

**Evaluation of the Drug Abuse Resistance Education Program (D.A.R.E.)  
in the city of Marion, Indiana**

Dr. David Tataw, Ph.D.

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December 6, 2010

**T. Patricia Boyd**, Indiana University, Kokomo

**Melinda Brown**, Indiana University, Kokomo

**Cliff Sessoms**, Indiana University, Kokomo

**Michelle Martin**, Indiana University, Kokomo

**Melinda Stanley**, Indiana University, Kokomo

**EXECUTIVE SUMMARY:**

The intention of this paper is to evaluate the anti-drug abuse program D.A.R.E. This program has been accepted by many law enforcement agencies and school systems across the United States as a way to teach children about the dangers of drug use. The time afforded in this class will not allow for the evaluation of the program on a national level so our group has chosen to evaluate the local D.A.R.E. program in Marion, Indiana.

The guidelines given for this project is not to do an actual evaluation but to write about how we would structure an evaluation of the program. Therefore we will include the following areas in our paper: executive summary, background – both national and local, evaluation objectives, measurement, design and methods, and dissemination.

**BACKGROUND/LITERATURE REVIEW:****National Level D.A.R.E. Program**

The practice of school-based drug education evolved out of the 1960s drug crisis. But drug education itself actually dates much further back to the late 19th century. By 1901, every state and territory had passed legislation mandating some form of "temperance instruction" to be taught in the public schools. Following the repeal of Prohibition in the early 1930s, alcohol and tobacco were the primary targets of early "Just Say No" prevention campaigns. They were soon replaced by many of the demonized drugs of today such as: heroin, cocaine, and marijuana (Beck, 1998).

The Drug Abuse Resistance Education Program (D.A.R.E.) was introduced to the Los Angeles Unified Schools in 1983. As of February, 2010, D.A.R.E. is used in 75% of U.S. school districts and 43 countries worldwide (Smith, 2010). D.A.R.E. grew out of the Self-Management

and Resistance Training program (Project SMART) which was developed by the University of Southern California (USC) in seventh grade Los Angeles classrooms. The police were not involved with Project SMART (Elliot, 1995).

Los Angeles Police Chief Daryl Gates, in reaction to high school drug arrests, decided prevention was needed. The USC researchers, despite internal debate over the use of police officers to teach the curriculum and copyright issues, gave their program to the Los Angeles police. Ten police officers began the program in fifty Los Angeles schools (Elliot, 1995).

As D.A.R.E. was being taught, USC continued to research the two different versions of Project SMART – affective and resistance training. Their research indicated issues with the “affective” version in that it did not discourage drug use but had the opposite effect in that the researchers were seeing an increase in drug experimentation in the children (Elliot, 1995).

There are many differing opinions on whether or not drug abuse training programs like D.A.R.E. have any real effects. Up until now the contemporary anti-drug campaign has inspired little effort to consult the collective wisdom garnered from past experience. From its very beginnings back in the 1880s, both the purpose and practice of school-based drug education has been largely determined by the dominant "no-substance-use" injunction which continues through the present day. Over this time span, opposition to the informational component of "no-use" drug education efforts has come from two markedly different directions: opposition to exaggerated and/or erroneous graphic portrayals of the consequences of any substance use, often referred to as "scare tactics," and opposition by others who view informational efforts as merely advertising “forbidden fruits” to impressionable young minds (Beck, 1998).

It seems that the opinion of D.A.R.E.’s effectiveness to influence children to not use drugs is not shared by most people. There appears to be an overall negative attitude towards D.A.R.E.

and study after study has shown that D.A.R.E. does not seem to work. The studies have found that students who go through the program are just as likely to use drugs as those who don't. Behavioral scientists have begun to question whether D.A.R.E. is "little more than a feel-good scheme of enormous proportions." The negative studies and the reporting of them have done nothing to impede D.A.R.E.'s progress, most parents and educators still believe it works. At a time when federal funds are scarce, it is important that the evaluation of program which cost the government more than half a billion dollars a year should be better known (Glass, 1997).

One study researched how effective D.A.R.E. actually is and came up with some interesting results. The tests performed by the researchers were more statistical in nature. According to Ennet et al. (1994), during the past 20 years there has been a massive focus on anti-drug campaigns aimed at school-age children. In this study D.A.R.E.'s core curriculum was evaluated using various methods. There were six outcome measures which included knowledge about drugs, attitudes about drug use, social skills, self-esteem, attitude toward police, and drug use. The type of outcome was compared to the mean weighted D.A.R.E. effect size with mean weighted effect size for non-interactive and interactive programs. The primary outcomes assessed by both D.A.R.E. and the comparison programs were knowledge, attitudes, social skills, and drug use behavior. Among the four outcomes, D.A.R.E.'s effect sizes are smaller than those for interactive programs. D.A.R.E.'s effect size for drug use is only slightly smaller than the non-interactive programs' effect size. The minor magnitude of D.A.R.E.'s effectiveness on drug use may only be due to the fact that typically children at the target age do not use drugs yet (Ennet, Tobler, Ringwalt, & Flewelling, 1994). West and O'Neal (2004) agreed finding D.A.R.E. minimally effective during the follow-up periods that would place its participants in the very age groups targeted.

One evaluation, published in 1999 by a team of researchers at the University of Kentucky, looked at the long term outcomes of D.A.R.E. It found that 10 years after receiving the anti-drug lessons D.A.R.E. graduates were no different from non- D.A.R.E. graduates in terms of drug use, drug attitudes, or self-esteem. In a 2003 report, the General Accounting Office reviewed six long-term evaluations of D.A.R.E. and came to the same conclusions. The surgeon general, the National Academy of Sciences, and the U.S. Department of Education also have declared D.A.R.E. ineffective (Moilanen, 2004). One researcher compared eight different drug intervention programs that had varying strategies and also came to the same conclusion, “D.A.R.E. is ineffective” (Gorman, 1995).

Despite the criticism that it does not have a measurable effect on drug use, D.A.R.E. has its supporters and is in high demand, popular, and cuts across ethnic lines. Parents and D.A.R.E. supporters are outraged by negative studies saying that they are flawed (Elliot, 1995). There have even been reports of critics being threatened by advocates of the program (Glass, 1997).

There are some positive findings in the research about D.A.R.E. In one detailed examination of D.A.R.E., the evidence found that students of the program had stronger beliefs in prosocial norms, more aggressive attitudes against the use of drugs, and a more positive influence on peer-pressure situations (Harmon, 1993). Even a reanalysis by Gorman and Hubler (2009) of the University of Kentucky study, that found D.A.R.E. ineffective, yielded some positive outcomes. The reanalysis distinguished between experimental and habitual alcohol and marijuana use and found D.A.R.E. to be effective in reducing this usage in males.

Other data and studies have been performed nationwide utilizing many different methods including surveys, post-tests and qualitative data. Real, controlled, quantitative data is difficult

to produce because most students have encountered some sort of drug resistance program and follow-up past high school age is difficult (Gay, 1998).

### **D.A.R.E Program in Marion, Indiana**

Marion is located in northeast Indiana in Grant County. It serves as the county seat and is the largest city in the county with a year 2000 population, according to the Census Bureau, of 31,320 people. The population of Grant County was 73,403 that year. Marion is a blue collar city with many of its workers employed in automobile manufacturing facilities, distribution warehouses, and agriculture productions. The largest employer is the General Motors stamping facility with over 1100 employees. Most of the rest of Grant County, outside of Marion, tends to be very rural with some very small communities spread throughout the county.

Most Marion and Grant County residents tend to be conservative with either strong personal Christian beliefs or at least Christian family influences. There is very little tolerance for crime in general and even less tolerance for drug related offenses. The use of alcohol among adults who are 21 years of age or older and tobacco products for adults who are 18 years of age or older is deemed acceptable in accordance with Indiana State Statues which governs both. However, most residents view drug use and dealing of drugs as unacceptable.

### **The Political Environment**

Marion operates on the mayor/council format. The mayor of the city is elected to a four year term by the voters who live within the boundaries of the city. There are no term limits for the mayor; however no mayor has served more than two terms in a row. There are nine city council persons who are also elected for a four year term. Once again there is no term limit set for the elected city council members.

The Mayor, upon election, appoints all of his/her department heads, including the Police Chief. All department heads serve at the pleasure of the mayor and can be removed from their position as he chooses. The Police Chief has the final word on the mission of the department.

The City of Marion currently has one high school, two middle schools, and four elementary schools. Each school is administered by a principle who in turn reports directly to the Marion Community School Superintendant. The business of the school system is administered by the superintendant who reports to the school board which is comprised of seven elected school board members. The board members are elected by the citizens of Marion for a four year term. There is no term limit in place for the school board members.

The board members are citizens in the community who serve in a part-time capacity and work elsewhere in the community. The members bring a wide range of diversity when it comes to their outside employment. This variety includes small business owners and the plant manager of the local Wal-Mart Distribution Center. The board members, superintendent, and principles work together to decide the curriculum for the upcoming school year, including the decision on whether or not to include the D.A.R.E program.

### **History of D.A.R.E in Marion, Indiana**

In the late 1980's Marion was facing a huge increase in the dealing and use of crack cocaine. Since Marion is located along Interstate 69(I-69) it is a natural travel route for drug dealers who live in both Fort Wayne and Indianapolis. During this time crack was widely being used and sold in the Detroit area. However, the market there was becoming so saturated that the price of the drug was very low. As an example a rock of crack cocaine could be bought for \$5. That same rock of cocaine would sell for \$20 in Marion.

At the same time Marion was seeing a rise in juvenile gang activity as families who had connections in the Fort Wayne, Indianapolis and the Chicago area began to influence some of the local juveniles to become affiliated with criminal gang activities. One of the main sources of income for these gang members was the sale of crack cocaine to local users.

In 1992, the citizens of Marion elected a new mayor who appointed a new Police Chief who decided to take a tough stance on juvenile violence and drug activity. It was decided a new approach was needed to reach the youth before they could turn to drugs and violence. An education based initiative was started. This new program is two- pronged and consists of drug and gang education. The first prong was a fairly new program called Drug Abuse Resistance Education (D.A.R.E) and the second prong was Gang Resistance Education And Training, a new program to educate school children on the dangers of criminal gang involvement. After consulting with the Marion Community School administrators, the police chief decided to train three police officers in both programs and to assign them to work in the elementary and middle schools teaching the children about both issues. The early plan was to teach D.A.R.E in the 4<sup>th</sup> and 6<sup>th</sup> grade and G.R.E.A.T in the 8<sup>th</sup> grade.

There were issues early on with these programs. The biggest obstacle to overcome was the teachers who felt threatened that police officers were now taking part of their class time to teach, what they saw as an unproven lesson. Furthermore, some believed the officers were unqualified to perform a job they had been trained to do. After explaining to the local teachers union why it was important that police officers teach the two programs most of the teachers agreed it was acceptable.

The D.A.R.E and G.R.E.A.T programs in Marion continued along the same path until early 2000 when a new mayor was elected. He appointed a new police chief and at the same

time decided to cut six police positions. By cutting these positions the ability to use three officers to teach the two programs was no longer possible. The program was now reduced to just one fulltime and one part-time officer who taught D.A.R.E in the 5<sup>th</sup> grade and G.R.E.A.T in the 6<sup>th</sup> grade. Eventually the G.R.E.A.T program was cut completely and what is left today is the D.A.R.E program being taught only in the 5<sup>th</sup> grade with some mention of gang violence during the lesson.

### **Program Objectives**

The goal of D.A.R.E. is to prevent drug use in children who have not started using. The police will implement the program in 5<sup>th</sup> grade classrooms in the Marion community school system. The police officers meet with the children once a week for 45 minutes for a period of ten weeks. During the interactive sessions students role play possible real-world encounters with drugs and violence and simulations such as “drunken goggles.” Students also write an essay about what they have learned and how they might avoid drugs in the future, including strategies of how to refrain from doing drugs. At the end of the ten week session students participate in the D.A.R.E. graduation during which time the police officer presents them with a certificate of completion, a t-shirt, and the best essays are read to the group. Success is measured by the police based on attendance and participation.

**Program Logic Model for the Marion, Indiana, D.A.R.E. Program**

<b>Problem</b>	<b>Input</b>	<b>Activities</b>	<b>Output</b>	<b>Outcome</b>
Drug use prevention	State Drug Alcohol Resource Team (DART) grant	Lecture	Participation in educational program for ten weeks	Lifelong prevention of drug use
	Trained police officers	Simulations, i.e. "drunken goggles"	Students have written their D.A.R.E. essay	End drug use of those who have already started
	Support staff, i.e. secretaries who do the scheduling	Students write essay	Students are educated on the dangers of drugs, alcohol, and tobacco use	Children will use alcohol within the limits of the law, age 21
	Police department budget	Police interaction	Students have participated in the D.A.R.E. graduation	Children will use tobacco within the limits of the law, age 18
	School district approval of program	Role play		
		Fifth grade students meet with police officer one time per week for 45 minutes for a period of ten weeks		
		D.A.R.E. graduation		

**Program Theory**

D.A.R.E. in schools will result in the recruitment and training, with selected police officers, to teach children the dangers of drug use: have the police, in uniform, teach children in special classes in school; and, as a result, the children will find the teaching credible and learn facts about drugs; which will convince them not to use drugs; which will result in students not using drugs; which will ultimately show up in community indicators showing less drug use.

**Stakeholders**

The children, school officials, parents, law enforcement officers, and citizens of Marion, Indiana, all have a stake in the D.A.R.E. program. The successful outcome of this program means non usage of drugs in these children which not only benefits their physical and mental health but is an assurance to their parents of their health and safety. The law enforcement officers have time and money invested in the program, success of the program is their success and will prevent crime in the future. Teachers give up instruction time to the program and are committed to the education of their students so that they may be more productive citizens in the future. All citizens of Marion have a stake in the children not doing drugs as it translates into less crime and a healthier society.

**Mission Statement**

D.A.R.E.'s primary mission is to provide children with the information and skills they need to live drug and violence free lives. The mission is to equip kids with the tools that will enable them to avoid negative influences and, instead, allow them to focus on their strengths and potential. Additionally, it establishes positive relationships between students and law enforcement, teachers, parents, and other community leaders. Every youngster should have the opportunity to grow-up healthy, safe, secure, and equipped with the skills needed to succeed in life.

**EVALUATION OBJECTIVES:****Evaluation Questions**

1. Was enough money budgeted to run the program effectively?
2. Was the number of meetings with the police enough to deliver all points of the program?
3. Did the students understand the purpose of the "drunk glasses?"
4. Did the kids understand the dangers of drug, alcohol, and tobacco use upon completion of the program?
5. How many sixth graders have experimented with drugs?

**Evaluation Objectives**

1. To determine if more money needs budgeted in the future for the program.
2. To determine if more interventions with the police officer need to be scheduled.
3. This question lets the program developers decide if they want to keep the "drunk glasses" as a part of the curriculum.
4. This question helps school and law enforcement officials determine if they want to continue utilizing the program.
5. Allows law enforcement and curriculum developers to determine if the interventions they are using are achieving the desired program outcome.

**MEASUREMENT:****Data Collected**

Three instruments for the D.A.R.E. program were used to obtain data for this intervention. A comprehensive student survey instrument administered at baseline = 5<sup>th</sup> grade, (first year), 6<sup>th</sup> grade (one year) and at 8<sup>th</sup> grade (three years later), survey follow up was the main instrument used to measure predisposing factors, enabling factors, perceived knowledge of drug related issues, and self-esteem. An event specific pre- and post-survey containing questions on knowledge and classroom delivery effectiveness was used to measure the effectiveness of each student class immediately before and after the class. A teacher survey was used to measure teaching staff knowledge of the program and their view on the program's effectiveness. In addition, police officers will be surveyed to assess their opinions of the program's efficacy. A Likert scale (1 = strongly agree to 5 = strongly disagree), including the following questions:

**Drug Use Behaviors**

Students were asked two sets of questions about their use of various drugs, including tobacco, alcohol, and other substances. Students indicated whether they had used these substances in "their whole life" and "during the last month (30 days)." Students were instructed not to count the legitimate use of substances, either for religious services such as wine or because

they were prescribed by a doctor (e.g. Xanax, pseudoephedrine). Questions regarding alcohol use were asked with measures of four different types of alcohol: beer, wine, wine coolers, and hard liquor. Students were asked whether they had tried each type of alcohol, whether they used it regularly, or whether they had been pressured to do so. Questions regarding drug use were asked regarding different types of drugs. For example, smokeless tobacco, marijuana, inhalants, hallucinogens, cocaine, other drugs.

### **Start of Alcohol Use**

To measure the onset of alcohol use, students were asked to indicate how old they were when they first got drunk or high using alcohol. They also reported how old they were when they began to drink at least one drink at least once a month.

### **Attitudes Toward Drugs**

Students indicated their level of agreement with statements concerning drug use.

### **Attitudes Toward the Use of Drugs**

These questions examined attitudes toward those substances youth are most likely to use.

### **Perceived Benefits and Costs of Using Drugs**

Students were asked questions about their perceptions concerning the benefits and risks concerning smoking cigarettes and drinking beer and wine coolers.

### **Attitudes Toward Police**

Students rated items regarding attitudes toward police.

### **Peer Resistance Skills**

Students responded to hypothetical situations in which either their best friend or an acquaintance offered them either cigarettes or alcohol. They then rated their ability to "say no" on a Likert scale ranging from "not sure at all" to "very sure." The four items were totaled, with a

higher score indicating greater confidence in their ability to resist peer pressure to use drugs.

### **Data Sources**

Surveys from students' pre and post D.A.R.E. and surveys from students in schools that did not participate in D.A.R.E. Surveys from school teachers in classrooms that taught D.A.R.E. and surveys from police officers who taught D.A.R.E.

### **Data Characteristics**

The study uses a nonequivalent control group quasi-experimental design to determine if participating in the D.A.R.E. program has any affect on the measured outcome variables compared to a similar group that did not receive the program. Sets of individual variables include questions on attitudes about police, resistance strategies, and drug use in the last year.

### **DESIGNS/METHODS:**

This study will include two methods of analysis which will allow us to answer the evaluation questions that are directed at different audiences – the students, police and teachers. The first will be a quasi-experimental pretest-posttest study that is directed at the students. A pretest will be given to all Marion Community School system 5<sup>th</sup> grade D.A.R.E. students prior to the beginning of the instruction period, as a way to establish a baseline concerning their understanding of the dangers of drug, alcohol and tobacco use. Furthermore, as an example, the pretest will determine how much knowledge they have in the area of drug recognition, pressure they have to use drugs, and whether they have ever experimented with drugs. At the completion of the program the same students will be given a posttest to determine how they have progressed. Both tests will be unobtrusive in that the students will be given the test in class by the instructor, the test will be in written form, and the students will not be identified by their name. All Marion Community School system 5<sup>th</sup> grade students who participate in the D.A.R.E class will take both

the pretest and posttest. There will be no special criterion that needs to be met for determining who takes the test, except they must be enrolled in the 5<sup>th</sup> grade and present during class instruction over the 10 week period that the class meets.

Furthermore, the same posttest will be given to each D.A.R.E student as they complete the 6<sup>th</sup> and 8<sup>th</sup> grades as a way to measure how much of the instruction they have retained and used since completing the original class in the 5<sup>th</sup> grade.

Additionally, as a way to evaluate the success or failure of the program a comparison will be used to measure the students in the Marion Community School system, where the program is taught, and in the four county schools where the program has not been taught in over 12 years. The same pretest that was given to the Marion Community School 5<sup>th</sup> graders will be given to the four county school 5<sup>th</sup> graders. The test given to the 5<sup>th</sup> grade students in the county schools will also be unobtrusive in that the students will be given the test in class by their teacher, the test will be in written form, and the students will not be identified by their name. The only difference in the testing between the Marion students and the students in the county schools is that the Marion students will be given the test by their D.A.R.E. instructor whereas the county students will be given the test by a school employed teacher.

Likewise the test will also be given at the conclusion of the 6<sup>th</sup> and 8<sup>th</sup> grades just as it is in the Marion Community School system. No assumptions will be made concerning the variables being assessed and all data received will be compared against the data received from the Marion students who have taken the D.A.R.E. instruction in the 5<sup>th</sup> grade.

In this first method of study there will be no onsite observation, all observation will be unobtrusive with the collecting of the data through the pretest and posttest given to the students

at each described grade levels. The request for the test results will be made to the school administrators prior to the test being given.

The second method of study will involve the police officers and teachers. The method of observation will involve a focus group which will include the police officer instructing the students at the 5<sup>th</sup> grade level in the Marion Community School system, along with all the 5<sup>th</sup> grade teachers. The administrative staff of the school and administrative staff of the police department will be excluded from the focus group so there will be an atmosphere where the participants can feel comfortable about answering questions.

The focal point of the focus group study will be to determine the effectiveness of the D.A.R.E. program as it currently exists in the Marion Community School system. In particular we will want to answer our evaluation questions: was enough money budgeted to run the program, and was the number of meetings with the police officers enough to deliver all the points of the program?

This method of observation will be obtrusive in that we will place ourselves at the location and observe the process by interacting with the stakeholders, the police and teachers. The criterion that needs to be met for participation in this focus group is to be the police officer instructing the D.A.R.E. class and to be a 5<sup>th</sup> grade teacher in the Marion Community School system. All other teachers, administrators and police officials will be excluded from the focus group. All data from this method of study will be gathered from the focus group participants.

### **Data Analysis**

The data analysis will evaluate whether the D.A.R.E. program is successful in providing children with the information and skills they need to live drug and violence free lives. We will conduct a study that will evaluate the students over a four year period. The data collected will

answer the evaluation questions in the following ways: First, the instrument used will be a standard yes – no survey which will be given to the police officers and teachers to answer the questions, “was enough money budgeted to run the program effectively” and “was the number of meetings with the police enough to deliver all points of the program”? The data received will be in the form of qualitative soft data.

Second, the instrument used for the students will be a pretest – posttest survey that will assist in answering the questions, “did the students understand the purpose of the drunk glasses”, “did the kids understand the dangers of drug, alcohol, and tobacco use upon completion of the program” and “how many have experimented with drugs”? The survey will be in the form of a Likert Scale. The scales of measurement will be ordinal and the data received will be quantitative hard data. The test given will be a Mann-Whitney test. Furthermore, the pretest given to the 5<sup>th</sup> grade students will be used as a baseline to compare to the results of the posttest given to the students upon completion of the program. Likewise the posttest given to the students upon completion of the 6<sup>th</sup> and 8<sup>th</sup> grades will be used to compare against the results from the posttest given to the students upon completion of the 5<sup>th</sup> grade program. The results will be used to determine how much information has been retained and whether there has been a change in drug and alcohol use. The posttest results of the Marion Community School students will be used to compare against the test results from the other four Grant County school systems where the D.A.R.E program has not been taught for over 12 years.

Additionally a survey to determine the effectiveness of the program will be given to the teachers and police officers in the form of a Likert Scale (1 = strongly agree to 5 = strongly disagree). The data gathered from this survey will be qualitative soft data and the scale of measurement will be ordinal using a Mann-Whitney test.

We will run a correlation and regression analyses with the data collected. The dependent variable will be the effectiveness of the program. We will use a set of independent variables to include questions on attitudes about police, resistance strategies, and drug use. The survey results from the teachers, police officers and students will be converted into code, along with other data collected, and will be analyzed using Statistical Package for the Social Sciences (SPSS). The correlation and regression models will assist in determining whether the independent variables are linked with the dependent variable and if those groups of independent variables impact the use of drugs.

### **DISSEMINATION:**

The purpose of the evaluation of the D.A.R.E. program would be to influence change if the evaluation shows that change is needed. If the program does not work in the current format, the stakeholders would be engaged in the improvement of the program in order that a new and changed program could be implemented. The primary users of the information found in this study would be as follows:

- Law Enforcement Officers
- Schools/Teachers
- Parents
- Children

These groups all have a vested interest in examining the D.A.R.E. program in order to gain a better understanding of how it operates and what could be done to improve the program from its current status.

The primary goal of this project's dissemination is to help the public obtain a better understanding of how D.A.R.E. works.

The objective is to disseminate information about the program that increases awareness of actual results of the studies that have previously evaluated the D.A.R.E. program. These

results may include the fact that D.A.R.E. may not have as significant of an impact as people once thought.

As stated above, the potential users of this evaluation will be law enforcement officers, schools/teachers, and children and of course parents. For the police, this evaluation may have an impact as to how they continue to implement the D.A.R.E. program. The teachers and schools need the information so they are aware of the fact that drug use may still start even if the kids have attended a D.A.R.E. program when they were younger. Lastly, parents need the information this study has to offer for many of the same reasons as the schools and teachers; they should still be vigilant that the program may not be enough to keep their children from doing drugs.

The best medium for the results of this evaluation to be disseminated is on the internet via a webpage. Another way may be to simply publish an article. The website would also allow us to keep track of how many people have viewed the information to see if the dissemination was successful. The only potential limitation to publishing the information on a website may be for those who do not have computer access. In order to encompass everyone, especially parents, there can be PTA meetings set up by the schools and a letter sent to the parents as well.

The dissemination needs to be targeted towards its audience. The police may be interested in different parts of the evaluation than the parents or teachers. For example, the police may need statistical reports; whereas the parents need something with more plain-language in order for them to understand the data. The report should be slightly different for each audience.

We plan to evaluate our evaluation by going back and reviewing the entire process of how we formulated different elements such as goals, objectives, outputs, outcomes, data collection, and dissemination. How the information will be used by the various stakeholders is also pertinent and will be reviewed as well. After the final product has been disseminated we hope to receive feedback from all stakeholders which will allow us to evaluate the process even further.

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