



Research and Evaluation

■ Washington State  
Department of Community Development

# Drug Education Law Enforcement Program: An Evaluation

June 1993

145517

*Stronger Communities For A Better Washington*

145517



■ Washington State  
**Department of Community Development**

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**Drug Education Law**  

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**Enforcement Program:**  

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**An Evaluation**

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June 1993

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**U.S. Department of Justice  
National Institute of Justice**

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**EXECUTIVE SUMMARY**

## EXECUTIVE SUMMARY

During federal fiscal year (FFY) 1991, the Washington State Department of Community Development (DCD) earmarked \$440,000 to be used for a Drug Education Law Enforcement Program (DELEP). These funds equaled 5.7 percent of monies made available to the state through the U.S. Department of Justice, Bureau of Justice Assistance (BJA), Drug Control and System Improvement Formula Grant Program. During FFY 1992, 4.1 percent (\$305,554) of the BJA funds were earmarked for DELEP. These funds were used locally primarily as an enhancement to existing Drug Abuse Resistance Education programs (DARE). Across both years \$1,122,127, including a required funding match, was devoted to DELEP.

At the end of FFY 1991, \$89,908 (20 percent) had gone unbilled by the DELEP contractors to DCD. Eighty percent of this amount was from projects administered by law enforcement agencies and the remainder was administered by education agencies. The seven law enforcement agencies that administered DELEP projects received a total equal to 51 percent of the FFY 1991 available amount and 32 percent of the overall law enforcement grant amount was left unbilled. Of the remaining 49 percent that was administered by educational agencies, nine percent was unbilled by the end of the year.

Each DELEP contractor was required to submit Quarterly Activity Reports. By the time of this evaluation, a total of 60 such reports should have been submitted to DCD; only 19 such reports were received. Neither type of administering agency (law enforcement or education) was substantially better than the other

in report submission. Law enforcement agencies had a completion and submission rate of 32 percent and education agencies had a completion and submission rate of 31 percent.

The Quarterly Activity Reports which were submitted often contained inconsistent and inaccurate data. A number of reports contained overall DARE program totals, or school-wide data, instead of DELEP project data.

According to the Quarterly Activity Reports, as presented, a total of 11,400 youth received services through DELEP-funded activities. Of these, 9822 youth received prevention services and 1559 youth received intervention services. It was also reported that 897 and 362 parents received services in each of these service areas respectively.

Sixty-nine percent of the youth who received services were between the ages of eight and fifteen (7406) with 28 percent being under the age of eight. Caucasian youth made up the largest proportion of service recipients (86 percent) followed by Hispanic (four percent), African-American, Asian-Pacific Islander, Native American (approximately 3 percent each), and Latino and "Other" (approximately .9 percent each).

In all, 72 schools received DELEP services. Sixty-seven percent of these were elementary schools (n = 48). Thirty-two percent were divided among middle schools, high schools, and a generic "private schools" classification (n = 23). One tribal center received DELEP services.

Based on the data collected and the interpretive problems encountered, five recommendations have been formulated. These

recommendations are:

1. In an effort to ensure data consistency, the Quarterly Activity Report form should be revised to include succinct instructions and definitions of terms.
2. Training concerned with Quarterly Activity Report completion should be conducted with all DELEP fund recipients. It should be made clear during this training that the report is to record performance data for the specific DELEP-funded project, not overall DARE performance figures.
3. Processing of contractor submitted vouchers by DCD program managers should be tied directly to Quarterly Activity Report receipt. During DELEP contractor training, it should be made clear that failure to submit complete reports in a timely manner will result in the cessation of all voucher processing activities. During the training, the section of the contract which outlines the Quarterly Activity Report requirements should be emphasized.
4. A one-month grace period should be allowed to accommodate data collection and Quarterly Activity Report form completion.
5. Contractors who return funds at the end of the year in excess of ten percent of their BJA grant amount should have subsequent funding levels reduced by that amount unless they can demonstrate need and submit a remediation plan.

# OVERVIEW

## OVERVIEW

The Drug Education Law Enforcement Program (DELEP) was first funded out of the U.S. Department of Justice, Bureau of Justice Assistance (BJA), Drug Control and System Improvement Formula Grant Program during 1991 (Federal Fiscal Year). The Washington State Department of Community Development (DCD) administers these funds, and during the first year of program funding, all police agencies and education agencies throughout the state were invited to apply. Thirty-two applications were received requesting funds in excess of \$1.1 million. Through a competitive proposal rating process, 15 applicants were selected for funding. During the second funding year, only continuation proposals were considered.

Eight school districts and seven police/sheriff departments have received funding during Federal Fiscal Years 1991 and 1992. A copy of a Washington State map showing the location of these DELEP contractors can be found in Appendix A. These districts and departments are:

- Aberdeen Police Department
- Brewster Police Department
- Franklin-Pierce School District
- Mount Baker School District
- North Thurston School District
- Ocean Beach School District
- Onalaska School District
- Pend Oreille County Sheriff's Department
- Seattle Police Department
- Selah School District
- Snohomish School District
- Snoqualmie Police Department
- Tonasket School District
- Wenatchee Police Department
- Yakima County Sheriff's Office

The primary goal of DELEP was succinctly stated in the application for funding:

"The goal of the Drug Education Law Enforcement Program is to provide drug prevention and intervention services to school-aged children who reside in underserved communities. The Drug Education Law Enforcement Program provides resources to school districts and law enforcement agencies in order to bring uniformed officers to the classroom to teach youth drug prevention techniques."

A list of activities which were considered eligible for funding was included in the application. These activities centered around school-aged children and efforts to facilitate parental involvement. Fifteen focus areas were identified:

1. Drug use and misuse
2. Understanding the consequences of drug abuse
3. Resistance techniques
4. Assertive response styles
5. Managing stress without taking drugs
6. Decision making and risk taking
7. Media influences on drug use
8. Positive alternatives to drug abuse behavior
9. Interpersonal and communication skills
10. Self-esteem building activities
11. Resistance to peer pressure and gang pressure
12. Classroom instruction by uniformed law enforcement officials
13. Use of positive student leaders
14. Activity oriented problem solving techniques
15. Certificates of Achievement for student participants

In most instances DELEP funding served to enhance local Drug Abuse Resistance Education (DARE) model programs. The DARE model is primarily a drug use prevention model. Taught in the classroom to fifth and sixth grade students by uniformed police officers, five focus areas are covered through 17 lessons. The focus areas of these 17 lessons are, general drug and alcohol information, decision making skills, peer pressure resistance techniques, drug use alternatives, and the consequences of drug and alcohol abuse.

In addition, students are able to interact with uniformed police officers who serve as positive role models in a non-threatening environment. With modification, DARE can be adapted to provide similar age-appropriate services to younger and older students. The "Critical Program Elements" will be found in Appendix B.

A overview of DARE was presented in the BJA 1991 publication, An Introduction to DARE: Drug Abuse Resistance Education (NCJ 129862):

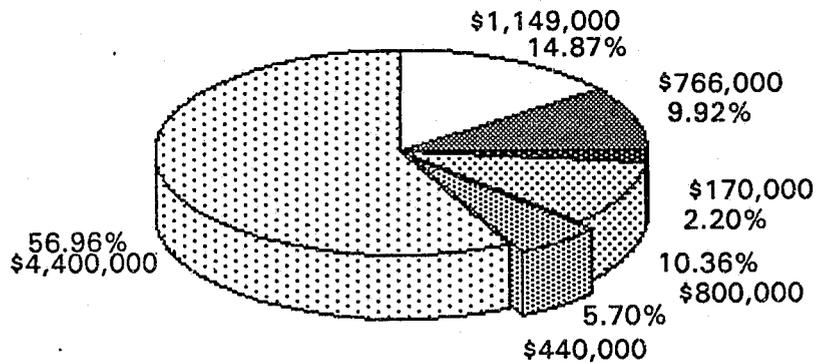
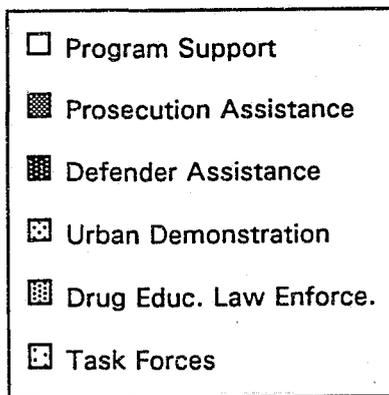
"DARE (Drug Abuse Resistance Education) is a drug abuse prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. Developed in 1983 as a cooperative effort by the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District (LAUSD), this unique program uses uniformed law enforcement officers to teach a formal curriculum to classroom students. DARE gives special attention to fifth and sixth grades to prepare students for entry into middle/junior high and high school, where they are most likely to encounter pressures to use drugs." (p.i)

As part of the DELEP funding application process, applicants were required to submit documentation in the form of an official inter-agency Letter of Agreement. This letter outlined the duties and responsibilities of the participating local education and law enforcement agencies. In addition, each contractor was required to obtain a local cash match equal to at least 25 percent of the federal award amount. Between the BJA award amount and local cash match, \$1,122,127 supported these DELEP projects over the two fiscal years.

Contracting Agency*	FFY '91		FFY '92		Total
	BJA	Match	BJA	Match	
Aberdeen P.D.	19,018	30,868	16,736	49,741	116,363
Brewster P.D.	20,762	5,191	13,347	4,449	43,749
Frank-Pierce S.D.	60,000	25,931	47,400	46,960	180,291
Mount Baker S.D.	37,157	9,301	30,469	7,618	84,545
N. Thurston S.D.	7,757	2,300	7,059	2,353	19,469
Ocean Beach S.D.	47,635	11,909	37,632	12,544	109,720
Onalaska S.D.	3,795	1,265	3,454	1,135	9,649
Pend Oreille Sh.D.	17,500	4,375	13,128	4,500	39,503
Seattle P.D.	57,098	19,034	43,107	31,888	151,127
Selah S.D.	30,865	10,288	21,973	32,327	95,453
Snohomish S.D.	20,163	5,041	16,539	4,135	45,878
Snoqualmie P.D.	49,850	12,465	37,966	13,032	113,313
Tonasket S.D.	6,376	1,594	5,802	1,934	15,706
Wenatchee P.D.	2,024	747	1,842	614	5,227
Yakima County Sh.O.	60,000	20,000	9,100	3,034	92,134
<b>Total</b>	<b>440,000</b>	<b>160,309</b>	<b>305,554</b>	<b>216,264</b>	<b>1,122,127</b>

During FFY 1991, the DELEP project received 5.7 percent of BJA funds allocated to programs administered by DCD.

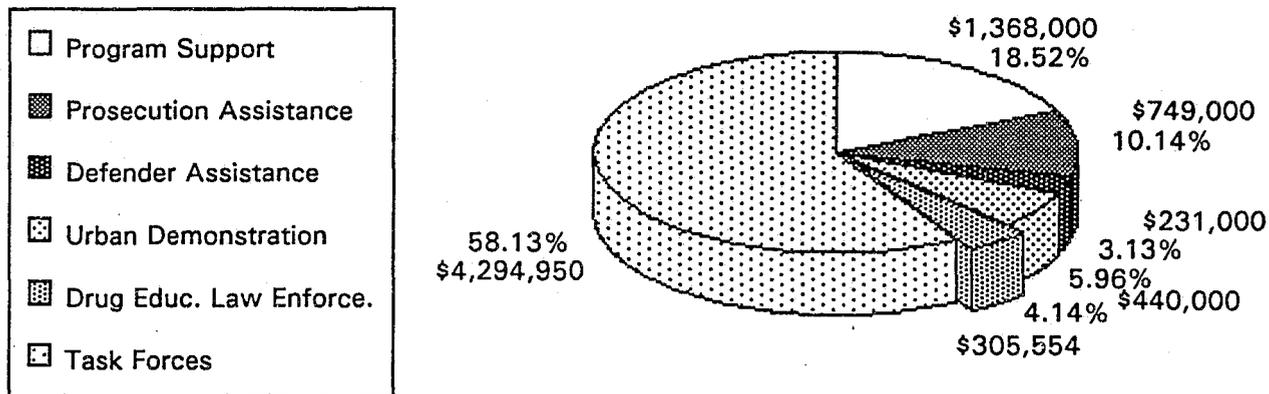
#### BJA FUNDING AREAS; FFY 1991 - SFY 1992



P.D. = Police Department; S.D. = School District;  
Sh.D. = Sheriff's Department; Sh.O. = Sheriff's Office.

During FFY 1992, the DELEP received 4.1 percent of these funds.

### BJA FUNDING AREAS; FFY 1992 - SFY 1993



Across all DELEP projects for both fiscal years, \$745,554 in BJA funds were distributed by DCD and \$376,573 in non-federal matching funds were contributed by local governments (i.e., a 50.5 percent average match). It should be noted that although these funds were awarded in the recorded fiscal year, the contracts were not for discrete 12-month periods of time. The school calendar year, which does not run on a 12-month cycle, accounts for some of this, but other factors also delayed either contract award or project implementation.

The DELEP project operated out of the Yakima County Sheriff's Office is a good example of the interplay of these factors. Whereas all other DELEP contractors had their contracts in place on December 1, 1991, and ran the first funding year projects until June 30, 1992 (i.e., seven months), Yakima was forced to delay project implementation due to a county-wide hiring freeze. Once

the freeze was lifted, only two months remained in the school year, so under consultation with the DCD program manager, the contract was amended so that the first funding year for this project ran from May 1, 1992, through April 31, 1993 (i.e., 12 months) and the second "year" from May 1, 1993, through June 30, 1993 (i.e., two months). An added benefit of this modification was that at-risk youth received the attention of project staff during the summer months.

As part of contractual obligations, all DELEP projects were required to submit Quarterly Activity Reports. With three quarters per full funded school year, each DELEP contractor should have submitted four Quarterly Activity Reports by the time of this evaluation. A copy of the Quarterly Activity Report form can be found in Appendix C. The following section will review each of the DELEP projects and provide an analysis of data contained in these reports.

# DELEP CONTRACTOR PERFORMANCE

## DELEP CONTRACTOR PERFORMANCE

### ABERDEEN POLICE DEPARTMENT

During the 1991-92 school year, the Aberdeen Police Department's DARE program projected that they would serve 3,047 students: 2,440 Kindergarten through fifth grade students, 318 sixth grade students, and 329 eighth grade students. These students were located in seven elementary schools, one private school, and one junior high school.

A Letter of Agreement was submitted by the Superintendent of the Aberdeen School District. The Aberdeen Police Department served as the lead agency on this DELEP and submitted two Quarterly Activity Reports for the 1991-92 school year and none for the 1992-93 school year. The two submitted quarterly reports were for periods December 1991 through March 1992 and April through June 1992.

**Total Number of Youth Involved = 2,791**

#### Prevention Focus:

No. of youth receiving educ./vocational services	=	2,791
No. of youth involved in community activities	=	300
No. of parents participating in community activities	=	100
Total number of youth receiving prevention services	=	110

#### Intervention Focus:

No. of youth referred to social services	=	3
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#### Age of Youth Served:

Under age 8 = 847	Age 8 through 15 = 1,944
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#### Ethnic Breakout (percentages):

African-American	= 0.7	Hispanic	= 3.8
Asian/Pacific Islander	= 2.8	Caucasian	= 89.0
Native American	= 3.2		

#### Community Participants:

Law Enforcement	Education
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#### Number and Type of Schools Involved:

Elementary Schools = 10

In-class Instructional Hours = 730

## **BREWSTER POLICE DEPARTMENT**

During the 1991-92 school year, the Brewster Police Department DARE program estimated that they would serve "a minimum of 300 new students." In addition, five DARE Association meetings were to be held and at least 15 community presentations were to be conducted by DARE officers. The application was submitted jointly by the City of Brewster, the City of Omak, and the Colville Confederated Tribes.

The City of Brewster was identified in the original application as the lead agency. No Quarterly Activity Reports have been received for either of the funded fiscal years. At the end of the 1991-92 school year, 33 percent of the DELEP funds were not expended (\$6,831).

## **FRANKLIN-PIERCE SCHOOL DISTRICT**

During the 1991-92 school year, the Franklin-Pierce School District proposed that four elementary schools would be targeted for use of DELEP services. Using a risk-factor approach, the applicant estimated that 30-40 percent of the students attending these schools were at-risk for drug use. In grades K-4, a Pierce County Sheriff's Department DARE/YES Counselor was to team-teach prevention curricula with classroom teachers. A DARE officer would teach the DARE curriculum in the fifth grades of these elementary schools as well as "facilitating peer mentoring for the younger grades." Also, the DARE/YES Counselor, working with a Chemical Dependency Counselor, was to provide intensive drug-use prevention services to 20 percent of the students. This individual was also to work with family/mental health counselors to provide "group and individual family prevention education activities for a minimum of 50 high-risk students' families at each school."

This program was established jointly between the Franklin-Pierce School District and the Pierce County Sheriff's Office. At the end of the 1991-92 school year, two percent of the DELEP funds were unspent (\$1,092). The Franklin-Pierce School District served as the lead agency and during the first contract year, one Quarterly Activity Report was submitted to DCD for the April through June 1992 period. Quarterly Activity Reports for the first two quarters of the second have been submitted to DCD. The following data are a compilation of all three reported quarters.

**Total Number of Youth Involved = 3,152**

**Prevention Focus:**

No. of youth receiving educ./vocational services	=	3,547
No. of youth participating in community activities	=	83
No. of parents receiving educ./voc. opportunities	=	109
No. of parents participating in community activities	=	32
Total number of youth receiving prevention services	=	3,582
Total number of parents receiving prevention services	=	138

**Intervention Focus:**

No. of youth referred to treatment services	=	325
No. of youth participating in counseling	=	945
No. of youth referred to other social services	=	83
No. of parents referred to treatment	=	139
No. of parents receiving counseling	=	173
No. of parents referred to other social services	=	52
Total number of youth receiving intervention services	=	1,353
Total number of parents receiving intervention srvc.	=	354

**Age of Youth Served:**

Under age 8 = 1,446

Age 8 through 15 = 2,121

**Ethnic Breakout (percentages):\***

African-American	= 11.6	Hispanic	= 8.4
Asian/Pacific Islander	= 5.2	Caucasian	= 72.0
Native American	= 1.7	Other	= 0.4
Latino	= 1.0		

**Community Participants:**

Law Enforcement	Treatment	Education
Community	Counseling	

**Number and Type of Schools Involved:**

Elementary Schools = 12 (4 per quarter)

**In-class Instructional Hours = 658.5**

\* The percentages presented are averaged over the three quarters and may not equal 100 due to rounding.

**MOUNT BAKER SCHOOL DISTRICT**

During the 1991-92 school year, the Mount Baker School District proposed expanding the DARE training to include grades not traditionally targeted for such training. The rationale for this expansion was that by limiting DARE training to the 154 fifth graders, large numbers of students were placed at risk for drug use. Student enrollment in the Mount Baker School District during the 1991-92 school year was 1,775. These expanded services would be offered at one junior/senior high school, four elementary schools, and one tribal center. The applicant proposed serving the following additional students:

Head Start	-	22
Tribal Preschool	-	18
Grades 1, 3, and 9	-	396
Grades 10 through 12	-	270
SODAS Program participants	-	15
Youth Group	-	25

This was a cooperative application between the Mount Baker School District, the Whatcom County Sheriff's Department, and the Nooksack Tribe. The Mount Baker School District submitted one Quarterly Activity Report for the April through June 1992 period.

**Total Number of Youth Involved = 534**

**Prevention Focus:**

No. of youth receiving educ./voc. services	=	534
Total number of youth receiving prevention services	=	534

**Age of Youth Served:**

Under age 8	= 59	Age 8 through 15	= 354
Age 16 through 18	= 121		

**Ethnic Breakout (percentages):**

Hispanic	= 2.8	Caucasian	= 85.6	Native Americans	= 11.6
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**Community Participants:**

Law Enforcement	Education	Community
Counseling	Tribal Government	

**Number and Type of Schools Involved:**

Elementary Schools	= 2	Middle Schools	= 1
High Schools	= 1	Nooksack Tribal School/Center	= 1

**In-class Instructional Hours = 104**

**NORTH THURSTON SCHOOL DISTRICT**

The North Thurston School District proposed expanding the local DARE program to include students at a local high school. The high school which was chosen was assessed as containing a disproportionately large number of students considered at-risk for not only drug use but also gang-related activity. In addition, this high school possessed a very high teacher turn-over rate (84 percent). The applicant proposed on-site DARE officer services one day per week from November 1, 1991, to June 19, 1992 (28 days total) and six "parent meetings" held throughout the year.

This was a cooperative application submitted by the North Thurston School District and the Lacey Police Department. At the end of the 1991-1992 school year, 16 percent of the DELEP funds were unspent (\$1,230). The North Thurston School District submitted one Quarterly Activity Report for the last quarter of the 1991-92 school year.

**Total Number of Youth Involved = 200**

**Prevention Focus:**

Total number of youth receiving prevention services = 200

**Age of Youth Served:**

Age 16 through 18 = 200

**Ethnic Breakout (percentages):\***

African-American	= 3.5	Hispanic	= 2.7
Asian/Pacific Islander	= 3.5	Caucasian	= 84.1
Native American	= 6.2		

**Community Participants:**

Law Enforcement

Education

**Number and Type of Schools Involved:**

High Schools = 1

**In-class Instructional Hours = 16**

\* The percentages reported on the Quarterly Activity Report were for the entire high school, not just for those students receiving DELEP generated services.



**ONALASKA SCHOOL DISTRICT**

The Onalaska School District proposed to enhance a peer pressure/self-esteem building retreat program with DARE officer participation. According to the application, the retreat "will instruct students on peer pressure, the methods for resistance to peer pressure without losing friends, as well as building a peer helping group to support each other." The DARE program training was to be provided to 60 eighth graders.

The application was submitted jointly by the Onalaska School District and the Lewis County Sheriff's Office. The Onalaska School District submitted one Quarterly Activity Report covering the last quarter of the 1991-92 school year.

**Total Number of Youth Involved = 58**

**Prevention Focus:**

Total number of youth receiving prevention services = 58

**Age of Youth Served:**

Age 8 through 15 = 58

**Ethnic Breakout (percentages):**

Asian/Pacific Islander	= 3.4	Caucasian	= 93.2
Native American	= 3.4		

**Community Participants:**

Law Enforcement	Education
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**Number and Type of Schools Involved:**

Middle Schools = (missing data)

**In-class Instructional Hours = 11**

**PEND OREILLE COUNTY SHERIFF'S DEPARTMENT**

Noting that only 16 percent of elementary students receive DARE type training in the county at the time of application, the applicant proposed expanding the DARE program to include all elementary grades in all three Pend Oreille County school districts. The three school districts affected had a total elementary school population of 1,158.

The Pend Oreille County Sheriff's Department served as the lead agency for this project. The three school districts located in the county agreed to participate in the project. At the end of the 1991-92 school year, .06 percent of DELEP funds went unspent (\$9.96). One report was submitted by the Sheriff's Office covering the entire first funding year (1991-92).

**Total Number of Youth Involved = 780**

**Prevention Focus:**

No. of youth receiving educ./voc. services	=	1,158
No. of youth participating in community activities	=	455
No. of parents receiving educ./voc. opportunities	=	27
No. of parents participating in community activities	=	17
Total number of youth receiving prevention services	=	1,158
Total number of parents receiving prevention services	=	27
Other: (Quest students)	=	67

**Age of Youth Served:**

Under age 8	= 547	Age 8 through 15	= 544
Age 16 through 18	= 67		

**Ethnic Breakout (percentages):**

Caucasian = 97	Native American = 3
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**Community Participants:**

Law Enforcement	Local Government
Education	County Prevention

**Number and Type of Schools Involved:**

Elementary Schools	= missing data
Middle Schools	= missing data
High Schools	= missing data

**In-class Instructional Hours = 620**



**SELAH SCHOOL DISTRICT**

During the 1991-92 school year, the Selah School District pro-posed providing DARE services to students at an elementary school, an intermediate school, and a middle school. These schools spanned grades K through 6 and the applicant projected serving 250 kindergartners, 261 first graders, 256 second graders, 293 third graders, 262 fourth graders, 271 fifth graders, and 283 sixth graders (1,876 students total).

A Letter of Agreement was signed by the Chief of Police for the City of Selah, the Superintendent of Selah School District, the Mayor of the City of Selah, and the President of the Selah DARE Association. At the end of the 1991-92 school year, four percent of the DELEP funds were unspent (\$1,328). The Selah School District submitted one Quarterly Activity Report for the 1991-92 school year. Although the reporting quarter was not identified, the report was dated July 20, 1992.

**Total Number of Youth Involved = 541**

**Prevention Focus:**

No. of youth receiving educ./vocational services	=	541
No. of youth participating in community activities	=	500
No. of youth participating in employment opportunities	=	5
No. of parents receiving educ./voc. opportunities	=	400
No. of parents participating in community activities	=	200
Total number of youth receiving prevention services	=	1,041
Total number of parents receiving prevention services	=	600

**Intervention Focus:**

No. of youth referred to other social services	=	4
Total number of youth receiving intervention services	=	4

**Ethnic Breakout (percentages):**

African-American = 0.7    Hispanic = 6.6    Caucasian = 91.1  
Asian/Pacific Islander = 0.8    Native Americans = 0.7

**Community Participants:**

Law Enforcement	Local Government	Education
Counseling	Community	

**Number and Type of Schools Involved:**

Elementary Schools = 2    Middle Schools = 1

**In-class Instructional Hours and Age of Youth Served = missing data**

**SNOHOMISH SCHOOL DISTRICT**

During the 1991-92 school year, the Snohomish School District proposed placing uniformed police officers in a local high school. These officers would be representatives of the city police and county sheriff's departments and would implement the DARE curriculum in the appropriate classroom setting (e.g., health education, physical education, drivers education, social studies). Each topic was to be developed as a separate module and each module consisted of two classroom hours of instruction. The instruction was to be team taught by the officer and either a trained student leader or an expert from the community. As measurable goals, the applicant stated that 80 percent of the high school students "will have participated in a minimum of five classroom presentations" and that the project will "[r]educ[e] substance abuse by 8%."

The Snohomish School District served as the lead agency for this DELEP. During the first funding year, they submitted one Quarterly Activity Report which apparently covered the full school year. It should be noted that at the end of the first contract year 61 percent of the DELEP funds were left unbilled (\$12,337). In addition, for the 1992-93 school year, the applicant proposed that each module "will be a minimum of one hour" and that "60 percent of high school students will have participated in a minimum of three classroom presentations."

**Total Number of Youth Involved = 1,251**

**Prevention Focus:**

No. of youth receiving educ./voc. services = 1,251  
Total number of youths receiving prevention services = 1,251

**Age of Youth Served:**

Age 16 through 18 = missing data

**Ethnic Breakout (percentages):**

African-American	= .7	Hispanic	= 1.5
Asian/Pacific Islander	= 2.9	Caucasian	= 94.0
Native American	= .8		

**Community Participants:**

Law Enforcement      Local Government      Education      Community

**Number and Type of Schools Involved:**

High Schools = 1

**In-class Instructional Hours = 437.5**

## SNOQUALMIE POLICE DEPARTMENT

The Snoqualmie Police Department proposed, in its 1991-92 application for funding, to expand its DARE program to include one additional elementary school, the two school district middle schools, and the one high school. This expansion would allow DARE services to reach the total student population of 3,671. Aside from the in-class DARE component, the officer "meets with individual students before and after school and remains on school premises during lunch and activity periods." The DARE officer also attends school plays, PTA meetings, open house, etc. Developing parental contacts was also a key component of this DELEP.

The Snoqualmie Police Department served as the lead agency for this project. At the end of the 1991-92 school year, 21 percent of DELEP funds were unspent (\$10,437). At the end of this school year (seven contract months), the funded DARE officer submitted four Quarterly Activity Reports. The reporting quarter was not identified except by the designation "First", "Second", etc. The following is a compilation of these four reports.

**Total Number of Youth Involved = 1,414**

### Prevention Focus:

No. of youth receiving educ./vocational services	=	1,408
No. of parents receiving educ./voc. opportunities	=	12
No. of parents participating in community activities	=	5
Total number of youth receiving prevention services	=	1,408
Total number of parents receiving prevention services	=	17

### Intervention Focus:

No. of youth referred to treatment services	=	11
No. of youth participating in counseling	=	9
No. of youth referred to other social services	=	9
No. of parents referred to treatment	=	2
No. of parents receiving counseling	=	4
No. of parents referred to other social services	=	4
Total number of youth receiving intervention services	=	11
Total number of parents receiving intervention srvc's	=	4

### Age of Youth Served:

Age 8 through 15 = 1,412

### Ethnic Breakout (percentages):

African-American	=	.7	Hispanic	=	1.8
Asian/Pacific Islander	=	1.4	Caucasian	=	94.3
Native American	=	1.9			

**Community Participants:**

Law Enforcement

Local Government

**Number and Type of Schools Involved:**

Elementary Schools = 7

Middle Schools = 3

Private Schools = 4

**In-class Instructional Hours = 360.75**

\* The percentages presented are averaged over the four quarters and may not equal 100 due to rounding.

**TONASKET SCHOOL DISTRICT**

During the 1991-92 school year the Tonasket School District proposed to include in its DARE program, grades 2, 4, and 8 and expand its grade 6 services. The elementary school to receive the expanded DARE services had a student population of approximately 830, and this DELEP would permit an additional 260+ students to receive this training.

This proposal was a joint application between the Tonasket School District and the Tonasket Police Department. At the end of the 1991-92 school year, 27 percent of the funds were unspent (\$1,750). The Tonasket School District, through the school principal, submitted one Quarterly Activity Report. The reporting quarter was not noted although the form was dated January 21, 1992, and signed August 1, 1992.

**Total Number of Youth Involved = 360**

**Prevention Focus:**

No. of youth receiving educ./vocational services	=	360
No of Youth participating in employment opportunities	=	3*
No. of parents participating in community activities	=	50
Total number of youth receiving prevention services	=	360
Total number of parents receiving prevention services	=	50

**Age of Youth Served:**

Under age 8 = 90                      Age 8 through 15 = 270

**Ethnic Breakout (percentages):**

Hispanic	=	8	Asian/Pacific Islander	=	1
Caucasian	=	88	Native American	=	1
Latino	=	2			

**Community Participants:**

Law Enforcement    Education

**Number and Type of Schools Involved:**

Elementary Schools = 1

**In-class Instructional Hours = 20.25**

\* Employment opportunities noted as JTPA.

**WENATCHEE POLICE DEPARTMENT**

The Wenatchee Police Department, in applying for these DELEP funds, noted that "expansion of the DARE program to the Wenatchee Senior High School has put a burden on a budget initially designed for an Elementary/Middle School DARE Program." Targeted for the Senior High School, these funds were to help offset this burden and were to be used to purchase "basic supplies." The applicant anticipated providing DARE services to approximately 200 high school students participating in a required health class during the months of April and May 1992.

A Letter of Agreement was signed by the local Chief of Police and a school district Assistant Superintendent. At the end of the 1991-92 school year, 11 percent of the funds were unspent (\$220). One Quarterly Activity Report, dated June 2, 1992, was submitted by the DARE officer. Since this DELEP program ran for only two months, this report included all students who benefitted from this service.

**Total Number of Youth Involved = 163**

**Prevention Focus:**

No. of youth receiving educ./voc. services = 163  
Total number of youth receiving prevention services = 163

**Intervention Focus:**

Total number of youth receiving intervention services = 163

**Age of Youth Served:**

Age 8 through 15 = missing data      Age 16 through 18 = missing data

**Ethnic Breakout (percentages):**

African-American	= 0.6	Hispanic	= 7.4
Asian/Pacific Islander	= 2.5	Caucasian	= 88.3
Native American	= 0.6	Other (Russian)	= 0.6

**Community Participants:**

Law Enforcement	Local Government
Education	Community

**Number and Type of Schools Involved:**

High Schools = 1

**In-class Instructional Hours = 66**

## YAKIMA COUNTY SHERIFF'S OFFICE

As previously mentioned, a number of factors combined to delay DELEP implementation in Yakima County. The net effect of this delay was that the project ran during the first year of funding from May 1, 1992, through April 31, 1993 (i.e., 12 months) and the second "year" from May 1, 1993, through June 30, 1993 (i.e., two months). This modification allowed services to be provided to at-risk youth during the summer months. These summer services included outreach to youth attending day camps, community centers, and summer school, as well as operating a "DARE Booth" at the county fair. The original application called for the expansion of DARE services to include more students at the K-5 level (it was noted that only 25 percent of such students were receiving DARE training at the time of application), to provide services to all eighth grade students (at time of application only 33 percent were receiving such services), and expand into the tenth grade (no such services existed at this level).

A Letter of Agreement was signed by representatives of the Yakima County Sheriff's Office and the five county school districts. Although final billing for this contract has yet to come in, with only one month of billing outstanding in the initial contract year (i.e., April 1993), 60 percent has yet to be spent (\$35,971). No Quarterly Activity Reports have been submitted by the Yakima County Sheriff's Office.

**ANALYSIS**

## ANALYSIS

Of the \$440,000 awarded to DELEP contractors during the 1991-92 funding year, 51 percent was administered by law enforcement agencies (\$226,252) and the remaining 49 percent by education agencies (\$213,748). Overall, approximately 20 percent of the 1991-92 allotment was unbilled (\$89,908). Of this amount, 80 percent were with DELEP contracts administered by law enforcement agencies (\$71,706), and this amount represented 32 percent of the total amount administered by these agencies. By contrast, only nine percent of the funds administered by education agencies was returned to DCD after the funding cycle (\$18,202).

With very few exceptions, recipients of these BJA funds did not submit their Quarterly Activity Reports on time. The majority submitted one report at the end of the first funding year, and it was often unclear whether this report was for one quarter or covered the entire funding year. Others submitted multiple quarterlies after service delivery was complete, and one contractor submitted four quarterly reports for a program which was in operation for seven months. Two DELEP contractors had not submitted a single Quarterly Activity Report. Both of these contractors were law enforcement agencies.

Each DELEP funding recipient had the opportunity to submit four Quarterly Activity Reports by the time of program evaluation. With 15 DELEP contracts, this translates into 60 reports overall throughout the two funding years. Nineteen reports have been received by DCD. The seven law enforcement agencies which served

as lead on DELEP contracts were responsible for 28 reports and nine were received (32 percent); the eight education agencies which served as lead were responsible for 32 reports and 10 were received (31 percent).

It should be noted that the DCD program manager was in constant touch with the DELEP funding recipients and stressed, both over the telephone and in writing, that submission of these reports in a timely manner was a contractual requirement and failure to abide by this requirement put voucher reimbursement in jeopardy.

It was also found that there was a great deal of variation in the way the reports were filled out. For example, certain contractors summed the youth prevention category figures (report items 2a-c) to arrive at the "Total number of youth receiving prevention services" (report item 2f). This procedure would appear to make mathematical sense. On the other hand, some contractors reported youth prevention category figures which, when summed, were in excess of the total number of youth receiving such services. This would appear to make programmatic sense since any single youth may receive multiple prevention services and summing, in this case, would have the net effect of double or triple counting. Still other contractors reported the total number of youth who received prevention services in excess of the sum of the prevention service categories. This does not make any sense and can only be interpreted as an error in either service component comprehension or data recording.

Another potential problem area in respect to reporting the

number of students receiving services was that some contractors simply reported the school enrollment figures. One individual noted on the Quarterly Activity Report that the DARE program was an "all school program - all students received [services]." Since student absence and tardiness is not a rare occurrence, it would be a rare school with a 100 percent attendance rate 100 percent of the time. Again, as in the above, it is possible, though school officials readily acknowledge that there is a distinct difference between school enrollment and school attendance. One respondent noted that he participated in an all-school assembly so he provided services to all the students in the school. As is often the case with syllogistic logic, the basic premise is flawed (i.e., since all students are required to attend, all students did attend). Once again, it is possible that all students did attend the assembly, though unlikely.

Much in the preceding paragraphs attests to an apparent lack of attendance/participation documentation. As part of the Quarterly Activity Reports, the respondent was asked to provide percentages for "Projected Ethnic Groups Served." It could be argued that asking the individual to project such figures does not require the respondent to provide actual figures. A number of respondents provided school-wide ethnic group figures, and one individual attached a school district-wide enrollment report dated 10 months earlier than the submitted Quarterly Activity Report. Once again, it is possible that all these students stayed not only on the enrollment rolls during the entire school year (i.e., no

drop outs and no family moves), but also attended all DELEP-conducted DARE training (i.e., no tardies, and no skipped classes).

In reviewing the data and comparing it to the existing DARE program figures reported in the original funding applications, it appeared that many of the contractors were reporting on their DELEP Quarterly Activity Reports the overall DARE figures for the entire catchment area. Also, certain services which certain youth received may not have been the direct result of DELEP-generated services. It is questionable whether youth participation in employment opportunities through a Job Training Partnership Act (JTPA) program administered by a Private Industry Council (PIC), can be credited to DELEP. It is also questionable whether, in a program concerned with placing a DARE police officer in the classroom, student group interaction with a school counselor is the result of DELEP services. It must be acknowledged that, in both these examples, it is possible that the DELEP contractor was responsible, and can legitimately take credit, for service delivery. The DELEP-supported DARE officer may have assisted in the JTPA placements or may have identified the students for the group counseling services to be delivered by the school counselor (and may have even participated in group counseling service delivery).

The following is a compilation of the data submitted by the 13 DELEP contractors that submitted Quarterly Activity Reports to DCD.

## QUARTERLY ACTIVITY REPORT - COMPILED

Total Number of Youth Involved = 11,401

### Prevention Focus:

No. of youth receiving educ./vocational services	=	12,871
No. of youth participating in community activities	=	1,398
No. of youth participating in employment opportunities	=	5
No. of parents receiving educ./voc. opportunities	=	554
No. of parents participating in community activities	=	469
Total number of youth receiving prevention services	=	9,822
Total number of parents receiving prevention services	=	897
Other: Quest	=	67
Other: DARE visitations from grant officers	=	2,914

### Intervention Focus:

No. of youth referred to treatment services	=	338
No. of Youth participating in counseling	=	982
No. of youth referred to other social services	=	103
No. of parents referred to treatment	=	141
No. of parents receiving counseling	=	181
No. of parents referred to other social services	=	60
Total number of youth receiving intervention services	=	1,559
Total number of parents receiving intervention srvcs.	=	362

### Age of Youth Served:<sup>1</sup>

Under age 8 = 2,989      Age 8 through 15 = 7,406

Age 16 through 18 = 388

### Ethnic Breakout (percentages):<sup>2</sup>

African-American	= 3.0	Hispanic	= 3.7
Asian/Pacific Islander	= 3.3	Caucasian	= 86.2
Native American	= 2.9	Other	= 0.9
Latino	= 0.9		

### Community Participants:<sup>3</sup>

Law Enforcement	- 13	Local Government	- 6
Treatment	- 1	Tribal Government	- 1
Education	- 12	Counseling	- 4
Community	- 4	Other: Cnty Prev.	- 1

**Number and Type of Schools Involved:<sup>4</sup>**

Elementary Schools	= 48	Middle Schools	= 8
High Schools	= 6	Private Schools	= 9
Other: Tribal Cntr	= 1		

**In-class Instructional Hours = 3,454**

<sup>1</sup> Three respondents identified age groups but did not record the number of youth in that age group.

<sup>2</sup> Calculated as average percents across all DELEP contractors who submitted Quarterly Activity Reports.

<sup>3</sup> Indicates how many of the DELEP contractors, as noted on their Quarterly Activity Reports, recorded participation by these groups.

<sup>4</sup> Respondents who indicated a school category but did not record the number of schools were treated as though they provided services to only one school in that category.

**RECOMMENDATIONS**

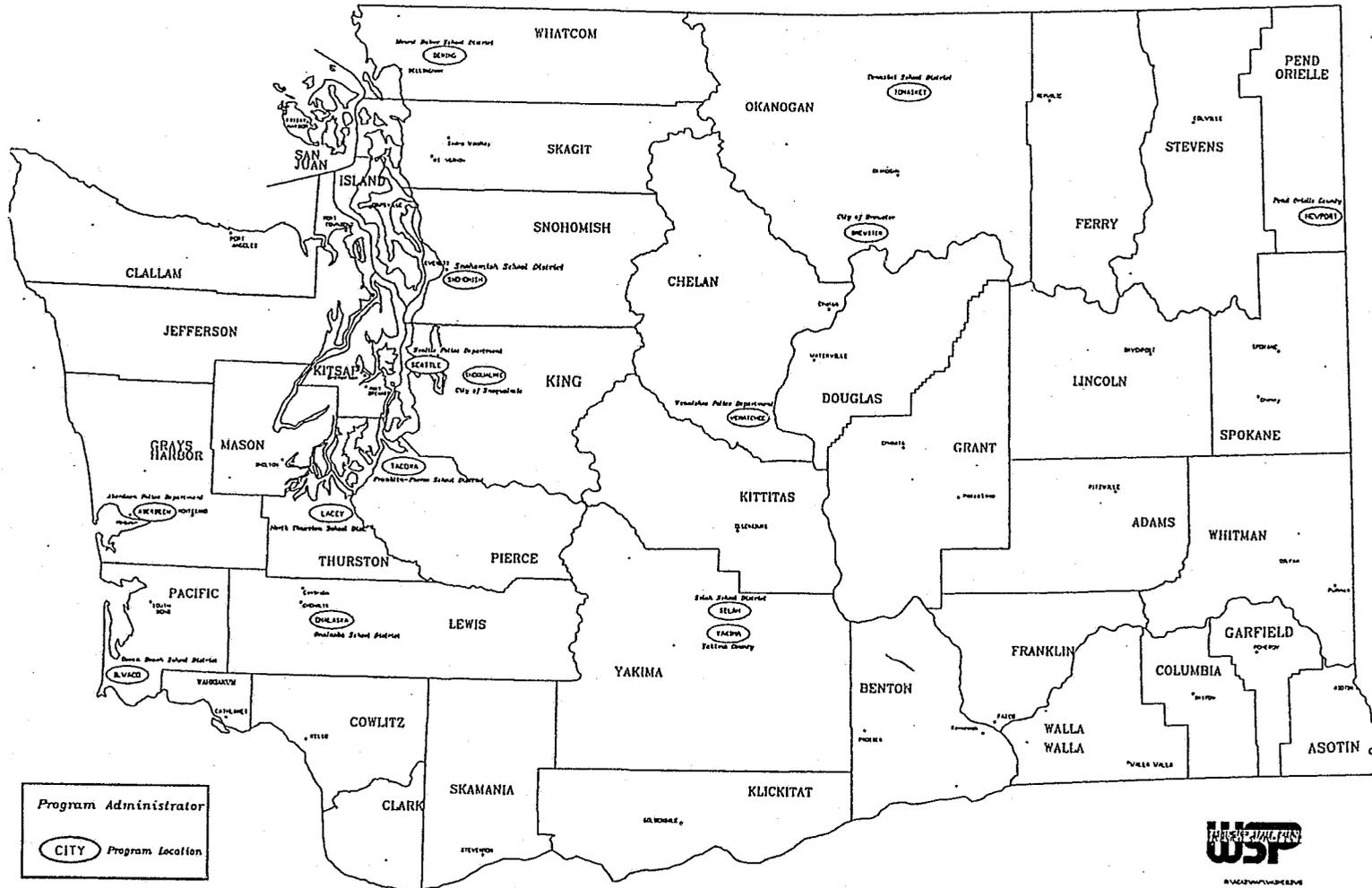
## RECOMMENDATIONS

Based on the preceding data and analysis, five recommendations are presented:

1. In order to ensure data consistency, the Quarterly Activity Report form should be revised to include succinct instructions and definitions of terms.
2. Training should be conducted with all DELEP fund recipients on Quarterly Activity Report completion. During this training, it should be made clear that the report is to record performance data for the specific DELEP-funded project, not overall DARE performance figures.
3. Voucher processing by DCD program managers should be tied to Quarterly Activity Report receipt. It should be made clear to DELEP contractors during training that failure to submit complete reports in a timely manner will result in the cessation of all voucher processing activities. During the training, the section of the contract which outlines the Quarterly Activity Report requirements should be emphasized.
4. Related to the issue of Quarterly Activity Report receipt and voucher processing, a one-month **grace period** should be allowed to accommodate data collection and form completion.
5. Contractors who return funds in excess of ten percent of their BJA grant amount at the end of the year should have subsequent **funding levels reduced** by that amount unless they can demonstrate need and submit a remediation plan.

**APPENDIX A:**  
**WASHINGTON STATE MAP WITH DELEP**  
**CONTRACTOR LOCATIONS**

# DRUG EDUCATION LAW ENFORCEMENT PROGRAM



**APPENDIX B:**

**DARE CRITICAL PROGRAM ELEMENTS**

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# CRITICAL PROGRAM ELEMENTS

U.S. Department of Justice, Bureau of Justice Assistance. An Introduction to DARE: Drug Abuse Resistance Education (Second Edition). October 1991: NCJ 129862.

The following elements are deemed essential for a successful DARE program:<sup>11</sup>

## **A. Joint Planning**

---

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

### **Will school and police administrators have difficulty working together?**

Schools and police agencies often have different philosophies and administrative styles and may not be accustomed to working together. Communities find, however, that a structured program and a mutual commitment to preventing substance use among young people provide strong motivation for pursuing this cooperative effort.

### **Will the education community resist a law enforcement presence in the classroom?**

Police officers are usually viewed as law enforcers, not as teachers. However, DARE officers are well-trained, committed individuals who quickly prove their effectiveness in the classroom. When teachers and administrators observe individual officers teaching the DARE curriculum, their former resistance changes into a receptive attitude.

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

A long-standing concern about substance use has generated many approaches to prevention education.

School systems must choose among many curriculums and allocate their limited resources effectively. Other educators or health specialists may be committed to another approach and may not recognize how DARE fits into the total health education program. To meet these legitimate concerns, proponents of competing programs should be invited to participate in the planning process.

### **How can DARE fit into an already full classroom schedule?**

The DARE curriculum is multifaceted, emphasizing basic skills that students must learn to make reasonable choices for good health. DARE reinforces language arts through many of its lessons. Some States have identified ways in which the DARE curriculum meets learning objectives established by their department of education.

### **Can the law enforcement department afford to reassign officers to classroom duty?**

The effectiveness of DARE suggests that law enforcement cannot afford to reject these prevention efforts. DARE is a long-term investment in future generations. Law enforcement administrators in hundreds of jurisdictions, having recognized the limitations of past approaches to the Nation's drug problem, have commented that the DARE program may indeed have a great impact on future drug abuse and crime.

One officer/instructor can serve as many as 10 elementary schools, conducting up to 40 classes per year. Consequently, small law enforcement departments, which may have special concerns about the time required for DARE implementation, will find that an officer can work part time as a DARE instructor, with the balance of the officer's time being devoted to other departmental activities.

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## B. Written Agreement

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Implementation of DARE requires a partnership between law enforcement agencies and education systems. A written agreement between law enforcement and school officials demonstrates each agency's commitment to DARE and defines its respective role. This agreement generally includes:

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

## C. Officer Selection

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The high quality of the officer/instructor is the keystone of the DARE program. Officers volunteer for the program, committed to preventing substance use among young people. A minimum of 2 years' street experience, maturity, and good communication and organizational skills are generally required.

The officers should be from the local community where they will be recognized by students. However, small communities that cannot spare a local officer may recruit other law enforcement personnel to teach the program. As noted above, this commitment may be part time.

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

## D. Officer Training

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Training for DARE officers consists of an intensive 2-week (80-hour) seminar jointly conducted by law enforcement and education agencies. Several States now offer DARE officer training, using the format mandated by the Regional Training Center's Accreditation Committee (RTCAC). To maintain the integrity of the DARE program, it is essential that officers be trained by certified agencies.

The DARE training curriculum includes:

- An overview of current drug use prevention activities.
- Communication and public speaking skills.
- Teaching methodology and classroom behavior management.
- School/police relationships.
- Police/parent community relationships.
- Stages of adolescent chemical dependency.
- Modeling DARE lessons.
- Program administration.
- Sources of supplementary funding.
- Teaching DARE lessons.

An important component of the training is the lesson model provided by experienced, specially trained DARE officers called mentors. Mentors advise and support trainees throughout the 80-hour course by preparing them for a variety of assignments.

Training sites also provide orientation sessions for law enforcement and education administrators. These sessions provide an opportunity for managers to

discuss organizational issues associated with DARE implementation and to review forms and systems for monitoring and recordkeeping.

## **E. Curriculum**

### **Core**

The DARE core curriculum targets fifth- and/or sixth-grade elementary school students who will be graduating into middle/junior high at the end of the year. The curriculum consists of 17 45-to-60-minute lessons to be conducted by the DARE officer on a weekly basis. The lessons are structured, sequential, and cumulative. They employ a wide range of teaching strategies that emphasize student participation, including question-and-answer, group discussion, and role-play activities.

The curriculum teaches students the social skills to recognize and resist peer influences and other pressures when faced with personal choices. In addition to building refusal skills, the lessons develop self-esteem, risk assessment and decisionmaking skills, interpersonal and communication skills, critical thinking, and the identification of positive alternatives to negative pressures. A list of the 17 DARE lessons appears at the end of this manual on page 17.

The DARE curriculum is available only to those officers who have been certified by an accredited training center. Spanish and braille versions of the student workbook are available.

### **Extended Curriculum**

DARE's developers have created several activities to supplement the core curriculum for fifth and/or sixth grade.

### **Kindergarten Through Fourth Grade Visitation Lessons**

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

## **Middle/Junior High Curriculum**

A 10-session middle/junior high curriculum, which targets seventh grade, has been developed to reinforce the lessons of the elementary-level curriculum. To accommodate an already crowded classroom schedule, these sessions are usually taught during the health education block of instruction.

## **High School Curriculum**

The DARE Senior High Program consists of a series of 10 sessions on social skills and violence-prevention strategies. Six sessions are taught by the DARE officer and the other sessions are taught by the classroom teacher. The lessons and activities are designed to be implemented over a period of 10 to 11 days in the required course in health or in some other appropriate subject, such as science, social studies, or driver's education. The DARE Senior High Program requires training for both the officer and the classroom teacher.

Communities wishing information about the program should contact one of the regional training centers in the list beginning on page ii of this publication.

## **F. Classroom Instruction**

Typically, officers are assigned to each school for a full day. Thus, 1 officer can serve up to 5 schools per week per semester, or 10 schools in a 2-semester school year. In addition to classroom instruction, officers should be available to participate in various school functions. It is recommended that part-time DARE officers be assigned to agency units such as community services, in order to avoid law enforcement duties that may conflict with the DARE image or result in court dates that could interfere with classroom obligations.

## **G. Officer Appraisal**

Procedures to monitor and appraise the officer's classroom performance are important to the success of the DARE program. This element helps to ensure the DARE curriculum is presented accurately and effectively.

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## H. Informal Officer/Student Interaction

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

## I. Teacher Orientation

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The officer needs the support and understanding of teachers to function effectively in the classroom. The DARE officer familiarizes teachers with the DARE curriculum at an inservice orientation at the beginning of the school year. He explains their respective roles and identifies ways they can cooperate in communicating DARE's objectives to the students.

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

## J. Inservice Training

---

The program should provide opportunities for regular inservice training for the DARE officer. Continued training ensures that skills are reinforced and strengthened, and that the DARE officer is kept abreast of new and pertinent information significant to the DARE program and teaching strategies.

## K. Parent Education

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### DARE Curriculum

Parental cooperation and understanding are essential to any substance abuse prevention effort. During the semester, parents are invited to an evening session called the parent education evening. At this session the DARE officer explains the DARE program and provides the opportunity for parents to review the curriculum, answering any question that might be raised regarding the program and its contents. Parents and teachers may ask to review the curriculum at any time and the DARE officer is always available for questions.

At the parent education evening the DARE officer will show a film, "Sons and Daughters—Drugs and Booze." This film illustrates for parents how drugs and alcohol can effect their children. The DARE officer then leads a discussion on topics such as improving the family communication, recognizing and responding to symptoms of substance use in children, and information concerning local resources. The discussion varies depending upon the needs of the parents and the questions generated from the film. Some communities report that enthusiastic parents organize followup informational drug-prevention activities as a result of these parent education evenings.

### Parent Component

The DARE Parent Component extended activity is a series of four lessons based on social skills strategies for parents. The lessons are designed to make parents more aware of the social conditions and peer influences that affect children's decisionmaking skills.

## L. Community Presentations

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Police, educators, and others committed to the success of this effort must ensure that the program is visible and widely accepted. Meeting with groups representing all segments of the community, including parent and civic groups, community-based organizations, housing projects, and local businesses, promotes the level of community understanding and support that is essential for DARE's successful implementation.

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

**APPENDIX C:**  
**QUARTERLY ACTIVITY REPORT**

STATE OF WASHINGTON  
 DEPARTMENT OF COMMUNITY DEVELOPMENT  
 LOCAL GOVERNMENT ASSISTANCE DIVISION

DRUG EDUCATION LAW  
 ENFORCEMENT PROGRAM (DELEP)  
 PROGRAM ACTIVITY REPORT

Reporting Agency: \_\_\_\_\_

Reporting Quarter: \_\_\_\_\_

Address: \_\_\_\_\_

Contract No. \_\_\_\_\_

Contact Person \_\_\_\_\_

Telephone No. \_\_\_\_\_

=====

INSTRUCTIONS: Complete one activity report for each quarter services are provided under this contract.

=====

1. GENERAL INFORMATION

- a. \_\_\_\_\_ Number of youth receiving DELEP program services on first day of this quarter
- b. \_\_\_\_\_ Number of youth exiting program during this quarter.
- c. \_\_\_\_\_ Number of youth entering program during this quarter.
- d. \_\_\_\_\_ Number of youth receiving DELEP program services on last day of this quarter.

2. PREVENTION (Enter number receiving services during this quarter)

- a. \_\_\_\_\_ Number of youth receiving educational/vocational services.
- b. \_\_\_\_\_ Number of youth participating in community activities.
- c. \_\_\_\_\_ Number of youth participating in employment opportunities.
- d. \_\_\_\_\_ Number of parents receiving educational/vocational opportunities.
- e. \_\_\_\_\_ Number of parents participating in community activities.
- f. \_\_\_\_\_ Total number of youth receiving prevention services.
- g. \_\_\_\_\_ Total number of parents receiving prevention services.
- h. \_\_\_\_\_ Other: \_\_\_\_\_

3. INTERVENTION (Enter number referred to services during this quarter)

- a. \_\_\_\_\_ Number of youth referred to treatment services.
- b. \_\_\_\_\_ Number of youth participating in counseling.
- c. \_\_\_\_\_ Number of youth referred to other social services.
- d. \_\_\_\_\_ Number of parents referred to treatment.
- e. \_\_\_\_\_ Number of parents receiving counseling.
- f. \_\_\_\_\_ Number of parents referred to other social services.
- g. \_\_\_\_\_ Total number of youth receiving intervention services.
- h. \_\_\_\_\_ Total number of parents receiving intervention services.

4. AGE OF YOUTH SERVED

- \_\_\_\_\_ #Under 8
- \_\_\_\_\_ #8-15
- \_\_\_\_\_ #16-18
- \_\_\_\_\_ #19-21
- \_\_\_\_\_ #Total

5. PROJECTED ETHNIC GROUPS SERVED  
 (Percentage must total 100%)

- |                                |                   |
|--------------------------------|-------------------|
| _____ % African-American       | _____ % Hispanic  |
| _____ % Asian/Pacific Islander | _____ % Caucasian |
| _____ % Native American        | _____ % Other     |
| _____ % Latinos                | _____ % Total     |

6. Indicate those community elements involved in the project:

- |                       |                         |
|-----------------------|-------------------------|
| _____ Law Enforcement | _____ Local Government  |
| _____ Treatment       | _____ Tribal government |
| _____ Education       | _____ Counseling        |
| _____ Community       | _____ Other (Identify)  |
| _____                 | _____                   |

7. How many schools participated in the project during this quarter:

- \_\_\_\_\_ # Elementary School(s)
- \_\_\_\_\_ # Middle School(s)
- \_\_\_\_\_ # High School(s)
- \_\_\_\_\_ # Homestead School(s)
- \_\_\_\_\_ # Private School(s)
- \_\_\_\_\_ # Other Identify

8. How may teaching hours were provided in the classroom, per week, during this quarter:

\_\_\_\_\_ (hrs.) x (wks) = \_\_\_\_\_ Total hours provided during this quarter.

I certify that the information provided on this form is true and correct to the best of my knowledge:

Signature: \_\_\_\_\_  
 Title \_\_\_\_\_

Date \_\_\_\_\_