 04/05, 05/06, and 06/07 school years. All outcomes are based on self-reported data collected through surveys administered to students at their schools. We surveyed students in the first two cohorts three times—at baseline, 6 months after baseline, and 18 months after baseline. We surveyed students in Cohort 3 two times—at baseline and 6 months after baseline (see exhibit 3.1).

Exhibit 3.1: Overall Data Collection Strategy

Cohort	Baseline	6-month follow-up	18-month follow-up
1	Fall 2004	Spring 2005	Spring 2006
2	Fall 2005	Spring 2006	Spring 2007
3	Fall 2006	Spring 2007	--

3.1.1 School Sample

The study was conducted in 14 middle schools across the three school districts. (Middle schools were used instead of high schools because we believed, based on interviews with YCW adult leaders and YCWA, that we might be more likely to detect measurable impact at middle schools.) These schools were not randomly selected from among all schools with YCW programs in the three districts, nor did we attempt to influence a school's decision whether or not to run a YCW program. Rather, we intentionally tried to recruit those middle schools considered to have active and well-respected YCW programs.

The procedures we followed to identify and recruit schools for the participant-level impact study are described in detail in the study's first interim report (Rich et al. 2005). Because no complete data existed on which schools had YCW programs or their characteristics, we necessarily relied on recommendations from staff at school district security offices and commanders of the law enforcement units that provide School Resource Officers for the relevant schools in the three school districts. YCW advisors at recommended schools in turn recommended other schools. A total of 28 schools were recommended, some more highly than others. After an initial screening interview with the YCW advisor, we sent recruiting materials to principals at 16 schools, from which we recruited 11 schools for data collection in the 04/05 school year. School principals agreed or declined to participate in research studies for a variety of reasons. Our general sense was that the prouder the principal was of the YCW program at his/her school, the more likely s/he agreed to participate in the study.

Two of the 11 schools dropped out of the study at the beginning of the 05/06 school year and were
replaced by three other schools. In the end, 9 schools participated in all three years of data collection;
3 participated for two years; and 2 participated for one year. Of the 14 schools, 5 were from
Broward, 8 were from Hillsborough, and 1 was from Pinellas.

Exhibit 3.2 shows that the 5 study middle schools from the Broward school district had comparable
average enrollments compared with the 38 other middle schools in the county and an almost identical
proportion of students receiving free or reduced-price lunch. The 8 study schools from the
Hillsborough school district had a larger average enrollment and a larger percentage of students
receiving free or reduced lunch compared with the 41 other middle schools in the county.[15]

**Exhibit 3.2: Comparison of Selected Characteristics Between Recruited Middle Schools and
All Middle Schools in Broward and Hillsborough Counties in 2004/05**

| | Broward County | | Hillsborough County | |
| | Recruited Middle Schools | All Middle Schools | Recruited Middle Schools | All Middle Schools |
Characteristic	N=5	N=38	N=8	N=41
Average Student Enrollment	1,513	1,588	1,505	1,037
Percentage of Students Receiving Free or Reduced-Price Lunches	47%	46%	77%	54%

Note: Because only one middle school from Pinellas County participated in the study, we omitted data comparing this
school's selected characteristics with those of all schools in Pinellas County to maintain the school's anonymity. The
data were prepared from information provided by the Florida Department of Education at http://data.fldoe.org/fsir/. We
excluded charter schools and other atypical schools from the tabulations.

3.1.2   Student Sample

Each year YCW programs include students participating in the program for the first time (i.e., "new"
YCW members), as well as students returning to the program from the previous year(s). We
attempted to enroll into the study *all* new YCW students at the start of the 04/05, 05/06, and 06/07
school years who were in either the 6th or 7th grade. We did not include 8th graders, because they
would be at different schools at the time of the 18 month follow-up survey, making them difficult to
re-survey.

For the non-YCW comparison group, we enrolled in the study all students in either one or two
classrooms in each school. (We were able to identify YCW members in selected classrooms because
we included a question about YCW membership in our surveys.) Classrooms were selected in
consultation with the YCW advisor and the school administration, taking into account:

- the school's need to minimize disruption to the school day and, especially, to classrooms
  teaching core academic subjects;

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[15]   We did not compare the middle school recruited in Pinellas County with the other middle schools in that
county because presenting the data would have compromised the school's anonymity, which was promised
to all schools participating in this component of the study.

- the number of new YCW students enrolled in the study at the school that year—we wanted at least as many non-YCW students as new YCW members in the study;

- the grade distribution of the new YCW students—we wanted to match the grade distribution of the non-YCW students and YCW members as closely as possible; and

- because YCW students were generally high performing students, we also excluded classrooms with a preponderance of low academically performing students.

3.1.3   Instrumentation

The first interim study report (Rich et al. 2005) described in detail the instrumentation development process, our pilot test procedures, and Institutional Review Board (IRB) review. For example, we reviewed existing instruments focusing on individual development measures and considered their age-appropriateness, psychometric properties, length of multi-item scales, and cost. Following this review, we selected items from the *California Healthy Kids Survey* (Constantine and Benard 2001) and *Review of Personal Effectiveness and Locus of Control (ROPELOC)* (Richards, Ellis, and Neill 2002).

We developed four survey instruments (shown in appendix B) for the participant impact analysis: a baseline and follow-up survey for both the new YCW group and the non-YCW comparison group. The new YCW and non-YCW surveys were identical, except that the new YCW surveys contained a number of questions on the respondent's involvement in YCW and on the respondent's perception of YCW's impact on themselves and on the school.

There were two groups of key questions for assessing participant impact (see exhibits 3.3 and 3.4 below) covering (1) how the respondents felt about themselves and (2) whether the respondent would report certain types of problems that they observed at the school.

Exhibit 3.3: Survey Questions Regarding Respondents' Feelings About Themselves

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Q: How closely do the following statements describe you personally? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	I am seen as a good leader.	1	2	3	4
b.	I plan to go to college or some other school after high school.	1	2	3	4
c.	I know where to go for help with a problem.	1	2	3	4
d.	I can do most things if I try.	1	2	3	4
e.	I can be a good leader.	1	2	3	4
f.	I can work with someone who has different opinions than mine.	1	2	3	4
g.	I can work out my problems.	1	2	3	4
h.	When I need help, I find someone to talk with.	1	2	3	4
i.	I enjoy working together with other students my age.	1	2	3	4
j.	There are many things that I do well.	1	2	3	4
k.	I stand up for myself without putting others down.	1	2	3	4
l.	I try to work out problems by talking or writing about them.	1	2	3	4
m.	I am capable of being a good leader.	1	2	3	4

Exhibit 3.4: Survey Questions Regarding Whether the Respondent Would Report Problems

Q: If you see the following types of problems at school, would you report it to the YCW adult leader or other adult at the school?

		1. Would not report	2. Maybe would report	3. Probably would report	4. Definitely would report
a.	see someone breaking into a car in the school parking lot?	1	2	3	4
b.	smell cigarette smoke in the school bathroom?	1	2	3	4
c.	hear there is going to be fight after school?	1	2	3	4
d.	see someone bullying another student?	1	2	3	4
e.	see someone giving drugs to other students?	1	2	3	4

The four surveys also included demographic information, current involvement in school and community activities, and current attitude toward school and home life.

3.1.4   Data Collection

Parental permission forms, granting the study team permission to survey the son or daughter up to three times (baseline, 6-month follow-up, 18-month follow-up), were distributed to all new YCW and non-YCW students at each school who enrolled in the study at the beginning of the 04/05, 05/06, and 06/07 school years. We tried twice at each school to survey the new YCW and non-YCW students who returned a signed, affirmative parental permission form. If a student enrolled in the study subsequently transferred to another school, we did not attempt to administer the survey to the student at the other school. Student transfers—especially in Hillsborough school district, which has a school choice program that permits students to enroll in any school in the county—contributed significantly to the relatively low percentage of students that we were able to survey at the 18-month follow-up period (see exhibit 3.5, below).

The number of completed surveys by respondent type, cohort, and wave is summarized in exhibit 3.5. It should be noted that the totals for the 6- and 18-month follow-up surveys reflect the total number of students who were surveyed, independent of whether they took the earlier surveys.[16] Exhibit 3.6 provides totals for the New YCW and Non-YCW groups.

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[16]   This explains why more non-YCW students took the 6-month follow-up than the baseline survey. Several of these students returned affirmative parental permission slips prior to the baseline survey, but we were not able to survey them at baseline.

Exhibit 3.5: Completed Surveys by Cohort and Wave

Cohort	Baseline	6-month follow-up	18-month follow-up
Cohort 1			
• New YCW	183	144	87
• Non-YCW	272	248	172
Cohort 2			
• New YCW	157	137	64
• Non-YCW	226	201	104
Cohort 3			
• New YCW	145	142	N/A
• Non-YCW	176	181	N/A

Exhibit 3.6: Completed Surveys by Group

	Baseline	6-month follow-up	18-month follow-up
New YCW	485	423	151
Non-YCW	674	630	276

3.2   Analysis and Findings

This section discusses the effects of YCW on students' self-image regarding individual development measures and their expressed willingness to report hypothetical offenses. We tested hypotheses about changes in these measures by comparing responses from YCW participants and a comparison group of students in the same schools. Because YCW is a voluntary program, it attracts students who support its goals. As a result, the YCW participant group differed from the comparison students in many ways, only some of which we could measure. As discussed in this section, we controlled for observable variables using propensity scores and by using a difference-in-differences approach. Unobservable differences remained, because, for example, we could not completely measure factors such as willingness to cooperate with a school program operated by adults, but also because study subjects sometimes refused to answer follow-up surveys or were unavailable to answer those surveys.

Section 3.2.1 summarizes the baseline data we collected. Section 3.2.2 describes our approach for controlling for differences between the YCW participant and comparison groups. The results of the analysis are discussed in sections 3.2.3 (6-month effect on reporting), 3.2.4 (18-month effect on reporting), 3.2.5 (6-month effect on individual development measures), and 3.2.6 (18-month effect on individual development measures). Concluding remarks on the analysis are offered below in section 3.2.7.

3.2.1 Baseline Data

The analysis is based on 18 questions asked during the spring of the YCW participants' first year and repeated during the spring of the following year (see exhibits 3.3 and 3.4 in section 3.1). The same questions were asked near the beginning of the school year to provide a baseline for comparison. A total of 485 YCW participants and 674 other students completed the baseline questionnaire.

We constructed four indices by averaging some of the questions. Figure 3.1 shows the three items used to construct the index of *leadership ability*. Students are asked how closely each statement describes them personally. They can respond, "Not true," "A little bit true," "Pretty much true," or "Very true." Answers to each of the three questions making up the index are negatively skewed, as is the index itself. The scale formed by averaging the three items listed in figure 3.1 has a reliability coefficient[17] of .81 for the baseline questionnaire. YCW participants have a slightly higher average score on one of the three components ("I am seen as a good leader."), but the other two, and the index as a whole, do not differ significantly between groups.

Figure 3.1: Index of Self-Reported Leadership Ability, Baseline Values, by Program Participation

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I am seen as a good leader
I can be a good leader
I am capable of being a good leader

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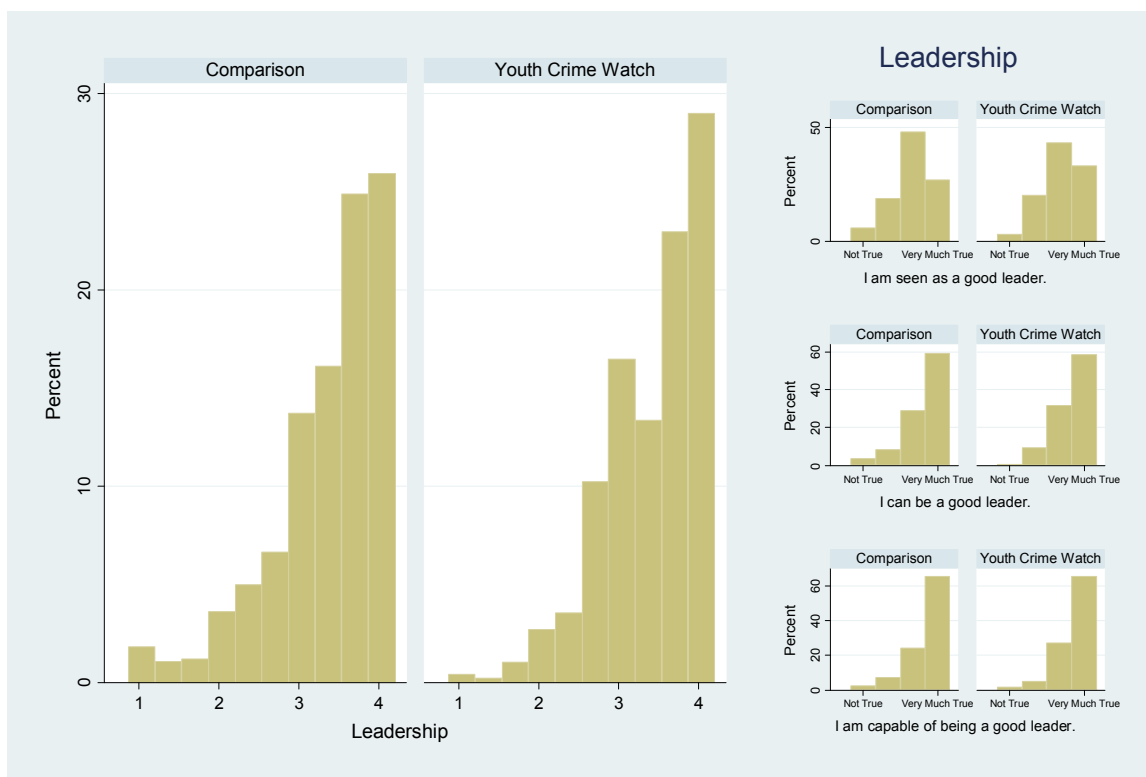
[17]   Cronbach's alpha

Figure 3.2 shows the three baseline measurements used to construct the index of *self-esteem*. Nearly all students plan go to college, and most gave highly positive answers to the other two components. The scale formed by averaging the three items has a reliability coefficient of .45. YCW participants do not differ significantly from other students on any of these measures.

Figure 3.2: Index of Self-Esteem, Baseline Values, by Program Participation

I plan to go to college or some other school after high school
I can do most things if I try
There are many things that I do well
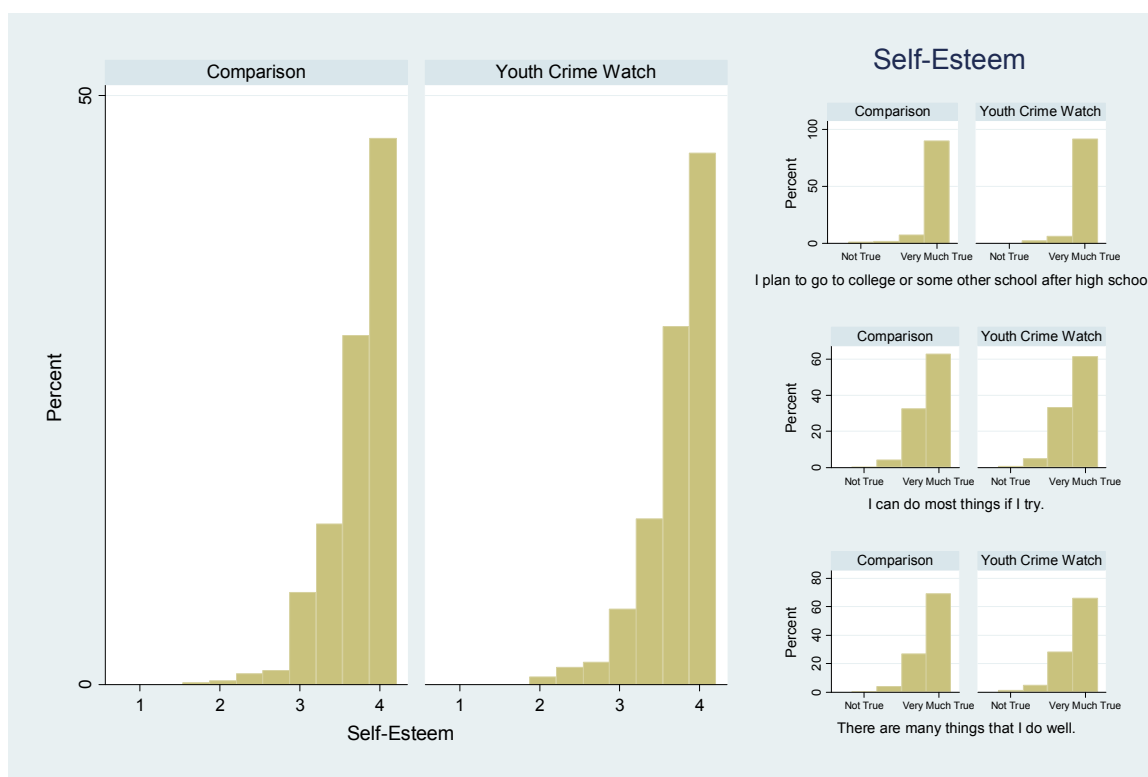
Most students in both groups consider themselves able to *work with others* (see figure 3.3). The scale formed by averaging these three items has a reliability coefficient of .54. Each of the three questions on this topic is negatively skewed, and none of them differ significantly between groups.

YCW participants give themselves slightly more positive ratings than do members of the comparison group on each of the four questions forming the index of *problem-solving ability* (see figure 3.4). Differences between groups are not statistically significant for any single item, but the combined score is slightly higher for YCW participants than for members of the comparison group.[18] The reliability coefficient of the scale formed by averaging these four items is .62.

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[18] $t = 1.93$, $p = .075$

Figure 3.3: Index of Self-Reported Ability to Work With Others, Baseline Values, by Program Participation

I can work with someone who has different opinions from mine
I enjoy working together with other students my age
I stand up for myself without putting others down
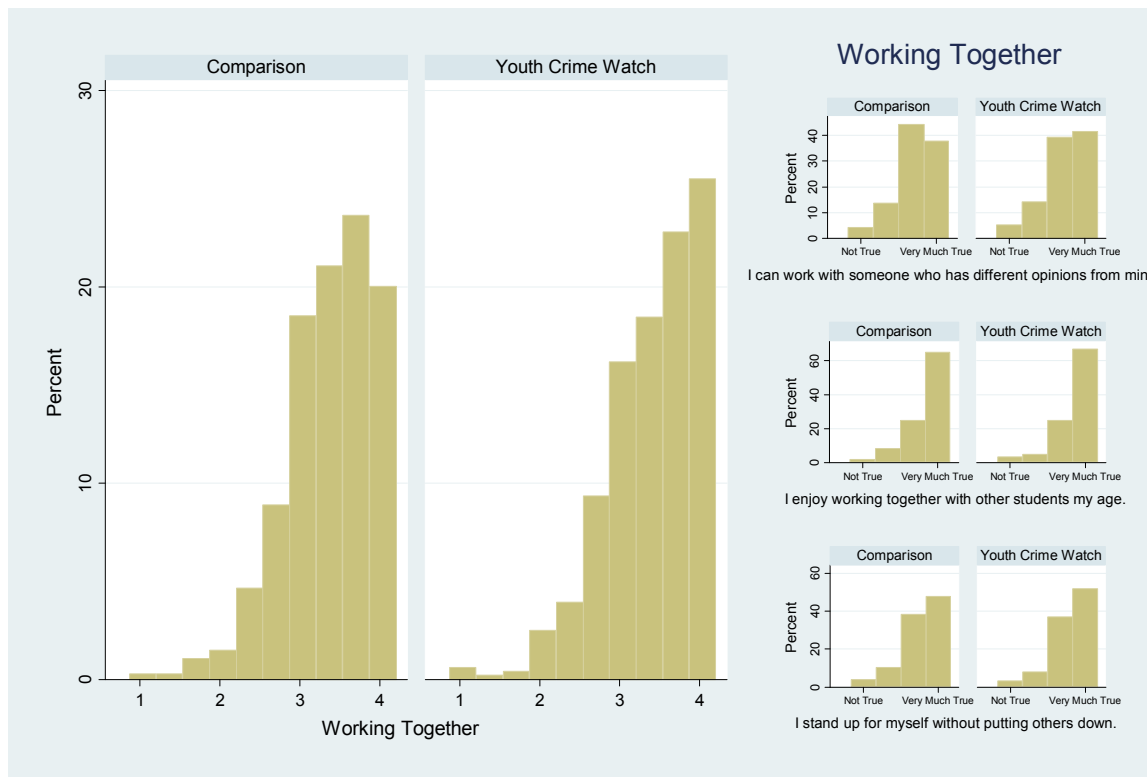
Five of the questions posed hypothetical examples of student misconduct and asked whether the student would "definitely," "probably," or "maybe" report each, or "would not report" it. Most YCW participants said they would "definitely" report each situation, and in every case the YCW participants express greater willingness to report than do members of the comparison group (see figure 3.5). These differences largely reflect self-selection into YCW by students who place a positive value on reporting incidents.

This analysis is based on students' written answers to questions, and not on their actual behavior. It is possible that participation in Youth Crime Watch might change what students *say* more than it changes what they *do*. Baseline measures may overstate actual reporting behavior for additional reasons. First, some students may try to provide what they think is the "right" answer, rather than their actual attitude. This could be true of both groups but might be more true of YCW participants, who have asked to become members of an organization aimed at reporting incidents and who may think their continued participation in YCW could be affected by their answers (despite assurances to the contrary). Second, because the baseline measurements are administered shortly after participants join YCW, some of these positive responses may reflect effects of YCW membership, rather than pre-

existing differences. For example, identifying themselves as "Youth Crime Watch Members" may cause participants to think of themselves as the kind of people who would report an incident if they saw one.

Figure 3.4: Index of Self-Reported Problem-Solving Ability, Baseline Values, by Program Participation

I know where to go for help with a problem
I can work out my problems
When I need help, I find someone to talk with
I try to work out my problems by talking or writing about them
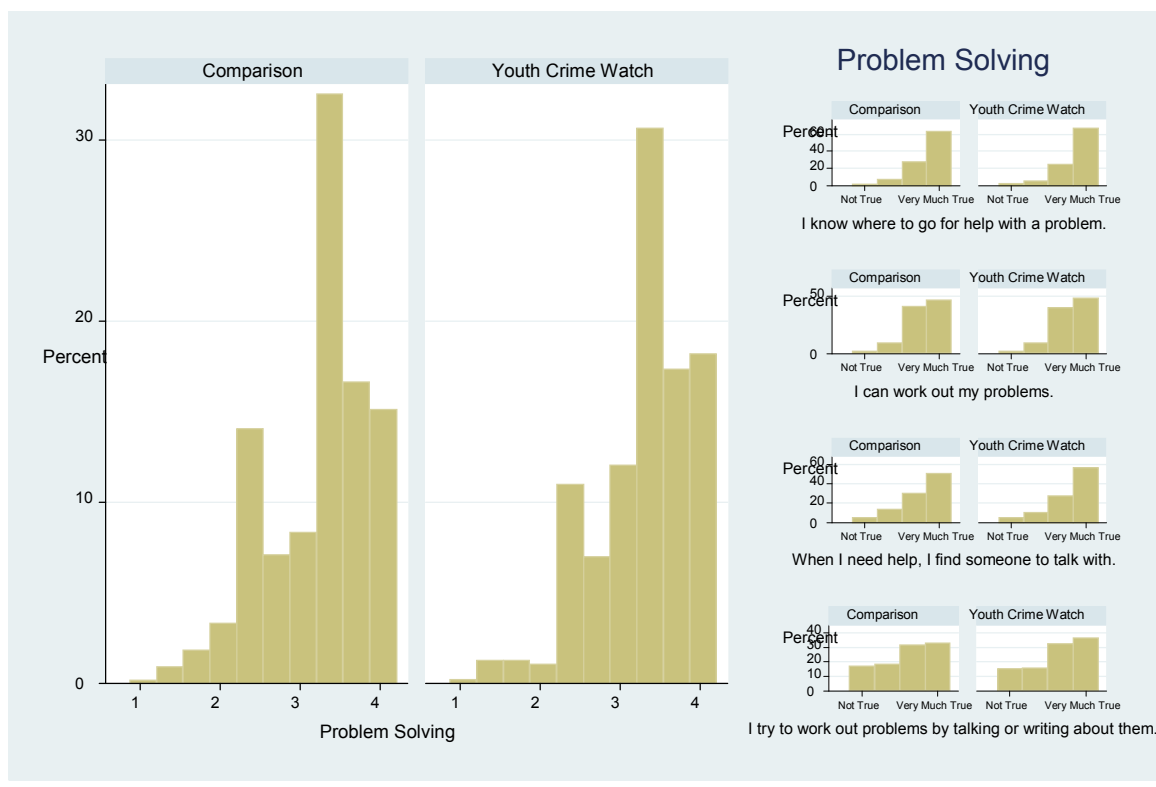
Figure 3.5: Reporting School Incidents to an Adult, Baseline Values, by Program Participation
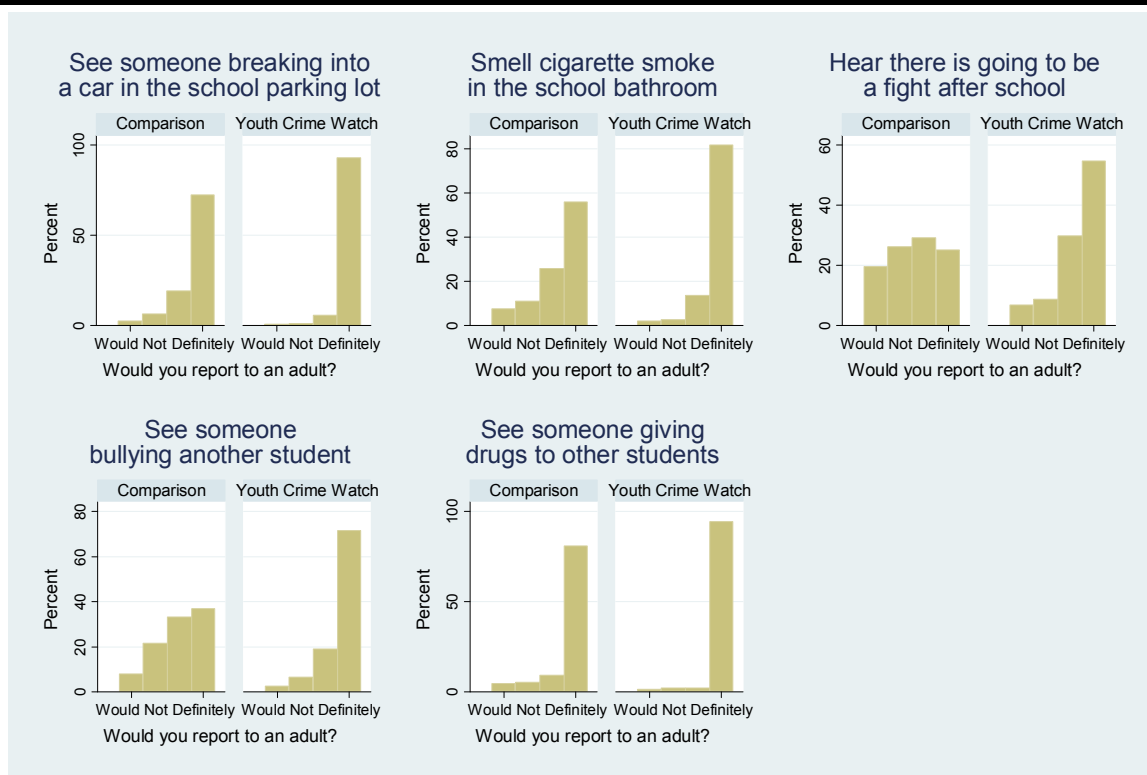
3.2.2 Forming Comparable Groups

Because YCW participants are self-selected, they differ from the comparison group on several measures (exhibit 3.7). In addition to willingness to report, YCW participants had different activity patterns from those of other students. They were more likely to volunteer for community organizations, and less likely to spend ten or more hours per week on extracurricular activities. (Appendix D shows logistic regression models for YCW participation.)

The groups actually available for outcome analysis reflected a second selection, because some students either were not available for testing or refused to participate. This could be caused by absence, school transfer, or other reasons. We found no evidence that non-response was related in any systematic way to student characteristics (appendix D), but YCW respondents could have differed from non-members in ways we did not measure.

We used propensity scores to estimate the effect of participation on students who volunteered to participate (see exhibit 3.8). The propensity score is an estimate of the probability that a student with given characteristics will volunteer to join YCW. The estimate is based on logistic regression (see appendix D).

Exhibit 3.7: Selected Baseline Characteristics of YCW Participants and Comparison Students

Percent involved in extra-curricular activities	Comparison	YCW
Band, orchestra, chorus, choir or other music group	33	22
School play or musical	11	4
Student government or student council	8	12
Hobby club like photography, chess	8	11
Sports team	26	31
Dance, gymnastics	12	11
Some other club or school activity	29	29

Percent "very likely" to report if they…	Comparison	YCW
--see someone breaking into a car in the school parking lot	72	93
--smell cigarette smoke in the school bathroom	56	80
--hear there is going to be a fight after school	25	54
--see someone bullying another student	37	69
--see someone giving drugs to other students	81	94

* the two groups differ significantly at level .05

Exhibit 3.8: Variables Used In Constructing Propensity Scores

- Participation in school activities
- Other activities for which students volunteered
- Hours spent on extracurricular activities other than YCW
- Baseline scores on the four attitude scales
- Baseline scores on the five reporting scales
- Ethnicity
- Which school the student attended
- Gender

If the student's propensity score exceeds 50 percent, then based on the predictors of participation in exhibit 3.8 the student was more likely than not to participate in YCW. Seventy-three percent of participants had scores greater than 50 percent, and 79 percent of non-participants had scores less than 50 percent. Thus, the model results were consistent with the data for 76 percent of the students. The distribution of propensity scores (figure 3.6) shows that very few non-participants were highly likely to participate. Only 3 members of the comparison group had propensity scores exceeding 0.90, while 50 YCW participants scored in this range. In contrast, 178 members of the comparison group, but only 23 participants, had scores below 0.20.[19]

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[19] In our analysis, we exclude scores above 0.92. Because there are so few members of the comparison group in this range, estimates of treatment effects for this group are extremely imprecise.

Figure 3.6: Propensity to Participate in YCW

Distribution of Propensity Scores

Because the propensity score encodes the information in each variable that is relevant to participation, participants and comparison students with similar propensity scores have the same average response to all the variables that went into computing the score. (We verified this by dividing the students into five strata and comparing the means for each variable within each stratum.) We used the propensity scores to construct a set of weights that would give a (weighted) comparison group the same distribution of propensity scores as the YCW participants.[20] A weighted comparison group now provides an estimate of what the outcome would be for people like the participants (in all characteristics included in the analysis) had they not participated in YCW.[21] This analysis controls only for known characteristics of students. Volunteers may have differed from nonparticipants in other ways that were not measured. To the extent that these differences influenced *changes* in post-participation response, the analysis may overstate the effects of Youth Crime Watch.

Approximately 12 percent of the cases had at least one missing response. We imputed values for these missing responses by:

- Estimating the vector of coefficients (β) and the residual variance by regressing the non-missing values of y on the current "completed" version of x.

- Predicting the fitted values η_i at the non-missing observations of y.

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[20] The weights are 1.0 for YCW participants and p/(1-p) for others.

[21] This is usually referred to as "the average treatment effect on the treated."

- Drawing at random a value (σ*) from the posterior distribution of the residual standard deviation.

- Drawing at random a value (β*) from the posterior distribution of β, allowing, through σ* for uncertainty in β.

- Using β* to predict the fitted values ηi at the missing observations of *y*.

- The imputed values are predicted directly from β*, σ*, and the covariates. When imputation is by linear regression, this step assumes that *y* is normally distributed, given the covariates. For ordinal variables we used ordered logistic regression. For categorical variables we used multinomial logistic regression. Imputation samples were drawn from the corresponding distribution.

We used only the most pertinent variables for this imputation. (For example, self esteem was imputed using the self-esteem measure from other periods, the individual responses from which the self-esteem index was created, and YCW participation.) We repeated the entire analysis, starting with this imputation, five times. We estimated the regressions on each of the five replicates and combined the results, taking into account the variance estimated within each replication and the variance among replications.

3.2.3   Effects on Reporting (6 Months After Baseline)

We tested the effect of YCW on reporting using ordered logistic regression. For each reporting question, the regression was:

6 month score   = *a* x baseline score   + *b* x YCW   + *c* x YCW x baseline   + constant

Ordered logistic regression treats the four ordered responses (would not report, maybe, probably, and definitely) as parts of an (unobserved) underlying scale that is modeled as a linear combination of the independent variables. This regression assumes that the slopes (a, b, and c above) are the same for each level of the response. We tested this assumption (using a Wald test) and concluded that it is consistent with the data. Observations in the comparison group in this regression were weighted to reproduce the propensity score distribution of the participants. Using the baseline score in the regression is similar to measuring a gain score. (If the coefficient *a* were constrained to equal 1, it would be identical to a gain score.) Since the coefficients on the baseline scores are sometimes different from one, this model fits the data better than a gain score model would.

The interaction term in the model allows for the possibility that the effect of YCW might be different for students with different baseline scores. For example, students who enter with maximum baseline scores might show less effect than others.

Estimates and tests for these equations are shown in exhibit 3.9. The effect of participation is measured in raw scores. The first line in each group shows the effect, the second line shows its standard error, and the third line shows the probability that an effect this large or larger would be observed in a randomly drawn data set where the true effect was zero. For example, the effect of participation on reporting bullying is 2.246. This means that we estimate that the average scores of YCW participants are 2.246 units higher (on the arbitrarily rescaled response index) than they would

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be had they not participated in YCW. The standard error of this number is 0.832.[22] Such a difference is extremely unlikely to occur by chance if there were no real effect of participation. In fact, differences this large or larger would occur less than 1 percent of the time (0.007) if the null hypothesis of no treatment effect were true.

Exhibit 3.9: Willingness to Report Selected Incidents to an Adult, 6 Months After Baseline

If you see the following types of problems at school, would you report it to the YCW adult leader or other adult at the school?

Variable	--see someone breaking into a car in the school parking lot	--smell cigarette smoke in the school bathroom	--hear there is going to be a fight after school	--see someone bullying another student	--see someone giving drugs to other students
Effect of Participation	1.444	1.907	0.953	2.246	-2.548
	(2.046)	(0.970)	(0.602)	(0.832)	(1.616)
	0.481	*0.049*	*0.113*	*0.007*	*0.115*
Interaction of baseline with YCW	-0.217	-0.348	-0.163	-0.492	0.683
	(0.567)	(0.286)	(0.227)	(0.264)	(0.415)
	0.702	*0.222*	*0.473*	*0.062*	*0.100*
Baseline score on same measure	1.073	1.198	0.898	0.954	0.419
	(0.399)	(0.326)	(0.222)	(0.187)	(0.409)
	0.007	*0.000*	*0.000*	*0.000*	*0.306*
Combined test of participation including interaction	*.0382*	*>.0001*	*.0003*	*.0006*	*.2294*

Key: Effect size
       (Standard error)
       Significance level

Overall, *for four of the five incident types in which students might report to an adult (breaking into a car, smoking, a fight, and bullying), YCW participants expressed greater willingness to report the incident than did members of the comparison group at six months after baseline*. The interaction terms for these equations are negative. This means that the effect of YCW was greater for those who said they were unwilling to report the incident at baseline. Students who would definitely report an incident before joining YCW could not increase their willingness to report as a result of joining. Participation might still have an effect for these students if it preserved a willingness to report that might otherwise have been reduced.

Figure 3.7 shows the percentage of YCW participants whose six-month survey expressed willingness to report each type of incident. We divided the students into groups according to the answer they gave to the same question on the baseline survey. For example, of 362 participants who said at baseline that they would definitely report someone breaking into a car, 310 (86 percent) gave the same answer six months later. This is the value plotted in figure 3.7. The corresponding value for the comparison group requires one additional step. Fewer than 74 percent of non-participants whose

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[22]   These are robust standard errors adjusted for correlations of responses within schools, and also for the variance introduced by imputing some missing data values.

baseline survey said they would definitely report this incident gave the same answer six months later. However, when we adjusted the count using the propensity scores in the regressions, this rose to 77.5 percent. We used these weights to tabulate percentages for each question and each group of comparison students, and these are plotted in the figure. (We also made the same adjustment for missing data as was used in the regressions.)

Figure 3.7: Willingness to Report Selected Incidents 6 Months After Baseline, by Participation and Baseline Response
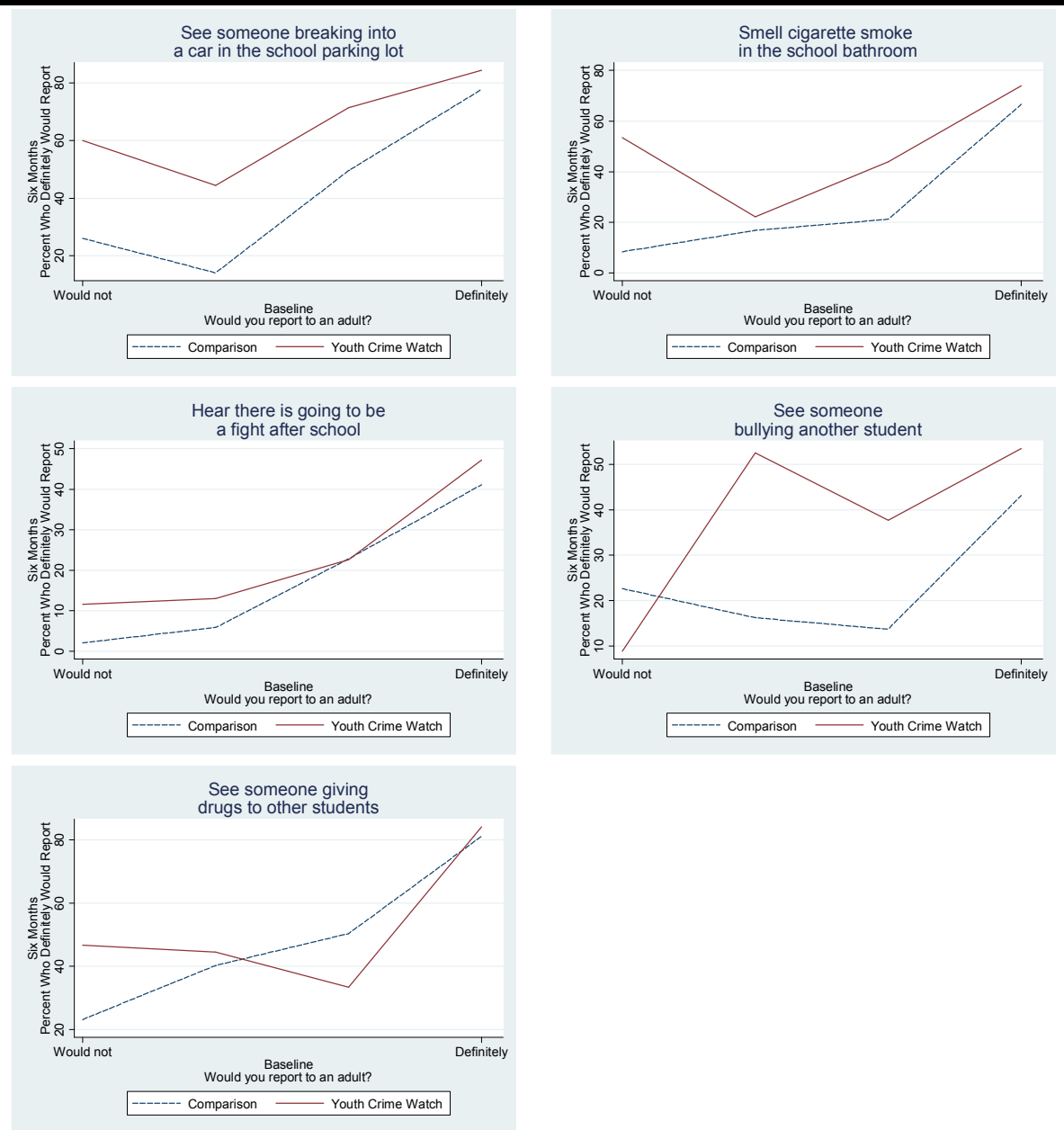
The only incident type on which we found no significant effect of participation was giving drugs to another student. More than 94 percent of YCW participants had said at the baseline survey that they would definitely report such incidents. There was thus little room for participation in YCW to increase reporting.

3.2.4 Effects on Reporting (18 Months After Baseline)

By the end of the next school year (i.e., 18 months after baseline), more than 76 percent of YCW participants were no longer in YCW.[23] Only 16 percent of the girls who joined YCW remained in the program the next year; 30 percent of boys stayed in the program.[24] Our tests of the effects of participation on outcome are based on all students, including those who no longer participate in Youth Crime Watch[25]. To do otherwise would lead to a selection bias even more severe than the one we try to account for with propensity score analysis.

This attrition reduces the power of our statistical tests. Our regression tests are based on approximately 100 YCW participants and 211 comparison students. With this sample size, effects of approximately 0.3 standard deviations can be detected with 80 percent power using a level .05 one-sided significance test. Figure 3.8 shows the statistical power to detect various effect sizes for comparison based on the 6- and 18-month interviews.

Figure 3.8: Statistical Power of Tests of Differences Between YCW Participants and the Comparison Group
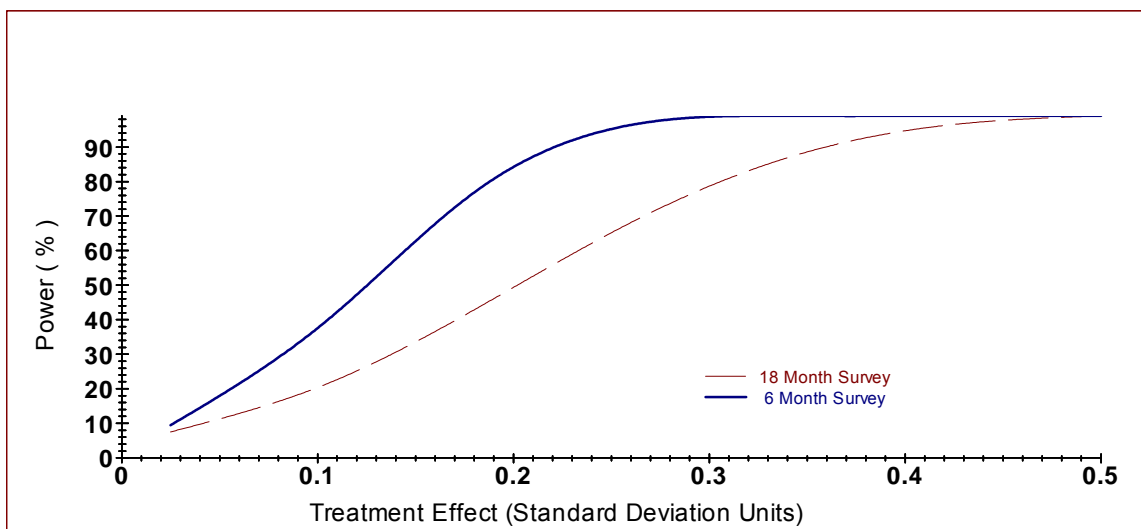
Exhibit 3.10 tests the effect of YCW participation on willingness to report 18 months after baseline. (The format of exhibit 3.10 is the same as that of exhibit 3.9.) By a strict level .05 significance test, none of the effects found earlier are statistically significant. However, three of the five (breaking into

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[23]   In two schools, everyone dropped out. Excluding these schools, the dropout rate was 69 percent.

[24]   We did not find statistically significant differences attributable to other characteristics, such as race, grade, or participation in school activities.

[25] That is, we used an "intent to treat" model.

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a car, a fight, and bullying) approach this level, and would be statistically significant at level.10. In each case, the effects are greatest for students whose baseline responses indicated the highest willingness to report. Although the main effect coefficients are negative, the interaction terms create positive scores for students whose baseline response was that they would definitely report these situations.

Exhibit 3.10: Willingness to Report Selected Incidents to an Adult, 18 Months After Baseline

| Variable | **If you see the following types of problems at school, would you report it to the YCW adult leader or other adult at the school?** | | | | |
	--see someone breaking into a car in the school parking lot	--smell cigarette smoke in the school bathroom	--hear there is going to be a fight after school	--see someone bullying another student	--see someone giving drugs to other students
Effect of Participation	-3.883 (1.809) *0.032*	-1.405 (1.909) *0.462*	-1.167 (1.913) *0.542*	-0.260 (1.028) *0.800*	-0.213 (2.772) *0.939*
Interaction of baseline with YCW	1.056 (0.539) *0.050*	0.514 (0.582) *0.377*	0.596 (0.546) *0.275*	0.232 (0.278) *0.404*	0.110 (0.717) *0.878*
Baseline score on same measure	0.999 (0.415) *0.016*	0.832 (0.345) *0.016*	0.352 (0.297) *0.236*	0.613 (0.174) *0.000*	1.477 (0.290) *0.000*
Combined test of participation including interaction	*.0851*	*.5487*	*.0711*	*.0673*	*.8932*
Key:	Effect size (Standard error) *Significance level*				

Figure 3.9 shows the responses on which these results are based, computed in the same way as in figure 3.7. Because of attrition, some categories have insufficient responses for plotting. For example, the first panel (breaking into a car) shows only the group of YCW participants whose baseline response was that they would definitely report, because only four YCW students who participated in the 18 month survey gave any other baseline response. The test of the effect of YCW is essentially a test of whether students who would have reported an incident in sixth or seventh grade retained that willingness a year later.

3.2.5   Effects on Individual Development Measures (6 Months After Baseline)

Regression results showing the 6-month effect on YCW on individual development measures are shown in exhibit 3.11. As with exhibits 3.9 and 3.10, the effect of participation is measured in raw scores. The first line in each group shows the effect, the second line shows its standard error, and the third line shows the probability that an effect this large or larger would be observed in a randomly drawn data set where the true effect was zero. For example, the effect of participation on self-esteem

is -0.179. This means that we estimate that the average scores of participants are 0.179 units lower than they would be had they not participated. However, the standard error of this number is 0.425.[26] This is more than twice the size of the estimated effect. Such a difference could easily occur by chance even if there were no real effect of participation. In fact, differences this large or larger would occur nearly 70 percent of the time (0.690) if the null hypothesis of no treatment effect were true.

Figure 3.9: Willingness to Report Selected Incidents 18 Months After Baseline, by Participation and Baseline Response

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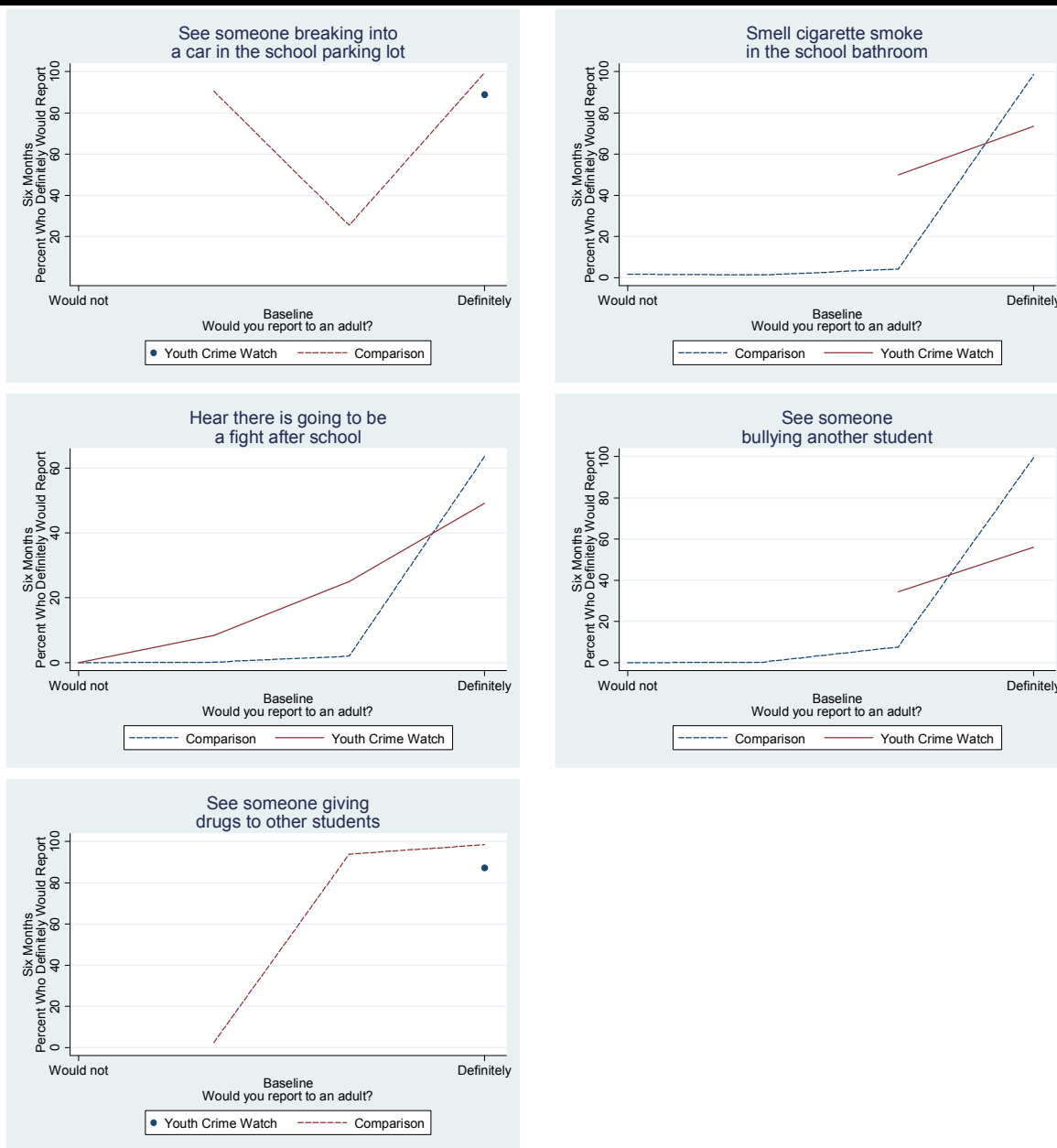
[26]   These are robust standard errors adjusted for correlations of responses within schools, and also for the variance introduced by imputing some missing data values.

Exhibit 3.11: Effects of YCW Participation on Attitudes, 6-Month Survey

Variable	Self-Esteem	Problem-Solving	Ability to Work With Others	Leadership
Effect of Participation	-0.179 (0.425) 0.690	0.310 (0.319) 0.348	-0.439 (0.438) 0.334	-0.379 (0.294) 0.219
Interaction of baseline with YCW	0.027 (0.108) 0.804	-0.104 (0.094) 0.292	0.112 (0.117) 0.357	0.095 (0.084) 0.280
Baseline score on same measure	0.485 (0.076) 0.000	0.544 (0.081) 0.000	0.388 (0.107) 0.003	0.493 (0.061) 0.000
Key:	Effect size (Standard error) Significance level			

We found no effect of YCW participation on any of these attitude measures at six months. None of the treatment effects are significant. None of the interactions are significant, and none of the equations shows a significant joint effect of treatment plus interaction. Figure 3.10 shows the graphic equivalent of the data in exhibit 3.11. The horizontal axis shows the baseline scores on each attitude scale. The vertical axis shows the mean score on the same scale six months later for students with that baseline score. The means are weighted in the same way the regression estimates were weighted. The average distance between the two curves in each panel corresponds to the YCW participation effect reported as the first term in exhibit 3.10. In every case, it is very close to zero. If there were an interaction between participation and the baseline measure (the second term in exhibit 3.10), the gap between participants and the comparison group would widen or narrow from left to right. (It does not.) The overall slope of both curves in each panel corresponds to the third term in exhibit 3.10, showing the relationship between the baseline and six-month scores. In addition to confirming the general findings of exhibit 3.10, the graphic data show that the linear assumption implicit in the regression equations seems adequately to represent the structure of the relationship between baseline and subsequent measurement.

Figure 3.10: Self-Reported Attitudes 6 Months After Baseline, by Domain and YCW Participation
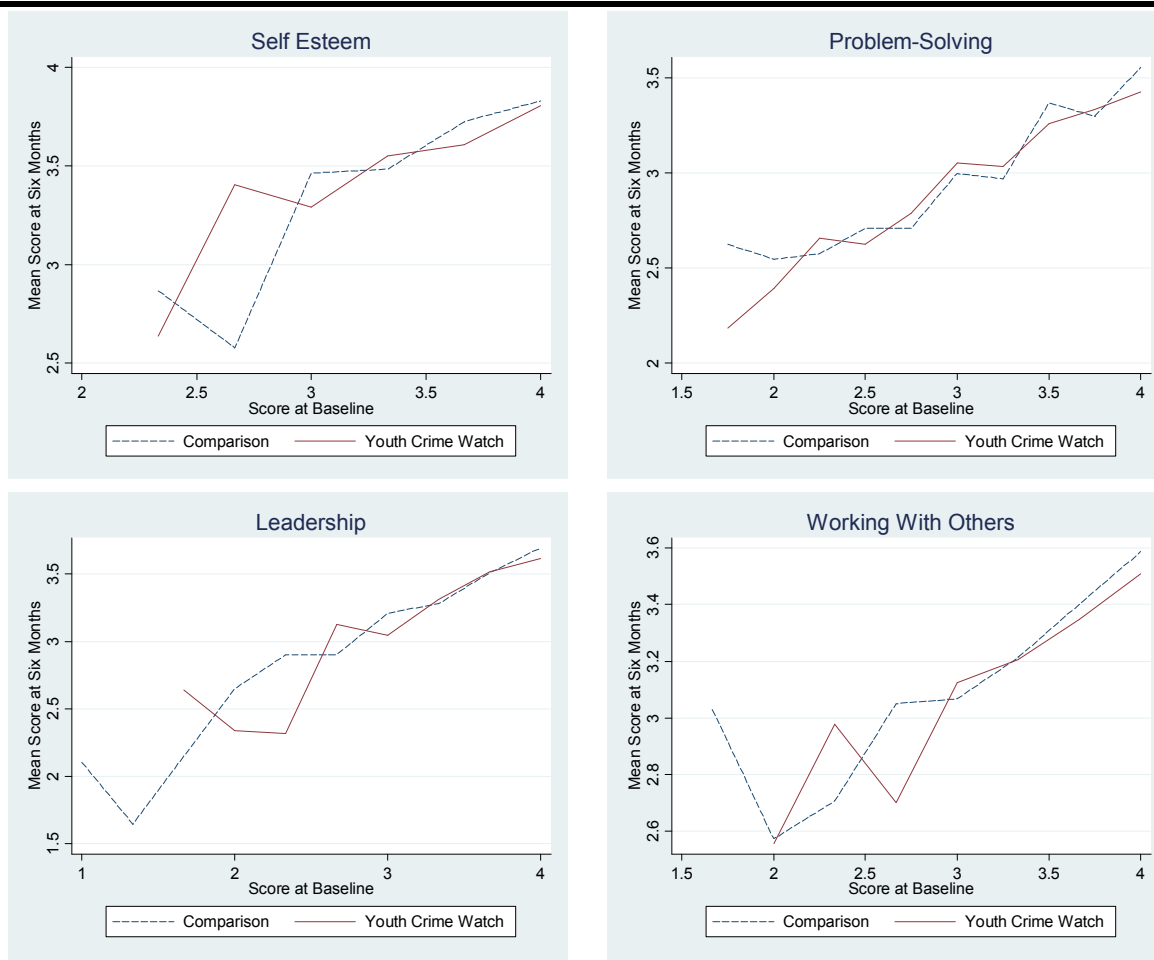
3.2.6 Effects on Individual Development Measures (18 Months After Baseline)

Exhibit 3.12 shows the estimated effects of participation on individual development measures 18 months after baseline using the same arrangement of data as in exhibits 3.9, 3.10, and 3.11. (Figure 3.8 shows the mean responses on which these equations are based.) We found one significant difference in attitude at the 18th month. YCW participants who considered themselves able to work with others (scoring at or above the median at the baseline survey) showed no effect of participation, while those with baseline scores below the median appear to have been negatively affected by their participation. (This is shown in the lower right-hand panel of figure 3.11.) We examined this somewhat surprising result in some detail and conclude that it is not an artifact of our missing data imputation, propensity score estimation, or scale construction. Nor is it confined to a few disgruntled respondents or a single school.

Exhibit 3.12: Effects of YCW Participation on Attitudes, 18-Month Survey

Variable	Self-Esteem	Problem-Solving	Ability to Work With Others	Leadership
Effect of Participation	-0.394	-0.482	-1.916	0.737
	(3.929)	(2.435)	(0.680)	(0.638)
	0.922	*0.848*	*0.020*	*0.277*
Interaction of baseline with YCW	0.106	0.107	0.550	-0.164
	(1.065)	(0.655)	(0.196)	(0.201)
	0.923	*0.874*	*0.020*	*0.435*
Baseline score on same measure	0.183	0.460	0.252	0.591
	(1.052)	(0.641)	(0.123)	(0.206)
	0.866	*0.491*	*0.070*	*0.019*
Key:	Effect size			
	(Standard error)			
	Significance level			

Figure 3.11: Self-Reported Attitudes 18 Months After Baseline, by Domain and YCW Participation
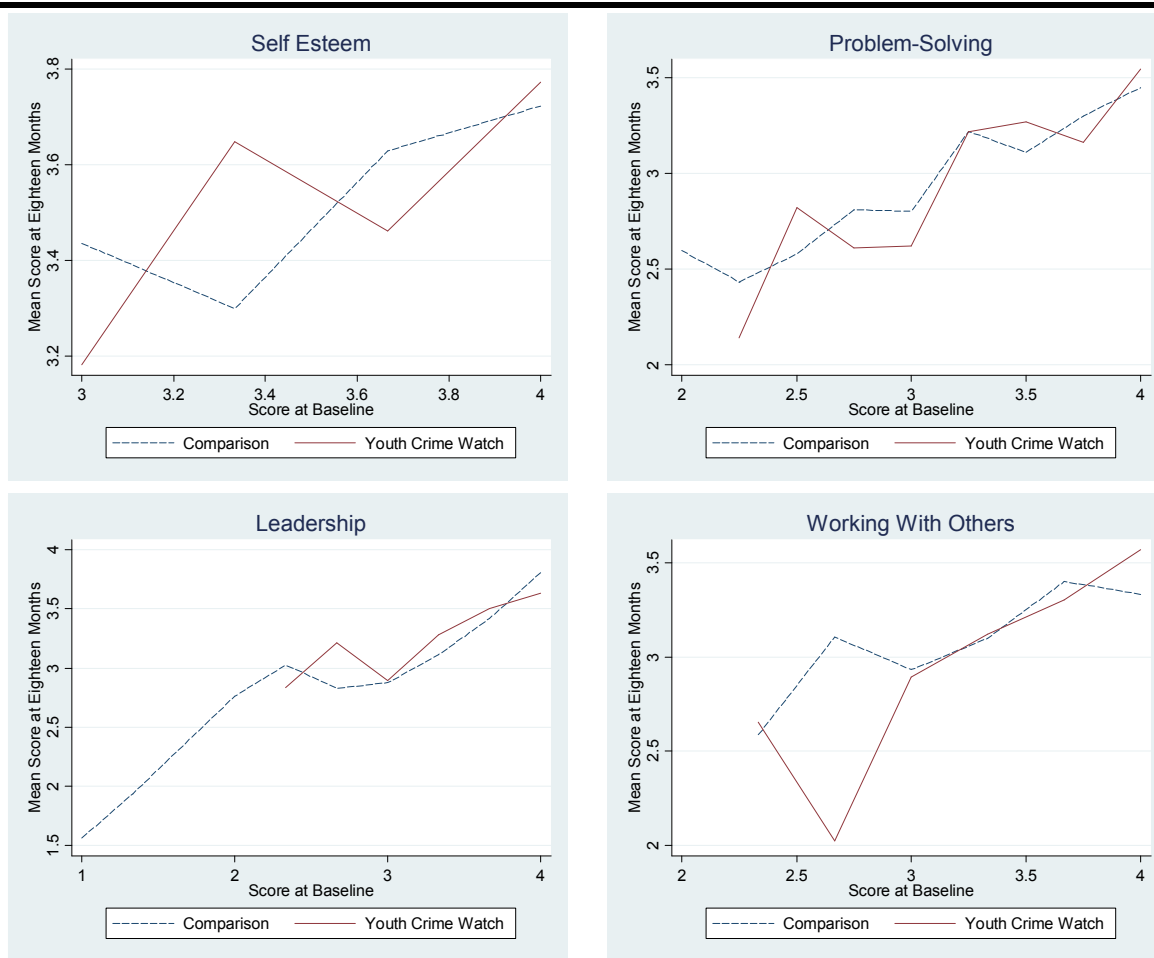
Self-assessed ability to work with others is negatively related to age: Older students in both groups gave more negative answers on this scale than those in lower grades (exhibit 3.13), and individual students give lower answers in subsequent tests as they age. The effect of YCW participation is seen as a slightly greater decrease in ability for those who entered the study with already low self-assessments. If this effect is not spurious, it suggests that students already in doubt about their abilities to work with others had their fears confirmed by their YCW experience, while those with more self-confidence were unaffected.

Exhibit 3.13: Mean Score on Ability to Work With Others, by Grade at Baseline, Time of Measurement, and YCW Participation

	Comparison			YCW		
Grade	Baseline	6 months	18 months	Baseline	6 months	18 months
6	3.38	3.32	3.32	3.51	3.36	3.37
7	3.32	3.21	3.20	3.35	3.16	3.05
8	3.25	3.12	.	3.22	3.16	.

3.2.7   Discussion

The analysis shows that students who participate in YCW are more likely to report misconduct than they would have been without YCW. We found statistically significant effects for four of five incident types—smelling cigarette smoke in the school bathroom, hearing that there is going to be a fight after school, and seeing someone bullying another student. For the other incident type— seeing someone giving drugs to another student—over 94 percent of YCW participants indicated in the baseline survey that they would be willing to report the incident, leaving little room for improvement. There is slightly weaker evidence that some of this change persists into the next year. ***This suggests that the YCW programs at the schools participating in this component of our study are achieving an important intermediate goal—getting participants to report misconduct and crime.***

At the same time, we did not find any effect of YCW on self esteem, leadership skills, ability to work with others, or problem-solving ability. That is, we found no evidence that YCW participants are better off in terms of these individual development measures than if they had not participated in YCW. This is not a criticism of YCW programs—given that the students in the comparison group are involved in many other school activities (as opposed to doing nothing but school work), our finding suggests that students do no better nor no worse in YCW than students participating in other extracurricular activities and special interest clubs. Schools have an obligation to provide a variety of opportunities for students. Clearly, YCW provides an opportunity for students (especially for those interested in community service or law enforcement), and some will take advantage of this opportunity and will grow and develop because of their involvement in the program. We should also note that providing "member benefits" was not the key goal of the program at these schools, since YCW advisors viewed improving school safety as the primary goal of their programs. In this respect, the schools participating in this component of the study—and, in fact, most of the schools in these three school districts—are at odds with the approach of Youth Crime Watch of America, which views the dual goals of improving school safety and developing members as equally important.

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Appendix A: Case Studies

This appendix contains case studies of YCW programs at Tomlin Middle School (Hillsborough school district), Pioneer Middle School (Broward school district), and Durant High School (Hillsborough school district).

Tomlin Middle School

Tomlin Middle School's YCW program is a highly organized elective class focusing primarily on all-day patrol with radios, vests, and well-defined posts. Members patrol the corridors and staircases, entrance lobby, and student bathrooms. The School Resource Deputy and guidance department member who jointly run the program invest members with considerable responsibility balanced with strategies for ensuring accountability. Every year, members participate in a fundraising event in which they direct cars to parking spaces at a local festival that nets the program between $500-$600. While most members are self-motivated, incentives help to maintain members' interest, including rotating posts, radios, attractive T-shirts, free soda pop and fast food restaurant certificates, Christmas and end-of-school parties, an official membership certificate with the sheriff's logo, and grades.

School Context

Tomlin Middle School is located in Hillsborough County, the eighth largest school district in the Nation with over 180,000 students enrolled in over 200 schools. First opened in 1934, the school, with 12 portable classrooms, has been at its current 15-acre location since 1972. Located in Plant City about 25 miles east of Tampa, Tomlin serves a population of about 65,000 residents. Tomlin's day runs from 9:00 a.m. to 4:00 p.m., with six 58-minute periods, including an extended fourth period that is divided into three lunches.

Tomlin's 2006-07 sixth through eighth grade enrollment was 1,520 students, 55 percent of them white, 32 percent Hispanic, 8 percent African American, and 5 percent other races and ethnicities. Just over half of the students were eligible for free and reduced lunches. Thirty buses transport the entire student body to and from school each day. In 2005-06, there were 28 incidents of crime and violence, including 5 for weapons possession and 6 for fighting or harassment. Less than 4 percent of students were given out-of-school suspensions that year, and 19 percent were given in-school suspensions.

The program advisor since 1999 has been David T. Horn, a career specialist housed in the guidance department who fills several roles, ranging from acting as in-house substitute teacher to handling student disturbances when an administrator is not available to serving as the school's liaison with the bus drivers. A full-time School Resource Deputy (SRD), Victor M. Vasquez, who came to Tomlin in January 2004 from the Hillsborough County Sheriff's Office and has been an SRD since 1997, is the Youth Crime Watch program sponsor. Horn and Vasquez are, in effect, co-supervisors of the program.

Program Organization

Tomlin Middle School's YCW program began in 1994 as a club that met monthly after school to listen to the SRD discuss law enforcement issues and procedures and to watch a video. Members went on patrol once a month for three hours, but they were also supposed to function "undercover" all day looking out for misconduct and crime and reporting them to the SRD.

In the summer of 2001, in anticipation of students and faculty moving back into the original and now completely renovated school building, the program advisor, David Horn, and the SRD at the time decided to make the program an elective class to increase its effectiveness by having members do patrol every class period, every day. In addition, an elective class would provide for more accountability since members would receive a grade based on their performance on patrol. School administrators agreed to the change, and the new class, which included student office assistants, was called "Peer Assistance." As a certified physical education teacher, Horn was able to function as the program's advisor responsible for the members' grades.

Radios were added to the program a few years later, and vests were first issued in 2006. Deputy Victor Vasquez wanted YCW members to wear vests so that other students, teachers, and, especially, visitors could see that the school was being vigilant about making the campus a safe environment. He also wanted the members visible as a means of deterring misconduct.

> On occasion, when there has been a problem with graffiti, Advisor David Horn instructs members not to wear their vests and to put their badges in their pockets in hopes of catching the perpetrators unaware.

Principal Beverly Carbaugh wanted vests worn so that school personnel would know that members were legitimately in the corridors during class periods.

Patrol

The principal role of YCW at Tomlin Middle School is patrol, which takes place every class period.

YCW "Shift Leaders"

David Horn is of two minds about designating members as official leaders. On the one hand, Horn considers the members—and wants them to consider each other—as equals. In addition, he wants every member to take responsibility for performing his or her responsibilities without the prodding of a peer leader. On the other hand, Horn believes that it is important to give some members leadership responsibility. In addition, he observes, "Sometimes Deputy Vasquez and I are both busy, so it's nice to have someone in charge who can take over."

During the 2005-06 school year, Horn designated shift leaders, typically, eighth graders, making them responsible for ensuring that members left their book bags where they belonged, signed in, and went to and remained at their posts. Reflecting his ambivalence and flexibility, Horn did not assign shift leaders in 2006-07. However, he discovered that over time one member each period usually emerged as the leader anyway. Horn might revert to designating leaders again in 2007-08.

Check-In

At the beginning of each period, members come to the YCW office, a spacious area that includes a large conference table and desk and that leads on each end to separate private offices for David Horn and Victor Vasquez. Members pick up one of the radios that Horn has laid out on a small table. Horn tells them or leaves a note indicating what radio channel he will be on if they need to contact him. Members take a clip board that Horn has prepared in advance with the day's logs (see below), select a vest from the closet, and pick out their name tags from a plastic bin. The vests, made of blue mesh, have yellow reflector stripes with CRIME WATCH written on the front and back. Each identification card has the school period, student's photo and name, and the designation "YCW."

Horn prepares a printed list of the day's assignments that he posts each morning in the office. Each week, he rotates assignments among the members of each class. The assignments include:

- stairs patrol;
- main lobby; and
- bathrooms.

Stairs Patrol

Every period one or two YCW members climb Tomlin Middle School's four stairways, one at each corner of the complex, going through the corridors from one stairway to the other, to check on graffiti and unauthorized students and adults. While they are on the second floor, members look out the windows to see if there are any unauthorized students or adults in the courtyards or parking lots. Members on stair patrol record on a "Stair Duty Checklist" whether they found any graffiti, where they found it, and whether they notified the nearest teacher (see attachment A).

Stair patrol members ask to see the passes of students who are out and about during class periods. If a student cannot produce a pass, members escort the person back to class. When a member asks a student for his or her pass but the student just walks away, the member radios Horn with a description of the student and then follows the youth if it looks as if he or she might be going to write graffiti.

At 8:30 every morning, a teacher positions several orange highway cones in the middle of the road where 200 to 300 parents drop off their students every morning. The purpose of the cones is to prevent passing cars from driving too close to where students might exit the cars into the street instead of exiting on the sidewalk side. Each day, a different YCW member from the first-period stairs patrol shift gets the key from the YCW office immediately after home room ends at 9:10, locks the gate to the parking lot, and brings the orange cones back to the YCW office. A stairs patrol member on duty the last period of the day begins his or her shift by unlocking the gates and repositioning the cones in the street before parents show up to pick up their children. This assignment is one of several that Horn and Vasquez ask members to perform in an effort to make them responsible for running the program.

> ### Members Get Different Reactions When They Ask Students for Their Passes
>
> A YCW member on stairs patrol sees four students congregated in an area beyond a patio where they are not supposed to be. Two of the four students return to the patio on their own initiative when they spot the YCW member approaching. The other two students set off together in a different direction, but the YCW member asks them where they are going. They answer they are on their way to the art teacher's room in one of the portables and give the instructor's name to lend credibility to their innocence. The YCW member observes the students until they have entered the portable.
>
> On occasion, students whom a YCW member approaches may retort by saying, "You're just a kid; you can't tell me what to do." When that happens, the YCW member asks for their names (if he does not recognize them) and reports the incident to Horn, who talks then or later with the defiant students.
>
> "Sometimes they're my friends," a YCW member said about students who are not where they are supposed to be, "but I have to tell them, too, to go where they're supposed to be." A few students have called him a "snitch," but "I just live with it—I just suck it up."

Main Lobby Post

A YCW member is stationed every period in the main lobby in front of the only unlocked doors to the school. The member screens everyone who comes in to make sure they have proper identification and, if not, asks them to go to the office to obtain an ID.

Two or three times a week, Horn radios the lobby patrol, as well as the stairs patrol, to watch out for a student who has been reported to be trying to skip school. Half the time a YCW member finds the student, radios Horn, and begins to escort the student to the YCW office. Typically, Horn or Deputy Vasquez catches up with them on the way. The missing student usually has a legitimate excuse for not being in class. Two or three times a year, a student refuses to be escorted to the office, and the YCW member follows the youth until Horn or Vasquez arrives on scene.

Bathroom Posts

David Horn initiated the idea of watching the student bathrooms because of numerous problems related to graffiti and other vandalism such as unraveled toilet paper strewn about. Ever since the watches began, Horn reports, vandalism has dropped dramatically.

> After a rash of graffiti writing in a bathroom went unsolved, one YCW member sat in a bathroom stall to try to catch whoever was writing graffiti (it did not work).

Male YCW members assigned to the bathrooms begin each period by entering the boys' rest room—and asking a female student to go into the girls' rest room—to check for graffiti. If they find graffiti, they check the appropriate box and write the time they found it. Members are told to wear watches so they can record the time of day on their logs to assist with identifying the perpetrators.

Bathroom Duty Can Be Challenging

When a male YCW member heard a student throwing up in the girls' rest room, on his own initiative he radioed a female YCW member to come and go into the bathroom. Discovering that the student was ill, the YCW female member walked her to the nurses' station, where the nurse called the student's parents.

YCW members radioed Horn to report that a group of four girls were repeatedly going in and out of the same bathroom. Horn showed up and, when the girls did not appear after he had ordered them to come out, he radioed a female YCW member who went into the bathroom and made them come out. Horn checked their passes and told them to return to their classes, with the female YCW member following behind to make sure they did.

All student bathrooms except for one off the lobby are supposed to be locked during class periods. Assigned teachers are responsible for unlocking them at the end of each class for use during the four-minute passing time between classes and then relocking them before the next period begins (some teachers assign a student in their classes to do this). YCW members on bathroom posts are responsible for making sure the bathrooms are locked during class periods. If members find an unlocked bathroom, they enter to see if there are any graffiti and then go to the assigned teacher's room to ask the faculty member to lock the door or give the YCW members the key to lock it. (At the beginning of each school year, Horn informs the teachers assigned a bathroom that YCW members will be coming to them for this reason.) Members record on their logs (see attachment B) whether the bathroom was locked or not and, if unlocked, whether they notified the responsible teacher. Most days members find one to three unlocked rest rooms.

A custodian reported that, when members report graffiti to her, if the graffiti are easily wiped away, she gives members the equipment to remove the writing themselves but removes it herself if "hard chemicals" are required. The custodian volunteered that she had always found YCW members to be very respectful toward her and the other custodians.

If members—whether the bathroom watchers or stairs patrols—find minor graffiti, they turn in the log sheet with the appropriate information at the end of the shift. If members find serious graffiti, they radio David Horn, who shows up with a spray can and a cloth to wipe off the writing himself. If Horn cannot remove the graffiti, he radios a custodian to do so. If Horn is not available, the YCW members themselves find a custodian (one of them is often in the cafeteria or walking around the school). On average, members find graffiti twice a week.

Other Activities

Members engage in two other significant activities each year in addition to patrol: field trips and fundraising.

Field Trips

The purpose of the field trips is both to reward members with an enjoyable day that includes entertainment and free food, and to engage them in team building exercises. The field trips also build camaraderie, which is important because class schedules do not permit regular group meetings. Members also delight in having a day off from school.

However, setting up field trips takes considerable time, patience, attention to detail, and effort. For an all-day field trip to a YMCA leadership and team-building program for the entire membership in the spring of 2007, Horn and Vasquez first had to get permission from Dr. Beverly Carbaugh, the school principal, by filling out a form with information about the planned trip. They also had to arrange to be absent from school the day of the trip.

> A field trip to a YMCA program involved a full day of team building activities, food, fun—and a day off from school. The day included:
>
> ❖ a bus ride from school to the YMCA
> ❖ an exercise in which students stand on a very cramped platform and have to figure out a way to change places without falling off
> ❖ a ropes course, such as climbing a 10-foot wall
> ❖ lunch (pizza), paid for by the program
> ❖ a "mountain" climbing exercise using ropes to overcome fear of heights and test strength
> ❖ a rope hanging exercise involving students hoisting a member 40 feet in the air and then letting go
> ❖ a bus ride to fast food hamburger restaurant for snack paid for by students
> ❖ a bus ride back to school

The two program supervisors then met with the YMCA to set a date and make the arrangements, including settling on a fee. After the meeting, they made arrangements with the school district to rent a bus and driver. Next came the drafting and sending of a letter to each YCW member's parents explaining the event, identifying the sponsor, explaining how the children should dress, and providing a telephone number to call with any questions. The letter instructed parents to sign and return two permission forms by a specified date (see attachment C).

At the beginning of each period the day before the field trip, Horn made sure each student had given him a YMCA application form and a signed parental permission that included phone numbers for a parent and physician. Horn told the students to wear socks, because they would be climbing, and a hat and sunglasses, since they would be outside most of the day. He explained that the program would pay for lunch but that they needed to bring at least $5—in a wallet so they did not lose the money—for a snack on the way back to the school. (Deputy Vasquez ended up paying personally for the snack for the few students who could not afford lunch money.)

Once or twice a year, several YCW members also used to attend weekend lake retreats offered by Youth Crime Watch of America. In addition to being fun, the retreats were designed to develop leadership skills among advisors and members alike.

Fundraising

YCW's main fundraiser is directing drivers to parking spaces at the county's giant annual Strawberry Festival. There are five different parking areas, and a different club is responsible for parking cars at each lot for one of the festival's 11 days. Horn and the previous School Resource Deputy did not need to get approval from the festival organizers to arrange for YCW to participate because the festival takes place on school property. In addition, Horn is in charge of parking for the entire festival, and other clubs were already raising money by parking cars. Each participating club earns $5.00 per car parked. YCW takes in about $800 each year from the event and clears $500-$600 after expenses.

Members

Tomlin's YCW generally has between 20 and 26 members, but in 2006-07 there were only 18 members because many of the previous years' members were graduated, a few were not allowed to rejoin because they did not perform well, and it has been difficult to get highly qualified students to apply. Horn can generally cover all the posts with 3 members per class period, but occasionally only 1 or 2 members are enrolled in a given period, which leaves some posts uncovered.

Training

Horn or Vasquez train new members by accompanying them the first day at their posts or on patrol and showing and telling them what they need to be doing. During this "on-the-job" training, Horn and Vasquez review what the members' responsibilities are and how to use the radios. The supervisors also explain what to say and what not to say when dealing with other students in order to avoid being confrontational, advising members, "don't touch anyone, don't swear, and don't be negative." Horn and Vasquez also observe new members closely for at least their first week on the job. One member said that Horn also "buddied me up with an experienced member for a week."

Screening

David Horn and the previous SRD initiated a careful screening application process for the 2001-02 school year after the program transitioned from being a club to an elective class. The process now begins each fall with the advisor sending an e-mail to every teacher asking for the names of students whose academic standing and behavior would make them good candidates for YCW. The e-mail reminds the faculty that applicants will be coming to them for signatures attesting to their appropriateness for the organization. Horn and Vasquez also appear on the school's closed-circuit TV to announce the program is seeking applicants and explain the criteria for admission. Interested students are told to pick up an application from the supervisors and return it with a parent's and four teachers' signatures.

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Membership Rules That Applicants (and Their Parents) Must Agree to Follow

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Applicants, their parents, and four teachers must sign an application form that explains the purposes and rules of the program and members' responsibilities. The following are among the 10 listed rules that applicants must agree to follow:

- The student must adhere to the dress code policy. You are an example for the school to follow.
- Students will address adults formally. (Example: yes sir, no sir, and sir)
- Any in-school suspension will result in probation with the length of time determined by advisors.
- There will be no clowning around or walking with other students that is not part of Crime Watch during your assigned period. Remember, your job is to report students who are not in class.
- No complaining about duty assignments or other members of Tomlin Crime Watch.

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The program uses three principal criteria for selecting members:

- Be in the seventh or eight grade. Sixth graders may not join because the program supervisors consider them to be too immature.

- Have a 2.0 grade point average or higher. Horn and Vasquez want members to have decent grades because, if they do not, they should not be spending time in YCW but instead be focusing on their academic classes. (If students get poor grades in reading on the Florida Comprehensive Assessment Test [FCAT], they have to take an elective reading class which precludes them from taking the YCW elective.)

- Have a good discipline record. Horn avoids students with poor discipline histories because "We've been burned in the past because they will mess up. They can be a headache—teachers complain [about their poor behavior while on duty], and they are very time consuming for me [to supervise]." In addition, Horn says, "It's not fair to admit them but reject 'good' kids who want to join."

The program does accept a few at-risk students each year, usually at a school administrator's request. For example, Principal Beverly Carbaugh says that "For some students, YCW is the only thing connecting them to school." Carbaugh herself has recommended some at-risk students for membership because she has seen how the program can help some of these students to improve.

Usually the at-risk students work out well, but occasionally they fail.

- An assistant principal asked that the program accept an at-risk seventh grade girl, who performed very well. Indeed, the administrator reported that she had seen "a tremendous change" in the member's behavior between the seventh and eighth grade as a result of the student's participation in the program. "Her social skills improved a lot—she used to be disrespectful if anyone tried to direct her; after a year in Youth Crime Watch, her attitude changed completely."

- In 2006, at an administrator's request, Horn accepted a gang member. The student did the job for two or three months but then began sloughing off, including walking off campus with a girl. As a result, Horn had to terminate him from the program.

Horn and Vasquez together interview each applicant who meets the three criteria, asking why the student wants to join and what positive things he or she can do for program. They ask applicants to suggest how they would respond in a problematic situation, such as catching a friend stealing pens from a locker. One member said he was asked during the interview what leadership skills he had demonstrated. The student talked about his having been secretary of Future Homemakers of American for three years. Horn confirmed that he and Vasquez seek students with leadership skills as members.

The supervisors then rank the remaining candidates from 1-10 and accept the 9s and 10s. From this group, they try to select applicants who represent the ethnic composition of the school and who are at least average size so that they are less likely to be harassed or ignored and can protect themselves better if need be. Horn and Vasquez have occasionally disagreed on who could join, but they have always reached an amicable consensus.

> Deputy Vasquez and Advisor Horn mail the list of new and old members to every teacher and administrator so that staff are familiar with who the members are—for example, when members come into classrooms to run passes. Staff are also then in a position to report by name any members who may misbehave while on duty. The two supervisors then warn members that teachers will know who they are if they behave improperly.

Maintaining Member Motivation

Many YCW members are self-motivated. For example, one student said she joined to help stop graffiti, which angered her, and another member said she liked contributing to keeping the school safe. However, Vasquez and Horn agree that keeping members motivated over time is the program's biggest problem because of the monotony of sitting in front of bathrooms, standing in the foyer, and climbing the stairs day after day. In addition, Horn says, "Members can become complacent and forget to ask students to show their passes."

As a result, the two supervisors have implemented a variety of strategies to help maintain members' motivation to do a good job. These approaches include the field trips discussed above but also other activities.

- Vasquez and Horn rotate posts to help prevent members from getting bored or complacent or argumentative. For example, some members prefer the stairs patrol because they get to walk around and, on occasion, with Horn's permission, "go undercover" with no visible YCW identification. One member prefers the front lobby because she gets to watch everyone coming into the school.

- Deputy Vasquez reports that "The radios are very motivational—they give the members status in the eyes of other students. Members are always excited by them."

- Every Friday is "dress down day," and members wear their eye-catching YCW T-shirts instead of vests. According to Horn, T-shirts give members a sense of ownership of the program. "The shirts reflect pride in the program, and they will perform better if they feel good about the program."

- Horn personally pays for soda pop that he passes out to members at the beginning or end of the period every Friday.

- About once every month, Horn distributes certificates for hamburgers and drinks that a fast food restaurant chain franchisee gave him spontaneously when he hosted a poetry contest at the restaurant.

- Every year, Horn and Vasquez host an all-day Christmas party with chips, cake, drinks—"a feast," Horn calls it. They also host an end-of-the-year party.

- At the end of the year, every member gets an official certificate personally signed by Dr. Carbaugh, Deputy Vasquez, and Advisor Horn that includes the Hillsborough County Sheriff's Office logo (see attachment D).

- Horn and Vasquez confer on what mid-term and final grade to give each member, basing their decision on the student's doing the job properly, attendance record, participation in the field trip and Strawberry Festival fundraiser, and homework (see the box "The Scale for Grading YCW Members").

The Scale for Grading YCW Members

According to a letter that Deputy Vasquez and Advisor Horn send to the parents of every YCW member, the grading scale for the 2006-07 school year was as follows:

60% performance of assigned duty (prepared and prompt);
20% appropriate equipment (wear watch daily, proper attire); and
20% current events essay completed (2 per nine-week grading period, 10 points each).

The essay, which Horn assigns twice a semester, is necessary to meet the state education requirement that students enrolled in a formal course engage in reading and writing exercises. As a result, every nine weeks, Horn has members pick a current event from the newspaper and write a brief summary of the article, including a discussion of the steps the victim could have taken that might have decreased his or her chances of having been victimized.

Support for the Program

During the 2006-07 school year, YCW spent $1,430 for the following purposes:

> T-shirts: $400
> Chartered bus rental for YMCA field trip: $500
> Tickets to attend YMCA event: $250
> Radios: $200
> Supplies: $30
> Awards: $50.

The school's Student Advisory Council used to provide YCW with funds based on a written application that Horn and Vasquez, or Horn and the previous SRD, would submit. For example, the previous SRD asked for and received $1,000 from the school to take several members to a Youth Crime Watch of America (YCWA) conference, and Horn and Vasquez asked for and was given $600 a few years ago for the same purpose. However, for the most part, the two current supervisors have not needed money for conferences because neither has had the time to take members out of state.

The money the program gets from parking cars at the Strawberry Festival, along with smaller amounts from other sources (see the box "The Program Enlists Parents . . . "), has been adequate the past few years for the program's remaining needs—T-shirts, vests, and field trips. For example, in 2005-06 the program was able to purchase new T-shirts whose design Vasquez had changed to include the school colors and which look handsome. (Some teachers even buy them, he says, as did a visiting researcher.)

The Program Enlists Parents to Identify Potential Funding Sources

In 2007, David Horn and Victor Vasquez sent a letter to members' parents asking if they knew of any businesses that might donate money to the program:

> "Student members of the Tomlin Youth Crime Watch program participate annually in a field trip to [the YMCA's] Camp Christina in April. We are soliciting monetary donations of any amount from local businesses to offset the cost of chartering a bus and student admission fees. If you are aware of business sponsors, please provide contact information for Mr. Horn . . . or Deputy Vasquez . . . ."

A parent who owns a local business responded by offering to pay himself for every member's admission to the camp—a total of $200. Another parent offered to give a donation, but Horn felt that between the other parent's contribution and funds in the YCW account he had sufficient money to pay for the event.

However, because there turned out to be a lack of funds in 2006-07, the supervisors had to choose between new T-shirts or a field trip. They decided to fund the field trip and require members to pay $15 for the T-shirts (if they could not afford it, Horn gave them a leftover T-shirt from the previous year). On field trips, Vasquez has also had to pay for lunch for members who could not afford the $5.00-$7.00 cost. Nevertheless, at the end of the 2006-7 year there was about $1,000 left in the YCW account, but the money was already earmarked for purchasing new vests and radios for the following school year.

> One year, Vasquez secured a $400 contribution from the Parent-Teacher-Student-Association to pay for registrations at a conference. The Deputy had submitted a written request for the money.

Lessons Learned

Principal Carbaugh, Deputy Vasquez, and Advisor Horn suggest some similar and some dissimilar perspectives on what their experience with YCW has taught them.

Principal Dr. Beverly Carbaugh:

Benefits to members: While enhancing school safety is an important YCW goal, it is equally important that the program benefit members. "The program takes marginal students, and it is amazing how many of them shape up."

Enhancing the school's image: Carbaugh points out that a secondary benefit the program provides the school is presenting a positive image to the community at large: "I get comments from parents and other community members reporting that being greeted by a trained students as they enter the building reassures them about safety at the school and the fact that good kids still exist."

Accountability: The program needs to incorporate features that help guarantee that members do what they are supposed to do. For example, members must sign in and out each period, are given written descriptions of their responsibilities, and have to fill out logs that document their activities. Carbaugh herself helps ensure accountability: on occasion, she has radioed Horn to tell him there were YCW members who were not at their posts, and she has personally told members who were not wearing their vests to go get them.

Deputy Victor Vasquez:

An enthusiastic co-sponsor: A second person is needed (like David Horn) who will help run the program. "The SRD can't run it alone; if I arrest a student, I can be off campus for hours." With two sponsors, someone is always at the school to supervise the program.

Faculty buy-in: The program supervisors need to tell the faculty about the program so they know which students are members and know how they, as teachers, can help sustain the program—for example, by reporting members who misbehave.

Student awareness: Present the program to the entire student body so they, too, know what to expect from YCW members and why they need to respect what the members do.

Radios: Have radios so the SRD and advisor can communicate instantly with members and with each other in case quick action is needed. In the past, members had to hunt Vasquez or Horn down if they needed immediate help. Now, teachers and administrators can ask them to radio YCW members immediately if, for example, a student who is missing needs to be located quickly.

Advisor David Horn:

Organization: "Members must know where they are supposed to be and when they are supposed to be there," with sign-in procedures and logs for documenting task completion.

Member responsibility: "Have the members 'work' the program—take responsibility without much supervision to do what they are supposed to do and do it well." This requires recruiting motivated students.

Teamwork: Each member must feel part of a team and work as a team member, not go it alone. Members also have to get along with, and not complain about, each other. They must have confidence that the other members are doing their jobs.

Attachment A

Date: _____

Stair Duty Checklist
Tomlin Crime Watch

Period		#1 (Rm 201)	#2 (Rm 210)	#3 (Rm 215)	#4 (Rm 221)	Other Graffitti
1st Period	Crime Watch Student	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ~~Clear~~ LOCATION ___ Time ☐ Graffiti ___ Time Teacher Notified
2nd Period	Crime Watch Student	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified
3rd Period	Crime Watch Student	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified
4th Period	Crime Watch Student	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified
5th Period	Crime Watch Student	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified
6th Period	Crime Watch Student	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified	☐ Clear ___ Time ☐ Graffiti ___ Time Teacher Notified

Restroom Checklist
Tomlin Crime Watch

Period		GRR #105 Ford #104	GRR #301 Thomas #303	BRR #214 Walsh #218	GRR #223 Hill #220	BRR #311 Dossin #309
1st Period	Crime Watch Student	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified
2nd Period	Crime Watch Student	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified
3rd Period	Crime Watch Student	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified
4th Period	Crime Watch Student	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified
5th Period	Crime Watch Student	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified
6th Period	Crime Watch Student	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified	Locked ____ Time Unlocked ____ Time Teacher Notified

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Tomlin Middle School

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MaryEllen Elia.

Principal
Beverly L. Carbaugh, Ed.D

Assistant Principal
Susan R. Sullivan

Assistant Principal
Audrey Miller

Assistant Principal
Will Davis

April 10, 2007

Dear Parents,

The Tomlin Youth Crime Watch program will attend a field trip to Camp Christiana in Riverview, FL. We are going to depart Tomlin on a chartered bus at 9:15 a.m. and arrive back to Tomlin at approximately 3:45 p.m. before dismissal. This will be an all day event for our students. The camp teaches various individual and group learning strategies and will they have an opportunity to get in the GIANT rope swing. Please complete the 2 attached permission forms and have them returned to Mr. Horn by Friday, April 13.

Lott-Mather Buick-Pontiac-GMC in Plant City has graciously paid for all of our students to attend the camp for the day. They are our business partner and we thank them very much.

Please have your student dress appropriately for the day. It will be hot and they will need hats, sunglasses, sun screen, and appropriate athletic shoes. We will have Hungry Howies pizza delivered to us for lunch. If you wish for your student to eat something different, they can either bring their own or see Deputy Vasquez to arrange alternate plans. If you have any questions or concerns, please contact Deputy Vasquez or Mr. Horn at 757-9400.

Sincerely,

Dep. Victor Vasquez
School Resource Deputy

David T. Horn
Career Specialist

Tomlin Middle School • 501 North Woodrow Wilson Street • Plant City, FL 33563
Main Office: 813-757-9400 Fax: 813-707-7024 School District Information: 272-4000

CERTIFICATE OF APPRECIATION

This certificate is awarded to

_____

in recognition of valuable contributions to

TOMLIN MIDDLE SCHOOL CRIME WATCH

_____
Principal

_____
Date

_____
School Resource Deputy

_____
Date

_____
Sponsor

_____
Date

Pioneer Middle School

The Pioneer Middle School's Youth Crime Watch program combines a patrol component with service to the community, such as community clean-ups and tutoring. Members take on significant responsibilities for program operations and fundraising. Security personnel, school administrators, and teachers support the program in concrete and visible ways.

School Context

Pioneer Middle School is located in Broward County, the sixth largest school district in the Nation with over 275,000 students enrolled in roughly 250 schools. Built in 1976 and located on 16 acres in Cooper City about 16 miles southeast of Ft. Lauderdale, Pioneer serves a relatively affluent local community of about 8 square miles.

Pioneer's 2006-07 enrollment was 1,674 students, 70 percent white, 18 percent Hispanic, and 12 percent other races and ethnicities. Ninety-six percent of students were promoted in 2005. Thirteen percent of the students were eligible for free and reduced lunches. Almost 60 percent of students were bused to school. During the 2005-06 school year, there were 81 incidents of crime and violence, including 32 involving fighting or harassment, 19 violent acts against persons, and 4 possession of weapons.

The seventh and eighth grades are housed in a single, one-floor, rectangular building with four crisscrossing, straight, wide corridors with classrooms on either side. The building also houses a gym and media center. Pioneer's sixth grade is housed in 25 portables along with fifth graders from an elementary feeder school across the street. The campus comprises 16 acres.

The school has a principal and three assistant principals, one for each grade level. There is one full-time security specialist, Keith Miller, one full-time campus monitor, Donna Juliano, and a full-time School Resource Deputy, Robert Wallace, from the Broward County Sheriff's Office. Keith Miller is stationed in the seventh-eighth grade building, and Donna Juliano has an office in one of the portables where she is responsible for the fifth as well as sixth grade students. Robert Wallace covers both areas. All three security staff are closely involved with YCW.

Program Organization

Pioneer Middle School's YCW began in the 2000-01 school year as a club run by the bookkeeper and the campus monitor. At the beginning of the 2001-02 school year, Arnold asked Security Specialist Keith Miller to take over the club. With Arnold's permission, Miller added a patrol component. He also suggested that the program continue as a club but also become an elective class because, as a club, members could patrol the hallways only for a few minutes after each class began and again a few minutes before it ended—in the process missing important time they should be spending in their academic classes. As an elective class, the members could be in the hallways all day long "adding," according to Principal Arnold, "a whole new level of supervision we weren't able to have before."

Currently seventh and eight graders participate in YCW as a full-time elective class and patrol all period. Sixth graders participate in YCW as a club that meets quarterly after school without a patrol component. However, in 2007-08 Campus Monitor Donna Juliano involved the sixth grade club members in walking around the portables before school to make sure other sixth grade students as well as the fifth grade students got where they needed to go on time. By observing the sixth grade club members, Miller and Juliano are able to use them as a good source for recruiting YCW members for the following year when, as seventh graders, they become eligible to join YCW as an elective class and do patrols. Both class members and club members participate in all the program's fundraising activities and field trips.

Patrol

Patrol is the YCW members' major responsibility at Pioneer.

Postings

Each class period, the 8-12 members assemble in an all-purpose room off the office to sign in and pick up their vests. The vests, which members are required to wear while on duty, are black with "Pioneer Middle School Youth Crime Watch of America" printed on the back and a badge printed on the front that says "Youth Crime Watch." Members in pairs then go to their assigned posts (see the box).

Keith Miller assigns students in pairs to the same posts for a period of a month or two. Members can ask for different posts if they become bored or ask to be paired with another member if they are not getting along with their current partner; when possible, Miller grants their requests.

YCW Members Have Four Patrol Posts
YCW members are assigned to one of four basic types of assignments when they are on patrol: • patrolling one of five corridors; • patrolling outdoors around the portables; • patrolling outside the gymnasium; and • sitting at a table in the hallway outside the main office about 30 feet from the front doors.

Hallway Patrol

Members are assigned in pairs to patrol each of the school's five corridors. These hall patrols check on every student who is in the corridor to make sure the student has a pass and that the pass has the valid time on it—for example, the pass is not for a bathroom trip at 11:45 a.m. and it is now 1:30 p.m. If a student has no pass or an outdated pass, the patrols ask the student to return to class to get a valid pass.

Hall patrols periodically check the restrooms for vandalism or loitering students. They are also responsible for picking up trash in the bathrooms and hallways. On the infrequent occasions when YCW members witness an incident involving a potential violation of the student code of conduct, they fill out a form in the YCW notebook called a "Youth Patrol Investigation Form" (see attachment A) recording what happened, who was involved, and where and when the incident occurred.

When an office staff member needs a student to come to the front office, he or she radios Keith Miller or Robert Wallace, who gives a pass to a patrol member to take to the wanted student's classroom teacher. The teacher then instructs the student to go with the YCW member to the office. This procedure prevents the summoned student from loitering in the hallways unsupervised.

School staff report that the hallway patrols have eliminated graffiti from bathrooms and nearly ended fights in hallways because students who are thinking of engaging in either activity know they will be identified by YCW members who will not hesitate to report them.

Gym Patrol

> **YCW Members Patrol Outside the 25 Portables**
>
> The 25 portables on campus house all the Pioneer Middle School six graders as well as the fifth graders from the feeder elementary school across the street.
>
> In addition to the sixth graders who patrol the outside of the portables before school, two upper-class YCW members patrol the portables each period. Campus Monitor Donna Juliano reports that "the patrols are especially needed at the beginning of the school year when new sixth graders are confused about where to go for class and lunch, and somewhat nervous or uncertain during class changes."

Two members patrol the corridor outside the gym doors to make sure that any students who leave have passes and to escort students with passes to the rest rooms. YCW members also patrol the exterior of the gym if the class is held outdoors. The gym instructor has to attend to as many as three classes of 50 students each outside the gym at the same time. As a result, he finds it helpful that YCW members who patrol outside keep an eye out for other students trying to skip class and adult intruders who do not belong there. When a gym student gets hurt—for example, sprains an ankle or has a nosebleed—he relies on the YCW members to escort the student to the clinic or to fetch a wheelchair.

Typically, YCW members in the corridors and portables area ask 5 to 10 students a period for their hall passes. Usually, the students have valid passes. Very rarely does a student without a pass refuse the patrol's request to return to class to get one. When that happens, the YCW member reports the student to the YCW captain (see below), to the nearest adult, or, if neither is nearby, to the front office secretary, who radios a staff person to find the student.

Front Entrance Monitoring

Every period, two YCW members sit at a table near the only entrance to the building unlocked from the outside. They ask anyone who comes in the building without visible identification to please stop in the office to obtain a badge. The two members on duty at the table the last period of the day are supposed to be especially vigilant to watch for high school students entering the building. Periodically, some high school students try to get into Pioneer to see former teachers, perform community service, harass middle school students, or go to the gym to play basketball. The members tell the students to either go into the office to get visitors' passes or leave. On the rare occasions each year when a high school student ignores the YCW members, a member goes into the office and tells an adult about the problem so that a staff member can be paged to track down and the escort the defiant high school student out of the building.

YCW Captains

The program advisors designate two members of each class as "captains," with responsibility for:

- reporting all tardy YCW members to the advisors;
- making sure class members know what their posts are for that day if Keith Miller is not available to remind them;
- checking periodically on the other YCW members to make sure they are at their posts, wearing their vests, and not chatting with other students or talking loudly;
- checking bathrooms for graffiti and unauthorized students;
- picking up paper in the corridors; and
- observing the bank of video monitors in a room off the main office.

YCW Members Assist with Fire Drills
After the school purchased three first aide kits, one for each grade level (because during a fire drill each grade assembles in a different location outside the building), YCW members were assigned to pick up the kits from the clinic and bring them outdoors during a fire or fire drill. Once the all-clear sounds, YCW members alone are immediately allowed back into the building by the front doors so that they can then open all the other doors—and hold them open so they do not relock automatically—allowing the rest of the study body to re-enter the school.

Captains pick up a blank "Captain Daily Checklist" from a YCW notebook near the office at the beginning of each period and, as the period progresses, record the times they checked the restrooms and posts, and the cleanliness of the hallways. At the end of the "shift," the captains verify and record that the YCW vests have been returned, and sign the form and return it to the notebook.

Normally, one of the two captains is responsible for spending most of the period monitoring the bank of video screens. If a captain sees that YCW members are not at their posts or are socializing with friends, he or she finds them to tell them to behave. If the captain views misconduct by other students, he or she reports it to a security specialist or another adult in the office, who radios a security staff person. On one occasion, a YCW member saw an incident in a corridor, got an assistant principal, and, on his own, re-ran the video tape for the administrator and froze it at the moment the misconduct was occurring. (Keith Miller also looks at the cameras to supervise the YCW members—for example, see if they are socializing as a group instead of split up at their various posts.)

Miller and Juliano wait one or two months into each school year to see who the most responsible members are each class period and appoint them as captains for the remainder of the school year.

Other Activities

While patrol is YCW's central activity at Pioneer Middle School for students in the elective class, most members, including sixth graders who are members of the YCW club, engage in a number of other important activities, including:

- tutoring students with learning disabilities (club members do not do this);
- doing community clean-ups,
- going on field trips,
- attending conferences, and
- engaging in fund-raising activities,

Tutoring Students with Learning Disabilities

Miller says he is "always looking for ways to improve the school and to develop a sense of responsibility for the community among YCW members." One way of promoting both goals was to have YCW members tutor students with learning disabilities. Miller asked the special education teacher, Mindy Chaimowitz, if she would allow YCW members to tutor and mentor her students. When Chaimowitz agreed, Miller asked the most responsible two YCW members from each class to volunteer to spend one period a week tutoring a child in her class instead of going on patrol.

> **YCW Members Report Misconduct Even When They Are Not on Duty**
>
> Members are told to report misconduct when they are *not* on patrol, too. In fact, Security Specialist Keith Miller says that most reports of misconduct from members come while they are *not* on patrol. For example, an "off-duty" YCW member reported to Miller that there was a rumor a student had marijuana on him; Miller confronted the student with Deputy Wallace, and the student handed over three ounces of marijuana.

Typically, these YCW members help the students with their English (e.g., spelling and grammar) and addition exercises and, during the last 10 minutes of the period, play games with them, such as hangman's noose. YCW members also eat lunch with the students. Chaimowitz adds that, because her students remain in the same classroom with her all day, "the YCW members provide them with some peer interaction beyond that of their own immediate classmates." One year YCW members voted to purchase games for the students from the YCW budget.

Community Clean-Ups

Miller applied for YCW to participate in a state program to clean up local waterways of branches, tires, cans, bicycles, and other garbage. Miller saw signs posted in the county with the dates of the clean-ups and a telephone number to call to participate. He called the number, found out what had to be done to participate, and then sought Principal Arnold's permission to participate and put the matter to a vote among YCW members. He then asked the Cooper City Commission, where Pioneer Middle School is located, to register with the county so the school could apply to the county to "adopt" the street that passes in front of Pioneer Middle School, the high school, and an elementary school.

Now, four Saturdays a year students who are members of the high school, middle school, and elementary school YCW programs get together to clean up the roadways in front of their schools from about 9:00 a.m. to 11:00 a.m. The security staff then treats them to beverages and pizza or a barbecue. While participation is voluntary, according to campus monitor Donna Juliano, "We encourage members to come because we consider YCW to be a community activity, not just a school activity, and because the event offers an opportunity for

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YCW kids from the three different schools to mingle." Between one-quarter and one-third of the members show up each of the four Saturdays.

The county pays for waste containers and safety equipment (orange highway cones), but YCW is responsible for obtaining food for lunch. A large grocery store chain on its own initiative donated a gift card redeemable for food and drink. Deputy Robert Wallace successfully solicited additional food from the manager of a local supermarket.

Field Trips

Each year, Miller, Juliano, and Wallace take YCW members on at least one field trip. A local National Basketball Association team, the Miami Heat, hosts an annual "Crime Watch/Youth Patrol Night," offering all schools in Broward County with a YCW reduced ticket prices for attending a game. One year, Miller arranged for members pay for the tickets and drove them in a school district bus to and from the game (see the box). Before the game, the arena's screen flashed the names of the YCW programs in attendance, much to the members' delight. In 2006, Miller arranged for 20 members to see the Florida Panthers, a professional National Hockey League hockey team.

Keith Miller Got Certified as a School Bus Driver—and Saves the Program Money
Keith Miller arranged to get himself certified as a school bus driver so he could transport YCW members (and other students) to school-sponsored events. Miller had little difficulty passing the test for a license because he had driven a truck before he became a security specialist. The school pays him overtime as a bus driver on these occasions, but he saves the program the cost of hiring a school district bus driver—and doubles as a chaperone.

At the end of each school year, the advisors arrange a barbecue or field trip. In the past, members have gone to an amusement park and a skating rink. Once a year, Deputy Robert Wallace arranges for YCW members bring to senior citizen homes food baskets that they collect from staff and other students in the school. One year, at the suggestion of a YCW member, the program collected clothes to send to Haiti.

Attending Conferences

Each year, Keith Miller attempts to send some YCW members to the annual Youth Crime Watch of America (YCWA) conference. When the conference does not involve excessive travel expenses, the program has sent as many as 30 students to participate. In 2005-06, only two members were able to attend because of the high cost—$800 per student. In 2006-07, 10 students went to the conference in Denver along with Miller, Linda Arnold, and Robert Wallace. While parents paid the $750 for the trip, the program paid the expenses of one student whose parents could not afford the money. Miller considers attendance very important because "Members need to learn what's going on throughout the Nation to get ideas to incorporate into our program that will improve it."

YCW Members

When it first began, there were usually 3 members per class period, but the numbers expanded to where today each class has 8-12 members for a total of about 60 members each year. A majority of members in 2005-06 were eighth graders because the program gives

preference to seventh graders who performed well on the job, and sixth graders may not join because the principal wants them to enroll in the elective computer and keyboarding class instead. About two-thirds of members are girls.

Screening Applicants

Toward the end of each school year, in-school TV, posters, PA announcements by assistant principals, and announcements by Miller in the cafeteria tell interested students to go the office to get an application if they are interested in joining the program the following year. However, most students on their own contact one of the security staff to ask for an application to join (or re-join) the program. Usually more students apply than the program can accommodate "because," according to Miller, "they want the free period." This makes it important to screen applicants carefully to ensure they will do the job properly.

Applicants fill out an application explaining why they want to join the program. Students need a C average to participate. All six teachers must recommend any student who wishes to join. Miller and Juliano know by sight who the troublemakers are in the school and generally exclude them from participating.

Training and Supervision

Originally, Miller, Juliano, and Wallace trained all the members as a group, but that required taking the students out of their academic classes. As a result, the security team spends the first two weeks of each school year training each class period's members instead of sending them out on patrol. The training focuses on:

- the history of YCW at Pioneer Middle School;
- members' responsibilities while on patrol;
- safety procedures while on patrol;
- responsibilities during a lock down and fire drill, and whom to report to; and
- other activities YCW has engaged in past years (e.g., field trips, clean-ups).

Maintaining Motivation

In addition to field trips, barbecues, and conferences, the program advisors attempt to maintain members' motivation in other ways:

- *Grades.* As part of the annual training, Miller and Juliano impress upon members that they need to make sure their grade point average does not fall below 2.0. If their grades do drop, they are assigned for the next semester to one of three teachers who have volunteered to accept one or two YCW members each in their classes to improve their reading, math, or social studies skills. The YCW members spend their entire YCW class period in these academic classes instead of going on patrol until their grades improve.

> **Some students are also encouraged by the constant recognition Principal Linda Arnold gives to YCW (see the sections on Program Funding and Lessons Learned).**

- *FCAT study.* Because YCW is an elective class and Miller and Juliano are not certified teachers, it had to be assigned a school district course code, which Linda Arnold decided would be vocational education, taught by Dale Kurzejewski. However, although officially a "class," YCW had no academic content. As a result, Kurzejewski made preparation for Florida's Comprehensive Assessment Test (FCAT) a requirement of membership because of the high stakes involved in making sure students do well on the FCAT tests. To prepare them for the test, Kurzejewski requires YCW members (as well as teacher, office, and media aides) to spend 20-45 minutes a week doing exercises on line at home using a self-executing computer program available from the State Department of Education to all students in the county. Kurzejewski monitors on his computer how regularly the students go on line and how well they perform. For part of one class period a week, when the students would normally be on patrol, he reviews their progress with them.

- *Behavior on patrol.* Miller judges the members' performance by conferring with Juliano and Wallace, and by taking into consideration any complaints from teachers that a member was noisy outside their classrooms or otherwise not behaving properly while on duty.

- *Homework assignments.* About once a month when there is a news story about a school safety problem, Miller and Juliano ask members to research what happened and write a report that summarizes the incident and explains whether and why they think the proposed solution will be effective. At the beginning of their next class, the members discuss the event for 5 to 10 minutes with one of the advisors.

> **Keith Miller Has Been Trained to Be a YCW Advisor**
>
> When he first became the program's co-advisor, Principal Linda Arnold sent Keith Miller for training with Youth Crime Watch of America. Since then, Miller has attended all the Broward County School District's annual trainings for advisors countywide. Led by experts such as YCWA trainers, police department crime prevention officers, and fundraising specialists, the trainings focus on such topics as how to raise money and do patrol in a safe manner.

Program Funding

YCW raises about $3,000 a year. Miller tries to end each school year with a balance of about $1,000 so that at the beginning of the following year he does not have to immediately engage in fund raising since he already has some cash on hand for activities that require advance payment (see below).

The program obtains money regularly and in a variety of ways.

- *Jewelry sales.* As a school club registered with the county, YCW receives fund-raising brochures from a number of organizations seeking to help the schools and at the same time profit from sales of their goods or services. After receiving such an offer from a jewelry manufacturing company, Keith Miller arranged to have YCW members distribute a jewelry catalogue every year to other students to take home to their parents and bring back with their parents' orders—and checks. Miller sends in the orders and payment to the jewelry distributor, which mails back the jewelry. The

members then collect the payments from the students whose parents placed orders. Along the lines of Girl Scout cookies, the jewelry distributor charges YCW a reduced rate for its purchases and the program keeps the difference. YCW members get a prize from the jewelry company just for participating—but a better prize with high sales. The jewelry sale nets the program $800-$1,000 a year.

- *Donut sales.* A few years ago, Miller also came up with the idea of selling donuts at the school. He called the local franchise of a large national donut chain and arranged for it to provide him donuts at reduced cost that YCW could then re-sell at retail for a profit. Now, every Friday afternoon after school a few YCW members sell the donuts to faculty and other students as everyone is leaving school to go home. Occasionally, Linda Arnold helps sell the donuts. School lets out at 3:30, and by 3:45 between 60 and 100 dozen donuts are sold, netting the program after expenses between $70.00 and $90.00 each week.

- *Outright donations.* In 2007, Keith Miller wrote a letter to the Broward County Sheriff's Office (see attachment B) asking for financial assistance to send a member to the annual Youth Crime Watch of America (YCWA) conference in Denver. Instead, the sheriff donated $5,000. Every year Principal Linda Arnold deposits $1,000 from available school monies in the YCW account. Students themselves pay half the $10.00 cost of the program's T-shirts.

- *In-Kind donations.* In the past, Deputy Wallace has arranged to secure second-hand radios from the sheriff's office. (In 2006-07 the radios broke, and there was no funding available to repair or replace them.) The Parent-Teacher-Student-Association (PTSA) has provided lanyards and vests. Miller sets the stage for the PTSA's willingness to make these donations by involving YCW in the organization's "Relay for Life" and collecting food for the its food drive).

Lessons Learned

When the program first began, many students with discipline problems were allowed to join, resulting in complaints from teachers about members being rude to them while on patrol, socializing with other students instead of reporting them for misconduct, and gossiping among themselves instead of observing what was going on in the corridors and bathrooms. The joke making the rounds at the school was that "The criminals are running the asylum."

As a result, Arnold and Miller began screening applicants more carefully and excluding students who already had a history of misconduct. However, the program continues to accept a few students who *might* end up getting into trouble (see the box).

The Program Still Admits a Few At-Risk Students
Each year, Security Specialist Keith Miller is willing to admit a few students even though they might get into trouble. Miller accepts them for several reasons: ❖ He needs some non-A students to learn about problems (according to Principal Linda Arnold, "at-risk kids provide the best information about misconduct in the school").   ❖ The program can transform some troubled students by giving them responsibility.   ❖ The membership should reflect the composition of the entire study body.   ❖ Pairing "tough" kids with "good" kids helps prevent retaliation.

When the program began, Arnold and Miller confirm, there were no specific job descriptions about what the members were supposed to do while on patrol—"just watch the halls"—and not enough accountability for their behavior. As a result, they developed written instructions for what members do while on patrol (see attachment C), the designation of "captains" for each class period who are responsible for making sure the members patrolling the corridors behave and do their jobs properly (see attachment D) and who fill out a daily checklist reporting what they have done (see attachment E).

All three security staff participate actively in the program and share in its operations (see the box "Deputy Wallace Takes an Active Role in YCW"). However, Keith Miller has learned that "The principal is key—her support is critical." She allows the program to raise money, suggests how it can raise money, and allocates school funds for it. Arnold also allows patrols to take place and permits members to go to conferences—she has even gone to conferences with them herself. "She suggests improvements and is open to suggestions from us," Miller says, giving as an example Arnold's suggestion a few years ago that members wear something that identified them clearly as YCW members. In 2007, she suggested that training be offered to members on how to identify suspicious people, remember what they looked like and were wearing, and identify situations that are out of the ordinary, such as a book bag in a corridor. As a result, Wallace has started working with the sheriff's office to set up the academy for the 2008-09 school year.

Deputy Wallace Takes an Active Role in YCW

Robert Wallace, the School Resource Deputy from the Broward County Sheriff's Office, although not a YCW advisor, goes way beyond just handling criminal matters that YCW members, through the program's advisors, bring to his attention.

❖ Wallace has helped to arrange field trips to the sheriff's office dispatch center, crime lab, and jail;
❖ he assists with the community clean-ups, going to supermarkets to ask for food donations for lunch and monitoring the students during the clean-up;
❖ he did the cooking at a YCW barbecue; and
❖ he brokered getting used radios from the sheriff's office.

Wallace goes with Miller and Arnold to the annual YCWA conference and, in 2007, joined them in a panel presentation on the program. The sheriff's office paid his travel expenses and gave him administrative leave with pay to attend.

Attachment A

YOUTH PATROL INVESTIGATION FORM

Student Name: _____

Date:_____

(please print)

This is an investigation form of a potential violation of the student code of conduct. Please read and complete this form carefully. Your statement may be used, with other documentation, as part of the student code of conduct process.

Describe the circumstances surrounding the incident in question by answering the following questions:

WHAT HAPPENED?

_____

_____

_____

_____

WHO WAS THERE

_____

_____

_____

WHERE DID THIS HAPPEN?

_____

_____

WHEN DID THIS HAPPEN?

_____

_____

Witness Name   Witness Name

Witness Signature   Witness Signature
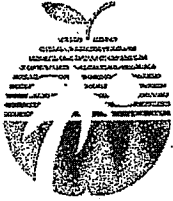
THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

PIONEER MIDDLE SCHOOL
Linda H. Arnold, Principal
5350 Southwest 90th Avenue
Cooper City, FL 33328
754-323-4100
754-323-4185 Fax

October 27, 2006

John Hale
District Chief
Broward Sheriff's Office
10580 Stirling Rd
Cooper City, FL 33026

Dear Chief Hale,

As you are aware Pioneer Middle School's Crime Watch Program has been recognized for several years by Youth Crime Watch Of America as a model program. We have won Crime Watch Program of the Year three times, Principal of the Year, Advisor of the Year, and Community of the Year. We are still working on winning School Resource Deputy of the Year

We have also presented our program at the Youth Crime Watch Annual Conference in Washington, D.C, and at the tri-county Florida League of Middle School's Conference This year we have been asked to present again at the Youth Crime Watch Annual Conference in Denver, Colorado Because of the distance of this trip, the costs are much greater.

We feel our program has been very influential in Cooper City and has now expanded to two other sites, Cooper City High School and Cooper City Elementary We have not only reduced crime at our school, but have assisted in solving crimes outside of school.

Because of the positive influence we have had on this community, we are asking for your help in supporting our efforts to take students and our advisors to this important conference in March. Any help would be greatly appreciated Please contact me, if you need any additional information or explanation for our request. We are looking forward to hearing a positive response from you

Thanking you in advance for your assistance in this endeavor All of our combined actions reinforce what is good for the youth of this community.

Sincerely,

Linda H, Arnold
Principal

Attachment C

Job Description – Youth Crime Watch

Hall Monitor

A Pioneer Middle School Youth Crime Watch Hall Monitor is a student, in good standing, who is responsible for the following:

1. Patrol assigned area without leaving specified parameters. If asked to run an errand, will report same to Hall Captain and will not leave the area.

2. Check students for hall passes. Report all students in violation to the Hall Captain.

3. Check restroom(s) in assigned area for vandalism or loitering students.

4. Be sure all Pioneer Middle School visitors have stopped in the front office to sign in.

5. Report daily activities to Hall Captain so they can be logged in the activity book.

6. Report infractions or problems to Hall Captain

7. Sign in with the correct time at the beginning of your shift. Sign-in sheet will be in the Youth Crime Watch Advisor's office.

Attachment D

Job Description – Youth Crime Watch

Hall Captain

A Pioneer Middle School Youth Crime Watch Hall Captain is a student, in good standing, who is responsible for the following:

1. Be sure all hall monitors sign in at the beginning of their shift with the correct time. Report all tardies to the Crime Watch Advisor.

2. Check all Hall Monitors to be sure they are wearing Youth Crime Watch attire. (Vests)

3. Give out daily posts and daily assignments to Hall Monitors.

4. Patrol all hallways, checking on the on duty Hall Monitors, to be sure they are full filling their duties in a responsible way.

5. Log daily activities for all Hall Monitors. Note if they are not at their posts or if they are not performing their duties.

6. Report any and all problems and/or unusual activity to the Youth Crime Watch Advisor

7. Utilize radio with care and use proper professional radio etiquette.

8. Run an errand when one of the other Hall Monitors is asked to prevent them from leaving their assigned post.

Attachment E

PIONEER MIDDLE YOUTH CRIME WATCH
CAPTAIN DAILY CHECKLIST

PERIOD _____   DATE_____

RESTROOMS CHECK:

TIMES_____ _____ _____ _____

COMMENTS_____

_____

POST CHECK:

TIMES_____ _____ _____ _____

COMMENTS_____

_____

HALLWAYS CLEAN:

TIMES_____ _____ _____ _____

COMMENTS_____

_____

VEST RETURNED TO RACK:

YES_____ NO_____

_____   _____
CAPTAIN SIGNATURE   CAPTAIN SIGNATURE

Durant High School

Durant High School's Youth Crime Watch Program, begun in 1995, is an elective course whose principal activity is saturation patrols of the entire school every class period, primarily to make sure students are not cutting class, skipping school, or dilly dallying after having used the bathrooms. YCW members patrol the corridors and courtyard asking to see the passes of other students; patrol the parking lots in cars, on foot, by bicycle, and, periodically, on a golf cart, checking to make sure students have not parked in the visitors' lot and are not trying to skip school; and sit outside the student bathrooms checking and timing out the passes of students who want to use the rest rooms. Motivation to continue to perform at a high level includes field trips, grades, coupons, and cash rewards from CrimeStoppers for information leading to arrests.

School Context

Durant High School, located in Hillsborough County, is the eighth largest school district in the Nation with over 180,000 students enrolled in over 200 schools. Opened in 1995, the school is located in a rural part of Plant City, a low-density municipality of 30,000 residents about 25 miles east of Tampa.

Durant's 2006-07 enrollment was 3,000 students, up from 2,400 in 2005-06. Sixty-four percent of students were white, 21 percent Hispanic, 10 percent African American, and 5 percent other races and ethnicities. Thirty-eight percent of the students in 2006 were eligible for free and reduced lunches. Thirty-five buses transport 45 percent of the student body to school every day, some students from up to 30 miles away. During the 2005-06 school year, there were 162 incidents of crime and violence, including 63 involving fighting or harassment, 60 involving tobacco and other drugs, and 11 involving weapons possession. Over one quarter of students (27 percent) received an in-school suspension, and more than 1 student in 10 (11 percent) received an out-of-school suspension.

The school's ninth through twelfth grades are housed in a two-story rectangular building surrounding a large half-acre courtyard. The 80-acre campus includes a former orange grove, several large parking lots and playing fields, and 20 portable classrooms. The school has six assistant principals, one each to handle student affairs for each grade level, one to supervise athletics and facilities, and one to oversee curriculum. The only security staff is a full-time School Resource Deputy (SRD).

Durant High School was the first school in the county to pilot a scheduling procedure involving four 90-minute "blocks," or classes, a day, in addition to a rolling 90-minute lunch period. Under this system, students can complete one year's worth of classes in 18 weeks, juniors can become seniors after only 18 weeks, and seniors can graduate in three years. However, starting with the 2007-08 school year, the school will revert to the standard seven 50-minute class periods.

Program Organization

Durant High School's Youth Crime Watch program is an elective course whose students go on patrol the entire 90-minute period each day their class meets. Although the program began in 1995, according to Principal Pam Bowden "when Deputy José Morffi became the School Resource Deputy in the fall of 2003, he brought YCW to life" by arranging to have members on patrol every class period, increasing its visibility in the school, and boosting its membership. In recent years, there have been 50 to 80 YCW members each year, or about 10-15 members each class period.

Patrol

Patrol is the almost exclusive focus of Durant High School's YCW. Every day, every period, members patrol the parking lots, grounds, corridors, staircases, and bathrooms.

Patrol Assignments

Each class period, YCW members go to Deputy José Morffi's office to check in. The deputy gives the members their assignments for the period, which he also posts on a chalk board. If Morffi is not available, the members go to the posts to which they were assigned the previous day. Members sign their names on the chalk board under the post they will be filling—"Skip Patrol," "Parking Lot," "Bathroom," and "Office." A "shift" captain gives members who are on bathroom patrol (see below) a time stamp for recording when students use the bathrooms.

Morffi assigns students to patrol in pairs as a safety measure—if there is a problem, one member can remain while the other seeks help, plus there is "strength in numbers." Morffi tries to pair students who want to be together but at times avoids pairing certain students if he suspects they may spend more time paying attention to each other than to doing their jobs.

YCW members do not wear vests or T-shirts. Members do have student identifications that are color coded to indicate they are practical arts students who have permission to be in the corridors during class periods. Principal Pam Bowden explains that, if members were required to wear vests or T-shirts, applications to join YCW would go down because high school students do not want be recognizable reporting other students and run the risk of being called "snitches." In addition, because most students whom members report for misbehavior do not know who reported them, being "undercover" reduces the chances of a confrontation or retaliation.

Skip Patrol

Every period, four to six YCW members walk the corridors and courtyard in pairs asking to see the passes of students who are out and about during class periods. It takes the skip patrols about 15 minutes to make a complete, uninterrupted circuit. YCW members have often learned to detect whether a student is attempting to skip school by his or behavior and demeanor—for example, if a student is wandering around aimlessly with a book bag.

Members record the students' names if they do not have passes and escort them to Deputy Morffi's office. If a student refuses to go, one member reports the student's name to the deputy, while the other member follows the student. Morffi and the reporting member track down the student. It is said that students never refuse to give their names because they realize they have been caught.

> A YCW member used his cell phone to call Assistant Principal Todd Long to report that there was an intruder in a hallway talking with his girlfriend, a Durant student, and that the outsider would not leave when asked to. Long showed up and made the intruder leave.

Parking Lot Patrol

Two YCW members, using their personal cars, or occasionally on foot, patrol the visitors' parking lot, checking the vehicles' school-issued decals to make sure students have not parked there. Students intent on skipping school frequently park in visitors' lot because they

> Whenever the patrols find a staff member's car parked in the visitors' lot, they write up a ticket to give to Morffi at the end of the shift. Later, the deputy reminds the wrongdoers not to park there.

can drive off campus more quickly and with less chance of being observed from this lot than from the students' parking lot. The patrols also tour the student parking lots to make sure students are not loitering there without permission. Finally, the parking lot patrols are responsible for driving or walking around the school's the 20 portables.

Every Monday, Wednesday, and Friday, YCW members patrol the parking lots on bicycles. The advantage of the bikes, Morffi says, is that "the patrols are less visible than if they are on foot or in cars and as a result they gain the advantage of surprise, as well as speed, in catching students misbehaving." In addition, bicycles prevent members when they are in their cars from using their cell phones unnoticed to talk with friends or text message each other. However, about 95 percent of members, Morffi says, do their jobs conscientiously.

YCW members write parking tickets (see attachment A) for students who park in the teachers' or visitors' lot. According to one member, "We wrote a lot in January [the beginning of a new semester], less in February, and hardly any now [in April]." In addition to parking in an unauthorized area, the tickets are used for reporting speeding and failure to display a parking decal. Members record the vehicle license plate number, school parking tag number, and make and model of the car. Members turn the tickets in to the YCW office worker (see below), who looks up the owner's name and passes it on to Morffi. After receiving a warning for the first offense, students are fined $25 for each subsequence infraction. Until students not pay the fine they cannot graduate. Morffi collects the decals of any students ticketed for speeding, which prevents them from using the school parking lot in the future.

Some YCW members position their car across the parking lot exit and, if a vehicle legitimately needs to exit, back up to allow it to leave. Other members keep their car in position to move across the exit if they see a vehicle leaving that they suspect has students in it who are skipping school. In one incident, YCW members blocked two students in a car from exiting the parking lot and asked for their passes. Because the passes were invalid, one of the YCW members used his cell phone to call an administrator, who went out and brought the students back to his office.

Golf Cart Patrol

The Hillsborough County Sheriff Office, whose sheriff is a strong supporter of the SRD program, lent Deputy José Morffi a golf cart, complete with the department's logo and overhead light bar, because motorized transportation was needed to patrol an 80-acre campus. Deputy José Morffi allows his most responsible third and fourth period members to use the cart to patrol the parking lots and, especially, the football field and orange grove, which are popular places to smoke or cut through in order to skip school.

When YCW members see a student trying to skip school, one member remains in the cart and the other member approaches the student. They ask the student to get on the cart to be transported to Deputy Morffi's office. If the student runs, they follow. If the student refuses to return to the office, the members use their cell phones to call either an assistant principal, who comes on another golf cart, or Morffi, who comes on the cart or in his cruiser. But most students comply and return with the members to the office.

In one instance, YCW members caught up with four students who were skipping school. One member used his cell phone to call the assistant principal, who came on the second golf cart and drove two of the "skippers" back to Morffi's office. The YCW members escorted other two students to deputy's office.

Bathroom Monitoring

Every period, a pair of YCW members sits outside each of six bathrooms that students, with a pass from their teachers, may use during class periods. The YCW members ask students to hand over the passes. When the students exit the facility, the members stamp their passes with the time so teachers can tell whether the students have returned directly to class. The bathroom monitors also require students to sign their names and the time on a sheet of paper. If a student does not have a pass, the members still require them to sign their name and the time but send them back to the teacher to get a pass.

> Members patrolling the parking lots told Deputy Morffi that they had smelled marijuana in a car. While Morffi stood by, an assistant principal searched the car and found 21 grams of marijuana and 10 oxycodone pills.

There is a non-stop stream of students using the rest rooms—typically two or three every few minutes—not surprising in a school of 3,000 students. Most students spontaneously show their passes; however, YCW members have to ask some students to present them. Occasionally, a student rolls his or her eyes or shows some "attitude" when asked for a pass or to sign the sheet, but no one refuses. At the beginning of the school year, YCW members have to tell freshmen, who have not been informed about the process, to show their passes and sign in. However, after a few months, most do so automatically. (In addition, many of the same students are "regular" bathroom visitors who quickly catch on to the procedure.)

Vignette of a Parking Lot "Stop"

Two YCW members called Deputy Morffi on a cell phone to report there were two teenagers in a car in the parking lot. Morffi radioed Assistant Principal Todd Long, who joined Morffi in the parking lot because sworn officers cannot do searches on school grounds without probable cause but school administrators can. Also, with two adults, one can confront the suspects while the other watches to see whether they try to throw anything away, such as drugs or a weapon.

The teenagers turned out to be 16-year-old Durant High School students skipping school. Because the teens were very nervous, Long searched them and found a box with what appeared to be marijuana in one of the men's pockets. Long then searched the entire vehicle and found a prescription drug (codeine) and drug paraphernalia.

Long brought the students to Morffi's office and handed over the evidence. Morffi tested it immediately and the results were positive for marijuana. Morffi arrested the two teenagers, frisked them (legal once he had arrested them), took them outside and handcuffed them, and drove them to the juvenile detention center.

The YCW members also enter the bathrooms at the beginning and end of each period, and randomly during the period, to check for graffiti. As a result, Morffi tries to pair a male and female student for each bathroom post. If, during or at the end of the period the YCW members find graffiti, they use the sign-in sheet to identify who used the bathroom around the time the graffiti were discovered as a possible clue to who the perpetrator was. Members find graffiti on average once every one or two months in each bathroom. When this happens, one of them contacts Morffi to come look at the vandalism to see whether it is gang-related and to arrange for a custodian to remove or paint over it.

On one occasion, a student who had just used the rest room told a YCW bathroom monitor that another student was smoking there. The YCW member told the other bathroom monitor not to let anyone in the bathroom "to preserve the evidence" and then, when the suspected guilty party left the bathroom, followed the student back to his class. The YCW member then went to Morffi to report the incident, but he was busy with another incident and asked her find an assistant principal. She did and told him the classroom the student was in and described his clothing and hair. The assistant principal went to the class to escort the student back to his office. The YCW member who reported the student remained anonymous.

If members find graffiti or run into other problems, such as rumors of drugs or weapons on campus or a fight, they fill out a "Crime Watch Daily Operation Report" (see attachment B) with information about the incident that Morffi can use for his follow-up investigation.

The YCW Office Position

Each class period, one YCW member spends the period in Deputy José Morffi's office "running passes" for the deputy: if the deputy needs to see a student, he gives the office member a pass to show to the student's teacher and escorts the student back to Morffi's office. The office person also sells parking decals. Parking lot patrols report to the office member the vehicle information of any cars with missing decals and the decal numbers of student cars parked in the visitors' lot. The office person looks up the owners of the cars on the computer and passes on the information to Morffi.

The same YCW member retains this position throughout the year because of how important it is that the person be extremely reliable and trustworthy given his or her access to files. For example, during second period the same twelfth-grade YCW member has filled the position since she was in the ninth grade because Morffi has come to trust her when he has to be out of the office.

Members and Training

The number of YCW members has varied significantly from year to year, including 60 in 2004-05 and 80 in 2005-06. In 2006-07, there were again only 60 members because 40 of the previous year's members had been graduated.

Deputy Morffi has established a thorough screening process for admitting new members that involves six steps:

(1) Morffi hands out applications in classrooms at the beginning of each school year, asking interested students to return them to his office. The application asks students to provide background about themselves (e.g., any hobbies) and explain why the want to join YCW.

(2) The deputy reviews the applications, screening out obviously undesirable candidates, for example, because they failed to complete important parts of the application or are known to be troublemakers.

> In the past, the program admitted at-risk students, but they were tarnishing the program's reputation by allowing students to skip class and by leaving campus themselves. As a result, Deputy Morffi has become "more picky" about whom he allows to join. However, the program still admits a few students "on the edge," according to Principal Pam Bowden, because, by giving them responsibility and pairing them with upstanding YCW members, "they often land squarely on the side of good behavior."

(3) Morffi runs the remaining names by one of two assistant principals to find out if any of the applicants' discipline records would prohibit them from joining. As a general rule, students with two or more in-school suspensions or one out-of-school suspension are not allowed to join, but occasionally exceptions are made based on the reasons for the disciplinary action.

---

(4) The deputy gives students who make this cut five school days to obtain references from at least one teacher, in part to test the students' motivation to join but also because he feels that "teachers know the most about a student's character." Morffi also uses the process to familiarize teachers with the program and gain their support for it.

(5) He then interviews the applicants who obtained references, asking them, for example, if they will be willing to approach other students to ask them for their passes. He also presents them scenarios to respond to, such as, "You see a friend of yours misbehaving. What do you do?"

(6) Finally, Morffi sits down with one of the two assistant principals to select members from among the finalists. Once in a while, they disagree. For example, an assistant principal doubted the reliability of a student who wanted to join. However, Morffi told him, "I can work with this kid." The deputy at first assigned the student to minor posts to see how he did and monitored and mentored him closely. As a result, the deputy reported, the student "did great, and after graduation went on to become a Marine." Occasionally parents (usually with the military or a law enforcement background) put pressure on the school to allow their children to join.

Morffi has a core group of about 20 members who have shown unusual reliability and responsibility over the years—his "advanced" group, he calls them. These members do the skip and parking lot patrols. Together, they were responsible for reporting information that resulted in 15 drug arrests in 2005-06. The remaining 40 or so members staff the bathroom posts.

Many members perform the job well because they believe in and enjoy what they are doing, as illustrated by such comments as:

- "It's cool to be in a class that keeps order in the school."
- "I joined because I obey the rules, so I like everyone else to."
- "I like catching kids who break the rules."

Morffi designates one YCW member each period as "captain" based on the member's discipline record the previous year, number of hours spent on community service, grade point average, and teacher recommendations. Captains are responsible for ensuring that other members are at their posts with a pencil and pad of paper and that the bathroom duty members have a date stamp. In the past, when members used radios, the captains checked the equipment in an out each period, inspecting them for any damage.

At the beginning of each nine-week period, Morffi trains YCW members for several periods before they go on duty. He reviews his expectations for member behavior, including being active and not loafing on the job, and not congregating around soda machines and bathrooms or spending time gossiping with other students. He explains that teachers tell him when they see two male members, for example, talking with four girls who are not members. Members are trained not to confront or question students who are misbehaving.

Core members meet every Thursday in Morffi's office for in-service training on procedures such as how to take notes, document incidents, and write reports; what to look for while on patrol; and how to do informal conflict resolution. He also provides information about the law enforcement profession and procedures.

> Deputy Morffi has taken advantage of guides published by Youth Crime Watch of America for tips on how to train YCW members.

Every month the entire membership meets. A president and vice-president chosen by Morffi based on their grade point average and recommendations by teachers lead the session. The group addresses complaints from teachers or students (for example, rudeness, not checking passes, not at their posts). Members share problems and concerns they have had. Morffi may then provide refresher or in-depth training on surveillance techniques, graffiti problems, and addressing specific students who may be involved in gangs.

Activities Designed to Maintain Motivation

As with all electives at Durant High School, once a student has been enrolled for two weeks, he or she cannot switch into another class. As a result, if a member loses motivation, unless he or she has misbehaved in the program the student has to remain in YCW. This makes it important to try to keep up the members' motivation to continue to do their jobs conscientiously, since a few members become bored with the program over time or get tired of being called "snitches" by other students.

Deputy Morffi uses a variety of methods to help members whose motivation might flag to maintain interest in doing a good job. In past years, he has taken members on field trips to the Manatee County Sheriff's Office, including its boot camp, jail, shooting range, detectives' bureau, and communications center. However, except for visiting the communications center, the sheriff's department hosts only students who are 18 years or older. These older students also have the added motivation of using the golf cart if they have demonstrated the reliability to do so responsibly.

Grades motivate some students to perform well in two different respects:

- Because Deputy Morffi is not a certified teacher, his students are officially enrolled in a practical arts class with a teacher who takes attendance and records the grades that the deputy gives the students. Morffi grades them based on their attendance, conscientiousness on the job, taking initiative, completing assignments, and attitude.

- Members of the core group must maintain a 3.0 grade point average, while other members must maintain a 2.0 average. Members of both groups are put on probation if their average falls below each level. They are given two weeks to bring their grades back up and, if that fails, one more week before they are terminated from the program and reassigned to another role in the practical arts class, such as clerical work in the duplicating center.

Morffi takes advantage of two schoolwide reward programs: he gives a "YCW member of the week" a pass that permits the student to go to the head of line at lunch all week, and once a week he distributes movie passes to two or three members who have been performing especially well. In addition, a half dozen times a year Principal Pam Bowden provides Morffi with $5 or $10 gift cards to restaurants or general merchandise stores that he passes out to members in recognition of especially noteworthy behavior. For example, two YCW members who ended a rash of graffiti writing in bathrooms by catching the two perpetrators in the act received the rewards, as did two other members who reported a student was in possession of an illicit drug. In both cases, the reporting led to arrests.

> On occasion, members engage in service projects that some of them find stimulating.
>
> - Morffi arranged for some members to help park visitors' cars at a local antique car show run by the school for the Future Farmers of America.
> - Morffi twice arranged for members to visit a convalescent center to help clean the property and residents' closets; some members read to the residents.

Students occasionally receive $100 each from the county's CrimeStoppers program for reporting rumors that have led to drug or weapons arrests. Whenever a potential reward may be available because of actions taken by YCW members, Morffi faxes the information to the CrimeStoppers program. For example, a YCW member got the reward after overhearing a student bragging in the courtyard about having 18 cans of beer in his car. After telling the deputy, Morffi investigated and found seven grams of marijuana and a bottle of Scotch. Sometimes members are given money unexpectedly (see the box "A Surprise Reward").

A Surprise Reward

A student with an expensive chain went to his physical education class and, after folding his clothes, left the chain in a shoe. He left his locker open because a student deliberately distracted him. At the end of the class, he discovered that the chain had been stolen.

The student's father offered a $500 reward to anyone who helped secure its return. As a result, YCW members talked with the victim, who knew the name of the student who distracted him (it turned out to be the thief's cousin) but not the name of the thief. The YCW members had the victim go through a yearbook, where he was able to identify the thief.

The YCW members forwarded the information to Morffi. The deputy interrogated both students and, after they both confessed, went to the thief's home to retrieve the chain. The parent gave the YCW members who participated in the investigation the $500.

Support

In past years, Deputy Morffi's YCW members have had radios, but they were all broken in 2006-07. During that year, members instead used their personal cell phones to contact Morffi or an assistant principal. Morffi will be able to purchase new radios in 2007-08 using the $5 each student who wants to park in a parking school lot has to pay for a decal.

In the past, Morffi has organized fundraising events, such as car washes, which provided money for purchasing radios. However, because only clubs can raise money during weekdays, he has had to do them on weekends. The result, according to Morffi, is that "because students are so busy weekends, only five or six members show up, which isn't fair to them [since the rest of the members do not participate but still benefit from the event]." Consequently, the deputy rarely organizes fund raising events any more, at times making it necessary for him to pay for certain expenses out-of-pocket, such as batteries for the radios and supplies like pens and pencils.

The program has obtained significant in-kind donations. As it does for all programs in the school, the media center provides members with identification tags. The previous SRD obtained the golf cart from the sheriff's office. When Morffi was the YCW advisor at a very spread-out middle school, Morffi had arranged with the principal to have members do patrols on donated bicycles. When he arrived at Durant High School, he approached an assistant principal with the idea. The administrator agreed and provided Morffi with a letter that the deputy submitted to the Hillsborough County Sheriff's Office requesting the donation of five unclaimed stolen or lost bicycles. The sheriff provided them.

Lessons Learned

Based on her experience at Durant since 1999, Principal Pam Bowden believes that effective YCW programs need to pay special attention to the following considerations:

- *Develop criteria for admission into the program*—don't take everyone. Check the applicants' discipline record. Have a minimum GPA requirement because, if students are in academic trouble, they should not be supervising students and they should be getting help to bring up their grades. In addition, Bowden advocates limiting the program to upper-class students, because freshmen are still learning their way around the school, who the other students are, where trouble is likely to occur, who is likely to get into trouble, and even what "trouble" looks like.

- *Put members' roles and responsibilities in writing*, and have prospective members and their parents sign a copy. That way, everyone knows what they are supposed to do and no one can claim they failed to perform properly because they were unsure of what was expected of them.

> "Feed them," Bowden says; "reward them with food. It's surprising what kids will do for donuts or pizza—they really appreciate them."

Deputy José Morffi stresses the importance of recognizing that "all YCW members are different and none of them are perfect." As a result, he says, "It's important to correct them in different ways so you don't offend them or make them defensive."

Morffi was the YCW advisor at a middle school before coming to Durant High School. As a result, he warns that advisors switching to a different school level should be aware that, compared with high school students, middle school students:

- have more respect for adults, and therefore as YCW members are more likely to report misconduct;

- take more pride in being YCW members and in doing the job right—they take the job more seriously; and

- are easier to train to do what they are supposed to do—observe and report; high school students are more stubborn and more bothered by the idea of "snitching."

Attachment A

Durant High School
Safety Violation
Parking Violation

Name: _____

Location: _____

Time: _____   Date: _____

DHS Tag   FL Tag   Make   color

You Have Violated One of the Following

☐   Improper Parking
☐   Speeding
☐   Parking in an unauthorized area
☐   No Decal

Synopsis: _____

_____

_____

☐ Warning ☐ $2500 Fine

Signature: _____ Date: _____
Deputy: _____ ___
School Official: _____ Date_____

Attachment B

DURANT HIGH SCHOOL INCIDENT REPORT

NAME:

STUDENT#

INCIDENT TYPE:

DA'Z'E OF INCIDENT:

DATE INCIDENT REPORTED:

TI E OF INCIDENT':

LOCATION:

VICTIMS ADDRESS/PHONE

PROPERTY DESRIPTION LIST:

ITEM#	QUANITY	DESCRIPTION OF ITEMS	SERAL #	VALUE
ToW				

Incident:

Appendix B: Data Collection Instruments

This appendix contains six data collection instruments used in the study:

- The YCW Adult Advisor Interview Guide was used in the school-level impact study to collect YCW program characteristics from all the middle and high schools in Broward, Hillsborough, and Pinellas school districts.

- Four survey instruments were used in the participant-level impact study:
  - YCW baseline survey
  - YCW follow-up survey
  - Comparison group baseline survey
  - Comparison group follow-up survey

- A survey was administered to YCW participants in high schools to inform the process analysis.

YCW Adult Advisor Interview Guide
<u>CENSUS</u>

School: _____ Middle/High School

Interview Date: _____   Interviewed by: _____

YCW Advisor Name: _____   Telephone: (_____)_____

Advisor's Agency: Broward   Hillsborough   Pinellas

[Obtain the following information if you reach the school and you are told that <u>the 2005-06 advisor is no longer available at the school.]</u>

Current location and telephone number of 2005-06 advisor:

  location (e.g., school, agency): _____
  telephone number: _____

Whether school still has an active YCW this school year (2005-06):   Yes   No

If yes, name and telephone number of new YCW advisor at the school:

  name: _____

  telephone number or extension: _____

[Use the following lead-in if you reach the person who was the 2004-05 advisor <u>at this school.]</u>

Hello. This is [   ] calling from Abt Associates, a research firm in Cambridge, Massachusetts. You may remember that I talked with you last fall [or talked with last year's advisor—mention by name] about your Youth Crime Watch program as part of a study we're doing for the U.S. Department of Justice in Broward, Hillsborough, and Pinellas counties.   I want to ask you the same questions I asked last fall about the Youth Crime Watch program at _____ to update our records *for this* school year.

Am I right that you were the YCW advisor at _____ this year? [If not, ask:]

Was there a YCW program at the school this year? Yes   No
If so, *who* has the advisor been? _____
How can I *reach* him or her (telephone number or location): _____
_____

[Then end the interview.]

[If the person *was* the advisor this year, administer the rest of the questionnaire]

I should emphasize [once again] that we will not identify you or your school by name in any report. Also, you of course do not have to answer any questions you don't want to.

First, let me ask you whether you know yet if *you* will be running the YCW at [***name of school*** _____] *next* year [***06/07 school year***]?

> *Yes*
> *No [Ask if he or she knows who* will *be running the program at the school]* _____
> *Not sure*

OK. Now all the rest of my questions are about this school year—the 2005-2006 school year.

1.   On average, how many members has your YCW had this school year? _____

2.   Can anyone join YCW at your school, or do they have to meet certain requirements, such as having a certain grade point average, good discipline history, or teacher recommendations?

> *Yes, anyone can join*
> *No, there are criteria for joining*

3.   Did the YCW have officers this year—for example, captain/lieutenant or president/vice president?

> *Yes*
> *No*

4.   Did the YCW students do patrol this year?
> *Yes*
> *No*   **[If no, skip to question 11]**

5.   Did the YCW students wear special YCW badges, T-shirts, vests, or other clothing or identification this year that made them clearly identifiable as YCW members while they were on patrol? [***note***: ID cards that are not clearly visible do not count]

> *Yes*
> *No*

6. What times of the day did the YCW students patrol this year [check all boxes]:

	Circle One	*# Days a Week (on average)*
Before school	*Yes / No*	_____
During class periods	*Yes / No*	_____
During breaks between classes	*Yes / No*	_____
During lunch	*Yes / No*	_____
After school	*Yes / No*	_____

7. On average, how many YCW students were on patrol this year at any one time? _____

8. Did they usually carry radios while on patrol?

    Yes
    No

9. While the YCW students were on patrol this year, how confident were you that they reported significant misconduct that they observed?

    Very confident
    Somewhat confident
    Not that confident

10. When the YCW students were *not* on patrol this year, how confident were you that they reported significant misconduct that they observed?

    Very confident
    Somewhat confident
    Not that confident

    [Skip to Question 12]

11.   Were the YCW students supposed to report any crime and other misconduct they happened to see?

> *Yes*
> *No*

> *[If Yes]* How confident were you that your YCW students reported significant misconduct that when they saw it?

> *Very confident*
> *Somewhat confident*
> *Not that confident*

12.   Did the YCW students engage in any of the following types of activities this year *as part of YCW*? [*Note*: the list excludes patrol and crime reporting, which are covered in questions 5 and 12.]

action projects (e.g., peer counseling, community clean-ups)	☐ Yes	☐ No
conflict resolution	☐ Yes	☐ No
mentoring	☐ Yes	☐ No
peer or cross-age teaching	☐ Yes	☐ No
mediation	☐ Yes	☐ No
drug, violence, or crime prevention	☐ Yes	☐ No
bus safety program	☐ Yes	☐ No

13.   Were there regular YCW meetings involving all YCW students this year?

> *Yes [If Yes, ask:]* ☐ *monthly*   ☐ *weekly*   ☐ *other [specify]*_____
> *No*

14.   Did any YCW students go to a YCW conference or training this year, or will any be going to one before the school year ends?

> *Yes*
> *No*

15.   Did *you* attend a YCW conference or training this year, or will you be going to one before the school year ends?

> *Yes*
> *No*

16.   What has principal's [or assistant principal's] level of support for YCW been this year?

> *A great deal*
> *Moderate amount*
> *Very little*

17. Overall, was your YCW less active or effective, more active or effective, or about the same this school year *compared to the last school year in 2004-2005*? [*pick a, b, c, d, or e below*]

    a. *Less active/effective than in 2004-2005*

       ▪ What was different about this year compared to last year?

        _____

        _____

        _____

    b. *Same as in 2004-2005*

       ▪ Did you nevertheless make any changes in the operation of the YCW last year?

        _____

        _____

        _____

    c. *More active/effective in 2004-2005 than in 2004-2006*

       ▪ What was different this year compared to last year?

        _____

        _____

        _____

    d. *2005-06 was the first year the school had YCW*

    e. *Don't know—wasn't at this school or wasn't the advisor in 2004-2006*

18. Would you recommend YCW to other schools if they didn't already have one?

    Yes
    Maybe, depends on what type of school it is
    No **[If No, Ask why not]** _____

    _____

19.   If you were assigned to a new school that didn't have YCW (and whether you had one was completely up to you), would you try to start one?

> *Yes*
> *Maybe, depends on what type of school it is*
> *No* **[Ask why not]**_____
>
> _____

20.   Finally, ***during this*** school year, were any of the following major safe school strategies introduced or discontinued at your school?   **[Read each strategy]**

Strategy	**Introduced**	**Discontinued**
Video surveillance cameras [including upgrading the technology]	_____	_____
Schoolwide anti-drug or violence programs [e.g., G.R.E.A.T., D.A.R.E., Mendez program]	_____	_____
Major organizational changes [e.g., increase/decrease in use of portables (trailers); grouping of students; open enrollment (school choice); magnet school/neighborhood school; more/fewer students; different type of student; changes in school administrators]	_____	_____
Major overhaul of disciplinary system	_____	_____
Hall (civilian) monitors/security personnel	_____	_____
Major schoolwide emphasis on crime reporting [e.g., CrimeStoppers hotline]	_____	_____
Any other major safe school strategies?	_____	_____

THANK YOU VERY MUCH FOR YOUR TIME.

[***For interviewer***: gauge advisor's degree of enthusiasm for the concept of YCW:

- *Very enthusiastic* (thinks it's a great program)

- *Enthusiastic* (thinks it's a good program)

- *Somewhat enthusiastic* (thinks it's an OK program)

- *Not that enthusiastic* (e.g., runs YCW because told to; lost interest in the program over time)]

- *Impossible to measure level of enthusiasm*

ID #: _____

Date: _____
         Month   Day   Year

School: _____

Youth Attitude and School Activities Survey

The main purpose of this survey is to find out what students think about the
Youth Crime Watch (YCW) program at your school. The survey includes
questions about your experiences with the Youth Crime Watch program, other
school and community activities, and your opinions about yourself and your
skills. All students who are participating in YCW this year are being asked to
fill out this survey.

You do not have to fill out this survey, although we hope that you will. If you
don't do this survey, that will not count against you in any of your classes or in
the Youth Crime Watch program. **If you decide to fill out this survey, you
can skip any questions you do not want to answer.** There are no right or
wrong answers to any of the survey questions. Just mark your answers as close
to the way you feel and think as possible.

Please do not write your name on this form. The answers you mark in this
survey will be seen ONLY by researchers who are doing the survey. Your
answers will not be shown to anyone at your school or outside your school.

Mark your answers clearly in the survey form. **Mark only one answer** for each
question **unless** you are told to **"Circle all that apply."**

Thank you for taking this survey!!

Your Background Information

Q1: What grade are you in now?

      a. 6th grade
      b. 7th grade
      c. 8th grade

Q2: How do you describe yourself? (Circle all that apply.)

      a. American Indian or Alaska Native
      b. Native Hawaiian or Pacific Islander
      c. Asian
      d. Black or African American (not Hispanic)
      e. Hispanic or Latino/Latina
      f. White or Caucasian (not Hispanic)
      g. Other

Q3: What is your sex? (Circle one answer.)

      a. Girl
      b. Boy

Your School and Community Activities

Q4: **Aside from the Youth Crime Watch program**, are you involved in any of the following activities **at your school now** – either during school or after school? (Circle 1 for Yes or 2 for No for each activity that you do at school.)

	YES	NO
a. Band, orchestra, chorus, choir or other music group	1	2
b. School play or musical	1	2
c. Student government or student council	1	2
d. Hobby club like photography, chess	1	2
e. Sports team	1	2
f. Dance, gymnastics	1	2
g. Some other club or school activity (DO NOT INCLUDE YCW). Please write in the names of the clubs below	1	2

_____

Q5: **Aside from the Youth Crime Watch program**, currently, how many **HOURS** do you spend **each WEEK** doing those activities that you marked YES in Question Q4 above? Combine the hours you spend for all activities you circled YES in Question Q4, but don't count the time you spend in YCW. If the hours differ from week to week, give a rough average per week. (Circle one answer.)

     a. 2 hours or less each week
     b. 3-5 hours each week
     c. 5 or more hours each week
     d. Once a month or less often

Q6: **Aside from the Youth Crime Watch program**, do you hold a leadership position, such as club officer, team captain, or team manager, **in any** of those activities that you marked YES in Question Q4 above?

     a. Yes
     b. No

Q7: Currently, are you involved in any volunteer or other activities in your community or neighborhood? Count any volunteer or community activities you do -- either as part of YCW or aside from YCW activities. (Circle 1 for Yes or 2 for No for each activity that you do in your community or neighborhood.)

	YES	NO
a. Community service or volunteer activity, such as cleaning up the neighborhood	1	2
b. Volunteer to help other people at community organizations or schools	1	2
c. Some other community or neighborhood service activity	1	2

Your School and Home

Q8: How true are these statements **about your school**? (Circle 1, 2, 3, or 4 for each statement.)

	1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a. I feel safe in my school.	1	2	3	4
b. I am proud of my school.	1	2	3	4
c. In general, I feel like I am part of this school.	1	2	3	4

Q9: How true are these statements **about your home**? (Circle 1, 2, 3, or 4 for each statement.)

In my home, there is a parent or some other adult...

	1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a. who is interested in my school work.	1	2	3	4
b. who listens to me when I have something to say.	1	2	3	4

What You Think about Yourself

Q10: How closely do the following statements describe **you personally**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	I am seen as a good leader.	1	2	3	4
b.	I plan to go to college or some other school after high school.	1	2	3	4
c.	I know where to go for help with a problem.	1	2	3	4
d.	I can do most things if I try.	1	2	3	4
e.	I can be a good leader.	1	2	3	4
f.	I can work with someone who has different opinions than mine.	1	2	3	4
g.	I can work out my problems.	1	2	3	4
h.	When I need help, I find someone to talk with.	1	2	3	4
i.	I enjoy working together with other students my age.	1	2	3	4
j.	There are many things that I do well.	1	2	3	4
k.	I stand up for myself without putting others down.	1	2	3	4
l.	I try to work out problems by talking or writing about them.	1	2	3	4
m.	I am capable of being a good leader.	1	2	3	4

Youth Crime Watch Program

Q11: Which grade were you in when you first became a Youth Crime Watch Program member?

   a. Before 5th grade
   b. 5th grade
   c. 6th grade
   d. 7th grade
   e. 8th grade

Q12: Why did you join the Youth Crime Watch Program? (Circle **up to 3 main reasons**.)

   a. To make new friends
   b. To help make my school a safer place, to reduce crime at school
   c. To feel more confident about myself and to feel better about myself
   d. To learn new skills, such as speaking in public and how to be a leader
   e. Because YCW gets to go on fun outings and trips, to have a good time
   f. To learn to spot crime
   g. Because I have an interest in police work
   h. To put YCW on my college application
   i. Other reasons (please write down your other reasons for joining)

   _____

Q13: Currently, how many **HOURS** do you spend **each WEEK** doing Youth Crime Watch activities (include activities DURING or AFTER SCHOOL or ON WEEKENDS)? (Circle one answer.)

    a. More than 10 hours
    b. Between 5-10 hours
    c. Between 1-5 hours
    d. Less than 1 hour

Q14: Are you an officer in your YCW?

    a. Yes
    b. No

Q15: If you see the following types of **problems at school**, would you **report it** to the YCW adult leader or other adult at the school?

Would you report it if you...

		1. Would not report	2. Maybe report	3. Probably report	4. Definitely report
a.	see someone breaking into a car in the school parking lot?	1	2	3	4
b.	smell cigarette smoke in the school bathroom?	1	2	3	4
c.	hear there is going to be fight after school?	1	2	3	4
d.	see someone bullying another student?	1	2	3	4
e.	see someone giving drugs to other students?	1	2	3	4

Q16: *How much longer* do you plan to stay in YCW? (Circle one answer.)

    a. Until the end of this school year
    b. The rest of this year and next year
    c. Until I graduate from this school
    d. Don't know

Q17: Were you in YCW before this school year?

    a. Yes
    b. No

***** If you were NOT in YCW before this school year, you don't need to answer the following questions. Please sit quietly for a little while longer while students who WERE in YCW before this year answer a few more questions.

**** Students who WERE in YCW before this school year, please answer the following questions.

Q18: How true are the following statements about **your YCW adult leader**?

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	Our YCW adult leader cares about me as a person.	1	2	3	4
b.	Our YCW adult leader gives us opportunities to make decisions about what we want to do in YCW.	1	2	3	4
c.	Our YCW adult leader helps to develop our leadership skills.	1	2	3	4

Q19: Since you joined YCW, **why have you *stayed* in YCW**? What keeps you from dropping out? (Circle **up to 3 reasons**.)

a. I enjoy trying to improve my school and make it a safer place
b. I enjoy trying to reduce crime in the school
c. I have a good time in YCW
d. I am learning new skills, such as speaking in public, learning how to be a leader, learning to spot crime
e. I am improving my self-confidence or self-esteem
f. I am learning how to be a leader
g. I am meeting interesting boys or girls
h. I have an interest in police work
i. I want to put YCW on my college application
j.   Other reasons
       Please write your other reasons for staying in YCW:

_____

Q20: Do you feel that **your YCW program has**…

		1. Not at all	2. Yes, some	3. Yes, a lot	0. Not Sure
a.	Made students who are not in YCW more willing to report crimes?	1	2	3	0
b.	Lowered the number of crimes in school (including parking lots and playing fields)?	1	2	3	0
c.	Lowered the amount of disorder in school (including parking lots and playing fields)?	1	2	3	0
d.	Cut down on the number of students hanging out in the hallways or bathrooms during class?	1	2	3	0
e.	Made students in general to feel safer at school?	1	2	3	0

Q21: How true are the following statements about what **YCW has done for you** personally?

Because of YCW...	1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a. My grades went up.	1	2	3	4
b. I have gotten into less trouble at school.	1	2	3	4
c. I have met people I never would have come into contact with.	1	2	3	4
d. I care more about my school.	1	2	3	4
e. I care more about my community or neighborhood.	1	2	3	4
f. I feel better about myself.	1	2	3	4
g. I feel more confident about myself.	1	2	3	4
h. I have more respect for the police department and police officers.	1	2	3	4
i. I learned new skills on how to speak in public.	1	2	3	4
j. I learned new skills on how to be a leader and organize activities.	1	2	3	4
k. I learned new skills on how to work with other kids and different types of kids.	1	2	3	4
l. I'm more likely to report school crime.	1	2	3	4
m. I watch more carefully for problems at school.	1	2	3	4

This is the end of the survey.

Thank you for completing the survey!!

ID #: _____

Date: _____
                    Month   Day   Year

School: _____

Youth Attitude and School Activities Survey

Last fall, you filled out a survey about the Youth Crime Watch (YCW) program at your school. We are asking you to answer similar questions to see if your school activities and your opinions have changed since last fall. This survey includes questions about your experiences with the Youth Crime Watch program, other school and community activities, and your opinions about yourself and your skills. All students who joined YCW this year are being asked to fill out this survey.

You do not have to fill out this survey, although we hope that you will. If you don't do this survey, that will not count against you in any of your classes or in the Youth Crime Watch program. **If you decide to fill out this survey, you can skip any questions you do not want to answer.** There are no right or wrong answers to any of the survey questions. Just mark your answers as close to the way you feel and think as possible.

Please do not write your name on this form. The answers you mark in this survey will be seen ONLY by researchers who are doing the survey. Your answers will not be shown to anyone at your school or outside your school.

Mark your answers clearly in the survey form. **Mark only one answer** for each question **unless** you are told to **"Circle all that apply."**

Thank you for taking this survey!!

Your School and Community Activities

Q1: **Aside from the Youth Crime Watch program**, are you involved in any of the following activities **at your school now** – either during school or after school?   (Circle 1 for Yes or 2 for No for each activity that you do at school.)

	YES	NO
a. Band, orchestra, chorus, choir or other music group	1	2
b. School play or musical	1	2
c. Student government or student council	1	2
d. Hobby club like photography, chess	1	2
e. Sports team	1	2
f. Dance, gymnastics	1	2
g. Some other club or school activity (DO NOT INCLUDE YCW). Please write in the names of the clubs below	1	2

_____

Q2: **Aside from the Youth Crime Watch program**, currently, how many **HOURS** do you spend **each WEEK** doing those activities that you marked YES in Question Q1 above? Combine the hours you spend for all activities you circled YES in Question Q1, but don't count the time you spend in YCW. If the hours differ from week to week, give a rough average per week.   (Circle one answer.)

    a. 2 hours or less each week
    b. 3-5 hours each week
    c. 5 or more hours each week
    d. Once a month or less often

Q3: **Aside from the Youth Crime Watch program**, do you hold a leadership position, such as club officer, team captain, or team manager, **in any** of those activities that you marked YES in Question Q1 above?

    a. Yes
    b. No

Q4: Currently, are you involved in any volunteer or other activities in your community or neighborhood? Count any volunteer or community activities you do -- either as part of YCW or aside from YCW activities. (Circle 1 for Yes or 2 for No for each activity that you do in your community or neighborhood.)

	YES	NO
a. Community service or volunteer activity, such as cleaning up the neighborhood	1	2
b. Volunteer to help other people at community organizations or schools	1	2
c. Some other community or neighborhood service activity	1	2

Q5: How true are these statements **about your school**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a.	I feel safe in my school.	1	2	3	4
b.	I am proud of my school.	1	2	3	4
c.	In general, I feel like I am part of this school.	1	2	3	4

What You Think about Yourself

Q6: How closely do the following statements describe **you personally**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	I am seen as a good leader.	1	2	3	4
b.	I plan to go to college or some other school after high school.	1	2	3	4
c.	I know where to go for help with a problem.	1	2	3	4
d.	I can do most things if I try.	1	2	3	4
e.	I can be a good leader.	1	2	3	4
f.	I can work with someone who has different opinions than mine.	1	2	3	4
g.	I can work out my problems.	1	2	3	4
h.	When I need help, I find someone to talk with.	1	2	3	4
i.	I enjoy working together with other students my age.	1	2	3	4
j.	There are many things that I do well.	1	2	3	4
k.	I stand up for myself without putting others down.	1	2	3	4
l.	I try to work out problems by talking or writing about them.	1	2	3	4
m.	I am capable of being a good leader.	1	2	3	4

Youth Crime Watch Program

Q7: Are you a member of the Youth Crime Watch Program now?

a. Yes
b. No

If you answered NO to this question, you will skip Questions Q8 through Q12. Please wait till we get to Question Q13 before you start answering more questions.

Q8: Currently, how many **HOURS** do you spend **each WEEK** doing Youth Crime Watch activities
(include activities DURING or AFTER SCHOOL or ON WEEKENDS)? (Circle one answer.)

    a. More than 10 hours
    b. Between 5-10 hours
    c. Between 1-5 hours
    d. Less than 1 hour

Q9: Are you an officer in your YCW?

    a. Yes
    b. No

Q10: How true are the following statements about **your YCW adult leader**?

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	Our YCW adult leader cares about me as a person.	1	2	3	4
b.	Our YCW adult leader gives us opportunities to make decisions about what we want to do in YCW.	1	2	3	4
c.	Our YCW adult leader helps to develop our leadership skills.	1	2	3	4

Q11: Now that you are a YCW member, **why do you *stay* in YCW**? What keeps you from
dropping out? (Circle **up to 3 reasons**.)

    a. I enjoy trying to improve my school and make it a safer place
    b. I enjoy trying to reduce crime in the school
    c. I have a good time in YCW
    d. I am learning new skills, such as speaking in public, learning how to be a leader, learning to
       spot crime
    e. I am improving my self-confidence or self-esteem
    f. I am learning how to be a leader
    g. I am meeting interesting boys or girls
    h. I have an interest in police work
    i. I want to put YCW on my college application
    j. Other reasons -- Please write your other reasons for staying in YCW:

    _____

Q12: *How much longer* do you plan to stay in YCW? (Circle one answer.)

    a. Until the end of this school year
    b. The rest of this year and next year
    c. Until I graduate from this school
    d. Don't know

Now, the rest of the questions are for EVERYONE to answer.

Q13: If you see the following types of **problems at school**, would you **report it** to the YCW adult leader or other adult at the school?

Would you report it if you...

		1. Would not report	2. Maybe report	3. Probably report	4. Definitely report
a.	see someone breaking into a car in the school parking lot?	1	2	3	4
b.	smell cigarette smoke in the school bathroom?	1	2	3	4
c.	hear there is going to be fight after school?	1	2	3	4
d.	see someone bullying another student?	1	2	3	4
e.	see someone giving drugs to other students?	1	2	3	4

Q14: Do you feel that **your YCW program has**…

		1. Not at all	2. Yes, some	3. Yes, a lot	0. Not Sure
a.	Made students who are not in YCW more willing to report crimes?	1	2	3	0
b.	Lowered the number of crimes in school (including parking lots and playing fields)?	1	2	3	0
c.	Lowered the amount of disorder in school (including parking lots and playing fields)?	1	2	3	0
d.	Cut down on the number of students hanging out in the hallways or bathrooms during class?	1	2	3	0
e.	Made students in general to feel safer at school?	1	2	3	0

Q15: How true are the following statements about what **YCW has done for you** personally?

	Because of YCW...	1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	My grades went up.	1	2	3	4
b.	I have gotten into less trouble at school.	1	2	3	4
c.	I have met people I never would have come into contact with.	1	2	3	4
d.	I care more about my school.	1	2	3	4
e.	I care more about my community or neighborhood.	1	2	3	4
f.	I feel better about myself.	1	2	3	4
g.	I feel more confident about myself.	1	2	3	4
h.	I have more respect for the police department and police officers.	1	2	3	4
i.	I learned new skills on how to speak in public.	1	2	3	4
j.	I learned new skills on how to be a leader and organize activities.	1	2	3	4
k.	I learned new skills on how to work with other kids and different types of kids.	1	2	3	4
l.	I'm more likely to report school crime.	1	2	3	4
m.	I watch more carefully for problems at school.	1	2	3	4

This is the end of the survey.
Thank you for completing the survey!!

ID #: _____

Date: _____
Month   Day   Year

School: _____

Youth Attitude and School Activities Survey

The purpose of this survey is to find out what activities students participate in at school including a program called Youth Crime Watch (YCW) program. The survey also includes questions about your opinions about yourself, your skills, and your future plans.

You do not have to fill out this survey, although we hope that you will. If you don't do this survey, that will not count against you in any of your classes or in the Youth Crime Watch program. **If you decide to fill out this survey, you can skip any questions you do not want to answer.** There are no right or wrong answers to any of the survey questions. Just mark your answers as close to the way you feel and think as possible.

Please do not write your name on this form. The answers you mark in this survey will be seen ONLY by researchers who are doing the survey. Your answers will not be shown to anyone at your school or outside your school.

Mark your answers clearly in the survey form. **Mark only one answer** for each question **unless** you are told to **"Circle all that apply."**

Thank you for taking this survey!!

Your Background Information

Q1: What grade are you in now?

     a. 6th grade
     b. 7th grade
     c. 8th grade

Q2: How do you describe yourself? (Circle all that apply.)

     a. American Indian or Alaska Native
     b. Native Hawaiian or Pacific Islander
     c. Asian
     d. Black or African American (not Hispanic)
     e. Hispanic or Latino/Latina
     f. White or Caucasian (not Hispanic)
     g. Other

Q3: What is your sex? (Circle one answer.)

     a. Girl
     b. Boy

Your School and Community Activities

Q4: Are you involved in any of the following activities **at your school <u>now</u>** – either during school or after school? (Circle 1 for Yes or 2 for No for each activity that you do at school.)

	YES	NO
a. Band, orchestra, chorus, choir or other music group	1	2
b. School play or musical	1	2
c. Student government or student council	1	2
d. Hobby club like photography, chess	1	2
e. Sports team	1	2
f. Dance, gymnastics	1	2
g. Some other club or school activity (DO NOT INCLUDE YCW). Please write in the names of the clubs below	1	2

_____

Abt Associates Inc.: Non-YCW MS pre-test

Q5: Currently, how many **HOURS** do you spend **each WEEK** doing those activities that you marked YES in Question Q4 above? Combine the hours you spend for all activities you circled YES in Question Q4. If the hours differ from week to week, give a rough average per week. (Circle one answer.)

       a. 2 hours or less each week
       b. 3-5 hours each week
       c. 5 or more hours each week
       d. Once a month or less often

Q6: Do you hold a leadership position, such as club officer, team captain, or team manager, **in any** of those activities that you marked YES in Question Q4 above?

       a. Yes
       b. No

Q7: Currently, are you involved in any volunteer or other activities in your community or neighborhood?
(Circle 1 for Yes or 2 for No for each activity that you do in your community or neighborhood.)

	YES	NO
a. Community service or volunteer activity, such as cleaning up the neighborhood	1	2
b. Volunteer to help other people at community organizations or schools	1	2
c. Some other community or neighborhood service activity	1	2

Your School and Home

Q8: How true are these statements **about your school**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a.	I feel safe in my school.	1	2	3	4
b.	I am proud of my school.	1	2	3	4
c.	In general, I feel like I am part of this school.	1	2	3	4

Q9: How true are these statements **about your home**? (Circle 1, 2, 3, or 4 for each statement.)

In my home, there is a parent or some other adult...

		1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a.	who is interested in my school work.	1	2	3	4
b.	who listens to me when I have something to say.	1	2	3	4

What You Think about Yourself

Q10: How closely do the following statements describe **you personally**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	I am seen as a good leader.	1	2	3	4
b.	I plan to go to college or some other school after high school.	1	2	3	4
c.	I know where to go for help with a problem.	1	2	3	4
d.	I can do most things if I try.	1	2	3	4
e.	I can be a good leader.	1	2	3	4
f.	I can work with someone who has different opinions than mine.	1	2	3	4
g.	I can work out my problems.	1	2	3	4
h.	When I need help, I find someone to talk with.	1	2	3	4
i.	I enjoy working together with other students my age.	1	2	3	4
j.	There are many things that I do well.	1	2	3	4
k.	I stand up for myself without putting others down.	1	2	3	4
l.	I try to work out problems by talking or writing about them.	1	2	3	4
m.	I am capable of being a good leader.	1	2	3	4

Youth Crime Watch Program

Q11: Have you ever been a member of the [Youth Crime Watch Program] before this school year started? It is called [_____] at your school.

    a. Yes
    b. No

Q12: Are you a member of the Youth Crime Watch Program now?

    a. Yes
    b. No

Abt Associates Inc.: Non-YCW MS pre-test

Q13: If you see the following types of **problems at school**, would you **report it** to the YCW adult leader or other adult at the school?

Would you report it if you...

		1. Would not report	2. Maybe report	3. Probably report	4. Definitely report
a.	see someone breaking into a car in the school parking lot?	1	2	3	4
b.	smell cigarette smoke in the school bathroom?	1	2	3	4
c.	hear there is going to be fight after school?	1	2	3	4
d.	see someone bullying another student?	1	2	3	4
e.	see someone giving drugs to other students?	1	2	3	4

This is the end of the survey.
Thank you for completing the survey!!

ID #: _____

Date: _____
             Month   Day   Year

School: _____

Youth Attitude and School Activities Survey

Last fall, you filled out a survey about the Youth Crime Watch (YCW) program at your school. We are asking you to answer similar questions to see if your school activities and your opinions have changed since last fall. The survey also includes questions about your opinions about yourself, your skills, and your future plans.

You do not have to fill out this survey, although we hope that you will. If you don't do this survey, that will not count against you in any of your classes or in the Youth Crime Watch program. **If you decide to fill out this survey, you can skip any questions you do not want to answer.** There are no right or wrong answers to any of the survey questions. Just mark your answers as close to the way you feel and think as possible.

Please do not write your name on this form. The answers you mark in this survey will be seen ONLY by researchers who are doing the survey. Your answers will not be shown to anyone at your school or outside your school.

Mark your answers clearly in the survey form. **Mark only one answer** for each question **unless** you are told to **"Circle all that apply."**

Thank you for taking this survey!!

Your School and Community Activities

Q1: Are you involved in any of the following activities **at your school <u>now</u>** – either during school or after school?   (Circle 1 for Yes or 2 for No for each activity that you do at school.)

	YES	NO
a. Band, orchestra, chorus, choir or other music group	1	2
b. School play or musical	1	2
c. Student government or student council	1	2
d. Hobby club like photography, chess	1	2
e. Sports team	1	2
f. Dance, gymnastics	1	2
g. Some other club or school activity (DO NOT INCLUDE YCW). Please write in the names of the clubs below	1	2

_____

Q2: Currently, how many **HOURS** do you spend **each WEEK** doing those activities that you marked YES in Question Q1 above? Combine the hours you spend for all activities you circled YES in Question Q1. If the hours differ from week to week, give a rough average per week. (Circle one answer.)

     a. 2 hours or less each week
     b. 3-5 hours each week
     c. 5 or more hours each week
     d. Once a month or less often

Q3: Do you hold a leadership position, such as club officer, team captain, or team manager, **in any** of those activities that you marked YES in Question Q1 above?

     a. Yes
     b. No

Q4: Currently, are you involved in any volunteer or other activities in your community or neighborhood?
(Circle 1 for Yes or 2 for No for each activity that you do in your community or neighborhood.)

	YES	NO
a. Community service or volunteer activity, such as cleaning up the neighborhood	1	2
b. Volunteer to help other people at community organizations or schools	1	2
c. Some other community or neighborhood service activity	1	2

Q5: How true are these statements **about your school**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a.	I feel safe in my school.	1	2	3	4
b.	I am proud of my school.	1	2	3	4
c.	In general, I feel like I am part of this school.	1	2	3	4

What You Think about Yourself

Q6: How closely do the following statements describe **you personally**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	I am seen as a good leader.	1	2	3	4
b.	I plan to go to college or some other school after high school.	1	2	3	4
c.	I know where to go for help with a problem.	1	2	3	4
d.	I can do most things if I try.	1	2	3	4
e.	I can be a good leader.	1	2	3	4
f.	I can work with someone who has different opinions than mine.	1	2	3	4
g.	I can work out my problems.	1	2	3	4
h.	When I need help, I find someone to talk with.	1	2	3	4
i.	I enjoy working together with other students my age.	1	2	3	4
j.	There are many things that I do well.	1	2	3	4
k.	I stand up for myself without putting others down.	1	2	3	4
l.	I try to work out problems by talking or writing about them.	1	2	3	4
m.	I am capable of being a good leader.	1	2	3	4

Youth Crime Watch Program

Q7: Are you a member of the Youth Crime Watch Program now?

  a. Yes
  b. No

Q8: If you see the following types of **problems at school**, would you **report it** to the YCW adult leader or other adult at the school?

Would you report it if you...

		1. Would not report	2. Maybe report	3. Probably report	4. Definitely report
a.	see someone breaking into a car in the school parking lot?	1	2	3	4
b.	smell cigarette smoke in the school bathroom?	1	2	3	4
c.	hear there is going to be fight after school?	1	2	3	4
d.	see someone bullying another student?	1	2	3	4
e.	see someone giving drugs to other students?	1	2	3	4

This is the end of the survey.
Thank you for completing the survey!!

ID #: _____

Date: _____
           Month   Day   Year

School: _____

Youth Attitude and School Activities Survey

The main purpose of this survey is to find out what students think about the Youth Crime Watch (YCW) program at your school. The survey includes questions about your experiences with the Youth Crime Watch program, other school and community activities, and your opinions about yourself and your skills. All students who participate in YCW are being asked to fill out this survey.

You do not have to fill out this survey, although we hope that you will. If you don't do this survey, that will not count against you in any of your classes or in the Youth Crime Watch program. **If you decide to fill out this survey, you can skip any questions you do not want to answer.** There are no right or wrong answers to any of the survey questions. Just mark your answers as close to the way you feel and think as possible.

Please do not write your name on this form. The answers you mark in this survey will be seen ONLY by researchers who are doing the survey. Your answers will not be shown to anyone at your school or outside your school.

Mark your answers clearly in the survey form. **Mark only one answer** for each question **unless** you are told to **"Circle all that apply."**

Thank you for taking this survey!!

Your Background Information

Q1: What grade are you in now?

    a. 6th grade
    b. 7th grade
    c. 8th grade
    d. 9th grade
    e. 10th grade
    f. 11th grade
    g. 12th grade

Q2: How do you describe yourself? (Circle all that apply.)

    a. American Indian or Alaska Native
    b. Native Hawaiian or Pacific Islander
    c. Asian
    d. Black or African American (not Hispanic)
    e. Hispanic or Latino/Latina
    f. White or Caucasian (not Hispanic)
    g. Other

Q3: What is your sex? (Circle one answer.)

    a. Girl
    b. Boy

Your School and Community Activities

Q4: **Aside from the Youth Crime Watch program**, are you involved in any of the following activities **at your school now** – either during school or after school? (Circle 1 for Yes or 2 for No for each activity that you do at school.)

	YES	NO
a. Band, orchestra, chorus, choir or other music group	1	2
b. School play or musical	1	2
c. Student government or student council	1	2
d. Hobby club like photography, chess	1	2
e. Sports team	1	2
f. Dance, gymnastics	1	2
g. Some other club or school activity (DO NOT INCLUDE YCW). Please write in the names of the clubs below	1	2

_____

Q5: **Aside from the Youth Crime Watch program**, currently, how many **HOURS** do you spend **each WEEK** doing those activities that you marked YES in Question Q4 above? Combine the hours you spend for all activities you circled YES in Question Q4, but don't count the time you spend in YCW. If the hours differ from week to week, give a rough average per week. (Circle one answer.)

        a. 2 hours or less each week
        b. 3-5 hours each week
        c. 5 or more hours each week
        d. Once a month or less often

Q6: **Aside from the Youth Crime Watch program**, do you hold a leadership position, such as club officer, team captain, or team manager, **in any** of those activities that you marked YES in Question Q4 above?

        a. Yes
        b. No

Q7: Currently, are you involved in any volunteer or other activities in your community or neighborhood? Count any volunteer or community activities you do -- either as part of YCW or aside from YCW activities. (Circle 1 for Yes or 2 for No for each activity that you do in your community or neighborhood.)

	YES	NO
a. Community service or volunteer activity, such as cleaning up the neighborhood	1	2
b. Volunteer to help other people at community organizations or schools	1	2
c. Some other community or neighborhood service activity	1	2

Your School and Home

Q8: How true are these statements **about your school**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a.	I feel safe in my school.	1	2	3	4
b.	I am proud of my school.	1	2	3	4
c.	In general, I feel like I am part of this school.	1	2	3	4

Q9: How true are these statements **about your home**? (Circle 1, 2, 3, or 4 for each statement.)

In my home, there is a parent or some other adult...

		1. Not true	2. Little bit true	3. Pretty much true	4. Very true
a.	who is interested in my school work.	1	2	3	4
b.	who listens to me when I have something to say.	1	2	3	4

What You Think about Yourself

Q10: How closely do the following statements describe **you personally**? (Circle 1, 2, 3, or 4 for each statement.)

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	I am seen as a good leader.	1	2	3	4
b.	I plan to go to college or some other school after high school.	1	2	3	4
c.	I know where to go for help with a problem.	1	2	3	4
d.	I can do most things if I try.	1	2	3	4
e.	I can be a good leader.	1	2	3	4
f.	I can work with someone who has different opinions than mine.	1	2	3	4
g.	I can work out my problems.	1	2	3	4
h.	When I need help, I find someone to talk with.	1	2	3	4
i.	I enjoy working together with other students my age.	1	2	3	4
j.	There are many things that I do well.	1	2	3	4
k.	I stand up for myself without putting others down.	1	2	3	4
l.	I try to work out problems by talking or writing about them.	1	2	3	4
m.	I am capable of being a good leader.	1	2	3	4

Youth Crime Watch Program

Q11: Which grade were you in when you first became a Youth Crime Watch Program member?

    a. Before 5th grade
    b. 5th grade
    c. 6th grade
    d. 7th grade
    e. 8th grade
    f. 9th grade
    g. 10th grade
    h. 11th grade
    i. 12th grade

Q12: Why did you join the Youth Crime Watch Program? (Circle **up to 3 main reasons**.)

    a. To make new friends
    b. To help make my school a safer place, to reduce crime at school
    c. To feel more confident about myself and to feel better about myself
    d. To learn new skills, such as speaking in public and how to be a leader
    e. Because YCW gets to go on fun outings and trips, to have a good time
    f. To learn to spot crime
    g. Because I have an interest in police work
    h. To put YCW on my college application
    i. Other reasons (please write down your other reasons for joining)

_____

Q13: Currently, how many **HOURS** do you spend **each WEEK** doing Youth Crime Watch activities (include activities DURING or AFTER SCHOOL or ON WEEKENDS)? (Circle one answer.)

    a. More than 10 hours
    b. Between 5-10 hours
    c. Between 1-5 hours
    d. Less than 1 hour

Q14: Are you an officer in your YCW?

    a. Yes
    b. No

Q15: If you see the following types of **problems at school**, would you **report it** to the YCW adult leader or other adult at the school?

Would you report it if you...

		1. Would not report	2. Maybe report	3. Probably report	4. Definitely report
a.	see someone breaking into a car in the school parking lot?	1	2	3	4
b.	smell cigarette smoke in the school bathroom?	1	2	3	4
c.	hear there is going to be fight after school?	1	2	3	4
d.	see someone bullying another student?	1	2	3	4
e.	see someone giving drugs to other students?	1	2	3	4

Q16: How true are the following statements about **your YCW adult leader**?

		1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	Our YCW adult leader cares about me as a person.	1	2	3	4
b.	Our YCW adult leader gives us opportunities to make decisions about what we want to do in YCW.	1	2	3	4
c.	Our YCW adult leader helps to develop our leadership skills.	1	2	3	4

Q17: Now that you are a YCW member, **why do you *stay* in YCW**? What keeps you from dropping out? (Circle **up to 3 reasons**.)

a. I enjoy trying to improve my school and make it a safer place
b. I enjoy trying to reduce crime in the school
c. I have a good time in YCW
d. I am learning new skills, such as speaking in public, learning how to be a leader, learning to spot crime
e. I am improving my self-confidence or self-esteem
f. I am learning how to be a leader
g. I am meeting interesting boys or girls
h. I have an interest in police work
i. I want to put YCW on my college application
j. Other reasons
     Please write your other reasons for staying in YCW:

_____

Q18: Do you feel that **your YCW program has**...

		1. Not at all	2. Yes, some	3. Yes, a lot	0. Not Sure
a.	Made students who are not in YCW more willing to report crimes?	1	2	3	0
b.	Lowered the number of crimes in school (including parking lots and playing fields)?	1	2	3	0
c.	Lowered the amount of disorder in school (including parking lots and playing fields)?	1	2	3	0
d.	Cut down on the number of students hanging out in the hallways or bathrooms during class?	1	2	3	0
e.	Made students in general to feel safer at school?	1	2	3	0

Q19: How true are the following statements about what **YCW has done for you** personally?

	Because of YCW...	1. Not true	2. Little bit true	3. Pretty much true	4. Very much true
a.	My grades went up.	1	2	3	4
b.	I have gotten into less trouble at school.	1	2	3	4
c.	I have met people I never would have come into contact with.	1	2	3	4
d.	I care more about my school.	1	2	3	4
e.	I care more about my community or neighborhood.	1	2	3	4
f.	I feel better about myself.	1	2	3	4
g.	I feel more confident about myself.	1	2	3	4
h.	I have more respect for the police department and police officers.	1	2	3	4
i.	I learned new skills on how to speak in public.	1	2	3	4
j.	I learned new skills on how to be a leader and organize activities.	1	2	3	4
k.	I learned new skills on how to work with other kids and different types of kids.	1	2	3	4
l.	I'm more likely to report school crime.	1	2	3	4
m.	I watch more carefully for problems at school.	1	2	3	4

Q20: *How much longer* do you plan to stay in YCW? (Circle one answer.)

a. Until the end of this school year
b. The rest of this year and next year
c. Until I graduate from this school
d. Don't know

This is the end of the survey.
Thank you for completing the survey!!

Appendix C: School-Level Statistical Model

In the school-level outcome analysis presented in section 2, we discuss the results of panel data analyses investigating changes in measures of student misconduct: incidents of crime and violence, major disciplinary actions, and school climate measures in schools with and without Youth Crime Watch (YCW) programs. In this appendix, we present the details of our model specification and estimation.

We first performed separate Poisson regression analyses with school-level fixed effects to test the association between YCW program activity and individual outcome measures. This estimation provided multiple estimates—one for each outcome measure—of how YCW affected misconduct. We then reduced the dimensionality of the problem by averaging effects over similar outcome measures, yielding a single average program effect measure for each broad outcome category. We used the seemingly unrelated regression estimator (SUR) to estimate cross-equation parameter covariances, thereby providing a sampling variance for the average program effect estimator and a basis for hypothesis testing.

C.1 Individual Outcome Analyses

We begin with details of our Poisson fixed effects specifications. Poisson regression is a standard technique used when the outcome variable is reported as a count, i.e., the number of times an event occurs over some interval—for example, in our case, the number of major disciplinary actions reported for a school in a given school year. A fixed effects specification is a commonly used panel data method that assumes that differences in rates across schools can be modeled as school-specific constant terms that do not change over time. An F test showed that school-level fixed effects were indeed present in our data, indicating that this approach was appropriate.

We also considered a random effects specification, since random effects models, if correctly specified, are more efficient than fixed effects models. Fixed effects specifications require the estimation of a large number of individual-level parameters, with the consequential loss of degrees of freedom. Furthermore, all the information in fixed effects models comes from temporal variation *within* individual schools—unlike random effects models, which additionally exploit cross-school variation. Fortunately, a relatively large number of schools included in our sample switched from having a YCW program to having no YCW program, or vice versa: 29 of the 97 middle schools and 17 of 65 high schools included in our sample changed YCW status at least once over the observation period.

Random effects specifications assume that school-specific constant terms are randomly distributed; this distributional assumption obviates the need to estimate school-specific parameters, resulting in an increase in efficiency when the model is correctly specified. However, if school-specific effects are correlated with other regressors, a random effects specification is inappropriate and will yield inconsistent estimates. A Hausman test suggested that, in this case, the school-level effects were indeed correlated with other variables in the model, implying that a fixed effects specification was more appropriate for our purposes.

Our structural model is formulated as follows. For school j in year t, define λ_{ijt} as the annual rate of our individual outcome of interest i (incidents of crime and violence, major disciplinary actions, or number of students reporting positive answers on school climate surveys). We assume these data are generated by a Poisson process, which implies:

$$E[\lambda_{ijt}] = p_{jt} \exp\{YCW_{jt}\alpha_i + X_{jt}\beta_i + t_t\delta_{it} + u_{ij}\}, \text{ where}$$

p_{jt}	is the population of school j in year t;
YCW_{jt}	is equal to 1 in schools with YCW programs, and 0 for schools without YCW programs;
α_i	is the program effect parameter, our principal parameter of interest;
X_{jt}	is a matrix of school-level explanatory variables included in the model;
β_i	is a column vector of explanatory parameters conformable with X_{jt};
t_t	is a row vector of year dummy variables equal to 1 in year t and 0 otherwise;
δ_{it}	is a column vector of time parameters conformable with t_t; and
u_{ij}	is a time-invariant "fixed effect" term specific to each individual school.

School population p_{jt} was used to calculate incidence rates (and also appears in X_{jt} as an explanatory covariate, as described below). The row vector of year dummy variables t_t is included in the model to control for possible changes in outcome measures over time unrelated to the level of YCW program activity; for example, a clarification of incident reporting rules in Broward County resulted in a drastic 40% reduction in the number of incidents of crime and violence reported in the "other" major incident/disorderly conduct between the 2001-2002 and 2002-2003 school years.

We attempted to control for variation across and within schools over time by including the following covariates in the matrix of explanatory covariates X_{jt}: expenditures per student, standardized test scores, graduation and dropout rates (high schools only), and proportion of students qualifying for a free lunch (middle schools only), and school population p_{jt}. Mean values of these school-level covariates are reported in exhibit C.1. Additional information on these characteristics is in section 2.1.

Finally, u_{ij} is a term specific to each individual school, which does not vary over time—this is the school-level "fixed effect" from which the statistical technique takes its name. This term will control for any individual school characteristics that do not change systematically over time. For example, if a particular school happens to have an unusually strict principal who hands out frequent suspensions, that school will report higher rates of suspensions than an otherwise similar school with more lenient administrators. The fixed effects approach will allow us to account for this underlying difference in the schools' varying propensities to issue suspensions, assuming those propensities do not change from year to year.

Exhibit C.1: School-Level Characteristics, Mean Values

	Middle Schools	High Schools
Student count (thousands)	1.3	2.3
Per pupil expenditures (thousands of $)	4.6	4.9
FCAT math percentile ranking, grade 7	67.7	—
FCAT math percentile ranking, grade 10	—	67.7
% students eligible for free lunch	47.4	—
Dropout rate	—	1.9
Graduation rate	—	71.9

In the models investigating the influence of varying program-level characteristics, we introduce an additional matrix of program level covariates, W_{jt}. The structural equation is then given by:

$$E[\lambda_{ijt}] = p_{jt} \exp\{YCW_{jt}\alpha_i + X_{jt}\beta_i + W_{jt}\gamma_i + t_t\delta_i + u_{ij}\},$$

where γ_i is a parameter column vector conformable with W_{jt}. In the simplest specification, analyzing the association of youth patrol with our outcomes of interest, W_{jt} contains only a single covariate, a dummy variable equal to one if a school conducts regular patrols under YCW, and zero otherwise. In the detailed program characteristic specifications, W_{jt} contains dummy variables for whether patrolling took place before school, after school, or during break, lunch, or class; whether students wore identification during patrol; whether students carried two-way radios; and the average number of students on patrol at one time. Mean values of these program-level covariates are provided below in exhibit C.2.

Exhibit C.2: School-Level Program Characteristics, Mean Values

	Middle Schools	High Schools
YCW program (% of schools)	87.2	85.4
YCW students patrol (% of all schools)	66.9	61.8
Patrol timing (% of all schools)		
YCW students patrol before school	19.1	9.3
YCW students patrol during break	41.6	40.1
YCW students patrol during lunch	27.7	19.8
YCW students patrol during class	37.6	46.3
YCW students patrol after school	11.3	16.4
Patrol characteristics (% all of schools)		
YCW students patrol wearing identification	55.1	49.1
YCW students patrol with radios	45.5	46.5
Average kids on patrol	5.0	3.4

We estimated the individual outcome equations via maximum likelihood in Stata 10. Parameter estimates were exponentiated to obtain effect sizes in terms of incidence rate ratios. For our program effect parameter, the incidence rate ratio e^{α_i} can be interpreted as a simple multiplier effect. An incidence ratio equal to one implies that YCW program activity had no measurable association with the outcome of interest, while an incidence rate ratio greater than one implies that YCW was associated with an increase in the outcome, and an incidence rate ratio less than one, a decrease.

For small values of α_i, $e^{\alpha_i} - 1 \approx \alpha_i$, subtracting one from the incidence rate ratio thus yields the individual program effect size estimates reported in the main text—the percent difference in incidence rates across schools with and without YCW programs. A statistically significant program parameter estimate allows us to reject the null hypothesis that YCW was not associated with a change in the rates of our individual outcome measures.

A final set of individual outcome specifications was performed in order to compare time trends in outcome variables across schools with and without YCW programs. In these time trend specifications, the time dummy variables have been replaced with two time trend variables: one equal to the school year when the school had a YCW program, and zero otherwise, and the other equal to the school year when the school had *no* YCW program, and zero otherwise:

$$\lambda_{ijt} = p_{jt} \exp\{YCW_{jt} \cdot t\tau_{1i} + NoYCW_{jt}\tau_{0i} \cdot t + YCW_{jt}\alpha_i + X_{jt}\beta_i + W_{jt}\gamma_i + u_{ij}\}.$$

After performing the estimation, we performed a Wald test to determine whether the time trend parameters were equal. Rejecting the null hypothesis that $\tau_{1i} = \tau_{0i}$ would lead us to conclude that time trends in our outcome variables were different in schools with and without YCW programs.

C.2   Joint Hypothesis Testing

In the previous section of this appendix, we outlined the procedure used to obtain estimates of program effects for individual outcome measures. However, our analysis requires us to further test hypotheses about parameters across these many equations—for example, whether the average program effect we obtain by taking the simple average of individual outcomes within our broad outcome categories is statistically distinguishable from zero.

Within each broad outcome type, we have *N* individual outcome measures. For example, for our incidents of crime and violence outcomes, we have six individual measures: violent acts against persons, property crimes, weapons possession, fighting and harassment, drug and alcohol incidents, and "other" major incidents/disorderly conduct, which yield six different individual outcome-specific program effect estimates. Estimating each of the *N* individual outcome equations yields a total of *N* individual estimated program effect parameters $\hat{\alpha}_i$, one for each outcome type. Taking a simple average of these *S* parameters gives us our estimate of the average program effect $\bar{\alpha}$:

$$\hat{\bar{\alpha}} = \frac{\sum_{i=1}^{N} \hat{\alpha}_i}{N} \, .$$

We wish to determine whether the average program effect $\bar{\alpha}$ is statistically distinguishable from zero. Testing this hypothesis requires cross-equation restrictions. We therefore use seemingly unrelated regressions (SUR) to estimate a single parameter variance-covariance matrix for the N equations of interest in each case. We then extract the variance-covariance estimates of interest, i.e., those pertaining to the program effect parameter. The sampling variance for this estimate is then given by:

$$V(\hat{\bar{\alpha}}) = \frac{\sum_{i=1}^{N} V(\alpha_i) + \sum_{i=1}^{N}\sum_{k=1}^{i-1} 2COV(\alpha_i \alpha_k)}{N^2} \, ,$$

where

$V(\alpha_i)$ is the estimated variance of $\hat{\alpha}_i$; and

$COV(\alpha_i)$ is the estimated covariance of $\hat{\alpha}_i$ and $\hat{\alpha}_k$ where $i \neq k$.

This sampling variance is used to calculate our Wald test statistic

$$\frac{\hat{\bar{\alpha}} - \bar{\alpha}}{V(\hat{\bar{\alpha}})} \sim N(0,1) \, ,$$

which is used to determine the statistical significance of our average program effect estimates as reported in the main text.

Appendix D: Participant-Level Statistical Model

Appendix D contains additional technical information pertaining to the participant-level impact analysis presented in section 3. The two topics in this appendix are the use of propensity scores and the attribution of participants in the participant-level impact study.

D.1   Estimation and Use of Propensity Scores

Students who join Youth Crime Watch (YCW) volunteer to participate. YCW participants surely differ in important ways from students who chose not to participate in YCW. In this report, we attempt to estimate the effect of YCW on its participants by constructing a synthetic comparison group from the non-participants. We collected data on several student attributes that might be relevant to the students' decisions to participant, such as their participation in other after-school activities and their attitudes toward reporting misbehavior to an adult. We used logistic regression to estimate the probability that a student would join YCW, given his or her attributes. Exhibit D.1 shows the logistic regressions that were used for analyzing the 6-month and 18-month questionnaires.

Exhibit D.1: Logistic Regression Used to Estimate Propensity Scores

Variable	Six Months		18 Months	
Hours spent each week on school activities				
Version 1				
More than 10 hours each week	0.22177		0.672576	
Between 6-10 hours each week	0.38518	*	0.413018	
Between 1-5 hours each week	0.348078	**	0.398495	
Less than 1 hour each week	0.72618		0.374817	
Once a month or less	1.325081		1.082858	
Version 2				
2 hours or less each week	1.013294		0.582992	
3-5 hours each week	0.794547		0.684029	
5 or more hours each week	0.586113		0.086165	**
Once a month or less often	0.952708		1.192714	
School attended				
Broward 01	4.763595	*	6.463409	
Broward 02	3.457605		5.365367	
Broward 03	32.1268	***		
Broward 09	6.230852	**		
Broward 10	8.578237	**		
Hillsborough 01	7.34868	**	56.1827	**
Hillsborough 02	0.977122		0.729075	
Hillsborough 03	5.721928	**	25.62339	*
Hillsborough 04	2.360402		6.241731	
Hillsborough 05	2.865605		7.491403	

Exhibit D.1: Logistic Regression Used to Estimate Propensity Scores

Variable	Time of Follow-up Survey			
	Six Months		18 Months	
Hillsborough 06	1.551736		3.203548	
Hillsborough 07	1.601607		2.144879	
Pinellas 01	2.139193			
Involved in activities at school				
Band, orchestra, chorus, choir or other music group	0.712143		0.285416	**
School play or musical	0.241387	***	0.174019	*
Student government or student council	1.661418		1.812282	
Hobby club like photography, chess	1.594876		1.459323	
Sports team	1.931185	**	1.235916	
Dance or gymnastics	0.885794		0.632315	
Some other club or school activity	0.964002		0.569455	
Male	0.78753		1.059691	
White	0.799472			
Involved in volunteer activities				
Community service or volunteer activity, such as cleaning up the neighborhood	1.370489		1.052454	
Volunteer to help other people at community organizations or schools	2.106208	**	3.950896	**
Some other community or neighborhood service activity	0.757036		1.134301	
Volunteer questions not answered	1.20445		49.9627	
Baseline scores of outcome variables				
Leadership index	1.446406	*	1.208541	
Self-esteem Index	0.578761		1.61493	
Problem-Solving Index	0.758084		0.421643	*
Ability to Work with Others	0.457308	***	0.774497	
If you see the following types of problems at school, would you report it to the YCW adult leader or other adult at the school				
see someone breaking into a car in the school parking lot	2.177186	**	3.304232	*
smell cigarette smoke in the school bathroom	1.177525		1.166936	
hear there is going to be a fight after school	1.835996	***	2.082214	**
see someone bullying another student	1.790564	***	2.435916	**
see someone giving drugs to other students	0.680553		0.488362	
Constant	0.09357		0.000447	**
X^2	338.2064		195.7874	
Number of students	837		350	

* p<.05; ** p<.01; *** p<.001

We computed separate equations for the 6-month and 18-month analyses because the YCW population was different at these two points. At 6 months, we had participants who joined in grades 6, 7 or 8. The next year, we lost the 8th graders, who went on to high school, so the analysis was limited to those who joined in grades 6 and 7. In addition, some students moved out of the school district, or were otherwise unavailable for follow-up. (A few may have refused to cooperate with the survey.) The goal of each analysis was to construct a comparison group appropriate to the YCW participants who were actually included in the analysis, both as a result of self-selection and of attrition.

We asked the question about hours spent in school activities in two different forms. (The stem of the question was the same in both forms, but the possible response categories changed.) Each student answered one or the other of these versions of the question, but not both. We treated these two questions as a single categorical variable with the responses shown in the first nine lines of exhibit D.1. By so doing, we avoided making any assumptions about how one set of responses might be related to the other. (We did assume that "none" had the same meaning in both forms of the question.) The regression coefficients are shown in exponentiated form, that is, they can be interpreted as odds ratios. For example, the model estimates that anyone who answered version 1 of the question and spent more than one hour per month in volunteer activities was less likely to participate in YCW than students who answered "none."[1] The model estimates that the odds of a student who spent between 6 and 10 hours per week joining YCW are 38.5% as high as the odds of a student who spent zero hours joining YCW.[2]

Because we did not require that each school contribute balanced numbers of YCW participants and comparison students, one school contributed five YCW participants for every comparison student, while two others contributed five comparison students for every YCW participant. We included indicator variables for schools to remove possible bias caused by these differences in allocation. (In addition, when we estimated variances for significance testing, we included a random effect for schools because we could not assume that students' responses within a school were independently distributed.)

Students who participated in school athletics were more likely than others to join YCW. Those who acted in a school play or musical were less likely to join. About a fifth of the students had previously volunteered for community or neighborhood service. Nearly half of these (51%) joined YCW, compared with 39% of those who had no such experience.

The most important difference between YCW participants and other students, however, was their expressed willingness to report misbehavior. At the time of the baseline survey, three of the five questions about reporting hypothetical misbehavior elicited responses that were strongly correlated with YCW membership. For example, 48% of students who said they would "definitely" report

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[1]   In regressions of categorical variables, one category is customarily omitted. The effect of this category becomes part of the regression constant. Where there is only one variable in the regression, the constant is exactly the effect for the omitted category.

[2]   The odds of an event occurring are p/(1-p): the ratio of the probability that it does occur to the probability that it does not. The odds ratio is $\dfrac{p_1/(1-p_1)}{p_0/(1-p_0)}$. A useful property of the odds ratio is that it does not depend on the number of students in the comparison group, which, in this study, is completely arbitrary.

someone breaking into a car in the school parking lot joined YCW, while only 16% of those giving any less positive response joined. Because the baseline survey was administered after the YCW program had started, we cannot be sure that these responses entirely reflect pre-YCW attitudes. They might have been influenced either by something that was said in an early YCW meeting, or by a labeling effect that caused YCW participants to think of themselves as the sort of people who would report misconduct, or by a desire to provide the responses they thought the leader wanted them to give.

Since our analysis is based on changes from these baseline measurements, anything that elevated the baseline above what it would have been without YCW will bias the findings in favor of the null hypothesis. That is, there is a significant possibility that we are misclassifying some part of the YCW effect as a pre-existing attribute of the participants. Thus, when we speak of the effect of "participation," we mean the effects associated with membership over 6 months, as opposed to any effects that might have occurred in the first meeting or shortly thereafter.

We used the propensity scores to re-weight the observations in the comparison group. The weights were chosen as though the comparison group was a sample from a population with the same distribution of scores as the participants. That is, the weights were $p/(1-p)$ for members of the comparison group and 1 for participants. This produces an estimate of what the average difference would be between actual participants and a similarly distributed group of students who did not participate. (This is usually called the "average treatment effect on the treated," or ATT.)

D.2   Attrition of Youth Crime Watch Participants

Of the 485 YCW participants who provided data for the baseline survey, 122 were in eighth grade, and another 85 were first surveyed in cohort 3 (exhibit D.2). None of these were available for an 18-month survey. A total of 278 students could possibly have been surveyed at 18 months. In fact, only half of these (141) were located. Whether a student could be located for the 18-month interview is not significantly related to the major characteristics used in this study, including willingness to report an incident, self-esteem, perceived leadership ability, willingness to work with others, and problem-solving skills.

The 141 respondents to the 18-month survey were asked whether they still participated in YCW. Excluding two who did not answer this question, three quarters of the students (105 out of 139) said that they no longer participated. Girls were even less likely to remain in the program. Nearly 85% (49 out of 58) dropped out. Retention was somewhat better for the second cohort, where 36% remained in the program. Students whose baseline scores indicated the highest willingness to report hypothetical incidents were less likely to drop out than others. We asked whether students would report each of five incidents. For those who said (at baseline) that they were very likely to report all five, 30% continued in the program the next year, compared with 20% of those who gave any less compliant answer.

Exhibit D.2: Number of YCW Respondents at Baseline and 18 Months

	Grade 6	Grade 7	Grade 8	Total
Cohort 1				
Baseline	78	91	14	183
18 Months	23	57	0	80
Cohort 2				
Baseline	27	82	48	157
18 Months	16	45	0	61
Cohort 3				
Baseline	31	54	60	145
18 Months	0	0	0	0
Total				
Baseline	136	227	122	485
18 Months	39	102	0	141

We tested these effects with logistic regression (exhibit D.3). We adjusted the standard errors in the regression for possible correlations of responses within the ten schools that had students suitable for this analysis. Logistic regression describes the effect of a predictor (such as the baseline reporting score) as an odds ratio. The odds of retention are the probability that a student will remain in the program divided by the probability that the student will quit. The odds ratio is the odds for students with the attribute divided by the odds for students without the attribute. The first line of exhibit D.2 says that the model estimates that the odds of remaining in YCW are 2.6 times as high for students who said they were very likely to report all five incidents as for all other students. The probability of obtaining a difference this large or larger if baseline reporting scores were unrelated to participation is 0.02, meaning that we reject the hypothesis that reporting and retention are unrelated.

Exhibit D.3: Logistic Regression of Retention in YCW

	Odds Ratio	Standard Error	z	P>|z|	95% Confidence Interval	
Baseline reporting score	2.60	1.09	2.27	0.02	1.14	5.92
Male	2.84	1.54	1.93	0.05	0.98	8.22
Cohort 1	3.21	1.88	1.99	0.05	1.02	10.14
Baseline scores on attitude scales						
Leadership	1.00	0.56	0.00	1.00	0.33	3.00
Self esteem	1.68	1.38	0.63	0.53	0.34	8.40
Problem solving	0.83	0.39	-0.41	0.69	0.33	2.07
Working with others	0.77	0.36	-0.55	0.58	0.31	1.94

[a] Based on 135 observations with complete data.

Exhibit D.3 also shows tests of the effect of baseline scores on the four attitude scales used in this report. We found no evidence that these variables individually are related to retention in YCW, and the four variables jointly are also not significantly related.

Exhibit D.4 provides additional detail about the three factors that are significantly related to retention in YCW. The effects of both gender and reporting are different in cohort 2 from the effects in cohort 1. This difference is statistically significant ($\chi^2 =$ 17.53 with 3 degrees of freedom; p < .001).

Exhibit D.4: Percentage of Students Retained in YCW, by Cohort, Gender, and Baseline Reporting Score

	Cohort 1			Cohort 2		
Reporting	**Female**	**Male**	**Total**	**Female**	**Male**	**Total**
Very likely to report all types of incidents	22%	32%	28%	9%	53%	35%
Anyone else	8%	4%	5%	19%	53%	36%
Total	16%	16%	16%	15%	53%	36%