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AUTHOR Berg, Kathleen F.
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ABSTRACT

Results of the analyses of over 1000 Project DARE (Drug Abuse Resistance Education) questionnaires from over 100 public and private schools, in-depth interviews with randomly selected teachers, surveys from nearly 100 DARE teachers, and the data from parents, officers in-training, and student essay winners were uniformly positive. Teacher comments were overwhelmingly positive about the program; the item that scored highest on the Classroom Appraisal by Teacher Survey was "my opinion is that the DARE Program should be continued in my school." Teachers praised the newly revised DARE curriculum materials and noted that what made DARE lessons particularly effective were the use of role play and the fact that the ideas could be applied at the time the lesson was taught. Study results contained much anecdotal evidence for effects of DARE on student knowledge and social interactions. DARE officers were overwhelmingly praised for their work in the program and were credited for making it successful by many of the teachers. It was evident from the study that the DARE parent component was under-utilized, even though teachers suggested parental involvement would improve the program. Given the effectiveness of DARE dissemination and implementation and its wide support from the schools and the communities there would appear to be a place for DARE in a comprehensive Hawaii prevention program. Questionnaires are appended. (MKA)

Evaluation Report for the Hawai'i Department of Education Drug Abuse Resistance Education (DARE) Program for SY 94-95 and 95-96

Kathleen F. Berg

Curriculum Research & Development Group
University of Hawai'i

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Curriculum Research & Development Group, University of Hawai'i
1776 University Avenue, Honolulu, HI 96822

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EXECUTIVE SUMMARY

The most promising strategy of long-term reduction of drug and alcohol use is school-based drug education. By National Institute on Drug Abuse estimates, every dollar spent on drug prevention will save about $5 in future treatment costs related to drugs, alcohol, and cigarettes (Weiss, 1977a). The most popular and prevalent school-based drug education program in the U.S. is Project DARE, implemented in 1983. Its distinguishing feature is the use of uniformed police officers to teach a series of weekly lessons in regular school classrooms. DARE has been in use in Hawai'i almost since its inception. Results of studies done in 1985 and 1993 showed that teachers and students rated the program very high and that there was some significant positive impact of DARE in Hawai'i (Farkas & Wong, 1993). The revised DARE core curriculum for fifth graders was the focus of this evaluation study; it has been used in Hawai'i public and private elementary schools since its availability in fall 1994, the beginning of the period covered by this evaluation report.

The Curriculum Research & Development Group was contracted by the State Department of Education to act as the external evaluator for school years 1994-95 and 1995-96 to measure the effectiveness of delivery and client satisfaction to improve the DARE program in Hawai'i. The resultant study was designed to draw primarily on information from teachers, but it also included reports submitted by officers attending DARE training, surveys from participants in the Hawai'i DARE parent component, and winning essays from fifth-grade DARE graduates. Although these data are rich in the descriptions they provide of teacher reactions, observations, and suggestions about DARE and drug abuse prevention in general, they do not directly measure the impact of the program on students. They are indirect measures based on teacher perceptions. They do meet the goal of the study to gather information to contribute substantively to the improvement of DARE; they do not provide for a comprehensive program evaluation.

Results of the analyses of over 1000 Project DARE questionnaires from over 100 public and private schools, in-depth interviews with randomly selected teachers, surveys from nearly 100 DARE teachers, and the data from parents, officers in training, and student essay winners were uniformly positive. Teacher comments were overwhelmingly positive about the program, and the item scored highest on the Classroom Appraisal by Teacher survey was "My opinion is that the DARE Program should be continued in my school." Mean response scores for the two years of the study were 4.90 and 4.95 on a 5-point response scale where 5 was *strongly agree.* The mean on even the lowest rated item was still above 4.10.

Teachers praised the newly revised DARE curriculum materials and noted that what made DARE lessons particularly effective were the use of role play and the fact that

the ideas taught in the lessons could be applied now. Study results contained much anecdotal evidence for effects of DARE on student knowledge and social interactions. Teachers observed that DARE information came up in many other contexts, both in school classes and at recess, and that DARE reinforced other school programs that focus on developing self concept and making good decisions. DARE gave students and teachers a common language to talk about important behavioral issues, and many teachers recommended that the program be extended into middle school where they said peer pressure is greater and resistance skills needed even more.

DARE officers were overwhelmingly praised for their work in the program and were credited for making it successful by many of the teachers. It was evident that both the effectiveness of delivery and client satisfaction with DARE were functions of the quality and competence of the DARE officers.

It was evident from the study that the DARE parent component was under-utilized, even though several teachers suggested parental involvement would improve the program. And some teachers expressed concern that those very few students they had from homes where there was drug-related activity were most at risk and least helped by DARE, whose messages created emotional turmoil and often alienation.

Issues about the suitability of DARE for all students and its short-term and long-term effectiveness in preventing alcohol, tobacco, and other drug use have been the subject of several recent stories in the news media. This climate of criticism of DARE and other drug education programs seems to have produced more heat than light. In an attempt to help the reader properly evaluate the results and recommendations made in this report, a brief overview of the current national discussion about drug prevention programs was included in the introduction. It describes the current state of effectiveness research of the DARE program, theory and evaluation of drug use prevention programs in general, current issues in the field of prevention research and practice regarding the etiology of drug use and the factors that programs should be targeting, and a description of the full range of DARE programs and its national organization. Strengths and weaknesses of the DARE program are discussed in the context of what is known about other drug education programs and what research shows about prevention program effectiveness in general.

Although no simple answers are provided in this report to the questions, Does DARE work? and, Should the DARE program continue to be used and even expanded in Hawai'i schools?, recommendations are made to step back and take a broader view of all the prevention efforts being made in the state, to do a comprehensive needs assessment, and figure out what part DARE should play in a systematic and comprehensive prevention program in Hawai'i. The research shows that, regardless of what programs are used, all prevention programs must start early; be coordinated with community prevention efforts; include students, parents, teachers, and community members in the planning process; be systematic and comprehensive; contain different strategies for different populations; and give special attention to at-risk students (Mohai, 1991). According to the National Institute on Drug Abuse, prevention success is most likely when a program is started early, during elementary school, before students are at high risk, then updated and tailored each year through middle and high school, using boosters to keep the effect working. (Weiss, 1997a) Project DARE already meets some of these criteria, and it can be expected that the newly established DARE America Scientific Advisory Board will provide the capability

and incentive for DARE to continue to evolve and improve. There is ample evidence that DARE influences factors believed to mediate drug use. What is needed is the larger view that a comprehensive needs assessment and program evaluation would provide. This should include identification of the assumptions about what affects student alcohol, tobacco, and other drug use and realistic expectations about program effects on those factors. Intermediate goals as well as the long-term goal of reduced alcohol, tobacco, and other drug use should be measured.

Given the effectiveness of DARE dissemination and implementation, its wide support from the schools and community for perceived effects on important factors in the drug use equation, the system of cooperation among sectors of the community now in place around DARE, and the program's potential for change and improvement, there would appear to be a place for DARE in a comprehensive Hawai'i prevention program, as one spoke in the wheel.

Evaluation Report for the Hawai'i Department of Education Drug Abuse Resistance Education (DARE) Program for SY 94-95 and 95-96

INTRODUCTION AND OVERVIEW

Introduction

DARE is evolving.
(Glenn Levant, Executive Director of DARE, 21 May 1997 on ABC TV)

Although the backbone of our national drug control policy has been aggressive enforcement of tough drug laws, most agree that the most promising strategy of long-term reduction of drug and alcohol use is school-based drug education. By National Institute on Drug Abuse estimates, every dollar spent on drug prevention will save about $5 in future treatment costs related to drugs, alcohol, and cigarettes (Weiss, 1997a). To that end hundreds of individual school-based alcohol, tobacco, and other drug (ATOD) education programs have been developed. One of those, Project DARE implemented in 1983, has become the most popular and prevalent school-based drug education program in the United States.

The original DARE core curriculum developed by Dr. Ruth Rich, a health education specialist from the Los Angeles Unified School District, was based on a review of other drug prevention programs prevalent at the time, particularly Project SMART (Self-Management and Resistance Training designed at the University of Southern California). Although the original materials targeted students in the last grade of elementary school (grade 5 or 6), DARE was designed to be a continuing program from kindergarten to high school. There are now introductory lessons designed for students in kindergarten through grade 4, to be taught like the grade 5-6 materials by uniformed police officers. Curriculum for junior high was developed in 1986 and revised in 1989; these lessons are designed to be taught cooperatively by an officer and the classroom teacher. Likewise the senior high curriculum designed in 1988. DARE also added a parent curriculum to the program. (Ringwalt et al., 1994) DARE has evolved to encompass conflict resolution, gang prevention, parent education, and after-school recreation and learning. A Scientific Advisory Board was established to help in self-evaluation and recommend program changes. As a result of research findings, the elementary curriculum was recently revised to be more interactive, and this revised curriculum was implemented in fall 1994. ("The D.A.R.E.® Program," 1994)

In Hawai'i, the original DARE elementary school curricula have been used for many years. The earliest DARE evaluation in Hawai'i was done in 1985 (Manos, Kameoka, & Tanji, 1986). That study and those done since have consistently shown that teachers and students rated the program very high and some significant positive impact of DARE has been found in Hawai'i (Farkas & Wong, 1993). The revised DARE curriculum

is the focus of the present evaluation study; it has been used in Hawai'i public and private elementary schools since its availability in fall 1994, the beginning of the period covered by this evaluation report.

Purpose of the Study

The Curriculum Research & Development Group (CRDG) was contracted by the Hawai'i State Department of Education to act as the external evaluator to measure the effectiveness of delivery and client satisfaction to improve the DARE program. The CRDG evaluator was provided with data collected by Hawai'i DARE program officials during the school years 1994-95 and 1995-96 and was charged with obtaining additional data during 1995-96 as was necessary to measure the implementation of the delivery of content, to assess client satisfaction with what students learned and what they can apply, and to solicit comments for improvement. The evaluation study was designed to focus primarily on information from teachers, but it also included reports submitted by officers attending DARE training, surveys from participants in the Hawai'i DARE parent component, and winning essays from fifth-grade DARE graduates. The strength of these data is in the rich descriptions they provide, especially of teacher reactions, observations, and suggestions about DARE and drug abuse prevention in general. On the other hand, the main weakness of these data is that they do not *directly* measure the impact of the DARE program. Data regarding DARE's effects on students' attitudes and behavior were gathered indirectly, through interviews and surveys of their teachers. The goal of the study was to gather information that would contribute substantively to the improvement of the DARE program. The study was not a comprehensive program evaluation.

The study is being released, however, in the midst of a whirlwind of criticism and claims regarding the short-term and long-term effectiveness of the DARE program nationwide. It is hoped that the information presented in this report describing what Hawai'i DARE seems to be and how it seems to be doing from teachers' and others' perspectives will inform the discussion regarding the effectiveness of DARE in Hawai'i. To help the reader properly evaluate the conclusions and recommendations made in this report, a brief overview is included of the current national discussion about the effectiveness of DARE and other ATOD education programs in their mission to keep students off drugs as they reach their teenage years. Following the presentation of the current context and a brief description of the DARE program used in Hawai'i are the details of the present study, its methodology, results, discussion, and recommendations.

Overview

Recent Reports Tell of Mixed Reviews

"DARE program called ineffective" was the headline of a *Chicago Tribune* article reprinted in the 16 April 1997 issue of *The Honolulu Advertiser.* At about the same time, the television network news programs carried similar stories about national data reflecting increased rates of drug use and school violence in spite of the expenditure of millions of federal dollars on programs such as DARE since the inception of the Safe and Drug-Free Schools and Communities Act in 1986. The nationwide publicity seemed to be prompted on this occasion by the release of a U.S. Department of Justice report called "Preventing Crime: What Works, What Doesn't, What's Most Promising." The report includes various studies that call into question the effectiveness of drug-use prevention measures as well as some other youth-oriented programs like midnight basketball and boot camps.

Much of the DARE publicity came from one of the included reports, a 1995 California study, "Students and Substances: Social Power in Drug Education" based on a survey of 5000 students in 240 schools, that showed not only DARE but the state's other drug-awareness programs as well failed to keep students off drugs as they became teenagers. (Haynes, 1997)

"D.A.R.E. WORKS!" is the title of a summary of an Ohio study released in 1996. The study, "D.A.R.E. Evaluation: State of Ohio," was based on a survey of 3150 11th graders from 34 schools and reached very different conclusions than the California study did. The Ohio results indicated that students who had been through DARE in elementary school and had received one or more refreshers in middle and/or high school (i.e., "multiple DARE" exposures) showed the lowest level of drug involvement of students in the sample. The sample was classified into three risk groups for the use of alcohol and other drugs. Of the "multiple DARE" group, 73% were classified as low risk, 17% as moderate risk, and 10% as high risk. Of the 11 graders who had only the elementary DARE program, 12% were in the high risk category, and of those who had never participated in DARE, 15% were in the high risk category. (In both of the latter groups the percentage in the low risk category declined and the percentage in the moderate risk category showed an increase in relation to students' lack of exposure to DARE.) (Donnermeyer, 1995)

Both the California and Ohio studies purported to look at long-term effects of DARE on student behaviors and attitudes. Short-term effects were the focus of another widely reported study of DARE done by the Research Triangle Institute in North Carolina, "Past and Future Directions of the D.A.R.E. Program: An Evaluation Review" (Ringwalt et al., 1994). An article based on this meta-analysis of Project DARE outcome evaluations was published in the September 1994 issue of *American Journal of Public Health* (Ennett, Tobler, Ringwalt, & Flewelling, 1994). The researchers noted that at that time they could find only four evaluation studies of DARE that were long term and two of them had methodological problems. From the eighteen evaluations they had located, only eight met their criteria for methodological rigor and could be included in their meta-analysis of immediate short-term effects. Results in all the studies were based on drug use self-reports; none of them used any biochemical indicator or other technique to validate the self reports. The weighted effect size means for four short-term outcomes for DARE from this meta-analysis were compared with means reported for 25 other drug use prevention programs in Tobler's (as cited in Ennett et al.) meta-analysis of school-based drug use prevention programs. Tobler classified programs as "noninteractive" and "interactive" based on the emphases of the program and the teaching strategies used. When compared with the other programs, DARE effect sizes fell between the noninteractive and interactive programs on three of four outcomes. DARE was particularly effective in imparting knowledge, much more so than the noninteractive programs and nearly as well as the interactive programs. DARE effects on attitudes and social skills were larger than the noninteractive, but less than interactive program results. DARE had little effect on student alcohol, tobacco, or marijuana use, where effects for *all* programs were much smaller than in the other three categories.

The authors readily admitted there are several limitations to their study, among them that the effect sizes for DARE may have been attenuated compared to the other programs' because control groups in the DARE studies often received some other kind of

program rather than being "no treatment" groups. Additionally, most of the programs evaluated by Tobler were university research-based studies rather than other commercially available curricula like DARE. As they put it, "Although the magnitude of the resources invested in DARE is considerable, the intensity of effort devoted to smaller-scale programs may be greater. Some diminished effectiveness is perhaps inevitable once programs are widely marketed" (Ennett, 1994, p. 1399). Also to be taken into account, the DARE core curriculum was revised since this study to include more participatory activities and this "may lead to greater program effectiveness" (p. 1399), according to the study authors. They also note that "some features of DARE may be more effective, such as the middle school curriculum" and DARE's cumulative effects may be greater in school districts where all DARE curricula for younger and older students are in place" (p. 1399). The authors acknowledged that other outcomes of DARE, like the positive perception of police officers, may have important benefits. Perhaps the most important statement in the study for anyone considering which program a community should adopt for its schools is that "expectations concerning the effectiveness of any school-based curriculum, including DARE, in changing adolescent drug use behavior should not be overstated" (p. 1399). Again and again in the literature in the field of prevention research and practice it is emphasized that programs like DARE are only "a spoke in the wheel, " as Alan Green, the 1993-94 national DARE president, has said (Magnuson, 1996, p. 33).

Does DARE Work?

The limitations discussed in the Triangle Park study hit to the heart of the problem in answering the question "Does DARE work?", that is, does it keep students off drugs as they become teenagers. There are real problems with many of the studies of ATOD use prevention programs. The programs have been in use much longer than the research effort to assess them, and the programs are only now beginning to reflect what the best of that research has brought to light. DARE, as the nation's most popular and well known drug education program, is a lightning rod for criticism from all quarters. Plus, developing an effective drug use prevention program is only the beginning. The program must be replicable. It still must be disseminated in a form that facilitates implementation with enough fidelity to replicate the results achieved when it was a small-scale effort with lots of commitment from those developing and testing it.

Theory and Evaluation of Drug Use Prevention Programs

The prevention field began in the 1970s as the 1960s' drug revolution spread from college campuses to neighborhood schools. The theories about why young people use drugs and what measures could be taken to prevent it have changed considerably through the decades and are *changing still*, evolving as the etiology of drug use continues to be studied.

The many different prevention programs developed over the last three decades generally fall into one of four major categories that reflect their theoretical bases regarding both why adolescents use drugs and what teaching methods work best: knowledge/information programs; affective programs; social influences programs; or comprehensive programs that use all three, cognitive, affective, and social skill strategies. (Rosenbaum, Flewelling, Bailey, Ringwalt, & Wilkinson, 1994; Ringwalt et al., 1994) The first three types of programs tend to differ somewhat in content, methods, and in their effectiveness. DARE is usually classified as a comprehensive program, although the majority of its lessons use social skill strategies.

The earliest programs tended to be knowledge/information programs and were based on the assumption that young people use drugs because they are not sufficiently knowledgeable about their negative consequences. Once informed, they are expected to make rational decisions, choose not to use drugs, and to develop negative attitudes about drug use. Some programs use scare tactics. Teaching methods tend toward lecture, discussion, and audiovisual presentations. This approach has been largely discredited in the evaluation literature. Students' knowledge of drugs is increased, but the effects on their attitudes and behavior are not always positive. In fact, research by Bruvold and Rundall (as cited in Rosenbaum et al., 1994) show that programs relying solely on providing information lead to undesirable changes in attitude and, Howard and other researchers (as cited in Ringwalt et al., 1994) show, even increased drug use. However, one long-term study at the University of Michigan Institute for Social Research by Johnston and others (as cited in Mohai, 1991) showed that providing students with information about health risks along with other prevention approaches is highly effective, as long as the information emphasizes the more immediate consequences of drug use. This latter approach reflects the shift in focus drug education took in the mid- and late-1970s from drugs to the person who might take them (Benard, 1995).

In the late 1970s and early 1980s affective programs were developed based on an assumption that young people use drugs because of low self-esteem and social deficits. The programs emphasize self-awareness, improving interpersonal skills, awareness of consequences and making responsible decisions, sometimes not mentioning drugs at all. As a result students are expected to make responsible decisions about drug use. (Rosenbaum et al, 1994; Ringwalt et al., 1994) The earliest of these efforts were more concerned with "harm reduction" than use, and during that time experimentation, although not encouraged, was viewed as "a normative process of adolescent development" (Benard, 1995, p. 4). To prevention researcher Joel Brown (as cited in Benard), there seemed to be an attempt to understand each student and help them construct their own understanding of what constitutes experimental versus problem drug use. Teaching strategies in affective programs include lecture and discussion, audiovisuals, and often group activities. Affective strategies have not been shown to be effective and in some cases, as shown in research by Hanson and others (as cited in Rosenbaum et al.), have resulted in significantly more drug use. The prevention theory field has moved on.

The most recent approach is considered by many to be the most promising. (Rosenbaum et al., 1994; Ringwalt et al., 1994) Social influences programs are based on the assumption that young people use drugs because they do not have the social skills needed to resist peer pressure. According to research by Botvin, Bruvold, Tobler, and others (as cited in Ringwalt et al., 1994 & Rosenbaum et al., 1994), programs that teach children to recognize and respond appropriately to peer pressure have been shown to change student behaviors, reducing drug use. Some social influences programs emphasize developing general social competencies, like decision making, communication, and handling stress, as well as teaching specific social skills to get out of situations where they are pressured to use drugs. These programs usually include active participation by students in activities such as role-playing. This modeling of desirable social skills is based on Bandura's social learning theory. The programs that work best use role-playing, social skills training, real-life rehearsals, and normative education, teaching students that in spite of

what they may think, using drugs, alcohol, or cigarettes is not the norm among teenagers (Weiss, 1997a).

One other ingredient for prevention success, according to the National Institute on Drug Abuse, is to start a program early, during elementary school, before students are at high risk, and then update and tailor the program each year through middle school and high school. Boosters are needed to keep the effect working. (Weiss, 1997a; Mohai, 1991) The assumption that any long-term effect on drug-related attitudes and behavior can be achieved by a relatively short exposure, even to a very persuasive program, is rather naive (Wysong, Aniskiewicz, & Wright, 1994). Regardless of what kinds of strategies a program uses, research shows that all prevention programs must start early; be coordinated with community prevention efforts; include students, parents, teachers, and community members in the planning process; be systematic and comprehensive; contain different strategies for different populations; and give special attention to at-risk students (Mohai, 1991).

This list of factors that can help determine the success or failure of any program reflects some of the latest findings in prevention research and theory. Research by Ellickson and Bell, Ennett, Hopkins, and others (as cited in Benard, 1995) has found that programs using the social influence model, like DARE for the most part does, have effected reductions in the onset of tobacco and marijuana use but typically have had no effect on the level of alcohol use. Efforts that have shown promise in affecting alcohol use (Project STAR and Botvin's Life Skills, for instance) have moved "away from exclusive focus on the individual to involving family, school, and community systems" (Benard, 1995, p. 4). In addition, according to work by Tobler (as cited in Benard), those programs have had to include in their focus meeting developmental needs for support, respect, and belonging. So research in the field is going back to look at a human developmental approach, but with a twist, better informed by research. The field is looking at resiliency research, how children overcome the risks of growing up in terrible home situations and in poor communities to become well-adjusted, productive, caring adults. This research provides a very different perspective on adolescent ATOD use and, according to researchers Brown and Horowitz (as cited in Benard) "supports the development of new approaches to preventing substance abuse."

Drug prevention program evaluation has suffered for several years from serious flaws. In an assessment of school-based drug programs conducted a decade ago for the U. S. Department of Education (as cited in Mohai, 1991), Michael Klitzner described the following six common weaknesses: poor research design with too few subjects, loss of subjects through attrition, and lack of controls; rush to get results, before the program has had time to have any effect; insufficient implementation documentation; inattention to intervening variables resulting in evaluations that fail to monitor the variables most critical to a program's success; weak outcome measures, particularly self-reports; and statistical versus practical significance. State departments of education were urged to build in a strong evaluative component into drug prevention programs to increase the knowledge about what works. Years later in a review of DARE evaluations, Rosenbaum and colleagues (1994) described methodological weaknesses as "substantial" and included the use of nonrandomized designs, lack of pretests, small sample sizes, unreliable measurement, and a lack of statistical controls in the analysis. Another reason studies may fail to show significant positive results, especially with fifth and sixth graders, is a lack of power to

detect small differences; even though the numbers of students in an evaluation is large, the behaviors measured are relatively rare, providing less opportunity to detect a significant impact than if the behaviors were more prevalent.

This year the issue of inadequate program evaluation gained much greater significance with the Safe and Drug-Free Schools Program's proposal to fund only those activities that meet the U.S. Department of Education's "Principles of Prevention," that is, base their programs on a high-quality needs assessment, design their activities to meet measurable goals and objectives for drug and violence prevention, use research-based approaches, and evaluate their programs periodically. This in an effort to provide more accountability in a system that over the past decade has sent over $5 billion to schools for drug prevention programs. (Weiss, 1997a)

Description of DARE Curricula

DARE, Drug Abuse Resistance Education, is the most widely disseminated school-based drug prevention program in the U.S. What distinguishes the program most is its use of trained, uniformed police officers in the classroom to teach a highly structured curriculum. The DARE core curriculum is aimed at students in the last year of elementary school under the assumption that children this age are most receptive to the antidrug message and are beginning the drug experimentation phase. The curriculum is highly structured and uniformly taught across schools and classes. The DARE officers all undergo 80 hours of instructor training; their performance in the classroom is monitored by the teacher and other experienced DARE officers who visit the classroom to ensure the integrity and consistency of program delivery.

DARE was created in 1983 by the Los Angeles Police Department in collaboration with the Los Angeles Unified School District. Today DARE is promoted, monitored, and overseen by DARE America, the national organization which implements and manages DARE through regional, state, and local organizations. This provides a high degree of centralized program control to ensure the integrity of the curriculum and the fidelity with which it is delivered. But DARE is really a grass roots effort, a product of memoranda of understanding between the local schools and the community law enforcement agency. The local police agency provides all instructional materials, student workbooks, visual aids, and graduation certificates. The law enforcement agency pays the DARE officer's salaries; the local schools provide classroom time for the DARE lessons.

The core curriculum is presented in hourly lessons over 17 weeks. The DARE officers teach all of the lessons, although the classroom teacher is encouraged to participate. Teaching strategies include lectures, workbook exercises, question and answer sessions, audiovisual materials, role-playing sessions, and small group work. Although the main objective of DARE is to teach children how to say no to peer pressure to use drugs, a number of other topics and program approaches are included. DARE is classified as a comprehensive program which emphasizes social skills and influence strategies (Rosenbaum et al., 1994). This revised core curriculum has been renamed "DARE to Resist Drugs and Violence" and differs from the original in several ways, including the addition of lessons on tobacco and inhalants, violence prevention and conflict resolution, and the use of more participatory learning activities. Table 1 lists the 17 lessons of the current core curriculum with short descriptions of each.

TABLE 1
DARE's Updated Core Curriculum DARE to Resist Drugs

Lesson	Topic	Description
1	Introducing DARE	Acquaints students with the DARE officer; defines roles and responsibilities of students
2	Understanding the effects of mind-altering drugs	Presents basic facts about mind-altering drugs and harmful effects from misuse
3	Consequences	Presents consequences of using and choosing not to use alcohol and other drugs
4	Changing beliefs about drug use	Teaches students to identify sources and kinds of pressure; compares students' estimates of drug use with estimates reported in national surveys
5	Resistance techniques: Ways to say "NO"	Presents refusal strategies for different types of peer pressure
6	Building self-esteem	Teaches students to recognize positive qualities in themselves
7	Assertiveness: A response style	Teaches students to respond assertively in refusing offers to use drugs
8	Managing stress without drugs	Identifies stressors in students' lives
9	Reducing violence	Identifies nonviolent ways to deal with anger and disagreement
10	Media influences on drug use and violence	Teaches students to recognize media influence in presentations about tobacco, alcohol, other drugs, and violence
11	Making decisions about risky behavior	Teaches students decision-making skills to evaluate risks in situations involving using drugs and using weapons
12	Say "YES" to positive alternatives	Teaches students to identify and participate in positive alternative activities
13	Positive role modeling	Teaches students to identify ways high school students avoid drug use
14	Resisting gang and group violence	Identifies negative consequences of gang and group violence and ways to avoid becoming involved (optional)
15	Project DARE summary	Summarizes DARE; asks students questions about drug use and violence
16	Taking a stand	Puts student's commitment to be drug-free and avoid violence in writing
17	DARE culmination	Reinforces the values and skills learned; recognizes individual achievement of all participants

(Ringwalt et al., 1994)

DARE has brief introductory lessons for students in kindergarten through grade 4. Topics include personal safety, the consequences of taking medicine and using drugs, saying "no" when asked to participate in antisocial activities, and learning about feelings.

The junior high program consists of 10 lessons designed to be taught cooperatively by the DARE officer and the classroom teacher over a 10-day period as part of a regular course like health or science. Originally developed to reinforce the skills that help students resist peer pressure, the curriculum was revised in 1989 to include violence reduction, conflict resolution, and anger management. Table 2 lists the lessons and activities of the junior high (middle school) DARE curriculum.

TABLE 2
DARE's Junior High School Curriculum

Lesson	Topic	Description
1	Drug use and abuse	Helps students understand how drugs can change the way the mind and body function
2	Drugs, violence, and the law	Informs students about laws and school behavior codes regarding possession of substances and acts of violence; helps students understand their role in following these expected standards of conduct
3	Consequences	Explores how drug use affects every person living in a community
4	Assertive resistance	Makes students aware of pressures that influence people to use drugs; teaches assertiveness as a way to resist these pressures
5	Forming positive friendships	Helps students recognize ways individuals can reach out to form positive relationships
6	Resolving conflicts without violence	Explores ways of dealing with anger and conflict without resorting to acts of violence
7	Destructive ecology: Tagging and trashing	Helps students understand how destructive acts of vandalism against personal or public property or living things affect everyone
8	Pressure from gangs and gang violence	Makes students aware of kinds of pressures and violence they may encounter from gangs; helps them evaluate the consequences of choices available to them
9	Project DARE review activities	Provides an opportunity for students to review and strengthen what they learned in DARE
10	DARE to Be	Helps students act in their own best interest

(Ringwalt et al., 1994)

The senior high curriculum is an 11-day program designed to be taught by both the officer and the teacher, who are trained together and encouraged to be present during the entire 11 days. The curriculum focuses on drug abuse and its effect on communities and young people. It is taught during health or some other appropriate course. Table 3 lists the lessons of the senior high program.

TABLE 3
DARE's Senior High School Curriculum

Day	Topic	Description
1	Pretest/Introduction	Pretests students to measure knowledge and understanding of drug abuse and its effects on communities
2	Reducing the demand for drugs: A shared responsibility	Officer taught: focuses on drug abuse and its correlation with increased risk for problem behaviors that result in negative consequences
3	Day 2 follow-up	Teacher taught: Focuses on the consequences of drug use for individuals, as well as the community
4	Communicating choices assertively	Officer taught: Teaches skills to communicate choices assertively in situations involving substance abuse
5	Drug-related behaviors and law	Officer taught: Focuses on the purpose of laws and how drug-related behaviors can affect the balance between the need to maintain order and the right of an individual
6	Day 5 follow-up	Teacher taught: Focuses on blood-alcohol levels; uses cooperative learning groups and case studies to demonstrate risks involved in drug abuse
7	Drugs, media, and violence	Officer taught: Focuses on how drug abuse and the media can increase violent behavior
8, 9	Managing anger and resolving conflict without drugs	Officer taught: Identifies positive ways of expressing and managing anger without the use of drugs
10	Day 8, 9 follow-up	Teacher taught: Focuses on the use of "I-message" statements
11	Evaluation/Posttest	Posttest of students: Evaluation of the program by students

(Ringwalt et al., 1994)

The DARE parent curriculum consists of four or five 2-hour sessions, usually held in the evenings. The topics include developing better skills to interact with children, learning about peer pressures, and identifying signs and reducing risks of potential substance abuse. The description of lessons is in Table 4.

TABLE 4
DARE's Parent Curriculum

Lesson	Topic	Description
1	Effective communication	Helps parents understand that self-esteem, listening, and communication skills are critical in adult-child communication
2	Risk Factors (two options): select A , B, or both	
	(2A) Risk factors (yrs 0-8)	Addresses the risk factors of children from birth to age 8; provides an awareness of safety measures that can be used in the home to reduce likelihood of dangerous exposure to drugs; introduces strategies parents can use to reduce the likelihood that young children will be at risk of drug abuse
	(2B) Risk factors (early adolescents)	Introduces risk factors of substance use in early adolescents; introduces parents to basic drug identification and stages of adolescent chemical dependency
3	Youth pressure resistance skills	Helps parents in awareness and understanding of life skills, particularly in areas dealing with peer pressure and media influence; assists in strengthening the family network
4	Panel discussion	Initiates discussion by members of the community from a variety of backgrounds on the scope of local substance abuse; provides an exchange of ideas on resources and referrals

(Ringwalt et al., 1994)

In Hawai'i the DARE parent component is a bit different and more extensive. Begun in 1991 by the Hawai'i Department of Education (DOE) Parent-Community Networking Center (PCNC) in coordination with Hawai'i DARE, the state's program predates the national one (Magnuson, 1996). As shown in Table 5, it consists of two parts, the first a presentation describing the program given at the beginning of the semester by the school's DARE officer to parents of the students in the DARE program. The second part includes 13 parent-child interaction activities, with accompanying follow-up guides for the DARE officer and/or classroom teacher, all developed by PCNC to supplement

TABLE 5
Table of Contents from the Hawai'i DARE Parent Component With PCNC

Introduction, Purpose Implementation Tasks, Facilitator's Role, Possible Expansion Project		
PART I:	Orientation to the DARE Program for Parents Letter to Parents Drug Awareness: A Parent's Guide Twenty ways to Encourage Your Children to Resist the Use of Drugs The Drug Scene: How to Tell if Our Kids Are Involved	
PART II:	Parent-Child Interaction Activities Letter to Boys and Girls, Student's Contract, Parent's Contract	
	Lesson 1	Letter Introducing DARE
	Lesson 2	What Do You Know About Drugs? Drug and Alcohol Use and Misuse Worksheet Follow-up Guide
	Lesson 3	What Happens When . . . ? Follow-up Guide
	Lesson 4	Pressures All Around Us Follow-up Guide
	Lesson 5	Resistance Saying "No" to Friendly Pressure Saying "No" to Teasing Pressure Follow-up Guide
	Lesson 6	My Name Is Special . . . I Am Special Bill's Balloon Follow-up Guide
	Lesson 7	Assertiveness: A Response Style My Rights Follow-up Guide
	Lesson 8	Managing Stress Follow-up Guide
	Lesson 9	Reducing Violence "Tony's New Toy" Follow-up Guide
	Lesson 10	How the Media Influences Our Lives Drugs and the Media Follow-up Guide
	Lesson 11	Children Make Choices Follow-up Guide
	Lesson 12	Saying Yes to Positive Alternative Follow-up Guide
	Lesson 13	Resisting Gangs and Group Violence Follow-up Guide
	Letter to Parent, Evaluation, Certificate of Recognition for Participation in the Parent Education Component of the DARE Program	

(Honolulu District PCNC, 1996)

the DARE lessons. These "talk story" type activities are designed for parents and children to share feelings and thoughts and reinforce skills taught in DARE class. Their intended outcome is "the enhancement of the special bonding with the family, which has been proven to be one of the most powerful deterrents in substance abuse" (Honolulu District PCNC, 1996, p. 2). The table of contents of the *Drug Abuse Resistance Education (DARE) Program Parent Education Component With PCNC*, developed by the Honolulu District PCNC in collaboration with the Honolulu Police Department, is listed in Table 5 on the previous page.

DARE as a High Profile Target

DARE America is chartered as a nonprofit organization. Its current executive director is Glenn Levant. DARE America is responsible for administering the DARE program; providing materials to communities using DARE, overseeing DARE officer training, and ensuring its consistency; improving the curriculum; and providing support to DARE nationally and internationally. DARE America owns and protects the copyright to the DARE name, logo, and slogans; approves all promotional materials; and screens fund-raising sponsors. There is a National DARE Officer's Association and now 50 State DARE Officer's Associations. (Ringwalt et al., 1994) This large organization and the ubiquitous DARE logo give it a great deal of visibility and a tremendous support organization. The program engenders tremendous loyalty among those who use, promote, and support it. It has become a national symbol in the war on drugs (Wysong et al., 1994).

Three-quarters of the nation's school districts use DARE (Weiss, 1997b). It is used in all 50 states by over 6 million students and in at least six foreign countries (Rosenbaum et al., 1994; Ringwalt et al., 1994). DARE workbooks are available in Japanese, Vietnamese, Spanish, and Braille (Ringwalt et al.). DARE has enjoyed much political popularity. In 1992 the U.S. Congress and former President Bush designated September 10th of that year as "National DARE Day"; there have been a number of Congressional proposals over the last several years for direct federal funding of DARE. DARE has ties to federal, state, and local government agencies (Wysong et al., 1994). News reports have estimated that from $700 to $750 million are spent on DARE each year (DRCNet, 1997). Famous individual and corporate sponsors, like Armand Hammer, singer Michael Jackson, Daryl Gates, Diane Disney Miller, McDonald's, and Kentucky Fried Chicken, help raise the profile of DARE both nationally and locally. On the local levels, hundreds of large and small corporations help fund the DARE program. (Wysong et al.)

Such a large and powerful organization has not gone unnoticed. Recently a highly critical article was published in *The New Republic* (March 3, 1997) including claims that DARE encourages children to turn in their parents for drug use and uses strong-arm tactics to silence criticism. There is organized opposition to DARE: the Drug Reform Coordination Network (DRCNet) has a World Wide Web site that includes extensive DARE-related links (http://www.drcnet.org/DARE), most of which present an unflattering review of DARE and the DARE America organization.

Researchers who have begun to look very broadly at the etiology of drug use have used DARE as their focus, examining its political potency as well as its effectiveness and the effectiveness of all school-based ATOD education. They have found program design limitations to DARE that also apply to most other school-based drug education programs when approached from this perspective. (Wysong et al., 1994) The program's basis in "free

will/user accountability" principles makes for a rather one-dimensional focus, emphasizing the context in which students' choices are made (seen as important but not sufficient by these researchers) while ignoring the "deterministic impact of social structures upon social behavior" (p. 467). They urge a reconsideration of the whole issue of prevention programs and the expansion of drug prevention efforts to address cultural and structural factors, which contribute to "inequalities, alienation, and social isolation among adolescents" (p. 467). Thus DARE is singled out in a movement that addresses all current school-based drug education programs as researchers and theorists strive to understand all the forces and factors at work in adolescent drug use and as the public sorts out these same issues less articulately and more emotionally.

Criticism from one quarter is picked up and amplified by others who oppose DARE on the same or different issues. The political potency of DARE is seen by some to have serious implications for the evaluation of it and other programs. They see the obvious potential for tension as negative evaluations threaten those who have a stake in DARE, and they emphasize the importance of presenting evaluation results in a way that considers alternative interpretations for the observed outcomes. (Wysong et al, 1994) The field of prevention research and practice is itself changing and evolving, and the ideas coming from that work are not always consistent with the prevailing public and political opinions regarding what causes and contributes to ATOD abuse among young people. It is beyond the scope of this report to evaluate what the various DARE critics are saying. It is outlined here only to help explain the context surrounding the present public reports about DARE and other drug abuse prevention programs and to help temper emotional reactions with food for rational thought.

Dissemination and Implementation

In a recent feature story about drug programs on National Public Radio's "All Things Considered" a handful of programs were identified as successful (Project Star, Project Alert, Botvin's Life Skills Training Program) but in limited use. In the subsequent discussion about distribution, it was noted that DARE is aggressively marketed and easy to implement; some of the other drug prevention programs were described as hard to comprehend by a vice president at Scholastics, a company that designs and sells products for teachers. Some are university programs developed for research on the science of prevention, not necessarily to create salable materials. The developers are not good marketers. To expand their programs would require an expansion of training and quality control. The programs do not come packaged, ready-made, so schools aren't likely to try them. They often require extensive teacher training to be done effectively. (Weiss, 1997b) The huge success of DARE in terms of dissemination and integrity of implementation then is no small feat. Its dissemination/implementation system is very effective and valuable, even apart from the effectiveness and value of the curriculum itself.

And with respect to the curriculum itself, the examples of successful programs now available and the lively discussions now going on among researchers and theorists in the prevention field should help DARE evolve into a more effective curriculum than it was previously. The revision in 1993 was prompted by research favoring more interactive programs. With the DARE America Scientific Advisory Board now in place and the federal government limiting the use of Safe and Drug-Free Schools and Community Act State Grants program funds only to activities that implement research-based drug and

violence prevention strategies and programs, there is the capability and the incentive to create the most effective DARE curricula possible.

The revised DARE core curriculum is relatively untested at this time. It has many of the features identified as effective in other programs. Its comprehensive model approach is designed to maximize the chances of program impact. However, this design feature may instead undermine the program by limiting attention to any one theoretical perspective (Rosenbaum et al., 1994). It remains to be seen. "I think the jury's out on DARE" was the statement made recently by Mathea Falco, president of Drug Strategies, a Washington D.C.-based non-profit research institute that has "graded" many of the recent school-based drug education programs ("Studies Give," 1996. p. 2). It is hoped the study reported on here sheds some light on the effects of the revised DARE core curriculum on fifth graders in Hawai'i and that this introduction has established a useful context for the consideration of all school-based drug education efforts in the state.

EVALUATION METHOD

The focus of this evaluation study was the effectiveness of delivery and client satisfaction with the DARE program used by public and private elementary schools on Oahu. The goal of the data collection was to find ways to improve the DARE program. The study was not intended to be a comprehensive program evaluation. The measures of program effectiveness used were almost all indirect, consisting of teacher observations and opinions about DARE's effects on students, curricula, and schools. A variety of data collected by the DARE program officers during school years 1994-95 and 1995-96 were made available to the evaluator. Additional data were collected during the 1995-96 school year by the evaluator to measure the implementation of the delivery of content, to assess client satisfaction with what students learned and what they can apply, and to solicit comments for improvement of DARE. Following are descriptions of each kind of data used in this study along with the analysis procedures employed for each.

Project DARE Questionnaires

The evaluation instruments described in this section were selected and/or constructed by the Hawai'i DARE program and administered by them during or just prior to the school years 1994-95 and 1995-96. For three of the four measures, the raw data were turned over to the evaluator.

Classroom Appraisal by Teacher

This 12-item questionnaire was completed by fifth-grade teachers near the end of each semester, after the final DARE instructional session for their classes. This Project DARE form appears to assess teacher attitudes regarding the effectiveness of delivery of the program and satisfaction with what students learned. Items are rated on a 5-point scale from *Strongly Disagree* (1) to *Strongly Agree* (5), and there is a place at the bottom for comments and suggestions regarding the officer's presentation. (See Appendix A.)

These data were collected by the Hawai'i DARE program officials during both schools years 1994-95 and 1995-96. Data were received from 82 public and 26 private elementary schools from a total of 286 teachers rating the program as delivered by 16 different DARE officers during SY 1994-95. The following school year, SY 1995-96, data were received from 86 public and 22 private elementary schools from a total of 289 teachers rating 17 different DARE officers, most of whom were the same officers as the previous year. The evaluator analyzed the nearly 600 questionnaires by finding mean responses to each of the 12 items, noting high and low responses. Comments were transcribed and analyzed for trends. Responses were not anonymous.

Curriculum Survey

This two-page Project DARE questionnaire has 12 items that appear to measure teacher attitudes regarding the content/usefulness of the 13 lessons of the revised curriculum. Teachers completed the survey after the final DARE instructional session in their classes. Items are rated on a 5-point scale from *Strongly Disagree* (1) to *Strongly Agree*

(5), and space is provided after each item for comments or suggestions on the lessons. (See Appendix B.)

These data were collected by the Hawai'i DARE program officials during both schools years 1994-95 and 1995-96, apparently concurrently with the classroom appraisal data described above. In the vast majority of cases, teachers returned both forms completed; a few did only the first form.

In SY 1994-95 data were collected from 94 public and 28 private elementary schools from a total of 267 teachers rating the revised DARE curriculum topics on content/usefulness. The following school year, SY 1995-96, data were collected from 86 public and 23 private elementary schools from a total of 279 teachers The evaluator analyzed the nearly 550 questionnaires by finding mean responses to each of the 12 items, noting high and low responses. Comments were transcribed and analyzed for trends. Responses were not anonymous.

Parent Education Component

This 8-item questionnaire is designed for students to take home to parents to get feedback on how much the parents participated in the program and their feelings about it. Responses are *Yes* and *No* for all questions except one; it asks how many homework activities were done and includes the responses *All, Some*, and *None*. Space is provided under each question for comments. (See Appendix C.) This evaluation is handled by the Parent-Community Networking Center (PCNC) facilitator at the school, who is usually a parent associated with the school. For this report the evaluator was provided with summaries done by the facilitators of evaluations done in SY 1995-96 at three elementary schools in Honolulu.

DARE Officer Training Daily Evaluation

This is a 4-item open-response questionnaire used to solicit feedback from officers taking the 10-day, 80-hour DARE training course during the summer prior to SY 1994-95. (See Appendix D.) This was the first officer training session on the newly revised materials that debuted in Hawai'i schools in fall 1994. DARE officials collected this data daily from the 18 officers in training and provided the evaluator with 144 completed questionnaires (8 days' worth). For this report the questionnaire responses were compiled and analyzed for trends. Responses were anonymous.

Evaluator-Designed Instruments

The evaluator was charged with obtaining additional data during the 1995-96 school year as was necessary to measure the implementation of the delivery of content, to assess client satisfaction with what students learned and what they can apply, and to solicit comments for the improvement of DARE. The evaluator visited third-grade and fifth-grade DARE classes during the spring 1996 semester to gain familiarity with the program and possible areas for improvement. Past Hawai'i DARE evaluations were reviewed and recommendations incorporated into the design of a one-page questionnaire and an interview protocol, both to be used to solicit information from teachers at third-and fifth-grade levels shortly after the last DARE sessions in their classes. Responses on the questionnaires were anonymous; interviewees were told their responses would be accorded anonymity as well.

DARE Evaluation Feedback Form

In mid-May of the spring 1996 semester, a questionnaire was distributed to 225 public and private school third- and fifth-grade teachers who had the DARE program that semester in their classrooms. The questionnaire was developed by the evaluator and reflected some of the issues and topics made evident during the evaluator's classroom visits. It was also designed to incorporate recommended changes to the evaluation instruments suggested in the DARE 1993 Program Evaluation Report (Farkas & Wong, 1993). Open-ended questions were used based on the suggestion that "by using direct solicitations of critical feedback, DARE could benefit from the wealth of experience of professional educators who are in a position to monitor and improve each DARE lesson" (p. 21). The one-page questionnaire was distributed through the principals of the schools to the spring semester DARE teachers, who were asked to complete them anonymously and mail them directly to the evaluation office using the postage-paid envelopes provided. (See Appendix E.)

For feedback on the fifth-grade program, questionnaires were mailed to 51 public schools, targeting 158 fifth grade teachers, and to 25 private schools, targeting 40 fifth-grade teachers. A total of 198 questionnaires were sent. For feedback on the third-grade program, 27 questionnaires were mailed to teachers at 10 different public schools.

DARE Teacher Interviews

Interview Questions

The interview questions were designed to first gather demographic data about the teachers and their students, how long they had been teaching, and their experience with DARE. Other questions were included to get a fuller picture of the impact of DARE, teachers' honest appraisals of specific aspects of the DARE materials and the officers' presentations, examples of DARE's effects on student behavior and attitudes, and specific suggestions for the improvement of the DARE materials and program. To this end some questions solicited critical feedback, as was recommended in the 1993 program evaluation report (Farkas & Wong). The interviews generally took less than 30 minutes. (See Appendix F.)

Selection of Teachers to be Interviewed

The evaluator conducted personal and telephone interviews with 10 public and private school teachers during May and June 1996. Originally, 12 interviewees were randomly selected by the following method. First, using the ratio of public to private schools served by DARE during the spring 1996 semester, 10 public schools and 2 private schools were selected at random from the pool of participating schools. Then one teacher's name was randomly drawn from the list of fifth-grade teachers using DARE spring semester at each selected school. Of the 10 public school teachers asked to participate, 2 declined to be interviewed. Both private school teachers agreed to be interviewed. Geographic areas of the schools included the Waianae Coast, Mililani-Wahiawa area, and Honolulu. The 10 schools were served by nine different DARE officers, all from the Honolulu Police Department. Five of the interviews were conducted by phone, five in person at the school. All interviews were taped and transcribed, except one phone interview, which was not taped at the interviewee's request; the evaluator took notes instead.

Description of Teachers Interviewed

Teachers interviewed included 2 males and 8 females. In teaching experience, the ten teachers ranged from 4 to over 30 years, with a median experience of 7.5 years and a mean experience of nearly 12. Years of participation in DARE ranged from 1 to about 13 years, with the mean and median experience at about 6 years. Over half the teachers interviewed had worked with just 1 or 2 different DARE officers; three teachers had worked with 3 or 4 different officers, and one teacher with 6 or 7 different officers.

DARE Student Essays

The last three pages of the DARE grades 5-6 student workbook are devoted to the "Taking a Stand" lesson. Students are asked to think about all they learned in DARE and write a commitment to stay drug-free and violence-free. Directions are to include in their essay how they feel about DARE, what they have learned to help them stay drug-free and avoid violence, and why they think it is important to do so. Each semester one essay is chosen at each school as the winning DARE essay. Winners are rewarded in various ways, depending on the school and the DARE officer. Copies of the winning essays for both semesters of SY 1995-96 were provided to the evaluator. Using a table of random digits, six essays were randomly selected from each semester for content analysis. The sample comprises 10% of the total number of essays; schools from all districts on Oahu are represented. The student authors are predominantly girls, although gender is not always evident from the student names.

The next section contains the results of the analyses of these data.

RESULTS

Project DARE Questionnaires

Classroom Appraisal by Teacher

Questionnaires for each of the two school years were analyzed separately: 286 questionnaires for SY 1994-95 from 82 public and 26 private schools serviced by 16 different DARE officers and 289 questionnaires for SY 1995-96 from 86 public and 22 private schools serviced by 17 different DARE officers, most of whom were the same officers as the previous year. Results were remarkably similar for the two years, and both were very similar to the 1993 results on the same questionnaire (Farkas & Wong, 1993). Ratings tended to be very high with relatively little variation among the items. Tables 6 and 7 show the item mean scores were all well above 4, 5 being the most favorable score and also the most frequently given. The item scored highest for both years (and also in 1993) was number 10 ("My opinion is that the DARE Program should be continued in my school," 4.90 and 4.95), closely followed by item number 4 ("The officer established rapport with my students," 4.83 and 4.90). The lowest rated item was also the same for both school years (and for 1993), item number 9 ("During the time DARE was presented, I observed a positive change in interpersonal relations amongst my students," 4.18 and 4.23).

Both years over 150 teachers wrote comments at the bottom of their questionnaires. The comments tended to be overwhelmingly positive, many thanking their DARE officers and describing their particular strengths or deeds. Among the particular teaching techniques that drew positive remarks were the question box (3 teachers commented), role play (4), and cooperative learning (6). A few teachers (5) commented that the new version of DARE was better than the previous one. The few criticisms and suggestions made included the following: encourage use of the DARE parent component (4); use more visuals/videos (6), guest speakers (4), activities (8), and role play (6); follow-up sessions for upper grades are needed (4); rescheduling needs to be more consistent (5) or substitutes used in case of absences (1); allocate more time to DARE (3). In SY 1994-95, one officer drew criticism from 6 teachers for not sticking to the lesson material; glamorizing topics like drugs, jail, and inappropriate behavior; and making continual comparisons between public and private schools. However, during the same year he received praise from 7 teachers, especially for the rapport he had established with their students. There were none of the same criticisms of this officer during the second year, SY 1995-96, during which he serviced some of the same schools and garnered three positive additional comments. To better put this in context, there were each year over 100 comments, many of them extensive and detailed, of thanks and praise for the 16 or 17 DARE officers working in the schools that year.

TABLE 6
Classroom Appraisal by Teacher Results for SY 1994-95

Item	N	Min	Max	Mean	Std Dev
1. The objectives of the lesson were clear to the students from the beginning of the officer's presentation.	285	2	5	4.75	0.49
2. The presentation of materials and content was appropriate for my students	286	1.5	5	4.80	0.46
3. The officer was effective in demonstrating the lessons.	285	1	5	4.72	0.57
4. The officer established rapport with my students.	286	2	5	4.83	0.44
5. My students showed an interest in lessons.	285	1	5	4.72	0.49
6. My students have acquired the skills and knowledge to effectively resist and refuse offers to use drugs.	285	2	5	4.45	0.68
7. My students showed behavioral signs of an improved attitude toward drug use.	282	1	5	4.37	0.70
8. My students demonstrated in role playing the ability to use those resistance skills taught in the DARE lessons.	286	2	5	4.52	0.64
9. During the time DARE was presented, I observed a positive change in interpersonal relations amongst my students.	286	1	5	4.18	0.79
10. My opinion is that the DARE Program should be continued in my school.	285	1	5	4.90	0.28
11. I am satisfied with the instructional methods used in the program.	284	1	5	4.73	0.64
12. I am satisfied with the teaching competency of the police instructor.	285	1	5	4.79	0.55

TABLE 7
Classroom Appraisal by Teacher Results for SY 1995-96

Item	N	Min	Max	Mean	Std Dev
1. The objectives of the lesson were clear to the students from the beginning of the officer's presentation.	289	3	5	4.81	0.41
2. The presentation of materials and content was appropriate for my students	289	3	5	4.87	0.35
3. The officer was effective in demonstrating the lessons.	288	4	5	4.81	0.39
4. The officer established rapport with my students.	288	4	5	4.90	0.31
5. My students showed an interest in lessons.	286	1	5	4.77	0.50
6. My students have acquired the skills and knowledge to effectively resist and refuse offers to use drugs.	288	3	5	4.55	0.57
7. My students showed behavioral signs of an improved attitude toward drug use.	288	3	5	4.51	0.60
8. My students demonstrated in role playing the ability to use those resistance skills taught in the DARE lessons.	288	2	5	4.58	0.60
9. During the time DARE was presented, I observed a positive change in interpersonal relations amongst my students.	288	2	5	4.23	0.77
10. My opinion is that the DARE Program should be continued in my school.	289	4	5	4.95	0.22
11. I am satisfied with the instructional methods used in the program.	289	3	5	4.81	0.46
12. I am satisfied with the teaching competency of the police instructor.	289	3	5	4.88	0.34

Curriculum Survey

The curriculum surveys for each of the two school years were analyzed separately, 267 for SY 1994-95 and 279 for SY 1995-96. Ratings both years were very high with relatively little variation among the items; no item was scored lower than 4.5, 5 being the highest possible score). Tables 8 and 9 show that three items (lessons) were rated highest both years: Lesson 3 on considering consequences; Lesson 5 on learning resistance techniques/ways to say no; and Lesson 13 on resisting gang and group violence. The same lesson, #4, was ranked lowest in both years, though scores of 4.5 and 4.6 can hardly be called low.

TABLE 8
Project DARE Curriculum Survey Results for SY 1994-95

	Lesson Number and Topic	N	Min	Max	Mean	Std Dev
2	Understanding the Effects of Mind-Altering Drugs	265	2	5	4.61	0.60
3	Considering Consequences	266	1	5	4.76	0.52
4	Changing Beliefs About Drug Use	262	2	5	4.55	0.67
5	Learning Resistance Techniques—Ways to Say No	267	2	5	4.84	0.46
6	Building Self-Esteem	266	2	5	4.71	0.57
7.	Learning Assertiveness—A Response Style	264	2	5	4.66	0.63
8.	Managing Stress Without Taking Drugs	262	1	5	4.64	0.58
9	Reducing Violence	257	1	5	4.66	0.62
10	Combating Media Influences on Drug Use and Violence	261	2	5	4.71	0.55
11	Making Decisions About Risky Behaviors	261	1	5	4.71	0.57
12	Saying Yes to Positive Alternatives	261	1	5	4.74	0.57
13	Resisting Gang and Group Violence	258	1	5	4.75	0.57

TABLE 9
Project DARE Curriculum Survey Results for SY 1995-96

	Lesson Number and Topic	N	Min	Max	Mean	Std Dev
2	Understanding the Effects of Mind-Altering Drugs	277	2	5	4.70	0.51
3	Considering Consequences	279	3	5	4.82	0.40
4	Changing Beliefs About Drug Use	274	3	5	4.62	0.54
5	Learning Resistance Techniques—Ways to Say No	278	4	5	4.88	0.34
6	Building Self-Esteem	279	3	5	4.76	0.47
7.	Learning Assertiveness—A Response Style	277	3	5	4.70	0.46
8.	Managing Stress Without Taking Drugs	279	3	5	4.69	0.49
9	Reducing Violence	275	3	5	4.72	0.51
10	Combating Media Influences on Drug Use and Violence	279	2	5	4.71	0.52
11	Making Decisions About Risky Behaviors	277	2	5	4.71	0.54
12	Saying Yes to Positive Alternatives	276	2	5	4.73	0.53
13	Resisting Gang and Group Violence	273	2	5	4.79	0.45

The majority of teachers made comments on their surveys; most of them expressed agreement with the lesson content, methods, and importance and praised the performance of their DARE officer. Some commented on the "quite noticeable improvements in the curriculum," as one teacher phrased it. Several made suggestions or expressed concerns. That constructively critical feedback is summarized by lesson in the paragraphs below, followed by a summary of general suggestions for improvement of all the lessons.

Lesson 2: Understanding the Effects of Mind-Altering Drugs

Teachers noted that students have no point of reference for how drugs can alter their minds, the lesson is very "wordy" and students need concrete examples, visuals, or

maybe a video that is more realistic in order for them to better understand the concepts (summary of 19 comments).

Lesson 3: Considering Consequences

Suggestions were made to tell about true cases for more impact, possibly via guest speakers and to present positive consequences as well as negative (summary of 7 comments). Two teachers said the format of the workbook pages for this lesson was confusing.

Lesson 4: Changing Beliefs About Drug Use

A few teachers doubted that beliefs could be changed with this lesson or that children really connect the ideas here (the facts/norms versus possibly erroneous beliefs about the prevalence of student drug use/abuse). A "Scared Straight" type video was suggested as well as more specific examples (summary of 6 comments).

Lesson 5: Learning Resistance Techniques–Ways to Say No

Twelve comments called for more role playing practice and a couple suggested that a video might be more effective. One teacher preferred the old lesson plan.

Lesson 6: Building Self-Esteem

There were suggestions to structure this lesson better, to reinforce the giving of compliments and emphasize it more by doing it everyday and adding role play to this lesson. A section on "self worth" was suggested to help students find ways to feel good about themselves, and one teacher mentioned emphasizing the support systems available to help students (summary of 12 comments).

Lesson 7: Learning Assertiveness–A Response Style

Comments included the following: integrate this into subsequent lessons, students need to practice this often, modeling would make this especially effective, a video of response styles would be good, more techniques are needed, reinforcement is needed, and more time should be spent on this (summary of 7 comments).

Lesson 8: Managing Stress Without Taking Drugs

Comments included the following: students do not realize they have stress, more positive examples should be acted out in this lesson, prepare some students to do a dramatization, present more alternatives, spend more time on this, the lesson needs "something" (summary of 6 comments).

Lesson 9: Reducing Violence

Comments acknowledged the difficulty of teaching this lesson and noted that students need to understand the long-term effects/permanence of violent behavior; examples from children's lives are needed and students need to do more problem-solving activities in this lesson, emphasizing getting along. There was too much reading and writing and more time needed (summary of 11 comments).

Lesson 10: Combating Media Influences on Drug Use and Violence

Several comments called for more samples, including videos, not just magazine ads, and examples of positive media influence. Lesson was a little weak, needs more discussion than lecture. Difficulties were noted in teaching this lesson, since kids like

violent movies and do not understand the notion of bad messages (summary of 8 comments).

Lesson 11: Making Decisions About Risky Behaviors

More time was needed for role play, to practice scenarios and to role play different choices (summary of 6 comments).

Lesson 12: Saying Yes to Positive Alternatives

The lesson needs strengthening perhaps by allowing students to generate their own lists and sharing among themselves to help those who do not know what to do, providing more follow-up with the coupons, and stressing alternatives more (summary of 6 comments).

Lesson 13: Resisting Gang and Group Violence

Comments emphasized the need for more of this and the addition of a video with enactments or former gang member speakers to help students gain a better concept of the pain, loss, and fear involved (summary of 11 comments).

General Comments from the Curriculum Survey

A number of teachers suggested the survey instrument be distributed early in the semester to allow teachers to comment on each lesson as it is taught throughout the term. As it is, they do not remember enough to comment substantively on each lesson at the end of the semester. A few preferred the "old procedure" with large group discussions over what they saw as artificial use of cooperative learning and too much academic work that "turns off" those at most risk. More parent involvement was suggested. Particular comments on officers' delivery included a concern that too much joking around diluted the importance of the message and that the use of drug terms like "good stuff" for strong drugs sends the wrong message. One teacher wrote that there is a need for teachers to follow through on the lessons and DARE should provide guides and materials for that. The use of guest speakers was suggested and the extension of time from 45 minutes to 1 hour for the lessons. One teacher requested data on the effectiveness of DARE (summary of 17 comments). Note again that the majority of the over 500 surveys analyzed contained very positive comments. Even the constructively critical feedback summarized in the paragraphs above was usually accompanied by praise for the DARE program and/or officer.

Parent Education Component

The Hawai'i DARE program provided the evaluator with copies of summaries of data collected and tabulated by school PCNC facilitators as part of the Hawai'i DARE parent education component. Schools participated in the DARE parent component at varying levels, some apparently not at all. Evaluation data for SY 1995-96 were received from just three Honolulu public schools.

Table 10 shows responses to the evaluation questionnaire for one of the schools; all three schools sent in summaries or transcriptions of the additional comments and suggestions parents made on their questionnaires. Although it appears that only about half of the parents participating in the PCNC-sponsored program attended the presentation for parents by the DARE officer at the beginning of the semester, most of them did spend time with their children doing at least some of the interaction activities. Parents

commented that they were a good opportunity for them to share their own childhood happenings with their children; the lessons on consequences and decision making were singled out as particularly important. This component of the Hawai'i DARE was credited with being a good start for parents new to raising adolescents, teaching them how to approach the subject of drugs with their children and with giving children information their parents just "can't get across" to them. A number of parents cited building good relationships with police as a benefit of the program. DARE helped parents empathize with their children and understand better some of the bewildering problems this young generation faces. One report summarized parents' feelings that DARE is not just for children, that its greatest value lies in educating everyone in the family unit. All comments were overwhelmingly positive, several urged the continuation of DARE and bemoaned the lack of it for their older children who were out of elementary school. Noted as particularly helpful by at least one parent were the following handouts: "Drug Awareness: A Parent's Guide"; "Twenty Ways to Encourage Your Children to Resist the Use of Drugs"; and "The Drug Scene: How to Tell If Our Kids Are Involved."

One of the PCNC school facilitators offered her own suggestions, based on her experience with parents attending the DARE parent meetings. She found they were curious, concerned, and cared about finding the best way to face the growing problem of drugs: "I strongly feel that if we can somehow involve the parents even more, in very meaningful ways, this type of program could be, by far, our greatest weapon against drug abuse." She continued by suggesting possible activities: informal coffee hours for parents to "talk story" that would be attended by experts like doctors, counselors, and police who could inform with accurate data; parent-child hours where parents and children would do things together to get to know and care more about each other and that could eventually involve talk about drugs; field trips to institutions to meet with victims of drug abuse who can shed some light on how they got involved with drugs.

TABLE 10
The DARE Program Parent Education Component Evaluation Questionnaire Results for One Honolulu Elementary School for SY 1995-96

Question	Yes	No
Did you attend the presentation by the HPD Training Officer for parents in the beginning of the semester?	20	17
Were the objective and activities of the 13 lessons in the DARE folder clearly outlined for you at the presentation?	20	4
If you requested more information, were you satisfied with the content and the follow-up?	21	1
Did the parent-child interaction activities encourage healthy communication between you and your child?	29	0
Do you feel that the parent-child interaction activities helped you to understand and reinforce the lessons of the DARE Program which your child learned in the classroom?	28	1
Do you feel that the parent-child interaction activities opened up some opportunities to share your values and attitudes with your child, especially regarding substance abuse?	29	0
Do you feel that as a result of participating in these activities you are more confident in providing support and guidance to your child in resisting substance abuse?	29	0

	All	Some	None
How many of the parent-child homework activities did you participate in?	19	10	1

DARE Officer Training Daily Evaluation

The 144 completed questionnaires represented 8 days' worth of responses from the 18 police officers in DARE training during summer 1994, just prior to the 1994-95 school year. This appears to be the first training session for Hawai'i DARE officers on the revised core curriculum. The questions on the daily evaluation form generally asked for yes or no responses for the first three and for suggestions that would improve the daily activities for the last question. Responses were overwhelmingly affirmative for the following: Were the objectives of the day met? (143 yes; 0 no) Were you given an opportunity to participate? (140 yes; 2 no) Did the presenters make the information interesting? (143 yes; 0 no). In answer to the last question (What suggestions would improve these daily activities?) the officers made a total of 59 suggestions or comments, which were categorized and analyzed for trends. Many of the comments were praise for the day's session and materials (17), with particular praise for the presentation by the school teacher (3). There were a lot of suggestions (14) for more activity and opportunities to stand in front of the class and speak, including requests for more role play (2), hands-on teaching (5), practice (2), and more class participation instead of straight lecture (6). Officers remarked that modeling

the lessons was better than overviews and requested more modeling (3). A couple of officers commented that mentors talking in the back of the room was a big distraction (2). There were a few suggestions (5) about refreshments and gym use and requests (4) for "more free stuff." One officer suggested they be shown a video about DARE Day. Another suggested the principal and teacher visits be later in the course, not on the first day. It was suggested that on the first day an overview of DARE be given: what DARE is, what DARE certification means you can do, any recertification requirements, and where you can call for questions (an 800 number?). One officer requested statistics on how effective DARE is; "It would give me motivation to know that the program really works." To his knowledge, this information had not been presented anytime during the course.

Evaluator-Designed Instruments

DARE Evaluation Feedback Form

In mid-May of the spring 1996 semester, a questionnaire was distributed to 225 public and private school third- and fifth-grade teachers who had the DARE program that semester in their classrooms. The questionnaire was developed by the evaluator and reflected some of the issues and topics made evident during the evaluator's classroom visits. It was also designed to incorporate recommended changes to the evaluation instruments suggested in the *DARE 1993 Program Evaluation Report.* Open ended questions were used based on the suggestion that "by using direct solicitations of critical feedback, DARE could benefit from the wealth of experience of professional educators who are in a position to monitor and improve each DARE lesson" (Farkas & Wong, 1993). The one-page questionnaire was distributed through the principals of the schools to the spring semester DARE teachers, who were asked to complete them anonymously and mail them directly to the evaluation office using the postage-paid envelopes provided.

FIFTH GRADE

For feedback on the fifth-grade program, questionnaires were mailed to 51 public schools, targeting 158 fifth grade teachers, and to 25 private schools, targeting 40 fifth-grade teachers. Of the total 198 questionnaires sent, 97 were returned: 84 from 44 of the public schools and 13 from 12 of the private schools. These figures show that about half (49%) of the nearly 200 teachers surveyed responded, with three quarters (74%) of the involved schools represented.

Question 1. In the first question teachers were asked to summarize in a sentence or two the main message conveyed to their students by their DARE officer. Of the 97 survey respondents, 94 answered this question. From these responses 13 more or less definable themes were identified and the frequencies of their occurrence determined (see Table 11). Nearly three quarters of the teachers reported multiple themes in their message descriptions. The most frequent theme mentioned was to reject drugs: 36% of the teachers reported that as at least part of the DARE message conveyed to their students. A close second in frequency was to make responsible choices: 32% of the teachers reported that as at least part of the message. The messages that drugs are harmful and there are alternatives to using drugs were included by 26% and 24% of teachers, respectively. Messages about self concept and knowing ways to say no were both mentioned by 13% of the teachers. To reject violence and to know that gangs and violence are bad were themes included by 18% and 10% of teachers, respectively.

TABLE 11
Themes Identified in the DARE Message as Summarized by Fifth-grade Teachers (N = 97)

Message Theme with Sample Phrases	% of Teachers*
No Drugs: Explicit say no message; just say no; reject drugs (and alcohol)	36
No Gangs: Reject violence and gangs	18
Alternatives: Live a clean and drug/violence-free life: stay healthy; there are alternatives to drugs; there are ways to deal with stress appropriately; study and stay in school	24
How to say no: There are effective ways to say no; you can learn to say no to your friends; how to say no in different situations	13
Be responsible: You have to make your own choices, resist pressure; be responsible for yourself; make wise decisions; safety first—think before doing; be accountable for your decisions	32
Self-concept: Everyone is special with special qualities; build your self esteem; respect yourself and others; choose activities that make you feel good about yourself; value your life	13
Drugs are bad: Drugs are harmful and abuse the body; drugs are not the answer to your problems, only more trouble; don't get into a cycle of abuse; drugs are illegal	26
Gangs are bad: Gangs (and violence) are bad; they hurt you; you can choose to join but not to leave; violence is an unhealthy lifestyle	10
Get help: There are ways to get help if you are in trouble; the policeman is your friend; seek help from adults	3
You have rights: You have the right to say no and the power to say no (to drugs, alcohol, gangs, etc.)	6
Be aware: Just be aware of what's out there; be aware of pressure and attempts to influence you; know ways to identify solicitation	7
Choose friends wisely: Know what is important in choosing your friends	2
God's way: Religious message — "God's way is the sure thing"	1
No response	3

*Since teachers reported multiple themes, percentages total over 100.

Since the themes overlapped and were often used together, they were aggregated to create four broad categories of DARE messages, and each response was placed into one of these categories. This second analysis shows only 12% of the 94 respondents reported the message as a simple *just say no* to drugs and/or violence. Another 15% made no mention of drugs or violence; they reported the message variously as *make good choices, be responsible, respect yourself and others,* and *you have rights.* Elaborated *say no* messages constituted 71% of the responses: of those about five eighths stressed the positive (*make good choices and say no, alternatives are so much better than drugs, because you respect yourself say no, you have the power and the right to say no*) and about three eighths were messages that stressed how or why to say no (*know how to say no and resist peer pressure, be aware of the dangers and consequences of using drugs or violence and reject them*). The remaining 2% of the responses reported messages that focused on friendship or religion.

Question 2. Teachers were asked which DARE lessons/materials/ instructional techniques, if any, did they think had been particularly effective in their classrooms and why. Of the 97 survey respondents 95 answered this question, most of them citing two or more things they thought were effective. Lessons cited as particularly effective did not always parallel the 13 numbered lessons in the DARE program; they were often small lessons within these larger lesson units. The lessons most frequently cited as particularly effective were those on ways to say no and peer pressure, cited by 20% and 10% of the teachers, respectively. The effectiveness of these lessons teachers attributed in part to the use of role play and to the fact that the ideas taught could be applied now. Other lessons were cited much less frequently; Table 12 shows the 11 different lessons singled out for comment, including DARE Day. The specific teaching materials cited most often as effective were videos, the DARE workbook, and visual aids. Eighteen teachers (19%) cited videos, including the cartoon feature and one with former gang members, as particularly effective with visually-oriented youngsters and good for stimulating discussion. The workbook was mentioned by 10% of the teachers as effective because it maintained interest and focus, ensured consistency, and kept a record of students' work. Visual aids, like the DARE vocabulary posters, the United Nations Child's Rights poster, and charts were identified by 12% of the teachers as effective. Three teachers specifically mentioned the use of an easel to hold charts and the use of chart paper to list important ideas; this helped students write in their workbooks by providing correct spelling. Table 12 lists all materials mentioned. The majority of teachers (58%) described the use of role play, skits, or acting out to practice ways to resist trouble as very effective with their students. They cited the usefulness of students creating the actual responses and feeling how it would be in a given situation; they thought practicing the words to use was good preparation and useful in other ways in the classroom to stay out of trouble. One teacher summarized, "Anytime students are doing rather than just listening, they seem to learn more." Having an officer present the lesson, along with the special rapport between officers and students, the humor and energy of the officers, and their ability to relate true-life experiences were described by 11% of the teachers as a particularly effective aspect of the DARE program. One teacher commented, "The program is as good as the officer." One other technique that deserves mention and was cited by two teachers (2%) as really good was the use in the DARE workbook of a positive model to be discussed and then a negative model of the topic behavior, which allowed children to see two sides of a topic. Other effective techniques mentioned by teachers are listed in Table 12.

TABLE 12
Particularly Effective DARE Lessons, Materials, and Instructional Techniques Identified by Teachers (N = 97)

Lesson Topic	% of Teachers*
Ways to say no	20
Peer pressure	10
Self-esteem	5
Advertising techniques	4
Consequences of choices	4
Response styles/being assertive	3
Managing stress appropriately	3
Gangs and gang activity	3
Harmful effects of drugs	2
Your rights	2
DARE Day	2
All lessons were effective	6
Materials	
Videos and films	19
Visual aids, poster, charts, and chart paper	12
DARE workbook	10
Balloon for self-esteem	4
DARE Box	3
Relevant newspaper articles brought by officer	1
Jokes	1
Songs	1
Parent-child interaction activity homework sheets	1
Instructional Techniques	
Role play, acting out, skits	58
Use of a police officer and the rapport with students	11
Vocabulary words	3
Group work	2
Contests	2
Use of "bad drugs" and "good drugs"	1
Visit from sports figures	1
No response	2

*Since teachers cited multiple items, percentages total over 100.

Question 3. Teachers were asked which DARE lessons/materials/ instructional techniques, if any, did they think had been inappropriate or ineffective in their classrooms and why. Of the 97 teachers who returned questionnaires, 20 (21%) left this item blank; 59 (61%) indicated they thought none of the lessons, materials, or instructional materials were inappropriate or ineffective. One teacher wrote, "I think all the lessons were effective. My students continued to discuss them after the lesson was complete. This shows me that they were touched by something they saw or learned."

The remaining 18 teachers (18%), along with some of the positive responders, wrote 28 comments on different aspects of DARE lessons, materials, and instructional techniques. Specific DARE lessons, or parts of lessons, were cited by 5 teachers. One said

the discussion of kinds of drugs and their effects did not relate to the students, who need more concrete or hands-on evidence. One thought the "Blame Game" lesson was not as interesting as other lessons had been. One cited the "DARE to Dream Mobile" as ineffective, with no sample mobiles, no follow-through on the mobile idea, and inappropriate use of the "fortune teller" by the students, who wrote swear words on it, among other things. A teacher from a church-affiliated school wrote that the self esteem lesson did "not agree with doctrines of original sin and grace." Another teacher wrote that the lesson on gangs "seemed to only skim the surface" and because of the growing problem in the community, more emphasis was needed on the lesson on gangs.

The workbook and its use with DARE vocabulary activities and lectures received considerable comment (10 of them), like this one: "I think there could be more effective ways of instruction than the lecture/do the written workbook assignments strategy; kids listen, but many seem to tune out/daydream, fiddle with things in their desk, etc." Another wrote, "The longer the officers just talk, the fewer the kids who pay attention." One teacher thought the lectures inhibited student response and made students feel like "they were being scolded for something they hadn't done." One suggested that vocabulary definitions that had to be copied into the workbook be put on overheads or chart paper and left for students to copy later, thus leaving more time for the highly effective interactive approach with the officer. Another teacher suggested the definitions be in children's words. The writing and vocabulary were particularly ineffective with low-level readers, according to one teacher. Another thought the workbook "seems too long." Two teachers criticized the assigning of workbook homework with no subsequent follow-up or review. One teacher suggested using more than the workbook for lesson follow-up, something hands-on, creative to be more motivational.

Role playing was singled out by one teacher as needing stricter guidelines: students role-played enjoying drugs as part of their skit, and this teacher worried about just what would be remembered from the experience. The use of a DARE written exam (quiz) was criticized by one teacher who felt it was an ineffective evaluative measure with inappropriate questions. Other comments addressed instruction in general: use of nonstandard English was inappropriate, repeating things over and over bored students, more real examples should be given, lessons were sometimes presented too quickly, questioning one child at a time to see if they graduate DARE lost the attention of the other students, and students were unfamiliar with terminology (thought "ice" was ice cubes). Two teachers made a general observations that students do not always apply themselves in or care about the DARE class.

Question 4. Teachers were asked to describe an example, if any, of carryover of student knowledge or skills learned in DARE to other school subjects or activities. Even though DARE came late in the second semester to many of these teachers' classrooms, most of them (77 of the 97 teachers (79%) who returned the questionnaires) described one or more kinds of carryover from DARE. According to 13% of the teachers, DARE reinforced a number of school-wide programs like the STAR program that teaches self control, Tribes, a social skills program called Youth Development Program, peer mediation and school counseling programs, and school aims that emphasize consequences of actions. Parallels between DARE and the programs had been drawn by both teachers and students, according to the responses. More than half the teachers (52 teachers) identified carryover of knowledge from DARE to other school subjects; the most often

cited were health and science classes (26 teachers), with specific references to AIDS lessons, self-esteem, peer pressure, risk taking, choices, and units on the human body. Reading and writing activities were identified by 9 teachers as having been enriched by DARE ideas; these showed up in class plays, journals, and essays. Seven teachers described carryover to social studies class activities, including current events and geography, where "students connected Hawaii's location in relation to Japan as a possible reason for ice coming from Asia and concentrating in Hawaii." Art, music, religion, career education, guidance class, and homeroom were other subjects teachers mentioned in terms of carryover from DARE. Other teachers said discussions about responsibility and the issues of making good choices and the consequences of choices came up often and were related to DARE lessons. Teachers cited the specific DARE lessons on advertising, self esteem, stress, and different ways to say no as lessons that students referenced later in different contexts. One teacher wrote that students were always asking the positive and negative consequences of an activity or assignment. Three teachers noted more compliments and words of encouragement among their students following the DARE lesson on that topic. One teacher wrote, "Many times after the DARE program has been introduced, students are not afraid to take a stand alone. They do not always follow the crowd." Fifteen teachers described how their students used the vocabulary and examples done in the DARE lessons in resolving social situations like disagreements at recess, in asserting themselves, not allowing themselves to be put down or pressured, and ignoring or walking away from confrontations. Two other teachers wrote that their students had discussed how they could resist getting into trouble on trips to other schools and "how to be prepared to respond to a potential problem by having a verbal response prepared beforehand or a pre-planned form of action." One teacher wrote that carryover from DARE was evident when the topics of drugs, alcohol, and smoking came up, but rarely at other times. Another wrote, "Students better in attitude."

Question 5. This question asked teachers what specific behavior changes, if any, they had noticed in their students that could be attributed to students' participation in DARE. Teachers' responses to the prior question, about carryover, in many cases addressed this one as well. Of the 97 survey respondents, 3 (3%) actually wrote "see question 4" on their questionnaires; 13 (13%) gave no reply and 14 (14%) said they saw no changes. The rest (70%) described effects that ranged from verbal demonstrations of new knowledge and awareness to behavioral manifestations of changed attitudes, often giving complex answers that were coded into more than one response category. Although knowledge and awareness of drugs and their effects were mentioned by lots of teachers, even more teachers mentioned awareness of other things like peer pressure, making wise choices, consequences of actions, gang-related behavior, ways to say no, different pressures and how to handle them. Teachers wrote that their students were more verbal about these things after DARE and expressed opinions congruent with the DARE message. One teacher said DARE gives students a vocabulary to express themselves. Twelve teachers (12%) observed that their students spoke more openly about drugs, crimes, and family problems, freely asked questions, and talked more openly about their relatives', friends', and their own experiences. Some have expressed concern for older siblings and parents and want parents to quit smoking and drinking. "They've all opened up more in discussions. The anti-violence aspect has made them more aware of their own actions." Eleven teachers (11%) wrote about students being more assertive, having more self confidence in dealing with peer pressure, pointing out occurrences of it, speaking their views, and being less afraid to report wrong doing. Nine teachers (9%) reported seeing students use DARE

techniques to handle situations, thinking before acting, helping each other walk away from potential confrontations, and using ways to say no to peer pressure: "They have reacted more appropriately in dealing with each other and in confrontations with older students in our school." Four other teachers cited more teamwork and cooperation as a result of DARE: "fewer arguments." "Discipline referrals have been less this year. Teamwork and cooperative learning is evident." Three teachers (3%) observed more acceptance of responsibility for their actions, less blaming others: "Several boys who enjoy causing disturbances to upset things were capable of explaining their actions, what consequences would be suitable, and what changes in behavior were necessary. Our DARE officer analyzed situations this way." Seven other teachers (7%) said their students had better attitudes. Eight teachers (8%) described positive effects on students' views toward police officers, including identifying DARE officers as positive role models. One teacher reported students exiting from gangs and gang-related activities. Another wrote, "At the beginning of DARE they wanted to brag about who had tasted alcohol, by the end they didn't want to confess. Not because he made them feel guilty but because they were convinced it wasn't 'cool' anymore." One teacher did report that students were more fearful about doing bad things after DARE. The following response to this question about behavior changes that could be attributed to participation in DARE seemed to represent a widely held sentiment: "The connections that we make across DARE, in the classroom and in the community—Responsibility, Respect, Relationships, Resourcefulness. We try to teach these skills and for them to hear/do it from other sources is great and reinforcing."

Question 6. Teachers were asked to list any instructional or classroom management ideas or techniques they thought would increase the effectiveness of the DARE program in their classrooms and schools. For reporting, these responses were categorized into the following general areas: no input; praise without suggestions; organizational tips for lesson presentation and student performance accountability; more interactive activities; more visual aids; use of personal testimony; suggested topics for inclusion or emphasis; program administration; and other comments and suggestions. Table 13 shows the frequencies of these categories of responses. In the following paragraphs the categories are described along with samples of the specific suggestions teachers gave in answer to this question.

Of the 97 survey respondents, 31 (32%) gave no reply (23) or wrote "none" (8); 20 (21%) praised their DARE officer (15) or the DARE program (5) and indicated since they were already effective there was nothing to add. One teacher wrote, "This is one of the best programs I've seen in the 25 years of my teaching." The remaining 46 teachers (47%) made one or more suggestions or comments.

Class management, lesson organization, and better performance from students through accountability were the focus of 12 teachers' (12%) suggestions. These included two tips to help solve the problem of "getting off track": direct students' comments more to the end of the class period and have the officer stick to the lesson and "leave out opinionated banter and off-topic discussions." Three of these teachers wrote that the DARE rules about raising hands and respecting others' opinions need to be enforced; another suggested giving expectations of behavior at the beginning of each lesson. Do not rely on volunteers to read and answer questions, offered one teacher; instead try to "get some sort of response from every single student each session." To give the lessons more focus and alert the students to what is to be learned, one teacher suggested the officer state what will be covered at the beginning of class and at the end review how or if those things

were covered. Others suggested using a short quiz of the previous week's lesson and giving more homework assignments. Two teachers suggested ways to get more specific accounting for individuals to perform better: use a DARE homework chart with a target goal and the number turned in for the whole class or give grades for DARE work to be counted toward one of their subject grades (like science).

More interactive activities, hands-on materials, active instruction, role play, and skits were suggested by 13 teachers (13%). One of them suggested keeping the DARE Hawaii song and learning the sign language for it "because it builds relationships." Seven of these teachers encouraged more role playing and skits demonstrating ways to say no and making good choices in dealing with stress. One suggested emphasizing the importance of body posture, voice tone, eye contact, as well as the words chosen to convey a message assertively. Another suggested more up-beat, fun activities and "positive cheers or sayings." Having students demonstrate the effects of alcohol or drugs by going around and around a stick in circles until they are dizzy, stagger, and have trouble writing their name was one teacher's suggestion for more active instruction.

More visual aids, like slides, posters, transparencies, and, especially, videos were suggested by 8 teachers (8%). They suggested the use of videotapes to stimulate discussion and specifically called for examples of everyday situations confronting kids in the real world. Showing drugs and their effects via video was also suggested.

And 9 teachers (9%) suggested the use of personal testimony either by guest speakers or by videotape: more real-world examples and references to true stories demonstrating choices and consequences, cause and effect. Some teachers (3) suggested testimony from former gang members or rehabilitated drug users. Others (2) suggested "kids their age" who experimented with drugs. Still others (2) suggested as guest speakers those who deal with gang awareness or crime prevention.

Suggestions for increased emphasis or inclusion of other topics or activities were made by 9 teachers (9%). Each of the following was suggested by 1 teacher: include legal consequences of drug use; include "social awareness" or how drugs penalize everyone including family, school, community, taxpayers; include recognition of drugs and paraphernalia; place more emphasis on positive alternatives to drug use; place more emphasis on consequences to scare students; make a field trip to the police station; link current events to DARE issues; choose specific lyrics to a rap, discuss the clue words, and identify specific rap groups who have gang ties; for lesson 12 on role models, prep the students a week ahead with the questions on page 51 of the DARE workbook.

Suggestions or comments relating to the administration of DARE were made by 10 teachers (10%). Two of them suggested DARE send someone else when the assigned officers cannot make their scheduled classes, citing the negative impact of skipped lessons and discontinuity in the program. Two teachers wanted more time: one suggested increasing instructional time from 45 minutes to one hour and the other suggested more time in the program for the officer to bond with students. Two teachers called for more parent involvement in the program, one suggesting "having a parent meeting (all participating students' parents) with the DARE officer to clarify questions or goals of DARE." Two other teachers suggested DARE officers meet with classroom teachers prior to the day of the first lesson so they could learn about the students' prior knowledge and

background and about school programs with messages similar to DARE's. One teacher called for more than one day of follow-up with grades 6–8, and another commented that it would be nice to have the same officer at a school for a few years and to follow students to junior high, providing a sense of continuity and an open line of communication.

Other comments and suggestions that did not fit easily into the previously described categories were made by 8 teachers (8%). They included two comments about the DARE workbook: the book is good but not used effectively, and it could be improved by gearing it to Hawaii more, perhaps by using characters that are local. One teacher cited their school's "Tribes" program as a reason there were no problems in their DARE classes. One commented on the use of prizes in DARE, "The pencils, candy, etc. are motivational, but I would like to see kids work for personal rewards." This suggestion was offered by 1 teacher: "An officer walking the campus, particularly at recess, to handle problems that occur using DARE techniques would really bring home the lessons used in class. With continuous use, it will sink in. Without constant reinforcement, the lessons don't stay."

TABLE 13
Teachers' Suggestions for Increasing the Effectiveness of DARE (N = 97)

Suggestions by Category	% of Teachers*
No input, including no reply and reply of "none"	32
Praise for DARE program or officer without any suggestion	21
More interactive activities, including more role play, skits, and hands-on materials	13
Organizational tips for lesson presentation and student performance accountability	12
Use of personal testimony (true stories) via guest speakers or videos, including reformed abusers, former gang members, kids their age, professionals dealing with gang problem	9
More visual aids, like posters, transparencies, and especially videos (in addition to video suggestions from previous item)	8
Suggested topics for inclusion or increased emphasis, like legal consequences of drug use, recognition of drugs and paraphernalia, and more emphasis on positive alternatives to drug use	9
Program administration changes, like sending substitutes for absent officers, more parent involvement, consultation with teachers prior to first lesson, more time, and more follow-up in grades 6–8	10
Other comments and suggestions	8

*Since many teachers made multiple suggestions, percentages total over 100.

One teacher opined that maybe more students would listen to what the DARE officers say if they did not have to depend on gang friends to protect them from other gang members out on the streets ("Get more policemen out on the streets to protect the kids from getting hurt"). Two teachers commented on the importance of the individual DARE officer to the effectiveness of the DARE program, noting that they should be screened well. "The instructors more than the material are the key to the success of this program." "The effectiveness of the DARE program really depends on who is teaching the lessons."

Additional Comments and Suggestions. At the bottom of the survey teachers were directed to write any additional comments or suggestions on the back of the form or to attach a page of their own. Of the 97 teachers who returned questionnaires, 16 of them (16%) made additional comments and/or suggestions, some of them quite extensive and others just quick, final praise for the DARE program or their particular officer. Teachers used this opportunity to provide feedback on DARE Day: 3 teachers simply stated that it was excellent; 1 complained that the majority of students have been seated in the orange section "where it is blazing hot" and suggested the time or place be changed (or she will send a substitute next time rather than go herself); another teacher complained that the audio system was poor and also suggested another location. This same teacher also suggested exploring "the possibility of contracting Lisa Matsumoto ('Once Upon One Time, Happily Eva Afta' . . .) to write a script and have her troop perform . . . highly entertaining local style." Another teacher had apparently surveyed students and teachers at the school and reported the results as follows. Kids liked parachutes, swat team with dogs, helicopter, singing, and celebrities; teachers liked all the action (parachutes, swat team, helicopter) and school performances. Students' suggestions for improvement were to have it two days in the special events arena where it is cool and to have more activities for the kids in the stands instead of only for those on the field. Teachers suggested having "personal testimonies from prisoners, people who have changed their lifestyles, etc." and commented on the apparent irrelevance to the DARE message of the singing of Forté and of the appearance of the UH volleyball players by saying, "What was the point. None of them spoke about their decision/actions over the years. Personal testimonies are very effective."

Three teachers reiterated points made previously by others, including rationales for why they felt their suggestions were important. One of these asked, "What happened to the parent component?" This teacher observed that nothing was sent home to be completed by the family and thought that would be "a tremendous asset" to DARE. Another suggested students be shown actual drug paraphernalia so that they will not "be curious to know what it is from strangers"; the DARE program would be a positive and controlled environment for such exposure. The third teacher suggested "more video or visual materials to help the students view the seriousness of their involvement in the negative. Role playing situations can often focus on the 'fun' it is to be the 'bad' guy. some real video scenes of kids involved with drugs/alcohol and their consequences may have a more true to life impact."

One teacher from a small, private school complained that they seem to have been "forgotten" on occasion, and her students noticed this. Their officer did not visit them at DARE Day in the stadium and "the students were very upset." Their class had been canceled to accommodate another's make up class, notification for DARE Day had been

last minute, and the year-end DARE graduation was unplanned as of the date of the survey, two days before the end of the school year.

On the other hand, ten teachers praised either the program, their officer, or both. Two of these teachers made special note of the way their officers adapted DARE to their special situations: in one case the officer made a special effort to connect DARE to the school's Christian curriculum, and in the other the officer "really personalized the lessons" for the "at risk" students. In one teacher's words, "Over the years, I have seen only commitment, respect, caring, and concern conveyed by officers to the kids. The officers are always well-received and loved by the children in return."

THIRD GRADE

For feedback on the third-grade program, 27 questionnaires were mailed to teachers at 10 different public schools; 22 were returned with all 10 schools represented in the responses. This was an 81% response rate.

Question 1. In the first question teachers were asked to summarize in a sentence or two the main message conveyed to their students by their DARE officer. All 22 teachers responded to this question; from their responses seven more or less definable themes were identified and the frequencies of their occurrence determined (see Table 14). Half of the 22 teachers reported multiple themes in their message descriptions. The most frequent theme, reported by 45% of the teachers as at least part of the DARE message, was that drugs are bad. Following a close second in frequency, reported by 41% of teachers, was to make responsible choices. The explicit message to say no to drugs was reported by 32% of the teachers as at least part of the DARE message conveyed to their students. Messages about alternatives to drugs, building good self-concept, and policemen as friends were reported by 18%, 14%, and 14% of teachers, respectively. Most (77%), but not all the teachers used the word drug in their message summaries; other teachers reported the message instead as a more general one about being responsible and making decisions or on the theme of policeman as friend.

TABLE 14
Themes Identified in the DARE Message as Summarized by Third-grade Teachers (N = 22)

Message Theme with Sample Phrases	% of Teachers*
No Drugs: Explicit say no message; just say no to drugs	32%
Alternatives: Live a clean and drug-free life: stay healthy; there are alternatives to drugs	18%
How to say no: There are effective ways to say no	5%
Be responsible: You have to make your own choices, resist pressure; be responsible for yourself; make wise decisions; safety first—think before doing	41%
Self-concept: Everyone is special with special qualities; build your self esteem; people with good self-concept don't do drugs	14%
Drugs are bad: Drugs are harmful and abuse the body; drugs are not the answer to your problems, only more trouble; don't get into a cycle of abuse; drugs are illegal; there are two kinds of drugs—medicine and bad drugs	45%
Get help: There are ways to get help if you are in trouble; the policeman is your friend	14%

*Since teachers reported multiple themes, percentages total over 100.

Question 2. Teachers were asked which DARE lessons/materials/ instructional techniques, if any, did they think had been particularly effective in their classrooms and why. Of the 21 teachers who responded, 9 (43%) of them cited the lesson on how to say no, the resistance techniques, as most effective for the following reasons: students loved the role playing, which is a good way to internalize the message, and the lesson helps children be independent thinkers. And 3 teachers (14%) thought the lessons on awareness of different drugs and the ways they are harmful were particularly effective because they were the most interesting. One teacher (5%) cited the "I am special" lesson; another said all were good lessons. In terms of effective materials, 7 teachers (33%) commented on the DARE workbook, saying it complemented and reinforced the officers' lectures and was geared to a grade 3 level. One teacher (5%) remarked that the video had a definite impact, since young students are visually oriented. In terms of instructional techniques, role playing was identified by 5 teachers (24%) as particularly effective at helping the message "sink in." The questions-and-answers technique was mentioned by 1 teacher (5%) as effective; 4 teachers (19%) identified as particularly effective their DARE officers' management techniques and styles—humorous, interesting, a good role model, and genuinely interested in the students. Additionally, 2 more teachers (10%) pointed out that having an officer as the instructor—meeting a policeman as a helper and friend—was very effective for third graders.

Question 3. Teachers were asked which DARE lessons/materials/ instructional techniques, if any, did they think had been inappropriate or ineffective in their classrooms and why. Of the 22 third-grade teachers who returned questionnaires, 20 wrote responses to this question. Sixteen of these 20 teachers (80%) said none of the lessons/materials/instructional techniques were inappropriate or ineffective. One teacher (5%) thought some language usage by the DARE officer was inappropriate: the word *mahu* was given as an example. Three teachers (15%) indicated that the lessons were appropriate but the delivery not quite effective. One of these teachers singled out lecture as particularly ineffective and suggested officers "show what happens when one drinks: car accident, wheelchair, loss of independence (video, pictures)." The others both indicated "there needs to be more role playing, hands-on, in-depth coverage of the topics."

Question 4. Teachers were asked to describe an example, if any, of carryover of student knowledge or skills learned in DARE to other school subjects or activities. Even though DARE came late in the second semester to many of these teachers' classrooms, almost all said they saw carryover from DARE. Only one teacher (5%) gave no reply. Two teachers (9%) described specific situations where children brought up what they had learned in DARE and applied it to their personal situations. In one situation, the teacher was talking with a student who was influenced by a "troublemaker" about what he could do to stay out of trouble. "The different ways of saying no came from the child as alternatives." In a situation with chain letters in the school, the teacher talked to her class about why they were perpetuated. Fear of the loss of friendships and loss of luck came up, all fear-driven reactions to pressure and stress; students realized that pressure and stress are not just involved with drugs and gangs. Five teachers (23%) noted that students made connections between DARE and other special school programs: DARE reinforced the lessons of project Self-Esteem, Project Charlie, Star of the Month character education program, and one school's focus on making wise decisions when confronted with a problem. Other school lessons where DARE carried over were AIDS lessons, journal writing, conversations about drugs outside of DARE class, danger with strangers,

friendship, consequences, and lessons on avoidance of situations not in the best interest of children. One teacher wrote that students connected the word *abuse* as defined during DARE to other lessons about verbal, physical, emotional, and sexual abuse. Still other teachers cited specific school subjects where the ideas were reinforced by the DARE lessons and where students contributed information they learned in DARE to enrich the discussions. These included health class, cited by 9 teachers (41%); science, cited by 2 teachers (9%); and art, cited by 1 teacher (5%).

Question 5. This question asked teachers what specific behavior changes, if any, they had noticed in their students that could be attributed to students' participation in DARE. Teachers' responses to the prior question, about carryover, in many cases addressed this one as well. Of the 22 survey respondents, 2 (9%) actually wrote "see question 4" on their questionnaires; 2 teachers (9%) indicated they saw no changes and 1 (5%) gave no reply. About half (41%) described changes in students' knowledge and awareness of such things as peer pressure, making the right choices, ways to say no, dangers of drugs, and that it is okay—even cool— to not always go along with the crowd. Two teachers (9%) said their students got the message they are all special in one way or another. Another 2 teachers (9%) indicated DARE encouraged their students to be more open about their feelings towards drugs and served as a springboard for other questions and concerns. Five teachers (23%) described specific behavioral changes they noticed after DARE; these included children starting to discuss "ways to say no" outside of the classroom and thinking before acting. One of these teachers described a student who pretended to smoke rolled up paper on three occasions and stopped doing that after she learned cigarettes contain drugs. Another teacher wrote, "One student in particular, who I think was on the edge (possible early gang . . .) really affirmed and made a decision to stay drug free. He really looked up to Officer [name] and doesn't have many good male role models at home." Two teachers (9%) wrote about using the DARE vocabulary and lessons to help guide student behavior: "Having a common vocabulary and experience helps in communicating with students about appropriate behavior." Teachers wrote about saying things like, "Do you remember what Officer [name] said about peer pressure? This is what he meant." One teacher summed up this effect of DARE on student behavior as follows: "Helps them to be more thoughtful about their own behavior, especially their behavior that involves peer pressure, actions driven by fear, etc. . . . You don't need to be taking drugs, belong to a gang in order for this message to make sense to you. It has to do with reasons why you decide to do things . . . everyday choices." (A couple of teachers gave complex answers that were coded into more than one response category; this explains why percentages sum to more than 100%.)

Question 6. Teachers were asked to list any instructional or classroom management ideas or techniques they thought would increase the effectiveness of the DARE program in their classrooms and schools. Of the 22 respondents, 19 (86%) replied to this particular request. The most frequently cited technique to increase effectiveness of DARE was role playing; 5 teachers (23% of respondents) suggested using more role play, including how to say no and how to avoid fights and arguments. One teacher (5%) suggested more activity-based lessons, one suggested less lecture, another colorful graphics. Two teachers (9%) suggested including other topics: negative effects of drug abuse and more on unhealthy habits like teasing, lying, stealing, using foul language, and gossiping. One teacher (5%) suggested bringing in rehabilitated young adults or teens to talk about their experiences with drugs; another teacher said having real samples of drugs or plants would be helpful.

Having children sit on the floor with the DARE officer rather than seated at their desks in rows was the suggestion of 1 teacher who said children would stay more focused using that technique. Having DARE earlier in the year would be more beneficial, according to 2 of these teachers (9%). Another thought lengthening the lesson to 45 minutes would allow more time for students to question and talk to the officer, thus help build trust and friendship. This question was used by 7 teachers (32%) as an opportunity to praise their DARE officers, usually adding that they needed no teaching hints and were already very effective. However, 2 teachers (9%) wrote that their officer (teachers were from the same school) "needs some type of class management training" and commented on lessons needing focus by writing, "Just letting students be friends doesn't necessarily make for learning." One teacher thought "periodic follow-up of positive messages would help reinforce drug resistance." And parents were the focus of 1 teacher's suggestion for making DARE more effective, "making parents play a more dynamic role. Invite them to talks. Drug [abuse] prevention is everybody's business, not only the schools!" (As in previous questions, some teachers made more than one suggestion, thus percentages add up to more than 100%.)

Additional Comments and Suggestions. At the bottom of the survey teachers were directed to write any additional comments or suggestions on the back of the form or to attach a page of their own. Of the 22 third grade teachers who responded to the survey, 5 of them (23%) added comments. Of these, 3 named their DARE officers and gave specific praise for their instructional techniques and rapport with students; one wrote that "receiving the message from an actual police officer really helps to get the message across. Of these 3 teachers, 2 added that the program was needed at third grade, while the children are still impressionable and to combat the increased exposure to drugs at an earlier age. One respondent compared the school's present officer with a couple of former ones, who, in the words of the teacher, "were good at getting the lessons across but lacked the good rapport with my youngsters. I think this is a very important quality every educator must possess in order to be 100% effective." The fifth respondent took this opportunity to reiterate an earlier point: "As police officers they are not trained in communicating or using appropriate language for youngsters. I do not fault them, because I have the highest regard for police officers. However, I wonder if training is provided to help officers use appropriate language."

DARE Teacher Interview

Personal and telephone interviews were conducted with 10 public and private school teachers during May and June 1996 by the evaluator. Originally, 12 interviewees were randomly selected by the following method. First, using the ratio of public to private schools served by DARE during the spring 1996 semester, 10 public schools and 2 private schools were selected at random from the pool of participating schools. Then 1 teacher's name was randomly drawn from the list of fifth-grade teachers using DARE spring semester at each selected school. Of the 10 public school teachers asked to participate, 2 declined to be interviewed. Both private school teachers agreed to be interviewed. Geographic areas of the schools included the Waianae Coast, Mililani-Wahiawa area, and Honolulu. The 10 schools were served by nine different DARE officers, all from the Honolulu Police Department. Teachers interviewed included 2 males and 8 females. Five of the interviews were conducted by phone, five in person at the school. All interviews were taped and transcribed, except one phone interview, which was not taped at the interviewee's request; notes were taken instead.

Years of Teaching and DARE Experience

The 10 teachers ranged from 4 to over 30 years of teaching experience, with a median experience of 7.5 years and a mean experience of nearly 12. Years of participation in DARE ranged from 1 to about 13 years, with the mean and median experience at about 6 years. Over half the teachers interviewed had worked with just 1 or 2 different DARE officers; three teachers had worked with 3 or 4 different officers, and one teacher with 6 or 7 different officers.

Description of Students

None of the teachers described their students as being from a high income bracket. Students were described as being from mixed (2 teachers), high-medium (2), medium (2), and low (4) income brackets. In terms of their risk for drug misuse and/or violence, students were described as being at high (3 teachers), medium-high (1), medium-low (2), mixed (2), and low (2) risk.

Overall Assessment of the DARE Program

Following are the 10 teachers' words describing their overall reactions to DARE:

- "I think it is a good program, but I think it needs to continue to the older students."
- "Excellent."
- "It seems good. I think it sure helps the students, especially later when they encounter more peer pressure and drugs and violence."
- "I think It is a really good program. The kids really get involved with the officer, and even the role playing is alive. A lot of the videos that he shows, a lot of demonstrations he does, and the discussions he has with the kids—I think it's really effective."
- "Overall I think it's excellent."
- "It's good. I think the kids get a lot out of it. I think they can get more out of it, but overall it is good. It's positive."
- "I really like the DARE program. In fact, I just did a testimonial for the DARE officers. . . . I am really a strong backer of DARE."
- "I think it is valuable to the students and they enjoy it. They enjoy meeting a police officer one-on-one. The lessons are real valuable."
- "I like it. Since we started to have it, we've had a really good DARE officer, and every year I notice when he has come in the kids get excited and they look forward to role playing and having him read their questions."
- "It is too high level for my guys. They have vocabulary. Let me tell you, we break our guys down by reading groups. I teach fifth grade, which is the DARE level, but my reading group is reading on a second grade, second semester level, so right away you can see problems. So things, activities that are—and DARE comes out of the mainland, right—things that are designed for mainland, predominantly English-speaking students do not match my group. I'm out at [name of school], so my students predominately speak pidgin when they are not in school, so you have a mismatch of communicative styles. If the thing says, 'How is this done?' my students can't comprehend that, because to them it's 'How for do?'"

Comparison of More and Less Effective DARE Officers

Teachers were asked to compare the DARE officers they had worked with and to note what differences stood out and whether those differences contributed to their effectiveness. Most teachers said the officers they worked with had good rapport with their students and were competent teachers. Some of the interviewees noted differences in the

amount of time officers spent with students beyond the 45 minute or one-hour DARE classroom time, some differences in lesson preparation and class control, and differences in enthusiasm and delivery of the lesson. All these factors made a difference in the officers' effectiveness in the eyes of the teachers, who used their students' reactions as their yard stick.

Differences in Amount of Time Spent. Most of the teachers stated that it was important the officers develop a rapport with the students. One said, "This is a person-to-person kind of thing" about their officers who go to the cafeteria with them, attend assemblies, and do fun things with the kids at recess. Having had experience with six or seven officers, she said it made a big difference when the officers did other activities outside of DARE. This observation was repeated by other interviewees, one of whom said, "They seem to understand that you've got to give more that just what's required in the classroom." One told of their school's DARE officer who went to camp with them during their first semester; because of a shortage of men teachers, he slept in the boys' cabin to chaperone them at night and got up in the morning to do his DARE teaching rounds at other schools. Because the school has DARE during the second semester, he did not even know these particular students. "So that really makes a difference because they show that they really care about the kids apart from just the DARE program or academics."

Differences in Lesson Preparation and Class Control. One teacher noted differences in the amount of class control and lesson preparation among the three officers with whom she had worked. Some were more experienced and could adapt the lessons depending on time of day and how the students were reacting. She noted that one officer would go ahead with an activity from the next lesson if the students' seemed to need that, then the following week would go back and review what was skipped. A veteran of 10 years of DARE experience who worked with six or seven different officers observed that "they are all pretty well trained now—the way they deliver the message. They know the program, they execute it well, and they command respect; classroom control, they have it. " This teacher also noted that in the past officers would often be called to court and miss a week, so the lesson would be disrupted; "that was a real hindrance." She presumed the DARE officers now did only DARE, and she was glad the court calls did not happen any more. One teacher observed that the officer who used overheads, charts, and other materials to present ideas was more effective at getting her students to listen.

Differences in Enthusiasm and Delivery of the Lesson. One teacher compared two different officers, one with a very effective style for rural school students and the other less effective. The more effective officer goes to many different schools and has done DARE for a number of years, the teacher said, "but he still has a freshness when he talks about ways to say no to drugs, when he has role playing, when he tells jokes. . . . It's like every year that I see him in the classroom, and he does it with a different group of fifth graders, it's the same as the first time . . . not like a robot going through a routine. . . . The kids, they can pick up on that, too, . . . if they're not sincere about what they are doing." The students swamped him after the formal DARE graduation for autographs on their t-shirts and certificates, "mobbing him like a celebrity . . . they really appreciate him." The other officer was described as "very complacent, too laid back"; he did not project that enthusiasm and the students did not respond with as much excitement. Another teacher noted that the way the officers spoke could make it more exciting for the students: if the

officer seemed really interested in the lesson and stressed certain words out loud, the kids listened more.

Non-Classroom Activities DARE Officers Do

Teachers were asked what kinds of things their DARE officers have done beyond the DARE classroom and how valuable they thought such additional activities were to the program. Some of these activities were mentioned in answer to the previous question: officers ate lunch in the school cafeteria with students, watched them at recess, attended special events like the athletic banquet and school basketball games, and helped with field trips. Five of the interviewees said their DARE officers came to camp with their students, sometimes sleeping over with them or at least making a visit. One teacher mentioned DARE Day. Two said their officers had done nothing beyond the DARE class, and one mentioned that their DARE class was not scheduled so that lunch or recess was close in time. Those who described their DARE officers' non-classroom activities, were unanimous in their opinion that such additions to the program really help "especially for the kids to see that he is there even if he doesn't have to be there." One was sure that their officer came out to camp on his day off, but felt that it would not have the same effect "if it is mandatory and they feel they have to be there." Another said there was great value in students seeing the officers outside the classroom, to talk freely. Another said it was valuable because "the kids pick up the sincerity of the DARE officer." One teacher said, "I think it is what makes him so good, because of that, because of his exposure with the children and with us, I think he gains all the respect and he becomes a positive role model."

Teacher's Role in DARE

Teachers were asked what part they played during the DARE classroom lessons—whether they left the room, sat and listened, did other work, participated, or co-taught—and whether they made any follow-up assignments to the DARE lessons. All respondents said they stayed in the classroom during the DARE lessons. Some indicated they were prepared to intervene if students needed to be reminded to settle down; this was rarely necessary. One teacher commented that the officer allowed the students leeway to talk to each other during DARE activities and share common experiences, but he maintained control; students listened to him and she never had to intervene. About half of the interviewees participated somewhat in the class, asking questions or playing judge for class contests. One teacher gave helpful hints to the DARE officer to help him better present the material to students with very low reading levels; for instance, the teacher suggested the officer provide a word bank on the chalkboard to help prompt student responses during their class discussions. This same teacher pre-taught the DARE lesson about 40% of the time; this allowed his students to get more out of it since, as he put it, "It gives them a chance to screw up with me and they don't have to embarrass themselves with him."

Three teachers said they made no follow-up assignments to the DARE lessons, but they made sure the assignments from the DARE workbooks and parent component were finished and came in for DARE class. One teacher allowed students classtime to finish their DARE lessons. The others described both informal and formal follow-ups to the DARE lessons. Two mentioned that they pull DARE into discussions of current events and their *Weekly Reader* issues; one of them looks in magazines for related articles to bring in. Another teacher indicated that she reminded kids of their DARE lessons when

problems came up in the classroom or the playground. Four teachers described more formal follow-ups. Two used DARE as a theme for art class making posters or elaborating on projects started in DARE. One teacher had a DARE bulletin board that contained a DARE word list and the products from DARE class activities. This teacher also did extensive follow-up on the DARE media lesson, having students design ads and "unads"; she also had students role play response styles as they are taught in DARE, using different situations, not necessarily the ones brought up in the DARE lesson. Another teacher said every so often she used DARE information and topics as the subject of daily journal assignments and that she had suggested DARE themes to students looking for topics for an essay contest.

Examples of DARE Coming Up Outside the DARE Classroom

In answer to the question about DARE stories/situations/characters coming up at other times of the school day or week, one teacher said she had not noted anything in particular. Each of the other nine interviewees had noticed that DARE lesson situations and characters had come up at other times. One teacher said, "On trips with other schools they avoid trouble by knowing how to say no." Another said she had overheard her students reminding themselves to be "assertive"—"don't be so wimpy"— when other kids cut in line; "assertive" is one of the words/concepts learned in DARE. Students regularly brought up DARE connections to items discussed during current events and health. One teacher whose class put out a literary magazine had students who chose to write poems and essays about something they learned in DARE for their magazine contributions. In health, as might be expected, students brought up the negative effects of drugs they learned in DARE, but also during health lessons on decision making, they brought up the information from their DARE lessons about making choices. In one school that used Project Self Esteem teachers and students indicated that DARE followed the Project Self Esteem lessons. The DARE situations were sometimes referred to when students talked of relatives or neighbors who they said drank a lot or used drugs. One teacher said that violence in the home and in gangs had come up in previous years. Two teachers indicated that students had referred to characters in the DARE workbook stories when commenting on the behavior of other people; one character referred to was Jerry, described as a "rip-off."

DARE Workbook Material

Teachers were asked to consider the course materials in terms of the appropriateness of the reading level, topics, and activities and to suggest changes. All but one teacher said the reading level was appropriate; the one who said no suggested there be a second level book for students with below-grade-level reading skills like those in his class. Topics were judged to be appropriate and relevant; one teacher commented that some of the story situations were "pretty typical for kids." Another teacher said that the new materials are much better than the old DARE book in that the new workbook has illustrations and characters that follow through the book. In addition, the officer now has charts that go with the book, making writing on the chalkboard unnecessary. All interviewees said the activities were appropriate; one commented that the group work and the oral reading from the workbook were especially helpful for his lower achieving students. Six respondents had no changes to suggest. Some of those indicated they liked the changes that had already been made in the materials: "I think it is better this year." "I was too easy before and now they added more content to it." One teacher suggested the classtime be lengthened to 50 or 60 minutes to allow for more interaction. Another teacher

said she would like suggestions for follow-ups for some of the DARE lessons, not all of them, but certain lessons that the officers or the DARE program would like the teachers to get more involved in; she already does some follow-ups herself but would welcome suggestions. Role playing should be used more, according to one teacher who noted that her students got a lot out of role playing and not as much out of writing down definitions. "The kids get a lot out of role playing where they actually get involved with their groups and discuss how they want to present something. That is really good; they like that a lot." One teacher suggested there was a need for a Hawaii book, not just the mainland book, that would bring the topics closer to home with talk of Hawaii gangs, Kalihi, Chinatown, and the beach. This teacher said that one of their DARE officers had been on the beat in that community and could talk about things that were happening right in the kids' neighborhoods; he felt this was very effective with his students.

Extra-Curricular Materials Used in DARE Lessons

Teachers were asked what other materials beyond the DARE workbook and posters had been used in their classrooms. They were asked to comment on their effectiveness and appropriateness and to suggest other materials that might be used. Seven teachers mentioned their officers used one or more videos; one teacher indicated the locally made tape on Hawaii gang violence was effective. Three teachers mentioned the balloon prop used to illustrate self esteem; another told of the ladder their officer used during DARE graduation to illustrate high standards. A couple of teachers mentioned props used in role playing; one said she much preferred the officer bringing the props as was done last year to prior years when students were asked to make props or bring a beer can from home to use as a prop. Two teachers said their DARE officers brought in news articles to show the class; these were especially effective when they dealt with the students' own environment. One respondent said the officers' telling of their personal experiences was very effective, too. One DARE officer used a 35mm slide show of drugs and paraphernalia that was judged effective by the teacher, who said it was a good opportunity to find out what kids already have seen: "You find that quite a lot of them have seen it or been exposed to it." Such a slide show might answer the need identified by another teacher for a more realistic presentation of drugs and paraphernalia than the cartoon version she saw used. She argued that "if they could actually bring in the paraphernalia of all the drugs . . . so it is not like a curiosity thing when someone brings it up to them." She said if they saw it in DARE, students would think. "I don't need to see it, I know what it looks like. It's no big thing. It's stupid to have that." Other suggestions for additional materials were comic books and coloring books. One teacher noted that how their DARE officer ran the lesson "was very student involved . . . very student run," even more so than the workbook indicated. He used lots of modified role play and situations in the lessons, techniques she said were very effective with the students. Two teachers suggested that a missing element in DARE was more emphasis on what happens if you make poor choices. They mentioned the Scared Straight and No Hope In Dope programs as being something like what was needed; both found fault with those programs, however, for use in DARE. One suggested a similar program using younger people; the other objected to the glamorization of the prisoners in such programs, but thought some way was needed to let kids see the negative consequences, not just talk about them. "Make it more real to them, understandable." One thought a field trip to the police station might be good. The other teacher suggested showing a videotape of the TV program "Gangs, Guns, and Drugs" as he had done with his students "that really opened their eyes."

Classroom Management

Teachers were asked how satisfied they were with their DARE officers' classroom management and whether they could make suggestions for improvement. All 10 interviewees were very satisfied with their DARE officers' classroom management. The only improvement offered was from one teacher who said promptness could be improved, coming into their classes on time. Rather than improvements, most respondents commented on particularly effective techniques their officers had used. Three teachers commented that wearing the uniform is very effective and helps elicit respect. Two teachers commented on the power of learning students' names quickly. One said that by the second visit their DARE officer knew all the kids names, and the seating chart and name tags their school's teachers provided to help him were no longer needed. He also used lots of tokens to reward right answers, and this kept kids very attentive. With a particularly loud and talkative class, one officer restricted fun activities like role play and only talked about the lesson if the class would not pay attention; the teacher said this was very effective with a real difficult class. Another teacher said his officer talked with him first to find out what ground rules he had established in his class, then he followed the same rules, such as not responding to kids hollering out, only to raised hands. He used the same time-out procedure for discipline, and the teacher followed up. One teacher described her DARE officer this way, "They love him: he is positive; he does not put up with distractions; he does it in a firm, consistent way. . . . He offers a lot of praise." She says if students get silly or answer inappropriately, he will redirect the question, not let it go. "He is very, very, very respectful so then the feelings become mutual." Another teacher commented on the effectiveness of the DARE officer's procedure for beginning class: first the officer gets out of the way the questions about what he is wearing (handcuffs, etc.). Then he draws out several questions from the DARE Box and answers them; this is much more effective than trying to answer all the students' questions from the floor. It helps when the officer answers personal questions about being married and having children. This teacher described a female DARE officer who used statistics and stories to illustrate her lessons; she was very businesslike, real effective, and responded to very well by the students.

Equity in Student Participation

Teachers were asked if they felt there was equity in student participation and recognition, by gender and ethnicity in particular, and if they could make any suggestions for improvement. None of the teachers thought there was a problem, and four of them commented on how good the DARE officers' techniques were for going around the room and making sure everyone had a chance to participate. They described how the officers had drawn quiet, nonparticipants into the DARE activities. In one case and officer encouraged a shy, reluctant student by saying, "Just come up, come up and I'll help you out and it will be okay." The boy went up, and the teacher noted was smiling.

Changes in Interpersonal Relations Attributable to DARE

Teachers were asked what, if any, changes they noticed in interpersonal relations among their students during the time DARE was presented. Five teachers said they did not notice any changes. Two said their classes became more open with one another, willing to express their feelings and ideas, and even the shy ones were willing to put questions in the DARE Box. Two teachers said they overheard students talking about and acting on DARE concepts. In one case it was about friendships and what a good friend is; in the other case students described their own and others' behavior in terms they learned in

DARE— assertive, aggressive, and passive. Another teacher said she had seen situations where a few students stepped forward to stop another student who was being mean or nasty to someone.

Role Playing

Role playing is a common instructional technique in the revised DARE program. Interviewees were asked if they felt it was an effective teaching method with their students, whether they saw any problems with it, and what suggestions they might have to increase its effectiveness. Nine of the 10 teachers interviewed gave unqualified endorsements to the role-play strategy; their students really enjoyed it and they felt students needed it. "They need to feel what it feels like to say it and feel what it feels like to act it." One teacher said his students "got kind of stupid; they acted kind of silly." Although the other teachers saw no problems with role playing as a teaching method, this teacher thought students had to have a certain maturity level to get up in front of the group and some students would be better off watching than participating. Another teacher suggested the officer be more selective with participants rather than trying to have everybody go up and it become a kind of clown session. Two teachers suggested that more classtime needs to be given the role playing activity. Their students needed some practice time before their "performances"; these teachers provided such time in the week between the DARE lessons. Two teachers noted how good directions and clear expectations from the officer made the role play go well and controlled for students going overboard and acting out. One teacher suggested doing more role play, perhaps at the beginning using small role playing scenarios that would provide good practice for the more complex scenarios later on in the book.

Suggested DARE Program Additions and Deletions

Teachers were asked if there was any topic they would leave out of or add to the DARE program. No one wanted any topics left out. One teacher said she liked the one they recently added, gang violence, since her students have had siblings in gangs. Half of the teachers would add no other topics. One suggested relating present-day TV news to the lessons. Another teacher suggested adding sex, and another would add information about sex abuse, a little bit more than just the talk about feeling comfortable with someone touching them. More case studies "like I know a kid who is the same grade as you, true stories," was another suggestion. One teacher observed that 90% of the problems in his school are people talking about other people, and he suggested adding more emphasis on the problem of fighting over what someone said. "If you can get the kids to be less quick to respond with their hands and more akamai about absorbing insults." He suggested adding this concept to the balloon demonstration on Sam's self esteem: "if perhaps they showed somebody talking stink about Sam, but Sam doesn't react negatively, so what is it, self esteem."

Students' Attitudes Toward Police Officers

Teachers were asked to comment on their students attitudes toward police officers before, during, and after DARE. All said their students were positive toward police officers (respectful, friendly, unafraid, comfortable) even before DARE, and most noticed no changes. Four teachers did comment on perceived changes, however. In one case even though students enjoyed and respected their DARE officer, after publicity about police brutality their questions to him in class focused on whether or not he had shot or killed anyone. Another teacher noted that the students seemed to really like their DARE officer in fifth grade, "but it sure doesn't hold for very long"; he was referring to some girls

formerly in his fifth grade DARE class being caught drinking a beer in the girls room less than a year later in sixth grade. Two teachers noted that their students look at police officers in a different way as DARE progresses. First their questions to them focus on the police role, "catching the bad guy" or "did you have to ever use your gun. Then later on the questions start changing, 'well, how many daughters do you have?' or that kind of question. So they see the police officers as, like, a real person, and they respect them for not only as a police officer but as a teacher and, of course, as a friend." The other teacher put it this way, "I think they really have a positive attitude towards them, and, especially after DARE, they're real proud to know them personally." One teacher suggested that the officers bring another officer with them and team teach sometimes; this could complement and reinforce their DARE officer's point of view. This teacher also suggested bringing the police dogs to the school sometime.

DARE Officer Training

Teachers were asked to reflect on their own teacher training and experiences and to tell what topics they thought should be emphasized in the DARE officer training and what activities and experiences officers should have before going into their own DARE classrooms. Most of the interviewees made a point of saying they thought their DARE officers were very well prepared, so that the training and experiences they had seemed to be adequate preparation. Nearly all of them did have suggestions about topics or experiences that they thought could be valuable, however.

Topics to be Emphasized. Five teachers mentioned classroom or behavior management. Three suggested that learning inclusion techniques for getting everyone to participate could be valuable for DARE officers. One teacher suggested "trying to give every child that says something to you a response and not just brush them off." Two teachers mentioned the value of variety in presentation. One suggested officers need to know ways of presenting the same information in different ways; using the definitions as an example, this teacher suggested using cause-and-effect or problem-and-solution formats or let students make up ads as a way to convey the definitions. The other teacher observed that their DARE officer had developed a good change of activity pace, using lecture only minimally and incorporating student workbook writing and student recitation, as well as role playing and videos (the commercial video was singled out as particularly good), all of which kept students engaged and attentive. Attention getters and relevancy to local news were topics suggested by other interviewees. Three teachers suggested that the topic of cooperative learning groups be emphasized; they observed that students do not always know how to work cooperatively in groups, particularly at the beginning of the year before the regular classroom teacher has trained them (and not all teachers use, thus train students in cooperative learning). One teacher suggested the following guidelines for using cooperative learning groups: "Initially I think I would assign a leader, assign a time keeper, a recorder, and a reporter . . . set a time limit—you have two minutes and you have to have this done—and actually stick to it and just move the group along; start with short things that you know they can succeed at in a short period of time, just so that they can get used to working together."

Activities or Experiences DARE Officers Trainees Should Have. One interviewee suggested the officers have experience with team building activities to help them get students to get organized working together. Two teachers stressed the value of observing other DARE officers' classes: they should have "the chance to observe—observe a lecture

type, observe a cooperative learning group type, and one that involves activities with homework . . . so that they can see how the different DARE officers handle that." Another teacher noted that being in a classroom is the best experience they can get. Another suggestion was that officers experience "being put on the spot, being asked all kinds of questions that they are not prepped for, even the one about, 'Well, my uncle, he smokes pakalolo and he says it's not wrong'—what do you think, officer?" One teacher was impressed by their DARE officer's genuine desire to be there, his obvious pride in the DARE program, and his sincere belief in what he told the students; if this was the result of training, he was well prepared.

Administration of the DARE Program

Teachers were asked to suggest improvements in the administration of the program (scheduling, communication, materials distribution and control, etc.) Most indicated there were no problems in this area and their officers were flexible, accommodating, and cooperative with regard to schedule changes; in return they were understanding about the very few times the officers could not come for the scheduled DARE lesson. Two teachers indicated improvements need to be made in communications between the officers and the teachers: one teacher wanted to know a day in advance when the officer would not be coming, and the other said they needed a better way to get hold of their officer. "We get this one number, we leave a message . . . he doesn't call back . . . we somehow got his home phone, so we would try to contact him that way . . . but it [the system] doesn't seem really together." She thought they also needed a phone number to call to get questions answered about DARE Day. One teacher commented on how well organized the DARE Day arrangements were; they got their materials and seating information well ahead of time. Another teacher said their school did not get their DARE Day information until they called the day before; one school got the wrong song to practice for DARE Day. In terms of materials distribution, one teacher commented on the many DARE tokens, like pencils and stickers, their officer distributes. She felt certain that some of the prizes he gave for class contests and some of the things given at DARE graduation he purchased on his own; she said the students really like to get these things. One teacher said that because of a tight schedule there was no time for their officer to do any make-up lessons, but since he only missed one session because of something else, "actually it was pretty good." He indicated that missed sessions can create "a negative thing about DARE" but usually this is with kids who already have a "so what attitude at 10 or 11 years old." In the context of program administration, one teacher observed that this was the first year he had ever seen an officer not pass everyone. The teacher fully agreed that DARE should not be a "guarantee pass" and that these students "didn't do all the work in their workbook and they weren't fully participatory during the classtime," so they did not have the right to participate in the graduation program. (This topic came up again in response to the last question of the interview.)

Elaboration on the Mail Survey Questions

The 10 teachers who were interviewed also received the written survey conducted as part of this study, and they were given an opportunity to elaborate on any of the questions from that survey. Three of the teachers did so. One wanted to emphasize again the need for variety from lesson to lesson, to use videos and activities to break up the lesson presentation. One teacher thought the DARE day at the stadium was a waste of time and money, a lot of hoopla with no content coming across: "It was just too big." He suggested it might be more effective if it were brought down to a school level and each

school had a DARE Day, although he acknowledged this would require more manpower and logistics than DARE could probably provide. (DARE Day came up again in response to the last question of the interview.) Another teacher elaborated on role playing, about being more realistic with the kids, reminding them "it is not fun and games, we are talking about drugs and gangs and whatnot and they think it is funny when we talk about it." She wants them to be aware that in these situations "it is not easy to say no," that they will find themselves in these situations, and in intermediate it will be hard.

Desire to Participate Again in DARE

The teachers were unanimous in their desire to participate again in DARE, noting its importance and how much their students liked the program. One teacher compared DARE activities to those in the No Hope In Dope program and suggested, "If they got together they could learn things from each other."

Additional Comments and Suggestions

All but one of the interviewees had additional comments, which fell into the following general categories: DARE Day and teacher roles, DARE knowledge test, DARE follow-up in intermediate and/or high school, DARE officer rotation, high-risk students and problems with DARE participation and graduation, and the parent component.

DARE Day and Teacher Roles. "The kids really enjoyed DARE Day," one teacher wrote. She indicated that the teachers enjoyed it, too, and felt that it was one way they could support DARE. She said they went to the conferences and the in-service training and were willing to do more to support the program, like set up bulletin boards or start activities. "I don't feel like I'm really doing anything for them. Can I help you in any way?"

DARE Knowledge Test. One teacher missed the knowledge test that was previously part of the DARE program. She thought it was valuable because it showed the students and her what they had learned. It was good to know as the teacher of the class in case students had questions between the DARE sessions.

DARE Follow-Up in Intermediate and/or High School. Three of the interviewees specifically addressed intermediate and/or high school follow-up to DARE. One thought DARE would be more effective with follow-up in sixth grade because the students are pressured more "as they get older to become involved in smoking and drugs and sex and gangs. . . . They might know it, but they don't have the reinforcement of what they have learned so sometimes they have a tendency to stray. "Another advocated follow-up in sixth grade because it "helps kids resist using drugs"; it helps curb the curiosity that motivates students at this age—"I'm taking it because I don't know what it is or what it can do to me." She wants more emphasis on the possible terrible consequences of taking drugs, just once: "I want them scared." She said DARE is nice with songs and camaraderie, but "the curiosity factor is there if you got enough peer pressure saying, 'Hey it's nothing,' they are going to say okay." She thinks with her students, though, nobody's approach would scare them because they see their parents' behavior. At the fifth grade she has countered their tales of parents' excessive drinking with, "Oh yeah, they do but you know better now, right? . . . But when they hit intermediate it is not their parents any more, it's friends—have to be strong." She praised the DARE program and their officer

for doing a lot of role playing to handle aggressive and friendly pressure; she felt the kids understood that "both are not good in the long run."

DARE Officer Rotation. Two teachers wanted the rules changed to allow officers to stay in the DARE program and at their schools beyond the five-year limit if they are effective and the feedback is good. "It's like taking a good teacher out of the classroom and putting them as an administrator, and the kids miss out."

High-Risk Students and Problems with DARE Participation and Graduation. One of the teachers was very troubled by the few students in her classes over the years who did not graduate from DARE, would not finish the workbook or would not take the DARE pledge. Some of them had parents or relatives involved in drugs, and she worried about the emotional turmoil for these students. "I don't know how to address it, but I think that somehow if we are going to bring the DARE program into the classroom and we are going to teach them about drugs and stuff, we have got to teach the kids how to cope with the turmoil that is going on inside that somebody is growing pakalolo in the back yard and they are telling me it is illegal and they're wrong and they're bad. But that's my mom and that's my dad, that's my uncle. I don't know." She said a lot of students come from families like that and get mixed messages: "At home it's like this, but at school I am learning this, and my mom smokes cigarettes, but Mrs. ____ is telling me that smoking cigarettes is bad." There is an emotional issue that has to be addressed.

DARE Parent Component. In one teacher's words, "I like the parent component, that is a real positive. A lot of the kids never talk to their parents about things that involve their parents' childhood and choices their parents had to make and dangers that they went through." The requirement of the program is just that the parents sign a paper that says they had a discussion; what they discussed is private, but a lot of the kids comment on what Mom and Dad told them that they did not know before. This teacher thought it was very helpful to provide a "talk story time" for kids and parents. She observed that parents of her most at-risk students do not participate or support the school.

DARE Student Essays

The 12 randomly selected winning essays were analyzed for content. Note that instructions for the essay writing lesson are for students to think about all they learned in DARE and write a commitment to stay drug-free and violence-free, expressing how they feel about DARE, what they learned to help them stay drug free and avoid violence, and why they think it is important to do so. The essays ranged in length from slightly over half a page to nearly three pages, mostly handwritten, some typed. Most of the authors were girls, and all but one of the essays were very straightforward presentations of the suggested information, more or less (see Appendix G). The one exception was titled "Taking a Stand with a Better Plan" and used sentences with contrasts: "If someone wants to make you do something wrong like stealing, take a stand & do something right. If someone wants you to do something bad like like [*sic*] take drugs take a stand & do what is good." It ended with "You can make a better world by making a better you" (see Appendix G).

In this sample of essays, representing 10% of the total for school year 1995-96, most students praised the DARE program because it was good for schools or kids (8, 67%), they had a good time (3, 25%), and/or they learned a lot (2, 17%). Five students

(42%) wrote explicit pledges to stay drug and violence free. In their essays, 9 students (75%) described effects of drugs, 7 (58%) mentioned violence, and 8 (67%) mentioned learning ways to say "no" to drugs and/or violence. Other topics mentioned included the following: self esteem (3, 25%); avoiding stress and using relaxation (3, 25%); making good decisions (3, 25%); doing other, positive things instead of drugs (2, 17%); peer pressure (2, 17%); having rights, including the right to say "no" (2, 17%); how advertisements work (2, 17%); gangs (1, 8%); being special and treating everyone with respect and care (1, 8%); and avoiding "wrong touching" (1, 8%). Two students (17%) included in their essays what the letters in DARE stand for. Two (17%) mentioned their parents and family: sharing all the DARE lessons with family and learning about parents from the DARE homework. One student (8%) described the experience of being in a class role-play activity, and another wondered why the police cannot control drugs.

The next section contains an overall summary of the results from the analyses of all the data, along with recommendations based on those results and the review of the research literature on drug prevention programs included in the introductory section of this report.

SUMMARY AND RECOMMENDATIONS

This evaluation study of the Drug Abuse Resistance Education Program was designed to measure the effectiveness of delivery and client satisfaction to improve the DARE program in Hawai'i. It was designed to focus primarily on information from teachers, but it also included reports submitted by officers attending DARE training, surveys from participants in the Hawai'i DARE parent component, and winning essays from fifth-grade DARE graduates. The data are rich in the descriptions they provide of teacher reactions, observations, and suggestions about DARE and drug abuse prevention in general. They do not directly measure the impact of the DARE program on students' attitudes and behavior but are indirect measures based on teacher perceptions. They meet the goal of the study to gather information that would contribute substantively to improvements of the DARE program; they do not provide for a comprehensive program evaluation.

Such an evaluation is needed, however, but should entail a comprehensive assessment of needs, study of the multiple programs including DARE being used to meet those needs, determination of the program effects measured against baseline data, and cost effectiveness issues. Federal funding agencies have begun to require such comprehensive evaluation of the effects of programs they fund. Given the present climate of claims and counterclaims of short- and long-term effectiveness of many school-based drug education programs and the staggering sum of money the nation has spent over the last decade on them, few could argue that such a requirement is long overdue. (The reader is referred to the Introduction and Overview section of this report.)

Following is an overall summary of the results of this study of Hawai'i DARE and recommendations given in the context of the current national discussion about the effectiveness of DARE and other alcohol, tobacco, and other drug (ATOD) education programs in their mission to keep students off drugs as they reach their teenage years.

Summary of Study Results

The results of this evaluation study were uniformly positive from the perspectives of teachers, parents, officers in training, and student graduates of DARE who wrote winning essays. Teachers found DARE to be highly effective and want it not only continued in their schools but also expanded to include middle and junior high schools where they see peer pressure even stronger and resistance skills needed even more. The newly revised DARE core curriculum materials were praised as were the more interactive lesson formats, including their use of role play and cooperative learning activities. DARE officers were overwhelmingly praised for their professionalism, patience, and rapport with students; their command of the materials, teaching techniques, and classroom management; and their generosity with their own time above and beyond the DARE classroom lesson delivery.

Consistent with previous studies like this one done in Hawai'i and with national studies, the effectiveness of delivery and client satisfaction with DARE were very high, as measured by the data collected in this evaluation. These data included over 1000 Project DARE questionnaires on classroom and curriculum, in-depth interviews with randomly selected classroom teachers, and over 100 responses to an open-ended evaluator-designed survey. It is evident that both effectiveness of delivery and client satisfaction are functions of the quality and competence of the DARE officers who teach the program in the schools. Teachers' expectations of them are very high in terms of their language use, comportment, rapport with students, and willingness to do more than just a 45-minute lesson once a week. They are powerful role models and must master use of cooperative learning techniques as well as more interactive, activity-based structures versus just lecture. The more time spent in school activities beyond just classroom lesson delivery, the bigger their impact on students and teachers. These results argue for the continued emphasis on quality officer selection, training, and monitoring and adherence to DARE program directives to maintain consistency and program integrity.

Suggestions to improve the curriculum were numerous and specific but did not call for substantial changes in its structure and design. The inclusion of more visual aids, especially videotapes, more role play and hands-on activities, and more interaction were essentially requests for more of what the program already contains. On the recommendation of a previous DARE study in Hawai'i (Farkas & Wong, 1993), data collection instruments included direct solicitations of critical feedback so that DARE could benefit from the wealth of experience of classroom teachers who are in a position to monitor and suggest improvements of DARE lessons. Readers interested in the suggestions made for specific lessons and techniques are directed to the Results section of this report where they will find a wealth of specific ideas to increase lesson effectiveness.

The study results contained much anecdotal evidence for effects of DARE on student knowledge and social interactions. DARE gave students and teachers a common language to talk about behavioral issues often beyond the academic scope of school but vital to children's lives: how they make choices, how they spend their time, how they express and act on their desires in the face of social pressure and other stresses, how they resolve conflict, how they respect themselves and others, and how they evaluate information from all media. Teachers observed that DARE information came up in many other contexts, both academic and social, in classes and at recess, and that DARE reinforced other school programs (like STAR and TRIBES) that focus on developing self concept and making good decisions.

It is apparent from this study that the DARE parent component was vastly under-utilized. The Hawai'i Department of Education has even sponsored, through its Parent-Community Networking Center (PCNC) program, parent materials especially designed for the local community. If these were widely used, there was little evidence of it from this study, in which many teachers called for more parental involvement through all the response venues.

Some Hawai'i teachers expressed concern that those students most at risk, from homes where there is drug-related activity, are not served well by DARE and are even alienated by it. These students need special attention and counseling to cope with the emotional turmoil produced by the mixed messages they get and by the public

condemnation of their parents and other adult models in their homes. They were very few, but there were instances of students refusing to take the DARE pledge to be drug-free and not graduating from DARE. Teachers felt strongly that these special needs students be served.

As overwhelmingly positive as the opinions are about DARE among Hawai'i educators, there are issues such as those just described that need to be addressed and that call for a wider, more comprehensive look at the total community effort to address the problems of drug use and violence among youth. Answers to the questions, Does DARE work? and, Should the DARE program continue to be used and even expanded in Hawai'i schools? are ultimately the ones sought from studies such as this one. But simple answers are not available.

Recommendations

Any decision about the continued use of DARE needs to take into account its necessarily limited role and its effectiveness, including cost effectiveness, in that role in a much broader community-wide, coordinated program to prevent ATOD use and violence among youth. This requires the use of needs assessments and baseline data in order to target the real problems with the right solutions and to be able to detect change when and if it occurs.

A comprehensive program evaluation of any ATOD education program should include identification of the assumptions about what affects student ATOD use and realistic expectations about program effects on those factors. This needs to include the measurement of intermediate goals, like knowledge of health risks associated with ATOD use, increased behavioral repertoire for dealing with peer pressure, use of problem solving skills in making choices related to school, home, and self. DARE influences factors believed to mediate drug use; that influence needs to be better documented and verified and the discussion then elevated to whether or not these are the factors that should be targeted. The long-term effect studies to date have focused on the desired end result, reduced student drug use and violence, without sufficient attention to the many factors affecting student ATOD use and violence, most of which, arguably, are beyond the control of schools and any school-based ATOD education program. Any school-based ATOD program must be considered only part of a community's efforts to prevent youth violence and drug use and be evaluated, funded, and administered as such, just one effort among many, a spoke in the wheel.

According to the National Institute on Drug Abuse, prevention success is most likely when a program is started early, during elementary school, before students are at high risk, and then updated and tailored each year through middle school and high school. Boosters are needed to keep the effect working. (Weiss, 1997a; Mohai, 1991) The assumption that any long-term effect on drug-related attitudes and behavior can be achieved by a relatively short exposure, even to a very persuasive program, is naive (Wysong, Aniskiewicz, & Wright, 1994). Regardless of what programs are used, the research shows that all prevention programs must start early; be coordinated with community prevention efforts; include students, parents, teachers, and community members in the planning process; be systematic and comprehensive; contain different

strategies for different populations; and give special attention to at-risk students (Mohai, 1991).

Does DARE have a role to play in a comprehensive prevention program in Hawai'i?

There is much to recommend it, not the least of which is the overwhelming belief among educators and much of the community that it has positive effects and should be continued. Whether those effects translate to reduced drug use in the long-term, especially by themselves and for all kinds of students, is still open to question among many and is a naive expectation according to some.

The total DARE program, including the newly revised core curriculum that was the focus of this study, already has many of the features cited as important to prevention success by the National Institute on Drug Abuse. It is apparent that in Hawai'i only part of those features are being used; the most notable omissions are wide use of the parent component and extension of the program to the upper grades.

The national DARE organization can be expected, as they have in the past, to rise to the challenge of these times. The DARE program can be expected to change to meet the new federal spending guidelines being imposed, to counter the wide criticism that has been directed toward it and other drug education programs, and perhaps even to answer the call from many in the field of prevention research and practice for another look at the etiology of drug use and a consideration of expanding prevention efforts to address cultural and structural factors that affect drug use.

DARE already involves two major institutions of the community working together, the schools and the police, and it has wide support from the business sector. Such established cooperation is invaluable. DARE America's impressive dissemination and implementation system is very effective and in place. With the availability of more research on what makes school-based prevention programs effective, the curriculum can be expected to continue to improve. The recent establishment of the DARE America Scientific Advisory Board provides the capability and incentive for DARE to further evolve as our knowledge base of what works increases.

There would appear to be a place for DARE in a comprehensive Hawai'i prevention program. What is needed is the larger view that a comprehensive needs assessment and program evaluation would provide. Hawai'i is not alone in this. There is a glaring need nationwide for more comprehensive evaluation of the programs communities are using to prevent alcohol, tobacco, and other drug use and violence among their youth. And even the experts have no simple answers; they are still asking questions about why young people use drugs.

APPENDIX A

PROJECT DARE
CLASSROOM APPRAISAL BY TEACHER

Classroom Teacher's Name: Date:

School: Grade:

DARE Officer:

Dear Teacher:

Realizing that the officer's performance in the class is critical to a successful program, we appreciate your input. The information will be most helpful in improving instructor and in-service training.

1 = Strongly Disagree 2 = Disagree 3 = Unsure/Neutral
4 = Agree 5 =Strongly Agree

1.	The objectives of the lesson were clear to the students from the beginning of the officer's presentation.	1 2 3 4 5
2.	The presentation of materials and content was appropriate for my students.	1 2 3 4 5
3.	The officer was effective in demonstrating the lessons.	1 2 3 4 5
4.	The officer established rapport with my students	1 2 3 4 5
5.	My students showed an interest in the lessons.	1 2 3 4 5
6.	My students have acquired the skills and knowledge to effectively resist and refuse offers to use drugs.	1 2 3 4 5
7.	My students showed behavioral signs of an improved attitude toward drug use.	1 2 3 4 5
8.	My students demonstrated in role playing the ability to use those resistance skills taught in the DARE lessons.	1 2 3 4 5
9.	During the time DARE was presented, I observed a positive change in interpersonal relations amongst my students.	1 2 3 4 5
10.	My opinion is that the DARE Program should be continued in my school.	1 2 3 4 5
11.	I am satisfied with the instructional methods used in the program.	1 2 3 4 5
12.	I am satisfied with the teaching competency of the police instructor.	1 2 3 4 5

COMMENTS & SUGGESTIONS: Please list any suggestions/comments you have regarding the officer's presentation.

APPENDIX B

PROJECT DARE
CURRICULUM SURVEY

Classroom Teacher's Name: Date:

School: Grade:

DARE Officer:

Dear Classroom Teacher:

The following topics are covered in the newly revised DARE curriculum. Using the scale provided, indicate whether you agree/disagree with the content/usefulness of each. Please comment or make suggestions on the lessons.

1 = Strongly Disagree 2 = Disagree 3 = Unsure/Neutral
4 = Agree 5 = Strongly Agree

Understanding The Effects of Mind-Altering Drugs (Lsn #2)

_____

_____

Considering Consequences (Lsn #3)

_____

_____

Changing Beliefs About Drug Use (Lsn #4)

_____

_____

Learning Resistance Techniques - Ways To Say No (Lsn #5)

_____

_____

Building Self-Esteem (Lsn #6)

_____

_____

Learning Assertiveness - A Response Style (Lsn #7)

_____

_____

PROJECT DARE
CURRICULUM SURVEY

Classroom Teacher's Name: Date:

School: Grade:

DARE Officer:

Dear Classroom Teacher:

The following topics are covered in the newly revised DARE curriculum. Using the scale provided, indicate whether you agree/disagree with the content/usefulness of each. Please comment or make suggestions on the lessons.

1 = Strongly Disagree 2 = Disagree 3 = Unsure/Neutral
4 = Agree 5 = Strongly Agree

Managing Stress Without Taking Drugs (Lsn #8)

_____

_____

Reducing Violence (Lsn #9)

_____

_____

Combating Media Influences On Drug Use and Violence (Lsn #10)

_____

_____

Making Decisions About Risky Behaviors (Lsn #11)

_____

_____

Saying Yes To Positive Alternatives (Lsn #12)

_____

_____

Resisting Gang and Group Violence (Lsn #13)

_____

_____

APPENDIX C

EVALUATION OF THE DARE PROGRAM
PARENT EDUCATION COMPONENT

Please return this evaluation sheet to your child's teacher as soon as possible. Thank you!

1) Did you attend the presentation by the HPD Training Officer for parents in the beginning of the semester? Yes_____ No_____
Comments:_____

2) Were the objectives and activities of the 13 lessons in the DARE folder clearly outlined for you at the presentation? Yes_____ No_____
Comments:_____

3) If you requested more information, were you satisfied with the content and the follow-up? Yes_____ No_____
Comments:_____

4) How many of the parent-child homework activities did you participate in? All_____ Some_____ None_____
Comments:_____

5) Did the parent-child interaction activities encourage healthy communication between you and your child? Yes_____ No_____
Comments:_____

6) Do you feel that the parent-child interaction activities helped you to understand and reinforce the lessons of the DARE Program which your child learned in the classroom? Yes_____ No_____
Comments:_____

7) Do you feel that the parent-child interaction activities opened up some opportunities to share your values and attitudes with your child, especially regarding substance abuse? Yes_____ No_____
Comments:_____

8) Do you feel that as a result of participating in these activities you are more confident in providing support and guidance to your child in resisting substance abuse? Yes_____ No _____
Comments:_____

Please feel free to make any additional comments and suggestions or contact us directly at your school to improve the parent-child interaction activities:

_____

_____

APPENDIX D

DATE:_____

D.A.R.E. DAILY EVALUATION

1. WHAT DO YOU THINK WERE THE OBJECTIVES OF THE LESSONS PRESENTED TODAY, AND WERE THOSE OBJECTIVES MET?

2. HOW WERE YOU GIVEN AN OPPORTUNITY TO PARTICIPATE IN TODAY'S LESSONS?

3. WHAT ARE YOUR COMMENTS ON THE PRESENTATIONS BY THE INSTRUCTORS? DID YOU FIND IT INFORMATIVE, USEFUL, INTERESTING OR NOT? EXPLAIN.

4. LIST SOME SUGGESTIONS THAT WOULD IMPROVE TODAY'S ACTIVITIES.

APPENDIX E

Spring 1996

DARE Evaluation Feedback Form

Please complete this questionnaire and mail it in the attached postage-paid envelope. All answers are confidential. Your contributions are extremely important to this effort to improve the DARE program. Use the back of the paper if you need more answer space. Thank you very much.

1. Summarize in a sentence or two the main message conveyed to your students by your DARE officer.

2. Which DARE lessons/materials/instructional techniques, if any, do you think have been particularly effective in your classroom and why?

3. Which DARE lessons/materials/instructional techniques, if any, do you feel have been inappropriate or ineffective in your classroom and why?

4. Please describe an example, if any, of carryover of student knowledge or skills learned in DARE to other school subjects or activities. Does this happen often?

5. What specific behavior changes, if any, have you noticed in your students that could be attributed to their participation in DARE?

6. List any instructional or classroom management ideas or techniques that you think would increase the effectiveness of the DARE program in your classroom and school.

Please write any additional comments or suggestions on the back or attach a page of your own.

Return to: Kathleen Berg, Curriculum Research & Development Group
University of Hawaii, 1776 University Ave., Honolulu, HI 96822

APPENDIX F

DARE Teacher Interview Procedures and Questions

Start with a thank you for giving us your valuable time during this very busy part of the year. Get permission to tape record the interview (answers to be anonymous, neither the interviewees nor their schools will be identified, tapes will be heard by only me and one other transcriber). The interview should take about 30 minutes.

Convey the purpose of the DARE evaluation: to improve the content and delivery of the DARE program. I work for the Unversity of Hawaii and we were hired by the DOE to do the evaluation. We have no official connection with HPD, but are working with them to collect data. All the data we collect will stay with our office. Just a few teachers are being interviewed, so all comments are very valuable to us. Any information you give will be confidential. Tapes will be labeled only with numbers.

Gather some initial demographic information.

- # of years taught
- # of years experience with DARE
- # of different DARE officers
- Describe your students: in high/medium/low income bracket
  at high/medium/low risk for drug misuse/violence

What is your overall assessment of the DARE program?

[If you have had experience with more than one DARE officer, compare the various officers you have worked with. What stands out as different among them? Were any more or less effective? Why?]

What non-classroom activities does your DARE officer do?
How valuable do you think these additions to the program are? Why?

What part do you play during DARE lessons? [leave room, sit to side and do other work, sit and listen, listen and participate, co-teach]

Do you ever make any follow-up assignments to the DARE lessons? Example?

Do the DARE stories/situations/characters ever come up at other times of the school day or week? Example?

Consider the DARE workbook materials.
- Is the reading level appropriate?
- Are the topics appropriate?
- Are the activities appropriate?
- Are there any changes you would suggest?

What extra-curricular materials beyond the DARE workbook and posters have been used in your classroom by the DARE officer? Were they effective? Were they appropriate? Would you suggest they use them again? Would you suggest any other materials be used?

How satisfied are you with the officer's classroom management? Could you make any suggestions for improvement?

Is there equity in student participation and recognition (gender equity, ethnic group equity)? Could you make any suggestions for improvement?

During the time DARE was presented, what, if any, changes did you notice in interpersonal relations among your students?

Do you feel role playing was an effective teaching method with your students? Do you see any problems with it as a teaching method? What suggestions can you make to improve it or increase its effectiveness?

Is there anything or any topic you would leave out of the DARE program?
Is there anything you would add?

Would you comment on our students' attitudes toward police officers before, during, and after DARE.

As you probably know, the DARE officers go through an extensive training period for DARE. Please reflect on your own pre-service and in-service training and your teaching experiences and

--tell me what kinds of topics you think should be emphasized in the DARE officer training?
--tell me what kinds of activities or experiences you think they should have before they go out into their own DARE classrooms?

Do you have any suggestions to improve the administration of the program (scheduling, communication, materials distribution and control, etc.)?

Would you like to elaborate on any of the questions in the mailed survey?

Would you like to participate in DARE again?

Any additional comments or suggestions?

Thank you.

D.A.R.E. December 5, 1995

Over the past few months, I have learned useful ways to keep myself alcohol free, free of all drugs and the right ways to solve my problems without being violent. I've learned all of this through the educational program called D.A.R.E., Drug Abuse Resistance Education. It's a way to keep kids off of drugs and and to stay away from violence.

D.A.R.E. helps me, a well as others to realize what could happen and where my life might be if I took drugs. It gets children involved, and when we are involved we are able to better understand why we should stays away from these things.

Drugs can effect my mind and body. They also could cause problems for myself as well as my family and others around me. It puts pressure on me and leads me into doing the wrong things.

Violence is another problem that concerns me. I have learned to solve my problems in the right manner or it could lead to trouble.

I also have rights, including the right to say "no". Just as I should be treated with care, respect and understanding, so also must I treat others the way I want to be treated. For we are all special.

The situations and solutions that I have learned about in D.A.R.E. are important because someday I or someone I know and love may face the same problems. Knowledge is helpful but more importantly knowledge is vital so that I can make good decisions in the future. D.A.R.E. teaches us this knowledge!

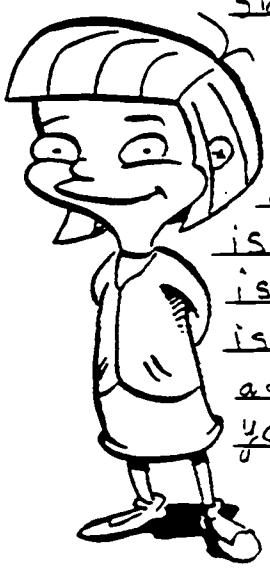
TAKING A STAND

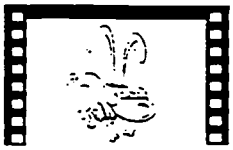
This is the time for you to think about all the things you have learned in DARE. Take a few minutes to look through your notebook to see all the information contained in the DARE program. Think of the things your officer has taught you. You've learned a lot!

Now, you will be writing your commitment to stay drug-free and violence-free. Be sure to express:

- How you feel about the DARE program.
- What you have learned in DARE that can help you stay drug-free and avoid violence.
- Why you think it is important to be drug-free and avoid violence.

Taking a stand with a better plan IF someone wants to make you do something wrong like Stealing, Take a stand & do something right. If someone wants you to do something bad like like take drugs take a stand & do what is good if someone wants you to do something hurtful take a stand & do something helpful. If someone wants to influence you take a stand & turn away; if someone wants to touch you in a wrong way take a stand & say "No" & go tell someone your comfortable telling. if your doing a test don't panic just take a deep breath & try your best & that trying is what counts & know that taking a stand is what you should believe in & to deside what is right & what is wrong so just know that taking a stand should always be for what is right. you can make a better world by making a better you





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Kathleen F. Berg
University of Hawai'i - CRDG
1776 University Ave., Honolulu, HI 96822
Telephone: 808 956 4952 FAX: 808 956 9486
E-Mail Address: kberg@hawaii.edu Date: 21 April 98

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