



**'POLICING SCHOOLS' STRATEGIES: A SYSTEMATIC SEARCH FOR
EXPERIMENTAL AND QUASI-EXPERIMENTAL STUDIES**

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ABSTRACT

Title

'Policing schools' strategies: a systematic search for experimental and quasi-experimental studies

Background

Schools experience a wide range of crime and disorder, victimizing students and staff, and undermining attempts to create a safe and orderly environment for student learning. Police have long established programs with schools, but there has been no systematic review of evaluations of these programs, outside of police-led prevention classroom curriculum programs such as D.A.R.E.

Objectives

This report documents a systematic search to identify experimental and quasi-experimental evaluations that assess the effectiveness of non-educational policing strategies and programs in schools.

Criteria for inclusion of studies

Studies were included if they reported on a specific school-based strategy that heavily involved police and did not exclusively involve the police *teaching* a curriculum or program such as Drug Abuse Resistance Education (D.A.R.E.). The review focused on studies of policing strategies conducted *in or directly around* primary/secondary schools (Kindergarten-12th grade in the United States education system). Only those impact studies that used experimental or quasi-experimental design, had at least one outcome measure of school crime or disorder, and were available through December 2009 were eligible.

Search strategy

To locate published and unpublished reports, we conducted electronic searches of over 50 bibliographic databases. To supplement searches of electronic data bases, we checked bibliographies in over 100 prior systematic and narrative reviews, chased down citations referenced in every retrieved evaluation report, and corresponded with over 25 researchers who have conducted policing research.

Data collection and analysis

Because this was a systematic search and not a systematic review, no formal data extraction and analysis was undertaken. A preliminary overview of the included studies is provided.

Main results

The searches identified a total of eleven quasi-experimental studies. Nine of the studies used a non-equivalent comparison group design without statistical controls or matching procedures. In one study, an attempt was made to control for pre-existing differences between treatment and control schools by using pre-intervention truancy and attendance data. In another, the investigator controlled for the economic difference between students in the treatment schools versus the comparison schools. In short, ten of the eleven studies would likely have received a “3” on the Maryland Scientific Methods Rating Scale, a common approach to classifying studies on the basis of internal validity. If evidence rating criteria from the U.S. Department of Education’s What Works Clearinghouse (WWC) were applied, only one study would likely receive a grade of “Level 2” evidence (acceptable with reservations) and the other ten studies would likely not meet WWC evidence screening criteria.

Reviewers’ conclusions

The purpose of the search was to identify if there is enough “evidence” to warrant a more detailed systematic review of research on the effects of “policing schools.” This depends on the purpose of the systematic review. If the purpose is to firmly document what kinds of evaluations have been reported in this area, such a review should proceed.

Based on the results of the searches described here, and the internal validity issues of the studies identified (acknowledged in almost all cases by the original investigators themselves), we would conclude that a systematic review to guide police and school decision-making by informing them of the scientific evidence on “what works” is premature. Instead, such procedures should be delayed until randomized experiments and additional quasi-experiments are implemented to study non-educational police programs that target schools. We recommend randomized experiments, regression-discontinuity designs and statistically equated comparison group designs for larger scale studies that involve a number of schools. Short interrupted time series with a comparison group designs would be appropriate for cases in which one treatment school with the policing program is being compared to a comparison school without it.

Background

School-based interventions by police departments have a long history (e.g., Shaw, 2004). Beginning with such strategies as establishing special truant units or a police-school liaison officer to improve student attitudes toward police (e.g., Brown and Yates, 1980), police departments have recognized the importance of developing strategies in collaboration with the schools to combat crime and disorder and have implemented a variety of strategies accordingly (e.g., Shaw, 2004; Raymond, 2010). In the 1960s, some programs were initiated with some resistance from educators and others who did not want the police involved in their schools and viewed them suspiciously.¹

In the United States, police presence on school grounds increased dramatically following several high-profile shootings (e.g., Brown, 2006). American educators are also now more open to police intervention given the detrimental effect that gangs, drugs, bullying, the presence of weapons, and other crime and disorder problems can have on school culture and student learning (e.g., Cook et al. 2009). In addition, laws mandating additional penalties for weapons possession or drug sales around schools have prioritized police patrol activities around educational buildings. Increased police presence and intervention at schools has also been reported in the United Kingdom, Portugal, and other European nations (Smith, 2003). Schools are also targets for police intervention because most delinquent youths or children at risk for getting into trouble with the law attend school, particularly during their developmental years (Gottfredson, 1997). In the United States, federal funding streams for programs like School Resource Officers (administered by its Office of Community-Oriented Policing Services) and Safe Schools/Healthy Students (which requires schools and law enforcement to be among the partners of large collaborations to address violence) further promote police presence and programs in the schools.

Although students are safer at school than non-school places, a considerable amount of crime and disorder takes place in the school setting. According to the U.S. Departments of Education and Justice, approximately 86 percent of public schools reported at least one violent crime, theft, or other crime during academic school year 2005-2006 (Dinkes, et al. 2009). Moreover, over half of administrators surveyed in the 2007-2008 School Survey on Crime and Safety reported at least one student threat to physically attack another person, with or without a weapon (Neiman and DeVoe, 2009). Moreover, in 2007, eight percent of students in high school reported being threatened or injured with a weapon” during the previous 12 months (Dinkes, et al. 2009). An analysis by the Federal Bureau of Investigation found that the majority of offenders arrested at school were charged with simple assault (Noonan and Vavra, 2007).

¹ This sentiment still exists. In a study of knowledge utilization in the D.A.R.E. program, investigators report that in one district, the negative research on D.A.R.E. was used by one school board member to get D.A.R.E. removed from the schools. The school board member had been a protestor who was arrested by police in the 1960s, and resented police being involved in school settings, and had long protested the presence of D.A.R.E. in the public schools.

The problem of school violence, crime and disorder is not just an American issue. Estimates from other countries of school-related crime is more difficult to obtain, but the European Observatory on School Violence has been collating data from nations such as the U.K., Germany, France and Spain (Debarbieux, 2003). Early estimates from the Observatory's work, for example, included nearly six percent of U.K. teachers claiming they had been threatened or attacked at school, 20% of Spanish students self-reporting vandalism, weapon carrying to schools across Germany ranging from 15-46%, and over one-quarter of French students being involved in a physical assault (Debarbieux, 2003).

Concurrently, these international estimates dovetail with the World Health Organization's (WHO) report that listed violence as the world's priority public health issue (Krug, et al. 2002). The WHO report brought focus on youth violence, and more specifically, on school violence, by such organizations as the United Nations Economic, Social and Cultural Organization (UNESCO, 2007) and the Organization for the Economic Cooperation in Development (OECD, 2003). The European Observatory's offspring, the *International Observatory on Violence in the School Environment*, was inspired in part by growing interest in this issue by nations around the globe.

Given the crime and disorder at schools in the U.S. and in other nations, it is not a surprise that police would devote resources toward partnering with educators to develop strategies to combat it. Shaw's (2004) international review of police-school strategies categorized such strategies into three groups: (1) school-based police officer programs; (2) police as 'teachers' (curriculum approaches); and (3) comprehensive or broad-based liaison programs in which police and other social service agencies are involved with the schools. She reported that non-curricular policing programs have been implemented in a wide range of countries, including the U.S., U.K., Canada, Germany, Denmark, Australia, the Netherlands, Belgium, Estonia, Poland, and South Africa, at least through 2003.

To our knowledge, there has not been a systematic review of evaluative evidence specific to the "policing schools" area. The exception is Drug Abuse Resistance Education (D.A.R.E.), a police-led school-based drug prevention curriculum, which is already the subject of two meta-analyses (e.g., Ennett, et al., 1994; West and O'Neal, 2004).

Shaw (2004) did report, however, the only comprehensive review to our knowledge of police-school practices around the world, as part of a larger effort on school safety. She did not conduct a systematic review of evidence from evaluations, but a comprehensive synthesis describing documented approaches used around the globe. She (2004:26) concluded her synthesis with a future research agenda that includes *a more comprehensive, comparative review of police-school interventions and the systematic collection and documentation of good practice models and tools*. This systematic search

builds upon Shaw's (2004) work and recommendations to document the amount and nature of the evaluation evidence on "policing schools."

Objectives

For this project, we searched for experimental and quasi-experimental evaluative studies that tested the impact of a non-educational policing strategy in the schools on crime or disorder.

Methodology

Criteria for inclusion and exclusion of studies in the review

For this project, we included those studies that have the following characteristics:

- (1) *The document reports on a specific school-based, non-education strategy with strong police involvement.* Evaluations of police-led curriculum or education programs such as D.A.R.E. or G.R.E.A.T. were not included. The strategy must have specifically targeted schools; projects that included schools in a wider community or neighborhood intervention were not eligible. Police must either have led or have been an active collaborator in the strategy. Broader programs that involved multiple agencies with minimal police involvement (e.g., police just attended a meeting of concerned agencies about a school problem) were not included. There were a few evaluations of programs that included the police along with many other components. In such studies, one cannot isolate the effects of the police action. The search also did not include studies of the impact of academy or educational training on police performance.

- (2) *The policing program took place in or directly around a primary or secondary school (Kindergarten to 12th grade in U.S. school systems).* In our protocol, we planned to include studies of policing programs implemented in preschool or higher education settings. Our searches for evaluative studies included such studies; however we decided to focus on primary/secondary school settings in this report. First, we did not find any evaluations at the preschool level. Second, although there were a few evaluations of interventions at the higher education level, they largely targeted underage drinking and/or driving. Third, the implications of policing college/university settings are different than for policing primary/secondary schools. This is because most colleges and universities, at least in the United States, have their own police force; this is usually not true of K-12 settings, who are patrolled by the local municipal police.² Fourth, students at the higher education level are adults and the campus setting involves a less controlled environment than typical K-12 settings. References to

² One exception we found was in Texas, where school districts can have their own police.

- college/university based studies located in this project's searches can be found in Appendix B's bibliography of excluded empirical studies.
- (3) *The document contained the results of an impact or outcome evaluation.* In short, the document must report on the effects of the intervention on at least one outcome of interest (described below). Descriptions of programs, advocacy or "wisdom" pieces, process and implementation studies, and basic research pieces were not included.
 - (4) *The evaluation either included a distinct randomized control or quasi-experimental comparison group, or employed a time-series analysis (if only a single group was studied).* There are many types of quasi-experiments (e.g., see Shadish et al., 2002), but our focus was on those quasi-experiments that either included a comparison group or, if studying a single group, a more sophisticated time series analysis. Simple pre-post designs (comparing a before and after period), which are quite common in policing studies, were not included because of their susceptibility to internal validity threats (e.g., Reichardt and Mark, 2004). We also did not include studies that compared results for a school to all statewide or city schools (e.g., McElvain and Kposowa, 2006). We also did not include studies that examined principal survey data and reported on correlations or regressions of police presence or absence with principal perceptions of their own school's crime. It is not possible in such cross-sectional studies to determine if the order, i.e., whether the police presence came before or after the noted "increase in crime."
 - (5) *The evaluation must have included at least one outcome measure that reflects crime or disorder.* These could have included data such as official police reports, arrests, calls for service, school disciplinary records, self-reported student behavior, truancy, bullying, or staff perceptions of school safety.
 - (6) *The study report was available through December 2009, without regard to document type (published or unpublished), nation of study origin, or language.* We searched for studies published or available up to and including December 2009, without regard for the start date of publication. In concert with Campbell principles, we also targeted unpublished (grey literature) and published studies, and also attempted to find English and non-English studies without regard to the nation in which the study was conducted.
 - (7) *The study could include samples of students, teachers/staff, individual schools, or school districts as the unit of analysis.* Given that our desire was to construct as broad a search as possible to identify evaluative studies, we imposed no exclusion or inclusion criteria on the basis of the type of sample in the study. Programs may have targeted schools, districts, students or professional staff and samples may have been comprised of individuals or larger aggregate units.

An example of a study that was not included in our review

Johnson (1999) conducted an evaluation of the School Resource Officer (SRO) program in a southern city. The evaluation included a measurement of school suspensions for those middle and high schools that had a SRO. The study only examined data for the year before the SRO program was introduced, and compared those data to suspension data during the year after the program was implemented. Because there was no comparison group or any time series analysis, this evaluation was not eligible for inclusion into the present report.

Search strategy for identification of relevant studies

We relied on six major strategies to identify eligible evaluations published up to December 2009. These were:

- (1) *Electronic searches of bibliographic databases.* Researchers used available online resources and databases at the University of Pennsylvania and Bridgewater State College, as well as two Massachusetts public library systems (the Boston Public Library and the Chelmsford Public Library). Over fifty different databases were searched (see Appendices C and D).
- (2) *Checking the bibliographies in prior systematic and narrative reviews.* Besides the aforementioned Shaw (2004) review, there were a number of systematic and narrative reviews of related topics that could have captured studies eligible for inclusion in this project. For example, reviews of research on the effects of strategies to reduce school violence (e.g., Mytton et al 2006; Derzon and Wilson, 1999) could include police-involved strategies if they met other criteria for those reviews. We identified those reviews from our own collection or via such collections of reviews like the Campbell and Cochrane Libraries and U.K. Centre on Reviews and Dissemination's Database of Reviews of Effectiveness, retrieved those documents, and inspected the citations captured by each of these reviews.
- (3) *Google searches of the Internet.* Many institutions are putting their evaluation reports on the World Wide Web, and we crafted Google searches to uncover these. We limited ourselves to checking the first yield of 500 records, ordered by relevance.
- (4) *Citation chasing.* The reference section of every retrieved evaluation report was also checked to determine whether any possible eligible evaluations were listed. As noted in the eligibility criteria, we were not exclusively seeking English language reports. There were also a number of practice guides and general articles on policing and schools (e.g., Patterson, 2007) that reference evaluative studies, and any relevant citations from these papers were also checked.

(5) *Contacting the “informal college” of researchers on this topic.* There are networks of researchers conducting research in policing, crime prevention, or school violence who may have been aware of eligible studies. We contacted 25 leading researchers by email to query them about studies they know of that may be relevant to our project. We included a number of colleagues from other nations for help in identifying non-English studies

Keyword strategies for bibliographic databases

The databases listed in Appendix C were somewhat idiosyncratic. Our approach was to conduct pilot searches of terms, working iteratively until the yield of citations and abstracts remaining were as relevant to the topic as possible. In other words, we maximized sensitivity (getting as many citations and abstracts as possible) and specificity (making sure that as many as possible are relevant to the project).

Our planned search strategy combined three types of keywords. The first set of keywords (and their derivatives) targeted outcome studies: e.g., “random,” “experiment,” “control,” “evaluate,” “trial,” “impact,” “effect,” and “outcome.” A second set of keywords focused the search on schools and education institutions: e.g., “student,” “school,” “district,” “classroom,” “academy,” “college,” “campus,” “teacher,” “principal,” “faculty,” “bully,” “truancy,” and “superintendent.” The third set of keywords focused the search on policing, including keywords such as “police,” “patrol,” “sheriff,” “constable,” “enforcement,” “officer,” and “security.” Because databases can be idiosyncratic and sometimes do not permit extensive lists of keywords to be combined, simpler searches involving words such as “police” and “schools” were used.

In two instances, our original search terms were not retained and not included in Appendix D, although the yield of citations and references to potentially eligible studies were (*California Peace Officers Standards and Training Law Enforcement Archives*, *Selected Periodicals Index Online*). Appendix D documents all keywords used in each database so as to permit replication by others.

Retrieving and Final Screening of Studies

Search methods resulted in a large number of citations and abstracts. Many of these were easily excluded as not being relevant to the proposed review. In some cases, however, they identified potentially eligible studies. The full text documents of those potentially eligible studies were retrieved and screened by the co-authors. Thanks to full-text electronic journal access, the number of unpublished reports now made available at websites on the World Wide Web, Bridgewater State College’s Interlibrary Loan Department, and the good will of authors, we were able to retrieve nearly all full-text reports we initially sought for further screening. Appendix B provides the details on

studies that were determined to be ineligible following retrieval of full-text reports. Appendix E provides a listing of reports that we were unable to retrieve to determine if they describe an eligible study. Both authors read the full text report to ensure that it clearly met the eligibility criteria.

A word about studies of police educational programs

This scoping study does not include eligible evaluations of programs in which police teach a structured curriculum or provide an educational program. This is the most common area in which police and schools have been involved, and it is also the area in which most experimental and quasi-experimental studies have been reported. For example, this exclusion meant that we did not include evaluations of the Drug Abuse Resistance Education (D.A.R.E.) program. D.A.R.E. has already been the subject of two systematic reviews, and both have found little evidence that the program leads to any sustained reduction of drug use among adolescents exposed to D.A.R.E. compared to youngsters who did not have the D.A.R.E. program (Ennett, et al., 1994; West and O’Neal, 2004). Recently, Sloboda and her colleagues (2009) have reported on an impressive randomized field trial of over 80 school districts in which a new version of D.A.R.E., now called “Taking Charge of Your Life,” and taught in 6th-8th grade by police officers, was tested. This study indicates the program has had largely negative results on adolescent tobacco, marijuana and alcohol use.

Another police educational program that has received funding and attention, at least in the United States is Gang Resistance Education and Awareness Training (G.R.E.A.T.). Inspired by D.A.R.E., this program also brings uniformed police into the schools to teach a structured curriculum designed to prevent gang involvement by youths. This program has been the subject of at least two quasi-experiments (Esbensen, et al. 2001), and the findings for the program have been somewhat mixed.

Results

We located eleven quasi-experimental studies meeting the eligibility criteria. However, none of these studies used a randomized experimental design, and only one provided evidence that they controlled for pre-existing differences between groups using some type of statistical matching procedure (Bowles et al. 2005). Another study, using statistical procedures, “controlled” for differences on the percentage of economically disadvantaged students between schools that had resource officers versus those that did not (Theriot, 2009). Thus, nine of the eleven studies would be called non-equivalent comparison group designs. Although they are often referred to as the “workhorse design” because of how often they are used in social science settings to evaluate interventions (Cook and Shadish, 2009), they are particularly prone to selection bias, or the possibility that the groups differ along dimensions that could explain any observed result (Shadish, et al. 2002).

Because policing schools interventions are of interest to criminal justice and education researchers, policy makers and practitioners, how the designs are “rated” by each field’s prominent standards for evidence can be illustrative. In criminal justice, one of the most popular evidence rating schemes is referred to as the Maryland Scale of Scientific Methods (Sherman, et al. 1997). The Maryland Scale is essentially a scale that provides points depending on how well the design used in the evaluation controlled possible confounding reasons for an observed result besides the intervention, a notion often referred to as internal validity. Thus, the Maryland Scale ranks evaluations from 1-5, with “5” given to well-designed and implemented randomized field experiments. Using the Maryland Scale, nine of the evaluations identified here would likely receive a “3” and two evaluations could receive a “4.”

In education, the most prominent standard for evidence, at least in the U.S., is the U.S. Department of Education’s What Works Clearinghouse (WWC). The WWC uses a number of criteria to assign evaluations to two levels: (Level 1) acceptable evidence (well-designed and implemented randomized experiments and regression discontinuity designs) and (Level 2), evidence accepted with reservations (well matched or equated quasi-experiments (U.S. Department of Education, 2008). All other studies would be classified as “not meeting evidence standards” and is not included in their reviews. The WWC would rate the nine non-equivalent comparison group evaluations as “not meeting evidence standards;” only two studies would be *eligible* to be rated as Level Two evidence, although it is still not clear that they would meet the WWC’s extensive methodological evidence screening (U.S. Department of Education, 2008).³

The studies included in this review draw from over four decades of police-school programs, yet most are strikingly similar in design. Contrast that with evaluations of the D.A.R.E. program, which include a number of randomized schools experiments (see West and O’Neal, 2004), and also was the subject of perhaps the most impressive experimental study in educational history in which over 80 school *districts* were randomized to receive a new version of D.A.R.E. or business as usual (Sloboda, et al. 2009).

The studies were conducted in three nations: eight in the U.S., two in the U.K. and one in Canada. They were conducted between 1968 and 2009. Five of the studies evaluate School Resource Officer (SRO) programs (called Community Liaison Officer in the one Canadian study). Three studies examine the effects of more intensive policing in the schools, including the two U.K. studies and one New York City project. Two studies assess the impact of specific problem solving strategies used by the police in the schools to tackle a specific problem. Finally, one study examines the impact of provide a “Safe Corridor” for children to travel back and forth to school. We provide a brisk description of these eleven studies, in chronological order and separated by lines, below.

³ Only randomized experiments and regression discontinuity designs implemented with good integrity receive Level One ratings by the WWC.

*1968: School Resource Officer (SRO) Program, Tucson, Arizona
(Miller, 1968)*

From 1967-1968, the study was carried out in conjunction with the Tucson Police Department to evaluate the effectiveness of the SRO program for the county. The program was used to develop student understanding of the law enforcement role, develop a positive rapport between students and officers, and to reduce the overall juvenile delinquency rates and crimes around the school. The study compared three groups: students with two or more years of exposure to the SRO program, students with six months to two years of exposure, and students with no exposure to the SRO program. The study's objective was to determine if the SRO program reduced crime rates and promoted a more positive perception of law enforcement in the two exposure groups compared to the non-exposure group.

The quasi-experimental was a *non-equivalent comparison groups design*, and evaluated each group using police and school records, and a survey conducted with 1500 middle school-aged students. The results of the evaluation show no significant differences between the exposure (treatment) groups and the non-exposure (comparison) group whether examining attitudes towards police or the delinquency. The evidence does suggest the exposure groups gained a better overall understanding than the comparison group of the role of law enforcement.

*1979: School Resource Officer (SRO) Program in Hillsborough County, Florida
(Templeman, 1979)*

From 1978-1979, the study was carried out in conjunction with the Hillsborough County Criminal Justice Planning Unit to evaluate the effectiveness of the SRO program for schools throughout the county. The program's main objectives included officers developing a rapport with students and reducing delinquency rates. The study drew data from schools that had implemented the SRO program (treatment group) and schools that had not implemented the SRO program (comparison group).

The quasi-experiment utilized a *non-equivalent comparison groups design*, to evaluate preliminary attitudes towards police and overall juvenile delinquency rates. The results of the study suggest that the exposure (treatment) group had an overall more positive perception of law enforcement than the comparison group. This study does suggest that students gained better understanding of the police and developed a rapport with SRO officers. The study does not show any conclusive evidence that the SRO program had a significant impact on delinquency rates.

1996: Safe Travel to and From School in Northern Philadelphia, Pennsylvania

(Stokes, et al., 1996)

During a six-week period in the spring of 1995, a pilot study was conducted to test a problem-oriented policing approach for students' to travel safely to and from school. The study, based in Northern Philadelphia, had a primary objective to study the impact targeted patrolling has on the victimization of students during the morning and afternoon travel periods. The study also examines student fear of being victimized, actual instances of victimization, and reactions stemming from the incident (i.e. more fearful, carrying a weapon for protection). Crime mapping was used to develop a corridor that has both a concentrated student population and crime trends. The overlay of these maps was the basis for the program entitled, "Safe Corridor."

The quasi-experimental method employed a *non-equivalent experimental comparison group* in a pre- and post-test design. The treatment school (utilizing Safe Corridor) and three comparison schools were all drawn from two adjacent districts in Northern Philadelphia. The students were first surveyed on several victimization factors for baseline data. The second survey followed a six month implementation of project Safe Corridor, comparing them to the baseline measures. The results indicated that Safe Corridor had did not have a statistically significant effect on any measure of student safety. In fact, there was a slight increase in victimization at the treatment school, and even those factors that did increase at the treatment school (e.g. mode of travel and participation in after-school activities) apparently had no effect on victimization.

2002: Redlands, California police-school partnership to problem-solve gang disputes (Katz, et al., 2002)

Redlands Police received a grant from the U.S. Office of Community-Oriented Policing Services (COPS) during 2000-2002 to implement a problem-solving strategy to address one particular crime problem in one school.⁴ A partnership between the Redlands police and school district led to identifying and responding to a dispute between Mexican-American and Mexican-native gang members, which was affecting students' fear levels in one high school. To address the dispute and fear levels, police established a mentorship program in which officers were paired with gang members. Police also instituted a parent training class to equip parents with tactics to help their at-risk youth, and a cultural awareness class to address the ethnic/racial conflict that was believed to be at the heart of the gang dispute. Because the curricula were part of an overall problem-solving strategy that police developed at the school to address the gang issue, we included this policing program in our review.

⁴ The grant provided funding to address a problem that the schools and police identified, and the assumption was that a period of planning and data analysis would precede the identification of the problem to be targeted.

The evaluation included a wide range of data collection that was used to examine pre-post changes at the targeted high school. However, for the quasi-experimental comparison, a *non-equivalent comparison group design* was used, with the other high school in Redlands not receiving the particular problem solving strategy selected as the comparison school. The quasi-experimental crime or school disorder outcomes included 9th and 11th grade student responses to a survey instrument administered before and after the intervention (that included items on fear, fighting, etc.) and official school records on suspensions and expulsions. A large number of outcomes were reported, and results were mixed, with some in favor of the targeted school and some in favor of the comparison school. Note that the gang dispute problem was not implicitly examined in the comparison school, but pre-post data in the targeted school indicated that the problem largely dissipated *before the intervention was implemented*.

2003: Spartanburg, South Carolina police-school partnership to problem solve student disputes (Maguire, et al., 2003)

In 1999, the Spartanburg, South Carolina Police received a grant from the COPS office to implement a problem solving strategy. Like the Redlands, California Police in the preceding study (Katz, et al. 2002), Spartanburg used the SARA model (Scanning, Analysis, Response and Assessment) to identify the problem of student disputes in George Washington Junior High School. Police, working with school personnel, implemented several strategies at the junior high school to respond to student conflict, including several that focused on students that were serving in-school suspensions.

The evaluation used a *non-equivalent comparison group design*, comparing outcomes for disciplinary infractions, suspensions, expulsions and dispute data at George Washington to another junior high school located in Spartanburg, during 2000-2002. Although some outcomes are positive in direction, authors are cautious to attribute such changes to the intervention because other interventions at the treatment school—such as the implementation of a School Resource Officer program—had also begun during the study time frame.

2004: Pilot Evaluation of U.K. Safer School Partnerships (Bhabra, et al., 2004)

In October 2002, a pilot evaluation of the Safer School Partnerships (SSP) was carried out. The task of SSP involved placing a variety of police operations in a hundred school systems across England. The program fully funded school systems located in particularly high-crime areas. The goal of the pilot study was to reduce problem behaviors in the school and improve school systems. The evaluation involved eleven SSP schools (four that were fully funded) and two comparison schools selected from among high-crime

areas. Issues in the implementation of the program include diversity of funding among schools, the variation in models of SSP, and the policy time table for program evaluation.

The evaluation used a *non-equivalent comparison group design*, with a pre- and post-test format to compare outcomes for a variety of behavioral measures (i.e. safety, happiness, bullying, and substance abuse), along with measures for attitudes and expectations of police and SSP. SSP schools' perceived outcomes were that students' behavioral issues improved overall during the program. These SSP school official perceptions included improvements in bullying and substance abuse. However, when examining the quasi-experimental comparative data, the results indicate that there were no substantial differences in the majority of behavioral measures (including bullying and substance abuse) between the SSP schools and the comparison schools. Attitudes towards police suggested no statistical difference between the SSP schools and the comparison schools, although SSP data trends did suggest students were more respectful of police after the implementation of the program. Overall the pilot study showed no changes over the six-month evaluation period. The authors noted that the program implementation problems compromised the ability to conduct a more rigorous evaluation.

2005: U.K. National Evaluation of the Safer Schools Partnerships (Bowles, et al., 2005)

In 2004, an extensive follow-up evaluation was conducted of the Safer Schools Partnerships (SSP). As mentioned in the preceding study (Bhabra, et al. 2004), the basic theme of SSP is to build a close relationship between police and schools to address crime and disorder and improve systems. The program takes a variety of forms, from low-impact with very light policing, to an intensive multi-unit approach within a cluster of schools. The specific objectives of SSPs are to reduce victimization, create "whole school" approaches for developing positive social behaviors, target and assist at risk students, promote full-time education for all students, and create a safer school environment. The current study involved fifteen schools utilizing a SSP intervention program and fifteen comparison schools, matched on truancy rates and exam scores. Evidence suggests SSP schools work effectively with police and there is progress toward the program's main objectives.

The quasi-experiment involved a *matched comparison group design*, with pre- and post-test data for the majority of behavioral and school-oriented measures. The outcomes included several factors related to youth offending (e.g., bullying, vandalizing, substance abuse) and educational issues (e.g., absence rates, truancy, exclusion rates, exam scores). The researchers noted the complexity of the evaluation, and that the lack of baseline data on a variety of measures (particularly offending measures) made determination of the impact of the SSP difficult. No solid assertions are made on the

impact of the SSP on offending measures. The study did report, however, that absence (truancy) rates dropped significantly in all 15 SSP schools, relative to the comparison schools. Overall, the study lacked sufficient baseline data to make a solid inference for the impact SSP makes on student offenses outside of truancy (i.e. bullying, substance abuse, violence), but the presence of significant positive trends in the impact of an SSP on educational objectives suggests that the program be evaluated further.

2006: Cape Breton, Canada Regional Police Service's Community Liaison Officer Program (McKay, et al., 2006)

In 1997, the Cape Breton Community Liaison Officer Program (CLOP) established a formal partnership between the Cape Breton Regional Police and the Cape Breton Victoria Regional School Board. The program involved utilizing an in-school officer to act as a proactive positive role model for students, promote school safety, initiate school partnerships with community-based programs, and provide conflict resolution to develop positive social behaviors. In 2006, five schools were identified in the region as participating in the CLOP; the evaluation included two CLOP schools and two comparison schools with no program implementation. CLOs did not report receiving any specialized training, although the study suggests that officers are very well prepared for the position. CLOs had a variety of responsibilities that required officers to act out both authoritative and informal functions. Officers were responsible for presentations on a variety of student relevant issues (i.e. bullying, drugs). CLOs also participated in extracurricular activities with students and networked with administration, counselors, and other school staff. Officers were additionally required to provide traditional police support within the school grounds.

The quasi-experimental comparison, a *non-equivalent comparison group design*, included qualitative interviews with CLOs and principals, a school-safety survey with measures drawn from several well-established databases, and finally a student focus group comprised of nine open-ended questions. Perceived outcomes from police, school administration, teachers, and students are mainly positive and most strongly believe in the potential of the program. The survey data indicated that the presence of a CLO did not seem to impact student safety or promote positive social behaviors. The results of the study suggested inconsistent findings on the effect of the CLOP.

2007: New York City Police Impact Schools Initiative (Brady, et al., 2007)

In 2004, the New York City Police in partnership with the Mayor's Office and the New York City Public Schools initiated the Impact Schools program. This program involved using data to identify the city's most dangerous schools. In 2004, twelve schools (ten

high schools and two middle schools) were identified; by the end of 2004, 17 schools were targeted for the Initiative. At Impact Schools, police presence was increased (doubled at minimum). In addition, police engaged in aggressive enforcement of lower level student crime and disorder, rigorously enforcing the New York City Public Schools Discipline Code, in an attempt to correct the early conditions that lead to school disorder. Safety intervention teams were formed to visit each school to assess safety issues and to monitor principals on how they responded to serious student incidents. Five “student suspension centers” were opened to deal with troubled students, and increased coordination with courts and probation officers also took place.

The evaluation was a *non-equivalent comparison group design*. Although the investigators attempted to find ten comparison schools that were similar to the treatment schools, this proved elusive as the Impact Schools dealt with a larger percentage of at-risk students. Comparisons were also made to all non-Impact schools in the city. Outcomes included suspensions, major crimes, attendance, and police noncriminal activities. Because the emphasis of the initiative was to crack down on even minor student infractions, it may have been no surprise that police noncriminal activity and suspensions increased at the targeted schools. Slight decreases in major crime were indicated at both targeted and comparison schools.

*2008: North Carolina School Resource Officer (SRO) Program
(Barnes, L., 2008)*

The study of the School Resource Officer Program analyzed statewide data from 1995-2000, testing the impact of SROs in North Carolina public schools. The SRO Program is designed to develop a positive relationship between the police and students, with the main objective to reduce crime in and around the school. The study involved an assessment of data drawn from five consecutive academic years. The study provides an assessment of reactions to the program, students’ attitudes to police and the SRO, and crime trends in and around the school during the assessment period.

The quasi-experimental method, a *non-equivalent experimental comparison group design*, utilized a pre- and post-test to assess schools that implemented the SRO Program (treatment) versus schools without the SRO Program (comparisons). The outcomes for the study are categorized as participants’ perceptions of the program (i.e. school administration, SROs, students), and the impact a SRO’s placement has on the level of crime in school. The results suggest that the placement of an SRO has little or no significant impact on the levels of crime and negative behavior in school. The author suggests possible explanations for the outcome. For one, officers are often pulled out of school assignment for various tasks, not allowing the development of police-student bonds.

2009: Southeastern U.S. School Resource Officer Program study (Theriot, 2009)

This study was not designed to evaluate the crime control effect of School Resource Officers, but to determine if their presence led to more arrests, in what Theriot (2009:280) refers to as the “criminalization of student behavior.” In the study, the investigator analyzed arrest data from 28 schools in a single, large, urban, Southeastern U.S. district. Thirteen schools had a school resource officer for at least three years, and 15 schools did not. The schools differed however, on the basis of social demographic statistics, including race (the treatment schools averaged 34% ethnic minority and the comparison schools averaged 11% ethnic minority). Concurrently, there was a sizable difference between the schools in the average number of students considered to be economically disadvantaged (60% for treatment schools, 30% for comparison schools).

Theriot (2009) examines arrest data for 2003-2006 for the 28 schools. He reports that the mean arrest rate per 100 students across the 13 treatment schools is 12; comparison schools averaged four arrests during this time period. When broken down by certain types of arrests, rates are similar for most offenses except disorderly conduct arrests. Treatment schools averaged 9 arrests per 100 students for disorderly conduct compared to two arrests for schools without resource officers. When economic disadvantage is entered into a statistical analysis to “predict” arrests, there is no “statistically significant” difference between treatment and comparison schools on arrests, except those for disorderly conduct offenses. This study could be considered as a *statistically controlled comparison group design*.

Conclusion

The purpose of the search was to identify if there is enough “evidence” to warrant a more detailed systematic review of research on the effects of “policing schools.” This depends on the purpose of the systematic review. If the purpose is to firmly document what kinds of evaluations have been reported in this area, such a review should proceed.

Based on the results of the searches described here, and the internal validity issues of the studies identified (acknowledged in almost all cases by the original investigators themselves), we would conclude that a systematic review to guide police and school decision-making by informing them of the scientific evidence on “what works” is premature. Instead, such procedures should be delayed until randomized experiments and additional quasi-experiments are implemented to study non-educational police programs that target schools.

Our searches turned up a large number of practice guides, wisdom pieces and “how to” manuals in the area of policing schools. The amount of experimental and quasi-experimental evidence, at the current time, pales in comparison to the production of

“guides” and “manuals” for police and schools. This does not mean the advice provided in such guides or manuals is not to be followed, as it is based on years of accumulated practitioner wisdom, but that the evidence base in terms of evaluation studies is still premature to make definitive conclusions about whether policing schools has an impact on crime and disorder in the schools.

The most common design for evaluating policing schools strategies are referred to as a “pre-post” or “before and after” studies. In many of these pre-post studies, very large and dramatic decreases in school crime or student misbehavior are noted. However, such designs are particularly prone to a number of rival explanations for such observed decreases. With little exception, the eleven quasi-experiments reported here could not match those same crime reduction claims made in reports using pre-post data with no comparisons.

From our systematic search of studies, and preliminary review of these eleven studies, we suggest the following be considered.

Address the “raw data” of systematic reviews. We recommend that randomized experiments be implemented to study the impact of police programs on the schools. If the police strategy is targeting the whole school, then the random assignment of schools to treatment schools that receive the intervention and control schools that do not is optimal. Such experiments can be conducted most easily in cases in which large municipal police departments implement strategies and programs in the schools. For example, the Boston Police Department serves a municipality that has 135 public pre-Kindergarten to high school facilities. A randomized trial could be constructed in which a small set of schools (e.g., 20) receives a police intervention and another subset does not (e.g., 20). Gargani and Cook (2005) have also outlined some promising scenarios in which the number of schools to be randomized can be lower if a pretest with a high correlation with the posttest can be used as a covariate in the design.

Although randomized schools designs are becoming more frequent in the U.S. with funding and encouragement of the U.S. Department of Education’s Institute of Education Sciences, there is still resistance by some educators to withhold potentially positive treatment from a number of schools that need assistance. Another powerful design that could be considered is the regression-discontinuity design (RDD). In RDD studies, police and educators could be convened to create a score of “dangerousness” for schools in a particular district. Only those schools scoring above a certain threshold would receive the police strategy, those below the score would not. No exceptions are allowed. Because the procedure for assigning schools to treatment and control is completely known (it is solely based on the score), evaluators can use this information to understand the impact of the intervention. A particularly powerful component of the design is that evaluators can determine if there is any change in performance in schools that scored just below the cut-off (and are in the comparison group) and schools that scored just above the cut-off (and are in the treatment group) to see if there is any

impact of the program. Any “discontinuity” or difference between schools just above a cut-off score versus just below it would be very persuasive, since one would expect that schools receiving a score of 59 are very similar to those receiving a 61 (if the cut-off is 60). More details on the RDD are provided by Henry (2009), Shadish, et al. (2002), and Minor, et al. (1990).

When random assignment or RDD studies are not possible to implement, another approach to quasi-experimental research is to use statistical procedures to equate a set of comparison schools. Although such designs cannot control for factors that are unknown or for which no data exists to use in the equating procedure, by using pretest scores as a matching covariate, the similarity of schools can be better established (Gargani and Cook, 2005). One strategy that has been used more extensively in social science research is the use of propensity scores to equate groups such as schools. In short, statistical analyses are performed to determine what factors “predict” a school receiving treatment (such as a police program). These factors are used to compute a score that indicates a school’s likelihood or propensity to be in the treatment. The evaluators are then able to use the propensity score to match cases, i.e., making sure that comparison schools are selected that have similar propensity scores as the treatment schools.

All of the earlier design suggestions assume instances in which the police strategy is being implemented in a number of schools. But for smaller municipalities, or instances in which the intervention is only being implemented in one school, other methods can be designed that would increase the precision of the study. For example, Bloom (2003) shows how even annually collected data can be used in a “short interrupted time series” design to assess the introduction of an intervention in even one treatment school. Such a study could be further strengthened with the introduction of a comparison school. Such a design can be taxing in that it requires a set of data that can be tabulated for a period before the intervention and for a period afterwards. However, data like school discipline actions are one type of administrative records that are often used in studies. Although the short interrupted time series design is not ideal, it would seem to be more persuasive than the simple “before and after” (pre-post designs) studies that dominate the literature on police-schools programs.

Making use of what raw material is there. Despite the paucity of experiments and well-matched quasi-experiments in this area, there have been many studies. Most of these would be considered pre-post or “before after” analyses. There are also a number of studies that examine correlations between particular aspects of school safety, including police presence, and increases or decreases in school crime. There have also been some qualitative studies that have investigated the role of the police in the schools. One question is whether these studies should have a “voice” or add something to our knowledge of policing schools. Although the internal validity issues in the pre-post and correlation studies are compelling, perhaps there are other ways these studies can be mined for important insights into police interventions in the schools. Such a review

could proceed in narrative rather than quantitative fashion, with the focus not on “what works” but on “what lessons can be learned.”

Systematic reviews were developed and retained their focus on experimental and quasi-experimental research studies, with some exceptions. One possible strategy has been proposed by researchers in the U.K., in a process they have titled “systematic mapping,” in which they rigorously identify all research and use it to map what is known about a particular topic (e.g., Bates and Coren, 2006). Such a mapping procedure not only systematically gathers and examines the evidence for the effect of an intervention, but all research that addresses a topic such as policing schools. This too might serve as a fruitful endeavor, although it might be overwhelming in an area as broad as this one.

Other potential reviews. The searches here have also turned up some other areas that might be fruitful investigations for systematic reviewers. For example, a number of quasi-experiments testing police-university collaborations addressing drinking on campus, or drunk driving by college students, have been reported. These may have been captured in a recent Cochrane review on social norms interventions for college student drinking (Moreira, et al., 2009), but a more focused synthesis on policing actions could be useful.

Another potential area for systematic review is to examine the effects of police-schools programs on the attitudes of the students toward police. A number of these studies were quasi-experimental (including a few among the eleven we have included here), and although they did not collect crime outcomes to meet eligibility here, a more focused synthesis of such evaluations could be useful. Perhaps a review of such studies can provide clues to whether such policing programs can promote public acceptance of the police, particularly in communities in which trust and collaboration with law enforcement is more the exception than the norm.

Finally, a few evaluations were located that focus on wider community collaborations that include some police involvement. These are becoming more common, particularly in the United States with federal support such as that available through a collaborative effort by the U.S. Departments of Health and Human Services, Education, and Justice known as the “Safe Schools and Healthy Students” funding stream. Although our searches turned up no evaluative studies that would meet the stringent evidence criteria for most federal government “best practice” lists, a review that gleans important lessons from prior evaluations could prove important as this initiative moves forward.

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About the organization

WestEd (www.wested.org) started in 1966 and is now recognized as a national and international leader in conducting and using research to help children, families, schools and communities achieve excellence. WestEd has successfully carried out nearly 2,000 projects representing major contributions to research and development resources. WestEd has from 450 to 700 active contracts and grants at any given time. Current work across the agency includes most states and has now extended to other countries. Funding for specific projects comes from 345 sources including the federal government, state departments of education; and universities, school districts, other state and local agencies numerous Foundations.

Appendix A. List of Included studies

Bhabra, S., Hill, E. & Ghate, D. (2004) *National Evaluation of the Safer School Partnerships Programme*. London: Youth Justice Board for England and Wales.

Bowles, R., Reyes, M.G., & Pradiptyo, R. (2005). *National Evaluation of the Safer Schools Partnerships Programme*. London: Youth Justice Board for England and Wales.

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Appendix B. List of Excluded Empirical Studies and Rationale for Exclusion

Reference	Rationale for Exclusion
Ashley, J. (2006). Jackson county school-based probation program: Lessons learned. <i>Illinois Criminal Justice Information Authority, Chicago</i> . NCJRS Number: NCJ 214345. 4p.	Not QED
Austin, J. (1988). Suppression of drug abuse in schools program: Third year evaluation. <i>U.S. Department of Justice: Office of Juvenile and Delinquency Prevention</i> .	Includes many interventions- police drug patrol only a small part
Baltimore Police Department. (). <i>Canton middle school truancy abatement program: Reducing chronic truancy and daytime delinquency</i> . Maryland: Southeastern District.	Not QED; No comparison
Baltimore County Police Department. (1993). Handgun violence reduction program prescriptive package: Third edition. <i>U.S. Department of Justice: Office of Juvenile and Delinquency Prevention</i> . NCJRS Number: NCJ 151455. 102p.	Pre-Post test only; police curriculum
Bazemore, G., J.B. Stinchcombe, and L.A. Leip (2004). Scared smart or bored straight? Testing deterrence logic in an evaluation of police-led truancy intervention. <i>Justice Quarterly</i> 21 (2): 269-299.	Sheriff's Truancy program picked up adolescents of school age in community during school hours. Study compared those "processed by police as truants" and those who were not.
Benson, B.L. (1993). Community policing works at Michigan State University. <i>Journal of Security Administration</i> , 16(1), 43-52. NCJRS Number: NCJ 143802.	Pre-Post test only
Berger, W.B. & Wind S. (2000). Police eliminating truancy: A PET project. <i>FBI Law Enforcement Bulletin</i> , pp. 16-19.	Pre-Post test only
Berry, G. & Carter, M. (1992). Assessing crime prevention initiatives: The first steps. <i>U.K. Home Office: Crime Prevention Unit</i> . London: UK. 46p.	Not QED
Blowers, T., et al. (1977). Report of the Evaluation of the Second Year of the Junior High Police-School Liaison Program. Edmonton, Ontario, Canada: Edmonton School Board.	Not QED
Boettcher, W.D. (1975). Evaluation of effectiveness of police cadet services to schools. <i>U.S. Department of Justice: Law Enforcement Assistance Administration</i> . NCJRS Number: NCJ 043071. 61p.	No crime outcomes
Bordin, J., Bumpus M., & Hunt, S. (2003). Every 15 minutes: A	Pre-Post test only

preliminary evaluation of a school based drinking/driving prevention program. <i>California Journal of Health Promotion</i> , 1(3), 1-6.	
Bouma, D.H. & Williams, D.G. (1972a). Police-school liaison: An evaluation of programs. <i>Intellect</i> , 101, 119-122.	QED, but no crime outcomes
Bouma, D.H. & Williams, D.G. (1972b). Police in the schools: A program evaluation. <i>Police Chief Gaithersburg: MD</i> , 39(9), 50-52.	No crime outcome
Brensilber, D., K. Krasco and L. Wright (1997). <i>Cops and Kids Grant Program Final Report</i> . Boston, MA: Executive Office of Public Safety.	Although control group mentioned, analyses are only of pre-post data
Briers, A. (2004). <i>Safer school communities: Working in partnership with school-based police officers</i> . Enfield, U.K.: University Press. 145p.	Not QED
Brinkley, M. & Zeigler, D.W. (2006). Effective strategies to reduce high risk drinking among college students and residents in an urban environment. <i>Forum on Public Policy</i> .	Post-Secondary Evaluation
Brown, Ben. (2005). Controlling crime and delinquency in the schools: An exploratory study of student perceptions of school security measures. <i>Journal of School Violence</i> , 4(4), 105-125	Not QED
Brown, S. & Yates, J. (1990). The educational liaison work of the police in Scotland. <i>Scotland Council for Research in Education</i> .	Not QED
Butler, K.J. (1973). Albuquerque/Bernalillo County youth-related property crime reduction program: Evaluation design. <i>U.S. Department of Justice: LEAA</i> . NCJ Number: NCJ 010669. 65p.	Design only; not actual evaluation
California Attorney General's Office, Crime Prevention Center (1992). <i>Executive Summary. 1991/92 Evaluation of the School/Law Enforcement Partnership Program</i> . Sacramento, CA: Author.	Not QED (post-test data only)
Carr, R.F. (1998). <i>The Monrovia truancy intervention program: An analysis and historical review</i> . (Doctoral dissertation, Pepperdine University, 1998).	Pre-Post test only
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Clapp, J.D., Johnson, M., Voas, R.B., Lange, J.E., Shillington, A., & Russell, C. (2005). Reducing DUI among US college students: Results of an environmental prevention trial. <i>Addiction, 100</i> , 327-334.	QED; Post-Secondary program
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Ellis, E. N. (1973). Evaluation of the involvement of a police officer in the schools of the Killarney District. <i>British Columbia: Department of Planning and Evaluation.</i>	QED with no outcome of crime (only attitudes towards police)
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<i>Evaluation of SHIELD: A youth violence prevention program between the police department and community and school providers.</i>	Not QED; Not police-school program
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Lee, R.W. (1998). Move towards community policing for a safer campus. <i>Campus Law Enforcement Journal</i> , 28(4), 23-35. NCJRS Number: NCJ 178821.	Post-Secondary evaluation
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Lovell, R., Pope, C.E., & Canevit, S. (2005). Integration of law enforcement into school safety: Final report. <i>U.S. Department of Justice</i> . 89p.	Not QED
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NCJRS Number: NCJ 197309	
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Manella, F.L. (1970). A program to cope with youth violence in schools. <i>Law and Order</i> , 18(9), 24-27.	Not QED
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May, D.C., Cordner, G. & Fessel, S.D. (2004). School resource officers as community police officers: Fact or fiction. <i>Law Enforcement Executive Forum</i> , 4(6), 173-188.	Pre-Post test only
May, D.C., Fessel, S.D., & Means, S. (2004). Predictors of principals' perceptions of school resource officer effectiveness in Kentucky. <i>American Journal of Criminal Justice</i> , 29(1), 75-93.	Non-exp.; no comparison
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McGee, J.C. & Knowles, J.N. (1994). Crime in the schools: One solution in Texas. <i>Report: ED379766</i> . Retrieved from ERIC.	Pre-Post test
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Merrell, C. & Tymms, P. (2004). <i>Youth crime reduction/prevention programmes</i> . CEM Centre, University of Durham.	Curriculum based
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Minneapolis Police Department, Juvenile Division (1968). <i>Police-School Liaison Program. Final Report</i> . Minneapolis, MN: Author.	No crime outcome; examined attitudes toward police
Mino, M. (2002). <i>Working Together to Improve School Safety</i> :	Collaborative made

<p><i>An Evaluation of the Park West Problem-Solving Collaborative Initiative.</i> New York, NY: Vera Institute of Justice.</p>	<p>up of six projects; none involved police strategies (police involved in planning)</p>
<p>Montgomery, J.M., Foley, K.L., & Wolfson, M. (2006). Enforcing the minimum drinking age: State, local and agency characteristics associated with compliance checks and Cops in Shops programs. <i>Addiction, 101</i>, 223-231.</p>	<p>Not QED; not specific police-school program</p>
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<p>Morey, A. & Bruce, H. (1997). A collaborative project between police & schools. <i>Youth Studies Australia, 16(9)</i>, 17-21.</p>	<p>Not QED</p>
<p>Mueller, D.G. (2002). Kids, cops, and the politics of school-based crime prevention: An assessment of the Spokane police department's community safety education program. <i>Dissertation Abstracts International, A: The Humanities and Social Sciences, 62(8)</i>, 2891-A.</p>	<p>Curricula</p>
<p>Mulder, R. (1979). <i>Changing student perceptions of police (1968-1974) and an evaluation of the impact of police-school liaison programs.</i> Ph.D. Dissertation. Sociology. Western Michigan University.</p>	<p>No crime outcomes (just attitudes toward police)</p>
<p>Mutzeck, Wolfgang. (1994). Prevention and reduction of violence through the cooperative efforts of special education and social services: The project "Neighborhood and School in Lubeck-Moisling". <i>Vierteljahresschrift für Heilpädagogik und ihre Nachbargebiete, 63(2)</i>, 375-381.</p>	<p>Not QED</p>
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<p>New Zealand Police. (2007). <i>He Waka Tapu violence and abuse intervention programme and caseworker programme: Outcome evaluation.</i> Wellington, New Zealand: New Zealand</p>	<p>Not QED; Not school programs</p>

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Officer friendly: Crime fighter: A description and evaluation of the officer friendly program in the Norfolk, Virginia, public schools. <i>National Institute of Justice: NCJRS</i> . NCJRS Number: NCJ 057665. 16p.	Pre-Post test only
O'Neill, L. & McGloin, J.M. (2007). Considering the efficacy of situational crime prevention in schools. <i>Journal of Criminal Justice</i> , 35(5), 511-523.	Correlation
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Palumbo, D.J., Eskay, R. Hallett, M. (1993). Do gang prevention strategies actually reduce crime? <i>The Gang Journal</i> , 1(4), 1-10.	Not QED
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Person, R.C. & Ferry, N.A. (1993). Student policy and a university library: Two perspectives on an experiment. <i>Campus Law Enforcement Journal</i> , 23(2), 27-29. NCJRS Number: NCJ 143581.	Pre-Post test only
Phillips-Evans, G.L. (1991). <i>A review of a selected high risk student program project HOPE: An anti-truancy/suspension program</i> . (Doctoral dissertation, Pepperdine University, 1991).	Pre-Post test only
Portner, J. (1997, April 30). Blurring the lines. <i>Education Week</i> , 16, 40-43.	Not QED
Portner, J. (1997, October). A cop in class. <i>Teacher Magazine</i> , 9, 14-15.	Not QED
Poyner, B. (1991). Situational crime prevention in two parking facilities. <i>Security Journal</i> , 2(2), 96-101	Post-Secondary
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Richtman, K.S., (). The truancy intervention program of the Ramsey county attorney's office: A collaborative approach to school success. <i>Family Court Review. (under review).</i> 27p.	Pre-Post only; No police-schools
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Ruddell, R., Thomas, M.O., & Way, L.B. (2005). Breaking the chain: Confronting issueless college town disturbances and riots. <i>Journal of Criminal Justice, 33(6), 549+.</i>	Post-Secondary study
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Sacco, F.C., Twemlow, S.W. (1997). School violence reduction: A model Jamaican secondary school program. <i>Community Mental Health Journal, 33(3), 229-234.</i>	Pre-Post test only
Salcido, R.M., Ornelas, V., & Garcia, J.A. (2002). A neighborhood watch program for inner-city school children. <i>Children & School, 24(3), 175-187.</i>	Not QED
Saltz, R.F., Welker, L.R., Paschall, M.J., Feeney, M.A., & Fabiano, P.M. (2009). Evaluating a comprehensive campus-community prevention intervention to reduce alcohol-related problems in a college population. <i>National Institute on Alcohol Abuse and Alcoholism.</i>	QED; Post-Secondary program
Samuels, R. (1995). Defensible space and security: University campuses. <i>Australian Government Publishing Service.</i> Canberra, AUS. 241p.	Post-Secondary
San Diego County Sheriff's Department and The La Mesa-Spring Valley Middle School. (2007). <i>The school-based partnership program in San Diego county results of local-level evaluation.</i> C.D. Uchida (ed.). Silver Spring, MD: 21 st Century Solutions.	Not QED; Pre-Post test
Santoro, J.A. (2001). Monrovia's anti-truancy ordinance: One giant step toward keeping kids in school and out of trouble. <i>Police Chief, 68(3), 34-39.</i> NCJRS Number: NCJ 188053.	Pre-Post test only
Scheffer, M.W. (1987). <i>Policing from the schoolhouse: Police-school liaison and resource officer programs: A case study.</i> NCJRS Number: NCJ 109859. 101p.	Not QED
School resource officers and school administrators: "Talking and Walking" together to make safer schools. <i>Center For The</i>	Not QED

<i>Prevention of School Violence, 5p.</i> (2002, June).	
Schuiteman, J.G. (2000). Early returns positive for Virginia's model SRO program. <i>The Police Chief, 67(11), 74-75, 77.</i>	Not QED
Shelton, A.J., Owens, E.W., & Song, H. (2009). An examination of public school safety measures across geographic settings. <i>Journal of School Health, 79(1), 24-29.</i>	Correlation
Simmons, M. (2006). Mobile county district attorney partners with schools to prevent crime, help families in unique initiative. <i>Prosecutor, 40(3), 12-16.</i> NCJRS Number: NCJ 214973.	Not QED
South Euclid Police Department. (). <i>The South Euclid school bullying project.</i>	Not QED; No control group
Staff, M., March, L., Brnabic, A., Hort, K., Alcock, J., Coles, S., & Baxter, R. (1998). Can non-prosecutory enforcement of public health legislation reduce smoking among high school students?. <i>Australian and New Zealand Journal of Public Health, 22(3), 332-335.</i>	Not school-police
Stum, K. & Chu, M.M. (1994). Gang prevention and intervention in a rural town in California: At-risk youths and the community policing school partnership program. <i>Journal of Gang Research, 7(1), 1-12.</i>	Not QED
Sutton, L. (1998, February). <i>Police schools involvement program: An investment in our young people's future.</i> Paper presented at the conference Partnerships in Crime Prevention.	Not QED
Swadi, H. & Zeitlin, H. (1987). Drug education to school children: Does it really work?. <i>British Journal of Addiction, 82, 741-746.</i>	Curriculum based
The effectiveness of school resource officers. <i>Center For The Prevention of School Violence, 4, 2p.</i> (2004, June).	Not QED, Correlation
Thomas, C.R., Holzer, C.E., & Wall, J. (2002). The Island Youth Programs: Community interventions for reducing youth violence and delinquency. <i>Adolescent Psychiatry, 26, 125-143.</i>	Not police-school program
Thurman, Q.C., Giacomazzi, A.L...Reisig, M.D. (1996). Community-based gang prevention and intervention: An evaluation of the neutral zone. <i>Crime and Delinquency, 42(2), 279-295.</i>	Not police-schools program
Torres, M.S., Jr. & Stefkovich, J.A. (2009). Demographics and police involvement: Implication for student civil liberties and just leadership. <i>Educational Administration Quarterly, 45(3), 450-473.</i>	Correlation
Tremper, C.R. & Wexler, S. (1986). School crime and student misbehavior project: Final evaluation report. <i>Department of Justice: National Institute of Justice.</i> 200+p.	Not QED; limited police involvement
Tseng, C.H., Duane, J., & Hadipriono, F. (2004). Performance of campus parking garages in preventing crime. <i>Journal of</i>	Post-Secondary

<i>Performance of Constructed Facilities, 18(1), 21-28.</i>	
Uchida, C., Solomon, S., Katz, C.M., & Pappas, C. (). School-based partnerships: A problem-solving strategy. U.S. Department of Justice: <i>Cops Innovations</i> .	3 Pre-Post test
Uchida, C.D. & Putnam, C. (2001). <i>Evaluating problem solving in Colorado Springs: The 1999 school-based partnership program</i> . Silver Spring, MD: 21 st Century Solutions.	Not QED
Uchida, C.D. & Solomon S.E. (2002). Evaluating problem solving partnerships in Washington, DC: Tackling disputes at Ballou high school. <i>Metropolitan Police Department, Washington, DC: Office of Organizational Development</i> .	Not QED
Urban and Rural Systems Associates. (1986). School crime and student misbehavior project: Final evaluation report. <i>Prepared for the U.S. National Institute of Justice</i> . San Francisco: CA. 325p.	Not QED
Virginia Department of Criminal Justice Services. (2000). <i>Evaluation of grant funded school resource officer programs</i> . NCJRS Number: NCJ 186915. 21p.	Not QED
Youth Justice Board for England and Wales (2004). <i>National Evaluation of the Restorative Justice in Schools Programme</i> . London, U.K.: Author.	Police minimally involved except in one municipality, but results not broken down for that school versus comparison.
Virginia Department of Criminal Justice Services. (2001). <i>Second annual evaluation of DCJS funded school resource officer programs, fiscal year 1999-2000</i> . NCJRS Number: NCJ 215679. 30p.	Pre-Post test only
Wallis, A. & Ford, D. (1980). Crime prevention through environmental design: The school demonstration in Broward County, Florida: Executive summary. <i>National Institute of Justice</i> . NCJ Number: 77610. 74p.	Not a police-schools intervention; minimal police involvement
Wang, C.C. & Wing-chung, H. (2006). Intensive community mentoring scheme in Hong Kong: Nursing police-youth intergenerational relationships. <i>Journal of Intergenerational Relationships, 4(2)</i> , 101-106.	Not QED
Warton, K. & Barry S. (2001). Schoolwatch: An evaluation (Police Research Award Scheme 138). <i>Home Office Research: Development & Statistics Directorate</i> . London: UK.	Not QED
Watanabe, M., Kubo, M., Sato, Y... Kito, H. (2006). Effectiveness of drug abuse prevention program focusing on social influences among high school students: 15-Month follow-up study. <i>Environmental Health and Preventive Medicine, 11(2)</i> , 75-82.	Curricula

Weitzman, E., Nelson, T., Lee, H., & Wechsler, H. (2004). Reducing drinking and related harms in college evaluation of the "A Matter of Degree" program. <i>American Journal of Preventive Medicine</i> , 27(3), 187-196.	Post-Secondary program
Welsh, J., Domitrovich, C.E., Bierman, K., & Lang, J. 2003. Promoting safe schools and healthy students in rural Pennsylvania. <i>Psychology in the Schools</i> , 40(5), 457-472.	Not QED (Not Eval.); no clear ties to law enforcement as major measure
Welsh, W.N., Jenkins, P.H., & Greene, J.R. (1997). Building a culture and climate of safety in public schools in Philadelphia: School-based management and violence reduction: Final report. <i>U.S. Department of Justice</i> . 164p.	Minimal police involvement
West, M.L. & Fries, J.M. (1995). Campus-based police/probation teams: Making schools safer. <i>Corrections Today</i> , 57(5), 144,146,148. NCJRS Number: NCJ 156865.	Pre-Post test only
Wood, M.D., Dejong, W., Fairlie, A.M., Lawson, D., Lavigne, A.M., Cohen, F. (2009). Common ground: An investigation of environmental management alcohol prevention initiatives in a college community. <i>National Institute on Alcohol Abuse and Alcoholism</i> .	QED; Post-Secondary program
White, M.D., Fyfe, J.J., Campbell, S.P., & Goldkamp, J.S. (2001). The school-police partnership: Identifying at-risk youth through a truant recovery program. <i>Evaluation Review</i> , 25(5), 507-532.	Pre-Post test only
White, J., Zinn, L., & Adler, E. (2002). An evaluation of the School Resource Officer Program: A study of six selected sites. <i>Center for School and Communities</i> . Lemoyne: PA. 77p.	Pre-Post test only
Wincup, Emma. (2003). Getting it right?': Police in primary schools'. <i>Criminal Justice Matters</i> , 54(1), 36-37.	Curriculum
Yee, W.S. (1998). <i>Are police directed crime prevention programs effective? An evaluative study of the university of Manitoba campus police's crime prevention programs</i> . (Master's thesis, University of Manitoba, 1998).	QED; Post-Secondary program
Young, M. & Kelley, M. (1994). Be a winner: developing a partnership between schools and law enforcement in drug education. <i>Wellness Perspectives</i> , 10(3), 4p.	Drug curriculum

Appendix C. Results of Searches for Bibliographic Databases/Search Engines

DATABASE/SEARCH ENGINE	NUMBER OF CITATIONS RETRIEVED	NUMBER OF "HITS"
Academic Search Premiere	654	6
The Alcohol and Alcohol Problems Science Database (ETOH)	32	1
American Periodical Series Online	20	0
Bibliography of Nordic Criminology/Criminal Justice in Denmark	208	1
British Public Library Integrated Catalog	270	13
Canadian Evaluation Society Grey Literature	55	0
California Peace Officers Standards and Training Law Enforcement Archives	296	12
Chalk's E-Library	799	0
CHICANO DATABASE	36	0
Claseperiodica Abstracts (Caribbean and Latin America)	46	0
Cochrane Library: Cochrane Central Controlled Trial Register	46	5
Cochrane Library: Cochrane Health Technology Assessment Database	5	0
Cochrane Library: National Health Service Economic Evaluations	47	0
Conference Papers Index	188	2
Criminal Justice Abstracts	1601	52
Database of African theses and Dissertations	143	0
Database of Research in International Education	18	0
EBSCO Master File	303	1
EBSCO Mega-file	1381	1
EBSCO Military and Government Collection	104	0
EBSCO SOCINDEX	212	2
Econlit	292	0
ECONPAPERS	479	0
Education Administration Abstracts	424	2
Education Resources Information Center (ERIC)	1183	95
Education Full-Text	540	17
Education Retro Index	22	7
Educators Reference Complete InfoTrac	240	0
Expanded Academic ASAP Plus	442	9
Family and Society Studies Abstracts	377	3
First Search OCLC	706	15
General OneFile Infotrac	619	7
Google	1395	23
Google Scholar	500 (searched first 500 only)	11
Homeland Security Digital Library	97	0
Index to Current Urban Documents	35	1
Index to Foreign Legal Periodicals	18	1
International Bibliography of the Social Sciences	195	1
ISI Web of Knowledge/Social Science Citation Index	503	3
JRSA ISAR	914	6

DATABASE/SEARCH ENGINE	NUMBER OF CITATIONS RETRIEVED	NUMBER OF "HITS"
JSTOR	533	0
Medline	632	7
National Bureau of Economic Research Working Papers	200	0
NCJRS	1510	50
Ovid Full-Text Journals and Ovid Books	322	2
Policy Archive	29	0
Policy File	753	1
ProQuest Dissertations	935	19
Psychology and Behavioral Sciences Collection	106	0
Psychological Abstracts (PsycInfo)	838	2
Public Affairs Information Service (PAIS)	2	0
Public Affairs Information Service (PAIS) International	74	4
Race Relations Abstracts	111	0
Sage Criminology Full-Text	244	3
Selected Periodicals Index Online	91	13
Social Service Abstracts	170	15
Social Work Abstracts	37	0
Sociological Abstracts (Sociofile)	551	10
SSRN Electronic Library	837	1
Theses Canada	1119	3
UK and Ireland Dissertations and Theses	94	1
Urban Studies Abstracts	82	1
World Bank Documents	470	0
Worldwide Political Abstracts	94	4

Appendix D. List of bibliographic databases searched and search strategies used

RETRIEVED=Number of citations/abstracts the search retrieved

HITS=Study appears to be potentially eligible and full-text should be retrieved.

=Wildcard operator that will retrieve the keyword and derivatives (e.g., diver will retrieve divert, diverted, diversion)

ACADEMIC SEARCH PREMIERE

Search: AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard or liaison) and AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug*)

Limiters - Published Date from: 19000101-20091231; Publication Type: Periodical, Book, Educational Report; Document Type: Abstract, Article, Book Chapter, Case Study, Proceeding, Product Review, Report
Search modes - Boolean,Phrase

YIELD: 654 RETRIEVED, 6 HITS

THE ALCOHOL AND ALCOHOL PROBLEMS SCIENCE DATABASE (ETOH)

Title Search: (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security") AND ABS(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*)

YIELD: 32 RETRIEVED, 1 HITS

AMERICAN PERIODICAL SERIES ONLINE

Search: BS(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security") AND ABS(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) AND ABS(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")

YIELD: 20 RETRIEVED, 0 HITS

AMERICAN PERIODICAL SERIES ONLINE

Search: BS(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security") AND ABS(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) AND ABS(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")

YIELD: 20 RETRIEVED, 0 HITS

BIBLIOGRAPHY OF NORDIC CRIMINOLOGY, CRIMINAL JUSTICE IN DENMARK

Search: School

YIELD: 61 RETRIEVED, 0 HITS

Keyword Search: evaluation or program evaluation

YIELD: 147 RETRIEVED, 1 HITS

BRITISH PUBLIC LIBRARY INTEGRATED CATALOG

All searches of title only: (no abstract available; no function for boolean searches of all terms)

police and school: YIELD: 29 RETRIEVED,5 HITS

enforcement and school: YIELD: 10 RETRIEVED ,0 HITS

enforcement and campus: YIELD: 4 RETRIEVED ,0 HITS

police and campus: YIELD: 3 RETRIEVED , 0 HITS

patrol and school: YIELD: 15 RETRIEVED,0 HITS

patrol and campus: YIELD: 0

campus and security: YIELD: 6 RETRIEVED,0 HITS

school and security: YIELD: 68 RETRIEVED,1 HITS

school violence: YIELD: 24 RETRIEVED,0 HITS

school crime: YIELD: 5 RETRIEVED,0 HITS

crime and campus: YIELD: 7 RETRIEVED,0 HITS

policing and school: YIELD: 46 RETRIEVED,5 HITS

"crime prevention" and school: YIELD: 3 RETRIEVED,1 HIT

violence and campus: YIELD: 14 RETRIEVED, 0 HITS

"crime prevention" and college: YIELD: 0

liaison and police: YIELD: 21 RETRIEVED,1 HIT

school vandalism: YIELD: 14 RETRIEVED,0 HIT

police and truancy: YIELD: 0

school and drug and police: YIELD: 1 RETRIEVED,0 HIT

CANADIAN EVALUATION SOCIETY GREY LITERATURE

Subject Search:

crime: YIELD: 3 RETRIEVED,0 HITS

Education: YIELD: 45 RETRIEVED,0 HITS

Justice and Criminology: YIELD: 6 RETRIEVED, 0 HITS

Young offenders: YIELD: 1 RETRIEVED, 0 HITS

CALIFORNIA PEACE OFFICERS STANDARDS AND TRAINING LAW ENFORCEMENT ARCHIVES

YIELD: 296 RETRIEVED, 12 HITS

CHALK'S E-LIBRARY

School Safety: YIELD: 400 RETRIEVED, 0 HITS

Police and School: YIELD: 399 RETRIEVED, 0 HITS

CHICANO DATABASE

Search: (ab: experiment* or ab: evaluat* or ab: assess* or ab: impact* or ab: outcome* or ab: effect* or ab: randomly or ab: randomize* or ab: comparison w group or ab: control w group or ab: controls or ab: comparisons or ab: control w condition or ab: comparison w condition) and (ab: police* or ab: law w enforcement or ab: patrol* or ab: policing or ab: security w guard or ab: security w measure* or ab: crime w prevention or ab: sheriff* or ab: cop or ab: cops or ab: constabl* or ab: detective* or ab: undercover or ab: security or ab: guard* or ab: liaison* or ab: officer* or ab: department* or ab: chief*

YIELD: 36 RETRIEVED, 0 HITS

CLASEPERIODICA ABSTRACTS (CARIBBEAN AND LATIN AMERICA)

Abstract Search: AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard or liaison)

YIELD: 24 RETRIEVED,0 HITS

AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard or liaison) and AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom*)

YIELD: 5 RETRIEVED,0 HITS

AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug*)

YIELD: 17 RETRIEVED,0 HITS

COCHRANE LIBRARY: COCHRANE CENTRAL CONTROLLED TRIAL REGISTER

Abstract Search: college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* in AB AND police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security"

YIELD: 46 RETRIEVED, 5 HITS

COCHRANE LIBRARY: HEALTH TECHNOLOGY ASSESSMENT DATABASE

Search on all fields: college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* in AB AND police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security"

YIELD: 5 RETRIEVED,0 HITS

COCHRANE LIBRARY: NATIONAL HEALTH SERVICE ECONOMIC EVALUATIONS

Search on all fields: college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* in AB AND police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security"

YIELD: 47 RETRIEVED,0 HITS

CONFERENCE PAPERS INDEX

Title search: (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard or liaison) and (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")

YIELD: 188 RETRIEVED, 2 HITS

CRIMINAL JUSTICE ABSTRACTS

Query: AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or patrol* or policing or "security guard" or "security

measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security")
YIELD 1601, HITS 52

DATABASE OF AFRICAN THESES AND DISSERTATIONS

Search:

Police and School: YIELD: 1 RETRIEVED, 0 HITS

School Law Enforcement: YIELD: 1 RETRIEVED 1, 0 HITS

School Violence: YIELD: 2 RETRIEVED, 0 HITS

School Crime: YILED: 0

Crime Prevention: YIELD: 1 RETRIEVED,0 HITS

Campus Crime: YIELD: 0

College Crime: YIELD: 1 RETRIEVED,0 HITS

Police Evaluation: YIELD: 1 RETRIEVED,0 HITS

School Evaluation: YIELD: 70 RETRIEVED,9 HITS

Experiment or Quasi-experiment: YIELD: 66 RETRIEVED, 0 HITS

DATABASE OF RESEARCH IN INTERNATIONAL EDUCATION

Search: police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security"

YIELD: RETRIEVED 18, 0 HITS

EBSCO MASTER FILE

Search: AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district*

or superintendent) and TI (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti)AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and TI (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief* ...Show Less

Limiters - Publication Type: Primary Source Document, Periodical, Book, Government Document; Document Type: Abstract, Article, Book Entry, Case Study; Published Date from: 19000101-20091231
Search modes - Boolean,Phrase

YIELD: 58 RETRIEVED, 0 HITS

Search: TI (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti)TI (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief* ...Show Less

Limiters - Publication Type: Primary Source Document, Periodical, Book, Government Document; Document Type: Abstract, Article, Book Entry, Case Study; Published Date from: 19000101-20091231
Search modes - Boolean,Phrase

YIELD: 95 RETRIEVED, 1 HIT

Search: AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and TI (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti)AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*

YIELD: 35 RETRIEVED, 0 HITS

Search: AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and TI (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti)AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*

YIELD: 115 RETRIEVED, 0 HITS

Search: AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard or liaison) and AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")

YIELD: 526 RETRIEVED, 4 HITS

EBSCO MILITARY AND GOVERNMENT COLLECTION

AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti

YIELD: 104 RETRIEVED, 0 HITS

EBSCO SOCINDEX

AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar*

or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti

YIELD: 212 RETRIEVED, 2 HITS

ECONLIT

((Columbine or school* or campus* or student* or truan* or vandal* or classroom*) AND (experiment* or evaluat* or assess* or impact* or effect* or randomly or randomize* or "control group" or controls or comparisons or "control conditions") AND (police* or "law enforcement" or "school violence" or patrol" or policing or "school safety" or "security guard" or "security measure*" or "school security" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)) or ((experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") AND (police* or "law enforcement" or "school violence" or patrol* or policing or "school safety" or security guard" or "security measure*" or "school security" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover) AND (college* or university* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty))

YIELD: 292 RETRIEVED, 0 HITS

ECONPAPERS

police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) AND (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") AND (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district* or superintendent) AND (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti) among working papers and articles and books & chapters and authors

YIELD: 479 RETRIEVED, 0 HITS

EDUCATION ADMINISTRATION ABSTRACTS

Query: yr: 1974-2008 and (((ab: police* or ab: law w enforcement or ab: patrol* or ab: policing or ab: security w guard or ab: security w measure* or ab: crime w prevention or ab: sheriff* or ab: cop or ab: cops or ab: constabl* or ab: detective* or ab: undercover or ab: security or ab: guard* or ab: liaison* or ab: officer* or ab: mouny or ab: gendarme or ab: policia) and (ab: experiment* or ab: evaluat* or ab: assess* or ab: impact* or ab: outcome* or ab: effect* or ab: randomly or ab: randomize* or ab: comparison w group or ab: control w group or ab: controls or ab: comparisons or ab: control w condition or ab: comparison w condition) and yr: 1900-2009) and (ab: college* or ab: universit* or ab: higher w education or ab: post-secondary or ab: academe or ab: tertiary w school or ab: fraternity or ab: sorority or ab: professor* or ab: dorm* or ab: faculty or ab: Columbine or ab: school* or ab: student* or ab: campus* or ab: teacher* or ab: classroom* or ab: SEA or ab: LEA or ab: district* or ab: superintendent and yr: 1900-2009) and (ab: truan* or ab: vandal* or ab: burglar* or ab: theft* or ab: crime or ab: criminal* or ab: violen* or ab: offen* or ab: bully* or ab: shooting* or ab: weapon* or ab: drug* or ab: pedophi* or ab: molest* or ab: harass* or ab: bias or ab: bomb* or ab: hate or ab: graffiti))

YIELD: 424 RETRIEVED, 2 HITS

EDUCATION RESOURCES INFORMATION CENTER (ERIC)

AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)

YIELD: 1183 RETRIEVED, 96 HITS

EDUCATION FULL-TEXT

Year=1900-2009 AND Topic=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") ANDTopic=(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or

detective* or undercover or security or guard* or liaison* or officer*) AND
Topic=(college* or universit* or "higher education" or "post-secondary" or academe or
"tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine
or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district*
or superintendent)

YIELD: 956 RETRIEVED, 17 HITS

EDUCATION RETRO INDEX (1929-1983)

(police* or "law enforcement" or "school violence" or patrol* or policing or "school
safety" or "security guard" or "security measure*" or "school security" or "crime
prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover) And
(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or
randomize* or "comparison group" or "control group" or controls or comparisons or
"control condition" or "comparison condition")

YIELD: 22 RETRIEVED, 7 HITS

EDUCATORS REFERENCE COMPLETE INFOTRAC

AdvancedSearch (ab (police* or "law enforcement" or patrol* or policing or "security
guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or
constabl* or detective* or undercover or security or guard* or liaison* or office*)) And
(ab (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly
or randomize* or "comparison group" or "control group" or controls or comparisons or
"control condition" or "comparison condition")) And (ab (truan* or vandal* or burglar*
or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or
drug*))LIMITSTY (Abstract Or Article Or Articulo Breve Or Author Abstract Or Brief
Article Or Case Study Or Clinical Report Or Evaluation Or Periodical Review Or
Product,Service Evaluation Or Regional, State, or Local Organization Overview Or Report
Or Technical Report)) And (DA (< 20100101))

YIELD: 240 RETRIEVED,0 HITS

EXPANDED ACADEMIC ASAP PLUS

(ab (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly
or randomize* or "comparison group" or "control group" or controls or comparisons or
"control condition" or "comparison condition")) And (ab (police* or "law enforcement"
or patrol* or policing or "security guard" or "security measure*" or "crime prevention"

or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)) And (ab (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* or "school violence" or "school safety" or "school security" or "school crime"))LIMITSDA (< 20100101))

YIELD: 376 RETRIEVED, 9 HITS

FAMILY AND SOCIETY STUDIES ABSTRACTS

AB experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition"

AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security")

AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security") and AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*)

AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security") and AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*)

Limiters - Publication Type: academic journal, book, classic book, conference paper, conference proceeding, dissertation, government document, grey literature, health report, periodical, report, working paper; Document Type: article, book, book chapter, case study, conference paper, dissertation, proceeding, project, report, working paper
Search modes - Boolean,Phrase

YIELD: 377 RETRIEVED, 3 HITS

FIRST SEARCH OCLC

Query: yr: 1965-2009 and ((ab: police* or ab: law w enforcement or ab: patrol* or ab: policing or ab: security w guard or ab: security w measure* or ab: crime w prevention or ab: sheriff* or ab: cop or ab: cops or ab: constabl* or ab: detective* or ab: undercover or ab: school w crime or ab: school w violence or ab: school w safety or ab: school w security) and (ab: experiment* or ab: evaluat* or ab: assess* or ab: impact* or ab: outcome* or ab: effect* or ab: randomly or ab: randomize* or ab: comparison w group or ab: control w group or ab: controls or ab: comparisons or ab: control w condition or ab: comparison w condition) and (ab: college* or ab: universit* or ab: higher w education or ab: post-secondary or ab: academe or ab: tertiary w school or ab: fraternity or ab: sorority or ab: professor* or ab: dorm* or ab: faculty or ab: Columbine or ab: school* or ab: student* or ab: campus* or ab: teacher* or ab: truan* or ab: vandal* or ab: classroom*))

YIELD: 706 RETRIEVED, 15 HITS

GENERAL ONEFILE INFOTRAC

AdvancedSearch (ab (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*)) And (ab (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")) And (ab (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias)) And (ab (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school"))LIMITSPC ("government and Political Science" OR "health and Medicine" OR "law" OR "social Sciences")) And (DA (< 20100101))

YIELD: 159 RETRIEVED, 0 HITS

AdvancedSearch (ab (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*)) And (ab (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")) And (ab (truant* or vandal* or burglar* or theft* or crime or criminal* or violent* or offen* or bully* or shooting* or weapon* or drug*)) And (ab (fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student*))LIMITSPC ("government and Political Science" OR "health and Medicine" OR "law" OR "social Sciences")) And (DA (< 20100101))

YIELD: 335 RETRIEVED, 5 HITS

AdvancedSearch (ab (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*)) And (ab (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")) And (ab (truant* or vandal* or burglar* or theft* or crime or criminal* or violent* or offen* or bully* or shooting* or weapon* or drug*)) And (ab (campus* or teacher* or classroom* or SEA or LEA or district* or superintendent))LIMITSPC ("government and Political Science" OR "health and Medicine" OR "law" OR "social Sciences")) And (DA (< 20100101))

YIELD: 125 RETRIEVED, 2 HITS

GOOGLE

(evaluation or study or quasi-experiment) and (police or enforcement) and (school or campus)

YIELD: 395 RETRIEVED, 10 HITS

(evaluation or study or quasi-experiment or experimental) and (police or enforcement) AND (college or university)—

YIELD: CHECKED first 500, 13 HITS

GOOGLE SCHOLAR

“police-school” and evaluation

YIELD: FIRST 500 SEARCHED, 11 HITS

HOMELAND SECURITY DIGITAL LIBRARY

1945-2009 YEARS

KEYWORDS

college or university or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor or dormitory or faculty or Columbine or school or student or campus or teacher or truancy or vandal or classroom

RESTRICTIONS

Document Type:

Analysis; Article; Background Paper; Book; Briefing Book; Briefing Paper; Conference Proceeding; Congressional Presentation; Defense Intelligence Study; Defense Research Assessment; Discussion Paper; Intelligence Report; Intelligence Research Report; Manuscript; Paper; Periodical; Presentation; Program Review; Project Paper; Report; Scientific Intelligence Report; Special Analysis; Study; Thesis; White Paper; Working Paper;

COLLECTIONS:

Afghanistan; Nicaragua; Peru; El Salvador, Japan; Phillipines; Terrorism & US Policy 1968-2002; U.S. Intelligence Community After 9-11

YIELD: 97 RETRIEVED, 0 HITS

INDEX TO CURRENT URBAN DOCUMENTS

Topic: Program Evaluation

Keyword: Police: YIELD: 17 RETRIEVED,0 HITS

Keyword: School: YIELD: 3 RETRIEVED,1 HIT

Keyword: University YIELD: 2 RETRIEVED,0 HITS

Keyword: Crime: YIELD: 13 RETRIEVED,0 HITS

Keyword: violence: YIELD: 0

YIELD: 35 RETRIEVED, 1 HIT

INDEX TO FOREIGN LEGAL PERIODICALS

(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*). limit 1 to yr="1970 - 2009" (3961) (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district* or superintendent).mp. [mp=title, publication type, heading word, accession number] (2014) limit 3 to yr="2009" (0)

YIELD: 18 RETRIEVED, 1 HIT

INTERNATIONAL BIBLIOGRAPHY OF THE SOCIAL SCIENCES

(AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*)) and(AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition")) and(AB=(police* or "law enforcement" or "school violence" or patrol* or policing or "school safety" or "security guard" or "security measure*" or "school security" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)

YIELD: 195 RETRIEVED, 1 HIT

ISI WEB OF KNOWLEDGE, SOCIAL SCIENCE CITATION INDEX

Topic=(truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti) AND

Databases=SSCI Timespan=1945-2009 AND Topic=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") ANDTopic=(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*) AND

Topic=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district* or superintendent)

YIELD: 503 RETRIEVED, 3 HITS

JUSTICE RESEARCH AND STATISTICS ASSOCIATION INFOBASE OF STATE ACTIVITIES AND REPORTS (JRSA ISAR)

Police: YIELD: 324 RETRIEVED, 0 HITS

Evaluation: YIELD: 451 RETRIEVED, 0 HITS

School: YIELD: 139 RETRIEVED, 6 HITS

TOTAL YIELD: 914 RETRIEVED, 6 HITS

JSTOR

(in title: police or "law enforcement" or patrol or policing or "security guard" or "security measure" or "crime prevention" or sheriff or "cop" or "cops" or constabl* or detective or undercover or security) AND (in title: college or university or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor or dorm or faculty or Columbine or school or student or campus) AND (in title: experiment or evaluat* or assess or impact or outcome or effect or randomly or randomize or "comparison group" or "control group" or controls or comparisons or "control condition" or study) AND (in full text: truancy or vandalism or burglary or theft or crime or criminal or violent or offender or bully or shooting or weapon or drug or offense or violence)

Cut off date 2009

Restrictions: Disciplines (education, economics, law, health policy, health sciences, political science, psychology, public policy & administration, sociology)

YIELD: 533 RETRIEVED, 0 HITS

MEDLINE

(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*).mp. [mp=title, original title, abstract, name of substance word, subject heading word, unique identifier] AND (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition").mp. [mp=title, original title, abstract, name of substance word, subject heading word, unique identifier] AND (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover).mp. [mp=title, original title, abstract, name of substance word, subject]

YIELD: 632 RETRIEVED, 7 HITS

NATIONAL BUREAU OF ECONOMIC RESEARCH WORKING PAPERS

Police: YIELD: 8 RETRIEVED, 0 HITS

School: YIELD: RETRIEVED 102, 0 HITS

Violence: YIELD: 17 RETRIEVED ,0 HITS

Crime: YIELD: 73 RETRIEVED, 0 HITS

NCJRS

Search #1:

IF ANY ABSTRACT HAD THIS AS A DESCRIPTOR, IT WAS FLAGGED:

Campus
Campus alcohol abuse
Campus crime
Campus police
Campus police training
Campus security
Crime in schools
Crimes against teachers
Drug-free school zones
Educators
Elementary and Secondary Ed Act
Elementary school education

High school education
Higher education
Natl School Safety Center
Police school relations
Public schools
School delinquency programs
School disciplinary proceedings
School discipline
School dropouts
School influences on crime
School security
School security officers
School vandalism
School vandalism causes
Schools
Student disorders
Student expulsion
Students
Truancy
Truancy Prevention
University or college dormitories
University, CJ agency collaboration

YIELD: 97 RETRIEVED, 3 HITS

Search #2:

Searched using the following in thesaurus:

Byrne program evaluation
Criminal justice evaluation
Criminal justice program evaluation
Evaluation,
Juvenile program evaluation
National Evaluation Program
Police performance evaluation
Pretest-posttest evaluation
Program evaluation
Research design
Studies,
Threat assessment

YIELD: 98 RETRIEVED, 1 HIT

Search #3:

School terms (see above) in Title and by year AND Police terms (see above) in general search by year:

1900-1969: YIELD: RETRIEVED 219, 12 HITS

1970: YIELD: 40 RETRIEVED,1 HIT

1971: YIELD: 51 RETRIEVED,0 HITS

1972: YIELD: 80 RETRIEVED,2 HITS

1973: YIELD: 73 RETRIEVED,1 HIT

1974-1975: YIELD: 232 RETRIEVED,9 HITS

1976: YIELD: 166 RETRIEVED,0 HITS

1977:YIELD: 149 RETRIEVED,5 HITS

1978: YIELD: 177 RETRIEVED,2 HITS

1979: YIELD: 107 RETRIEVED,2 HITS

1980: YIELD: 94 RETRIEVED,2 HITS

OID FULL-TEXT JOURNALS

(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* or "school violence" or "school safety" or "school security" or "school crime").ab. AND (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition").ab. AND (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover).ab.

YIELD: 322 RETRIEVED, 2 HITS

POLICY ARCHIVE

Law enforcement and police topic

YIELD: 29 RETRIEVED, 0 HITS

POLICY FILE

Search #1

Title Keyword: police* or enforce* or patrol* or policing or guard* or security or sheriff* or cop* or constabl* or detective* or undercover or liaison* or officer* or municipal or department or chief*

General Keyword: college* or universit* or fraternity or sorority or professor* or dorm* or faculty or columbine or school* or student* or campus* or teacher* or classroom* or district* or superintendent

Subjects: "Children, Youth and Families" OR "Conflict Resolution" OR "Crime-Criminal Justice" OR "Crime-Criminal Justice System" OR "Crisis Management" OR "Education" OR "Law Enforcement"

1990-2009

YIELD: 116 RETRIEVED, 0 HITS

Search #2:

Switched police and education terms

YIELD: 293 RETRIEVED, 1 HITS

PROQUEST DISSERTATIONS

(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* or "school violence" or "school safety" or "school security" or "school crime").ab. AND (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition").ab. AND (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover).ab.

YIELD: 935 RETRIEVED, 19 HITS

PSYCHOLOGICAL AND BEHAVIORAL SCIENCES COLLECTION

AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or district* or

superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti)

YIELD: 106 RETRIEVED, 0 HITS

PSYCINFO

AB=(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti) and AB college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school") or (fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student*) or (campus* or teacher* or classroom* or SEA or LEA or district* or superintendent))

YIELD: 69 RETRIEVED, 2 HITS

PUBLIC AFFAIRS INFORMATION SERVICE (PAIS)

AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or "school violence" or patrol* or policing or "school safety" or "security guard" or "security measure*" or "school security" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)

YIELD: 2 RETRIEVED, 0 HITS

PUBLIC AFFAIRS INFORMATION SERVICE (PAIS) INTERNATIONAL

AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or "school violence" or patrol* or policing or "school safety" or "security guard" or "security measure*" or "school security" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)

YIELD: 74 RETRIEVED, 4 HITS

RACE RELATIONS ABSTRACTS

AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district* or superintendent) and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer* or department* or chief*) and AB (truan* or vandal* or burglar* or theft* or crime or criminal* or violen* or offen* or bully* or shooting* or weapon* or drug* or pedophi* or molest* or harass* or bias or bomb* or hate or graffiti)

YIELD: 111 RETRIEVED, 0 HITS

SAGE CRIMINOLOGY FULL-TEXT

School terms in title: (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district* or superintendent)

2 methods terms at a time in abstract:
experiment* or evaluat*: 36 YIELD,1 HIT

effect* or assess* YIELD 104,0 HITS
outcome* or impact* YIELD 14,0 HITS
random* or control* YIELD 21,0 HITS
comparison* or study YIELD 69,0 HITS

YIELD 244 RETREIVED, 3 HITS

SELECTED PERIODICALS INDEX ONLINE

YIELD: 91 RETRIEVED, 13 HITS

SOCIAL SERVICE ABSTRACTS

AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security")

YIELD: 170 RETRIEVED, 15 HITS

SOCIAL WORK ABSTRACTS

(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* or "school violence" or "school safety" or "school security" or "school crime") in ab.
AND (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") in ab.
AND (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover) in ab.

YIELD: 37 RETRIEVED, 0 HITS

SOCIOLOGICAL ABSTRACTS (SOCIOFILE)

AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom* or "school violence" or "school safety" or "school security" or "school crime") and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)

YIELD: 551 RETRIEVED, 10 HITS

SOCIAL SCIENCE RESEARCH NETWORK (SSRN) ELECTRONIC LIBRARY**Search #1:**

police and schools in abstract

YIELD: RETRIEVED 45, 0 HITS

Search #2:

Abstracts with title containing (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or liaison* or officer* or chief*)

YIELD: 138 RETRIEVED, 0 HITS

Search #3:

college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or classroom* or SEA or LEA or district* or superintendent in title

YIELD: 340 RETRIEVED, 0 HITS

Search #4:

school and security

YIELD: 118 RETRIEVED, 0 HITS

Search #5:

school and violence

YIELD: 81 RETRIEVED, 0 HITS

Search #6:

school and crime

YIELD: 115 RETRIEVED, 1 HIT

THESES CANADA

police* and school* in abstract keyword

YIELD: 20 RETRIEVED,0 HITS

police* and school* in any keyword

YIELD: 118 RETRIEVED,1 HIT

police* and evaluation

YIELD: 35 RETRIEVED,0 HITS

school and violence and evaluation

YIELD: 11 RETRIEVED,0 HITS

burglary

YIELD: 16 RETRIEVED,0 HITS

school and crime and study

YIELD: 20 RETRIEVED,0 HITS

campus and study and violence

YIELD: 3 RETRIEVED,0 HITS

campus and study and crime

YIELD: 4 RETRIEVED,0 HITS

truancy

YIELD: 11 RETRIEVED,0 HITS

vandalism

YIELD: 22 RETRIEVED,0 HITS

violence and police

YIELD: 85 RETRIEVED,0 HITS

crime and police

YIELD: 118 RETRIEVED,0 HITS

police and drugs

YIELD: 16 RETRIEVED,0 HITS

school and drugs

YIELD: 70 RETRIEVED,0 HITS

crime and prevention and study

YIELD: 29 RETRIEVED,1 HIT

weapon and school

YIELD: 4 RETRIEVED,0 HITS

university and crime and study

YIELD: 10 RETRIEVED,0 HITS

Columbine

YIELD: 3 RETRIEVED,0 HITS

harass and school

YIELD: 3 RETRIEVED,0 HITS

harass

YIELD: 7 RETRIEVED,0 HITS

bomb

YIELD: 40 RETRIEVED,0 HITS

"randomized controlled trial"

YIELD: 122 RETRIEVED,0 HITS

quasi-experiment

YIELD: 9 RETRIEVED,0 HITS

"random assignment"

YIELD: 22 RETRIEVED,0 HITS

school and security

YIELD: 62 RETRIEVED,0 HITS

school and safety

YIELD: 79 RETRIEVED,1 HIT

"program evaluation"

YIELD: 180 RETRIEVED,0 HITS

UK AND IRELAND DISSERTATIONS AND THESES

police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or security or guard* or liaison* or officer*

1900-2009, Subject= Criminology

YIELD: 24 RETRIEVED, 1 HIT

URBAN STUDIES ABSTRACTS

AB (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB (experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security")

YIELD: 82 RETRIEVED,1 HIT

WORLD BANK DOCUMENTS

Police terms anywhere: (police* or "law enforcement" or patrol* or policing or "security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security")

school in title: YIELD: 9 RETRIEVED, 0 HITS

education in title: YIELD: 129 RETRIEVED, 0 HITS

title: (college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) AND police terms in keywords (police* or "law enforcement" or patrol* or policing or

"security guard" or "security measure*" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover or "school crime" or "school violence" or "school safety" or "school security")

YIELD: 28 RETRIEVED, 0 HITS

"police and schools" keywords: YIELD: 304 RETRIEVED, 0 HITS

WORLDWIDE POLITICAL ABSTRACTS

AB=(college* or universit* or "higher education" or "post-secondary" or academe or "tertiary school" or fraternity or sorority or professor* or dorm* or faculty or Columbine or school* or student* or campus* or teacher* or truan* or vandal* or classroom*) and AB=(experiment* or evaluat* or assess* or impact* or outcome* or effect* or randomly or randomize* or "comparison group" or "control group" or controls or comparisons or "control condition" or "comparison condition") and AB=(police* or "law enforcement" or "school violence" or patrol* or policing or "school safety" or "security guard" or "security measure*" or "school security" or "crime prevention" or sheriff* or "cop" or "cops" or constabl* or detective* or undercover)

YIELD: 94 RETRIEVED, 4 HITS

Appendix E. List of Citations in which Full-Text Documents Could Not Be Retrieved

Association of Chief Police Officers of England, Wales and Northern Ireland (1986). *Liaison between police and schools. A joint report of the Association of Chief Police Officers and the Society of Education Officers*. London, U.K.: Author.

Clark, Tony (2004). *Safer school partnerships: police in schools*. U.K.: Slough Education Management.

Essex England Education Department (1993). *Police schools liaison: Essex schools programme*. Essex, U.K.: Author.

Krapp, K. (2004). Zietschrift fur Politik: BAfoG-Rasterfahndung: fuhr ein Datenabgleich zur automatischen Kriminalisierung? *Zietschrift fur Politik 37 (8)*: 261-264 [German]

London Metropolitan Police (1986). *Police and schools: a fresh approach*. London, U.K.: Author.

McDonald John (2008). Orange county takes S.M.A.R.T. approach to thwart school violence. *California Sheriff 23 (4)*: 10-12.

Turner, Irene F. (1977). *Pre-school playgrounds research and evaluation project final report submitted to Government of Northern Ireland Department of Health and social security*.

U.K. Department of Education and Science (1989). *'Our policeman': good practice in police/school liaison: a survey by HM Inspectorate*. London, U.K.: Author.

Vorhaus, G. (2004). *Police in the classroom: a study of the schools involvement programme in Hillingdon*. Uxbridge U.K.: Hillingdon Legal Resource Center