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D.A.R.E. – A Viable Tool or a Financial Burden

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ABSTRACT

The purpose of this research is to examine the participation in a school-based prevention education program, D.A.R.E. (Drug Abuse Resistance Education), from a sample of 10th grade students in Texas City, Texas. Many individuals in law enforcement feel it is a waste of manpower and resources to assign a uniformed officer to schools. Others will argue this is a valuable and viable tool to help in reducing crime at a later age.

Pre and posttests were given to approximately 1200 students over a three-year period. After the tests were administered, they were used to determine what knowledge about substance abuse, peer pressure, decision making and other life skills, had been gained and to determine if a better relationship between the students and law enforcement exist. Also found was whether the knowledge gained would be useful to the students during their adolescent years. Research papers from Ohio State University and Bexar County Sheriffs Department, along with statistical information from the Uniformed Crime Report (UCR), were considered in the results of this research. These findings will be one of the determining factors as to whether the Texas City Police Department will continue to supply D.A.R.E. certified police officers to the Texas City Independent School District, or whether to abandon Project D.A.R.E.

All of the results of the questionnaires and research papers viewed, indicated a positive attitude towards police officers, a definite increase in knowledge, a decrease in juvenile criminal activity, and the need to continue this project. Through this study, it will become apparent, the time to address the demand side of substance abuse, through education, is equally important as addressing the supply side. Project D.A.R.E. has never purported to be the magic or silver bullet. Nor is it the sole answer to the drug problems in this community. However, if presented in its entirety, and as a comprehensive approach to the problems, it is and will continue to make a significant impact on our youth and on the demand for drugs in Texas City.

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INTRODUCTION

For centuries, Americans have identified substance abuse as the number one problem in society (Sloboda & David, 1997). Based on studies by the FBI, approximately 82% of all crimes in the United States are directly or indirectly related to drug abuse (Reppucci, 1996). It is a problem that exacts an enormous toll in human suffering, in the expenditure of public monies, and more important, in the enormous waste of human potential. It is a festering national problem with far-reaching implications.

In earlier years, law enforcement strategies focused on the supply side of the drug problem, with millions of dollars spent each year to control the distribution and sale of illicit drugs. The confiscation of tons of narcotics and thousands of arrest has made a significant difference in decreasing the availability of drugs. Over the past decade, more law enforcement experts have recognized that the problem of substance abuse needs to be addressed by stemming demand, especially among young people who might become tomorrow's drug users.

Despite urgent warnings from parents, educators, and mass media, many of this Nation's young people experiment with and use a variety of harmful substances, including tobacco, alcohol, and other drugs (DeJong, 1996). In recent surveys by the National Institute on Drug Abuse, (1997), it is clear there are virtually no drug free schools in America. School children had to be educated about the dangers of drug use and encouraged to resist the subtle and direct pressures on them to experiment with drugs. In 1983, police departments and school districts came together to launch a prevention education program that uses law enforcement officers as regular instructors

in classrooms. Drug Abuse Resistance Education (D.A.R.E.) is the result of that collaborative effort.

D.A.R.E. certified law enforcement officers, educators, students, parents, and the community have come together to offer an educational program, in the classroom, to prevent or reduce drug abuse and violence among children and youth. The emphasis of the program is to help students recognize and resist the many direct and subtle pressures that influence them to experiment with alcohol, tobacco, marijuana, inhalants or other drugs or to engage in violent acts. Researchers have identified certain protective and social bonding factors in the family, school, and community which foster resiliency in young people (Smith, 1988). In other words, the capacity of young people to have healthy, independent growth in spite of adverse conditions. These strategies focus on the development of social competence, communication skills, self-esteem, empathy, decision-making skills, conflict resolution, sense of purpose or independence, and positive alternative activities to drug abuse and other destructive behavior. An important byproduct of D.A.R.E. is the impact made by uniformed law enforcement officers, across the nation, working in classrooms.

Many individuals regard the D.A.R.E. program as a successful and a viable tool in our communities to educate youth on the dangers of drugs and violence. Some will argue, however, that putting a uniformed officer into a classroom is a waste of time, manpower, and finances. This project will review numerous existing research activities, examine pre and post questionnaires of 8th and 10th grade students, and address the question surrounding the D.A.R.E. program: Does D.A.R.E. work and is it a viable, effective tool for police agencies and communities? It is hypothesized that the answers

to these questions will lie within the individuals who are evaluating the program. D.A.R.E. has been studied extensively. What do the studies say? They disagree. Some say D.A.R.E. makes significant differences (Donnermeyer & Davis, 1998), while others say there is no significant difference (Engler, 1994). D.A.R.E. proponents say everyone loves the program. D.A.R.E. opponents say tax money should not be spent on a program, which feels good but does not produce measurable results. If the studies contradict each other, how does one know what is right? How can it be proven that a crime was prevented? How can it be proven that D.A.R.E. classes kept youth from using drugs? How can a moonbeam be caught?

The answers to tough questions are not always in the data. There are other ways to look at the D.A.R.E. program and evaluate its effectiveness. Is there really a "silver bullet" out there or a "magic program?" Through this study, answers to many of these questions will be found. Questioning a program's effectiveness in and of itself is not wrong if the questioner does so to educate and enlighten, not to attack and sensationalize. At the end of this paper, recommendations and summaries of data will be offered, in hopes that fair and accurate assessments of Project D.A.R.E. will be made.

REVIEW OF LITERATURE

In 1983, 10 police officers in 50 classrooms piloted the D.A.R.E. program to fifth grade students in the Los Angeles Unified School District (Rosenbaum & Hanson, 1998). Encouraged by the success of the program, Los Angeles Police Chief Daryl Gates invited other jurisdictions to send officers to Los Angeles for 80 hours of intensive

D.A.R.E. training and released the program nationally/internationally in 1987. Over 14,000 officers from all 50 state, 49 foreign countries and the Department of Defense Dependent Schools have now learned how to bring the D.A.R.E. curriculum to the children of their communities. Since that training began, D.A.R.E. has expanded the curriculum to include all grades, K-12 and has released additional community based programs.

In 1989, Texas City recognized the need to have a program in place that would help prevent substance abuse among children, encourage them to make better decisions, and to assist in building self-esteem. It also recognized it would have to be a collaborative effort of the police department and the community. A review of existing substance use curriculums by police and school personnel, showed lessons concentrating on techniques for resisting peer pressure, self management skills (decisionmaking, values clarification, and problem solving), and on alternatives to drug use appeared to have the greatest degree of success (Battjes 1987). Consequently, the D.A.R.E. program was incorporated into the Texas City Independent School District in the fall of 1990.

From 1990 to 1996, the Texas City D.A.R.E. program concentrated its efforts on students in kindergarten through 6th grade. Seeing a need to follow the students and reinforce the curriculum being taught in elementary school, funds were secured for an additional D.A.R.E. officer, thus implementing the Junior High D.A.R.E. curriculum. With the beginning of the 1998-1999 school year, the program expanded again, to include students at the high school level. With this expansion, all students in the Texas City Independent School District would come into contact with more police officers in a

positive way and would have continuing contact with the D.A.R.E. program and all of its' components.

Some critics of the D.A.R.E. program dislike the use of police officers as instructors. According to articles from *The New Republic* (Glass, 1997) and *the Rolling Stones* (Glass, 1998), the authors contend that D.A.R.E. did not live up to its promises, citing pre and post-test evaluations that would indicate little or no reduction in drug involvement and crime among participants. Further contention is the pre/post evaluations of participants at the 5th/6th grade are not useful because these students have not reached the age when underage drinking and substance use become prevalent (Hansen & McNeal, 1997).

As was reported in the winter issue of *News & Views* (Reppucci, 1996), a statewide study of D.A.R.E. was undertaken in Ohio. The study, the only peer-reviewed and published study at the time, included three phases: Phase I, a survey of school personnel; Phase II, a survey of students utilizing the standard American Drug and Alcohol Survey™, plus the Program Evaluation Insert that focuses on factors common to most prevention education programs, particularly D.A.R.E.; and Phase III, a survey of parents. The student survey was conducted among 11th graders because the interest was in exploring potential long-term influences of D.A.R.E.

Four types of schools were included in this study: high schools who sponsor the senior high D.A.R.E. program and who have D.A.R.E. in their feeder elementary and junior high schools; high schools without D.A.R.E. who have feeder elementary and junior high schools with the program; high schools without D.A.R.E. who have feeder

elementary schools with the program but junior high schools without it; and high schools without D.A.R.E. who have no feeder schools with D.A.R.E.

Results indicate that 11th grade students who have participated in D.A.R.E. at two different grade levels show lower overall drug involvement than 11th graders who have never been exposed to the D.A.R.E. program. A further finding was that among those students who only had D.A.R.E. at one grade level, overall drug involvement was lower for those who had it in elementary school only than for students who had it in either the junior high or high school level.

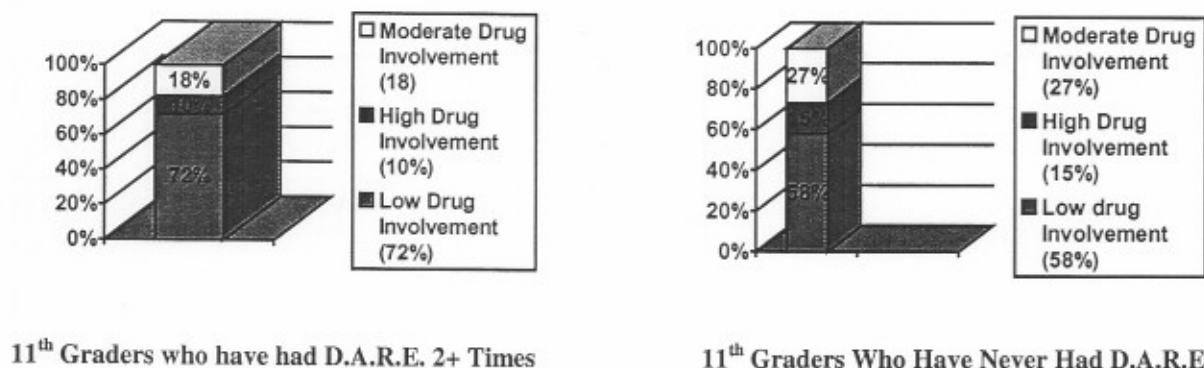


Figure 1. STUDENT DRUG INVOLVEMENT

These findings indicate the impact of elementary school D.A.R.E. training is enhanced by additional D.A.R.E. training in junior high and/or high school and that as a prevention education program, the primary impact is from early intervention.

Using the American Drug and Alcohol Survey with the Program Evaluation Insert, allowed a variety of behavioral and attitudinal outcomes as well as current drug involvement to be measured. For example, D.A.R.E. 11th graders showed higher peer resistance than non-D.A.R.E. 11th graders. Eleventh graders who had been through

D.A.R.E. indicated it would be easier for them to say "no" to close friends who suggest they use drugs than it was for non-D.A.R.E. students. In addition, when compared to non-D.A.R.E. 11th graders, those who had been in D.A.R.E. were more likely to indicate that they would try to stop friends from using drugs and they were less likely to have friends who would encourage them to get drunk and use drugs.

In addition to lower drug involvement and peer pressure resistance, a third positive outcome of this statewide D.A.R.E. evaluation was the finding that 11th graders who had participated in the program scored higher on a scale that measured their communication with family members about the dangers of drugs.

In a second evaluation of the D.A.R.E. program, Bexar County Sheriff's Office utilized a number of instruments and data collection techniques to examine effects associated with the presence of the D.A.R.E. program in the schools (Landry, 1998). This process involved collecting survey information from school administrators and teachers. Survey information was also collected from parents of D.A.R.E. students and from the D.A.R.E. students themselves. Data was also obtained from Academic Excellence Indicator System (AEIS) reports. The schools performance was examined to observe if any differences exist in these measures by the presence of the D.A.R.E. program.

The surveys included a wide range of questions in which they were asked to respond by selecting a response that ranged from strongly agree to strongly disagree. Responses were tallied and the results were subjected to Chi-Squares analysis to examine the data, to determine the results. The results reflected a significant deviation from normal distribution. School Administrators, teachers, and parents expressed a

positive attitude about D.A.R.E. and the contributions they perceive it makes. The most important pattern of response was "I agree that D.A.R.E. should be continued at my school", with a score of 6.66 on a scale with a maximum of seven.

The student survey was administered to over 5000 students associated with the D.A.R.E program. Student responses were recorded to 33 items. The items utilized a six point Likert scale with one category dedicated to "Don't know". Students were asked to respond to the items associated with their perception of what D.A.R.E. taught them and their possible behavior in the future. The yes response is the most positive category available for response to the survey items. In examination of the thirty-three items, 31 were found to have a majority of yes responses to the items.

These results are encouraging for D.A.R.E. and for alcohol and drug prevention education programs in general. Prevention education is not a cure-all for the underage drinking and drug use problems of youth. But the results from the Ohio evaluation and the Bexar County research do show that educational efforts reinforce peer resistance skills and communication within the family about the consequences of substance use and that positive movement toward lower drug involvement can be demonstrated.

METHODOLOGY

Does the D.A.R.E. program work and is it a viable tool for law enforcement and communities or just an expensive program that makes everyone feel good? It is hypothesized, through this study of existing research data, program analysis, and pre/post testing results, the D.A.R.E. program will indeed, be proven to be a valuable tool to communities.

Texas City, Texas, with a population of approximately 42,000 people introduced the D.A.R.E. core curriculum in all four elementary schools and one intermediate school in 1990. The junior high curriculum was implemented in 1996, and the high school component in 1998. The D.A.R.E. program is presented in grades K-4, 6, 8, & 10. K-4 receives a visitation program (4 lessons) with the 6th grade receiving the core curriculum (17 lessons). The 8th grade receives the junior high curriculum (10 lessons), and the 10th grade receives the high school curriculum (10 lessons). All other grades receive officer visitations during the study blocks on the effects of alcohol and drugs on the human body. With the completion of the 2000-2001 school year, that brought the total number of 10th grade students, who had completed all three levels of the D.A.R.E. program, to just over 1200. Virtually all students in the district receive D.A.R.E. education, with the exceptions of new enrollees (although some had received D.A.R.E. training in their previous districts), three 6th grade children whose families, for personal reasons, chose to have them sit out, and non-mainstreamed children with special needs (who had visitations from the D.A.R.E. officer(s)). All 10th grade mainstream students took a pre and post questionnaire conducted by the Health and Science teachers. All participation was voluntary, and students were assured of the confidentiality of their responses. Fifty-seven students declined to participate for personal reasons.

A pre/post questionnaire, consisting of questions in the area of self-esteem, drug knowledge, decision making, consequences, violence, problem solving, communicating, and state law, was given to the 10th grade students (See Appendix 1 & 2). The questionnaires were given to the Health & Science teacher with no involvement from the D.A.R.E. officer(s). Students were given fifty minutes to complete the questionnaires

and were taken strictly on a voluntary basis. After their completion, they were returned to the officer in sealed envelopes. All questionnaires were administered over a three-year period, prior to the students starting the 10th grade program and at the completion of the D.A.R.E. lessons. Also used in the study was the Uniform Crime Report (UCR) statistics on crimes reported from 1990 – 2000 (See Appendices 3 & 4).

FINDINGS

In 1990, the Mayors' office created an organization known as *the Mayors' Coalition on Teen Violence*. This brought members from city and county government, school officials, religious leaders, and civic groups together to create a plan to reduce juvenile crime and violence in Texas City. Project D.A.R.E. was one of the programs selected to help in this process. Based on statistics gathered for the Uniform Crime Report the crimes committed by juveniles hit an all-time high in 1993 with 1096 reported crimes being committed, then continued the decline (See Appendix 3). In 1997, there was a slight increase in reported juvenile crimes from the previous year, but then continued the overall decline. Based on the reported information, juvenile crime in

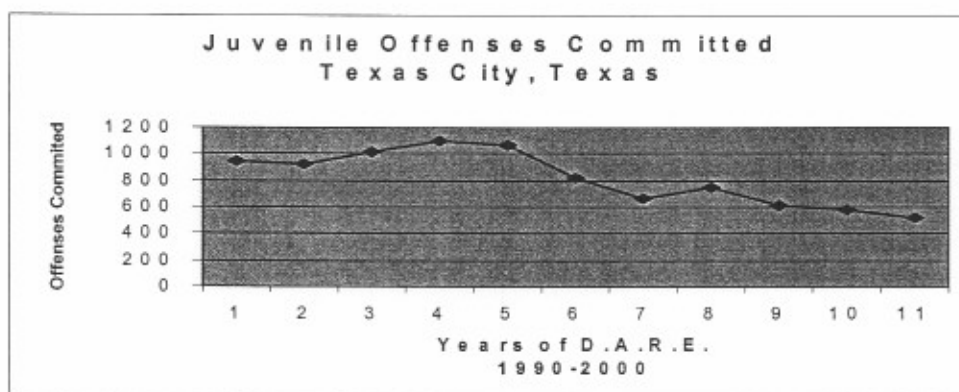


Figure 3. JUVENILE OFFENSES COMMITTED 1990-2000

Texas City has been reduced 46% from 1990 to year 2000. It would be ludicrous to attribute this decline solely to Project D.A.R.E. But it would also be ludicrous to say D.A.R.E. didn't factor in. Project D.A.R.E. is only one spoke in the wagon wheel but, start removing the spokes (programs) and the whole wheel will eventually collapse. It should also be noted that juvenile drug offenses committed from 1990-2000, basically showed the same overall decline (See Appendix 4).

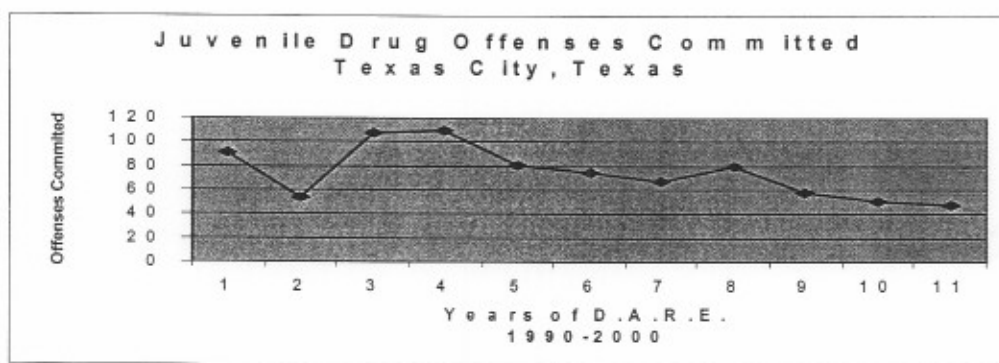


Figure 4. JUVENILE DRUG OFFENSES COMMITTED 1990 - 2000

Several factors should also be considered in evaluating the information of the Uniform Crime Report. These numbers only represent the reported crimes and do not take into consideration the crimes that went unreported. Furthermore, what caused the increase/decrease in juvenile crimes? Was it due to the fact there were actually more/less crimes committed or reported? Was there more or less of police presence and enforcement? Was the decrease actually due to the increased substance abuse education?

One observation is the test results of the 8th grade pre/post-tests (See Appendix 5). It should also be noted that all of the students might not have received all three of

the D.A.R.E. sessions. Over a five-year period, 1995 - 2000, test scores maintained a overall percentage increase of 4.75%.

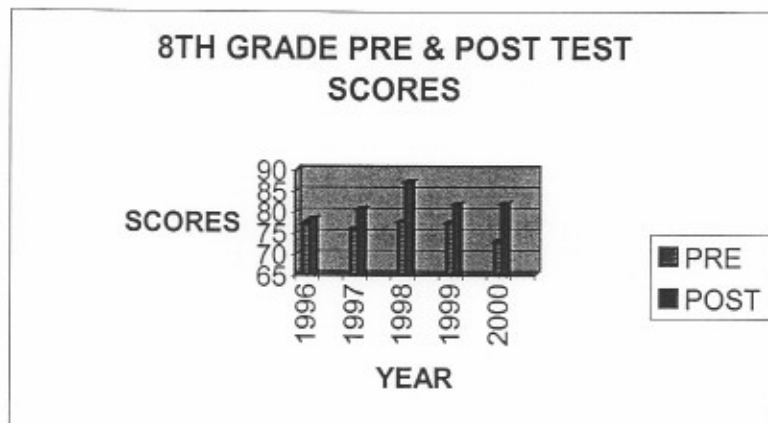


FIGURE 5: 8TH GRADE PRE & POSTTEST SCORES

The 10th grade pre/post-test maintained a 7.63% increase over a two-year period, 1998 – 2000 (See Appendix 6).

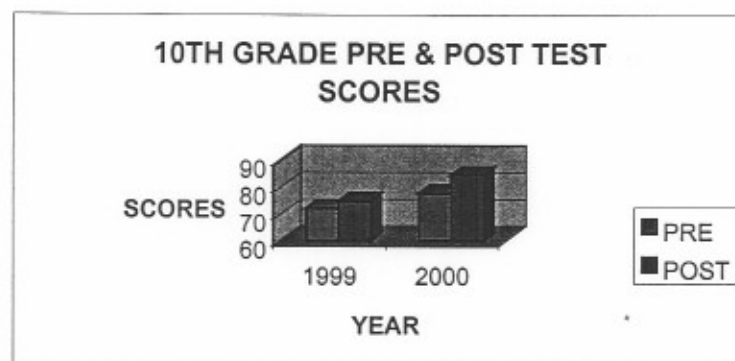


FIGURE 6: 10TH GRADE PRE & POSTTEST SCORES

Can the decrease in reported juvenile crimes and drug usage be attributed to the fact that the educational awareness among adolescents has been increased, or is this

mere coincidence? Sometimes the answers aren't easily decided upon nor are they found in the scientific answers that are sought.

For example, if a retail business wants to cut down on theft, they hire extra security. One day the manager comes up to the recently hired security officer and asks, "How many people have you stopped from stealing today?" The officer cannot truthfully answer that question because there is no way of knowing how many he actually deterred. Sometimes answers are sought in mere numbers and percentages but just can't realistically be given.

Another way of measuring the success or failure of the Texas City D.A.R.E. program is to go to the students themselves. Each student is given four questions at the end of their program and may respond anonymously: 1) What did you learn in D.A.R.E., 2) How can you use that knowledge to stay drug free, 3) What did you like about the program, and 4) Should it be continued? Overwhelmingly, 94% of the 6th grade students state they liked everything about the program and they feel it should be continued into junior high. Approximately 78% of the 8th grade students responded favorably to the questionnaire and 69% of the 10th grade students feel the information is beneficial to them and in some cases, gave them the courage to refuse a drug offer. Additionally, in 1996, Gallop Poll completed a national survey of 5000 students, and showed that 92% of the students that had completed the D.A.R.E. classes, had stated they had been able to stay away from drugs and violence due to their D.A.R.E. training.

DISCUSSION/CONCLUSION

Again, the fact that America has a drug problem and there must be a way to try and get it under some control, has been identified. Also recognized, is the problem that substance abuse must be addressed by stemming the demand side, especially among young people who will become tomorrow's drug users. This research project addressed the question, "Is D.A.R.E. a viable tool for the community?" It was hoped there would have been overwhelming evidence that the current Texas City D.A.R.E. program was a viable and cost effective tool for the community. However, each community will have to decide just how much their children are worth.

Who should pay for the program? The police department? The school district? Is it worth paying \$15.00 - \$25.00 per student now or pay thousands of dollars yearly to incarcerate and rehabilitate an individual? Again, there is not a clear answer to this question. Each community will have to decide on their own. Some police departments want to pay the entire bill, that way assuring they maintain control of that officer. Others want the school to pay for the program, but then the school district wants to control the officer. Police departments do not want to put this expensive program in their budgets and neither do the school districts. When it's all said and done, the taxpayers are really the ones that pay the bill. Again, this is a political issue that should be decided upon up front. If it means splitting the cost or one entity assuming financial responsibility...so be it.

So what's really happening and what can be done? No one seems to have the answer, but there is a general feeling among drug prevention professionals

that there has been a lessening of concern over youth drug use in our communities. Those who have been around for a number of years can look back to the 80's and recall that there was significantly more awareness of drug abuse as a problem and more activity aimed at the reduction of drug abuse. Another hallmark of that era was a more direct involvement of families in countering drug use among their children. Could it be that as communities have created formalized prevention programs, parents have handed the drug abuse prevention problem over to the schools, police and other human service agencies? Are parents now assuming that the problem has been taken care of because we have a new curriculum in the schools, or that the D.A.R.E. officer is looking after our children?

Drugs threaten our children's lives, disrupt our schools, shatter families, and, in some areas, shatter communities. Drug-related crimes overwhelm courts, social agencies, and police. This situation need not and must not continue.

Across the United States, schools and communities have found ways to turn the tide in the battle against drugs. It should not, and cannot be expected, for the schools to do the job without the help of parents, police, the courts, and other community groups. Drugs will be beaten only when everyone works together to deliver a firm, consistent message to those who would use or sell drugs: a message that illegal drugs will not be tolerated. It is time to join a national effort to achieve schools without drugs.

There is no question that the formalized drug prevention efforts have great value, and that these efforts should be continued, if not expanded. On the other hand, If financial support for a program is in jeopardy, don't say the program doesn't work. The program may be working but simply running out of money. Also, don't base the

programs live on whether other programs survive or fail. Base that decision on the specific needs and whether the program is successful in your community. These programs are only part of the solution and clearly cannot respond fully to the problem in the absence of family involvement. Families are the first, primary and most potent source of early socialization and are the main transmitters of value beliefs and appropriate behaviors to young people. Without family presence, all other efforts are seriously weakened.

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APPENDICES

APPENDIX 1

Project D.A.R.E. Senior High School Pre-Quiz

To the student: Please circle the best answer to the questions below.

Name (Optional) _____ Date _____

1. What do Americans believe to be the most serious problem facing our nation today?
 - a. the threat of war
 - b. substance abuse
 - c. air pollution
 - d. divorce

2. Which quality would you find in a person with good character?
 - a. He is responsible.
 - b. He focuses on himself.
 - c. He is insincere
 - d. He uses others to "get ahead."

3. What drug is the leading cause of domestic violence and highway deaths?
 - a. marijuana
 - b. alcohol
 - c. crack or cocaine
 - d. heroin

4. What is an example of a drug that slows the body down?
 - a. caffeine
 - b. nicotine
 - c. alcohol
 - d. cocaine

5. According to experts, what is the best way to reduce America's drug abuse epidemic?
 - a. Arrest and punish drug pushers with long prison sentences or the death penalty.
 - b. Legalize all psychoactive drugs to eliminate the huge profits being made from drug trafficking.
 - c. Increase law enforcement efforts to keep the flow of illegal drugs from reaching the streets.
 - d. Educate people about the dangerous consequences of substance abuse.

6. What is the most widespread effect of drug abuse?
 - a. the risk of addiction to users.
 - b. increased violence.
 - c. medical costs due to drug overdoses and the effects of addiction on newborn babies whose mothers are also addicted.

- d. the risk of the spread of infection with the AIDS or hepatitis virus from the use of dirty intravenous (IV) drug needles.
7. What is the first step in making a decision about a risk situation?
- a. identify the risk.
 - b. Find out about possible choices.
 - c. Act without thinking.
 - d. Talk to someone.
8. Which word means the results of something you do or choose not to do?
- a. risks
 - b. consequences
 - c. highs
 - d. opportunities
9. What is an effective way to refuse an offer of drugs at a party?
- a. Go to the party and hope no one asks you to try the drug.
 - b. Accept the drug and say, "I'll use it later."
 - c. Say no as many times as necessary.
 - d. Accept the drug and pretend to use it.
10. If all Americans believed that drugs are harmful and refused to use them, what could happen?
- a. There would be more crime.
 - b. The price of drugs would rise.
 - c. There would be more addicts.
 - d. Drug dealers would go out of business.
11. Why have laws been established?
- a. to provide penalties for breaking the laws
 - b. to provide the government with income
 - c. to prevent people from doing whatever they want
 - d. to protect the safety and rights of people
12. How is a felony different from other violations of the law?
- a. It requires only the payment of a fine.
 - b. It usually requires imprisonment in a state prison or, in special circumstances, the death penalty.
 - c. It usually requires a maximum of one year in a penal institution.
 - d. Community service or the payment of a fine can be substituted for imprisonment in a county jail.
13. The BAC is the amount of concentration of alcohol in the blood of a person who has drunk it. What does a person's BAC depend on?
- a. the number of ounces of alcohol in the drinks he or she has consumed
 - b. whether or not a person takes a cold shower after drinking

- c. the number of alcoholic drinks her or she has drunk and the amount of coffee he or she has consumed
 - d. the number of alcoholic drinks he or she has drunk and his or her weight
14. Which of the following is a good way to avoid a drunk-driving situation?
- a. Drink black coffee, exercise, or take a cold shower to speed up the sobering process.
 - b. Eat a large meal before binge drinking.
 - c. Refuse to drink alcoholic beverages or use other intoxicating drugs.
 - d. Only drink a small amount if you are driving.
15. What does the zero tolerance law mean?
- a. It is illegal for people under the age of 21 who have been drinking any amount of alcohol to drive a motor vehicle.
 - b. It is illegal for any person with a BAC of .10 or higher to drive a motor vehicle.
 - c. It is illegal for a diabetic person to drink and drive a motor vehicle.
 - d. It is illegal for any person with a BAC or lower to drive a motor vehicle.
16. Which of the following is not true about high school seniors?
- a. Most high school seniors use drugs daily.
 - b. Many high school students are old enough to drive.
 - c. Some high school students have jobs.
 - d. Most high school students go to school daily.
17. Which of the following statements best describes the meaning of violence?
- a. Violence includes verbal taunts, name-calling, and slurs.
 - b. Violence may include threats and "bullying" as well as striking and hitting another person.
 - c. Violence is a destructive action, either intentional or unintentional, against the self, other people, or property.
 - d. Violence sometimes hurts innocent bystanders.
18. Which of the following provides the best chances of not becoming a victim of a violent act?
- a. Know a form of self-defense.
 - b. Dress like a gang member.
 - c. Carry a "beeper" or cellular phone.
 - d. Whenever possible, avoid situations or places where violence is known to occur.
19. What is the most important reason that famous people are shown in public service announcements (PSA's) on television?
- a. They can get people to do things for their health and safety.
 - b. They have extra time.
 - c. They do the PSA free.
 - d. They are food performers.
20. What triggers anger?
- a. good interpersonal relationships

- b. effective coping mechanisms
 - c. fear, frustration, or loneliness
 - d. an activity that you enjoy participating in
21. Which statement best describes effective anger management?
- a. recognizing and controlling feelings of anger
 - b. using techniques to reduce feelings of stress
 - c. recognizing and dealing with the situation that caused the anger in the first place
 - d. dealing with anger producing situations and resolving them in nonviolent ways with the persons involved
22. What does communicating assertively mean?
- a. expressing feelings in a demanding way to insure the rights of self and others
 - b. expressing feelings in an apologetic way to insure the rights of self and others
 - c. expressing feelings in an aggressive way to insure the rights of self and others
 - d. expressing feelings in a confident way to insure the rights of self and others
23. What is the best way to solve a problem with another person?
- a. Say you are sorry and take the blame.
 - b. Blame the other person.
 - c. Talk the problem over and listen to the other person's point of view.
 - d. Fight it out.
24. Which is a sign of a healthy teen relationship?
- a. gossip
 - b. jealousy
 - c. trust
 - d. control
25. What is a sign of a possibly violent relationship?
- a. The other person communicates openly.
 - b. The other person attacks verbally or physically and then says, "I'm sorry."
 - c. The other person is courteous.
 - d. The other person has a sense of humor.

APPENDIX 2

Project D.A.R.E. Senior High School Post-Quiz

To the student: Please circle the best answer to the questions below.

Name (Optional) _____ Date _____

1. What do surveys show to be the most serious problem facing our nation now?
 - a. drunk driving
 - b. teenage suicides
 - c. crime rate
 - d. substance abuse
2. How would you describe a person with good character?
 - a. is trustworthy
 - b. always puts himself first
 - c. lies only occasionally
 - d. keeps to himself
3. What is the most commonly abused drug in the United States?
 - a. marijuana
 - b. alcohol
 - c. crack or cocaine
 - d. heroin
4. What is an example of a drug that speeds up the body?
 - a. alcohol
 - b. cocaine
 - c. sleeping pills
 - d. heroin
5. According to authorities, what is the best way to reduce the continuing epidemic of substance abuse?
 - a. Legalize all psychoactive substances in order to eliminate the huge profits to be made from drug trafficking.
 - b. Punish all drug pushers with long prison terms or the death penalty.
 - c. Pay certain foreign countries not to grow, manufacture, or export drugs to American cities.
 - d. Reduce the demand for drugs by convincing people not to buy them.
6. What is the most important factor that may influence a teenager to try drugs?
 - a. how much the drug costs
 - b. how difficult the drug is to obtain
 - c. how many kids their age use the drug
 - d. whether or not use of the drug is acceptable to their group or friends.

7. What is a risk?
 - a. taking a chance
 - b. staying out of trouble
 - c. listing all choices
 - d. refusing an offer
8. What is one immediate consequence of drinking alcohol?
 - a. cirrhosis of the liver
 - b. dependency
 - c. impairment in performing tasks
 - d. hallucinations
9. A student is at a party and drugs are being used. What choice would have the least risk for the student?
 - a. Say he or she will tell a parent.
 - b. Try to convince the users to stop.
 - c. Leave the party.
 - d. Stay at the party and don't interfere with the rights of others.
10. If there were no demand for drugs anymore, what could happen?
 - a. There would be more addicts.
 - b. Drug dealers would go out of business.
 - c. There would be more crime.
 - d. The price of drugs would rise.
11. What is the purpose of most laws?
 - a. to provide penalties for violations of the law
 - b. to protect human health and safety
 - c. to arrest persons who violate a law
 - d. to keep people from doing what they want to do
12. What happens if a person violates a law and commits a felony?
 - a. It requires only the payment of a fine.
 - b. It usually requires imprisonment in a state prison or, in special circumstances, the death penalty.
 - c. It usually requires a maximum of one year in a penal institution.
 - d. Community service or the payment of a fine can be submitted for imprisonment in a county jail.
13. The amount of alcohol consumed in order to be considered intoxicated uses the term BAC. What does BAC mean?
 - a. Basic Alcohol Consumption
 - b. Body Assimilation Coefficient
 - c. Blood Alcohol Concentration

d. Beer / Alcohol Content

14. What is the law that requires a person to take a test of his or her blood, breath, or urine, if suspected of drunk driving?
 - a. probable cause
 - b. implied permit
 - c. implied consent
 - d. presumptive limit
15. Which law states that it is illegal for people under age 21 who have been drinking to drive a motor vehicle?
 - a. Blood Test Law
 - b. Breath Scan Detector Test
 - c. Zero Tolerance Law
 - d. Urine Screen
16. According to the National Institute of Drug Abuse (NIDA), how many ninth grade students out of 100 have ever been drunk?
 - a. none
 - b. some
 - c. most
 - d. all
17. Which of the following is not an act of violence?
 - a. having a different opinion
 - b. teasing someone
 - c. calling people names
 - d. tagging or marking on walls
18. Experts believe all the statements about violence below are true except one. Which one is not true?
 - a. Violence portrayed on television has little effect on the amount of violence in our society.
 - b. More people are being pressured to act violently to prove the "macho" image.
 - c. Most children who are treated violently grow up to become violent themselves.
 - d. Some people lack constructive ways for dealing with anger and frustration.
19. What is the purpose of TV commercials?
 - a. to make people laugh
 - b. to give time to go get a snack
 - c. to help people make choices
 - d. to get people to buy a certain product
20. Which of these feelings is not likely to trigger anger?
 - a. hostility
 - b. sadness

- c. loneliness
 - d. happiness
21. Which of the following is not a physical reaction to anger?
- a. The body becomes tense.
 - b. Heartbeat and breathing rates increase.
 - c. Increased amounts of adrenaline are pumped into the bloodstream producing an increase of energy.
 - d. The body stress level is lowered.
22. What is the best meaning of assertiveness?
- a. Expressing feelings verbally and through body language.
 - b. Expressing feelings in a way that insures your rights.
 - c. Expressing feelings in a way that insures the rights of others.
 - d. Expressing feelings in a confident way that insures your rights and the rights of others.
23. What is a good way to stop a disagreement (difference of opinion) from turning into an argument?
- a. Refuse to speak to the other person.
 - b. Try to listen and to talk the problem over with the other person.
 - c. Try to get everyone on your side.
 - d. Write a note telling the other person to stop blaming you.
24. Which is a sign of a healthy teen relationship?
- a. put downs
 - b. power
 - c. respect
 - d. demands
25. What is a sign of a possibly violent relationship?
- a. The other person shares your interests.
 - b. The other person is responsible.
 - c. The other person is jealous.
 - d. The other person is honest.
26. Which of the following is a major factor related to auto crashes?
- a. lack of maturity
 - b. lack of money
 - c. driver in a hurry
 - d. eating and driving
27. Which of the following falls into the stages of drug progression categories?
- a. dependence on use
 - b. experimental or casual use
 - c. having good judgement
 - d. both a and b

28. As of September 1, 1999, the State of Texas lowered the B.A.C. intoxication level of alcohol to?
- a. .12
 - b. .06
 - c. .08
 - d. .14
29. The word "Impair" means the following?
- a. taking a chance
 - b. staying out of trouble
 - c. treating others in a just equal way
 - d. to lessen one's skills and abilities
30. The body burns up alcohol through the process called oxidation. What is the required time for oxidation to burn off one drink of alcohol?
- a. 2 hours
 - b. 20 minutes
 - c. 1 hour
 - d. 3 hours
31. According to the National Institute of Drug Abuse (NIDA) what percentage of high school seniors smoke marijuana on a daily basis?
- a. 15%
 - b. 25%
 - c. 40%
 - d. 5%
32. What is the best definition of Chemical Dependency?
- a. doing what is expected of you and answer for your actions
 - b. the amount of alcohol in a person's bloodstream
 - c. the overwhelming urge to continue using a drug despite the negative or harmful consequences
 - d. those nonfood substances, natural or synthetic, that act n the brain and central nervous system to change moods, feelings, and behavior
33. Which of the following pertains to ways people justify drug use?
- a. blaming
 - b. purchasing
 - c. partying
 - d. imitating

APPENDIX 3

Total Juvenile Offenses Committed

All offenses committed including drug offenses

AGE/GRADE	*1990	1991	1992	1993	1994	1995	*1996	1997	*1998	1999	2000
- 10, grds K-4	8	6	12	9	6	0	1	2	1	1	0
10-12, grds 5-6	87	60	79	85	70	69	51	54	32	34	22
13-14, grds 7-8	196	215	178	265	282	194	166	174	161	143	121
15, grds 9-10	161	219	176	165	193	190	132	152	124	111	103
16, grds 10-11	236	197	253	267	197	199	143	174	157	165	144
17, grds 11-12	250	225	311	305	313	165	169	185	132	130	124
Totals	938	922	1009	1096	1061	817	662	741	607	582	514

Yellow shaded area indicate juveniles possibly exposed to DARE at least once.

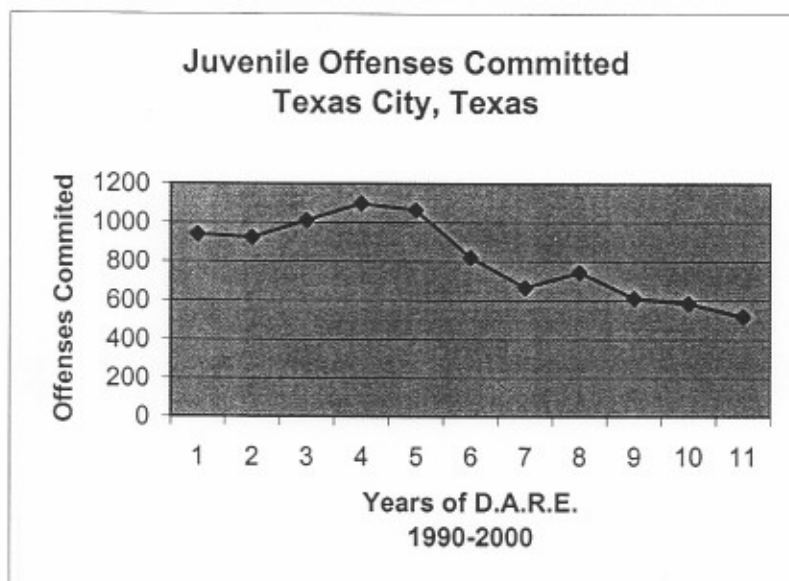
Green shaded area indicates juveniles possibly exposed to DARE at least twice

Blue shaded area indicates juveniles possible exposed to DARE at least three times

***1990 - Core curriculum introduced**

***1996 - Junior high curriculum introduced**

***1998 - High school curriculum introduced**



SOURCE: U.C.R 1990 - 2000

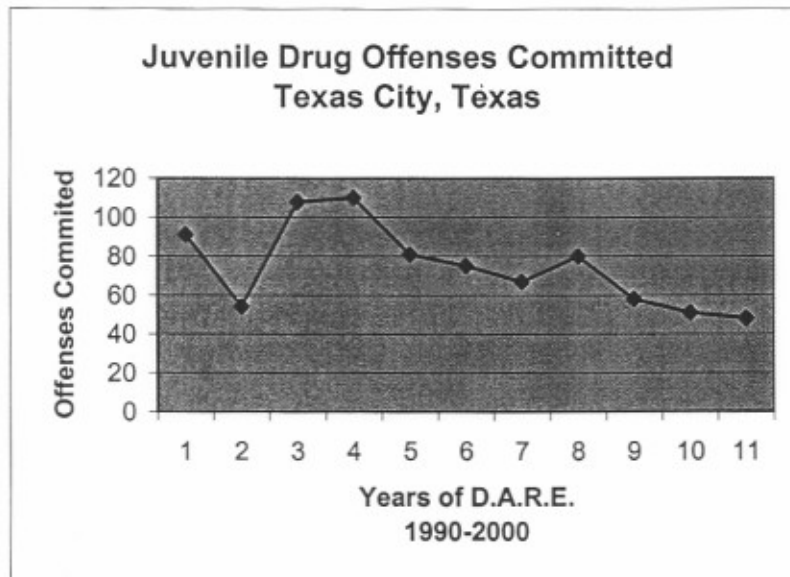
APPENDIX 4

Juvenile Drug Offenses Committed Including alcohol and tobacco offenses

AGE/GRADE	*1990	1991	1992	1993	1994	1995	*1996	1997	*1998	1999	2000
- 10, grds K-4	0	0	0	1	0	0	0	0	0	1	0
10-12, grds 5-6	1	6	2	0	0	0	0	0	2	3	0
13-14, grds 7-8	2	3	10	8	7	12	6	9	10	7	6
15, grds 9-10	3	8	9	11	11	16	12	11	8	4	5
16, grds 10-11	25	12	30	29	20	19	19	23	9	14	6
17, grds 11-12	60	25	57	61	43	28	30	37	29	22	31
Totals	91	54	108	110	81	75	67	80	58	51	48

Yellow shaded area indicate juveniles possibly exposed to DARE at least once.
 Green shaded area indicates juveniles possibly exposed to DARE at least twice
 Blue shaded area indicates juveniles possible exposed to DARE at least three times

*1990 - Core curriculum introduced
 *1996 - Junior high curriculum introduced
 *1998 - High school curriculum introduced



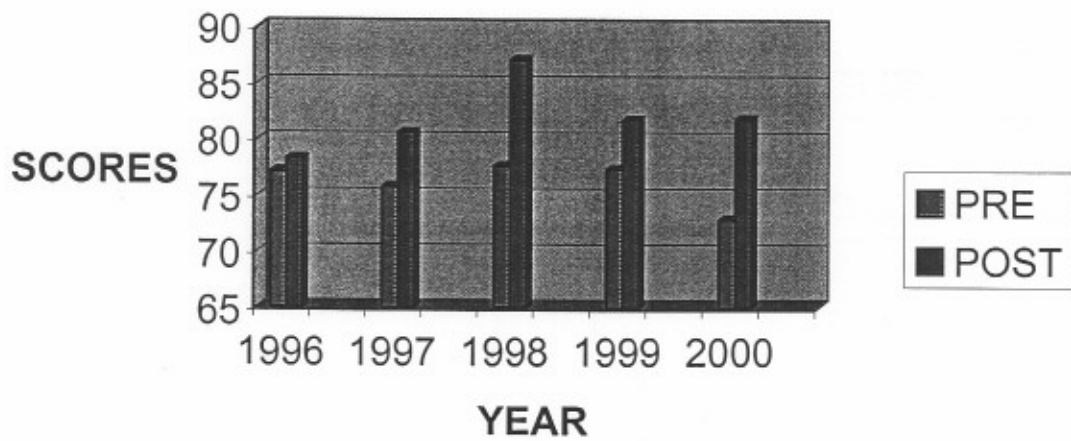
SOURCE: U.C.R. 1990 - 2000

APPENDIX 5

8th GRADE PRE & POST TEST SCORES

	1996	1997	1998	1999	2000
PRE	77.12	75.78	77.6	77.31	72.85
POST	78.29	80.58	87.04	81.68	81.81

8TH GRADE PRE & POST TEST SCORES



APPENDIX 6

10th GRADE PRE & POST TEST SCORES

	1999	2000
PRE	71.93	77.58
POST	74.69	84.3

