

TITLE Oversight Hearing on Drug Abuse Education Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, 101st Congress, 2nd Session (Vancouver, Washington, September 6, 1990).

INSTITUTION Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE 91

NOTE 91p.; Serial No. 101-129.

AVAILABLE FROM Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

PUB TYPE Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Drug Abuse; *Drug Education; Elementary Secondary Education; Hearings; Prevention; Students

IDENTIFIERS Congress 101st; *Drug Abuse Resistance Education Program

ABSTRACT

The text of an oversight hearing on Drug Abuse Resistance Education (DARE) programs is presented in this document. Introductory statements by Representatives Jolene Unsoeld and Dale E. Kildee are presented. Testimony by these witnesses is included: (1) Roy Bondurant, student, and Roy "Skip" Bondurant, parent, Tenino, Washington; (2) Paul Dziedzic, Special Assistant to the Governor on Substance Abuse, Washington State; (3) Candy Eatmon, parent, and Celeste Eatmon, student, Vancouver, Washington; (4) Ron Johnson, Police Chief, Battleground, Washington; (5) Roger Kessel, Sergeant, Clark County Sheriff's Office, Washington; (6) Anthony A. Lukin, DARE program coordinator, Washington State Criminal Justice Training Commission, accompanied by Susan Krause, Police Officer, Washington State Criminal Justice Training Commission; (7) Walter Mitchell, Commander, Los Angeles (California) Police Department, representing DARE America; (8) Steve Nelson, Olympia Police Department, Washington; (9) Jim Partin, Colonel, Olympia Police Department, Washington; and (10) Jim Scharf, Sheriff, Snohomish County, Washington. Prepared statements, letters, and supplemental materials from the witnesses are included. (ABL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

CG

OVERSIGHT HEARING ON DRUG ABUSE EDUCATION PROGRAMS

ED328809

HEARING

BEFORE THE

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

ONE HUNDRED FIRST CONGRESS

SECOND SESSION

HEARING HELD IN VANCOUVER, WA, SEPTEMBER 6, 1990

Serial No. 101-129

Printed for the use of the Committee on Education and Labor

BEST COPY AVAILABLE



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it
- Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

U.S. GOVERNMENT PRINTING OFFICE

34-660 ts

WASHINGTON : 1991

For sale by the Superintendent of Documents, Congressional Sales Office
U.S. Government Printing Office, Washington, DC 20402

CF023115



COMMITTEE ON EDUCATION AND LABOR

AUGUSTUS F. HAWKINS, California, *Chairman*

WILLIAM D. FORD, Michigan
JOSEPH M. GAYDOS, Pennsylvania
WILLIAM (BILL) CLAY, Missouri
GEORGE MILLER, California
AUSTIN J. MURPHY, Pennsylvania
DALE E. KILDEE, Michigan
PAT WILLIAMS, Montana
MATTHEW G. MARTINEZ, California
MAJOR R. OWENS, New York
CHARLES A. HAYES, Illinois
CARL C. PERKINS, Kentucky
THOMAS C. SAWYER, Ohio
DONALD M. PAYNE, New Jersey
NITA M. LOWEY, New York
GLENN POSHARD, Illinois
JOLENE UNSOELD, Washington
CRAIG A. WASHINGTON, Texas
JOSE E. SERRANO, New York
JAIME B. FUSTER, Puerto Rico
JIM JONTZ, Indiana
KWEISI MFUME, Maryland

WILLIAM F. GOODLING, Pennsylvania
E. THOMAS COLEMAN, Missouri
THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
STEVE GUNDERSON, Wisconsin
STEVE BARTLETT, Texas
THOMAS J. TAUKE, Iowa
HARRIS W. FAWELL, Illinois
PAUL B. HENRY, Michigan
FRED GRANDY, Iowa
CASS BALLENGER, North Carolina
PETER SMITH, Vermont
TOMMY F. ROBINSON, Arkansas

SUBCOMMITTEE ON ELEMENTARY, SECONDARY, AND VOCATIONAL EDUCATION

AUGUSTUS F. HAWKINS, California, *Chairman*

WILLIAM D. FORD, Michigan
GEORGE MILLER, California
DALE E. KILDEE, Michigan
PAT WILLIAMS, Montana
MATTHEW G. MARTINEZ, California
CARL C. PERKINS, Kentucky
CHARLES A. HAYES, Illinois
THOMAS C. SAWYER, Ohio
MAJOR R. OWENS, New York
DONALD M. PAYNE, New Jersey
NITA M. LOWEY, New York
GLENN POSHARD, Illinois
JOLENE UNSOELD, Washington
JOSE E. SERRANO, New York

WILLIAM F. GOODLING, Pennsylvania
HARRIS W. FAWELL, Illinois
FRED GRANDY, Iowa
PETER SMITH, Vermont
STEVE BARTLETT, Texas
STEVE GUNDERSON, Wisconsin
THOMAS E. PETRI, Wisconsin
MARGE ROUKEMA, New Jersey
E. THOMAS COLEMAN, Missouri

(11)

CONTENTS

	Page
Hearing held in Vancouver, WA, September 6, 1990	1
Statement of:	
Bondurant, Roy, Student, Tenino, WA	18
Bondurant, Roy "Skip", Parent, Tenino, WA.....	19
Dziedzic, Paul, Special Assistant to the Governor on Substance Abuse, Washington State.....	28
Eatmon, Candy, Parent, Vancouver, WA.....	18
Eatmon, Celeste, Student, Vancouver, WA.....	18
Johnson, Ron, Police Chief, Battleground, WA.....	41
Kessel, Roger, Sergeant, Clark County Sheriff's Office.....	52
Lukin, Dr. Anthony A., DARE Coordinator, Washington State Criminal Justice Training Commission; accompanied by Susan Krause, Police Officer, Washington State Criminal Justice Training Commission.....	22
Mitchell, Walter, Commander, Los Angeles Police Department, Representing DARE America.....	8
Nelson, Steve, Olympia Police Department.....	46
Partin, Jim, Colonel, Olympia Police Department.....	48
Scharf, Jim, Sheriff, Snohomish County.....	37
Prepared statements, letters, supplemental materials, et cetera:	
"An Invitation to Project DARE: Drug Abuse Resistance Education," program brief, U.S. Department of Justice, June 1988.....	60
"DARE Longitudinal Evaluation Annual Report," prepared for the Chief of Police, Los Angeles Police Department.....	80
Dziedzic, Paul, Special Assistant to the Governor on Substance Abuse, Washington State, prepared statement of.....	31
Johnson, Ron, Police Chief, Battleground, WA, prepared statement of.....	43
Kessel, Roger, Sergeant, Clark County Sheriff's Office, prepared statement of.....	54
Krause, Susan, Police Officer, Washington State Criminal Justice Training Commission, prepared statement of.....	27
Lukin, Dr. Anthony A., DARE Coordinator, Washington State Criminal Justice Training Commission, prepared statement of.....	25
Mitchell, Walter, Commander, Los Angeles Police Department, Representing DARE America, prepared statement of.....	11
Partin, Jim, Colonel, Olympia Police Department, prepared statement of..	51
Scharf, Jim, Sheriff, Snohomish County, prepared statement of.....	40
Unsoeld, Hon. Jolene, a Representative in Congress from the State of Washington, prepared statement of.....	4

OVERSIGHT HEARING ON DRUG ABUSE EDUCATION PROGRAMS

THURSDAY, SEPTEMBER 6, 1990

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON ELEMENTARY, SECONDARY,
AND VOCATIONAL EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Vancouver, WA.

The subcommittee met, pursuant to notice, at 9 a.m., in the Council Chambers, Vancouver City Hall, 210 East 13th Street, Vancouver, Washington, Hon. Jolene Unsoeld presiding.

Members present. Representatives Unsoeld and Kildee.

Ms. UNSOELD. Good morning. I call to order this official hearing of the Subcommittee on Elementary, Secondary, and Vocational Education of the Education and Labor Committee on the Drug Abuse Resistance Education Program, better known as DARE.

I would like to welcome everyone and introduce my colleague from the Education and Labor Committee—Human Resources Subcommittee Chairman, Dale Kildee from Michigan—who himself was an educator in his former life. I think he calls it his real life. Congressman Kildee has been dedicated to furthering the cause of education during his tenure in Congress, both on the Education Committee and the Budget Committee. He has been an inspiration and a mentor to me not only in our committee but also in Congress. I appreciate his willingness to travel to the “real Washington” to preside over this hearing with me. And, I believe I speak for both of us when I say we are looking forward to hearing the testimony and learning more about DARE and the positive effect it is having on our youth.

Part of what you all are doing today is to help us build that momentum, establish the record, so that we can go back to Congress to give that extra push to promote this very worthwhile program.

And I want to thank all of the witnesses who are here today. We appreciate you taking the time to share your experiences with the DARE program with us today.

As our nation’s drug woes have worsened, Congress has been examining what is successful strategy and what is not to deal with these problems. We are holding the hearing to gain additional insight from those of you who have worked most closely with the successful DARE program.

I do not have to tell anyone here about the effect the scourge of drugs is having on our future generation of leaders. If our young

(1)

people are to succeed, we must eliminate drug and alcohol abuse. President Bush has called for drug-free schools by the year 2000.

Yet despite signs that drug use is declining among our nation's youth, narcotics abuse still continues in disturbing proportions and brings untold misery. More than half of Washington's sixth graders have consumed alcohol. One in six tenth graders drink every day. Half of the teen offenders commit their crimes while high or drunk. It is estimated by the Governor's Council on Substance Abuse that 80,000 children under the age of 18 have a substance abuse problem. And thousands more are on their way. As many as one in twenty births are to cocaine users—the so-called crack babies. Moreover, according to state law enforcement officials, the majority of serious crimes in the state can be traced to drugs.

We in Congress are actively trying to do our part to combat these problems. We hope to work in partnership with local schools, communities and local law enforcement agencies in a national effort to fight the War on Drugs. In a nation that is desperately seeking solutions to our drug problems, I believe DARE stands out as a proven weapon.

Over a year ago, Lewis County Sheriff, Bill Logan, pulled me aside after a town hall meeting and clued me in to the DARE program because it was proving its worth in southwest Washington. He told me they had tried scaring the kids; they had tried locking them up, but none of it had really worked. He also said that the DARE program was the first that had come along that had a chance of drying up the demand for drugs. This is because DARE uproots drug abuse at its source, when the problem is still small and the potential user still young.

Since then I have investigated the DARE program, attended DARE graduations for both law enforcement officers and students, and met with schools and those officers. I have become convinced that DARE is one of our most effective drug prevention strategies. Therefore I introduced legislation to provide funding for DARE programs.

Last year, with the cooperation of my colleagues, I was able to pass legislation that made DARE programs eligible for Federal funding. This year I have introduced legislation that targets \$15 million of the Drug Free Schools fund for DARE. It passed the House of Representatives this summer, and I am now working for Senate approval, without them turning the bill into a Christmas tree with a lot of other ornaments on it. We want it to go through cleanly.

Since the Federal Government is spending nearly \$9 billion on the War on Drugs in 1990 alone, and another half a billion dollars in the Drug Free Schools and Communities Act, I believe we must spend our resources wisely by targeting the successful programs like DARE. Once a drug problem has developed, it is difficult and expensive to treat. Experts agree the best approach is prevention.

DARE goes beyond the traditional anti-drug education programs. It uniquely brings people together: parents, students, teachers, law enforcement officers and the community in a cooperative education effort to help kids recognize the pressures that can lead to drug and alcohol abuse, as well as ways to deal with those pressures. It not only teaches kids why to say "no," but also how to say "no."

Furthermore, by bringing those patrol-hardened, credible law enforcement officers into the schools to shore up the teacher's anti-drug instruction, we have an extra strong program. Our teachers have one of the toughest and most important jobs in society. They need our support, and veteran DARE officers provide added sophistication and experience.

DARE officers are also gifted teachers. I believe it is that unique aspect that makes the program so successful. It builds positive, trusting relationships between students and officers. It opens communication channels that were sometimes non-existent. The rapport that develops leads to a greater respect on behalf of the students, for the law, which will be carried forward in their lives. DARE officers are a very positive influence on our young people and on our communities.

Offering a DARE program, however, takes the commitment of an entire community. It takes an abundance of time, energy, and resources to implement. Funding for DARE programs currently comes from state and local resources, as well as donations from parents, schools and local businesses. Cost to replace a single officer on patrol can reach \$36,000 in the state of Washington. Many urban and rural communities today want DARE in their schools, but they must forego the program because they lack the funding. I believe a Federal commitment would help communities who want DARE but cannot afford it. That is why you all are here today to help us give that push.

[The prepared statement of Hon. Jolene Unsoeld follows:]

**STATEMENT
REPRESENTATIVE JOLENE UNSOELD
EDUCATION AND LABOR COMMITTEE HEARING
DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.)
SEPTEMBER 6, 1990**

Good morning. I hereby call to order an official hearing of the Elementary and Secondary Subcommittee of the Education and Labor Committee on the Drug Abuse Resistance Education program known as DARE.

I would like to welcome everyone and introduce my colleague from the Education and Labor Committee -- Human Resources Subcommittee Chairman, Dale Kildee from Michigan -- who himself was an educator in his former life. Congressman Kildee has been dedicated to furthering the cause of education during his tenure in Congress, both on the Education Committee and the Budget Committee. He has been an inspiration and a mentor to me not only in our committee but in Congress. I appreciate his willingness to travel to the "real Washington" to preside over this hearing. I believe I speak for both of us when I say we are looking forward to hearing the testimony and learning more about DARE and the positive effect it is having on our youth.

I would also like to welcome the witnesses. We appreciate each of you taking the time to share your experiences with the DARE program with us today.

As our nation's drug woes have worsened, Congress has been examining successful strategies to deal with these problems. We are holding this hearing to gain additional insight from those of you who have worked closely with the successful DARE program.

I don't have to tell anyone here about the effect the scourge of drugs is having on our future generation of leaders. If our young people are to succeed, we must eliminate drug and alcohol abuse. President Bush has called for drug-free schools by the year 2000.

Yet despite signs that drug use is declining among our nation's youth, narcotics abuse still continues in disturbing proportions and brings untold misery. More than half of Washington's sixth graders have consumed alcohol. One in six tenth graders drink every day. Half of teen offenders commit their crimes high or drunk. It is estimated by the Governor's Council on Substance Abuse that 80,000 children under the age of 18 have a substance abuse problem. And thousands more are on their way. As many as

one in twenty births are to cocaine users - the so called crack babies. Moreover, according to state law enforcement officials, the majority of serious crimes in the state can be traced to drugs.

We in Congress are actively trying to do our part to combat these problems. We hope to work in partnership with local schools, communities and law enforcement agencies in a national effort to fight the War on Drugs. In a nation that is desperately seeking solutions to our drug problems, I believe DARE stands out as a proven weapon.

Over a year ago, Lewis County Sheriff, Bill Logan, pulled me aside after a town meeting and clued me in to the DARE program because it was proving its worth in southwest Washington. He told me they tried scaring kids; they tried locking them up; but none of it had worked. He told me that DARE was the first program that had come along that had a chance of drying up the demand for drugs. DARE uproots drug abuse at its source, when the problem is still small, and the potential user still young.

Since then I have investigated the DARE program, attended DARE graduations for both officers and students, and met with schools and law enforcement officers. I became convinced that DARE was an effective drug prevention strategy so I introduced legislation to provide funding for DARE programs.

Last year I was able to pass legislation that made DARE programs eligible for federal funding. This year I introduced legislation that targets \$15 million of the Drug Free Schools fund for DARE. It passed the House of Representatives this summer and I am now working for Senate approval.

As the federal government spends nearly \$9 billion dollars on the War on Drugs in 1990 alone, and another half a billion in Drug Free Schools and Communities Act money, I believe we must spend our resources wisely by targeting successful programs like DARE. Once a drug problem has developed, it is difficult and expensive to treat. Experts agree the best approach is prevention.

DARE goes beyond the traditional anti-drug education programs. It uniquely brings people together, parents, students, teachers, and law enforcement officers in a cooperative education effort to help kids recognize the pressures that can lead to drug and alcohol abuse and ways to deal with these pressures. It not only teaches kids why to say "no", but HOW to say "no."

DARE brings patrol-hardened, credible law enforcement officers into the schools to shore up the teacher's anti-drug instruction. Our teachers have one of the toughest and most important jobs in society. They need our support and veteran DARE officers provide the added sophistication and experience.

DARE officers are also gifted teachers. I believe it is this unique aspect that makes the program so successful. It builds positive, trusting relationships between students and officers. It opens communication channels that were sometimes non-existent. The rapport that develops leads to a greater respect for the law. DARE officers are having a positive influence on our young people and our communities..

Offering a DARE program, however, takes the commitment of an entire community. It takes an abundance of time, energy, and resources to implement a DARE program. Funding for DARE programs currently comes from state and local resources, and donations from parents, schools and local businesses. Cost to replace a single officer on patrol can reach \$36,000 in the state of Washington. Many urban and rural communities today want DARE in their schools, but must forego the program because they lack funding. I believe a federal commitment would help communities who want DARE but cannot afford it.

Mr. Chairman? Would you like to give some opening remarks?

CLOSING REMARKS

Once again, I wish to thank the witnesses for their excellent presentations. I believe your testimony will help us secure more funding for the DARE program. We have an obligation to our youth to get programs that are working into our schools and communities. DARE is a tough, long term strategy that may positively affect our kids for the rest of their lives. DARE makes a difference and we simply cannot afford to lose the War on Drugs.

When sheriffs, police chiefs, teachers, parents, and students all say this is a program that works, we in Congress should not only listen, we should act. I hope to continue to gain support for DARE. Thank you all for your dedication to Washington's youth and this important prevention program. And thank you for coming today to share your experiences.

Ms. UNSOELD. Mr. Chairman? Would you like to add a few opening remarks?

Mr. KILDEE. Thank you, Madame Chairman. It is a pleasure to be here in Washington to hear testimony on one of the most devastating problems we have in our country: drug abuse, and particularly, drug abuse by our children.

As a father of three college age children, I count my blessings that so far those children have successfully emerged through those years. But, I look around, and sometimes wonder how they made it, with all the temptations present in our society.

The problem is very complex, and the answers are not easy. I am convinced that the role of the police department working with the school is a very, very important role. I am from Flint, Michigan, and when I was still teaching Latin in high school back there, Flint established a police counselor program, where they put a full time police officer in certain schools. And I, at the time, wondered a bit whether that was good. But after just a few months I knew it was good, because that relationship between the police officer—and these were really solid police officers with great experience—working with the teachers and working with the students, really transformed not only individuals, but whole neighborhoods. So I am convinced that this is a good approach.

Congresswoman Unsoeld is Ms. DARE in Washington. She has educated us. I do not recall a meeting in which she has not mentioned DARE and what a great program this is. It is for that reason that she wanted to have a hearing out here so she could educate more of the Congress. So, I will go back and I will be her teacher's aide, trying to educate the Congress.

We have done well. You were very persistent. Persistence is a virtue in the Congress. You have to really stay at it because there are so many demands for our money down there. You really have to believe in a program, and be able to sell that program. Congresswoman Unsoeld has done that.

We will go back now and try to convince the Senate that the bill—Congresswoman Unsoeld's bill that passed the House—is a good bill just as it is, and as you say, not to have the Senate hang a lot of ornaments on it.

I commend the police officers here. You have a special knowledge of this problem; you see it from so many different points of view. I am anxious to assist you in solving this problem because what is at stake is the very future of our country. I am Chairman, as Congresswoman Unsoeld pointed out, of the Human Resources Subcommittee, and I have youth programs under my subcommittee. As you see, these programs have some problems. I was mentioning to one of the officers that one of the programs under my jurisdiction is a Runaway Youth Act. Now, I come from a very stable family. My mother is 90 years old. When I go home to Flint, I still stay at her house. We go to Mass together. And, I have always had that stability. My own children, I think, have had that stability.

But you look around and you find that very often that stability is not there. I have seen families so damaged that one time, halfway through a hearing, I began to realize—and I hate to say this because it sounds so unusual—that that young man or that young

woman, that boy or girl who ran away from home, was doing that as a defensive action.

So I think that as you approach the DARE program, you reach the child and somehow try to reach his or her family, too, because the family is the basic unit of society.

What I have seen just talking to the officers I here today, as we have discussed the family, is that you recognize the role of that child in the family. Whatever you have done, you have done well. Because, the few officers picked to serve in this program that are here today obviously do recognize that that child is part of a family. And, somehow that must have permeated through the program because you have had a high rate of success.

Finally, I commend you for it, and I want to go back to Washington and help Congresswoman Unsoeld get her bill which has already passed in the House, passed in the Senate. Thank you very much.

Ms. UNSOELD. Thank you. You can see why Congressman Kildee is a great favorite. As he conducts his subcommittee, he is able to lift the intellectual arguments off the page and fix them within our emotions. And that is often the best place to push these good programs.

For those of you who are participating, I want to tell you that this is being broadcast live and will be recorded and rebroadcast, so that you have that warning.

Our first witness is Commander Walter Mitchell, from the Los Angeles Police Department. DARE originally began in 1983 in Los Angeles, and Commander Mitchell was at that beginning, at that birthing. We are very much looking forward to hearing you. Thanks to his efforts, DARE has now spread to 49 states and several foreign countries.

Commander Mitchell.

STATEMENT OF COMMANDER WALTER MITCHELL, LOS ANGELES POLICE DEPARTMENT, REPRESENTING DARE AMERICA

Commander MITCHELL. Good morning. Thank you. First of all I want to thank the committee for the opportunity to speak here this morning, but I also want to thank the DARE officials and the DARE officers from Washington State. I do not know if everybody in the room knows, but Washington State has one of the more solid DARE programs in the United States, and I just wanted to point that out. They have one of the great programs.

Congresswoman Unsoeld said we are in 49 states. Happily, next week, we start in the 50th state. The state of Delaware has finally come on board, thanks to the efforts of a lot of people back there, including Senator Joe Biden.

There is no question that the magnitude of drug abuse and gang violence in our society is high and spills over to the schools, especially with the increase in the use of crack cocaine in the last few years.

The statistics relating to drug use on U.S. school campuses are shocking. According to the September 1989 National Drug Control Strategy published by the White House, "Half of all teens in a recent survey said that drugs were being used in their schools, and

four in ten said that they were being sold there." To successfully combat the social problem of drug abuse, we must mobilize our schools and law enforcement agencies and entire communities must focus their resources on this problem.

Drug abuse is everyone's problem. Drug abuse reduces effective learning in schools. Recent National Institute on Drug Abuse statistics reveal that 54 percent of graduating students have used marijuana, some as young as nine years of age.

Nationally, 26 percent of the workers are under the influence while on the job, and 20 to 40 percent of all heavy cocaine users have to steal to become drug dealers to support their habit. The Surgeon General states that thousands of people die annually in the U.S. from heroin and cocaine overdoses. The most innocent victims are babies born to cocaine-addicted mothers, the so-called crack babies. The babies are usually underweight and sometimes are mentally or physically deformed and addicted to drugs for life.

Drugs are big business. Regardless of time, money and manpower being devoted to attack narcotic trafficking as a police problem, this dirty business is thriving. It is thriving simply because it is a matter of economics. It is a matter of supply and demand. As long as there is a demand for illegal drugs, then there are going to be hustlers out there that are willing to supply it. It is estimated that we have 23 million drug abusers in this country. With that big of a market, unless we reduce that market, we are not going to solve the drug problem.

Law enforcement executives throughout the United States and around the world recognize that prevention is the key to stopping the demand for drugs. DARE has become the model drug prevention program for law enforcement communities worldwide. The implementation and presentation of the DARE curriculum is essential in accomplishing the goals of drug eradication among society's youth.

We must acknowledge that the welfare of our society rests upon the ability of our children to cope with the responsibilities and stress which they will inherit as our future leaders and workers. DARE was developed to help our children deal with the drug problem and meet these challenges.

DARE is a police officer-led, semester long series of classroom lessons that teach fifth and sixth grade children how to resist the pressures to experiment with drugs and alcohol.

Created in 1983 as a cooperative effort between the Los Angeles Police Department and the Los Angeles Unified School District, DARE employs law enforcement officers in school classrooms as regular instructors. The DARE Program has proven so successful that it has expanded into more than 3,000 communities in all 50 states, Australia, New Zealand, American Samoa, Canada and the Department of Defense Dependents Schools worldwide. DARE will reach over 20 million students this year.

DARE goes beyond the traditional drug abuse programs. Typically, these programs emphasize drug identification and the harmful effects of drug and alcohol. Traditional programs warn children not to use these substances, but they do not teach them how to resist the pressures to try drugs and alcohol. DARE gives children skills

to recognize and resist the subtle and overt pressures that cause them to experiment with drugs and alcohol.

Rather than just offering slogans or organizing rallies, DARE provides students with accurate information about alcohol and drugs; teaches students ways to say no while providing alternatives; teaches students decision making skills and the consequences of their behavior; and builds self esteem while teaching kids how to resist peer pressure. It is the only program that gives children something substantial to use when they are offered drugs.

The program, whose core curriculum is in the fifth and sixth grade, is divided into four components. It has since been expanded in Los Angeles and now, in many of the states around the country, to K through 12.

We have a K through 4 grade visitation. This acquaints the children with the DARE officer and lays the groundwork for the 17 lessons they will receive in the fifth and sixth grade. The fifth and sixth grade core classes is the foundation of the program. It provides the students with the skills they will need as young adults to resist the temptation of drug abuse.

There is a ten lesson follow up in junior high school to the original 17 lessons, and those lessons reinforce the values students learn in elementary school.

In high school, there are five lessons led by the police officer, as well as two follow up lessons by the teacher that take the students into adulthood. DARE combines all the previously learned values and experiences, and applies them to real life situations, teaching young adults the value of staying drug free.

Experience has demonstrated how quickly the drug epidemic can spread. In Los Angeles, where the DARE program started, statistics have shown a dramatic reduction in drug abuse and drug use in the high schools.

DARE has been doing its job now for more than half a decade, and it is succeeding. It is not a one-hour, once a year visit by a stranger. It is four and a half months of straight talk with someone who becomes a friend, a confidante and an ally. It leaves a lasting impression on kids and their families. And, now DARE is working nationwide, even worldwide, for our most valuable resource—our children.

Thank you very much.

[The prepared statement of Commander Walter Mitchell follows:]

PRESENTATION TO THE CONGRESS OF THE UNITED STATES
 Drug Abuse Resistance Education
 D.A.R.E.
 Commander Walt Mitchell
 Los Angeles Police Department

There is no question that the magnitude of drug abuse and gang violence in our society is high and spills over to the schools, especially with the increase in use of crack cocaine in the last few years.

The statistics relating to drug use on U.S. school campuses are shocking. According to the September 1989 National Drug Control Strategy published by the White House, "Half of all teens in a recent national survey said that drugs were being used in their schools, and four in ten said that they were being sold there." To successfully combat the social problem of drug abuse, we must mobilize our schools and law enforcement agencies and entire communities must focus their resources on this problem.

Drug abuse is everyone's problem. Drug abuse reduces effective learning in school. Recent National Institute on Drug Abuse (NIDA) statistics reveal that 54% of graduating students HAVE USED MARIJUANA (some as young as 9 years of age).

Nationally, 26% of the workers are under the influence while on the job and 20%-40% of all heavy cocaine users have to steal or become drug dealers to support their habit. The Surgeon General states that thousands of people die annually in the U.S. from heroin and cocaine overdoses. The most innocent victims are babies born to cocaine-addicted mothers. The babies are usually underweight and sometimes are mentally or physically deformed and addicted to the drug.

Drugs are a big business. Regardless of time, money and manpower being devoted to attack narcotics trafficking as a police problem, this dirty business is thriving. It is thriving precisely because it is a business, and like any business it succeeds by responding to one of the fundamental laws of economics - SUPPLY AND DEMAND. As long as there is a demand for illegal drugs there will be hustlers who are ready to supply it.

Law enforcement executives throughout the United States and around the world recognize that prevention is the key to stopping the demand for drugs, and D.A.R.E. has become the model drug prevention program for law enforcement communities worldwide. The implementation and presentation of the DARE curriculum is essential to accomplishing the goal of drug abuse eradication among society's youth.

We must acknowledge that the welfare of our society rests upon the ability of our children to cope with the responsibilities and stresses which they will inherit as our future leaders and workers. D.A.R.E. was developed to help our children deal with the drug problem and meet these challenges.

D.A.R.E. is a police officer-led, semester long series of classroom lessons that teach fifth and sixth grade children HOW to resist the pressure to experiment with drugs and alcohol.

Created in 1983 as a cooperative effort between the Los Angeles Police Department and the Los Angeles Unified School District, D.A.R.E. employs law enforcement officers in school classrooms as regular instructors. The D.A.R.E. Program has proven so successful that it has expanded into more than 3,000 communities in all 50 states, Australia, New Zealand, American Samoa, Canada and the Department of Defense Dependents Schools worldwide. To date, over 20 million children have been impacted by D.A.R.E.

D.A.R.E. goes beyond the traditional drug abuse programs. Typically, these programs emphasize drug identification and the harmful effects of drugs and alcohol. Traditional programs warn children not to use these substances, but do not teach them HOW to resist the pressures to try drugs and alcohol. D.A.R.E. gives children skills to recognize and resist the subtle and overt pressures that cause them to experiment with drugs and alcohol. Rather than just offering slogans or organizing rallies, D.A.R.E.

- provides students with accurate information about alcohol and drugs;
- teaches students ways to say "NO" while providing alternatives;
- teaches students decision making skills and the consequences of their behavior; and
- builds self esteem while teaching kids how to resist peer pressure. It's the only program that gives children something substantial to use when offered drugs.

The D.A.R.E. Program is divided into four components:

K-4th grade visitations: This acquaints the children with the D.A.R.E. officer and lays the ground work for the 17 lessons they will receive in 5th or 6th grade.

5th/6th grade core classes: This is the foundation of the D.A.R.E. Program. It provides the students with the skills they will need as young adults to resist the temptations of drug abuse.

Junior High: These 10 lessons are a follow-up to the original 17 lessons. They reinforce the values students learned in elementary school.

High School: These 5 lessons take the students into adulthood. D.A.R.E. combines all the previously learned values and experiences and applies them to real life situations, teaching young adults the value of staying drug free.

Experience has demonstrated how quickly the drug epidemic can spread. In Los Angeles, where the D.A.R.E. Program started, statistics show a dramatic reduction in drug use (Handout attachments A & B).

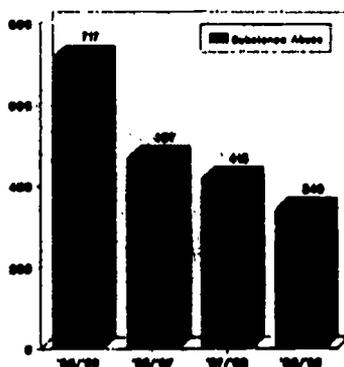
D.A.R.E. has been doing its job for half a decade, and it's succeeding. It's not a one-hour, once-a-year visit by a stranger. It's four-and-a-half months of straight talk with someone who becomes a friend, a confidant, an ally. It leaves a lasting impression on kids and their families. And now D.A.R.E. is working nationwide, even worldwide - for all our kids.

STUDIES CREDIT D.A.R.E. IN DRAMATIC REDUCTION OF SUBSTANCE ABUSE IN L.A. SCHOOLS

DEPARTMENT OF EDUCATION REPORT

A dramatic decrease in the incidence of substance abuse in Los Angeles City schools was reported in a recently published study conducted by the California Department of Education. The School Crime in California study found that substance abuse has dropped 53% in the last four years in the average Los Angeles City school. The study reported the incidents of substance abuse, which included the possession, use and sale of drugs. The study credited the Drug Abuse Resistance Education (D.A.R.E.) Program and recommended that a similar approach be applied to other crime areas. A 1988 Department of Justice study (Report to the Attorney General: Biennial Survey of Drug and Alcohol use among California Students in Grades 7, 8 and 11) also found that substance abuse on school campuses has declined in the three grades studied.

**TREND IN SUBSTANCE ABUSE
LOS ANGELES CITY SCHOOLS**

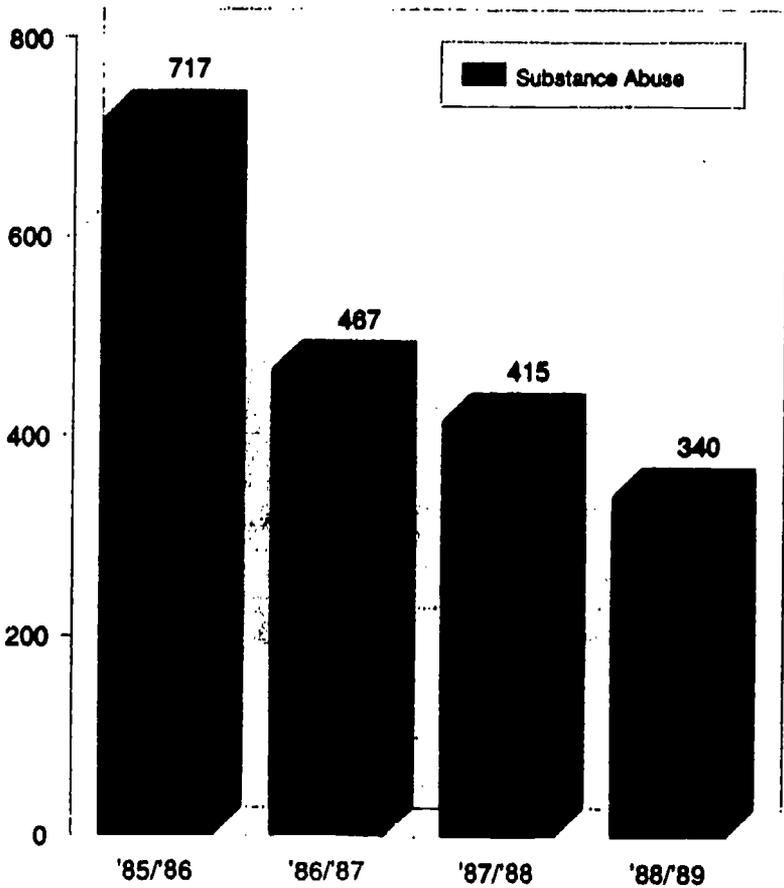


SOURCE: DE. OF EDUCATION

LAUSD ANNUAL CRIME REPORT

A significant decline in the number of drug possessions for the second year in a row was reported by the Los Angeles Unified School District's Annual Crime report. The report is compiled from numbers submitted by each of the more than 600 Los Angeles City schools. During the 1989 - 90 school year, there were 288 reports of drugs, including alcohol, found on campus, a decrease of 15% from the previous year. District officials attributed the decline in part to the Drug Abuse Resistance Education (D.A.R.E.) Program.

TREND IN SUBSTANCE ABUSE LOS ANGELES CITY SCHOOLS



SOURCE: CA Dept. of Education

Ms. UNSOELD. Thank you. Congressman Kildee, would you like to comment?

Mr. KILDEE. Thank you, Madame Chairperson. The term effective education is very controversial at times, although I think it is a good thing. When I taught high school, people would ask me, what do you teach? And, I would say I teach kids. The kids are the important thing. I happened to teach Latin, but I taught kids, and I tried to help those young people have some self-respect.

Is that a component of your program, to help them really respect themselves, and know who and what they really are?

Commander MITCHELL. Yes, exactly. One of the components is self-esteem. The key to the DARE program, I believe, transcends not just drug abuse, but everything else they do in their life, because they are taught life skills.

We have found that DARE just does not impact the drug problem. It impacts all of the fringe things that go on in school. DARE kids are better students. Their parents report that they are better kids at home once they have gone through the DARE program. This is because they are taught life skills, they are not just taught to say no to drugs.

Mr. KILDEE. When I taught school, and I taught in the inner-city school, I had a cross-section of the City of Flint. I had, probably, the son of the wealthiest person in Flint, and the sons and daughters of some of the poorer people. But I did discover your point there. If you can help a child achieve success in any area—if they do a little better in school, or even in sports—they feel that they can achieve.

I think, very often young people feel they are doomed to failure. If you can program them for some success, they feel that they do have that ability to succeed. And I think that is important.

You mentioned providing alternatives to drugs. Could you talk a bit about that? Which type of alternatives?

Commander MITCHELL. Well, as you said, they are taught to feel good about themselves. If you can teach a kid that they do not need drugs to succeed, that they can become proficient in whatever they try. We do this in a number of ways.

One is by bringing in older kids who have succeeded. For example, the high school athlete of the year, who has never tried drugs, and who has succeeded in what he has done. He is popular in school. These kind of things make an impression on a young child. These are the kind of alternatives that are available to them.

And, recently, we just started another program that is kind of an offshoot of the DARE program. It is called an After School Alternatives Program. Currently we are piloting it in one junior high school, because we found that once the kids get out of school, you lose touch with them. And, in today's society, where you have many households where both parents work, there is a period of time from 3 p.m. in the afternoon until 6 p.m. at night where kids are sometimes on their own. And, idle hands sometimes get into trouble.

So, we have started this After School Alternative Program, that involves teaching kids or involving kids in things other than just sports, like arts and crafts, cheerleading and music. We are doing that with a grant provided by the Nancy Reagan Foundation. So

far we have been very pleased with the results and are looking to expand that program.

Mr. KILDEE. Just one final statement, Madame Chairperson. My subcommittee has under its jurisdiction the Head Start Program. And, the Head Start Program really helps that child succeed. And, if that child succeeds, they do feel better about themselves and feel that they can find some happiness, in achievement. I can see that you have incorporated that whole idea into this program, too, by these alternatives.

We have found out in the Head Start Program, that the money that we invest in that—and Congresswoman Unsoeld is co-sponsor of the bill to fully fund Head Start, a bill which just passed this year, that we save money down the road, in remediation, in incarceration, in welfare programs, and in reducing teenage pregnancies. There have been long-term, longitudinal studies to show that.

Furthermore, I can see that you have really incorporated that element very well. I really think people have to realize that they can succeed. And, if they can succeed, they will feel better about themselves.

Just in summary, Madame Chairman, I can recall when my son Paul, who is 17 and is starting at Michigan State University in two weeks, was about eight years old, right after he made his first Holy Communion. I was tucking him into bed one night and heard his formal prayers. When he finished his formal prayers, he said, "Daddy, I love God; I love Mommy; I love you; I love Laura; I love David; and I love me." And that was very important.

I am happy to see that you realize that when you are dealing with these young people, you can not just use the pharmacological approach to drugs. You really have to get into that person themselves, and give him or her some chance to succeed and feel good about themselves. I think that is the heart of your program, and I am really impressed by it. Thank you very much.

Commander MITCHELL. Your point is well taken about the Head Start Program paying dividends down the road. I think that the dividends of the DARE program are truly yet to be seen. It is a long-term solution; it is not a quick fix.

Yes, we still have to do all of the other things in the drug war. We have to go into foreign countries and eliminate drugs at the source. We have to intercept at the border. We have to provide comprehensive user accountability programs and treatment programs. But, the real long-term effect is education at a very young age. And, it is a pay me now or pay me later. And, if we invest now, then I think the long-term benefits are really going to be worthwhile.

Mr. KILDEE. Do you think the \$15 million will well be recouped, many times?

Commander MITCHELL. Absolutely, absolutely.

Mr. KILDEE. Thank you.

Ms. UNSOELD. We may be able to expand on that in the future, then. I would like to take advantage of your experience and expertise and ask you a question that may be a little unfair. But, we are beginning to see the youth gangs come into this area. How do you suggest we start dealing with it? And, is there a role that DARE may play in that?

Commander MITCHELL. Well, DARE works with gangs in the same way that it works with drugs. If you teach a kid at a young age that he or she does not need drugs, or does not need that gang affiliation, then I think, again, it is a long-term commitment.

But, dealing with the gangs straight out now, you have to deal with them very forcefully; make an example of gang-related crime. You can not publicize and give air time to gang members, glorify gang members. They love to stand in front of the camera and talk about their gang affiliation. Those kind of things perpetuate the gang problem.

And, the gang activity is strongly financed by their involvement with drugs. So, it is very tightly knit and tied together. Therefore, the drug war is going to eventually make a significant impact on the gang war also.

Ms. UNSOELD. Would you briefly share with us how this program was launched? What was it that gave you the idea, the drive?

Commander MITCHELL. It was launched in 1983 when the Chief of Police of Los Angeles, Darryl Gates, decided that the drug war needed to be won from the grassroots level on up. He went to the Superintendent of Public Instruction at the time, Dr. Harry Handler, and asked him to develop a curriculum by educators, to be presented by police officers. They formed a partnership, and from there, DARE was born, with ten officers in the City of Los Angeles, in 50 schools.

It has, of course, since expanded to now over 7,000 DARE officers in over 3,000 communities in the United States.

Ms. UNSOELD. Would you like to give a single piece of advice that we should take back to our colleagues, as they think about the whole problem of drug and alcohol abuse in our society?

Commander MITCHELL. I think if I were to give one piece of advice, it would be that I think the drug war and the National drug strategy is a good one. Its only flaw is that there is not enough money directed at education, when you talk about \$9 or \$10 billion, whatever it is up to now. I walked into a warehouse in Los Angeles last October, and saw enough cocaine in one warehouse, that if it were sold at street value, it would finance the whole drug war in this country. It was worth almost \$9 billion in street value. And, in addition to that, there was \$12.4 million in cash sitting on the ground in that same warehouse.

The amount of money and cocaine in this country is mind boggling. We estimate that we only seize as little as 10 percent of the total product. So, you can just imagine what is out there. And, you can also imagine just how much money is out there.

We have got to begin putting more money into the effort than the people who are running the drug cartels are putting into the cocaine.

Ms. UNSOELD. Lesson received. Thank you very much, Commander.

Commander MITCHELL. Thank you.

Ms. UNSOELD. I really appreciate your coming from so far, but we will carry your message further.

Commander MITCHELL. It was my pleasure. Thank you for inviting me.

Ms. UNSOELD. Thank you. Next, I am going to call upon our experienced students. We have with us Celeste Eatmon and Roy Bondurant, two students. And, two parents, Candy and Skip. Would you four like to come up?

Celeste is from Covington Junior High here in Vancouver, and she participated in the DARE satellite down link, with Congressman Gephardt and myself, to this area's elementary schools.

And Roy is from Tenino, Washington. The first came to my attention when he spoke up at a town hall meeting.

Celeste, would you like to be first?

Ms. EATMON. Sure.

Ms. UNSOELD. We do welcome you here today.

STATEMENT OF CELESTE EATMON, STUDENT, VANCOUVER, WASHINGTON

Ms. EATMON. Thanks. The DARE program is great for kids. It teaches them what drugs are and how it can harm your body. Before the DARE program I knew little about drugs, but by the time DARE was almost over I was more knowledgeable to know what drugs are how they can harm our bodies, and how easy it is to say no.

Time and time again, I would worry what I would do if someone bigger or older than me offered me drugs. But, now I know if someone offers me drugs, I can say no, and they will leave me alone. I think kids all over the world should have a chance to learn about drugs, and how better you are without them.

I think DARE is the best way to learn about drugs, and now that I know about drugs, maybe I can help someone else make the right decision.

Ms. UNSOELD. Thank you. Roy, would you like to comment for us, please?

STATEMENT OF ROY BONDURANT, STUDENT, TENINO, WASHINGTON

Mr. BONDURANT. Well, I am Roy Bondurant, and I am in the seventh grade. And, I thank you for letting me come here today. The DARE program is a good program, but there is one problem that I think that should be solved. That it should be for more grades, besides just the sixth and seventh grade—fifth and sixth grade.

I think that it should go from kindergarten up to high school. And, then, when they might go into college, they could have a brief telling of the DARE program again. And, that it should be funded more by the country. Thank you.

Ms. UNSOELD. Thank you. Candy, would you like to comment?

STATEMENT OF MRS. CANDY EATMON, PARENT, VANCOUVER, WASHINGTON

Mrs. EATMON. Well, before Celeste started in the DARE program, I had not even heard of it. But, watching her come home, and she was always, pretty good at homework. But, she always made sure that she brought her DARE notebook home and shared it with me.

And, she just got really excited. She started on her own personal little war against drugs. She was taught well. I think teaching

them no, to say no, that no is such a powerful word. I mean, they hear it when they are growing up and they think, no big deal, you know, what is no? I am going to do what I want anyway.

But, when they get to this age, they learn how powerful that word is and how to use it and how to protect themselves. And they learn that drugs do not have to be that fearful. I know she was scared going into junior high. There are drugs in junior high. My son has been offered drugs before, during the last couple of years. And, now, Celestedoes not have the fear of someone walking up to her, and saying, "Do you want to buy some pot, or do you want to buy some pills?"

And, having the peer pressure and thinking, yeah, I suppose I should take it—now she can say. "no, just leave me alone, go away." Or, even to be able to help some kids that are in that kind of a bind.

It is a great program, and I agree with this young gentleman here that it should start younger: kindergarten on up. So we can get them while they are young. Those police officers play a really important role in the relationship with those kids. They should start younger and carry through and develop that relationship with them.

And, I think, hopefully, by the year 2000, we will have a drug-free school and people.

Ms. UNSOELD. I apologize that I did not ask you to start out in a way that would help us put this record together. Would you mind giving your name and spelling it? And, the address, please?

Mrs. EATMON. My name is Candy Eatmon, E-A-T-M-O-N. My address is 10705 Northeast 80th Street, Vancouver, Washington.

Ms. UNSOELD. Thank you. Skip, would you like to give those details, too, and then continue?

STATEMENT OF ROY "SKIP" BONDURANT, PARENT, TENINO, WASHINGTON

Mr. SKIP BONDURANT. My name is Roy L. Bondurant, Skip. The spelling is B-O-N-D-U-R-A-N-T. Address is 4421 121st Avenue, S.E., Tenino, T-E-N-I-N-O, Washington 98589.

I am a disabled veteran, and being disabled, I have a lot of time to put into community activities. The DARE program is one of the best things I have seen in the schools. It is new in our town, and it has really made a great impact.

Talking with the police, talking with the school officials, of course, the kids, my own—they all love it. But, once again, it should be first through the 12th. The funding needs very much to be a lot more.

But, also, I find in talking with the schools, each area has got a different way. One does it one way, one does it another way. If there could be more consistency, so that being military, moving around, you get it one way in one place. You move to another they get it some other way. Well, why have you not got a medal? We have medals. Why have you not got this award? We got awards.

You will find this difference—once I started asking questions, just in the small locality of my county. I think there should be a lot more of that. The young people highly surprised me with Voice of

Democracy. It is a thing the VFW has got. And, the young people in that, they were very impressed with medals. They are very cheap; they are very easy to put together, and they like it. A little reward for a job well done, the home study, the extra work they put into it. I find this is very helpful to motivate young people.

Also, try, on a national basis, try and get the veterans' groups involved. They are starting talking at the headquarters. Not so much in the local—they are trying to get the little local units together. Once we get them working with the police forces, with the schools, you will have a vast amount of volunteers out there.

A lot of them are retired now. All your World War II, Korean veterans are retired. They are looking for something to do. They love to work with their grandchildren and all, and that is what we are talking about. Their grandchildren and great grandchildren. I think that could be a heavy resource to supplement the police officers and school officials on this.

Also, the self-esteem part is extremely important. When my health gave out I was teaching Advanced Electronics in the Army's Communication School, and I would get young people, 18 years old. I would ask them, what do you think about this? Have you got any ideas? And, somebody would be very hesitant, and they would come up with a small idea. And, I would go, that is great, you know. Come back to the office and we will expand on it. And, you just flabbergast them.

Here they are in the top electronic schools in this nation. The cream of the crop. And, you get a young person there and he has never heard this before in his life. His parents definitely did not have time for him. And, it was one of the things that got me very much when I started my volunteer work, working with the schools. The young people need so much of this. It is totally lacking, throughout the country.

I was very fortunate to have the experience of in the military in teaching a good cross-section of the Nation: The young men and women, and they are fantastic in this country.

Also, working with the Ride a Bike program we veterans have. The safety program we put on in the spring—they are getting their bicycles out, and they are racing and going. And, we work with our local police and sheriff's department. It is a safety program, as well as a good way to get to know your local policeman.

And, you see these little kids there. There is a policeman, and his momma tells him that if he is bad, she is going to have the policeman arrest him. And, you have all heard that. I hear it all the time, you know the people scare their kids.

This is the neatest thing, because that little kid is skipping along and holding that policeman, and wanting, this is my daddy, this is my mommy. That is so great, and that is what DARE is doing. It is just something that this nation needs to put a lot more effort into.

And, this DARE program is just fantastic, but you have got to fund it. You have got to fund it.

Ms. UNSOELD. Thank you. Celeste and Roy, I would like to ask both of you, have you had to use your DARE training in any practical way? If you could give an example. Or have you seen one of your classmates actually use it?

Mr. BONDURANT. Well, I had a very good friend that got—died, using drugs. Yeah, he was around 40 or 35.

Ms. UNSOELD. Yes. And, he lacked the skills that you had learned?

Mr. BONDURANT. Yeah.

Ms. UNSOELD. Celeste, have you ever had to make use of the skills you have learned?

Ms. EATMON. No, but I think I will have to in the future.

Ms. UNSOELD. Have you observed, in your schools, have you seen the temptations and the pressures out there? You have already seen that. Well, we are proud of you and pleased that you are going to be carrying that message forward, too.

Dale, would you like to comment?

Mr. KILDEE. Thank you, Madame Chair. When I was in the first grade—that was a long, long time ago—we had a policeman come into all the schools in Flint, Michigan, including the parochial school I was attending. His name was Sergeant Wilbur LaGree, I still remember that. And, I know at that time, that he helped form for me a very positive attitude towards a police person: a very positive attitude.

As a matter of fact, as many years ago as it was that I was in first grade, Sergeant LaGree is still living in Flint and I still see him from time to time and tell him of the many things he taught us—basically safety, crossing streets. But, he taught us really more than that—a respect for the police officer, who really enforces the law, and therefore, respect for the law.

May I ask you this, what is the attitude, generally, of the students towards the police officer who conducts this program in your school? Could you comment on that? Is it a positive attitude, an attitude where you feel that they are being helpful? Roy or Celeste, either one of you.

Mr. BONDURANT. Well, I talked to some of my fellow classmates yesterday about it, and all of them would like the DARE program to go through all the schools. And, they like the DARE officers that go to the schools.

Mr. KILDEE. Celeste?

Ms. EATMON. Before Sergeant Kessel came to our school, I think that most of the kids in school thought maybe drugs might be all right, may be all right to try. But, when Sergeant Kessel came in, he made us feel better about ourselves and more confident. And, I think that brought our hopes up, and we felt more confident about him. He became a very close friend to all of us.

Mr. KILDEE. Very good. I really appreciate it. I think very often we learn so much from those who are the beneficiaries of this program. And, I think, Roy and Celeste, you have been very helpful to the committee.

Just let me remind you, too, that the record of this hearing today becomes part of the permanent archives of the United States. They will be deposited in the Library of Congress. A thousand years from now they will be there. As a matter of fact, in case we are not able to keep the peace—which I hope and pray to God we will—deep beneath the mountains of Maryland, extra copies of these hearings are kept with all of Congressional records. So, you have made some history here today by your testimony.

So, 1,000 years from now, they will know, Roy and Celeste, that you testified before this committee and were very helpful to us. Thank you very much.

Ms. UNSOELD. I want to ask one additional question about the parental involvement in the DARE program, any comments or observations?

Mrs. EATMON. Well, I was really impressed at sixth grade graduation. I was not too involved with it. I mean, Celeste would share with me when she got home some things that they were doing that week. But, at the end of the sixth grade graduation, Sergeant Kessel was standing up and giving one of the cheers, all of those kids were so involved and so excited, and I do not know that there is a whole lot for the parents to get involved in.

Ms. UNSOELD. Would it have been as effective if you had not been there?

Mrs. EATMON. No, heavens no.

Ms. UNSOELD. Support of the kids. Skip, you wanted to comment?

Mr. SKIP BONDURANT. Yeah. Up in our school there is, as far as I know, no parent involvement. And, that would be absolutely positive, if you can get the parents out. Because asking around town, DARE, what is that? There are still so many people who do not know. That shows that the parents are not getting the word out. And, that was what I was getting to, if you could have a little bit more universal type of program, and consolidate it more.

Ms. UNSOELD. Last question, Roy and Celeste. DARE has had an influence on you. Do you think it has had a similar type of influence on your classmates?

Mr. BONDURANT. Well, the ones that I talked to, they really think that it is a good thing that they have it. And, they want it more than just in the fifth and sixth grade.

Ms. UNSOELD. Okay. Celeste?

Mrs. EATMON. My friends are really glad that Sergeant Kessel came into our school. We really got into it. I think that really helped a lot. I am hoping, and all my friends are hoping, that Sergeant Kessel will come back to junior high and teach us more about what he knows about drugs.

Ms. UNSOELD. Thank you very much. A good testament to the program. We appreciate your being here today.

On the next panel we will have Dr. Tony Lukin, who is the DARE coordinator for the Washington State Criminal Justice Training Commission, Paul Dziedzic, who is the Special Assistant to the Governor on Substance Abuse, Washington State, and Officer Susan Krause, who works with Dr. Lukin.

**STATEMENT OF DR. ANTHONY A. LUKIN, DARE COORDINATOR,
WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION;
ACCOMPANIED BY: SUSAN KRAUSE, POLICE OFFICER,
WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION**

Mr. LUKIN. Thank you very much for allowing the Criminal Justice Training Commission to be here today to testify. I would first of all like to depart for a minute and thank Commander Mitchell for his kind words about the Washington State DARE program. It

was most generous of him, and I might hasten to add, I totally agree with him. I do think we have a very strong program here.

And, I think there are two reasons for that. One is the type of DARE officer we have in this state, who is represented here in this room. I think the second reason is our proximity to Los Angeles, both geographically and emotionally. In addition, we have the guidance and leadership they provide us, that they have provided us since the beginning, and that they continue to provide us. I think those are the reasons we have such a strong DARE program, and I appreciate those kind remarks.

I would like to spend a few minutes addressing the training component of the DARE program. As you know, the Washington State Criminal Justice Training Commission is responsible for all training. And, like our counterparts in most of the states in the Nation, we are the sole agency responsible for the DARE program in training.

We support the efforts to financially aid police departments, so that they can, in many cases, provide for the first time, and in a lot of other cases, expand their DARE programs to reach all the schools in their jurisdiction, and expand their programs to reach the middle school and high school.

However, that also has some serious implications on those state agencies that have to do the training. It costs us approximately \$1,000 to train one officer to become a DARE officer. That is the basic two week training that allows them to be certified as a DARE officer, and to go into the schools and teach.

But that is not where our training ends. We provide that in Washington State; we try to provide that training at least three times a year. We could probably do six easily, and still have those classes filled. We try to train approximately 40 officers each training class. We do not like to do more than that, although September 17 we start a class with 48 officers. Basically, this is just because the demand is there.

That is a financial burden upon us. But, that is only where it begins, that initial basic training. We believe it is necessary to have an advanced training session at least once a year for those officers, to provide them with more material, more information as it is developed. To upgrade their information on drugs and drug activity in the state. To provide them with new teaching techniques, as well as classroom management techniques.

This last time in June, in East Wenatchee, we brought up Berniece Wadenas from the Los Angeles Unified School District to give some insight. She goes around the world teaching DARE officers, and gave us some insight on how to more effectively deliver the 17 DARE lessons.

Besides that training, we feel it is necessary to provide the DARE officers with child abuse training. The DARE officer is frequently the only person that a child will go to talk to about physical or sexual abuse that is taking place. We think it is mandatory that our DARE officers be skilled in that type of training. So, for the first time this year, we are going to try to implement that training on a statewide basis so that every DARE officer who has not yet, will have child abuse training.

We also know we are expanding the DARE program, as Commander Mitchell talked about, at the high school level. We have a pilot program here in Washington State, in the Olympia School District, where a police officer and a teacher are teaching the high school curriculum. Once that is adopted, we are sure that we are going to be training that component here in this state, and that adds another major financial ramification to it.

Therefore, the training aspect must not be overlooked, and the importance of that is to maintain the credibility of the program, so that only one center be allowed to do that, to uphold the standards.

There is also another function that training implies, and my colleague Susan Krause, Officer Susan Krause from the Lacey Police Department, who is now assigned to the Criminal Justice Training Commission, will talk about that other component that we think is necessary and follows along with the training component.

[The prepared statement of Dr. Anthony A. Lukin follows:]

JAMES C. SCOTT
Executive Director



STATE OF WASHINGTON

WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION

Criminal Justice Training Center • 2450 S. 142nd • Seattle, Washington 98148 • (206) 764-4301 • (SCAN) 443-4301

**Remarks of Dr. Anthony A. Lukin and Officer Susan Krause
Washington State Criminal Justice Training Commission**

Distinguished Members of the United States Congress:

It is an honor and pleasure for the representatives of the Washington State Criminal Justice Training Commission to be here today to discuss the D.A.R.E. program.

The Washington State Criminal Justice Training Commission is the agency responsible for all aspects of police training. We are the agency solely responsible for the training of D.A.R.E. officers for Washington State. These training responsibilities are the subject of our remarks here today.

There has been much effort directed at funding mechanisms to assist individual law enforcement agencies in the financial support for their individual D.A.R.E. programs. This is an important effort and we support it fully. However, it must be realized that these D.A.R.E. officers must be trained and monitored while working for their agencies.

In our state, and in most every other state, this is the responsibility of one particular training agency. This is a very costly and time consuming enterprise. It costs us approximately \$1,000 to train a D.A.R.E. officer. We average about 40 D.A.R.E. officers per class, and we, in Washington State, give between 3 and 4 basic D.A.R.E. officer certification classes per year. In addition to these costs, we provide advanced D.A.R.E. officer training, training for the Middle School D.A.R.E. programs, and are currently preparing to implement a D.A.R.E. High School training program. We are also going to provide training in recognizing child abuse for all D.A.R.E. officers. One can easily appreciate the expenses involved.

While the training of D.A.R.E. officers, both initially and on-going, is important it represents only part of our commitment to the D.A.R.E. program. My colleague, Officer Susan Krause, will address her remarks to other aspect of the state-wide D.A.R.E. program responsibilities.

Ms. KRAUSE. Our DARE program consists of much more than the training of a DARE officer. The responsibility must also include the support and the monitoring of these officers that are teaching DARE. And, while it is true that the individual departments are responsible for their own program, these programs must always meet the guidelines that have been established by DARE America and the DARE National Training Commission.

We see it as our responsibility to be available to answer questions, to give guidance, and to enforce the principles and the standards of DARE.

We believe that it is vital to a successful DARE program that the DARE officers, once trained, are monitored while in the schools. This is critical for two reasons. First, it allows us to determine the strengths and the weaknesses of our training program. We therefore can make any necessary adjustments to improve that program. And, secondly, as teachers are evaluated by principals, we must evaluate our own DARE officers. We must make sure that they maintain the standard of excellence and are delivering the DARE curriculum as it was meant to be delivered. For these reasons, and for those outlined by Dr. Lukin, we urge the United States Congress to assist in the efforts of designated state-wide training centers in accomplishing their tasks.

Finally, I would like to add one more item. The Washington State Criminal Justice Training Commission not only trains officers from within our own state, but we have also trained officers from Alaska, Idaho, Oregon, Montana, British Columbia, the United States Army, the United States Air Force, and members of the Tribal Police agencies.

And as police officers, we realize the importance of enforcing the law, but we also believe that the long-term solution to the drug problem lies in preventing drug abuse. We firmly believe that DARE is law enforcements' most effective weapon in the war against drugs. Thank you.

[The prepared statement of Susan Krause follows:]

JAMES C. SCOTT
Executive Director

Susan Krause



STATE OF WASHINGTON

WASHINGTON STATE CRIMINAL JUSTICE TRAINING COMMISSION

Criminal Justice Training Center • 2450 S 142nd • Seattle, Washington 98148 • (206) 764-4301 • (SCAN) 443-4301

Thank you for allowing me to be here today.

A D.A.R.E. program consists of much more than the training of D.A.R.E. officers. Our responsibility must also include the support and monitoring of these officers that are teaching D.A.R.E. While it is true that individual departments are responsible for their own program, these programs must always meet the guidelines that have been established by D.A.R.E. America and the D.A.R.E. National Training Commission.

We see it as our responsibility to be available to answer questions, to give guidance, and to enforce the principles and standards of D.A.R.E.

We believe it is vital to a successful D.A.R.E. program that the D.A.R.E. officers, once trained, are monitored while in the schools. This is critical for two reasons. First, it allows us to determine the strengths and weaknesses of our training program. We, therefore, can make any necessary adjustments to improve that program. Secondly, as teachers are evaluated by principals, we must evaluate the D.A.R.E. officers. We must make sure they maintain the standard of excellence and are delivering the D.A.R.E. curriculum as it was meant to be. For these reasons and those outlined by Dr. Lukin, we urge the United States Congress to assist the efforts of designated state-wide training centers in accomplishing their tasks.

I hasten to add one more important item. The Washington State Criminal Justice Training Commission not only trains officers from within our state, but we have also trained officers from Alaska, Idaho, Oregon, Montana, and from British Columbia. Furthermore we train the United States Army, the United States Air Force, and members of the Indian Tribal Police agencies.

As police officers, we realize the importance of enforcing the law, but we also believe that the long term solution to the drug problem lies in preventing drug abuse. We firmly believe that D.A.R.E. is therefore law enforcement's most effective weapon in the war against drugs.

**STATEMENT OF PAUL DZIEDZIC, SPECIAL ASSISTANT TO THE
GOVERNOR ON SUBSTANCE ABUSE, WASHINGTON STATE**

Mr. DZIEDZIC. Good morning, Congressman Unsoeld and Congressman Kildee. I would like to take a couple of minutes to talk about the context in this state for our substance abuse reductions efforts and how DARE fits into that.

If I could, as a personal comment before I do that, I have worked for 10 or 15 years with issues that the Committee on Education and Labor has jurisdiction over. And, I think some recognition of your willingness to serve on that committee is due. It is not a committee that puts itself in the path of powerful pacts. The constituency's runaway kids are not going to re-elect a Congressperson. In fact, the debate in the last few years seems to have been defined by what cannot be done more than what can be done, and the constituencies, sometimes, in their frustration, make it a very difficult assignment. I have seen that. So, I want to personally recognize their willingness to serve on the committee and give leadership to issues that are very important to our communities and to our kids.

So, after that, I would like to make just a couple of comments about the context for substance abuse reduction in this state. And, really two things: that the problem is close to home, but so are the solutions. Some people like to think this is somebody else's problem to solve. If we could just take care of them, there, or if someone else would stop the flow there, or stop the gangs or whatever, this problem would be solved.

Why does law enforcement not take care of this? Why are the schools not doing what they should? Why does treatment not work, or whatever? It is easy to distance this problem, and that is a fatal flaw. This problem is close to home, and it is for all of us.

It certainly means that the professionals who wear a uniform need to conduct their roles effectively. They need to use the tools we give them, the resources we give them, and they need to work together effectively. And, we have heard something about that today, and how DARE plays a role in that.

But that alone is not enough. This has to be something behind which an entire community rallies to turn it around, and does not leave it for just part of the community.

In your opening comments you talked about the problem in this state, so I will not belabor the statistics, because you have already seen many of the ones that I would. It is a birth to death problem. It is in schools; it is in neighborhoods; it is in businesses. It costs a lot in business productivity, in deaths, in damage, in lost opportunities.

I think the one thing I would like to emphasize is that this is not just crack. And it is not just heroin. And, yes, we have terrible problems with that in this state. It is not just marijuana, although this state has a very potent THC level marijuana that puts us as an export state with that product. It is not just meth labs, although this state has a particular problem with meth labs, in both the destruction that the drug does as well as the toxic waste site left behind when the production is done.

All those together are not the problem. In fact, alcohol probably, if we looked at any measure of numbers, in deaths and damage,

creates more damage than all those drugs together in this state, and my guess is that this is true in any community in this state, even though this state is most severely impacted by gangs and crack.

We have to realize it is that big of a problem, and it is that complicated a problem. And, that for a fifth grader, or a seventh grader, or a ninth grader, alcohol is an illegal drug, in addition to marijuana or crack cocaine. That is really the challenge that a DARE officer or a treatment person or a police officer faces in a community.

The solutions are close to home. I am going to be kind of simplistic, and I apologize. But it really does take at least a couple of stages. First of all, a community needs to have a unified strategy, a game plan that says "we are together; we are going to turn this around."

People need to see that the education system, is included, as well as the treatment system, and the law enforcement system, and churches, businesses, and veterans' groups. It needs to see that there is a game plan. Not a full fleshed out blue print, that people can point to page 35 and say, "that is what is happening tomorrow," but a unified strategy that people can get behind.

The second stage is that a lot of people need to come off the sidelines. In homes, in businesses, in where they live and where they work and where they play. Norms have to change. Values have to change, together.

The good news is, we see that happening in many communities in this state. Communities are mobilizing. It is a catch phrase we use here, but communities are mobilizing. They are pulling together. More people are involved. There are ways the state and Federal Government can assist that.

To speak of one specifically, that is a Federal program, the Community Partnership Grants, which are competitive grants of flexible money available to communities. However, communities have to pull together in order to qualify for them. There will likely be communities in this state that will qualify for those grants in the next couple of weeks, and there will be more to come. As we have worked with communities with some state-level flexible money, many communities integrate DARE obviously into their activities and find the need to commit resources when they have them available to DARE. But as part of the overall community strategy.

Finally, I would like to, without going through—and I will provide more copies to the committee—last fall we had 2nd community sessions throughout the state. Congressman Unsoeld, your staff attended the ones in your district. We have a compilation that shows the variety of things that communities are talking about that we need to do to support them in communities.

Three observations about DARE: that as a father who has had a daughter in the DARE program, as a person who has attended some graduation programs both at the academy and in some schools, and having met some of the great people who are DARE officers, I would like to mention three things that have struck me about the DARE program.

First, it does appear to have a solid impact with many kids. We have talked about what it does: the whys of saying no and the hows

of saying no. It really does appear to have a solid impact with a lot of kids, particularly in the fifth and sixth grade level. I think it does earlier as well. It may in the later levels; and we will have to see. But, I know from personal observation, it has a solid impact with kids in the fifth and the sixth grade.

Secondly, it does build bridges. Not too long ago, it was pretty normal for people to assume that the school did not want cops in the building and that the cops were pretty frustrated with the schools, because the schools did not have policies that supported any kind of meaningful consequences. I do not want to say it has disappeared, but I think the DARE program and other initiatives have really changed the assumption here to be that they are all on the same side. And, DARE officers, by working with school people, are showing that they are not just a partnership—and that is right—but the fact that they are allies; they are team members.

The final thing that struck me has been the commitment of the DARE officers to what they are asked to do. We have talked about the need for training for sexual and physical abuse. The stories I have heard about a kid coming up afterwards and saying, "Officer Chris, my mom," and going on with what mom is doing with her drugs. The pain, the real pain that kids share, and what that asks of people, of the DARE officers.

The only thing that I have found in DARE officers—and it is not a flaw—but it seems to be a universal with the exception of Tony Lukin, is that they get scared spitless when they have to go to their graduation exercises and talk to the adult audiences. It is something you have to work on in training. I do not know, these guys and gals go through purgatory, if not the other, in thinking about that graduation speech they have to give to the parents.

We need to be fair to DARE, and not assume it solves the whole problem. I get asked a lot, what works? Does treatment work? Does DARE work? And, I would suggest that there are probably some better questions to ask. What do we expect it to do, and how well does it do it? How can it do it better? And, that is for youth treatment, or adult treatment, or for multi-jurisdiction law enforcement task forces, or for the DARE program. What do we expect it to do, and how well does it meet that objective?

And then, how does that fit into the other things that need to happen? I am delighted that in Los Angeles the DARE program is looking at the after school hours. I would suggest that in Washington State communities, we ought not to expect the DARE program to offer after school programs. We ought not to even expect the schools to offer all the after school programs. Those, as an example, are parts of what a community needs to rise up and provide. Let us not expect DARE to do it all. That is unfair.

Finally, in summary, this is a problem that is close to home. There are solutions that are close to home. And, the exciting thing in this state is that people are finding those solutions, and are making a difference. Thank you.

[The prepared statement of Paul Dzedzic follows:]

STATEWIDE SUBSTANCE ABUSE REDUCTION STRATEGY

The impact of substance abuse, including alcohol and other drugs, is alarming and growing.

Thousands of babies are born each year to mothers who abuse alcohol and other drugs. As many as one in twenty five births are to cocaine users. Babies born with disabilities caused by drinking during pregnancy number in the hundreds each year.

Despite some encouraging signs that the allure of certain drugs has peaked among young adults, experimentation and abuse continues in disturbing proportions.

More than half of this state's sixth graders - twelve year olds -have consumed alcohol. One in six tenth graders drink every day, or binge drink regularly. Half of teen offenders commit their crimes high, drunk or both. Overall, it is estimated that 80,000 children under the age of 18 have a substance abuse problem.

Crack cocaine and related gang violence has become a major health and public safety issue in cities on both sides of the state.

Experts say we are at a pivotal stage in the development of gang-based drug distribution here and face the prospect of much greater penetration and violence.

Law enforcement officials across the state report that the majority of serious crimes against people and property can be traced to drugs. Because of the glut facing the criminal justice system, even dealers who are caught seem to return to the streets to operate without apparent consequences.

The workplace is at stake as well. Nearly ten to fifteen percent of the work force is estimated to use illegal drugs on the job. Abuse of alcohol presents an even more damaging problem in the workplace. The drain that substance abuse puts on productivity in this state is estimated at well over one billion dollars a year.

The impact of substance abuse reflects the disease that it is.

It attacks vulnerability and leaves greater weakness in its wake.

It claims individual lives and then spreads through families. Substance abuse presents a threat to businesses, neighborhoods and communities across the state.

EFFECTIVE ACTION TO MEET THIS CHALLENGE RELIES UPON:

- o Understanding that quick fixes and single approaches won't work.
- o Commitment to integrating prevention, treatment and law enforcement efforts into a coordinated strategy to reduce both demand and supply.
- o Each element of the coordinated strategy having adequate resources and tools to play their role effectively.

- o Focus on efforts in the community where the damage is occurring and where answers must be tailored to the needs and resources of each community.
- o Individuals taking responsibility for the problem in our own lives and in the contribution we choose to make to our community.

The impact of substance abuse can be reduced - but it won't be done if left to agencies and organizations.

It will come through the decisions and actions of many individuals - parents, children, friends, neighbors, co-workers - that support positive choices and openly oppose the destruction caused by substance abuse. When those individual actions create a community consensus that substance abuse won't be tolerated, we will have turned the corner on rebuilding healthy and safe places for our children, families, businesses, and for us all.

Based on these premises, the state of Washington is committed to implementing the following three-part strategy to reduce substance abuse.

THREE PART STRATEGY TO REDUCE THE IMPACT OF SUBSTANCE ABUSE

- I. Develop cooperative community efforts that increase the effectiveness of available funds and that provide opportunities for every citizen to become involved.
- II. Challenge every citizen to become involved in efforts to rebuild healthy and safe places for our children, families, businesses and for us all.
- III. Coordinate programs and policies of state government with particular attention to how well they support effective and cooperative efforts in the community.

Ms. UNSOELD. Mr. Kildee, would you like to lead off with the questions?

Mr. KILDEE. Thank you, Madame Chairperson. Dr. Lukin, what are the advantages of having a law enforcement officer teach the DARE curriculum, versus a regular classroom teacher, and what does your training program do to help those officers become good educators?

Mr. LUKIN. In response to the first part of that question, I think it is credibility. The officer walking into the classroom immediately has a credibility concerning drugs. He or she is viewed as an expert. Where a teacher has to earn that credibility, the law enforcement officer walks in the classroom with it, and would have to try to lose it in order to be unsuccessful.

We address that in the training to try and build on that credibility by providing, and I mention that also in the advance training, up to date information on drugs, on current treatment programs, on all the ramifications of the drug abuse problem, not just the narrow focus of law enforcement. We are also concerned with credibility of that law enforcement officer and also the charisma, the uniform.

When I started my law enforcement career in the 60s, the uniform was anathema on campuses. Now, it is wanted, and cherished on most school campuses. I think one of the strengths of the DARE program is that it is mandatory that it uses a law enforcement officer, a full time law enforcement officer: that they are there in uniform, without the firearm, to show that they can use their brains and their heart. That is critical in law enforcement.

We always used to demand a lot of intestinal fortitude from police officers. We also want to see that heart. And I think that component makes DARE so successful. The curriculum is strong, designed by curriculum specialists in the school district. However, it is the messenger that brings that curriculum alive.

Mr. KILDEE. Could you tell us a bit about your selection process of selecting the officer who would participate in the classroom in this program?

Mr. LUKIN. The selection process is up to each individual agency to select that officer they feel is best to teach DARE in their communities. It is a representative of that chief or sheriff. And, I believe the chiefs and sheriffs, and those that are here, I am sure can testify that they really take that responsibility seriously.

We recommend guidelines that are given to us, and that are recommended nationally by DARE America and the Los Angeles Police Department. And, we try to hold to those guidelines.

Mr. KILDEE. Now, DARE is an incorporated entity in Los Angeles, right?

Mr. LUKIN. Yes.

Mr. KILDEE. I think that is very interesting, because when Congresswoman Unsoeld brought this to our attention, we saw that here was government working with essentially a private agency. But, I think that is a good relationship. For example, the United States Government needs airplanes, but we do not go into the business of building airplanes, right? We go up to those companies that know how to build them very well. They have had experience—particularly here in Washington State, I believe.

And, I think that very often the government tries to do everything just with a straight governmental program. If there is a program out there that exists and is working well, then government should give some assistance to that program, rather than going out and reinventing a program without that experience. I think that was probably one of the first things on which Jolene had to educate us. I think I was really educated there, but now I am prepared to go back and sell that idea more to the other Members of Congress. Here is a program that does work, and with some Federal funds—all you are asking is for some of your own Federal dollars coming back from the other Washington, to assist in this program.

So I want to go back again and indicate here is a program that works; let us help them carry out their mission.

Mr. LUKIN. I think that concept of copyrighted program is very important, as Officer Krause pointed out. We maintain a standard. And, the curriculum is delivered as it is meant to be delivered, and as it was designed. And, I think that is critical to the program, and to the integrity of the program. That is why it is so necessary that the state agency responsible make sure that the curriculum is being taught as it was meant to be taught, or otherwise it does not become DARE. It is something else, but it is not DARE.

Mr. KILDEE. It does not get watered down then. Still using the name but not the methods.

Mr. LUKIN. And, then, if it fails someplace, they will say, well, gee, DARE failed. No, it did not. DARE, as they were delivering it failed, and they were delivering it as it was not meant to be delivered. I think that is a crucial point to be made.

Mr. KILDEE. Thank you, Madame Chair.

Ms. UNSOELD. You are talking about that combination of toughness and heart. When I observed the graduation class of your officers, I thought it was toughness and heart, or love, because it so manifested itself that those officers have not only their love of life and their love of fellow human beings, but also their love of the students with whom they were going to be working.

What are the elements of cooperation that are necessary between law enforcement agencies and the schools, in order for you to have a successful DARE program?

Mr. LUKIN. Well, it takes the whole hearted cooperation of both. And, here you have an alien police officer going on somebody else's turf. The schools—overworked, overcrowded, their curriculum filled—have to find time to allow this officer to come in and take over a class for an hour, for 17 weeks.

Then there is also classroom visitations: the officer on campus. Originally, there was some hesitancy on the part of some school districts to get involved. Once they were involved, though, no one has ever dropped out, once they had a DARE officer. In fact, you will be hearing from some DARE officers today that were elected by their fellow teachers as teacher of the year.

We have superintendents come talk to our classes, as you know, that say they would support a DARE program if they had to and, if they had the finances, too. Once DARE becomes part of the school scene, it is something no one wants to give up.

Ms. UNSOELD. I wanted to comment that we had a couple of teachers who would very much have liked to have been here today,

but this being the first week of school, they were very reluctant to turn that important time over to a substitute.

Tony, you talked about having the DARE officers now incorporating into their testimony, child abuse, and sexual abuse.

Mr. LUKIN. Yes.

Ms. UNSOELD. How does that fit in? Does it distract or add to your overall curriculum?

Mr. LUKIN. It will not be part of the initial two-week training course. That is so tightly structured, and we can barely get that finished in two weeks and certify the officers. But we are going to make it part of the ongoing training that we provide for those DARE officers, these child abuse courses.

Now, a lot of the DARE officers have already been detectives. As you know, most of the DARE officers are veteran police officers, and a lot of them have had detective experience. A lot of them have had child abuse experience and have taken child abuse courses elsewhere. But, some have not. And we want to make sure that all DARE officers have that as part of their educational experience.

We have had too many cases where it has been critical to the investigation of the case, the initial investigation of the case. In fact, during my last training class, one of my training mentors was called away by his police department because there was a young girl who had been sexually assaulted, and the only person she would talk to was her DARE officer. At that time, her DARE officer was at the training academy, helping to teach other DARE officers. He had to leave for the day to go interview her and talk to her and get that information.

Ms. UNSOELD. Paul, do you feel that DARE is complimentary to the other drug education programs with which you are working?

Mr. DZIEDZIC. It certainly seems to work that way in nearly every place with which I am familiar. I think it is important that it comes out of the agreement from local law enforcement to make the incredible commitment of money that it takes, either money out of hand or from people off the street. It takes the school district the resource of time with the kids.

I think that if it were some suggestion of imposition on a school district, I would hate to be the DARE officer in that situation. So, I think it is working out because people locally are making it work out as part of the overall efforts. But, again, in the context of other things the school district does, or to go on, rather than turn it all over to the DARE officer and say, "now, here, fix these kids." Anything having to do with drug or alcohol is your job; we do everything else. I would expect that does not happen very often.

Ms. UNSOELD. It seems to me we have a constant balancing task as to what is the appropriate role for the local governments, for the state and for the Federal Government. What do you feel is the appropriate Federal role to assist the state in the programs that the two of you are most closely associated with—the three of you?

Mr. DZIEDZIC. I think there are two roles the state and local government in general should look at. First of all, it is a question of resources into the specific responsibilities that a community needs to carry out to deal with the problem of treatment, education,

fringe activities, and law enforcement activities, just as general categories.

But, I think the second role that we need to do better, both the state and Federal Government—is to be careful that we do not work with communities that tear them apart more than help them build. Longview and Vancouver will save themselves. We may help. Some of how we give money is so—it comes down with so many strings into the community, that, in fact, the relationship a community has is outside of itself. It relates to the Department of Social Services, or whatever, rather than to each other. So, I think we need to look at specific ways in which we reinforce communities pulling together.

The Community Partnership Program is a specific tool—Federal tool—that does that. It says, you get money if you pull together. And, it is your money to decide how to spend. We are not going to buy books or tennis shoes, or paper DARE officers, or whatever. But, you pull together, and you know.

I think that is an important ingredient to combine with providing money into specific responsibilities. We have tended to say, we need to fix this treatment problem. How much treatment money can we give, and we define it through 20 pages of rules and regulations. It comes to a community, and the treatment people relate to treatment people in Olympia and DC, in a way that undermines them working with others in the community.

We need to counterbalance that with some signals of pulling together, and then it will be reinforced.

Ms. UNSOELD. Very good point.

Mr. LUKIN. I think, as Paul said, the key word that I gleaned from that was the partnership concept. DARE becomes a focal point for a lot of partnerships. It gives a focal point for the community to take an active effort. It is, what can we do about the drug problem? Can we stake out houses? What can we do? Do we go on citizen patrols, do we inform on our neighbors? What can we do?

DARE provides, I think, a focal point for total community involvement, a rallying symbol to do something positive about the drug abuse problem. It combines the three elements: the parents and the community, the schools and the law enforcement agency, in a community that are really the leading agencies. And, that can bring in the other agencies to work together.

I mentioned on the training level, we train Federal officers. Why do we train the U.S. Army officers? Well, at Ft. Lewis there are hundreds of kids on that base, as well as on the surrounding schools that are dependents of officers at Ft. Lewis. We train those officers. Those kids are in contact every day with Washington State kids. Those kids are Washington State kids. Some of them are here for a long time, some of them are here for a short period of time. But, those officers need to be trained, and they do a fantastic job with the DARE program.

It is the same with the Air Force and the same with the Indian tribes. As the Congressman has pointed out, there is a high incidence of drug abuse on the Indian reservations. And, helping train those Tribal police in the DARE program, has made a significant impact. That is a partnership, working together.

Ms. UNSOELD. You have given us another message to take back with us. Any final message you want to tell the rest of Congress?

Mr. LUKIN. Oh, I have a lot of messages I would like to tell them, but none of them are appropriate here today.

[Laughter.]

Yes, I think the DARE program, as Officer Krause has pointed out, is really law enforcement taking a pro-active role, not responding to a drug abuse problem in a traditional role, but in a pro-active role. Trying to prevent the problem in the first place. And, I think that is what has made a critical difference here.

Ms. UNSOELD. Very good.

Mr. DZIEDZIC. Maybe just a question. As you consider different programs and different issues, put a question on your list as to how does this help communities save themselves? And, see how different programs and different initiatives can meet that test, in addition to the other things for which they need to be accountable. Thank you.

Mr. LUKIN. Thank you very much.

Ms. UNSOELD. Excellent. We will now bring up all of our officers, and let me see who all we have. The officers are just from the Sheriff's office this time.

Jim Scharf from Snohomish County and Ron Johnson from the Battleground—you are the Battleground Police Chief, and also perform all of the other duties.

And, Sheriff Scharf, would you like to begin?

STATEMENT OF SHERIFF JIM SCHARF, SNOHOMISH COUNTY

Sheriff SCHARF. Thank you very much. Congressman Unsoeld, Congressman Kildee, it is a pleasure to be here today; thank you for inviting me. If I may, for a minute, I would like to thank Commander Mitchell of the Los Angeles Police Department, as well as the Los Angeles Unified School District for having the vision in the first place to impart their program into their jurisdiction; to develop the curriculum. And, those people who developed the curriculum, may I recommend that they get the equivalent of a Congressional Medal of Honor, because they certainly deserve something that has created, from my perspective and my 18 years in law enforcement, the most positive, effective program that I have ever been involved with in saving our communities. So, my compliments to the Los Angeles Police Department and Commander Mitchell.

The drug war in this country, and what Commander Mitchell referred to as far as the strategy, I think is right. Without the educational component, and without future enhancements of the educational component, it will not be focused properly. If this program would not have come along, or its equivalent, the strategy of the drug war, of enforcement, would not have succeeded. We would have failed. We would have an internal Vietnam within our society, without this educational component.

Your bill that has passed through the House and now goes to the Senate—the \$15 million—is but a first step in what I see as a successful monetary enhancement to this most successful program. You mentioned \$3600 for a police officer in the state of Washington. In my county, in my department, the average cost is \$60,000

per officer. My commitment is five officers, or \$300,000. That is a large commitment for a department of 150 personnel.

We cover every school district within Snohomish County. That is with the cooperation of the surrounding municipalities. So every school district is covered. But, to do that is a large commitment upon government, and to make that successful. We do not get any help from the school districts, only small help and monetary assistance from our business community, which is deeply appreciated.

But so far the cost is borne mostly by government. And, it is a cost with which I have no problem, because, again it is the most successful program in which I have ever been involved. But, as Paul Dziedzic and Dr. Lukin have stated, this is but a part of a community partnership. If we are going to save our country, and I sincerely believe we are, DARE is but a start of getting communities and parents back together with our most vital element, our children. Forming them into positive, responsible citizens for our future.

I think as a national defense strategy, DARE, and positive, responsible parenting, is far more important than spending billions on Stealth bombers or whatever Defense Department commitments we are making yearly. If DARE is a successful component in bringing the communities back together, bringing parents back into the schools, having parents talk to, listen to and work with their children, make them feel loved, make them feel that they are very important—that they are worthwhile citizens as we say in DARE—then we are going to succeed as a society.

And again, I laud Los Angeles for what they have started. Because I see this in our community, because I go to every graduation that I can attend. And, I go to the schools and I see the officers working with the students. This has brought a togetherness that I have never seen before.

My officers come up to me and say, you know, Sheriff, I was not for this program when it first started, but when kids walk out of apartment buildings, or when I go to a complaint, and they say, do you know DARE officer, so and so? Well, he is my DARE officer; she is my DARE officer. Boy, she is great, or he is great. And, now they like me too. They come up and ask me for assistance.

We were not seeing this before. There was a separation between the communities and our law enforcement officers. The respect that we did not have, that we are regaining because of DARE.

Parents are coming to these graduation exercises. We have a community in our county that is Granite Falls. It is a logging community. It has a lot of drug and alcohol problems, as well as child abuse problems and unemployment. When our officer went up there, I thought, well, we are going to have a tough time in this district. And when it finally came to graduation, I thought, well, if we have half a dozen, maybe 20 or 30 parents show up, that will be great. The success we have seen in that school district because of DARE, the bringing together of every parent that has a student in that program is overwhelming. And, again, that is what DARE has done.

And, really, Congressmen, the DARE officers that we have present today, they are the real heroes. They are compassionate, empathetic, caring people who carry the message of love and re-

sponsibility and self-esteem and understanding to these kids; provide goals and objectives for them for their future. They are just doing an outstanding job, and I cannot say enough for the positive things that they are doing.

Finally, in our county, when Paul Dziedzic referred to community mobilization, we have 14 community task forces in our county. All of them are working to bring together the components that he referred to to make our county a success. And I think we are doing a tremendous job on that. But, unlike Los Angeles County, or Los Angeles Police Department and the Unified School District there, where they have DARE K through 12, we do not have that luxury in the state of Washington.

And, in our Sheriff's office in Snohomish County and in most of our schools, we have K through seven, eight and nine. But we do not have the high school component, because we do not have the monetary resources to do so at this time. That is badly needed. The reaffirmation and the follow up programs are badly needed to carry this program, that reinforcement, through those students and with those students K through 12. So, that they can carry on that reinforcement and that positive attitude into their adulthood. That is extremely important, and this money will go toward doing that.

But, I suggest that again, this is but a first step, that \$15 million. It needs to be expanded. When we think of there now being 50 states involved, as well as 7,000 police officers, that is a huge, huge commitment. And, of your drug strategy at the National level, I sincerely believe the educational component as well as treatment, needs to be expanded. Because if we can save these people before they get into the programs, and if they, unfortunately, do get into drug involvement, help them with treatment, we are going to go a long ways toward saving our society.

And, thank you very much for being here.

[The prepared statement of Sheriff Jim Scharf follows:]



SNOHOMISH COUNTY SHERIFF'S OFFICE

J. L. SCHAFF, Sheriff

L. M. REED, Undersheriff

FOURTH FLOOR COUNTY COURTHOUSE
EVERETT, WASHINGTON 98201-4080 • (206) 368-3383

1. What the drug war means to me.
2. The state of society in reference to parenting and the importance of the D.A.R.E. components educationally for not only substance abuse but responsibility, self worth, self esteem, and establishment of goals and objectives for the individual student.
3. The bringing together of the community as the result of the D.A.R.E. program.
4. Community drug mobilization in Snohomish County and the components within the county that have made drug mobilization a county focus/success.
5. The expansion of the D.A.R.E. program and the funding that is necessary to provide for a successful enhancement program.

Ms. UNSOELD. Thank you. Chief Johnson?

STATEMENT OF RON JOHNSON, BATTLEGROUNDS POLICE CHIEF

Chief JOHNSON. Thank you. We are just starting into the DARE program at the Battleground Police Department, and we hope to have it effective in '91. Our officer will be going to training next week. The reason that we decided to go with that, is that we realized that we have drug problems. And, I think everybody in the United States that cares to honestly examine things will admit that there is a problem with drugs.

There is every type of enforcement available, from task forces to eradication programs to intervention. They produce results, but the result we are hoping to get is to curb drug use and have it less available. And, those results, I do not think, are really being met by that approach.

We see each year that drugs are available at a lower grade in school. It just seems to filter on down, and, they are readily available. So, we feel we have to do something. In a department our size, which is eight people, it is difficult to have an effective drug enforcement program, because everybody knows who we are and what we drive off duty, and where we live. It is a little difficult to have an undercover operation, and I do not know how effective it would really be.

So, in talking with the officers, we often times have the opportunity, through juvenile sentenced to community service. They come to the police department to wash cars and what not. And we let them sit down and have coffee with us, and we talk about our problems with them. They get to know us one on one. And they change. From the day they walk in, they are walking in like, "oh, boy I do not want to be here." We have had so many of them say, you know, we really changed our mind about police officers. You people do care about us. And you care about the people with whom you deal. All of a sudden, they seem to trust us, and they will open up and talk about their problems.

That is coupled with the fact that education is probably the most effective way of dealing with any type of problem. For instance, my folks did not wear seat belts and do not, unless I am with them. In my police career, I started off not wearing seat belts. Then the law became a law, and I decided to start wearing them. And, as I learned more about them, I began wearing them. My children will not let you start your car without your seat belt being on. So we can see the educational process.

Combining these two facts, in our department, we have said, "gee, it is obvious we need to develop or have a program where an officer goes into the school, gets to know the children, develops a relationship with them and then teach them about drugs and skills of saying no." Obviously, that is the DARE program.

In researching it a little bit, I talked to a lot of school administrators, school teachers, police chiefs and sheriffs. And, with everybody I have talked to, I have yet to find a critic of the DARE program. Anybody that has been around it and exposed to it, is waving the banner. I mean, they are up on a soap box. It is just overwhelming.

Some of the stories that come out about the kids that have been helped, and the great strides, are just tremendous. That is why we have decided to go with the DARE program.

We do not have funds to replace the officer. We are taking one person out of eight of our department, and putting them into the DARE program, because we feel it is that important. It is going to put a strain on our abilities to perform our other duties, but we are going to do it. I just feel that strongly about it.

I would like to comment, too, about Congressman Kildee's remarks about the after school program, because I am involved in a community education program in coaching. I coach two sports. Just as a remark, one in basketball, in the Battleground School District, over 800 students participated in an after school program. Our practice in summer is 7:30 to 8:30 at night. I think it tells us that kids are looking for something positive to do, and when we offer it, they will respond. I just really want to emphasize the importance, I think, of having something in the school district, or something for every child, whether that be sports, or some other form of extracurricular activity, to make them feel a part of it. I think that is extremely important. Thank you.

[The prepared statement of Chief Ron Johnson follows:]

SEPTEMBER 6, 1990

REMARKS BY BATTLE GROUND POLICE CHIEF RON JOHNSON ABOUT THE DARE PROGRAM.

ONLY THE MOST NAIVE PEOPLE DO NOT RECOGNIZE THE OVERWHELMING PROBLEM CAUSED BY DRUG ABUSE IN THIS COUNTRY. WE HAVE SEEN ILLICIT DRUGS APPEAR IN LOWER GRADES AT SCHOOL EVERY YEAR AND THEY HAVE BECOME MORE READILY AVAILABLE. IN RESPONSE TO THE DRUG PROBLEM WE HAVE DEVOTED UNTOLD RESOURCES TO ENFORCING THE LAWS AGAINST ILLICIT DRUGS. IF WE ARE TO HONESTLY GRADE THE EFFECT OF THAT EFFORT I FEEL WE WOULD HAVE TO ADMIT IT HAS BEEN LESS THAN SUCCESSFUL. WHILE THERE HAS BEEN NUMEROUS SUCCESSFUL TASK FORCE OPERATIONS, ERADICATION PROGRAMS, AND MANY OTHER TYPES OF ENFORCEMENT PROGRAMS, THEY HAVE DONE LITTLE TO STOP THE USE OF OR CURB THE AVAILABILITY OF ILLICIT DRUGS. I THINK A STRONG ENFORCEMENT STANCE WILL ALWAYS BE A NECESSARY INGREDIENT OF A SUCCESSFUL ANTI-DRUG PROGRAM, BUT IT MUST BE RECOGNIZED THAT IT CANNOT BE THE MAIN FOCUS.

LOOKING FOR OTHER SOLUTIONS WE CAN DRAW ON OUR EXPERIENCE, MANY OF US HAVE SEEN THE RESULT OF BEING ABLE TO WORK ONE ON ONE WITH A YOUNG PERSON, WHEN THEY REALIZE WE CAN BE THEIR FRIEND AND WE DO CARE ABOUT THEM THEY LEARN IT IS NOT THEM AGAINST US AND A RELATIONSHIP DEVELOPS WHERE WE ARE ABLE TO HELP THAT YOUNG PERSON DEAL WITH THEIR PROBLEMS BECAUSE THEY KNOW WE ARE TRULY INTERESTED IN THEIR WELL BEING AND THEY BEGIN TO TRUST OUR JUDGEMENT AND ADVICE. THAT FACT COUPLED WITH THE KNOWLEDGE THAT EDUCATION ACHIEVES RESULTS THAT ARE FAR REACHING LEADS US TO THE CONCLUSION THAT WE SHOULD BE IMPLEMENTING A PROGRAM WITHIN THE POLICE DEPARTMENTS THAT BUILDS TRUST BETWEEN THE STUDENTS AND A POLICE OFFICER WHO THEN EDUCATES THEM ABOUT DRUGS AND TEACHES THEM HOW TO RESIST THE ABUSE OF DRUGS. THIS IS THE DARE PROGRAM.

THE BATTLE GROUND POLICE DEPARTMENT WILL BE STARTING THE DARE PROGRAM IN 1991. WE HAVE COMMITTED TO IT EVEN THOUGH IT WILL PUT A STRAIN ON OUR RESOURCES BECAUSE WE KNOW IT TO BE A VALUABLE PROGRAM, CHILDREN WHO LEARN HOW TO RESIST DRUGS TODAY WILL CARRY THAT TO ADULTHOOD AND WILL IN TURN EDUCATE THEIR CHILDREN. I HAVE SPOKEN TO MANY POLICE CHIEFS, SHERIFFS, SCHOOL ADMINISTRATORS, AND DARE OFFICERS IN RESEARCHING THE DARE PROGRAM. I HAVE YET TO FIND A CRITIC, THOSE WHO HAVE BEEN INVOLVED WITH THE PROGRAM AND HAVE WITNESSED IT'S RESULTS BECOME AVID SUPPORTERS OF THE PROGRAM AND STORIES OF CHILDREN BEING HELPED BY THE PROGRAM ARE TOLD BY EVERYONE WHO HAS BEEN AROUND IT. I SINCERELY FEEL THE DARE PROGRAM IS ONE OF THE BEST WAYS WE HAVE AVAILABLE TO US TO FIGHT THE WAR ON DRUG ABUSE AND MONEY SPENT ON THE DARE PROGRAM IS ONE OF THE BEST INVESTMENTS WE CAN MAKE.

Ms. UNSOELD. Mr. Kildee.

Mr. KILDEE. One of the advantages of serving in Congress and having hearings like this is you get a good education. We are constantly learning, and I have learned a lot here today.

When I taught school, I tried to respect the dignity of my students. I probably came in contact with several thousands of students in the ten years in which I taught high school. I tried to respect their dignity. I was put to a test at times, but I always tried to respect their worth and respect their dignity.

And, I can recall when I mentioned earlier Sergeant Wilbur LaGree, who used to come to my classroom starting in the first grade. I could tell that he liked us, that he liked me. That was very important.

In your training program, do you get into how your officers, your DARE officers will relate to students in that program? How do you do that?

Sheriff SCHARF. Well, Dr. Lukin is more involved with the training, but let me answer from my perspective, from selection of our officers. We, in our department, ask for those officers who are interested in becoming DARE officers. And, then when we get those people who volunteer, after we look over their qualifications, then we let the community pick out of those prospective candidates who they want to be their DARE officers. We get the community involved.

We utilize the Maryhill School District from my department, and the Mukilteo School District. We have the officers go in and present an agenda to a classroom, see how they relate to the students. The teachers grade them. And, they have to give a presentation before a community group—a Rotary Club, or a Kiwanis group and see how they come across verbally. And, they have an interview in-house, with some community people, principals, business leaders and so forth.

So the community selects our officers. And so far, they have just done an excellent job. And, for the most part, the communities that are represented here today do very similar selection processes.

In addition, in the training program, which has come from Los Angeles the attributes that we want for a classroom teacher, whether it be a DARE officer or a regular teacher are carried through within the period of time they are training.

But, I think the key is those officers that come forward and want to be DARE officers, do so from the heart. And they have a lot of common sense. They are able to relate to and listen to children and learn from them, as well as teach them. I think the kids pick that up right away and respect them.

Mr. KILDEE. You really put your finger on something very important. Any teacher who does not learn from his students is not a very good teacher. I learned a great deal. I think that is very important.

Sheriff SCHARF. I think, Congressman, once some of these DARE officers come up here and speak to you, you will see right away how they can relate to not only kids but to people in general, and how wonderfully effective they are.

Mr. KILDEE. Thank you very much.

Ms. UNSOELD. Did you want to comment on the question, too?

Chief JOHNSON. Well, I am not with the DARE training itself; I cannot answer that directly as to how they do that. I know that in picking our officer, I picked an officer that has in the past had a desire to go to the schools and talk to the children, teach them about different aspects, safety and drugs and has a genuine desire. He has to be around them. And, that caring, I think, comes through.

He is an opposing coach also in programs, and I have watched him. We always look for something positive. You know, if they miss the lay-in, we comment that they dribbled—that their approach was great, even though the basket did not go in. And, I have seen him do those things, and so did point out the positive, something positive about the students, and the genuine caring comes across. I think that is how we build that.

Ms. UNSOELD. What are the necessary ingredients, or relationships, between schools, law enforcement and the community, in order to have the program take hold or work?

Sheriff SCHARF. From my perspective, I feel that the superintendents and representatives of school boards have to get a feeling and understanding from the law enforcement administrator that he or she definitely cares about and wants to provide the program to them.

I recall talking to Dr. Jim Shumack in the Mukilteo School District when I first presented DARE to the Mukilteo Youth at Risk Coalition. He sat back in his chair and went, "humph, more problems with my curriculum, where am I going to get the time?" And, he was very, very negative. Well, after the first graduation, he got up and said—he turned to me and said, "Sheriff Scharf, I apologize. This is the most effective program we have ever had in our educational system. And, I do not think this will ever go away."

I think it is a commitment; people who have been working with people for a long period of time can tell the phonies right away. When somebody is committed to a program and not just providing it just to be there, you understand right away. That comes across very clearly. I have nothing but respect for the superintendents in our county, because they are totally committed to this program and believe in it and support it totally. Their respective school boards do also, and the parents follow through with that.

So I think it is commitment from both parts.

Chief JOHNSON. We are also going to try to involve the community in it, and in fact we have several people who have agreed to act as chairmen for fund-raising and to involve the community, so it will not be the police department going out and saying, "Gee, you should support this program we are doing." It is going to have citizens going out and saying, "There is a good program going on between the police and the schools to help us with our drug problems. And, we as citizens want to help them." So, I think it pulls all three together into the program.

Ms. UNSOELD. I want to talk about the money part of it a bit. From your community's standpoint, hat is it that convinces you that it is worthwhile to make that taxpayer dollar investment in this type of program? Help us get the ammunition so that we can help you in the long run. What is it that convinced you?

Sheriff **SCHARF**. There are not enough dollars, there are not enough law enforcement officers available to us in this country to stop drugs as we were trying to, prior to educational programs such as **DARE**. We were not going to be successful; we were going to fail without this type of program.

We have to stop the demand. The demand will be stopped through education and understanding of what not only drugs but alcohol can do to you long-term. And, that is what **DARE** does.

You know, arresting people over and over again, putting them into the jail, crowding the jails, just does not do it. Because they do not learn a thing from it. They must learn responsibility and self-esteem. I know all my **DARE** officers have the kids say, before they leave the graduation exercise, the little phrase, "Whatever you say or do to me, I know I'm a worthwhile person." For me, that is the whole key right there.

Chief **JOHNSON**. I think in talking with parents, probably if there is one thing that we as a police department could do for them to help their child, that they could handle it if their child stole some minor article or if he got a speeding ticket, or something, they can deal with that. If they had one wish it would be, keep my kid off drugs. And, to do that, for us to think we could arrest every pusher that comes in—well, maybe we could. If we could, there would be two more for every one tomorrow, because there is just too much money there, the profitability. And, it is just not that effective.

But, to work towards that goal, the most effective spending of our dollars is to teach the kids not to want the drug. That is what it comes down to.

Ms. **UNSOELD**. Good. We will carry that one back with us too. Thank you, both of you. Now we will have our **DARE** officers, our real heroes. Colonel Jim Partin and Lieutenant Steve Nelson, from the Olympia Police Department, and Sergeant Roger Kessel, from Clark County.

Yes, these are the real heroes. We are very pleased to have you. I do want to reiterate for our audience outside this room that there were teachers who also wanted to come and put in a good word, but today was too important to be away, being the first week at school.

So, who would like to start off?

Mr. **NELSON**. I suppose, perhaps, I will.

Ms. **UNSOELD**. All right, good.

STATEMENT OF STEVE NELSON, OLYMPIA POLICE DEPARTMENT

Mr. **NELSON**. First, thank you for inviting us up and giving us this opportunity to share. I think we need to talk about some of our classroom experiences really briefly, about what has happened.

First, this is the fourth year of the **DARE** program in Olympia. It has spread like wildfire. We started providing the program in the fifth grade, the last year of elementary school. We have been very successful with that. Within two years, we were getting pressure—positive pressure—from the parents, from the PTAs, from the school board, that, boy, this is great, but how about an eighth grade program, right before kids go into high school? Because we are

really worried about them, and they see a lot of pressures for drugs then.

So, we were able to do that. We started a pilot program two years ago. I was the eighth grade instructor last year. And, guess what we have now? It is pressure for a high school program. We were selected by the State Training Commission to pilot the high school curriculum. So, every time we jump another grade, we basically add another 700 students that we are going to impact. We have to get the manpower, we have to get the time and all the resources. And, we made a commitment to do the best we could with it, but it is straining the resources that we do have with an ever expanding program.

One of my experiences that I had in the eighth grade, I will just share with you briefly, was one of the things we attacked are gateway drugs. And, we include marijuana, alcohol and tobacco.

Now, the schools over the years have done a really good job educating kids about those things. And, they have talked a lot about tobacco. One thing I think the police can bring in, when I talk about cigarettes, I share my experiences with them. And here is what I tell the students in the eighth grade.

I said I have arrested a lot of people for smoking marijuana. After conducting a very unscientific study I found that everybody I arrest for smoking marijuana also smokes cigarettes. That makes them think for a minute. And, I will say, everybody I have ever arrested for cocaine has smoked marijuana and has also smoked cigarettes. Furthermore, do you know that if you smoke cigarettes at this age, you are five times more likely to get involved in marijuana?

Then you see those little lights going on. They have heard about cigarettes for years. But, suddenly they are listening to me a little bit differently. Last year, at the lunch breaks that I stayed at, at the nutrition breaks that I hung around at, I had 11 students come up to me individually with the old "I smoke cigarettes and can you help me quit?" I count that as a real success.

What I was able to do was get the school counselors involved, and get these young kids into a program to quit smoking. I feel that that was real successful, and that is worth it to me.

The last thing I do is an evaluation at the end of my program. I had one of the girls tell me that what she learned in DARE was that she felt she could tell her older boyfriend, who is in high school, that she does not want to hear his stories about when he goes out and gets drunk. She does not like to hear that anymore. And, she said he quit doing it. I think that is what the whole program is about, is to get them out and to do those things.

So we are firmly behind our program, but it is an ever increasing commitment. We are in it, though, for the long run, and will do the best we can. Thank you.

Colonel PARTIN. Well, I guess I will go next.

Ms. UNSOELD. Okay.

**STATEMENT OF COLONEL JIM PARTIN, OLYMPIA POLICE
DEPARTMENT**

Colonel PARTIN. I also teach DARE in Olympia, and I am the officer that has been teaching the fifth grade program. That is the highest grade in our elementary schools. As I was sitting here listening to some of the people, there were just a few points that I wanted to make. And I started my list, and it has gotten bigger and bigger as I have gone along.

But I want to start at the beginning of it a little bit, as a DARE officer, and some of the things that we try to get across to our youth. One of them is, when we define a drug in DARE, a drug is anything other than food that affects your mind or your body. Sure, we talk about alcohol, we talk about the illicit drugs. But, we are also talking about prescription drugs and over-the-counter drugs that are also sometimes abused.

We try to give the young people a good understanding that those drugs can be very dangerous also. It is just the wrong use. That is what abuse is, the wrong use of something. So, it covers that aspect also.

We talk about nicotine and caffeine also, as drugs. And, you can really see the kids starting to look at the whole picture of what is a drug, and what do I put into my body. That is part of what we are trying to teach the kids.

As a DARE officer, and as we are taught in Dr. Lukin's classes, it is to elicit response from students. It is not a lecture atmosphere. We are trying to learn from them also. And we are trying to get them to teach the other students things in there. When we ask questions in class, it is typical to have half, if not three-quarters, of the whole class raise their hands and want to participate. We are constantly asking the kids to sit back down in their chairs. They are jumping out of their chairs to answer questions. This is great enthusiasm.

We try to show them that we have a lot of energy and interest in them and enthusiasm for staying away from drugs. And in turn we get that right back from them. We have had lots of teachers comment on that, and it is very, very positive.

And in our lessons, it has been mentioned a couple of times, they truly are what are called life skills. It is not just drugs that we are teaching them about, but it is everything in their lives. How do they interact with mom and dad? How do you give one another compliments? How do you make yourself feel good; how do you make other people feel good, in your family, with your friends?

And, in that, try to emphasize, too, friendship. What truly is a friendship? Is a friend somebody who comes along and offers you a drug and says, "Hey, come on, let's smoke cigarettes?" Is that really your friend? They know that if they are offered a drug someday, it is probably going to be from somebody they know, right next to them. It is not going to be a stranger. It could be the person next door, the high school student across the street. It could be their best friend that comes into their house when mom and dad are gone. I think that is really important, to understand truly what a friendship is.

Do young people just let their friends go off and get involved with drugs and not try to help them? We try to teach them that. That is what I think are really life skills. Sure, they can understand about drugs. But, we address crime, shoplifting, all of those areas are mentioned in it also. I think that is really important too.

You talk about the support that we get in our communities. I have had parents show up for every class—17 classes with their student, with their son or daughter. They will sit right next to them, and they want their mom or dad to be there. I had a lady at one of my elementary schools this last year, at Pine Deer Elementary. She even, in keeping with the colors of DARE, red and black, went out and bought a red and black polka dotted dress, and then some other outfits. She was in red and black every day. All the students thought that was wonderful, and she was really supporting it.

We are not teaching things to kids that are different than what their parents would be trying to teach them. It has been mentioned that parents, a lot of them are both working now. We are trying to teach them just those same kinds of skills that mom and dad would like to have taught to them, too. We support mom and dad, I think, very well in the program.

There has been mention of cost, too, and how much money and things. If you get down to the actual cost per, or how many—I should, let us look at it this way—how many students a DARE officer can reach, one DARE officer per year, in a school year, in this nine-month period. They teach, ideally, four classes per day and four days a week. So, they can reach 1,000 students every school year. That is just with the core curriculum in fifth grade, the 17 weeks.

Plus, they have the other visitation with the younger students, also. If you look at it that way, in dollars and cents, I think you would find that DARE is very, very cost effective. It takes one officer, the student notebooks, and that is all—and a commitment from the school district to do it. If you look at it that way, I feel it is very effective. I think that is important to mention.

I feel like we are not in competition with the other drug programs and other programs that are in our communities or in our schools. In our district, for example, we have a program in elementary school called "Here's Looking at You, 2000." It is taught by the teachers. They feel in our district, the teachers as well as the administrators, that that program, along with DARE, compliment each other. It is the same signal.

"Here's Looking at You, 2000" is presented by a teacher, then we have DARE come in at fifth grade, taught by an officer. Then, in middle school, they have the Quest program, which is taught by teachers also. It is the same type of thing. And, then, again, we have the officer coming in, Lt. Nelson, at eighth grade. So, they are seeing the same kind of messages, but they are coming from different people throughout the community. I think that is important for them. But it is definitely not in competition with each other, I do not feel.

We also cover private schools. There is a growing number of private schools throughout the entire nation, and they are being picked up in this program. We teach all of our private schools, and

I think most of the areas do, also. I know in Los Angeles they do the same thing. So it is covering those students also, which I think is important.

The DARE officers, themselves, some people say, well, the DARE officers are kind of the heroes of this. I do not really see us in that way. I think most people, when they get into police work, are very idealistic, and they think they are going to be able to go out and stop crime. Literally, single handedly, and on their beat, they are going to stop crime.

After a few years, you realize that is not going to happen. It has been mentioned about the legal system and the jails and things. But, then, when DARE officers are sent off to DARE training, and they get an introductory speech by Dr. Lukin about what DARE is all about, everybody starts thinking, hey, maybe this is just what I thought police work should be about when I started.

That is been the way it has been for me. It is the most effective thing I have ever seen, and I think you would find all of the officers saying the same thing. We can reach a tremendous number of people in our community very easily and very cost effectively this way.

We have had, again, officers in our department who want football cards, for example, so they can hand out, because a lot of kids come up to them, like has been explained earlier, and it has been very positive that way. But I think it is just officers taking advantage of a situation they have seen, and they think, boy, this is great. I can make a difference, along with support from our community. I think we all do care very much. I will finish with that.

[The prepared statement of Colonel Jim Partin follows:]

Col. Jim Martin, DARE OFFICER
OLYMPIA POLICE DEPT.

In January 1983 the Los Angeles Police Department and the Los Angeles Unified School District combined in establishing an antidrug education program in the elementary schools. It was agreed that a cooperative effort by the police and educators was needed to fight the growing problem of drug abuse in school age children. Experts in the educational and medical fields have come to the conclusion that substance abuse education and prevention must begin before individuals become involved with those substances. Because the goal of prevention requires an attitudinal change in students, the traditional approach of teaching substance identification and emphasizing the dangers of abuse was abandoned. A curriculum which addresses value decisions, self-concept improvement, respect for the law, and peer resistance training was developed instead. The purpose of the curriculum is to provide children with the knowledge and the ability to say no to substance abuse and not be influenced by peer pressure which they encounter. The prevention curriculum is presented to children in grades five or six who are ideally suited for this type of training as they have not yet entered into the junior or senior high social environment wherein peer pressure is highly utilized. The goal of this program which was named Project D.A.R.E. (Drug Abuse Resistance Education) is the reduction of substance abuse in school-age children. The benefits of reaching this goal are priceless, not only for today, but also for the future where children assume their roles as productive citizens and leaders.

Here in Olympia we adopted The DARE concept in full. Project DARE is a joint program of the Olympia School District and the Olympia Police Department to prevent substance abuse among our youth. The School District's professional staff reviewed and approved the curriculum and focus of the DARE Program. A five-year commitment was made to offer the DARE Program as an integral part of all fifth grade classroom course work. The emphasis of DARE is to help students recognize and resist the many pressures that influence them to experiment with alcohol, marijuana and other drugs. Within the lessons, the students will be introduced to many new words such as consequences and self-esteem. The overall lesson plan focuses on feelings related to self-esteem, interpersonal and communication skills, decision making, and positive alternatives to drug abuse behavior. The program offers a variety of classroom activities designed to encourage student generated responses to problem solving situations. The curriculum is designed to be taught for one hour per week for seventeen consecutive weeks in every fifth grade class by a uniformed police officer to achieve the goals of this curriculum.

Just as important as the need for clarification of the program content, is to explain the support base of the DARE Program. In Olympia, DARE is unique in that the program is fully supported through local businesses and service clubs such as Gannett Foundation, McDonald's, Heritage Federal Savings and Loan, Sunest Life Insurance, James W. Hodges Realtors, Rotary of Olympia, Twin County Credit Union, Republic Leasing, Black Hills Community Hospital and the Hospital Employee Guild, Boons Ford, and Puget Sound National Bank. Without them, the DARE Program would need to compete for tax dollars through the City's General Fund. These organizations decided to bet on the future by supporting the young people of this community. These organizations are to be congratulated.

Prior to entering the classroom, each of the officers participated in an eighty-hour training course which included curriculum on teaching techniques as well as elementary school operations, preparation of visual aids, officer-school relationships, development of self-esteem, peer pressure resistance techniques, narcotic recognition, communication skills, child development, and classroom evaluations. These officers are not in the schools for enforcement action but rather for teaching and instruction of this curriculum to the students.

Since the inception of the program, DARE has proven results in teaching life skills to our youth. This along with overwhelming support and continued growth show the program is meeting the need. However, it is unfortunate that many young people across the country do not receive the DARE program because of financial consideration. This program needs strong financial support so every child across the United States has an opportunity to learn and use the skills of DARE.

Ms. UNSOELD. Thank you. Sergeant Kessel.

**STATEMENT OF SERGEANT ROGER KESSEL, CLARK COUNTY
SHERIFF'S OFFICE**

Sergeant KESSEL. I would like to thank you for this opportunity to address a Congressional hearing regarding the Drug Abuse Resistance Education program.

The Clark County Sheriff's Office became actively involved in the DARE program in September, 1989, with the training of Deputy Don Kerr and myself as DARE instructors. A DARE pilot program was then instituted in seven Clark County elementary schools, beginning in January, 1990.

We entered the DARE program with high expectations and quickly found that the acceptance, enthusiasm, and effectiveness of DARE far exceeded anything we had anticipated. DARE immediately gained the praise and support of school personnel, parents, the community, and most importantly, the children themselves.

DARE's popularity and effectiveness is not by chance. The curriculum is written in a manner that not only relays the desired information to the students, but also makes the learning fun. The DARE instructors class not only provides DARE instructors with the skill and knowledge to teach DARE, it also impresses them with the importance of the responsibility they have undertaken. The success of their DARE program becomes a matter of personal pride.

Almost immediately upon the initiation of our DARE pilot program, I began receiving inquiries from other schools, both in Clark County and neighboring communities, about the expansion of our program.

Next week the Clark County Sheriff's Office will begin its first full school year of teaching DARE. Our program has grown from the original pilot program of seven elementary schools to a schedule of 16 elementary schools and a pilot program for two middle schools. The current waiting list of schools who cannot be scheduled due to lack of funding includes six grade schools and two middle schools.

Our programs expansion and waiting list is not due to a recruiting effort. The local demand for DARE originated through a word of mouth networking of parents and school officials. If a recruiting effort were undertaken, I am confident demand for the program would exist in every school in Clark County.

The only factor inhibiting further expansion of DARE in Clark County, as I am sure is the case in many other communities, is funding for personnel. In our county, the materials necessary for teaching DARE have been purchased with funds donated to the program by civic and community groups, grants and local businesses. This year, three of our school districts have agreed to help with the costs of materials. To date, we have received approximately \$30,000 in donations for materials. I believe this is indicative of the support and enthusiasm in DARE that exists.

These donations allow us to provide a quality program to those children we reach, but do not allow for the inclusion of more children in this very important program.

Currently, the Clark County Sheriff's Office is funding one DARE officer position through a local .02 percent sales tax increase. Our other full-time DARE officer position and my half-time teaching position were possible only by the Sheriff's re-allocation of existing personnel. This re-allocation of personnel away from the enforcement branch of our office is not without consequence. We, as with many other law enforcement agencies, are faced with ever increasing demands for our service without adequate manpower to meet those demands. An unfortunate reality is that DARE can exist only as long as citizen and officer safety is not compromised due to the personnel re-allocations. I believe DARE is far too important not to have its existence guaranteed by independent funding.

Our nation has properly identified the "war on drugs" as a top priority. Obviously, this "war" must be fought on various fronts, but the most productive, cost effective method is prevention through education. Through DARE, children develop the desire to say no, the skills to say no, and the confidence to say no. Thousands of children can receive this education for a fraction of the cost of one airplane, one radar balloon, or one more prison.

DARE provides a number of benefits secondary to drug abuse prevention. The skills learned in DARE help children avoid involvement with gangs, help them make responsible decisions, and develop respect for others. DARE returns the law enforcement officer to the community as the most visible, approachable representative of our government. The local police officer is seen as a caring human being concerned with the welfare and quality of life of the people he or she serves.

The program has been proven, the instruction is available, the public demand is present. The missing component is the most common one, funding. By funding DARE, the Federal Government can bring the war on drugs to the homes of America in a highly visible, effective, humane manner. Our children are looking to all of us for guidance to avoid becoming a "casualty" of the war. DARE provides that guidance.

Thank you very much.

[The prepared statement of Sergeant Roger Kessel follows:]

**TESTIMONY OF SERGEANT ROGER A KESSEL
SUPERVISOR OF THE D.A.R.E. UNIT
CLARK COUNTY SHERIFF OFFICE**

FOR

**CONGRESSMAN KILDEE AND CONGRESSWOMAN UNSOELD
COMMITTEE ON EDUCATION AND LABOR
OVERSIGHT HEARING
DRUG ABUSE EDUCATION PROGRAMS**

I would like to thank you for this opportunity to address the congressional hearing regarding the DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.) program.

The Clark County Sheriff's Office became actively involved in the D.A.R.E. program in September 1989 with the training of Deputy Don Kerr and myself as D.A.R.E. Instructors. A D.A.R.E. pilot program was then instituted in seven (7) Clark County elementary schools beginning in January 1990.

We entered the D.A.R.E. program with high expectations and quickly found that the acceptance, enthusiasm, and effectiveness of D.A.R.E. far exceeded anything we could have anticipated. D.A.R.E. immediately gained the praise and support of school personnel, parents, the community, and most importantly the children.

D.A.R.E.'s popularity and effectiveness is not by chance. The curriculum is written in a manner that not only relays the desired information to the students but also makes the learning fun. The D.A.R.E. instructors class not only provides D.A.R.E. instructors with the skill and knowledge to teach D.A.R.E. it also impresses them with the importance of the responsibility they have undertaken. The success of their D.A.R.E. program becomes a matter of personal pride.

Almost immediately upon the initiation of our D.A.R.E. pilot program I began receiving inquiries from other schools, both in Clark County and neighboring communities, about expansion of the program.

Next week the Clark County Sheriff's Office will begin it's first full school year of teaching D.A.R.E. Our program has grown from the original pilot program of seven (7) elementary schools to a schedule of sixteen (16) elementary schools and

a pilot program for two (2) middle schools. The current waiting list of schools who cannot be scheduled due to lack of funding, includes six (6) grade schools and (2) middle schools.

Our programs expansion and waiting list is not due to a recruiting effort. The local demand for D.A.R.E. originated through a word of mouth networking of parents and school officials. If a recruiting effort were undertaken, I am confident demand for the program would exist in every school in Clark County.

The only factor inhibiting further expansion of D.A.R.E. in Clark County, as I am sure is the case in many other communities, is funding for personnel. In our county the materials necessary for teaching D.A.R.E. have been purchased with funds donated to the program by local businesses, civic and community groups, and grants. This year three (3) of our school districts have agreed to help with the costs of materials. To date we have received approximately \$30,000 in donations for materials. I believe this is indicative of the support and enthusiasm in D.A.R.E. that exists.

These donations allow us to provide a quality program to those children we reach, but do not allow for the inclusion of more children in this very important program.

Currently the Clark County Sheriff's Office is funding one (1) D.A.R.E. officer position through a local .02% sales tax increase. Our other full-time D.A.R.E. officer position and my 1/2 time teaching position were possible only by the Sheriff's re-allocation of existing personnel. The re-allocation of personnel away from the enforcement branch of our office is not without consequence. We, as with many other law enforcement agencies, are faced with ever increasing demands for our service without adequate manpower to meet those demands. An unfortunate reality is D.A.R.E. can exist only as long as citizen and officer safety is not compromised due to the personnel re-allocations. I believe D.A.R.E. is far too important to not have it's existence guaranteed by independent funding.

Our nation has properly identified the "war on drugs" as a top priority. Obviously this "war" must be fought on various fronts but the most productive, cost effective method is prevention through education. Through D.A.R.E. children develop the desire to say no, the skills to say no, and the confidence to say no. Thousands of children can receive this education for a fraction of the cost of 1 airplane, 1 radar balloon, or 1 prison.

D.A.R.E. provides a number of benefits secondary to drug abuse prevention. The skills learned in D.A.R.E. help children avoid involvement with gangs, make

responsible decisions, and develop respect for others. D.A.R.E. returns the law enforcement officer to the community as the most visible, approachable, representative of our government. The local police officer is seen as a caring human being concerned the welfare and quality of life of the people he or she serves.

The program has been proven, the instruction is available, the public demand is present. The missing component is the most common one, funding. By funding D.A.R.E. the Federal Government can bring the war on drugs to the homes of America in a highly visible, effective, humane manner. Our children are looking to all of us for guidance to avoid becoming a "casualty" of the war. D.A.R.E. provides that guidance.

Thank you.

Mr. KILDEE. Thank you very much for your testimony, and thank you, Madame Chair. I am catching a plane back to Michigan. And, by the way, I cancelled some very important engagements to come out here for this hearing because nothing has been more important this week than this. I really thank you for holding this hearing. We have to have it in our head and our heart, both, when we go back to Washington to advocate a program like this. I was an advocate before, but I will be even a more vigorous advocate now. This is really impressive.

I have great respect for our people involved in law enforcement. And, you, probably more than any people, have seen such a change taking place in law enforcement. You have new challenges out there, new approaches to these challenges. And, this is really a tremendous approach. I think you should try to replicate it throughout the country. The Federal Government, in its priorities—we have a shortage of money, but we also have to set up our priorities right. And, I think this is a very, very high priority. There are other things that we can let go, and put our assets here.

Just let me ask you one question, and I think the car is waiting for me.

Ms. UNSOELD. Oh, you have five minutes.

Mr. KILDEE. Okay, to get out to the airport. DARE does take time away from some of your more traditional law enforcement activities. But, does DARE help you become more effective law enforcement officers, say, in other areas of your profession? Does it have some spill over effect, by your DARE activities, you have better contacts in the community, maybe a better understanding of the community, where you are better law officers there?

Mr. NELSON. I would look, to myself, personally, that it certainly has. It is kind of a joke around our police station, you know, when we go to staff meetings now, they say I talk differently since I have become a DARE officer. I also communicate at, I think, a much better basic level. I am more candid. And, work with self esteem. I use the tricks that I use with the kids in school on the officers now.

But, yes, it has made me more effective, and it has been noticeable to a lot of people. It just improves all of our communication skills, and, what is important, it has been really good for me.

Colonel PARTIN. Yeah. I would have to say the same thing. We just went through a little selection process yesterday for promotional things that were in our department. And, as a DARE officer, being away from the street, I did not know if that was going to hurt me or not. But, the supervisors evaluated our ability to communicate with people, whether they are young people, people we deal with on the streets, or business people, whatever, and they felt I had the ability to do that.

So, I think it does help a lot. We are finding a lot of DARE officers are being promoted across our state. I know Dr. Lukin is continually looking for officers to train other officers, and he keeps losing them, because they end up getting promoted. So, it truly does help that way. But, I hope—I think it is opening up other areas for officers on the street. Young kids will come up and tell them if they have seen something that has happened, or if they are asked questions, you know, "Did you see anything?" people are

more willing to talk to them, because they had that exposure to an officer for 17 weeks in a classroom.

Sergeant KESSEL. I would have to agree with both of them. I think it not only improves the communication skills—that shows, obviously—of DARE officers through their public speaking, but I think that also DARE is also the most perfect component in my mind. Everybody is talking community oriented police, community based police. Whatever a person wants to call it, it is a beautiful example of the law enforcement officer truly becoming a member of the community.

The kids, the parents, the school—it is a perfect set up. And, we get the information more readily from people living in that community, because we have shown them that we do care. We are there for more than just taking people to jail.

Ms. UNSOELD. Let me ask a hard question here. Have any of you had to bust someone that you had go through one of your classes?

Mr. NELSON. I personally have not. I have seen a couple in our booking room. In fact, just two days ago, I did one, and it was a girl I had in eighth grade, who was a runaway. And, what it did, is the second she saw me, she did the old cover her face trick. I walked up to her. I sat down and talked to her, took her in and bought her a Coke, and had a good rapport with her, and talked with her about her family problem that brought her to this. I think it was a real good experience for her and for me to be able to relate. It did not hurt.

Ms. UNSOELD. Do you see a carryover of more respect for law enforcement, generally, among young people, as a result of their having participated in these programs?

Colonel PARTIN. Oh, yeah, I do. I have had comments from almost everybody in our patrol division who said that. From parents, people in the neighborhood. I live in an area where we have 15 young boys in my little cul-de-sac. I talk to all of them and they are very open with me. They know I am a policeman and what I do. I have taught some of them in DARE. Our relationship is very good. I think it is that way with all the DARE officers, as well as officers throughout the whole area.

Ms. UNSOELD. I have a couple more questions that I want to ask. But, I want to thank my colleague, here, Mr. Kildee, for coming to hear all of you. I discovered when I got turned onto DARE that there was a serious lacking among elected officials in understanding and knowledge about the program. The downtown chambers of commerce knew more about it than we did, because they had helped fund it and helped participate. What you have done today, all of you, is to help reinforce, to help strengthen, our ability to go back there and fight for the program.

I should have thought bigger—\$15 million is not going to do it. But, to give us that kind of ammunition, of tool, will help the program to be more effective. Because we have got to have this partnership too. For all of the television audience out there that is going to hear this again, it is an opportunity for you all to get involved in saying: "his is the way; this is one of the priorities for the expenditures of our tax dollars. This is an investment in our future: an investment in our national security: an investment in our kids."

That is the kind of message that I hope will also come out of this. But, I want to thank you, and you, very, very, much, Dale. I will let you go catch your plane now, and I will ask just a couple of more questions here.

How much experience did you have on the street in law enforcement before you got into a DARE classroom?

Mr. NELSON. Speaking for myself, I think it was 15 years.

Colonel PARTIN. Twelve, prior to.

Sergeant KESSEL. I had gone 13 and a half.

Ms. UNSOELD. Okay. So, you have got that wealth of experience, to compare your effectiveness in dealing with the drug problem in the street, as opposed to the classroom. So, what would be your additional message to us to take back?

Mr. NELSON. My message would be, we are fortunate, in the City of Olympia, that we have tremendous support from our community, the police department, and we are prioritizing this. What I look to are some of the other, smaller jurisdictions that just do not have those resources. They have got to get involved and do what they can.

The last words I leave with my kids in eighth grade, when they graduate is, 20 years from now, after we have won the war on drugs and your kids ask you, "what did you do in the war on drugs?" my thought is: "I did a lot." And, I ask my kids to say, "you can do a lot by not taking drugs." I think DARE is the most effective way to get there. So, I would say it is really critical at this time.

Colonel PARTIN. The war on drugs is supposed to be one household at a time, one student at a time. We can also look at it as a school at a time and the DARE officers. I mentioned it at the beginning, but I really do believe it is one of the most cost effective ways to fight the war on drugs, and crime and a lot of our social problems all in one. It is not for everything, but I think it is a good direction to go.

Sergeant KESSEL. That would be my biggest message too, that everything is here that we need. As I said, it is all together; it is ready to go. We need help with the funding. It is really unfortunate that only one third of the children who should be getting DARE are getting it.

Ms. UNSOELD. I would like to thank Commander Mitchell, and all of the other members of the DARE community that have helped make this possible today. We will make use of what you have given us. And, thank you for not only what you are doing on a daily basis, but what you have done here to help us help you more in the future. Thanks a lot, all of you.

[Whereupon, at 11:15 a.m., the subcommittee was adjourned.]

[Additional material submitted for the record follows.]

U.S. Department of Justice
Office of Justice Programs

An Invitation to Project DARE: Drug Abuse Resistance Education

Information You Need to Decide Whether Your
Community is Prepared to Commit the Time, Energy
and Resources Required to Implement this Program

Program Brief

**Bureau of
Justice
Assistance**

June 1988

U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance

U.S. Department of Justice
Edwin Meese III Attorney General

Office of Justice Programs
Richard B. Abell Assistant Attorney General

Bureau of Justice Assistance
Charles P. Smith Director

Curtis H. Straub II Director, Policy Development
and Management Division

Eugene H. Dzinkiewicz Director, State and Local
Assistance Division

Janna C. Swain Director, Discretionary
Grant Programs Division

William F. Powers Director, Special Programs
Division

Prepared under cooperative agreement number 87-SD-CX-K041
by Eva Marx and William DeJong, Education Development Center, Inc.,
Newton, Massachusetts

Bureau of Justice Assistance
633 Indiana Avenue, N.W., Washington, D.C. 20531
(202) 272-6838

The Assistant Attorney General, Office of Justice Programs, coordinates the activities of the following program Offices and Bureaus: National Institute of Justice, Bureau of Justice Statistics, Bureau of Justice Assistance, Office of Juvenile Justice and Delinquency Prevention, and Office for Victims of Crime.



U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance

Office of the Director

Washington, D.C. 20531

I am pleased to present to you An Invitation to Project DARE: Drug Abuse Resistance Education. The DARE program provides law enforcement and teachers with an exciting approach for working together to prevent drug use among school children. DARE is a positive program through which uniformed police officers function as classroom instructors to deliver a 17 part curriculum to elementary and middle school students. This semester-long effort equips students with drug information, methods to enhance self-esteem, specific analytical and decision-making skills and the motivation to employ the skills learned.

Through our efforts to aid state and local units of government in their fight against drug abuse, we have received many requests for assistance in developing programs to help our youth resist pressure to experiment with drugs. In response to these requests, the Bureau of Justice Assistance selected the DARE program for demonstration.

This program, which was originally developed and found to be very successful in Los Angeles, has been tested by the Bureau in a number of cities throughout the country. It has been greeted with enthusiasm both by law enforcement and school personnel. Locally and nationally funded evaluations have found positive results among students participating in the DARE program. Interest in the program has spread throughout the country, and representatives from over 300 police departments have received extensive training. A number of states are implementing DARE and DARE-like programs with funds available under the Justice Assistance Act.

The growing interest in DARE, the comprehensive nature of the program and the complexities inherent in joint action by social systems as different as enforcement and education, led the Bureau of Justice Assistance to conclude that a "blueprint" for the program was essential. This "Invitation" is the first step in offering that "blueprint" and will provide you with the information you need to decide whether your community is prepared to commit the time, energy and resources required to implement this program. A detailed implementation guide is available for those communities which decide to implement DARE.

DARE provides a unique opportunity for law enforcement and the schools to work together to reduce drug abuse. It also offers law enforcement an effective means for positive influence on the lives of our youth. I hope that you will accept this Invitation to Project DARE and accept the challenge of helping our children to say no to drugs.

Sincerely,

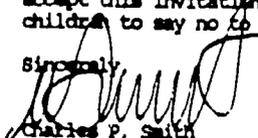

Charles P. Smith
Director

Table of Contents

	Page
Preface	v
Acknowledgments	vii
An Invitation to Project DARE: Drug Abuse Resistance Education	1
Arresting Demand: The Development of Project DARE	1
Program Goals and Objectives	2
A Program That Works: Evaluation Results	2
Key Program Elements	2
Joint Planning	2
Written Agreement	3
Officer Selection	3
Officer Training	3
Core Curriculum	4
Classroom Instruction	4
Informal Officer/Student Interaction	4
Teacher Orientation	4
Parent Education Evening	5
Community Presentations	5
DARE Enrichment Activities	5
K-4 Visitation Lessons	5
Junior High Curriculum	5
Modified Curriculum	5
What Are the Costs and Who Will Pay?	5
Personnel	5
Other Costs	6
Appendix A: Sources of Further Information	7
Appendix B: Publications	8
Appendix C: DARE Lessons	9

Preface

In response to the mounting national concern about the use of drugs by American youth, the Bureau of Justice Assistance has funded the development of this publication to inform law enforcement officers, educators, government officials, and other concerned citizens about Project DARE, an exciting approach to preventing substance use among school children.

Project DARE (Drug Abuse Resistance Education) is a substance use prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. This unique program, which was developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses uniformed law enforcement officers to teach a formal curriculum to students in a classroom setting. Project DARE gives special attention to fifth- and sixth-graders to prepare students for entry into junior high and high school, where they are most likely to encounter pressures to use drugs.

DARE lessons focus on four major areas:

- Providing accurate information about tobacco, alcohol, and drugs
- teaching students decision-making skills
- showing students how to resist peer pressure
- giving students ideas for alternatives to drug use

This innovative program has several noteworthy features:

- *DARE targets elementary school children.* Junior high and high school drug education programs have come too late to prevent drug use among youth in the past. Therefore, substantial numbers of young people have reported initiating use of alcohol, tobacco, and marijuana by junior high school.*
- *DARE offers a highly structured, intensive curriculum developed by health education specialists.* A basic precept of the DARE program is that elementary school children lack sufficient social skills to resist peer pressure and say no to drugs. DARE instructors do not use the scare tactics of traditional approaches

that focus on the dangers of drug use. Instead, the instructors work with children to raise their self-esteem, to teach them how to make decisions on their own, and to help them identify positive alternatives to tobacco, alcohol, and drug use. The curriculum addresses learning objectives in keeping with those of state departments of education and conforms with health education standards.

- *DARE uses uniformed law enforcement officers to conduct the class.* Uniformed officers as DARE instructors not only serve as role models for children at an impressionable age, but also have high credibility on the subject of drug use. Moreover, by relating to students in a role other than that of law enforcement, officers develop a rapport that promotes positive attitudes toward the police and greater respect for the law.
- *DARE represents a long-term solution to a problem that has developed over many years.* Many people believe that, over time, a change in public attitudes will reduce the demand for drugs. DARE seeks to promote that change. Equally important, DARE instructors help children develop mature decision-making capabilities that they can apply to a variety of situations as they grow up.

For those interested in learning how to bring this novel program to their community, the Bureau of Justice Assistance has also published *Implementing Project DARE: Drug Abuse Resistance Education*, an implementation manual which provides a step-by-step description of how to implement Project DARE as well as model forms and other materials.

The manual is available from:

Dorothy L. Everett
Bureau of Justice Assistance
633 Indiana Avenue, N.W.
Washington, D.C. 20531
(202) 272-4604

*L. D. Johnston, P.M. O'Malley, and J.G. Bachman. *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends Through 1985* (Rockville, Md.: National Institute on Drug Abuse, 1986).

Acknowledgments

Working with a program that generates the excitement and commitment that Project DARE does is a special privilege. We wish to thank the following individuals for their assistance with this document:

- Lieutenant Roger Coombs, Los Angeles Police Department; Dr. Ruth Rich and Johanna Goldberg, Los Angeles Unified School District; Lieutenant Wayne Garrett, Virginia State Police Department; and John Gregrich, Bureau of Justice Assistance, who faithfully read and commented upon drafts and provided numerous supporting materials
- Our colleagues at the Education Development Center, Marc Pozner, Vivian Guilfoxy, and Debra Whitcomb, for meticulously reviewing the draft
- Michelle Toledo for patiently producing each version
- Our Program Manager, Dorothy Everett, for her careful oversight of our efforts.

Finally, we thank the Bureau of Justice Assistance for making it possible to inform more communities about Project DARE and its potential for arresting the demand for drugs.

An Invitation to Project Dare: Drug Abuse Resistance Education

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.

It is a festering problem whose solution has so far eluded us.

Despite urgent warnings from parents, educators, and the mass media, many of our nation's young people experiment with and use a variety of harmful substances, including tobacco, drugs, and alcohol.¹ An annual survey of high school seniors conducted for the National Institute on Drug Abuse found that, in 1985, only 8 percent of students had never used alcohol, and only 31 percent had never smoked cigarettes. Over two thirds of those seniors reported use of at least one illicit substance, with over one half (54%) having used marijuana.² Children as young as age 9 report that marijuana is "easy to get."³

Until recently, law enforcement strategies have 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. Despite the confiscation of tons of narcotics, and despite thousands of arrests, the drug trade continues to flourish.

Law enforcement experts now recognize that the problem of substance use must be addressed by stemming demand, especially among young people who might become tomorrow's drug users. A recent report issued by the Commission on Organized Crime concludes that the only way to significantly reduce the drug problem in the United States is through eliminating the demand for drugs.⁴

School children must be educated to recognize the dangers of drug use and to resist both the subtle and the direct pressures on them to experiment with and use drugs.

Arresting Demand: The Development of Project DARE

In 1983, Chief Daryl Gates of the Los Angeles Police Department (LAPD) recognized that, to prevent substance use among children, he would need the cooperation of the Los Angeles Unified School District (LAUSD).

Under Chief Gates' direction, the LAPD collaborated with Dr. Harry Handler, Superintendent of LAUSD, to launch a drug use prevention education program that employs law enforcement officers in elementary classrooms as regular instructors.

A review of existing substance use curricula by Dr. Ruth Rich, a health education specialist from LAUSD, showed that lessons concentrating on techniques for resisting peer pressure, on self-management skills (decision making, values clarification, and problem solving), and on alternatives to drug use appeared to have the greatest degree of success.⁵ These methods were incorporated into the DARE curriculum, challenging students to consider the consequences of their actions and involving them in classroom exercises that gave them the opportunity to practice what they had learned.⁶

During Project DARE's first year, 1983-84, ten officers taught the new curriculum to more than 8,000 students in 50 Los Angeles elementary schools. Subsequently, the DARE program, which originally targeted senior-level elementary students (fifth- or sixth-grades), was expanded to include a junior high curriculum and lessons for grades K-4. By 1986, the program had grown to reach all 345 elementary and 58 junior high schools in the city.

Based on this success, Chief Gates invited other jurisdictions to send officers to Los Angeles for 80 hours of intensive DARE training. Officers from 33 states representing 398 agencies have now learned how to bring the DARE curriculum to the children in their communities. Because the growing demand for DARE training exceeds the LAPD's capacity, the Bureau of Justice Assistance plans to fund the establishment of up to three DARE regional training centers in 1988.

The excitement about Project DARE continues to grow. In October 1986, the Bureau of Justice Assistance awarded grants to seven jurisdictions for planning and organizing DARE implementation. The Department of Defense plans to establish DARE in all of its schools for military dependents. New Zealand plans to implement DARE in association with its law-related education program. Other countries, including England and Australia, are investigating the introduction of Project DARE in their schools as well.

There are now a Spanish version and a Braille translation of the student workbook used in the classroom. Efforts are under way to develop strategies for teaching DARE to hearing-impaired and other special needs students.

Program Goals and Objectives

Goal:

To prevent substance use among school children.⁷

The DARE program targets children before they are likely to have been led by their peers to experiment with tobacco, drugs, and alcohol. By reaching children at an age when they are most receptive to drug prevention education, Project DARE seeks to prevent adolescent drug use and to reduce drug trafficking by eliminating the demand for drugs.

Objectives:

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

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

An important by-product of Project DARE is the positive impact of uniformed law enforcement officers, working in classrooms in a nonthreatening, preventive role, upon the image of law enforcement in the community.

A Program That Works: Evaluation Results

Evaluations of Project DARE in Los Angeles reveal great enthusiasm for the program among school principals and teachers who say that DARE students are less accepting of substance use and better prepared to deal with peer pressure as a result of the DARE lessons. Moreover, these educators find that, because DARE students get to know police officers in a positive, nonpunitive role, they have a greater respect for both the law and law enforcement personnel.⁸ Beyond that, students receiving the DARE curriculum in elementary school show greater improvement, compared with non-DARE students, in grades for work habits and cooperation during their first semester in junior high.⁹

A short-term evaluation for the National Institute of Justice also demonstrates the impact of Project DARE on the knowledge, attitudes, and self-reported behavior of seventh-grade students who received DARE in the sixth grade.¹⁰ These students, compared with those who had not had DARE, indicated significantly lower substance use since graduation from the sixth grade. Moreover, DARE students, when asked to imagine friends pressuring them to use drugs or alcohol, were significantly less likely to indicate acceptance of the offer than were non-DARE students. DARE students were also more likely to use effective refusal strategies emphasized by the DARE curriculum.

In 1985, Los Angeles initiated a seven-year study of DARE and non-DARE students to assess the long-term impact of the program on students' knowledge, attitudes, and self-reported drug use.

Key Program Elements

To implement DARE effectively, specific elements are essential:¹¹

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. 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?* Schools and police have different administrative styles and are not commonly accustomed to working together. Communities find, however, that a structured program and a mutual commitment to preventing substance use among young people provide strong motivation for pursuing this cooperative effort.
- *Will there be resistance in the education community to a law enforcement presence in the classroom?* 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 officers instructing individual classrooms, resistance evaporates.
- *Are there other school-based programs currently in use or being introduced to combat adolescent drug use?* A long-standing concern about substance

use has generated many approaches to prevention education. School systems must choose among many curricula and allocate their limited resources effectively. Other educators or health specialists may be committed to another approach and may not recognize how DARE can fit into the total health education program. To meet these legitimate concerns, proponents of competing programs should be invited to participate in the planning process. In Massachusetts, for example, where a strong consensus for teacher-led instruction had emerged, DARE came to be viewed as one component of a comprehensive, multicurriculum health education strategy.

● *How can Project DARE fit into an already full classroom schedule?* 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. Some programs have identified ways in which the DARE curriculum meets learning objectives established by the State Department of Education.

● *Can the law enforcement department afford to reassign officers to classroom duty?* Each veteran officer on patrol is important in the fight against crime. Administrators, therefore, need to decide whether assigning an officer to Project DARE is worth the cost of a reduced presence on the street. Law enforcement administrators in nearly 400 jurisdictions, having recognized the limitations of past approaches to our nation's drug problems, have determined that it is.

One officer instructor can serve as many as ten elementary schools or up to 40 classes per year. Consequently, small law enforcement departments, which may have special concerns about the time required for DARE implementation, will find that an officer can work part-time as a DARE instructor with the balance of the officer's time being devoted to other departmental activities.

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. This agreement generally includes:

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

Officer Selection

The high quality of the officer instructors is the keystone of the DARE program. Officers must volunteer for the program on the basis of a 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 officers should be from the local community, where they will be seen and recognized by students. However, when communities are small or do not have resources to assign a local officer, state police or sheriff's deputies can teach the program. As noted above, this commitment may be part-time.

The selection process generally involves posting of the position, preliminary screening, and a formal interview by a review panel that can include 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 panelists have often commented on how instructive participation in officer selection has been in eliminating their misconceptions about police capabilities.

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 agencies.*

The DARE training curriculum includes:

- An overview of current drug use prevention activities
- Communication and public speaking skills
- Learning methodology and classroom behavior management
- School/police relationships
- Police/parent community relationships
- Stages of adolescent chemical dependency
- Audiovisual techniques and other teaching aids
- Program administration
- 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 play the role of fifth- or sixth-graders, and who subsequently evaluate the officer's 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.

Core Curriculum

The DARE core curriculum targets fifth- and sixth-grade elementary school 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.

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. A listing of the 17 DARE lessons appears at Appendix C: Page 9.

The DARE curriculum is available only to those officers who have completed certified training.

Classroom Instruction

Typically, officers are assigned to each school for a full day. Thus, one officer can serve up to five schools per week per semester, or ten schools in a two-semester school year.

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 a 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 dates that could interfere with classroom obligations.

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 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 principal or to appropriate resources in the community.

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,

*States that have developed this training capacity include Arizona, Illinois, Massachusetts, North Carolina, Virginia, and Washington. Virginia provides its officers with 120 hours of training in order to certify them as classroom instructors.

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.

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. Some communities report that enthusiastic parents have organized follow-up informational drug prevention activities as a result of these DARE officer-led parent education evenings.

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, including parents and civic groups, community-based organizations, housing projects, and local businesses, promotes the level of community understanding and support that is essential for DARE's successful implementation.

Community support may also help to ensure program continuity if a scarcity of resources threatens to interrupt program activities. Community service organizations frequently supplement program resources by paying for student workbooks or by providing student T-shirts, bumper stickers, or other promotional materials that demonstrate the community's commitment to substance use prevention. This kind of support reinforces for students the importance of saying no to drugs.

DARE Enrichment Activities

DARE's developers have created several activities to supplement the core curriculum for grades 5 or 6.

● K-4 Visitation Lessons

Typically, an officer can teach up to four fifth- or sixth-grade classes per day. As time permits, the officer can visit each of the lower grades to introduce the students to the DARE concept. A K-4 curriculum is available for this purpose. The lessons, each 15-20 minutes long, cover such topics as personal safety, obeying of laws, and helpful and harmful uses of medicines and drugs.

● Junior High Curriculum

A ten-session junior high curriculum, which targets grade 7, has been developed to reinforce the lessons of the elementary level curriculum. To accommodate an already crowded classroom schedule, these sessions are usually taught during the health education block of instruction. In Los Angeles, DARE officers also visit grades 8 and 9. They use timely events—such as the death of Len Bias—to discuss drugs and their impact and to review critical-thinking and decision-making skills. The DARE officer assigned to the junior high school works closely with the school counseling staff on a variety of activities. These include not only formal classroom teaching, but also taking part in individual and group discussions with students considered "at risk," supervising sports or drill teams, and organizing contests and special assemblies.

● Modified Curriculum

Communities do not always have the resources to establish DARE in every elementary school. To respond to requests for a DARE education program in private and parochial schools not receiving the full curriculum, Los Angeles has developed an abbreviated program. This program includes a morning assembly for groups of students from grades 5 to 8, with follow-up visits to individual classrooms after lunch (reaching students at all these grade levels may require several days). Parent evenings are offered to these schools as well.

What Are The Costs and Who Will Pay?

Personnel

- *One full-time law enforcement officer for every ten elementary schools.* The cost of reassigning a law enforcement officer is generally borne by the law enforcement agency. In some communities, the school department pays the officer's salary or shares the cost with the law enforcement agency.
- *Program coordinator.* Unless a program is very large, the coordinator generally holds another position, such as school health education coordinator or police community relations officer.

Other Costs

- **Officer training.** While the Los Angeles Police Department has provided training to the majority of DARE officers, several states have also developed training capacities. This training is generally offered at no charge, but communities sending officers must pay travel, lodging, and meal costs, which may be paid from school or law enforcement budgets. In some communities, service clubs underwrite the cost.
- **DARE curriculum.** The curriculum supplied by the Los Angeles Unified School District is only released to communities with officers who have been trained to teach DARE. The curriculum is supplied either free or at a nominal charge.
- **DARE workbook.** A workbook, approximately 35 pages long, must be printed for each student who participates in the core fifth/sixth-grade curriculum. Depending on the quality of the cover and the number of copies produced, costs range from \$1 to \$6 per student. The cover and printing costs can be paid by the school department, the law enforcement agency, a local service organization, or a bank or other local business.
- **Films.** The film *Drugs and Your Amazing Mind* is used for the lesson introducing students to the impact of harmful substances. The film *Sons and Daughters—Drugs and Booze* is shown at the parent education evening. Total cost for both films is approximately \$900. To reduce cost, films may be shared by communities or borrowed from local film libraries.

These films may be paid for by the law enforcement agency, the school department, or a local private funding source, such as a service organization, bank, or other business.
- **Handouts.** Officers need to photocopy handouts for students, for teacher orientation, and for parent meetings. DARE officers generally use photocopying machines at the school or in their own agency.
- **Classroom supplies.** Classroom presentations are frequently more interesting to students when there are visual displays. Many DARE officers make

posters or transparencies for selected lessons. Supplies may be provided by school departments or donated by local school suppliers.

- **Promotional materials.** The distribution of brochures, T-shirts, buttons, or bumper stickers enhances support for any program. In many communities, service organizations willingly donate these kinds of items.

Money for DARE activities has come from many different sources. Because substance use prevention education for young people is a high priority in many communities, local revenues are often allocated to cover personnel and supplies. In some local jurisdictions funds from the sale of confiscated drug property have been appropriated.

Information about other possible funding sources is widely available. Notices regarding the availability of federal funding appear in the *Federal Register* and *Commerce Business Daily*, which can be obtained at regional federal offices and some libraries. To subscribe, contact the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402-9731, telephone (202) 783-3238.

State funding may be available through State Departments of Health and Human Services, Public Safety, or Education, or Justice Assistance Act block programs. Many states publish funding notices similar to those available at the federal level.

Information about private foundations and corporate giving programs is available from the Foundation Center through a national network of library reference collections. To find out about the nearest collection, call (800) 424-9836 toll-free.

DARE AMERICA is a national nonprofit corporation established to create nationwide awareness of the DARE program and its effectiveness. It coordinates a national funding campaign to supply printed educational materials, notebooks, films, and other teaching aids to law enforcement agencies interested in establishing DARE. For more information, contact Sergeant Jerry Scott, (213) 485-3277.

BEST COPY AVAILABLE

Appendix A

Sources of Further Information

Bureau of Justice Assistance/ DARE Program Manager

Dorothy L. Everett
Bureau of Justice Assistance
633 Indiana Avenue, N.W.
Washington, D.C. 20531
(202) 272-4604

Los Angeles Police Department/ DARE Coordinator

Lieutenant Rodger Coombs
Los Angeles Police Department
Juvenile Division—DARE
150 North Los Angeles Street
Los Angeles, CA 90012
(213) 485-4856

State Coordinated DARE Programs

Timothy DaRosa, Chief
Strategic Development Bureau
Division of Administration
Illinois State Police
201 East Adams Street, Suite 300
Springfield, IL 62707
(217) 782-5227

Lieutenant Wayne Garrett
Project DARE
Virginia State Police Department
Box 27472
Richmond, VA 23261-7472
(804) 323-2059

Eva Marx
Project DARE
Education Development Center, Inc
55 Chapel Street
Newton, MA 02160
(617) 969-7100

Captain John Pope
Project DARE Coordinator
3110 North 19th Avenue, Suite 290
Phoenix, AZ 85015
(602) 262-8111/262-8118

City DARE Programs

Sergeant Daniel Boyle
Project DARE
Syracuse Police Department
511 South State Street
Syracuse, NY 13202
(315) 425-6169

Officer Karl Geib
Project DARE
Portland Police Department
109 Middle Street
Portland, ME 04101
(207) 775-6361

Detective Robert Tinker
Project DARE
Boston Police Academy
85 Williams Avenue
Hyde Park, MA 02136
(617) 247-4410/247-4625

Sergeant Mary Tumlin
Project DARE
Huntsville Police Department
P.O. Box 2085
Huntsville, AL 35801
(205) 532-7254

34 660 30

Appendix B Publications

DeJong, W., "A Short-Term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness." *Journal of Drug Education* (in press).

Arresting the Demand for Drugs: Police and School Partnerships to Prevent Drug Abuse. Washington, D.C.: National Institute of Justice, 1987.

"Project DARE: Teaching Kids to Say No to Drugs and Alcohol." *NIJ Reports*, March 1986, pp. 2-5.

Gates, Daryl F. "Educators + Police = DARE." *NIJASA Perspective*, no. 4 (Spring 1987): 7

"Drug Abuse Resistance Education." *The Police Chief*, October 1986.

"LAPD's Project DARE." *School Safety*, Spring 1986, pp. 26-27.

"DARE Program." *California Fraternal Order of Police Journal*, 6, no. 2 (Spring 1985): 47-53.

U.S. Department of Education. *What Works: Schools Without Drugs.* Washington, D.C.: U.S. Department of Education, 1986. Describes model approaches to drug abuse prevention, including DARE, and contains an extensive list of publications. Available free of charge by calling (800) 624-0100 or writing Schools Without Drugs, Pueblo, CO 81009.

Contact also:

Office of Substance Abuse Prevention
U.S. Department of Health and
Human Services
Parklawn Building
5600 Fishers Lane
Rockville, MD 20852
(301) 443-0365

Appendix C

DARE Lessons

The DARE curriculum is organized into seventeen classroom sessions conducted by the police officer, coupled with suggested activities taught by the regular classroom teacher. A wide range of teaching activities are used—question-and-answer, group discussion, role-play, and workbook exercises, all designed to encourage student participation and response.

The following brief summaries of each lesson capture the scope of the DARE curriculum and show the care taken in its preparation. All of these lessons were pilot tested and revised before widespread use began.

1. *Practices for Personal Safety.* The DARE officer reviews common safety practices to protect students from harm at home, on the way to and from school, and in the neighborhood.
2. *Drug Use and Misuse.* Students learn the harmful effects of drugs if they are misused as depicted in the film, *Drugs and Your Amazing Mind*.
3. *Consequences.* The focus is on the consequences of using and not using alcohol and marijuana. If students are aware of those consequences, they can make better informed decisions regarding their own behavior.
4. *Resisting Pressures to Use Drugs.* The DARE officer explains different types of pressure—ranging from friendly persuasion and teasing to threats—that friends and others can exert on students to try tobacco, alcohol, or drugs.
5. *Resistance Techniques: Ways to Say No.* Students rehearse the many ways of refusing offers to try tobacco, alcohol, or drugs—simply saying no and repeating it as often as necessary; changing the subject; walking away or ignoring the person. They learn that they can avoid situations in which they might be subjected to such pressures and can “hang around” with non-users.
6. *Building Self-Esteem.* Poor self-esteem is one of the factors associated with drug misuse. How students feel about themselves results from positive and negative feelings and experiences. In this session students learn about their own positive qualities and how to compliment other students.
7. *Assertiveness: A Response Style.* Students have certain rights—to be themselves, to say what they think, to say no to offers of drugs. The session teaches them to assert those rights confidently and without interfering with others’ rights.
8. *Managing Stress Without Taking Drugs.* Students learn to recognize sources of stress in their lives and techniques for avoiding or relieving stress, including exercise, deep breathing, and talking to others. They learn that using drugs or alcohol to relieve stress causes new problems.
9. *Media Influences on Drug Use.* The DARE officer reviews strategies used in the media to encourage tobacco and alcohol use, including testimonials from celebrities and social pressure.
10. *Decision-Making and Risk-Taking.* Students learn the difference between bad risks and responsible risks, how to recognize the choices they have, and how to make a decision that promotes their self-interest.
11. *Alternatives to Drug Abuse.* Students learn that to have fun, to be accepted by peers, or to deal with feelings of anger or hurt, there are a number of alternatives to using drugs and alcohol.
12. *Role Modeling.* A high school student selected by the DARE officer visits the class, providing students with a positive role model. Students learn that drug users are in the minority.
13. *Forming a Support System.* Students learn that they need to develop positive relationships with many different people to form a support system.
14. *Ways to Deal with Pressures from Gangs.* Students discuss the kinds of pressures they may encounter from gang members and evaluate the consequences of the choices available to them.
15. *Project DARE Summary.* Students summarize and assess what they have learned.
16. *Taking a Stand.* Students compose and read aloud essays on how they can respond when they are pressured to use drugs and alcohol. The essay represents each student’s “DARE pledge.”
17. *Culmination.* In a schoolwide assembly planned in concert with school administrators, all students who have participated in Project DARE receive certificates of achievement.

Endnotes

1. R.H. Coombs, F.I. Fawzy, and B.E. Gerber, "Patterns of Cigarette, Alcohol, and Other Drug Use Among Children and Adolescents: A Longitudinal Study," *International Journal of the Addictions* 21 (1986): 897-913.
2. L.D. Johnston, P.M. O'Malley, and J.G. Bachman, *Drug Use Among American High School Students, College Students, and Other Young Adults: National Trends through 1985* (Rockville, Maryland: NIDA, 1986).
3. *Education USA*, May 25, 1987, p. 298.
4. *Richmond Times-Dispatch*, March 4, 1986.
5. A.J. Bartjes, "Prevention of Adolescent Drug Use," *International Journal of the Addictions* 20 (1985): 1113-1141; J.M. Polich, P.L. Ellison, P. Reuter, and J.P. Kahan, *Strategies for Controlling Adolescent Drug Use* (Santa Monica, Calif.: Rand, 1984).
6. Project DARE's core curriculum for fifth- and sixth-grade students was adapted by Dr. Ruth Rich, a health education specialist with the Los Angeles Unified School District, from a curriculum for Project SMART (Self-Management and Resistance Training), a prevention curriculum designed by the Health Behavior Research Institute of the University of Southern California, with funding from the National Institute on Drug Abuse.
7. See also W. DeJong, "Project DARE: Teaching Kids to Say No to Drugs and Alcohol," *NIJ Reports*, March 1986, pp. 2-5.
8. There are three evaluation reports prepared by the Evaluation Training Institute in Los Angeles and written by G.F. Nyre: (1) *An Evaluation of Project DARE* (1984), (2) *Final Evaluation Report, 1984-1985: Project DARE* (1985), and (3) *DARE Evaluation Report, 1985-1986: Project DARE* (1986).
9. Nyre, *DARE Evaluation Report* (1986).
10. W. DeJong, "A Short-term Evaluation of Project DARE (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness," *Journal of Drug Education* (in press).
11. See also W. DeJong, *Arresting the Demand for Drugs: Police and School Partnerships to Prevent Drug Abuse* (Washington, D.C.: National Institute of Justice, 1987).



Dare to Keep Kids Off Drugs

 PO Box 2090
 Los Angeles, CA 90051-0090
 800 223 DARE

February, 1990

D.A.R.E. WILL TEACH OVER 4.5 MILLION CHILDREN DRUG RESISTANCE SKILLS IN 1990

This year, four million school children across the country will learn the skills they need to resist pressure to take drugs or join gangs, thanks to the highly acclaimed D.A.R.E. (Drug Abuse Resistance Education) program.

D.A.R.E. is a police officer-led, semester-long series of classroom lessons that teach fifth and sixth grade children how to resist pressure to experiment with drugs and alcohol. In 1983, Chief Daryl Gates of the Los Angeles Police Department (LAPD) recognized that, to prevent substance use among children, he would need the cooperation of the Los Angeles Unified School District (LAUSD). Under Chief Gates' direction, the LAPD collaborated with LAUSD to launch a drug use prevention education program that employs law enforcement officers in elementary classrooms as regular instructors. The D.A.R.E. program has proven so successful that it has expanded into more than 2,200 communities in 49 states, Australia, New Zealand, American Samoa, Canada and in Department of Defense Schools worldwide.

D.A.R.E. America Launched To Meet Demand

The overwhelming national and international demand for the D.A.R.E. program led to the creation of a national non-profit organization, "D.A.R.E. AMERICA," in September 1987. Headquartered in Los Angeles, D.A.R.E. AMERICA serves as a resource to communities, helping them establish and improve local D.A.R.E. programs.

D.A.R.E. AMERICA supports officer training, coordinates fund-raising and sponsorship opportunities and regularly monitors instruction standards and program results. Nathan Shapell, head of California's "Little Hoover" Commission, presides over D.A.R.E. AMERICA's Board of Directors, supported by philanthropist Armand Hammer, Virginia Governor Gerald L. Baliles and Diane Disney Miller.

D.A.R.E. Training Is Unique

D.A.R.E. goes far beyond traditional drug abuse programs. Typically, these programs emphasize drug identification and the harmful effects of drugs and alcohol. They warn children not to use these substances, but don't teach them how to resist the pressures to try them. D.A.R.E. gives children skills to recognize and resist the subtle and overt pressures that cause them to experiment with drugs and alcohol.

"The D.A.R.E. program has become a model that can be exported to other cities," says Daryl F. Gates, Los Angeles Chief of Police. "Rather than just offering slogans or organizing rallies, D.A.R.E. teaches children how to deal with peer pressure. It's the only program I know of that gives children something substantial to use when they're confronted with drugs."

DRUG ABUSE RESISTANCE EDUCATION

The D.A.R.E. program includes 80 hours of police officer and teacher training, a semester-long curriculum and accompanying classroom materials targeting fifth and sixth grade students, along with pre-program and post-program testing. Separate components have also been developed for kindergarten, junior high school, and high school students and their parents.

Veteran Cops Assigned Classroom "Beats"

The curriculum for the D.A.R.E. program, developed by LAUSD, was designed to be taught by officers because fifth and sixth grade students are frequently much more sophisticated about substance abuse than are classroom teachers. Veteran police officers can answer student questions based on their training and experience. Prior to entering the D.A.R.E. program, each officer undergoes 80 hours of special training in areas such as child development, classroom management, teaching techniques and communication skills.

The police officers assigned to D.A.R.E. have come straight from the streets. Their years of direct experience with the ruined lives and street crimes caused by substance abuse gives them a credibility unmatched by teachers, movie or television celebrities or professional athletes.

D.A.R.E. — The Program

Many experts in education and medicine believe substance abuse prevention must begin early. D.A.R.E. targets students when they are most vulnerable to tremendous peer pressure to try drugs or alcohol. The 17 lessons help children build their self-esteem, manage stress, foresee behavioral consequences, resist pro-drug media messages, and identify alternatives to drug use. It doesn't just tell them to say 'no'; it teaches them *how* to say 'no'.

The primary goal of D.A.R.E. is to prevent substance abuse among school age children. D.A.R.E. accomplished this goal by:

- Providing students with accurate information about alcohol and drugs;
- Teaching students ways to say "NO" to drugs while providing alternatives to drug use;
- Teaching students decision making skills and the consequences of their behavior; and
- Building students self esteem while teaching them how to resist peer pressure.

The D.A.R.E. Program is divided into four components:

K-4th grade visitations: This acquaints the children with the D.A.R.E. officer and lays the ground work for the 17 lessons they will receive in 5th or 6th grade.

5th/6th grade core classes: This is the foundation of the D.A.R.E. Program. It provides the students with the skills they will need as young adults to resist the temptations of drug abuse.

Junior High: These 10 lessons are a follow-up to the original 17 lessons. They reinforce the values students learned in elementary school.

High School: These 5 lessons take the students into adulthood. D.A.R.E. combines all the previously learned values and experiences and applies them to real life situations, teaching young adults the value of staying drug free.

Success of Program Documented

D.A.R.E.'s success is measured by ongoing evaluation conducted by the Evaluation and Training Institute (ETI), a Los Angeles-based independent research firm. A.H. Training and Development Systems, of Springfield, Illinois, conducts ongoing evaluation for D.A.R.E. in Illinois.

Initial findings from ETI's long-term study, begun in 1985, show that the program has far exceeded its goal of helping students combat peer pressure to use drugs and alcohol. It also has contributed to improved study habits and grades, decreased vandalism and gang activity and has generated greater respect for police officers.

FACT SHEET: D.A.R.E. (DRUG ABUSE RESISTANCE EDUCATION)

Founded	September 1983
Headquarters	Los Angeles, California
Development	D A R E originated as a cooperative effort of the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD).
Curriculum	Development by LAUSD health education specialists. Specially trained veteran police officers teach a course in drug resistance techniques. Lessons focus on (1) providing accurate information about alcohol and drugs, (2) teaching students decision-making skills, (3) showing them how to resist peer pressure, (4) giving them ideas for alternatives to drug use.
Grade Levels Involved	Kindergarten through high school
States, Countries Implementing D A R E	49 states in the U.S., the Department of Defense Dependent Schools, Australia, New Zealand, American Samoa, Canada
Projected Number of Students to be Reached in 1990	Over 4.5 million children in over 100,000 classrooms will receive the core curriculum. In addition, several million more kids will be impacted by the other components of the D.A.R.E. Program.
Number of Lesson Plans	The D A R E curriculum has three separate components: <ul style="list-style-type: none"> • Elementary - 17 lessons, plus visitations, K-4 • Junior High - 10 lessons • High School - 5 lessons with 2 follow-up lessons by teacher
DARE Programs in Place	2,200 (as of January 1990)
Materials	Educational materials, program outlines for schools, student workbooks, drug awareness information for parents, information pamphlets for citizens and community groups
Funding	LAPD, LAUSD funds, grants from Criminal Justice Planning and Bureau of Justice Assistance, activities coordinated and managed by D.A.R.E. AMERICA, private and corporate donations, including Kentucky Fried Chicken and Security Pacific National Bank as national corporate sponsors.
Successes and Results	Independent evaluations show students have learned to resist drugs and combat peer pressure. In addition, school vandalism, truancy and gang activity have decreased. Relations between ethnic groups have improved. Students have developed a more positive outlook toward police and school.
Expansion	D A R E is available to communities across the country

DARE PROGRAM 5TH/6TH GRADE CURRICULUM

The following outlines the D.A.R.E. curriculum. One lesson is presented each week throughout a grade school semester.

1. **PERSONAL SAFETY PRACTICE** -- Acquaints students with role of police and practices for student safety.
2. **DRUG USE AND MISUSE** -- Helps students understand harmful effects of drugs.
3. **CONSEQUENCES** --- Helps students understand the negative consequences of drug use and the positive consequences of saying no to drugs.
4. **RESISTING PRESSURES TO USE DRUGS** -- Makes students aware of kinds of peer pressures they may face and helps them learn to say no to offers to use drugs.
5. **RESISTANCE TECHNIQUES -- WAYS TO SAY NO** -- Teaches students ways to say no in resisting various types of pressure.
6. **BUILDING SELF-ESTEEM** -- Helps students understand that self-image results from positive and negative feelings and experiences.
7. **ASSERTIVENESS: A RESPONSE STYLE** -- Teaches that assertiveness is a response style that enables a person to state his or her own rights without loss of self-esteem.
8. **MANAGING STRESS WITHOUT TAKING DRUGS** -- Helps students recognize stress and suggests ways to deal with it other than by taking drugs.
9. **MEDIA INFLUENCES ON DRUG USE** -- Helps students develop the understanding and skills needed to analyze and resist media presentations about alcohol and drugs.
10. **DECISION MAKING AND RISK TAKING** -- Helps students apply the decision-making process in evaluating the results of various kinds of risk-taking behavior, including that of drugs.
11. **ALTERNATIVES TO DRUG USE** -- Helps students find out about activities that are interesting and rewarding and are better than taking drugs.
12. **ROLE MODELING** -- Older student leaders and other positive role models that do not use drugs talk to younger students to clarify the misconception that drugs are in the majority.
13. **FORMING A SUPPORT SYSTEM** -- Students develop positive relationships with many different people in order to form a support system.
14. **RESISTING GANG PRESSURE** -- Helps students identify situations in which they may be pressured by gangs and evaluate the consequences of the choices available to them.
15. **DARE SUMMATION** -- Helps students summarize and assess what they learned from the program.
16. **TAKING A STAND** -- Students present their own commitment to the class which helps them respond effectively when pressured to use drugs.
17. **CULMINATION** - Student graduation from the DARE program.

DARE LONGITUDINAL EVALUATION ANNUAL REPORT

1987-88

Prepared for

**The Chief of Police
Los Angeles Police Department**

by

The Evaluation and Training Institute

July 1988

DARE Longitudinal Evaluation Report 1987-88

EXECUTIVE SUMMARY

Since its inception in 1983, Project DARE has generated national attention for its unique approach to drug abuse prevention education. Although DARE has several components, its primary focus is the delivery of a formal drug resistance curriculum by uniformed police officers to students in the fifth, sixth, and/or seventh grades.

Developed and administered by the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD), the goal of the DARE program is to equip students with the information and skills they need to resist peer pressure and say "no" to alcohol and drugs. To this end, DARE employs a comprehensive strategy designed not only to teach facts, but to improve attitudes, enhance self-esteem, and help students develop their decision-making skills. The semester-long DARE curriculum is comprised of seventeen weekly lessons at the elementary school level and nine sessions at the junior high/middle school level. In the Los Angeles Unified School District, 347 elementary schools and 58 junior high and middle schools located within LAPD jurisdiction currently receive the DARE program.

The Evaluation and Training Institute (ETI) has been involved in the assessment of Project DARE since the program was implemented in 1983. Six evaluation reports have been submitted, each indicating positive changes in the knowledge, attitudes, and behavior of students who received the DARE curriculum.

In July 1985, the Los Angeles Board of Police Commissioners contracted with ETI to conduct a three-year longitudinal assessment of the DARE program. Though prior evaluations identified many valuable short-term outcomes, the longitudinal study was designed to provide a broader and more vigorous base of evaluation information concerning the effectiveness of the DARE curriculum over time.

The following discussion summarizes the activities and outcomes of the third year of ETI's longitudinal evaluation. A detailed description of the study's methodology and findings may be found in the full report of the 1987-88 DARE Longitudinal Evaluation.

ACTIVITIES:

ETI proposed to evaluate the long-term effectiveness of the DARE program by tracking and surveying a sample of students each year from sixth to eighth grade, comparing the responses of DARE participants on questions of personal drug use, attitudes, and self-esteem with those of students who did not receive the DARE program. Since the analysis of students' personal use of substances relied exclusively on self-reported data, ETI also proposed to conduct an analysis of school records data to obtain information on possible intermediate effects of the DARE program. Students' grades, school attendance records, and reports of disciplinary actions were examined to determine if significant differences were evident in the academic performance and general behavioral patterns of DARE and non-DARE students. In addition to these activities, the longitudinal study included a survey of faculty and administrators at all

junior high schools receiving the DARE program. A supplemental survey was conducted of seventh-grade DARE and non-DARE students at five cohort schools ¹.

METHODOLOGY:

ETI commenced the longitudinal study in Fall 1985 with well-matched samples of 699 experimental and 541 control group students. The experimental group was comprised of sixth grade students who were scheduled to receive DARE for the first time later that year (DARE). Sixth-grade students who would not receive DARE comprised the control group (non-DARE). The study was designed to track and survey these students each year in the sixth, seventh, and eighth grades. Lacking a formal tracking system, however, the LAUSD was unable to provide ETI with accurate information about where the sample students would be attending junior high. Consequently, a large percentage of students were "lost" during the transition from elementary to junior high school. High attrition and transience within the District further depleted the original samples.

In response to these problems, ETI initiated procedures to maintain the samples in both the second and third years of the study. In 1987-88, this included the implementation of a random replacement procedure which added 169 additional DARE and non-DARE students to the longitudinal sample. A detailed description of these activities may be found in the full report. Sample sizes for each year of the study are outlined in Table 1.

TABLE 1
SAMPLE SIZES BY YEAR FOR THE LONGITUDINAL SURVEY

School Year	DARE Students	Control Students	Total Sample
1985-86	699	541	1,240
1986-87	331	236	567
1987-88	498	163	661

¹Two cohort groups were integrated into the longitudinal study in Fall 1986 in order to augment the original sample and enable analysis of DARE's long-term impact by two additional variables: grade level at which students receive the DARE curriculum, and number of exposures to the DARE program. Students in the cohort experimental group received the DARE program for the first time in the seventh grade. Students in the control group will not receive DARE because they attend schools outside LAPD jurisdiction. The 1987-88 survey was administered at 5 selected junior high schools in the LAUSD, yielding samples of 549 DARE and 956 non-DARE students. The cohort study is currently in its second year.

In 1987, surveys were administered to eighth grade students at 60 junior high and middle schools in the LAUSD, yielding samples of 498 DARE and 163 non-DARE students. The experimental and control groups were then compared on five categories of survey data: demographic information, student's self-reported use of drugs and alcohol, knowledge and attitudes regarding drug and alcohol use, self-concept, and drug and alcohol use by the respondent's friends, siblings, and other household members. Two types of data analysis were performed: First, survey responses from the current year were compared to determine if there were statistically significant differences between DARE and non-DARE students, particularly on questions concerning students' personal use of drugs and alcohol. Second, ETI conducted a longitudinal or time-series analysis of data from all three years of the study to determine: 1) whether students' use of substances showed a decreasing or increasing trend, and 2) whether the trends exhibited by DARE participants were significantly different from those of non-DARE students. The statistical procedures used for analysis are detailed in the full report.

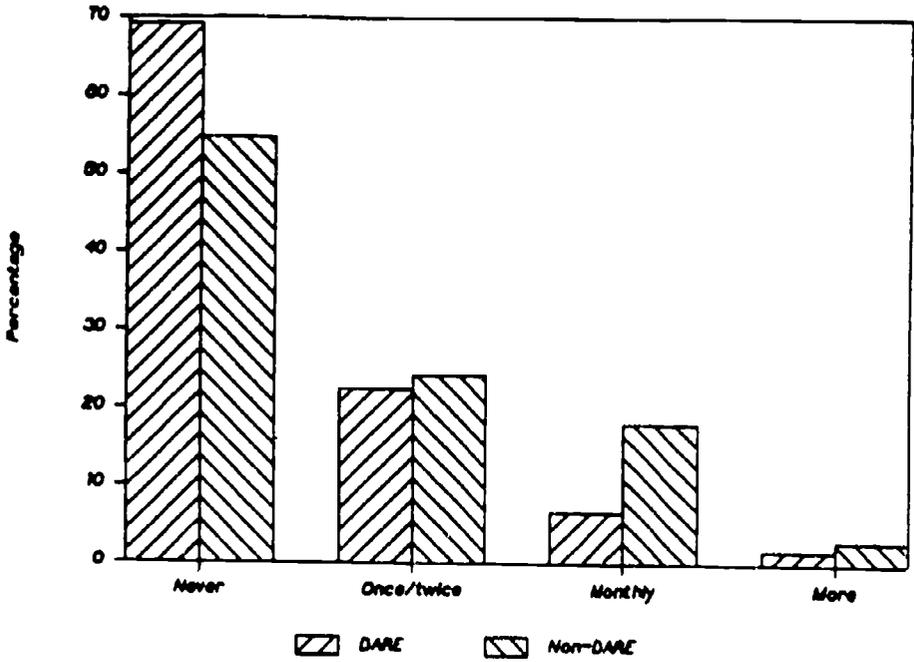
In addition to conducting the student survey, an attempt was made to collect students' grades and school records data at all junior high and middle schools included in the study. The data collected were to be analyzed to determine if differences existed in the academic performance and general behavioral patterns of DARE and non-DARE students. As many schools did not have sufficient resources to provide ETI with the data requested, however, the number of students for whom ETI received completed records was too small for meaningful statistical analysis. In subsequent years, ETI will provide schools with resources for data collection, and will report the results of the analysis at that time.

FINDINGS

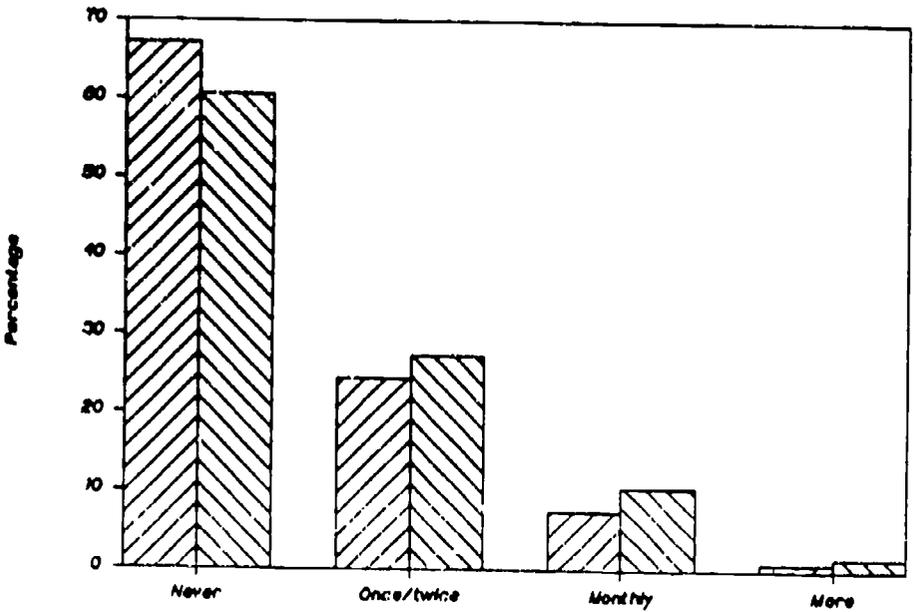
The results of the 1987-88 evaluation can be summarized as follows:

- o Analysis of the student survey data showed statistically significant differences between DARE and non-DARE students in reported use of all categories of alcohol, tobacco, heroin and inhalants. As shown on the bar charts presented on the following pages, in all cases of alcohol and drugs that showed a significant difference, DARE participants showed a lower rate of use than non-DARE students.
- o Where differences were not statistically significant, numeric differences showed a repeatedly higher percentage of DARE students reporting no use of any substances and a consistently lower percentage of DARE students reporting use at all frequency levels.

Frequency - Beer Use

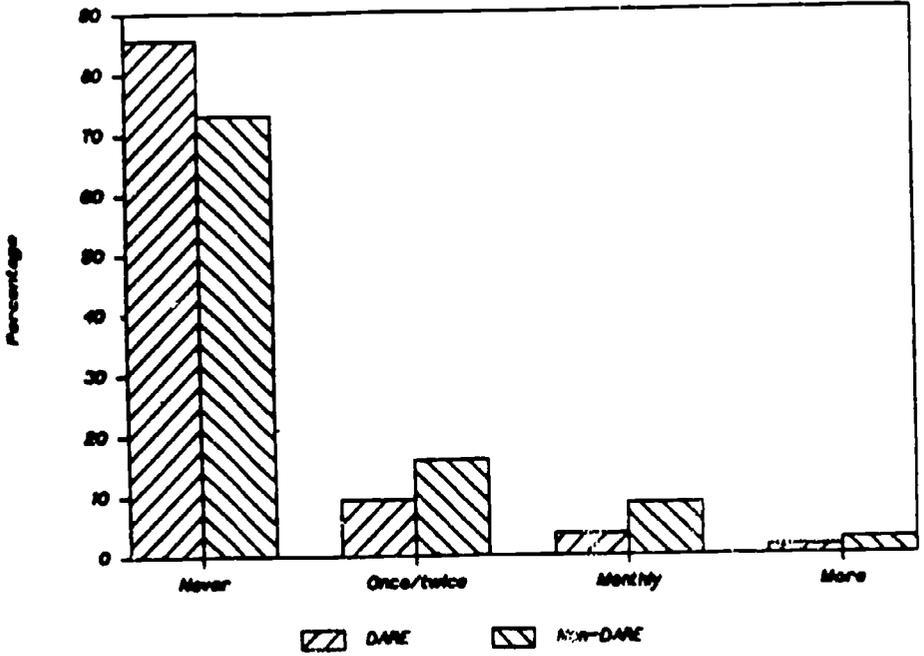


Frequency - Wine Use

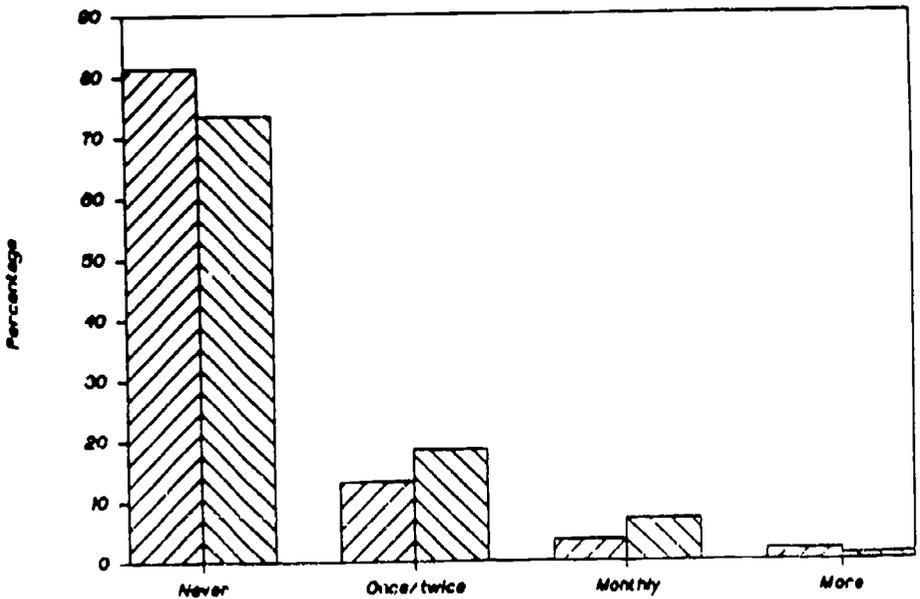


4

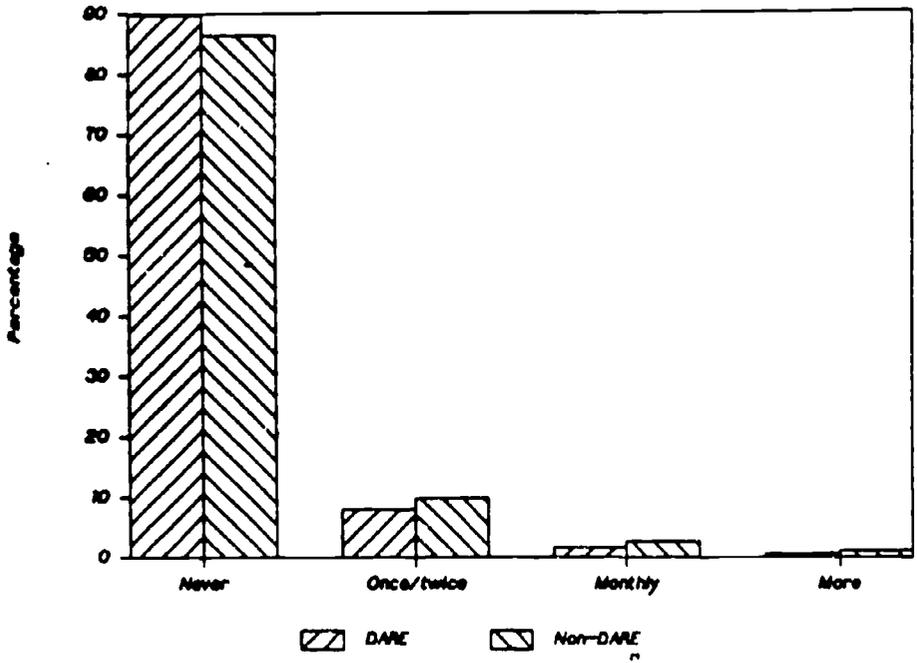
Frequency - Inhalant Use



Frequency - Tobacco Use



Frequency - Hard Liquor Use



Two important findings also emerged from the longitudinal analysis:

- o Although actual reported use is still considerably lower than that of control students, DARE participants showed a greater tendency to increase their level of tobacco use than students in the control group.
- o DARE students showed a significantly decreasing rate of cocaine use, while non-DARE students showed a slight increase in use.
- o DARE students showed a tendency (not statistically significant) to experiment less frequently than non-DARE students with drugs such as LSD, amphetamines (uppers), depressants (downers), heroin, inhalants, PCP, and drugs not prescribed for them by a doctor.

These findings represent the first time in the five year study period that so many statistically significant differences in substance use have emerged between the DARE and control groups. No significant differences were found between DARE and non-DARE students on questions concerning attitude or self-concept.

Analysis of the data on use of drugs and alcohol by friends, siblings, and others in the household also showed no significant differences between DARE and non-DARE students, except in the highest frequency category. This finding indicates that both groups of students are exposed to similar pressures, opportunities, and examples of substance abuse. Consequently,

- o the significantly lower use of drugs and alcohol by DARE students can not be considered to be a result of less opportunity or peer pressure than for control students, but can clearly be attributed to participation in the DARE program.

Finally, the staff survey indicated that principals, counselors, and teachers are generally very positive about the DARE program.

- o In general, most staff members agreed that DARE had increased student awareness about drug and alcohol use, increased students' willingness to talk openly about problems related to drugs, and prepared students to resist peer pressure more effectively.
- o Respondents felt that presenting a police officer in a non-threatening atmosphere, in which he or she could be viewed as a "real person", encouraged the students to consider police officers positive role models instead of adversaries.
- o Most faculty members also agreed that DARE officers were effective teachers and provided a beneficial method of educating students about drugs and drug resistance.
- o Staff members recommended that DARE increase faculty and staff involvement in the planning and presentation of the curriculum, including teachers who do not have officers visiting their classroom, and implement a follow-up program to reinforce what students learn during the DARE semester.