SCHOOL RESOURCE OFFICERS - PROGRAM EVALUATION

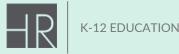ACPS SLEP Subcommittee – November 2023

HANOVER RESEARCH

WELCOME

In this presentation, we'll cover:

- The purpose of program evaluation and logic models

- A suggested logic model for the SRO program if aligned to the Triad model

- A mixed-methodology research project evaluation framework

PURPOSE

To summarize a plan to evaluate the School Resource Officer (SRO) program on a regular basis.
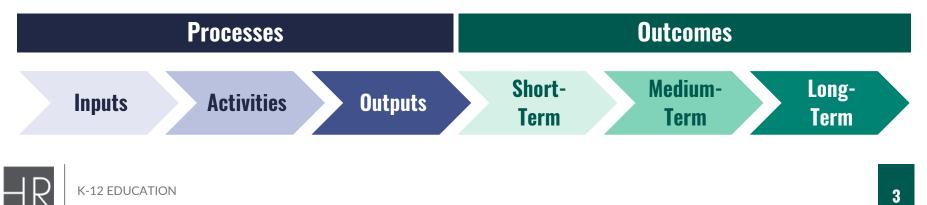
PROGRAM EVALUATION AND LOGIC MODEL PURPOSE

Program evaluation offers a data-driven process for identifying factors that contribute to program success and whether the program is achieving intended implementation outcomes.

A **logic model** represents the relationships between program components and anticipated outcomes and provides a foundation for the evaluation.

Logic Model Components

Processes			Outcomes		
Inputs	Activities	Outputs	Short-Term	Medium-Term	Long-Term

LOGIC MODEL:
SLEP SCHOOL RESOURCE OFFICER PROGRAM

INPUTS

	What does the district invest?	
People	▪ School instructional staff ▪ School administrators ▪ District administrators ▪ Students ▪ Parents, guardians, and other caregivers	▪ School Resource Officers (SROs) ▪ SRO supervisor (in law enforcement agency) ▪ Community partners and agencies
Infrastructure	▪ Time and space for SRO education and presentations ▪ Classroom Management System ▪ Partnership between ACPS and APD	▪ Ongoing senior leadership support and investment ▪ Funding
Planning and Guidance	▪ Memorandum of Understanding ▪ Templates and forms	▪ Baseline data (e.g., areas of discipline that are most challenging, stakeholders' perceived needs)

LOGIC MODEL:
SLEP SCHOOL RESOURCE OFFICER PROGRAM

ACTIVITIES

	What does the district do? Who does the district reach?	
Organization, structure & logistics	▪ Develop and abide by an Memorandum of Understanding (MOU) that clearly defines the SRO role and responsibilities of the SRO, ACP, and law enforcement agencies ▪ Conduct regular outreach to students, families, and school staff to solicit feedback and collectively problem-solve	▪ Review SRO programs no less than annually to ensure that they are meeting expectations ▪ Train school staff in the operations of SROs and the SRO program

SRO Activities	▪ Act and respond to incidents as a law enforcer, educator, and informal counselor flexibly and, when appropriate, simultaneously:
	   o As law enforcer, the SRO fulfills traditional law enforcement activities and school safety activities, including direct law enforcement services, crime prevention activities, and school safety planning;
	   o As educator, provide law-related education; and
	   o As informal counselor, serve as role models and informal mentors for students.
		▪ Serve as communication liaisons between law enforcement agencies and the ACPS schools
		▪ Build rapport with students and staff, and between those students and staff and the district
		▪ Present educational programs to families, staff, and community members on relevant safety and law enforcement topics

APD/Law Enforcement Agency Activities	▪ Provides SROs with opportunities to interact with peers and national networks ▪ Develops systems to track SRO duties and activities that are as transparent to stakeholders as the law allows.	▪ Ensures that SROs receive specialized training that is unique to their role in promoting school safety and distinguishes SRO duties from the duties of general law enforcement officers

LOGIC MODEL:
SLEP SCHOOL RESOURCE OFFICER PROGRAM

OUTPUTS

What are the immediate effects? (What will it look like when we do it?)	
Outputs	▪ All staff and students are informed about responsibilities that fall under the SRO and those that fall under school administrators ▪ There is an SRO in each school acting in alignment with the Triad model as law enforcer, educator, and informal counselor	▪ SROs are trained in the Triad model

LOGIC MODEL: SLEP SCHOOL RESOURCE OFFICER PROGRAM

Short-Term Outcomes

Which outcomes does the district expect to achieve in Year 1?

Program Adoption	▪ SROs understand responsibilities within the Triad model	▪ Teachers and other school staff are familiar with the Triad model and SRO responsibilities
Student and School Community Outcomes	▪ Improved safety outcomes	▪ Disruptions decrease

Medium-Term Outcomes

Which outcomes does the district expect to achieve in Years 2-3?

Student and School Community Outcomes	▪ Increased feelings of safety among students, teachers, staff, and community members ▪ Number of arrests decrease	▪ Decrease in violent and aggressive incidents ▪ Fewer discipline incidents

Long-Term Outcomes

Which outcomes does the district expect to achieve in Year 4 and subsequent school years?

Student and School Community Outcomes	▪ Less instructional and classroom time spent on behavioral incidents and discipline ▪ Reduced crime in schools	▪ Improved relationships between law enforcement and students ▪ Increased student engagement in school ▪ Improved student academic achievement

PROGRAM EVALUATION STUDIES: SCHOOL RESOURCE OFFICERS

SLEP Stakeholder Survey

SLEP Stakeholder Facilitated Focus Groups

Behavioral and Safety Incidents Data Analysis

DISCUSSION QUESTIONS:
SRO PROGRAM EVALUATION

- Why is it important to evaluate the SRO program and its alignment to the Triad model? What are the benefits to ACPS and the SLEP committee?

- What do you hope to learn from an evaluation of the SRO program aligned to the Triad model?

- What additional resources and inputs do ACPS and the SLEP subcommittee need to contribute to implement the SRO program as aligned to the Triad model?

- What mindset shifts are required from the SLEP subcommittee, district and school administrators, educators, and the community, to implement the SRO program in alignment with the Triad model?

- What barriers or challenges could inhibit ACPS and the SLEP subcommittee from implementing the SRO program in alignment with the Triad model?

Thank you.

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