

2000

# The Perceptions Of New Jersey Law Enforcement Officers As To The Success Of The D.A.R.E. Program

Edward A. Schmalz  
*Seton Hall Univeristy*

Follow this and additional works at: <https://scholarship.shu.edu/dissertations>

 Part of the [Education Commons](#), [Juvenile Law Commons](#), and the [Social Welfare Commons](#)

---

## Recommended Citation

Schmalz, Edward A., "The Perceptions Of New Jersey Law Enforcement Officers As To The Success Of The D.A.R.E. Program" (2000). *Seton Hall University Dissertations and Theses (ETDs)*. 1651.  
<https://scholarship.shu.edu/dissertations/1651>

THE PERCEPTIONS OF NEW JERSEY  
LAW ENFORCEMENT OFFICERS AS TO  
THE SUCCESS OF THE D.A.R.E. PROGRAM

By

Edward A. Schmalz

Dissertation Committee

Anthony J. Colella, Ph.D., Mentor  
Reverend Christopher J. Hynes, D.Min.  
Joseph V. DePierro, Ed.D.  
Dominick R. Varricchio, Ed.D.

Submitted in partial fulfillment of the  
requirements of the Degree of Doctor of Education  
Seton Hall University  
2000

© Copyright by Edward A. Schmalz, 2000

All Rights Reserved

## ACKNOWLEDGMENTS

The researcher would like to take this opportunity to thank some people who without their support and advice this project would have been much more difficult. First, I would like to thank my mentor, Dr. Anthony Colella for his excellent advice and being there if I needed a question answered. Next, I would like to thank the rest of my committee, Rev. Dr. Christopher Hynes, Dr. Joseph DePierro and Dr. Dominick Varricchio for their support in this project. To the other members of the New Jersey State Police Graduate Studies Program who are pursuing their doctorate, I wish them the best. I would especially like to thank Tsung (Bill) Soo Hoo for his help while I was preparing for the Comprehensive Exam. Finally and foremost, I would like to thank my family for their support and encouragement, especially my wife, Dr. Kathleen Schmalz. Without her I would not have persevered. I love her very much.

## Table of Contents

Chapter I . . . . .	1
Introduction . . . . .	1
Background . . . . .	1
Statement of the Problem . . . . .	2
Research Questions . . . . .	3
Limitations of the Study . . . . .	4
Definitions of Terms . . . . .	5
Significance of the Study . . . . .	6
Organization of the Study . . . . .	7
 Chapter II . . . . .	 10
Review of the Literature . . . . .	10
Introduction . . . . .	10
Historical Background . . . . .	12
Program Evaluation . . . . .	15
D.A.R.E. Studies . . . . .	20
Negative Factors . . . . .	25
Factors Favoring D.A.R.E. . . . .	30
Criticism, Opposition and Negative Factors . . . . .	32
Conclusion . . . . .	36
 Chapter III . . . . .	 38
Design and Methodology . . . . .	38
Introduction . . . . .	38
Materials and Subjects . . . . .	38
Study Subjects . . . . .	38
Materials . . . . .	40
Data Collection Process . . . . .	40
Procedures . . . . .	44
Distribution and Collection of Data . . . . .	44
Analysis of Data . . . . .	45
Summary . . . . .	45
 Chapter IV . . . . .	 47
Results of the Study . . . . .	47
Introduction . . . . .	47
Demographic Data Analysis . . . . .	48
Research Questions . . . . .	54
Summary . . . . .	67
 Chapter V . . . . .	 68
Summary - Conclusions - Recommendations . . . . .	68
Introduction . . . . .	68
The Research Problem . . . . .	68
Chapter Summaries . . . . .	69
Conclusions . . . . .	71
Recommendations for Future Study . . . . .	77

Reflections . . . . .	82
References . . . . .	85
Appendices . . . . .	90
Appendix A, Letter to Division of Criminal Justice	91
Appendix B, Letters to Academy Directors . . . . .	93
Appendix C, Research Explanation Letter . . . . .	97
Appendix D, Demographic Data Form (DDF) . . . . .	99
Appendix E, D.A.R.E. Survey Instrument (DSI) . . . .	101
Appendix F, Letters to Jury of Experts . . . . .	103

List of Tables

Table 1, Freq. Distribution by Type of Agency . . . . .	49
Table 2, Freq. Distribution by Jurisdiction Population . . . . .	49
Table 3, Freq. Distribution by Rank . . . . .	50
Table 4, Freq. Distribution by Years in Rank . . . . .	51
Table 5, Freq. Distribution by Present Assignment . . . . .	51
Table 6, Freq. Distribution by Age . . . . .	52
Table 7, Freq. Distribution by Education Levels . . . . .	53
Table 8, Freq. Distribution on Length of Service . . . . .	53
Table 9, Frequencies and Means on the D.A.R.E. Survey Instrument . . . . .	55

List of Figures

Figure 1 - Question #1 Results	. . . . .	61
Figure 2 - Question #2 Results	. . . . .	62
Figure 3 - Question #3 Results	. . . . .	63
Figure 4 - Question #4 Results	. . . . .	64
Figure 5 - Question #5 Results	. . . . .	65
Figure 6 - Question #6 Results	. . . . .	66



CHAPTER I  
INTRODUCTION  
Background

Reports from the Office of National Drug Control Policy (1997) reflect a growing concern about recent trends in drug-use attitudes and behaviors among America's youth, and call upon the nation to act swiftly to prevent a future drug epidemic. After experiencing large declines in drug use in the 1980s, the national trend began to reverse in the early 1990s: the percentage of high school seniors who reported using illegal drugs "during the past year" increased from 22 percent in 1992 to 35 percent in 1995--a 59 percent increase (Johnston et al, 1996). This growing drug problem has caused a flurry of media coverage and political finger pointing, all leading to closer scrutiny of our nation's efforts to control and prevent drug abuse. The spotlight has been especially strong on America's most popular and visible program--Drug Abuse Resistance Education (D.A.R.E.).

D.A.R.E. is a series of school-based drug and violence prevention programs for children in kindergarten through the 12<sup>th</sup> grade. It is a cooperative venture between law enforcement agencies, schools, and the local community. It

involves the use of trained, uniformed police officers in the classroom to teach a carefully planned drug prevention curriculum. Created in 1983 as a collaborative venture between the Los Angeles Police Department and the Los Angeles Unified School District, D.A.R.E. has expanded to become the largest drug education initiative in the world. The core D.A.R.E. curriculum focuses on children in their last year of elementary school (5<sup>th</sup> or 6<sup>th</sup> grade). It is based on the assumption that students at this age are the most receptive to anti-drug messages as they approach the age of drug experimentation (Rosenbaum & Hanson, 1998).

#### Statement of the Problem

The purpose of this study was to explore and research the perceptions of New Jersey law enforcement officers concerning the effectiveness of the D.A.R.E. program in New Jersey.

Many studies have been done using various instruments regarding the D.A.R.E. program. These studies have specifically targeted the perceptions of school children in certain geographical areas, but the researcher has not found any studies specifically targeting the perceptions of law enforcement officers regarding the effectiveness of the D.A.R.E. program. It is therefore the intention of this

researcher and the design of this study to examine this problem.

#### Research Questions

This study addressed a series of research questions examining the perceptions of New Jersey law enforcement officers in relationship to the D.A.R.E. program in New Jersey.

- Question 1. Do New Jersey law enforcement officers perceive that the D.A.R.E. program is having a positive effect on school children in regard to their use of drugs and alcohol?
- Question 2. Do New Jersey law enforcement officers perceive that the officers assigned to the D.A.R.E. program are sufficiently trained to teach the curriculum?
- Question 3. Should the funds allocated to the D.A.R.E. program be used for other drug enforcement programs rather than the D.A.R.E. program?
- Question 4. Has the D.A.R.E. program made a significant step in reducing the use of drugs and alcohol by juveniles in your community?

### Limitations of the Study

The population studied was limited to 300 law enforcement officers in the State of New Jersey. According to the most recent edition of the Uniform Crime Reports there are approximately 29,000 law enforcement officers employed in the State of New Jersey (Uniform Crime Reports, 1998). There were no civilian members of the profession, either clerical, administrative, or other unsworn personnel selected for the study. The study was also limited to law enforcement officers that are not D.A.R.E. certified instructors.

The study included methods of acquiring data through related literature and a survey instrument designed to measure the perceptions of the law enforcement officers in the study group. The limitations relating to these methods is as follows:

1. Literature in the field was found among published articles in police related journals and professional journals authored by acknowledged experts in the field. All the literature relating to this topic has evolved only since 1983--the inception of the program.

2. The survey instrument was limited to the design of the researcher and the professional opinions and responses from the Jury of Experts. The collection of data was also

limited to the voluntariness of participation among the study population.

3. The study did not differentiate respondent data in terms of gender, ethnic background or other minority status.

#### Definitions of Terms

The following terms are relevant to this study:

Drug Awareness Resistance Education (D.A.R.E.): a police officer-led series of classroom lessons that teach children from kindergarten through 12<sup>th</sup> grade how to resist peer pressure and live productive, drug- and violence-free lives.

Law Enforcement Officer: sworn members of any federal, state, county, city/municipal and governmental agency empowered to uphold law and order with the power to arrest offenders for designated crimes, misdemeanors, and infractions.

Rank: a member's title or level within the law enforcement profession distinguishable by uniformed insignia or badge; the authority, power, and duties and privileges associated with the respected position.

Jurisdiction: the territorial range over which any authority extends.

Juvenile: a young individual resembling an adult (Merriam-Webster, 1998).

School children: for the purpose of this study, school children refers to youths between the ages of 10 and 18.

#### Significance of the Study

The concept for this study was inspired by my interest in the education of children as it relates to the use of drugs and alcohol; a dissertation on the perceptions, attitudes and beliefs of adolescent school children and their use of alcohol completed by my wife, Kathleen; and finally the reported failure of the D.A.R.E. program.

Since a great amount of funding has been supplied to the D.A.R.E. program, and the fact that there have been a few studies conducted regarding the perceptions of school children about the program, the researcher wanted to look at it from the perspective of the law enforcement officer. In the Illinois D.A.R.E. Evaluation (University of Illinois, 1998), two types of surveys were administered each year over a six year period of data collection: one for the students, and one for specific teachers. The purpose of the student survey was to determine D.A.R.E.'s overall effects on students' beliefs, attitudes, and behaviors related to drug use. The student survey was the focus of this longitudinal study. The teacher survey provided supplemental information to assess the extent of students' exposure to post-D.A.R.E.

drug prevention programs during each current academic year (Rosenbaum & Hanson, 1998).

The outcome of the study confirms the results of previous controlled evaluations, and goes further to provide an extended test of the D.A.R.E. hypothesis. Across many settings and research projects, D.A.R.E. has been unable to show consistent preventive effects on drug use, and the observed effects have been small in size and short-lived.

To date, many evaluations and research have been done in the area of the effectiveness of the D.A.R.E. program but they have all looked at it from the perspective of the student or teacher. To my knowledge and through my research, no one has conducted any research from the law enforcement perspective, one of the key elements in the program. Since law enforcement officers play a key role in the success or failure of the program, this researcher felt that this facet of the program should be explored.

This study is quantitative in design and evaluation. The rationale for using the quantitative approach is to reach a wide spread group of law enforcement officers from across the state of New Jersey.

#### Organization of the Study

The study is organized into five chapters.

Chapter I Introduction: contains background information, purpose of the study, and the four research questions. Following in order is the limitation of the study, definition of terms, and the significance and organization of the study.

Chapter II Review of the Literature: provides a brief history on the evolution of the D.A.R.E. program in Los Angeles, California to its use throughout the United States. The remainder of the chapter addresses issues regarding the successfulness of the program in combating the drug problem in this country.

Chapter III Research Methodology: explains the source of data collected and the methods of analysis. The description of the effected subjects, materials, procedures, testing instruments will be provided within the chapter. Following the treatment of data, there is a summary.

Chapter IV Results of the Study: presents and reports all the data. It begins with a brief introduction and then proceeds into a more in-depth presentation of the findings outlined in Chapter III. These include the testing process, demographic data responses, and the consensus of New Jersey law enforcement officers on measuring the success of the D.A.R.E. program in the State of New Jersey.

Chapter V Summary and Conclusions: contains the major findings of the study, presents an interpretive summary, and



highlights specific recommendations, particularly for future studies. This chapter concludes with the reflections of the researcher.

Finally, there is a list of references and appendices which contain the following: Demographic Data Form, Cover Letter to Participants, Informed Consent to Participants, Cover Letter to Academy Directors, and the Approval by the Institutional Review Board (IRB).

Chapter II  
Review of the Literature  
Introduction

The Drug Abuse Resistance Education (D.A.R.E.) program has experienced phenomenal growth since its inception in 1983. At present, D.A.R.E. is the leading school-based substance abuse prevention program in the United States. Nevertheless, coinciding with a recent up-trend in the percentage of high school seniors reporting ongoing use of illegal drugs, the efficacy of D.A.R.E. as a psycho-social intervention aimed at reducing substance abuse among adolescents and children has been called into question by a spate of program evaluation studies.

Contrary to some early assessments of D.A.R.E., these research studies indicate that exposure to D.A.R.E. has little or no impact upon actual drug use, and that its effects upon key mediating variables (e.g., student self-esteem,) tend to undergo substantial decay across time. Although recent empirical evaluations of D.A.R.E. have addressed certain study design defects common to the relatively favorable reviews of the late 1980s and early

1990s, researchers continue to face major methodological problems in trying to gauge whether D.A.R.E. "works."

As surveyed in the chapter at hand, the relevant literature strongly suggests that D.A.R.E.'s claims to efficacy are substantially greater than its performance. This furnishes a basis for a significant division of opinion between "pro" and "anti" D.A.R.E. factions. This is true especially after the publication of a meta-analysis conducted by the Research Triangle Institute (RTI) under a grant from the National Institute of Justice (NIJ) (Ennett, Tobler, Ringwalt & Flewelling, 1994), critics of D.A.R.E. have become increasingly vocal about the value of the program in both absolute terms and relative to other psycho-social, school-based substance abuse interventions. While the law enforcement community has generally extended its support to D.A.R.E., some local police departments have discontinued their participation in the program. As we might anticipate, broad opposition to D.A.R.E. within the law enforcement community has come principally from "non-D.A.R.E. officers," while "D.A.R.E." officers have continued to express their faith in the program as a means for preventing/reducing drug, alcohol, and tobacco use among American public school students. According to recent articles in both general circulation periodicals (e.g., Elliot, 1995; Glass, 1997; Grohol, 1998; Van Biema, 1996;

Wysong, Aniskiewicz, & Wright, 1994) and in professional journals (e.g., Clifford, 1998; Sharp, 1998; Strandberg, 1998), representatives of D.A.R.E. America (the non-profit organization that "runs" D.A.R.E. nationwide) have gone so far as to employ "strong-arm" tactics to suppress the program's critics. What the research reveals, is that D.A.R.E. is an increasingly controversial element of the "War on Drugs," that there is ample cause for the "debate" about D.A.R.E. to continue. We have good reason to suspect that the overt rift between "pro-D.A.R.E." and "anti-D.A.R.E." factions within law enforcement has increased dramatically of late.

#### Historical Background

The Drug Abuse Resistance Education (D.A.R.E.) program is a psycho-social substance abuse intervention aimed at preventing the use of illegal drugs, alcohol, and tobacco by public school students. The main (and typically initial) exposure to D.A.R.E. occurs in fifth- and sixth-grade classrooms. The fundamental premises of D.A.R.E. have been succinctly delineated by Dennis Rosenbaum and Gordon Hanson:

"The general hypothesis in the D.A.R.E. model is that classroom instruction by trained police officers will result in enhanced self-esteem, self-understanding, and assertiveness, a clearer sense of values and more responsible decision-making habits, which, in turn,

should make students less vulnerable to the enticements and pressures to use drugs and alcohol" (p.4).

D.A.R.E. is a cognitive-behavioral intervention, and, as such, it includes the dissemination of straightforward information about substance abuse and its manifold ill effects. At the same time, D.A.R.E.'s cognitive-behavioral orientation encompasses three dimensions beyond the conveyance of simple factual information to students: (1) psychological "inoculation" through stimulated temptations and pressure to use drugs, alcohol, and tobacco; (2) resistance skills training meant to enable students to evade and/or counteract negative social influences (e.g., associations with drug- or alcohol-using peers); and, (3) personal and social skills training intended to alter student self-esteem, assertiveness behavior, etc., in the desired direction--in directions that are inversely correlated with substance abuse). While some modifications of the D.A.R.E. program were made in 1994, these changes mainly revolved around subject content expansion, e.g., to include an "anti-violence" component. The working assumptions of the D.A.R.E. model are essentially the same today as they were some fifteen years ago (Elliot, 1995).

D.A.R.E. originated in 1983 in the Los Angeles Unified School District and local educational officials working with the Los Angeles Police Department under Chief Daryl Gates to

design and implement the first D.A.R.E. program. From this epicenter, D.A.R.E. has enjoyed extremely rapid dissemination and adoption in the United States and elsewhere. Programs under the auspices of D.A.R.E. America are currently in operation within 70 percent of all public school districts in the United States and D.A.R.E.-like programs have been established in 44 other countries (Rosenbaum & Hansen, 1998). In any given year, some five to six million American public school students are initially exposed to D.A.R.E. in early adolescence, while an additional number of D.A.R.E. "graduates" receive "booster" courses in secondary schools (Ringwalt, Ennett & Holt, 1994). All tolled, about 25 million American public school students have either completed the D.A.R.E. curriculum or are currently assigned to D.A.R.E. classes.

D.A.R.E., is part of America's long-standing "War on Drugs," a "demand side" front-line effort to reduce reliance upon interdiction and criminal justice sanctions aimed at the "supply side" of the nation's substance abuse problems. The "War on Drugs" is, in itself, a controversial public policy, and recent reports indicate that it has not been effective in reducing adolescent demand for illegal drugs. Following modest declines in the late 1980s and early 1990s, some forms of illegal drug use among American teenagers appear to have undergone a resurgence. In 1992, 22 percent

of high school seniors report having used illegal drugs in the prior twelve month period, but by 1998, the level of self-reported illegal drug usage had risen to 35 percent (Rosenbaum & Hanson, 1998). The bulk of the increase has come in the form of marijuana usage, rather than in "hard" narcotics. Other types of substance abuse (e.g., inhalants) have become increasingly prevalent and "pot" is widely believed to be a "gateway" to more addictive types of illegal drugs. On this broad basis, given that D.A.R.E. is the salient program to prevent youth drug use in the United States today, these trends clearly call into question the efficacy claims of D.A.R.E. America and its supporters.

#### Program Evaluation

Shortly after D.A.R.E.'s inception, several positive evaluations of the program's impact upon student substance abuse in local school systems were published. Under the title of "A Short-Term Evaluation of Project D.A.R.E. (Drug Abuse Resistance Education): Preliminary Indications of Effectiveness," William DeJong (1987) published an influential report in the Journal of Drug Education in which he found that alcohol, tobacco, and other drug usage had undergone a significant short-term decline among fifth- and sixth-grade students who had taken D.A.R.E. training. However, DeJong found no evidence that D.A.R.E. had hypothesized effects upon such key mediating variables

as self-esteem. Nevertheless, findings concerning actual substance usage and results confirming positive changes in mediating factors were reported in the Kokomo, Indiana school system by Richard Aniskiewicz & Earl Wysong (1987), and in the Robbinsville, Minnesota school district by Carsten, Pecchia, and Rohach (1989).

Despite these early "favorable" evaluations of D.A.R.E. however, other researchers either conducted original field studies or performed meta-analyses from existing studies that cast doubt upon these "preliminary indications of (D.A.R.E.) effectiveness" (Battjes, 1985; Bangert-Drowns, 1988; Botvin, 1990; Bruvold & Rundall, 1988; Clayton, 1987; Manos, Kameoka, & Tanji, 1986; Tobler, 1986; and Walker, 1990). On the whole, these studies indicated that D.A.R.E. exposure had a negligible effect upon actual substance abuse, and that while the program had some modest positive effects on such mediating variables, as social skills, attitudes toward police, and the like, these effects did not endure over time.

As Michael Harmon (1993) explains, many "early" studies of D.A.R.E., particularly those that affirmed the program's effectiveness, display severe research design flaws. These include: (1) the absence of a control group, (2) comparatively small subject sample sizes, (3) the absence of pre-test measurement, (4) "poorly operationalized" measures



of program efficacy, (5) the use of low alpha scale levels of statistical significance, (6) the complete absence of statistical tests, and (7) inadequate efforts to control for pre-treatment differences, including exposure to other types of drug education (Harmon, 1993).

In general, these design shortcomings have been rectified, but there are certain methodological problems that cannot be entirely surmounted. First and foremost, the "bottom-line" in D.A.R.E. evaluations, changes in actual drug usage (and intention to use) must be based on subject self-report data. Given the fact that such data concern behaviors that are normatively and legally proscribed in "mainstream" American culture and, at the same time, "valued" in certain youth sub-cultures, the validity of this data is questionable.

Second, as field research, D.A.R.E. evaluation study results are bound to be influenced by an array of confounding variables, e.g., prior drug education and ambiguous or conflicting "messages" in other social domains (Silva & Thorne, 1997). As one research team put it, "the benefits of the D.A.R.E. program are challenged daily by the media, role modeling by parents, and a general social approval of various substances" (Becker, Agopian, & Yeh, 1992 p.287).

As these same evaluators point out in their discussion of the finding that D.A.R.E. had no impact upon actual, self-reported substance abuse among 3,000 5th-grade students in the Long Beach, California school system, the absence of hypothesized change may be largely an artifact of very low levels of pre-intervention substance abuse among the twelve- to fourteen-year-old subjects in their sample.

As this observation implies, valid D.A.R.E. evaluations studies are necessarily longitudinal, entailing pre-intervention measurement (typically in the fifth or sixth grades) and one or more post-test measurements. Given the purported long-term effects of D.A.R.E. and the likelihood that D.A.R.E. "lessons" may dissipate after program completion, meaningful results require an extensive pre-/post-test interval, i.e., a time-lag of several years. During this interval, the integrity of results may be compromised by subject attrition and by changes in diverse confounding variables, e.g., in societal attitudes toward drugs, in juvenile justice policies, and the like.

Lastly, Ralph McNeal and William Hansen (1995) have recently used D.A.R.E. program evaluations to illustrate the potential impact of analytical strategy selections upon data derived in natural settings. McNeal and Hansen subjected Ennett et al.'s (1994) D.A.R.E. evaluation result to four analytical strategies distinguished from each other

primarily by differences in the size of units of analysis (e.g., individual students, classrooms, schools). For the main effect, the use of three of these strategies yielded a finding that D.A.R.E. had no significant effect on substance abuse. A fourth strategy however, indicated a modest correlation between intervention exposure and decreased likelihood of self-reported drug use. Results concerning D.A.R.E.'s effects on other mediating variables, once again they varied with the particular analytical strategy chosen. Given discrepancies related to data treatment, McNeal and Hansen concluded that "the implication of not achieving absolute convergence for many substance use measures is that some findings on program effectiveness may be the result of the analytic strategy chosen" (p.155).

What we find then, is that "early" D.A.R.E. evaluation studies did not (and could not) come to valid, reliable, and conclusive findings concerning D.A.R.E.'s impact on substance abuse, and upon mediating correlates of substance abuse among its subjects. While "recent" evaluations have eliminated (or mitigated) the design shortcomings of the first wave, serious methodological obstacles continue to challenge D.A.R.E. evaluation researchers. That being stated, while most of the "recent" studies reviewed in the next section of this chapter challenge D.A.R.E.'s claims to efficacy, their conclusions also remain open to criticism.

### D.A.R.E. Studies

In the early 1990s, several "short-term" evaluations of D.A.R.E. that overcame most of the common study design deficiencies of their "first-wave" counterparts, were published. These assessments generally yielded "mixed" results. Ringwalt, Ennett and Holt (1991) concluded that D.A.R.E. training had desirable effects on awareness of the "costs" of alcohol/tobacco use, perceptions of media portrayals of substance usage, attitudes toward drugs, and assertiveness among fifth- and sixth-grade students in twenty North Carolina schools. On the other hand, Ringwalt et al. (1991) found that when measured immediately after the completion of the D.A.R.E. program, there was no change in self-reported student use of alcohol, cigarettes, or inhalants, or in future intentions to use when compared with measurement prior to subject exposure.

Similarly, Michael Harmon's (1993) comparison of 341 5th grade D.A.R.E. students with a control group of 367 non-D.A.R.E. 5th-graders found "positive" outcome results for lower alcohol use, beliefs in pro-social norms, reduced association with drug-using peers, resistant attitudes toward substance use, and assertiveness skills among the former. Harmon (1993) reported that "no differences were found in cigarette, tobacco, or marijuana use in the last year, frequency of any drug use in the past month, attitudes

about police, coping strategies, attachment and commitment to school, rebellious behavior, and self-esteem" (1993, p.235).

Probably the most widely-cited D.A.R.E. program evaluation study to date is Ennett et al. (1994), a meta-analysis of existing research studies conducted by a team from the Research Triangle Institute (RTI) in North Carolina under a grant from the National Institute of Justice (1994). From an initial sample of eighteen studies, Ennett et al. subjected the study results of eight D.A.R.E. evaluations to meta-analysis. They found that D.A.R.E.'s impact on drug use was, on average, extremely modest and, substantially smaller than the impact of other forms of school-based drug education as reported, *inter alia*, by Bangert-Drowns (1988) and Bruvold and Rundall (1988). In light of these results, Ennett et al. (1994) concluded:

D.A.R.E.'s limited influence on adolescent drug use behaviors contrasts with the program's popularity and prevalence. An important implication is that D.A.R.E. could be taking the place of other, more beneficial drug use curricula that adolescents could be receiving. At the same time, expectations concerning the effectiveness of any school-based curriculum, including D.A.R.E., in changing adolescent drug use behavior should not be overstated (p.1399).

Not only did Ennett et al.'s meta-analysis fail to support D.A.R.E.'s claims to efficacy, it cast continued reliance upon D.A.R.E. as an impediment to the adoption of more

effective psycho-social drug use prevention programs. Most notable among the latter are the All-Stars program, developed by William Hansen and his associates, and the Life Skills Training (LST) program developed by Gilbert Botvin and his colleagues. Both of these programs will be discussed in greater detail later in this survey of the literature.

Since the issuance of the RTI study, the results of several D.A.R.E. program evaluations, several that feature an extended (5 to 6 year) pre-/post-test measurement intervals, have appeared in the literature. In 1996, Richard Clayton and his associates of the University of Kentucky reported the results of a five-year follow-up of D.A.R.E. graduates in thirty-one schools. Published in a 1996 issue of the Journal of Preventive Medicine, Clayton, Cattarello, and Johnstone's study found that D.A.R.E. had no impact on alcohol, drug or tobacco use five years after initial exposure. Moreover, all of the short-term effects on mediating variables had an inverse associations with drug usage and suffered substantial dissipation over the long haul.

A year later, Hansen and McNeal (1997) investigated the influence of D.A.R.E. exposure on a set of 12 mediating predictors of substance abuse among a sample of elementary school students in North Carolina. Using a two-year

interval between pre- and post-intervention tests, Hansen and McNeal found enduring "positive results" for commitment not to use (manifest commitment). However, the magnitude of change for those "positive results" was small. Over a two-year time span, D.A.R.E. exposure showed negligible improvements in drug-related and/or general social skills, resistance training, and stress management, causing the researchers to state that "other mediators that offer strong paths for intervention effectiveness are not affected by the (D.A.R.E.) program" (p.165).

Bruce Gay (1998) of the University of Houston surveyed 1,771 students who had taken D.A.R.E. classes in 23 Houston area schools. He concluded that there was "very little compelling evidence that the primary goal of the D.A.R.E. program is being reached at a statistically significant level" (Gay, 1998, p.1). Of 12 hypothesized mediating factors, D.A.R.E. had modest, positive effects on four: (1) changing beliefs about drug use and awareness of different kinds of pressure to use drugs; (2) learning resistance techniques ("just say no"); (3) managing stress, and (4) making decisions about risky behaviors.

In what may well be the best-constructed D.A.R.E. evaluation research study published to date, Dennis Rosenbaum and Gordon Hanson (1998) of the Department of Criminal Justice at the Chicago campus of the University of

Illinois, conducted a six-year longitudinal study. In the study they followed 1,798 students from 6th grade to their senior year in high school. Their study was aimed at measuring the effects of D.A.R.E. education upon relevant student attitudes, beliefs, social skills and drug use behavior, six years after initial exposure. Their chief finding was that "D.A.R.E. had no long-term effects on a wide range of drug use measures, nor did it show a lasting impact on hypothesized mediating variables, with one exception" (Rosenbaum & Hanson, 1998). The study found no support for the thesis that D.A.R.E. has a lasting impact on student substance abuse or on any of four mediating factor clusters. For all 11 of the 12 variables embodied in those factors, any initial short-term effects had decayed to insignificance six years after subject completion of the D.A.R.E. program. The sole exception, according the Rosenbaum and Hanson (1998) was that D.A.R.E. "inoculates students against the apparent negative effects of supplemental drug education" since, "students whose supplemental drug education was preceded by D.A.R.E. were less likely to use drugs than students whose exposure to high dosages of drug education did not include D.A.R.E." (p.19). As this statement connotes, at least some forms of "supplemental" school-based drug education seem to have an adverse or "boomerang" effect upon young people and are



directly correlated with an increased probability of illegal drug use in the future.

Whether poorly-designed drug education programs actually "encourage" substance abuse (e.g., by making students more aware of drugs, by conveying information that can be subsequently discounted, etc.) is a matter of conjecture. In one of the few "positive" evaluations of D.A.R.E. that was published after Ennett et al. (1994), Dukes, Ullman and Stein (1995) reported results among 10,000 Colorado Springs school district students who were exposed to D.A.R.E. between 1990-1993. Dukes et al. reported long-term positive effects for self-esteem, institutional bonds, and attitudes toward risky behavior than in previous studies, specifically Ennett et al.'s 1994 meta-analysis. According to Dukes et al. (1995) D.A.R.E. "counteracted, at least temporarily, the negative effects of maturation" (p.428) upon the probability that students will develop attitudes, perceptions, values, and behavior patterns conducive to substance abuse as they "mature." Moreover, controlling for this maturation factor, Dukes et al. (1995) reported that D.A.R.E. does, in fact, work over the long-term.

#### Negative Factors

In the course of their generally negative evaluations, "second wave" researchers have criticized the D.A.R.E.

program on a number of specific counts, but three "generic" complaints dominate the literature. Several of D.A.R.E.'s most adamant detractors, e.g., non-D.A.R.E. police officer John Hughes (Rosenbaum & Hanson, 1998), have argued that the eighty hours of training which D.A.R.E. officers receive before they enter into public school classrooms are inadequate and that D.A.R.E. officers are neither certified teachers nor child psychologists. Consistent with this opinion, Hughes advocates "stripping D.A.R.E. of its police shield" by turning drug education over to classroom teachers.

Consistent with his studies results, William Hansen (1996) has focused his criticism of D.A.R.E. on curriculum design as opposed to the qualifications of the officers who deliver D.A.R.E. lessons. According to Hansen, D.A.R.E. is "either targeting inappropriate mediating processes or insufficiently impact appropriate mediating structures" (p.1375). In Hansen's estimation, D.A.R.E. should refocus its curriculum around the mediating variables of personal commitment to avoid risky behaviors, erroneous perceptions about alcohol, drugs, etc., and promotion of the belief (attitude and norm) that use of drugs/alcohol is incongruent with life-styles and associated norms that students prospectively value, e.g., being productive members of

society, attaining status, financial security, etc. (Hansen & McNeal, 1997).

The most frequently raised criticism of D.A.R.E. concerns its primary reliance upon the "traditional" educational delivery mode of teacher lecture followed by "passive" student question/answers sessions. Ennett et al. (1994), noted that D.A.R.E. classes are too "didactic" and use fewer interactive teaching techniques than programs shown to be more effective drug education methods, e.g., interaction through student group discussion, cooperative learning (CL) and the like. Thus, in their presentation of the RTI evaluation, Ringwalt et al. (1994) noted that "the generally more traditional teaching style used by D.A.R.E. had not been shown to be as effective as an interactive teaching mode." Based in part on Ennett et al.'s meta-analytical findings, and in part upon field interviews, the National Institute of Justice (1994) recommended greater student-to-student interaction in D.A.R.E. classes. William Modelesky, the Director of Safe and Drug Free School program of the United States Department of Education, while supportive of D.A.R.E., has noted that the program focuses too much on building individual self-esteem, and too little on peer interaction.

It is not surprising that the two school-based, psycho-educational programs most often mentioned as "superior"

alternatives to D.A.R.E. are substantially more interactive in instructional mode than the latter. The All-Stars program developed by William Hansen in the late-1970s is highly interactive in its emphasis upon small groups and individual counseling. Its target mediators concentrate on the incongruence between high-risk behaviors and student valued life-style, as opposed to self-efficacy to resist substance abuse temptations/pressures (as in D.A.R.E.). Hansen's (1996) pilot test of All Stars at middle schools in North Carolina led him to the conclusion that "compared to students who received the 7th-grade D.A.R.E. program, students who received the All Stars program had significantly better outcomes on each mediator" (p.1359).

The most prominent "alternative" to D.A.R.E. was developed in the early 1980s by Gilbert Botvin and his colleagues (1984) as Life Skills Training (LST). Like All-Stars, Life Skill Training is a school-based, psycho-social drug education program in which the classroom teacher plays the role of "catalyst" or "facilitator" of student learning: it is interactive in orientation, stressing student discussion and group problem-solving. Botvin, Baker, Botvin, Filazzola and Millman (1984) reported that the results of a pilot study of LST with 239 New York City seventh-graders included a significant short-term reduction in alcohol use; using a similar sample Botvin, Baker,

Renick, Filazzola, and Botvin (1984) found that LST exposure generated a 71 percent decline in reported marijuana usage. More recently Botvin, Schinke, Epstein and Diaz (1994) found that Life Skills combined with a culturally-focused curriculum for inner-city minority youth reduced substance abuse in a sample of 639 seventh-grade students in New York City.

Two years later, Botvin, Schinke, Epstein, Diaz and Botvin (1995) found that these drug prevention/reduction effects had remained in place during an interval of two years after exposure to LST. As reported in the Journal of the American Medical Association, the results of a six-year, longitudinal study of LST's effects on white, middle class students indicated that "school-based drug abuse prevention programs, this approach (Life Skills) in particular, can reduce the prevalence of drug use" (Botvin, Baker, Dusenbury, Botvin & Diaz, 1995, p.1110). Taking the results of these recent studies into account, Time magazine reporter David Van Biema (1996) told his readers that a "new" program outstrips D.A.R.E.'s effectiveness, LST having generated documented reductions in teenage drug use through role-playing and problem-solving. According to Van Biema, the exposure of 4,446 Newark, New Jersey sixth-and seventh-grade students to Life Skills Training reduced drug, tobacco, and alcohol usage in this sample by 50 percent.

### Factors Favoring D.A.R.E.

As D.A.R.E. critic Keith Strandberg (1998) allows, "D.A.R.E. is well loved by communities, cops, and politicians" (p.49). Thus, while reporting the negative findings of Ennett et al., the National Institute of Justice's 1994 evaluation of D.A.R.E. reported that "user" satisfaction with D.A.R.E. remains quite high; some two-thirds of D.A.R.E. school district coordinators indicated that their experience with D.A.R.E. had been "very satisfactory." Politicians, of course, are generally loathe to voice any criticism of D.A.R.E. since its prominent presence in public schools is a demonstration of government's willingness to do "something" about student substance abuse.

It is among local police departments whose officers actually conduct D.A.R.E. classes that enthusiasm for the program remains highest. As Arthur Sharp tells us, D.A.R.E. is "immensely popular among law enforcement" (Sharp, 1998, p.45). Hansen and McNeal (1997) attest that D.A.R.E. "has been very popular with police departments who view it as an excellent mechanism for promoting good community relations" (p.165). Sharp (1998) cites a poll in which 95 percent of police department chiefs/directors with D.A.R.E. programs indicate their belief that D.A.R.E. is an effective means for reducing adolescent drug/alcohol use. While many of

those surveyed indicated that the outcome results for D.A.R.E. might not be as favorable as D.A.R.E. America officials claim, D.A.R.E. is still a valuable program addressed to the demand side of the nation's drug problem. Moreover, 77 percent of those queried by Sharp (1998) stated that police officers are better qualified to teach drug abuse resistance training to public school students than "regular" classroom teachers.

Anecdotal comments suggest that police support for D.A.R.E. remains high. Thus, Charles Gruber, the Chief of the Elgin, Illinois Police Department, has characterized D.A.R.E. as "an effective way to reach our children with a positive message" (1998, p.52). In support of that view, Chief Gruber referred to letters of thanks written by students to D.A.R.E. officers. By the same token, Strandberg (1998) cites the view of one (unidentified) D.A.R.E. officer that "D.A.R.E. is the most prominent, most effective program out there, to educate the kids to resist drugs and alcohol" (p.50). Moreover, law enforcement agencies continue to conduct their own D.A.R.E. evaluations. Pellow and Jengeleski (1991), for example, reviewed drug education programs in America, including D.A.R.E., and asserted that D.A.R.E. is an effective way of "providing children with information and skills that maximize their potential for adopting healthful, drug-free habits" (p.207).

Their principal source of data for this statement were videotapes made by the Illinois State Police which "show" that D.A.R.E. students "learn" drug resistance skills.

Recent research suggesting that D.A.R.E. is not effective in preventing/reducing drug, alcohol and/or tobacco use by public school students evokes defensive reactions from many law enforcement officials. Calling D.A.R.E. a "sacred lamb," Arthur Sharp (1998) contends that "a quick way to aggravate many law enforcement administrators is to attack their D.A.R.E. programs" (p.42). Thus, in the wake of a "negative" story about D.A.R.E. televised on an NBC Dateline in February, 1997, "Drug Czar" General Barry McCaffery, fiercely ridiculed the negative findings of studies showing the effects of D.A.R.E. to be "less than advertised" (Glass 1997).

#### Criticism, Opposition and Negative Factors

Especially since the release of Ennett et al. (1994), however, D.A.R.E. has been challenged by representatives of the mass media, the public at large, and even by some law enforcement officials and officers. In a 1996 issue of the American Spectator, James Bovard wrote that D.A.R.E. is "a political illusion, based on massive publicity efforts and a contempt for results" (p.48). More recently, James Grohol (1998) observed that "nobody wants to be blamed as the



person responsible for removing D.A.R.E. from their school, for fear than even a bad program is better than none at all," but that nevertheless, over 100 chapters of Parents Against D.A.R.E. have been formed in light of evidence that the program is simply not reaching its outcome targets.

In terms of the public at-large, the broadcast of a segment critical of D.A.R.E. on 21 February, 1997 by the producers of NBC Dateline represented the first time that a prominent law enforcement official openly criticized D.A.R.E.. In that session, the Police Chief of Seattle, Washington stated that while D.A.R.E. is "enormously popular," it is also "an enormous failure," and announced his Department's intention to discontinue the D.A.R.E. program simply because it "does not work." In like manner, Arthur Sharp cited San Bernadino, California Police Chief Gary Underwood's decision to drop D.A.R.E. because it was "not serving our needs as a deterrent for drug use" (Sharp, 1998, p.47). Since then, the D.A.R.E. program has been terminated in Oakland, California and in Chapel Hill, North Carolina. In those cities D.A.R.E has been replaced by Botvin et al.'s (1984) Life Skills Training program of drug education.

The willingness of these police officials to voice their discontent with D.A.R.E. and to act upon it by discontinuing the program within their departments has

emboldened other law enforcement professionals to speak more openly about their "real" appraisals of D.A.R.E.. Sharp (1998) reported one "anonymous" "non-D.A.R.E." police officer as stating that: "I know very few non-D.A.R.E. officers who believe the program works...But we are afraid to say so publicly because chiefs and sheriffs have invested time, money, and political capital in it" (p.47). Some "non-D.A.R.E." officers, e.g., John Hughes (1998), have noted unfavorable program evaluations of D.A.R.E. and called for its replacement by "far more effective" programs utilizing interactive teaching methods and "regular" classroom teachers (p.49).

In like manner, another non-D.A.R.E. police officer, Eamon Clifford (1998), a twenty-five year veteran of the Washington, DC Police Department has stated "that programs such as D.A.R.E. are examples of just throwing money at problems" (p.51).

Apart from bucking the trend and aggravating their superiors, police officers may be reluctant to express negative opinions about D.A.R.E. because of the extremely aggressive way in which D.A.R.E. America has reacted to negative evaluations of the program reached by field researchers of late. This aspect of D.A.R.E. first came to light when Jeff Elliott, a reporter for the politically-conservative magazine Reason (1995), compared the positive

portrayal of the RTI evaluation study in the National Institute of Justice's flyer with the contents of the actual report as prepared, in part, by Ennett et al (1994). Inquiring into the disparity, Elliott learned from Ennett and his colleagues that D.A.R.E. America officials had tried to suppress the publication of Ennett et al.'s summary report in the Journal of Public Health.

More recently, Stephen Glass of the New Republic (1997) has argued that "study after study has shown that D.A.R.E. does not seem to work," and that, in one study, exposure to D.A.R.E. was correlated positively with increased marijuana usage. According to Glass, "nothing" has impeded D.A.R.E.'s progress. D.A.R.E. America is now a \$750 million a year industry and, as headed by Executive Director Glenn Levant, "national" D.A.R.E. resorts to a host of unsavory "strong-arm" tactics to ensure its continued growth and acceptance. In support of these charges, Glass (1997) notes that when James Bovard wrote a column critical of D.A.R.E. for the Washington Post, he found that six paragraphs favorable to D.A.R.E. were added to the final copy. According to Bovard (1996), D.A.R.E. America "public relations" personnel had become aware of Bovard's piece and insisted that the newspaper attach "favorable" comments under Bovard's by-line. Glass (1997) also notes the case of a University of California at Davis researcher referred to only as "Daniel."

Suspecting that "Daniel" was conducting a study that would have unfavorable implications for D.A.R.E., representatives of D.A.R.E. America purportedly called "Daniel's" department chairman and implied that the researcher was supplying school children with marijuana. Although the researcher retained his post, the D.A.R.E. study that he was conducting was abruptly terminated. Similar incidents of D.A.R.E. America "intimidation" have been reported by Strandberg (1998).

#### Conclusion

The foregoing literature review demonstrates that there is ample cause for opinions about the efficacy of the Drug Abuse Resistance Education program to be divided. D.A.R.E. remains popular despite the fact that the bulk of the published research evidence finds that its effects on drug use, and upon mediating variables, are either negligible or short-lived. On the other hand, given virtually intractable methodological problems, the purported efficacy of D.A.R.E. has not (and may never) be conclusively "proven." There is, however, substantial and growing opposition to D.A.R.E., and this opposition is now being expressed more openly and more frequently by law enforcement officials and "regular" police officers. Thus, we have good cause to suspect that "non-D.A.R.E." officers may have more negative views of the

D.A.R.E. program than do police officers who have an instructional role within that program.

CHAPTER III  
DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to explore and research the perceptions of New Jersey law enforcement officers concerning the effectiveness of the D.A.R.E. program in New Jersey. This study was relevant and important because it focused on the perceptions of law enforcement officers who are faced with the reality of dealing with juveniles on a daily basis regarding to their use of alcohol or drugs.

This chapter identifies the subjects, materials, and methodology employed and utilized to conduct the study. Research instruments, sources of data, conduct of the study, and other techniques for discovering findings have also been included in the chapter.

Materials and Subjects

Study Subjects

Three county police academies, situated throughout the state, were selected in order to get a wide-spread sampling of law enforcement officers. Law enforcement officers that attended in-service training at the Bergen County Police and Fire Academy, Mahwah (North), the Morris County Police and

Fire Academy, Morristown (Central) and the Burlington County Police Academy, Burlington (South) were selected as the population for study. These sites were chosen because they represented a wide-range of law enforcement agencies throughout the state, and the officers attending these institutions represented a cross section of sworn law enforcement officers. They also represented the various levels of law enforcement, namely federal, state, county and municipal. With the use of the in-service classes, law enforcement officers from as many as twelve (12) counties were represented. The researcher used a population of 300 officers, of whom 251 responded to the survey instrument. The researcher felt that this population was of a significant size in order to get a true representation of the perceptions of law enforcement officers across the State of New Jersey.

The participants were all full-time, sworn law enforcement officers, with at least one year of experience with their respective agency. Not only were all levels of law enforcement represented, but a cross section of the different ranks were represented as well. It is important to note that the respective ranks are identified in the demographic data survey qualifying the study population.

All the law enforcement officers were chosen with one thing in mind, that they were not a certified D.A.R.E.

officer. The researcher did not use D.A.R.E. officers because the researcher felt that they might show a prejudice toward the program that they instruct.

#### Materials

The researcher used the following self-constructed materials for his study:

1. D.A.R.E. Survey Instrument (DSI) - Research Instrument
2. Demographic Data Form (DDF)

#### Data Collection Process

The data collection process for this study was extensive. It began with a letter seeking approval from Paul Zoubek, Director of the Division of Criminal Justice, Police Training Commission (Appendix A). This was done because the study was to be conducted at the various police academies within the state. Follow-up telephone calls were made to facilitate the process. Once permission was granted, a letter was sent to the directors of each of the above listed academies (Appendix B) asking them to participate in the study. A follow-up telephone call was made to each respective academy director to obtain the necessary permission to conduct the research at their facility.



Once permission was obtained from the directors of each respective police academy, the researcher contacted a representative from each academy to set up a meeting to explain exactly what the study would entail. After completion of the study, each academy director will be given a copy of the research study and an overview will be presented. Each director was given the opportunity to ask questions regarding the research. The researcher then scheduled several dates that he could conduct the actual administration of the survey instrument with the participants of the study.

The researcher arranged to have one representative from each academy act as the administrator of the survey instruments. The designated representative from each academy was given a package containing 100 survey packets, each containing the survey instrument (DSI), the demographic data form (DDF) and the letter of explanation for the study. He was also given 100 envelopes for the surveys to be returned in. The researcher explained to each representative that they had one week to disseminate the surveys and have the participants turn them in. The surveys were delivered on Monday and collected on Friday of that same week. Each officer was given a survey packet, asked to complete it, place it in an envelope and then place it in a receptacle designated for the survey instrument return.

Each police officer that wished to participate received a packet containing the above mentioned documents. The first was a letter of introduction explaining the details of the study and asking them to be part of the research (Appendix C). This letter detailed the quantitative nature of the research and the necessity for the collection of the data. All participants were informed that all responses and information would be held in the strictest confidence, and that each officer was guaranteed anonymity if they volunteered to participate. They were also informed that there were no expected risks or benefits for those who participated in this study, and that the study would collect information that may be useful to law enforcement officers, government officials and teaching professionals. It was explained in the letter that participation was strictly voluntary and that the officer could stop at any point and return the survey. All participants were made aware that this study was approved by the Institutional Review Board of Seton Hall University and the Division of Criminal Justice, Police Training Commission. The second document was a Demographic Data Form (DDF) (Appendix D). The final document was the research instrument itself, the D.A.R.E Survey Instrument (DSI) (Appendix E) which includes a brief explanation of the process.

All data collected during the research (letter of explanation, demographic data forms, and the survey instruments) is stored and locked in files in order to protect anonymity of the participants. Participants were assigned a "coding" which was used consistently throughout the study to guarantee anonymity.

A review of the classified subject index of the Thirteenth Mental Measurements Yearbook published by the staff of the Buros Institute, University of Nebraska, revealed the absence of a specific instrument to measure the perceptions of police officers as they relate to juvenile drug and alcohol use (Impara & Plake, 1998).

The researcher designed his own survey instrument so that all the necessary information could be obtained to answer the research questions. Once the survey instrument was designed, it was given to a Jury of Experts to establish the reliability of the instrument. The Jury of Experts (Appendix F) consisted of Captain Paul Tiernan, Teaneck Police Department and Director of the Community Policing Institute of Bergen County, Sergeant Thomas Connell, Westwood Police Department, and Sergeant Carl Mittelhammer of the Washington Township Police Department. Sergeants Connell and Mittelhammer are the two Lead Instructors for the D.A.R.E. program in Bergen County. Captain Tiernan, as Director of the Community Policing Institute, is responsible

for disseminating the information to the public within Bergen County.

In reviewing the instrument, they all agreed on the context of the survey and the need to gather this information. The survey instrument represented factual research questions that should be explored. The survey was pilot tested with ten officers from the Bergen County Police Department and the Teaneck Police Department. After the survey instrument and demographic data form were completed by the ten officers, the results were reviewed, and the Jury of Experts agreed that the instrument was reliable and valid.

#### Procedures

The procedures followed in this study were divided into two separate and distinct categories and processes:

1. Distribution and Collection of Data
2. Analysis of Data

#### Distribution and Collection of Data

The data distribution and collection process for the study was task oriented. It involved extensive organization (copying, collating, packaging) for the dissemination and collection of the study materials.

A formal letter was sent to each of the respective participating academies informing them when the survey was

to be administered. Specific dates were prearranged with academy staff to ensure that an adequate number of respondents would be available so that the data could be collected in the shortest period of time.

#### Analysis of Data

This study was quantitative in design and evaluation. The rationale for using the quantitative approach is to reach a more wide spread group of law enforcement officers across the state. The demographic data is illustrated through basic descriptive statistics to plot the information received from all respondents. Bar graphs and frequency distributions identify variables of age, tenure, rank, educational level, and other categorical data. This addresses the summarization, organization, and presentation of all data.

#### Summary

The subjects of the study were New Jersey law enforcement officers from four different levels of jurisdiction. The population size of 300 law enforcement officers within the State of New Jersey represented a reasonable proportion of the law enforcement population within the State.

All data received from this study is summarized and presented in Chapter IV, with conclusions and recommendations for further study in Chapter V.

Chapter IV  
RESULTS OF THE STUDY  
Introduction

The purpose of this study was to explore and research the perceptions of New Jersey law enforcement officers concerning the effectiveness of the D.A.R.E. program in New Jersey.

This chapter contains the findings of the study that were based upon the results of response data derived from the D.A.R.E. Survey Instrument (DSI) and the Demographic Data Form (DDF). All data collected from these resources has been reported in this chapter.

The DSI and DDF were distributed to 300 New Jersey law enforcement officers as stated previously in Chapter III. Among the entire study study population, there were 251 respondents (83.6%) who voluntarily participated in the study and provided the requested research information for the study.

The D.A.R.E. Survey Instrument (DSI) was administered to each participant to identify and measure their perceptions as to the success of the D.A.R.E. program in New Jersey, and the results were scored and recorded by this researcher as indicated in the below tables and graphs.

The Demographic Data Form (DDF) was also administered in conjunction with the DSI. The purpose and significance of this descriptive data was to furnish a better understanding of the study population. There existed the possibility that the data collected may be used for reference in recommended further studies.

This chapter will present the results of the statistical analyses generated on the data collected in this study. The chapter begins with a presentation of basic descriptive information on the subjects and their jurisdictions. This is followed by the analysis of research questions.

#### Demographic Data Analysis

A demographic data form was used to collect basic information on the subjects, the agencies where they are employed, and their jurisdictions. A frequency distribution on the type of agencies in which the subjects are employed is presented in Table 1.



Table 1

Frequency Distribution by Type of Agency

<u>Agency</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
Federal	13	5.2	5.2
State	23	9.2	14.4
County	22	8.8	23.2
Municipal	193	76.9	100.0
Total	251	100.0	100.0

This breakdown indicates that the majority of subjects, 76.9%, are employed in municipal agencies, 8.8% work in county agencies, 9.2% in state agencies, and 5.2% in federal agencies.

The size of the jurisdictions in terms of population is presented in Table 2.

Table 2

Frequency Distribution by Jurisdiction Population

<u>Population</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
0 - 4,999	15	6.0	6.0
5,000-9,999	21	8.4	14.3
10,000-24,999	95	37.8	52.2
25,000-49,999	54	21.5	73.7
50,000-100,000	17	6.8	80.5
> 100,000	49	19.5	100.0
Total	251	100.0	100.0

This frequency distribution shows that most subjects, 37.8% work in jurisdictions consisting of 10,000 to 24,999 people. Jurisdictions with 25,000 to 49,999 and

jurisdictions with over 100,000 people were represented by similar numbers of subjects, with 21.5% and 19.5% respectively. Only 6.0% of the subjects were from jurisdictions with 4,999 or less, 8.4% had 5,000 to 9,999 people, and 6.8% had 50,000 to 100,000.

Table 3 presents a frequency distribution on the subjects' rank.

Table 3

Frequency Distribution by Rank

<u>Rank</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
Police Officer	138	55.0	55.0
Detective	43	17.1	72.1
Sergeant	41	16.3	89.4
Lieutenant	13	5.2	94.6
Captain	6	2.4	97.0
Dep.Chief/Insp.	1	.4	97.4
Chief	9	3.6	100.0
Total	251	100.0	100.0

More than one half of the subjects (55.0%) were officers, 17.1% were detectives, 16.3% were Sergeants, 5.2% were Lieutenants, 3.6% were Chiefs, 2.4% were Captains, and 1 subject, .4%, was a Deputy Chief/Inspector.

Table 4 presents a frequency distribution on years in rank, which ranged from less than 1 year to 24 years.

Table 4

Frequency Distribution by Years in Rank

<u>Years in Rank</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
<1	15	6.0	6.0
1-3	100	39.8	45.8
4-6	56	22.3	68.1
7-9	26	10.4	78.5
10-12	28	11.2	89.6
13-15	15	6.0	95.6
16-18	6	2.4	98.0
19-21	4	1.6	99.6
22-24	1	.4	100.0
Total	251	100.0	100.0

Nearly one half of the subjects had 3 years or less in rank (45.8%). More than 1/3 of the subjects (39.8%) had 1 to 3 years in rank. The mean number of years in rank was 5.59 years with a standard deviation of 4.75 years.

Table 5 presents a frequency distribution on the subjects' present assignment.

Table 5

Frequency Distribution by Present Assignment

<u>Assignment</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
Patrol	167	66.5	66.5
Traffic	8	3.2	69.7
Investigations	56	22.3	92.0
Administration	16	6.4	98.4
Other	4	1.6	100.0
Total	251	100.0	100.0

Most subjects were assigned to patrol (167, 66.5%), or investigations (56, 22.3%). Few subjects were assigned to administration (16, 6.4%), traffic (8, 3.2%), or some other assignment (4, 1.6%).

Table 6 presents a frequency distribution on the subjects' age.

Table 6

Frequency Distribution by Age

Age	n	%	Cumulative %
20-24	10	4.0	4.0
25-29	46	18.3	22.3
30-34	56	22.3	44.6
35-39	54	21.5	66.1
40-44	45	17.9	84.1
45-49	29	11.6	95.6
50-54	6	2.4	98.0
55-59	5	2.0	100.0
Total	251	100.0	100.0

Ages ranged from 20 to 58 years old. Most subjects ranged between 30 and 49 years old (73.3%). Four percent of the subjects were 24 years old or less, and 4.4% of the subjects were 50 years old or older. The mean age was 36.25 years old, with a standard deviation of 7.81 years.

Table 7 presents a frequency distribution on the subjects' education levels.

Table 7

Frequency Distribution by Education Levels

<u>Education Level</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
High School	91	36.3	36.3
Associate	74	29.5	65.8
Bachelors	66	26.3	92.1
Masters	18	7.2	99.3
Doctorate	2	.8	100.0
Total	251	100.0	100.0

Most subjects had either completed high school (91, 36.3%) or had completed an Associates degree (74, 29.5%). Sixty-six subjects (26.3%) had a Bachelors degree, 18 (7.2%) had a Masters degree, and 2 (.8%) had a Doctorate.

The subjects' length of service is presented in a frequency distribution in Table 8.

Table 8

Frequency Distribution on Length of Service

<u>Service</u>	<u>n</u>	<u>%</u>	<u>Cumulative %</u>
<1	7	2.8	2.8
1-4	56	22.3	25.1
5-9	50	19.9	45.0
10-14	56	22.3	67.3
15-19	39	15.5	82.9
20-24	31	12.4	95.2
25-29	10	4.0	99.2
30-34	2	.8	100.0
Total	251	100.0	100.0

Years of service ranged from less than 1 year for 2.8% of the subjects to 34 years for .8% of the subjects. Forty-

five percent of the subjects had nine or less years of service. The mean years of service was 11.16 years with a standard deviation of 7.63 years.

#### Research Questions

The frequency and percentage of subjects endorsing each statement on the D.A.R.E. Survey Instrument are presented in Table 9. The means and standard deviations on each statement are also included. Bar charts on the responses to each question are presented in Figures 1 through 6.

Table 9

Frequencies and Means on the D.A.R.E. Survey Instrument

Question	SD		D		NO		A		SA		$\bar{x}$	SD
	n	%	n	%	n	%	n	%	n	%		
1			13	5.2	34	13.5	124	49.4	80	31.9	4.07	.81
2	10	4.0	54	21.5	49	19.5	104	41.4	34	13.5	3.39	1.08
3	22	8.8	81	32.3	65	25.9	65	25.9	18	7.2	2.90	1.10
4	18	7.2	82	32.7	87	34.7	45	17.9	19	7.6	2.86	1.03
5	36	14.3	107	42.6	50	19.9	37	14.7	21	8.4	2.60	1.15
6	45	17.9	95	37.8	60	23.9	39	15.5	12	4.8	2.51	1.10

Question 1: Do New Jersey law enforcement officers perceive that the D.A.R.E. program is having a positive effect in school children in regard to their use of drugs and alcohol?

The subjects' responses to statements two, "The D.A.R.E. program meets the needs of juveniles in your community in regard to their use of drugs and alcohol" and statement four "The D.A.R.E. program should be replaced by a better program" were used to analyze this research question.

For statement two, the majority of responses were positive with 104 subjects (41.4%) agreeing, and 34 subjects (13.5%) strongly agreeing that the program meets the needs of juveniles in the community. Only 10 subjects (4.0%) strongly disagreed and 54 subjects (21.5%) disagreed. Forty-nine subjects (19.5%) had no opinion on this statement. For statement two, the mean was 3.39, indicating that overall, there was agreement among the subjects that the D.A.R.E. program meets the needs of the juveniles in the community. However, it should be noted that this level of agreement was modest, because 45% of the subjects either strongly disagreed, disagreed or had no opinion with the statement.

The results for statement four indicate that more subjects either strongly disagreed (18, 7.2%) or disagreed



(82, 32.7%) than agreed (45, 17.9%) or strongly agreed (19, 7.6%) that the D.A.R.E. program should be replaced by a better program. Over 1/3 of the group (34.7%) had no opinion on this subject. The mean for this statement was 2.86, indicating that, in general, the subjects tended to disagree that the program should be replaced by a better program. However, like statement two noted above, 70.2% of the subjects either strongly agreed, agreed or had no opinion with the statement.

Question Two: Do New Jersey law enforcement officers perceive that the officers assigned to the D.A.R.E. program are sufficiently trained to teach the curriculum?

The subjects' responses to question one, "The D.A.R.E. officers in your community have the proper training to present the Program" were used to analyze this research question. A frequency distribution on the subjects' responses is presented in Table 9. The results indicate that none of the subjects that responded strongly disagreed with this statement, and only 13 subjects (5.2%) disagreed. Most of the subjects either agreed (124, 49.4%) with the statement, or strongly agreed with the statement (80, 31.9%). Thirty-four subjects (13.5%) had no opinion. As a

result of these findings, we can conclude that the subjects had a positive view of the law enforcement officers as being sufficiently trained to teach the D.A.R.E. curriculum, with 81.3% of the subjects either strongly agreeing or agreeing with the statement. The mean for statement one was 4.07, indicating that the subjects agreed that the D.A.R.E. officers are properly trained.

Question Three: Should the funds allocated to the D.A.R.E. program be used for more drug enforcement programs rather than the D.A.R.E. program?

The subjects' responses to statement five, "The D.A.R.E. program should be discontinued and the monies allocated to the program be directed towards more drug enforcement programs" were used to analyze this research question. A frequency distribution on the subjects' responses is presented in Table 9. The results indicate that more than 1/2 of the subjects either strongly disagreed (36, 14.3%) or disagreed (107, 42.6%) with the statement. Only 37 subjects (14.7%) agreed, and 21 subjects (8.4%) strongly agreed. Fifty subjects (19.9%) had no opinion. These findings indicate that, in general, the subjects do not believe that the funding for the D.A.R.E. program should

be allocated to more law enforcement programs. The mean of 2.60 indicates that the subjects tended to disagree with this statement.

Question Four: Has the D.A.R.E. program made a significant step in reducing the use of drugs and alcohol by juveniles in your community?

The subjects' responses to statement three, "The D.A.R.E. program has made a significant step in reducing the use of drugs and alcohol by juveniles in your community" was used to analyze this research question.

For statement three, more subjects either strongly disagreed or disagreed, 22 (8.8%) and 81 (32.3%) respectively than subjects agreeing or strongly agreeing, with 65 (25.9%) and 18 (7.2%) respectively. Sixty-five subjects had no opinion on this statement (25.9%). These findings indicate that less than 1/2 of the subjects (41.1%) felt that the program was a significant factor in reducing drug and alcohol use in juveniles. The mean for this statement was 2.6

A question was included on the survey regarding the use of prominent speakers outside of the law enforcement community instead of law enforcement officers to instruct

the program. Only 12 subjects (4.8%) strongly agreed and 39 subjects (15.5%) agreed with the statement. Sixty subjects (23.9%) had no opinion, 95 (37.8%) disagreed, and 45 (17.9%) strongly disagreed. As a result, it appears that most D.A.R.E. programs are planning to use law enforcement officers to instruct the program.

The following bar graphs depict the results expressed as percentages. The numbers along the bottom of the graphs depict the coding responses that were assigned to the DSI. The following codes correspond to the numbers. Strongly agree (5), agree (4), no opinion (3), disagree (2) and strongly disagree (1).

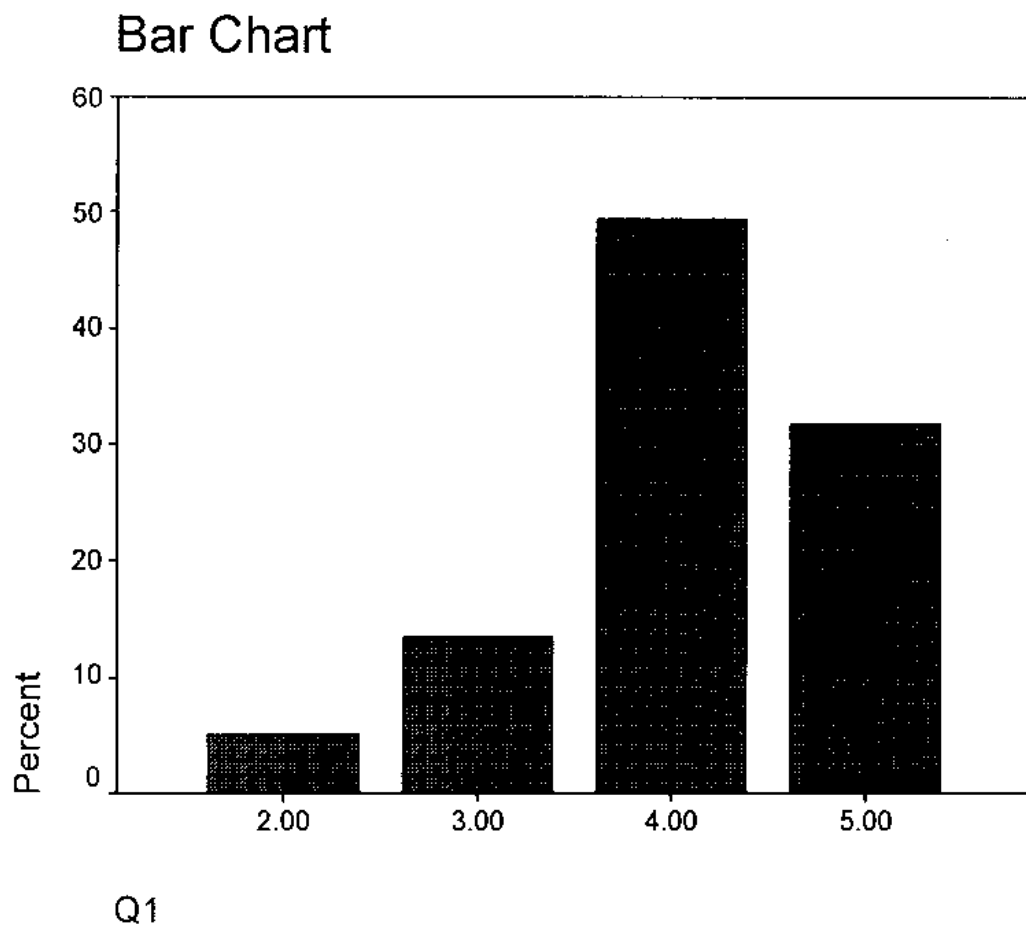
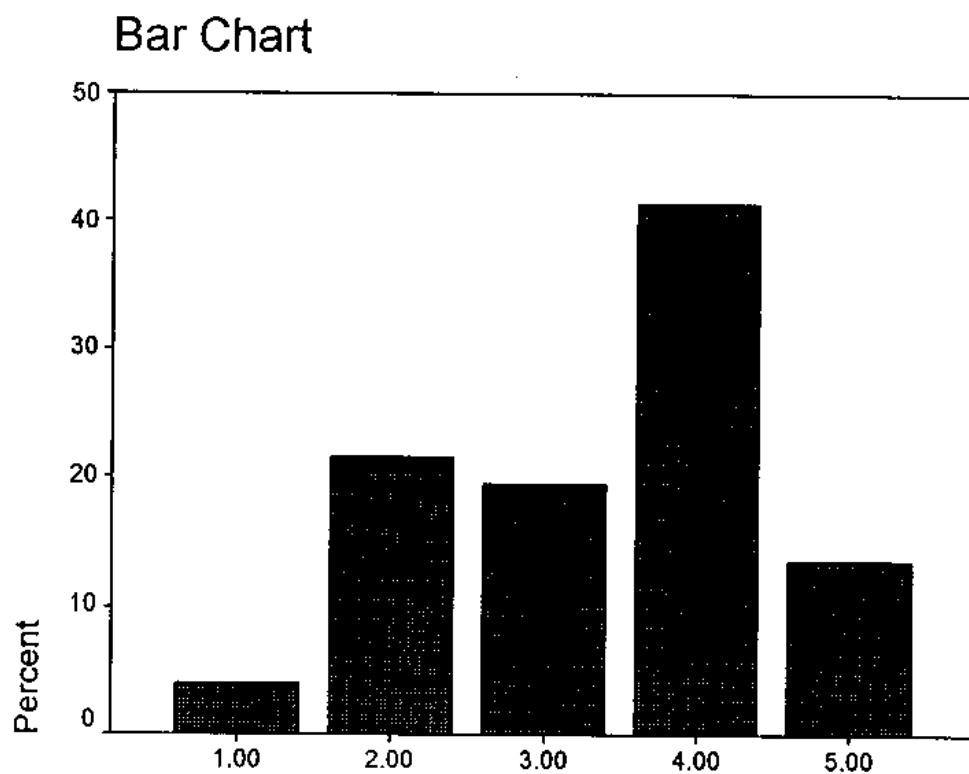


Figure 1. Question #1 Results

- 5 = Strongly Agree
- 4 = Agree
- 3 = No Opinion
- 2 = Disagree
- 1 = Strongly Disagree

Question 1. The D.A.R.E. officers in the your community have the proper training to present the program.



Q2

Figure 2. Question #2 Results

5 = Strongly Agree  
4 = Agree  
3 = No Opinion  
2 = Disagree  
1 = Strongly Disagree

Question 2. The D.A.R.E. program meets the needs of the juveniles in your community in regards to their use of drugs and alcohol.

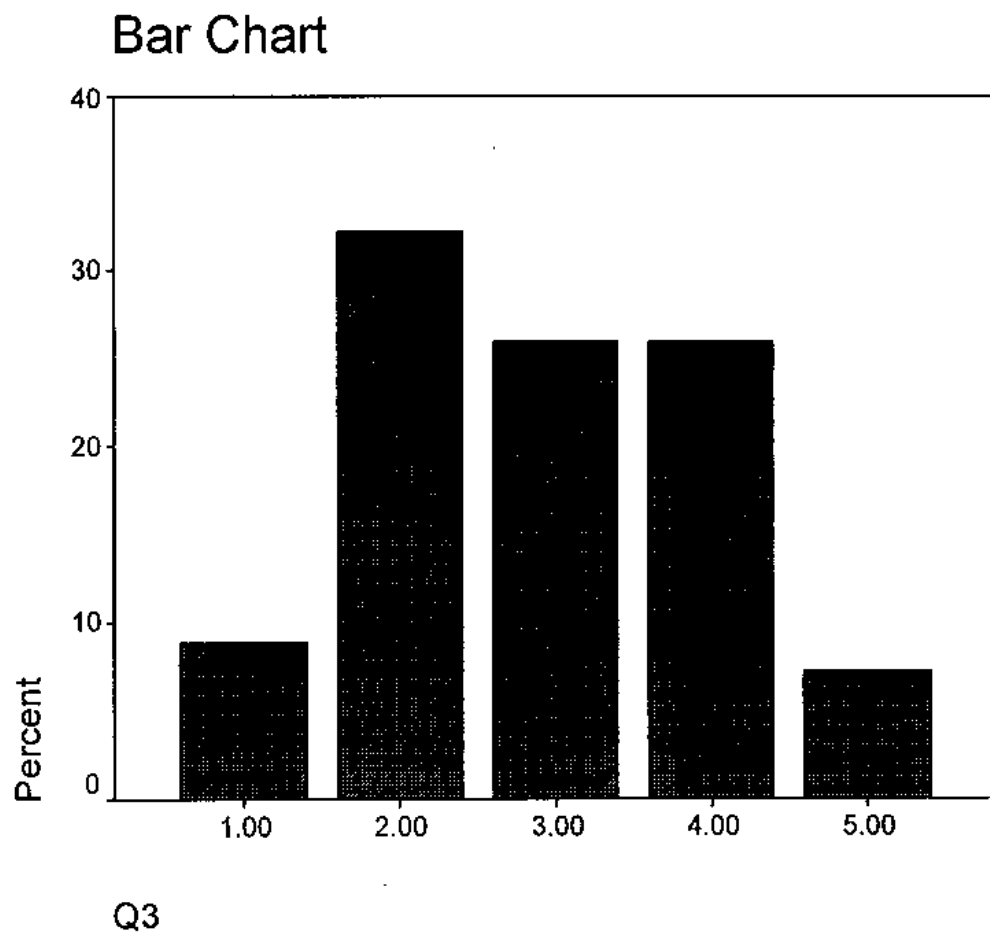


Figure 3. Question #3 Results

5 = Strongly Agree  
4 = Agree  
3 = No Opinion  
2 = Disagree  
1 = Strongly Disagree

Question 3.      The D.A.R.E. program has made a significant step in reducing the use of drugs and alcohol by juveniles in your community.

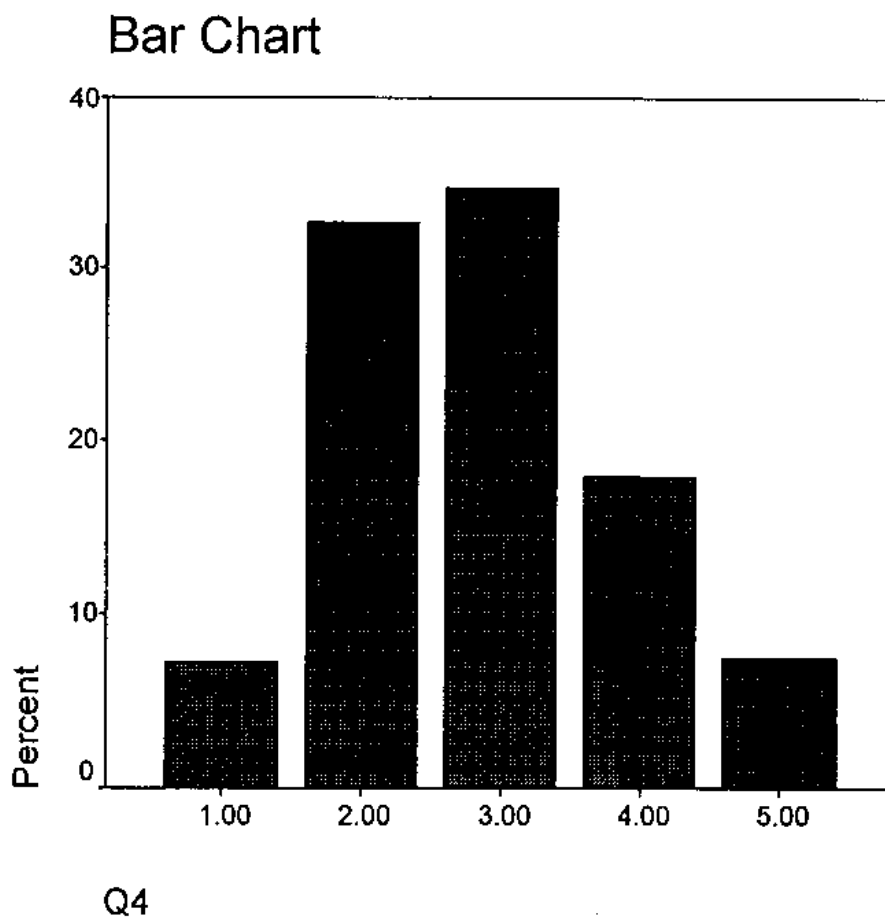


Figure 4. Question #4 Results

- 5 = Strongly Agree
- 4 = Agree
- 3 = No Opinion
- 2 = Disagree
- 1 = Strongly Disagree

Question 4.      The D.A.R.E. program should be replaced by a better program.



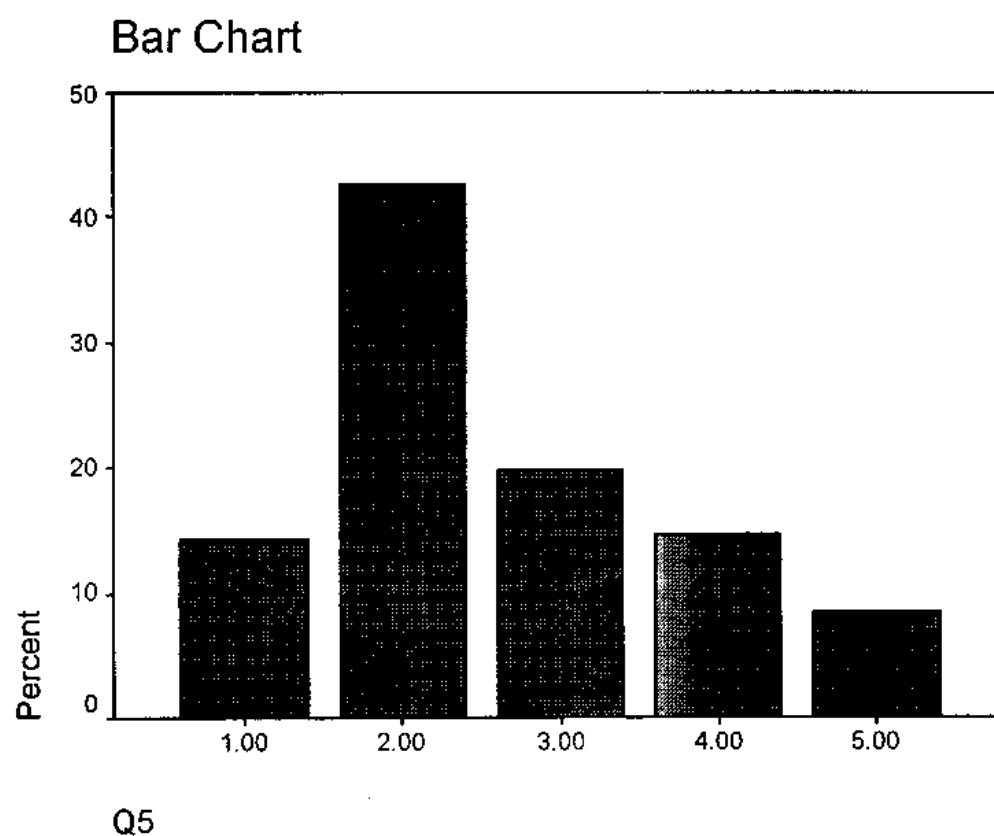
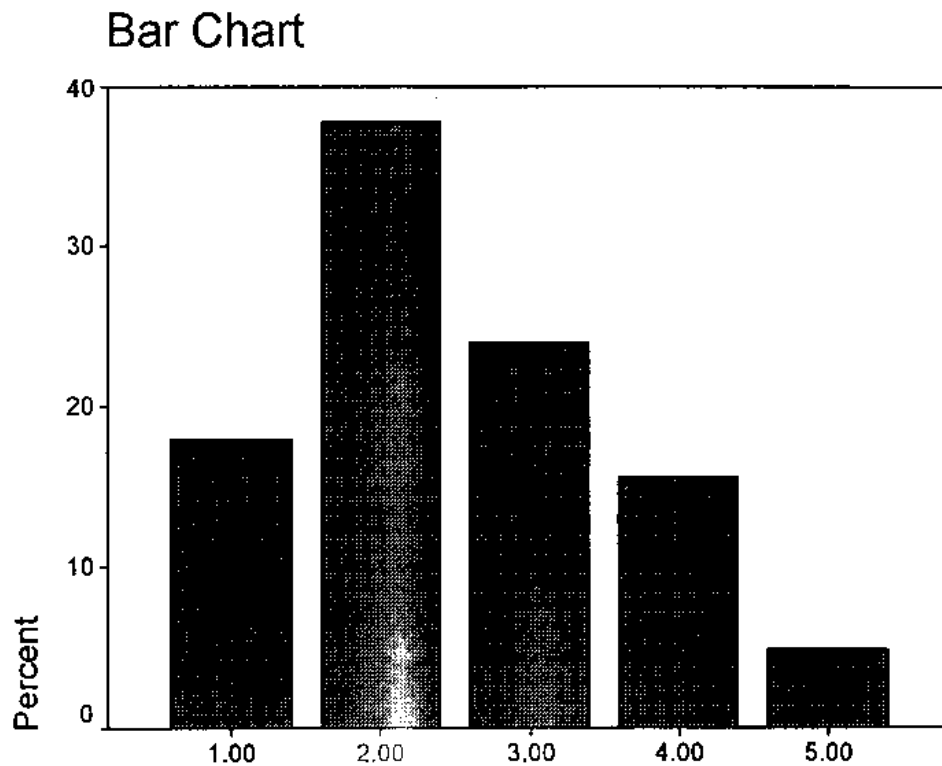


Figure 5. Question #5 Results

- 5 = Strongly Agree
- 4 = Agree
- 3 = No Opinion
- 2 = Disagree
- 1 = Strongly Disagree

Question 5.     The D.A.R.E. program should be discontinued and the monies allocated to the program be directed towards more drug enforcement programs.



Q6

Figure 6. Question #6 Results

- 5 = Strongly Agree
- 4 = Agree
- 3 = No Opinion
- 2 = Disagree
- 1 = Strongly Disagree

Question 6. The D.A.R.E. program is planning to use prominent speakers outside the law enforcement community instead of law enforcement officers to instruct the program.

### Summary

Based upon a summation and combination of all research data reported in Chapter IV and presented in Tables 1 through 9 and Figures 1 through 6, the following results could be expressed.

These results present a mixed view of the subjects' perceptions of the effectiveness of the D.A.R.E. program. While the majority of the subjects (54.9%) felt that the program meets the needs of juveniles in the community, and 56.9% disagreed with allocating D.A.R.E. funds to other enforcement programs, over 40% of the subjects felt that the program did not make significant steps in reducing the juveniles use of drugs and alcohol. Only 25.5% of the subjects felt that the program should be replaced with a better program.

## Chapter V

### SUMMARY - CONCLUSIONS - RECOMMENDATIONS

#### Introduction

Chapter V provides a summary review of the study and a reflection and interpretation of research findings both discovered and presented in Chapter IV. In conducting the study, three police academies were used to collect data. The three specific academies were chosen because of their geographical location, their respective size, and the availability of a large number of law enforcement officers attending in-service training at the institutions. The researcher felt that the use of these three academies was beneficial in obtaining a widespread research sampling across the state and took into account the various opinions, ideas, and feelings toward the study.

Lastly, there are a number of research recommendations identified for future study in the related field followed by the author's final reflection.

#### The Research Problem

The purpose of this study was to explore and research the perceptions of New Jersey law enforcement officers

concerning the effectiveness of the D.A.R.E. program in New Jersey.

The study utilized a survey instrument, the D.A.R.E. Survey Instrument (DSI), a Demographic Data Form (DDF) and the related literature in the field.

#### Chapter Summaries

Chapter I provided an overview to introduce and capture the readers' awareness of the study and knowledge of the subject as a whole.

The introduction identified and focused upon the definitions related to the D.A.R.E. program and law enforcement in general. It further validated the need to study the issues surrounding this relationship between New Jersey law enforcement officers and the perceived success of the D.A.R.E. program.

A statement of the problem, research questions, limitations of the study, definitions of terms, significance and organization of the study contained in chapter one provided the framework by which to fully understand and appreciate the nature and design of the study.

Chapter II consisted of a review of related literature in the field. This was organized into specific areas of interest beginning with the historical background of the D.A.R.E. program, evaluations of the program, D.A.R.E.

studies, negative factors, factors favoring the D.A.R.E. program, criticisms, oppositions, and a conclusion. This review of the literature provided the foundation, support and motivation to pursue this study.

Chapter III introduced the purpose of the study and provided the design and methodology employed for the study. The chapter identified the study participants and a detailed description of this population. It further identified the sample size that was used to conduct this study. The materials , testing instruments, and data collection procedures were outlined as well in this chapter.

Chapter IV presented the results of the study including an analysis of the collected data obtained from the sample population of New Jersey law enforcement officers. Demographic data related to the respondents was furnished to provide a background of the study participants. The results of the D.A.R.E. Survey Instrument was also calculated and presented.

Chapter V includes the summation of the study with conclusions based upon collected and analyzed data from Chapter IV. Suggestions and recommendations based upon these conclusions were offered, and six research projects were then proposed for future studies. The chapter concludes with the researcher's reflection on the entire study.

### Conclusions

This study was prepared for the purpose of collecting, compiling, summarizing and reporting data relevant to the perceptions of New Jersey law enforcement officers as it relates to the success of the D.A.R.E. program. The purpose of the study was to research the perceptions of New Jersey law enforcement officers as they relate to the D.A.R.E. program, and to explore whether or not they think that the program should be continued, modified or terminated.

Research studies cited in Chapter II indicate that exposure to D.A.R.E. has little or no impact upon actual drug use. Although these studies were found to have study design defects, they only dealt with the perceptions of teachers and students regarding the success of the D.A.R.E. program. According to the findings of this research, involving the perceptions of New Jersey law enforcement officers, a majority of the officers felt that the D.A.R.E. program was not reducing the amount of drug and alcohol use among the youth in their jurisdiction, the main focus of the program. Only 41% of the officers felt that the D.A.R.E. program was reducing drug and alcohol use among juveniles. D.A.R.E. falls under the umbrella of the so-called "War on Drugs," which in itself has not been effective in reducing the adolescent demand for illegal drugs. The 3<sup>rd</sup> year

longitudinal study that was conducted at the University of Chicago, by Rosenbaum and Hanson, showed that D.A.R.E. had no long-term effects on the reduction of drug use among adolescents, and might possibly have an adverse or boomerang effect upon young people and is directly correlated with an increased probability of illegal drug use in the future.

In comparing the research, that has been done on the D.A.R.E. program, and the results of the D.A.R.E. Survey Instrument and Demographic Data Form, there seems to be some contradictory data. The law enforcement personnel surveyed are under the opinion that the program is meeting the needs of the juveniles, but research has showed that the effects are very short-lived. To reiterate what Ennet et al. (1994) concluded in brief, "D.A.R.E.'s limited influence on adolescent drug use behaviors contrast with the program's popularity and prevalence." (p. 1399)

Since the inception of the D.A.R.E. program in Los Angeles, California many years ago, there seems to be a trend on the west coast to eliminate the D.A.R.E. program from the curriculum currently being offered in the school systems. It has gone so far as to having parents form organizations such as "Parents Against D.A.R.E." The parents dissatisfaction with the program has resulted in many cities eliminating the D.A.R.E. program completely and replacing it with an alternative program.



Although the respondents felt that the D.A.R.E. program was meeting the needs of juveniles in their communities, 70% of the respondents either strongly agreed, agreed, or had no opinion as to the statement pertaining to replacing the D.A.R.E. program with an alternative program. Other than the D.A.R.E. program, the researcher doesn't believe that many law enforcement officers are even aware that alternative programs exist. This is basically contradictory to their responses that the program is meeting the needs of the juveniles in the community. As expressed in the comment section of DSI, many officers thought that the program was a good community relations tool but not necessarily accomplishing the mission of reducing drug and alcohol use.

In looking at the results of the study and the apparent narrow margins between agreeing and disagreeing on certain questions, the researcher felt that this could be the result of some of the law enforcement officers not being totally familiar with the program, or the fact that they do not interact with the D.A.R.E. officers or the adolescents that these officers instruct. These facts could have resulted in different scores being obtained on the DSI.

On the DSI, there was a section on the bottom of the form which allowed the officers to make any comments regarding the survey, or about the D.A.R.E. program in general. Not all officers responded to this section. The

comments ranged from "this is a great program" to "this is the worst program in the world and should be discontinued." Some officers made recommendations as to changes they felt should be made to the program. The researcher doesn't think many of the officers are even aware of the totality of the program, and what is actually being taught. They may know that the program deals with drugs and alcohol, but the researcher believes that many do not know that the curriculum also includes a non-smoking component, as well as a non-violence component that was recently introduced. There also tends to be an ambivalent attitude towards the program. It seems that many officers are not interested in the program or the results that the program might produce.

The program itself tends to alienate some of the D.A.R.E. officers from the rest of the department. Some of the officers expressed concern that officers were chosen to instruct the program for all the wrong reasons. Some were chosen because they were the chief's buddy, or because some political pressure was brought to make the appointment as a D.A.R.E. officer. In what should be a cooperative effort among members of a particular police department and police departments in general, there seems to be no coordination or cooperation on a larger scale.

Drug use or abuse knows no boundaries. Each municipal police department tends to have only and all relevant

information within their own municipality. This not only pertains to the D.A.R.E. program, but law enforcement issues in general. Crime statistics are often skewed to reflect that a municipality has little or no drug problems.

According to 81.3% of the law enforcement officers surveyed, they felt that the officers teaching the program were sufficiently trained to teach the concepts of the program. However, according to the literature review, some officers feel that the officers teaching the program were not sufficiently trained due to the fact that they have had no formal educational training.

Another concern that was mentioned in the comment section was that the officers teaching the course were not sufficiently trained in all aspects of the program. The officers only had a general working knowledge of the program, and were not experts in any given component of the program. This particularly pertains to the violence portion of the program. In light of all the recent happenings across the country pertaining to school violence, (e.g., Columbine High School in Colorado) the law enforcement community is only now starting to address this issue. Until a sufficient number of officers are trained in this area, the researcher believes that the D.A.R.E. officers should not be addressing the issue of school violence. According to the review of the literature, police administrators feel

that their officers are better qualified than the classroom teachers to teach about drug abuse resistance training. The perceptions of the teachers might be quite different. Only 26.3 percent of the officers had a bachelor's degree, the minimum degree required to teach in an elementary school classroom in the State of New Jersey. Almost 66 percent of the officers surveyed had only a high school diploma or an associate's degree. A good portion of the D.A.R.E. officers that are presently teaching in the classroom fall into the latter category.

The mean age of respondents in this research was 36.25 years old. In reviewing other dissertations it was noted that in Dr. Varricchio's (1999) study, titled "Higher Education in Law Enforcement and Perceptions of Career Success" the mean age of the law enforcement respondents was 36.23 years old. Dr. Varricchio's and my study populations were completely different, but both represented law enforcement officers in New York and New Jersey.

The issue of having celebrities (such as actors, athletes, etc.) or other prominent figures come into the classroom to instruct students was also commented on by many of the respondents. Fifty-six percent of the officers felt that the use of celebrities was not a good idea. They felt that celebrities and other prominent figures do not have the expertise to address the issues of the program, other than

telling the students that they should not use drugs. Many stated that this would be a waste of time. The use of celebrities might be a good idea for the furtherance of the community policing program within a jurisdiction, but not necessarily the D.A.R.E. program.

#### Recommendations for Future Study

A review of the findings in this study indicate the need to explore the D.A.R.E. program in further detail. It is important to determine if the perceptions of law enforcement officers differ significantly in other jurisdictions.

Are the findings of this study indicative of law enforcement agencies from other states? Is the D.A.R.E. program the only answer to solving the drug problems among our youth? Do the political ramifications of eliminating the D.A.R.E. program jeopardize the use of other drug prevention programs? Do minority and female officers feel differently about the program in general? The following suggestions for further research are submitted:

1. It is suggested that a study be conducted of law enforcement officers from other states regarding their perceptions of the program. Studies conducted in other states could investigate whether there are different perceptions due to the geographical or economical status of

the study population. While attending the Federal Bureau of Investigation National Academy (FBINA) in Quantico, Virginia, the researcher had the opportunity to become acquainted with police supervisors from all of the fifty states, as well as officers from different countries all over the world. Discussions arose on numerous topics of police work, and the opinions varied tremendously across the broad spectrum of law enforcement officers. Many of the officers had a myriad of opinions as to how to solve the drug problems among the youth of the United States. The researcher believes that if this same research was done in a different jurisdiction, the results would vary considerably from this researcher's study.

2. It is suggested that a qualitative study be conducted of New Jersey law enforcement officers regarding perceptions about the success of the D.A.R.E. program. By using a qualitative format for the study, a more in depth analysis could be done with law enforcement officers making suggestions as to the success or failure of certain parts of the program. A researcher could elicit a more detailed response to certain aspects of a study regarding drug prevention programs aimed at juveniles.

3. It is suggested that a study be conducted in New Jersey involving the teachers who have participated in the D.A.R.E. program, and regarding their perceptions of the law

enforcement officers' qualifications that are conducting the training. Do the teachers feel that the officers are adequately trained to instruct the program? It is suggested that many of the D.A.R.E. instructors are not certified to teach in the classroom because of their lack of an educational degree. This is another area that could be explored. The researcher specifically chose not to have D.A.R.E. officers participate in this study because of their bias towards the program.

4. It is suggested that a study be conducted in New Jersey to explore if school districts are using drug prevention programs other than the D.A.R.E. program. The literature suggests that programs like "All Stars" and "Life Skills Training" have been proven to be more successful in reducing the use of drugs and alcohol by youths in the community. It is suggested that the D.A.R.E. program is actually an impediment to the adoption of more effective psycho-social drug use prevention programs. Are there any schools in New Jersey using either one of these programs? If, in fact, a different program is being used somewhere in New Jersey, it would be interesting to compare the perceptions of D.A.R.E. students versus the student's perceptions from another program. Newark, New Jersey is the only city that the researcher is aware of that experimented briefly with an alternative program.

5. It is suggested that a study be conducted in New Jersey similar to the ones conducted by the Research Triangle Institute (RTI) or the more recent study conducted by the Department of Criminal Justice at the University of Illinois. The RTI study took place in rural North Carolina and the Illinois study in Illinois. The perceptions of New Jersey youth might be quite different from other parts of the country. New Jersey is becoming a state with a very diverse population, especially with different ethnic and cultural backgrounds. Would these factors play a significant role in the outcome of the study? Would the opinions of juveniles in the cities differ greatly from juveniles living in the suburbs? Would the juveniles in the northern part of the state differ from those in the southern part of the state?

6. It is suggested that a study be conducted of New Jersey law enforcement officers regarding the perceptions of minority officers and women officers regarding the success of the D.A.R.E program. Do minority and women officers view the success or failure of the program differently from white male officers? Are there many minority or female officers instructing in the D.A.R.E. program? One could also look at the age factor in determining the perceptions of the program. What is the average age of the law enforcement officers that are instructing in the program? Possibly,



older officers view the program differently than younger officers.

7. It is suggested by the law enforcement officers that participated in the survey that the present program is meeting the needs of the community, but not meeting the goals of reducing drug and alcohol use amongst juveniles. The researcher feels that the needs of the community should be better defined as to what they expect of the D.A.R.E. program. A study should be undertaken to see what the community actually expects the D.A.R.E. program to accomplish. This study could be done in the form of a questionnaire with a qualitative follow-up to elicit more information from the participants. The researcher feels that the needs of the community and the goals of the D.A.R.E. program should coincide with each other.

The above proposals all suggest that further research needs to be conducted regarding drug education and prevention programs. According to statistics, drug use among teenagers is on the rise, even with some programs like D.A.R.E. in place. The D.A.R.E. program might be better than no program at all. We must research and develop programs that will deter the use of drugs and alcohol among the future leaders of this country. According to the research, we must begin to explore programs that follow a more interactive learning experience than the straight

lecture method presently being used with the D.A.R.E. program.

By researching and analyzing these recommendations for further study, we may discover additional ways in which to deter the youth of the United States from using drugs and alcohol.

#### Reflections

Drug education or prevention programs, whether the D.A.R.E. program, All Stars, Life Skills Training or any other program that exists or will exist in the future, are important. Developing a program that will meet the needs of our youth, our communities, and law enforcement, will be difficult. The resources of the country should be channeled into the development of a program that can be standardized throughout the United States. Educators, clergy, physicians and law enforcement should sit down together and take the best parts of the above mentioned programs and develop one program to combat the drug problem.

The use of law enforcement officers in the classroom is a good concept when dealing with a community police program. When bringing the drug prevention programs into the classroom, the researcher believes a team teaching concept, involving people other than just law enforcement personnel, would better suit the needs of the juveniles.

During this research, the researcher discovered that the officers, for the most part, felt that the D.A.R.E. program was a success and truly meeting the needs of the juveniles within their jurisdiction, although not necessarily reducing the use of drugs and alcohol.

After completing all the statistical calculations and actually seeing how the officers felt about the D.A.R.E. program, the researcher still believes that the program is not successful. Given the fact that New Jersey law enforcement officers feel the program is meeting the needs of the community, they still believe it is not reducing the amount of drug and alcohol use. The researcher feels the program is being used as more of a community policing type program, and not addressing the real issue at hand. Community policing, the new federal government initiative, is a way for law enforcement agencies to obtain monies to be used for community programs to fight crime. The use of the D.A.R.E. program is a way for municipal law enforcement agencies to reap the benefit of the governmental monies.

The curriculum of the program must be changed or restructured so that there is a more interactive participation among the students, as well as the D.A.R.E. officer and teacher. The straight lecture method is not

conducive to a cooperative learning environment. The D.A.R.E program should be restructured to emulate either the All-Star program, the Life Skills Training program or a combination of both.

With the completion of this research, a copy will be supplied to the directors of each police academy that participated in the study. Possibly, some of the results of this study could be useful in modifying the existing training programs that are being conducted at each facility.

## REFERENCES

## References

- Aniskiewicz, R. E. & Wysong, E. E. (1987). Project DARE Evaluation Report: Kokomo Schools, Spring, 1987. Kokomo, IN: Indiana University at Kokomo.
- Bangert-Drowns, R. L. (1988). The effects of school-based substance abuse education: A meta-analysis. Journal of Drug Education, 18, 243-265.
- Battjes, R. J. (1985). Prevention of adolescent drug use. The International Journal of the Addictions, 20, 1113-1124.
- Becker, H. K., Agopian, M. W., & Yeh, S. (1992). Impact evaluation of Drug Abuse Resistance Education (DARE). Journal of Drug Education, 22(4), 283-291.
- Botvin, G. J., Baker, E., Botvin, E. M., Filazzola, A. D. & Millman, R. B. (1984). Prevention of alcohol misuse through the development of personal and social competence: A pilot study. Journal of Studies on Alcohol, 45(6), 550-552.
- Botvin, G. J., Baker, E., Renick, N. L., Filazzola, A. D., & Botvin, E. M. (1984). A cognitive-behavioral approach to substance abuse prevention. Addictive Behaviors, 9, 137-147.
- Botvin, G. (1990). Substance abuse prevention. In M. Towery & J. Q. Wilson (Eds.), Drugs and crime. Chicago, IL: University of Chicago.
- Botvin, G. J., Schinke, S. P., Epstein, J. A. & Diaz, T. (1994). Effectiveness of culturally focused and generic skills training approaches to alcohol and drug abuse prevention among minority youth. Psychology of Addictive Behaviors, 4(2), 116-127.
- Botvin, G. J., Baker, E., Dusenbury, L., Botvin, E. M. & Diaz, T. (1995). Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. Journal of the American Medical Association, 273(14), 1106-1112.
- Botvin, G. J., Schinke, S. P., Epstein, J. A., Diaz, T. & Botvin, E. M. (1995). Effectiveness of culturally focused and generic skills training approaches to alcohol and drug abuse prevention among minority adolescents: Two-year follow-up results. Psychology of Addictive Behaviors, 5(1), 181-194.

Bovard, J. (1996) Unsafe at any speed. American Spectator, 29(4), 48-49.

Bruvold, W. H. & Rundall, T. G. (1988). A meta-analysis and theoretical review of school-based tobacco and alcohol intervention programs. Psychology and Health, 2, 53-78.

Carsten, S. J., Pecchia, D. J. & Rohach, L. R. (1989). DARE--Drug Abuse Resistance Education: Is it working? Robinsville, MN: Robinsville Area School District.

Clayton, R. (1987). Project DARE in Lexington: Evaluation of the pilot phase. Lexington, KY: University of Kentucky.

Clayton, R., Cattarello, A., & Johnstone, B. (1996). The effectiveness of Drug Abuse Resistance Education (Project D.A.R.E.): Five-year follow-up results. Preventive Medicine, 25, 3071-3077.

Clifford, E. (1998). Taking a bite out of DARE. Law and Order, 46(4), 51.

DeJong, W. (1987). A short-term evaluation of Project D.A.R.E. (Drug Abuse Resistance Education): Preliminary indications of effectiveness. Journal of Drug Education, 17, 279-294.

Dukes, R. L., Ullman, J. B., & Stein, J. A. (1995). An evaluation of D.A.R.E. (Drug Abuse Resistance Education), using a Solomon Four-Group design with latent variables. Evaluation Review, 19(4), 409-435.

Elliot, J. (1995). Drug prevention placebo. Reason, 26(3), 14-21.

Ennett, S. T., Tobler, N. S., Ringwalt, C. I., & Flewelling, R. L. (1994). How effective is Drug Abuse Resistance Education? A meta-analysis of Project DARE outcome evaluations. American Journal of Public Health, 84(9), 1394-1399.

Gay, B. (1998). Evaluative assessment of the Houston Police Department's D.A.R.E. Program. Houston: University of Houston.

Glass, S. (1997). Don't you D.A.R.E. New Republic: 216 (9), (3 March, 1997).

Grohol, J. M. (1998) DARE doesn't work: Drug education is needed, but this isn't it. Perspectives (April-June), np.

Gruber, C. (1998). A positive evaluation of DARE. Law and Order, 46(4), 52.

Hansen, W. B. (1996). Pilot test results comparing the all starts program with seventh grade D.A.R.E.: Program integrity and mediating variable analysis. Substance Use & Misuse, 31(10), 1359-1377.

Hansen, W. B. & McNeal, R. B. (1997). How D.A.R.E. works: An examination of program effects on mediating variables. Health Education & Behavior, 24(2), 165-176.

Harmon, M. L. (1993). Reducing the risk of drug involvement among early adolescents: An evaluation of Drug Abuse Resistance Education (DARE). Evaluation Review, 17(2), 221-239.

Hough, J. (1998). DARE: An Opponent's View. Law and Order, 46(4), 48-50.

Impara, J. C. & Plake, B. S. (Eds). (1998). Thirteenth mental measurements yearbook. Buros Institute, University of Nebraska.

Manos, M. J., Kameoka, C. Y., & Tanji, J. H. (1986). Evaluation of the Honolulu Police Department's Drug Resistance Education Program. Manoa, HI: University of Hawaii at Manoa.

McNeal, R. P. & Hansen, W. B. (1995). An examination of strategies for gaining convergent validity in natural experiments: D.A.R.E. as an illustrative case study. Evaluation Review, 19(2), 141-158.

Merriam-Webster. (1998). Merriam-Webster Collegiate Dictionary (10<sup>th</sup> ed.) Springfield, MA: Merriam-Webster.

National Institute of Justice. (1994). The D.A.R.E. program: A review of prevalence, user satisfaction and effectiveness. Washington, DC: National Institute of Justice.

Pellow, R. A. & Jengeleski, J. L. (1991). A survey of current research studies on drug education programs in America. Journal of Drug Education, 21(3), 203-210.



Ringwalt, C., Ennett, S. T. & Holt, K. D. (1991). An outcome evaluation of Project DARE (Drug Abuse Resistance Education). Health Education Research: Theory and Practice, 6(3), 327-337.

Ringwalt, C. L., Greene, J. K., Ennett, S. T., Iachan, R., Clayton, R. R. & Lukefield, C. G. (1994). Past and future directions of the D.A.R.E. program: An evaluation. Washington, DC: National Institute of Justice.

Rosenbaum, D. P. & Hanson, G. S. (1998). Assessing the effects of school-based drug education: A six-year multi-level analysis of Project D.A.R.E. Chicago, IL: Center for Research in Law and Justice, University of Illinois at Chicago.

Schmalz, K. (1994). Alcohol-related knowledge, attitude, and behavior in high school students. Unpublished dissertation, Teachers College, Columbia University.

Sharp, A. (1998). Is DARE a sacred lamb? Law and Order, 46(4), 42-47.

Silva, E. S. & Thorne, J. (1997). School-based drug prevention programs: A longitudinal study in selected school districts. Chapel Hill, NC: Research Triangle Institute.

Strandberg, K. W. (1998). DARE & other youth programs. Law Enforcement Technology, 25(6), 48-53.

Tobler, N. (1986). Meta-analysis of 143 adolescent drug prevention programs: Quantitative outcomes results of program participants compared to a control or comparison group. Journal of Drug Issues, 16, 537-567.

Van Biema, D. (1996, November 11). Just say life skills. Time: 148, 70.

Varricchio, D. (1999). Higher education in law enforcement and perceptions of career success. Unpublished dissertation. Seton Hall University.

Walker, S. (1990). The Victoria Police Department Drug Abuse Resistance Education Programme (D.A.R.E.): Program evaluation report, No.2. Victoria, BC: Ministry of the General Solicitor.

Wysong, E. Aniskiewicz, R. & Wright, R. (1994). Truth in DARE. Social Problems, 41, 448-472.

APPENDICES

Appendix A

Letter, Division of Criminal Justice



# Seton Hall University

South Orange, New Jersey 07079-2685

May 31, 1999

Paul Zoubek, Director  
Division of Criminal Justice  
25 Market Street  
Trenton, New Jersey

Dear Director Zoubek,

I am a Captain with the Bergen County Police Department in Hackensack and I am requesting permission to conduct a survey of police officers regarding whether or not law enforcement officers in the State of New Jersey perceive that the Drug Awareness Resistance Education (D.A.R.E.) Program is having an effect on the juveniles throughout the state in regards to reducing the use of drugs and alcohol amongst teenagers. This study is being conducted as part of my doctoral dissertation in the College of Education and Human Services, Seton Hall University.

I plan to administer a survey instrument to officers attending the Bergen County Police Academy, Morris County Police Academy and Burlington County Police Academy. Permission has been granted by the directors of each of the above listed academies. Completing the survey instrument is voluntary and officers can decide not to participate even after they begin. There will be no rewards for participating and no penalty for not participating. All participants will remain anonymous.

There are no expected risks or benefits for those who participate in this study. The study will collect information regarding the benefits of the DARE program.

Thank you for your time in this matter. I look forward to your positive response to my request. If there are any questions regarding the study, please feel free to contact me at (201) 664-0308

Sincerely,

Edward Schmalz, MS  
Doctoral Candidate  
Adjunct Professor

Appendix B  
Letters, Academy Directors



# Seton Hall University

South Orange, New Jersey 07079-2685

May 31, 1999

Director Ronald Calissi, Esq.  
Bergen County Police and Fire Academy  
281 Campgaw Road  
Mahwah, New Jersey

Dear Director Calissi,

I am a Captain with the Bergen County Police Department in Hackensack and I am requesting permission to conduct a survey of police officers regarding whether or not law enforcement officers in the State of New Jersey perceive that the Drug Awareness Resistance Education (D.A.R.E.) Program is having an effect on the juveniles throughout the state in regards to reducing the use of drugs and alcohol amongst teenagers. This study is being conducted as part of my doctoral dissertation in the College of Education and Human Services, Seton Hall University.

I plan to administer a survey instrument to officers from the Bergen County Police Academy, the Morris County Police Academy and the Burlington County Police Academy. Completing the survey instrument is voluntary and officers can decide not to participate even after they begin. There will be no rewards for participating and no penalty for not participating. All officer's names will remain anonymous.

There are no expected risks or benefits for those who participate in this study. The study will collect information regarding the benefits of the DARE program.

Thank you for your time in this matter. I look forward to your positive response to my request. If there any questions regarding the study, please feel free to contact me at (201) 664-0308

Sincerely,

Edward A. Schmalz, MS  
Doctoral Candidate  
Adjunct Professor



# Seton Hall University

South Orange, New Jersey 07079-2685

May 31, 1999

Chief Walter Corter  
Burlington County Police Academy  
Burlington, New Jersey

Dear Chief Corter,

I am a Captain with the Bergen County Police Department in Hackensack and I am requesting permission to conduct a survey of police officers regarding whether or not law enforcement officers in the State of New Jersey perceive that the Drug Awareness Resistance Education (D.A.R.E.) Program is having an effect on the juveniles throughout the state in regards to reducing the use of drugs and alcohol amongst teenagers. This study is being conducted as part of my doctoral dissertation in the College of Education and Human Services, Seton Hall University.

I plan to administer a survey instrument to officers from the Bergen County Police Academy, the Morris County Police Academy and the Burlington County Police Academy. Completing the survey instrument is voluntary and officers can decide not to participate even after they begin. There will be no rewards for participating and no penalty for not participating. All officer's names will remain anonymous.

There are no expected risks or benefits for those who participate in this study. The study will collect information regarding the benefits of the DARE program.

Thank you for your time in this matter. I look forward to your positive response to my request. If there any questions regarding the study, please feel free to contact me at (201) 664-0308

Sincerely,

Edward A. Schmalz, MS  
Doctoral Candidate  
Adjunct Professor



# Seton Hall University

South Orange, New Jersey 07079-2685

May 31, 1999

Lieutenant Mark Prock  
Morris County Police Academy  
Morris Plains, New Jersey

Dear Lieutenant Prock,

I am a Captain with the Bergen County Police Department in Hackensack and I am requesting permission to conduct a survey of police officers regarding whether or not law enforcement officers in the State of New Jersey perceive that the Drug Awareness Resistance Education (D.A.R.E.) Program is having an effect on the juveniles throughout the state in regards to reducing the use of drugs and alcohol amongst teenagers. This study is being conducted as part of my doctoral dissertation in the College of Education and Human Services, Seton Hall University.

I plan to administer a survey instrument to officers from the Bergen County Police Academy, the Morris County Police Academy and the Burlington County Police Academy. Completing the survey instrument is voluntary and officers can decide not to participate even after they begin. There will be no rewards for participating and no penalty for not participating. All officer's names will remain anonymous.

There are no expected risks or benefits for those who participate in this study. The study will collect information regarding the benefits of the DARE program.

Thank you for your time in this matter. I look forward to your positive response to my request. If there any questions regarding the study, please feel free to contact me at (201) 664-0308

Sincerely,

Edward A. Schmalz, MS  
Doctoral Candidate  
Adjunct Professor



Appendix C  
Research Explanation Letter



# Seton Hall University

South Orange, New Jersey 07079-2685

Dear Participating Law Enforcement Officer,

The D.A.R.E. program has been in operation in the State of New Jersey for several years now. Almost all school-aged children in the state have been exposed to this training in some form or another. Questions have arisen whether or not the program is having a positive effect on the school children.

I am currently pursuing a doctoral degree at Seton Hall University and the purpose of this study is to investigate the perceptions of law enforcement officers as to the success of the D.A.R.E. program.

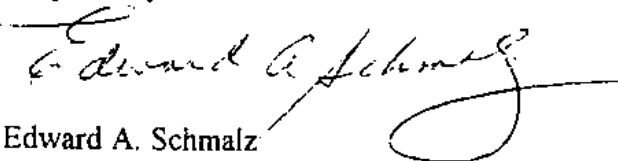
I am conducting a survey of law enforcement officers throughout the state in an effort to document their opinions on this topic. Participation in this study is voluntary and will require just a brief moment of your time to complete the "D.A.R.E. Survey Instrument (DSI)" and a demographic data form (DDF). You are free to withdraw from this survey at any point during the process.

Because parts of this process will be used for research and reference purposes only, I am asking for your cooperation. As a member of the law enforcement community myself, I value your personal rights and I appreciate your support and cooperation in this study. By voluntarily completing the two forms it will be assumed that you have given your consent to participate in this study.

This project has been reviewed and approved by the Seton Hall University Institutional Review Board for Human Subjects Research. The IRB believes that the research procedures adequately safeguard the subject's privacy, welfare, civil liberties, and rights. The Chairperson of the IRB may be reached through the Office of Grants and Research Services. The telephone number of the office is (973) 378-9809.

Thanking you again for your cooperation.

Respectfully,



Edward A. Schmalz

Appendix D  
Demographic Data Form (DDF)

## DEMOGRAPHIC DATA FORM

Type of agency:                      Federal     State     County     Municipal

Age: \_\_\_\_\_

Years of Service: \_\_\_\_\_

Current Rank: \_\_\_\_\_

Years in this rank: \_\_\_\_\_

Present assignment: \_\_\_\_\_

Jurisdiction's population: \_\_\_\_\_

Your highest educational level:    High school diploma      
   Associate's degree      
   Bachelor's degree      
   Master's degree      
   Doctorate degree   

*Thank you for your cooperation!*

Appendix E

D.A.R.E. Survey Instrument (DSI)

## D.A.R.E. SURVEY INSTRUMENT

Indicate the degree to which you feel that the D.A.R.E. program can be measured in each category by placing an "X" in the appropriate box which best describes your perception.

CATEGORY	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The D.A.R.E. officers in your community have the proper training to present the program.					
The D.A.R.E. program meets the needs of the juveniles in your community in regards to their use of drugs and alcohol.					
The D.A.R.E. program has made a significant step in reducing the use of drugs and alcohol by juveniles in your community.					
The D.A.R.E. program should be replaced by a better program.					
The D.A.R.E. program should be discontinued and the monies allocated to the program be directed towards more drug enforcement programs.					
The D.A.R.E. program is planning to use prominent speakers outside the law enforcement community instead of law enforcement officers to instruct the program.					
Other: Please give any comments in regards to the D.A.R.E. program.					

Appendix F  
Letters, Jury of Experts



# Seton Hall University

South Orange, New Jersey 07079-2685

Sgt. Thomas Connell  
Westwood Police Department  
Westwood, NJ 07675

Dear Sgt. Connell,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of New Jersey law enforcement personnel as to the effectiveness of the D.A.R.E. program. The nature of this study involves a quantitative design utilizing various research instruments - particularly the D.A.R.E. Survey Instrument and the Demographic Data Form.

The purpose of this letter, however, is to request your help in reviewing a specific instrument in which I designed to utilize in my study, for its content, validity, and reliability. The name of this instrument is the "D.A.R.E. Survey Instrument" or "DSI" for short, and its purpose is to identify and measure the perceptions of the study population - New Jersey law enforcement officers.

There are a total of six categories on the DSI, in which literature suggests are related to the D.A.R.E. program. A section has also been included to solicit the officer's own feedback on a respective category.

The study population is 300 law enforcement officers attending In-service training at three police academies in New Jersey. This instrument will be distributed to the 300 officers and completed in an anonymous and voluntary manner. A demographic survey will accompany this document, in addition to a letter of explanation.

I have requested your assistance because a "Jury of Experts" must review any self-designed instrument utilized in a study. Because of your extensive academic and experiential background in the field of the D.A.R.E. program and law enforcement, you have been selected by this researcher for such purposes. Your comments and amendments are most welcomed and accepted in the highest regard.

Thank you in advance for your assistance and cooperation in this research project. I may also be contacted at home on most evenings at (201) 664-0308. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,

Edward A. Schmatz





# Seton Hall University

South Orange, New Jersey 07079-2685

Sgt. Carl Mittelhammer  
Washington Township Police Department  
Westwood, NJ 07675

Dear Sgt. Mittelhammer,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of New Jersey law enforcement personnel as to the effectiveness of the D.A.R.E. program. The nature of this study involves a quantitative design utilizing various research instruments - particularly the D.A.R.E. Survey Instrument and the Demographic Data Form.

The purpose of this letter, however, is to request your help in reviewing a specific instrument in which I designed to utilize in my study, for its content, validity, and reliability. The name of this instrument is the "D.A.R.E. Survey Instrument" or "DSI" for short, and its purpose is to identify and measure the perceptions of the study population - New Jersey law enforcement officers.

There are a total of six categories on the DSI, in which literature suggests are related to the D.A.R.E. program. A section has also been included to solicit the officer's own feedback on a respective category.

The study population is 300 law enforcement officers attending In-service training at three police academies in New Jersey. This instrument will be distributed to the 300 officers and completed in an anonymous and voluntary manner. A demographic survey will accompany this document, in addition to a letter of explanation.

I have requested your assistance because a "Jury of Experts" must review any self-designed instrument utilized in a study. Because of your extensive academic and experiential background in the field of the D.A.R.E. program and law enforcement, you have been selected by this researcher for such purposes. Your comments and amendments are most welcomed and accepted in the highest regard.

Thank you in advance for your assistance and cooperation in this research project. I may also be contacted at home on most evenings at (201) 664-0308. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,

Edward A. Schmalz



# Seton Hall University

South Orange, New Jersey 07079-2685

Capt. Paul Tiernan  
Teaneck Police Department  
Teaneck, NJ 07666

Dear. Captain Tiernan,

I am a doctoral student at Seton Hall University currently working on my dissertation. I am investigating the perceptions of New Jersey law enforcement personnel as to the effectiveness of the D.A.R.E. program. The nature of this study involves a quantitative design utilizing various research instruments - particularly the D.A.R.E. Survey Instrument and the Demographic Data Form.

The purpose of this letter, however, is to request your help in reviewing a specific instrument in which I designed to utilize in my study, for it's content, validity, and reliability. The name of this instrument is the "D.A.R.E. Survey Instrument" or "DSI" for short, and its purpose is to identify and measure the perceptions of the study population - New Jersey law enforcement officers.

There are a total of six categories on the DSI, in which literature suggests are related to the D.A.R.E. program. A section has also been included to solicit the officer's own feedback on a respective category.

The study population is 300 law enforcement officers attending In-service training at three police academies in New Jersey. This instrument will be distributed to the 300 officers and completed in an anonymous and voluntary manner. A demographic survey will accompany this document, in addition to a letter of explanation.

I have requested your assistance because a "Jury of Experts" must review any self-designed instrument utilized in a study. Because of your extensive academic and experiential background in the field of the D.A.R.E. program and law enforcement, you have been selected by this researcher for such purposes. Your comments and amendments are most welcomed and accepted in the highest regard.

Thank you in advance for your assistance and cooperation in this research project. I may also be contacted at home on most evenings at (201) 664-0308. I look forward to meeting with you at a time and place convenient to your schedule.

Sincerely,

Edward A. Schmalz