

*Measuring the Strategic Fit of the School
Resource Officer with Law Enforcement
(Leaders), the Education System, the Community
and Other Interested Parties*

SECTION I – SURVEY RESULTS



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The National Association of School Resource Officers (NASRO) is dedicated to providing the highest quality of training to school-based law enforcement officers to promote safer schools and safer children.

ACKNOWLEDGEMENT

We wish to thank the members of the NASRO Team for their support and encouragement. In particular, Mo Canady for his leadership, Kerri Williamson for her insights and a very special thanks to Pam Walker who was instrumental in reaching out to the thousands in the SRO Community.

We thank those who participated. You not only took the time to complete the survey, but you have dedicated yourself in the interest of our most precious asset, our children.

“As an SRO I’m able to engage in classrooms as well as be a positive a role model for students all while bridging the gap between law enforcement and students”.

Participant Comment

ABSTRACT

With support from the National Association of School Resource Officers (NASRO), Audubon Management Consultants (AMC) and their strategic partners conducted a survey designed to shed light on the behaviors of School Resource Officers (SROs). There were over 2,000 SROs, Educators and School Security Officers affiliated with NASRO who responded to the survey. This report covers those who identify themselves as SROs, numbering over 1,700.

There were several key findings. Among them was the validation that the SRO model establishes collaboration with teachers, counselors and school administrators. Collaboration is the foundation of a complex decision-making process that has significant consequences for our children. We found a level of collaboration that negates the notion that the SRO establishes a “school to prison pipeline”. Additionally, the SRO experiences levels of trauma higher than non-SRO law enforcement and others whose jobs expose them to trauma. Finally, the survey disclosed varying levels of confidence around active shooter situations.

This is a self-reported survey, subject to additional scrutiny and validation. Moving forward, AMC seeks to secure input from those in the Education System (beyond those limited numbers who participated in this survey), the Community and Law Enforcement.

The data from this survey, and other planned surveys, establishes the foundation to understand the behaviors of School Resource Officers by shedding light on the culture, systems, and other drivers of SRO behaviors.

While we continue to employ research methods, our overriding objective is to identify best practices that serve to improve the security and interests of school aged children.

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NOTE: Due to the volume of responses, Section II, Respondents Comments is under separate cover.

1.0 INTRODUCTION

We live in a world of uncertainty. Political, economic, and social unrest, combined with a global pandemic, raises questions impacting every aspect of our life. Among these is how do we protect our most precious asset, our children? We take an expanded view of the term protection. Certainly, it includes protecting them from the ravages of an active shooter. We are shocked, outraged and saddened by the events occurring at Columbine, Sandy Hook and Marjorie Stoneham Douglas High School. But we also want to protect our students from the influences that may ensnare them into the Criminal Justice System. In response, we are faced with choices. Do we follow traditional Law Enforcement practices or opt for an approach that blends traditional law enforcement practices with non-traditional processes such as mentoring, counseling, and educating?

The nontraditional approach is driven by School Resource Officers (SROs), described by the Department of Justice, Community Oriented Policing Services (COPS) as “sworn law enforcement officers responsible for safety and crime prevention in schools”.¹ Further, they describe other SRO activities to include that of an informal counselor, teacher, and emergency manager.

In some areas, this model is under attack. A *USA Today* opinion headline states “Don’t defund all police but keep police out of schools. Kids will do better without them”². We believe that emotion has replaced reason and that precipitous decisions have been made without a full and thorough understanding of the implications of such decisions.

With some 131,000 K through 12 schools in the US³ and a student population of approximately 56M⁴, we opine that critical decisions regarding our children’s education and safety should be a collaborative effort among:

- The Educational System
- Law Enforcement
- The General Public – including parents, pupils, lawmakers, social service providers and others with a vested interest in our youth.



Figure 1 The SRO Program Model

Further, the SRO serves as the focal point for this model and the landscape within which it resides.

In response to the controversy surrounding the SRO model, Audubon Management Consultants and their strategic partners have initiated an assessment of the landscape. With support from the National Association of School Resource Officers (NASRO), our project team undertook a research study targeted at those within the NASRO database.

¹ <https://cops.usdoj.gov/supportingsafeschools>

² <https://www.usatoday.com/story/opinion/2020/06/12/defund-school-police-obstacles-to-student-success-column/5336791002/>

³ <https://www.edweek.org/ew/issues/education-statistics/index.html#:~:text=There%20are%2013%2C598%20regular%20school%20districts%20in%20the,local%20education%20agencies%2C%20such%20as%20independent%20charter%20schools.>

⁴ <https://nces.ed.gov/fastfacts/display.asp?id=372>

We segmented the respondents into three categories with the responses noted below:

Responses by Group	
SRO Survey	
2020	
Group	RESPONSES
SRO	1,724
SSO	216
ED	244
Total	2,184

Table 1

This report represents findings from the SRO portion only. With additional support, we will pursue the assessment of the remaining portions to provide a more complete picture.

As authors of this report, we do not seek to justify, validate, nor discredit the SRO model. Rather, we present a description and analysis of the landscape, whose participants include educators, law enforcement officers, and the general public, with the School Resource Officer located centrally in the array of interested parties.

In our research, we probe for measures of collaboration and factors that contribute to attitudes, behaviors, and other measures of alignment. Collectively, these items serve as input to critical decisions impacting the student. Some see the SRO model contributing to the “school to prison pipeline”, while others see the SRO as a critical component to the diversion of our students out of the Criminal Justice System and into a life of productive and positive citizenship.

While the efficacy of the SRO model appears in articles, books⁵ and countless number of anecdotes, we recognize that one size, one model, or one solution does not fit all. Critical decisions regarding student safety and security must be made with thoughtful and careful deliberations and consistent with the needs of the community.

We hope that this first research report that reflects, in part, input from over 1,700 participants, promotes discussions and that critical decisions regarding the safety and security of our school age children be made based on fact and not emotion.

⁵ We recommend [Police in Schools: An Evidence-based Look at the Use of School Resource Officers](#) by Duxbury and Bennell

2.0 EXECUTIVE SUMMARY

2.1 Setting the Stage

There is evidence, anecdotal and otherwise, to suggest that a “school to prison pipeline” exists. It’s against this backdrop that our research team examined the elements of the decision-making process involving children and law enforcement. After careful examination of the data from over 1,700 participants in a nationwide survey, we conclude that the School Resource Officer (SRO) model is highly collaborative. Its processes encourage opportunities to divert children away from the Criminal Justice System towards a pathway to productive and positive citizenship.

The survey was conducted by Audubon Management Consultants (AMC) and their strategic partners, and with the support of the National Association of School Resource Officers (NASRO). This was a first step to understand the landscape surrounding the safety and security of school children. The principal parties in this landscape include the Education System, Law Enforcement, and the Community, with the SRO as the focal point. This report covers SRO findings only.

The survey data drives our analysis and recommendations and serves as a platform for meaningful discussion, hopefully leading to change where appropriate. This report will be in the public domain and we welcome questions and constructive criticism.

While our project team has looked at the data in detail, we need to step back and consider the broader implications. These include:

- Embracing a mindset that recognizes a strategy of adapting, not overhauling, the system.
- Prioritizing recommendations and striking a balance between implementing the “low hanging fruit”, while tackling the more difficult challenging assignments; and
- Spreading the word to those in the immediate and extended SRO family and beyond.

Like many research projects, we shed some light, provide some answers, identify areas for improvement, and open the dialogue for future research to answer the pressing questions.

2.2 Findings and Recommendations

Finding 1: SRO Passion

We received 2,184 responses, of which 79% or 1,724 came from SROs. The remainder came from School Security Officers and Educators who took NASRO courses. While we don’t know the total number of eligible participants, the response clearly provides a foundation for in-depth analysis. A casual perusal of Respondents’ Comments (Section 11) reveals their level of commitment. The passion for what they do, embedded in a robust and collaborative decision-making process, points to an environment that best serves the interest of the student.

We believe it is important for NASRO to communicate the results of the survey. This can be done in several ways.

Recommendation – Communicate Findings

We recommended that NASRO communicate the results of the survey and consider the following options:

- *Webinars, recorded or virtual, that affords opportunities to share results with all SROs*
- *Publication of the Executive Summary of this report for all NASRO members and beyond*
- *Webinars with select audiences, including Trainers and Regional Leaders*

Finding 2: Robust Decision - Making Process

SROs are positioned to influence consequential decisions. Some of these decisions may result in juvenile arrests. Others may influence the student to pursue a path of constructive citizenship.

Understanding the decision-making process is at the core of the conversation surrounding law enforcement and whether police should be in our schools. As researchers, we chose not to advocate nor castigate the SRO Model. We understand that this is a self-reporting assessment that might reflect biases, which compels us to continue the research, particularly with Educators and the Community.

Our research strategy was to carefully analyze the components of the decision-making process from four perspectives.

The perspectives, and the key question addressing each perspective, are summarized on the following table:

Perspective	Key Question	Measurements	Summary Observation
1. Activities & Identity ⁶	Are the activities of the SRO consistent with preferred identity?	13 activities summarized by identity	Respondents see themselves as Law Enforcement, but activities are mostly aligned with Mentor/counselors.
2. Response Options	Are the SROs prioritizing response options appropriately?	8 response options to 18 incidents by priority	The response patterns show a tendency to select options leading to diversion versus the Criminal Justice System.
3. Arrest Decisions	Is there balance among the variables influencing arrest decisions?	14 influences	While the seriousness of the crime is the most influential response to an incident, there are an array of other considerations that the SRO uses.
4. Sources of arrests	Are most of the sources of arrests coming from SRO observations?	3 sources	No. Slightly over two thirds are coming from school staff and other sources, leaving approximately one third coming from SRO observations.

1. Activities and Identity

The very first survey statement posed was: “Rank the following three prongs that you most closely relate to: most (1) to least (3). We identified the prong and compared them to activities associated with that prong as shown below:

Prong	1 st Choice Prong	Activity Associated with the Prong	Pct. Pt. Difference
Law enforcement	67.1%	45.6%	-21.5
Mentor/counselor	26.0%	48.4%	22.4
Teacher	6.8%	6.0%	-.8
Total	100.0%	100.0%	

Table 2.1

⁶ Often, SROs will identify their activities within the context of a “prong”. There are three: Law Enforcement, Mentor/counselor, or Teacher.

Respondents identify themselves as law enforcement, but their behaviors are largely concentrated in the role of mentor/counselor.

2. Response Options

We asked respondents to identify the level of importance from 14 different response options. We used a seven-point scale ranging from 1 to 7 where 1 was extremely unimportant and 7 was extremely important.

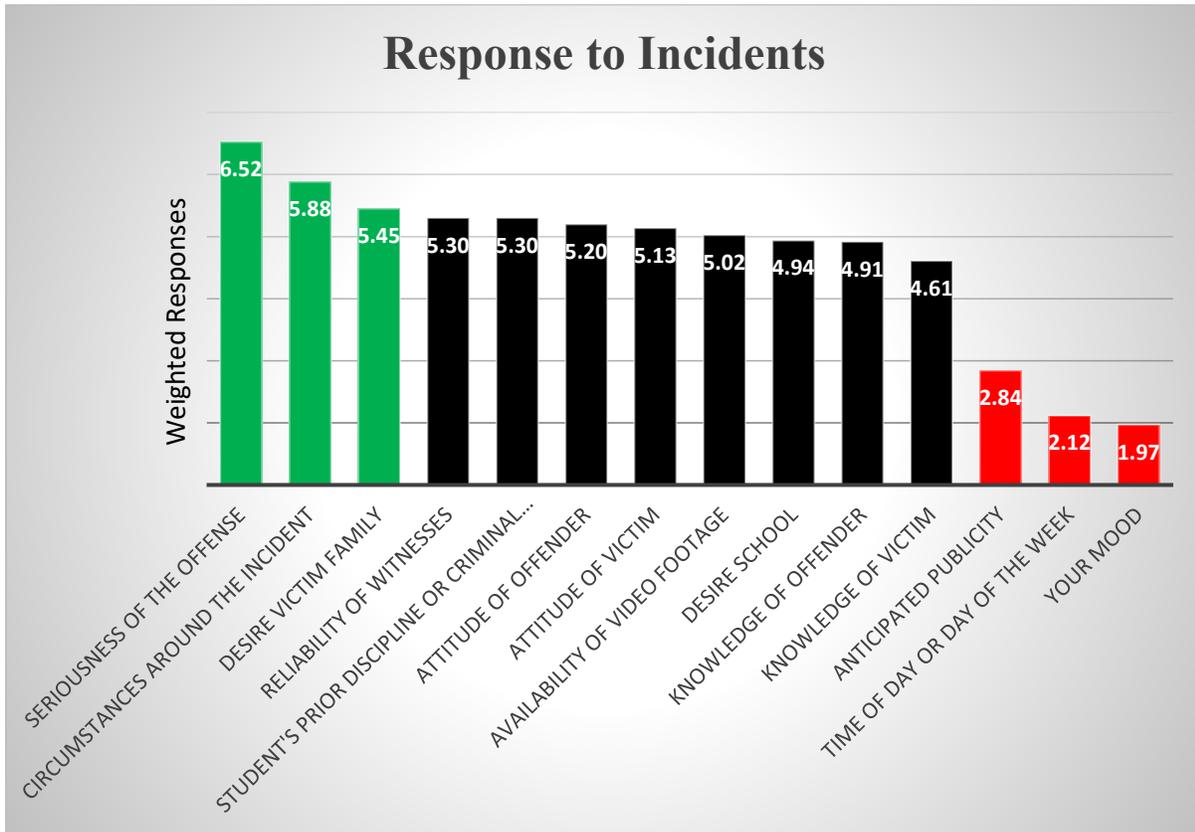


Exhibit 2.1

One would expect that the seriousness of the crime is the highest-ranking option among the options available. The next two highest, show a level of sensitivity while the lowest three are appropriately low.

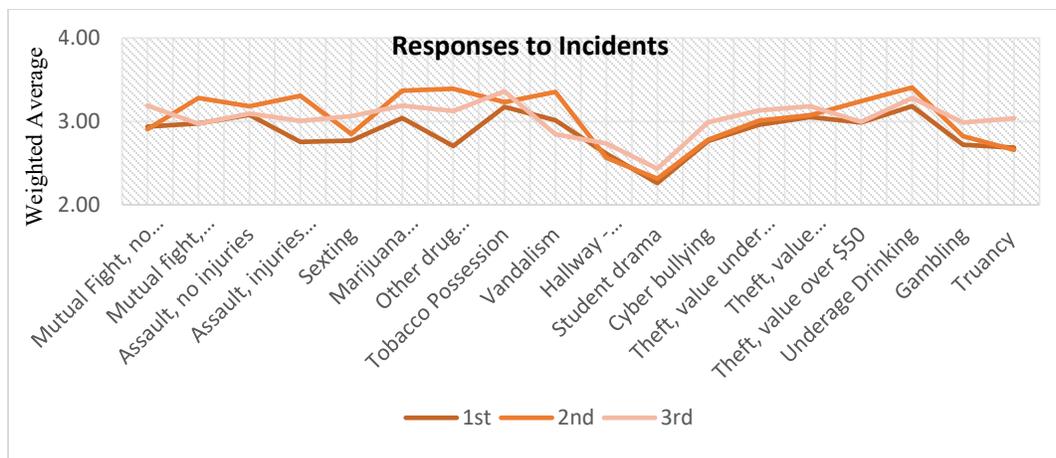
3. Arrest Decisions

There were three lists of variables presented to the respondent to understand decisions and consequences.

The variables included:

- 16 *Incidences* of behavior, ranging from the mischievous, to the antisocial, to the criminal.
- 8 *Response options* ranging from do-nothing to pursue a criminal complaint.
- 3 Choices of *priority*: first, second and third

By using weighted averages, we were able to establish trendlines for each of the three choices, first, second and third.



Note
The higher the weighted average, the more dire the consequence,

Exhibit 2.2

The “weighted average” scale was compressed to show averages in the 2.00 to the 4.00 range. The responses to incidents are conservative and not heavily skewed to the more severe response options.

By measuring responses to a range of incidents in a prioritized manner, we see SROs exercising options in the interests of diversion over incarceration.

4. Sources of arrests

The statement asked the respondent to identify sources of arrests, whether they be through observation or referrals by school staff or others.

Source	Percent Distribution
Referred by School Staff	36.7%
Referred by others	<u>26.9%</u>
Subtotal	63.6%
Observed Crimes	<u>36.4%</u>
Total	<u>100.0%</u>

Exhibit 2.2

While the research team wondered if the term “observed” was vague, the results do show a level of collaboration around the most serious decision that an SRO will face. If there is no level of collaboration, the results for observed crimes would be 100%. In other words, the SRO would act solely on observations. Clearly this is not the case.

Recommendation – Develop a “How To” Manual for School Districts
The proposed manual will guide school districts to implement a decision-making process geared towards diversion versus incarceration.

We propose that the manual be built around the variables identified in this assessment..

Finding 3: Training

There is an attitude shift taking place. People are viewing law enforcement in a different way. The incidents surrounding the deaths of George Floyd and Breonna Taylor have cast a pale over all law enforcement. In a recent discussion with a suburban police chief, he stated that he always felt that the community had his back. But recently, he noticed caution and the questioning of police behaviors.

He had to respond to a politely presented but blunt statement: “cops shoot to kill”.

It is against this background that NASRO needs to take the steps to adapt to a new world order. The change must be evolutionary and not revolutionary.

The process to adapt, not overhaul, starts with training. Perhaps the NASRO trainings does more to shape behaviors and culture than any other interaction with the SRO community and beyond. An evidence-based training model will support this strategy.

With an evidence-based model, measurements are taken (1) immediately before, (2) immediately after and (3) 6 to 8 months later to address the sustainability of the program.

The measurements provide short- and long-term feedback on the adequacy of the delivery. It serves as a segue to modifying the delivery of the training. Finally, it opens a new channel of communication with the SRO community.

Note that we are not recommending a change in NASRO curriculum. Rather, we recommend a change to measuring training effectiveness and sustainability.

Recommendation – Develop Evidence-Based Training

This training model collects measures of attitudes, skills, behaviors, confidence, and other attributes deemed appropriate. The data is collected immediately before, and immediately after the training and then at a time selected by the training team. The output drives any modification to training content.

Finding 4: Positive Levels of Partnership with Mental Health Agencies

According to NBC news, the proportion of hospital emergency department mental health visits from March to October 2020 increased 24% from the prior year for children between the ages of 5 to 11. ⁷ The report goes on further to state that the number is likely understated since mental health issues are often referred to other facilities.

The long-term effects of online learning, isolation and other behaviors resulting from the pandemic are unknown. Dr. Julie Carbray, Director, Pediatric Mood Disorder Clinic, Department of Psychiatry, Chicago, Illinois points out that access to support will help families during these difficult times. The SRO is positioned to provide support.

The survey measured levels of alignment with mental health agencies as shown on the following table. The SRO level of alignment was also measured in other AMC surveys with law enforcement⁸ (labeled LE) and the educational system⁹ (labeled ED).

Statement	Weighted Averages*		
	SRO	LE	ED
7. We work in partnership with Municipal Mental Health providers.	5.73	4.98	4.65

Table 2.3

*Based on a 7-point scale where 1 was very strongly disagree and 7 was very strongly agree.

⁷ <https://www.nbcnews.com/health/kids-health/covid-stress-taking-toll-children-s-mental-health-cdc-finds-n1247540>

⁸ The survey was conducted with over 800 participating Law Enforcement agencies in Southeast Pennsylvania in Camden, New Jersey.

⁹ The survey was conducted with one school district in suburban Philadelphia.

The SRO score of 5.73 is among the highest we have seen and considerably higher than law enforcement at 4.98, and a score of 4.65 for one school district. In other words, SROs can achieve a greater level of partnership with mental health providers than the non-SRO police officers.

The benefit that accrues from this level of partnership is considerable. A good partnership enables the SRO to work much more effectively with mental health providers. The results bode well in the effort to address current and future mental health needs.

Recommendation – Leverage Mental Health Collaboration

Collaborate with the school psychologist or other like personnel, specifically at the municipal level, to develop a mental health strategy for an anticipated increase in the number of at-risk children.

Finding 5: High Distribution of Female Officers

The percentage of respondents who identified themselves as female was 17.3% versus 12.8% for all law enforcement¹⁰.

We see this as an advantage for the SRO Model. It is recognized by psychologists that females are more caring which makes them better suited for the counselor role of the SRO Triad. We do not advocate hiring practices based on gender alone. There are other factors to be considered, such as experience, skills, and the attitude towards an SRO assignment.

Recommendation – Examine SRO Selection

While we opine that females are well suited for the demands of an SRO, we also recognize that there are other factors that come into play that are embedded in our data. For example, some 83% of the respondents have 10 or more years of experience as a law enforcement officer. We recognize that there are other factors for consideration, beyond gender and age including level of training, attitudes and others as well as the type of community they serve.

Additional analysis will enable us to present a template of individual qualities that help guide the SRO selection process.

Finding 6: Urban Penetration

By looking at census data, we identified the population distribution by the three categories of urban, suburban, and rural¹¹. We also tracked where the respondents work using those same three categories.

Population	Urban	Suburban	Rural	Total
Where people live	27%	52%	21%	100%
Where SROs work	22%	41%	37%	100%
Gap	-5 Pct. Pts.	-11 Pct. Pts.	+16 Pct. Pts.	

Table 2.4

The results show an under representation in the urban and suburban communities, gaps of -5 and -11 pct. pts. respectively, and an over representation in the rural communities, a gap of +16 pct. pts. The distribution is more relevant when we consider the need, as represented in crime rates that are higher in the urban communities. We need interventions to divert children out of the Criminal Justice System and onto a path of positive and productive citizenship.

¹⁰ <https://www.statista.com/statistics/195324/gender-distribution-of-full-time-law-enforcement-employees-in-the-us/>

¹¹ Kolko, Jed. America really is a nation of Suburbs, Bloomberg CityLab. November 14, 2018

Given the current environment and changing attitudes towards law enforcement in various communities, we recommend an expansion strategy into urban areas, but that it be taken with great care and with sensitivity to prevailing sentiments.

Communities are different for a variety of reasons. It follows that these differences require customized interventions when it comes to school safety and security. Expansion of the SRO Model should be done on a community-by-community basis, perhaps focusing initially on the largest cities in the US. The strategy will be most effective where relationships are positive. As an example, there has been an exchange of communication between SRO, Beth Sanborn and Philadelphia Schools Police Chief, Kevin Bethel.

Recommendation – Develop an Urban Expansion Strategy

Identify targeted urban areas based on existing relationships between SRO personnel from NASRO, state SRO organizations and individual SROs prominent in the community.

Develop a customized strategy of communication with these communities.

Recommendation – Develop an Urban Communication Strategy

In all probability, there is an abundance of misunderstanding about the roles, responsibilities and intent of SROs. NASRO should develop a series of communications designed to fill the knowledge void around the SRO concept adhering to the following:

- Communications should be targeted to different segments in the urban community, including educators, law enforcement, PTAs, students, faith-based organizations, and others.
- At times, the SRO is a zealot intending to ensure that all who listen follow his or her heed. It's important to listen and follow what the audience wants, as opposed to what you think they need. It is a subtle but powerful distinction: don't sell, get the audience to buy.

To round out the urban communication, we recommend a series of discussion pieces.

Recommendation – Provide Urban Specific Discussion Pieces

- One-page discussion pieces focusing on specific topics and should be audience specific.
- Videos that deliver a concise message in a clear format. Such videos can be shared at student assemblies, PTA meetings, and other similar venues.
- PowerPoint presentations that, like the videos, are carefully constructed to present a powerful message in a concise format.
- Pocket guide: *Frequently Asked Questions* that addresses those questions that are often posed.

Finding 7: Trauma Profile

We know that law enforcement is a highly stressful occupation that unfortunately sometimes takes its toll. The incidences of unwanted outcome are high and includes addiction, alcoholism, and suicide.

Like other surveys administered by AMC, the trauma profile is self-defined. In other words, it does not represent a clinical evaluation, but rather how the respondent categorizes their experience with trauma. We categorize those with one or more of life altering experiences as being at risk due to the cumulation of the exposure to stress and trauma. For this population, 27.2% fell into the at-risk category.

We believe that the SRO population is at greater risk to the consequences of trauma for several reasons:

- Experience
We know that there is a cumulative impact from trauma, and this is an experienced group where 83.1% of SRO respondents have 10 more years of law enforcement experience. In other words, there is a substantial portion of SRO population that will experience the cumulative impact of trauma.
- Gender
As previously noted, the percentage of female SROs exceeds the percentage of females in law enforcement by some five percentage points. Females may be better at adapting to trauma, but because of the intrinsic caring nature of females, a trauma might be more impactful.
- Nature of the Trauma
Police officers will tell you that the most impactful cases of trauma are those involving children.

While there is a high exposure to trauma, it's important to measure the respondent's attitudes towards trauma. We asked if trauma should be handled without the help of others. The results were disappointing since 17.7% agreed, while 12.5% were ambivalent. Psychologists, crisis workers and those in similar fields will tell you that those experiencing severe stress or trauma **should not** try to handle trauma on their own, but rather seek help.

There are other responses indicating available help to those experiencing trauma. On the positive side, 79.4% agreed that management is supportive. On the other hand, 16.1% were unaware of the widely used intervention for those experiencing stress and trauma, namely CISM (Critical Incident Stress Management).

Recommendation – Develop a Crisis Intervention Training Module for SROs

The crisis intervention models, cited in the survey, are widely accepted and effective. They include:

- CIT (Crisis Intervention Training) was developed by the University of Memphis and is delivered over a five-day period.
- MCES (Montgomery County Emergency Service) is popular in Southeast Pennsylvania. This model has also been used by Amtrak. The training is delivered in two sessions of three days each.

We are certain that either organization would be willing to partner to develop an SRO exclusive model.

Recommendation – Support the Development of Peer-to-Peer Support Groups

The peer-to-peer support model has been very effective in the first responder community. With this model, individuals are trained to deal with their peers in matters of stress and trauma. The program is effective because “cops like to talk with cops, because cops know what it's like”.

Recommendation – Promote CISM

CISM is another credible and highly effective intervention. We recommend that regional directors survey the SROs in their area to identify where CISM capabilities exist and how best to spread the word.

Finding 8: Active Shooter Confidence

We measured the confidence of an active shooter response from SROs and how they thought students and others would respond. The results varied. The confidence level, developed on a five-point scale, shows the SROs the most confident at a 4.73 and the students at a 2.22. Low scores for students are undoubtedly influencing the parents' perception of confidence where their confidence level is at a 1.54.

Recommendation - Establish Dialogues Around Active Shooter Confidence

Engage in the difficult conversations required to delve into the reasons impacting confidence and develop feedback mechanisms, paying careful attention to grade level and community type.

Throughout the process, the SRO must engage in an "active listening" process absent of any defensive attitudes.

This can be a highly emotional issue that will test the communication skills of the SRO.

Finding 9: Future Research

The job is not done. Responses from School Security Officers and Educators who participated in the survey is untouched.

Our hypothesis is that collaboration among the law enforcement system, education, and the community with the SRO at the hub provides the best model for decision making in the interests of the community and the students. As a team, we continue to ponder the data and raise new questions of "why". We must continue the effort to answer these questions. We cannot do this alone, and we welcome the help and support of strategic partners whose primary objective is to ensure the decision-making process is geared to deliver solutions in the best interest of the student.

Recommendation— Develop a Plan for Additional Research

The plan should identify where the research should focus and the resources necessary to support the research. Areas for consideration should include:

- Analyzing the School Security Officer and Educational portions of the survey and integrating them into SRO findings
- Surveying the Education System through collaboration with a federal agency or an association
- Surveying Law Enforcement through collaboration with a federal agency or an association
- Analyzing a select community not only through the lens of the *Blueprint for Decision Making*, but by linking the *Blueprint* to outcomes
- Other research as identified in this report

Finding 10: Final Thoughts

While we are researchers, we are also parents, grandparents, and law enforcement officers. We reject the opinions of those who promote the idea of a "school to prison pipeline". We cannot stand idly by in the face of a movement to defund Law Enforcement and remove SROs.

For that reason, some may see us as biased. But as researchers, we must set aside our biases and allow the data to speak for itself.

A casual review of the data suggests two emerging messages. The first is the role of the SRO relative to school safety. School safety is paramount and while the SRO, and by extension Law Enforcement, is

confident in their response, we now have the data to back up those claims. The data shows strong collaboration between the SRO with school administrators, faculty, and outside entities. The SRO thinks and reacts to incidents in a different way for the betterment of the child. They are not afraid to speak up. This counter-cultural behavior contributes to the conversation when the welfare of the student is at stake. They act both independently and collaboratively.

We also have the evidence that dispels the second emerging message, the mistaken notion that “Johnny two-guns” is roaming the halls looking for the opportunity to arrest someone. Rather, we have someone working in a highly collaborative fashion with school personnel, outside agencies and others. They want to correct behaviors without subjecting the child to the Criminal Justice System.

What we found in this research was a remarkable blend of competing cultural influences. When you read comments from the SROs, you will see a quote from one of the participants that said, “I wake up as a law enforcement officer, I fall asleep as a law enforcement officer. Part of my duties as a law enforcement officer are that of mentor/counselor and teacher.”

If there is a “school to prison pipeline”, it’s the SRO welding that pipeline shut. It’s the SRO who is providing the detour for children whose behaviors range from the mischievous to the criminal. It’s the SRO working with a remarkable level of collaboration with teachers. It’s the SRO breaking through the silos that separate mental health and social service systems with law enforcement.

And while we recognize and appreciate the work of the SRO, we must also come to grips with the stress and trauma that they face each day. The recent COPS special report on averted school violence shows that the SRO is in the crosshairs of those disturbed individuals who would cause unspeakable harm. We must take care of those who care for our children.

Our work has been rewarding, but there is more to be done. Already, we have been presented with new lines of inquiry to shed light on this most important subject. We hope we will have the opportunity to continue to provide a better understanding of this program and to continue to unearth best practices with the spirit of continuous improvement.

In the coming weeks and months, you may have questions. Please feel free to reach out to us.

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3.0 ABOUT THE ASSESSMENT PROCESS

Data was obtained from an online assessment conducted by Audubon Management Consultants (AMC) starting on September 24, 2020 and ending on October 16, 2020.

Mo Canady, Executive Director of the National Association of School Resource Officers (NASRO), sent an introductory email on September 1st to some 11,000 individuals in the NASRO database.

Because of the uniqueness of their perspective, we separated the survey into three distinct groups:

- School Resource Officers (SRO)
- School Security Officers (SSO)
- Educators

One week later, Mr. Canady sent an email with answers to *Frequently Asked Questions* about the survey. Correspondingly, an email was sent to Regional Directors advising them that an assessment for their regions might be developed providing a sufficient volume of responses.

There was a reminder, sent mid survey, that included a video from Mr. Canady.

The final email provided a link directing the respondent to their specific site with instructions as follows:

School Resource Officers, Law Enforcement Officers

If you are a current, reassigned, or retired School Resource Officer or a Law Enforcement Officer working in collaboration with one or more schools, select the <SRO> link.

School Security Officers

If you are a current, reassigned, or retired Security Officer working with one of more schools, select the <SSO> link.

Educators

If you are a teacher, school staff member or administer working with school security or school-based police, select the <ED> link.

Throughout the introduction period, we provided full assurances of confidentiality, only the AMC project team would see individual responses.

This report covers those who identified themselves as SROs.

The statements in the assessment were developed from multiple sources, two in particular:

- Previous assessments conducted by AMC
Some of the statements used in the assessment draw on social science and management theories and research. The assessment is a product of over 20 years of research, based in large part, on *People Centered Organization Theory* developed by Dr. Miles Overholt¹². Additionally, we draw

¹² Overholt, Dr. Miles, *Building Flexible Organizations, A People Centered Approach*, Kendall/Hunt, 1995.

on the work of the American Institute of Chemical Engineers¹³ who identified a series of systemic or underlying problems that contributed to the outcomes of a series of catastrophic events.

Most statements use 7-point Likert scales, levels of agreement/disagreement, where respondents can also provide comments. Sociodemographic profiles offer additional dimensions of analysis.

The format accommodates the development of weighted averages, a calculation that considers the varying degrees of the measurement of the numbers in a data set. In calculating a weighted average, each number in the data set is multiplied by a predetermined weight before the final calculation is made.

A weighted average can be more accurate than a simple average in which all numbers in a data set are assigned an identical weight.

- Doctoral Dissertation, Beth Sanborn, DPA

This research sought to expand upon the daily activities performed by SROs across the county during the approximately 180-day school year. The hypothesis proposed is that SROs most strongly identify as Mentor/Counselors and use nontraditional ways to protect their children by building positive relationships which serve as the foundation for trust, therefore having an entire community devoted to working together for keeping everyone safe. Furthermore, the expectation is that SROs, when presented with incidents of misbehaviors, will most frequently refer incidents to school administrators for administration of school discipline, rather than respond with traditional police intervention, thereby criminalizing juvenile behaviors. A final examination showed the collaborative work among multidisciplinary stakeholders to further expand the value of an SRO working with partners to identify a child before a crisis may occur.

In addition to the data collected in this survey, the authors compared select results with two other surveys. The first was an assessment of Law Enforcement agencies in Southeast Pennsylvania to measure the alignment of Law Enforcement with the Mental Health System¹⁴. This report, and the publication of a book¹⁵, based on this survey, is in the public domain. The other was a survey of one school district in South East Pennsylvania. Because of confidentiality requirements, we are withholding the name of the district.

The survey process was productive. AMC received a total of 2,184 responses, 1,724 from SROs, 216 from School Security Officers and 244 from Educators. The response clearly provides a foundation for in-depth analysis. A casual perusal of Respondents' Comments (Section 11) reveals their level of commitment. The passion for what they do, embedded in a robust and collaborative decision-making process, points to an environment that best serves the interest of the student.

¹³ Dr. Rick Jones, *Risk Based Management: A Reliability-Centered Approach*, 1995

¹⁴ Mielke, Frank; Monzo, Michelle; Mossman, William. *Assessing The Climate, Criminal Justice System And Mental Health System*, May 15, 2019

¹⁵ Mielke, Frank; Kocher, Charles; *Changing Times: Transforming Culture and Behaviors for Law Enforcement*. Roman and Littlefield, 2020.

We believe there is a moral imperative for NASRO to communicate the results of the survey. This can be done in several ways.

Recommendation 3.1 – Communicate Findings

We recommended that NASRO communicate the results of the survey and consider the following options:

- *Webinars, recorded or virtual, that affords opportunities to share results*
- *Publication of the Executive Summary of this report for all NASRO members and beyond*
- *Publication of select subjects through normal NASRO communication channels*
- *Webinars with select audiences, including:*
 - *Trainers*
We are proposing modifications to the training process and think that trainer input would be valuable.
 - *Regional Leaders*
We recognize the strategic importance of the Regional Leader which warrants consideration for an exclusive presentation.

4.0 ABOUT THIS REPORT

Results from the survey are divided into three main sections:

➤ **Sociodemographic (See Section 5)**

Age, gender, and length of service are among the several sociodemographic data elements recorded in the assessment. Beyond providing a background profile, sociodemographic data opens the door for more insightful information. By cross tabulating sociodemographic data by statement results, we can discover nuances not easily identifiable.

➤ **Statement Results (See Section 6)**

There are 26 statements that focus on SRO activities, behaviors, and other factors that might contribute to an understanding of the relationships among the SRO, the school, the SRO's agencies, and a host of other entities.

In some cases, we present one statement with an accompanying analysis. In other cases, we aggregate weighted averages of several statements around a common theme. Frequently, we will link the results of a statement to other statements or sociodemographic factors. This approach enables us to perform measurements replicating the dynamic and complex environment within which the SRO operates.

Addendum 10.1 lists the statements used in this Assessment.

➤ **Respondents' Comments (See Section 11)**

Many of the statements provided the respondent the option to include comments. Section 11 of this report includes comments as presented with no change to spelling, punctuation, grammar, etc. However, portions of some statements were redacted where names, locations, or other identifying data might reveal the identity of the respondent or others.

The first publication of survey results is for SROs. We selected this approach so as not to overwhelm the reader and provide timely and much needed information and recommendations. The pathway has been established for like analysis of data collected from School Security Officers and Educators.

The stage is also set to link results from this study to other research. For example, in October 2020, the US Department of Justice, Community Oriented Police Services (COPS) in conjunction with the International Association of Campus Law Enforcement Administrators (IACLEA)¹⁶, presented a series of lessons learned, that provide critical advice to Law Enforcement and Educators. We believe that the findings in this report potentially lead to an understanding of the underlying culture and influences that support the best practices in the COPS report.

SPSS was used to analyze the data while Excel facilitated the transfer of data into this report. The authors compiled the data separately using two different statistical platforms, SPSS, and Excel. This dual approach facilitated cross – checking for accuracy and greater flexibility of analysis.

¹⁶ Allison, Jeff, Mo Canady, and Frank G. Straub, 2020, School Resource Officers: Avert School Violence Special Report, Washington DC; Office of Community Oriented Policing Services.

5.0 SOCIODEMOGRAPHICS

Often, readers of our reports are curious about the sociodemographic makeup of the respondents. While we satisfy this level of curiosity, capturing sociodemographic data serves a far more useful purpose.

Without sociodemographic data, we fail to capture the nuances, subtleties and underlying factors that contribute to the results presented in the survey. For example, by cross tabulating training and decision making, we can sometimes identify root cause contributors to various outcomes. The outcome may be measures of alignment, SRO activities or considerations for arrest. This level of precise analysis facilitates the development and execution of pinpoint interventions.

The socio-demographic data captured in this assessment include:

Section	Page
Participants by Geography	
5.1 Community Types.....	23
5.2 States and Large Cities.....	26
5.3 Regions.....	28
Participants by Socio-demographics	
5.4 Age.....	31
5.5 Gender.....	32
5.6 Years of Experience- SRO.....	34
5.7 Years of Experience – Law Enforcement....	35
5.8 Training	36
Participants by Responsibility	
5.9 Grade Level.....	38

Results by socio-demographic indicator are included on the following tables. Note that the totals on each table will not equal the total number of respondents. Respondents may have chosen not to reply in some cases.

5.1 Community Types

Questions may be raised about potentially different requirements for an SRO based on community type. As a segue to this discussion, we measured three community types identified in the survey: urban, suburban, and rural.

Distribution by Community				
School Resource Officers				
2020				
Community	Urban	Suburban	Rural	Total
# Respondents	237	432	390	1,059
%	22.4%	40.8%	36.8	100.0%

Table 5.1.1

For additional perspective, we compared the distribution of SROs to the distribution of the general population¹⁷ as displayed on the following table:

Distribution by Community				
School Resource Officers vs. General Population				
Community	Urban	Suburban	Rural	Total
Where SROs work	22%	41%	37%	100%
Where people live	27%	52%	21%	100%
Difference	-5 Pct. Pts.	-11 Pct. Pts	+ 16 Pct. Pts	

Table 5.1.2

The data shows that SROs are under-represented in urban and suburban areas while the population in the rural areas for SROs is higher than the general population.

We took this analysis one step further by incorporating data provided by the US Department of Justice¹⁸. We selected assaults because Statement 4 (see Section 6.4.1) measures the response to assaults, among others.

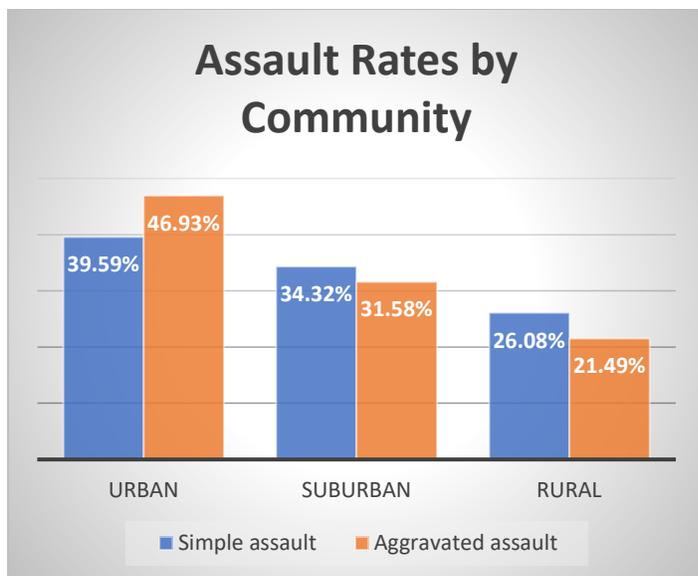
Urban, Suburban, and Rural Victimization Rates, by Select Crime Category			
Number of Victimization per 1,000 Persons or Households			
1998			
Assaults	Urban	Suburban	Rural
Simple assault	29.3	25.4	19.3
Aggravated assault	10.7	7.2	4.9

Table 5.1.3

The following graphic provides a visualization in the differences by the type of assault by community type:

¹⁷ Kolko, Jed. America really is a nation of Suburbs, Bloomberg CityLab. November 14, 2018

¹⁸ <https://www.bjs.gov/content/pub/pdf/usrv98.pdf>



The Assault rates are for the general population not just juveniles. We assume higher rates of assaults by juveniles in Urban than the rates in Suburban and Rural communities.

Exhibit 5.1

These findings were not intended to serve as an evaluation of the SRO program, but merely point out differences in distribution, SROs versus the general population. Essentially, the data suggests the need for more SROs in urban areas where crime rates are higher and where SROs may serve as a diversion to involvement with the Criminal Justice System.

Increasing SRO penetration into urban areas is no easy task. Political, educational, and parental opposition to law enforcement participation in schools is significant. Validating SRO effectiveness must be made carefully. The results of this survey can be linked to other studies to identify the makeup of programs that meet the community’s needs to provide a safe, secure, and productive learning environment.

Recommendation 5.1.1 – Develop an Urban Expansion Strategy

Identify targeted urban areas based on existing relationships between SRO personnel from NASRO, state SRO organizations and individual SROs prominent in the community.

Targeted communities should be open to a discussion and should identify specific community needs.

The discussions should serve as a segue to the development of specific communications.

Recommendation 5.1.2 – Develop an Urban Communication Strategy

In all probability, there is an abundance of misunderstanding about the roles, responsibilities and intent of SROs. NASRO should develop a series of communications designed to fill the knowledge void around the SRO concept adhering to the following:

- **Keep the audience in mind**
Not all audiences are the same. They come from different community types, sizes, urban, suburban and rural communities. They have different backgrounds, such as education and law enforcement. They may be parents, community activists, or members of the clergy. Any communications must be tailored to these unique audiences.
- **Differentiate wants and needs**
At times, the SRO is a zealot intending to ensure that all who listen follow his or her heed. It's important to listen and follow what the audience wants, as opposed to what you think they need. It's a subtle but powerful distinction: don't sell, get the audience to buy.

Recommendation 5.1.3 – Provide Urban Specific Discussion Pieces

- One-page discussion pieces focusing on specific topics and should be audience specific.
- Videos that deliver a concise message in a clear format. Such videos can be shared at student assemblies, PTA meetings, and other similar venues.
- PowerPoint presentations that like the videos, are carefully constructed to present a powerful message in a concise format.
- Pocket guide: *Frequently Asked Questions* that addresses those questions that are often posed.

5.2 States and Large Cities

We accomplish two objectives by capturing the respondent's state. First, we can identify patterns by geographic regions in the United States. Secondly, we can aggregate responses for each Regional Director (see section 5.3). Cities were selected based on their population.

Respondents were asked to identify their state. We included the identification of cities because of the size of their population.

Respondent Count by State & Large City						
SRO						
2020						
State/City	Count		State/City	Count	State/City	Count
AK	2		KS ^{SO}	20	OH ^{SO}	30
AL ^{SO}	46		KY ^{SO}	12	OK ^{SO}	10
AR	14		LA	1	OR ^{SO}	16
AZ – Phoenix ^{SO}	1		MA	29	PA - Phil. ^{SO}	24
AZ - All Other	5		MD – Baltimore ^{SO}	13	PA - All Other ^{SO}	125
CA - Los Angeles	2		MD - All Other ^{SO}	19	PR	0
CA - San Diego	2		ME ^{SO}	14	RI	5
CA - San Jose	0		MI	10	SC ^{SO}	11
CA All Other ^{SO}	8		MN ^{SO}	12	SD ^{SO}	16
CO ^{SO}	36		MO ^{SO}	24	TN ^{SO}	44
CT ^{SO}	7		MS ^{SO}	3	TX – Dallas ^{SO}	21
DC	0		MT ^{SO}	8	TX – Houston ^{SO}	3
DE	13		NC ^{SO}	7	TX - San Antonio ^{SO}	2
FL ^{SO}	9		ND ^{SO}	9	TX - All Other ^{SO}	57
GA ^{SO}	16		NE	11	USVI	0
HI	6		NH	6	UT	3
IA ^{SO}	5		NJ ^{SO}	6	VA	3
ID ^{SO}	4		NM	7	VT	4
IL – Chicago ^{SO}	8		NV	1	WA ^{SO}	35
IL - All Other ^{SO}	40		NY - NY City ^{SO}	2	WI ^{SO}	30
IN ^{SO}	65		NY All Other ^{SO}	10	WV	7
					WY ^{SO}	13
Total						972

Table 5.2.1

^{SO} States/Cities with SRO Organizations

In addition to being a member of NASRO, School Resource Officers may also belong to a state/city organization identified with an ^{SO} on the above table. There are 41 state/city/organizations with an

obvious strong influence. Approximately 90% of the responses came from states with an SRO Association.

As previously noted, penetration into urban communities was the lowest of the three community types.

The following table summarizes participation by city.

Respondent Count by Large City	
SRO	
2020	
State/City	Count
Philadelphia	24
Dallas	21
Baltimore	13
Chicago	8
Houston	3
Los Angeles	2
San Diego	2
NY City	2
San Antonio	2
Phoenix	1
San Jose	0

Table 5.2.2

Because of size or local influence, Philadelphia, Dallas, and Baltimore are potential candidates for a specialized “recruitment” program.

5.3. Regions

NASRO is organized, in part, around Regional Directors who have geographical responsibilities defined by state. We compiled results by region as a platform to analyze results for each Regional Director. Such analysis may be limited due to the small number of responses for some of the regions.

Respondent Count by Regions 1 -5			
SRO			
2020			
Region 1		Region 4	
State	Count	State	Count
FL	9	CT	7
GA	16	MA	29
NC	7	ME	14
PR	0	NH	6
SC	11	RI	5
USVI	0	VT	4
Total Region 1	43	Total Region 4	65
Region 2		Region 5	
State/City	Count	State/City	Count
DC	0	IA	5
KY	12	IL - Chicago	8
MD – Baltimore	13	IL - All Other	40
MD - All Other	19	IN	65
OH	30	KS	20
VA	3	MO	24
WV	7	Total Region 5	162
Total Region 2	84		
Region 3			
State/City	Count		
DE	13		
NJ	6		
NY - NY City	2		
NY All Other	10		
PA - Philadelphia	24		
PA - All Other	125		
Total Region 3	180		

Table 5.3.1

Respondent Count by Regions 6 -10			
SRO			
2020			
Region 6		Region 9	
State	Count	State/City	Count
AL	46	AK	2
AR	14	CA - Los Angeles	2
LA	1	CA - San Diego	2
MS	3	CA - San Jose	0
TN	44	CA - All Other	8
Total Region 6	108	HI	6
		NV	1
		OR	16
		WA	35
		Total Region 9	72
Region 7		Region 10	
State/City	Count	State	Count
AZ – Phoenix	1	CO	36
AZ - All Other	5	ID	4
NM	7	MT	8
OK	10	UT	3
TX-San Antonio	2	WY	13
TX – Dallas	21	Total Region 10	64
TX - All Other	57		
Total Region 7	106		
Region 8			
State	Count		
MI	10		
MN	12		
ND	9		
NE	11		
SD	16		
WI	30		
Total Region 8	88		

Table 5.3.2

Response Counts by Region		
SRO		
2020		
Region	Count	% Total
Region 1	43	4.42%
Region 2	84	8.64%
Region 3	180	18.52%
Region 4	65	6.69%
Region 5	162	16.67%
Region 6	108	11.11%
Region 7	106	10.91%
Region 8	88	9.05%
Region 9	72	7.41%
Region 10	64	6.58%
Total	972	100.00%

Table 5.3.3

Response Counts by Region – Sorted by Counts		
SRO		
2020		
Region	Count	% Total
Region 3	180	18.52%
Region 5	162	16.67%
Region 6	108	11.11%
Region 7	106	10.91%
Region 8	88	9.05%
Region 2	84	8.64%
Region 9	72	7.41%
Region 4	65	6.69%
Region 10	64	6.58%
Region 1	43	4.42%
Total	972	100.00%

Table 5.3.4

Because of the volume of responses, Regions 3, 5, 6 and 7 are candidates for further analysis.

5.4 AGE

One may opine that a younger SRO might relate better to school age children while, on the other hand, an older, more experienced SRO is better equipped to handle the complex landscape of children, educators, parents and others.

Distribution of Responses by Age						
School Resource Officers						
2020						
Age	21-29	30-39	40-49	50-59	60+	Total
Resp.	38	213	386	317	77	1,031
%	3.7%	20.7%	37.4%	30.7%	7.5%	100.0%

Table 5.4

To provide some perspective, we compared the results from the SROs in this survey to a survey administered to 36 law enforcement agencies, identified as LE¹⁹. There were 829 respondents out of 1,291 who were eligible to participate in that survey.

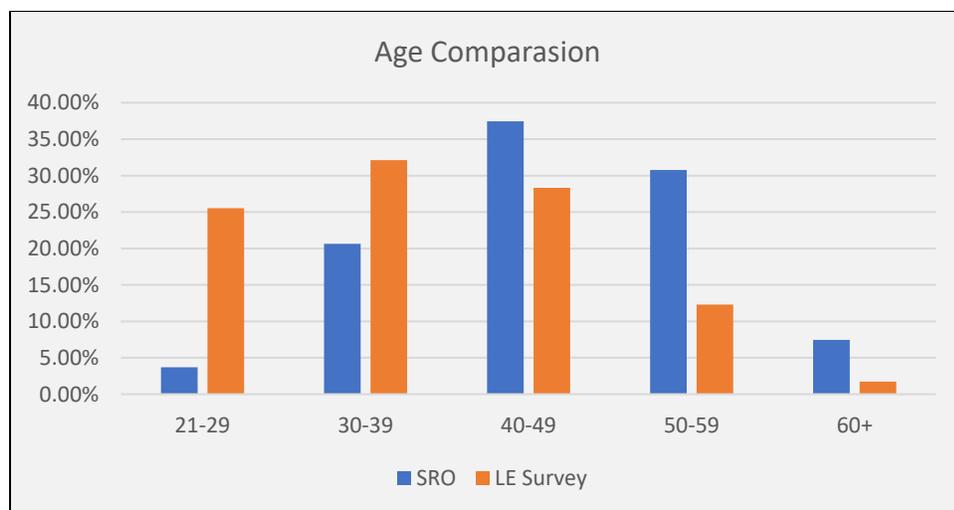


Exhibit 5.4

The SRO population is older. While the average age for LE starts to decline in the 40 – 49 category, the SRO percentages continue to remain high. There is a stark difference between the two populations in the 21 to 29 category, and in the 60+ category.

One might infer from the data that the decision to staff the SRO position reflects an attitude of putting the older law enforcement officers “out to pasture”. On the other hand, the more experienced SROs are better equipped to handle the complexities of the assignment.

¹⁹ Mielke, Frank; Monzo, Michelle; Mossman, William. *Assessing The Climate, Criminal Justice System And Mental Health System*, May 15, 2019

5.5 Gender

Based on the theories of Jung, and research conducted by Briggs and Briggs-Myers, there is an opinion that females may be more suitable for the SRO position. Essentially, females tend to react with emotion, whereas males tend to react based on policies and procedures.

We respect these observations but reject the notion that gender be the sole criteria for suitability.

The findings provide interesting background information and open the door to a discussion regarding SRO selection.

The following table shows responses by gender:

Distribution of Responses by Gender				
School Resource Officers				
2020				
Gender	Female	Male	Gender Neutral	Total
# Respondents	179	856	0	1,035
%	17.3%	82.7%	0.0%	100.0%

Table 5.5

Obviously, this is a highly male-dominated population, raising the question as to which gender is better suited for the SRO role, all other factors equal.

As with other sociodemographic measures, this profile sets the stage for analyzing statements in this survey by gender.

Regardless of the outcome, we recognize and support the number of considerations that go into selecting an SRO and guard against the opinion that gender should be a significantly qualifying or disqualifying attributes for a candidate.

For added perspective, we note that in 2019, 12.8 percent of full-time law enforcement officers were female.²⁰ Female SROs comprise 17.3% of the population with a resulting difference of 4.5 percentage points.

²⁰ <https://www.statista.com/statistics/195324/gender-distribution-of-full-time-law-enforcement-employees-in-the-us/#:~:text=1%20percent%20of%20full-time%20civilian%20law%20enforcement%20employees,officers%20were%20female%2C%20while%2087.2%20percent%20of%20>

Recommendation 5.5 – Examine SRO Selection

We believe that females are well suited for the demands of an SRO. We also recognize that there are other factors that come into play that are embedded in our data. For example, some 83% of the respondents have 10 or more years' experience as a law enforcement officer. We also recognize that there are other factors for consideration including age, level of training, as well as the type of community they serve.

Additional analysis will enable us to present a template of individual qualities that help guide the SRO selection process.

5.6 Years of Experience – SRO

Measuring years of experience is an important factor when measuring the overall landscape of the SRO environment. Intuitively, we know that the greater the experience, the increased likelihood of SRO effectiveness. However, we also know that the greater the experience, the greater the threat of burnout. Exposure to trauma may also be a contributing factor to burnout and trauma that is measured in Section 6.11.

There is a widely accepted truism that attitudes and behaviors for the general population change over time. Logically, this natural evolution would apply to law enforcement officers including SROs. Some say attitudes in the early stages of one’s law enforcement career is characterized by a high level of eagerness to “get the bad guy” but is moderated as experience influences a more tempered approach to civilian interactions.

Distribution of Responses by Years Experience				
School Resource Officers				
2020				
Length of Service (Years)	LT 4	5 - 9 Yrs.	10+	Total
Resp.	109	79	56	244
%	44.7%	32.4%	23.0%	100.0%

Table 5.6

The data shows the concentration of shorter-term SRO’s. This is an “as of” measure so we don’t know statistically, the movement of SROs from one Length of Service (Years) category to another.

5.7 Number of Years of Experience – Law Enforcement

An SRO is guided by three roles, or prongs as they are identified in this report. These prongs include: law enforcement, mentor/counselor and educator. By measuring the years of experience in law enforcement, we obtain a wider profile of the SRO population associated with the law enforcement prong.

Distribution of Responses by Years Experience				
Law Enforcement				
2020				
Length of Service (Years)	LT 4 Yr	5 - 9 Yrs.	10+	Total
Resp.	12	34	198	244
%	4.9%	13.9%	81.1%	100.0%

Table 5.7.1

The distribution by years of experience in law enforcement is stark. The SRO group has considerable experience, 81.1% with 10 or more years in law enforcement.

Distribution of Responses by Years of Experience				
Law Enforcement SRO vs. Law Enforcement (LE)				
2020				
Length of Service (Years)	LT 4 Yrs.	5 - 9 Yrs.	10+	Total
SRO – Years of Experience as SRO	44.7%	32.4%	23.0%	100.0%
SRO – Years of Experience with LE(1)	4.6%	12.3%	83.1%	100.0%

Table 5.7.2 (1) Obtained from the previously cited survey of Law Enforcement offices inn Southeast PA.

The above table shows that the distribution of the LT 4 Yrs. category, is heavily populated with SROs, while percentage in the 10+ category extremely high.

Recommendation 5.7 – Examine SRO Selection (A companion recommendation to Recommendation 5.5)

When evaluating the SRO Selection criteria, careful attention should be paid to law enforcement experience.

We believe that length of service, be it short or long term may impact SRO performance and should be analyzed. We also recognize that there are other factors for consideration including age, level of training, as well as the type of community they serve.

Additional analysis will enable us to present a template of individual qualities that help guide the SRO selection process. Again, we do not advocate that attributes such as gender, age, length of service, and training be the sole criteria for selection decisions.

5.8 Training

SROs require specialized skill sets to be effective. While police receive training through their respective academies, NASRO provides several training programs specifically focused on the needs of the SRO, School Security Officers and Educators. We also recognize the need for crisis intervention training for those who interface with school age children.

The following table reflects the count for each training option selected. We broke out the six NASRO options and added two popular crisis intervention training (CIT) models. Respondents were directed to choose “all that apply” and were not limited to choosing one option.

Distribution of Responses by Training Session									
School Resource Officers									
2020									
	NASRO						CIT		
Training	Basic	Advanced	MH	Env. Des,	SSO	Sup.	Memphis	MCES	Total
Resp.	849	345	142	135	87	60	258	49	1,925
%	44.1%	17.9%	7.4%	7.0%	4.5%	3.1%	13.4%	2.5%	100.0%

Table 5.8.1

Respondents used the “all that apply” option accounting for the high total.

Unfortunately, only 15.9% (Memphis plus MCES) have had some form of crisis intervention training. The need for mental health training to deal with children in crisis is a worldwide problem. The mental health problems for our youth require immediate attention. According to Niki Cooper, Clinical Director at Place2Be: “It’s safe to say that the pandemic has placed additional pressure on those who were already struggling. One in eight children and young people already had a diagnosable mental health condition, and according to a survey²¹ by YoungMinds, 83% of young people with a history of mental health needs agreed that the coronavirus pandemic had made their mental health worse”.²²

The following table sets the stage for additional analysis on training by measuring the number of training sessions attended.

Response Counts by Number of Training Sessions Attended									
School Resource Officers									
2020									
# Sessions	1	2	3	4	5	6	7	8	Total
Resp.	451	265	126	73	29	14	3	3	964
%	46.8%	27.5%	13.1%	7.6%	3.0%	1.5%	0.3%	0.3%	100.0%

Table 5.8.2

²¹ <https://youngminds.org.uk/about-us/reports/coronavirus-impact-on-young-people-with-mental-health-needs/>

²² <https://welldoing.org/article/impact-pandemic-childreys-mental-health>

The data shows that 46.8% of the respondents attended only one training session while 27.5% attended two sessions. The percentages continue to decrease as the number of sessions increases. The data raises the question: Does more training increase competencies and effectiveness?

Recommendation 5.8.1 – Develop Evidence-Based Training Model

This training model collects measures of attitudes, skills, behaviors, confidence, and other attributes deemed appropriate. The data is collected immediately before, immediately after and then in a designated time period as selected by the training team. The output drives any modification to training content.

This approach to training provides a steady stream of information and the resulting database serves as a measure of continuity, opportunities to collect best practices and establish a forum for the exchange of ideas and how the SRO might overcome obstacles.

5.9 Grade Level

One may assume that the nature of tasks, performed by SROs, vary based on the age, or grade level of the student.

For example, we would expect that behaviors would differ when an SRO interacts with a second grader, as opposed to an eleventh grader..

The following table identifies responses by grade level. Some number of respondents are responsible for one or more grade level, which accounts for the high numbers.

Distribution of Responses by Grade Level of Responsibility					
School Resource Officers					
2020					
Grade Level	Elementary	Middle/High	High	Other	Total
Resp.	689	727	782	0	2,198
%	31.3%	33.1%	35.6%	0.0%	100.0%

Table 5.9

Note: this statement instructed the participant to check all the options that would apply to their situation.

There is a remarkable and even distribution of SROs by grade level. However, should the results be skewed more towards the upper levels where students might become more entangled in criminal or antisocial behaviors? On the other hand, the case can be made in favor of greater participation by SROs in the formative years of a child. It is at this level that greater inroads can be made promoting the understanding and contributions of a School Resource Officer and Law Enforcement, in general.

I supervise the SRO officers in 14 schools within the city. I travel to their work sites and regularly work with them and observe them in action with their school staff and students. The relationship they have with their individual school sites is excellent!

Participant Comment

6.0 STATEMENT RESULTS

The survey covered a wide range of topics to shed light on the landscape whose principal entities conclude Law Enforcement, the Educational System, and the Community with the SRO functions at its core. In this phase of the research, we used statements to measure preferences, attitudes and behaviors of the SRO. We also measure alignment or interfaces with various internal and external entities as well as communications and trauma.

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6.1 Selection of Prongs (Roles)

The School Resource Officer (SRO) position includes three essential prongs or functions which comprise the SRO triad. The prongs of the triad are law enforcement, informal mentor/counselor, and teacher. The triad serves as a measure of balance where the SROs can dedicate as much or as little time based upon the needs of the school district and community.

Participants were asked to “rank the following three prongs that they most closely relate to: most (one) to least (three)”.

Respondents most closely relate to their law enforcement role as seen on the following:

School Resource Officer – Response Profile	
Total US	
Selection of Prong	
Prong (Role)	% Total
Law Enforcement	67.2%
Mentor Counselor	26.0%
Teacher	6.8%
Total	100.00%

Table 6.1

It should be noted that this was the first statement in the survey that was posed to the respondent. We believe that it captured top of the mind awareness as to their preference of their role as an SRO.

The concentration in the Law Enforcement prong should not be surprising since 83.1% of the respondents reported to have 10 or more years of experience in law enforcement.

On the surface, the results are somewhat misleading. While respondents most associate with law enforcement, their activities are much more diverse and aligned with the quotes in the sidebar.

One of the reasons I became a police officer is to help people. I received training from the National Association of School Resource Officers (NASRO), an organization of which I am a member, to not only be an agent of law enforcement in the school, but also a teacher and informed counselor. Those three roles are the basis of the NASRO triad approach to promote a positive image of law enforcement and also maintain a safe learning environment.

*Justin Schlottman, Cedar Crest High School, PA
<https://www.pbs.org/newshour/education/school-resource-officers>*

6.2 Impediments

Participants were asked to respond to the following statement, "My daily tasks prevent me from operating in my desired prong of association".

School Resource Officer – Response Profile	
Total US	
Distribution: Daily tasks prevent operating desired prong	
Response Summary	% Distribution
Disagree range	72.8%
Agree/disagree	9.4%
Agree range	16.0%
Don't know	1.7%
Total	99.9%

Table 6.2

Most respondents do not see daily tasks as an impediment to operate in their desired mode. However, the combination of those who do see it as a problem and show some ambivalence totals 17.7%.

I have a great relationship with the Administration and all the building personnel. The only limits that have come into play involve the Police Department where some supervisors simply don't understand the importance of relationship building (with students AND staff). I get full support from the school but minimal support from the PD.

Participant Comment

ITEMS FOR CONSIDERATION

6.2 Consider Time Management Training

Those agreeing that daily tasks are an impediment may be new to the SRO role and may be distracted by the complexity and newness of the job. Time management may be an addition to Basic SRO training.

6.3 Unreimbursed Expenses

It is widely recognized that teachers will often spend money out of their own pocket for school supplies and other similar items for their students. It appears that this practice is also prevalent among SROs.

To facilitate analysis, we segmented responses into ranges as shown below.

Distribution of Unreimbursed Expenses						
School Resource Officers						
2020						
Amount	0 to \$25	26 TO \$50	\$51 TO \$100	\$100 to \$200	Over \$200	Total
# Respondents	248	73	182	190	294	987
%	25.1%	7.4%	18.4%	19.3%	29.8%	100.0%

Table 6.3

Some 29.8% of the respondents are spending over \$200 annually.

While there is generosity shown at the high level of the amounts (over \$200), there is almost an equal percentage of respondents spending \$25 or under.

ITEMS FOR CONSIDERATION

6.3 Explore Ways to Establish Relationships

There have been some comments that perhaps this observation has not been sufficiently explored. For example, some say that something as simple as candy can be an effective way to establish relationships with the SRO's audience.

Maybe this is worthy of further exploration.

6.4 SRO ACTIVITIES

School resource officers (SROs) engage in a variety of daily activities to fulfill the roles of law enforcement, mentor/counselor, and teacher. These daily activities encompass traditional policing responsibilities as well as many other nontraditional tasks. Some tasks correspond to one of the prongs of the Triad, while others are performed by SROs to serve the overall needs of the school district and community. The importance of behaviors cannot be overstated. The behaviors of the SRO influence perception, attitudes, and critical decisions.

In the survey, we measured 16 activities categorized by each of the SRO prongs:

- Law Enforcement
- Mentor/Counselor
- Teacher

Additionally, we measured an additional eight activities that are not directly associated with any of the three prongs labeled generic.

Respondents also provided an indication of frequency of activities. We used these frequency measures to develop weights and subsequently a weighted average. The frequency measures and the associated weights are as follows:

Frequency Measures and Weights of Activities	
SRO	
2020	
Frequency Measure	Weight
Most days	5
Every week	4
Every month	3
Rarely	2
Never	1

Table 6.4.1

The following table shows the weighted average for each activity sorted high to low measure of frequency.

Weighted Averages by Activity (Sorted high to low)			
SROs			
2020			
Activity	Weighted Average	Activity	Weighted Average
Walk halls	4.82	Refer comm, services	3.28
Positive reinforcement	4.79	Donate	2.64
Meet school admin	4.51	Cite, arrest, court	2.57
Wear formal uniform	4.33	Give presentations	2.57
Work with guidance	4.31	Teach DARE/GREAT	2.43
Attend activities	3.64	Feed students	2.38
Spark interest in LE	3.63	Childline referrals	2.29
Investigate crimes	3.37	Meet with PTA	2.14

Table 6.4.2

Section 11 contains tables showing the frequency distribution along the weighted averages for each activity.

For additional perspective, we arrayed the weighted averages in descending order as shown on the following graph:

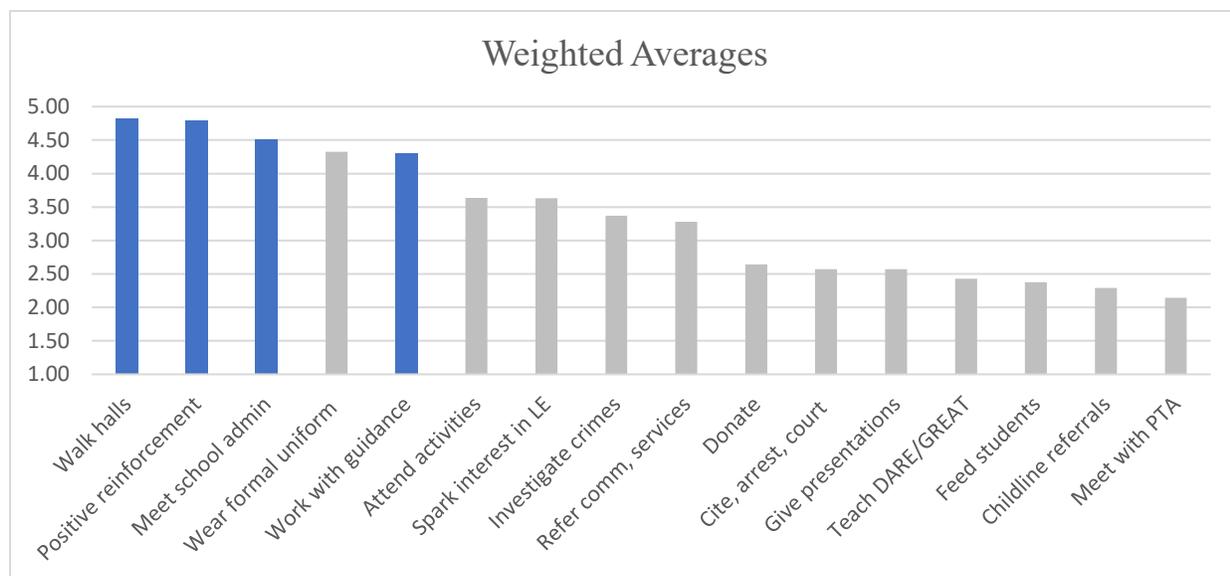


Exhibit 6.4

The most prominent activity is walking the halls and the least is meeting with the PTA.

We believe those activities, shaded in blue, *walk halls*, *positive reinforcement*, *meet school admin*, and *work with guidance* contribute to high levels of collaboration reflected in other results. Those results are found in Section 6.7 where we see two thirds of the sources of arrests coming from other than observation

by the SRO. Additionally, we see a high level of partnership between the SRO and the faculty and staff. In Section 6.9, Alignment - Internal, Statement 13 the score for partnership with faculty and staff is phenomenally high at 6.32 on a scale of 1 to 7.

It is important to note that based on the data alone, the SRO’s association with the law enforcement prong is not consistent with their activities, as shown on the following table:

Comparison – Prong vs Activity			
School Resource Officers			
2020			
Role	Statement #3	Statement #1 - 1st Choice	Gap
Law enforcement prong	45.63%	67.18%	21.55%
Mentor/counselor prong	48.40%	26.02%	-22.38%
Teacher prong	5.97%	6.80%	0.83%
Total	100.00%	100.00%	

Table 6.4.3

While respondents reported the law enforcement prong to be their first choice, the reality is that most of their time is being spent in the mentor/counselor prong. There is consistency regarding the teacher prong, their third choice, and they spend the least amount of time there.

The observation suggests that they are at heart: law enforcement but their focus and activities are centered in mentoring and counseling. This is a valuable observation for those critical of the SRO function who see a “school to prison” pipeline.

The observation is subtle but significant. The response to statement regarding association with prongs (#1) is clear: “I am a law enforcement officer and that is where I prefer to be”. However, take a closer look at their activities and you’ll see that wearing a uniform is part of their daily routine as well as walking the hallways. But beneath that façade, their activities show they are counselors and mentors. They meet with school administrators and work with guidance counselors. While these are desirable activities, it’s important to demonstrate this persona to the outside world, including PTAs and similar groups.

I wake up as a Law Enforcement Officer, I fall asleep as a Law Enforcement Officer. Part of my duties as a Law Enforcement Officer are that of a mentor/counselor AND a teacher..

Participant Comment

In response to the statement: *We work in partnership with the PTA and similar groups in our school the weighted average score was 4.56, the lowest score in that category. See Section 6.9, Statement 11.*

We cannot demand, nor should we expect SRO to be anything else but a Law Enforcement Officer. But they must adjust their image and convey to their audiences, including the parents of their student, their activities as mentor/counselor and teachers.

ITEMS FOR CONSIDERATION

6.4 SRO – Perception versus Reality

We do not view the differences in Statement 1, association to a prong, with statement 2 (SRO Activities as a contradiction, rather we see this this as a subtle mindset issue. We must not challenge the law enforcement officer’s thinking of themselves as a law enforcement officer. Instead, we need to bring them to understand the need for balance to establish a greater sense of balance between what statements 1 and 3 show.

To do this we should:

- We should strongly emphasize this point in our communications via webinar, distribution of the Executive summary in this report and a special presentation to SRO Trainers.
- Include this topic in Basic NASRO training including measures of balance immediately before, immediately after and thereafter the training session.
(See 5.8 for additional details.)

6.5 RESPONSE TO INCIDENTS

School Resource Officers (SROs) are exposed to a variety of student behaviors while stationed in a school. These behaviors vary in severity and range from the mischievous to the criminal. SROs exercise discretion and intervene at varying levels of response ranging from doing nothing to effectuating an arrest.

Respondents were asked to “Indicate the importance of each of the following variables that may affect your decision to make an arrest”. The variables and their associated weights include:

Selection	Weight	Selection	Weight
Extremely important	7	Unimportant	3
Very important	6	Very unimportant	2
Important	5	Extremely unimportant	1
Varies	4		

The weights were used to develop weighted average on a 7- point Likert scale where 7 is the most important and 1 is the least important.

Importance of Response to Incidents	
School Resource Officers	
2020	
Incidents	Average
Attitude of offender	5.20
Attitude of victim	5.13
Desire school	4.94
Desire victim family	5.45
Seriousness of the offense	6.52
Student's prior discipline or criminal history	5.30
Knowledge of offender	4.91
Knowledge of victim	4.61
Circumstances around the incident	5.88
Your mood	1.97
Anticipated publicity	2.84
Time of day or day of the week	2.12
Reliability of witnesses	5.30
Availability of video footage	5.02

Table 6.5

Note: Weighted average were developed from a seven-point Likert Scale with averages ranging from a low of 1 to a high of 7 where seven is the best.

The results are shown more clearly on the following graphic where the level of importance is sorted high to low.

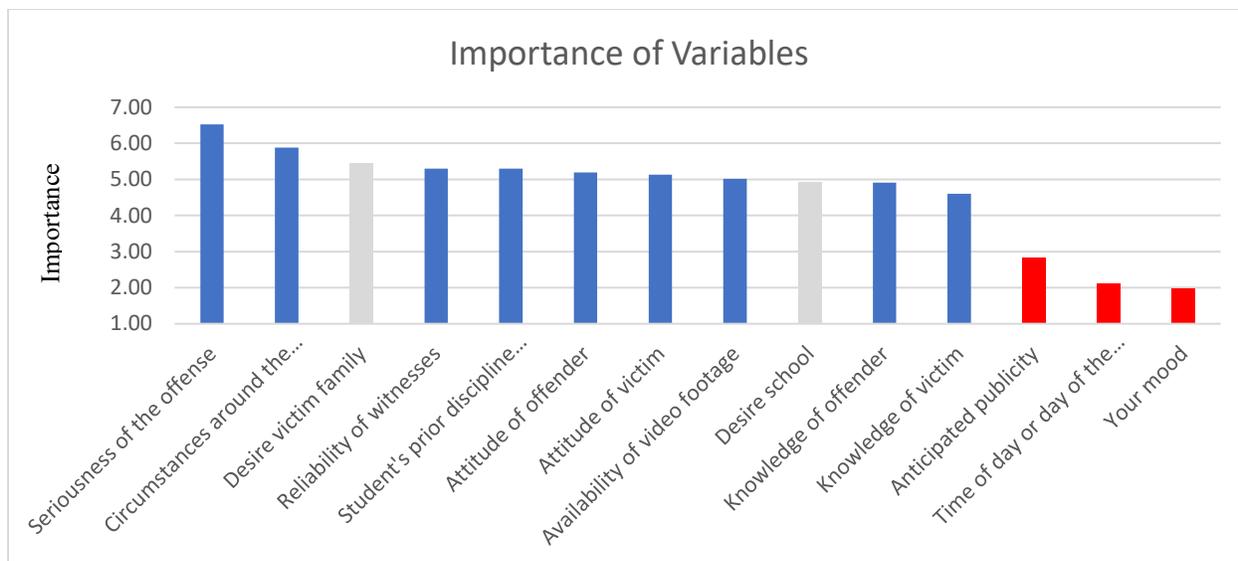


Exhibit 6.5

The items in blue reflect traditional law enforcement considerations when considering an arrest. The items in red reflect influences that may come from external interested parties or influences not associated with effective policing. Note that the desire of the family is more important than the desire of the school, both in gray.

6.6 Considerations for Arrests

School Resource Officers (SROs) are often confronted with a variety of misbehaviors and potential crimes while stationed in schools. Their responses may range from “do nothing” to pursue a “criminal complaint” and is influenced by the severity of the incident among other considerations.

For this section, we presented the respondent with the following statement:

“Select how you would respond to each of the following incidents. Select three options only (ONLY THREE) in priority order.”

We analyzed the responses within the context of three variables:

1. Incidents
2. Response Options
3. Priority

1. Incidents

The respondent was presented with 18 incidents as identified below:

- Mutual Fight - no injuries
- Mutual fight, injuries sustained
- Assault, no injuries
- Assault, injuries sustained
- Sexting
- Marijuana Possession
- Other drug possession
- Tobacco Possession
- Vandalism
- Hallway - classroom disruption
- Student drama
- Cyber bullying
- Theft, value under \$10
- Theft, value between \$11 - \$49
- Theft, value over \$50
- Underage Drinking
- Gambling
- Truancy

Obviously, there are varying levels of severity, each suggesting a different response.

2. Response Options

We presented eight response options and then assigned weights as part of our analysis. Response options and the weights we assigned to each are identified below:

Response Option	Weight
• Do Nothing	1
• Counsel or Mentor	2
• Refer to School Admin.	3
• Official Warning (written or verbal)	4
• Refer to Divisionary Program	5
• Issue Citation	6
• Arrest for a Lesser Charge	7
• Juvenile Petition or Criminal Complaint	8

3. Priority

For each incident, the respondent indicated which response was their first, second or third priority.

The following table shows the weighted responses for each incident by priority.

Weighted Average Responses			
SRO			
2020			
Incident	Priority		
	1st	2nd	3rd
Mutual Fight, no injuries	2.94	2.91	3.19
Mutual fight, injuries sustained	2.98	3.28	2.97
Assault, no injuries	3.08	3.18	3.10
Assault, injuries sustained	2.76	3.31	3.01
Sexting	2.77	2.85	3.06
Marijuana Possession	3.04	3.37	3.19
Other drug possession	2.71	3.39	3.12
Tobacco Possession	3.17	3.23	3.36
Vandalism	3.01	3.35	2.84
Hallway - classroom disruption	2.61	2.56	2.74
Student drama	2.26	2.31	2.43
Cyber bullying	2.77	2.78	2.99
Theft, value under \$10	2.96	3.01	3.13
Theft, value between \$11 - \$49	3.05	3.08	3.18
Theft, value over \$50	2.99	3.24	2.99
Underage Drinking	3.18	3.41	3.28
Gambling	2.72	2.82	2.99
Truancy	2.68	2.66	3.04

Table 6.6

Responses were weighted on a 1 to 8 scale where 1 was do nothing and 8 was pursue a Juvenile Petition or Criminal Complaint.

Meeting with students making poor choices gives me the opportunity to talk to them about the law and make the situation a “teachable” moment. Most end up with community service hours rather than being arrested.

Participant Comment

To provide perspective, we graphed the response as shown on the following: graphic

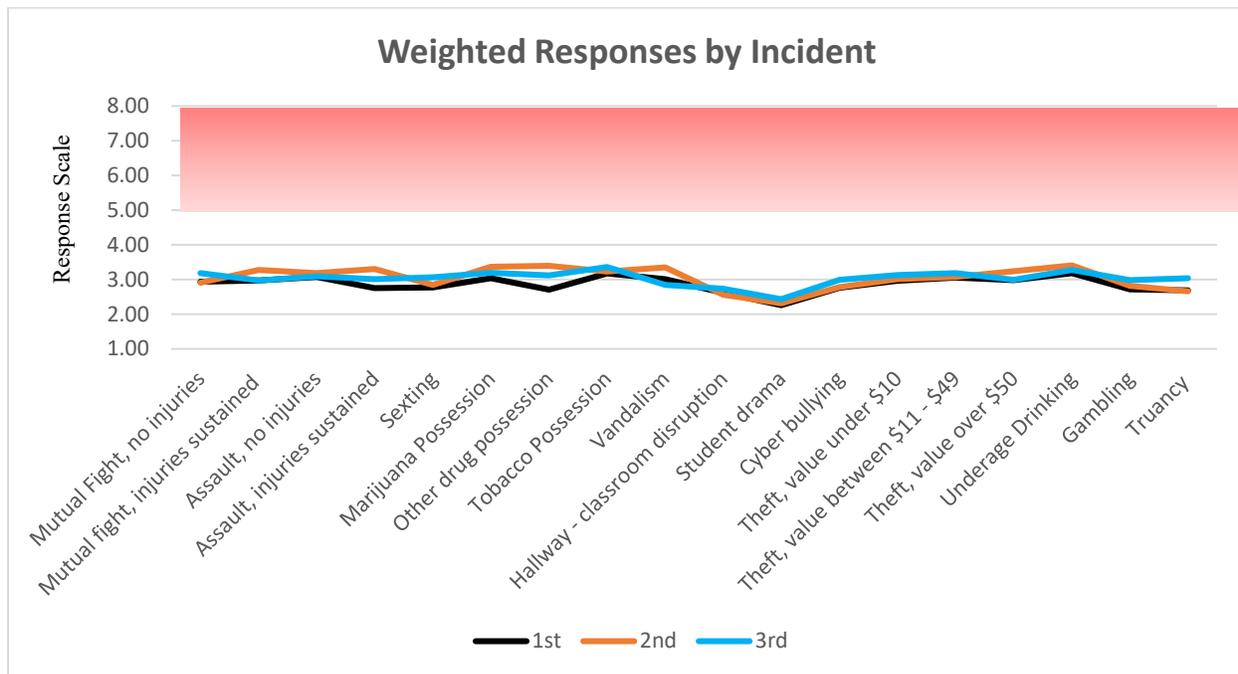


Exhibit 6.6.1

There are two relevant observations. First is the remarkable level of consistency suggesting that decisions are not being made in a hap-hazard manner. Second, the trend lines, reflecting average weighted responses, fall below the 4.0 score casting doubt on the “school to prison” notion.

This does not mean that the SRO will not resort with a severe response, where appropriate. They certainly will for some. Rather, the data shows a more tempered overall response to incidents.

It should also be noted that some responses are influenced by statutory requirements, where such responses may appear to be excessively consequential to the casual observer. Such statutory requirements vary by state, a factor to be taken into consideration when analyzing the data for a state, city, or community. Further, statutory requirements will limit, rightfully or wrongfully, SRO discretion.

On the following graph, we compressed the scoring range from a “1 to 8” to a “2 to 4” scale to show the variability within this reduced range.

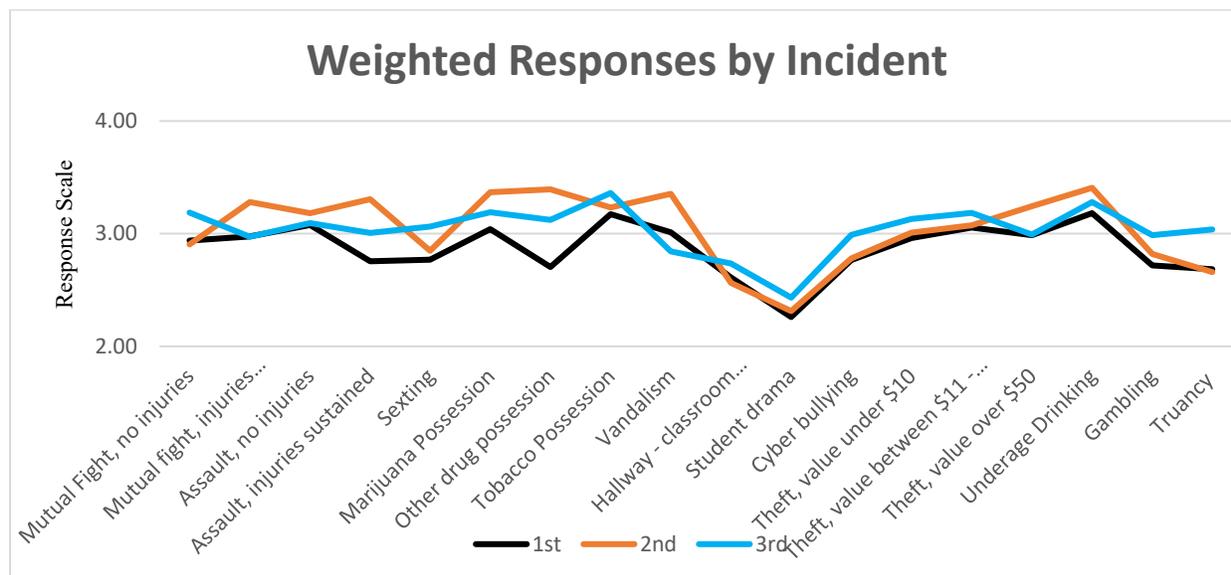


Table 6.6.2

Completed tables for all three choices are included in Section 10.

To examine the decision-making process solely through the lens of SRO self-reported responses fails to acknowledge other influences.

We conducted additional analysis to identify other influences on the response patterns. For example, there is no statistical significance between men and women on this composite score. Urban schools and rural schools gravitated more toward the lower end of response scale. While the responses fell on the lower end of intervention, the more NASRO training one receives they selected relatively "harsher" decisions.

We believe there are several possible explanations for NASRO training resulting in harsher decisions. First, it may be that the SRO, who has established a relationship with the student, becomes frustrated with repeat offenses by the student. Second, it may be that the introduction of the SRO to the school system identifies previous “non-actions” on the part of the school system to pursue harsh remedies. In other words, the school may have elected not to pursue more harsh responses to protect their image or to not get involved in criminal justice procedures electing the easy way out.

On a positive note, SROs tend to cluster around referring to "School Administrators" (Mean=3.34 standard deviation =1.3).

A significant variable not included in this survey requiring further analysis is ethnicity. This includes not only the ethnicity of the SRO but the ethnic profile of their school or school district. While this variable

went beyond the scope of this project, we believe that additional research on this topic is important to shed light on potential systemic influences on racist practices and where such practices exist.

This sentiment was recently expressed at a June 2020 Philadelphia School Board Meeting where the Board unveiled their “Goals and guardrails program” that said in part, “work to dismantle racist practices that hinder student achievement”.²³

Dismantling requires a thorough understanding of root cause contributors and to attack this problem at its core.

Recommendation 6.6.1 – Analyze Race in the Decision-making Process

Repeat the current survey that includes the identification of the race of the SRO. Additionally, include a socioeconomic profile of the community in which they serve.

This research is critical to unwrap the decision-making processes and identify any racial practices that hinder student achievement.

Recommendation 6.6.2 Link Outcomes to Indicators of Collaboration

This recommendation assumes that the level of collaboration influences outcomes, positive or negative and serves as the basis for a research project structured around the following:

- Select several school districts with different sociodemographic profiles.
- Track outcomes including such metrics as:
 - Arrests
 - Expulsions
 - Truancy
 - Suspensions
 - Others as appropriate
- Administer this survey where modifications are appropriate.

Recommendation 6.6.3 – Develop a “How To” Manual for School Districts

The proposed manual will guide school districts to implement a decision-making process geared towards diversion versus incarceration.

We propose that the manual be built around the variables identified in this assessment..

We continue the analysis process in the next section identifying sources of arrests.

²³ <https://thenotebook.org/articles/2020/06/26/board-supports-re-imagining-but-not-disbanding-school-police/>

6.7 Sources of Arrests

An arrest is the most consequential decision an SRO can make. Recognizing that collaboration is at the core of the SRO model, we need to examine sources of arrests. In other words, how much of these critical decisions are coming from the SRO solely or input from other sources.

As a companion consideration, look at the results of Section 6.6 Internal Alignment.

In this session, we explore whether the SRO is acting on their own (observed crimes) or whether the arrest is made by a referral from others.

The responses to the survey statement, “Approximately what percentage of your arrests are made based upon crimes you observe, from incidents referred to you by school staff, or another way”, are arrayed below:

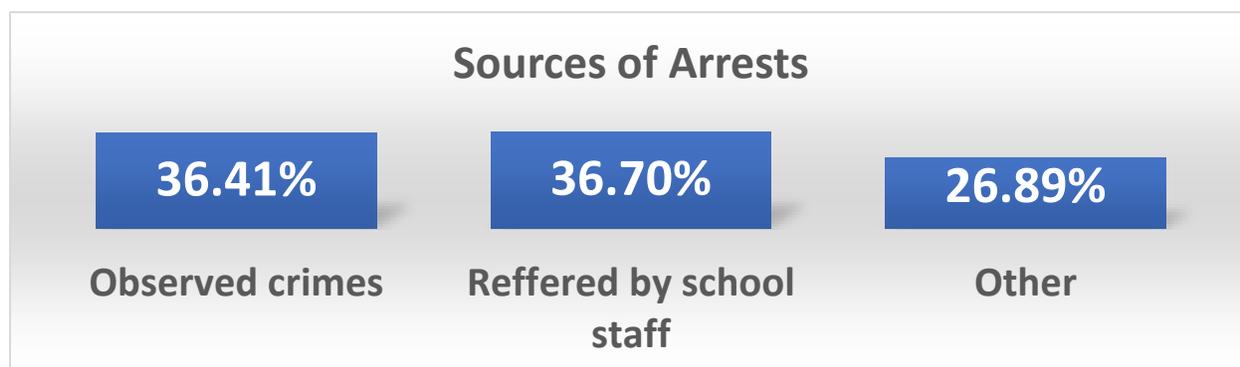


Exhibit 6.7.1

Slightly more than a third of arrests are made based on SRO observations. An almost like amount for an arrest comes from school staff or others.

The ideal distribution is unknown, but we can make certain assumptions:

- If there were absolutely no collaboration, the number of arrests would be smaller or larger and the result for observed crimes would be 100%.
- If there were no SROs in the school, observed crimes by others would be referred to their local law enforcement agency and be addressed by someone without the insights of an SRO. Worse yet, the observed crime would be ignored and serve as an incentive for more crime. In the mind of the offender, “I can get away with this!”

There is some suspicion by the project team as to the wording of the statement. Does the observation (first choice) stem from a chance encounter or does it emanate from someone advising the SRO of criminal behaviors? Additionally, the “Other” options should be clarified.

Despite these potential shortcomings there is value in the findings that shed light on the element of collaboration.

Findings in section 6.6 provide another indicator of the level of collaboration.

RECOMMENDATIONS

6.7 Link Outcomes to Indicators of Collaboration

This recommendation assumes that the level of collaboration influences outcomes, positive or negative and serves as the basis for a research project structured around the following:

- Select several school districts with different sociodemographic profiles
- Track outcomes including such metrics as:
 - Arrests
 - Expulsions
 - Truancy
 - Suspensions
 - Others as appropriate
- Administer this survey where modifications are appropriate.

The survey posed the question: “We work in partnership with the faculty and staff in our school”. The score, based on a seven-point Likert scale²⁴ where seven is the highest, is 6.32!

Note the array of responses where positive responses are in green, negative in red and ambivalent or unknow is in yellow:

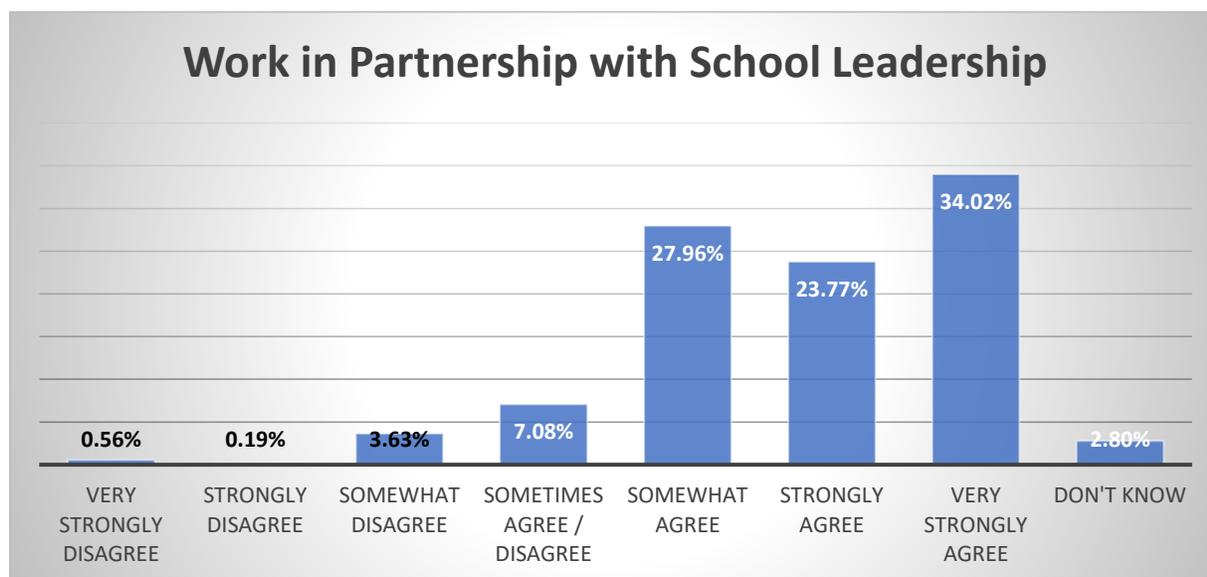


Exhibit 6.7.2

²⁴ Calculation excludes “Don’t know” option.

6.8 Alignment – External

School Resource Officers interface with a significant number of individuals in a variety of organizations. We separate alignment results between and external and internal entities. This logical bifurcation recognizes differences of focus and culture. First, we measure alignment with external entities. The alignment between the SRO and those in the external environment, specifically mental health, and social service agencies, are critical for the welfare of the students.

We developed a response profile by using weighted averages for four key statements as indicated below. Weighted averages were developed from a seven-point Likert scale ranging from “very strongly agree” (weight of seven) to “very strongly disagree” (weight of one). The total of the four statements was developed from the weighted average of each of the individual statements.

School Resource Officer – Response Profile	
Total US	
Alignment - External	
Statement	Weighted Averages
7. We work in partnership with Municipal (county, city, etc.) Mental Health providers. (select one)	5.73
8. I have confidence that the Municipal (county, city, etc.) Mental Health System will provide support when dealing with a mental health issue. (select one)	4.89
9. We work in partnership with Municipal (county, city, etc.) Social Service providers. (select one)	5.49
10. I have confidence that Municipal (county, city, etc.) Social Services will provide support when required. (select one)	4.92
Total	5.26

Table 6.8.1

Note: Weighted average were developed from a seven-point Likert Scale with averages ranging from a low of 1 to a high of 7 where seven is the best.

“Partnership” scores are strong for both the Mental Health and the Social Service systems. However, the scores drop off going from “partnership” to “confidence” for both the Mental Health and Social Service entities. The drop-off for mental health is .84 (5.73 minus 4.89). The drop-off for Social Services is .57 (5.49 minus 4.92).

We opine that lower levels of confidence may stem from regulations that are either not well understood or not accepted by the SRO. In other words, it’s not the people at these agencies, but the regulations that is a cause of the drop-off. In turn, we believe that this contributes to a diminution of collaboration between the SRO and these agencies thus creating silos where the required exchange of information decreases. When this occurs, the unintended victim is the student.

The issue is well recognized, Consider the headlines: *Breaking Down the Silos – A Collaborative Answer to Mental Health*²⁵. In this article, the author states that little has been produced in the way of concrete or practical changes in our broken mental health care system.

According to Mielke and Kocher, “siloed organizations, operating at cross purposes because of different policies and procedures, deter efforts to divert the mentally ill out of the criminal justice system and into treatment”.²⁶

The silo between the mental health system and law enforcement is more acute when it comes to adolescents. Anecdotally, we know that securing a bed for a juvenile is problematic because of the scarcity of facilities who specialize in this area of medical illness care.

It’s all about relationships, whether it be the students, the staff, business owners, I wanted that relationship. I wanted them to know I’m a part of that community.”

Stacey Collins
Williamsport Sun-Gazette,
February 2020

The following table compares statements used in three different surveys addressing this aspect of external alignment:

- 1) The current survey analyzed in this report (column labeled SRO)
- 2) A survey²⁷ of 829 police officers to measure the interaction of law enforcement with the mental health system (column labeled LE)
- 3) A survey of 259 employees in a school district in Southeast Pennsylvania (column labeled ED)

School Resource Officer – Response Profile			
Comparison: SROs, Law Enforcement (LE) and Education (Ed) Sampling			
Alignment - External			
Statement	Weighted Averages		
	SRO	LE	ED
7. We work in partnership with Municipal (county, city, etc.) Mental Health providers. (select one)	5.73	4.98	4.65
8. I have confidence that the Municipal (county, city, etc.) Mental Health System will provide support when dealing with a mental health issue. (select one)	4.89	4.31	3.92
9. We work in partnership with Municipal (county, city, etc.) Social Service providers. (select one)	5.49	NA	4.84
10. I have confidence that Municipal (county, city, etc.) Social Services will provide support when required. (select one)	4.92	NA	3.88

Table 6.8.2

Note: Weighted average were developed from a seven-point Likert Scale with averages ranging from a low of 1 to a high of 7 where seven is the best.

Clearly, SROs achieve a high level of partnership with two vital external entities, the mental health and social service systems. The SRO partnership scores are also considerably higher than the law enforcement survey of two years ago and with the educators when dealing with these same entities.

²⁵ Wolf, Carolyn Reinach. *Breaking down the Silos – A collaborative Answer to Mental Health*, Huffington Post. March 12, 2014.

²⁶ Ibid. Mielke et. al.

²⁷ Mielke, Frank; Monzo, Michelle; Mossman, William, ASSESSING THE CLIMATE Criminal Justice System and Mental Health System. April 29, 2019. Copy available on request: fmielke@audubonconsultants.com

Educators and the remainder of the law enforcement community has something to learn from the SROs.

The true test is to measure SRO performance by community where the climate may be more contentious in urban versus suburban or rural areas. If the data holds up when scrutinizing performance by community, it suggests that the SRO can be effective regardless of the external environment.

To further test external alignment, we asked the participant to characterize their experience with a variety of groups and organizations:

We asked that these experiences be characterized by the following:

- No need
- Never
- Infrequent
- Frequent/Negative
- Frequent/Varies
- Frequent Positive

The following table shows the results for the two key measurements: “Frequent / Negative” and “Frequent / Positive”. Full results can be found in Section 10.

School Resource Officer – Response Profile		
Percent Experience: Groups, Organizations, etc.		
Alignment - External		
Groups, Organizations, etc.	Frequent / Negative	Frequent / Positive
Advocacy Groups	1.78%	17.43%
Faith Based Organizations	2.25%	52.76%
General Public	2.26%	30.32%
Parent Groups ²⁸	3.19%	36.02%
Judicial System	5.89%	25.33%
MH Hospitals - Agencies	5.89%	25.33%
Politicians	3.55%	5.14%

Table 6.8.3

At 52.7%, the SRO experience with faith-based organizations is the most positive interaction with this array of groups and organizations. Frequent and negative interactions are generally low with the Judicial and MH (Mental Health) Hospitals – Agencies. These two are, perhaps, the most consequential of those listed.

²⁸ Normally characterized as an element of Internal Alignment

In my county, the Mental Health services provider needs permission from the parents of students which sometimes hinders the student receiving services. Parents are in denial that their child needs services and refuse it.

Participant Comment

Mental health system is broken in our area.

Participant Comment

Recommendation 6.8.1 Measure Alignment by Community Type

Cross tabulate indicators of external alignment to determine variances by community. Further, isolate factors that may contribute to the differences including length of service, training, and others.

Recommendation 6.8.2 – Leverage Mental Health Collaboration

Collaborate with the school psychologist or other like personnel, specifically at the municipal level, to develop a mental health strategy for an anticipated increase in the number of at-risk children.

6.9 Alignment - Internal

This is the second of two alignment measurements. Internal alignment follows the belief that effective programs and solutions start with a collaborative effort among those immediately surrounding the student.

We developed a response profile by developing weighted averages for five key statements as indicated below. Weighted averages were developed from a seven-point Likert scale ranging from “very strongly agree” (weight of seven) to “very strongly disagree” (weight of one). The total of the five statements was developed from the weighted average of each of the individual statements.

School Resource Officer – Response Profile	
Total US	
Alignment - Internal	
Statement	Weighted Averages
11. We work in partnership with the PTA and similar groups in our school.	4.56
12. We work in partnership with the School Leadership Team in our school.	5.77
13. We work in partnership with the Faculty and Staff in our school.	6.32
17. My roles and responsibilities are clearly understood by those in the school.	5.26
18. The school's philosophy is consistent with my personal philosophy.	5.06
Total	5.40

Table 6.9

Note: Weighted average were developed from a seven-point Likert Scale with averages ranging from a low of 1 to a high of 7 where seven is the best.

Overall, weighted average scores are positive. Note the level of partnership with faculty and staff who have front-line exposure to the student and serve as a segue to an SRO intervention. The weighted average for this group is notably high at 6.32. This average is consistent with findings in Section 6.7. that shows that over a third of the referrals for arrest are coming from faculty and staff.

This observation refutes the “classroom to prison pipeline” notion that suggests the SROs are biased in their decision regarding an arrest. Rather, the results show a level of collaboration between the SRO and the faculty and staff regarding the decision for an arrest.

Improving partnership with PTA and similar groups is an opportunity area. The understanding of the SRO program is particularly weak about confidence involving an active shooter as will be shown in section 6.13.

6.10 Communications

It is intuitively obvious that communication is the lifeblood of any organization. This is especially true in the SRO environment where robust communications with the SRO’s agency and school personnel are paramount. In this section, we focus on what is frequently referred to as "two-way communication", the ability to disagree in the pursuit of consensus of all parties in the interests of students’ safety and security.

There were two questions dealing with two-way communications in the survey as indicated in the following table:

School Resource Officer – Response Profile	
Total US	
Alignment - Internal	
Statement	Weighted Avg.
15. I'm comfortable disagreeing with those in the school in matters concerning a student.	5.64
16. I feel comfortable disagreeing the leadership in my police department.	4.76
Total	5.20

Table 6.10.1

Note: Weighted average were developed from a seven-point Likert Scale with averages ranging from a low of 1 to a high of 7 where seven is the best.

The SRO is operating in two different environments. Within the school setting, the communication is clearly more robust than in the police setting. It is within the school setting that serious discussions revolve around students and the ensuing critical decisions.

We compared the results of this survey to others in the AMC database.

School Resource Officer – Response Profile			
Total US			
Alignment - Internal			
2020			
	SRO	Law Enforcement	Education
I feel comfortable disagreeing the leadership	4.76	4.25	3.04

Table 6.10.2

Two- way communications are poor for the above three measures. But at 5.64, as noted above, the SRO environment benefits from more open communication, a function of internal alignment and a greater sense of collaboration.

6.11 Trauma

There is a growing body of evidence suggesting that stress and trauma have a negative impact on job performance. While we all live in a world of stress emanating from the impact of a worldwide pandemic, as well as economic and political uncertainty, the job of law enforcement is, by its very nature, stressful with frequent exposure to trauma.

We developed a trauma profile based on the responses from the participants as follows:

School Resource Officer – Response Profile	
Total US	
Trauma Profile	
2020	
Experience	% Total
No experience	1.0%
Few experiences, non-traumatic	6.0%
Many experiences, mostly non-traumatic	16.5%
Few experiences, some traumatic	22.1%
Many experiences, many traumatic	27.2%
At least one life altering experience	9.4%
Many life altering experiences	17.8%
Total	100.0%

Table 6.11.1

We recognize the impact of the cumulative exposure to trauma and deem those with one or more life altering experiences as being at risk. For the SRO population, this amounts to 27.2% of the respondents, highlighted in red.

It is generally accepted by those who study crisis or those involved in crisis intervention that there is a cumulative effect of trauma. As such, military veterans with multiple tours of combat duty and law enforcement officers with multiple exposures to trauma have a higher propensity for negative outcomes, including divorce, alcoholism, addiction, and in the extreme, suicide. For example, we know that we are losing military veterans at a rate of 22 per day to suicide.

Based on other surveys conducted by Audubon Management Consultants in an array of industries, we were able to compare the SRO trauma profile to other groups. The labels used in the comparison are as follows:

School Resource Officer	SRO
Law Enforcement	LE
School District	ED
Government Contractors ²⁹	GC
Emergency Medical Technicians	EMT
Hospital Emergency Department	ER

²⁹ These are civilian employees working for companies with a government contract, working in remote parts of the globe, including combat zones.

High Risk Populations						
Comparison by Type of Work						
Type of Work	SRO	LE	ED	GC	EMT	ER
Percent High Risk	27.2%	18.9%	21.4%	13.8%	24.5%	26.9%

Table 6.11.2

We believe there are several factors contributing to the fact that the SROs have the highest risk profile:

- They are police officers and deal with children every day. Anecdotally, we know that the most traumatic incidents impacting a police officer are those involving children.
- 81.3% of those participating in this survey have 10 or more years of experience as a law enforcement officer.
- SROs are in the “cross-hairs” of active shooters. This was pointed out in a recent publication by the Department of Justice³⁰. The report cited several case studies where the first action to be taken by an active shooter would be to eliminate the School Resource Officer.

This survey, and others conducted by Audubon Management Consultants, disclose disturbing attitudes towards trauma. We asked for levels of agreement or disagreement to the statement that we should handle trauma on our own without the help of others. Unfortunately, 17.57% agree with this statement, while another 12.5% are ambivalent.

Crisis workers, psychiatrists, psychologists, and other like experts agree that those experiencing stress and trauma should seek help. Those who fall into the category, who are either ambivalent or clearly want to handle stress and trauma on their own, are at risk for unwanted outcomes.

There are various resources available to those who have been traumatized, including immediate supervisors, management, Critical Incident Stress Management (CISM) Teams, among others.

There are two statements addressing resources:

School Resource Officer – Response Profile					
Total US					
Trauma Profile					
2020					
Statement	Responses				
	Disagree range	Agree/disagree	Agree range	Don't know	Total
23. Management is supportive when employees in our organization experience trauma.	7.8%	11.6%	79.4%	1.2%	100.0%
24. Our CISM team is a valuable resource.	3.9%	18.8%	61.2%	16.1%	100.0%

Exhibit 6.11.3

Note: CISM stands for Critical Incident Stress Management

³⁰ Allison, Jeff, Canady, Maurice, Straub, *School Resource Officer, Averted School Violence Special Report. Community Oriented Police Services*, US Department of Justice, Office of Community Oriented Policing Services (COPS), National Association of School Resource Officers (NASRO) and International Association of Campus Law Enforcement Administrators (IACLEA).

Clearly, support from management (Statement 23), at 79.4%, is a strength. However, there are 7.8% of respondents that disagree while another 11.6% are ambivalent.

It's unfortunate that 16.1% of the respondents don't know about CISM (Statement 24) which is widely used not only in the US, but around the world. According to Stephen A Pulley, DO of the Department of Emergency Medicine, Philadelphia College of Osteopathic Medicine, "The goal is to decrease excessive distress not eliminate it."³¹ CISM serves as a pathway to Dr. Pulley's goal.

Michelle Monzo is an instructor for the Crisis Intervention Specialist Police School for Montgomery County (PA) Emergency Service also a member of the Montgomery County CISM team. According to Ms. Monzo, the SRO "lives vicariously through the adverse experiences of the children they work with. This adds an additional level of stress for the SRO and the potential pathway to the negative effects of trauma."

There is a prevailing theory among crisis workers that traumatized police officers prefer to talk to one of their own. "Police officers want to talk to police officers". The SRO is a special kind of law enforcement officer and unique among his or her peers in their respective agencies. Based on the nature of the desired relationship, specifically SROs talking to SROs, we raise the idea of establishing a peer-to-peer program with NASRO taking the lead.

I actually facilitate Crisis Intervention Training for the whole county. I am a member of the state's CIT Committee and chair of the county CIT Committee.

Participant Comment

For the SRO, trauma levels are high, and the need is great.

Recommendation 6.11.1 – Develop a Crisis Intervention Training Module for SROs

The crisis intervention models, cited in the survey, are widely accepted and effective. They include:

- CIT (Crisis Intervention Training) was developed by the University of Memphis and is delivered over a five-day period.
- MCES (Montgomery County Emergency Service) is popular in Southeast Pennsylvania. This model has also been used by Amtrak. The training is delivered in two sessions of three days each.

We are certain that either organization would be willing to partner to develop an SRO exclusive model.

Recommendation 6.11.2– Promote CISM

CISM is another credible and highly effective intervention. We recommend that regional directors survey the SROs in their area to identify where CISM capabilities exist and how best to spread the word.

Recommendation 6.11.3 – Support the development of Peer-to-Peer Support Groups

Coach regional directors on how to develop peer to peer support groups within their region.

³¹ <https://web.archive.org/web/20060811232118/http://www.emedicine.com/emerg/topic826.htm>

6.12 Characterization of the SRO Program

Measuring the level of collaboration among the educational system, law enforcement and the community with the SRO being a driving force, requires an understanding of how these parties characterize the SRO program.

In this section, participants selected levels of characterizations regarding the SRO program. We weighed each to develop a weighted average as follows:

<u>Response Option</u>	<u>Weight</u>
Not understood and rejects	1
Not understood but tolerates	2
Not sure if understood	3
Understands and tolerates	4
Understands and embraces	5

These characterizations were applied to a series of interested parties:

- School Administration
- School Faculty
- School Staff – Guidance
- School Staff – Medical
- School Staff – Psychologist
- Parents
- Students
- Police Department Leadership

The results are included on the following exhibit:

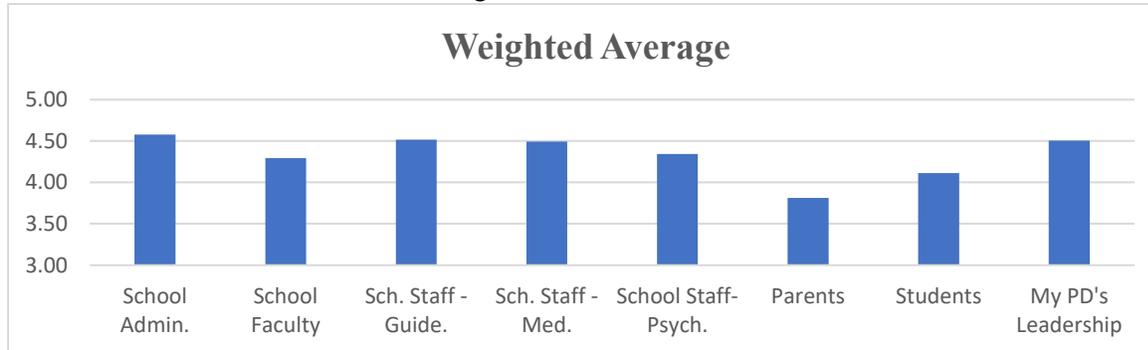


Exhibit 6.12

We adjusted the weighted average scale from a “1 to 5” scale to a “3 to 5” for a greater representation of the sensitivity of the data. The perceptions are positive from all in the school; however, the school faculty scores were the lowest among those within the school.

Clearly, perceptions with parents, and to a lesser extent, students, are opportunities for improvement.

I work together with a social worker, psychologist and school counselors to help assist with students in crisis.

Participant Comment

6.13 Active Shooter

The events at Columbine, Sandy Hook and Marjorie Stoneham are reminders of the devastating consequences of an active shooter. There are expectations that the School Resource Officer serves as a deterrent on such occasions.

Respondents were asked to: *Identify the level of confidence for each of the following relative to an active shooter situation.*

The confidence measures and their associated weights include:

<u>Confidence Measure</u>	<u>Weight</u>
No confidence at all	1
Not very confident	2
Not sure	3
Confident	4
Highly confident	5

The results are as follows:

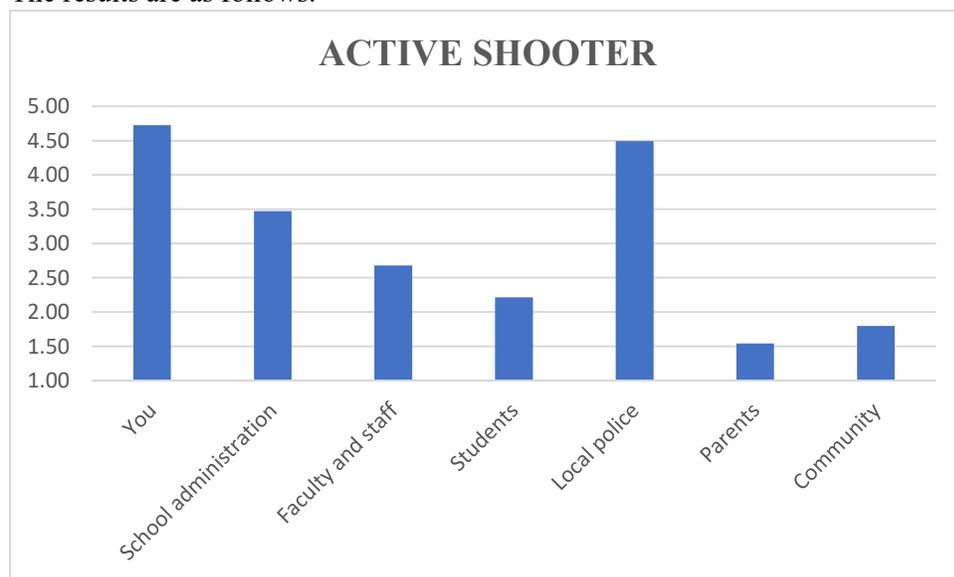


Exhibit 6.13

It is unfortunate that students have a low confidence scores when it comes to deterring active shooter situations. One might conclude that the low level of confidence from parents emanates from feedback from their children.

There are a series of potential contributors to this situation:

- Active shooter drills have become so routine as to render them as frivolous in the minds of some, particularly students.

- Active shooter drills have become perfunctory for school personnel and fail to communicate the importance of such drills.
- Students see shortcomings in the drills and the overall school protection strategy that have not been communicated to the SRO.

We believe that the contributing factor to these opinions is the result of poor communications. It's not the job of the SRO to just plan, or participate in such plans, to execute, or to participate in the execution of the plan, but rather to instill the seriousness of such plans in the minds of the student.

Further, the SRO must demonstrate an openness and aggressively pursue feedback on school safety plans, including those involving an active shooter.

Measuring the level of confidence of active shooter plans and drills requires follow-up with interested parties. It requires an understanding of factors contributing to their level of confidence, or the lack thereof.

The elements of confidence, communication and collaboration are all intertwined. Where there are weaknesses in the confidence of any program, the SRO must look at his or her communications with all interested parties, and further, evaluate the level of partnership with each.

Recommendation 6.13 – Establish Dialogues around Active Shooter Confidence

Engage in the difficult conversations required to delve into the reasons impacting confidence.
Develop feedback mechanisms paying careful attention to grade level and community type.

Throughout the process, the SRO must engage in an "active listening" process absent of any defensive attitudes.

This can be a highly emotional issue that will test the communication skills of the SRO.

7.0 RECOMMENDATIONS

In this Section we summarize Recommendations along with Items for Consideration contained in this report. We start with a listing and a worksheet to help NASRO Leaders to sequence recommendations based on priority and ease of implementation.

RECOMMENDATION WORKSHEET

#	Title	Type	Pr.	Ease	Score	Comments
3.1	Communicate Findings	R				
5.1.1	Develop an Urban Expansion Strategy	R				
5.1.2	Develop an Urban Communication Strategy	R				
5.1.3	Provide Urban Specific Discussion Pieces	R				
5.5	Examine SRO Selection	R				
5.7	Examine SRO Selection (A companion recommendation to Recommendation 5.5)	R				
5.8.1	Develop Evidence-Based Training	R				
6.2	Consider Time Management Training	I				
6.3	Explore Ways to Establish Relationships	I				
6.4	Perception vs Reality	I				
6.6.1	Analyze race in the Decision-Making Process	R				
6.6.2	Link Outcomes to Indicators of Collaboration	R				
6.6.3	Develop a “How To” Manual for School Districts	R				
6.8.1	Measure Alignment by Community Type	R				
6.8.2.	Leverage Mental Health Collaboration	R				
6.11.1	Develop a Crisis Intervention Training Module for SROs					
6.11.2	Promote CISM	R				
6.11.3	Support the development of Peer-to-Peer Support Groups	R				
6.13	Establish Dialogues around Active Shooter confidence	R				
	Develop a Plan for Additional Research*					

*From Executive Summary

Select priority and ease of implementation using the following scores:

Select a priority (Pr.) based on the following:		Select ease of implementation (Ease)	
Very high	5	Very easy	5
High	4	Easy	4
Medium	3	Moderate	3
Low	2	Hard	2
Very low	1	Very hard	1

1. Calculate the Score

Multiply Priority and Ease. The highest scores **suggest** an immediate response. The scores are suggestions. Good judgement will dictate the appropriate course of action.

Recommendation 3.1 – Communicate Findings

We recommended that NASRO communicate the results of the survey and consider the following options:

- *Webinars, recorded or virtual, that affords opportunities to share results*
- *Publication of the Executive Summary of this report for all NASRO members and beyond*
- *Publication of select subjects through normal NASRO communication channels*
- *Webinars with select audiences, including:*
 - *Trainers*
We are proposing modifications to the training process and think that trainer input would be valuable.
 - *Regional Leaders*
We recognize the strategic importance of the Regional Leader which warrants consideration for an exclusive presentation.

Recommendation 5.1.1 – Develop an Urban Expansion Strategy

Identify targeted urban areas based on existing relationships between SRO personnel from NASRO, state SRO organizations and individual SROs prominent in the community.

Targeted communities should be open to a discussion and should identify specific community needs.

The discussions should serve as a segue to the development of specific communications.

Recommendation 5.1.2 – Develop an Urban Communication Strategy

Probably, there is an abundance of misunderstanding about the roles, responsibilities, and intent of SROs. NASRO should develop a series of communications designed to fill the knowledge void around the SRO concept adhering to the following:

- **Keep the audience in mind**
Not all audiences are the same. They come from different community types, sizes, urban, suburban, and rural communities. They have different backgrounds, such as education and law enforcement. They may be parents, community activists, or members of the clergy. Any communications must be tailored to these unique audiences.
- **Differentiate wants and needs**
At times, the SRO is a zealot intending to ensure that all who listen follow his or her heed. It's important to listen and follow what the audience wants, as opposed to what you think they need. It's a subtle but powerful distinction: don't sell, get the audience to buy.

Recommendation 5.1.3 – Provide Urban Specific Discussion Pieces

- One-page discussion pieces focusing on specific topics and should be audience specific.
- Videos that are assembled in an ideal way to deliver a concise message in a clear format. Such videos can be shared at student assemblies, PTA meetings, and other similar venues.
- PowerPoint presentations that like the video, are carefully constructed to present a powerful message in a concise format.
- Pocket guide: *Frequently Asked Questions* that addresses those questions that are often posed.

Recommendation 5.5 – Examine SRO Selection

While we opine that females are well suited for the demands of an SRO, we also recognize that there are other factors that come into play that are embedded in our data. For example, some 83% of the respondents have 10 or more years of experience as a law enforcement officer. We recognize that there are other factors for consideration, beyond gender and age including level of training, attitudes and others as well as the type of community they serve.

Additional analysis will enable us to present a template of individual qualities that help guide the SRO selection process.

Recommendation 5.7 – Examine SRO Selection (A companion recommendation to Recommendation 5.5)

When evaluating the SRO Selection criteria, careful attention should be paid to law enforcement experience.

We believe that length of service, be it short or long term may impact SRP performance and should be analyzed. We also recognize that there are other factors for consideration including age, level of training, as well as the type of community they serve.

Additional analysis will enable us to present a template of individual qualities that help guide the SRO selection process. Again, we do not advocate that attributes such as gender, age, length of service, and training be the sole criteria for selection decisions.

Recommendation 5.8.1 – Develop Evidence-Based Training

This training model collects measures of attitudes, skills, behaviors, confidence, and other attributes deemed appropriate. The data is collected immediately before, immediately after and then in a designated time period as selected by the training team. The output drives any modification to training content.

This approach to training provides a steady stream of employer with the resulting database serves as a measure of continuity, opportunities to collect best practices and establish a forum for the exchange of ideas and how the SRO might overcome obstacles.

Recommendation 5.8.2 – Develop a Crisis Intervention Training Module for SROs

The crisis intervention models, cited in the survey, are widely accepted and effective. They include:

- CIT (Crisis Intervention Training) was developed by the University of Memphis and is delivered over a five-day period.
- MCES (Montgomery County Emergency Service) is popular in Southeast Pennsylvania. This model has also been used by Amtrak. The training is delivered in two sessions of three days each.

We are certain that either organization would be willing to partner to develop an SRO exclusive model.

ITEMS FOR CONSIDERATION – Consider Time Management Training

6.2 Those agreeing that daily tasks are an impediment may be new to the SRO role and may be distracted by the complexity and newness of the job. Time management may be an addition to Basic SRO training.

ITEMS FOR CONSIDERATION – Explore Ways to Establish Relationships

6.3 There have been some comments that perhaps this observation has not been sufficiently explored. For example, some say that something as simple as candy can be an effective way to establish relationships with the SRO's audience.

Maybe this is worthy of further exploration.

ITEMS FOR CONSIDERATION – Reinforce Required Balance, Prongs vs. Activities

6.4 SRO – Perception versus Reality

We do not view the differences in Statement 1, association to a prong, with statement 2 (SRO Activities as a contradiction, rather we see this as a subtle mindset issue. We must not challenge the law enforcement officer's thinking of themselves as a law enforcement officer. Instead, we need to bring them to understand need for balance to establish a greater sense of balance between what statements 1 and 3 show.

To do this we should:

- We should strongly emphasize this point in our communications via webinar, distribution of the Executive summary in this report and a special presentation to SRO Trainers.
- Include this topic in Basic NASRO training including measures of balance immediately before, immediately after and thereafter the training session.
(See Section 5.8 for additional details.)

Recommendation 6.6.1 – Analyze Race in the Decision-making Process

Repeat the current survey that includes the identification of the race of the SRO. Additionally, include a socioeconomic profile of the community in which they serve.

This research is critical to unwrap the decision-making processes and identify any racial practices that hinder student achievement.

Recommendation 6.6.2 Link Outcomes to Indicators of Collaboration

This recommendation assumes that the level of collaboration influences outcomes, positive or negative and serves as the basis for a research project structured around the following:

- Select several school districts with different sociodemographic profiles.
- Track outcomes including such metrics as:
 - Arrests
 - Expulsions
 - Truancy
 - Suspensions
 - Others as appropriate
- Administer this survey where modifications are appropriate.

Recommendation 6.6.3 – Develop a “How To” Manual for School Districts

The proposed manual will guide school districts to implement a decision-making process geared towards diversion versus incarceration.

We propose that the manual be built around the variables identified in this assessment..

Recommendation 6.8. 1 Measure Alignment by Community Type

Cross tabulate indicators of external alignment to determine variances by community. Further, isolate factors that may contribute to the differences including length of service, training, and others.

Recommendation 6.8.2 – Leverage Mental Health Collaboration

Collaborate with the school psychologist or other like personnel, specifically at the municipal level, to develop a mental health strategy for an anticipated increase in the number of at-risk children.

Recommendation 6.11.1 – Develop a Crisis Intervention Training Module for SROs

The crisis intervention models, cited in the survey, are widely accepted and effective. They include:

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We are certain that either organization would be willing to partner to develop an SRO exclusive model.

Recommendation 6.11.2– Promote CISM

CISM is another credible and highly effective intervention. We recommend that regional directors survey the SROs in their area to identify where CISM capabilities exist and how best to spread the word.

Recommendation 6.11.3 – Support the Development of Peer-to-Peer Support Groups

Coach regional directors on how to develop peer to peer support groups within their region.

Recommendation 6.13 – Establish Dialogues Around Active Shooter Confidence

Engage in the difficult conversations required to delve into the reasons impacting confidence. Develop feedback mechanisms paying careful attention to grade level and community type.

Throughout the process, the SRO must engage in an "active listening" process absent of any defensive attitudes.

This can be a highly emotional issue that will test the communication skills of the SRO.

Recommendation– Develop a Plan for Additional Research

The plan should identify where the research should focus and the resources necessary to support the research. Areas for consideration should include:

- Analyzing the School Security Officer and Educational portions of the survey and integrating them into SRO findings
- Surveying the Education System through collaboration with a federal agency or an association
- Surveying Law Enforcement through collaboration with a federal agency or an association
- Analyzing a select community not only through the lens of the *Blueprint for Decision Making*, but by linking the *Blueprint* to outcomes
- Other research as identified in this report

8.0 ABOUT THE AUTHORS



Frank Mielke

Frank Mielke is President of Audubon Management Consultants and former adjunct instructor at Saint Joseph's University. A career consultant, Frank is currently engaged in an extensive research project involving organizations, trauma and culture. He co-edited a book focusing on the interactions of Law Enforcement with the Mental Health System titled: *Changing Times, Transforming Culture and Behaviors for Law Enforcement*. He received his MBA from Temple University.



Dr. Beth Sanborn

Beth Sanborn has over 20 years of experience with the Lower Gwynedd Township Police (PA) Department. She is a detective and serves in the capacity of School Resource Officer with additional responsibilities for all juvenile cases.

Beth earned her Bachelor's Degree from Widener University and a Master's Degree St. Joseph's University, both in Criminal Justice. She earned her Doctoral Degree in Public Administration from West Chester University. Her Doctoral dissertation is entitled *School Resource Officers as Mentor/Counselors, Including Levels of Intervention*.

She actively volunteers with the Montgomery County (PA) Office of Children and Youth as well as Mission Kids Child Advocacy Center.



Dr. Jeremy Phillips

Jeremy Phillips is an Associate Professor of Public Policy and Administration at West Chester University of Pennsylvania where he regularly teaches masters and doctoral courses on applied research design and statistics in the public sector. His academic research interests are in the area of public and nonprofit budgeting and finance. He has extensive experience working with nonprofit organizations to develop effective program evaluations to monitor success.

9. ADDENDA

Statements used in this assessment are as follows:

#	Statement
1	Rank the following three prongs that you most closely relate to: most (1) to least (3).
2	My daily tasks prevent me from operating in my desired prong of association. (select one)
3	Choose how frequently you perform each of the following.
4	Select how you would respond to each of the following incidents.
5	Approximately what percentage of your arrests...
6	Indicate the importance of each of the following variables that may affect your decision to make an arrest.
7	We work in partnership with Municipal (county, city, etc.) Mental Health providers. (select one)
8	I have confidence that the Municipal (county, city, etc.) Mental Health System will provide support when dealing with a mental health issue. (select one)
9	We work in partnership with Municipal (county, city, etc.) Social Service providers. (select one)
10	I have confidence that Municipal (county, city, etc.) Social Services will provide support when required. (select one)
11	We work in partnership with the PTA and similar groups in our school. (select one)
12	We work in partnership with the School Leadership Team in our school. (select one)
13	We work in partnership with the Faculty and Staff in our school. (select one)
14	How would you characterize the frequency and nature of your interactions with each of the following?
15	I'm comfortable disagreeing with those in the school in matters concerning a student. (select one)
16	I feel comfortable disagreeing with the leadership in my Police Department. (select one)
17	My roles and responsibilities are clearly understood by those in the school. (select one)
18	The school's philosophy is consistent with my personal philosophy. (select one)
19	I feel comfortable that my department supports my decisions regarding school issues. (select one)
20	Select how each of the following characterizes the SRO Program.

21	I characterize my experience to trauma as follows: (select one)
22	Employees in our organization believe we should handle trauma, experienced by us, without the help of others.
23	Management is supportive when employees in our organization experience trauma.
24	Our CISM (Critical Incident Stress Management) team is a valuable resource.
25	Identify the level of confidence for each of the following relative to an active shooter situation.
26	Select the approximate amount of reimbursable expenses incurred by you over the course of one school year.

NOTE: REPRODUCTION OR USE OF THESE STATEMENTS WITHOUT THE EXPRESS CONSENT OF AUDUBON MANAGEMENT CONSULTANTS IS PROHIBITED.

10. DATA TABLES

TABLES FOR SECTION 6.2 - ACTIVITIES

Frequency of Activities – Law Enforcement							
SRO							
2020							
Law enforcement role:	Most days	Every week	Every month	Rarely	Never	Total	Weighted Average
Wear formal uniform	73.3%	8.1%	2.9%	9.1%	6.5%	100.0%	4.33
Investigate crimes	16.3%	33.2%	23.7%	24.9%	1.9%	100.0%	3.37
Cite, arrest, court	4.8%	11.7%	24.9%	52.8%	5.7%	100.0%	2.57
Total Role	31.5%	17.6%	17.2%	28.9%	4.7%	100.0%	3.42

Table 6.2.2

Frequency of Activities – Mentor/Counselor							
SRO							
2020							
Mentor/counselor role:	Most days	Every week	Every month	Rarely	Never	Total	Weighted Average
Work with guidance	55.98%	27.15%	10.04%	5.84%	0.99%	100.00%	4.31
Refer comm, services	16.46%	26.42%	29.00%	24.78%	3.34%	100.00%	3.28
Spark interest in LE	27.75%	28.51%	29.39%	12.99%	1.35%	100.00%	3.63
Total Role	33.43%	27.36%	22.79%	14.53%	1.89%	100.00%	3.76

Table 6.2.3

Frequency of Activities – Teacher							
SRO							
2020							
Teacher role:	Most days	Every week	Every month	Rarely	Never	Total	Weighted Average
Teach DARE/GREAT	7.31%	13.63%	23.10%	26.20%	29.77%	100.00%	2.43
Give presentations	5.03%	9.77%	34.70%	37.92%	12.58%	100.00%	2.57
Total Role	6.17%	11.70%	28.90%	32.06%	21.18%	100.00%	2.50

Table 6.2.4

Frequency of Activities – Generic							
SRO							
2020							
Generic SRO role:	Most days	Every week	Every month	Rarely	Never	Total	Weighted Average
Meet school admin	69.75%	17.82%	7.21%	4.51%	0.70%	100.00%	4.51
Meet with PTA	3.35%	4.64%	21.14%	44.86%	26.01%	100.00%	2.14
Walk halls	89.89%	5.79%	1.69%	1.69%	0.94%	100.00%	4.82
Positive reinforcement	85.35%	10.47%	2.65%	1.18%	0.35%	100.00%	4.79
Childline referrals	6.02%	9.18%	21.04%	35.64%	28.13%	100.00%	2.29
Feed students	9.68%	11.54%	16.11%	31.97%	30.71%	100.00%	2.38
Donate	7.88%	12.71%	29.59%	35.41%	14.41%	100.00%	2.64
Attend activities	23.48%	34.60%	26.87%	12.18%	2.87%	100.00%	3.64
Total Role	37.09%	13.36%	15.77%	20.85%	12.93%	100.00%	3.41

Table 6.2.5

TABLES FOR SECTION 6.3 - RESPONSE TO INCIDENTS

SCHOOL RESOURCE OFFICER ASSESSMENT - RESPONSE PROFILE										
Entity:	School Resource Officers				Group	All Regions				
Location:	US									
Weight	1	2	3	4	5	6	7	8		
Select how you would respond to each of the following incidents. Select three options (ONLY THREE) in priority order. 1st Priority										
Incident	Do Nothing	Counsel or Mentor	Refer	Warn	Refer	Issue Citation	Arrest, Lesser Charge	Juv. Pet.	Total	
Mutual Fight, no injuries	22	155	849	43	21	28	4	19	1141	
% Total	1.9%	13.6%	74.4%	3.8%	1.8%	2.5%	0.4%	1.7%	100.0%	
Mutual fight, injuries	9	68	725	30	46	91	16	133	1118	
% Total	0.8%	6.1%	64.8%	2.7%	4.1%	8.1%	1.4%	11.9%	100.0%	
Assault, no injuries	10	79	720	50	41	78	21	89	1088	
% Total	0.9%	7.3%	66.2%	4.6%	3.8%	7.2%	1.9%	8.2%	100.0%	
Assault, injuries	7	40	532	23	57	97	47	275	1078	
% Total	0.6%	3.7%	49.4%	2.1%	5.3%	9.0%	4.4%	25.5%	100.0%	
Sexting	10	253	629	56	39	22	4	64	1077	
% Total	0.9%	23.5%	58.4%	5.2%	3.6%	2.0%	0.4%	5.9%	100.0%	
Marijuana	10	67	537	24	65	165	22	202	1092	
% Total	0.9%	6.1%	49.2%	2.2%	6.0%	15.1%	2.0%	18.5%	100.0%	
Other drug possession	7	53	452	25	62	121	48	319	1087	
% Total	0.6%	4.9%	41.6%	2.3%	5.7%	11.1%	4.4%	29.3%	100.0%	
Tobacco Possession	48	136	679	37	17	129	5	20	1071	
% Total	0.0	0.1	0.6	0.0	0.0	0.1	0.0	0.0	100.0%	
Vandalism	8	53	700	36	53	81	12	117	1060	
% Total	0.0	0.1	0.7	0.0	0.1	0.1	0.0	0.1	100.0%	

Table 6.4.1

SCHOOL RESOURCE OFFICER ASSESSMENT - RESPONSE PROFILE									
Entity:	School Resource Officers				Group:	All Regions			
Location:	US								
Weight	1	2	3	4	5	6	7	8	
Select how you would respond to each of the following incidents. Select three options (ONLY THREE) in priority order. 1st Priority Cont.									
Incident	Do Nothing	Counsel or Mentor	Refer	Warn	Refer	Issue Citation	Arrest, Lesser Charge	Juv. Pet.	Total
Hallway - class disruption	107	246	674	41	2	0	0	0	1070
% Total	0.1	0.2	0.6	0.0	0.0	0.0	0.0	0.0	100.0%
Student drama	201	405	454	11	0	1	0	0	1072
% Total	18.75 %	37.78%	42.35%	1.03%	0.00%	0.09%	0.00%	0.00%	100.0%
Cyber bullying	11	252	691	56	18	10	2	36	1076
% Total	0.0	0.2	0.6	0.1	0.0	0.0	0.0	0.0	100.0%
Theft, value under \$10	25	145	721	62	39	40	2	38	1072
% Total	0.0	0.1	0.7	0.1	0.0	0.0	0.0	0.0	100.0%
Theft, value \$11 - \$49	14	121	690	43	51	68	10	61	1058
% Total	0.0	11.44%	65.22%	4.06%	4.82%	6.43%	0.95%	5.77%	100.0%
Theft, value over \$50	8	82	631	30	52	103	21	148	1075
% Total	0.7%	0.1	0.6	0.0	0.0	0.1	0.0	0.1	1.0
Underage Drinking	11	123	531	23	55	180	15	131	1069
% Total	1.0%	11.5%	49.7%	2.2%	5.1%	16.8%	1.4%	12.3%	100.0%
Gambling	91	188	630	44	21	22	4	29	1029
% Total	8.8%	18.3%	61.2%	4.3%	2.0%	2.1%	0.4%	2.8%	100.0%
Truancy	130	158	726	25	18	12	0	6	1075
% Total	12.1%	14.7%	67.5%	2.3%	1.7%	1.1%	0.0%	0.6%	100.0%

Table 6.4.2

SCHOOL RESOURCE OFFICER ASSESSMENT - RESPONSE PROFILE									
Entity:	School Resource Officers				Group:	All Regions			
Location:	US								
Weight	1	2	3	4	5	6	7	8	
Select how you would respond to each of the following incidents. Select three options (ONLY THREE) in priority order. 2nd Priority									
Incident	Do Nothing	Counsel or Mentor	Refer	Warn	Refer	Issue Citation	Arrest, Lesser Charge	Juv. Pet.	Total
Mutual Fight, no injuries	13	511	179	184	74	55	14	39	1069
% Total	1.2%	47.80%	16.74%	17.21%	6.92%	5.14%	1.31%	3.65%	100.0%
Mutual fight, injuries	4	307	179	113	113	141	57	128	1042
% Total	0.4%	29.5%	17.2%	10.8%	10.8%	13.5%	5.5%	12.3%	100.0%
Assault, no injuries	5	327	179	158	107	84	45	95	1000
% Total	0.5%	32.7%	17.9%	15.8%	10.7%	8.4%	4.5%	9.5%	100.0%
Assault, injuries	2	171	205	62	112	147	94	207	1000
% Total	0.2%	17.1%	20.5%	6.2%	11.2%	14.7%	9.4%	20.7%	100.0%
Sexting	10	389	230	133	70	50	16	75	973
% Total	1.0%	40.0%	23.6%	13.7%	7.2%	5.1%	1.6%	7.7%	100.0%
Marijuana Possession	4	166	226	74	153	151	54	169	997
% Total	0.4%	16.6%	22.7%	7.4%	15.3%	15.1%	5.4%	17.0%	100.0%
Other drug possession	3	114	227	44	145	152	77	200	962
% Total	0.3%	11.9%	23.6%	4.6%	15.1%	15.8%	8.0%	20.8%	100.0%
Tobacco Possession	21	338	215	157	79	121	9	36	976
% Total	2.2%	34.6%	22.0%	16.1%	8.1%	12.4%	0.9%	3.7%	100.0%
Vandalism	7	203	157	158	109	161	37	148	980
% Total	0.7%	20.7%	16.0%	16.1%	11.1%	16.4%	3.8%	15.1%	100.0%

Table 6.4.3

SCHOOL RESOURCE OFFICER ASSESSMENT - RESPONSE PROFILE									
Entity:	School Resource Officers				Group:	All Regions			
Location:	US								
Weight	1	2	3	4	5	6	7	8	
Select how you would respond to each of the following incidents. Select three options (ONLY THREE) in priority order. 2nd Priority Cont.									
Incident	Do Nothing	Counsel or Mentor	Refer	Warn	Refer	Issue Citation	Arrest, Lesser Charge	Juv. Pet.	Total
Hallway - class disruption	47	492	254	134	9	11	2	8	957
% Total	4.9%	51.4%	26.5%	14.0%	0.9%	1.1%	0.2%	0.8%	100.0%
Student drama	75	455	351	0	0	0	0	0	881
% Total	8.5%	51.6%	39.8%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Cyber bullying	5	428	249	154	62	29	5	54	986
% Total	0.5%	43.4%	25.3%	15.6%	6.3%	2.9%	0.5%	5.5%	100.0%
Theft, value under \$10	16	365	188	170	82	63	22	68	974
% Total	1.6%	37.5%	19.3%	17.5%	8.4%	6.5%	2.3%	7.0%	100.0%
Theft, value \$11 - \$49	8	315	181	159	97	85	31	109	985
% Total	0.8%	32.0%	18.4%	16.1%	9.8%	8.6%	3.1%	11.1%	100.0%
Theft, value over \$50	3	231	177	115	122	131	42	149	970
% Total	0.3%	23.8%	18.2%	11.9%	12.6%	13.5%	4.3%	15.4%	100.0%
Underage Drinking	2	228	221	76	146	137	41	107	958
% Total	0.2%	23.8%	23.1%	7.9%	15.2%	14.3%	4.3%	11.2%	100.0%
Gambling	34	392	209	132	61	26	15	31	900
% Total	3.8%	43.6%	23.2%	14.7%	6.8%	2.9%	1.7%	3.4%	100.0%
Truancy	27	486	188	110	58	32	5	42	948
% Total	2.9%	51.3%	19.8%	11.6%	6.1%	3.4%	0.5%	4.4%	100.0%

Table 6.4.4

SCHOOL RESOURCE OFFICER ASSESSMENT - RESPONSE PROFILE									
Entity:	School Resource Officers				Group:	All Regions			
Location:	US								
Weight	1	2	3	4	5	6	7	8	
Select how you would respond to each of the following incidents. Select three options (ONLY THREE) in priority order. 3rd Priority									
Incident	Do Nothing	Counsel or Mentor	Refer	Warn	Refer	Issue Citation	Arrest, Lesser Charge	Juv. Pet.	Total
Mutual Fight, no injuries	147	145	34	280	113	133	31	133	1016
% Total	14.5%	14.3%	3.3%	27.6%	11.1%	13.1%	3.1%	13.1%	100.0%
Mutual fight, injuries	59	200	62	140	128	113	49	213	964
% Total	6.1%	20.7%	6.4%	14.5%	13.3%	11.7%	5.1%	22.1%	100.0%
Assault, no injuries	63	194	50	167	121	112	44	171	922
% Total	6.8%	21.0%	5.4%	18.1%	13.1%	12.1%	4.8%	18.5%	100.0%
Assault, injuries	29	216	109	74	133	102	58	199	920
% Total	3.2%	23.5%	11.8%	8.0%	14.5%	11.1%	6.3%	21.6%	100.0%
Sexting	81	141	55	207	178	53	22	150	887
% Total	9.1%	15.9%	6.2%	23.3%	20.1%	6.0%	2.5%	16.9%	100.0%
Marijuana Possession	25	208	106	75	160	121	43	167	905
% Total	2.8%	23.0%	11.7%	8.3%	17.7%	13.4%	4.8%	18.5%	100.0%
Other drug possession	18	205	129	49	157	96	56	175	885
% Total	2.0%	23.2%	14.6%	5.5%	17.7%	10.8%	6.3%	19.8%	100.0%
Tobacco Possession	108	178	72	175	131	138	14	65	881
% Total	12.3%	20.2%	8.2%	19.9%	14.9%	15.7%	1.6%	7.4%	100.0%
Vandalism	34	175	56	89	118	121	39	246	878
% Total	3.9%	19.9%	6.4%	10.1%	13.4%	13.8%	4.4%	28.0%	100.0%

Table 6.4.5

SCHOOL RESOURCE OFFICER ASSESSMENT - RESPONSE PROFILE									
Entity:	School Resource Officers				Group:	All Regions			
Location:	US								
Weight	1	2	3	4	5	6	7	8	
Select how you would respond to each of the following incidents. Select three options (ONLY THREE) in priority order. 3rd Priority Cont.									
Incident	Do Nothing	Counsel or Mentor	Refer	Warn	Refer	Issue Citation	Arrest, Lesser Charge	Juv. Pet.	Total
Hallway - class disruption	253	123	71	257	60	37	9	40	850
% Total	29.76%	14.47%	8.35%	30.24%	7.06%	4.35%	1.06%	4.71%	100.0%
Student drama	308	100	146	171	41	8	8	15	797
% Total	38.6%	12.5%	18.3%	21.5%	5.1%	1.0%	1.0%	1.9%	100.0%
Cyber bullying	78	133	36	244	122	80	15	169	877
% Total	8.9%	15.2%	4.1%	27.8%	13.9%	9.1%	1.7%	19.3%	100.0%
Theft, value under \$10	92	156	47	174	109	131	27	146	882
% Total	10.4%	17.7%	5.3%	19.7%	12.4%	14.9%	3.1%	16.6%	100.0%
Theft, value \$11 - \$49	57	155	55	141	126	147	29	173	883
% Total	6.5%	17.6%	6.2%	16.0%	14.3%	16.6%	3.3%	19.6%	100.0%
Theft, value over \$50	34	166	78	106	117	128	38	216	883
% Total	3.9%	18.8%	8.8%	12.0%	13.3%	14.5%	4.3%	24.5%	100.0%
Underage Drinking	32	197	75	98	177	129	32	152	892
% Total	3.6%	22.1%	8.4%	11.0%	19.8%	14.5%	3.6%	17.0%	100.0%
Gambling	137	152	64	181	126	63	9	81	813
% Total	16.9%	18.7%	7.9%	22.3%	15.5%	7.7%	1.1%	10.0%	100.0%
Truancy	169	127	48	137	141	111	9	97	839
% Total	20.1%	15.1%	5.7%	16.3%	16.8%	13.2%	1.1%	11.6%	100.0%

Table 6.4.5

TABLES FOR SECTION 6.5 - EXTERNAL ALIGNMENT

14. How would you characterize your interactions with each of the following?							
Responses by count	No Need	Never	Infrequent	Frequent / Negative	Frequent / Varies	Frequent / Positive	Total
Advocacy Groups	12	154	435	19	261	186	1,067
Faith Based Organizations	23	169	471	16	172	217	1,068
General Public	1	16	68	24	396	564	1,069
Parent Groups	6	93	282	24	335	322	1,062
Judicial System	1	16	215	34	416	384	1,066
MH Hospitals/Agencies	6	31	286	63	413	271	1,070
Politicians	96	359	387	38	136	55	1,071
Responses by percent of total	No Need	Never	Infrequent	Frequent / Negative	Frequent / Varies	Frequent / Positive	Total
Advocacy Groups	1.1%	14.4%	40.8%	1.8%	24.5%	17.4%	100.0%
Faith Based Organizations	0.1%	1.5%	6.4%	2.2%	37.0%	52.8%	100.0%
General Public	0.6%	8.8%	26.6%	2.3%	31.5%	30.3%	100.0%
Parent Groups	0.1%	1.5%	20.2%	3.2%	39.0%	36.0%	100.0%
Judicial System	0.6%	2.9%	26.7%	5.9%	38.6%	25.3%	100.0%
MH Hospitals/Agencies	0.6%	2.9%	26.7%	5.9%	38.6%	25.3%	100.0%
Politicians	9.0%	33.5%	36.1%	3.5%	12.7%	5.1%	100.0%