

LAW ENFORCEMENT MANAGEMENT INSTITUTE

D A R E
DRUG ABUSE AWARENESS EDUCATION
IMPLEMENTATION AND EVALUATION
IN THE
HOUSTON POLICE DEPARTMENT

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ABSTRACT

Law enforcement is often considered primarily a reactive group, in fact though they are extremely effective in drug prevention efforts. Police officers, too, frequently perceived as enforcers, are often also excellent educators for young people, parents and school faculty. A variety of programs exist in which police officers work directly with students in teaching health and safety concepts and practicing how to say "No To Drugs". Such "direct contact" programs also help to prevent the hostility which unfortunately sometime develops between police and youngsters due to misinformation and defensiveness. In 1987 the Houston Police Department implemented the Drug Abuse Resistance Education (DARE) program. This partnership brought the Houston Police Department together with the Houston Independent School District in an effort to reduce drug usage in young people.

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PROJECT DARE
IMPLEMENTATION and EVALUATION
HOUSTON POLICE DEPARTMENT

I. Present Concerns

Americans have consistently identified drug use among the top problems confronting the nation. Yet, many do not recognize the degree to which their own children, their own schools, and their own communities are at risk. (Bennet, 1984) The problem is a familiar one: during adolescence, many of the nation's young people, despite widespread warnings from parents, the schools, and the media, begin experimentation and use of a variety of harmful or potentially harmful substances, including tobacco, alcohol, and drugs. (Coombs, 1986)

II. Prevalence of Adolescent Substance Abuse

Although the rates of adolescent substance abuse has only recently leveled off since the dramatic increases seen in the 1960's and 1970's, the percentage of young people who experiment with and use drugs remains extremely high. (Kandel, 1980) Recent evidence has shown the United States to have the highest level of teenage drug use of any industrialized nation in the world. (Bachman, 1986)

Individual states have also found alarming evidence of the extent of substance use among their young people. For example, in 1984, the Massachusetts Department of Public Health conducted a survey of secondary students to assess the use of drugs and alcohol. The findings: fully

thirty-one percent of those surveyed had used one or more illicit drugs in the month prior to the survey; sixty percent reported using an illicit drug at least once in their lifetime; fifty-nine percent reported using alcohol in the last month, with nearly half of that group of students using it in combination with an illicit drug. (Boston, M.D.P.H., 1984)

A similar study in New York found that thirteen percent of seventh through twelfth graders were "heavy" drinkers, defined as students who drink at least once a week and typically consume five to twelve drinks on each occasion of use. (Barnes, 1984)

One of the more disturbing trends revealed by surveys is the decline in the average age of first use of illicit substances. (Green, 1979) In a number of studies, substantial numbers of young people have reported initiating use of alcohol, tobacco, and marijuana by junior high school age; additionally, the percentage of students using drugs by the sixth grade has tripled since 1975. In the early 1960's, marijuana use was virtually nonexistent among thirteen-year-olds, but now one in six thirteen-year-olds has used marijuana. (Miller, 1983) One chilling fact that makes this finding so alarming is that earlier age of first use is associated with higher levels of usage at later ages. (Jones, 1985) According to a recent poll of Weekly Reader magazine, one-fourth of the fourth graders reported feeling pressured by their peers to try alcohol or marijuana. (U.S. News and World Report, October 13, 1986, pp. 63-64)

III. Houston

Houston is a major point of entry for the influx of illegal drugs from Mexico, Central and South America. Due to this high volume of drug trafficking

through Houston, there is a tremendous availability of street drugs at very low prices, and many areas of the city have street corner peddlers who can be identified by the casual observer. (Edwards, 1988) In July of 1987, there were a minimum of eighteen known fortified crack houses in Houston. With approximately 575 square miles in the corporate city limits of Houston, that averages to be one fortified crack house for each 32 square miles; and Houston contains many miles of undeveloped land. There is also an untold number of "retail" distribution points for marijuana, heroin, methamphetamine, pills, other illegal substances, and many more crack houses that are not fortified. Presentations in the elementary schools reveal that young students have an inordinate amount of knowledge about street drug use and its related activities; additionally, adolescents occupy a disproportionate number of special tactical response teams to try to deal with the enforcement aspect of the problem. (Cartwright, 1988)

IV. Pressures and Influences

The first temptations to use drugs may come in social situations in the form of pressures to "act grown up" and "have a good time" by smoking cigarettes or using alcohol or marijuana. (U.S. Department of Health and Human Services, 1981) A 1987 Xerox, Weekly Reader survey found that television and movies had the greatest influences on fourth through sixth graders in making drugs and alcohol seem attractive; peer pressure had the second greatest influence. The survey offers insights into why students take drugs: for all children, the most important reason for taking marijuana is to "fit in with others"; "to feel older" is the second main reason for children in grades six to twelve. This finding suggests the need for prevention programs beginning in

the early grades. Programs that focus on teaching children to resist peer pressure and on making worthwhile and enjoyable drug-free activities available to them appear to be having the greatest success. (Xerox, Weekly Reader, 1987)

Students who turn to more potent drugs usually do so after first using cigarettes and alcohol, and then marijuana. Initial attempts may not produce a "high"; however, students who continue to use drugs learn that these drugs can alter their thoughts and feelings. The greater a student's involvement with marijuana, the more likely it is the student will begin to use other drugs in conjunction with marijuana. (DuPont, 1984)

Drug use frequently progresses in stages: from occasional use, to regular use, to multiple use, and ultimately to total dependency. With each successive stage, drug use intensifies, becomes more varied, and results in debilitating effects. But this progression is not inevitable. Drug use can be stopped at any stage. However, the more involved a person is with drugs, the more difficult it is for them to stop. Prevention efforts that focus on young children are the most effective means in fighting drug use. (Gold, 1985)

V. Trends in Prevention

The last fifteen years have seen a marked change in the direction of substance abuse education. Traditionally, health education focused on providing children with knowledge about positive and negative health behaviors. Educators believed that this knowledge, combined with students' self-interest, would lead to good health practices. Research on such education efforts has suggested, however, that "teaching about the extreme negative consequences of substance abuse is of marginal value as a preventive strategy." (Botuin, 1984) In materials presented by the Assistant Secretary

of Health and Human Services at hearings before the House Select Committee on Narcotics Abuse and Control, evaluations of programs which primarily provided factual information indicated that increased knowledge has virtually no impact on substances used or on intentions to drink or use drugs. Some studies even appear to show that drug education programs using factual information dissemination may lead to drug experimentation among curious or adventurous young people. (Kerr, 1986) Another point, by the time children are twelve, virtually all believe that smoking is dangerous to their health, but many still begin to smoke. (Evans, 1987)

Appeals designed only to present facts, or to instill fear, will not work. Adolescents generally enjoy good health, and the dire consequences described to them will strike many of them as too remote, too distant, too unlikely to take seriously. In fact, with experimentation, the emergence of an out-of-control addiction is not certain. With regular use, bad health, and even premature death, are more likely, but not absolutely certain. That lack of surety is an opening for denial: "I can control this" or "Doing this one more time won't matter that much." A recovering drug addict may warn high school students that such thinking helped lure him into drugs and eventually brought his own life to ruin, but not everyone hears the message. For some, perhaps for many students, it is too difficult to look into the face of a struggling addict and see any reflection of themselves. (Polich, 1984)

Recognizing the importance of these factors, attention has now turned to the social pressures that prompt children to use substances that have negative social and physical consequences. Recent efforts to discourage experimentation and use of drugs, alcohol, and tobacco focus on providing adolescents with social skills training so that they can successfully resist peer pressure.

Still, teaching children how to refuse offers of drugs and alcohol is insufficient by itself, as they must also be motivated to apply those skills. (Evans, 1980)

An approach to substance abuse prevention that has shown some measure of success is the so-called psychosocial approach. This approach deals with the personal and social pressures and motivations that tempt young people to use drugs and alcohol and works to provide them with the skills necessary to resist such pressures. Research on different examples of psychosocial prevention programs have indicated success in reducing levels of cigarette smoking, as well as marijuana and alcohol use. Follow-up studies have found positive effects still remaining two years after the conclusion of the programs. (Department of Health and Human Services, 1983) To create that impetus, recent curricula gives students accurate information about the immediate and long-term consequences of substance use, builds self-esteem, and teaches decision-making skills. (Evans, 1980)

A review by Battjes (1985) describes the components of these curricula in more detail:

1. Effective education strategies are based on correlational studies that have found a relationship between initiation of substance use and self-esteem, attitudes, and personal values;
2. Providing alternate activities to substance use; and
3. Social skills training teaches children how to recognize various forms of influence from peers, parents, and the media, and how to resist pressures to use substances.

In actual practice, while certain programs may give greater emphasis to some elements, recently developed efforts tend to combine all three. (Battjes, 1985)

Research evidence suggests such curricula have been effective in preventing smoking among young teenagers. (Arkin, 1981) In applauding smoking prevention programs that emphasize social skills training, McCarthy (1985) wrote:

No other generic approach to substance use, including fear appeals, moral persuasion, health consequences education, and self-esteem enhancement, has occasioned the fifty percent reduction in onset rates achieved with social skills training programs.

Interestingly, Schinke (1986), demonstrated in a study of sixth-graders that students who receive social skills training along with factual information "not only had better attitudes toward nonsmoking and expressed intentions not to start, but learned more about smoking than students who only received factual material." These successful anti-smoking curricula have only recently been applied to more general substance abuse prevention education. (Battjes, 1985) Programs such as DARE (Drug Abuse Resistance Education) are specifically designed as primary prevention programs using social skills training.

The DARE program, developed by the Los Angeles Police Department, in 1983 is an excellent example of a direct-contact project. Through DARE, specially selected and trained uniformed police officers present a curriculum in the schools to young children who have not yet had to make a decision concerning drug use. Project DARE is a joint partnership between local school districts and law enforcement agencies. DARE teaches elementary students how to say "no" to drugs and feel good about themselves while resisting negative peer pressure. The target audience is the senior elementary grade to prepare them for the pressures of junior high. (DeJong, 1986)

The DARE curriculum was written by professional writers employed by the Los Angeles School District using resources from all applicable sectors. Great care was taken to insure the anticipated success of the program. DARE was

introduced as a pilot program that was immediately recognized by school officials as a valuable addition to their schools. This program has now been implemented by state, county, and local agencies in practically every state in the nation, including four foreign countries. (DARE National Conference, July 13-15, 1988)

DARE has proven to be successful in practically every imagined setting. The only complaint seems to be that expansion of the program moves too slowly. The Los Angeles Police Department has multi-year studies that reflect DARE's success. Across the nation, DARE promotes an increase in grade point averages while truancy and vandalism decline. (Nyre, 1985)

In October of 1987, the Houston Police Department (HPD) and the Houston Independent School District (HISD) implemented Project DARE in the City of Houston.

It is anticipated that Houston will experience the same positive benefits of the implementation of DARE as all other communities. That is, the participating youths in this community, at their most critical age in terms of drug experimentation, will develop more positive attitudes about the harm of drug abuse, will develop stronger interpersonal skills to help them resist the pressure to abuse drugs, and will develop more positive self-esteem. These strengths will provide the youths with significantly enhanced abilities to lead more positive, productive, and successful lives: lives that will contribute to society rather than become a drain on it and its society-supported penal institutions.

VI. SERVICES PROVIDED BY THE DARE PROGRAM

Project DARE provides several beneficial services to the children, teachers, administrators, parents and the community as a whole receiving the

DARE program. This integration of all parties concerned are necessary for an effective program. The services provided by DARE include:

1. Seventeen weeks of classroom instruction focusing on four major areas:
 - a) Accurate information about alcohol and drugs;
 - b) Decision making skills;
 - c) Resisting negative peer pressure;
 - d) Alternatives to drug use;
2. Meetings of officers with teachers, principals, and parents to discuss the program;
3. A workbook and a culmination certificate presented to each student;
4. Pre- and post-tests, given to students about their attitudes toward drugs;
5. Presentation of safety and drug prevention programs to kindergarten through fourth grade level students by the officers while at the DARE school.

Project DARE is designed to curb the supply of drugs by reducing its demand. (Nyre, 1985) The program has resulted in positive changes in attitudes towards drug abuse and in the lack of acceptability of drug abuse by both students and their parents. It is anticipated that DARE students will develop decision making skills that will deter their involvement with harmful substances whether legal or illegal. It is also expected that DARE students will positively impact siblings, parents, and non-DARE students. This ripple effect will be instrumental in the development of a caring, concerned, civic minded, and drug free generation. The students will also see police officers and other authority figures as positive role models who are concerned about their futures. (Nyre, 1985)

VII. Implementation

The undertaking of implementation of Project DARE is a task which takes

commitment by the most influential members of the community. The objectives must be clear and concise with the main focus on the students being exposed to the program. A well run DARE program benefits the entire community. The most important aspects of a successful program should include:

Objectives:

- o To equip elementary and junior high students with the skills for recognizing and resisting social pressures to experiment with alcohol, tobacco, and drugs;
- o To help students develop self-esteem;
- o To teach positive alternatives to substance use;
- o To develop students' skills in risk assessment and decision making; and
- o To build students' interpersonal and communication skills.

Project DARE achieves these objectives by training carefully selected veteran law enforcement officers to teach a structured, sequential curriculum in the schools.

Key Elements:

1. Joint Planning

DARE requires the investment and collaboration of both law enforcement and education agencies. The initiative may be taken by either agency or by a third party, such as the mayor's office or a parents' group. In Houston it was initiated by the Police Department. However, both education and law enforcement agencies must be involved early in planning for implementation. Many issues are likely to arise during the planning period:

Will school and police administrators have difficulty working together?

- A. Schools and police have different administrative styles and are not commonly accustomed to working together. In Houston the structured

program and a mutual commitment to preventing substance abuse among young people provided strong motivation for pursuing this cooperative effort.

Will there be resistance in the education community to a law enforcement presence in the classroom?

B. Police officers are usually viewed as law enforcers, not as teachers.

However, DARE officers are well trained, committed individuals who quickly prove their effectiveness as classroom teachers. When teachers and administrators observe individual classrooms resistance evaporates.

Are there other school-based programs currently in use or being introduced to combat adolescent drug use?

C. A long-standing concern about use generated many approaches to prevention education. School systems must choose among many curricula and allocate their limited resources effectively. To meet legitimate concerns, proponents of competing programs should be invited to participate in the planning process. The Mayor's Task Force on Drugs in 1987, allowed the Houston Police Department to work very closely with the Houston Independent School District in efforts to combat drug use in the community.

How can Project DARE fit into an already full classroom schedule?

D. Schools are concerned that the teaching of basic skills may be neglected as the demands increase to address other topics of social concern. The DARE curriculum, which was developed by health education specialists, is multifaceted, emphasizing basic skills that students must learn to make reasoned choices for good health. Moreover, DARE incorporates the

application of language arts into many of its lessons. The Texas Education Agency has approved DARE for accreditation in the field of health education.

2. Written Agreement

Implementation of DARE requires a partnership between law enforcement and education systems. A written agreement between law enforcement and school officials demonstrates each agency's commitment to Project DARE and defines their respective roles. (Exhibit #1)

The agreement should include:

- o A statement of their mutual commitment to implement DARE as a strategy to prevent substance use among children.
- o The law enforcement role: to assign in a non-law enforcement role qualified officers who will teach the DARE curriculum in the schools;
- o The school role: to provide classroom time for lessons, coordinate scheduling, and encourage teachers to support and reinforce classroom activities;
- o Program scope: the grade(s) targeted and the number of schools and students to be reached;
- o Specification of the agency responsible for providing such resources as student workbooks and films;
- o Specification of the agency responsible for program oversight; and
- o Procedures for regular communication between the two agencies.

3. Officer Selection

The high quality of the officer instructor is the keystone of the DARE program. Officers must volunteer for the program on the basis of solid commitment to preventing substance use among young people and must have a clean

record, a minimum of two years street experience, maturity, and good communication and organizational skills.

The selection process generally involves posting of the position, preliminary screening, and a formal interview by a review panel that includes both police and school personnel. During these interviews, DARE candidates frequently reveal skills and experience that have lain dormant, yet qualify them for this unique challenge. School panelist have often commented on how instructive participation in officer selection has been in eliminating their misconceptions about police capabilities.

The selection board is made up of five persons. The board consists of two police representatives, two school district representatives, and one mutually agreed upon outside community citizen. The panelist read writing samples, listen to short presentations then ask questions. The panelist then rate the officers from highest to lowest which provides a list to choose from.

4. Officer Training

Training for DARE officers consists of an intensive two-week (80-hour) seminar jointly presented by law enforcement and education agencies. Several states now offer DARE officer training, using a format developed and certified by the Los Angeles Police Department. To maintain the integrity of the DARE program, it is essential that officers be trained by certified agency personnel. The Houston Police Department now stands as the only training center in the state of Texas.

The DARE training curriculum includes:

- o An overview of current drug use prevention activities;
- o Communication and public speaking skills;
- o Learning methodology and classroom behavior management;

- o School/police relationships;
- o Stages of adolescent chemical dependency;
- o Audiovisual techniques and other teaching aids;
- o Program administration; and
- o Sources of supplementary funding.

The most important component of the training is the modeling of each lesson by experienced DARE officers (or "mentors"). Each trainee then prepares and teaches one lesson to fellow trainees, who will play the role of fifth- or sixth-graders, and who subsequently evaluate the officers performance. Mentors advise and support trainees throughout the training, by helping them prepare for presentations and offering suggestions for improvement.

Training sites also provide orientation sessions for law enforcement and education administrators. These sessions provide an opportunity for managers to discuss organizational issues associated with DARE implementation and to review forms and systems for monitoring and record-keeping.

5. Core Curriculum

The DARE core curriculum targets fifth- and sixth-grade elementary students who will be graduating into junior high at the end of the year. The curriculum consists of seventeen 45-to-60 minute lessons to be conducted by the DARE officer on a weekly basis. The lessons are structured, sequential, and cumulative. They employ a wide range of teaching strategies that emphasize student participation, including question-and-answer, group discussion, and role-play activities. (Exhibit #2)

The curriculum is designed to equip students with skills for recognizing and resisting peer influences and other pressures to experiment with substances. In addition to building refusal skills, the lessons focus on the

development of self-esteem, risk assessment and decision-making skills, interpersonal and communication skills, critical thinking, and the identification of positive alternatives to substance use.

6. Classroom Instruction

Typically, officers are assigned to each school for a full day. Thus, one officer can serve up to five schools per semester, of ten schools in a two-semester school year. However, five schools tend to burnout officers quickly. The method in Houston is for an officer to teach Monday through Thursday, and allowing Friday to be used as a planning day or as an opportunity for the officers to speak at civic clubs, other schools, etc.

Officers are to be regarded as members of the school faculty. This means that while at the school as DARE instructors, they can be called upon to act in law enforcement role only in an emergency. It is recommended that part-time DARE officers be assigned to units such as community services in order to avoid law enforcement duties that may conflict with the DARE image or result in court date dates that could interfere with classroom obligations. In 1988, Houston started using part-time officers in an effort to bolster the departments commitment to Neighborhood Oriented Policing.

7. Informal Officer/Student Interaction

In addition to their formal classroom teaching, DARE officers spend time on the playground, in the cafeteria, and at student assemblies to interact with students informally. They may organize a soccer match, play basketball, or chat with other students over lunch. In this way students have an opportunity to become acquainted with the officer as a trusted friend who is interested in their happiness and welfare. Students occasionally tell the officer about problems such as abuse, neglect, alcoholic parents, or relatives who use

drugs. The officer refers these cases to the school principle, counselor or to appropriate resources in the community.

8. Teacher Orientation

The officer needs the support and understanding of classroom teachers to function effectively in the classroom. The DARE officer provides an in-service orientation for teachers at the beginning of the school year to familiarize them with the DARE curriculum, explain their respective roles, and identify ways they can cooperate in effectively communicating DARE's objectives to the students.

Classroom teachers are expected to stay in the classroom during the DARE instruction. Because they know the students well, teachers can share with the officers ways to handle classroom behavior. Frequently they assist with organizing role-play exercises, seeing that students complete their homework, or providing lessons during the week to reinforce the DARE officer's teaching. To encourage such involvement, the curriculum contains extended activities that teachers may choose to introduce.

9. Parent Education Evening

The cooperation and understanding of parents are essential to any substance use prevention effort. During the semester, parents are invited to an evening session at which the DARE officer explains the DARE program, describes ways to improve family communications and to recognize and respond to symptoms of substance use in their children, and provides information about available counseling resources.

10. Community Presentations

Police, educators, and others committed to the success of this effort need to ensure that the program is visible and widely accepted. Meeting with groups

representing all segments of the community-based organizations, housing projects, and local businesses, promotes the level of community understanding and support that is essential for DARE's successful implementation. (Smith, 1988)

VIII. Current Facts

The DARE Program has brought together two of the most important public agencies together in a cooperative effort. Never before have Police and School Officials worked so closely together to produce educated, law bidding citizens in a community. The growth of the DARE Program indicates the public's desire to educate young people on the importance of drug education.

The current growth of DARE since it's inception in 1983 includes:

- o 620 DARE cities in the U.S.A.
- o 25 DARE cities in Texas
- o 47 DARE states in the U.S.A.
- o 2,600 DARE officers in the U.S.A.
- o 102 DARE officers in Texas
- o 1,200 DARE police agencies in the U.S.A.
- o 6 DARE foreign countries
- o All Department of Defense schools

Growth in Houston

The Houston Police Department initiated Project DARE in October of 1987. The ultimate goal of the Houston Police Department and the Houston Independent School District is to have DARE taught in all 165 elementary schools in the city of Houston. With the present level of growth this goal should be reached by September of 1990. The following statistics reflect the growth pattern from the piolt project to the current status.

- o 1987--14--DARE schools
- o --03--Instructor officers (full-time)
- o 1988--54--DARE schools
- o --22--Instructors officers (full & part-time)
- o 1989--90--DARE schools
- o --39--Instructors officers (full & part-time)

IX. Organizational Structure

The Houston Police Department's DARE program has evolved from one officer who attended the DARE instructors course in Los Angeles in February of 1987 to an organization of 39 full and part-time instructors. This growth has necessitated an efficient and organized structure to handle and cope with the myriad of responsibilities associated with such an undertaking. The organizational structure and duties could be further subdivided with program expansion or reduced and combined if cutbacks were necessary. The organization of the Houston DARE program includes:

- o The Project Director, (Captain), oversees all unit operations and is responsible for the project. The Captain reports directly to the Chief of Police;
- o The Assistant Project Director, (Sergeant), supervises, selects officers and acts as between the Department and the Houston Independent School District. He is responsible for preparing the budget, managing grants, and representing the unit to the community;
- o The Coordinator/Administrator, (Officer), carrying out the administrative functions of the unit. He arranges officers to teach and acts as a substitute in time of absences. He assists in setting up

- special projects and other coordinated efforts in the community;
- o The Instructors, (Officers), teach the core curriculum to the fifth students and participate in community services events when not teaching;
 - o The Trainers, (Officers), train new DARE officers, travel to represent the department and make public appearances when required;
 - o The DARE Coordinator, (Director of Counseling), represents the school district and acts as a liaison to the police department; and
 - o Advisory Committee, advises the Project Director on new ideas, raise funds, give criticism when necessary. The committee has community members, private industry, officers and teachers. (Exhibit #3)

X. Evaluating Program Impact

To do an evaluation, it is important that DARE administrators be familiar with what the questions ask and what they intend to do with the responses. Administrators need to understand the options available to them so they can be better equipped to oversee the program evaluation. (Smith, 1988)

Discussed below are two types of information that can be obtained from assessing the impact of the program on students' knowledge, behavior, attitudes, and skills:

- (1) student school performance data, and
- (2) student self-report questionnaires.

Student School Performance Data

While Project DARE does not advocate the objective of improving students' school performance, there is evidence that it may sometimes have that degree of impact. (Nyre, 1985) If school records are thorough, up-to-date, and easily accessible, several types of data might be useful for an assessment of program

impact on students' general well-being:

- o academic grade-point average;
- o conduct grades;
- o number of extracurricular activities;
- o number of days absent and tardy; and
- o number of disciplinary actions, including
detentions, suspensions, and expulsions.

Self-Report Questionnaires

Periodic questionnaires measuring the students attitudes toward drugs are the easiest and most direct way of assessing both the short- and long-term impact of Project DARE. (Nyre, 1985)

1. Obtaining Valid Information

Parents must be informed in advance that questionnaires will be administered. At the discretion of school officials, parents can be asked either to sign an approval slip or to send in notice that they object to their child's participation. As part of any study description sent to parents, measures to ensure confidentiality must be outlined. (L.A.U.S.D., 1986)

While researchers often express concern about the honesty of such self-reports, especially when they concern socially undesirable or criminal behavior such as illicit drug use, the students are likely to provide valid information when certain precautions are taken. (Rouse, 1985) For example:

A. The questionnaires must be set forth at an appropriate reading level. As needed, versions of the questionnaires in Spanish or other languages should be developed. If someone reads the questionnaires to the students, that person should not be affiliated with Project DARE or be personally invested in the outcome of the evaluation;

B. Students must be assured that the information they provide will be held in confidence. They must understand that only the researchers will have access to their answers; the principal, their teacher, and the DARE instructor will not examine their questionnaires and will not

be able to trace which one is theirs. Clearly, for this assurance to be meaningful, the questionnaires must be completed by an entire class at once. One way to ensure such confidentiality is to ask students not to write their name on the questionnaire, but instead, generate and record a special code number (e.g., the first letter of their first name, the last letter of their surname, and the day of the month on which they were born). (Rouse, 1985) With confidentiality ensured, students are more likely to respond to an open appeal for them to answer honestly;

C. A cover story about the purpose of the questionnaire is also desirable, to take the focus off Project DARE. It should never be announced that the questionnaire is designed to see if the students were affected by the program. Quite often, if respondents know that the purpose of the questionnaire is to assess program impact, many will be motivated to "cooperate" by providing possibly inaccurate information that can reflect favorably on the program. One possibility is simply to tell students that the questionnaire is for a large survey of "students' attitudes and behavior." It should be noted that, if the students complete a questionnaire both before and after the program, this repeated administration is likely to make the questionnaire's purpose more obvious, which could affect the honesty of students' self-reports. Thus, if possible, the questionnaires should be administered a few weeks before and after the curriculum itself, to make the link less obvious; (Rouse, 1985)

D. If students are asked to report whether they have recently used a number of substances, an additional check on the validity of self-reports can be provided by listing a bogus drug among the substances. (DeJong, 1986) Misrepresentation through the overreporting of actual drug use can be eliminated to some extent by dropping from the study those respondents who report use of that nonexistent drug; (Exhibit #4, question #13, lists the bogus drug SRO) and

E. Students can be asked to report how often their best friend used each one of several substances during the time period in question. With that friend left unidentified, students may feel more comfortable reporting the information honestly. It is known, of course, that a major predictor of adolescent friendship patterns is alcohol and drug use. (Kandel, 1980) Young people whose friends use alcohol and drugs are more likely to use those substances themselves.

2. Providing Instructions for Teachers

A simple procedure for collecting questionnaire data is to have regular classroom teachers administer the instruments to their classes. Providing clear instructions for the teachers (or for whoever is collecting the data) is vital. (Exhibit #4)

3. Determining Areas of Inquiry

One of the values of using student questionnaires is that there are a number of points of information that can be inquired about, including background information, reactions to the DARE classes, self-concept, knowledge and attitudes, behavioral skills, and substance use.

A. Background Information

To develop profiles of both DARE and non-DARE students, and to see DARE's impact on different types of students, students should be asked to provide basic background information about themselves, including gender, racial/ethnic background, number of parents living at home, total number of siblings, and language spoken in the home. If the possible impact of program participation on students' grades and conduct is of interest, and if it is not feasible to collect that data from school records, the students can also be asked to report that information. (Nyre, 1985)

B. Reaction to the DARE Classes

Students can also be asked for their written assessment of the classes. In addition to open-ended questions, a number of statements about the classes can be listed, with students asked to indicate the extent of their agreement or disagreement with each (e.g., 1 = disagree a lot, 2 = disagree a little, 3 = agree a little, 4 = agree a lot). For example:

- o The classes taught me useful information.
- o The classes will help me not use drugs.
- o The police officer seemed to like me.

Another good way to measure student reaction to the curriculum is to ask students to agree or disagree with statements regarding what their classmates thought of DARE. For example:

- o My classmates seemed excited about the class.
- o Because of the classes, my classmates are unlikely to use drugs.

C. Self-Concept

To measure students' self-concept or self-esteem, published scales can be used, (Rosenburg, 1965) or a new set of measures can be developed. For example, students can be asked to use rating scales to indicate their level of agreement or disagreement with various statements related to self-esteem, peer pressure, acceptability and consequences of alcohol/drug use, attitudes toward police officers, and other important decision making skills. Examples of questions such as these may be included:

- o When somebody puts me down or makes fun of me, I always feel badly about myself.
- o I usually don't let other kids talk me into doing something I don't want to do.
- o I think for myself and make my own decisions.
- o I often do things that make me proud of myself.
- o Sometimes I do things I really don't want to do just so my friends will keep liking me.
- o I often feel like I don't care what happens to me.

D. Peer Influences

- o Real friends don't push kids into trying drugs or alcohol.
- o A true friend would never ask you to eat or drink something that wasn't really safe.
- o More than half the kids my age use alcohol or drugs like marijuana.
- o If your best friend offers you a drug, you have to take it.
- o Kids who use drugs have more friends than those who don't.
- o If you attend a party where everyone else is drinking beer and wine, that doesn't mean that you have to join in.
- o If someone you like wants you to do something you think is wrong, there is no way you can say no and still be friends.

E. Acceptability of Drug/Alcohol Use

- o It's okay for kids to try marijuana, just to satisfy their curiosity.
- o Any kid who says that drinking alcohol isn't fun is really out of it.
- o There is nothing wrong with kids smoking cigarettes as long as you don't smoke too many.
- o Kids who drink alcohol are more grown up than those who don't.
- o It is okay for kids to drink alcohol as long as it doesn't become a habit.
- o Using drugs is wrong, no matter how little you use them.

F. Consequences of Drug/Alcohol Use

- o Drugs bought on the street are not safe to use.
- o It is perfectly safe to take medicine that a doctor has given to someone else.
- o Sometimes the only way to keep from feeling sad is to get high.
- o When you have a really bad headache, you can take as many aspirin as you want to make the headache go away.
- o Kids who smoke cigarettes all the time find it hard to quit when they want to.
- o If you're under a lot of stress, drinking alcohol or taking drugs won't really help.
- o Taking drugs can help you have more fun when you're bored.

G. Attitudes Toward Police

- o Most police officers can be trusted.
- o Police officers would rather catch you doing something wrong than try to help you.

H. Miscellaneous

- o If someone offers you a drug such as marijuana, you should talk to an adult about what happened.

It is also important to include additional items that ask students to predict their future use of alcohol, tobacco, or drugs (e.g., "By the time I enter high school, I will probably have tried alcohol at least once").

DARE participants should demonstrate more accurate factual information about alcohol and drugs and less accepting attitudes regarding their use; agree more often that the majority of their peers do not use these substances; express more positive attitudes toward police; and be less likely to predict their own future experimentation or use of alcohol, cigarettes, or drugs.

Similar types of exercises, perhaps adapted from the DARE curriculum, could be used to assess other skills that the prevention program emphasizes:

The ability to articulate a set of personal values, to cope constructively with stress, to talk to others about feelings and personal problems, and to find alternatives to drug use. (Manos, 1986) Another possibility is to ask the

students themselves to report how often they have used various DARE skills (e.g., stress management techniques, assertive response style, risk assessment and decision making).

There are other options for assessing skills, for example, in Illinois, evaluators videotaped students in role plays designed to show whether they could demonstrate refusal skills. (Earle, 1987) A panel of judges then viewed the tape, and did a content analysis in a study that includes non-DARE children. This method must be done cautiously because the DARE curriculum gives participating students several hours of practice with a variety of role plays, and the failure of a control group to demonstrate well-acted role plays might reflect lack of familiarity with DARE's teaching methods as much as its content.

XI. Instruments

There are various instruments used across the nation that measures Project DARE's impact. The following types of appraisals are aimed at the persons who are associated with the project:

1. a) Student Appraisal
 b) Open-ended questionnaire
2. Parent Appraisal
3. Classroom Teacher Appraisal
4. Administrator Appraisal

The data on how these four key groups are perceiving the program is vital for evaluation. Each of these appraisals should meet four criteria: the evaluation data should be quantifiable, the language on the questionnaire should be appropriate to the audience, the responses should be brief requiring only limited writing, and the form should take only a few minutes to

administer. (Wulf, 1988) (Exhibits 5,6,7,8,9)

XII. Procedures

The process used to present the evaluations need to include the following basic procedures:

1. Establish an evaluation timeline;
2. Select a sample, considering randomization when possible;
3. Enlist support of building administrator for data collection;
4. For parent and student appraisals, provide classroom teachers with sufficient questionnaires for the whole class;
5. For administrator appraisal, with only one per site, consider a large sample even 100%, if the school service area is not too large; and
6. Use classroom teacher's appraisal of officer's presentation to assess the officer, but also rely on this instrument to collect data on student behavior and attitude change.

XIII. Data Analysis

Once the data from an evaluation has been gathered, careful analysis should be conducted. The data should be examined closely without any hidden agendas so that a true reflection of the program is measured accurately. This process should either be done by an outside entity or a division separate from the DARE unit's of the police department or school district. Some basic steps in conducting a data analysis should include:

1. Collecting all data.
2. Label each sheet by school.
3. Tally all qualifiable site responses.
4. Type list of comments from each group to each form for each site.

5. Calculate percentage of responses to each item on tally sheet for each group.
6. Calculate mean (average) response on each item.
7. Compare data among school groups, looking for differences in average ratings.
8. Prepare report.

XIV. Sharing the Findings

Consider several audiences when preparing the final report: in-house agency personnel, school district officials, city council, or the community-at-large. Use the findings to:

1. document effects of program;
2. make decisions about program continuation and expansion; and
3. seek additional community support and good will.

XV. Conclusion

America has a drug problem. It is a problem that exacts an enormous toll in human suffering, in the expenditure of public monies, and more importantly, in the enormous waste of human potential.

The time has come to rethink the present approach to reducing the usage of drugs. One of the most effective measures is to tackle the problem of alcohol and drug abuse and make it socially unacceptable. What is needed is a creative program that address values decisions, self-esteem, respect for the law, and methods of resisting peer pressure. And the program must begin with children before they become involved with those substances. This is precisely what Project DARE is designed to do.

Project DARE is a new approach to substance use prevention education. In

just a few years the program has been enthusiastically adopted by hundreds of communities as one important way to eliminate substance abuse among school children.

A 1986 evaluation conducted by DeJong assessed the impact of Project DARE on the knowledge, attitudes, and self-reported behavior of children who had received the full-semester DARE curriculum during the sixth-grade. Compared with a control group, students who had received DARE training reported significantly lower use of alcohol, cigarettes, and other drugs since graduating from the sixth grade. These findings were especially strong for boys. In response to three questions for which students were asked to imagine friends pressuring them to use alcohol or drugs, students who had received DARE training were significantly less likely to indicate acceptance of their friends' offers. Moreover, refusal strategies used by the DARE group more often included removing themselves from the situation or suggesting alternative activities, strategies emphasized by the DARE curriculum.

The Houston Police Department, using nationally tested evaluation instruments, is helping administrators in both the police department and school district to determine local success compared to national statistics. The entire community has embraced Project DARE and private sector contributions have been donated to aid in the current expansion which now includes 39 officers (full and part-time) teaching in 90 elementary schools each semester.

HOUSTON DARE PROGRAM

SUMMARY

Some would say society is rapidly going downhill because of the substance abuse problem. Inflation, lack of fuel and even war cast deep shadows over the world. The most serious part of this is that drugs, both medical and street drugs, have disabled a majority of those who could have handled it. It includes the political leaders, it is woven into every institution in our everyday society, it has even paralyzed the coming of generations and is the most serious threat to our civilization. We are becoming a, "Civilization at Risk".

Through the DARE Program being implemented in the Houston Independent School District, since 1987, there is a renewed respect for police officers in and out of the greater Houston area. In addition, there is an awareness of good and bad drugs in the chemical oriented society we live in today. Society has hit a barrier that prevents personal betterment --- drugs and biochemical substances. These can prevent personal improvement and our youngsters are now becoming educated to the facts. One would be hard put to find someone in the present day civilization who is not affected by these facts.

Project DARE shows children that drugs can apparently change the attitude of a person from their original personality to one secretly harboring hostilities and hatreds they don't permit to show on the surface. While this possibly is not always the case, DARE shows youngsters how to act out certain roles to reject such behavior. The program is in it's early stages and an overall evaluation has not been conducted. However, data is constantly being compiled and retained. According to recent reports from Washington, Drug Czar William Martinez, the number of drug related hospital cases have declined in the United States since 1990. (ABC affiliated News Network July 3, 1991) Although the DARE program was not directly mentioned as a factor, one would certainly say that we are having a definite impact on the War on Drugs. It is through the grassroot programs such as DARE that bring about an awareness to the public that a linkage between drugs and increasing difficulties with crime, production, and the modern breakdown of the social and industrial culture exist. Houston is second only to its founding city, Los Angeles, CA., with project DARE. Houston has expanded faster than any other city who started the DARE program and has the ability to train other agencies with their Train the Trainers Team. The biggest stand alone achievement is the fact that Houston was instrumental in being at the forefront of implementing the Texas DARE Institute, located at Southwest Texas State University, San Marcos, TX. This institute is now responsible for all DARE Regional Training and is the Texas DARE Training Center.

One major deficiency with the Houston DARE program is the decentralization of the police force. Decentralization is great for Law Enforcement and the police administration. However, without a single unit of DARE being the facilitator and coordinator of functions to the outlying units of DARE, it becomes very difficult to orchestrate and insure all officers are consistent with their presentation of curriculum. In addition, District Captains sometimes choose to allocate man power and assignments based on other constraints caused by the administration and/or local neighborhood concerns.

Having observed the increase in moral degradation and rise in crime in society, coincident with the gradual eradication of religion from the education system. Houston DARE became very concerned that people were attempting to live in a world that offered them no understanding of the difference between right and wrong.

DARE is devised to halt the decline of moral values, and provide a chemical free future for our children through a practical and workable common sense approach. Police Officers are important role models to youngsters and they listen to them. Police can influence others without too much trouble and create an atmosphere that can point the way to a less dangerous and happier life style.

For nearly a quarter of a decade, DARE has engaged in the investigation of the fundamentals of life, the material universe and human behavior as it relates to substance abuse. Such an adventure leads one down many highways, through many byroads, into back alleys of uncertainty, through many strata of life, through many personal vicissitudes and into the teeth of vested interest. Observation, application, experience and test will tell us if the trek has been made and the answer found. For DARE is yet another science of knowing how to know. It is a science which does not include within it cold and musty data, data to be thrust down the throat without examination and acceptance. It must be traveled and tested and we can only wait to see. It is not a scientific discovery but, a development to herald changes and possibilities.

Project DARE has the potential for this society within the generation to change its whole face and complexion to something far better than we have now. The end and goal of any society as it addresses the problem of education, be it drug awareness or institutionalization, is to raise the ability, the initiative level, of that society. Project DARE is an educational medium to bring about a chemical free culture and survival level that must be sustained in order to maintain the quality of life for the free living society as we know it today, to prevail. This educational medium gives our youngsters a primary mission of the full and honest interpretation of the ideal and the practical. It arms them with the ability to tolerate and better the practical attainments and advances for good decision making skills.

This is accomplished through leading the youngsters creatively and persuasively toward the goals and aims of their peers in the group. This is attained in the highest creative reality, because, the school property in inner city is in fact the drug haven of today.

DARE has a enormous role in the enhancement of today's and the creation of tomorrows reality. DARE operates in a rank of science as to the necessities and requirements to improve the inner city life-style. The elevation of a culture within society can be measured directly by the number of people working in the field to educate and eradicate the problems of that society. The educational process of a culture is a tremendously valid undertaking, and will repay a thousand times any effort made in the direction to free our society, as a whole, from chemical abuse.

A culture is only as great as its dreams, and its dreams are a plea that someone should work on the future. DARE has yet to be evaluated for it's effectiveness, yet it is not prophecy. It is the dream that precedes the dawn when the creators awaken and go to their books and say,

"I wonder whether I could make that dream come true in the real world."

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Attached are exhibits used by Houston
Police Department in Project DARE

PROJECT DARE AGREEMENT

The abuse of drugs and alcohol is a national and societal problem. Because illegal drug use is beginning at an earlier age, elementary school children need to be educated in effectively resisting negative peer pressure. To accomplish this, the HOUSTON INDEPENDENT SCHOOL DISTRICT and the HOUSTON POLICE DEPARTMENT agree to cooperate in presenting the Project DARE (DRUG ABUSE RESISTANCE EDUCATION) curriculum as one component of this community's strategy to prevent substance use among students.

The HOUSTON INDEPENDENT SCHOOL DISTRICT and the HOUSTON POLICE DEPARTMENT will jointly sponsor Project DARE in accordance with the provisions of this agreement. The Police Department will furnish qualified officer instructor(s), who will present the DARE curriculum to students in the classroom. Student workbooks and films will be provided by the School District.

ROLE OF THE POLICE DEPARTMENT: Project DARE instruction is to be provided by a police officer whose sole focus is prevention. One qualified police officer will be designated up to eight schools in the district to teach up to four fifth grade elementary classes at each school. Each officer will teach 17 sessions per semester in up to four schools per semester, spending one day per week in each school. Each officer will also spend time on the playground and in the cafeteria to interact informally with the students. Each officer will be assigned to Project DARE for at least two years.

In addition to instructing students, each officer will assist principals in conducting parent/teacher training in the area of drug abuse. While on school campuses in their DARE functions, the officers will follow school procedures and will have no enforcement responsibilities except during an emergency situation requiring immediate police action. All DARE officers will be in uniform and unarmed while on school campuses.

ROLE OF THE SCHOOL DISTRICT: The Houston Independent School District will be responsible for developing and coordinating the schedule for the educational program so that the intended audiences are reached.

Plans, procedures, and all specifics of the actual conduct of the educational program shall be reviewed and agreed upon as needed by the HOUSTON POLICE DEPARTMENT and the HOUSTON INDEPENDENT SCHOOL DISTRICT.

Number of elementary schools in community: 165

Grade to be targeted: 5

Number of elementary school receiving Project DARE: 54 per semester

Number of officers assigned to Project DARE: 22 full and part-time

Estimated number of students targeted: 7,290 per semester

WE AGREE TO THE TERMS OF THIS AGREEMENT.

(NAME)
CHIEF OF POLICE

(NAME)
GENERAL SUPERINTENDENT

DATE: _____

DATE: _____

PROJECT DARE
CORE CURRICULUM

| | |
|--------------------|--|
| SESSION ONE: | PRACTICES FOR PERSONAL SAFETY |
| SESSION TWO: | DRUG USE AND MISUSE |
| SESSION THREE: | CONSEQUENCES |
| SESSION FOUR: | RESISTING PRESSURES TO USE DRUGS |
| SESSION FIVE: | RESISTANCE TECHNIQUES--WAYS TO SAY NO |
| SESSION SIX: | BUILDING SELF-ESTEEM |
| SESSION SEVEN: | ASSERTIVENESS: A RESPONSE STYLE |
| SESSION EIGHT: | MANAGING STRESS WITHOUT TAKING DRUGS |
| SESSION NINE: | MEDIA INFLUENCES ON DRUG USE |
| SESSION TEN: | DECISION MAKING AND RISK TAKING |
| SESSION ELEVEN: | ALTERNATIVES TO DRUG USE |
| SESSION TWELVE: | ROLE-MODELING |
| SESSION THIRTEEN: | FORMING A SUPPORT SYSTEM |
| SESSION FOURTEEN: | WAYS TO DEAL WITH PRESSURES FROM GANGS |
| SESSION FIFTEEN: | PROJECT DARE SUMMARY |
| SESSION SIXTEEN: | TAKING A STAND |
| SESSION SEVENTEEN: | DARE CULMINATION |

D.A.R.E.

TO KEEP KIDS OFF DRUGS.

DARE FACT SHEET

DARE Means: Drug Abuse Resistance Education

Established: September, 1983

Curriculum
Developed By: Los Angeles Unified School District

Key Features: - Instruction presented by uniformed police officers from the Houston Police Department.
- Seventeen weekly sessions for fifth or sixth grade students.
- Additional lessons kindergarten through fourth grade.

Main Focus: - Teaching students to resist peer pressure and say "no" to drugs.
- Teaching decision-making/life coping skills.
- Providing ideas for alternative ways to deal with problems and have fun.

Program Growth: 1987 -Fourteen schools
-Three officers

1990 - One hundred forty elementary schools in Houston school districts affected: Houston Independent School District, Spring Branch Independent School District, Alief Independent School District, Huffman Independent School District, Aldine Independent School District, CyFair Independent School District and three Catholic Schools
- Sixty-one officers

Training: New officers - two weeks of intensive training. Semi-annual training updates.

Miscellaneous: The school district has provided DARE program training for police officers within the City of Houston. This training is in conjunction with the Houston Police Department.

Coordinators: Gail H. Revis, Director, Guidance and Counseling, Houston Independent School District, 892-6682
Captain G. D. Yorek, Sergeant C. B. Fletcher, Sergeant R. S. Davis Houston Police Department, 247-8941.



HPD

COMMUNITY SERVICES DIVISION

INSTRUCTIONS FOR TEACHERS

1. The purpose of this questionnaire is to test the effectiveness of various school district programs to combat drug use.
2. To preserve the integrity of the evaluation, it is essential that your students not be told that this is the purpose of the questionnaire.
3. Completion of the questionnaire will take one class period. Absentees will not have an opportunity to complete this questionnaire when they return to school. (Smith, 1988)

Tell the students:

1. This questionnaire is part of a large study on the attitudes and behaviors of fifth-graders. (or grade being surveyed)
2. The class can discuss the questionnaire's content at a later time, not today.
3. You will fill out a cover page with your name. That sheet will be removed from the questionnaire and sealed in an envelope.
4. You are not to put your name on the main part of the questionnaire. That way, no one other than the researchers will be able to look at the questionnaire and know who filled it out.
5. As your teacher, I will not look at your questionnaires at all. Your completed questionnaires will be put into a second sealed envelope.
6. Each of you should work individually and respect your classmates' privacy by not looking at others' questionnaires.
7. There are no wrong or right answers.
8. You should be honest in your answers. Remember, no one will be able to look at the questionnaire and know who filled it out.

9. You should try as hard as you can to finish by the end of class.

Questionnaire Administration

1. Have students fill out the cover page for the questionnaire. When they are done, have them pull off the cover page and put it aside on their desk.
2. Students should then begin work on the main part of the questionnaire. Again, they should not put their name on this portion.
3. As the students work, collect the students' cover sheets, making sure that each one has been completed. After collecting all of them, put them in one of the envelopes provided and seal it.
4. Tell the students that, if they get stuck on a certain question, they should go on and then return to complete unfinished items.
5. Emphasize how important it is for them to complete the entire questionnaire.
6. After students complete the questionnaires, collect them, put them in the second envelope, and seal it.

Appendix G

STUDENT OPINION SURVEY QUESTIONNAIRE

Study Number: _ _ _ _

STUDY OPINION SURVEY 1986

1. Are you a BOY or a GIRL?

Please put a checkmark () next to the correct answer.

_____ A boy (1)

CARD 1/<9>

_____ A girl (2)

2. How old are you? # _ _ years.

<10-11>

3. On what day were you BORN? Give the MONTH, DAY, and YEAR

Examples: December 19, 1973; August 15, 1974.

4. How many BROTHERS and SISTERS do you have? _ _

<12-13>

5. How many of those brothers and sisters are OLDER than you? _ _

<14-15>

PLEASE GO ON TO NEXT PAGE

For each sentence below, CIRCLE the number that best matches your answer.

Look at this example:

| | Disagree a lot | Disagree a little | Agree a little | Agree a lot |
|-------------------|-------------------|----------------------|-------------------|----------------|
| I like my school. | 1 | 2 | 3 | 4 |

Do you agree or disagree with that sentence?

- If you disagree a lot, then you would CIRCLE number 1.
- If you disagree a little, then you would CIRCLE number 2.
- If you agree a little, then you would CIRCLE number 3.
- If you agree a lot, then you would CIRCLE number 4.

| | Disagree a lot | Disagree a little | Agree a little | Agree a lot |
|--|-------------------|----------------------|-------------------|----------------|
| I feel good about myself. <16> | 1 | 2 | 3 | 4 |
| When somebody puts me down or makes fun of me, I always feel badly about myself. <17> | 1 | 2 | 3 | 4 |
| I usually don't let other kids talk me into doing some- thing I don't want to do. <18> | 1 | 2 | 3 | 4 |
| I am an important member of my family. <19> | 1 | 2 | 3 | 4 |
| I think for myself and make my own decisions. <20> | 1 | 2 | 3 | 4 |
| I often do things that make me proud of myself. <21> | 1 | 2 | 3 | 4 |
| Sometimes I do things I don't really want to do just so my friends will keep liking me. | 1 | 2 | 3 | 4 |
| Without my friends, I would feel like a nobody. <23> | 1 | 2 | 3 | 4 |

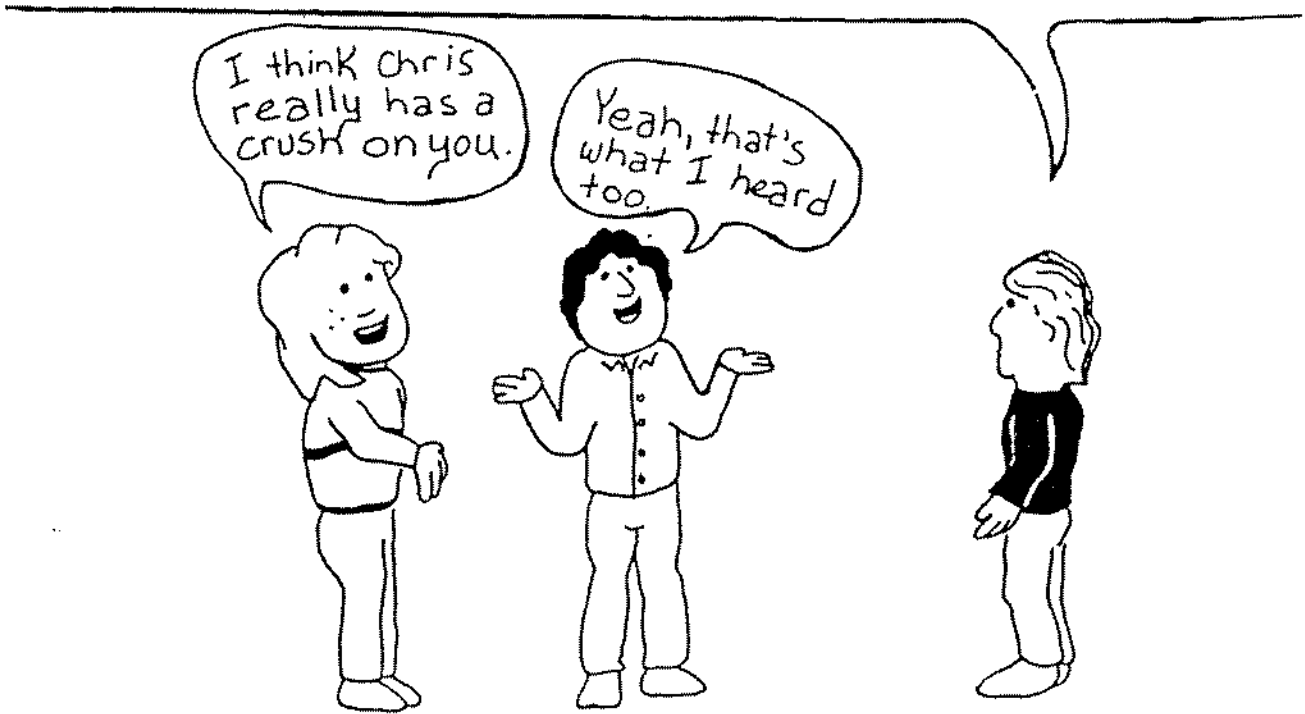
PLEASE GO ON TO NEXT PAGE

READ the cartoon.

Pretend that YOU are the kid in the DARK sweatshirt and that the other two kids are your friends from school.

Imagine that what is shown in the cartoon really happened.

Now, in the space below, WRITE DOWN WHAT YOU WOULD SAY TO ANSWER WHAT YOUR FRIENDS HAVE SAID.



READ the cartoon.

Pretend that YOU are the kid in the DARK sweatshirt and that the other two kids are your friends from school.

Imagine that what is shown in the cartoon really happened.

Now, in the space below, WRITE DOWN WHAT YOU WOULD SAY TO ANSWER WHAT YOUR FRIENDS HAVE SAID.

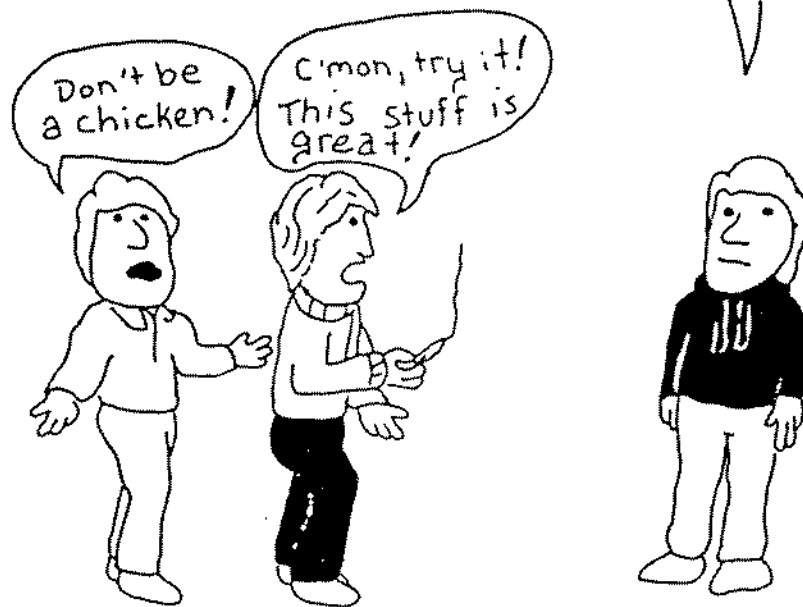


READ the cartoon.

Pretend that YOU are the kid in the DARK sweatshirt and that the other two kids are your friends from school.

Imagine that what is shown in the cartoon really happened.

Now, in the space below, WRITE DOWN WHAT YOU WOULD SAY TO ANSWER WHAT YOUR FRIENDS HAVE SAID.



A boy your age named Bobby just moved to a new neighborhood. He doesn't have any friends and feels very lonely.

One of the older boys who lives across the street invites Bobby to a party. He says this will be a good way for Bobby to make new friends.

The boy tells Bobby that he can't come to the party unless he brings some of his father's beer or wine to the party.

IF YOU WERE BOBBY, WHAT WOULD YOU DO?

Write your answer below:

PLEASE GO ON TO NEXT PAGE

Please CIRCLE one number to tell us how many times you have done each of the following things since you graduated from Grade 6.

Look at this example:

| | Never | Once | A few times | A lot of times |
|-------------------------|-------|------|-------------|----------------|
| Gone to a video arcade. | 1 | 2 | 3 | 4 |

How often have you gone to a video arcade since you graduated from Grade 6.

- If you have never gone, then you would CIRCLE number 1.
- If you have gone once, then you would CIRCLE number 2.
- If you have gone a few times, then you would CIRCLE number 3.
- If you have gone a lot of times, then you would CIRCLE number 4.

To repeat: Please CIRCLE one number to tell us how many times you have done each of the following things since you graduated from Grade 6.

SINCE YOU GRADUATED FROM GRADE 6, HOW MANY TIMES HAVE YOU:

| | Never | Once | A few times | A lot of times |
|-----------------------|-------|------|-------------|----------------|
| Taken aspirin <24> | 1 | 2 | 3 | 4 |

| | | | | |
|--------------------|---|---|---|---|
| Drunk beer <25> | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Used marijuana (grass, pot, joints) <26> | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

SINCE YOU GRADUATED FROM GRADE 6, HOW MANY TIMES HAVE YOU:

| | | | | |
|---------------------------|---|---|---|---|
| Smoked cigarettes <27> | 1 | 2 | 3 | 4 |
|---------------------------|---|---|---|---|

| | | | | |
|--------------------|---|---|---|---|
| Drunk wine <28> | 1 | 2 | 3 | 4 |
|--------------------|---|---|---|---|

| | | | | |
|-------------------------------------|---|---|---|---|
| Used speed (uppers, whites) <29> | 1 | 2 | 3 | 4 |
|-------------------------------------|---|---|---|---|

| | | | | |
|-----------------------------|---|---|---|---|
| Used downers (reds) <30> | 1 | 2 | 3 | 4 |
|-----------------------------|---|---|---|---|

| | | | | |
|-----------------------|---|---|---|---|
| Used thanatos <31> | 1 | 2 | 3 | 4 |
|-----------------------|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Drunk hard liquor (gin, whiskey, vodka, rum, bourbon, etc.) <32> | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Sniffed glue, paint, or white-out <33> | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

| | Never | Once | A few times | A lot of times |
|-------------------------------|-------|------|-------------|----------------|
| Used PCP (angel dust) <34> | 1 | 2 | 3 | 4 |

For each sentence below, CIRCLE the number that best matches your answer.

| | Disagree a lot | Disagree a little | Agree a little | Agree a lot |
|---|-------------------|----------------------|-------------------|----------------|
| True friends don't push kids into trying drugs or alcohol. <35> | 1 | 2 | 3 | 4 |
| It's okay for kids to try marijuana, just to satisfy their curiosity. <36> | 1 | 2 | 3 | 4 |
| Any kid who says that drinking alcohol isn't fun is really out of it. <37> | 1 | 2 | 3 | 4 |
| Drugs bought on the street are not safe to use. <38> | 1 | 2 | 3 | 4 |
| It is perfectly safe to take medicine that a doctor has given to someone else. <39> | 1 | 2 | 3 | 4 |
| Most kids my age use alcohol or drugs like marijuana. <40> | 1 | 2 | 3 | 4 |
| There is nothing wrong with kids smoking cigarettes as long as they don't smoke too many. <41> | 1 | 2 | 3 | 4 |
| Most police officers can be trusted. <42> | 1 | 2 | 3 | 4 |
| Kids who drink alcohol are more grown up than those who don't. <43> | 1 | 2 | 3 | 4 |
| It is okay for kids to drink alcohol as long as it doesn't become a habit. <44> | 1 | 2 | 3 | 4 |
| Kids who use drugs have more friends than those who don't. <45> | 1 | 2 | 3 | 4 |
| If you're under a lot of stress, drinking alcohol or taking drugs won't really help. <46> | 1 | 2 | 3 | 4 |
| Police officers would rather catch you doing something wrong than try to help you. <47> | 1 | 2 | 3 | 4 |

| | Disagree a lot | Disagree a little | Agree a little | Agree a lot |
|--|-------------------|----------------------|-------------------|----------------|
| If you attend a party where everyone else is drinking beer and wine, you can have a good time without joining in. <48> | 1 | 2 | 3 | 4 |
| If someone you like wants you to do something you think is wrong, there is no way you can say "no" and still be friends. <49> | 1 | 2 | 3 | 4 |
| Using street drugs is wrong, no matter how little you use them. <50> | 1 | 2 | 3 | 4 |
| If someone offers you a drug such as marijuana, you should talk to an adult about what happened. <51> | 1 | 2 | 3 | 4 |
| Sometimes the only way to keep from feeling sad is to get "high." <52> | 1 | 2 | 3 | 4 |
| By the time I enter high school, I will probably have tried cigarettes at least once. <53> | 1 | 2 | 3 | 4 |
| By the time I enter high school, I will probably have tried alcohol at least once. <54> | 1 | 2 | 3 | 4 |
| By the time I enter high school, I will probably have tried drugs at least once. <55> | 1 | 2 | 3 | 4 |

Figure 8.5

STUDENT APPRAISAL

Dear Student:

You have just completed Project DARE. It is very important that we know your opinion about the program.

PLEASE DO NOT PUT YOUR NAME ON THIS PAPER. That is so that you can be completely open and honest about your answers. Please answer as honestly as you can.

All you have to do is circle YES or NO for each question and return this form to your teacher.

1. YES NO I thought the DARE lessons were presented in an interesting manner.
2. YES NO I understand the lessons.
3. YES NO I think the DARE program should be continued for other students my age.
4. YES NO I have already told my family about the DARE lessons we did in class.
5. YES NO As a result of DARE, I think I will be able to say no to drugs.
6. The part of the DARE program that I liked the best was:

Teacher's name:

Date:

School:

Grade:

Figure 8.3

PARENT APPRAISAL

Dear Parent or Guardian:

A series of lessons to help young people resist the use of drugs was taught by an officer in your child's class this semester. We would like to see if the new knowledge was shared with you at home. Would you please help us to evaluate the DARE program?

Thank you for your assistance.

1. Yes No Did your son/daughter tell you about DARE lessons at home?
2. Yes No Did you attend a DARE Parent Meeting?
3. Yes No If question 2 was answered "Yes," was the DARE program adequately explained?

Please answer items 4-7 by circling the appropriate rating.

1 = strongly disagree; 2 = disagree; 3 = unsure/neutral; 4 = agree; 5 = strongly agree

4. As a result of the DARE program, it is now easier for me to talk to my child about drugs. 1 2 3 4 5
5. Since my child has been in the DARE program, he or she has a more positive attitude about law enforcement. 1 2 3 4 5
6. Since the DARE program, my child has a more positive attitude about school. 1 2 3 4 5
7. As a result of my child's experience, I recommend that the DARE program be continued. 1 2 3 4 5
8. As a result of the DARE program, what in your opinion, was the effect on your child's attitude toward drug use (check one)?

() More likely to use drugs () No effect () Less likely to use drugs

COMMENTS:

THIS REPORT IS CONFIDENTIAL; YOU NEED NOT SIGN IT.

THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM TO THE TEACHER.

Teacher's name:

Date:

School:

Grade:

Figure 8.2

CLASSROOM TEACHER APPRAISAL OF OFFICER'S PRESENTATION OF LESSONS

Classroom teacher's name:

Date:

School:

Grade:

D.A.R.E. officer:

Dear Classroom Teacher:

Thank you for taking the time to complete the following evaluation. Recognizing that officer performance is critical to program success, we value your input. The information will be especially helpful in determining training needs for future instructor training programs and instructor inservice training programs.

1 = strongly disagree; 2 = disagree; 3 = unsure/neutral; 4 = agree; 5 = strongly agree

- | | | | | | |
|--|---|---|---|---|---|
| 1. The objectives of the lesson were clear to the students from the beginning of the officer's presentation | 1 | 2 | 3 | 4 | 5 |
| 2. The presentation of materials and content was appropriate to my students' level. | 1 | 2 | 3 | 4 | 5 |
| 3. The officer's presentation was effective. | 1 | 2 | 3 | 4 | 5 |
| 4. The officer established rapport with my students. | 1 | 2 | 3 | 4 | 5 |
| 5. My students showed interest in the lesson. | 1 | 2 | 3 | 4 | 5 |
| 6. My students acquired knowledge about how to successfully resist and refuse offers of drugs. | 1 | 2 | 3 | 4 | 5 |
| 7. My students show an improved attitude toward drug use. | 1 | 2 | 3 | 4 | 5 |
| 8. My students demonstrate the ability to use those resistance skills taught in the DARE lessons. | 1 | 2 | 3 | 4 | 5 |
| 9. During the time that DARE was presented, I observed a positive change in interpersonal relations among my students. | 1 | 2 | 3 | 4 | 5 |
| 10. My opinion is that the DARE program should be continued in my school. | 1 | 2 | 3 | 4 | 5 |

Comments and suggestions:

Figure 8.4

ADMINISTRATOR'S APPRAISAL

Name:

Date:

School:

Dear Administrator:

In an effort to evaluate the quality of DARE program implementation, we would appreciate your input regarding your school's DARE experience. Please share your opinions by answering the questions on the rating scale below.

1 = very poor; 2 = poor; 3 = unsure/neutral; 4 = good; 5 = excellent

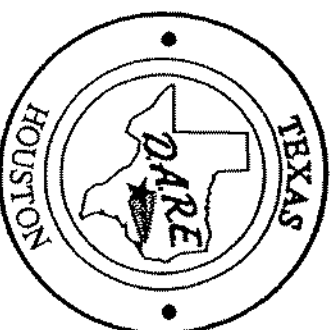
- | | | | | | |
|---|---|---|---|---|---|
| 1. Organization/coordination of the DARE program between the law enforcement agency and my school | 1 | 2 | 3 | 4 | 5 |
| 2. Quality of learning experience for students | 1 | 2 | 3 | 4 | 5 |
| 3. My teachers' attitudes toward the DARE program | 1 | 2 | 3 | 4 | 5 |
| 4. My students' attitudes toward the DARE program | 1 | 2 | 3 | 4 | 5 |
| 5. My own opinion of the DARE program | 1 | 2 | 3 | 4 | 5 |
| 6. The idea that DARE should be continued in my school | 1 | 2 | 3 | 4 | 5 |

Comments and suggestions:

Certificate of Achievement D. A. R. F.

May it be known that

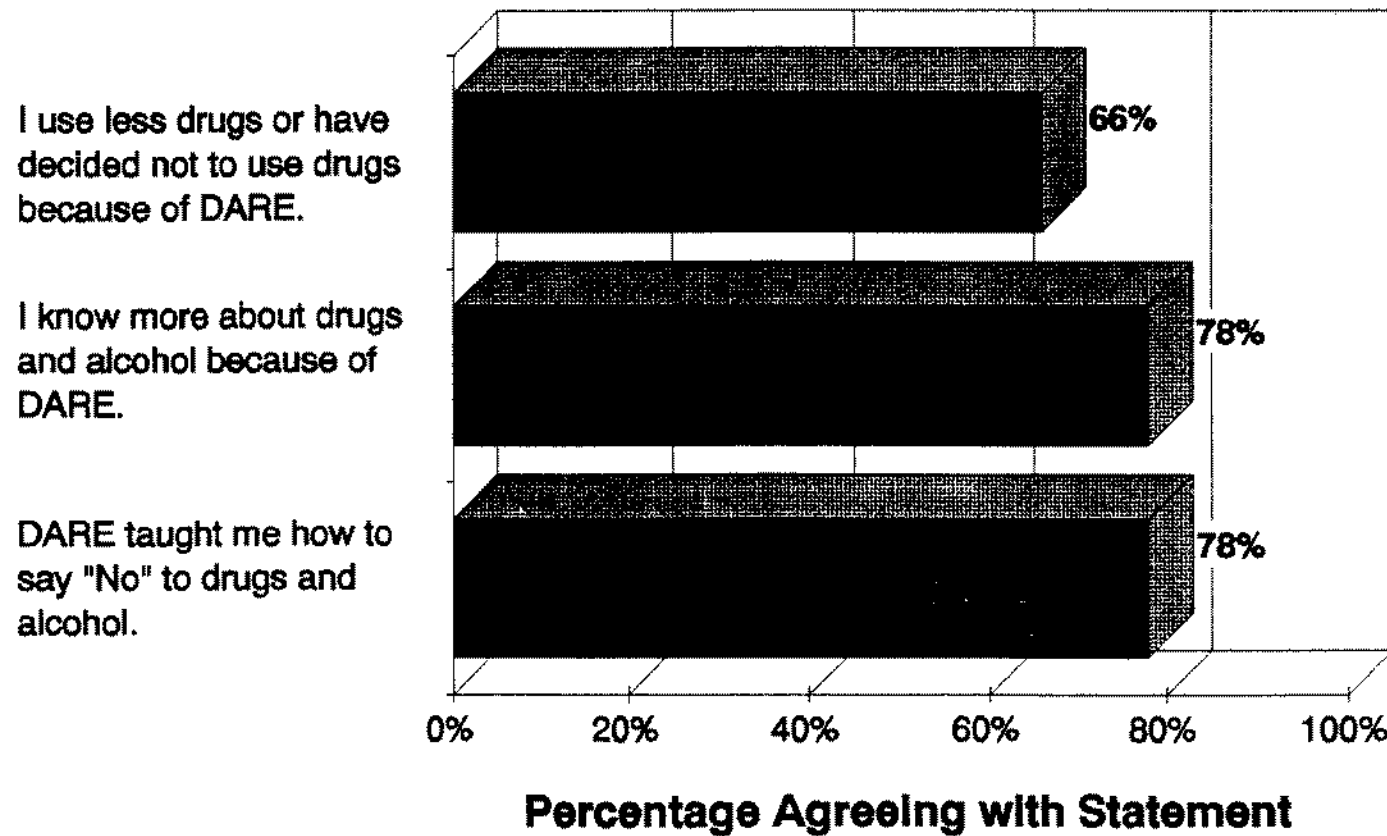
has completed the curriculum in Drug Abuse Resistance
Education (DARE) and has made a personal commitment to
avoid the pressures to begin using drugs



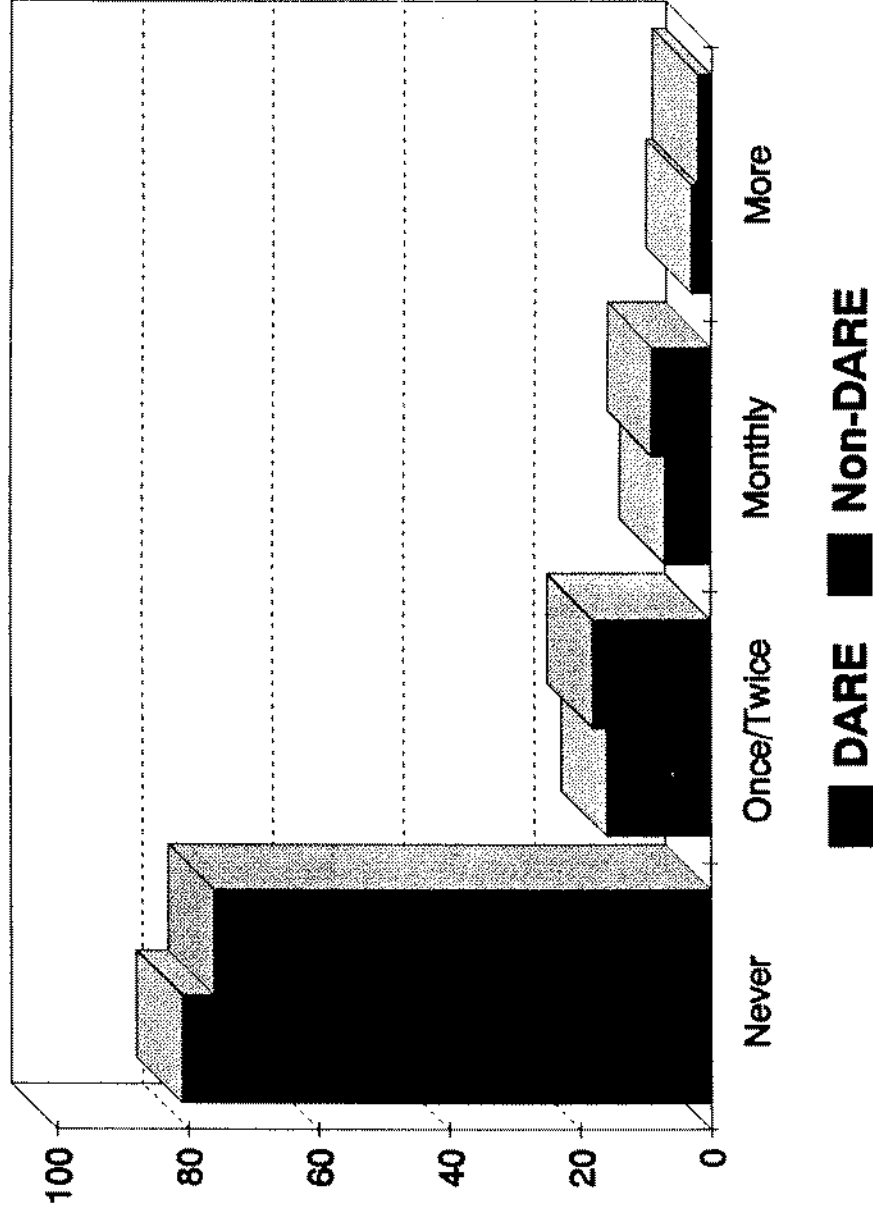
School Principal

DARE Officer

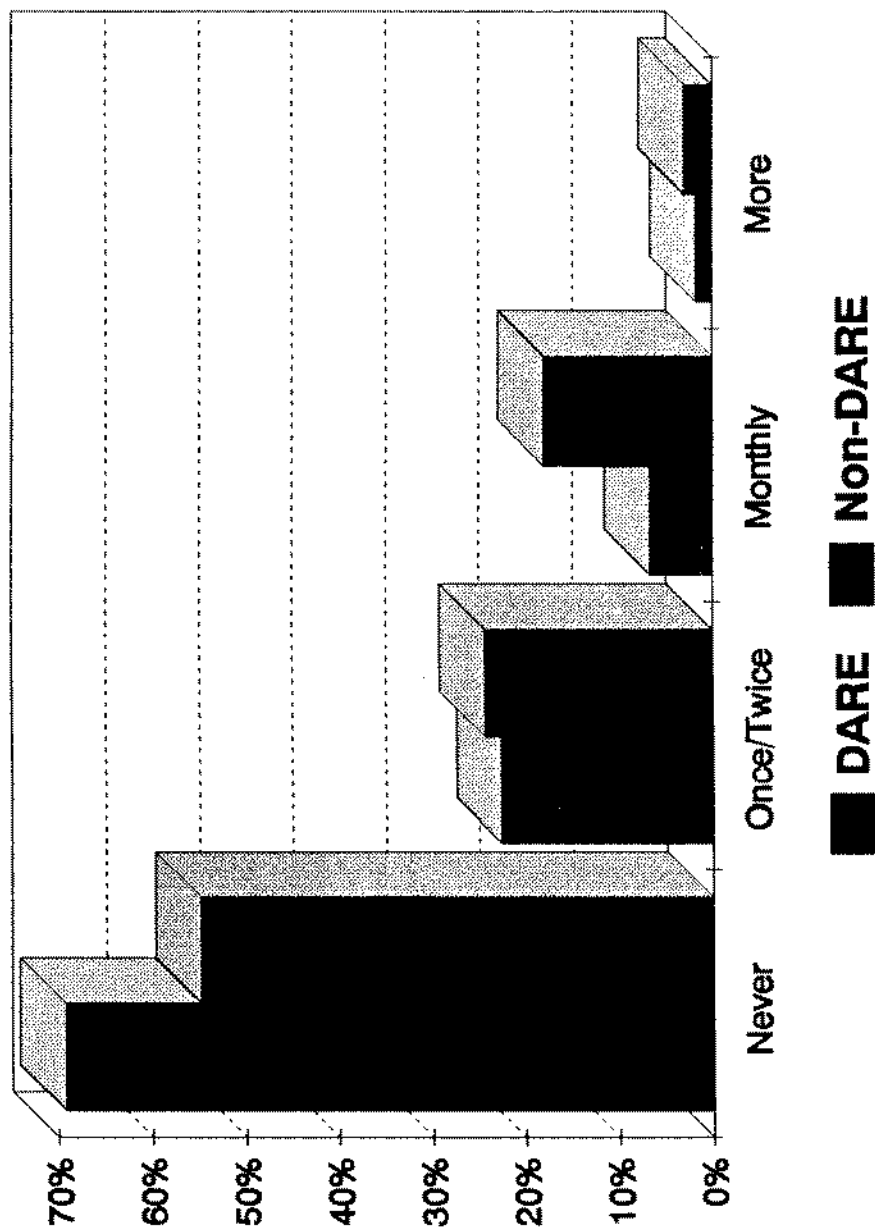
Student Drug Usage and the DARE Program



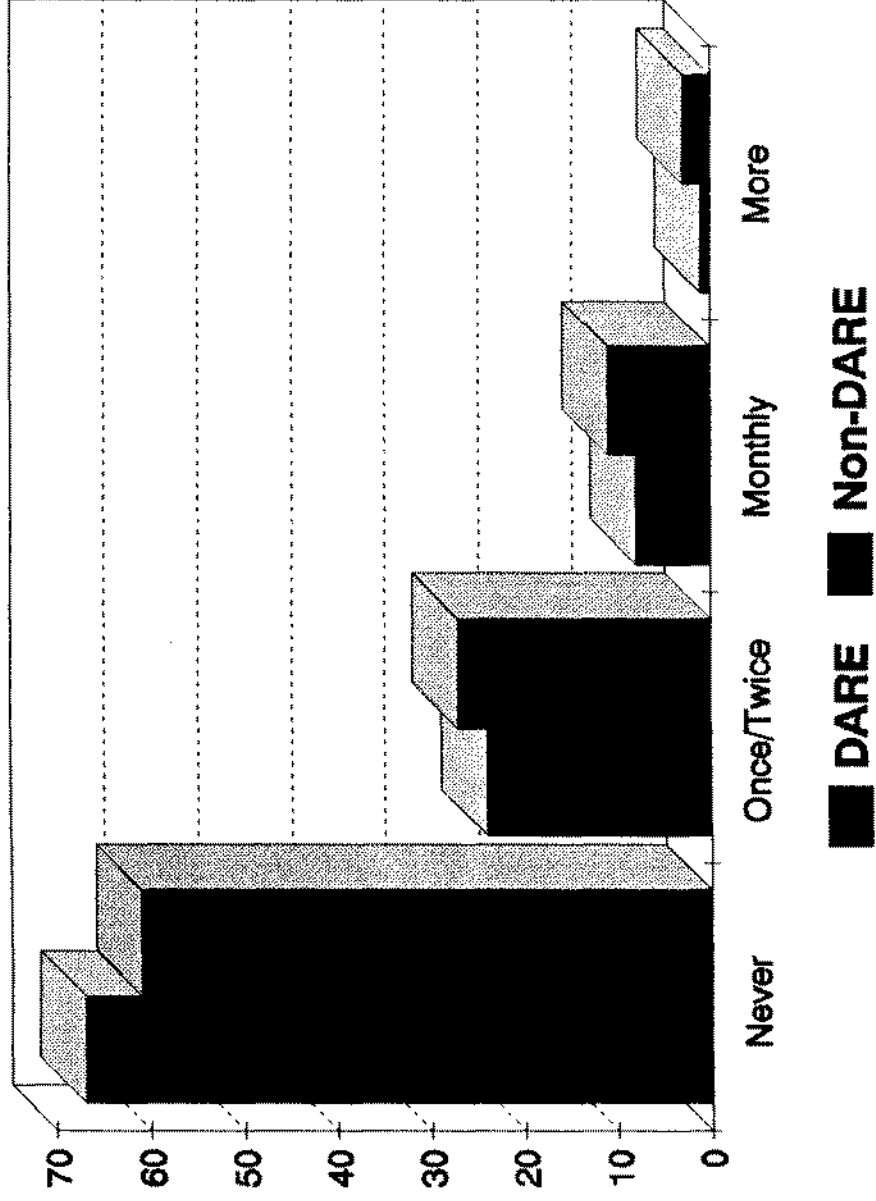
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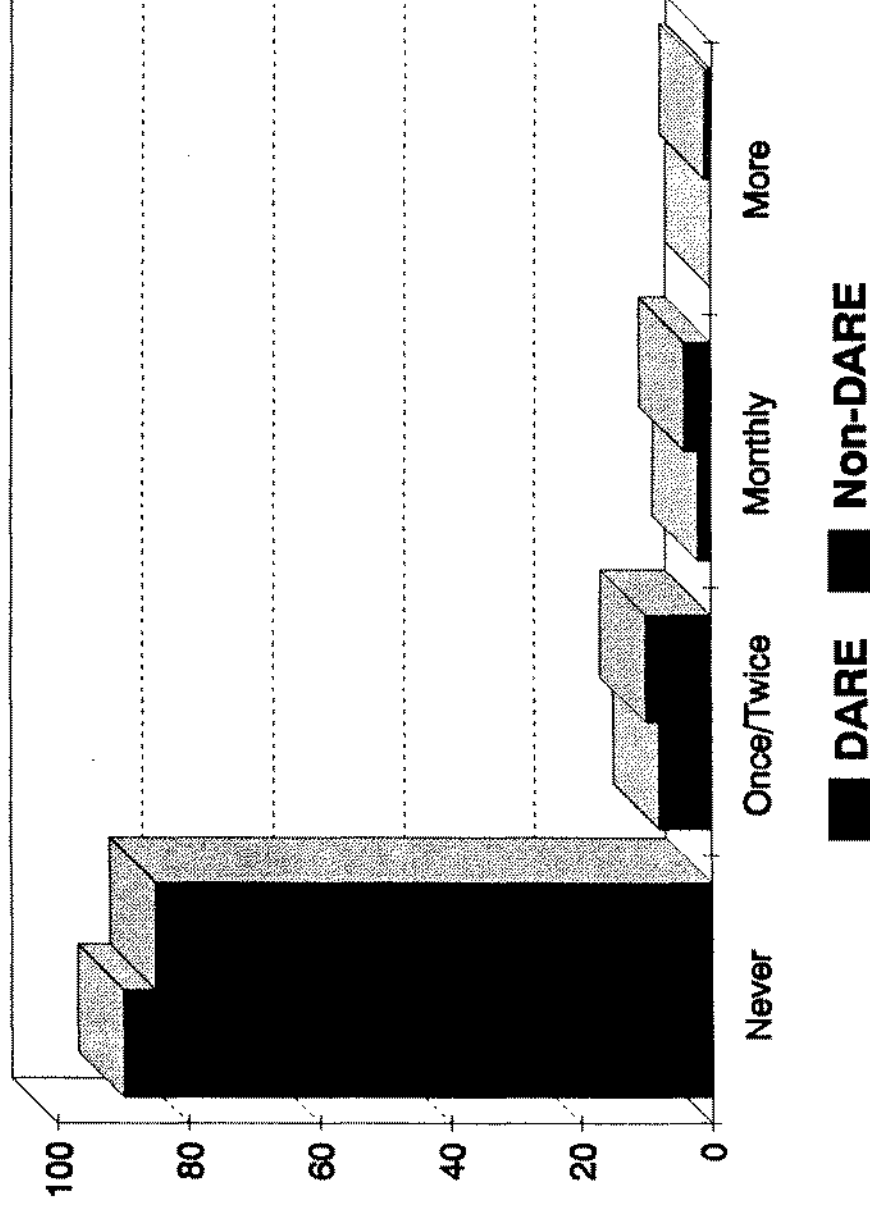
FREQUENCY - BEER USE



FREQUENCY - WINE USE



FREQUENCY - HARD LIQUOR USE



FREQUENCY - INHALANT USE

