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# Positive Youth Development in a School-Based Setting

A Study of the Los Angeles Police  
Academy Magnet School Program

Shannon Maloney



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This document was submitted as a dissertation in September 2014 in partial fulfillment of the requirements of the doctoral degree in public policy analysis at the Pardee RAND Graduate School. The faculty committee that supervised and approved the dissertation consisted of Gery Ryan (Chair), Joie Acosta, and Anita Chandra.



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## **Introduction**

### *Positive Youth Development*

The positive youth development movement has gained traction as an approach that orients youth programs toward facilitating pro-social and forward-looking behavior in youth. The movement arose as an alternative to traditional youth programs, like anti-drug and anti-gang campaigns, which tended to emphasize preventing or reducing unwanted behaviors. Positive youth development models focus on helping youth develop traits that correlate with satisfied and productive adulthood – and concomitantly protect against risky behaviors during adolescence.

Although a cohesive and concise definition of positive youth development program has not yet been established, several current models (detailed in Chapter 1) show a high level of agreement. Generally, positive youth development programs emphasize youth empowerment and involvement, focus on skill development and character building, incorporate community collaboration at multiple levels and include positive adult role models and mentors that interact with youth in meaningful ways. Research has shown that youth exposed to programs with these features are more likely to demonstrate traits associated with development along a positive life trajectory<sup>i,ii</sup>. A positive life trajectory in this context represents a life free from substance abuse and violence, while simultaneously rich with meaningful relationships, a healthy sense of self, satisfying career, and clear ties to one's larger community.

While the current state of research on PYD finds positive links between PYD features and positive youth outcomes, less is known about modes of delivery of positive youth development approaches. The bulk of positive youth development studies have focused on out-of-school programs, typically voluntary after-school or weekend clubs and activities that youth can join. But the potential exists to expand the reach of positive youth development approaches by examining PYD features in a public school setting. Research into this area can provide insight into whether PYD approaches show similar positive relationships with youth outcomes when delivered in a school setting, whether youth value PYD features in school settings and unique considerations for implementing a PYD approach in public schools.

### *The Los Angeles Police Academy Magnet School Program*

Operating in two middle schools and five high schools in the greater Los Angeles area, the Los Angeles Police Academy Magnet School Program (LAPAMS) is a law enforcement preparatory program that fosters the intellectual, physical and ethical traits of ideal Los Angeles Police Department (LAPD) officers. The program, which is taught in schools and borrows extensively from the LAPD police training program, exists as a partnership between the LAPD, the Los Angeles Unified School District (LAUSD) and the LAPAMS Foundation. Students apply for admission to LAPAMS, which serves as a full-time middle or high school experience, as any other LAUSD magnet.

The LAPD supplies each LAPAMS school with a police officer, who works alongside the school's magnet coordinator to design, oversee and implement the day to day program operations. While specific program activities vary by school, all LAPAMS high school sites share common elements, including military-style physical training during the PE hour, a dress code and compulsory uniform days with an inspection, a student leadership structure, community service and integrated law themed courses. LAPD officers oversee with the physical training, leadership and uniform inspection components of the LAPAMS program and also serve as mentors and positive role models for LAPAMS students.

LAPAMS emphasizes skill development, community collaboration and youth empowerment, making it a candidate positive youth development program. As the current state of the PYD movement does not require a program to assert itself as a positive youth development program in order to be considered one, it is possible to study LAPAMS using a PYD framework, under the premise that LAPAMS describes itself in ways consistent with the PYD approach. Furthermore, LAPAMS integrates PYD-like features into a public school setting allowing youth to experience these features continually throughout their day, across years. Finally, LAPAMS involves law enforcement with youth in a non-punitive, non-traditional way. These aspects of the LAPAMS program make it a unique and interesting case through which to explore positive youth development in a school setting.

### *Study Aims and Impetus*

This study uses an existing program as a case study to explore positive youth development in a public school setting. The study examines the extent to which this school program incorporates positive youth development features and explores unique features of the program. Features, such as including law enforcement as a key program adult and extending the program across several years, may provide insights into how positive youth development approaches can be utilized by non-traditional community agents to reach youth in new ways. This study explores how law enforcement officer attributes, length of exposure to LAPAMS programming and early exposure to LAPAMS programming relate to a set of youth outcomes. To understand how youth think about programs geared toward them, youth are asked to describe their own experience with the program in student interviews. These findings are complemented with statistics about youth performance on a range of self-reported outcomes measured through a survey. This study will address the following research questions:

1. To what extent does the LAPAMS program incorporate positive youth development features? How do LAPAMS students describe their experience with LAPAMS and to what extent does it reinforce or support a positive youth development approach in the LAPAMS program?
2. To what extent do LAPAMS police officers provide supportive adult relationships for students, a key component of PYD, and how does this compare with other LAPAMS adult staff?

3. Do students in the LAPAMS program demonstrate outcomes consistent with PYD programs, particularly with respect to intellectual and socio-emotional development?



## **Chapter 1: Positive Youth Development**

The concept of “positive youth development” (PYD) first gained popularity in the 1990s<sup>iii</sup>, as a way of thinking about youth in a more constructive and proactive manner than was prevalent at the time. The decades leading up to this were marked by programs and theories that heavily emphasized risks and pitfalls that youth encounter, with little attention paid to the strengths and potential that many youth exhibit. This tendency was apparent across disciplines. Leaders of the PYD movement worried about the effects this might have on youth<sup>iv</sup>. Some worried that youth might begin to view themselves negatively if they were frequently discussed in negative terms and youth programs were typically trying to keep youth out of trouble. Further, by pouring funding into primarily preventive and punitive type programs, policy makers were missing an opportunity to develop resources that exist within youth. Since adolescents inevitably become adults, PYD supporters argued that it behooves society to invest effort into preparing youth for successful adult lives, economically and socially.

Since the 1990s, PYD, as a youth-promoting ideology, has taken root with scholars and practitioners alike<sup>v</sup>. Although there is growing consensus over what positive youth development programs should try to accomplish and how, as of yet, there is no universally accepted model of positive youth development programming (see Table 1.3 for a summary of PYD models.) Generally, experts seem to agree that positive youth development programs should feature the provision of opportunities for youth to develop internal characteristics believed to promote a positive developmental trajectory, particularly during adolescence. Yet, models differ considerably regarding the specific “opportunities” required and definition of positive developmental trajectory. Models tend to emphasize building socio-emotional skills, but PYD may also include career preparation and intellectual or skill-based knowledge.

A review of the literature reveals a broad array of definitions of the PYD philosophy and descriptions are often framed in terms of prevailing youth programming approaches. Some explain PYD by contrasting the approach against a deficit oriented model, stating that positive youth development “emphasizes manifest potentialities rather than the supposed incapacities of young people<sup>vi</sup>” or contrast PYD as “the promotion of positive development and the conditions that contribute to youth health and well-being” against traditional prevention programs<sup>vii</sup>. Others soften the comparison by describing PYD as a “reevaluation...of the deficit model,” focused on understanding “positive development as a life-span process in which the individual and context are dynamically fused across time in mutually beneficial interactions<sup>viii</sup>.”

In its current state, positive youth development is not a prescribed youth program with set features; rather, it is a loosely defined way of characterizing a proactive stance toward youth and programs that help individuals transition from childhood to adulthood. Scholars note that positive youth development can be used in one of three contexts: an approach toward youth programming, a philosophy of promoting youth strengths, and a natural process of child and adolescent development<sup>ix</sup>.

PYD definitions are somewhat opaque in that they use subjective words like “beneficial” and “potential” to clarify a concept that is itself subjective: *positive* youth development. While it is hard to argue against anything “positive”, it is a much more complicated issue to narrow down the precise set of constructs

that fall under umbrella terms such as “positive” or “beneficial,” or even “well-being.” Proponents of the positive youth development approach argue that subjectivity is a necessary part of PYD, because definitions of what constitutes a thriving individual are culture-specific<sup>x</sup>. There may not be a set of traits or life characteristics that apply to all cultures, globally, and possibly not even nationally. Therefore, it is perhaps necessary to define positive youth development in subjective, loosely defined terms. In light of this, Roth and Brook-Gunn’s explanation of PYD is somewhat more satisfying: “positive (successful) youth development encompasses all our hopes and aspirations for a nation of healthy, happy and competent adolescents on their way to productive and satisfying adulthoods.”<sup>xiv</sup>

While this definition is broad enough to encompass culture-specific subjectivity, the lack of specificity makes it hard for policy makers, scholars and even practitioners to incorporate positive youth development into decisions about youth programming. Without specificity, it is possible that very different program models could be labeled positive youth development. For example, a group training program to foster confidence among female adolescents and an extra-curricular community service club could both be defined as programs that help youth to grow in a positive way, yet look very different from each other in structure and content. In order to recognize that both programs are positive youth development, a clear set of features that define the PYD approach are needed. Without this, researchers and policy-makers are at risk for mislabeling programs as PYD when they really are not and vice versa.

What is needed is a working model that specifies the unifying elements that tie these very different programs together as incorporating a positive youth development approach. Without such definition, programs attempting to utilize a PYD framework may inadvertently miss an important element, researchers attempting to evaluate the impact of PYD will struggle to develop appropriate measures, and policy-makers will have no clear guidance regarding how to prioritize or support PYD in youth programming. This is particularly important when it comes to studying the impact of the PYD approach. One cannot study an approach if one cannot define it. To satisfactorily build a body of evidence regarding the effectiveness of positive youth development programs, there should be no risk of disagreement or ambiguity over which programs should be included. If PYD scholars and practitioners were given a set of programs and asked to label which followed the PYD approach, there should be no doubt that all members would label the same programs PYD and exclude the same programs as not following PYD.

Several scholars and practitioners have attempted to distill and clarify what constitutes “positive” youth development. These models are described in the following section; however, it quickly becomes apparent that there is almost as much variation across the models as there are similarities. In addition, many of the models continue to rely on broad terms, leaving much room for interpretation. As of yet, no single model has emerged as the accepted benchmark for defining positive youth development.

#### A First Look at Defining the PYD Approach to Youth Programming

Discussions about the goals of positive youth development approach fall into two categories – discussions of what the positive youth development approach hopes to accomplish and methodological attempts to outline features of positive youth development programs. Two widely cited works that

outlines features of programs classified as having Positive Youth Development elements are Catalano et al.'s (2004) review of PYD programs in the United States and the National Academy of Science and Institute of Medicine's collaboration (2002) *Community Programs to Promote Youth Development*. Discussions of what positive youth development should do are found in articles by prominent PYD proponents, like Karen Pittman, Jodie Roth and Jeanne Brooks-Gunn, Richard Lerner, Peter Scales and Peter Benson.

#### *What the PYD Approach Hopes to Accomplish*

Table 1.1 summarizes the range of goals proposed by various PYD scholars and practitioners. The range is wide, but the majority of articles consistently mention a smaller subset of these goals: reduce problems and promote positive development, prepare youth for the future, provide supports and opportunities, community collaboration, develop potential in youth, be culturally appropriate and actively involve youth in their own development. Further, the range of goals reveals a common theme of empowerment and support to encourage the positive development of all youth.

The overall message that becomes apparent is that PYD seeks to establish within youth a strong foundation from which they can grow into satisfied adults who contribute positively to society. PYD proponents believe the entire community should be involved in helping youth grow and that youth themselves should have an active role in their own development. Positive youth development is achieved by providing a message of hope and empowerment, ensuring that all youth have access to basic necessities and safe environments, building youth-adult relationships that are positive and nurturing, and giving youth opportunities to take leadership roles, learn new skills and develop their own interests and potential.



Table 1.1: Range of PYD Goals
Reduce problems and prepare youth for their futures/teach life skills <sup>xii xiii xiv</sup>
Provide basic services (including healthcare and education <sup>xv</sup> ), supports and opportunities <sup>xvi xvii</sup>
Community collaboration to serve youth <sup>xviii xix xx xxi</sup>
Youth development should be a continuous effort across time and settings <sup>xxii</sup>
Youth are active in their own development <sup>xxiii xxiv xxv xxvi</sup>
Available to all youth <sup>xxvii xxviii</sup>
Youth are resources to be developed/Develop youth potential <sup>xxix xxx xxxi</sup>
Individual attention <sup>xxxii</sup>
Teach choice and responsibility <sup>xxxiii</sup>
Offer hope and empowerment <sup>xxxiv</sup>
Allow youth to learn new skills and develop interests <sup>xxxv</sup>
Culturally appropriate <sup>xxxvi xxxvii xxxviii</sup>
Give youth a sense of connectedness <sup>xxxix</sup>
Safety <sup>xl xli</sup>
Strengthen families <sup>xlii</sup>
Provide caring adults/positive adult-youth relationships <sup>xliii xliv xlv</sup>
Stimulate civic engagement/contribution to society <sup>xlvi xlvii</sup>
Develop leadership and youth participation <sup>xlvi</sup>
Consider the whole individual <sup>xlxi</sup>

### *Components of Positive Youth Development Programs*

Eccles and Gootman, through work sponsored by IOM and Catalano, et al. have independently attempted to describe youth development programs, using theory and reviews of program evaluations and other scientific research. Eccles and Gootman focused on describing the features present in programs that were found to be effective at promoting positive youth development. Catalano

developed a comprehensive list of the kinds of goals or activities that positive youth development programs engage.

Based on research and theory Eccles and Gootman<sup>i</sup> outline eight features of programs that foster positive youth development. Together, these features comprise the IOM model of PYD programs:

1. Physical and Psychological Safety
2. Appropriate Structure
3. Supportive Relationships
4. Opportunities to Belong
5. Positive Social Norms
6. Support for Efficacy and Mattering
7. Opportunities for Skill Building
8. Integration of Family, School and Community Efforts

It is believed that youth programs that include some or all of these eight components will contribute to youth's development along a positive trajectory, enhancing the likelihood that youth will exhibit positive outcomes across their lifespan. Programs that include at least four of the eight features are expected to have a greater positive impact on youth<sup>ii</sup>.

Through review of the literature on youth development and consultations with experts, Catalano, et al.<sup>iii</sup> define youth development programs as those that involve youth, without specifically seeking to target a problem behavior and that attempted to do at least one of the following:

1. Promote bonding
2. Foster resilience
3. Promote social competence
4. Promote emotional competence
5. Promote cognitive competence
6. Promote behavioral competence
7. Promote moral competence
8. Foster self-determination
9. Foster spirituality
10. Foster self-efficacy
11. Foster clear and positive identity
12. Foster belief in the future
13. Provide recognition for positive behavior
14. Provide opportunities for prosocial involvement
15. Foster prosocial norms

These examples exemplify how the range of what might reasonably be considered positive youth development is rather wide. While a few main ideas of the general PYD goals become apparent, these variation across definitions allows for ambiguity regarding the methods and approaches that PYD

programs should use. Rather than narrowing down the scope of possible core elements, these definitions imply that any program incorporating just one or two of the above elements could claim a positive youth development philosophy.

So how did it come to be that so many scholars and practitioners use the same terminology, with varying definitions? The answer likely lies in the historical development of the positive youth development philosophy. As alluded to earlier, PYD arose as a rejection of the norm in youth programming. Like-minded scholars and practitioners agreed that youth programming was failing adolescents through its over-emphasis on preventing unwanted behaviors. While many agreed that youth programming generally needed to take on a more forward-looking and optimistic approach, there was not much evidence available to support an obvious model for doing so. To further complicate the matter, youth programs were influenced by multiple disciplines which were each undergoing their own evolution. The next section explores how these various inputs contributed to the rise of positive youth development, both as a construct and as an under-developed model.

#### A Brief History of Youth Programs: Movement Toward a PYD Approach

A confluence of events led to the acceptance of positive youth development as a legitimate way to approach the design of youth programs. Changes in development science, dissatisfaction with certain aspects of prevention science, and shifts in thinking within psychology all independently led to scholars and practitioners arguing for a more “positive” or holistic approach to youth programming. These changes occurred within the larger context of shifting social composition and movement away from the prototypical family model of mid-century America. In the last decades of the 21<sup>st</sup> century, the proportion of single-parent and dual-income households increased substantially.<sup>liii</sup> Concerns about decreasing involvement in social clubs and community activities<sup>liv</sup>, coupled with increasingly busy parents, created a void of platforms in which children could take leadership roles, develop character and learn prosocial norms.

Proponents of PYD may speak to any one or more of these changes as explanations for why we need to focus on youth development from a “positive” perspective. This confluence of separate, but related, events leading to similar conclusions across disciplines provides an interdisciplinary perspective to PYD, but also adds further ambiguity to the meaning of positive youth development. Many psychologists, social work scholars and prevention scientists shifted from risk or deficit-oriented models toward ones that embraced a wider perspective, including positive or protective factors for youth and adolescents. Understanding the broader contexts in which this type of thinking arose provides a clearer picture of what it means to talk about positive youth development. The next sections, briefly describe how changes in these three fields informed the emergence of the positive youth development concept.

#### *Prevention Science*

Prevention science, influenced by epidemiological and psychological models of disease prevention, rests on the notion that preventing problems before they occur is a more cost-effective way for society to treat social ills than waiting until the problem manifests itself<sup>lv</sup>. Over the last 20-25 years, prevention

scientists have reasoned that certain risk and preventive factors can predict the likelihood of whether or not certain (negative) outcomes will occur<sup>lvi</sup>. Risk factors, like poverty, are those individual or environmental characteristics that are more likely to result in a negative outcome, while protective factors, like use of condoms to protect against pregnancy or STDs, are characteristics that provide protection or resistance against negative outcomes<sup>lvii</sup>. Prevention programs seek to reduce risk factors and/or increase protective factors in populations who are already experiencing problems, those who are showing signs of experiencing problems, or those who are not experiencing problems nor showing any signs of future problems<sup>lviii</sup>. That prevention scholars and practitioners work with all types of adolescents suggests room for positive youth development ideas within prevention science. However, the primary orientation of prevention programs and their research is toward reducing risk and preventing problems. The emphasis is not on promoting or developing a certain ideal, rather, it aims to avoid unwanted scenarios.

Initially prevention programs were not based on solid theory, but over time, evaluations of these programs have led to increased understanding about factors that lead to negative outcomes<sup>lix</sup>. For example, prevention researchers discovered a phenomenon, termed “resilience,” that seemed to serve as a protective factor against experience debilitating outcomes in the face of adversity or stress<sup>lx</sup>. Faced with the apparent same set of risk factors as youth exhibiting problem behaviors, some individuals were able to avoid negative outcomes. Wanting to understand how this could happen, researchers focusing on resilience are working to build an understanding the individual, institutional and community roles in establishing resilience against negative outcomes when risk factors are present<sup>lxi</sup>. While sometimes confused with positive youth development, resilience is a concept specifically related to prevention of unwanted behaviors. Resilience does not necessarily imply realization of idealized adulthood, nor is it a description of thriving. Rather, resilience is often focused on the ability to remain pathology free and problem-free despite life situations or factors that typically results in unwanted outcomes.

Despite advances in understanding the etiology of negative outcomes, the field has been criticized for overlooking a few key issues. Some criticism has been directed toward prevention science’s handling of risk factors. Scholars argue that risk factors need to be understood more comprehensively, so that programs and researchers know whether some factors weigh more heavily than others<sup>lxii</sup> and can synthesize knowledge about co-occurring factors to develop programs that target multiple problem behaviors<sup>lxiii</sup>.

Positive youth development most directly arose as a reaction to prevention science and its emphasis on the absence of negative outcomes. Proponents of positive youth development have criticized this emphasis, claiming that “problem-free is not fully prepared.”<sup>lxiv</sup> Critics worry that a disservice is done to youth when the programs available to help them are all focused on keeping youth out of trouble. The concern here is twofold. First, by focusing the majority of funding and programming on keeping youth out of trouble, society is effectively sending the message to youth that they are prone toward getting in trouble. Sending a mostly one-sided, rather negative, message could be dispiriting to youth and, more damagingly, lead to a self-fulfilling prophecy.

The second concern is that pouring major energy into preventing problems may lead to neglect in the areas youth need to become productive and satisfied adults. For example, anthropologists have noted that adolescents in the United States and Europe have fewer responsibilities and fewer opportunities to plan actions and experience consequences than adolescents in other parts of the world<sup>lxv</sup>. This may or may not be related to the prevention emphasis, but it is noteworthy to consider that youth in the United States may receive few opportunities to prepare for the roles and responsibilities that come with adulthood.

Critics of the problem-oriented approach to prevention argue that we should expect more from ourselves and from youth<sup>lxvi</sup>. They claim there is at least one ideal we should seek, one that goes beyond avoiding negative outcomes and seeks to attain positive outcomes. The work of positive youth development scholars is geared toward identifying what ideals we should hope for our youth, what factors or mechanisms lead to these positive outcomes and what youth programming can do to facilitate the process. Prevention scientists note that positive youth development is not necessarily antithetical to prevention and that the two approaches may be seen as complementary. In fact, some argue that both prevention and youth development are necessary to fully prepare youth for the future<sup>lxvii</sup>.

### *Social Policy/Social Work*

Social work scholars trace public interest in youth and adolescents to the burgeoning problem of urban slums in the 1830's. Youth-serving and social welfare agencies, including YMCA and YWCA, worked to help poor and working youth overcome what has been called the "urban youth crisis."<sup>lxviii</sup> Although efforts were in response to a perceived problem affecting youth, some organizations took a proactive, youth promoting approach. For example, settlement houses, such as Jane Adam's Hull House, sought to promote youth development and emphasized building character in youth<sup>lxix</sup>. At this time, social work practitioners did not necessarily assume that youth programming directed toward disadvantaged youth should emphasize prevention. Rather than assume these youth needed guidance away from risky behaviors, these settlement houses seemed to focus their intentions on preparing youth for positive futures.

By the late 1930's, social work took on a problem-oriented approach, where youth workers attempted to solve individual's difficulties. The dominant psychoanalytic model proposed by Freud largely dominated these efforts<sup>lxx</sup>. Freudian psychology tended to emphasize pathology and intensive one-on-one sessions to uncover the roots of behavior problems. In the 1950's, federal funding was made available to deal with problems of juvenile crime and "troubled" youth<sup>lxxi</sup>. However, by this time, the "storm and stress" model proposed by Hall in 1904 also influenced social work efforts with youth. Social programs for youth became less oriented in the youth promoting model used by settlement house. The problem-oriented approach, coupled with the general trend of viewing adolescence as a risky time in life, persisted in social work. By the 1980's, increasing numbers of youth were placed in residential homes to treat their "problems."<sup>lxxii</sup>

This dominant social work model started receiving criticism in the early 1990's. Scholars argued that the problem-oriented approach was too narrow, emphasizes deficits at the individual level (presumably

opposed to societal deficits) and often solutions are attempted after the problem has escalated to a point where resolution is difficult to achieve<sup>lxxiii</sup>. From this discontent arose a strength-based approach to social work. In areas such as mental health, juvenile justice, substance abuse and child welfare, practitioners began incorporating work that emphasized strengths and de-emphasized pathology, connecting youth to community environments in which they could thrive, and providing or connecting youth with resources to help them create better lives for themselves<sup>lxxiv</sup>.

The strength-based perspective is an example of youth practitioners and scholars moving away from a deficit model toward a proactive, strength-promoting model. The strengths-based perspective is different from positive youth development, however, in that it came out of a social work context and utilizes a clinical framework for interacting with youth<sup>lxxv</sup>. Positive youth development, on the other hand, is framed largely by developmental theory and emphasizes a holistic approach, relying heavily on community collaboration, skill-building activities and positive youth-adult relationships. “Youth promotion” has been proposed as a strategy for merging the social work strengths-based perspective with positive youth development to emphasize individual strengths and promote relationship building within a social work context<sup>lxxvi</sup>. It is not clear that this idea has caught on among social work practitioners as a whole.

### *Psychology*

The field of psychology has undergone several changes in the past century, including major changes in thinking about human psychology and splits into subfields. Developmental science is one such subfield that has amassed its own body of work on the study of adolescent development. This section will first review the general trends in psychological thought that relate to positive youth development, then move on to explore specific movements in theories about adolescent development. The two fields are related and major shifts within psychology, particularly in its early stages, framed thinking within the developmental science field. At the same time, recent developments in developmental science most directly influenced the positive youth development movement and therefore deserve separate attention.

Early psychologists were varied in their orientations around human behavior. Freudian psychology, with its emphasis on understanding the underlying causes of abnormal behavior, is a well-known early psychological model, but it represents only one line of study within the field. William James, at the forefront of psychology in its initial stages, proposed that discoveries in the field would eventually lead to increased well-being for all individuals<sup>lxxvii</sup>. Other early psychologists studied concepts like the meaning of life, giftedness and effective parenting, ideas not inherently structured around deficits or problems with human behavior<sup>lxxviii</sup>. In the early stages of formal psychological study, research and thinking seems to have been mixed between understanding what makes human beings excel and what explains abnormal or destructive behavior.

By 2000, psychology drifted toward a distribution that heavily emphasized negative emotions and psychology abnormalities. In a review of citations made since 1967, one scholar found that studies of negative emotions, like anger and depression far outweighed those on more positive emotions, like

happiness or life satisfaction<sup>lxxxix</sup>. Two major public initiatives have been credited with shifting major research efforts in psychology toward a heavy deficit emphasis. After World War II, large amounts of taxpayer dollars were made available through the Veteran's Administration to treat mental illness<sup>lxxx</sup>. Around the same time, the United States established the National Institute of Mental Health, making research grants available to study mental illness and abnormalities<sup>lxxxi</sup>. These funding streams appear to have had a major impact on the type of work psychologists do. By 1987, 50% or more of psychologists with PhD's worked in clinical psychology<sup>lxxxii</sup>.

Another phenomenon potentially contributing to heavy emphasis of deficit models was the field's embrace of the logical positivism philosophy, which sought to focus on facts and avoid making normative or value-based conclusions<sup>lxxxiii</sup>. As mentioned earlier, the word "positive" itself is highly subjective. Studying phenomena about enhancing life experience necessitates some definition about what constitutes a positive psychological experience. While researchers may study the phenomenon allowing individuals to create their own definitions, psychologists may have shied away from studies of life satisfaction or other positive phenomena because of fears that people's subjective experiences were not sufficiently fact-based to constitute real science<sup>lxxxiv</sup>.

Paralleling trends in social work and youth development, psychology moved toward a "positive psychology" approach in the early 1990's. Psychologists began exploring "subjective well-being" and developed tools to measure perceived quality of life, which is theorized as a major component of subjective well-being<sup>lxxxv</sup>. This movement applies to all individuals, but is also directed toward youth. A segment of psychology scholars have voiced a need to focus on building youth's strengths and the institutions that support them<sup>lxxxvi</sup>. Others have argued for health realization for youth, a field of thought that argues that improving one's thought process will lead to higher quality life experiences<sup>lxxxvii</sup>. Using Maslow's hierarchical needs framework, some psychologists have claimed this shift toward the positive is a natural consequence of modern western societies having mostly solved problems related to fulfilling human basic needs<sup>lxxxviii</sup>. The emergence of economic scholars studying "happiness" and its link to economic well-being lends support to the idea that societies are shifting their values toward concerns of fulfillment. A psychological framework that emphasizes concepts like happiness and well-being sets the stage for proactive youth work. As psychologists who embrace this framework extend their focus to adolescents, we are likely to see an increase in programs that seek to prepare youth psychologically for a thriving adulthood.

### *Development Science*

While developmental science was likely influenced by these movements in psychology, the field of developmental science has undergone its own evolution. In the first half of the Twentieth century, scholars who studied adolescent development were largely influenced by Granville Stanley Hall, who published a volume on adolescent development in 1904. Hall proposed that individuals evolve across their lifespan toward a more civilized nature and adolescence marks the period where individuals experience the most stressful and obvious transition<sup>lxxxix</sup>. While scholars did not necessarily embrace the evolution theory described by Hall, scholars generally adopted his orientation that adolescence is a time of upheaval and crisis<sup>xc</sup>. Erickson, another well-known developmental scientist, spoke of adolescence as

a time of “identity crisis”<sup>xcii</sup>. The transition from childhood to adulthood was thought of as sort of an abnormality in the developmental life span. Because teenagers faced high internal turbulence, they were believed to be more vulnerable to poor choices and consequently, at-risk populations.

In the late sixties and early 1970’s, evidence emerged suggesting that adolescents do not experience crisis and upheaval as a rule. Rather, it appeared that individuals may go through any number of developmental experiences during adolescence and that most adolescents maintain their parents’ core values<sup>xciii</sup>. Further, most adolescents appeared to value their relationships with their parents and their friends. During this time and throughout the 1980’s, developmentalists placed larger emphasis on understanding adolescence and its characteristic as a developmental period<sup>xciii</sup>. Current theory asserts that adolescent development is only one period in a lifetime process of change<sup>xciv</sup>. While adolescence is unique in that multiple changes, including biological and cognitive development, occur rapidly and simultaneously, the period that marks these years are not necessarily more risky than any other developmental period. This model shifts thought about adolescence from a crisis orientation to a model where adolescence is more of a sped up version of the normal human development that occurs throughout life. With this framework, the approach for dealing with adolescence is more naturally oriented toward assisting individuals to develop optimally during a time in which they are potentially most pliable.

Developmental science also moved toward thinking of development as an exchange between the individual’s internal and external circumstances<sup>xcv</sup>. In this model, internal factors like biological changes and personal history interact with the environment to produce developmental change across the individual’s lifespan. Bronfenbrenner proposed his Ecological Systems Theory which emphasized that the individual and environment have a dynamic and interactive relationship<sup>xcvi</sup>. This emphasis on internal and external exchange is prevalent in the positive youth development framework. As shown in Table 1, proponents of PYD highlight community involvement, external supports and positive relationships as key components of healthy youth development. One model of positive youth development, discussed later, specifically discusses internal and external assets in an individual’s life. Thus, these recent developmental science models that emphasize adolescence as a developmental opportunity and consider both internal and external facets of human change are critical to the positive youth development framework.

### *Summary of the History*

Table 1.2 below summarizes the shifts in thought across the disciplines which have influenced youth programs.



**Table 1.2: Major Disciplines that Contributed to Youth Program Approaches**

<b>Prevention Science</b>	<ul style="list-style-type: none"><li>• Primarily focused on preventing unwanted behaviors or consequences</li><li>• Emphasis on reducing risk factors and developing protective factors</li><li>• Prevention’s “resilience” is not the same as PYD’s “thriving”</li></ul>
<b>Social Policy/ Social Work</b>	<ul style="list-style-type: none"><li>• Focused on troubled youth, but in early years often took a forward-looking, character building approach</li><li>• Freudian psychology and Hall’s “storm and stress” model influenced social work to focus on treating “problems”</li><li>• More recently has begun to shift toward a “strength-based” approach, which emphasizes individual assets, but largely practiced in clinical settings</li></ul>
<b>Psychology</b>	<ul style="list-style-type: none"><li>• Initially well-being and pathology received equal emphasis</li><li>• External factors – WWII and development of NIMH – led to increased funding for study of pathology</li><li>• With psychology’s improved credibility as a “science,” and shifting societal needs, more researchers are returning toward studies of well-being, spurring a new field “positive psychology”</li></ul>
<b>Development Science</b>	<ul style="list-style-type: none"><li>• Rooted in theories, like Hall’s “storm and stress” model, that adolescence is an abnormal developmental period full of crisis and upheaval</li><li>• Research largely revealed this to be untrue</li><li>• Moved toward understanding adolescence as a developmental phase with particular opportunity for influence (good or bad)</li><li>• Recent theories emphasize interaction between environment and self</li></ul>

These parallel and often related movements across different disciplines have led to ways of thinking about youth programs that are highly similar. There is a clear trend toward thinking about quality of life, focusing on desired qualities and experiences, and approaching youth with intentions of developing strengths and empowering individuals. Yet, scholars and practitioners in the field of positive youth development and those in other fields maintain subtle distinctions between positive youth development and ideas like strength-based programs or resilience and protective risk factors. While the general definition of the positive youth development philosophy and approach outlined initially could apply to any number of movements, there is a general framework that characterized youth development and distinguishes it from other positive movements. The next section outlines several frameworks identified by a cross-section of researchers and highlights themes regarding what constitutes a youth development approach.

#### Models of Positive Youth Development: What it Means to Thrive

The difficulty in specifying and agreeing upon the goals of positive youth development may be due to its relative young state in the research arena. As well, we have seen that multiple disciplines, each

undergoing their own evolution, have helped to shape youth programs – resulting in an emphasis on addressing problems and preventing unwanted behavior – and only recently moving toward a consideration of well-being or “wanted” behaviors. Positive youth development is then likely influenced by the movements in other fields toward a more optimistic view on human and adolescent behavior, but also a reaction to the trend of focusing youth programs on prevention or problem reduction.




As psychology, development science and even social work fields are only recently returning to the study of what makes people thrive, it is understandable that developing a youth program model meant to make youth thrive would be challenging. It is not yet clear what factors are critical during adolescence to support thriving and as yet, there is a lack of consensus about what goals such programs should strive to achieve. Since the science of well-being is not as developed as prevention or pathology, it is less obvious what markers suggest that an individual is thriving. Nonetheless, several positive youth development scholars and practitioners have made attempts to create evidence-based models that illustrate positive youth development. These models largely derive from existing theories and research about thriving or well-being.

#### *Common PYD Models and Supporting Evidence*

Since the early 1990’s, several studies have sought to identify markers of positive youth development. These studies seek to identify characteristics of youth and their environments that relate to positive youth outcomes. Table 1.3 summarizes several of the major attempts in this area.

**Table 1.3: Models of Positive Youth Development**

<b>Five C's Model<sup>xcvii</sup></b>	<div> <div> Competence Confidence Character Connection Caring </div> <div>➔</div> <div> “Sixth C” = Contribution to Community </div> </div>
<b>Developmental Assets<sup>xcviii</sup></b>	<div> <div> <u>External Assets</u>  Support  Empowerment  Boundaries and expectations  Constructive use of time  +  <u>Internal Assets</u>  Commitment to learning  Positive values  Social competence  Positive identity </div> <div>➔</div> <div> <u>Thriving</u>  School success Leadership  Helping others  Physical health  Delay of gratification  Valuing diversity  Overcoming adversity </div> </div>
<b>America's Promise<sup>xcix c</sup></b>	<div> <div> Caring adults Safe places Constructive use of time Healthy start and development Effective education Opportunities to make a difference </div> <div>➔</div> <div> Academic success  Civic engagement  Social competence </div> </div>

<b>Institute of Medicine and National Research Council<sup>ci</sup></b>	Physical Development Intellectual Development Psychological and Emotional Development Social Development	 Adolescent Well-Being and Successful transition to adulthood
<b>Catalano et al. (2004)<sup>cii</sup></b>	Competence Self-efficacy Pro-social Norms	 Positive Youth Outcomes (like levels of community service, cognitive performance, social acceptance by peers, academic achievement)  and Reductions in Risk Behavior
<b>Guerra and Bradshaw (2008)<sup>ciii</sup></b>	Positive sense of self Self-control Decision-making skills Moral system of belief Prosocial connectedness	 Positive Youth Development

In a 1993 paper presented at the Institute for Children, Youth and Families Fellow’s Colloquium, Lerner initially proposed what was termed the four C’s of Positive Youth Development: “competence, confidence, connection and character.”<sup>civ</sup> Researchers seeking support for the validity of these constructs expanded these to “Five C’s”: competence in social, academic, cognitive and vocational domains, confidence as feelings of self-worth and self-efficacy, connection with people and institutions, character as respect for societal and cultural rules and caring for others<sup>cv</sup>. These five characteristics are believed to be present in youth who are on a path to experiencing life satisfaction as adults<sup>cvi</sup>. Those who accept these five characteristics and the key components necessary to an individual’s “thriving,” would advocate youth programming that focuses on developing these traits in children and adolescents. Researchers have further hypothesized that when an individual exhibits all five core traits, he/she will manifest a sixth characteristic – contribution to community – which is a higher order youth characteristic.

Several attempts to validate the existence of these “Five C’s” have found empirical support that the five traits indeed represent a higher order construct that represents Positive Youth Development. Further, in

a sample of elementary school students, exhibiting traits of PYD in 5<sup>th</sup> grade was positively related to showing contribution to community in 6<sup>th</sup> grade and was negatively correlated with problem behaviors in the 6<sup>th</sup> grade<sup>cvii</sup>. However, longitudinal studies have also found that students exhibiting problem behaviors at later stages of adolescence may also exhibit positive characteristics associated with the Five C's<sup>cviii</sup>. It is not clear then that the Five C's associated with positive youth development in this model can be considered protective factors. Rather, these Five C's may represent a construct that is associated with desirable internal and external characteristics of a person's life, but has little to do with behaviors and life outcomes that are undesirable.

Using a combination of theory and research, the Search Institute developed a framework of 40 developmental assets that mark a positive developmental path of youth and adolescents<sup>cix</sup>. Half of these assets are considered external to youth: support, empowerment, boundaries and expectations and constructive use of time. The other half comprises internal traits: commitment to learning, positive values, social competencies and positive identity. Search Institute also developed a list of seven core indicators of thriving in youth: school success, leadership, helping others, maintenance of physical health, delay of gratification, valuing diversity and overcoming adversity<sup>cx</sup>. A 156-item survey (PSL-AB) was developed to measure the presence of these assets and outcomes like school success and affirmation of diversity (positive) and violence, substance use and sexual behavior (negative.) Studies using this instrument found positive correlations between presence of the forty assets and positive outcomes, like academic achievement, leadership, prosocial behavior and delay of gratification. Negative correlations were found between the forty developmental assets and risky behaviors like substance use, antisocial behavior, violence, school failure, attempted suicide and gambling<sup>cx</sup>.

Another study using the PSL-AB in two samples of 50,000 eighth grade students confirmed the presence of developmental assets that represent internal and external domains. However, the model was improved when two assets (rules and boundaries and positive identity) were assigned opposite domains. Researchers found that having a high number of assets in either internal or external domains was positively correlated with exhibiting more thriving behaviors<sup>cxii</sup>. A study of developmental assets in Minnesota youth found that assets were better predictors of student academic achievement and certain risky behaviors than traditional covariates, like poverty or ethnicity<sup>cxiii</sup>. While there is support for the forty developmental assets model, it is less understood how these assets come about, how they contribute to thriving outcomes and how internal and external assets interact with one another.

Drawing upon three major youth studies, America's Promise Alliance identified five "key resources" that predict positive outcomes in youth their future adult lives: presence of caring adults, safe places and constructive use of time, a healthy start and healthy development, effective education for marketable skills and lifelong learning, and opportunities to make a difference through helping others<sup>cxiv</sup>. This model specifically mentions career preparation as necessary for late life satisfaction and concentrates on those external contributions that can be made available to youth. America's Promise Alliance asserts that youth are more likely to be academically successful, civically engaged and socially competent when they manifest at least four of the five promises<sup>cxv</sup>.

In a sample of youth across the United States, aged 6-17 years, researchers compared the presence of the five promises in youth's lives to a range of developmental outcomes in the areas of psychological and social health, educational attainment, physical health and civic engagement<sup>cxvi</sup>. The study found that youth having 4-5 promises in their lives scored significantly higher on outcome measures than youth having 0-1 and almost always scored higher than youth having 2-3 promises. In addition, youth having 2-3 promises in their lives were better off than youth having 0-1 promises. The study also found that female youth, 12-14 year olds, white youth, youth whose mothers completed college and youth in families with incomes above \$50,000 per year were more likely to have a higher level of promises in their lives. Further, having at least 4 promises reduced differences between the above groups in measured outcomes<sup>cxvii</sup>.

In a 2002 review by the Institute of Medicine and the National Research Council, 28 personal and social assets that promote positive youth development were identified in four domains: physical development, intellectual development, psychological and emotional development and social development<sup>cxviii</sup>. These assets were developed from committee review of theory, research and use of practical wisdom. The committee determined that youth are better off when they have assets present from the four domains, not all assets are necessary in each domain to do well, and that having more assets overall produces a cumulative effect of having a better chance at thriving in adulthood. The committee notes that these ideas are based primarily on correlational analyses and that further research is needed to better understand the relationship between youth assets and future well-being<sup>cxix</sup>.

Catalano, et al.'s (2004) review of 25 evaluations of youth programs that promoted youth development through their 15 identified PYD program activities identified three constructs addressed in all 25 programs: competence, self-efficacy and pro-social norms. These programs were reported as showing positive effects for youth, including positive attitudes, higher levels of community service, social skills learning, self-efficacy cognitive performance, social acceptance by peers, higher academic achievement, self-control, and assertiveness and having produced reductions in risk behavior<sup>cxx</sup>.

Finally, in 2008, Guerra and Bradshaw identified five "core competencies" of positive youth development through PYD literature review and scholar consensus: positive sense of self, self-control, decision-making skills, a moral system of belief and prosocial connectedness. These competencies are not designed to be comprehensive or all-inclusive, but are intended to represent the key predictors of overall positive youth development as determined by evidence-based programs. The authors note that these five domains can be further reduced into sub-categories. For example a positive sense of self may include self-awareness, agency and self-esteem and prosocial connectedness may include concepts like sense of belonging, attachment and mattering. These five core competencies are thought to both enhance positive youth development and reduce risk behaviors<sup>cxxi</sup>.

#### *How do these models fit together?*

A 2005 study interested in how youth, parents and practitioners think about positive youth development asked 173 participants to describe the qualities of a young person who is or who will thrive as an adult<sup>cxxii</sup>. Remarkably, no quality or indicator of a thriving youth was mentioned across groups with

a frequency suggestive of common agreement about what constitutes positive youth development. This was true within groups as well, except for one trait – being connected with others – that was mentioned frequently by practitioners. The researchers then took the list of 77 indicators identified by the three groups to a panel of PYD researchers and asked researchers to categorize them. Researchers clustered the indicators into categories representing the 5 C's, developmental assets, self-control or regulation, physical well-being and positive emotions<sup>cxiii</sup>.

These findings are interesting on both levels. First, it supports the idea that, at present, there is no common understanding among the general population (youth, practitioners and parents) about what a thriving individual looks like or what factors contribute to thriving in adulthood. Second, the researcher's categorizations of youth responses reflect the current mixed state of understanding regarding positive youth development. Researchers used a blend of constructs associated with positive youth development to categorize the indicators developed by youth, practitioners and parents. Because researchers were selected for their experience in positive youth development, it is possible, even likely, that their chosen categories were a function of familiarity with positive youth development terms. That researchers did not sort indicators of thriving into consistent categories, and that categories represent a range of ideas (rather than one model), reflects the lack of clarity currently surrounding positive youth development constructs.

It is unclear whether one model of the characteristics of a positively developing youth is superior to another. Since support exists for several of the models, and many characteristics proposed by different models are associated with positive outcomes, it may be that the current models represent pieces of a large whole or that the different terms used are really just a new way of saying the same thing. Alternatively, it may be that positive youth development is not "one thing." It is possible that positive internal and external traits covary with each other and with certain positive behaviors and outcomes, without reflecting one larger construct. At this stage, more work needs to be done to understand the range of program features that develop strengths in youth and the range of youth strengths that lead to ideal outcomes. Further, the set of preferred outcomes needs to be established. For example, should positive youth development focus only on future life satisfaction? Should certain intermediate outcomes, like contribution to community, be considered as predictors of future life satisfaction? While there is much promise to the positive youth development movement, there are details that need attending to for long-term legitimacy.

#### Community Collaboration and Positive Youth Development: A Case for Police Programs

While the positive youth development model is still in its nascency, one theme that emerges across the models of positive youth development is the necessity of external supports in youth's lives. This corroborates, or possibly derives from, development science's recent emphasis on the interaction between individual and environment as a major force in determining the developmental trajectory. Given positive youth development's on considering the "whole" individual, it seems a natural conclusion that multiple elements in youth's lives – including major institutions and adults that directly impact youth – would have a role in helping adolescents thrive.

Several proponents of the positive youth development approach have argued for community collaboration to provide a consistent and comprehensive positive environment for youth. Proponents claim that “collaboration and teamwork define the relationships between adults and youth on behalf of their communities<sup>cxxiv</sup>” and that “youth problems are much too complex and the solutions much too comprehensive for any one agency or organization to address alone<sup>cxxv</sup>.” When community organizations work together, they provide an opportunity to affect youth in multiple domains. For example, parents and schools working together can allow for consistent messages of positive youth development constructs at home and in the classroom. Or, community agencies that serve youth may provide a comprehensive program and individualized attention when they work together. Community partnerships are therefore a critical element to delivering youth programming that promotes positive youth development.

### *Police as a Community Partner in Positive Youth Development*

Some institutions, like schools, seem an obvious fit for partnerships in PYD, as they primarily serve youth and have historically been a vessel for youth programs aimed at promoting youth policy agendas. However, law enforcement agencies may also have a role in promoting positive youth development. Typically, law enforcement plays a major role in shaping societal norms by enforcing laws and keeping communities safe. Often law enforcement engages youth, but typically through a more punitive approach – for example, citing or arresting youth engaging in unlawful activities. But law enforcement’s visible presence in communities make these institutions potential players in the positive youth development movement. They are well positioned to play an influential role in youth’s lives and recent developments in the nature of police work set up law enforcement agencies as possible candidates for community collaborators in positive youth development.

A review of new developments in law enforcement activities reveal several law enforcement ventures that have taken a more strengths-based approach to interacting with youth. Programs sponsored by law enforcement personnel and agencies are beginning to speak in terms of collaboration and “investing” in youth, constructs that fall under the umbrella of positive youth development. Organizations like “Fight Crime: Invest in Kids,” comprised of law enforcement leaders, advocate a proactive approach to reducing crime. Fight Crime argues for changes similar to those promoted by PYD advocates. Among these are access to high quality education and access to effective programs for youth, before and during school<sup>cxxvi</sup>. In 2003, the Urban Institute convened a roundtable meeting of researchers, practitioners, community leaders and policy-makers to discuss how to use positive youth development concepts to deal with youth reentering society after incarceration<sup>cxxvii</sup>. The Office of Juvenile Justice and Delinquency Prevention sponsored Communities that Care<sup>cxxviii</sup>, a model that fosters community collaboration to provide a social development model of programming to youth<sup>cxxix</sup>.

In addition, police departments across the country have established partnerships and programs to promote and develop youth in a positive way. For example, the city of Boston has established the Youth and Police in Partnership (YIPP) program, which hosts roundtable discussions between police, youth and other community stakeholders to discuss community issues that affect youth. More recently, YIPP added a mentoring component, which uses new police recruits as mentors for youth in the community<sup>cxix</sup>. In



Detroit, Michigan, the city police department partnered with Big Brothers Big Sisters program to provide off-duty police officer mentors to youth<sup>cxxxix</sup>. Several police departments offer youth summer programs with a youth development philosophy. The police department in Decatur, Alabama sponsors a five day summer program for youth, exposing children aged 8-14 years to positive role models and career opportunities<sup>cxxxii</sup>. In Normal, Illinois, police officers spend one week with 50 youth, working on building confidence, self-esteem, leadership and community pride through field trips and activities<sup>cxxxiii</sup>.

### *Motivation for “Non-traditional” Police Involvement with Youth*

Part of the increase in PYD type law enforcement activity is due to changes in the role police and other law enforcement agencies are taking in the community. The Violent Crime Control and Law Enforcement Act of 1994 required a community-oriented policing model across the United States, leading to an eventual uptake of law enforcement interest in youth programs. Programs like Effective Police Interactions with Youth and Child Development Community Policing Program have infused youth approaches into the traditional police function. For example, Effective Police Interactions with Youth sought to improve police-youth interactions by improving police officers’ knowledge and attitudes toward youth<sup>cxxxiv</sup>. An evaluation of this program found significant improvements in officers’ knowledge of youth and attitudes toward youth, compared to a control group. The Child Development Community Policing Program uses mental health professional assistance to treat youth involved in domestic violence calls<sup>cxxxv</sup>. This joint program between the Yale Child Study Center and the New Haven (CT) Department of Police Services trains participating officers on child development and trauma, then pairs officers with mental health professionals for weekly meetings about cases in which trauma-exposed children were involved. Both of these represent a deviation from traditional handling of youth in a police context.

Although community policing efforts have been a catalyst for the uptake of positive youth programming by law enforcement, police departments initiated positive involvement with youth decades before the community policing movement. In 1914, a police commissioner in New York City established the first Police Athletic League (PAL) to provide a safer place for children to play<sup>cxxxvi</sup>. The idea expanded beyond recreation and over time, police departments in other cities adopted similar PAL programs for youth. In 2009, there were an estimated 400 PAL chapters, operating on the idea that positive bonds between officers and youth will develop “strong moral character” in youth<sup>cxxxvii</sup>. There have been few formal evaluations of Police Athletic Leagues, but some limited positive results have been associated with them. In Waterbury, Connecticut, youth report improvement in their grades, school attendance, post-secondary goals, physical activity and fitness and reductions in trouble at home and school and television watching<sup>cxxxviii</sup>. In Baltimore, youth report a trusting relationship with PAL staff and positive relationships with their peers at PAL. At the same time, the Baltimore PAL center faced limitations in resources and program structure that could impede its ability to serve youth in the most effective way<sup>cxxxix</sup>.

Another way that police have been involved with youth is through the school system. The federally-funded COPS in Schools program funds school resource officers (SROs) to engage in “community policing” activities in and around schools. Early programs like the Montgomery School Relations Bureau assigned officers to schools in attempts to divert youth from traditional criminal justice procedures<sup>cxl</sup>.

These programs contained features, like summer youth camps, in addition to using the officer as a first-step for handling youth programs in school. A review of the Montgomery program found increases in diversionary tactics for handling youth violations and anecdotal evidence of improvements in youth outcomes. While SROs continue to function in a law enforcement capacity, they also help make school campuses less crime-friendly, teach classes to prevent crime, drug use and gang participation; they participate in mentoring programs and promote social responsibility by encouraging participation in community service activities. Evaluations have found that SROs are effective at reducing crime on campus, but effects on youth attitudes toward police in general and toward law-breaking are unclear<sup>cxli</sup>. More well-known are programs like DARE and GREAT, which respectively aim to prevent drug use and gang-membership in youth. Rigorous evaluations of these two programs have not yielded strong confidence in their ability to produce intended outcomes<sup>cxlii</sup>.

Finally, law enforcement agencies have developed their own, in house programs that engage youth positively through junior police “training” programs. Often called Police Explorer Programs, these outgrowths of the Boy Scouts are open to youth 14-21 and are located country wide<sup>cxliii</sup>. These programs are intended for youth who want to pursue a career in law enforcement and a large part of the program is geared toward introducing youth to law enforcement. The exact program model varies at each site, but often they include a community service component in addition to teaching students about the law. Possibly because these programs are designed to stimulate or encourage interest in law enforcement, no evaluations of the success of these programs on developing youth outcomes have been identified.

That law enforcement leaders and agencies have forayed into non-traditional, non-punitive, youth involvement suggests that law enforcement may be a viable community partner for collaborative efforts that promote positive youth development. Law enforcement’s reputation for punitive approaches and sometimes questionable popularity; however, might make these institutions risky partners for promoting positive youth development. Can law enforcement officers break out of the traditional mold, will youth accept officers in this new role and are they the appropriate agents for these partnerships? It is worthwhile to explore whether law enforcement efforts at engaging youth in a more positive way can produce positive impacts. There are few studies of these efforts, but some limited promising evidence has emerged.

### *Do Police Programs Work?*

Much of the research on police youth programs, particularly those started long ago, has either lacked sufficient rigor to determine the program’s effectiveness or yielded less than promising results. However, more recent programs have arisen in response to community policing with somewhat more encouraging conclusions. A Spokane, Washington program, Community Opportunities Program for Youth, which engaged youth with police in a community service activity and provided a small financial reward, reported youth benefits in terms of gaining responsibility, cooperation, or importance of community and youth claimed they would recommend the program to their friends<sup>cxliv</sup>. CDCP founders at Yale collaborated with the New Haven police department to create Community Outreach through Police in Schools. In this program, a local police officer and a mental health clinician conduct a 10 week group session in middle schools, with youth that have been exposed to violence in their communities.

Preliminary evaluation findings suggest that students are more willing to share their feelings and have improved emotional functioning after participating in COPS the Community Outreach through Police in Schools program<sup>cxlv</sup>. Connecticut also established a statewide “Police Working With Youth in Non-Enforcement Roles” initiative, where localities could establish a range of positive youth programs. Communities adopted programs ranging from police academies and Police Explorer programs to athletic or mentoring programs. In contrast to a comparison group of similar aged youth, “low functioning” youth involved in these police programs reported improved self-efficacy, empathy, and caring for others<sup>cxlvi</sup>.

Unfortunately, some limitations to police-youth programs exist. For example, the majority of evaluations reviewed either focused entirely on, or included some measure of community perceptions of police<sup>cxlvii</sup>. This may indicate a tendency for police-youth programs to take on the role of improving popular perceptions of police departments. While this is not in itself a negative thing, the implication may be that the programs exist more for face value than actual effectiveness in helping or developing youth. Another major limitation is the lack of rigorous evaluation. Finally, police may have failed to actively collaborate with other community organizations to develop a true youth-promoting model across multiple domains. The potential for police-community partnerships to promote youth development through youth programming may be more convincing when police departments display active commitment toward enhancing youth outcomes and build strong, collaborative partnerships with other community institutions.

### *Conclusion*

Law enforcement agencies are mandated to commit to community policing principles. In addition, enforcement officers often interact with youth in their natural duties – however, the interaction is typically not positive. Despite this, police departments have demonstrated a commitment to youth and shown interest in their positive development, through novel programs like the Police Athletic Leagues and junior training programs. This commitment to youth promotion makes law enforcement agencies a potential partner for community collaboration for positive youth development. However, the effectiveness of police programs and police collaboration in achieving positive youth outcomes is unclear when those programs are put into practice.

The paucity of evidence for the effectiveness of police-youth programs is in part due to lack of rigorous evaluation and comprehensive study of these programs. Scholars interested in community collaboration should consider police programs and commit to rigorous studies of these programs. The studies should seek to understand how effective police-youth programs are at realizing positive youth outcomes and to understand what factors mediate effectiveness. Ultimately, law enforcement agencies interested in youth promotion will benefit from a clear understanding of what role they should take and in which capacities law enforcement personnel can be most effective at achieving positive youth outcomes.

### Final Thoughts

The positive youth development movement provided a new framework for thinking about youth and youth programs. This framework takes a holistic approach, emphasizing developing youth across social,

academic, health and life skills domains. The hope is that by investing in youth's potential across these domains, youth will "thrive" and grow to experience a higher sense of well-being as adults. Ultimately, this should have a positive impact on society in that individuals have a higher perceived quality of life and are contributing to their environments in a constructive way.

Positive youth development arose as a reaction to the paucity of youth programs that focused on developing youth potential and was likely influenced by movements toward focusing on well-being in psychology, development science and social work. However, as all of these fields are just recently returning to an exploration of what makes people thrive, PYD faces a lack of strong evidence to support a credible model. This makes it challenging both to define positive youth development and to specify a commonly accepted set of core elements and goals that characterize positive youth development.

While the theories and preliminary evidence surrounding positive youth development are encouraging, more work needs to be done to develop a comprehensive and agreed upon set of markers that indicate youth are developing along a positive trajectory. These should come from evidence that indicates the developmental markers lead to current increases in subjective well-being, future well-being, and positive contributions to society. In addition, PYD scholars need to establish a more complete understanding of how positive youth development programs should be structured. This includes a comprehensive understanding of what components are needed to achieve positive youth outcomes and what factors mediate the effectiveness of these components.

Although many core elements of PYD are still up for debate, one key feature that permeates across various models is community collaboration. This makes sense as positive youth development emphasizes viewing youth from a whole person perspective and strives for change that may be difficult to achieve by one program acting alone. Law enforcement agencies emerge as one community institution that has potential as a community partner in youth development, because law enforcement personnel often interact directly with youth and because law enforcement agencies have a direct interest in the contributions citizens make to society. The community policing movement opened a window for law enforcement personnel to work with youth in a more proactive, preventive manner, to steer youth in a positive direction before delinquent behaviors do serious harm and to keep youth who are already doing well committed to that positive path.

At this stage, the range of effective partnerships for police agencies to promote positive youth development needs to be clarified. It is not clear how law enforcement can and should engage most effectively in positive youth development. Should law enforcement play a secondary role, acting as a partner in collaborations and programs driven by other institutions? Or can they effectively engage as a major driver of positive youth development programs? These questions require an examination of law enforcement's resource capacity, as well as interests, agenda and capabilities. In addition, the potential limitations of law enforcement agencies need to be better understood. The dearth of evidence on the effectiveness of law enforcement engagement with youth makes for a muddy understanding of how good law enforcement is at engaging with youth in a positive manner.

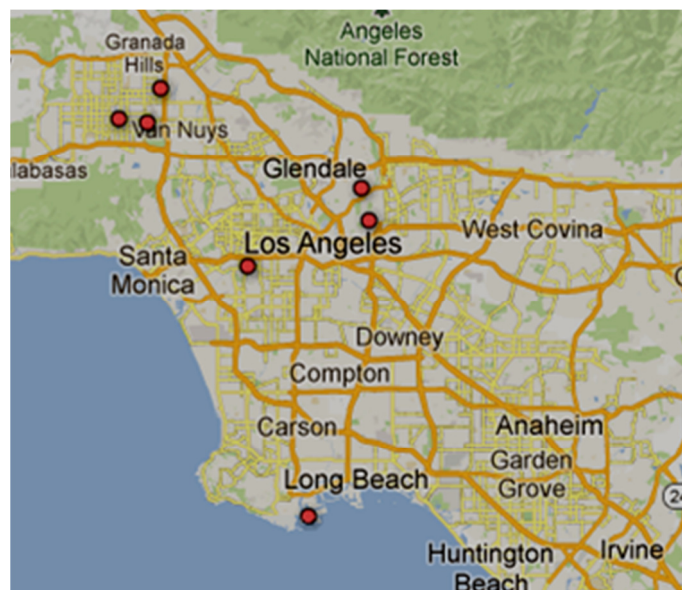
The rest of this paper focuses on a case study and process evaluation of a positive youth development program that engages law enforcement and public schools as primary partners in a high school program. The paper attempts to address some of the questions about the nature of PYD and the potential role of law enforcement which have been highlighted in this review. It seeks to contribute to discussions about the meaning and shape of positive youth development, as well as closely examine officer engagement in a program that promotes positive youth development. The goal is to further the quest for clarity in positive youth development and identify some strategies for incorporating law enforcement as a community collaborator for positive youth development.

## **Chapter 2: The Los Angeles Police Academy Magnet School Program: A Public School-Law Enforcement Partnership that Promotes Positive Youth Development**

The Los Angeles Police Academy Magnet School (LAPAMS) is a middle and high school magnet program that prepares youth for careers in law enforcement. The founder of the LAPAMS program developed the LAPAMS Foundation in 1996<sup>cxlviii</sup> and sought support from the Los Angeles Police Department and Los Angeles Unified School District, with the hope of expanding LAPD's pool of local recruits<sup>cxlix</sup>. Together, the LAPD, LAPAMS Foundation and LAUSD built LAPAMS and provide ongoing support and resources to run the program. By 2008, the LAPAMS program was operating in five Los Angeles high school and two middle school sites<sup>cl</sup> in the Los Angeles Unified School District (LAUSD.) The program is highly regarded by students and other stakeholders. While LAPAMS has been considered for replication in other cities, program developers are not aware of any similar programs operating in other cities or states.

The seven LAPAMS sites are located at host schools in geographically and demographically diverse neighborhoods across Los Angeles.

**Figure 2.1: Map of LAPAMS Sites<sup>1</sup>**



Each of the seven sites hosts a magnet coordinator and an LAPD officer, who work together to develop and deliver positive youth development aligned programming to students. Students take academic courses that are integrated with law enforcement and can elect to enroll in law enforcement specific course offerings, like forensics, law or criminal sociology. All students are required to enroll and participate in a LAPAMS physical education hour, called physical training,

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<sup>1</sup> Labels have not been assigned to school locations to preserve anonymity

which emphasizes police academy style physical and law enforcement training. To this end, each site is equipped with a military style obstacle training course and police style uniforms for students. Sites may also have a guidance counselor, teacher or teachers, and support staff dedicated to the LAPAMS site. Additional components of the LAPAMS program include a student leadership structure and incorporation of extracurricular activities.

#### LAPAMS Program Model: A Case Study

While structural components, like staff structure or dedicated office space, remain constant across program sites, the LAPAMS program does not have a specified program model. Students join LAPAMS typically in 6<sup>th</sup> or 9<sup>th</sup> grade and may remain enrolled in the program until completion of high school. Being a magnet program, LAPAMS offers an entire middle and high school experience, with academics and extracurricular activities. Students sign up for the LAPAMS program through the magnet school annual enrollment procedure. While students are admitted based on a scoring system, the process is not competitive. If the program has space, students are admitted. If a school does not have space, students are assigned to a waitlist and most students are invited to join midway through the year or the following year. Police officers, magnet coordinators, teachers and other staff work together to build a LAPAMS program at their school site. LAPD and the LAPAMS Foundation provide guidance to the school sites, but program development is largely left to the individual sites. Thus, it was necessary to perform some preliminary work to verify that there was indeed a common program model across the sites and that sites were adhering to the core principles that aligned with PYD.

The preliminary work involved one-on-one interviews with the police officer and magnet coordinator from each LAPAMS site. Officers and magnet coordinators were asked to describe their program's purpose, structure, key components and primary activities. They were also asked to talk about how students benefit from the program. In addition to the interviews, several sessions of direct observation were conducted at each site, at a few key program-wide events, and at LAPAMS monthly meetings. The notes from these data collection activities were combined with program materials (available at the site level) to generate an outline of the program model, including similarities and differences across sites. This work informs much of the chapter, with additional information obtained during student interviews included as needed.

The preliminary work helped provide an overall understanding of how LAPAMS operates at a site level, program-wide level, and community collaborative level. It was also used to develop a logic model for the LAPAMS program, which provides a summary of the key components, activities and outcomes of the program across sites. The logic model was generated from an iterative process. First, notes from each interview were used to identify common elements – defined as elements mentioned by two or more schools. These elements were broadly

categorized as either program activities or goals and then presented to the LAPAMS stakeholders at a monthly meeting. The stakeholders gave feedback, which resulted in the addition of some elements and elimination of others. The feedback was incorporated and a new set of activities and goals was generated. This was passed by the stakeholders again, for verification, and then turned into a logic model, shown in Figure 2.3.

### LAPAMS and Positive Youth Development

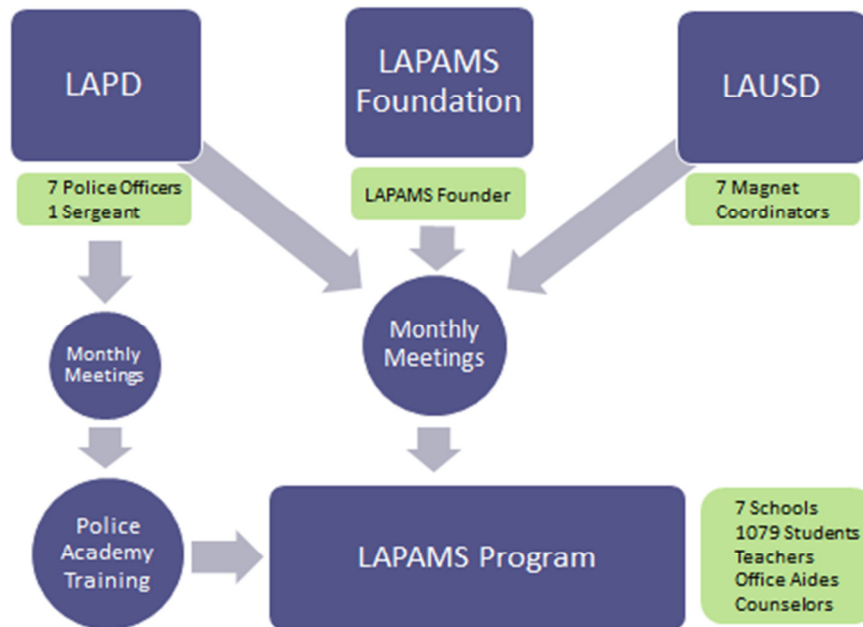
LAPAMS is a multi-faceted program with unique features. Most noteworthy from a positive youth development perspective are the use of collaboration between three community agencies (LAUSD, LAPD and the LAPAMS Foundation) to deliver youth-promoting instruction in a public school setting and the use of a police officer as a positive adult role model and mentor to students.

#### *Collaboration*

Community cooperation to develop and maintain youth programs is a hallmark of the positive youth development approach. A notable feature of LAPAMS is LAPD's involvement, not as a police presence, but as a social institution invested in youth's promise for the future. Moreover, LAPD partners with two youth-serving institutions – LAPAMS and LAUSD – to deliver a collaborative youth promoting program. To support the LAPAMS program, each of the three community organizations contributes a combination of personnel, financial and educational resources. Each are equally important contributors to the program's structure, direction and operations. The general structure of collaboration among LAUSD, LAPD and the LAPAMS Foundation is shown in Figure 2.2.



**Figure 2.2: LAPAMS Program Collaboration Scheme**



### *LAPD*

The LAPD provides seven full-time police officers, under its Personnel and Training Bureau, who work directly with students at each of the seven schools, and one police sergeant who manages and supervises the officers. These eight LAPD personnel convene monthly at an LAPD facility to discuss the police academy training component of LAPAMS and other law enforcement issues specific to the LAPAMS program. The meeting is run by the LAPD sergeant, who also uses the time to update officers on LAPD policies and professional growth opportunities. LAPAMS events, like senior graduation, and the interface between officers and student academics are also discussed. The LAPD sergeant designed a LAPAMS Lesson Plan manual, which outlines topics that officers are expected to cover during their instructional time with LAPAMS students. In most cases, this instructional time occurs during students' physical training, or P.E. hour, which is heavily weighted toward fitness but also includes law enforcement themes and concepts.

### *LAUSD*

LAUSD funds the LAPAMS program in the same manner as other magnet school programs operating under its jurisdiction. Each of the seven LAPAMS sites is provided with one magnet coordinator, who serves a role similar to that of a principal. Generally, the magnet coordinator

manages the operational aspects of the program and is involved in hiring teachers, handling student disciplinary issues, planning events and developing programs for students. In many cases, the magnet coordinator and the police officer work together to develop new programs, plan events and discipline students. LAUSD also provides funds for teachers, counselors, office staff, field trips, school infrastructure and supplies. The number of teachers, counselors and office aids varies across schools and years, dependent upon funding and school-specific factors. Teachers play the traditional teacher role, but may be asked to adapt their curriculum to the law enforcement theme.

### *LAPAMS Foundation*

In addition to the initial conceptualization and development of the LAPAMS program, the LAPAMS Foundation contributes to the program in three key areas: 1) the Foundation ensures continued operation of the program by maintaining relationships and support for the program with the necessary figures at LAPD and LAUSD; 2) the Foundation assists school sites with obtaining, and in some cases provides, supplemental financial support for scholarships and activities; and 3) the Foundation convenes a monthly meeting with the eight LAPD personnel, seven magnet coordinators and additional LAPD or LAUSD personnel.

### *LAPAMS Monthly Meetings*

These monthly LAPAMS meetings are the primary opportunity for LAPAMS staff from the seven school sites to interact, plan and discuss their programs. The LAPAMS Foundation sets the agenda for each meeting, but other attendees may request to have items placed on the agenda. The meetings are used to address future directions for the program, plan program-wide events and facilitate communication across LAPAMS.

LAPAMS does not have a formal program model and the LAPAMS Foundation does not provide centralized guidance to the schools for how to run their program. In its current state, schools operate independently but learn from each other, often modeling their activities and program structure around the more established or more “successful” LAPAMS sites. Some guidance is funneled from LAPD to the LAPAMS officers, through the aforementioned Lesson Plans and LAPD monthly meetings. For the most part, however, school sites are afforded substantial freedom in how they develop and operate their programs.

The LAPAMS Foundation does hold some persuasive influence over the schools and will from time to time make suggestions during the LAPAMS monthly meetings. For example, during the time of the study, school sites were not uniformly representing LAPAMS via a webpage. Some sites had constructed elaborate websites that illustrated the main activities and people involved in LAPAMS at their schools, while others had a minimal or non-existent web presence. The Foundation iterated its expectation that all schools should adopt a suitable webpage and

offered financial assistance to website development. Despite the Foundation's strong suggestion, schools remained at liberty to choose not to develop and publish a LAPAMS website.

LAPAMS is most cohesive when it comes to planning program-wide events, which occurs as a group process during monthly meetings. Certain events, like the student leadership conference or the "Toughest Cadet Alive"<sup>2</sup> student competition, are annual or semi-annual and sites rotate responsibility for hosting the event. The host site may use the LAPAMS monthly meetings to update other schools on planning progress and the schools, as a group, may propose or discuss modifications from previous years' events. Schools can also propose ideas for new events they would like to host. Typically, event preparations are shared between the officer and magnet coordinator at the host school.

The LAPAMS Foundation encourages collaborative discussion during monthly meetings, which also helps establish program cohesion. At each meeting, magnet coordinators and officers are invited to highlight successes and challenges at their sites and to bring up new initiatives they plan to implement. This is an opportunity for schools to learn what other sites are doing and gain new ideas for activities at their own school. As well, these discussions often provide valuable resources to schools, as sites are eager to provide advice for handling challenging situations based on lessons they've learned from their own experiences. For example, during one of the meetings that occurred within the study period, the magnet coordinator from a school shared that the school was having difficulty securing transportation for its students to a program-wide event. The group offered suggestions based on previous similar experiences, helping the magnet coordinator learn how to navigate the district's transportation process and locate alternative sources of transportation.

#### Youth-promoting Instruction and Associated Outcomes

When LAPAMS staffs speak about students, they convey a message that LAPAMS fosters an expectation of students to do well. In fact, LAPAMS stakeholders at all levels indicate that LAPAMS is not intended to target or turn around "troubled" youth. Rather, LAPAMS aims to encourage youth to pursue forward-looking endeavors, develop youth potential for success and help students maintain a positive life trajectory. LAPAMS orients these aims in a police academy context and gears its activities toward students interested in law enforcement careers. At the same time, LAPAMS program components and activities are far-reaching in their individual aims and have potential to benefit students regardless of a student's chosen career path. An examination of the LAPAM program's core components and activities reveals promising

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<sup>2</sup> See "Youth Promoting Instruction" section for an explanation of these events

potential to serve as a model law enforcement/school district partnership that promotes positive youth development.

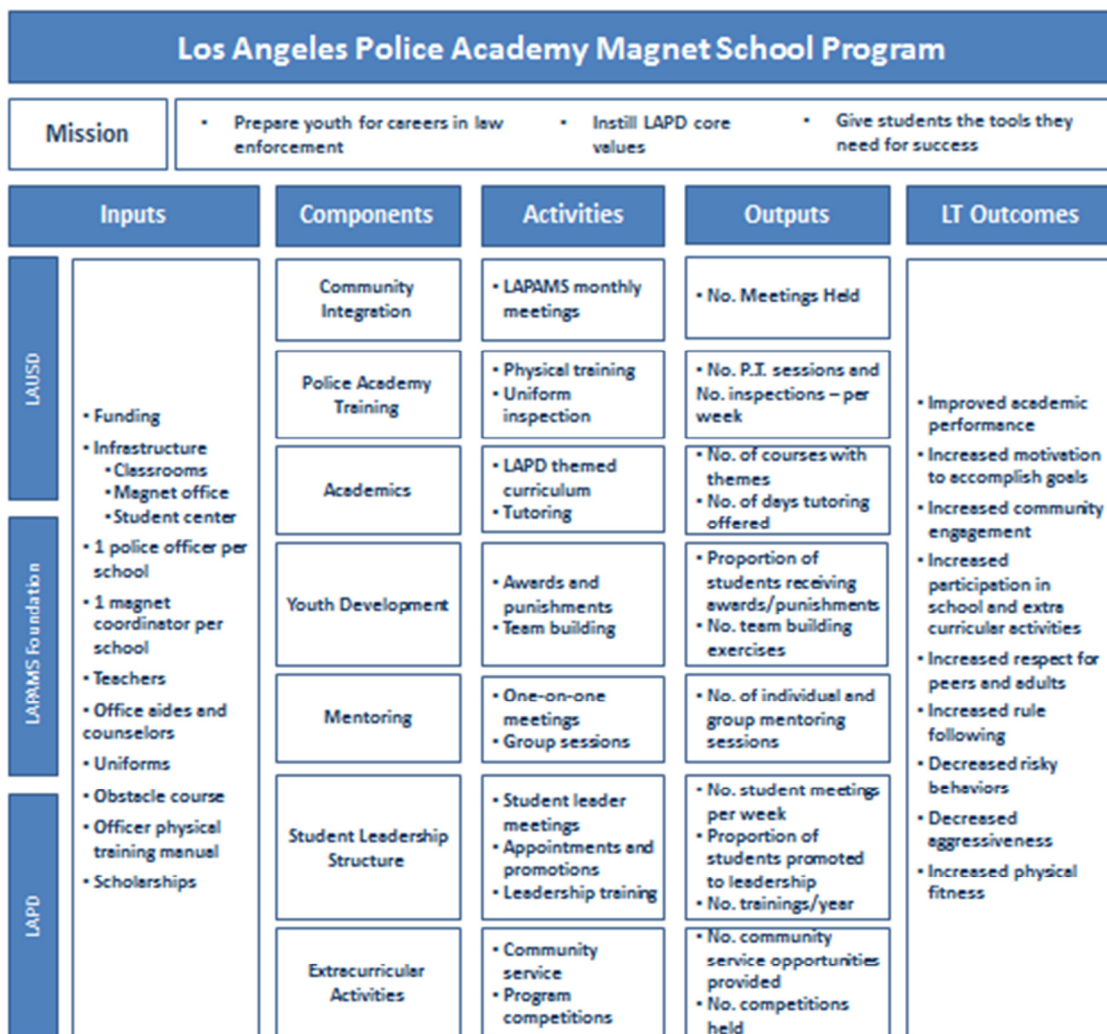
The logic model shown in Figure 2.3 illustrates LAPAMS program core components, activities and corresponding expected outcomes. LAPAMS core components include community integration and officer mentoring, which are discussed in greater detail in the adjacent sections. Other core components that define the LAPAMS experience are:

### *Police Academy Training*

The entire LAPAMS program is oriented around a police academy theme, so the other program components will overlap with this theme to some extent. However, the other components could exist on their own without a police academy theme. Program activities that fall under the police academy training category are those that are specific to law enforcement preparation. For example, students are taught police codes, given a fitness regimen modeled after the police academy fitness training, and guided in role-playing activities that enact common law enforcement scenarios. Nearly all of this training, led by the police officer or student leaders, occurs during student's P.E. hour, which is designated as "Physical Training," or P.T.

A major part of the police academy training component is uniform inspection, which may occur during P.T. or at another designated time during the school day. Each school site has a dress code and rules for physical appearance, like how long students may wear their hair or whether certain types of jewelry are allowed. On most days, students are allowed to dress in civilian attire. However, students are required to dress in uniform for the full school day on uniform inspection days – usually once per week.

Figure 2.3: LAPAMS Program Logic Model



Student uniforms are issued by the LAPAMS program and are modeled after the LAPD uniform. Students are expected to report for inspection, wearing a pressed and tidy uniform, with appropriate accessories (belts, shoes and socks are all regulated.) The site's police officer or a senior student leader then examines each cadet for adherence to the strict dress code and uniform regulations. Uniform inspection is taken seriously and program staffs believe that these strict requirements help teach youth about responsibility and discipline.

Physical training is the other major police academy training activity. This is a rigorous physical fitness regimen, modeled after the training police recruits go through in the LAPD Academy. Physical training occurs during the students' P.E. hour and may be run by the police officer or student leaders. Students participate in fitness drills, timed running, timed obstacle course

drills, weight training and calisthenics. These activities are expected to help students develop their motor skills and improve their physical fitness. In addition, the rigor and spirit in which P.T. occurs is expected to increase students' motivation to persevere in goal achieving and decrease their likelihood of engaging in risky behaviors, particularly those with adverse health effects.

### *Academics*

LAPAMS is a high school magnet program, and as such, students are required to take traditional academic courses consistent with the LAUSD core course requirements. LAPAMS incorporates policy academy themes into core courses, like English, science and math, by shaping assignments and lessons around law enforcement. For example, students may be asked to write police reports in their English courses or asked to solve math word problems couched in crime scenarios. LAPAMS also offers law enforcement specific electives, like forensics, law and criminal psychology, which typically meet LAUSD graduation and college-entrance requirements.

LAPAMS is committed to students' academic success and aspires to deliver academic content rigorous enough to prepare students for higher education. To this end, LAPAMS sites typically monitor students' grades and offer tutoring or other assistance for those who are struggling. Some school sites use P.T. time or after school sessions to give students extra practice and assistance with their school work. It is expected that the incorporation of relatable law enforcement themes and supplemental assistance will help students improve their academic performance.

### *Youth Development*

Two hallmarks of the LAPAMS program include the "team" or "sense of being a family" environment and the awards and punishment system. As a magnet school, LAPAMS is able to structure course schedules so that LAPAMS students in each grade share courses and teachers. In the ideal case, students in each grade would take core courses and P.T. together, but class sizes and honors course conflicts can prevent that from happening. In nearly all cases, however, all students in a given class level share P.T. with each other. This means that students go through high school together, with very similar school experiences. LAPAMS sites often try to increase a sense of team spirit by incorporating team building exercises into program activities and delivering consistent messaging that students are accountable to and for each other. It is expected that feeling a part of a team will help students become more engaged and motivated in their school and communities. Additional spillover effects may occur in other areas, like improved academics or reduced risky behaviors, through positive peer pressure.

LAPAMS emphasizes a strict discipline style, with high expectations for student behavior and an awards system to recognize students that exhibit exemplary behavior. Each site outlines a code

of conduct, which students are expected to read and agree to before joining the program. Examples of expectations include addressing adults as “sir” or “madam,” the dress code described earlier, adhering to program protocols like uniform inspection and treating their peers and adults respectfully. Consequences for violating codes of conduct vary from site to site and by offense, but could be detention, essay writing or added physical work during students’ P.T. Punishments are meted out by police officers and student leaders.

Each site has a badge system to recognize student achievements. Students who perform their community service hours, excel in physical fitness or academics, or show other noteworthy accomplishments, are given ribbons or badges. These ribbons or badges become part of the students’ uniforms and can be worn on uniform inspection days. Students may also be rewarded for good behavior or accomplishment through award ceremonies, temporary relaxations of rigor in P.T. and special “fun” activities. It is expected that the discipline and reward system will result in improved academic performance, participation, engagement, motivation and rule following, and reduced risky behaviors and aggression.

#### *Student Leadership Structure*

A small number of students from each grade are selected by the site police officer to serve as student leaders, typically by successfully passing through a lengthy interview process. Rank titles and structures vary from school to school, but typically include one captain, lieutenant and sergeant – or variations of these titles – per grade level. Students leaders must undergo an application process which often includes a written application, essay, panel interview and observation while leading a group. Student leaders meet regularly with officers to plan and discuss LAPAMS activities. They also help conduct uniform inspection and physical training exercises. Student leaders are expected to stand in front of their class and give orders, or “commands,” and to make sure that all student cadets are following instructions. In many cases, student leaders are allowed to assign punishments to students who are misbehaving and in some sites, student leaders serve as the first point of contact for student discipline. Student leaders often maintain discipline in core courses by disciplining students who misbehave in class and initiating the “call to attention” - motioning for all students to stand up to greet adults who enter the classroom. The student leadership structure offers opportunities for selected student leaders to learn valuable skills associated with leading and taking responsibility for others. In addition, it is thought that the leadership structure helps to maintain discipline, increase motivation and reduce aggression through peer-led discipline.

#### *Extracurricular Activities*

LAPAMS engages students in a host of extracurricular activities , which may vary by site. For example, one site hosts a school-wide field day with physical activities and relay races, while

another organizes a trip to Washington D.C. for some of its students. One school organizes student participation in mud-runs and other community physical fitness events. For the most part, these types of activities occur at the discretion of the magnet coordinator and police officer at the site and are dependent on the site's ability to procure adequate funding.

Two extracurricular activities that occur consistently across sites are the program-wide events and community service. As mentioned earlier, program-wide events are organized as a joint LAPAMS effort, with logistical planning taken on by the host site. Hosts sites vary by year and event, but several events – like the student leadership conference, Toughest Cadet Alive and weight-lifting competitions – are held each year. Student leadership conferences are events that help teach leadership skills to student leaders and a few other LAPAMS students invited to participate. Toughest Cadet Alive is an annual competition in which students compete against each other on physical fitness activities and an essay writing contest. Representatives from each school compete against each other by grade in physical fitness activities during the event, with the essay writing competition taking place beforehand. The weight-lifting competition is a similar event, but is limited to weight-lifting activities. These events are thought to promote increased physical fitness, motivation and participation and decreases in risky behaviors.

A key feature of the LAPAMS program is the required community service that all students must complete. Schools vary in the number of hours they require per year and the types of community service opportunities available to students. While students may elect to choose their own community service, they are expected to show proof of completion. Some students may serve as “junior police” at community and school events, others may act as mentors to younger students or volunteer at a local police department. Community service activities are supposed to help students become more engaged with their communities.

### Officer Mentoring

The full-time participation and commitment of LAPD officers at each school is one of the major contributions that LAPD makes to the LAPAMS program. Officers spend most of their work hours at the school and have minimal LAPD officer-duty requirements. LAPD attempts to fill these LAPAMS positions with police officers that have experience with, or an aptitude for, working with youth and demonstrate qualities of a good mentor.

Aside from the sergeant's visiting supervision, the LAPAMS lesson manual and monthly LAPD meetings, officers are largely free to determine how they become involved in the program and interact with students at the school. Most officers have some involvement P.T., often using this as an opportunity to cover the LAPAMS lessons and train students in physical fitness. Some officers rely on student leaders to deliver fitness training, but remain present to monitor P.T. activities and instruct the student leaders. Others may take a more active role in directly



instructing students. Some officers maintain the P.T. hour for physical fitness and teach the law enforcement principles during an elective hour. Not all officers cover an appreciable amount of law enforcement material with students, but all officers are expected to act as a teacher in their mentoring role with LAPAMS youth.

LAPAMS officers guide and structure the student leadership program. They determine how many students per grade can serve as leaders and what the leadership titles will be. Officers dictate how much responsibility student leaders are given for leading and disciplining students and what other activities student leaders can undertake in their role. Officers also establish the application and selection process for leaders and generally have the final decision over which students are designated for leadership positions. LAPAMS officers provide leadership guidance and training through regular meetings with student leaders and/or through formal training programs.

Discipline is a prominent feature in the LAPAMS program and officers also play a major role in this. Officers help guide and enforce codes of conduct, determine appropriate consequences for violations and selecting students to receive awards for exemplariness. Police officers may talk with students and teachers to learn how students are behaving in classrooms or discuss student behavior with magnet coordinators. Officers tend to have the most direct contact with students during P.T. and this time is frequently used to enforce strict disciplinary expectations. Officers punish uniform violations and misbehavior through extra physical fitness exercises, detention and special assignments or requirements.

Officers help set the tone of the LAPAMS program. The manner in which they interact with and mentor students has a great potential for influencing students' subjective experiences in the program. In addition to the roles described above, officers may take a personal interest in students' lives, guide students or impart life lessons. Officers may make themselves available for one-to-one conversations, offer career and college advice or help students who are struggling in their personal lives. Some officers provide their phone numbers so that students can call if they are having an emergency outside of school hours. Officers can use P.T. to teach students about skills and attitudes that will help students be successful in their lives. LAPAMS officers have the special role of being generally available to mentor students and help shape them into model citizens, ready for law enforcement service. As such, they are remarkably well-positioned to impact the positive development of youth in the LAPAMS program.

### **Chapter Three: Study Aims and Approach**

This study uses the LAPAMS high school sites as a case study of a positive youth development that incorporates law enforcement in a public school setting. The following chapters will explore the presence of positive youth development features and officer attributes in the LAPAMS high school program, from the perspective of youth enrolled in the program. Middle schools have been excluded from the study because their programs are modified to serve younger students and only one middle school program was fully functional at the time of the study, making comparisons difficult.

The study seeks to understand how well the LAPD-LAUSD partnership incorporates positive youth development features into the LAPAMS program, how officers fare on measures of “quality”, and how student outcomes relate to positive youth development features and officer qualities. The study explores these questions from the perspective of students, using two sources of data: a LAPAMS survey and semi-structures interviews. The LAPAMS survey takes an “etic” approach, where the researcher constructs a set of measures of positive youth development based on the researcher’s assumptions and literature, and students are asked to rate the presence and degree of positive youth development in the LAPAMS program using these measures. The semi-structured interviews use an “emic” approach. Students are asked about their experience in LAPAMS without reference to positive youth development or constructed measures relating to positive youth development. This allows youth to construct their own stories about LAPAMS and their experiences. The researcher can then examine whether themes from student interviews map back to positive youth development constructs. By triangulating across these two data collection modalities, the study provides robust data about students’ experiences in a positive youth development law enforcement-public school partnered program.

### **Research Questions**

The study explores the following questions:

1. To what extent does the LAPAMS program incorporate positive youth development features? How do LAPAMS students describe their experience with LAPAMS and to what extent does it reinforce or support a positive youth development approach in the LAPAMS program?
  - a) From LAPAMS youth perspectives, what PYD features are most prominent in the LAPAMS program? How do students rate LAPAMS on measures of positive youth development?
    - i. Do students feel that LAPAMS provides them with a physically and psychologically safe environment, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering and opportunities for skill building?
    - ii. If so, does LAPAMS provide these features in equal measure?

- b) When talking about the program, which features of LAPAMS do youth talk about most often? Do youth describe their experiences in ways that suggest that LAPAMS incorporated PYD features?
    - i. How do students describe LAPAMS?
    - ii. Which features of LAPAMS are associated with positive experiences?
    - iii. How do students learn about LAPAMS and what reasons do they give for enrolling?
    - iv. What do students feel they have gained from being in the LAPAMS program?
    - v. For each of these points, to what extent do students' responses support LAPAMS as a PYD program and do students' responses suggest that students consider PYD features to be important or beneficial?
2. To what extent do LAPAMS police officers provide supportive adult relationships for students, a key component of PYD, and how does this compare with other LAPAMS adult staff?
- a) How do students rate their officers on measures of Trustworthy Authority, Caring Confidant and Inspiring Advocate?
    - i. How do officers compare to teachers and other LAPAMS staff?
    - ii. How do these ratings vary by school?
  - b) What are students' experiences with the officer in their schools?
    - i. How do students describe their officer?
    - ii. What activities and roles do students experience their officer participating in?
    - iii. Which aspects of their police officer are associated with positive experiences?
3. Do students in the LAPAMS program demonstrate outcomes consistent with PYD programs, particularly with respect to intellectual and socio-emotional development?
- a) Overall, how do students enrolled in LAPAMS fare on measures of academic performance, rule-following behaviors, threatening and aggressive behaviors, motivation to succeed, participation in constructive activities, giving back to the community and treating others respectfully?
  - b) Is there a relationship between measures of officer quality and measures of student outcomes?
  - c) Do students who have been in LAPAMS longer perform better on measures of student outcomes?
  - d) Are students who began LAPAMS at early ages more likely to perform better on measures of student outcomes?

### *Mixed Methods Approach*

This study uses a mixed methods approach, drawing from two data sources: student responses on a survey that assessed PYD features and youth outcomes in the LAPAMS program and student responses during semi-structured interviews that provided flexibility to discuss the LAPAMS program on their own terms. The purpose of this approach is two-fold. First, it

provides scaffolding by which one can assess whether students experience LAPAMS as a PYD program using both etic and emic perspectives. On the survey, students are asked whether and to what degree specified PYD features, or youth promoting instruction, occur in LAPAMS. Through students' responses, whether LAPAMS is in fact incorporating PYD features in a way that youth recognize and affirm can be directly measured. By complementing the survey with youth's own perceptions of the LAPAMS program in semi-structured interviews, one can assess if youth recognize and affirm PYD features, without prompting. Unprompted indication of PYD features provides strong evidence that the features are present because youth mention them without being told to think about whether or not they exist. In other words, the features are present to the extent that youth spontaneously mention them as part of their LAPAMS experience.

Another benefit to looking for youth promoting features in student interview transcripts is that it provides insight into how youth think about PYD features. When students are asked to describe their experiences in a youth promoting program, do they think along similar lines as PYD scholars and practitioners? If we allow students to talk freely about their experiences, to define the LAPAMS program and to share their likes and dislikes, will we see youth recognizing PYD features as distinct elements of the program? Will youth describe LAPAMS as simply a law enforcement preparation program or will they talk about youth promoting features, such as support for efficacy and mattering or skill building opportunities, as well? We can begin to explore whether youth recognize, appreciate and view youth promoting features as important and beneficial components in a youth program.

### **Data Sources and Collection**

Primary data sources for this study were the LAPAMS Student Survey, designed by the author<sup>3</sup> and semi-structured student interviews. The survey assessed presence of PYD features in the LAPAMS program, officer attributes and youth outcomes. Student interviews were open-ended semi-structured questions designed to capture information about students' experiences in the LAPAMS program, including useful features, reasons for joining, and life lessons or life changing effects of LAPAMS. Prior to selecting a sample of students for interviews and prior to survey administration, parental consent forms were delivered to the schools. Schools were asked to have students return a signed consent form with either a "yes" or "no" box checked. Schools employed their own approaches to encouraging youth to return signed forms. Data collection (interviews and surveys) occurred between March and June 2010, according to school calendars and availability. Table 3.1, below, shows how each data source maps back to the research questions and where in the dissertation these questions are addressed.

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<sup>3</sup> Some items were adapted from Subha, Nital and Chandra, Anita, "Baltimore City Police Athletic League Assessment Study," John Hopkins Center for Adolescent Health Publication, August 2004.

Table 3.1: Research questions and data sources

Research Question	Data Source	Discussed in...
<p>To what extent does the LAPAMS program incorporate positive youth development features?</p> <p>Sub-questions:</p> <p>a) From LAPAMS youth perspectives, what PYD features are most prominent in the LAPAMS program? How do students rate LAPAMS on measures of positive youth development?</p> <p>i. Do students feel that LAPAMS provides them with a physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support for efficacy and mattering and opportunities for skill building?</p> <p>ii. If so, is LAPAMS equally strong at providing these features or does it excel at some more than others?</p>	LAPAMS Survey	Chapter 4
<p>How do LAPAMS students describe their experience with LAPAMS and to what extent does it reinforce or support a positive youth development approach in the LAPAMS program?</p> <p>Sub-questions:</p>	Student Interviews	Chapter 3

<p>a) When talking about the program, which features of LAPAMS do youth talk about most often? Do youth describe their experiences in ways that suggest that LAPAMS incorporated PYD features?</p> <ul style="list-style-type: none"> <li>i. How do students describe LAPAMS?</li> <li>ii. Which features of LAPAMS are associated with positive experiences?</li> <li>iii. How do students learn about LAPAMS and what reasons do they give for enrolling?</li> <li>iv. What do students feel they have gained from being in the LAPAMS program?</li> <li>v. For each of these points, to what extent do students' responses support LAPAMS as a PYD program and do students' responses suggest that students consider PYD features to be important or beneficial?</li> </ul>		
<p>To what extent do LAPAMS police officers provide supportive adult relationships for students, a key component of PYD, and how does this compare with other LAPAMS adult staff?</p> <p>Sub-questions:</p> <p>a) How do students rate their officers on measures of Trustworthy Authority, Caring Confidant and Inspiring Advocate?</p> <ul style="list-style-type: none"> <li>i. How do officers compare to</li> </ul>	LAPAMS Survey	Chapter 5

<p>teachers and other LAPAMS staff?</p> <p>ii. How do these ratings vary by school?</p>		
<p>To what extent do LAPAMS police officers provide supportive adult relationships for students, a key component of PYD, and how does this compare with other LAPAMS adult staff?</p> <p>Sub-questions:</p> <p>a) What are students' experiences with the officer in their schools?</p> <p>i. How do students describe their officer?</p> <p>ii. What activities and roles do students experience their officer participating in?</p> <p>iii. Which aspects of their police officer are associated with positive experiences?</p>	<p>Student Interviews</p>	<p>Chapter 5</p>
<p>Do students in the LAPAMS program demonstrate outcomes consistent with PYD programs, particularly with respect to intellectual and socio-emotional development?</p> <p>Sub-questions:</p> <p>a) Overall, how do students enrolled in LAPAMS fare on measures of academic performance, academic performance, rule-following behaviors, threatening and aggressive behaviors, motivation to</p>	<p>LAPAMS Survey</p>	<p>Chapter 6</p>

<p>succeed, participation in constructive activities, giving back to the community and treating others respectfully?</p> <p>b) Is there a relationship between measures of officer quality and measures of student outcomes?</p> <p>c) Are students who have been in LAPAMS longer more likely to perform better on measures of student outcomes?</p> <p>d) Are students who began LAPAMS at early ages more likely to perform better on measures of student outcomes?</p>		
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### **LAPAMS Survey**

A student questionnaire was administered to all students participating in the LAPAMS program whose parents had given consent, who themselves assented to participation in the study and who were present on days of data collection. Questionnaires were administered in-person by the researcher, across grades 9 to 12, in each of the five LAPAMS high school sites. Questionnaires were delivered in paper format and asked a total of 51 questions about students' experiences in the LAPAMS program, key student outcomes and student background information. A total of 334 students completed surveys, distributed as shown in Table 3.2.



Table 3.2: LAPAMS survey response rate across schools

School	# Survey Respondents	Total # Students Enrolled*	Response Rate
A	112	198	56.6%
B	83	160	51.9%
C	67	82	81.7%
D	39	141	27.7%
E	33	58	56.9%
<b>Total</b>	<b>334</b>	<b>639</b>	<b>52.3%</b>

*\*Total # of students enrolled at the time of survey administration*

Overall, only about half of students completed a student survey. Few students refused to complete the survey; the vast majority of students who did not complete a survey either did not have parental permission or were not present on the day the survey was administered. School D had a particularly low response rate. School D reported that many students did not return parental consent forms. This study did not use passive consent; thus, if a parental consent form was not returned, the student was not allowed to complete the survey. In addition, School D did not allow the researcher to administer the survey. Instead, it collected blank copies of the survey from the researcher and asked students to complete surveys in their free time (for example, if they finished an exam earlier than other students or had other free time during class time.) Most other schools did not face challenges in getting consent forms returned; so the low response rate in other schools is primarily driven by parent refusal or student absence.

#### *Measures to Assess PYD Features*

This study uses the Institute of Medicine's Eight Features of Positive Youth Development Programs to tests the presence of PYD features in the LAPAMS program. The IOM model was chosen because the emphasis on distinct and clear categories of PYD features, with inclusion and exclusion rules for each, lends itself to scale-development and provides a template through which to assess a program. Other PYD models were less specific in their definitions of PYD programs or focused more heavily on what PYD looks like in youth. The IOM model suggests that programs which incorporate at least four of the eight features are expected to have positive impacts on student outcomes.

The study uses examples set forth in the IOM model to develop survey questions tailored to the LAPAMS program. It should be noted that this study does not attempt to create an adaptable scale for assessing presence of PYD features in youth programs in general. Rather, the IOM

model was used as a guide for generating survey items, compatible with the LAPAMS logic model, that measure the presence of PYD-like features in the LAPAMS program. For example, items that assess opportunities for skill building in the LAPAMS program were designed to assess features that were likely to occur in the LAPAMS program, based on the LAPAMS program core components and compatible with the LAPAMS program logic model. Similarly, the survey is not meant to capture every component listed in the IOM's definition of PYD features. In the interest of brevity, the survey uses items to measure components most salient to the LAPAMS program and its expected expression of PYD features.

Table 3.3 shows the items that assess PYD features in the LAPAMS survey and the corresponding IOM definitions for each feature. Items were delivered in two formats: 1) a 4 point Likert scale response choice (Never, Sometimes, Usually, Always) to rate how frequency a statement occurred; and 2) a yes/no response choice to a direct questions. The high number and variety of survey items made it difficult to visualize PYD expression in the LAPAMS program when items were viewed in isolation. Items were therefore presented according to PYD feature, although tabular calculations were taken for each item.

Table 3.3: IOM Definition of PYD Features and Corresponding LAPAMS Survey Items

<b>PYD Feature</b>	<b>IOM Definition<sup>cli</sup></b>	<b>LAPAMS Survey Items</b>
<b>Physical and Psychological Safety</b>	<ul style="list-style-type: none"> <li>• Safe and health-promoting facilities</li> <li>• Practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Adults in the police academy encourage students to support each other</li> <li>• Students are asked to help out other cadets</li> <li>• Without the police academy, I would feel unsafe at school</li> </ul>
<b>Appropriate Structure</b>	<ul style="list-style-type: none"> <li>• Limit setting</li> <li>• Clear and consistent rules and expectations</li> <li>• Firm-enough control</li> <li>• Continuity and predictability</li> <li>• Clear boundaries</li> <li>• Age-appropriate monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Police academy expectations of students are clear</li> <li>• Police academy rules make sense</li> <li>• Consequences of not meeting police academy expectations are clear</li> </ul>
<b>Supportive Relationships</b>	<ul style="list-style-type: none"> <li>• Warmth</li> <li>• Closeness</li> </ul>	<ul style="list-style-type: none"> <li>• Students get help to achieve their academic</li> </ul>

	<ul style="list-style-type: none"> <li>• Connectedness</li> <li>• Good communication</li> <li>• Caring</li> <li>• Support</li> <li>• Guidance</li> <li>• Secure Attachment</li> <li>• Responsiveness</li> </ul>	<p>goals</p> <ul style="list-style-type: none"> <li>• Students get help to achieve their career goals</li> <li>• Students get help to achieve their extracurricular goals</li> </ul>
<b>Opportunities to Belong</b>	<ul style="list-style-type: none"> <li>• Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation or disabilities</li> <li>• Social inclusion, social engagement and integration</li> <li>• Opportunities for sociocultural identity formation</li> <li>• Support for cultural and bicultural competence</li> </ul>	<ul style="list-style-type: none"> <li>• Students are asked to work together on projects (like team building)</li> <li>• The activities we do in the police academy help students grow closer</li> <li>• I feel good about going to police academy meetings and other events</li> <li>• The police academy has made me want to go to school more often</li> <li>• I am involved in organizing police academy activities</li> </ul>
<b>Positive Social Norms</b>	<ul style="list-style-type: none"> <li>• Rules of behavior</li> <li>• Expectations</li> <li>• Injunctions</li> <li>• Ways of doing things</li> <li>• Values and morals</li> <li>• Obligations for community service</li> </ul>	<ul style="list-style-type: none"> <li>• Police academy activities teach me the value of hard work</li> <li>• Police academy activities teach me to be more disciplined</li> <li>• Does your police academy teach you to think about the consequences of your actions?</li> <li>• Does your police academy teach you to</li> </ul>

		think about how your actions affect others?
<b>Support for Efficacy and Mattering</b>	<ul style="list-style-type: none"> <li>• Youth-based</li> <li>• Empowerment practices that support autonomy</li> <li>• Making a real difference in one's community</li> <li>• Being taken seriously</li> <li>• Practices that include enabling, responsibility granting, and meaningful challenge</li> <li>• Practices that focus on improvement rather than on relative current performance levels</li> </ul>	<ul style="list-style-type: none"> <li>• My ideas are listened to in the police academy</li> <li>• Students are taught how to make a difference in the world</li> <li>• Being in the police academy teaches me how to be more confident</li> <li>• Being in the police academy helps me feel better about myself</li> <li>• Being in the police academy makes me a better person</li> <li>• Being in the police academy has made me try harder to accomplish my goals</li> </ul>
<b>Opportunities for Skill Building</b>	<ul style="list-style-type: none"> <li>• Opportunities to learn physical, intellectual, psychological, emotional, and social skills</li> <li>• Exposure to intentional learning experiences</li> <li>• Opportunities to learn cultural literacies, medial literacy, communication skills and good habits of mind</li> <li>• Preparation for adult employment</li> <li>• Opportunities to develop social and cultural capital</li> </ul>	<ul style="list-style-type: none"> <li>• Students are given opportunities to develop leadership qualities</li> <li>• Students have the chance to learn new (non-academic) skills</li> <li>• Being in the police academy has made me try things I would never have tried before</li> <li>• Students are rewarded for demonstrating leadership qualities</li> <li>• Students are rewarded for physical fitness</li> </ul>

### *Measures to Assess Officers as Providers of Supportive Adult Relationships for Youth*

In LAPAMS schools, officers serve as teachers, disciplinarians and supervisors for LAPAMS student leaders. But their foremost purpose is to act as mentors and positive role models for students. In these roles, officers have the opportunity to provide supportive adult relationships for youth. As mentors and role models, they help set the tone for students' LAPAMS experience through the manner in which they interact with students and the level of personal, positive and constructive attention they give to students.

This study focuses on LAPAMS police officer mentoring attributes in this study because it is the most central, but least prescribed, aspect of their job and because mentoring quality can play a significant role in mediating youth outcomes. Studies have shown that not all mentoring relationships are equally effective in promoting positive outcomes for youth and that some relationships can actually be detrimental<sup>clii,cliii</sup>. Researchers of youth mentoring relationships assert that mentors are more effective when they demonstrate a personal interest in youth's lives and a willingness to listen and support youth in their personal struggles<sup>cliv</sup>. Similarly, mentoring relationship experts emphasize that effective mentors challenge youth to pursue their own goals and provide support to help youth accomplish these goals<sup>clv</sup>. Moreover, mentoring scholars assert that these are aspects of a mentoring relationship that lend themselves to study via survey instruments<sup>clvi</sup>. Finally, mentoring scholars recommend a guiding set of ethical principles for mentoring, which recognize that mentors are authority figures with responsibility to behave ethically and considerately toward their mentees. These ethical principles focus on being trustworthy, responsible, respectful and to act in the interests of the youth they mentor<sup>clvii</sup>.

In the LAPAMS survey, I constructed a series of officer quality related items that assess these attributes. Items were created as stand-alone measures, but, as with PYD features, have been condensed into composite variables that allow for easier visualization and more meaningful interpretation of results. Individual items were grouped together by similarity in theme and the three resulting groups were named for the salient common theme. Scores for individual items and composite analyses results are shown in the Appendix. Items and their composite name are shown in Table 3.4.

Table 3.4: LAPAMS Survey Items that Measure Officer Mentoring Attributes

Officer Attribute	Survey Items
<b>Trustworthy Authority</b>	<ul style="list-style-type: none"><li>• My officer treats me fairly</li><li>• My officer treats other students in the police academy fairly</li><li>• I trust my officer</li><li>• I could go to for help in an emergency</li></ul>

<p style="text-align: center;"><b>Caring Confidante</b></p>	<ul style="list-style-type: none"> <li>• (My officer) Really cares about me</li> <li>• (My officer) Pays attention to what's going on in my life</li> <li>• (My officer) Spends time with me one on one</li> <li>• (My officer) Knows how I am doing at school</li> <li>• My officer is someone I can relate to</li> <li>• (My officer) I could go to if I need advice about personal problems</li> <li>• (My officer) I could go to if I am really mad or upset about something</li> </ul>
<p style="text-align: center;"><b>Inspiring Advocate</b></p>	<ul style="list-style-type: none"> <li>• (My officer) Always wants me to do my best</li> <li>• (My officer) Believes I will be a success</li> <li>• (My officer) Gives me a lot of encouragement</li> <li>• (My officer) Encourages me to work hard</li> <li>• (My officer) tells me when I do a good job</li> <li>• I respect my officer</li> </ul>

### *Measures to Assess Youth Outcomes*

Youth outcome measures were designed to follow expected outcomes consistent with the LAPAMS program logic model. These outcomes overlap with the types of outcomes PYD scholars expect to see in youth exposed to positive youth development programs. As there is no widely agreed upon set of outcomes or scale, as yet, outcome items were selected to closely align with outcomes that might directly follow from student participation in the LAPAMS program. Items were specifically constructed for the LAPAMS survey, to assess LAPAMS youth outcomes, and were adapted from earlier scales<sup>4</sup> when possible and appropriate.

In all cases, youth outcomes are self-reported responses to LAPAMS survey items. Response choices vary by question. The complete survey, with questions and response choices, is shown in the Appendix. Students were asked questions to assess:

- academic performance
- rule-following behaviors
- threatening and aggressive behaviors
- motivation to succeed
- participation in constructive activities

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<sup>4</sup> Some items were adapted from Subha, Nital and Chandra, Anita, "Baltimore City Police Athletic League Assessment Study," John Hopkins Center for Adolescent Health Publication, August 2004.

- giving back to the community and
- treating others respectfully.

Student outcomes were condensed into composite variables to reduce the number of individual significance tests and to generate outcome variables that robustly captured student outcomes. Individual items from the above survey questions were first sorted into the seven outcome categories according to the researcher's judgment of which items most closely aligned with each heading. Some items were removed at this stage because they did not align with the key outcome categories and were not considered themselves to be a key outcome of interest. Composite variables were used for all analyses shown in the body of the report. Scores for individual items and composite analyses results are shown in the Appendix. Items assigned to each outcome category are shown in Table 3.5.

Table 3.5: LAPAMS Survey Items that Measure Youth Outcomes

Youth Outcome	LAPAMS Survey Items
<b>Academic Performance</b>	<ul style="list-style-type: none"> <li>• In this past school year, how would you describe your grades in school</li> <li>• Which of the following do you agree with               <ul style="list-style-type: none"> <li>○ I will graduate on time (four years after I started high school)</li> <li>○ I will graduate, but it will take me more than four years</li> <li>○ I don't expect to graduate high school</li> </ul> </li> <li>• During this school year, how many days of school have you missed because you skipped or 'ditched' school</li> <li>• I feel confident that I can achieve my academic goals</li> <li>• I feel confident that I can achieve my career goals</li> <li>• I believe I can do what is needed to accomplish my goals</li> <li>• Come to classes without finishing your homework</li> <li>• Come to classes without your books or paper to write on</li> </ul>
<b>Rule Following Behaviors</b>	<ul style="list-style-type: none"> <li>• Before I make a decision, I stop to think about what the consequences will be</li> <li>• (At school) Follow rules even if no one will find out</li> <li>• (Not at school) Follow rules even if no one will</li> </ul>

	<p>find out</p> <ul style="list-style-type: none"> <li>• (Not at school) Follow the law even if no one will find out</li> <li>• Broken the rules at school</li> <li>• Broken the rules at home</li> </ul>
<b>Threatening and Aggressive Behaviors</b>	<ul style="list-style-type: none"> <li>• Hit or beat someone up</li> <li>• Hurt someone badly enough for them to need bandages or a doctor</li> <li>• Used a knife, gun or other weapon to get something from a person</li> <li>• Carried a knife or gun to protect yourself</li> <li>• Threatened to physically hurt someone</li> </ul>
<b>Motivation to Succeed</b>	<ul style="list-style-type: none"> <li>• When I am in a challenging situation, I ask others for help</li> <li>• I knowingly put myself in situations that will challenge me</li> <li>• I am willing to put in hard work so that I can accomplish my goals</li> <li>• If I don't succeed at something, I will try harder next time</li> <li>• Which of the following do you agree with: <ul style="list-style-type: none"> <li>○ I try as hard as I can to do my best work at school</li> <li>○ I try at school, but not as hard as I could</li> <li>○ I don't need to try my hardest to do well in school</li> </ul> </li> <li>• I do not care how I do in school</li> </ul>
<b>Participation in Constructive Activities</b>	<ul style="list-style-type: none"> <li>• (At school) Help decide things like classroom activities or rules</li> <li>• (At school) Participate in a sports, clubs or other extracurricular activities (such as band, cheerleading, student council, sports)</li> <li>• (Not at school) Participate in a team or competitive activity (like sports or dance)</li> </ul>
<b>Giving Back to the Community</b>	<ul style="list-style-type: none"> <li>• Do things that make a difference</li> <li>• Do things that help other people</li> <li>• Give back to your community</li> <li>• (At school) Do things that make a difference</li> <li>• (At school) Do things that help other people</li> </ul>



<b>Treating Others Respectfully</b>	<ul style="list-style-type: none"> <li>• (At school) Treat other students with respect</li> <li>• (At school) Treat adults with respect</li> <li>• (Not at school) Treat others respectfully</li> </ul>
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## Interviews

A total of 19 semi-structured interviews with students were conducted at each of the five LAPAMS high school sites. In schools A, B, D and E, one student per grade level was interviewed. In school C, one student for each 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade was interviewed. From each school, one student per grade was randomly selected from those students whose parents had given active consent to participate in the study. Interviews were arranged with the schools ahead of time to ensure availability of students on the day of the interview. In the case that a student was not available, the researcher randomly selected a replacement. Interviews were tape recorded and transcribed post-interview session. Topics covered in the interview protocol include:

- How student became involved with LAPAMS
- Reasons for joining LAPAMS
- Experiences in LAPAMS
- Useful and less useful features of LAPAMS
- Life lessons learned from participation in LAPAMS
- What difference, if any, LAPAMS made in student's life
- Post high school plans

Interviews closely followed the interview protocol (shown in Appendix), with questions phrased to be general and open-ended. In some cases, questions were rephrased for clarity when students indicated confusion. As well, students were allowed to deviate from the pre-selected topics during the interview and were given the chance to address any topics that had not come up by the end of the interview. The interview protocol evolved after the first interview, when it became apparent that students routinely discussed their peers and officers as major program components. Therefore, in addition to describing LAPAMS, students were asked to describe their officers and peers. Student discussions of their officers during the interviews were used to complement information captured about officer attributes in the student survey.

Students also brought up officer turnover, which was a recurrent theme in the LAPAMS program. Studies of effective mentoring highlight that longevity and consistency is an important marker for successful mentoring<sup>clviii</sup>, which suggests that turnover may diminish the positive benefits of officer mentoring. Students' perceptions of officer turnover are therefore also explored in this study. However, it should be noted that officer turnover arose as an emergent theme from student interviews and not all students chose to talk about this topic.

## **Analytical Approach**

The study employed a combination of quantitative and qualitative analysis techniques.

### *Quantitative Analyses*

Descriptive statistics and multivariate logistical regression were used to analyze student responses on the LAPAMS survey. Survey items were categorical or yes/no type questions. Descriptive statistics were run to show the frequency of student responses for each survey items. In the body of this report, descriptive results for PYD features, officer mentoring attributes and youth outcomes are reported by the composite variables described above. Results for individual items are shown in the Appendix.

### *Relational Analyses – PYD Features & Youth Outcomes*

To construct PYD feature categorical variables, individual items from questions were sorted into categories of “Physical and Psychological Safety,” “Appropriate Structure,” “Supportive Relationships,” “Opportunities to Belong,” “Positive Social Norms,” “Support for Efficacy and Mattering,” and “Opportunities for Skill Building.” Because the officer-student relationship was studied more extensively as a separate research question, the “Supportive Relationships” category was reduced to capture information about general support given to students in the LAPAMS program. Scores for each item were standardized to give equal weight to all items. See Appendix for more detail on how each item was adjusted.

Ordinal logistical regression was used to test the ability of PYD features to significantly predict selected youth outcomes. Tests were run for each of the seven PYD features on each of the key student outcome composite variables, for a total of 49 tests. Bonferroni adjustments were made to account for possible erroneous significant findings due to running multiple hypothesis tests.

The following factors were used as covariates during significance testing:

- Student received free or reduced price lunch (0/1 indicator)
- Student’s parent (mother or father) completed high school (0/1 indicator)
- Student’s parent(s) own their own house or condo (0/1 indicator)
- Years in police academy magnet (1, 2, 3, 4, 5+ years)
- Student lives in a two parent household (0/1 indicator)
- Student participated in Police Academy magnet any time during middle school (0/1 indicator)

### *Relational Analyses – Officer Mentoring Attributes & Youth Outcomes*

To construct the officer mentoring attributes variables, individual survey items were sorted into categories of “Trustworthy Authority,” “Caring Confidante,” and “Inspiring Advocate” and the

sum of each item was tallied to give a total score for each student in each category<sup>5</sup>. Scores for each item were standardized to give equal weight to all items. See Appendix for more detail on how each item was adjusted.

Ordinal logistical regression was used to test the ability of officer mentoring attributes to significantly predict selected youth outcomes. Tests were run for each of the three officer mentoring attributes on each of the key student outcome composite variables, for a total of 21 tests. Bonferroni adjustments were made to account for possible erroneous significant findings due to running multiple hypothesis tests.

The following factors were used as covariates during significance testing:

- Student received free or reduced price lunch (0/1 indicator)
- Student's parent (mother or father) completed high school (0/1 indicator)
- Student's parent(s) own their own house or condo (0/1 indicator)
- Years in police academy magnet (1, 2, 3, 4, 5+ years)
- Student lives in a two parent household (0/1 indicator)
- Student participated in Police Academy magnet any time during middle school (0/1 indicator)

### *Qualitative Analyses*

Excerpts from interview transcripts were coded into themes, according to the general topic they referred to, as follows:

LAPAMS themes:

- Describes LAPAMS
- Mode of entry into LAPAMS
- Impetus for joining LAPAMS
- Life lessons learned through LAPAMS
- Program features associated with positive experiences
- Program features associated with negative experiences

Officer themes:

- Officer description
- Officer roles and activities
- Officer turnover
- Positive experiences with officer

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<sup>5</sup> Note: for officer analyses where officer quality was not used as an independent/predictor variable, scores for each category were not tallied. See section on "overall officer quality for more detail."

The Dedoose online software platform was used to code and analyze interview transcripts. Within each theme, excerpts were assigned a short phrase which summarized the main idea of the excerpt. Phrases that embodied the same main idea were grouped together. Phrases were then reviewed and sub-theme labels were assigned to each main idea. A second-coder was given a sample of 10 percent of interview transcripts to code, a list of instructions about what each theme and sub-theme meant and asked to assign excerpts to the themes and sub-themes. One drawback to this approach was that the second-coder was not able to draw upon the context of the surrounding sentences to interpret the meaning of a code. This was particularly troublesome for this study because many times codes were assigned based on the context; for example, if an excerpt describing a LAPAMS feature occurred in a discussion of things the student liked about LAPAMS, it would have been coded differently from an excerpt that described the same feature without any positive association. This may have led to low levels of inter-rater agreement. Cohen's kappa was used to calculate inter-rater agreement for theme (parent code) and sub-theme (child code.) Inter-rater agreement of parent codes was 69.4% and inter-rater agreement of child codes was 48.2%, indicating substantial agreement for parent codes and moderate agreement for child codes.

Once themes and sub-themes were finalized, the frequencies were downloaded into an Excel spreadsheet. A unique count (number of unique interviewees who mentioned a theme or sub-theme) and total count (total number of times a theme or sub-theme appeared across all interviews) was taken. Tallies for themes and sub-themes are shown in the subsequent chapters, along with illustrative quotes or descriptions of what students discussed in the context of each theme.

## **Chapter 4: LAPAMS and Positive Youth Development**

The LAPAMS program offers courses, physical fitness and developmental training to middle and high school youth within the confines of a magnet program. Though traditionally intended for students interested in pursuing careers in law enforcement, the LAPAMS program offers life skills instruction which can benefit students on any career path. Many of the key features of the LAPAMS program overlap with core features of a positive youth development program. Main elements of the LAPAMS program that align with the positive youth development approach include collaboration across multiple community serving organizations, emphasis on academic, physical and social skill development and activities which promote adherence to social norms, social connectedness and community responsibility.

What sets the LAPAMS program apart from other youth programs that take a PYD approach is that LAPAMS is a full-time program delivered within the public school context. This means that students are exposed to the PYD approach every school day, all day, throughout the time they are enrolled in middle and/or high school, as part of their educational experience. Furthermore, the LAPAMS model incorporates direct involvement from the Los Angeles Police Department. Each LAPAMS site is assigned a full-time police officer, who helps structure the program and interacts with youth on a regular basis, as part of program delivery. This unique model of a police-school partnership to deliver full-time, ongoing PYD oriented instruction to youth within a school setting, if successful, could have significant implications for the roles of law enforcement and public education in promoting positive development for youth.

This chapter explores the positive youth development features of the LAPAMS program that occur within the school environment, from the perspective of LAPAMS students. The intent is to unpack the extent to which LAPAMS is successful at delivering a PYD approach in its daily operations. Understanding whether students perceive that they are receiving a unique and positive development oriented experience is the first step toward learning whether LAPAMS can serve as a model for integrating positive youth development in schools.

To gauge the degree to which LAPAMS successfully delivers a positive youth development approach to students, two sets of data are utilized. In the first section of this chapter, results from a survey administered to all students in the LAPAMS program who consented to participate are presented. In this survey, students were asked to indicate how often they experience key LAPAMS features that align with the PYD approach during their time in the LAPAMS program. This analytical approach pre-imposes the PYD model onto LAPAMS and requires students to assess whether or not/how often these elements are a part of their LAPAMS experience.

The second section of this chapter focuses on responses to semi-structured interviews with nineteen students enrolled in LAPAMS, across grades and school sites. Students were asked very general questions about LAPAMS and their experiences in the LAPAMS program and were allowed to speak freely about whatever felt most appropriate to them. For this set of data, the

analytical approach is to explore whether and how often students describe PYD-like elements when speaking about the LAPAMS program.

Each set of data is explored separately, to provide unique insight into which, if any, elements of the positive youth development approach are experienced most by students. Each analytical approach offers its own value. Capturing student responses via survey allows me to assess the frequency of PYD elements for a large sample of LAPAMS students. It also requires students to respond to items, and thus assess the relevance to their experience, that students may not think to bring up during a semi-structured interview for unknown reasons. Allowing students to speak freely about their experiences in the LAPAMS program conversely allows me to capture elements that may not appear in the survey. More importantly, it provides insight into the features of LAPAMS that students perceive as being most salient to their experience and helps me to understand whether students notice or care about elements that are typically considered to be features of the PYD approach. The final section of this chapter combines the results from each analytical approach to highlight aspects of the positive youth development approach which LAPAMS is particularly good at delivering and to discuss how this knowledge can be used by educational institutions and policy makers.

### **Who are LAPAMS students and why do they enroll in this program**

Tables 4.1, 4.2, 4.3 and 4.4 below show the demographic composition of students enrolled in the LAPAMS program, grade level and exposure to LAPAMS and common reasons for joining the LAPAMS program. According to student responses on the student survey, the majority of LAPAMS students qualify for free or reduced price lunch, self-report Latino as their race/ethnicity, have a primary caretaker whose highest level of education is high school or below and 57 percent live with both birth parents. In interviews<sup>6</sup>, students most commonly indicated that they joined LAPAMS because they wanted a career in law enforcement or because LAPAMS offered better opportunities for students than the alternatives. These students typically learned about LAPAMS through a parent or other close adult or another LAPAMS student who helped connect them to the program.

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<sup>6</sup> See Chapter 3: Study aims and approach for a description of the methods used to code and analyze student interviews

Table 4.1: Students' self-reported background characteristics

<b>Background characteristic</b>	<b>Percent of students<sup>7</sup></b>
Qualifies for free or reduced price lunch	70.6%
Highest level of primary caretaker's education	
Did not finish high school	35.4%
High school or GED	31.2%
Two or four year degree	13.1%
Type of residence	
Owned residence	47.4%
Leased residence	48.3%
Temporary housing	4.3%
Race or ethnicity	
Latino	81.0%
Asian	4.9%
White	3.3%
African American	3.0%
Mixed race or ethnicity	6.9%
Primary caretaker	
At least one birth parent	92.4%
Both birth parents	57.0%
Two parents and grandparent or aunt	6.7%
Someone other than a birth parent	6.1%

Table 4.2: Students' self-reported exposure to LAPAMS

<b>Exposure to LAPAMS</b>	<b>Percent of students<sup>8</sup></b>
Years in LAPAMS	
1 year	39.6%
2 years	23.6%
3 years	16.6%
4 years	16.3%
5 or more years	3.9%
Grade	
9th grade	34.2%
10th grade	26.1%
11th grade	19.1%

<sup>7</sup> Percent of students self-reporting this information on the LAPAMS Student Questionnaire

<sup>8</sup> Percent of students self-reporting this information on the LAPAMS Student Questionnaire

12th grade	20.6%
Was ever enrolled in LAPAMS during middle school	35.0%

Table 4.3: How students learn about or enroll in LAPAMS

How students come to learn about or enroll in LAPAMS	Unique Count <sup>9</sup>
Parent or close adult helped student connect to LAPAMS	8
Learned about LAPAMS through another student enrolled in the program	5
Older sibling was in LAPAMS	3
Learned about it through choices (magnet school) application	2
LAPAMS officer approached student and asked student to join	1
Family member was in another magnet at the school	1
Learned about LAPAMS through magnet paper handed out in 9th grade	1
Learned about LAPAMS through middle school orientation	1

Table 4.4: Reasons students give for joining the LAPAMS program

Impetus for joining LAPAMS	Unique Count <sup>10</sup>
Wanted a law enforcement related career	11
LAPAMS has better opportunities for students	8
Wanted self-improvement	4
Liked the way the program was structured	3
Wanted to be in magnet and didn't like the other magnet option	2
Joined because program would look good/help for college and job applications	1
Liked the motivation and dedication of cadets	1
thought learning about law enforcement would be/is interesting	1

<sup>9</sup> Number of students interviewed who mentioned this theme at least once during the course of their interview

<sup>10</sup> Number of students interviewed who mentioned this theme at least once during the course of their interview



wanted to try something new	1
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### **Survey results for student experiences with LAPAMS features that correspond with PYD features**

Survey questions asked students to rate how often they experienced PYD features in their LAPAMS program, along the following dimensions:

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms
- Support for efficacy and mattering
- Opportunities for skill building

Within each dimension, three to six items assessed presence of PYD features within the context of the LAPAMS program. For example, to assess the prevalence of appropriate structure, students were asked to rate how often police academy rules make sense, how often police academy expectations are clear and how often the consequences of not meeting police academy expectations are clear. Students were asked to indicate rate the frequency of their experience as never, sometimes, usually or always.

Results for the seven dimensions, or features, of the PYD approach assessed in the survey are shown below in Table 4.5. Results are grouped by feature and show the average percentage of students who rated the frequency as “usually” or “always” across items for each category. Overall, a high number of students report experiencing PYD features “usually” or “always” in their programs, across the seven categories. According to students, LAPAMS is particularly strong at providing positive social norms and appropriate structure and moderately strong in providing opportunities for skill building, supportive relationships and support for efficacy and mattering. Slightly fewer students on average experience physical and psychological safety or opportunities to belong; however, more than two thirds of students report each of these as usually or always being a part of their LAPAMS experience. In general, this suggests that LAPAMS as a high school program overall, does provide a positive youth development approach that is usually or always a part of most students’ experience. Responses to individual items that assessed the prevalence of each PYD feature are explored in more detail in the paragraphs that follow.

Table 4.5: Average percentage of students reporting that they “usually” or “always” experience PYD features in the LAPAMS program

<b>PYD Feature</b>	<b>Average percentage of students who usually or always experience this feature</b>
Physical and psychological safety	70.0%
Appropriate structure	87.0%
Supportive relationships	80.5%
Opportunities to belong	68.5%
Positive social norms	90.5%
Support for efficacy and mattering	77.4%
Opportunities for skill building	82.7%

### *Physical and Psychological Safety*

Three items measured students’ self-reported experiences of Physical and Psychological Safety PYD features in the LAPAMS program. Students were asked how frequently the following occurs in their police academy:

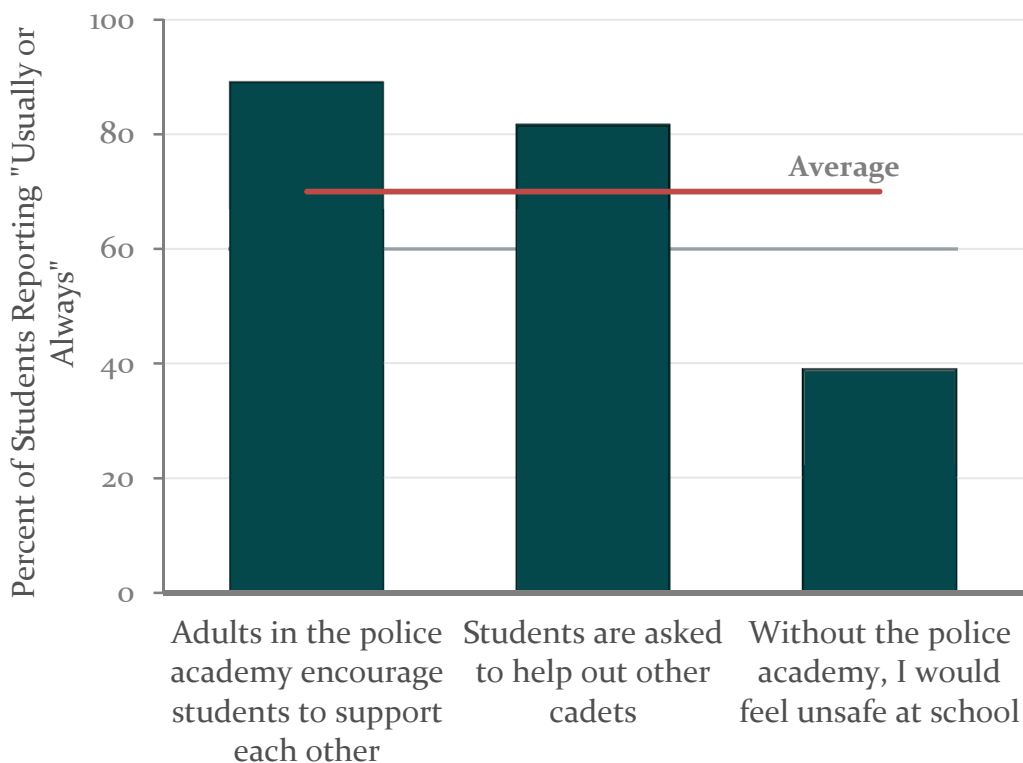
- Adults in the police academy encourage students to support each other
- Students are asked to help out other cadets
- Without the police academy, I would feel unsafe at school

More than 80 percent of LAPAMS students report that they are usually or always encouraged to support their peers and asked to help out their peers. This suggests that the LAPAMS program strives to promote safe peer group interactions, consistent with a PYD approach. However, just under 40 percent of students indicated that they would feel unsafe at school without the LAPAMS program. It is unclear how to interpret this result. It may be that students generally feel safe at school and that LAPAMS therefore offers little additional protective effect. One would expect this to be true to some extent, as public schools should be maintaining a safe learning environment for all their students. On the other hand, it may also be the case that 60 percent of students generally feel unsafe at school and do not feel the LAPAMS program makes them any safer.

It is noteworthy that nearly 40 percent of students say they would feel unsafe without the police academy. This may indicate that some students are singled out – for example, as targets for bullying or gang recruiting – and that LAPAMS helps to protect those students in these circumstances. Anecdotal evidence from casual conversations during site observations suggests that some students do experience targeted recruiting efforts from gangs and these students have found LAPAMS to be a helpful barrier against these efforts.

Overall, these results suggest that LAPAMS provides an atmosphere of psychological safety for most of its students and provides an additional physical safety benefit to nearly forty percent of students enrolled in the program.

Figure 4.1: Percent of students rating LAPAMS highly on measures related to Physical and Psychological Safety



### *Appropriate Structure*

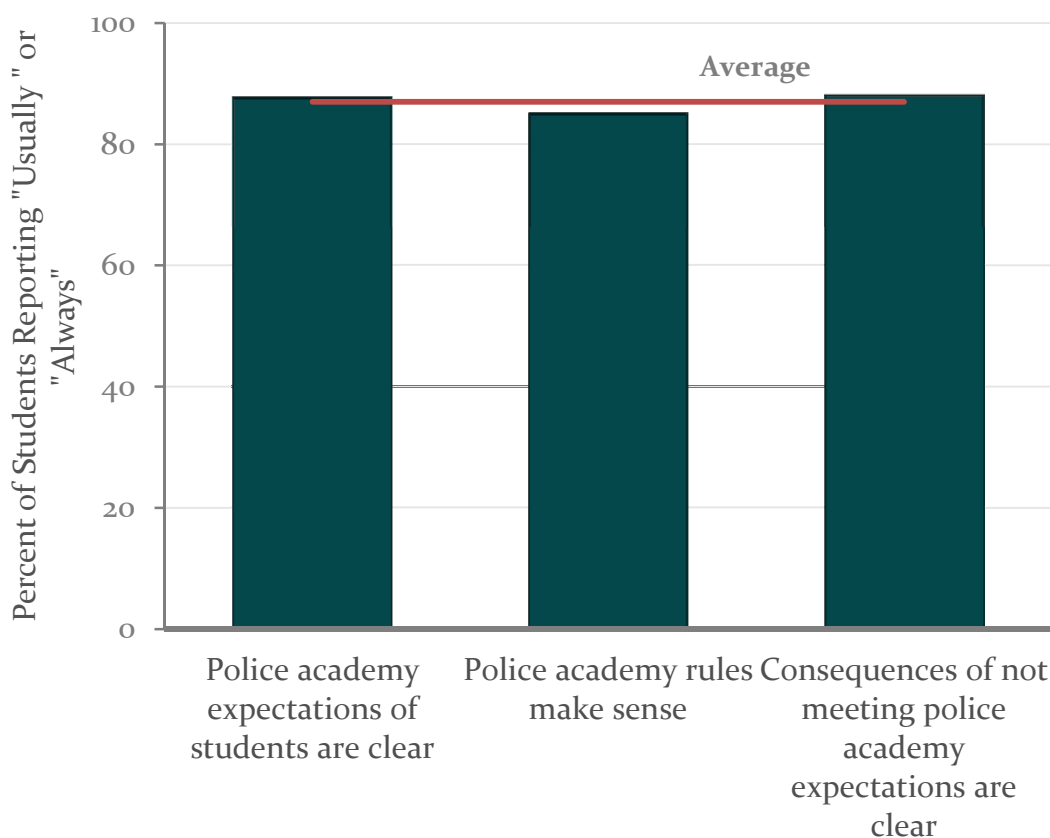
Three items measured presence of the PYD feature appropriate structure in the LAPAMS program, as reported by students. Students reported the frequency of:

- Police academy expectations of students are clear
- Police academy rules make sense
- Consequences of not meeting police academy expectations are clear

LAPAMS performed well on each item, with 85 to 88 percent of students indicated that they usually or always experienced clear expectations, rules that make sense and clear

consequences. LAPAMS strives to replicate a scaled-down version of the Los Angeles Police Academy<sup>11</sup> training environment. A hallmark of this program is fostering a strict and formal structure of rules and consequences for rule-breaking. LAPAMS appears to be successful in establishing a clear set of expectations for students and adequately conveying consequences for failing to meet expectations. This is to be expected, given the strict “police academy” orientation of the program, however, it is important to recognize that LAPAMS seems to do well in its area of expertise. From a PYD perspective, that 85 percent of students usually or always feel that LAPAMS rules make sense is particularly compelling. This suggests that LAPAMS is not arbitrarily establishing a strict environment, with rules put in place for the sake of having rules. Rather, students seem to find the rules to be sensible, which indicates that LAPAMS’ expectations and rule structures are in place to the benefit of students and the overall program.

Figure 4.2: Percent of students rating LAPAMS highly on measures related to Appropriate Structure



<sup>11</sup> Note: The LAPAMS program (Los Angeles Police Academy Magnet Schools program) is referred to as the “police academy” by students enrolled in the program and survey questions are structured to reflect this. The LAPAMS survey questions references to “police academy” should be taken to mean “LAPAMS” and should not be confused with the Los Angeles Police Academy, which is the training program for adults who have applied for law enforcement positions with the Los Angeles Police Department.

### *Supportive Relationships*

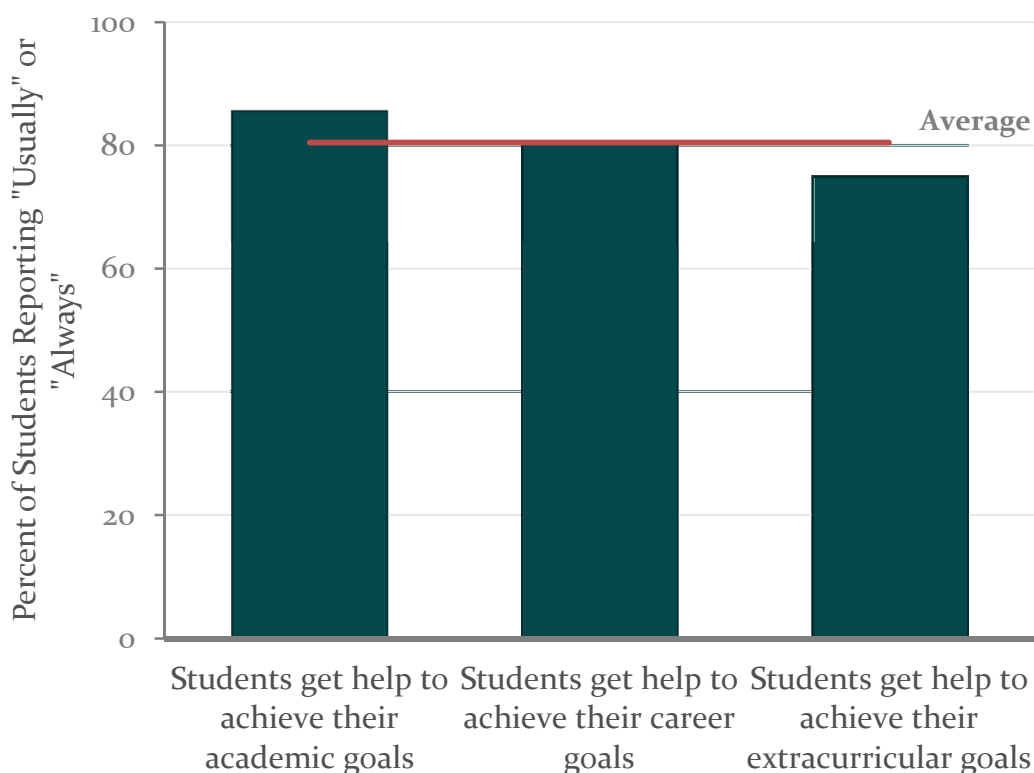
This section explores supportive relationships from the perspective of whether students receive help in achieving personal goals. Items which assessed this asked students to rate how often each of these three items occur:

- Students get help to achieve their academic goals
- Students get help to achieve their career goals
- Students get help to achieve their extracurricular goals

Other aspects of supportive relationships in the LAPAMS program are explored in greater detail in Chapter 5.

Approximately 80 percent of students report that they usually or always get help with achieving their career goals and slightly more than 85 percent of students report usually or always getting help with academic goals. Slightly fewer students, approximately 75 percent, report that they usually or always get help with achieving their extracurricular goals. This may not be surprising, as LAPAMS is contained within a public school setting and there may be pressures to slightly emphasize academic goals. However, to truly represent a PYD approach, all of students' positive personal goals should be equally supported. The discrepancy between students who feel their academic goals are supported and those who feel their extracurricular and career goals are supported is not large, between five to ten percent. However, difficulty in providing equal support to all of students' positive personal goals may reflect a limitation to incorporating a PYD approach in a school setting and may deserve special consideration.

Figure 4.3: Percent of students rating LAPAMS highly on measures related to Supportive Relationships



### *Opportunities to Belong*

Students responded to five measures of opportunities to belong. They were asked to rate the frequency of the following:

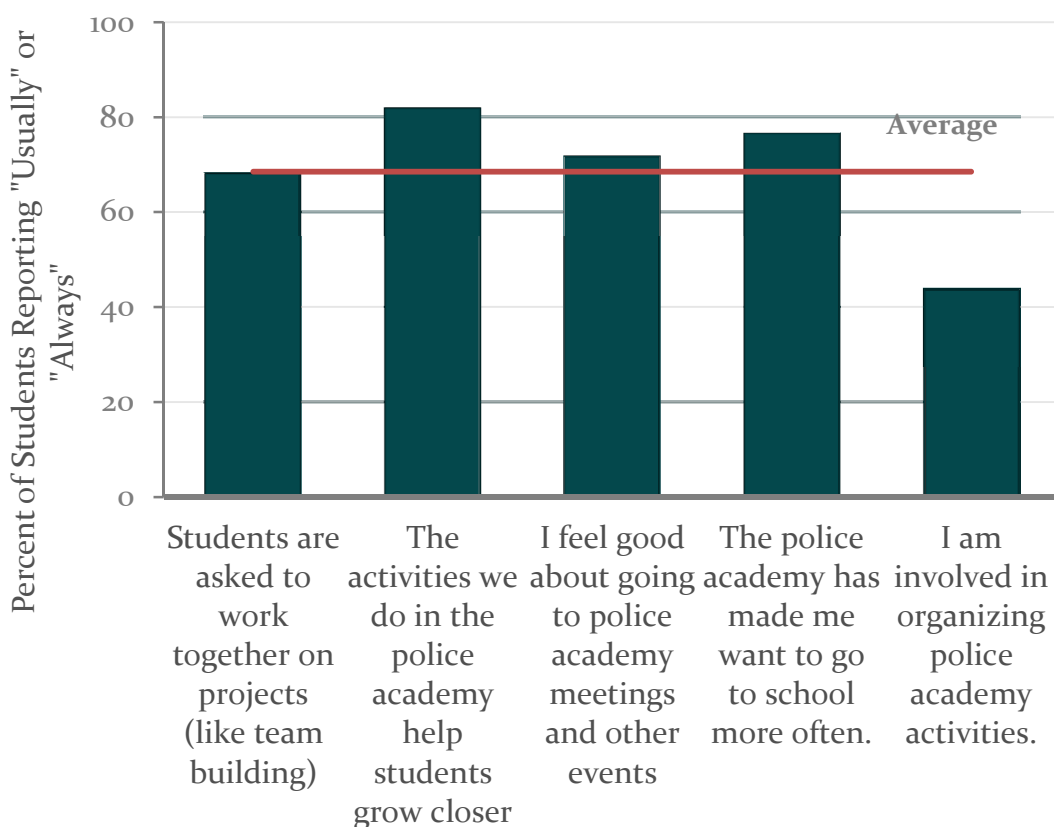
- Students are asked to work together on projects (like team building)
- The activities we do in the police academy help students grow closer
- I feel good about going to police academy meetings and other events
- The police academy has made me want to go to school more often
- I am involved in organizing police academy activities

The fewest average percentage of students feels they usually or always experience opportunities to belong in the LAPAMS program. In particular, just under 70 percent say they are asked to work with other students on projects like team building activities. Interestingly, despite this, almost 82 percent of students indicate that LAPAMS activities usually or always

help students to grow closer. It is therefore possible that LAPAMS uses some means other than direct team building or project work to promote a sense of closeness among program participants. The results from student interviews, in the section “LAPAMS features that students find helpful or worthwhile” shed some light on what other factors might be driving the sense of closeness between students.

Belonging can also express itself as participation in program activities. Less than half of students (approximately 44 percent) indicate that they are usually or always involved in organizing police academy activities and approximately 72 percent of students say they usually or always feel good about going to police academy meetings and other events. The low percentage of students indicating they are involved in organizing police academy activities may be a consequence of asking students if they *organize* rather than participate in activities. The question was phrased this way because participation in activities is a requirement of the program. Few of the LAPAMS activities are voluntary or extracurricular and those which are voluntary often involve competition, with only a select handful of students are allowed to participate. However, LAPAMS sites generally do encourage students to help organize various aspects of the program, including planning special events or engaging in fundraising. These types of activities are not necessarily frequent or ongoing, which may explain why more than half of students do not do this usually or always. In fact, it may be encouraging that over forty percent of students do usually help organize activities. Similarly, while it is true that 28 of students do not usually or always feel good about going to police academy meetings and events, perhaps it is actually encouraging that over two-thirds of students do have positive feelings. Still, providing students with a sense of belonging, particularly toward an affiliation with LAPAMS, is an area with room for improvement.

Figure 4.4: Percent of students rating LAPAMS highly on measures related to Opportunities to Belong



### Positive Social Norms

Four items measured students' self-reported experience of the PYD Positive Social Norms feature in the LAPAMS program. These were:

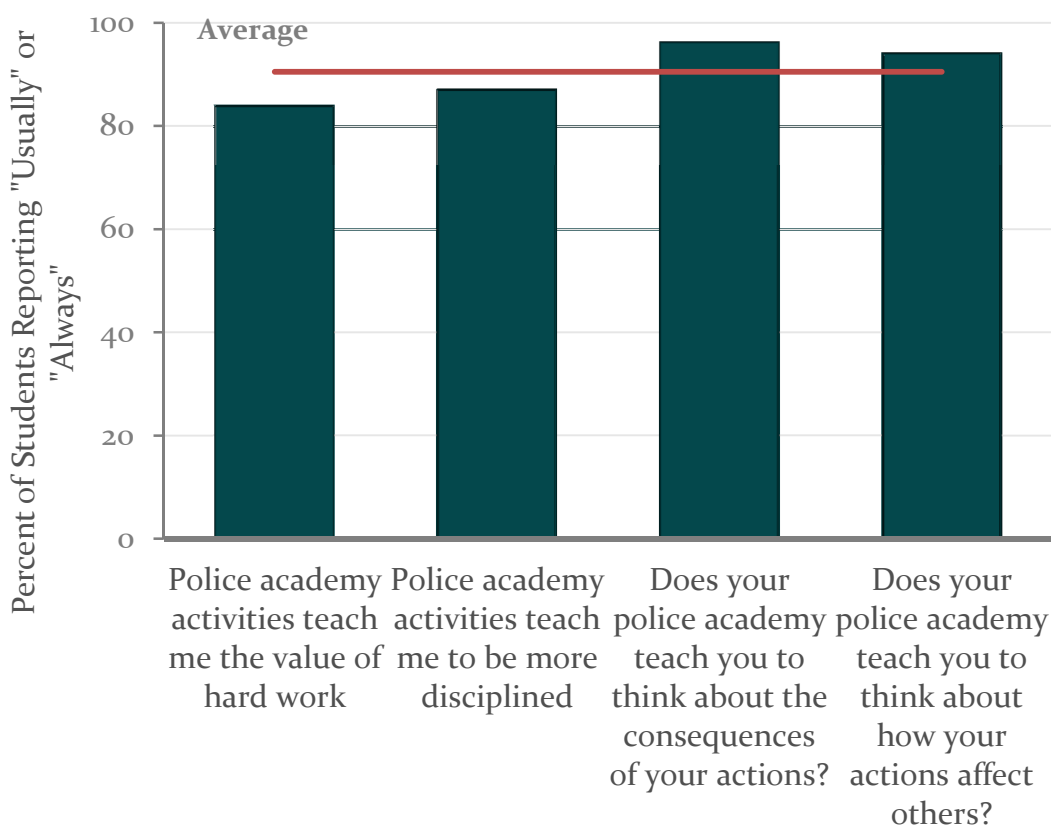
- Police academy activities teach me the value of hard work
- Police academy activities teach me to be more disciplined
- Does your police academy teach you to think about the consequences of your actions?
- Does your police academy teach you to think about how your actions affect others?

A high percentage of students consistently reported that LAPAMS provides positive social norms across all six measures. Approximately 94 percent of students indicate that LAPAMS teaches them to think about how their actions affect others and approximately 96 percent of students indicate that LAPAMS teaches students to think about the consequences of their



actions. About 87 percent of students report that LAPAMS activities usually or always help them to be more disciplined and about 84 percent of students indicate that LAPAMS activities teach the value of hard work. These results suggest that LAPAMS is particularly strong at promoting positive social norms among youth.

Figure 4.5: Percent of students rating LAPAMS highly on measures related to Positive Social Norms



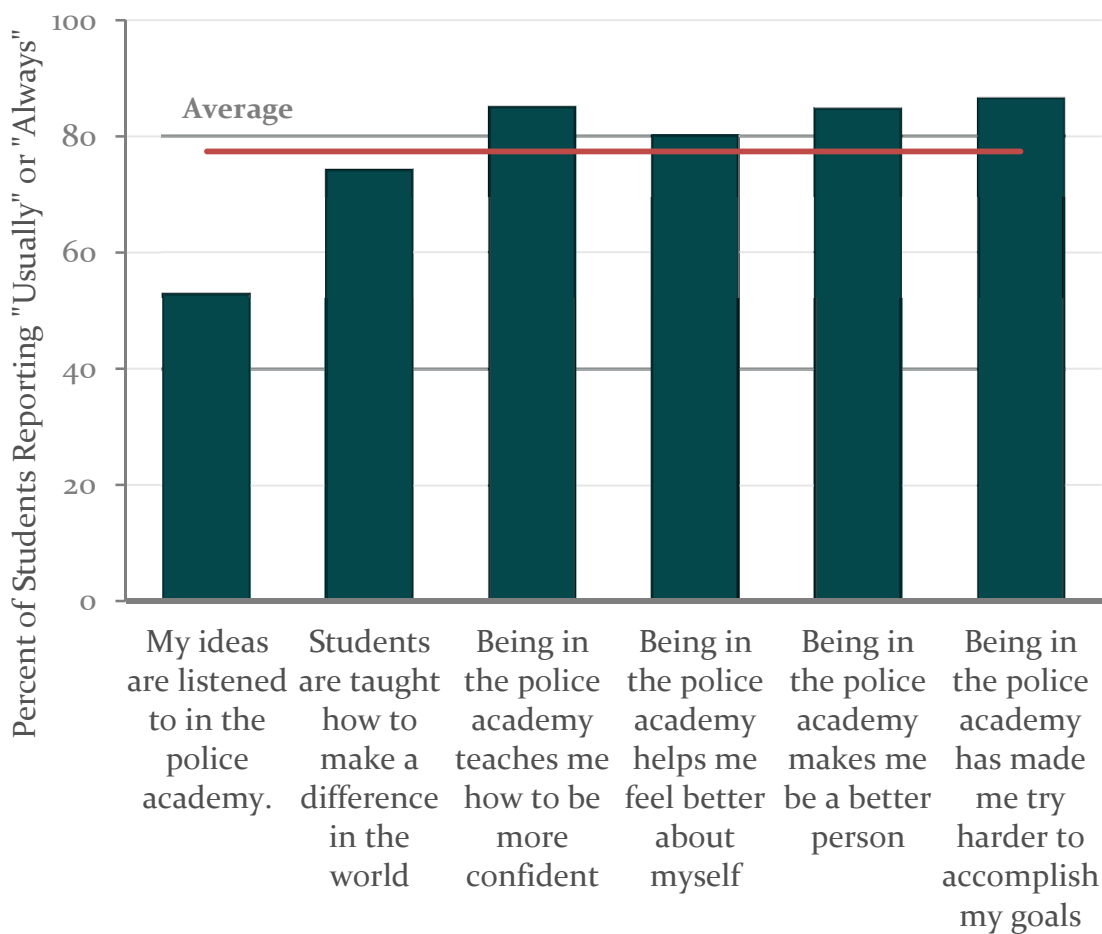
### *Support for Efficacy and Mattering*

Support for efficacy and mattering was assessed through six items. Students rated how often each of these happen in their LAPAMS program:

- My ideas are listened to in the police academy
- Students are taught how to make a difference in the world
- Being in the police academy teaches me how to be more confident
- Being in the police academy helps me feel better about myself
- Being in the police academy makes me a better person
- Being in the police academy has made me try harder to accomplish my goals

LAPAMS shows mixed results for performance in providing support to students' sense of efficacy and mattering. At least 80 percent of students report that LAPAMS usually or always teaches students to be more confident, feel better about themselves, be a better person and try harder to accomplish goals. Slightly fewer students, approximately 74 percent, indicate that LAPAMS teaches students how to make a difference in the world. However, only 53 percent of LAPAMS students feel that their ideas are usually or always listened to. As student involvement is a hallmark of the positive youth development approach, it is important for youth development programs to strive to make youth feel important. While LAPAMS helps most of its students feel important or confident in many dimensions, it may be failing to make many students feel important in the specific context of LAPAMS. In thinking about how to incorporate PYD models, like LAPAMS, into public school settings, special consideration should be given to making students feel that their ideas are valued and important.

Figure 4.6: Percent of students rating LAPAMS highly on measures related to Support for Efficacy and Mattering



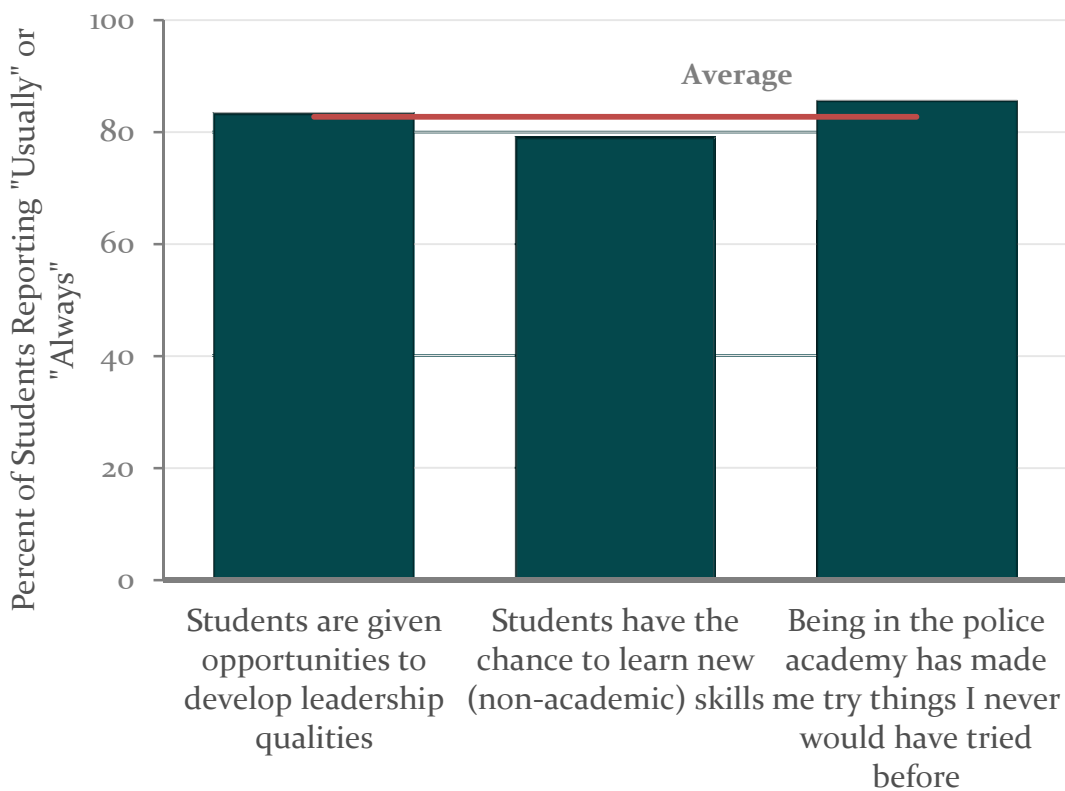
### Opportunities for Skill Building

Items that measured opportunities for skill building asked students to rate the frequency of a range of activities that might occur within the police academy context. These were:

- Students are given opportunities to develop leadership qualities
- Students have the chance to learn new (non-academic) skills
- Being in the police academy has made me try things I would never have tried before
- Students are rewarded for demonstrating leadership qualities
- Students are rewarded for physical fitness

Students' responses to items that measured opportunities for skill building suggest that the LAPAMS model agrees with a PYD approach for this PYD feature. More than 80 percent of LAPAMS students indicate that LAPAMS usually or always exposes students to new activities and helps students to develop leadership qualities. Just under 80 percent of students (79 percent) indicate that they usually or always have the opportunity to learn new, non-academic skills through the LAPAMS program. The leadership result is slightly incongruent with the earlier findings that many students do not feel listened to and do not actively engage in activity planning. This may indicate that students know that leadership qualities are valued in LAPAMS, but that they do not personally feel a sense of importance or leadership. In the broader scope, there may be a distinction between valuing leadership (which has the potential to value some individuals and devalue others) and teaching youth to recognize or explore the leadership potential within themselves.

Figure 4.7: Percent of students rating LAPAMS highly on measures related to Opportunities for Skill Building



## Summary

LAPAMS students rate the program highly on all measures of positive youth development features. The vast majority, typically 80 percent or more, indicate that they usually or always experience these features in their program. It is worth noting that these are student reported responses and are subject to bias or misreporting. For example, students may have felt pressured to present their school in a positive light and rated their school more highly than they actually believe or experience. However, the researcher made several statements when administering the surveys to emphasize that no one would be punished for negative responses and that results would not be associated with particular schools so that no school could be punished for unfavorable results. Moreover, some items had a particularly low percentage of students who usually or always experienced the feature, suggesting that students were being truthful in their responses.

### **Students' perceptions of LAPAMS: Perspectives from semi-structured interviews**

This section draws on student comments made during semi-structured interviews. Students were asked open-ended questions about their experiences in the LAPAMS program at their school and were allowed to speak freely about their thoughts and experiences related to LAPAMS in general. See Chapter 3 "Methodology" for a more detailed description of specific questions asked and data analysis techniques used. Included in this section are common themes that appeared across transcripts of student interviews. Major topics covered include: how students describe the LAPAMS program, how and why students enroll in LAPAMS, features of LAPAMS that students like or find useful, what students feel they've learned or how they've benefitted from their participation in LAPAMS and features of LAPAMS that students don't like. Each topic is addressed separately below.

#### *How students describe the LAPAMS program*

When asked to describe the LAPAMS program, students responded with a long list of characteristics, many of which overlapped with PYD features or constructs. The full list of characteristics is shown in Table 4.6, with asterisks to note themes that align with positive youth development.

Table 4.6: Phrases and concepts students use to describe LAPAMS<sup>#</sup>

Theme	Unique Count <sup>12</sup>	Total Count
*Students work together, support and encourage each other	15	36
Uniform or inspection	13	20
*Law enforcement theme or preparation	12	27
*Fair, respectful and supportive environment	12	21
Rigorous physical activity	12	21
*Consequences and rewards	12	20
*Teaches values and life skills for success	11	19
Activities, events and competitions	10	17
Leadership positions awarded to exemplary students or role models	10	14
*Close group or family	9	14
*Post high school preparation	7	7
*Leadership structure	7	8
Higher quality education or better opportunities than regular school	6	9
*Students held to a high standard/high expectations	5	8
Students are motivated to do well	5	7
*Community service	4	5
Magnet program	4	4
Students possess traits that will help them be successful in life	2	2

*\*Denotes themes that align with positive youth development features*

Positive youth development elements are strongly represented when students talk about their relationships with their peers and LAPAMS staff. One of the most striking themes that appears repeatedly across interviews is the idea that LAPAMS students, particularly a given class, see themselves and their peers as a “team.” As one student notes, “We’re not individuals here.” Students indicate that they support, encourage and work together with their peers to achieve goals. Students express that they are often held accountable for each other’s actions; for example, students are sometimes required to sound off as a class while exercising and each student is expected to contribute equally. If one student does not sound off with the group, then the entire class is made to continue exercising until all students are counting or repeating commands as one group. Similarly, if one student is misbehaving in class, all students will face punishment for that student’s actions.

Students also talk about helping each other so that each individual can achieve success. Students encourage each other to try out for leadership positions and generally offer motivation and encouragement to each other. If a student is struggling, they can rely on their peers to offer a helping hand. For example, in physical training, students report that they will run alongside and verbally encourage stragglers to help them reach the finish line. Overall students see each other’s successes and failures as reflections on themselves, will go out of their way to make sure their peers to do well, and

<sup>12</sup> Themes with only one unique count (mentioned by only one student) are not shown

have an expectation that their peers feel that same way. This suggests that the LAPAMS program fosters a psychologically safe environment, where students rely on each other to protect their own well-being. Additionally, students seem to put effort into making sure that none of their peers is left behind, which means that students have at least some opportunity to feel a sense of belonging or inclusion at LAPAMS.

This team mentality is closely related to another commonly occurring theme – that students characterize LAPAMS staff and students as a close group or family. Across schools, students specifically use the word “family” when describing LAPAMS, suggesting that students feel a sense of connectedness to staff and other students. Students convey a sense of closeness with their peers, indicating that students get along and that “everybody looks out for each other.” Students also express feeling close with LAPAMS staff and police officers. LAPAMS staff contributes to creating the fair, respectful and supportive environment that LAPAMS students commonly described in interviews. Students refer to staff and teachers as “second parents,” who pay attention to how students are doing. Staff and teachers reach out to students if they see that a student is falling behind and offer help, if a student needs extra academic support, or lend a willing ear if the student is struggling with personal issues. Students often describe staff and teachers as “nice” and describe the LAPAMS environment as peaceful and respectful. This closeness that students feel with peers and staff at LAPAMS mirrors the positive youth development “supportive relationships” feature.

Support for the presence of the positive social norms and appropriate structure features in LAPAMS also appear in student interviews. Students frequently talk about LAPAMS teaching them values or life skills like integrity, discipline, respect for others and confidence in oneself. One student described LAPAMS as a “program to...motivate students to do the right thing.” Most of the values emphasized in the LAPAMS program come directly from the LAPD core values and as such, are integrated as a central feature. Some students indicate they were required to memorize the core values, while others suggest that adherence to core values is an implicit expectation in the program.

Another common theme that emerged during interviews was that LAPAMS includes a system of consequences and rewards. LAPAMS expects students to adhere to behavior requirements, established through the aforementioned core values, and to meet a minimum grade point average. A frequently appearing “punishment” that students discuss is the inherent threat of being removed from the program for failing to meet the basic standards. Students point to examples of other students being removed from the program and seem to consider this threat a real and effective deterrent. Students also mention being “punished” as a group, which most often seems to be additional physical exercise that all students are given during their physical training hour. Conversely, students also talk about ways in which they are rewarded for “good” behavior. If students perform well as a class, they might get rewarded with a luncheon or temporary reprieve from the program’s strict standards. Individual students are also recognized with ribbons or pins that they can wear on their uniforms or at awards ceremonies. Together this system of rewards and consequences seem to lay the foundation for appropriate structure, which students identify as a prominent feature of the LAPAMS program.

Other themes related to appropriate structure and social norms appear in student interview transcripts as well. These include the LAPAMS community service requirement, student leadership structure and the high expectation or standards that students are held to. Several students mention community service and/or student leadership when describing their LAPAMS program, usually indicating that such things exist or discussing how they work. Students also characterize the program as strict or say that students are expected to “be the best,” explaining that the program sets an expectation for students to behave well. Together, these themes provide further validation that LAPAMS maintains an environment with age appropriate structures in place and fosters the development of positive social norms.

When LAPAMS students describe the program in their own words, they use concepts and themes that are prominent in positive youth development thinking. The sense of closeness or connectedness students feel along with the supportive environment and the idea that students see their peers as a team, suggest that LAPAMS provides psychological safety (in the form of safe peer interactions), supportive relationships (closeness and connectedness with peers and support and guidance from staff) and some opportunity for students to belong (students don’t let each other get left behind.) Students also frequently talk about LAPAMS teaching values, life skills and consequences and rewards, which align closely with the PYD concept of providing positive social norms and appropriate structure. To a lesser extent, students’ descriptions of community service, leadership structures and high standards also speak to social norms and appropriate structure. That these PYD concepts arise as some of the most salient themes across student interviews suggests a strong PYD presence in the LAPAMS program

#### *LAPAMS features that youth find helpful or worthwhile*

Students were asked to share the features of the LAPAMS program that they found most useful or helpful. Responses to this question were coded as features associated with positive experiences. As well, if during the interview, a student mentioned a particular features as positive or beneficial in any way, those excerpts were also coded as positive experiences. Together, these were used to generate a list of features that students associate with positive experiences in the LAPAMS program, shown below in Table 4.7. Asterisks are used to highlight themes that align with positive youth development features. Students liked or found useful many features in the LAPAMS program that align with positive youth development concepts, particularly those relating to supportive relationships, psychological safety and opportunities for skill building.



Table 4.7: LAPAMS program features associated with positive experiences

Theme	Unique Count <sup>13</sup>	Total Count
*Peers encourage and help each other	10	21
*LAPAMS staff care for students and take them seriously	9	14
*Close-knit or "family" feeling	9	11
*Leadership positions help students develop soft skills	8	10
*Personal attention from teachers	7	10
*Positive peer pressure/influence	7	10
Teachers try to make learning fun or engaging	7	10
*Consequences and rewards	7	9
*Likes that students are held accountable for each other and help keep each other on track	6	8
*Adults help or support students with their career goals	6	7
*Activities challenge students to try harder	5	12
Program activities are fun	5	9
*Activities develop self-confidence and interpersonal skills	5	7
LAPAMS offers more opportunities and resources, better education than traditional/home school	4	7
PT has helped student be healthier	4	6
Believes the program will look good on records/help open doors	4	6
*Law enforcement emphasis	4	6
*People are friendly and treat each other respectfully	4	5
*Students care about each other and help each other succeed	4	4
*Police officer presence helps keep students on the "right" track	3	3
*Community service teaches students they can make a difference, and how to do it	2	4
Being part of a select group makes students feel special	2	3
*Helps prepare students for career as police officer	2	2
*Principles taught, integrity, timeliness, teamwork, help prepare students to be successful in the workforce	2	2

*\*Denotes themes that align with positive youth development features*

<sup>13</sup> Themes with only one unique count (mentioned by only one student) are not shown

## Supportive relationships

Students emphasize the support and attention they receive as positive or beneficial elements of the LAPAMS program. Themes like feeling that staff care for students, receiving personal attention from teachers, being supported by staff in career goals and enjoying the respectful atmosphere at LAPAMS suggest that students recognize and value supportive relationships in the LAPAMS program. Students express appreciation for the effort that staff put into the program and to students, emphasizing that staff go out of their way to help students. One student explained that witnessing how much hard work staff contribute to making the program successful motivated the student to want to give back. Other students say they know that staff want the best for them, that staff provide encouragement for students to aim higher. Many students note that teachers, in particular, pay attention to how students are doing in classes and will seek out struggling students to offer assistance. Overall, the impression that students convey is that LAPAMS adults want students to be successful and will actively involve themselves in students' lives to make sure that students stay on an upward track in school and in life. Students highlight this aspect of LAPAMS as a unique feature that they enjoy and find helpful to their own success.

## Psychological safety

As discussed in the previous section, peer relationships play a large role in how LAPAMS fosters a positive youth development environment for students. Students not only recognize peer relationships as a key feature of the program, but they also highlight the value that these relationships have in their own experiences. The positive impact of peer relationships shows up in multiple themes during interviews – students like how their peers help and encourage each other, care about each other, keep their fellow cadets on track and the positive influence their fellow students exert.

LAPAMS students help each other in academics and in physical training. They experience this as a direct benefit or positive feature for themselves, but also value their own willingness to help out others. Most students express this as generally as a good thing, but a few articulate ways in which their peers have helped motivate them to do better or how helping their peers has taught them how to be a better leader. One student said that LAPAMS taught the student how to care for other people; prior to LAPAMS, the student's thoughts had been mostly self-directed. Several students say they like that their peers care for each other and help one another to succeed. One student described it as, "you feel like you have someone to help you." Another said, "I feel, you know, protected here because it's a family." Generally, LAPAMS seems to promote an atmosphere where students look after one another and try to help each other out. Students like this feature of LAPAMS, pointing to how they benefit both from having others care for their own welfare and from learning to care for others.

Similarly, students talk about keeping each other on track as a good thing. The majority of students who liked this aspect of LAPAMS say that being held accountable for each other's actions helps to keep students from misbehaving. It seems that students try to proactively keep each other in line to avoid facing the punishment they will all receive if one person doesn't follow the rules. One student explained, "we police each other before the higher authority tells them what they're doing bad."

Peers influence each other in other ways as well. Several students explain that witnessing their peers do well inspires them to reach for higher goals for their own selves, while others mentioned that their peers act as role models, providing a real life example to make lofty goals feel achievable. For example, one student described how hearing that an elder LAPAMS student won a prestigious scholarship gave the student encouragement to believe she might have the chance to win something similar when it came time for her to graduate high school. Other students point out that being surrounded by peers who follow rules and strive to do well helps keep themselves out of trouble. Students feel comfortable following rules because all of their friends are doing it too. One student expressed it as not having to worry about having to do the wrong thing to fit in: “we can do the right thing...without being teased.”

The general impression from students is that LAPAMS creates an environment where peers inspire each other to do better, help each other succeed and make it safe for students to be the best version of themselves. Moreover, students recognize this feature of LAPAMS and point it out as something they especially value about the program.

#### Opportunities for skill building

Although LAPAMS is an educational program delivered within a school setting, LAPAMS activities help students grow and develop new skills in addition to traditional academically oriented skills. The types of skills that students gain at LAPAMS seem to be soft skills – those aimed at improving interpersonal relationships and self-improvement. Despite the “soft” nature of these skills, students express their appreciation to LAPAMS for helping build those skills and believe that these skills are ones worth the effort it took to gain them.

Students who have the opportunity to serve in leadership positions emphasize how valuable the experience has been for them. While leading others was intimidating at first for some, they eventually learned how to act as an effective commander of their peers. Many students explain that LAPAMS activities in general have helped them push their own boundaries and build confidence. Physical training expressly seems to help students develop confidence in themselves. Students who accomplish challenging goals in PT say that doing so helps them to realize how many other things they might be able to accomplish with effort. They also say that meeting the demands of PT develops pride and teaches students to keep trying, even when things are hard. Other students believe they’ve overcome shyness by interacting with or leading peers during LAPAMS activities. One student put it this way, “you’re also able to learn how to...speak in front of an audience without being nervous....it’s the kind of things they (like) teach us here. You don’t really think about it.”

#### Appropriate structure and support for efficacy and mattering

We typically don’t expect adolescents to appreciate rules and punishments; however, several students highlighted the system of consequences and rewards as a positive feature of LAPAMS. Students point to rewards as opportunities for them to feel good about their accomplishments and to consequences as important to help make sure students stay in line or on track. One student explained that being told where they’ve gone wrong helps students to learn from their mistakes. Another student expressed a feeling of pride or satisfaction at witnessing fellow peers improve their behavior and discipline, citing

rewards as a way to recognize the accomplishments of those individuals who have improved the most. A few students brought up community service as a feature of LAPAMS that helps them learn how to make a positive impact in their communities. One student in particular was proud that, through community service, she helped a younger girl learn how to stand up against bullies. Students who talk positively about community service, consequences and rewards provide evidence that youth appreciate these positive youth development elements in the LAPAMS program. This suggests that students themselves want appropriate structure in the programs they participate in and value opportunities to develop a sense of efficacy and mattering.

#### *What students learn from their participation in LAPAMS*

When asked to describe lessons they've learned during their LAPAMS experience, students replied with an array of lessons – most having to do with personal development and self-improvement. Their responses suggest that LAPAMS is successful in establishing positive social norms and providing opportunities for students to build skills and develop a sense of efficacy and mattering. The full scope of responses is shown in Table 4.8.

Table 4.8: Life lessons or lessons learned from LAPAMS

<b>Theme</b>	<b>Unique Count<sup>14</sup></b>	<b>Total Count</b>
*general personal growth	10	10
*LAPAMS helped put student on the right track to be successful in life	8	11
treat others justly and respectfully	7	11
discipline and self-control	6	8
the value dedication and hard work	6	7
options for the future and tools to pursue them	5	8
confidence	5	6
*how to make responsible choices	5	6
LAPAMS helps students develop a tougher skin	4	4
do the right thing, even when no one's watching	3	3
how to be a leader	3	3
to value education	3	3
LAPAMS changes students (for the better)	2	2
teaches responsibility	2	2
you can change the world just by doing something right	2	2

*\*Denotes themes that align with positive youth development features*

<sup>14</sup> Themes with only one unique count (mentioned by only one student) are not shown

When asked what they have learned from their experience in LAPAMS, students most often replied that LAPAMS helped them to mature or be a better person. Students indicate that LAPAMS has influenced the choices they make. Many students feel that because of LAPAMS, they have stayed away from getting involved in drugs or gang activities and put more effort into doing well in school and working hard to achieve their goals in life. Several students point to examples of siblings, peers or even their former selves, who passed through school aimlessly – ditching classes and generally not taking school seriously. These students say that LAPAMS helped them to avoid this trap by setting expectations and providing an environment that facilitates learning. Students say they know they have to do well in school if they want to remain in LAPAMS and that misbehavior is not tolerated. These standards are strictly enforced and students learn that there are consequences to their actions. Staff reinforce this message by telling students about the non-punitive consequences of their choices; for example, if a student fails a course this semester, he/she will only have to work harder next semester to make up for the failure. Over time, students are guided toward making choices that will take them toward a path of future success and students begin to see how the decisions they've made have put them in a different, better, place than many of their non-LAPAMS peers.

Aside from promoting responsible decision-making and maturity, LAPAMS helps students develop skills, like discipline, persistence and hard work, responsibility and self-confidence, that are thought to contribute to one's success in life. Some students say that discipline becomes automatic – students become so accustomed to following commands and adhering to the program rules that over time following rules comes naturally and without thought. Others describe discipline as having a purpose. Students learn that the rules are not arbitrary and that thought goes into the commands students follow. Understanding the value that rules serve in the context of LAPAMS training helps students to realize that the same holds true in other contexts. They learn to trust that rules are in place for a reason and it becomes a habit to follow them.

Students attribute LAPAMS with teaching them to take responsibility for themselves. Students say they've learned that they are themselves the determinate of whether or not their work gets done, whether they achieve their goals and whether or not they ultimately succeed at the things that matter to them. But students do not feel alone. Rather, they indicate that the support and encouragement of LAPAMS staff helps them to see what they are capable of. Students repeatedly stated that LAPAMS staff teaches students they can achieve their goals if they work hard enough. Between this kind of encouragement from LAPAMS staff and students own personal experiences facing challenges in the program, students learn that persistence and hard work will lead to success.

Students do not walk away from the LAPAMS experience feeling incapable or overwhelmed. Rather, they consistently suggest that their experience in LAPAMS has helped them to grow, overcome shyness and build pride in themselves. They feel that LAPAMS teaches them how to be successful, gives them the tools to be successful and ultimately, students describe LAPAMS as helping them to develop their own self-confidence. As one student describes it, students learn not only to have respect for others, but to have respect for themselves as well.

*Negative experiences in LAPAMS: what students don't like or wish to see changed*

Table 4.9 shows themes that appeared when students were asked to talk about LAPAMS features associated with negative experiences or asked to recommend improvements to the LAPAMS program.

Table 4.9: LAPAMS features associated with negative experiences

Theme	Unique Count <sup>15</sup>	Total Count
Program expectations can be overwhelming or interfere with school work and other activities	10	13
Sometimes students get mad or irritated at other student telling them what to do, but they know it was for the best	7	7
programmatic content unsatisfactory	4	5
Unmotivated or misbehaving students can be a negative influence	4	4
Sometimes peers can pick on or compete too hard with each other	3	5
Individual level barrier to participating fully in the program	3	3
Not satisfied with PT	2	3
PT is hard or intimidating in the beginning	2	2
Dissatisfied with uniform	2	2

The most common complaint that students had about their LAPAMS experience was that program demands were overwhelming or interfered with other priorities. This was particularly true for leadership positions, which many students felt discouraged from taking. Students felt that they didn't have the necessary skills or qualities to make a good leader and would not try out for these positions for that reason. Other students said they would be interested in trying out for leadership positions, but they didn't think they'd be able to manage the extra workload that comes along with these positions. A few students felt overwhelmed in other ways – generally expressing a sense of pressure in LAPAMS or having trouble managing physical training along with a team sport. One student had trouble keeping up with school work in the first year of LAPAMS, but eventually got back on track with the help of LAPAMS staff and teachers.

Peer-wise, students talk about occasional irritation at being told what to do by other student (leaders.) However, these types of statements are quickly followed up with a comment that ultimately, they know it's part of the program and it's for the best or they don't really mind. Thus, although this theme falls under the category of "negative features," it is not strictly negative as students seem to recognize peer leadership as a necessary evil. The bigger problem seems to be when fellow LAPAMS students

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<sup>15</sup> Themes with only one unique count (mentioned by only one student) are not shown

misbehave or cause disruption. Students say that misbehaving peers can influence other LAPAMS students to behave badly and/or get in the way of more constructive activities. These comments seem to reinforce LAPAMS' success in fostering safe peer interactions, positive social norms and appropriate structure because students tend to talk about misbehaving peers as unique instances. Further, students' fears about misbehaving peers emphasize the importance of positive peer relationships and influence in maintaining a positive youth development environment at LAPAMS.

The negative experiences that students have related to shying away from leadership positions suggests a missed opportunity for LAPAMS. While the nature of the LAPAMS leadership structure necessitates that only a select group will serve in leadership, students might still benefit from going through the application process. Student leadership is one of LAPAMS' primary skill building avenues and it may be a detriment to fostering positive youth development if not all students feel equally eligible to participate in those roles.

## Summary

The passages above highlight the ways in which students think about positive youth development concepts in their experience at LAPAMS. Student responses indicate that they not only recognize positive youth development features, but that they seek these features out, appreciate them and learn from them. The prevalence of PYD features represented by themes that arose from student interviews indicates that students recognize and highlight some features more than others.

Table 4.10 shows how themes from the student interviews map onto the PYD features suggested by the IOM. Themes that did not align with any of these features were left out and some themes, which represented the same concept, were merged together for illustrative purposes. Most themes that came up during student interviews represented Opportunities for Skill Building, Positive Social Norms and Physical and Psychological Safety.

Table 4.11 shows how often each theme was uniquely mentioned across the PYD features. Unique mentions in this instance refers to the number of times a new student referred to the theme in an interview, in a different interview context. Therefore, if a student mentioned a particular theme once when describing LAPAMS and again when discussing positive features of LAPAMS, that would count as two unique mentions. When examined from a unique count angle, again Opportunities for Skill Building, Positive Social Norms and Physical and Psychological Safety appear as the most salient PYD features of the LAPAMS program, from students' perspective.

Table 4.10: Number of Unique Instances of Theme Occurrence Across PYD Features

<b>PYD Feature</b>	<b># Unique Instances</b>
Opportunities for Skill Building	101
Physical and Psychological Safety	64
Positive Social Norms	41
Supportive Relationships	34
Appropriate Structure	28
Support for Efficacy and Mattering	10
Opportunities to Belong	1



Table 4.11: Student Interview themes that overlap with PYD Features

Physical and Psychological Safety	Appropriate Structure	Supportive Relationships	Opportunities to Belong	Positive Social Norms	Support for Efficacy and Mattering	Opportunities for Skill Building
Students work together, support and encourage each other	Consequences and rewards	Fair, respectful and supportive environment	Accommodates students' physical limitations	Community service	Leadership positions awarded to exemplary students or role models	Teaches values and life skills for success
Close group or family	Students held to a high standard/high expectations	LAPAMS staff care for students and take them seriously		Teaches students...  to treat others justly and respectfully		Student leadership structure
Peers encourage and help each other	Uniform requirements teach students responsibility	Personal attention from teachers		discipline and self-control		Activities challenge students to try harder
Close-knit or "family" feeling	Police officer presence helps keep students on the "right" track	Adults help or support students with their career goals		the value dedication and hard work		Activities develop self-confidence and interpersonal skills
Positive peer pressure/influence				how to make responsible choices		Principles taught, integrity, timeliness, teamwork, help prepare students to be successful in the workforce
Students are held accountable for each other and help keep each other on track				do the right thing, even when no one's watching		
People are friendly and treat each other respectfully				to value education		General personal growth
Students care about each other and help each other succeed				responsibility		LAPAMS helped put student on the right track to be successful in life
				you can change the world just by doing something right		Provides options for the future and tools to pursue them
				talk to someone if you are having a problem		Builds confidence
						Teaches how to be a leader
						Teaches students to be healthier
						Helps prepare students for career as police officer

*Note: In certain cases, themes were combined into one if they addressed the same concept (e.g. preparation for law enforcement career)*

## Discussion and take-away

Results from both modalities of data collection, student surveys and student interviews, suggest that the LAPAMS program does provide a positive youth development approach within the context of a public school setting. According to student surveys, more than two thirds of students agree that measures of seven PYD features are usually or always present in their LAPAMS program. Similarly, all seven PYD features discussed in this chapter are represented by at least one theme that came up during student interviews.

Interestingly, when the ranking of PYD feature prevalence are compared between student surveys and student interviews, there is a slight mismatch. Table 4.12 below shows how the seven PYD features compare in prevalence by data collection modality. These results may suggest that there is a slight difference between how students tend to think about positive youth development and how scholars and practitioners think about positive youth development. For example, when specifically asked to rate how often various measures of appropriate structure occurred in their program, 87 percent of students indicated they occurred usually or always. However; themes that represented appropriate structure arose in only 28 unique instances during student interviews.

Still, it is difficult to draw definitive conclusions from these results, as there is as yet no tested and proven scale by which programs can be assessed for PYD features. Furthermore, it is risky to assume that students do not place importance on a particular theme based on frequency of occurrence in interviews. While students were randomly selected for interviews, the total number of students interviewed is small and the responses might not be representative of the larger LAPAMS student population. However, three conclusions that can be drawn and are relevant and important to the discussion of using the PYD approach in a school setting arise:

- 1) In two separate approaches to assessing presence of PYD features, student responses indicate that the LAPAMS program is successfully incorporating a PYD approach into a public school setting
- 2) Across the two modalities, some overlap does exist; this overlap suggests that LAPAMS is better at incorporating Opportunities for Skill Building and Positive Social Norms, but is less able to successfully incorporate Opportunities to Belong and Support for Efficacy and Matterings
- 3) A systematic and established scale to assess a program's adherence to the PYD approach is needed and student input should be used to help develop this scale.

Table 4.12 Prevalence of PYD Features in LAPAMS program by data collection modality

PYD Feature	Prevalence ranking by student survey		PYD Feature	Prevalence ranking by student interview
Positive social norms	1		Opportunities for skill building	1
Appropriate structure	2		Physical and psychological safety	2
Opportunities for skill building	3		Positive social norms	3
Supportive relationships	4		Supportive relationships	4
Support for efficacy and mattering	5		Appropriate structure	5
Physical and psychological safety	6		Support for efficacy and mattering	6
Opportunities to belong	7		Opportunities to belong	7

## **Chapter 5: Police officers in the LAPAMS program**

As in the previous chapter, the analysis of police officers' role in LAPAMS will first examine students' ratings of their police officer on a set of qualities provided to students in a questionnaire. The analysis will then explore how students describe their officers and which aspects of their experience with the officer left a positive impression, when students are allowed to speak unhindered on these topics. This chapter contrasts how officers fare as a positive adult role model when measured on a set of pre-determined constructs to how they fare when students are given free rein to discuss their officers. Overall, the intent of the chapter is to provide insights into the role that law enforcement personnel, specifically police officers, might play in promoting positive youth development.

### **The importance of the officer's role in structuring the LAPAMS program and how this relates to PYD**

Each school is provided with one LAPD officer, who reports for work on a full-time basis at the school campus. The officer's presence is a unique feature of the LAPAMS program. The officer serves as a guide to help structure the program and as a role model for the students. Police officers have discretion over the amount of time they spent with students and how involved they become in students' lives.

Officers also help shape the structure of the LAPAMS program at their school. Typically, officers are most involved with structuring the physical education hour, or "PT", component of the program and providing guidance to the student leadership, or "rank" positions. Activities that officers have actively taken responsibility for include:

- Establishing criteria for and selecting student leaders (i.e. setting application criteria, participating in student leadership selection panel, inviting students to apply)
- Providing guidance to student leadership (i.e. determining how much responsibility "rank" students will have, offering "leadership" instruction sessions, meeting with student leadership weekly or monthly, advising student leaders on how to handle or resolve problems that arise)
- Establishing "rules" for student behavior and dress code, particularly within the context of P.T. or police academy specific activities (i.e. establishing restrictions on hair length, jewelry or make-up, determining when uniforms are required, guiding uniform inspection procedure, setting expectations for addressing adults, setting expectations for behavior toward other students)
- Determining the set of activities that occur during P.E. hour and how (i.e. how much physical activity is emphasized over learning about non-physical policing topics, determining the rigor of the physical training program, how much allowance to give student leaders to lead the P.E. hour)
- Setting up non-P.E. hour or non-P.T. specific activities (i.e. arranging for out of school non-program wide special events or competitions, arranging for school-wide events or competitions, establishing homework or tutoring sessions within the P.E. hour, arranging for police-specific elective courses)

Officers tend to be most involved with the physical training and P.E. hour components of the LAPAMS program and tend to spend the most time with students who hold leadership or rank positions. However, they do have some liberty to play an active role in all students' lives and to become involved in academic or non-P.E. hour activities. Their unique role as a police officer role model for students and their position as non-school personnel housed on campus allows for substantial potential in how officers influence LAPAMS youth's lives.

Officers who are able to develop a strong relationship with students may have a higher positive impact and officers who become more involved in setting up activities beyond physical training may provide students with opportunities for a more enriching school experience than officers who do not do these activities. In turn, the level of involvement that an officer takes during his/her tenure at the school sets expectations and groundwork for future officers. Although LAPAMS police officers may choose to remain in their position at the school for several years, it is often the case that officers rotate out of their position after one or two years. This means that high school students who enter LAPAMS as a freshman may encounter one, two or three officer transitions by the time they graduate. Thus, the impact of LAPD involvement with students may depend both on the quality of effort delivered by the current police officer and the ability of succeeding officers to sustain expectations and expand on efforts made by his/her predecessor. This chapter explores the relationships that LAPD officers develop with the students at their LAPAMS campus and students' perceptions of their officers and officer turnover.

### **Officer quality measures: Trustworthy Authority, Caring Confidant, Inspiring Advocate**

Officers' ability to develop meaningful relationships with students were measured by a series of survey questions designed to assess student perceptions of the frequency of relationship building behaviors and attributes displayed by the officer. These were grouped into three categories, which measured various dimensions of the officer-student relationship, labeled as officer "attributes": Trustworthy Authority, Caring Confidant, and Inspiring Advocate. A mixture of questions assessed how often officers displayed behaviors related to each of these dimensions and the students' perception of their officer for each dimension<sup>16</sup>.

#### *Trustworthy Authority*

Four items measured aspects of students' beliefs that the officer in charge of their LAPAMS program was a trustworthy authority figure. When asked, most students generally believe that their officers are trustworthy adults who treat students fairly. Approximately 84 percent of students across all programs indicated that their officers "usually" or "always" treat the student fairly and treat the student's peers fairly. Similarly, about 84 percent of students "usually" or "always" trust the officer in charge of their LAPAMS program.

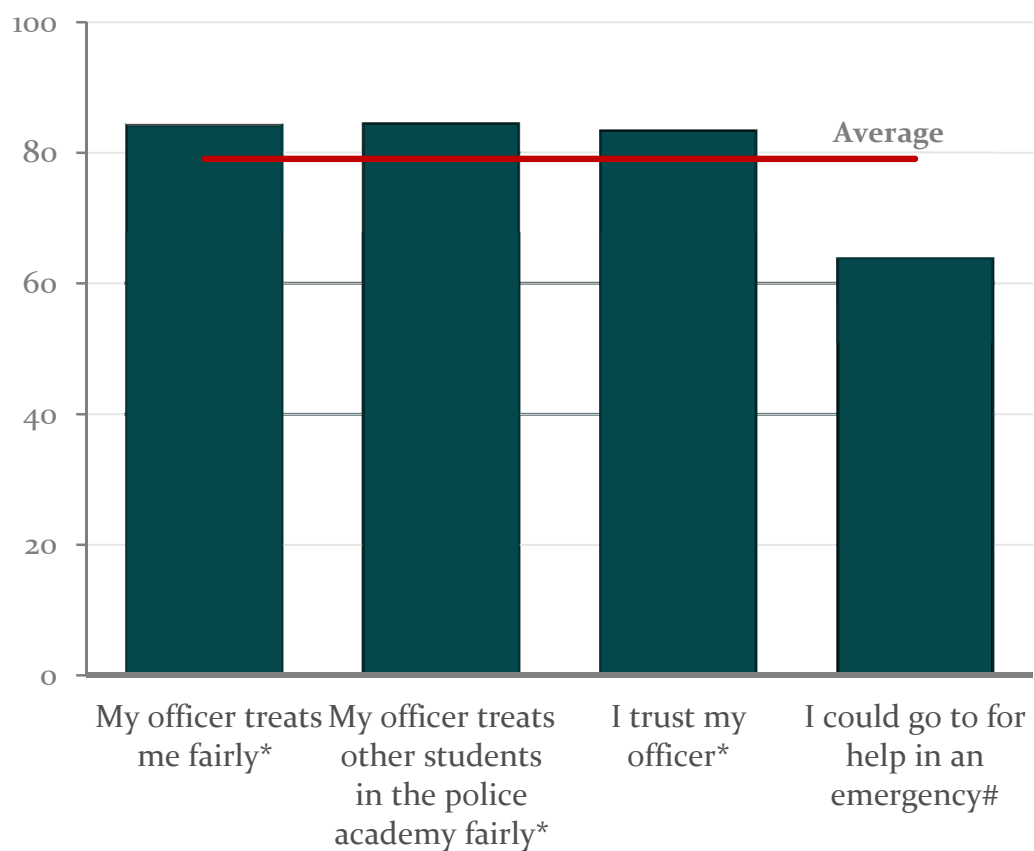
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<sup>16</sup> See Chapter 3: Study Aims and Approaches for a discussion of how officer attribute composite variables were constructed

Most students generally feel that their officers are trustworthy, but fewer students indicate that they would go to their officer for help in an emergency (64 percent of students who answered this question named their officer.) This is an interesting finding and could suggest a distinction between levels of trust that a student develops with the officer. For example, students may generally perceive that the officer in charge of their program is honorable and just, but feel less comfortable trusting their officer with personal information. Because most students indicate they do feel their officer is trustworthy, it seems unlikely that students are overtly afraid of retribution in response to a request for help. It may be that many students simply have not developed the type of relationship with the officer that allows for the deeper level of trust required for revealing personal information or depending on someone in a time of need.

The nuances of trust are particularly highlighted in the case of an emergency. To turn to someone in such a time, a person needs to trust completely that said person will not only be available and able to provide the services required, but will do so willingly. It may be that students perceive their officers as available only during school hours or are only capable/interested in helping the student within the confines of the typical programmatic requirements related to LAPAMS. For many students, emergency assistance may simply be outside of the confines of the relationship constructed between an officer and student within the LAPAMS program. That said, it is notable that more than half of students did select their LAPAMS officer as a person they could go to for help in an emergency. This suggests that the role of the LAPAMS officer is flexible enough to extend beyond the typical LAPAMS program structure for a considerable portion of students. Indeed, what we may be observing is a limitation on the number of students that one officer can develop personal relationships with in a given school.

Figure 5.1: Percent of students rating officers highly on measures related to Trustworthy Authority attributes



\*Percent of students who responded “usually or always” to these statements

#Percent of students who listed their officer as an adult who applied to this statement

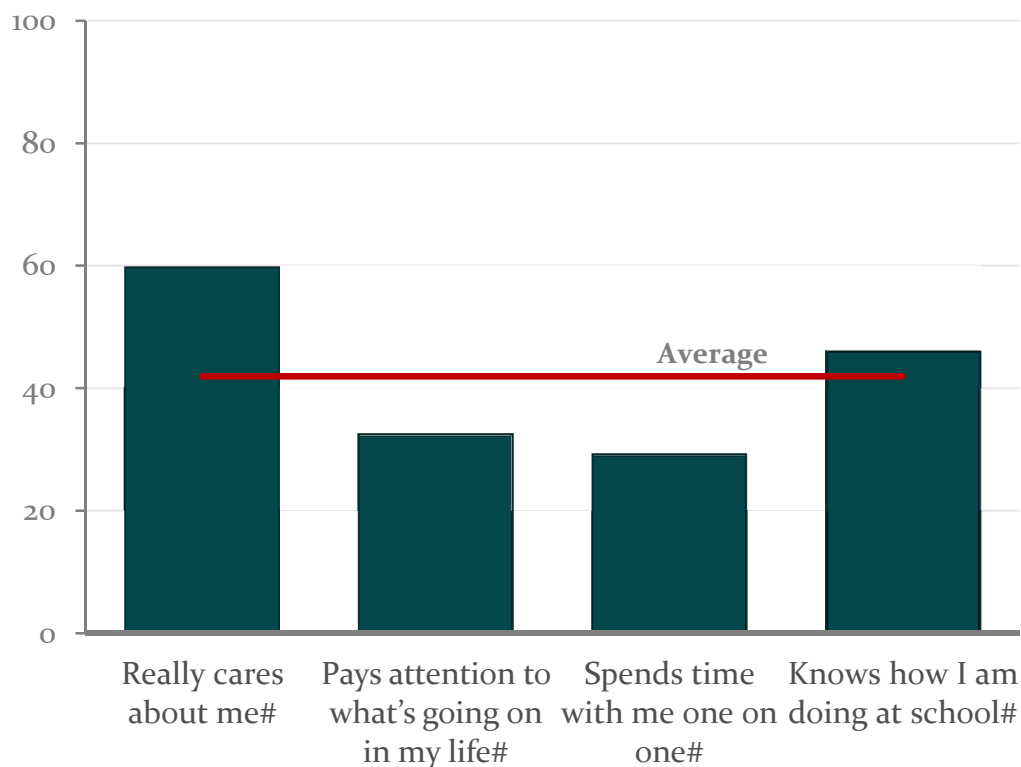
### Caring Confidant

This concept of how students relate to LAPAMS officers on a personal level is addressed more directly through items that measured officer’s care and concern for students. These items were divided into two categories, for the sake of simplicity: items which measure officers’ attentiveness to students and items which measure officers’ ability to serve as a confidant to students. In general, LAPAMS officers are least successful in demonstrating characteristics of a caring confidant for the majority of students than demonstrating attributes of a trustworthy authority or inspiring advocate.

Among the items that measured attentiveness, fewer than half of students select their officer as someone who pays attention to their life, spends time with the student one on one or knows

how the student is doing in school. This seems to support the postulation that officers are not constructing the types of relationships with the majority of students that would lead to deeper levels of trust and connection. If a student feels that their officer does not take an active interest in his/her life and isn't making efforts to establish a personal relationship with the student, it follows that the student would be less likely to assume that the officer would be available or willing to help during a personal crisis or time of need. However, almost 60 percent of students report believing their officer really cares about them, which supports the notion that students generally trust their officers' intentions and goodwill.

Figure 5.2: Percent of students rating officers highly on measures related to attributes of a Caring Confidant – Attentiveness

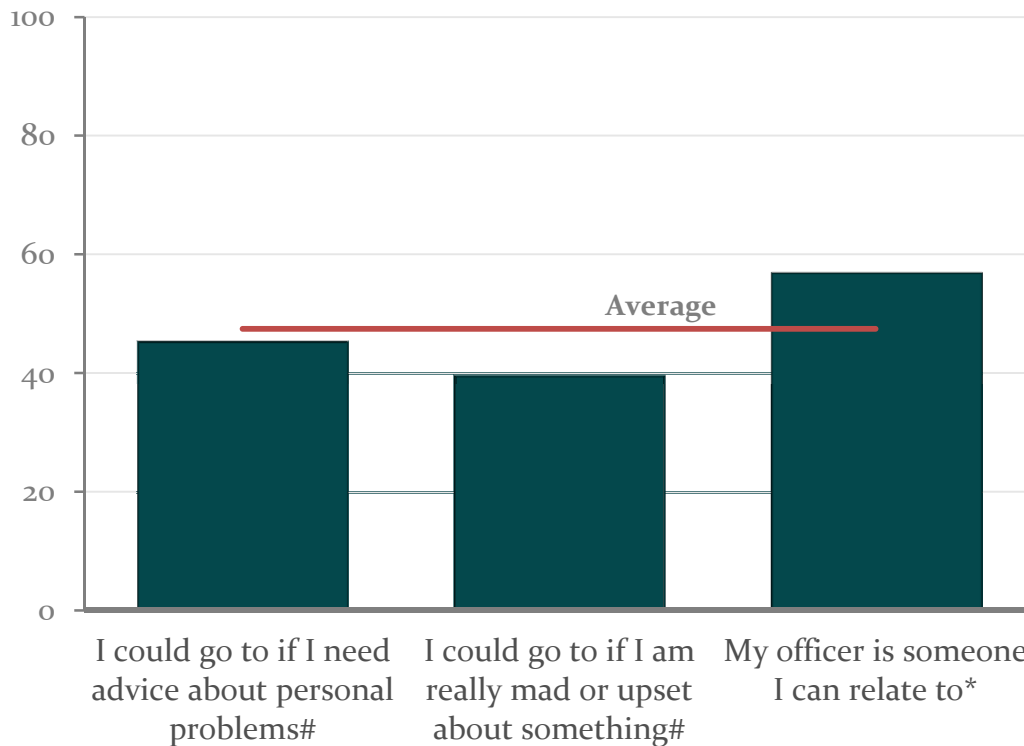


*#Percent of students who listed their officer as an adult who applied to this statement*

In measures of officers' role as a confidant to the students, we see a similar pattern of distinction between personal relations and general sentiments about the officer. Fewer than half of students would go to their officer for advice with personal problems or in times of emotional duress. Yet nearly 57 percent of students feel their officer is someone they can relate to.



Figure 5.3: Percent of students rating officers highly on measures related to attributes of a Caring Confidant - Confidant



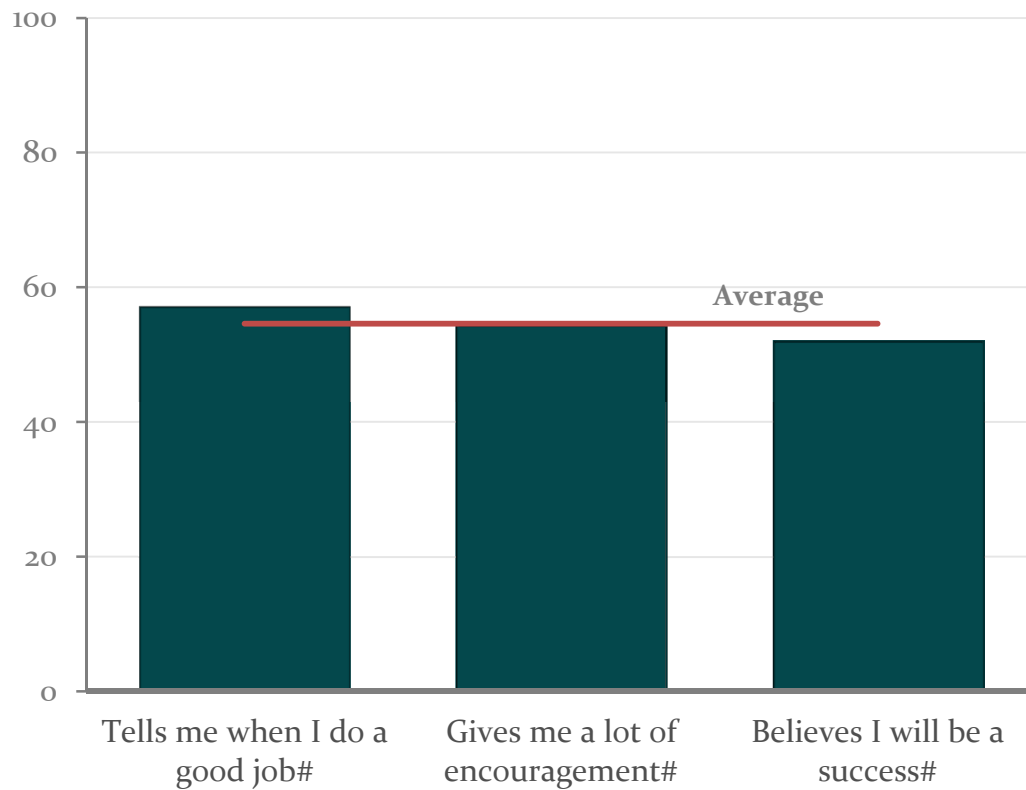
\*Percent of students who responded “usually or always” to these statements

#Percent of students who listed their officer as an adult who applied to this statement

### *Inspiring Advocate*

Measures of LAPAMS officers’ tendencies to serve as an inspiring advocate with students were segregated into two categories for ease of interpretation: supportive and aspirational. Supportive encouragement was defined by three items which measured whether officers personally engaged with students to encourage success or boost morale. More than half of students select their LAPAMS officer as an adult in the program who tells the student when they do a good job (57 percent), gives encouragement (55 percent) and believes the student will be a success (52 percent.)

Figure 5.4: Percent of students rating their officer highly on measures of Inspiring Advocate attributes – Supportive



*#Percent of students who listed their officer as an adult who applied to this statement*

Aspirational measures were related to officer behaviors which might reasonably be expected to motivate students to try harder or aspire to higher goals. Among these items, 59 percent of students select their officer as an adult who always wants the student to do their best and 55 percent select their officer as an adult who encourages the student to work hard. Interestingly, the vast majority of students, approximately 93 percent, indicate that they usually or always respect their officer.

Figure 5.5: Percent of students rating their officer highly on measures of Inspiring Advocate attributes – Aspirational



*\*Percent of students who responded “usually or always” to these statements*

*#Percent of students who listed their officer as an adult who applied to this statement*

These findings continue the trend seen in earlier measures. Nearly all of students surveyed seem to feel that their officer is someone to respect, yet fewer receive personal attention in the form of encouraging behavior from the officer. The responses to items that measured attributes of an inspiring advocate generally support the idea that officers play a role in motivating students and inspiring students to aim higher, but officers seem to do this from a distal position – perhaps speaking to students as a group or generally acting as a figure to whom students might look up to.

### Officer quality measures: Comparison to teachers and magnet coordinators

In the LAPAMS survey, students were asked to list all adults for whom a series of statements were true<sup>17</sup>. Several of these items were used to construct composite variables used in the above section. These items can be used to compare the officers’ popularity for measures of

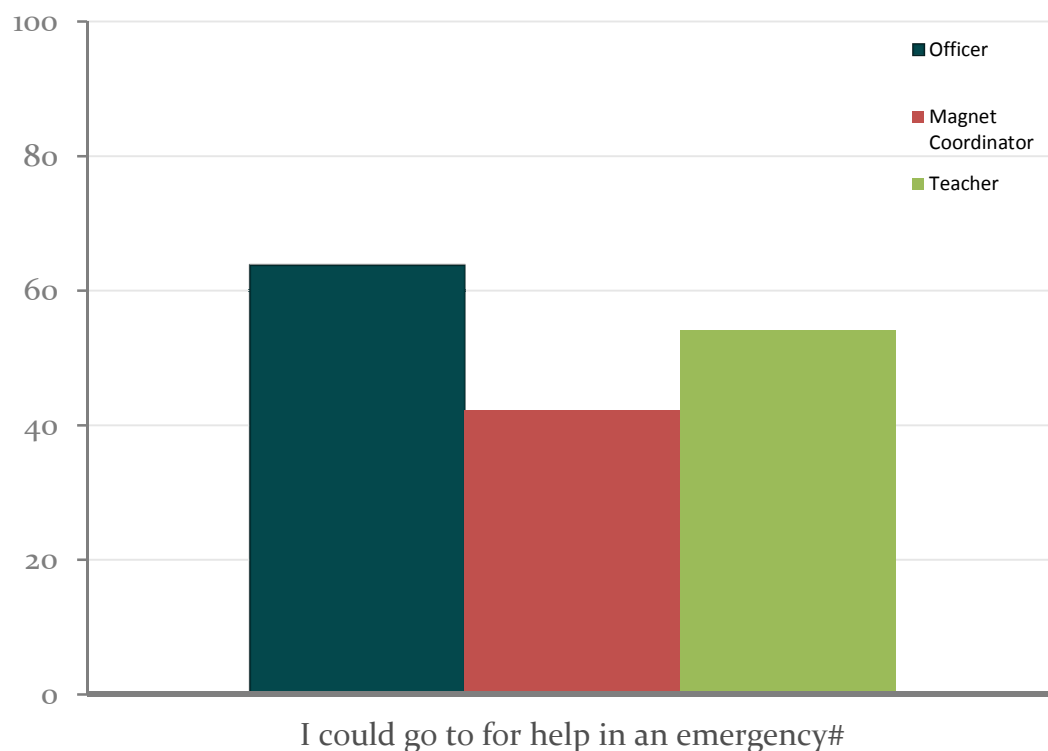
<sup>17</sup> See Chapter 3: Study Aims and Approach for further explanation of items included in the LAPAMS survey

fairness and trust, nurturing and encouraging related characteristics to that of teachers and magnet coordinators. This provides a benchmark for assessing how officers rate in relation to other adults in the program. Such comparisons can provide insight into the relative value of including police officers. For example, if officers are named significantly less often than teachers and magnet coordinators, this might suggest that officers are not as good at displaying characteristics associated with the ability to develop meaningful relationships as other adults in the LAPAMS program. Significance tests are done using a test of proportion, with a significance level threshold of  $p < .05$ . The following paragraphs display results of comparisons on items for which students could list officers, teachers and magnet coordinators.

### *Trustworthy Authority*

Students were asked to select all adults in the LAPAMS program who displayed various behaviors, or interacted with students in various ways, related attributes of Trustworthy Authority, Caring Confidant and Inspiring Advocate. One item measured trust – whether or not students could go to adults in their program for help in an emergency. Among the three main types of adults in the LAPAMS program – police officers, magnet coordinators and teachers, more students select their officer (64 percent) than teachers or magnet coordinators. This difference is significant for both magnet coordinators and teachers ( $p < .001$ ). Teachers are selected second most often (54 percent), with magnet coordinators selected least often (42 percent.) This suggests that, while overall a considerable portion of students do not feel they could go to any LAPAMS adult for help in an emergency, students feel most comfortable turning to their officer if needed.

Figure 5.6: Percent of students naming LAPAMS adults as a Trustworthy Authority<sup>18</sup>



*#Percent of students who listed their officer, teacher and/or magnet coordinator as an adult who applied to this statement*

### *Caring Confidant*

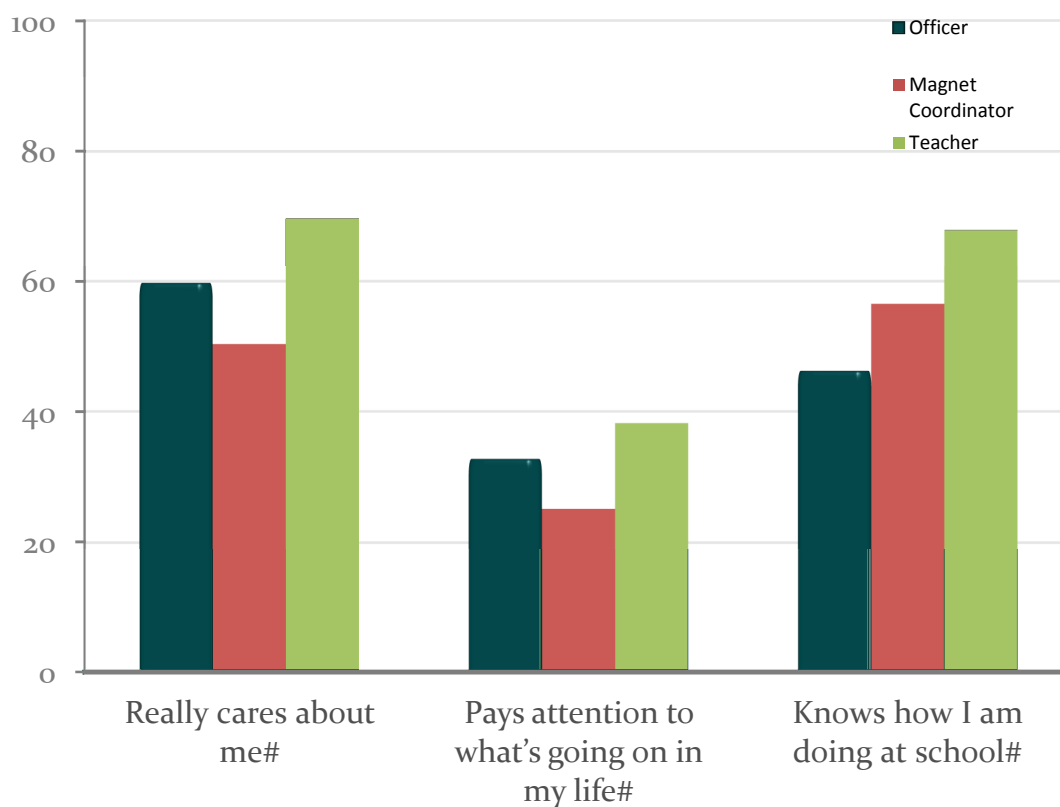
Measures of attentive behaviors show an interesting mix of results. Overall, teachers are most likely to be selected as an adult who really cares about the student (70 percent), pays attention to what is going on in the student's life (38 percent) and knows how the student is doing in school (68 percent.) In general, this suggests that teachers are more successful at giving students personal attention than officers or magnet coordinators. Officers are more likely to be selected as an adult who really cares about the student (60 percent) and pays attention to what is going on in the student's life (33 percent) than magnet coordinators (51 percent and 25 percent, respectively.) However, magnet coordinators are more likely to be listed as an adult who knows how the student is doing in school (57 percent) than officers (46 percent.) As it is the magnet coordinator's responsibility to monitor students' academic progress, this result is perhaps not so surprising.

<sup>18</sup> Note: Only one measure (a measure of trust – whether or not student could go to the adult for help in an emergency) was available for this category

In general, teachers are reported as more attentive than officers and magnet coordinators. Teachers are significantly more likely than both officers and magnet coordinators to be selected as an adult who really cares about the student ( $p<.001$ ) and who pays attention to what is going on in the student's life than both officers and magnet coordinators ( $p<.05$  and  $p<.001$ ). On the other hand, teachers and magnet coordinators are significantly more likely to know how the student was doing in school than officers ( $p<.001$ ).

Overall, the majority of students do not select any of the three main LAPAMS adults as someone who knows what is going on in the students' life, suggesting that students might not be receiving the personal attention associated with positive youth development programs and generally thought to be important to fostering youth's development.

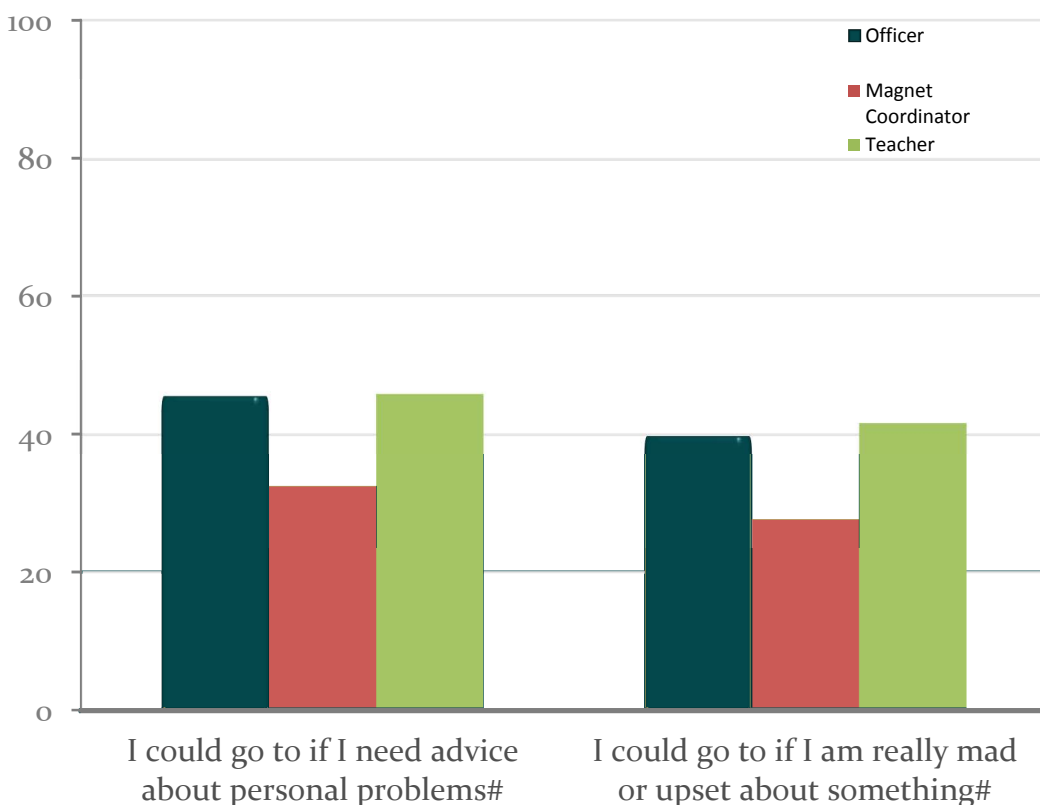
Figure 5.7: Percent of students rating LAPAMS adults highly on measures related to attributes of a Caring Confidant – Attentiveness



#Percent of students who listed their officer, teacher and/or magnet coordinator as an adult who applied to this statement

On measures related to acting as a confidant to students, both police officers and teachers are named about equally. Police officers and teachers are selected equally as often as adults that students could go to for advice about personal programs (46 percent of students named officers and teachers) or if the student is mad or upset (40 percent of students named officers and 42 percent named teachers.) The slight difference between police officers and teachers on this item was not significant. Again, magnet coordinators are the LAPAMS adult students are least likely to select as an adult they would use for help, significantly lower than both officers and teachers ( $p < .001$ ).

Figure 5.8: Percent of students rating LAPAMS adults highly on measures related to attributes of a Caring Confidant – Confidant



*#Percent of students who listed their officer, teacher and/or magnet coordinator as an adult who applied to this statement*

### *Inspiring Advocate*

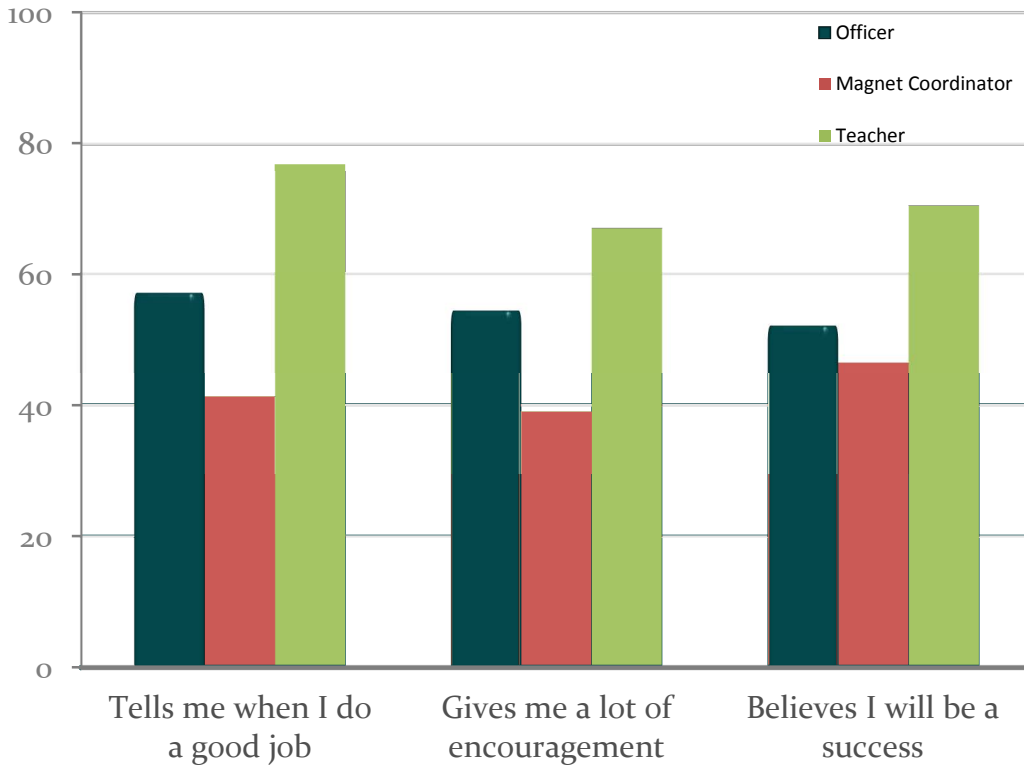
Students select teachers as an adult with encouraging qualities far more often than both LAPAMS officers and magnet coordinators across all five survey items that related to attributes of an Inspiring Advocate. The general trend across the five measures is that the highest proportion of students selected teachers, then officers and lastly, magnet coordinators. Students are significantly more likely to choose teachers than officers as adults on all measures: always wants the student to do his/her best ( $p<.001$ ); tells the student when he/she does a good job ( $p<.001$ ); encourages the student to work hard ( $p<.001$ ); believes the student will be a success ( $p<.001$ ); and gives the student encouragement ( $p<.001$ ).

On the other hand, students are significantly more likely to select officers than magnet coordinators on only three measures: encourages the student to work hard ( $p<.001$ ); tells the student when he/she does a good job; and gives the student encouragement. Furthermore, the magnitude of the difference between officers and magnet coordinators is not as great as the magnitude of the difference between teachers and officers. This suggests that, while officers do play an encouraging role in students' lives, they do so significantly less than teachers and not considerably more than magnet coordinators. Perhaps there is more room for officers to become involved in inspiring and advocating for students across the LAPAMS program.

In general, the majority of students surveyed indicate that they trust their officer. While fewer students say they would go to their officer for help in an emergency than other measures of trust and fairness, more students would go to their officer than both teachers and magnet coordinators. These results suggest that officers have been successful in establishing themselves as a trustworthy authority figure.

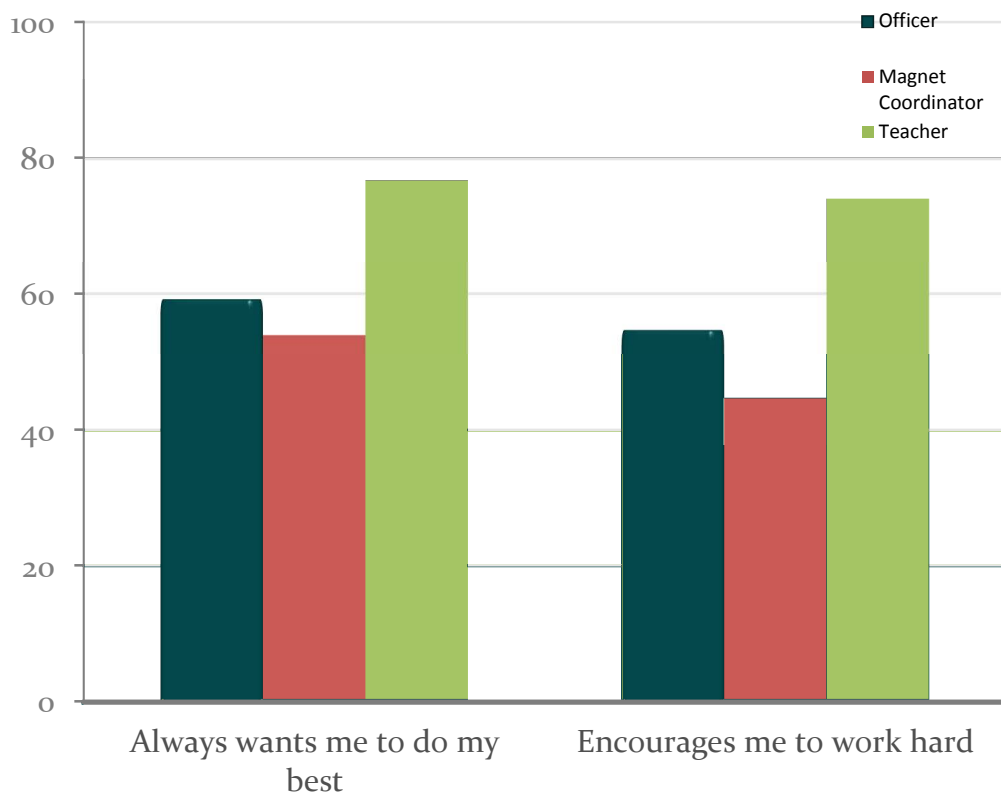


Figure 5.9: Percent of students rating LAPAMS adults highly on measures of Inspiring Advocate attributes – Supportive



*#Percent of students who listed their officer, teacher and/or magnet coordinator as an adult who applied to this statement*

Figure 5.10: Percent of students rating LAPAMS adults highly on measures of Inspiring Advocate attributes – Aspirational



*#Percent of students who listed their officer, teacher and/or magnet coordinator as an adult who applied to this statement*

### Points to Consider

The above results suggest that LAPAMS police officers are generally successful at establishing positive interactions with LAPAMS students, but may not develop close relationships with individual students. In general, students seem to hold their officer in high regard. Most LAPAMS students indicate they respect their LAPAMS officer, trust their officer to behave fairly and believe their officer cares about them. More than half of students selected their officer for measures of Inspiring Advocate. However, fewer LAPAMS students report experiencing one on one behaviors associated with a Caring Confidant from their officer.

When comparisons are made between three types of adults in the LAPAMS program – officers, teachers and magnet coordinators, the general trend is that students are more likely to select their teachers for quality measures than officers or magnet coordinators. Officers are generally the second most frequently named adult on these measures, followed by magnet coordinators.

However, on measures of attributes of a Caring Confidant, LAPAMS officers are named as frequently as teachers. While the percentage of students who list either adult as someone they could go to for advice on personal problems or if the student is upset is less than half, it is interesting to note that students are equally comfortable turning to their officer and teacher on personal matters. This may indicate that officers are not particularly poor at developing personal relationships; rather, it may be that the school structure or student specific preferences prevent students from developing close interpersonal relationships with LAPAMS adults.

In considering these results, one should bear in mind that these measures are based on the percentage of students who named each adult as someone for whom each statement was true. While the general trend seems to suggest that teachers have higher quality ratings than officers on most measures, many of these measures require one on one interactions with the student. It may be that teachers put more effort into developing these types of relationships with students than officers; however, another possible explanation exists. Each school has one officer per school, which puts the student to officer ratio quite high for large schools. Student to teacher ratios will naturally be lower, with each student interacting with several teachers throughout the day. Therefore, the results may be more a matter of opportunity and feasibility than a statement about officer quality in relation to others. In fact, when we compare officers to magnet coordinators (which also have a high ratio of one magnet coordinator per school,) officers score consistently higher than magnet coordinators on nearly all measures of quality. Taking this into consideration, along with the general positive results when we look at officer scores in isolation, the implication is that officers do seem to be able to adapt to the role of a positive role model and mentor in the confines of a positive youth development program.

### **Students' perceptions of their officers**

In the course of discussing their experience in the LAPAMS program, students frequently mentioned their police officer in various contexts. These discussions of the police officer provide insight into how students think about their officers. For example, students often mentioned the types of roles and activities they associated with their officer. The range of activities and roles that students associate with their LAPAMS officer paints a picture of the various ways an officer might become involved with students in the context of LAPAMS. The frequency with which roles and activities are mentioned across students provide a hint of the roles and activities LAPAMS officers dedicate relatively more of their time and effort. The range and frequency of adjectives that students use to describe their officers might indicate the nature and quality of the officer-student relationship. Finally, positive experiences that students associate with their officers show the ways in which officers might be most useful or impactful, from the students' perspective. Officer turnover is given special attention at the end of this section as it came up only during student interviews and merited consideration.

### *Officer Roles and Activities*

The following Table 5.1 shows the roles and activities that students ascribe their officers during interview sessions. Of the 19 students interviewed, about half indicate their officer set expectations and acted as a disciplinarian, provided education about law enforcement, managed the student leadership structure, facilitated involvement in student extra-curricular activities and talked with or advised students personally. The paragraphs below explain each of these roles in more detail.

Table 5.1: Phrases and concepts used to describe officer roles and activities

Theme	Unique Count	Total Count
Sets expectations and disciplines students	9	19
Provides law enforcement education	9	13
Manages student leadership	8	9
Facilitates student involvement in extra-curricular activities	8	8
Talks with and advises students personally	7	8
Involved in PT	6	10
Makes self available to students throughout the day	4	4
In PT, officer talks to students about what steps they need to take to be successful in life	3	4
Gets involved with students' education	3	3
Officer takes part in student uniform inspection	3	3

#### Expectations and Discipline

Students generally talk about their officers as handing out punishments for misbehavior; for example by assigning detention or requiring students to do additional exercises during P.T. Other students say their officer just gives them a warning or a lecture on why their behavior was wrong. Other students just generally indicate their officer assigned punishments, set boundaries or established ground rules for the program.

#### Law Enforcement Education

One activity most officers seem to engage in is teaching their students about law enforcement. According to student interviews, officers seem to adapt their own style in teaching law enforcement concepts. Some officers follow an established curriculum, while others seem to take a more ad hoc approach. Many students give examples of practice sessions, hands on experience, or scenarios that the officers used to engage students in the learning process. For

example, officers might give students a ride in a police vehicle or stage a fake crime scene. Other students say their officers relate current news events to a topic in law enforcement or teach students how law enforcement can help them in their day to day lives.

### Managing Student Leaders

Officers seem to establish their own framework for how the student leadership structure works. A few students indicate that student leaders run P.T. and act as the first level of discipline in the program, while the officer manages the leaders in these activities. Some students report that the student leadership meets with the officer on a regular basis to discuss program events and updates. A few students also mention their officer played a large role in selecting who will become a student leader or developing the selection criteria.

### Facilitating student involvement in extra-curricular activities

Students describe officers as taking an active role in connecting students to extracurricular activities. This is particularly true for activities that might help students fill their community service requirements, but also includes things like summer employment or special learning programs outside of school. Students describe officers as fulfilling this role in a variety of ways. Some say that their officer personally encouraged or talked to the student about an opportunity. Others say that their officer informs students of opportunities as a group, likely during P.T. In general, when students describe this role, it seems to be mainly about making students aware of or encouraging students to participate in opportunities.

### Talking with or Advising Students

Without giving specific examples, several students say their officer talks to students about personal problems or gave students advice. A couple of students indicate their officer gave one on one help and encouragement to the student, for example to overcome a personal fear or barrier. These examples were in reference to the same police officer, so it is unclear whether this is generally a role that LAPAMS officers fulfill. However, it does seem that generally, across schools, officers do become involved with students' lives in a direct and personal way.

### *Phrases and concepts used by students in describing their officers*

Of students who describe their officer during interviews, the most common characterizations are that the officer is strict, competent, fun/funny, generally positive and supportive. However, it is worth noting that there is an incredible diversity in how students describe their officers, with many characterizations being mentioned by only one student. Moreover, of the 19 students interviewed, at most 5 students use the same characterization to describe their officer; these were fun/funny, general positive descriptions and supportive. The likely conclusion to draw from this is that LAPAMS officers represent a variety of personalities and dispositions and students may choose to describe the same officer in different ways. There does not seem to be any single characteristic or set of characteristics that generally represent a

typical LAPAMS police officer. Rather, they are an assorted group of individuals who make unique impressions on individual students in the program.

Table 5.2: Phrases and concepts used to describe officer

Theme	Unique Count <sup>19</sup>	Total Count
Fun or funny	5	5
General positive description	5	5
Supportive	5	5
Strict	4	6
Competent	4	5
Nice	4	4
Lenient or easy going	3	4
Motivating	3	4
Polite or respectful	3	4
Students need time to become comfortable with officer	3	3
Helpful	2	3
Nurturing	2	3
Treats everyone equally	2	3
Intimidating	2	2
Officer understands students	2	2
Straight-forward	2	2

#### *Police officer interactions or observations associated with positive experiences*

When speaking about their LAPAMS police officers, students often have positive things to say. For example, they may find their officer particularly helpful in a certain way or they may have general positive experiences with their officer. Of students who mentioned positive experiences associated with their LAPAMS police officer, the most common types were the officer motivated or encouraged students and the officer took a personal interest in students' lives. It is interesting students report officers take a personal interest, as this contradicts the earlier findings from the student survey. It could be that the groups of students participating in these interviews happened to have more personal interactions with their officer or there may be some other explanation. The paragraphs below describes scenarios in which students refer to officers acting as a motivating force or taking a personal interest in students' lives. As the most frequently mentioned positive experience across students was personal involvement by the

<sup>19</sup> Themes with only one unique count (mentioned by only one student) are not shown

officer, and as this is most interesting in the context of this chapter, I explore this experience in more detail below.

Table 5.3: Officer behaviors and traits associated with positive experiences

Theme	Unique Count <sup>20</sup>	Total Count
Officer takes personal interest in students' lives	6	6
Officer motivates and encourages students	4	7
Got along well with officer	2	2
Officer's strict rules led to student self-improvement	2	2

#### Officer's personal interest in students' lives

According to student interviews, the ways in which officers take a personal involvement with students differ, but generally revolves around program activities or career goals. For example, two students mention that their officer takes a personal interest in program events - by attending events even on their days or giving students rides so they can attend events. Other students mention that their officer gives them personal advice or assistance regarding their post-high school plans. Two students indicate that the officer gets to know students personally; one of these mentions that the officer helped the student overcome a shyness problem.

These examples demonstrate that officers put great personal effort into the program and want to help students with their personal goals. Perhaps officers feel more comfortable relating to students within the context of the program and feel, perhaps rightly so, unqualified to help students with emotional or personal problems. In this case, it seems reasonable that officers would hesitate to make themselves available for these types of interactions and fewer students would thus feel comfortable making use of their officer in that way. As mentioned earlier, it is additionally quite possible that officers encounter too many students in the LAPAMS program to be able to interact meaningfully with each one; thus some students don't experience this personal type of relationship with their officer. This barrier would explain why many students give low ratings of personal attention on seemingly "safe" topics, like knowing how a student performs in school.

<sup>20</sup> Themes with only one unique count (mentioned by only one student) are not shown

### *The case of officer turnover*

One possible draw back to involving police officers full-time in a positive youth development program is that police officers are trained to enforce the law and are likely motivated by the job duties associated with traditional punitive law enforcement. While the LAPD may make their best efforts to select police officers for the program who are most likely to enjoy a positive youth development work environment, the pool of good candidates may be small. It is not unreasonable that most law enforcement officers who join the police force aren't expecting to work full-time in a youth development program. If they were, it seems more likely that they would have chosen a different vocation. Some officers may discover they enjoy the youth development position and choose to remain in the role for several years. Others may quickly tire of the job and seek opportunities to return to the traditional law enforcement role.

Because it is difficult to predict an officer's satisfaction with the new role a priori, it is worthwhile to explore the consequences of officer turnover. Table 5.4 displays themes related to officer turnover that were obtained from student interviews. Students experiences generally seem to be mixed, with some students associating officer turnover with negative experiences and others feeling that officer turnover was not disruptive, or even had positive consequences. The most common uniquely mentioned construct in relation to officer turnover was that it brings differences. The nature of these differences is described, with examples, in the next paragraph.

Table 5.4: Phrases and concepts used in reference to officer turnover

Theme	Unique Count <sup>21</sup>	Total Count
Officer turnover brings differences	7	8
Students don't like changing officers	2	2
Students don't mind/like changing officers	2	2

#### Officer turnover brings differences

All six students who attribute differences to officer turnover relate the difference to how the officer runs the program. Four students mention a change in officers brought a change in rules or enforcement of rules, typically a relaxation in the enforcement of rules. One student mentions that the incoming officer did not enforce the same standards regarding dyed hair as the previous officer, while others simply indicate that the previous officer was "harder" or stricter than the new officer. Students who mention a relaxation in rules or enforcement of rules sometimes imply that the change is negative; the strictness of their former officer is

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<sup>21</sup> Themes with only one unique count (mentioned by only one student) are not shown



preferred. Others mentioned that it was difficult to adjust to the change in standards, without implying a preference for the new or old way of doing things.

Two students found that the changes associated with officer turnover challenged students in a positive way. These students suggest that new expectations allowed students to push themselves in new ways. Both students are from the same school, suggesting a possible relationship between the replacement officer and the perceived positive or negative impact. For example, some officers may be equally good or better at running the program, while others may bring a lowering of program standards or may fail to adequately prepare students for changes in expectations. Overall, the findings from student interviews imply that officer turnover itself does not necessarily equate to disruption in the program or dissatisfaction for students. Rather, the impact of turnover is more likely to be dictated by secondary factors, for example how the officer handles the transition or how well the officer maintains the integrity of the program.

### **Discussion of officer quality**

The survey results suggest that officers generally perform well on measures of officer quality, but their influence may occur at a group, rather than individual, level. It may be that officers do not have the capacity to reach out and develop interpersonal relationships with every student (or even the majority of students) in the program. Thus, their role may be more of an authority and leader of the students as a group, rather than a personal mentor for students. These results are partially supported by findings from student interviews. For example, the most common roles ascribed to LAPAMS officers are disciplinarian, law enforcement instructor, physical trainer and manager of the student leadership structure. However, we also see that several students describe their officer as a personal advisor and someone who makes themselves available to students.

Interestingly, the most common positive experiences associated with officers have less to do with the most common roles ascribed to officers. In fact, 6 of 19 interviewees indicated their officer's personal attention to their life was a positive experience. Together, the findings from the surveys and interviews suggest officers do play a more direct role in some students' lives, but perhaps not most. Moreover, the fact that several students speak of officer involvement in their lives as a positive thing implies students value this. It does seem there is an opportunity for LAPAMS police officers to become more involved in students' lives, outside the role of instructor and disciplinarian. Further exploration and study is needed to determine whether the limiting factor is officer proclivity or a physical constraint on the amount of time officers can devote to individual student development.

## **Chapter 6: LAPAMS Program Exposure, Officer Quality and Selected Youth Outcomes**

The LAPAMS program is a magnet school set within the public school system, designed to prepare youth for careers in law enforcement. While the intent of the program is to develop a pool of youth from which the Los Angeles Police Department may recruit future police officers, the program itself incorporates many features that reach beyond law enforcement preparation. Each LAPAMS campus is provided with a LAPD police officer and a magnet coordinator, who jointly plan and oversee program operations on a day to day basis. These individuals, along with LAPAMS teachers and support staff, serve as mentors, role models and support systems for LAPAMS students. Built within the program are features, like a student leadership structure, strict rules and standards for student conduct and competitive activities which aim to develop a commitment to excellence and a spirit of enthusiasm for success in LAPAMS youth.

In many ways, the LAPAMS program models itself in a way that aligns with a positive youth development approach. Previous chapters have shown that the LAPAMS program successfully incorporates features of a positive youth development program, according to student ratings, and that students recognize and appreciate these features. Adult relationships, particular with the LAPD officer and LAPAMS teachers, provide guidance, support and encouragement to students. This chapter examines student outcomes, focusing on the questions: how well are LAPAMS youth performing on a broad array of outcomes and how are these outcomes related to LAPAMS-unique features? Specifically, to what extent is officer quality associated with positive youth outcomes and what is the relationship between years of LAPAMS exposure/age at initial exposure and youth outcomes?

### **Overview of Youth Outcomes in the LAPAMS Program**

This chapter begins with an examination of how LAPAMS youth are performing on self-reported measures of academics, ability to follow rules, motivation, reduced aggressive behaviors, participation in social activities, sense of civic duty and respect for others. Students provided responses in a survey, administered to all LAPAMS high school students (grades 9 -12) between March and June 2010 with active parental permission to participate and in attendance on the day of survey administration. Outcomes<sup>22</sup> were chosen based on what might logically be affected through a PYD program set within a public school environment and what we as a society might hope to achieve by taking a PYD approach with our youth. We would generally expect that if PYD is indeed an effective approach to promote holistic and positive development among youth, youth in these programs should perform well academically, be inclined to follow rules, be motivated to achieve their own goals, demonstrate respect for others and commitment to “giving back” to the community, take part in constructive social activities and not engage in aggressive or threatening behavior. While there is no clear benchmark by which

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<sup>22</sup> Outcomes were assessed through a series of questions on the student survey, which were then aggregated to form composite variables representing each of the outcomes of interest. See the Chapter 3, Methodology, for a list of questions which fed into each composite variable and Appendix for the analysis of suitability for each of these composite variables.

comparisons can be drawn, if LAPAMS is a successful PYD program, we would similarly expect that most LAPAMS students would report positive outcomes in these areas. The next set of subsections illustrates LAPAMS student responses to survey questions that measures:

- academic performance
- rule-following behaviors
- threatening and aggressive behaviors
- motivation to succeed
- participation in constructive activities
- giving back to the community and
- treating others respectfully.

Within each subsection, student responses are shown for each question that was used to assess an outcome. Most questions were Likert-scale type questions, with students reporting how frequently an item applied to them. Figures report the percentage of students who felt that positive outcomes applied to them frequently, or in the case of negative outcomes, infrequently. If LAPAMS is performing successfully as a positive youth development program, we would expect to see most students reporting that they frequently associate with positive outcomes and infrequently with negative ones.

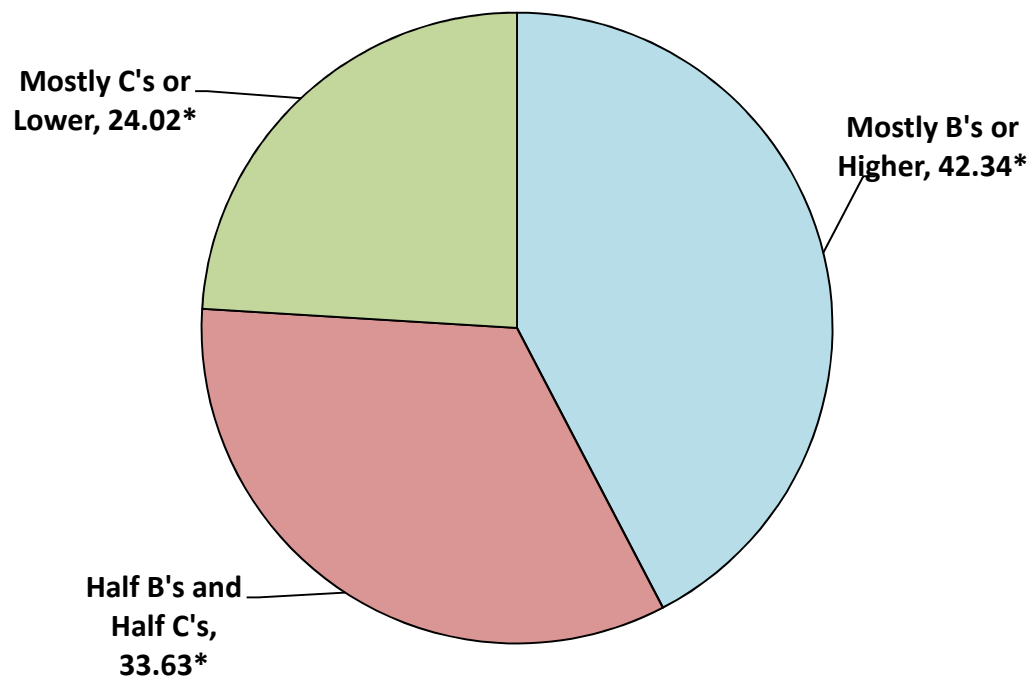
### *Academic Performance*

Students' self-reported academic outcomes were measured in five areas: timeliness of graduation, grades, unexcused absences, academic confidence and preparation for classes. The charts below depict the percentage of students who indicated association with positive outcomes in each area of academic success. Expected graduation within four years, average grades of Bs or better, feeling confident in one's ability to achieve academic related goals and coming to classes prepared were considered positive outcomes. Missing several days of classes without permission was considered negative.

#### Timeliness of graduation, grades and unexcused absences

Of all LAPAMS students surveyed, approximately 95 percent reported that they expect to graduate on time. Of the students who self-reported their grades, about 42 percent indicated that they received course grades of "Mostly B's" or higher and about 34 percent reported grades of "Half B's and Half C's." Approximately 24 percent reported grades that were "Mostly C's" or lower. Thus, while a large percentage of LAPAMS students do well in their coursework, a substantial portion are not excelling in school. Without a counterfactual, it is difficult to infer how these students would perform if they had not enrolled in LAPAMS, but results from the tests done later in this chapter and qualitative interviews suggest that maintaining acceptable grades is an important feature of the LAPAMS program and this may influence how students think about their performance in classes.

Figure 6.1: Students' self-reported grades for the prior school year

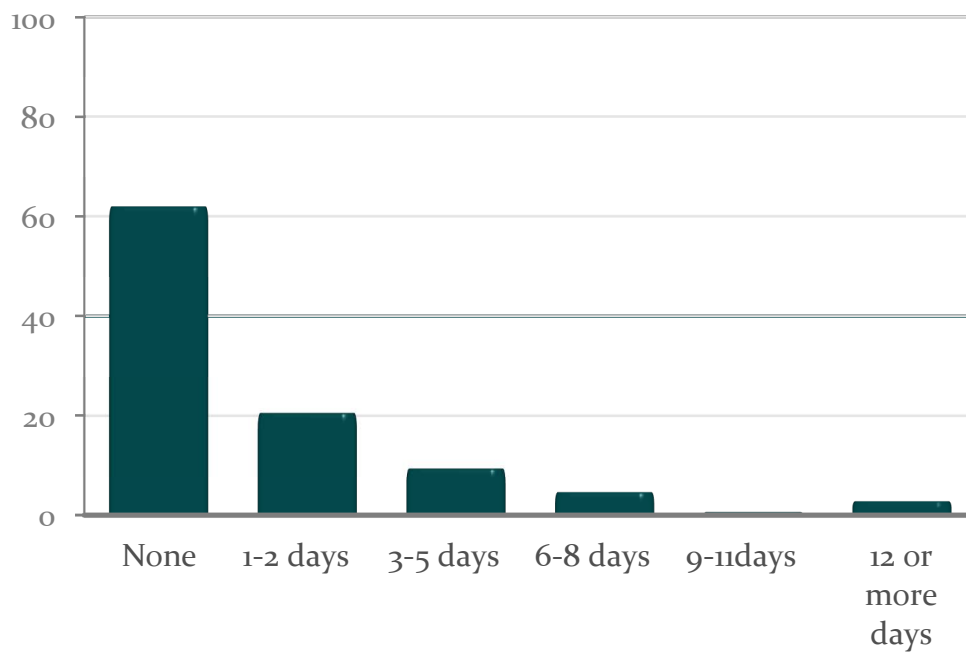


*\*Figure shows the percent of students in each category*

More than half (about 62 percent) report that they have never “ditched” or skipped school in the past school year. About 21 percent report skipping 1-2 days and another 10 percent report skipping 3-5 days and 5 percent said they skipped 6-8 days in the past school year. Surveys were administered in early spring, when the school year was about two thirds complete. Truancy rates (students missing at least one day of school) for all of LAUSD in 2011-2012 was 43.3 percent and the average for the five schools which host LAPAMS was 82.6 percent<sup>23</sup>. While it is difficult to draw comparisons, as students self-select into the LAPAMS program, we can see that the percent of LAPAMS students who miss at least one day of school due to unexcused absence is considerably lower (about 40 percent) than students who attend the same host schools, but about equal to the average for all of LAUSD.

<sup>23</sup> Taken from the CDE's Data Reporting Office DATAQuest website: “Suspension, Expulsion and Truancy Rates: 2011-2012” <http://dq.cde.ca.gov/dataquest/>

Figure 6.2: Number of self-reported unexcused absences during the current school year

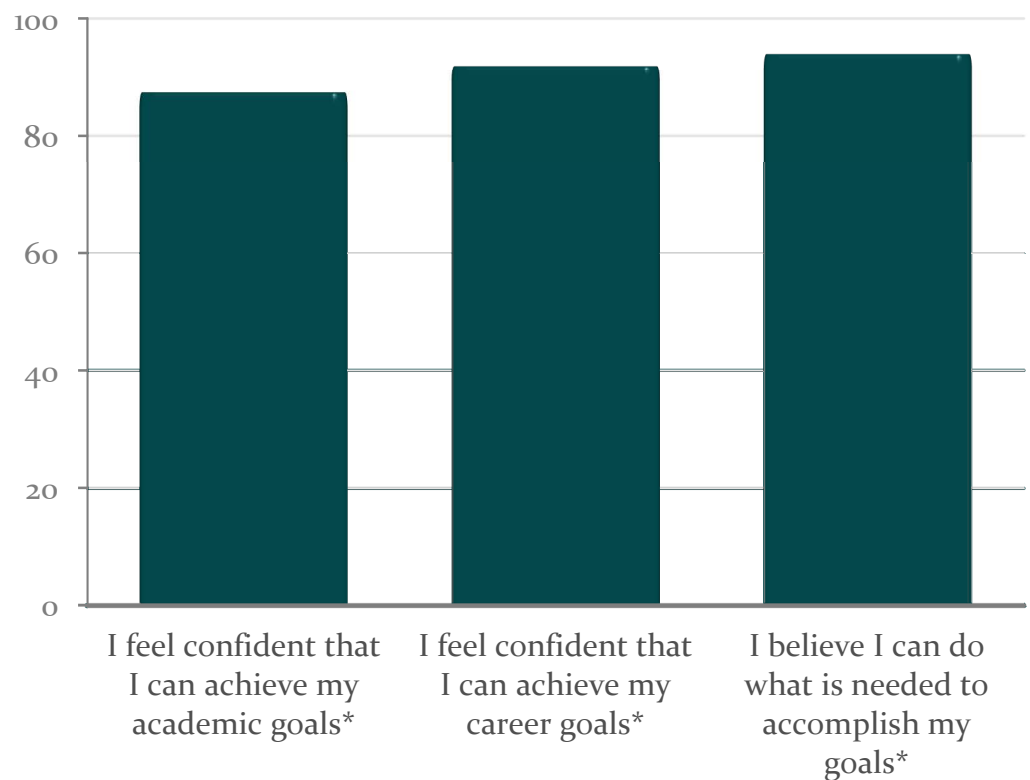


*\*Figure shows the percent of students in each category*

#### Confidence in goal achievement and preparation for classes

Grades, graduation rates and unexcused absences are one spectrum of performance, but academic performance can also be measured by one's sense of efficacy to achieve his/her own academic goals. The vast majority of LAPAMS students indicate confidence that they can achieve their academic and career goals (87 and 92 percent, respectively.) Furthermore, approximately 94 percent also report that they believe they are capable of taking the steps required to achieve their goals.

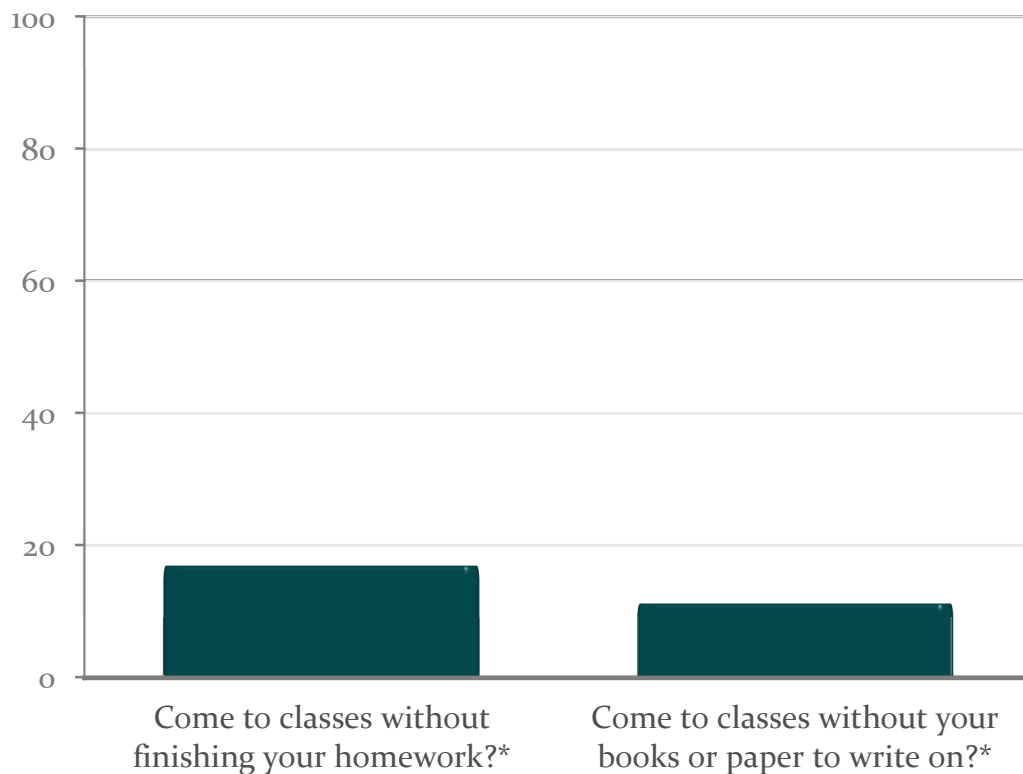
Figure 6.3: Students’ self-reported confidence in their ability to achieve goals



*\*Percent of students who responded “usually or always” to these statements*

Few students report coming to classes unprepared. More than 80 percent of students surveyed indicate that they come to classes without completing their homework only “Sometimes” or “Never.” Almost 89 percent of LAPAMS students surveyed reported that they only sometimes or never come to classes without their books or paper to write on. This suggests that most students come to class prepared for the day, most school days.

Figure 6.4: Students' self-reported preparation for academic courses

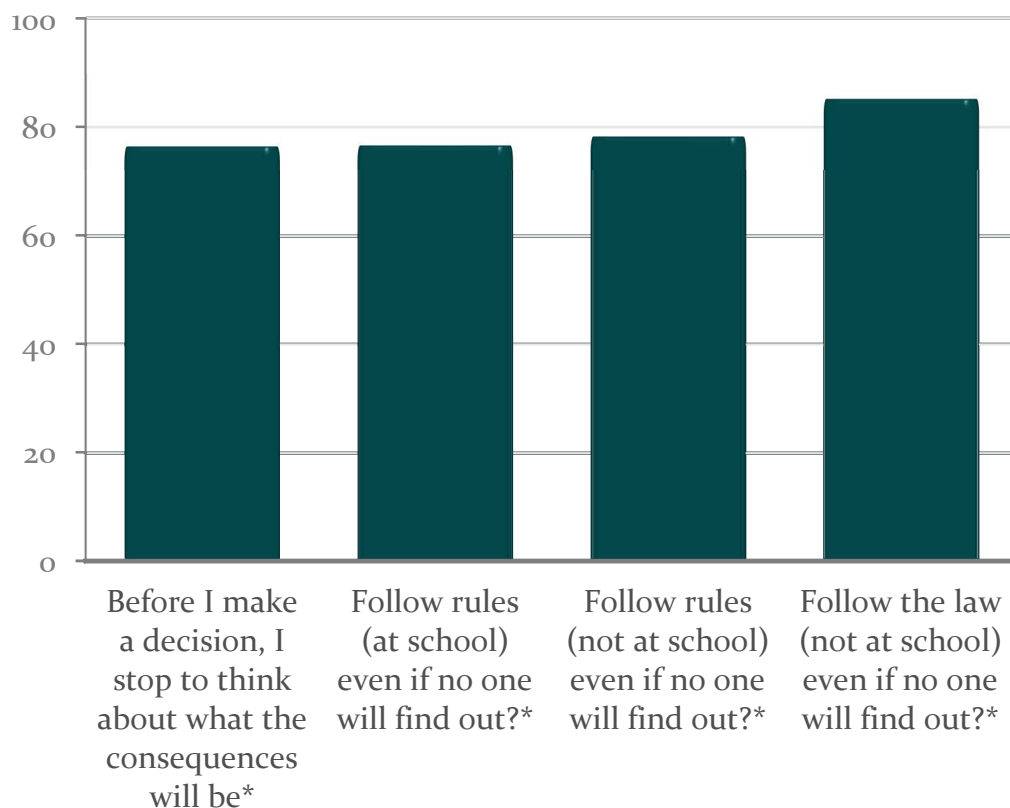


*\*Percent of students who responded "usually or always" to these statements*

### *Rule following Behaviors*

Rule following was measured by six separate questions, which asked about observance of rules, observance of the law and whether or not students stop to think about consequences before taking action. Students reported how often they follow or break rules both in and outside of school. Following rules was considered a positive outcome, while breaking rules was considered negative. Obeying the law and stopping to think about consequences were considered positive outcomes.

Figure 6.5: Students' self-reported rule following

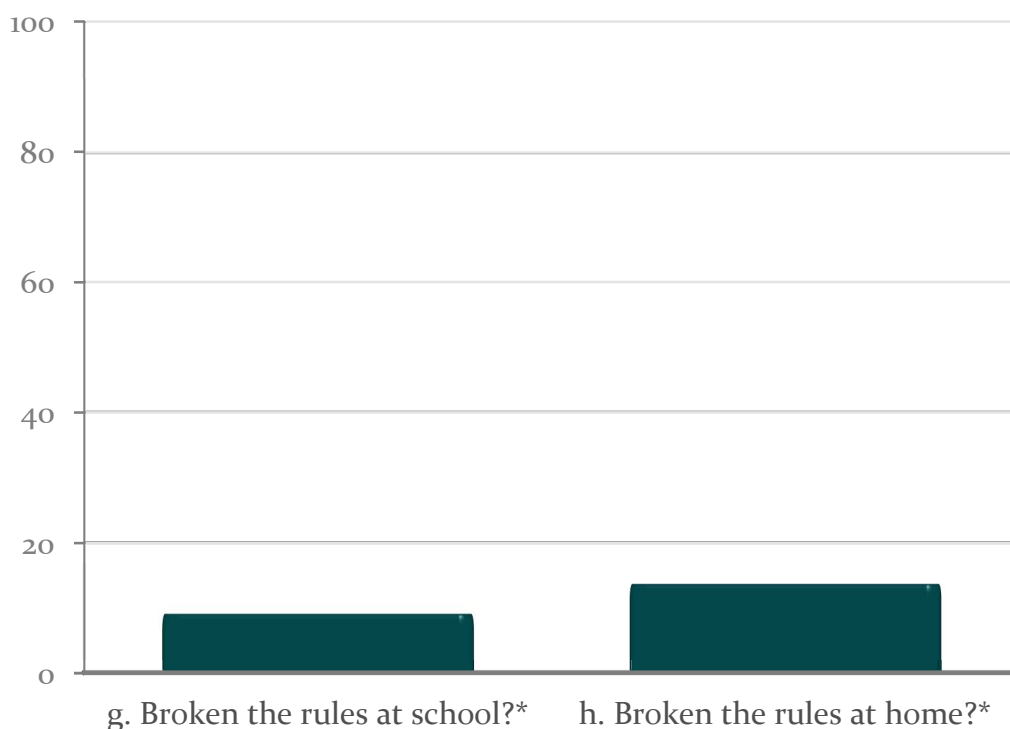


*\*Percent of students who responded "usually or always" to these statements*

The vast majority of students (85 percent and 90 percent) report that they never or rarely broke the rules at home or at school in the past year. Approximately 80 percent of students report that they follow the rules at home and at school even if they believe no one will find out whether or not the rules are followed. Only 9.1 percent of students report breaking the rules at school more than a few times in the past 12 months and 13.6 percent of students report breaking the rules at home more than a few times during the same period. This suggests that overall, most LAPAMS students are inclined to obey rules and laws, regardless of the consequences. However, this does not mean that these students aren't mindful of consequences. When asked to rate how often they think about the consequences of their actions before taking a decision to act, a little over 75 percent of LAPAMS students indicated that they usually or always think of the consequences.



Figure 6.6: Students' self-reported rule breaking in the past 12 months



*\*Percent of students who responded "more than a few times" or "a lot" to these statements*

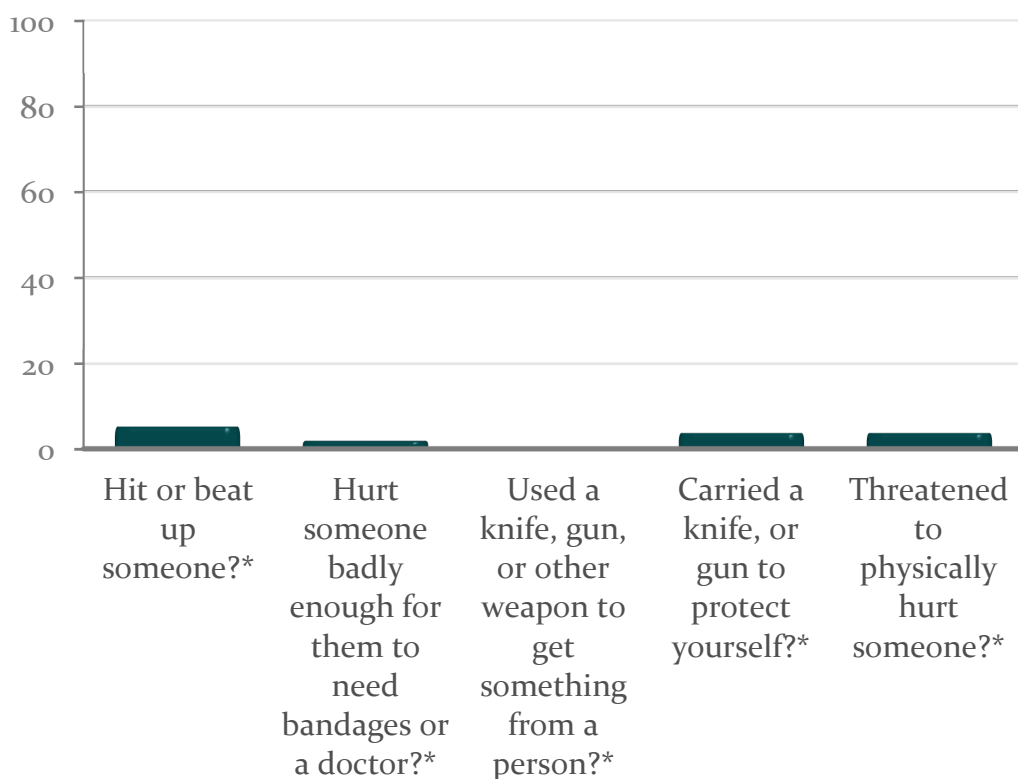
### *Threatening and Aggressive Behaviors*

Measures of student aggression included items that asked about the frequency and severity of acts of harm toward others. There were five total items that assess this outcome. Students reported how often they hit or beat someone up, caused serious physical harm to another person, used a weapon to obtain something from another person, carried a weapon for protection and threatened to harm another person. All items were considered negative outcomes.

Few LAPAMS students reported using a weapon to obtain something from another person, but more students indicated that they have carried a weapon as a form of protection from others. Still, this number is small, with about 90 percent of students reporting that during the past 12 months, they never carried a weapon for protection. LAPAMS students were more likely to report that they have either threatened to hurt someone else or physically hit or beat up another person. Slightly less than 80 percent of students surveyed reported that they have never hit or beat someone up in the past year and about 90 percent reported that they hadn't injured someone to a degree that required medical attention. Overall, a small percentage of

students reported having engaged in any of the aggressive behaviors more than a few times in the past 12 months. Of students who answered this question, about 5.4% indicated they'd hit someone more than a few times and 1.8 said they'd hurt someone badly enough to require bandages or a doctor. Less than 1 percent (0.3 percent) said they'd used a knife or weapon to obtain something from someone else more than a few times in the past year, 3.9 percent reported carrying a weapon and 3.9 percent reported threatening to physically hurt someone more than a few times during this time period.

Figure 6.7: Students' self-reported aggressive behaviors in the past 12 months

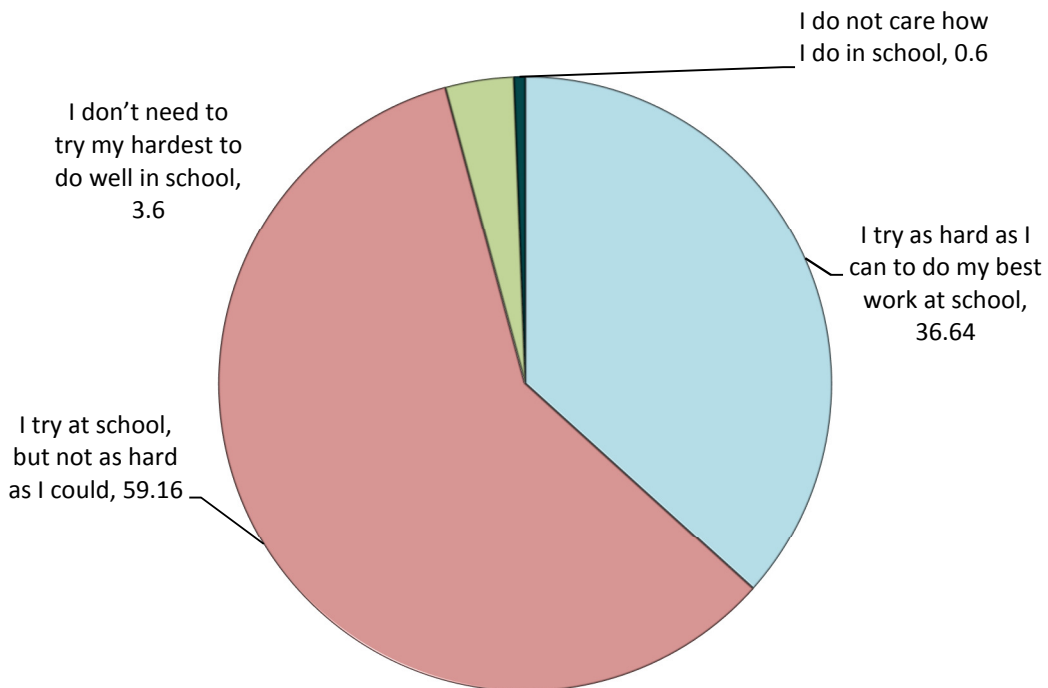


\*Percent of students who responded "more than a few times" or "a lot" to these statements

### *Motivation to Succeed*

Students were asked five questions about their motivation; one which assessed motivation in school and four that addressed general motivation around challenges and goals. All items were considered positive outcomes. About 37 percent of students reported they try as hard as they can to do their best work in school and another 59 percent say they try, but not as hard as they could. This suggests that, while a substantial portion of LAPAMS students put all their effort into school, the majority of students are not fully motivated to do well in school.

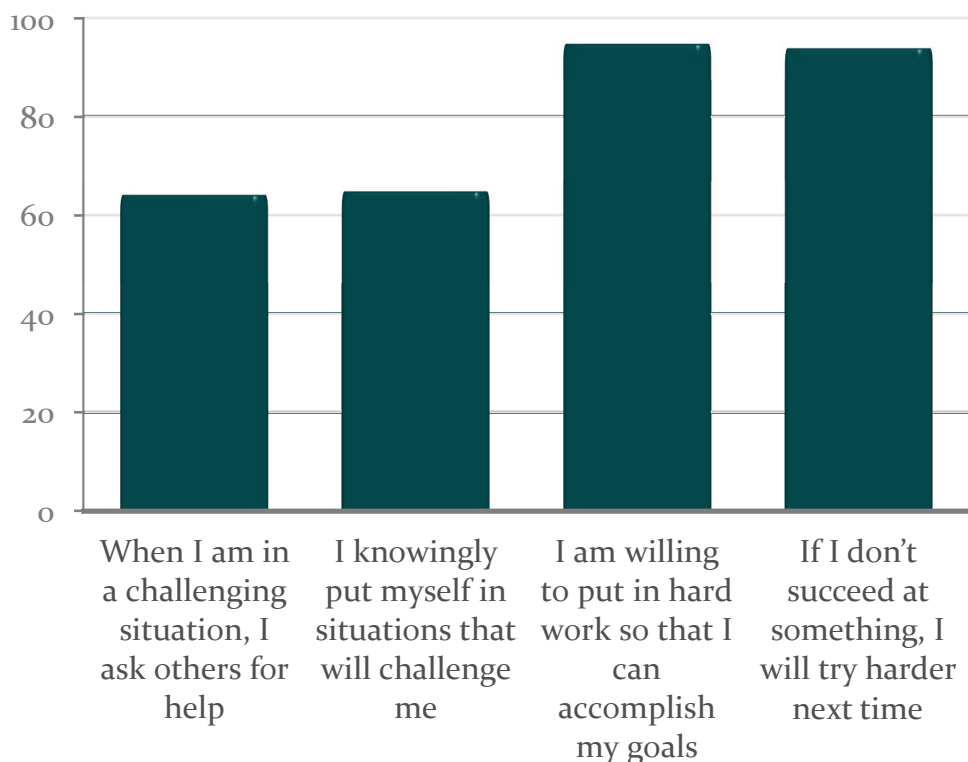
Figure 6.8: Students' self-reported motivation in school



*\*Figure shows the percent of students in each category*

Of the four items which measured general motivation, more LAPAMS students report being motivated to achieve goals than to face or handle challenging situations. About 96 percent of students report they are willing to put in hard work to accomplish their goals and about 95 percent of students say they will try harder to accomplish something if they don't succeed the first time. Just over 60 percent of students say they will usually or always ask for help in a challenging situation and about 63 percent indicate they usually or always seek out challenging situations. This suggests that while most LAPAMS students are highly motivated to achieve specific goals, fewer students are generally motivated by challenge itself.

Figure 6.9: Students' self-reported general motivation (not school-specific)



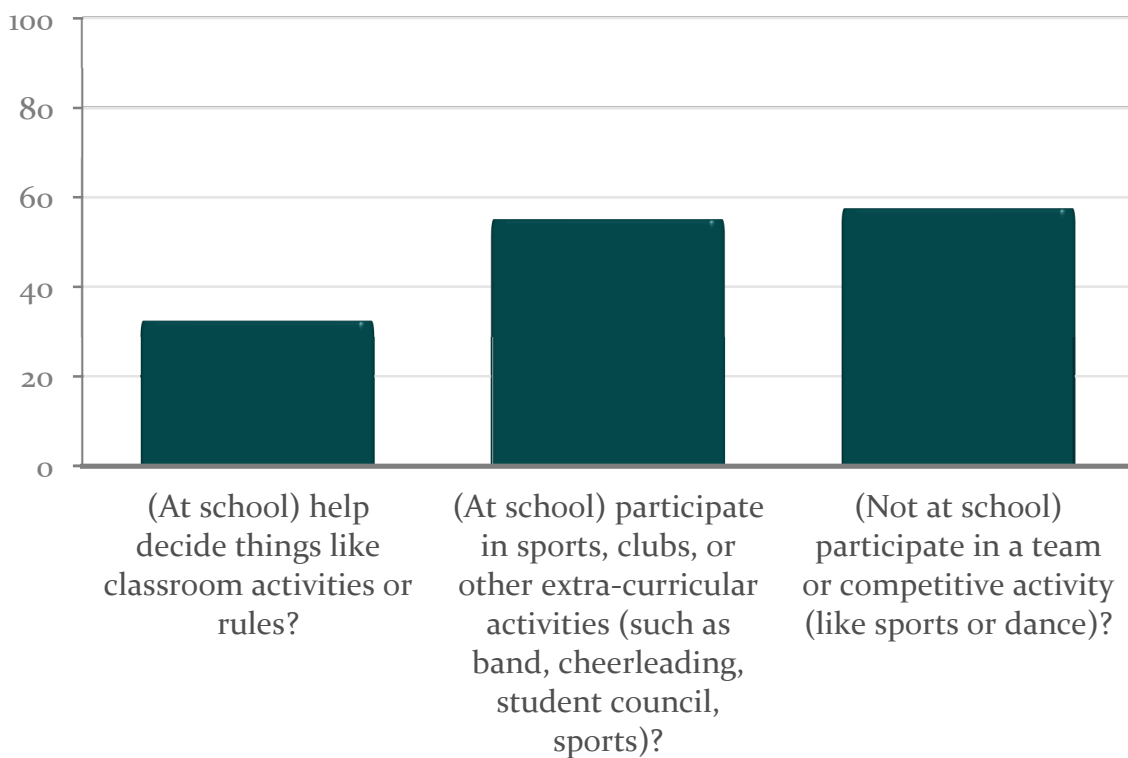
*\*Percent of students who responded "usually or always" to these statements*

### *Participation in Constructive Activities*

Participation in constructive activities was considered a positive outcome. Students were asked to indicate how often they participate in class and in extracurricular activities, both inside and outside of school. Frequent participation would indicate that students spend much of their time engaged in positive activities.

About half of students surveyed indicate frequent engagement in positive activities. About 55 percent of students say they participate in extracurricular activities in school and about 57 percent say they participate in extracurricular activities outside of school. Fewer students, slightly more than 30 percent of LAPAMS students, said that they help decide rules or activities in the classroom. Students' participation in classroom rule-making or activities may be an ambiguous indicator of overall participation, as it is specific to the classroom context and not necessarily indicative of how students spend their time in general. Further, it is difficult to distinguish between opportunities to participate in class and willingness to participate in class.

Figure 6.10: Students' self-reported participation

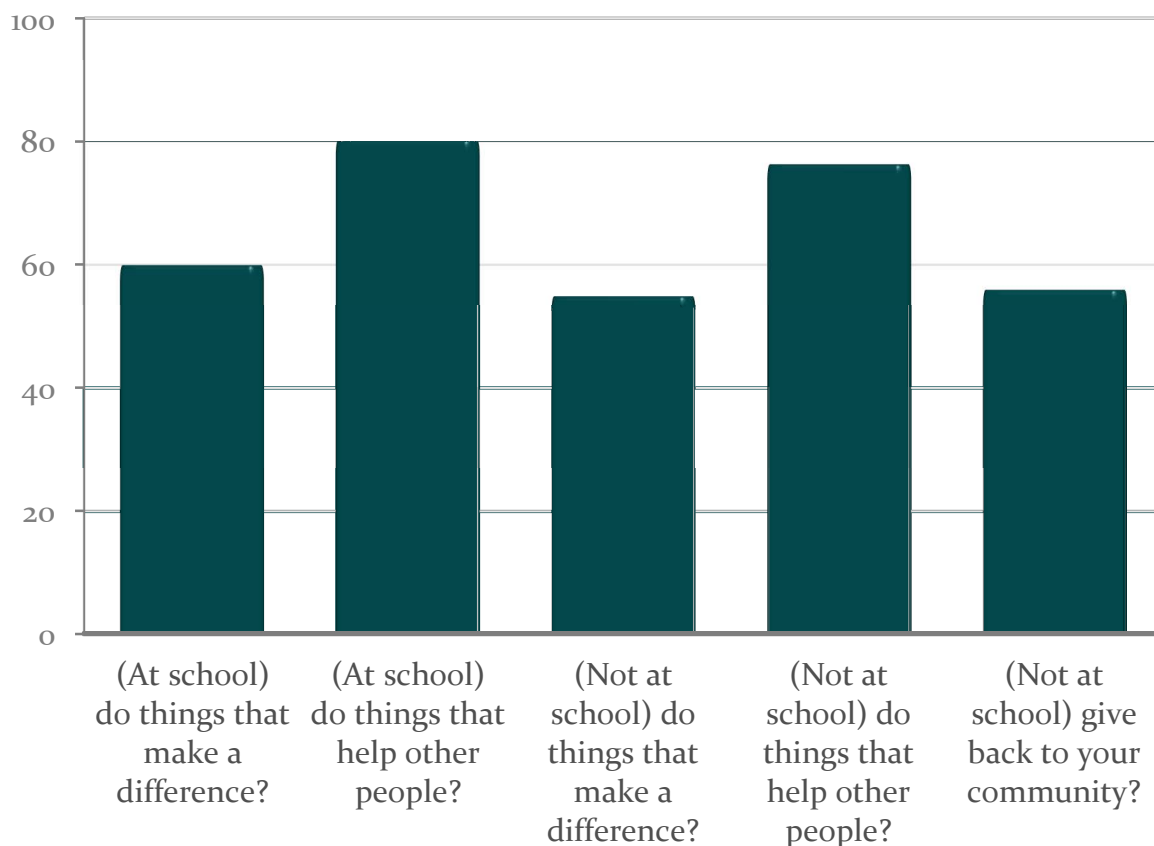


*\*Percent of students who responded "usually or always" to these statements*

### *Sense of Civic Duty (Giving Back to the Community)*

Giving back to the community is considered a positive outcome that should logically result from students' participation in a PYD program. To measure this outcome, students were asked how often they do things that make a difference and help others, both in school at outside of school. In general, LAPAMS students' civic participation is higher in the school setting than outside of school. About 80 percent of LAPAMS students reported doing things to help others when in school and about 75 percent reported helping others outside of school. Approximately 60 percent of LAPAMS students say they do things to make a difference when at school, whereas about 55 percent report making a difference outside of school. Approximately 57 percent of students say they give back to their community when they are not at school.

Figure 6.11: Students' self-reported civic engagement

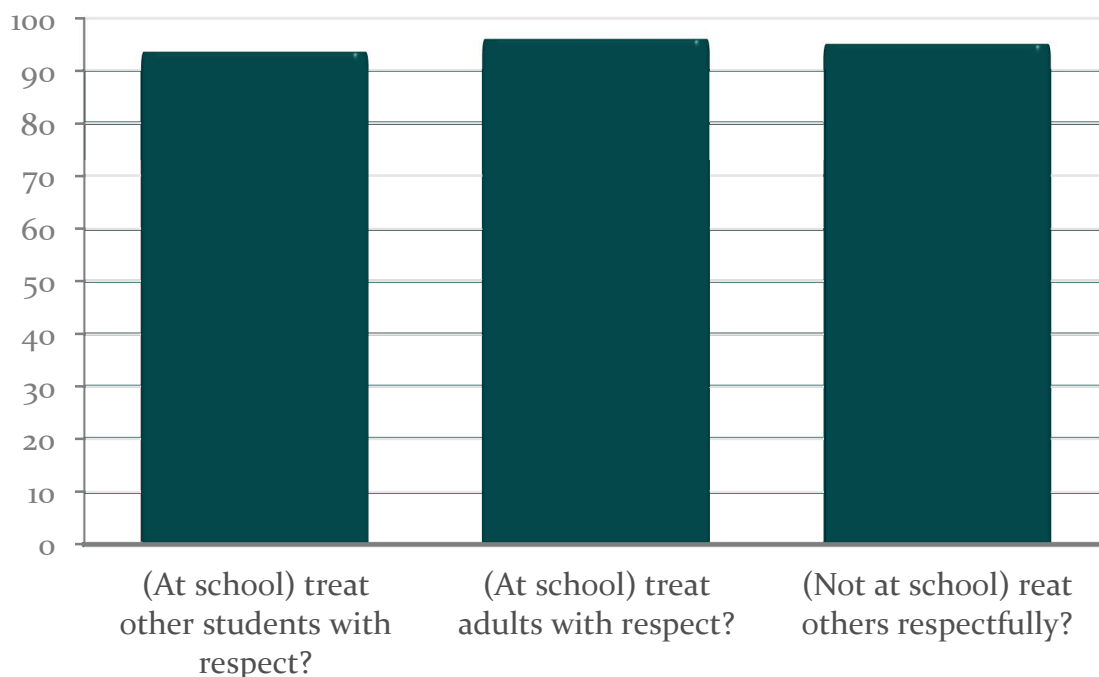


*\*Percent of students who responded "usually or always" to these statements*

### Respect

Demonstrating respect for others is a positive outcome that should follow from participation in the LAPAMS program. Three items measured this outcome, all of which ask students to indicate how often they treat others respectfully. Most LAPAMS students indicate frequently treating others with respect. About 96 percent of students report usually or always treating adults with respect during school time and about 94 percent say they usually or always treat other students with respect. When not at school, about 95 percent of students report treating others respectfully.

Figure 6.12: Students' self-reported respect for others



*\*Percent of students who responded "usually or always" to these statements*

### Program exposure and student outcomes

One key feature of LAPAMS that sets it apart from typical youth programs is that the program model is interwoven into the students' school day. Youth development concepts are reinforced daily, all day long, for the duration of a student's enrollment in the LAPAMS program. While 6<sup>th</sup> and 9<sup>th</sup> grades are the most common entry points into LAPAMS, students may enroll at any time between these years. This provides two natural sources of variation in program exposure: age at program initiation and length of time spent in the program. By making use of this natural variation, this study examines the associations between youth's exposure to positive youth development programming and key PYD outcomes, particularly the extent to which years of exposure and/or age at initial exposure are associated with improved performance on the outcomes reviewed above.

#### *Exposure by Years in LAPAMS*

Table 6.1 shows the link between years students spend in the LAPAMS program during high school and the seven youth outcomes categories explored in this study. Students were asked to indicate how many years they had been enrolled in LAPAMS during high school, by choosing from five options: 1 year, 2 years, 3 years, 4 years or 5 or more years. Exposure to LAPAMS in

years was regressed as a single ordinal variable onto each of the seven outcome composite variables: academics, rule-following, aggression, motivation, participation, sense of civic duty and respect for others. Ordinal logistic regression was used to calculate log odds (beta coefficient), standard errors and t-test statistics.

Background covariates were included to improve precision and to parse out any spurious effects that might have been caused by a correlation between length of time in the program and the background covariates. Background characteristics included as covariates were: whether or not the student was eligible to receive a free or reduced price lunch, whether or not the student lived in a house that their parents owned and whether or not the student lived with two adults who served in a parental role. Coefficients for each of the background variables for each test can be found in the Appendix.

Exposure to LAPAMS measured by length of time the student is enrolled in the program is a difficult effect to isolate because students mature developmentally as they go through high school. What may seem to be a significant relationship between the years of LAPAMS exposure and student outcomes could in fact be the effect of natural student maturation during the adolescent years. To circumvent this possibility, a second test was run that included grade level as an additional covariate (shown in Table 6.2.) Grade serves as a strong proxy for maturation because students progress from one grade level to the next as they age. Because some students enter LAPAMS after their first year in high school, up until their last year in high school, sufficient variation existed to tease apart the effect of maturation from the effect of program exposure.

Without grade level as a covariate, years spent in LAPAMS is significantly correlated with all seven outcome composite variables, using the Bonferonni adjustment to account for testing of multiple outcomes. When grade level is added as a covariate, years in LAPAMS is no longer significantly associated with six of the seven outcomes. This suggests that much of the improvement seen in student outcomes as students spend more time in LAPAMS may be due to natural maturation rather than the program itself. However, it may be that the effective sample size of students who entered at an atypical time was too small to detect significant relationships due to exposure alone.

Nonetheless, it is notable that even with a reduced sample, years in the LAPAMS program remains significantly correlated with aggression, indicating that for a one unit increase in years enrolled in LAPAMS, the odds of scoring the highest levels of aggressive behaviors are about half (0.56) as high.



Table 6.1: Student Outcomes and Years in LAPAMS

Outcome	Years in LAPAMS ( $\beta$ = log odds)	Std Error	P-Value	N
Motivation	0.26*	0.08	.001	310
Academics	0.27*	0.08	.001	307
Rule Following	0.27*	0.08	.001	310
Aggression	-0.31*	0.10	.003	314
Participation	0.26*	0.08	.001	309
Civic Minded (Giving Back)	0.28*	0.08	.001	310
Respect for Others	0.30*	0.09	.001	313

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Table 6.2: Student Outcomes and Years in LAPAMS (when grade level included as covariate)

Outcome	Years in LAPAMS ( $\beta$ = log odds)	Std Error	P-Value	N
Motivation	0.14	0.14	.323	310
Academics	0.38	0.14	.008	306
Rule Following	0.29	0.14	.036	309
Aggression	-0.57*	0.20	.005	313
Participation	0.11	0.15	.477	308
Civic Minded (Giving Back)	0.16	0.15	.288	309
Respect for Others	0.21	0.16	.193	312

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

### Early Exposure to LAPAMS

The above section suggests that the longer youth are exposed to the LAPAMS program, the great improvement in outcomes. But it may also be the case that early exposure to LAPAMS matters as well. Three years of exposure at younger ages (say ages 11 to 14) may not have the same impact as three years of exposure at older ages (for example, ages 14 to 17.) This section looks at the relationship between early exposure and student outcomes by studying student enrollment in LAPAMS during middle school. The first set of analyses examines improvements associated with ever having enrolled in LAPAMS during middle school. From this perspective, middle school enrollment was treated as “early exposure” to LAPAMS, regardless of which middle school year or how many years the student enrolled. Ordinal logistic regression was used to calculate log odds (beta coefficient), standard errors and t-test statistics.

The results of tests of middle school exposure on student outcomes are shown in Table 6.3. Background characteristics (free or reduced price lunch, parents own their house and student

lives with two guardians) were included as covariates and the coefficients for these tests are shown in the Appendix.

Students who participated in LAPAMS at any point during middle school were significantly less likely to show aggressive behaviors, significantly more likely to follow rules and significantly more likely to participate in extracurricular activities, using the more strict Bonferonni adjustment to define significance. Using less strict criteria, middle school exposure to LAPAMS was significantly and positively correlated with motivation, academics and respect for others.

Table 6.3: Student Outcomes and Middle School Attendance (with background covariates)

<b>Outcome</b>	<b>Ever Attended LAPAMS Middle School (<math>\beta</math> = log odds)</b>	<b>Std Error</b>	<b>P-Value</b>	<b>N</b>
Motivation	0.38	0.21	.074	308
Academics	0.41	0.21	.056	305
Rule Following	0.61*	0.21	.004	307
Aggression	-0.85*	0.28	.002	311
Participation	0.64*	0.21	.003	307
Civic Minded (Giving Back)	0.17	0.21	.418	308
Respect for Others	0.46	0.23	.047	310

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

These results suggest that enrolling in LAPAMS in middle school gives students an advantage, but it is unclear whether that advantage is due to being exposed to LAPAMS at an earlier age or if it is due to having more years of exposure to LAPAMS. To explore this question, two analyses were run. The first examines the difference in outcomes when students were enrolled for one year versus two or three years of LAPAMS in middle school; the second attempts to parse out the years of exposure to LAPAMS by controlling for this as a covariate in the model.

As in high school, students may enter the LAPAMS program in their first year of middle school, 6<sup>th</sup> grade, or later. Therefore students may have participated in LAPAMS as a middle school student for one, two or three years. Table 6.4 shows results for student outcomes for students who only attended one year of LAPAMS in middle school. The results show that, among students who ever attended LAPAMS in middle school, there are no significant difference in motivation, academics, rule following, aggression, participation or civic-mindedness between students who only attend one year in middle school and those who attend two or three years. However, students who attend only one year in middle school were significantly less likely to show respect to others than those who attended two or three years. One should note the small sample sizes for most of these tests (because overall, only about one third of students ever attended middle school) may not have provided sufficient power to detect differences between years of exposure among students who attended LAPAMS in middle school and that differences are significant more most outcomes when the strict Bonferonni correction is not applied.

Table 6.4: Outcomes and years in LAPAMS Middle School for students who attended LAPAMS in Middle School

<b>Outcome</b>	<b>1 Year in LAPAMS Middle School (<math>\beta</math> = log odds)</b>	<b>Std Error</b>	<b>P-Value</b>	<b>N</b>
Motivation	-1.12	0.58	0.053	113
Academics	-1.36	0.58	0.018	113
Rule Following	-1.45	0.65	0.025	112
Aggression	1.53	0.70	0.030	115
Participation	-0.38	0.57	0.508	115
Civic Minded (Giving Back)	-0.075	0.59	0.204	113
Respect for Others	-2.50*	0.67	0.000	115

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Another way to consider whether middle school attendance (i.e. early exposure) matters for student outcomes is to control for years of exposure. Table 6.5 shows the relationship between ever attending LAPAMS in middle school and student outcomes are shown when we control for years of exposure. In other words, for students who have been exposed to the same number of years in LAPAMS, does having ever attended LAPAMS in middle school make a difference for student outcomes? When years in LAPAMS is included as a covariate, one of the seven outcomes remains significantly associated with middle school attendance – aggression. Interestingly, this analysis does not compare individuals at the same maturity level. For example, if an individual attended three years in middle school and had four years total of exposure, this individual would be in 10<sup>th</sup> grade. The comparison, an individual who never attended LAPAMS in middle school but had four years of exposure to LAPAMS, would be in 12<sup>th</sup> grade. This suggests that early exposure does matter separately from total amount of exposure to LAPAMS for student outcomes.

Table 6.5: Outcomes and LAPAMS Middle School attendance when Years of Exposure is included as a covariate

Outcome	Ever Attended LAPAMS Middle School ( $\beta$ = log odds)	Std Error	P-Value	N
Motivation	0.25	0.22	0.251	307
Academics	0.30	0.22	0.164	304
Rule Following	0.45	0.22	0.043	306
Aggression	-0.76*	0.28	0.006	310
Participation	0.52	0.22	0.018	306
Civic Minded (Giving Back)	0.09	0.21	0.684	307
Respect for Others	0.32	0.24	0.181	309

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Together, the tests of exposure in relation to youth outcomes suggest positive and significant associations between outcomes and both years of exposure and early exposure. Interestingly, when we look at years of exposure for middle school students for just those students who attended middle school, we see little evidence that years of exposure in middle school matter. However, when we hold all years of LAPAMS exposure constant, we still see a positive and significant association between aggression and middle school attendance. In interpreting these results, one should bear in mind that these are exploratory tests, able to detect associations between outcomes and exposure only. These results are highly prone to selection bias, as students' time spent in LAPAMS and decision to enroll in LAPAMS during middle school are both voluntary decisions taken by the student. It is possible that these results simply show that youth who are likely to perform well on measures of positive youth development will join PYD programs earlier and stay in them longer. Further study of this relationship is needed to unpack the direction of the relationship.

### Officer quality and student outcomes

As LAPAMS and the positive youth development approach are driven by the relationships that adults establish with youth, it is logical to speculate that the nature or quality of this relationship might moderate the impact the program has on youth. For example, adults who are disengaged or perfunctory in their work may have less influence on youth than adults who are passionate about their work. Or perhaps enthusiasm alone is not enough to make a difference in students' lives. Perhaps adults must emphasize certain roles and downplay others. For example, adults can be an authoritative figure, disciplinarian, role model, support system, counselor, a friend, or an inspiration, among others. It may be that the type of role an adult chooses to play in youths' lives matter. In this section, themes from Chapter 5 are revisited by looking at which roles are associated with student outcomes. This analysis is intended to shed light on the relative importance of the three types of roles LAPAMS officers might take on as adult figures in the LAPAMS program.

To explore officer roles, the association between the LADP officer role is isolated from other aspects of the program. This is done by regressing the officer quality composite variables onto the youth outcome variables in three ways: first by regressing each officer quality variable along with student background characteristics onto each outcome variable, then adding exposure in years as a covariate in the model, and finally by replacing exposure in years with exposure in middle school as a covariate in the model. Ordinal logistic regression was used to calculate log odds (beta coefficient), standard errors and t-test statistics. Including background characteristics in each of the models helps parse out any relationship that might exist between how students rate officers on quality measures and personal characteristics of the students. This provides more compelling evidence that the students' ratings of officers are associated with officer quality, rather than variation in student characteristics, which might influence how they rate officers on quality measures. By inserting each indicator of program exposure, the unique officer contribution to the program is isolated from the overall impacts of the program.

As shown in Table 6.6, officers ratings on measures of Trustworthy Authority were significantly associated with students' scores on all self-reported outcomes. These associations remain significant when exposure (in years) is added as a covariate. Caring Confidant qualities in officers were associated with increased motivation, academics, rule-following, participation, civic-mindedness and respect for others. Qualities related to an Inspiring Advocate were not significantly associated with most student outcomes – only rule-following showed a significant relationship. However, it should be noted that associations were significant for most outcomes at less strict significance level criteria (see Appendix.)

Table 6.6: Officer quality measures and student outcomes (with background covariates)

<b>Outcome</b>	<b>Trustworthy Authority (<math>\beta</math> = log odds)</b>	<b>Caring Confidant (<math>\beta</math> = log odds)</b>	<b>Inspiring Advocate (<math>\beta</math> = log odds)</b>
Motivation	.36 (.10)*	.16 (.04)*	.12 (.05)
Academics	.28 (.10)*	.15 (.04)*	.11 (.05)
Rule Following	.53 (.10)*	.23 (.05)*	.16 (.05)*
Aggression	-.42(.11)*	-.10 (.05)	-.05 (.06)
Participation	.29 (.09)*	.20 (.04)*	.11 (.05)
Civic Minded (Giving Back)	.33 (.10)*	.19 (.04)*	.12 (.05)
Respect for Others	.47 (.10)*	.18 (.05)*	.11 (.05)

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses, see Appendix for p-values and sample size

All outcomes associated with Trustworthy Authority and Caring Confidant qualities remain significant when years in LAPAMS was added as a covariate. The results are significant at the strictest criteria for significance, using Bonferonni adjustments to account for testing multiple

outcomes. Interestingly, several youth outcomes are significantly associated with Inspiring Advocate qualities when years in LAPAMS is included as a covariate, suggesting the precision around these estimates have improved.

Table 6.7: Officer quality measures and student outcomes (with background characteristics and years in LAPAMS as covariates)

<b>Outcome</b>	<b>Trustworthy Authority (<math>\beta</math> = log odds)</b>	<b>Caring Confidant (<math>\beta</math> = log odds)</b>	<b>Inspiring Advocate (<math>\beta</math> = log odds)</b>
Motivation	.39 (.10)*	.16 (.04)*	.15 (.05)*
Academics	.30 (.10)*	.14 (.04)*	.13 (.05)*
Rule Following	.56 (.10)*	.22 (.05)*	.19 (.05)*
Aggression	-.51 (.11)*	-.10(.06)	-.07 (.06)
Participation	.28 (.10)*	.19 (.04)*	.13 (.05)*
Civic Minded (Giving Back)	.38 (.10)*	.19 (.04)*	.16 (.05)*
Respect for Others	.55 (.11)*	.18 (.05)*	.15 (.05)*

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

When LAPAMS participation in middle school was added as a covariate, qualities of a Trustworthy Authority remained significantly associated with motivation, rule-following, aggression, civic-mindedness and respect for others. Relationships between qualities of a Caring Confidant and youth outcomes remain statistically significant for six of the seven outcomes. However, in this model, qualities of an inspiring advocate follow a similar pattern to the original model (which did not include years of exposure), with a significant association found for only rule-following related outcomes.

Table 6.8: Officer quality measures and student outcomes (with background characteristics and attended LAPAMS in middle school as covariates)

<b>Outcome</b>	<b>Trustworthy Authority (<math>\beta</math> = log odds)</b>	<b>Caring Confidant (<math>\beta</math> = log odds)</b>	<b>Inspiring Advocate (<math>\beta</math> = log odds)</b>
Motivation	.34 (.10)*	.15 (.04)*	.12 (.05)
Academics	.25 (.10)	.14 (.04)*	.11 (.05)
Rule Following	.49 (.10)*	.21 (.05)*	.15 (.05)*
Aggression	-.37 (.11)*	-.09 (.06)	-.05 (.06)
Participation	.25 (.10)	.19 (.05)*	.12 (.05)
Civic Minded (Giving Back)	.33 (.10)*	.19 (.05)*	.13 (.05)

Respect for Others	.44 (.11)*	.18 (.05)*	.11 (.05)
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(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Overall, the results suggest that all three officer roles are important for student outcomes. In particular, qualities related to Trustworthy Authority and Caring Confident maintain strong relationships with most outcomes across all three models. The evidence is less strong for the importance of qualities related to Inspiring Advocate, but still suggest that these qualities are related to at least some youth outcomes.

## Discussion of student outcomes

This chapter explored youth outcomes in relation to two of the unique features which are a hallmark of the LAPAMS program: that youth are exposed to the program, thus potentially PYD, for multiple years at the early stages of adolescence, and that police officers engage with youth on a regular basis in a youth promoting role. The results show that early entry into the LAPAMS program was significantly associated with several student outcomes. When total years of exposure is held constant, middle school attendance remains significantly linked to reduced aggression. Similarly, years of exposure is a significant predictor of all measured youth outcomes. However, after controlling for maturity (proxied by grade level), most of these relationships become insignificant. It is noteworthy that years of exposure in middle does show a marginally significant relationship with showing respect for others. Years exposed to LAPAMS remains a significant predictor of aggression after controlling for maturity, but years exposed during middle school is not a significant predictor of this.

In the absence of a counterfactual it is difficult to speculate too enthusiastically about the direction of the relationship between exposure to LAPAMS and youth outcomes. One point to consider, is that LAPAMS program is subject to selection bias in two ways. Students self-select into the program by actively choosing to apply and enroll, but they also self-select to stay in the program. LAPAMS maintains strict guidelines for grades and conduct. Students who repeatedly or grossly violate those rules are removed from the program. Thus, students prone toward misbehavior may be formally removed from the program. As well, students who find the strict rules tiring or who have difficulty adhering to expected norms may drop out. This could lead to a false impression that students who stay in the program do better because they receive more exposure to the program. On the other hand, several students indicated that students do grow because of LAPAMS and that they come to appreciate the strict rules. Thus, it may be that LAPAMS youth learn to control their behavior over time and may even come to appreciate the value in doing so. The evidence does suggest that both early exposure and length of exposure matter, particularly with respect to aggression, but further research is needed to identify whether these two factors have a causal impact on youth outcomes.

Qualities associated with Trustworthy Authorities and Caring Confidants were significantly associated with most youth outcomes. These findings were robust across different models

which included measures of exposure to LAPAMS program as covariates. The relationship between qualities of an Inspiring Advocate and youth outcomes was more ambiguous. All outcomes but rule-following did not show a significant relationship in two of the models, yet six of seven outcomes were significantly related to Inspiring Advocate ratings when years of exposure was included as a covariate.

These three models suggest officers' role in the LAPAMS program is an important factor in determining LAPAM's success in improving youth outcomes. The qualities officers possess as adult role models and the manner in which they interact with youth may, in fact, be more critical to impacting students than how long or how early youth start the program. However, both program and exposure and officer quality should be studied further to unpack their potential for enhancing programmatic impacts, particularly in the context of positive youth development.



## **Chapter 7 - Discussion**

The survey and interview results from this study reveal that the LAPAMS program is a moderate to strong example of a positive youth development setting that serves students from disadvantaged backgrounds who may be less likely to experience environments that help them thrive. Despite whatever disadvantages they face, LAPAMS students perform well on a range of outcomes, including academics, aggression, motivation, rule-following and healthy behaviors. Taken together, these findings suggest that LAPAMS students are able to achieve success with respect to select positive youth development outcomes. Interestingly, the LAPAMS program incorporates a police-public school partnership, where students are exposed to positive youth development features over several years in a school setting, with oversight from a law enforcement officer.

While the elective nature of LAPAMS makes it difficult to draw causal conclusions about the impacts of LAPAMS or PYD on students' well-being and performance, the results from this study at least suggest that students in this environment are doing well on a number of important youth development indicators. By studying the relationships between student outcomes and exposure to PYD, we can begin to unpack how youth outcomes are linked to the amount of time or approximate age at which a student is exposed to the positive youth development approach. We can also explore how students think about and experience the PYD approach and analyze the role that adult role models, in this case police officers, play in promoting positive youth development.

This case study of the LAPAMS program provides an encouraging framework for how positive youth development might successfully be incorporated into a public school setting and how law enforcement can play a significant role in a positive youth development program. This final chapter begins with a review of what LAPAMS reveals about its students, their success and perceptions of positive youth development, as well as the role of law enforcement in the program. It then moves on to a discussion of what the PYD movement means and what it can do to improve its credibility and gain recognition in the youth policy arena. The chapter concludes with study limitations and recommendations for policy and the LAPAMS program.

### ***What does this study tell us about LAPAMS, LAPAMS youth and PYD?***

- LAPAMS serves typically disadvantaged students

LAPAMS operates in five high schools across the Los Angeles Unified School District, geographically distributed in the north, central, southeast and western regions of the city. The campuses are generally located in low to middle income areas with populations that are primarily Latino and African American. As LAPAMS is a magnet school program, students may come from nearby areas or they may take a district-funded school bus from other locations inside the district's purview. A survey of a sample of LAPAMS students reveals that over 70 percent of LAPAMS students qualify for free or reduced price lunch, 81 percent self-report as Latino, and 35 percent of students report that neither parent completed high school. Almost 40 percent of students indicated that they had been enrolled in LAPAMS for only one year and 34

percent were in the 9<sup>th</sup> grade at the time of the survey. Of all students surveyed, 35 percent had enrolled in LAPAMS for any period of time during middle school.

- Students join LAPAMS for disparate reasons

When a small subsample of students was asked why they joined LAPAMS, responses ranged from having an interest in law enforcement to simply wanting to try something new. The most popular responses were an interest in law enforcement, perceived “better” opportunities associated with LAPAMS and a desire for self-improvement. This subsample of students typically heard about and connected to LAPAMS through a parent or other significant adult, sibling or through a student who had already experienced the LAPAMS program.

- Most students commonly experience LAPAMS as a positive youth development program

When asked to rate how often they experienced PYD features while in the LAPAMS program, the majority of students responded that they usually or always experienced all seven PYD features measured. Most students frequently experienced positive social norms (90.5 percent) and appropriate structure (87 percent.) Next most prevalent were opportunities for skill building (82.7 percent), supportive relationships (80.5 percent) and support for efficacy and mattering (77.4 percent.) Least prevalent, but still representing the majority of students, were physical and psychological safety (70 percent) and opportunities to belong (68.5 percent.) This suggests that LAPAMS frequently provides most of its students with the kind of environment that is thought to support positive youth development.

### *Implications*

LAPAMS youth do well on outcomes despite coming from disadvantaged programs. They join for a variety of reasons, yet most students rate LAPAMS highly on measures of positive youth development. The lowest proportion of students rated LAPAMS low on opportunities to belong, suggesting that LAPAMS could do more to encourage a sense of belonging amongst students. Nonetheless, overall, LAPAMS seems to exhibit the main features of a LAPAMS program and thus is a good candidate for a case study of positive youth development in a school setting, with law enforcement integration.

### ***How do students think about and experience the positive youth development approach?***

- Youth recognize PYD-like elements as unique and defining elements

When given the opportunity to talk freely about their experiences in LAPAMS, students spontaneously mention aspects of the program that align with the seven features of positive youth development program. Thus, without being constrained or directed to think about whether LAPAMS offers PYD elements, students both identify and acknowledge the presence of PYD-like elements in the program. This suggests two interesting and related points. LAPAMS exhibits a PYD environment easily recognizable to students. That is, when asked to describe the program or discuss positive experiences in the program, students mention PYD consistent elements, without any prompting. That these elements are easily brought to students’ mind

suggests they are important to the program and to students themselves. The latter point indicates students consider PYD elements to be uniquely identifiable and noteworthy features of a program. In other words, PYD is not just a practitioner and researcher identified concept. Rather, the PYD approach is something youth recognize independently. In fact, youth not only recognize these elements, but consistently single them out as important or defining features of their program. Without any framework being imposed onto students, in describing their LAPAMS program, students sketch out a picture that looks very similar to the IOM's key features of positive youth development programs. Although they may not use the words "positive youth development" or refer to PYD terms, the major features youth appreciate about the LAPAMS program are those that PYD embraces. This provides some indication that PYD may be a real construct for youth, as important to youth in practice as practitioners and scholars had hoped.

### *Implications*

Students' responses during semi-structured interviews provide further evidence that LAPAMS incorporates many elements of a positive youth development program. Students identify these elements as important and beneficial components of the LAPAMS program. LAPAMS should continue to strive to incorporate these features. In addition, other youth programs should consider that youth consistently recognize when these PYD features are incorporated in the programs that serve them.

- Youth value PYD features

Although youth's identification of PYD elements is noteworthy in itself, perhaps more telling is that youth characterize many of these PYD features as being personally important to them or associated with positive experiences in the LAPAMS program. Program elements that most stood out as being particularly beneficial from students' perspectives were those that related to "Psychological Safety," "Supportive Relationships (with adults)," "Positive Social Norms" and "Opportunities for Skill Building."

The majority of students interviewed indicated they liked the collaborative environment of LAPAMS, which promotes bonding and helping between peers. This "psychological safety" had several benefits according to students, for example helping students feel more motivated or helping students to succeed when they might not have otherwise. Another interesting benefit of peer collaboration and support is students feel a positive peer pressure. Several students suggested that seeing their peers succeed inspired them to believe they could succeed as well. Others pointed out that in LAPAMS, it is "safe" to do the right thing. Rather than being singled out or teased for getting good grades or following the rules, students in LAPAMS praise each other for these things. This helps to reinforce students' internal desire to do well and deters them from acting out or making poor choices.

Students value the time and attention LAPAMS staff put into making the program successful. They see this as a direct effort staff exert to help students be successful. Students repeatedly indicated that the attention and care given to them by LAPAMS staff directly helped students to

perform better in school and achieve more in their lives. Some students were motivated just by witnessing adults care so much for their success. Others were directly and personally assisted by staff to achieve a goal or overcome an obstacle. Regardless of the exact mechanism at play, most students interviewed discussed the positive attention given to them by LAPAMS staff as a beneficial feature of the LAPAMS program.

Students also see themselves benefitting from positive social norms and opportunities for skill building. They refer to LAPAMS' strict system of consequences and rewards as a positive feature, which helps motivate students to behave well and learn from their mistakes. As well, rewards for good behavior help impart a feeling of personal pride and pride in their peers. Similarly, according to student interviews, the challenges inherent in many aspects of LAPAMS program – for example, physical training – helps students build pride and confidence in themselves. Students repeatedly describe feeling a sense of accomplishment or new awareness about how much they can accomplish if they try hard enough. They often extend this logic to other aspects of their lives, expressing a belief that anything is possible with hard work and discipline.

### *Implications*

Students not only recognize PYD features, but they also value these features in programs that serve them. Students point to psychological safety, supportive relationships, positive social norms and opportunities for skill building as features of the LAPAMS program that the student either valued generally or that had a specific positive effect on the student. One particularly noteworthy finding from student interviews is that students valued being in an environment in which it was “safe” to do well. This has interesting implications for youth programming, particularly when thinking about positive youth development. Often when thinking about programs that serve youth, we think of programs that help improve youth outcomes or steer youth off a negative life course. However, it is also important to think about how we serve youth that want to do well. As positive youth development scholars suggest, it may not be enough to trust that such students will do fine without intervention. The students interviewed for this study reinforce that idea. This suggests that one benefit of the PYD approach is providing a space where youth are surrounded by an environment that encourages success and adherence to positive social norms. As youth may be particularly vulnerable to their immediate environment, especially the influence of their peers, the PYD approach can help youth by providing an environment in which their desire to do well and be successful in life is not only accepted by their peers, but is actually encouraged.

### ***How much does the onset or duration of exposure to Positive Youth Development matter?***

- LAPAMS students generally perform well on all categories of measured outcomes

Students were asked to respond to survey questions that assess their self-reported academic performance, rule-following, threatening and aggressive behaviors, motivation to succeed, participation in constructive activities, giving back to the community and tendency to treat

others respectfully. Most LAPAMS students self-reported positive outcomes in these areas. Of those students surveyed, 95 percent expect to graduate on time and 62 percent report they had no unexcused absences during the past school year. Although few students reported their grades as mostly A's, the majority of students reported mostly B grades or about half B and half C grades in their coursework. More than 80 percent of students reported feeling confident they can achieve their academic and career related goals. Similarly, more than 80 percent of students come to classes adequately prepared to engage in the day's lesson.

The majority of students, more than 70 percent in fact, usually or always follow the rules – even if no one is watching – both inside and outside of school. In the past year, more than 70 percent of students have never engaged in any measured aggressive behaviors, including threatening or physically hurting another person. Nearly 96 percent of students said they try in school, although many of these students admitted they could try harder. Still, the majority of students, more than 60 percent said they are motivated to work hard and achieve their goals. Over 90 percent of students show respect to adults and their peers, more than 50 percent give back to their communities in some way and more than half of students participate in constructive activities both inside and outside of school.

### *Implications*

These results were taken from a cross-sectional survey, which was administered toward the end of the school year. Therefore, these results should not be used to draw any causal conclusions about the impact of LAPAMS on youth outcomes. What can be safely concluded is that students who completed the LAPAMS survey are generally doing well on most youth outcomes – in particular, most students expect to graduate on time and feel confident they can achieve their goals, few students engage in aggressive or threatening behaviors and most students behave respectfully to others. It may be that, as suggested above, LAPAMS is helping students to stay on a positive track – providing a safe space for students to excel and a peer group of like-minded, motivated individuals.

- Students perform better on outcomes when they have been in LAPAMS longer

Students who spent more years in the LAPAMS program had significantly higher scores on all measured categories on outcomes: improved motivation, improved academics, improved rule following, reduced aggression, improved participation, improved giving back to the community and improved respect for adults. When maturity is accounted for (using a grade level as a proxy covariate), improvements remain significant for aggression and moderately significant for academics and rule following. These effects could be explained by the strict rules LAPAMS has in place for students. LAPAMS has strict rules against breaking rules (including aggression related rules) and maintaining good grades. Violators of these rules are expelled from the program. Student interviews indicate that students are motivated to stay in the program and are therefore careful to avoid breaking any rules that could get them expelled from the program. Thus, it is unclear whether it is longer exposure to the PYD approach that directly impacts youth outcomes or whether there may be an indirect effect (for example, students enjoy the program and are motivated to stay in the program. It is also possible that students

who are inclined to break rules, behave aggressively or perform poorly in school are expelled or voluntarily leave the program early on and therefore remain in the program for shorter periods. However, evidence from interviews and observations suggests that the number of students who get expelled from the program is small.

### *Implications*

That greater exposure to LAPAMS is associated with improved youth outcomes has possible implications for how we think about youth programming and positive youth development. Often, youth programs are short in duration – several weeks or a few months long – and this is expected to have a lasting impact on youths' lives. Yet, youth are exposed to a range of influences throughout adolescence - media, peers, school, family, to name a few – each of which can either support or counteract the message in youth programming. Moreover, students are exposed to these influences for far longer than the typical youth program. It may make sense then, to think about providing youth programs in a more sustained delivery model. A 1998 review<sup>clix</sup> of youth development program evaluations found that long term programs tended to show better outcomes for youth than short terms ones. The results of this study support this, but further study is needed to explore the ideal length of time for exposure. It may be that more is always better, but it is also possible that after a certain length of time, exposure faces diminishing returns to youth outcomes.

- Early exposure to PYD, through the LAPAMS program, is linked to improved outcomes

Students who were enrolled in LAPAMS for any time during middle school were significantly more likely to self-report higher levels of rule following, higher levels of participation in constructive activities and reduced aggression. When years in LAPAMS is included as a covariate, the results show significant associations between middle school attendance and lower levels of aggression. Length of time spent enrolled in LAPAMS during middle school was not significantly associated with most outcomes, but did show a large and significant relationship with showing respect for others. This suggests that early onset exposure to PYD is linked to improved outcomes for youth, yet is unclear whether the length of exposure at early ages matters.

### *Implications*

Findings suggest that, in addition to length of time exposed to youth programming, the age of initial exposure may also matter. This makes logical sense, as youth may begin on a certain trajectory or start forming beliefs about the world very early on in adolescence. It may be the case that youth programs should target young adolescents to achieve maximum impact; however, further study is needed to determine whether age of exposure exerts a causal influence on youth outcomes.

### ***What does this study tell us about law enforcement's role in positive youth development?***

- Students trust their police officers and perceive them as fair

In general, law enforcement officers who run the LAPAMS programs are performing well on measures of Trustworthy Authority, Caring Confidant and Inspiring Advocate as assessed by LAPAMS participants. Officers are particularly good at instilling trust in LAPAMS students and behaving fairly toward all students. The majority of LAPAMS students surveyed indicated they trust their officer and believe their officer treats students fairly. This is particularly true for items measuring general trust and fairness. When asked which adults in the program students would go to in an emergency, more than half of students selected their officer as one such adult. Fewer students experienced their officers as nurturing, but still more than half of students surveyed indicated they believe their officer really cares about them and feels their officer is someone they can relate to. More than half of students believe their officer encourages them and more than 80 percent of students say they respect their officer.

### *Implications*

Overall, the results suggest that officers in the LAPAMS program were able to successfully adapt to a non-traditional role. In their LAPAMS duties, they were able to exhibit attributes of a mentor and role model for students. Officers were rated less highly than teachers across most measures of Trustworthy Authority, Caring Confidant and Inspiring Advocate, but it is unclear whether officers were truly worse at these behaviors than teachers or whether they were spread more thinly across students. In general, these results are encouraging that law enforcement personnel can integrate and play a major role in a positive youth development program.

- Officer qualities are linked to improved youth outcomes

While it is noteworthy that officers perform well on various measures of “officer quality,” it is more important to understand what this means for student outcomes. When student background characteristics are taken into account, officer’s degree of behaving like a Trustworthy Authority is significantly and positively associated with improvements in all measured youth outcomes. These associations remained significant when years of LAPAMS exposure was added as a covariate; however, some associations did become insignificant (academics and participation) when LAPAMS middle school enrollment was added. Officer’s ratings as a Caring Confidant were significantly and positively associated with improvements in all measured outcomes except aggression. These relationships between youth outcomes and Caring Confidant ratings remained significant across all models (including years in LAPAMS or middle school enrollment as covariates.) Officer ratings as an Inspiring Advocate were significantly associated with improved rule following behaviors across all three models.

These results suggest that the ways in which officers interact with students matter for youth outcomes. In general, the presence of any of the three qualities – Trustworthy Authority, Caring Confidant, or Inspiring Advocate – was linked to improved youth outcomes. In particular, ratings as a Caring Confidant and Trustworthy Authority were significantly linked to an improvement in the majority of youth outcomes. Interestingly, Trustworthy Authority was the only officer quality significantly associated with reduced aggression. Inspiring Advocate qualities

seem to be the least likely predictors of student success on outcomes, but there may still be a slight improvement on outcomes associated with these behaviors.

### *Implications*

Officer qualities are related to youth outcomes. These results suggest that the manner in which an officer engages with youth, or the type of qualities an officer exhibits, may influence the impact a positive youth development program has on youth outcomes. These results are purely associational; however, and further study is needed to test whether officer characteristics to mediate program impacts.

- Students value officer encouragement and personal attention

When discussing positive experiences associated with their LAPAMS police officer, students describe a range of experiences, including having a personal connection with the officer, having their career plans influenced by the officer and officer's strict adherence to rules, among others. The experiences that were listed as positive most often across students were officer's tendency to motivate and encourage students and personal attention that the officer gave to students' lives. These two activities occurred in a range of situations, and seemed to vary by the student's need. For example, officers may help students overcome personal challenges, may assist students with developing a career plan or may generally show support to students by taking personal time to attend events. It is this personal attention and assistance that students seem to find most rewarding about their interaction with officers.

### *Implications*

Students were most appreciative of the personal attention they received from officers. When speaking of positive experiences associated with their police officer, most students referred to a personal interaction in which the officer directly influenced the student's life. This suggests that, at least from the perspective of students, one on one time matters. Given that officers were rated lowest on measures of personal attention to students, this might suggest that officers need to pay more attention to the amount of time they devote to students. Officers in the LAPAMS program specifically, should put more effort into getting to know students individually and the LAPAMS program should consider more programmatic opportunities for students to develop relationships with their officers.

- Although officer turnover is high, the transition itself is less important than how the transition is handled

In the LAPAMS program, it is common for a given student to witness at least one change in officer during his/her four years in high school. In fact, only one high school program has had the same officer since the program started. This may be an expected outcome, given that individuals entering a career in law enforcement may be attracted by the typical duties associated with the traditional punitive based law enforcement. These individuals may then grow restless or dissatisfied with a position that involves working daily at a school campus, with



youth, using a different set of skills and knowledge than traditional punitive based law enforcement. In fact, we may need to consider that the actual number of current law enforcement officers who desire to work in a full-time PYD setting may be small.

Although it is easy to conclude that officer turnover is disruptive to students' experiences, the truth may not be so clear cut. In one sense, it is true that the school that has had a single officer since its inception tends to perform better on all measures of PYD and youth outcomes. It is possible that the officer's tenure has allowed for the program to develop consistency and strength over time, which leads to an overall stronger program. However, during students' discussions of their school officer, it becomes clear that the turnover itself is not the problem. Rather, the challenge lies in how the incoming officer maintains consistency in the program. Several students stated positive effects of turnover; for example, that new officers brought new challenges and new ideas to the program. However, in some cases the incoming officer was less invested in the program or was less strict about maintaining rules, rewards and consequences. In these cases, students typically spoke of the transition as a negative thing.

It seems that officer turnover is not by itself a challenge for a PYD program that involves police officers. Rather, if the incoming officer maintains the existing program structure and adds new, improved structures or expectations, turnover can be positive. This is encouraging, given that police officers may be likely to grow restless and move on after a couple of years in the PYD role.

### *Implications*

Serving as a role model and mentor to youth is not the typical job description of a police officer. A program that requires law enforcement officers to modify their full time job description from fighting crime to mentoring youth may inherently be prone to high levels of turnover. Yet, according to student feedback, turnover by itself is not necessarily harmful. The harm comes when officers do not maintain consistency over time or appear disinterested in the program. LAPAMS, and other programs that might utilize law enforcement in a similar capacity, should consider that officer turnover may be inherent to their program. They should put in place mechanisms to minimize disruption to programmatic elements when officers change, so that students do not suffer during the transition. A well-managed transition could ensure that students continue to thrive in such a program.

### *Study Limitations*

This study was an exploratory case study of the LAPAMS program as a model of a law enforcement-school partnership for positive youth development. By closely studying this case, the study was able to highlight several interesting implications for positive youth development. However, there are several limitations to the study, which are noted below.

- The study does not draw any causal conclusions

This study used student interview and survey data, both of which were cross-sectional and administered only once during the study. This study was designed to be exploratory in nature and no conclusions should be taken as causal. Further study is needed to unpack the direction of several associations found, particularly those between officer attributes, length of exposure and age of exposure and youth outcomes.

Although the study highlights important findings, one might consider the decision not to engage in a causal study a limitation, particularly in light of the great need for causal studies in positive youth development. Students self-select into the LAPAMS program, generating a fundamental barrier to establishing a legitimate counterfactual needed for a causal study. It was learned that in some schools, the number of applicants exceeded the number of slots available in the program. In such cases, the district uses a scoring system which makes regression discontinuity a possibility. It might also be possible to compare wait-listed students to enrolled students. However, after further discussion with the schools, it became apparent that this over-application was relevant for only 1-2 schools and the total number of waitlisted applications was small (less than 20.) Moreover, waitlisted applicants were often able to join the program midway through 9th grade or by 19th grade. As well, none of these scenarios accounts for selection out of the program.

This particular study did not have the resources to follow students over multiple time periods or to help the schools set up an experimental framework. However, future research might be able to utilize a difference in difference approach, perhaps with matching to account for some factors which might lead to differential change over time. As well, short term effects could be captured by comparing waitlisted students to enrolled students, perhaps using several years of data to increase the total sample. There are several options to build more compelling evidence on the effectiveness of LAPAMS and PYD programs at improving youth outcomes. This study provides some interesting angles to study in future, more rigorous designs.

- The survey had a relatively low response rate

The study used active consent as a benchmark for including youth in the study. Thus, parents had to actively consent to their student's participation. Many students did not return consent forms and these students were not allowed to participate in the survey on the day of administration. As well, youth who were not present on the day of survey administration were not surveyed. Therefore, the overall response rate was relatively low. In addition, one school opted to do their own administration, which resulted in a particularly low proportion of completed surveys. It is possible that the group of students whose parents gave active consent and who attended school on the day of survey administration were different from survey respondents in ways that could affect results. For example, students may not have returned a consent form if they were less organized or timely than respondents, or students with more absences overall may have been more likely to miss survey administration. As well, as schools were responsible for handing out and collecting consent forms, it is possible that certain students were overtly or inadvertently discouraged from participating in the survey. For example, students who were generally poor performers may have been less likely to participate in the survey, either out of embarrassment or fear of making their school look bad.

- Officer related themes were “emergent”

While most students did discuss their officer, this was an emergent theme. As the researcher conducted surveys, it became apparent that LAPAMS students had much to say about their officer that was useful to the study. Thus, after the first initial interviews, effort was made to include specific questions about the officer in the student interview. However, these questions were not as structured as those about the LAPAMS program in general. Thus, most of the themes related to officers came out of students’ spontaneous discussion of their officer. For example, not all students were specifically asked to discuss positive and negative experiences with their officer. Thus, the interview data for officer themes was not as robust and it was more challenging to draw inferences from these themes.

- Measures could be improved

Due to time and resource limitations, measures used to assess officer quality, LAPAMS features and youth outcomes did not go through repeated iterations of development. The survey was not piloted before administration to LAPAMS students and measures were not tested prior to administration. Composite variables used to measure constructs did not perform well on tests of psychometric properties, suggesting that these measures might not have adequately captured the intended constructs. The results presented in this study, particularly those that captured associations between exposure or officer quality and youth outcomes, should take this limitation into consideration.

- Self-selection

Students self-select into the LAPAMS program and also self-select to remain in the program, making many of the study findings difficult to interpret. While this is a challenge for establishing causality, it is also a challenge when interpreting many of the significant associations found in the study. This is particularly relevant for the exposure findings. For example, students who stay in the LAPAMS program for more years may be different from students who drop out after one or two years. Similarly, students who choose to enroll in middle school LAPAMS may be more ambitious than those who wait until high school to join. The same can be said for students who join LAPAMS in their 9th grade year in relation to students who wait until 10th or 11th grade to join. These early joiners may already possess traits related to high performance that compelled them to join the program early. Therefore it is extremely difficult to interpret what the significant links between exposure and performance mean. This study makes the case that early exposure and length of exposure may be important factors for how youth development programs impact youth. Further, more controlled study is needed to unpack these important factors.

- Inadequate power

In this study, LAPAMS was studied at one point in time so the total number of participants was fixed to a maximum of the total number of students enrolled in LAPAMS. With a response rate of 52 percent, this meant a total sample of 334 students. In some cases, the study may not have been sufficiently powered to detect significant differences. This is particularly relevant for the

analyses of program exposure. In the case of length of time exposed, grade level was added as a covariate to account for maturation effects that would be intertwined with years exposed to the program. Grade level and years exposed were not perfectly correlated because not all students begin LAPAMS in their 9th grade year. Some students join in middle school, meaning they would have been exposed to LAPAMS for 3 years by the time they complete 9th grade. Others join after 9th grade, meaning for example that they might have only been exposed for one year by the end of 12th grade. However, the total number of students who do not follow this traditional path is small, so there may not have been adequate variation to detect effects of length of time exposed when grade level was included in the model.

### ***Revisiting the meaning of Positive Youth Development***

This study used the LAPAMS program as a case study of a law enforcement-school partnership that promotes positive youth development in a school setting. The above sections discuss study findings and their implications for the LAPAMS program, positive youth development and youth programs in general. The discussion now turns to positive youth development in consideration of the findings in this study. The discussion begins with a revisit of the definition of positive youth development, then moves on to discuss how the LAPAMS model can inform future PYD program implementation, particularly with regard to incorporation of school and law enforcement institutions. The discussion ends with a section on critical needs for future research in positive youth development.

- Defining the PYD approach

The positive youth development movement arose as a reaction to the primarily “negative” approach that youth programming had shifted toward by the early 1990’s. At that time, youth programs were largely rooted in a philosophy that assumed adolescents, and perhaps even preadolescents, had a predisposition to engage in risk-taking or rule violating behaviors. Programs, like the D.A.R.E. program, focused on teaching youth about the types of unwanted behavior they might be attracted to and then emphasizing the risks associated with those behaviors. Prevention-based programs, which emphasized developing and fostering protective factors in youth, took a slightly more “positive” approach, but still focused on steering youth away from unwanted behaviors and activities. Positive youth development proponents worried that the plethora of these types of programs gave youth a negative image of themselves by promoting the idea that youth were basically inclined toward wrong-doing and society’s role was to teach youth how to be good. PYD practitioners and scholars disagreed that youth needed to be taught goodness; rather, they believed that youth’s natural inclinations were toward productiveness and that youth programs should provide youth with opportunities to foster these inclinations.

Several PYD models were proposed to suggest an alternative approach to youth programming. These models shared common characteristics; for example, most emphasized building a sense of competence or empowerment among youth, promoting positive social norms, building on youth’s internal capacities and interests and providing adequate social supports. Yet, the models were often vague in describing what a PYD approach would look like in reality and

varied in which inputs were critical for defining the PYD approach. Similarly, the expected outcomes proposed by the various models were often ambiguous and the range varied across models. The Search Institute and the Institute of Medicine models of PYD are more detailed than others and both models have found positive associations between the components of their models and youth outcomes, with more model components generally being associated with better outcomes.

While these works have been instrumental in establishing credibility to the PYD movement, they leave us unclear as to how to define the positive youth approach. As the current set of PYD models overlap considerably in both the types of inputs considered part of the “PYD approach” and the types of outcomes expected, there does seem to be a good deal of agreement over what positive youth development means. However, in its current state, speaking of positive youth development does at times sound like “providing youth with good things will cause them to do good things.” This may be okay as a tagline or philosophy, but in the world of youth policy, such ambiguity makes it difficult to build credibility and develop momentum in the policy arena. If we want policy-makers and youth practitioners to support the PYD approach, we must be able to make lucid arguments about what this approach is, how we expect it to impact youth, and what makes this approach different from others.

As a whole, positive youth development should move toward establishing a clearly defined PYD framework. Practitioners and scholars alike should be able to recognize and clearly differentiate a positive youth program from other types of youth programs. This may involve building one, uniformly agreed upon model, or establishing several program models which fit within a larger PYD framework. In either case, the PYD approach should have clear inclusion and exclusion rules that allow for easy identification and increase the probability that multiple scholars or practitioners would select the same set of programs as following the PYD approach. A clearly defined PYD framework should specify its critical elements, provide precise explanations of each element and list examples of existing or ideal programs. As well, the PYD framework should include a concise and logical set of outcomes expected to result when PYD approach is used.

- Positive youth development is a social intervention

A first step in building a unifying model of the PYD approach is recognizing a key distinguishing feature common across the disparate models – that the PYD approach is a social intervention. Models of PYD emphasize the ecosystem that youth live in, relying on social structures and relationships to help youth develop along a positive trajectory. PYD teaches youth how to relate to the world around them in a way that benefits themselves and society. The interaction between youth and adults, interaction between community and youth, interactions among different entities that interface with youth are the core of positive youth development. The PYD approach calls on society to develop social structures, like integration of distinct youth-serving community organizations or specific youth-promoting systems within a program, to help serve youth in a more empowering, consistent and supportive manner. It also emphasizes the use of relationships – between adults and youth and between youth and their peers – to deliver supportive and uplifting messages.

Adults engaged in PYD programs model constructive interactions for youth and serve as role models and mentors to the youth they work with. Therefore, it necessarily follows that the quality of these interactions between youth and adults are critical to the success of the PYD approach. The PYD approach hinges on how youth perceive and relate to adults and how adults behave toward youth. Similarly, PYD focuses on the role that youth play in their communities and how communities respond to youth. This includes how different agencies work together for a shared, youth-focused approach and how social structures support youth-oriented goals. Evaluating these interactions and understanding how to build effective relationships is pivotal to understanding the potential effectiveness of the PYD approach. Moreover, a key expected outcome of any PYD program should consider the impact it has on youths' relationships with their environment.

### ***Moving PYD Forward***

- Avenues for implementation

As positive youth development is a social intervention, it might make sense to think of the entire ecosystem surrounding youth as a platform for implementation. In a limitless and perfectly malleable world, this might mean building entire communities oriented around the positive youth development approach. In this idealized world, all adults in the community would take an active role in supporting youth, helping youth develop a sense of empowerment and fostering their sense of belonging to the community. Community institutions would work together to create opportunities for youth to contribute constructively to the world around them and establish structure and norms that help youth relate to their environment in a safe and structured manner. From a positive youth development perspective, this type of environment would be ideal for producing well-balanced young individuals prepared for a thriving adult life that includes self-fulfillment and community mindedness.

In the context of social life in modern day America, however, we must consider financial, logistical and normative limitations that reduce the scope for implementation. Typically, programs that utilize a PYD approach are confined to a few hours of youth's time per week, and most often occur in out of school settings. What makes the LAPAMS program unique is that the entire program is built into the existing school infrastructure, exposing youth to positive social interactions and social structures in the very place that youth spend most of their time. Youth in LAPAMS benefit from the PYD approach five days a week, through the primary adults and social structures they interact with, for the duration of their middle and high school experience. In this sense, the LAPAMS program offers about as close to the idealized scenario as possible.

Implementing the PYD approach in a public school setting; however, is not without challenges. We can't ignore that LAPAMS is a voluntary program which does not suit every student. The vast majority of public school students don't even apply to participate in LAPAMS and, of those that do, not all remain in the program for the full four years of high school or three years of middle school. It's unclear whether the LAPAMS model of PYD would work if it were compulsory. Certainly some of the consequences that students currently find compelling deterrents – like removal from the program – would not apply to a compulsory setting. As well,

some of the positive peer pressure elements that students praised might be challenging to maintain on a larger scale, particularly if the number of youth who don't "buy-in" to the program outweighs those that do.

Perhaps a watered down version of the LAPAMS approach, with less severe consequences and less lofty expectations of student bonding and compliance would suit a compulsory PYD approach to public schooling. But this brings a question of ethics and social values. Whether or not modern American society can agree on a set of norms that all students should be expected to follow and a set of ideals that all youth should aspire to is highly uncertain.

It seems likely then that the LAPAMS model works because it is relatively small and constrained to those individuals who subscribe to the norms that LAPAMS espouses. Moreover, one of the benefits of LAPAMS may be that it provides an opportunity for youth to feel "safe" in pursuing their interests and goals, because they are surrounded by peers who feel the same. In this case, scaling up the PYD approach across public schools may be a matter of thinking creatively about how the LAPAMS model can be adapted to different themes. As public schools are frequently breaking up into smaller learning communities, it seems reasonable that multiple variety of PYD-oriented learning communities could be designed around themes different from law enforcement, but with similar styles of peer bonding, adult caring, social support for growth and clear normative structures. One can imagine the same trend of focusing on a career-based theme – business, hospitality, marine biology, etc. – working as a PYD community with just a little more care put into emphasizing social components. Ethics, interpersonal relationships, leadership, guidance and personal growth are important for success in any career and it isn't much of a stretch to think of developing the PYD approach to work in other themed small learning communities.

- Adult role models, law enforcement and PYD

This brings us to the question of law enforcement's role in positive youth development. Is law enforcement involvement critical or even beneficial to a positive youth development program? Clearly in the case of LAPAMS, law enforcement has an obvious role – the program is themed around careers in law enforcement. For this group of youth, the police officer serves as a positive and influential role model – likely because youth are specifically interested in the work police officers do. That interest creates a naturally legitimate role model for LAPAMS youth. LAPAMS students look up to and respect police officers because they hope to one day be employed in a very similar, or exactly the same, line of work.

LAPAMS provides an example of law enforcement making a positive involvement with youth stepping outside the bounds of traditional, punitive-based relationships. In general, across schools, students experienced a positive, affirming and life-boosting relationship with their police officer. Students trust their police officer and believe their officer cares for them and even wants the best for them. It's clear that this situation may not work with every police officer nor every student. Successful PYD oriented police officers must have the inclination and desire to work with youth in this capacity. And it is important to remember that even in the case of LAPAMS, police officers often transitioned out of the role after only a few years. As well,

we have to consider that youth may equally require a certain predisposition for positive association with a police officer in order for the relationship to thrive.

Nonetheless, the LAPAMS example opens the door for further exploration of how law enforcement can expand its positive influence in the lives of youth and be a part of the supportive ecosystem surrounding today's youth. Other school districts might consider implementing similar law enforcement themed programs or law enforcement agencies might sponsor a police-youth mentorship program. There certainly exist a myriad of permutations in which PYD-oriented police officers and interested youth could come together to form mutually beneficial interactions.

- Establishing an evidence base

The critical missing component in the positive youth development discussion is any type of rigorous impact evaluation that demonstrates PYD's effectiveness at improving youth outcomes. We need a set of studies which demonstrate a causal impact of the PYD model on a key set of youth outcomes. Without this, it remains unclear whether the PYD approach has any positive impact on youth and whether it is an investment worthy of our precious and limited public funds. The body of evidence collectively shows promise, but a rigorous evaluation – preferably several – is necessary to establish PYD as a legitimate approach to youth programming. These studies should emphasize the positive youth development approach as a unique and separate youth program.

This once again highlights the need for a more clear, concise and measurable model of the positive youth development approach. After all, it is difficult to evaluate something when you cannot clearly articulate what that something is. Moreover, without clear, universally accepted PYD model, the inclusion and exclusion rules become subjective. This makes studies of PYD at risk for bias – for example, by including in the set of programs for study those that appear to be performing well. It also creates a domain of PYD programs that is potentially infinite and unfixed. Scholars may choose to call a prevention program PYD because it shares some similar features to PYD. Doing so suggests that PYD is a philosophy, rather than a programmatic approach. Philosophies are vague and subject to interpretation; while approaches are easily understood and replicable.

Likewise, assessing impact is troublesome when one is not certain which outcomes should logically be assessed. The positive youth development approach, as it exists currently, shows considerable promise as a way of thinking about youth programming. The LAPAMS program demonstrates an example of how the positive youth development approach might successfully be incorporated into youths' lives in a meaningful way. To build on this promising foundation, proponents of positive youth development should advocate a more precise program model or framework and isolate a reasonable set of expected outcomes, by which its promise can properly be assessed and established.

### ***Recommendations for LAPAMS Program***

- Assign clear roles and responsibilities to police officers



Although generally, police officers in the LAPAMS program share a few common activities across school campuses (e.g. leading PT, assigning student leaders) there is a high degree of variation in roles and responsibilities across schools. In some cases, officers run PT and uniform inspection themselves; in others, they allow student leaders to run these activities. In some cases, officers get involved in students' schoolwork and help with tutoring; in others, this is left to school staff. While it is helpful for officers to have some flexibility to adapt their role to the needs of the school, officers should have clear guidance as to their priorities. If LAPAMS expects all officers to lead certain aspects of the program, this should be made clear. As well, the areas in which officers are expected to be involved should be clearly specified. For example, if officers are expected to act as mentors, offer career guidance, assist with school work, etc., these expectations should be clearly stated up front. With clear expectations of roles and responsibilities, officers should not wonder what the boundaries are for their position and should be more inclined to attempt to fulfill the full range of expected roles.

- Streamline program procedures and policies

In its current state, the LAPAMS program rules, policies and procedures are highly dependent on the officer, and to a lesser degree, the magnet coordinator, in place at the school. Thus it is the case that some schools don't allow certain hair styles or jewelry, while others do. Or, some schools have school-wide competitions that other schools don't. This type of variation weakens the integrity of the LAPAMS program, making the core elements ambiguous. It is not enough to say that all LAPAMS programs have student leadership, PT and uniform inspection when each school differs in how it structures and recruits its student leaders, in who leads PT and how it is run, and in how students are required to dress for inspection or what consequences exist for not dressing suitably. Such differences exist not only between schools, but also in the same school as officers change. To mitigate these challenges, the LAPAMS program should establish a set of policies and procedures that define the program and that all schools are expected to follow. This can be done in a manner that leaves schools some flexibility to adapt to their unique circumstances. At the same time, the policies and procedures should be sufficiently structured to clearly define LAPAMS as a distinguishable program and to ensure that students in a given school don't suffer a disadvantage because of decisions made at a local level.

- Train officers to work with youth

The LAPD reports that it makes an effort to recruit officers for the LAPAMS position who it deems capable of working well with youth and who have a history of work with youth. While this is a commendable effort to ensure that LAPAMS officers play a meaningful and positive role in the program. In light of this study's findings; however, more can be done to ensure that officers interact with youth in effective ways. The LAPAMS program should provide training to officers to teach them how to develop meaningful and appropriate interactions with youth. This could incorporate some of the lessons from this study; for example, focusing on the confidant and advocate qualities that were significantly linked to youth outcomes but were less evident in officers' behaviors. The training should focus on developing appropriate boundaries, building trust, and showing interest in student's lives, among other topics.

- Encourage youth to start LAPAMS in middle school

This study finds that students who entered LAPAMS during middle school performed better on youth outcomes than those who entered late. To maximize its effectiveness at improving youth potential, the LAPAMS program should campaign early for youth to enter one of its two middle school programs. As well, LAPAMS should consider building its middle school program. This could include more support to the middle school program staff and/or expanding the program to more campuses to reach more youth at earlier ages.

### ***Recommendations for Policy***

- Invest funds to study impacts of PYD programs, exposure

Several studies have found correlational links between PYD programs and positive youth outcomes. This study finds that youth themselves seem to recognize and value the unique features of positive youth development when those features are part of a program that serves them. Several studies, the present one included, have also found links between longer exposure to youth development programs and positive youth outcomes. Moreover, this study also found links between early exposure to youth development and positive outcomes. The evidence for the promising role of positive youth development is building, yet there is a dearth of studies that attempt to estimate the causal impacts positive youth development approach. Given the promise this approach demonstrates in associational studies, it bears investment to fund studies that use a more rigorous research approach to determine whether positive youth development is effective at improving youth outcomes and reducing unwanted behaviors.

- PYD may be more cost effective than single-focus prevention programs

Given the range of youth outcomes that are linked with positive youth development, it seems likely that PYD approaches may be more cost-effective than traditional, single-problem focused prevention programs. For example, positive youth development has the potential to reduce aggression, reduce risky behaviors and to improve school performance, life satisfaction, relationships with others, etc. Moreover, these effects may be increased if students are exposed to PYD at earlier ages and/or for longer periods of time. At the same time, these links between PYD and student outcomes are not fully understood. The PYD approach itself is not yet clearly defined, which often leaves room for studies to create their own inclusion/exclusion rules when studying PYD programs. It may be the case that certain elements of the PYD approach are beneficial to youth, but that the PYD approach as a whole is not particularly beneficial. In such a case, it is worthwhile to understand which aspects of the PYD approach are critical. Moreover, when studying impacts of PYD on youth outcomes, we must not focus solely on the significance of impacts but also the magnitude. For example, it may be that PYD exerts small but significant impacts on risky behaviors, while prevention programs exert a much larger influence. Investment is needed to study whether PYD programs indeed are more effective than single-problem focused programs and to study the optimal age and duration of PYD programming.

- Consider PYD in schools

Schools are one natural option for incorporating positive youth development into youths' lives. Schools have a natural benefit of providing programming to students for the full day, five days per week, over the young life course. The LAPAMS program, and others, have shown that PYD can be incorporated into the full school experience. Students seem to value these PYD additions and feel that PYD features helped them in ways traditional school programs could not. Moreover, analyses show that PYD features are linked to better performance on a range of youth outcomes. Given the evidence, it may make sense for educators to focus more on how they can incorporate PYD elements more holistically into their school settings.

- Use law enforcement strategically in PYD programs

The LAPAMS program demonstrates that law enforcement can be utilized in a PYD program in a sustainable manner. However, given that PYD demands an officer to take on roles outside the traditional law enforcement role, care should be given to how law enforcement are used to support PYD. Consider programs that do not require law enforcement personnel to devote their full-time work to PYD. This may minimize cases of turnover by allowing officers to retain the duties they signed up for when they chose a law enforcement career. When law enforcement assigned roles that require direct, sustained interaction with youth, they should first be trained on how to develop meaningful and appropriate relationships with youth. These positions may deviate substantially from officers' day to day work and officers may need refreshers on how to deal with youth in a positive and appropriate manner. Finally, law enforcement should be incorporate only in cases where it makes sense to do so. Not all youth will respond positively to law enforcement personnel and not all personalities will connect. Law enforcement represent one community agent that can develop meaningful connections with youth, but they are not the only community agent. Professionals from other fields can serve as mentors, role models and guidance counselors. When considering the involvement of law enforcement in the PYD movement, it is wise to take care that other professionals and community agents are not undervalued.

### ***Conclusion***

The LAPAMS program shows promise as a model for incorporating positive youth development into a public school setting in a comprehensive way. While the program has some room for improvement, students generally report doing well on a range of outcomes, rate the program highly on measures of youth development and rate their officers highly on measures of quality. Some work is needed to make the most of law enforcement's involvement in the program. The study finds a link between length of time spent in the LAPAMS program and performance on youth outcomes. Generally, students remaining in the program for more years perform better on a range of youth outcomes. Similarly, students who entered the program in middle school were more likely to have positive outcomes than students who entered in 9<sup>th</sup> grade or later. Positive youth development is a promising field, but it requires further development to pinpoint a uniquely identifiable approach and establish its impact on youth. Investment is needed to develop more rigorous study of positive youth development programs and how exposure might mediate outcomes.

## APPENDIX

### CHAPTER 1

#### Descriptions of the PYD philosophy and approach to youth programs

Karen Pittman<sup>24</sup>, a notable leader in the PYD movement, advocates an “above and beyond” model for youth development programs with “nine principles of full investment and full involvement” for youth:

- Establish goals to reduce problems and preparing youth for adult roles and responsibilities
- Focus on fixing deficits, handling crises, preventing problems and developing youth for their futures
- Provide basic services and ongoing supports and opportunities
- Provide youth development programs across settings, including schools, homes, and community organizations
- Make youth development a full-time affair in action 24 hours, 7 days a week
- Make use of all members of community, including youth themselves, practitioners, volunteers and professionals not typical focused on youth programs
- Allow youth to take an active role in their development (while still receiving services from others)
- Expand target population to include all youth
- Aim for at least 80% of youth to be connected to positive youth projects or programming

In a 2003 publication, Roth and Brooks-Gunn<sup>25</sup> propose that PYD programs should aim to promote positive development and prevent problem behaviors. PYD programs can do this by helping youth experience adolescent development in “healthy ways” and build a foundation for youth’s futures. Programs should convey the message that youth are “resources to be developed” and provide individual attention, choice and responsibility, offer hope, empowerment and opportunities to develop skills or stimulate and build interests. Programming should be culturally appropriate, actively involve youth and should provide connectedness and a sense of safety for youth.

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<sup>24</sup> Pittman, et al., “Unfinished Business: Further Reflections on a Decade of Promoting Youth Development” in Youth Development: Issues, Challenges and Directions, A Public/Private Ventures Publication

<sup>25</sup> Roth, Jodie L. and Brooks-Gunn, Jeanne, “Youth Development Programs: Risk, Prevention and Policy,” Journal of Adolescent Health, 2003 (32): 170-182.

In 2004, Small and Memmo<sup>26</sup> summarize goals of the PYD approach outlined by several practitioners and scholars in the literature as:

- “1. Helping youth fulfill their full potential is the best way to prevent them from experiencing problems
2. Youth need to experience a set of supports and opportunities to succeed
3. Communities need to mobilize and build capacity to support the positive development of youth
4. Youth should not be viewed as problems to be fixed, but as partners to be cultivated and developed.”

In the America’s Promise Alliance<sup>27</sup> report, “Every Child, Every Promise: Turning Failure into Action,” several actions to promote development of youth are proposed:

- Collaborate
- Support and strengthen families
- Provide caring adults in youth’s lives
- Provide quality education and service-learning
- Provide safety for youth at school and in the community
- Provide access to healthcare
- Stimulate civic engagement among youth

Lerner et al.<sup>28</sup> describe the positive youth development approach as the “‘Big Three’ features of effective positive youth development programs:

1. Opportunities for youth participation in and leadership of activities; that
2. Emphasize the development of life skills; within the context of
3. A sustained and caring adult relationship

Durlak, et al. states that “PYD seeks to promote the variety of developmental competencies that young people need to become productive, contributing members to society.”<sup>29</sup> Specifically,

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<sup>26</sup> Small, Stephen & Memmo, Marina, “Contemporary Models of Youth Development and Problem Prevention: Toward an Integration of Terms, Concepts, and Models,” *Family Relations*, 2004 (53): 3-11.

<sup>27</sup> “Every Child, Every Promise: Turning Failure into Action,” A report from America’s Promise Alliance

<sup>28</sup> Lerner, et al., “Towards a New Vision and Vocabulary About Adolescence: Theoretical, Empirical, and Applied Bases of a ‘Positive Youth Development’ Perspective,” 2006.

<sup>29</sup> Durlak et al., “Effects of positive youth development programs on school, family, and community systems,” *American Journal of Community Psychology*, 2007 (39):269-286

programs using the positive youth development approach should consider the whole individual – including emotional, physical, social and intellectual development. PYD programs will focus on the potential of youth, building their strengths and establishing “positive expectations” of youth for their contributions to society and communities. This explanation also states that PYD programs should allow flexibility to adapt to youth’s personal decisions and cultural context.

Scales, et al.<sup>30</sup> summarizes PYD principles identified across frameworks, including the two evaluation reviews mentioned earlier. The six identified principles are:

1. Positive development is possible for all youth
2. Development-nurturing relationships, immediate and larger environments make positive development possible
3. Youth exposed to more development-nurturing relationships and immediate and larger environment development promoting situations may enhance their positive development
4. Specific “strategies and tactics” to promote youth development may necessarily vary to suit the cultural and situational context
5. Including the larger community in youth development is an important component for success
6. Youth should take an active role in their own development

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<sup>30</sup> Scales, et al., “Promoting Equal Developmental Opportunity and Outcomes Among America’s Children and Youth: Results from the National Promises Study,” *Journal of Primary Prevention*, 2008 (29): 121-144

## CHAPTER 3

### **Police Academy Magnets Evaluation Oral Consent Script – Survey**

We request your consent to participate in a study to evaluate the Los Angeles Police Academy Magnet school program. I am a student at the Pardee RAND Graduate School, associated with RAND, a non-profit research institution in Santa Monica, California. I am conducting a study of the police academy magnet performance in fulfillment of the dissertation requirements of my PhD program. I am requesting your consent because you are a student enrolled in the police academy magnet at this school. Your participation will contribute toward a better understanding of programs like the police academy and will help develop recommendations for how LAPAMS can be improved.

You are here because your parent agreed to your participation in this study. However, even if your parent agreed, you may still choose not to participate. In a minute I will pass around questionnaires that I would like each of you to fill out. If you do not wish to fill out a questionnaire, you may leave it blank. If you wish to leave now, you may do so. If you choose to stay, you may choose to answer all of the questions, or you may leave blank any questions you do not want to answer. If at any time, you decide you no longer wish to participate, you are welcome to leave the room or stop answering questions. You will not face any consequences for choosing not to participate at any point.

By returning a fully or partially completed questionnaire, you are indicating your assent to participating in the study. When I pass out the questionnaire, please do not put your name on it. The surveys will not ask your name, or ask any questions that can identify you. The surveys will remain anonymous and will be kept locked away from others. The responses will be combined with other students, so no individual response will be published. We will use the information you give us for research purposes only. We will protect the confidentiality of this information, and will not disclose your identity or information that identifies you to anyone outside of the research project, except as required by law. We will not identify you in any reports we write.

I do not anticipate any risks to your participation in the study.

Any questions?

Note: the survey below is a replica of the survey students completed. Only page distribution is changed.

## **LAPAMS High School Student Survey**

Thank you for participating in this survey. Your responses will be used to help improve the Los Angeles Police Academy Magnet Schools program. Please answer the following questions honestly. You do not have to answer any questions that make you feel uncomfortable.

**Please answer the following questions about yourself:**

***1. In this past school year, how would you describe your grades in school?***

\_\_\_\_ Mostly As                      \_\_\_\_ About half As and half Bs

\_\_\_\_ Mostly Bs                      \_\_\_\_ About half Bs and half Cs

\_\_\_\_ Mostly Cs                      \_\_\_\_ About half Cs and half Ds

\_\_\_\_ Mostly Ds                      \_\_\_\_ Mostly below Ds

***2. Which of the following do you agree with?***

\_\_\_\_ I try as hard as I can to do my best work at school

\_\_\_\_ I try at school, but not as hard as I could

\_\_\_\_ I don't need to try my hardest to do well in school

\_\_\_\_ I do not care how I do in school

***3. Which of the following do you agree with?***

\_\_\_\_ I will graduate on time (four years after I started high school)

\_\_\_\_ I will graduate, but it will take me more than four years

\_\_\_\_ I don't expect to graduate high school

***4. How many hours of community service have you done this year?***

\_\_\_\_ 0 hours

\_\_\_\_ 1-10 hours

\_\_\_\_ 11- 20 hours

\_\_\_\_ 21- 30 hours



\_\_\_\_ 31- 40 hours

\_\_\_\_ 41- 50 hours

\_\_\_\_ More than 50 hours

**5. During this SCHOOL YEAR, how many days of school have you missed because you skipped or 'ditched' school?**

\_\_\_\_ None \_\_\_\_ 1-2 days \_\_\_\_ 3-5 days \_\_\_\_ 6-8 days \_\_\_\_ 9-11days \_\_\_\_ 12 or more days

**6. Looking ahead, what would you like to do about school? Will you:**

\_\_\_\_ Quit school without graduating

\_\_\_\_ Graduate high school

\_\_\_\_ Go to vocational, trade, or business school

\_\_\_\_ Go to community college (not POPP)

\_\_\_\_ Go to a four year university

\_\_\_\_ Enlist in the military

\_\_\_\_ I will start POPP my senior year in high school

\_\_\_\_ I will start POPP after I graduate high school

**7. Looking ahead, what do you think you will be able to accomplish? Will you:**

\_\_\_\_ Quit school without graduating

\_\_\_\_ Graduate high school

\_\_\_\_ Go to vocational, trade, or business school

\_\_\_\_ Go to community college (not POPP)

\_\_\_\_ Go to a four year university

\_\_\_\_ Enlist in the military

\_\_\_\_ I will start POPP my senior year in high school

\_\_\_\_ I will start POPP after I graduate high school

**8. How interested are you in entering a career in law enforcement?**

\_\_\_\_ Not at all \_\_\_\_ A little \_\_\_\_ Medium \_\_\_\_ Very

**9. Do you feel able to enter a career in law enforcement (even if you don't want to)?**

\_\_\_\_ Not at all \_\_\_\_ A little \_\_\_\_ Medium \_\_\_\_ Very

**10. Has being in the Police Academy increased your chances of being successful in ANY career?**

\_\_\_\_ Not at all \_\_\_\_ A little \_\_\_\_ Medium \_\_\_\_ A lot

**11. During the past year, about how many days per week did you exercise or participate in physical activity that made you sweat and breathe hard, for at least 30 minutes?**

\_\_\_\_ 0 Days \_\_\_\_ 1 Day \_\_\_\_ 2 Days \_\_\_\_ 3 Days \_\_\_\_ 4 Days \_\_\_\_ 5 Days \_\_\_\_ 6+ Days

**12. How would you rate your physical fitness?**

\_\_\_\_ Not at all fit \_\_\_\_ A little fit \_\_\_\_ Average \_\_\_\_ Very fit

**For the next set of questions, for each comment, circle the box that most applies to you.**

**13. How often does the following happen?:**

	<i>Never</i>	<i>Sometim</i>	<i>Usually</i>	<i>Always</i>
a. I feel confident that I can achieve my academic goals	0	1	2	3
b. I feel confident that I can achieve my career goals	0	1	2	3
c. When I am in a challenging situation, I ask others for help	0	1	2	3
d. I knowingly put myself in situations that will challenge me	0	1	2	3
e. Giving back to the community is important to me	0	1	2	3
f. I know what I need to do to accomplish my goals	0	1	2	3
g. I believe I can do what is needed to accomplish my goals	0	1	2	3
h. I am willing to put in hard work so that I can accomplish my goals	0	1	2	3
i. If I don't succeed at something, I will try harder next time	0	1	2	3
j. Before I make a decision, I stop to think about what the consequences will be	0	1	2	3
k. I feel good about the person that I am	0	1	2	3
l. I think I have something of value to offer	0	1	2	3

	<i>Never</i>	<i>Sometim</i>	<i>Usually</i>	<i>Always</i>
<b>14. How often does the following happen with your peers in the police academy:</b>				
a. I encourage my peers to do their best	0	1	2	3
b. Other police academy cadets encourage me to do my best	0	1	2	3
c. Police academy students help each other succeed	0	1	2	3
d. Other police academy cadets like to have me around them	0	1	2	3
e. I relate to other police academy cadets	0	1	2	3
	<i>Never</i>	<i>Sometim</i>	<i>Usually</i>	<i>Always</i>
<b>15. At school, how often do you do the following?:</b>				
a. Come to classes without finishing your homework?	0	1	2	3
b. Come to classes without your books or paper to write on?	0	1	2	3
c. Help decide things like classroom activities or rules?	0	1	2	3
d. Do things that make a difference?	0	1	2	3
e. Do things that help other people?	0	1	2	3
f. Participate in sports, clubs, or other extra-curricular activities (such as band, cheerleading, student council, sports)?	0	1	2	3
g. Follow rules even if no one will find out?	0	1	2	3
h. Treat other students with respect?	0	1	2	3
i. Treat adults with respect?	0	1	2	3
	<i>Never</i>	<i>Sometim</i>	<i>Usually</i>	<i>Always</i>
<b>16. When you are NOT at school, how often do you do the following?:</b>				
a. Do things that make a difference?	0	1	2	3
b. Do things that help other people?	0	1	2	3
c. Give back to your community?	0	1	2	3
d. Participate in a team or competitive activity (like sports or dance)?	0	1	2	3
e. Follow rules even if no one will find out?	0	1	2	3
f. Follow the law even if no one will find out?	0	1	2	3
g. Treat others respectfully?	0	1	2	3

	<i>Never</i>	<i>Sometimes</i>	<i>Usually</i>	<i>Always</i>
<b>17. How often does the following happen in your police academy?:</b>				
a. I am involved in organizing police academy activities.	0	1	2	3
b. My ideas are listened to in the police academy.	0	1	2	3
c. I feel good about going to police academy meetings and other events	0	1	2	3
d. The police academy has made me want to go to school more often.	0	1	2	3
e. Being in the police academy helps me feel better about myself	0	1	2	3
f. Being in the police academy makes me be a better person	0	1	2	3
g. Being in the police academy teaches me how to be more confident	0	1	2	3
h. Adults in the police academy encourage students to support each other	0	1	2	3
i. The activities we do in the police academy help students grow closer	0	1	2	3
j. Being in the police academy has made me try things I never would have tried before	0	1	2	3
k. Being in the police academy has made me try harder to accomplish my goals	0	1	2	3
l. Without the police academy, I would feel unsafe at school	0	1	2	3
m. Police academy activities teach me the value of hard work	0	1	2	3
n. Police academy activities teach me to be more disciplined	0	1	2	3
	<i>Never</i>	<i>A few times</i>	<i>More than a few times</i>	<i>A lot</i>
<b>18. During the last 12 months, how often have you...</b>				
a. Hit or beat up someone?	0	1	2	3
b. Hurt someone badly enough for them to need bandages or a doctor?	0	1	2	3
c. Used a knife, gun, or other weapon to get something from a person?	0	1	2	3
d. Carried a knife, or gun to protect yourself?	0	1	2	3
e. Threatened to physically hurt someone?	0	1	2	3
f. Stolen something from someone else?	0	1	2	3

g. Broken the rules at school?	0	1	2	3
h. Broken the rules at home?	0	1	2	3
i. Broken the law?	0	1	2	3

**19. How many days, if any, have you had at least one drink of alcohol (such as beer, wine, or hard liquor) during the last 30 days?**

\_\_\_ 0 days \_\_\_ 1-2 days \_\_\_ 3-5 days \_\_\_ 6-9 days \_\_\_ 10-19 days \_\_\_ 20 or more days

**20. How many days, if any, have you smoked cigarettes during the last 30 days?**

\_\_\_ 0 days \_\_\_ 1-2 days \_\_\_ 3-5 days \_\_\_ 6-9 days \_\_\_ 10-19 days \_\_\_ 20 or more days

**21. How do you feel about the Los Angeles Police Department? (Mark all that apply.)**

\_\_\_ I believe they are there to protect me

\_\_\_ I believe they help make my community a safer place

\_\_\_ I believe they help make Los Angeles a safer place

\_\_\_ I believe they treat everyone fairly

\_\_\_ I want to be a Los Angeles Police Officer

\_\_\_ I am proud to be associated with the Los Angeles Police Department

\_\_\_ None of these are true

**22. How do you feel about other law enforcement agencies? (Mark all that apply.)**

\_\_\_ I believe they are there to protect me

\_\_\_ I believe they help make my community a safer place

\_\_\_ I believe they help make Los Angeles a safer place

\_\_\_ I believe they treat everyone fairly

\_\_\_ None of these are true

**23. How does your family feel about the Los Angeles Police Department? (Mark all that apply.)**

- ☐ My family believes they are there to protect people
- ☐ My family believes they help make our community a safer place
- ☐ My family believes they help make Los Angeles a safer place
- ☐ My family believes they treat everyone fairly
- ☐ None of these are true

**24. How do your friends (not in LAPAMS) feel about the Los Angeles Police Department? (Mark all that apply.)**

- ☐ My friends believe they are there to protect people
- ☐ My friends believe they help make our community a safer place
- ☐ My friends believe they help make Los Angeles a safer place
- ☐ My friends believe they treat everyone fairly
- ☐ None of these are true

**Please answer the following questions about your POLICE ACADEMY:**

**25. Do the classes you take (electives, math, English, History, etc) in the police academy meet A-G or other university requirements?**

- ☐ Yes, most or all of my classes
- ☐ Yes, about half of my classes
- ☐ Yes, but only a few of my classes
- ☐ None of my classes meet university requirements
- ☐ I don't know

**26. Do the classes you take (electives, math, English, etc) in the police academy challenge you?**

\_\_\_\_ Always

\_\_\_\_ Usually

\_\_\_\_ Sometimes

\_\_\_\_ Every once in a while

\_\_\_\_ Never

**27. Does your police academy offer classes in:**

\_\_\_\_ Forensics

\_\_\_\_ Law

\_\_\_\_ Criminal Sociology or Criminal Psychology

\_\_\_\_ Other law or police related class, called \_\_\_\_\_

\_\_\_\_ None of these

**28. How would you rate the physical exercise you do in PT/PE?**

\_\_\_\_ Too challenging for someone my age

\_\_\_\_ Challenging, but not too challenging

\_\_\_\_ Not challenging, but not too easy

\_\_\_\_ Too easy for someone my age

**29. In the police academy, how often are students expected to do PT or physical exercise for 30 minutes or more?**

\_\_\_\_ 5 days a week

\_\_\_\_ 4 days a week

\_\_\_\_ 3 days a week

\_\_\_\_ 2 days a week

\_\_\_\_1 day a week

\_\_\_\_Less than once a week

**30. Does your police academy provide a physical space where you and other cadets can go for breaks or before/after school?**

\_\_\_\_yes

\_\_\_\_no

**31. If so, do you go there during breaks or before/after school?**

\_\_\_\_yes, a lot

\_\_\_\_yes, sometimes

\_\_\_\_no

**32. Does your police academy teach you to think about the consequences of your actions?**

\_\_\_\_yes

\_\_\_\_no

**33. Does your police academy teach you to think about how your actions affect others?**

\_\_\_\_yes

\_\_\_\_no

**34. Does your police academy teach pride and self-respect?**

\_\_\_\_yes

\_\_\_\_no



Circle *each* box that applies to your experience in the police academy magnet.

	<i>No One</i>	<i>My officer</i>	<i>Magn et Coordi nator</i>	<i>Teach er</i>	<i>Office aid or couns elor</i>
<b>35. In my policy academy, which adult(s)....</b>					
a. Really cares about me	0	1	2	3	4
b. Tells me when I do a good job	0	1	2	3	4
c. Always wants me to do my best	0	1	2	3	4
d. Believes I will be a success	0	1	2	3	4
e. Gives me a lot of encouragement	0	1	2	3	4
f. Pays attention to what's going on in my life	0	1	2	3	4
g. Spends time with me one on one	0	1	2	3	4
h. I could go to if I need advice about personal problems	0	1	2	3	4
i. I could go to if I am really mad or upset about something	0	1	2	3	4
j. I could go to for help in an emergency	0	1	2	3	4
k. Knows how I am doing at school	0	1	2	3	4
l. Encourages me to work hard	0	1	2	3	4
m. Treats me respectfully	0	1	2	3	4
n. Takes me seriously	0	1	2	3	4

**36. Does your police academy teach why LAPD has certain policies or ways of doing things?**

\_\_\_\_yes

\_\_\_\_no

**37. Does your police academy give examples of how LAPD serves the community?**

\_\_\_\_yes

\_\_\_\_no

**38. Does your police academy require community service?**

\_\_\_\_yes, but they don't check if we really did it

\_\_\_\_yes, and we have to report our hours or show proof

\_\_\_\_no

\_\_\_\_I don't know

**39. If your police academy does require community service, are there consequences for not doing it?**

\_\_\_\_yes

\_\_\_\_no

\_\_\_\_I don't know

\_\_\_\_My police academy doesn't require community service

**Circle the number that applies to your experience in the police academy magnet.**

	<i>Never</i>	<i>Sometimes</i>	<i>Usually</i>	<i>Always</i>
<b>40. How often does the following happen in your police academy?:</b>				
a. Students are asked to work together on projects (like team building)	0	1	2	3
b. Students are asked to help out other cadets	0	1	2	3
c. Students are given opportunities to develop leadership qualities	0	1	2	3
d. Students have the chance to learn new (non-academic) skills	0	1	2	3
e. Students are taught how to make a difference in the world	0	1	2	3
f. Students are rewarded for demonstrating good behavior	0	1	2	3
g. Students are rewarded for demonstrating leadership qualities	0	1	2	3
h. Students are rewarded for physical fitness	0	1	2	3
i. Students are rewarded for academics	0	1	2	3
j. Students get help to achieve their academic goals	0	1	2	3
k. Students get help to achieve their career goals	0	1	2	3
l. Students get help to achieve their extracurricular goals	0	1	2	3
m. Students are taught about different careers in law enforcement	0	1	2	3
n. Regular police academy classes (like math, English) use police or law	0	1	2	3

themes				
o. Classes you take (electives, math, English, History, etc) in your magnet teach skills that prepare you for college entrance exams (like the SAT)?	0	1	2	3
p. Police academy expectations of students are clear	0	1	2	3
q. Police academy rules make sense	0	1	2	3
r. Consequences of not meeting police academy expectations are clear	0	1	2	3
<b>41. How often are the following TRUE about the officer in your police academy?:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
a. My officer treats me fairly	0	1	2	3
b. My officer treats other students in the police academy fairly	0	1	2	3
c. I trust my officer	0	1	2	3
d. My officer wants all of us students to succeed	0	1	2	3
e. I respect my officer	0	1	2	3
f. I look up to my officer	0	1	2	3
g. My officer is someone I can relate to	0	1	2	3

**Please answer the following questions about YOURSELF:**

**42. For how many school years have you been in the Police Academy Magnet during HIGH SCHOOL?**

\_\_\_\_\_ 1 year    \_\_\_\_\_ 2 years    \_\_\_\_\_ 3 years    \_\_\_\_\_ 4 years    \_\_\_\_\_ 5+ years

**43. What grade are you in right now?**

\_\_\_\_\_ 9th    \_\_\_\_\_ 10th    \_\_\_\_\_ 11th    \_\_\_\_\_ 12th

**44. Where did you go to middle school?** \_\_\_\_\_

**45. Were you enrolled in the Police Academy during middle school?**

- ☐ Yes, the whole time
- ☐ Yes, but only the first year
- ☐ Yes, but only the last year
- ☐ Yes, but only for two years
- ☐ No

**46. Who are the MAIN ADULTS AT HOME that are most responsible for you? (mark all those living with you now)**

- ☐ I live by myself   ☐ Birth Mother   ☐ Birth Father   ☐ Foster Parent
- ☐ Stepmother/Stepfather   ☐ Mother/Father's Partner   ☐ Grandparent   ☐ Aunt/Uncle
- ☐ Brother/Sister   ☐ Your Boyfriend/Girlfriend   ☐ Other, Who? \_\_\_\_\_

**47. In MY HOME, there is a parent or some other adult...(Mark all that apply.)**

- ☐ who expects me to follow the rules
- ☐ who is interested in my school work
- ☐ who believes I will be a success
- ☐ who expects me to go to college after high school
- ☐ who talks with me about my problems
- ☐ who always wants me to do my best
- ☐ who listens to me when I have something to say
- ☐ None of these

**48. What is your race or ethnicity?\_\_\_\_\_**

**49. What type of residence do you live in?**

\_\_\_\_\_ house or condo that my parents own

\_\_\_\_\_ apartment, house or condo that my parents pay rent for

\_\_\_\_\_ my family and I live in someone else's house, condo or apartment (friends or family)

\_\_\_\_\_ I live in temporary housing with my family

\_\_\_\_\_ I live in temporary housing without my family

**50. Which of these did your primary caretaker (mother/father/legal guardian) finish?**

\_\_\_\_\_ Did not finish high school

\_\_\_\_\_ High School

\_\_\_\_\_ GED

\_\_\_\_\_ Trade/Vocational School

\_\_\_\_\_ Some College, but didn't get a degree

\_\_\_\_\_ Finished College (got a two or four year degree)

\_\_\_\_\_ More than College (Master's or PhD)

**51. When you get lunch at school, do you:**

\_\_\_\_\_ Get it for free    \_\_\_\_\_ Pay a reduced price    \_\_\_\_\_ Pay for all of it    \_\_\_\_\_ Bring my own lunch    \_\_\_\_\_ I don't eat lunch

**This is the end of the survey! We appreciate your help.**

## **Student Survey Summary Statistics**

<b><i>1. In this past school year, how would you describe your grades in school?</i></b>	Percent
Mostly As	11.11
About half As and half Bs	24.32
Mostly Bs	6.91
About half Bs and half Cs	33.63
Mostly Cs	9.01
About half Cs and half Ds	11.41
Mostly Ds	1.8
Mostly below Ds	1.8
<b><i>2. Which of the following do you agree with?</i></b>	Percent
I try as hard as I can to do my best work at school	36.64
I try at school, but not as hard as I could	59.16
I don't need to try my hardest to do well in school	3.6
I do not care how I do in school	0.6
<b><i>3. Which of the following do you agree with?</i></b>	Percent
I will graduate on time (four years after I started high school)	95.18
I will graduate, but it will take me more than four years	4.52
I don't expect to graduate high school	0.3
<b><i>4. How many hours of community service have you done this year?</i></b>	Percent
0 hours	8.9
1-10 hours	13.5
11- 20 hours	15.64
21- 30 hours	19.33
31- 40 hours	9.51
41- 50 hours	6.44
More than 50 hours	26.69

<b>5. During this SCHOOL YEAR, how many days of school have you missed because you skipped or 'ditched' school?</b>	Percent
None	61.96
1-2 days	20.55
3-5 days	9.51
6-8 days	4.6
9-11 days	0.61
12 or more days	2.76
<b>6. Looking ahead, what would you like to do about school?</b>	Percent
a. Quit school without graduating	0.6
b. Graduate high school	47.45
c. Go to vocational, trade, or business school	3
d. Go to community college (not POPP)	18.62
e. Go to a four year university	56.76
f. Enlist in the military	13.81
g. I will start POPP my senior year in high school	7.51
h. I will start POPP after I graduate high school	6.01
<b>7. What do you think you will be able to accomplish?</b>	Percent
a. Quit school without graduating	0.6
b. Graduate high school	49.55
c. Go to vocational, trade, or business school	3
d. Go to community college (not POPP)	20.42
e. Go to a four year university	20.42
f. Enlist in the military	57.96
g. I will start POPP my senior year in high school	14.71
h. I will start POPP after I graduate high school	5.41

<b>8. How interested are you in entering a career in law enforcement?</b>	Percent
Not at all	10.48
A little	20.36
Medium	34.43
Very	34.73
<b>9. Do you feel able to enter a career in law enforcement (even if you don't want to)?</b>	Percent
Not at all	5.74
A little	12.99
Medium	39.27
Very	41.99
<b>10. Has being in the Police Academy increased your chances of being successful in ANY career?</b>	Percent
Not at all	3
A little	8.71
Medium	27.93
A lot	60.36
<b>11. During the past year, about how many days per week did you exercise or participate in physical activity that made you sweat and breathe hard, for at least 30 minutes?</b>	Percent
0 Days	1.81
1 Day	1.21
2 Days	12.69
3 Days	26.89
4 Days	15.71
5 Days	17.52
6+	24.17
<b>12. How would you rate your physical fitness?</b>	Percent
Not at all fit	1.51
A little fit	11.48
Average	56.5



Very fit	30.51			
<b>13. How often does the following happen?:</b>	Never	Sometimes	Usually	Always
a. I feel confident that I can achieve my academic goals	0.6	12.08	47.13	40.18
b. I feel confident that I can achieve my career goals	0.6	7.51	40.84	51.05
c. When I am in a challenging situation, I ask others for help	5.44	30.51	36.56	27.49
d. I knowingly put myself in situations that will challenge me	2.43	32.83	38.3	26.44
e. Giving back to the community is important to me	3.04	22.19	34.04	40.73
f. I know what I need to do to accomplish my goals	0.9	4.52	28.61	65.96
g. I believe I can do what is needed to accomplish my goals	0.3	5.72	31.02	62.95
h. I am willing to put in hard work so that I can accomplish my goals	0	5.14	26.89	67.98
i. If I don't succeed at something, I will try harder next time	0	6.01	30.33	63.66
j. Before I make a decision, I stop to think about what the consequences will be	3.31	20.18	40.36	36.14
k. I feel good about the person that I am	1.81	7.83	28.92	61.45
l. I think I have something of value to offer	3.03	8.18	33.33	55.45
<b>14. How often does the following happen with your peers in the police academy:</b>	Never	Sometimes	Usually	Always
a. I encourage my peers to do their best	1.51	16.31	36.56	45.62
b. Other police academy cadets encourage me to do my best	6.34	18.43	34.14	41.09
c. Police academy students help each other succeed	3.31	14.16	33.13	49.4
d. Other police academy cadets like to have me around them	3.35	10.67	43.29	42.68
e. I relate to other police academy cadets	6.97	18.18	36.97	37.88

<b>15. At school, how often do you do the following?:</b>	Never	Sometimes	Usually	Always
a. Come to classes without finishing your homework?	20.24	62.84	12.99	3.93
b. Come to classes without your books or paper to write on?	62.73	26.06	6.06	5.15
c. Help decide things like classroom activities or rules?	29.48	37.99	26.14	6.38
d. Do things that make a difference?	4.82	35.24	40.96	18.98
e. Do things that help other people?	1.82	17.93	48.94	31.31
f. Participate in sports, clubs, or other extra-curricular activities (such as band, cheerleading, student council, sports)?	21.21	23.64	16.67	38.48
g. Follow rules even if no one will find out?	3.33	20	39.7	36.97
h. Treat other students with respect?	1.51	4.83	33.84	59.82
i. Treat adults with respect?	0.9	3.01	13.86	82.23
<b>16. When you are NOT at school, how often do you do the following?:</b>	Never	Sometimes	Usually	Always
a. Do things that make a difference?	5.44	39.58	36.86	18.13
b. Do things that help other people?	2.13	21.58	45.9	30.4
c. Give back to your community?	8.43	35.54	31.02	25
d. Participate in a team or competitive activity (like sports or dance)?	18.79	23.64	23.03	34.55
e. Follow rules even if no one will find out?	4.59	17.13	39.76	38.53
f. Follow the law even if no one will find out?	3.65	11.25	27.96	57.14
g. Treat others respectfully?	0.3	4.55	27.27	67.88
<b>17. How often does the following happen in your police academy?:</b>	Never	Sometimes	Usually	Always
a. I am involved in organizing police academy activities.	21.21	34.85	24.85	19.09
b. My ideas are listened to in the police academy.	15.85	31.1	29.88	23.17

c. I feel good about going to police academy meetings and other events	7.88	20.3	30.91	40.91
d. The police academy has made me want to go to school more often.	5.45	17.88	34.85	41.82
e. Being in the police academy helps me feel better about myself	5.78	13.98	29.79	50.46
f. Being in the police academy makes me be a better person	3.33	11.82	24.55	60.3
g. Being in the police academy teaches me how to be more confident	5.17	9.73	29.18	55.93
h. Adults in the police academy encourage students to support each other	2.42	8.48	23.64	65.45
i. The activities we do in the police academy help students grow closer	3.06	14.98	28.44	53.52
j. Being in the police academy has made me try things I never would have tried before	5.78	9.12	24.01	61.09
k. Being in the police academy has made me try harder to accomplish my goals	4.86	8.51	30.09	56.53
l. Without the police academy, I would feel unsafe at school	41.28	19.57	19.88	19.27
m. Police academy activities teach me the value of hard work	4.56	11.25	29.48	54.71
n. Police academy activities teach me to be more disciplined	3.94	8.79	24.85	62.42
<b>18. During the last 12 months, how often have you...</b>	Never	A few times	More than a few times	A lot
a. Hit or beat up someone?	77.71	16.87	2.41	3.01
b. Hurt someone badly enough for them to need bandages or a doctor?	91.84	6.34	0.6	1.21
c. Used a knife, gun, or other weapon to get something from a person?	98.49	1.21	0	0.3
d. Carried a knife, or gun to protect yourself?	91.84	4.23	1.21	2.72
e. Threatened to physically hurt someone?	82.18	13.9	2.72	1.21
f. Stolen something from someone else?	89.39	7.88	2.12	0.61
g. Broken the rules at school?	62.84	28.1	5.44	3.63

h. Broken the rules at home?	48.34	38.07	9.37	4.23
i. Broken the law?	83.64	12.12	2.42	1.82
<b>19. How many days, if any, have you had at least one drink of alcohol (such as beer, wine, or hard liquor) during the last 30 days?</b>	Percent			
0 days	77.95			
1-2 days	14.5			
3-5 days	4.23			
6-9 days	1.21			
10-19 days	0.91			
20 or more days	1.21			
<b>20. How many days, if any, have you smoked cigarettes during the last 30 days?</b>	Percent			
0 days	94.56			
1-2 days	3.93			
3-5 days	0.6			
6-9 days	0.3			
10-19 days	0			
20 or more days	0.6			
<b>21. How do you feel about the Los Angeles Police Department?</b>	Percent			
I believe they are there to protect me	81.52			
I believe they help make my community a safer place	82.12			
I believe they help make Los Angeles a safer place	78.18			
I believe they treat everyone fairly	41.34			
I want to be a Los Angeles Police Officer	44.24			
I am proud to be associated with the Los Angeles Police Department	70.61			
None of these are true	5.45			

<b>22. How do you feel about other law enforcement agencies?</b>	Percent
I believe they are there to protect me	76.76
I believe they help make my community a safer place	75.54
I believe they help make Los Angeles a safer place	71.87
I believe they treat everyone fairly	40.06
None of these are true	8.56
<b>23. How does your family feel about the LAPD?</b>	Percent
My family believes they are there to protect people	82.46
My family believes they help make our community a safer place	75.38
My family believes they help make Los Angeles a safer place	72
My family believes they treat everyone fairly	36
None of these are true	8
<b>24. How do your friends (not in LAPAMS) feel about the Los Angeles Police Department?</b>	Percent
My friends believe they are there to protect people	61.92
My friends believe they help make our community a safer place	56.66
My friends believe they help make Los Angeles a safer place	55.73
My friends believe they treat everyone fairly	24.77
None of these are true	25.16
<b>25. Do the classes you take (electives, math, English, History, etc) in the police academy meet A-G or other university requirements?</b>	Percent
Yes, most or all of my classes	74.32
Yes, about half of my classes	11.18
Yes, but only a few of my	4.23

classes	
None of my classes meet university requirements	0.6
I don't know	9.67
<b>26. Do the classes you take (electives, math, English, etc) in the police academy challenge you?</b>	Percent
Always	28.88
Usually	41.34
Sometimes	22.49
Every once in a while	6.08
Never	1.22
<b>27. Does your police academy offer classes in:</b>	Percent
Forensics	55.77
Law	65.38
Criminal Sociology or Criminal Pyschology	21.79
Other law or police related class	12.82
None of these	11.58
<b>28. How would you rate the physical exercise you do in PT/PE?</b>	Percent
Too challenging for someone my age	7.36
Challenging, but not too challenging	62.58
Not challenging, but not too easy	23.31
Too easy for someone my age	6.75
<b>29. In the police academy, how often are students expected to do PT or physical exercise for 30 minutes or more?</b>	Percent
5 days a week	24.46
4 days a week	16.72
3 days a week	42.72
2 days a week	15.17
1 day a week	0.31
Less than once a week	0.62

<b>30. Does your police academy provide a physical space where you and other cadets can go for breaks or before/after school?</b>	Percent					
Yes	78.82					
No	21.18					
<b>31. If so, do you go there during breaks or before/after school?</b>	Percent					
Yes, a lot	19.08					
Yes, sometimes	46.05					
No	34.87					
<b>32. Does your police academy teach you to think about the consequences of your actions?</b>	Percent					
Yes	96.36					
No	3.64					
<b>33. Does your police academy teach you to think about how your actions affect others?</b>	Percent					
Yes	94.21					
No	5.79					
<b>34. Does your police academy teach pride and self-respect?</b>	Percent					
Yes	93.52					
No	6.48					
<b>35. In my police academy, which adult(s)....</b>	No one	Officer	Magnet Coordinator	Teacher	Office Aide/ Counselor	All
a. Really cares about me	6.19	59.75	50.46	69.66	40.87	24.15
b. Tells me when I do a good job	3.95	57.14	41.34	76.9	28.57	15.5
c. Always wants me to do my best	1.53	59.2	53.99	76.69	41.72	27.3
d. Believes I will be a success	6.83	52.17	46.58	70.5	37.89	22.98
e. Gives me a lot of encouragement	6.15	54.46	39.08	67.08	32.62	17.85
f. Pays attention to what's going on in my life	33.54	32.6	25.08	38.24	25.71	9.4

g. Spends time with me one on one	37.22	29.34	21.77	39.43	22.08	5.36
h. I could go to if I need advice about personal problems	18.27	45.51	32.51	45.82	34.98	11.76
i. I could go to if I am really mad or upset about something	23.77	39.81	27.78	41.67	30.86	9.26
j. I could go to for help in an emergency	9.17	63.91	42.2	54.13	40.06	22.63
k. Knows how I am doing at school	4.28	46.18	56.57	67.89	45.87	21.1
l. Encourages me to work hard	5.2	54.74	44.65	74.01	35.78	19.88
m. Treats me respectfully	1.84	68.4	58.59	73.93	51.84	36.2
n. Takes me seriously	6.54	61.99	52.65	68.85	46.42	30.53
<b>36. Does your police academy teach why LAPD has certain policies or ways of doing things?</b>	Percent					
Yes	89.33					
No	10.67					
<b>37. Does your police academy give examples of how LAPD serves the community?</b>	Percent					
Yes	90.94					
No	9.06					
<b>38. Does your police academy require community service?</b>	Percent					
Yes, but they don't check if we really did it	6.06					
Yes, and we have to report our hours or show proof	92.73					
No	0					
I don't know	1.21					
<b>39. If your police academy does require community service, are there consequences for not doing it?</b>	Percent					
Yes	73.03					
No	4.85					
I don't know	22.12					
My police academy doesn't require community service	0					



<b>40. How often does the following happen in your police academy?:</b>	Never	Sometimes	Usually	Always
a. Students are asked to work together on projects (like team building)	3.69	28	38.77	29.54
b. Students are asked to help out other cadets	2.44	15.85	34.76	46.95
c. Students are given opportunities to develop leadership qualities	3.37	13.19	26.69	56.75
d. Students have the chance to learn new (non-academic) skills	3.06	17.74	40.06	39.14
e. Students are taught how to make a difference in the world	5.79	19.82	34.76	39.63
f. Students are rewarded for demonstrating good behavior	4.59	19.88	35.17	40.37
g. Students are rewarded for demonstrating leadership qualities	4.27	17.68	32.32	45.73
h. Students are rewarded for physical fitness	5.49	17.07	29.57	47.87
i. Students are rewarded for academics	3.4	14.81	29.01	52.78
j. Students get help to achieve their academic goals	2.76	11.66	36.2	49.39
k. Students get help to achieve their career goals	3.69	15.69	36.62	44
l. Students get help to achieve their extracurricular goals	6.44	18.4	33.44	41.72
m. Students are taught about different careers in law enforcement	4.01	15.12	37.96	42.9
n. Regular police academy classes (like math, English) use police or law themes	16.56	32.82	28.22	22.39
o. Classes you take (electives, math, English, History, etc) in your magnet teach skills that prepare you for college entrance exams (like the SAT)?	3.42	18.32	36.34	41.93
p. Police academy expectations of students are clear	1.83	10.4	28.44	59.33
q. Police academy rules make sense	4.24	10.61	27.27	57.88
r. Consequences of not meeting police academy expectations are clear	3.65	8.21	26.14	62.01

<b>41. How often are the following TRUE about the officer in your police academy?:</b>	Never	Sometimes	Usually	Always
a. My officer treats me fairly	4.53	11.18	17.82	66.47
b. My officer treats other students in the police academy fairly	4.55	10.91	19.7	64.85
c. I trust my officer	7.65	8.87	18.04	65.44
d. My officer wants all of us students to succeed	1.52	7.58	15.76	75.15
e. I respect my officer	1.21	6.06	11.82	80.91
f. I look up to my officer	12.2	12.5	21.34	53.96
g. My officer is someone I can relate to	18.89	24.15	22.91	34.06
<b>42. For how many school years have you been in the Police Academy Magnet during HIGH SCHOOL?</b>	Percent			
1 year	39.58			
2 years	23.56			
3 years	16.62			
4 years	16.31			
5+ years	3.93			
<b>43. What grade are you in right now?</b>	Percent			
9th	34.24			
10th	26.06			
11th	19.09			
12th	20.61			
<b>44. Where did you go to middle school?</b>				
Mulholland	40.34			
<b>45. Were you enrolled in the Police Academy during middle school?</b>	Percent			
Yes, the whole time	30.06			
Yes, but only the first year	0.61			
Yes, but only the last year	3.07			
Yes, but only for two years	1.23			
No	65.03			

<b>46. Who are the MAIN ADULTS AT HOME that are most responsible for you?</b>	Percent
a. I live by myself	1.22
b. Birth Mother	88.72
c. Birth Father	60.67
d. Foster Parent	0.3
e. Stepmother/Stepfather	8.54
f. Mother/Father's Partner	7.01
g. Grandparent	12.5
h. Aunt/Uncle	7.32
i. Brother/Sister	33.54
j. Your Boyfriend/Girlfriend	1.52
k. Other	1.22
<b>46. Who are the MAIN ADULTS AT HOME that are most responsible for you?</b>	Percent
At least one birth parent	92.38
Only one birth parent	35.37
Both birth parents	57.01
Any two parents	66.16
Non-birth parent (i.e. grandparent, aunt, boyfriend, foster parent, step-parent)	6.71
Two parents and grandparent or aunt	6.1
<b>47. In MY HOME, there is a parent or some other adult</b>	Percent
a. who expects me to follow the rules	93.88
b. who is interested in my school work	82.57
c. who believes I will be a success	91.44
d. who expects me to go to college after high school	92.97
e. who talks with me about my problems	72.48
f. who always wants me to do my best	92.05
g. who listens to me when I have something to say	77.06

h. None of these	1.53
<b>48. What is your race or ethnicity?</b>	Percent
Latino	80.98
White	3.28
African American	2.95
Asian	4.92
Mixed	6.89
Other	0.98
<b>49. What type of residence do you live in?</b>	Percent
house or condo that my parents own	47.4
apartment, house or condo that my parents pay rent for	48.32
my family and I live in someone else's house, condo or apartment (friends or family)	1.53
I live in temporary housing with my family	1.83
I live in temporary housing without my family	0.92
<b>50. Which of these did your primary caretaker (mother/father/legal guardian) finish?</b>	Percent
Did not finish high school	35.41
High School	28.85
GED	2.3
Trade/Vocational School	2.3
Some College, but didn't get a degree	14.43
Finished College (got a two or four year degree)	13.11
More than College (Master's or PhD)	3.61
<b>51. When you get lunch at school, do you:</b>	Percent
Get it for free	66.36
Pay a reduced price	4.28
Pay for all of it	5.2

Bring my own lunch	4.89
I don't eat lunch	19.27
<b>52. Student doesn't eat lunch (regardless of how paid for)?</b>	Percent
Percent of students	24.16
<b>53. School</b>	Percent
Dorsey	9.88
Monroe	24.85
Reseda	33.53
San Pedro	20.06
Wilson	11.68

## **Police Academy Magnets Evaluation Oral Consent Script – Student Interview**

We request your consent to participate in a study to evaluate the Los Angeles Police Academy Magnet school program. I am a student at the Pardee RAND Graduate School, associated with RAND, a non-profit research institution in Santa Monica, California. I am conducting a study of the police academy magnet performance in fulfillment of the dissertation requirements of my PhD program. I am requesting your consent because you are a student enrolled in the police academy magnet at this school. Your participation will contribute toward a better understanding of programs like the police academy and will help develop recommendations for how LAPAMS can be improved.

You are here because your parent agreed to your participation in this study. However, even if your parent agreed, you may still choose not to participate. I will be asking you a series of questions about your experience in the police academy magnet school. You do not have to answer any questions you do not want to answer. If at any time you feel uncomfortable, you may stop the questions and/or stop the interview all together. You may refuse participation in this interview study without any penalty. Do you consent to participating in this study?

I would like to record this interview on audiotape. I will not be asking your name or other identifying information. I will be asking your grade level and recording the date of this interview, and the name of this school. I will keep the audio tapes in a locked container in my office. At the end of the study, these tapes will be destroyed. Do you agree to my recording this interview on audio tape?

I will be using the contents of this interview, combined with data collected from other students and LAPAMS staff, to study aspects of police academy performance and operations. I would like to use specific quotations in my report, but these quotations will be attributed to “student” without a name, school or grade attached to the quotation. Is it okay if I use specific quotes and do not attach your name to it?

We will use the information you give us for research purposes only. We will protect the confidentiality of this information, and will not disclose your identity or information that identifies you to anyone outside of the research project, except as required by law. We will not identify you in any reports we write.

I do not anticipate any risks to your participation in the study.

Do you have any questions? Would you like to continue with this interview?

### **Interview Protocol for LAPAMS Students**

1. When did you start as a police academy magnet student?
2. How long have you been in the program?
3. How did you become involved?
4. If you wanted to join, why? What was it that the police academy offered that other magnets didn't?
- 4b. Now that you've been in the police academy magnet, are your reasons for staying the same as when you first joined?
5. Describe your experience in the police academy magnet?
6. Are you involved in ROTC or police cadet program? How does this experience compare?
7. Are there particular features of the police academy program that you find most useful or helpful?
- 7b. Any features you find least useful or helpful.
8. Describe how you would change LAPAMS to make it more helpful?
9. Describe any life lessons you've learned because of the police academy?
10. Think what your life would be like if you hadn't joined the police academy. How would it be different, if at all?
11. What will you do after high school?

### ***Creating Officer Quality Variables***

Officer quality was assessed using questions 35 and 41 from the student survey. The items contained within these two questions were:

<b><i>35. In my police academy, which adult(s)....</i></b>	<b><i>No One</i></b>	<b><i>Officer</i></b>	<b><i>Magnet Coordinator</i></b>	<b><i>Teacher</i></b>	<b><i>Office Aid or Counselor</i></b>
<b>a. Really cares about me</b>					
<b>b. Tells me when I do a good job</b>					
<b>c. Always wants me to do my best</b>					
<b>d. Believes I will be a success</b>					
<b>e. Gives me a lot of encouragement</b>					
<b>f. Pays attention to what's going on in my life</b>					
<b>g. Spends time with me one on one</b>					
<b>h. I could go to if I need advice about personal problems</b>					
<b>i. I could go to if I am really mad or upset about something</b>					
<b>j. I could go to for help in an emergency</b>					
<b>k. Knows how I am doing at school</b>					
<b>l. Encourages me to work hard</b>					
<b>m. Treats me respectfully</b>					
<b>n. Takes me seriously</b>					

<b><i>41. How often are the following TRUE about the officer in your police academy?:</i></b>	<b><i>Never</i></b>	<b><i>Sometimes</i></b>	<b><i>Usually</i></b>	<b><i>Always</i></b>
<b>My officer treats me fairly</b>				
<b>My officer treats other students in the police academy fairly</b>				
<b>I trust my officer</b>				
<b>My officer wants all of us students to succeed</b>				
<b>I respect my officer</b>				
<b>I look up to my officer</b>				
<b>My officer is someone I can relate to</b>				



### ***Descriptive statistics of officer quality***

To report officer quality results overall for the LAPAMS program and by school, individual items from question 35 and question 41 were sorted into categories of “Trustworthy Authority” “Caring Confidant” and “Inspiring Advocate.” This was done to match the categories used in the significance testing of the relationship between officer quality and student outcomes. Items were sorted into the three categories as follows:

#### **Fair/trustworthy**

##### ***Items***

- q41a My officer treats me fairly
- q41b My officer treats other students in the police academy fairly
- q41c I trust my officer
- q35j I could go to for help in an emergency

#### **Nurturing**

##### ***Items***

- q35a Really cares about me
- q35f Pays attention to what’s going on in my life
- q35g Spends time with me one on one
- q35k Knows how I am doing at school
- q41g My officer is someone I can relate to
- q35h I could go to if I need advice about personal problems
- q35i I could go to if I am really mad or upset about something

#### **Encouraging**

##### ***Items***

- q35c Always wants me to do my best
- q35d Believes I will be a success
- q35e Gives me a lot of encouragement
- q35l Encourages me to work hard
- q35b Tells me when I do a good job
- q41e I respect my officer

Tabular calculations were run individually on each item contained within questions 35 and 41, but were graphically displayed together by category. Response options to items contained within question 41 occurred on an ordinal scale from zero to three, or nominally, from “never” to “always.” The percentages of students who replied “usually” and of those who replied “always” were summed for those two categories, so total percent of all survey respondents who answered each item as “usually” or “always” was reported for question 41 items. For

question 35, the percent of all survey respondents who selected “officer” as part of their response choice was reported for each item.

### ***Sorting officer quality items into categories***

To construct the officer quality variables, individual items from question 35 and question 41 were sorted into categories of “Trustworthy Authority,” “Caring Confidant” and “Inspiring Advocate” and the sum of each item was tallied to give a total score for each student in each category<sup>31</sup>. To construct officer quality variables, an “officer” variable was constructed for each item in question 35 by creating a 1/0 indicator variable for whether or not the student selected “officer” in his/her response choice(s) for each item. Question 41 was scaled ordinally from zero to three. To avoid overweighting of question 41 relative to question 35, the scale was reduced by one third. Thus, if a student responded “never” to an item, their score for that item remained zero. If a student responded “always” to an item, their score for that item was adjusted to one.

Individual items from questions 35 and 41 were first sorted into three categories: “Trustworthy Authority,” “Caring Confidant” and “Inspiring Advocate” according to the researcher’s judgment of which items most closely aligned with each heading. Exploratory factor analysis was conducted to verify that the items indeed sorted into three categories. Once items were sorted by the researcher, confirmatory factor analysis was conducted using the Lavaan package in R to verify goodness of fit. Items were then removed from each category until either: 1) CFA results suggested a satisfactory fit; or 2) further deletion of items did not improve results for model fit. Final CFA results for each category were:

#### *CFA Results*

	<b>Fair/Trustworthy</b>	<b>Nurturing</b>	<b>Encouraging</b>
<b>p-value</b>	0.122	0.00	0.324
<b>Chi-square/df</b>	~2	~5.4	~1.1
<b>CFI</b>	.997	.924	.999
<b>TLI</b>	.990	.885	.998
<b>RMSEA</b>	.064	.127	.023
<b>SRMR</b>	.017	.043	.016

<sup>31</sup> Note: for officer analyses where officer quality was not used as an independent/predictor variable, scores for each category were not tallied. See section on “overall officer quality for more detail.”

### ***Creating Student Outcome Variables***

Student outcomes were condensed into composite variables to reduce the number of individual significance tests and to generate outcome variables that robustly captured student outcomes. To construct student outcome composite variables, items from questions 1, 2, 3, 5, 13, 15, 16, and 18 were sorted into 7 categories:

- academic performance
- rule-following behaviors
- threatening and aggressive behaviors
- motivation to succeed
- participation in constructive activities
- giving back to the community and
- treating others respectfully

Items and questions are shown below:

<b><i>1. In this past school year, how would you describe your grades in school?</i></b>
Mostly As
About half As and half Bs
Mostly Bs
About half Bs and half Cs
Mostly Cs
About half Cs and half Ds
Mostly Ds
Mostly below Ds

<b><i>2. Which of the following do you agree with?</i></b>
I try as hard as I can to do my best work at school
I try at school, but not as hard as I could
I don't need to try my hardest to do well in school
I do not care how I do in school

<b><i>3. Which of the following do you agree with?</i></b>
I will graduate on time (four years after I started high school)
I will graduate, but it will take me more than four years
I don't expect to graduate high school

<b>5. During this SCHOOL YEAR, how many days of school have you missed because you skipped or 'ditched' school?</b>
None
1-2 days
3-5 days
6-8 days
9-11days
12 or more days

<b>13. How often does the following happen?:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
a. I feel confident that I can achieve my academic goals				
b. I feel confident that I can achieve my career goals				
c. When I am in a challenging situation, I ask others for help				
d. I knowingly put myself in situations that will challenge me				
e. Giving back to the community is important to me				
f. I know what I need to do to accomplish my goals				
g. I believe I can do what is needed to accomplish my goals				
h. I am willing to put in hard work so that I can accomplish my goals				
i. If I don't succeed at something, I will try harder next time				
j. Before I make a decision, I stop to think about what the consequences will be				
k. I feel good about the person that I am				
l. I think I have something of value to offer				

<b>15. At school, how often do you do the following?:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
a. Come to classes without finishing your homework?				
b. Come to classes without your books or paper to write on?				
c. Help decide things like classroom activities or rules?				
d. Do things that make a difference?				
e. Do things that help other people?				
f. Participate in sports, clubs, or other extra-curricular activities (such as band, cheerleading, student council, sports)?				
g. Follow rules even if no one will find out?				
h. Treat other students with respect?				

i. Treat adults with respect?				
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<b>16. When you are NOT at school, how often do you do the following?:</b>	Never	Sometimes	Usually	Always
a. Do things that make a difference?				
b. Do things that help other people?				
c. Give back to your community?				
d. Participate in a team or competitive activity (like sports or dance)?				
e. Follow rules even if no one will find out?				
f. Follow the law even if no one will find out?				
g. Treat others respectfully?				

<b>18. During the last 12 months, how often have you...</b>	Never	A few times	More than a few times	A lot
a. Hit or beat up someone?				
b. Hurt someone badly enough for them to need bandages or a doctor?				
c. Used a knife, gun, or other weapon to get something from a person?				
d. Carried a knife, or gun to protect yourself?				
e. Threatened to physically hurt someone?				
f. Stolen something from someone else?				
g. Broken the rules at school?				
h. Broken the rules at home?				
i. Broken the law?				

### ***Sorting Student Outcomes into Categories***

Individual items from the above survey questions were first sorted into the seven outcome categories according to the researcher's judgment of which items most closely aligned with each heading. Some items were removed at this stage because they did not align with the key outcome categories and were not considered themselves to be a key outcome of interest.

Once items were sorted by the researcher, confirmatory factor analysis was conducted to verify goodness of fit. Items were then removed from each category until either: 1) CFA results suggested a satisfactory fit; or 2) further deletion of items did not improve results for model fit. Final CFA results for each category and items grouped into each category were:

#### **Rule following**

##### ***Items***

- q13j. Before I make a decision, I stop to think about what the consequences will be
- q15g. Follow rules even if no one will find out?
- q16e. Follow rules even if no one will find out?
- q16f. Follow the law even if no one will find out?
- q18g. Broken the rules at school?
- q18h. Broken the rules at home?

#### **Aggressive behaviors**

##### ***Items***

- q18a. Hit or beat up someone?
- q18b. Hurt someone badly enough for them to need bandages or a doctor?
- q18c. Used a knife, gun, or other weapon to get something from a person?
- q18d. Carried a knife, or gun to protect yourself?
- q18e. Threatened to physically hurt someone?

#### **Giving back to the community**

##### ***Items***

- q16a. Do things that make a difference?
- q16b. Do things that help other people?
- q16c. Give back to your community?
- q15d. Do things that make a difference? (in school)
- q15e. Do things that help other people? (in school)

## Respect

### *Items*

- q15h. Treat other students with respect? (in school)
- q15i. Treat adults with respect? (in school)
- q16g. Treat others respectfully?

## Academic Performance

### *Items*

- q1. In this past school year, how would you describe your grades in school?
- q3. Which of the following do you agree with?
- q5. During this SCHOOL YEAR, how many days of school have you missed because you skipped or 'ditched' school?
- q13a. I feel confident that I can achieve my academic goals
- q13b. I feel confident that I can achieve my career goals
- q13g. I believe I can do what is needed to accomplish my goals
- q15a. Come to classes without finishing your homework?
- q15b. Come to classes without your books or paper to write on?

## Motivation

### *Items*

- q2. Which of the following do you agree with?
- q13c. When I am in a challenging situation, I ask others for help
- q13d. I knowingly put myself in situations that will challenge me
- q13h. I am willing to put in hard work so that I can accomplish my goals
- q13i. If I don't succeed at something, I will try harder next time

## Participation

### *Items*

- q15c. Help decide things like classroom activities or rules?
- q15f. Participate in sports, clubs, or other extra-curricular activities (such as band, cheerleading, student council, sports)?
- q16d. Participate in a team or competitive activity (like sports or dance)? (not at school)

### *CFA Results*

	<b>Rule Following</b>	<b>Aggressive Behaviors</b>	<b>Giving Back to Community</b>	<b>Respect</b>	<b>Academic Performance</b>	<b>Motivation</b>	<b>Participation</b>
<b>p-value</b>	0.000	0.000	0.000	0.000	0.000	.001	1.000
<b>Chi-square/df</b>	12.72	12.1	12.38	0.000	5.81	4.12	0.000
<b>CFI</b>	0.818	0.890	0.923	1.00	0.825	0.914	1.000
<b>TLI</b>	0.697	0.781	0.846	1.00	0.755	0.828	1.000
<b>RMSEA</b>	0.202	0.197	0.199	0.000	0.129	0.104	0.000
<b>SRMR</b>	0.079	0.065	0.043	0.000	0.074	0.047	0.000

### *Descriptive Analyses of Student Outcomes*

Tabular calculations were run individually on each item contained within the above questions, but were graphically displayed together by category. For response options that occurred on an ordinal scale, percentages of students who replied “usually” and of those who replied “always” were summed for those two categories, so total percent of all survey respondents who answered each item as “usually” or “always” was reported.

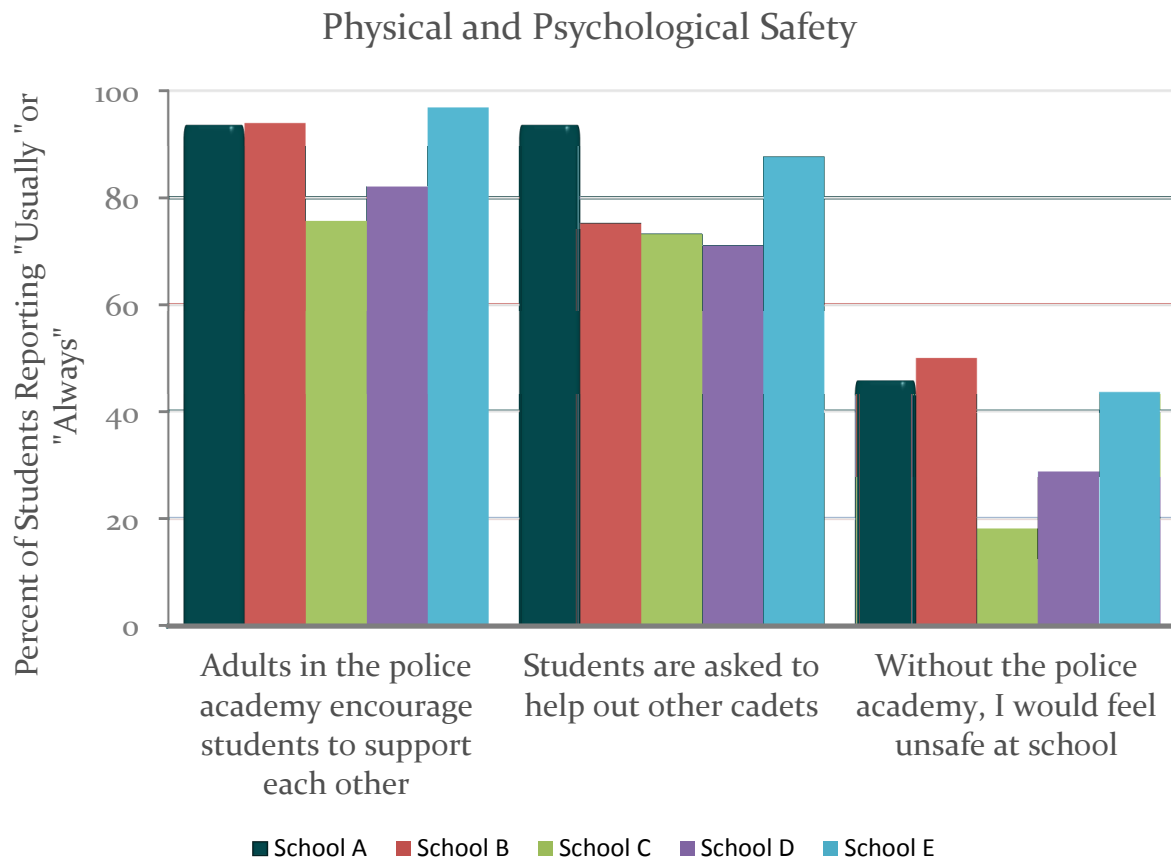
### *Standardizing Student Outcome Composite Variables for Correlational Analyses*

To construct the student outcome composite variables, individual items from questions 1, 2, 3, 5, 13, 15, 16, and 18 were sorted into the seven outcome categories and the sum of each item was tallied to give a total score for each student in each category. For items measured on an ordinal scale, scales were recoded so that each category had a scale that increased in the same direction, by the same number of units for the same total number of units. For example, if an outcome category comprised two questions, where q1 ran from 1,2,3,4 and q2 ran 0,1,2,3, the scales were adjusted so that both questions ran 0,1,2,3 and the corresponding “value” of each score matched. For the majority of student outcome categories, the scales matched and no adjustment was required. Items with 1/0 (or “yes/no”) values retained their value. Composites were constructed such that each item contributed the same weight to the total score; if a responded selected “always” for a Likert item, this had the same value as a “yes” for a yes/no item.

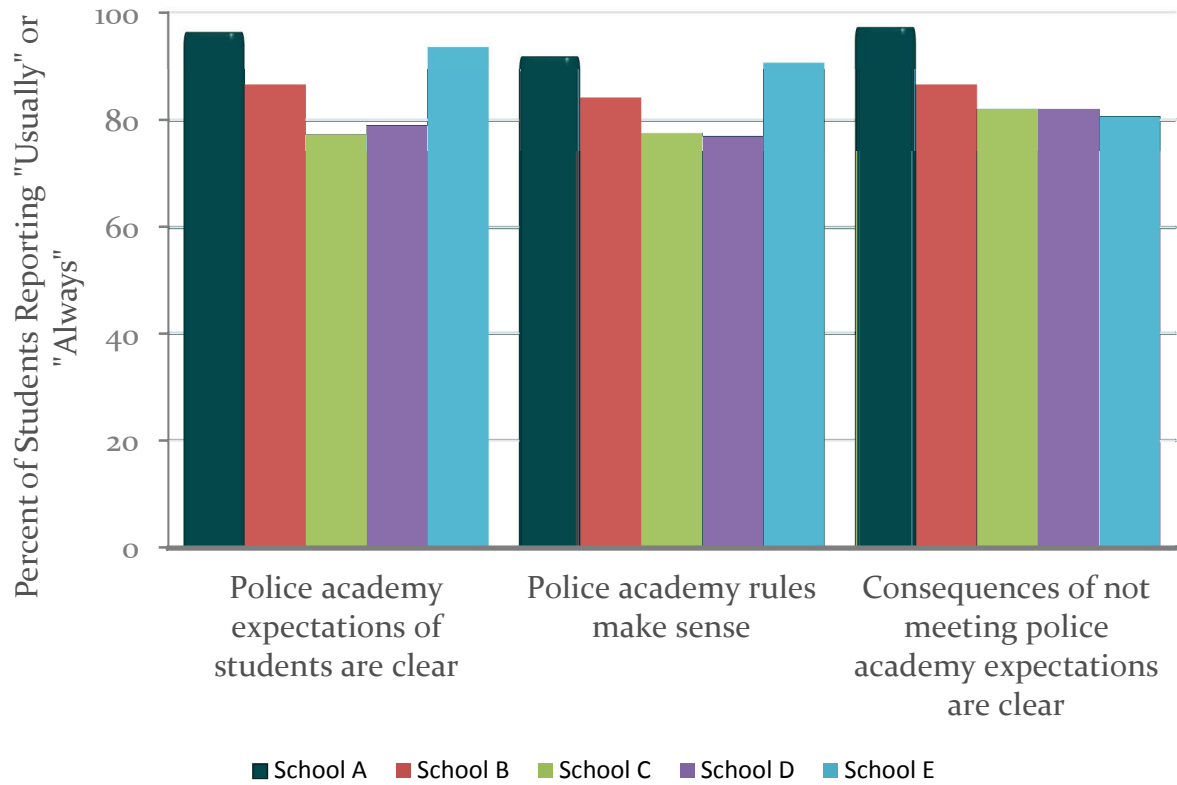


## CHAPTER 4

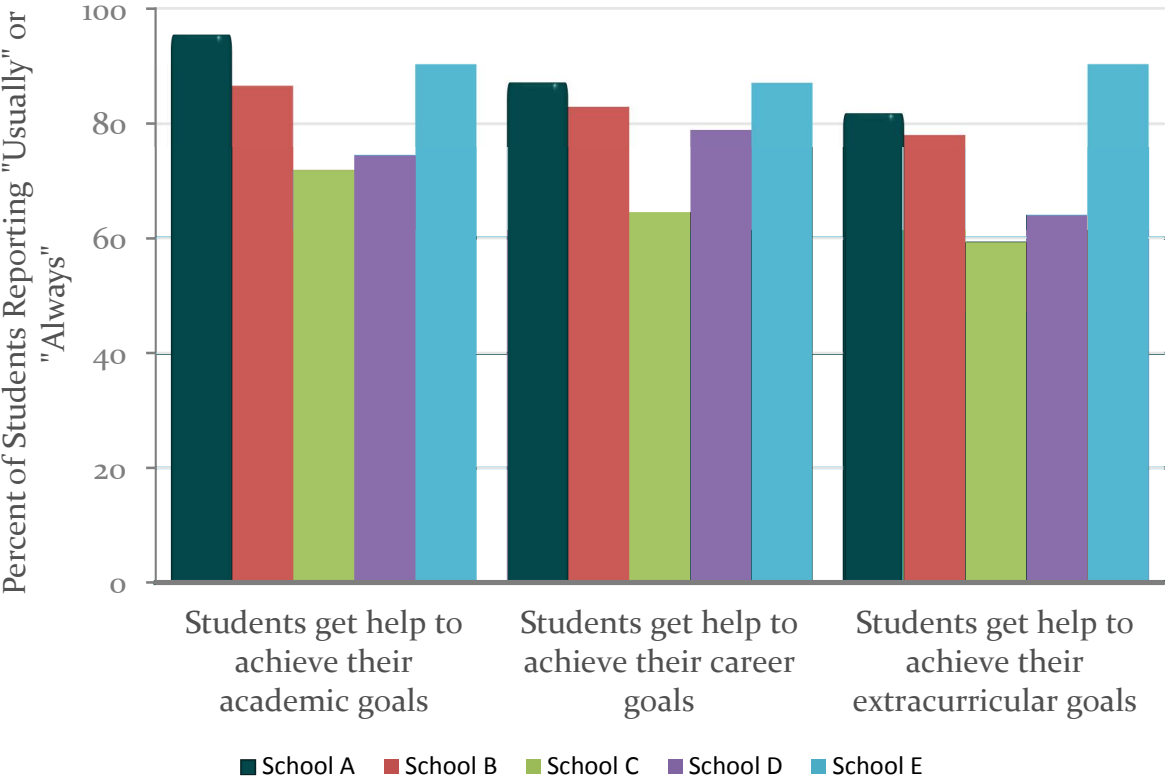
### LAPAMS Features by school



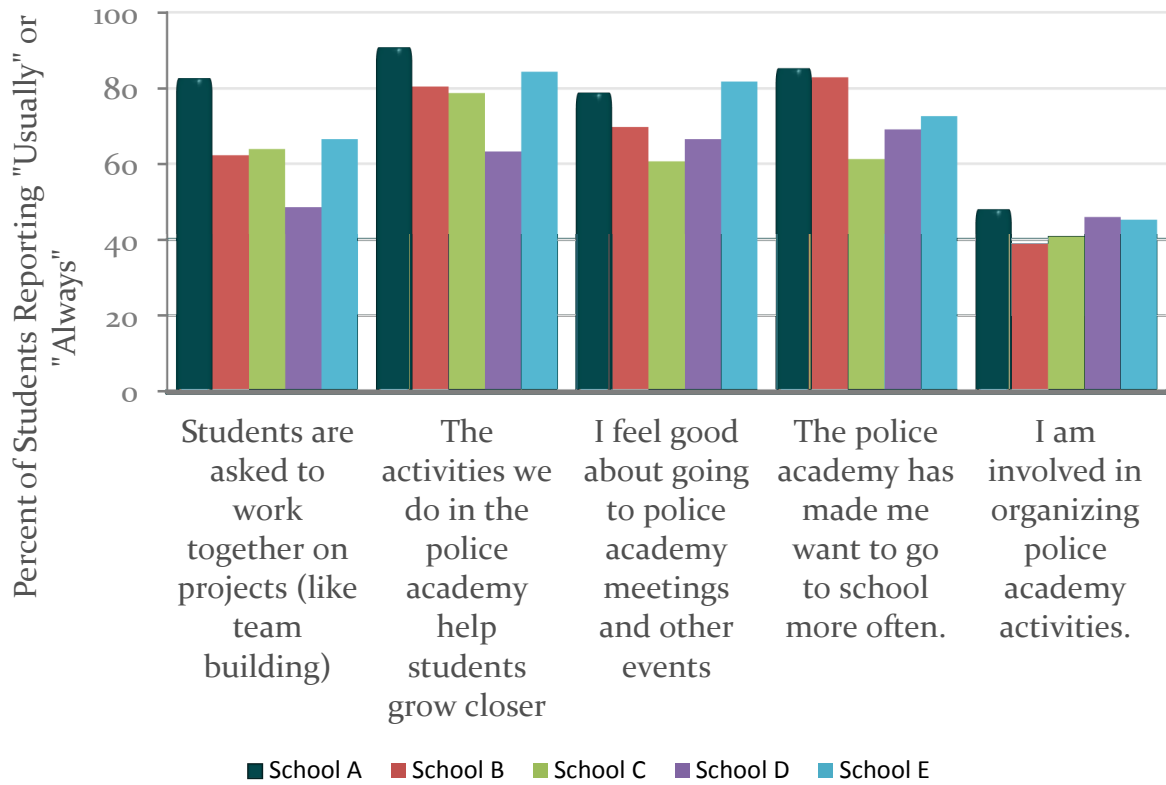
## Appropriate Structure



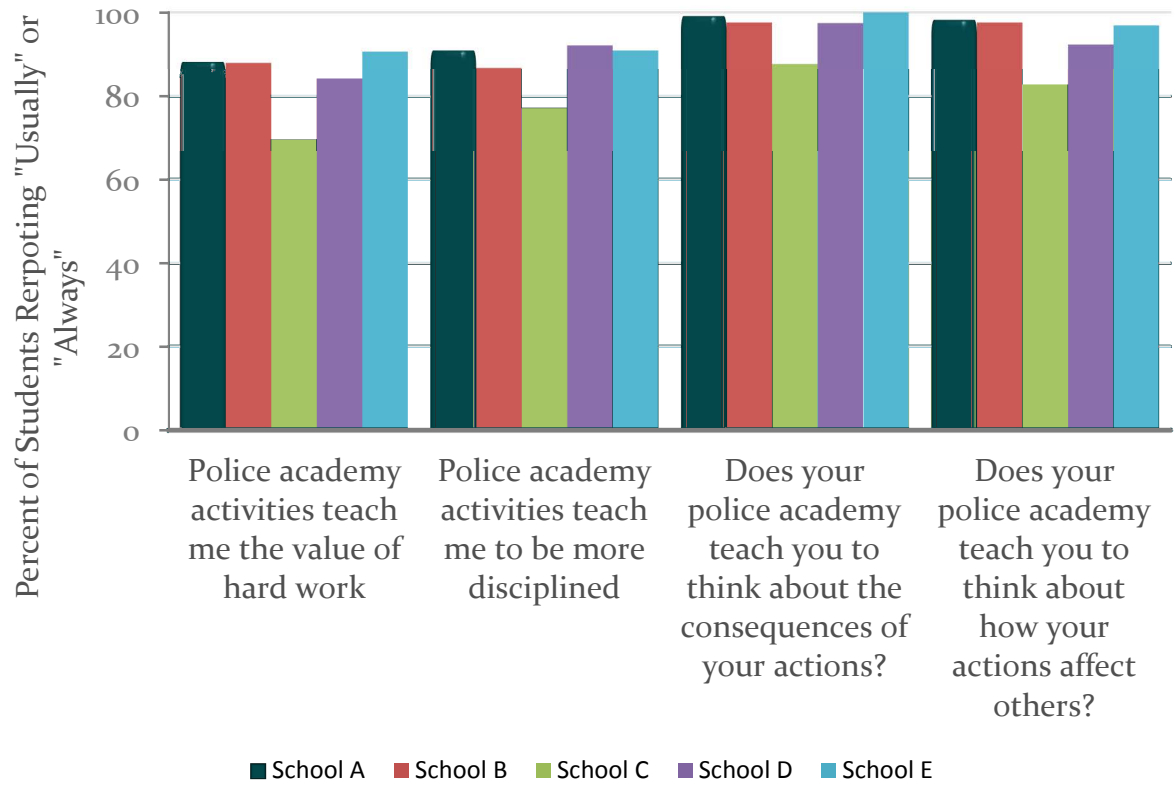
Supportive Relationships



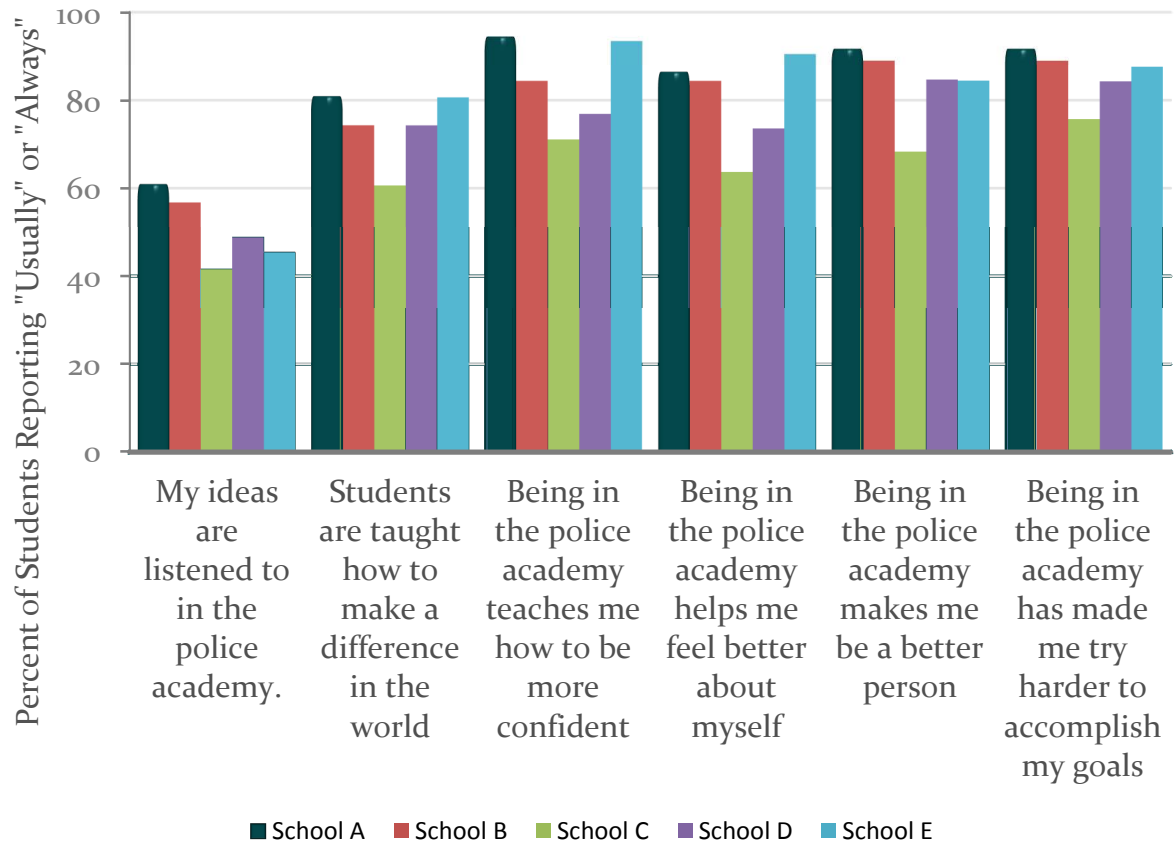
## Opportunities to Belong



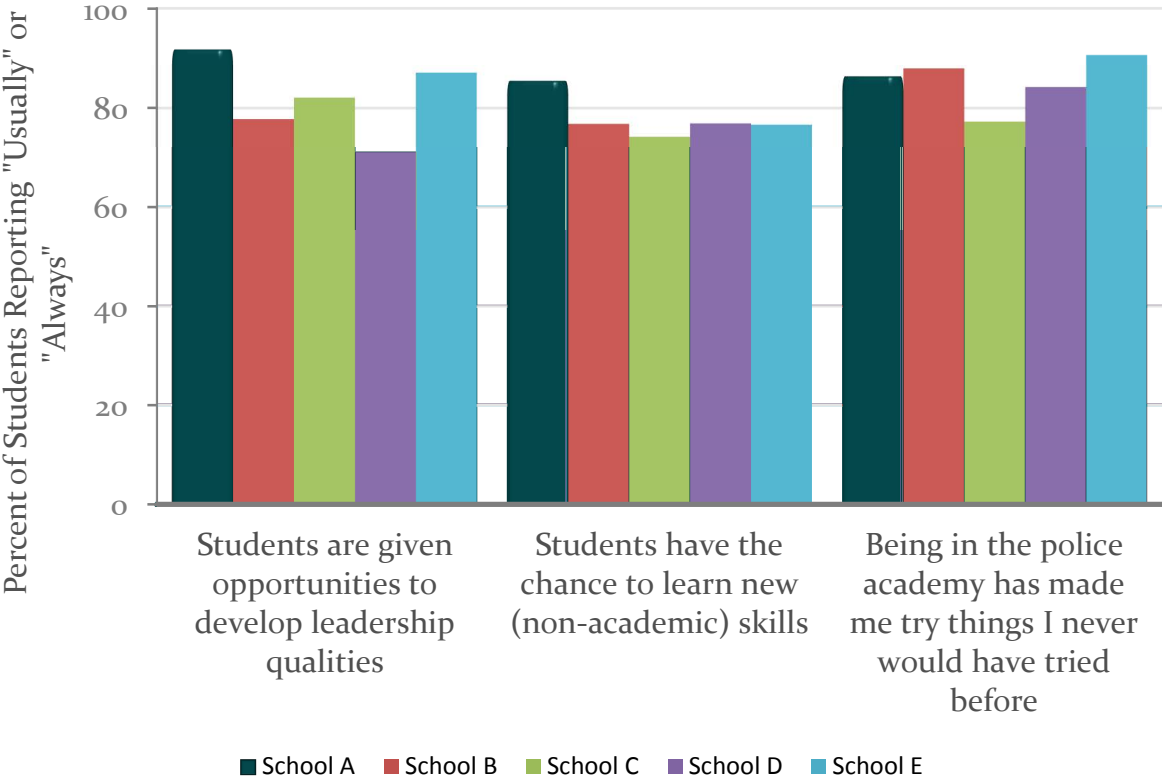
## Positive Social Norms



## Support for Efficacy and Mattering

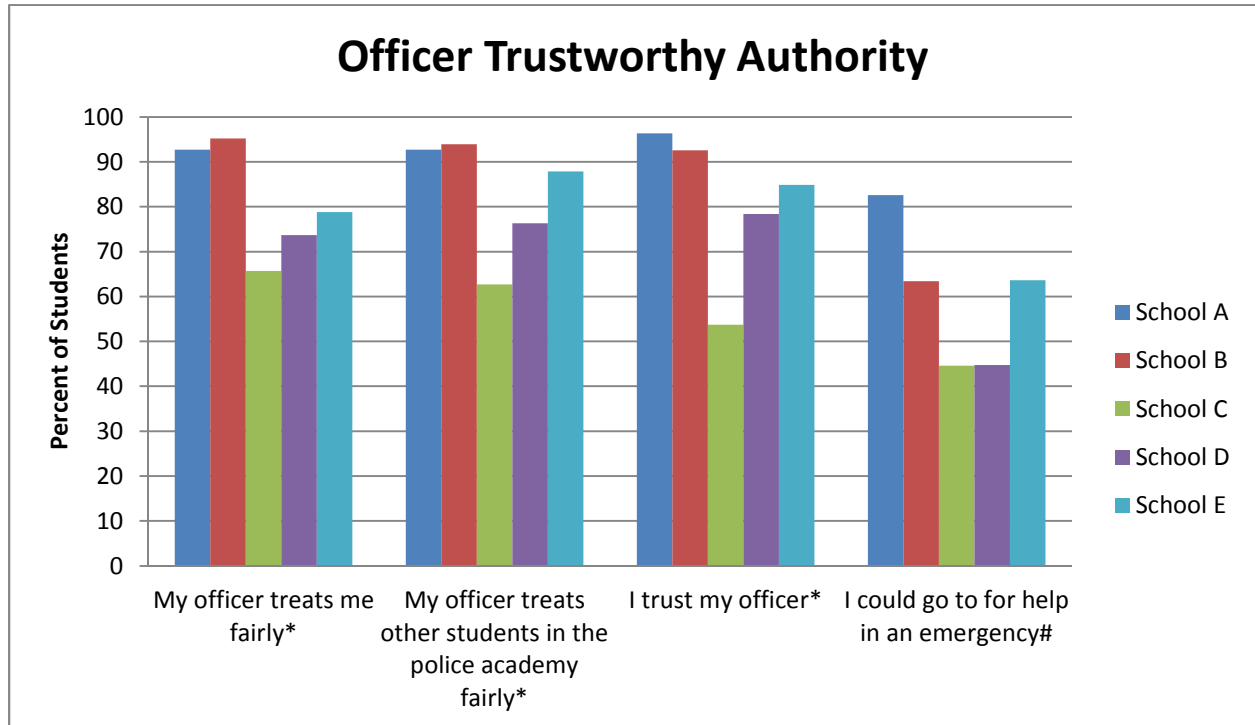


Opportunities for Skill Building



## CHAPTER 5

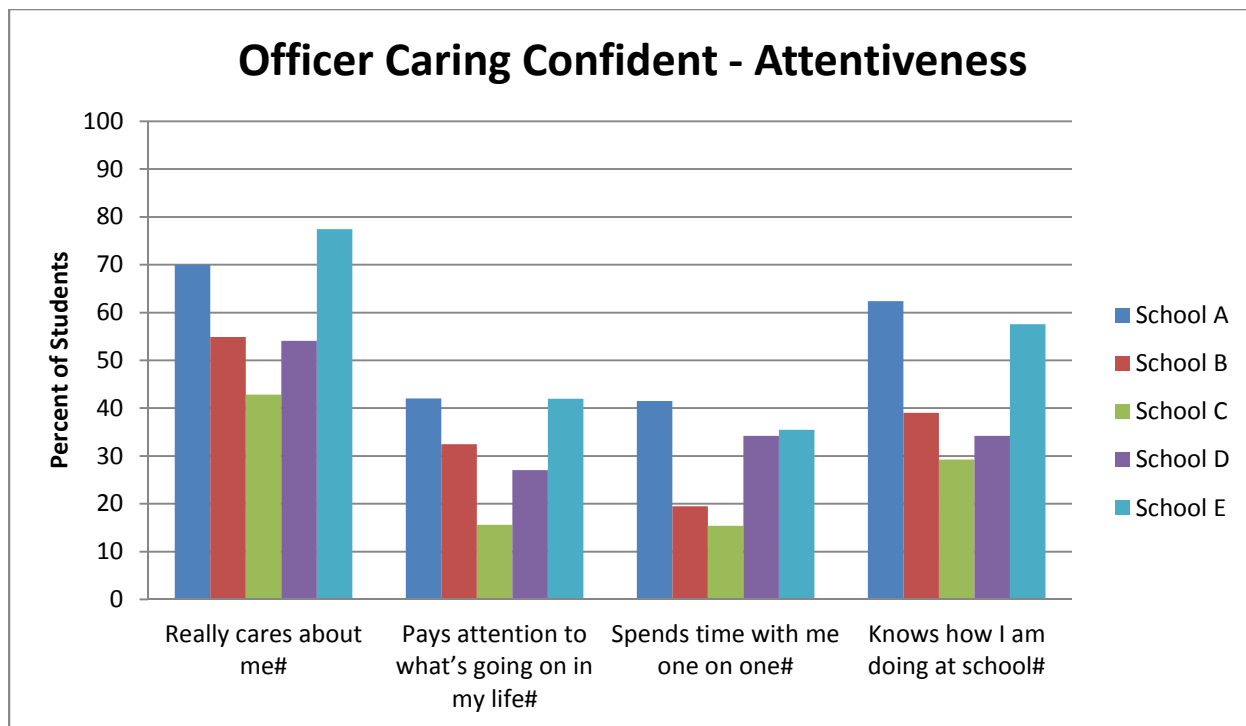
### Officer ratings by school



*\*Percent of students who responded “usually or always” to these statements*

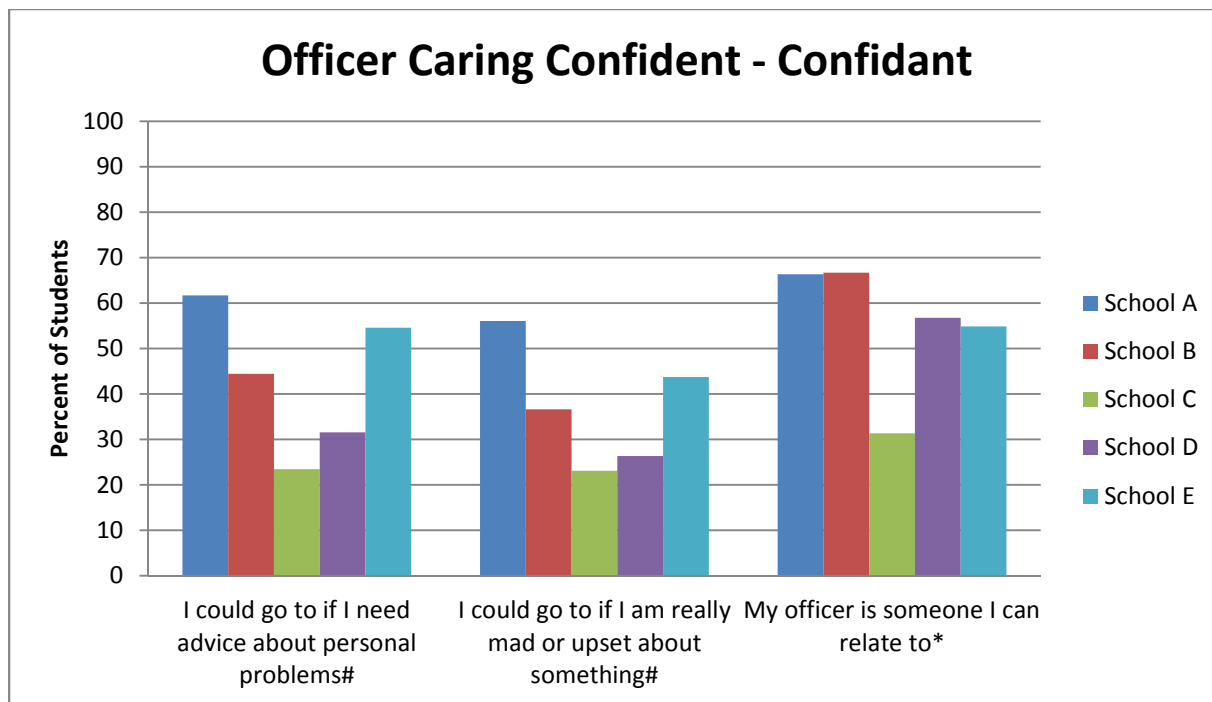
*#Percent of students who listed their officer as an adult who applied to this statement*





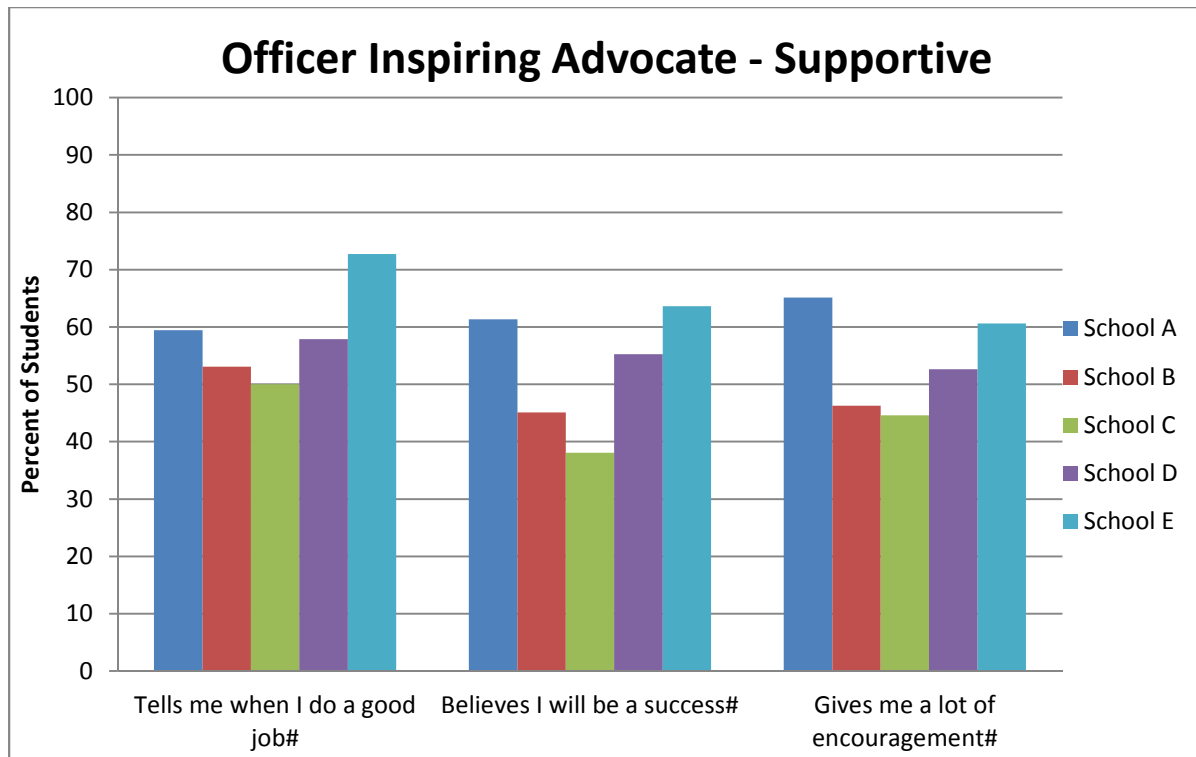
*\*Percent of students who responded "usually or always" to these statements*

*#Percent of students who listed their officer as an adult who applied to this statement*



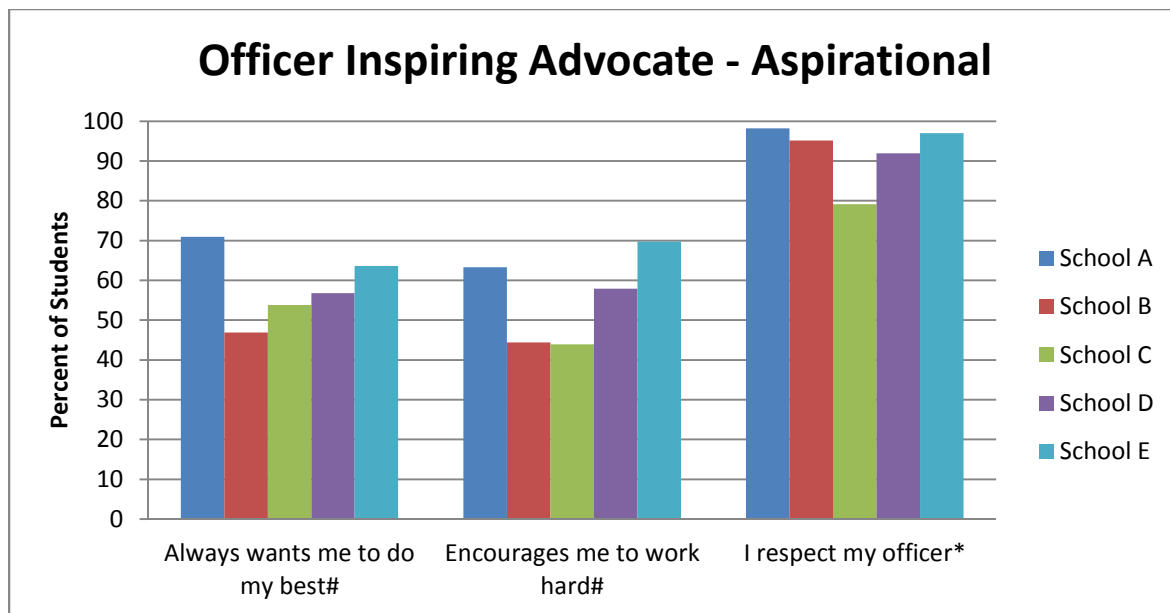
*\*Percent of students who responded “usually or always” to these statements*

*#Percent of students who listed their officer as an adult who applied to this statement*



*\*Percent of students who responded "usually or always" to these statements*

*#Percent of students who listed their officer as an adult who applied to this statement*



*\*Percent of students who responded “usually or always” to these statements*

*#Percent of students who listed their officer as an adult who applied to this statement*

## CHAPTER 6

### Years in LAPAMS and Student Outcomes – Background Covariate Details

All analyses shown below are results from ordinal logistic regression, where youth outcomes were individually regressed on Years of Exposure plus some covariates (background, grade level, etc.) Coefficients show the log odds.

#### Motivation and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.26	0.001
Free or Reduced Price Lunch	0.22	0.318
Lives in a house that parents own	-0.23	0.26
Lives with any two parents	0.32	0.129

#### Academics and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.27	0.001
Free or Reduced Price Lunch	0.35	0.116
Lives in a house that parents own	-0.09	0.653
Lives with any two parents	0.73	0.001

#### Rule Following and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.27	0.001
Free or Reduced Price Lunch	0.22	0.329
Lives in a house that parents own	-0.06	0.768
Lives with any two parents	0.2	0.34

#### Aggression and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	-0.31	0.003
Free or Reduced Price Lunch	-0.26	0.324
Lives in a house that parents own	0.511	0.036
Lives with any two parents	-0.49	0.053

Participation and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.26	0.001
Free or Reduced Price Lunch	0.28	0.228
Lives in a house that parents own	0.26	0.199
Lives with any two parents	0.42	0.057

Civic Minded and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.28	0.001
Free or Reduced Price Lunch	0.03	0.903
Lives in a house that parents own	-0.19	0.36
Lives with any two parents	0.23	0.278

Respect for Others and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.3	0.001
Free or Reduced Price Lunch	-0.04	0.877
Lives in a house that parents own	-0.11	0.613
Lives with any two parents	-0.2	0.381

## Exposure by Years in LAPAMS with Grade Level as Covariate

### Motivation and Years in LAPAMS (with background covariates)

	coefficient	p-value
Years in LAPAMS	0.14	0.323
Grade level	0.16	0.298
Free or Reduced Price Lunch	0.21	0.358
Lives in a house that parents own	-0.23	0.248
Lives with any two parents	0.35	0.108

### Academics and Years in LAPAMS (with grade level as covariate)

	coefficient	p-value
Years in LAPAMS	0.38	0.008
Grade level	-0.15	0.344
Free or Reduced Price Lunch	0.39	0.087
Lives in a house that parents own	-0.09	0.647
Lives with any two parents	0.71	0.001

### Rule Following and Years in LAPAMS (with grade level as covariate)

	coefficient	p-value
Years in LAPAMS	0.29	0.036
Grade level	-0.01	0.931
Free or Reduced Price Lunch	0.24	0.28
Lives in a house that parents own	-0.07	0.724
Lives with any two parents	0.19	0.369

### Aggression and Years in LAPAMS (with grade level as covariate)

	coefficient	p-value
Years in LAPAMS	-0.57	0.005
Grade level	0.31	0.134
Free or Reduced Price Lunch	-0.309	0.244
Lives in a house that parents own	0.52	0.033

Lives with any two parents	-0.45	0.073
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Participation and Years in LAPAMS (with grade level as covariate)

	coefficient	p-value
Years in LAPAMS	0.11	0.477
Grade level	0.2	0.219
Free or Reduced Price Lunch	0.26	0.272
Lives in a house that parents own	0.26	0.21
Lives with any two parents	0.44	0.045

Civic Minded and Years in LAPAMS (with grade level as covariate)

	coefficient	p-value
Years in LAPAMS	0.16	0.288
Grade level	0.15	0.36
Free or Reduced Price Lunch	0.02	0.947
Lives in a house that parents own	-0.19	0.34
Lives with any two parents	0.24	0.256

Respect for Others and Years in LAPAMS (with grade level as covariate)

	coefficient	p-value
Years in LAPAMS	0.21	0.193
Grade level	0.12	0.494
Free or Reduced Price Lunch	-0.03	0.907
Lives in a house that parents own	-0.13	0.562
Lives with any two parents	-0.2	0.379



## Exposure by Attended LAPAMS in Middle School

All analyses shown below are results from ordinal logistic regression, where youth outcomes were individually regressed on middle school attendance plus some covariates (background, years of exposure.) Coefficients show the log odds.

### Motivation and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	0.38	0.074
Free or Reduced Price Lunch	0.26	0.248
Lives in a house that parents own	-0.16	0.446
Lives with any two parents	0.29	0.181

### Academics and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	0.41	0.056
Free or Reduced Price Lunch	0.35	0.118
Lives in a house that parents own	-0.06	0.775
Lives with any two parents	0.711	0.001

### Rule Following and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	0.61	0.004
Free or Reduced Price Lunch	0.27	0.22
Lives in a house that parents own	0.05	0.789
Lives with any two parents	0.12	0.584

### Aggression and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	-0.85	0.002

Free or Reduced Price Lunch	-0.19	0.487
Lives in a house that parents own	0.44	0.074
Lives with any two parents	-0.45	0.077

Participation and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	0.64	0.003
Free or Reduced Price Lunch	0.29	0.218
Lives in a house that parents own	0.27	0.179
Lives with any two parents	0.36	0.107

Civic Minded and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	0.17	0.418
Free or Reduced Price Lunch	0.05	0.81
Lives in a house that parents own	-0.11	0.601
Lives with any two parents	0.21	0.329

Respect for Others and LAPAMS in Middle School (with background covariates)

	coefficient	p-value
LAPAMS in Middle School	0.46	0.047
Free or Reduced Price Lunch	-0.05	0.821
Lives in a house that parents own	-0.01	0.948
Lives with any two parents	-0.22	0.353

### **Officer Quality Test Details**

All analyses shown below are results from ordinal logistic regression, where youth outcomes were individually regressed on officer qualities plus some covariates (background, years of exposure, middle school attendance.) Coefficients show the log odds.

Relationship between Officers' Ratings as a Trustworthy Authority and Youth Outcomes

<b>Outcome</b>	<b>Trustworthy Authority (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.36 (.10)*	0.000	304
Academics	.28 (.10)*	0.003	302
Rule Following	.53 (.10)*	0.000	305
Aggression	-.42(.11)*	0.000	309
Participation	.29 (.09)*	0.002	303
Civic Minded	.33 (.10)*	0.001	304
Respect for Others	.47 (.10)*	0.000	308

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Relationship between Officers' Ratings as a Caring Confidant and Youth Outcomes

<b>Outcome</b>	<b>Caring Confidant (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.16 (.04)*	0.000	278
Academics	.15 (.04)*	0.001	277
Rule Following	.23 (.05)*	0.000	279
Aggression	-.10 (.05)	0.074	283
Participation	.20 (.04)*	0.000	278
Civic Minded	.19 (.04)*	0.000	278
Respect for Others	.18 (.05)*	0.000	282

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Relationship between Officers' Ratings as an Inspiring Advocate and Youth Outcomes

<b>Outcome</b>	<b>Inspiring Advocate (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.12 (.05)	0.012	291
Academics	.11 (.05)	0.019	287
Rule Following	.16 (.05)	0.001	290

Aggression	-.05 (.06)	0.423	295
Participation	.11 (.05)	0.018	288
Civic Minded	.12 (.05)	0.011	290
Respect for Others	.11 (.05)	0.03	293

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Relationship between Officers' Ratings as a Trustworthy Authority and Youth Outcomes, with Years Exposure as a Covariate

Outcome	Trustworthy Authority ( $\beta$ = log odds)	p-value	N
Motivation	.39 (.10)*	0.000	303
Academics	.30 (.10)*	0.002	301
Rule Following	.56 (.10)*	0.000	304
Aggression	-.51 (.11)*	0.000	308
Participation	.28 (.10)*	0.003	302
Civic Minded	.38 (.10)*	0.000	303
Respect for Others	.55 (.11)*	0.000	307

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Relationship between Officers' Ratings as a Caring Confidant and Youth Outcomes, with Years Exposure as a Covariate

Outcome	Caring Confidant ( $\beta$ = log odds)	p-value	N
Motivation	.16 (.04)*	0.000	277
Academics	.14 (.04)*	0.002	276
Rule Following	.22 (.05)*	0.000	278
Aggression	-.10(.06)	0.08	282
Participation	.19 (.04)*	0.000	277
Civic Minded	.19 (.04)*	0.000	277
Respect for Others	.18 (.05)*	0.000	281

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Relationship between Officers' Ratings as an Inspiring Advocate and Youth Outcomes, with Years Exposure as a Covariate

<b>Outcome</b>	<b>Inspiring Advocate (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.15 (.05)*	0.003	290
Academics	.13 (.05)*	0.006	286
Rule Following	.19 (.05)*	0.000	289
Aggression	-.07 (.06)	0.202	294
Participation	.13 (.05)*	0.006	287
Civic Minded	.16 (.05)*	0.001	289
Respect for Others	.15 (.05)*	0.004	292

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007)

Note: Standard errors are shown in parentheses

Relationship between Officers' Ratings as a Trustworthy Authority and Youth Outcomes, with LAPAMS middle school enrollment as a Covariate

<b>Outcome</b>	<b>Trustworthy Authority (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.34 (.10)*	0.001	301
Academics	.25 (.10)	0.009	299
Rule Following	.49 (.10)*	0.000	301
Aggression	-.37 (.11)*	0.001	305
Participation	.25 (.10)	0.01	300
Civic Minded	.33 (.10)*	0.001	301
Respect for Others	.44 (.11)*	0.000	304

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007); Standard errors are shown in parentheses

Relationship between Officers' Ratings as a Caring Confidant and Youth Outcomes, with LAPAMS middle school enrollment as a Covariate

<b>Outcome</b>	<b>Caring Confidant (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.15 (.04)*	0.001	275
Academics	.14 (.04)*	0.002	274
Rule Following	.21 (.05)*	0.000	275
Aggression	-.09 (.06)	0.113	279
Participation	.19 (.05)*	0.000	275
Civic Minded	.19 (.05)*	0.000	275
Respect for Others	.18 (.05)*	0.000	278

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007); Standard errors are shown in parentheses

Relationship between Officers' Ratings as an Inspiring Advocate and Youth Outcomes, with LAPAMS middle school enrollment as a covariate

<b>Outcome</b>	<b>Inspiring Advocate (<math>\beta</math> = log odds)</b>	<b>p-value</b>	<b>N</b>
Motivation	.12 (.05)	0.015	288
Academics	.11 (.05)	0.017	284
Rule Following	.15 (.05)*	0.002	286
Aggression	-.05 (.06)	0.412	291
Participation	.12 (.05)	0.016	285
Civic Minded	.13 (.05)	0.008	287
Respect for Others	.11 (.05)	0.033	289

(\*Statistically significant using Bonferonni correction of statistical significance = 0.007); Standard errors are shown in parentheses

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