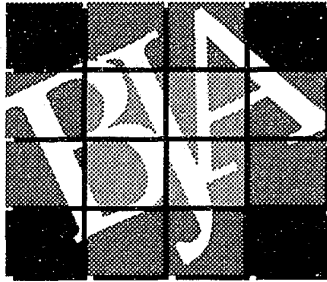


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U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Assistance



Bureau of Justice Assistance

**Drug Abuse Resistance
Education (DARE)
Training Center
Policies and Procedures**

129395

MONOGRAPH

U.S. Department of Justice
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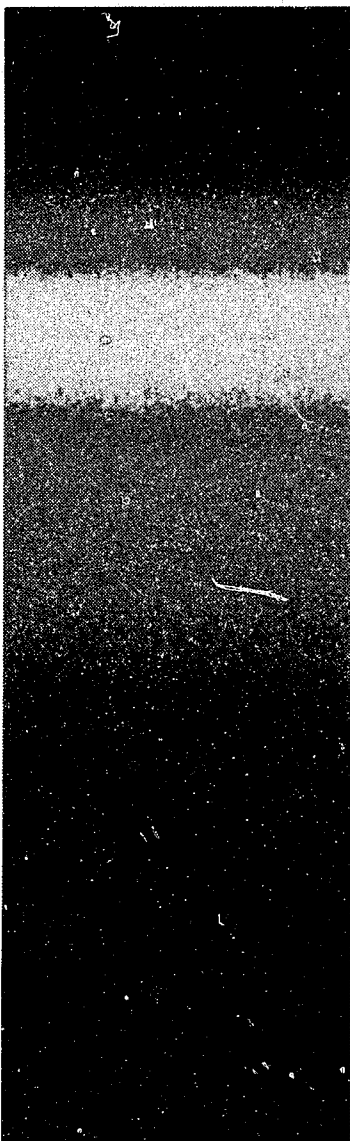
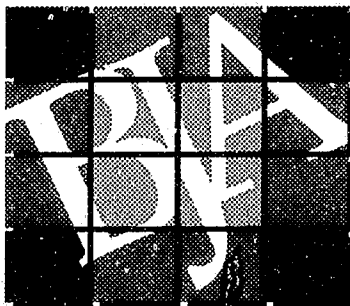
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Bureau of Justice Assistance

Drug Abuse Resistance Education (DARE) Training Center Policies and Procedures

Prepared by:

The DARE Training Center Policy Advisory Board

MONOGRAPH

October 1991
NCJ 129395

**U.S. Department of Justice
Office of Justice Programs
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The Assistant Attorney General, Office of Justice Programs, establishes the policies and priorities, and manages and coordinates the activities of the Bureau of Justice Assistance, Bureau of Justice Statistics, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime.

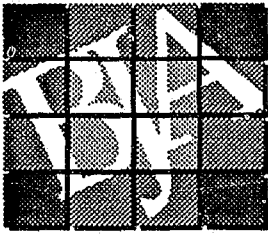


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INTRODUCTION

What Is DARE?

Drug Abuse Resistance Education, or DARE, is a preventative drug education program intended to stop drug use before it begins. It teaches techniques aimed at resisting peer pressure and helps young people say "no" to drug, alcohol, and tobacco use. The program places special emphasis on reaching children by their last year of elementary school. They are given the facts about the effects of drugs and other harmful substances and are provided with the necessary skills and motivation to avoid being swept into drug use as they move on to junior and senior high school.

The purpose of this monograph is to document policies, procedures, and standards for the DARE Training Centers.

While there are other publications that describe the DARE program in detail, this introduction is written to provide background information to those not associated with the Training Center but who are looking at various demand-reduction curriculums.

DARE plays an important role in attacking the demand side of the Nation's substance abuse problem. This is not to suggest that DARE is the only effective curriculum model available. However, it is unique in its use of police officers, and it appears to work.

DARE combines the resources of education, law enforcement, parents, and the community to help children deal with pressures and influences that encourage substance use and abuse. DARE instructors are carefully selected, thoroughly trained uniformed law enforcement officers on full-time duty with the project. These officers are assigned up to five schools a semester, and each officer visits each school at least 1 day a week to present the units of an innovative curriculum that emphasizes self-esteem, taking responsibility for one's own behavior, and saying "no" to drug experimentation. The officer conducts assembly programs and followup visits to individual classrooms; holds formal training sessions

on drug use for teachers; and conducts meetings that instruct parents on the objectives and content of the curriculum, including how to recognize signs of drug use, how to use local program resources, and how to improve family communication.

D.A.R.E. America

D.A.R.E. America, formed in 1987 as a national, nonprofit corporation, wages the war against drugs by:

- creating a nationwide awareness of the DARE program and its effectiveness;
- coordinating a nationwide DARE fundraising campaign which supplies printed educational materials, notebooks, films, and other teaching aids (much of which are protected under trademark and copyright);
- promoting training through DARE Regional Training Centers; and
- monitoring the program to maintain standards and integrity.

DARE Regional Training Centers

Regional Training Centers were established with funding from the Bureau of Justice Assistance (BJA). These Centers originally were established to help meet the overwhelming requests for DARE officer training once word of DARE's success became known. Today, the role of the Regional Training Centers is to provide:

- an initial 80-hour DARE training course for law enforcement officers who will teach the curriculum in elementary schools;
- an additional 40 hours of DARE training for law enforcement officers who will work with and train other officers as instructors and mentors;
- 24 to 40 hours of DARE inservice training to bring the most recent information, materials,

and evaluation results to the attention of law enforcement instructors and education personnel who work with the officers in the schools, particularly those who will teach junior and senior high school students;

- accreditation of individual DARE State Training Centers that are located within their areas of responsibility; and
- periodic monitoring of each State's program for adherence to the standards and curriculum and for maintaining program integrity.

Regional Training Centers also provide technical assistance to the States upon request to assist in developing quality State Training Centers and effective State administrative programs.

Program History and Background: 1983 to Present

DARE began as a joint program of the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District. This cooperative effort was guided by research findings that indicated that prevention programs focusing on self-management skills (that is, decisionmaking and problem solving), positive lifestyles, and alternatives to drug use appeared to be experiencing the highest degree of success for reducing drug use among youth. The DARE program curriculum was designed and first presented to fifth- and sixth-grade students in Los Angeles in 1983, soon after a copyright was obtained.

Interest in the program grew rapidly. By July 1986, 48 police departments had sent personnel to Los Angeles for training. In response to this interest and to early evaluations of the program, BJA, in cooperation with LAPD, embarked in an effort to document the DARE program through a demonstration project. Three State and four local projects were funded to plan and organize drug resistance education programs for implementation in the 1987-88 school year: The Boston public schools, the Massachusetts Committee on Criminal Justice, the Illinois State Police Department, the Syracuse (New York) Police Department, the Huntsville (Alabama) Police Department, the Portland (Maine) Police Department, and the Phoenix Department of Public Safety. This multiproject effort resulted in a model program that could be replicated nationwide.

By September 1987, a total of 398 police departments representing 33 States had sent personnel to LAPD

for training. The demand on LAPD resources eventually became overwhelming, and because BJA is authorized by Congress to provide funds to enhance drug control and prevention efforts at the State and local levels, the agency was asked to consider supporting regional training centers to train officers in the program.

In June 1989, five DARE Regional Training Centers, including a Center within LAPD, were fully functional, having received support through BJA discretionary funding.

The Establishment of Standard Practices and Procedures

The DARE Training Center Policy Advisory Board, established by BJA in 1989, is made up of two representatives from each of the five Regional Training Centers plus one education consultant for each Center. This body has taken over the responsibilities of the old Policy Advisory Committee and has been named by D.A.R.E. America to serve as the official body responsible for the development and implementation of policies and procedures relating to training standards, training practices, training center accreditation, and curriculum. Appointments to the Policy Advisory Board are documented in a Memorandum of Understanding signed by the chairman of the D.A.R.E. America board of directors and the chairman of the Training Center Policy Advisory Board. The BJA program manager is an ex officio member of the board.

Advisory Board policies and procedures are mandatory for accreditation. State and local DARE policies and procedures must be approved by the DARE Regional Training Center to be approved for accreditation.

Evaluation Activities

The National Institute of Justice (NIJ) is conducting an assessment of the DARE program. The assessment will consist of:

- a review of the DARE organizational structure and operation of programs nationwide; and
- a review of DARE program evaluations to determine factors that contribute to program effectiveness.

The assessment will identify ways to enhance or expand existing drug prevention and education programs.

DARE Today

Within the United States, some 6 million students will receive DARE training in school year 1991-92. BJA expects at least 8 million additional students will receive the training in 1992-93. Department of Defense law enforcement officers, also trained by the DARE Regional Training Centers, are providing DARE training to the children of military families in Europe.

Already, 11,217 law enforcement officers have been trained to teach DARE, and the DARE program has been expanded to include youngsters from kindergarten through high school. Student workbooks have been printed in Spanish, in English, and in Braille.

Under the Controlled Substances Act (21 U.S.C. 801 et seq.), Federal funds are available to the States under BJA's Formula Grant Program. While these funds are managed by a designated agency in each State and the States set their own priorities, the monies can be used to fund local DARE programs. Communities interested in obtaining funding for DARE programs are urged to contact their designated State agency.

DARE TRAINING CENTER POLICY ADVISORY BOARD BYLAWS

General Provisions

Authority

The DARE Training Center Policy Advisory Board (TCPAB) has authority from the Bureau of Justice (BJA), Office of Justice Programs, U.S. Department of Justice, to develop policy for DARE Training Centers.

Responsibility

The responsibilities of the DARE TCPAB include the following:

- a. Ensuring the continuity and integrity of DARE Officer Training (DOT).
- b. Providing technical assistance to the Regional Training Centers (RTC's) and Training Centers (TC's).
- c. Maintaining a master training schedule for all RTC's and TC's.
- d. Distributing all updated DARE educational material, including BJA publications.
- e. Maintaining a complete roster of all personnel trained and certified in DARE. Each RTC will be required to submit to the Los Angeles Police Department (LAPD) RTC a monthly roster of all personnel trained within its jurisdiction.
- f. Reviewing and making recommendations relating to proposed modifications to the curriculum.
- g. Reserving the right of approval or modification to the Mentor Officer Training (MOT) Manual as necessary.
- h. Developing, updating, and maintaining BJA/TCPAB documents.

Definitions

The following words and terms used in this manual shall have the meaning defined herein, unless it is apparent from the context that the meaning is different.

- a. **DARE Officer Training (DOT).** DARE Officer Training is the authorized 80-hour course of instruction provided to DARE officer candidates that certifies them to teach the DARE curriculum in elementary schools.
- b. **Inservice Training.** Inservice Training provides skills enhancement and state-of-the-art updates on DARE-related programs.
- c. **Mentor Officer Training (MOT).** Mentor Officer Training is the authorized 40-hour course of instruction provided to certified DARE officers having a minimum of 2 semesters and 12 core classes of teaching experience. Successful completion of Mentor Officer Training satisfies one of the requirements to certify the officer as a DARE Officer Training mentor/instructor.
- d. **Mobile Training Team.** A Mobile Training Team consists of an RTC and/or TC cadre traveling to locations other than their primary training site to conduct authorized DARE training.
- e. **Regional Training Center (RTC).** A Regional Training Center, as designated by the Bureau of Justice Assistance, has specific responsibility for DARE training within an assigned geographic area. The Regional Training Center conducts the 80-hour DARE Officer Training and Mentor Officer Training as designed.
- f. **Training Center (TC).** A Training Center is empowered to conduct the 80-hour DARE Officer Training only.

Articles of the Bylaws

Article I: Title

The name of this organization shall be the DARE Training Center Policy Advisory Board (TCPAB).

Article II: Purpose

- a. To advise D.A.R.E. America, Inc., on general policy with respect to the philosophy, concept and operational principles of the DARE program, particularly the national program's relationship with State and local programs.
- b. To review, consider, and adopt professional standards and procedures for the operation of DARE Training Centers (TC's).
- c. To review, consider, and recommend revision, update, or expansion of the copyrighted DARE curriculum in the collective interest of the partnership between public education and law enforcement.
- d. To provide a common forum for the exchange of information, ideas, and concerns to facilitate the availability of DARE throughout the country.
- e. To advise the Bureau of Justice Assistance (BJA) on federally sponsored operational activities in support of DARE.

Article III: Governance

The business and affairs of the DARE TCPAB shall be managed by its membership, except as otherwise provided in this document.

Article IV: Membership

- a. The DARE TCPAB shall be composed of two members each from the established and federally recognized DARE Regional Training Centers (RTC's).

One member shall be the official law enforcement representative of the RTC and one member shall be the official educational representative of the RTC. Such members shall serve until they resign or are replaced by the appointing official of the RTC.

- b. BJA shall be entitled to one ex officio member. This member carries no voting privileges. This appointment shall serve until the member resigns or is replaced by the appointing official of the BJA.

Article V: Officers

- a. **Title and qualifications.** The officers of this organization shall be a chairperson and a secretary. Officers must be members of the board.
- b. **Election and term.** The officers shall be elected by a majority vote by the members of the board present at each annual meeting. Each officer shall hold office for a term of 1 year immediately following election to the office. There are no limits to the number of terms an officer may serve in the same office. Each officer shall hold office until a successor has been duly elected and installed in that office. Any vacancy in an office will be filled for the balance of the term by a majority vote of members present.
- c. **Duties of officers.**
 - **Chairperson.** The chairperson shall preside at all meetings of the board. The chair shall be responsible for the functions of the board and shall set the agenda for each meeting with input from members. The chair shall give due notice of all meetings of the board at least 15 days prior to the scheduled meeting.
 - ☉ **Secretary.** The secretary shall be the custodian of the records of the board. The secretary shall ensure that minutes of the proceedings of the meeting are kept and are made available to the members.

Article VI: Meetings

- a. **Frequency.** The full membership of the board shall meet at least once annually at such time and place as determined by a majority of the board. Other special or regular meetings may be called by the chairperson as necessary to conduct the business of the board.
- b. **Quorum.** The presence of a minimum of six members or designated proxies will constitute a quorum.

c. **Rules of order.** All matters not covered by these bylaws shall be governed by *Robert's Rules of Order*.

d. **Proxy.** Members may send a proxy to represent them providing members submit written notice to the chairperson in advance of the meeting.

e. **Voting.** An affirmation vote of a simple majority of those members present at a meeting shall constitute an act of the board. Proxies are entitled to full voting privileges of the members represented.

f. **Public recognition.** The chairperson may recognize the public present at a meeting. The chair may allow for public comment within the limits necessary for the board to conduct its business in a timely and efficient manner.

Article VII: Committees

a. **Standing committees.** The following standing committees shall be established:

- *Constitution and Bylaws Committee.*
This committee shall review and make

recommendations to the board on the establishment or amendment of a constitution and/or bylaw. The committee may exercise any other functions so authorized by the board.

- *Curriculum Committee.* This committee shall review and prepare recommendations related to the DARE curriculum, including any adaptation, modification, or revision.

b. **Membership.** Only regular members of the board may be assigned to membership of a committee.

Article VIII: Amendments to Bylaws

a. Proposed amendments must be referred to the Constitution and Bylaws Committee for review and recommendation prior to being considered by the board.

b. The Constitution and Bylaws Committee must mail any proposed amendments to the members at least 30 days prior to the meeting at which the amendment will be considered. Bylaw amendments may be adopted by a majority vote of members present.

POLICIES AND PROCEDURES

Regional Training Center Jurisdictions

Number: 90-01¹

Date: August 15, 1990

1. Purpose

To clearly define Regional Training Center (RTC) geographic boundaries and responsibilities.

2. Policy

The DARE Training Center Policy Advisory Board (TCPAB) has defined regional boundaries and responsibilities for each RTC. RTC's shall restrict their training activities to within their boundaries. The following directive will ensure accountability in training while providing an effective monitoring process and the means of providing the Bureau of Justice Assistance (BJA) with reports at a regional level.

3. Procedures

a. If an RTC cannot provide requested training or technical assistance, the requesting party will be referred to an alternate RTC or Training Center (TC).

b. Any RTC receiving a specific request for mobile training from an agency outside its jurisdiction shall request concurrence from the jurisdictional RTC in which the requesting agency is located. The RTC receiving the request shall notify the jurisdictional RTC director, giving the name of the requesting agency and proposed date(s) of training or technical assistance.

¹ The numbering system used in this monograph on policies and procedures is a simple one: The first two digits identify the year during which the policy was enacted; the second set of digits represents the sequential number of policies and procedures enacted during a particular year. For example, number 90-05 denotes the fifth policy to be enacted during the calendar year 1990.

c. After the requested services have been provided, information shall be supplied by the providing RTC to the jurisdictional RTC, giving the type of service or training (DOT/MOT) and a roster listing the name, rank, agency, address, and Social Security number of each individual trained.

d. It shall be the responsibility of the jurisdictional RTC to submit to D.A.R.E. America the list of officers who have been certified.

e. RTC's are responsible for submitting timely quarterly reports to the BJA.

f. RTC's and their jurisdictions are as follows:

■ Southwest Regional Training Center

Arizona Department of Public Safety
3110 North 19th Avenue, Suite 290
Phoenix, Arizona 85015
(602) 223-2544

Director: Captain John F. Pope

Alaska	Nebraska
American Samoa	New Mexico
Arizona	Oklahoma
Colorado	South Dakota
Kansas	Texas

■ Midwest Regional Training Center

Illinois State Police, DARE Bureau
4 North Old State Capitol Plaza, Suite 4
Springfield, Illinois 62701
(217) 782-1054

Director: Captain William O'Sullivan

Arkansas	Minnesota
Illinois	Missouri
Indiana	Ohio
Iowa	Virgin Islands
Kentucky	Wisconsin
Michigan	

■ **Western Regional Training Center**

Los Angeles Police Department
150 North Los Angeles Street
Los Angeles, California 90012
(213) 485-3277

Director: Commander Walt Mitchell

California	North Dakota
Hawaii	Oregon
Idaho	Washington
Montana	Wyoming
Nevada	Utah

■ **Southeast Regional Training Center**

North Carolina State Bureau of Investigation
3320 Old Garner Road
Raleigh, North Carolina 27626
(919) 779-1400

Director: Deputy Director Charles Dunn

Alabama	Mississippi
Florida	North Carolina
Georgia	South Carolina
Louisiana	Tennessee

■ **Eastern Regional Training Center**

Virginia State Police
Post Office Box 27472
Richmond, Virginia 23261
(804) 674-2238

Director: Assistant Special Agent in Charge
Wayne Oyler

Connecticut	New York
Delaware	Pennsylvania
District of Columbia	Puerto Rico
Maine	Rhode Island
Maryland	Vermont
Massachusetts	Virginia
New Hampshire	West Virginia
New Jersey	

Standards for Training Centers

Number: 90-02

Date: August 15, 1990

1. Purpose

To guarantee continuity of the DARE curriculum through the establishment of training standards for all DARE Training Centers (TC's).

2. Policy

It is the policy of the DARE Training Center Policy Advisory Board (TCPAB) that standards be established to ensure that all DARE training is uniformly high quality among all TC's.

3. Procedures

a. Regional Training Centers (RTC's) are available to provide technical assistance to any current or potential TC in their regions.

Onsite visits to assess training activities and training program administration can be provided. Any agency interested in becoming a TC should contact the DARE RTC serving its jurisdiction.

b. Each agency is encouraged to conduct a self-assessment to evaluate its operations against established standards to ensure that any training offered will:

- Effectively prepare DARE officers to deliver the program.
- Ensure that program integrity and continuity are preserved.

c. TCPAB has established the following standards that provide the foundation for successful training of DARE officers and ensure successful replication of the DARE program.

- *Written policies and procedures.* Written policies and procedures that govern the operation of a TC should be developed to ensure that both the TC and trainees are working toward common goals and objectives.
- *Organization.* Each TC should have a clearly defined organizational structure that identifies the lines of authority and communication and defines the various roles that contribute to the training process.
- *Training team.* The quality and commitment of the training team members, as well as their administrative and support staff, should exemplify the philosophy of working cooperatively to create an environment for effective learning. DARE TC's must adopt the following standards:

- ❑ A training team shall consist of a facilitator (or supervisor), MOT-certified mentors, and an education adviser.
- ❑ Facilitators are responsible for ensuring that continuity of the training schedule is preserved; instruction adheres to the curriculum; that the instructors provide quality presentations; and students' training needs are appropriately met.
- Successful completion of both the DARE Officer Training (DOT) and Mentor Officer Training (MOT) courses is highly recommended.
- Mentors shall have a minimum of two (preferably four) semesters of experience as a DARE officer *and* have instructed no less than 12 core classes. Successful completion of the DOT and MOT courses is required. The following mentor assignment responsibilities are recommended:
 - ❑ Ratio of trainees to mentor is 6:1; not to exceed a 7:1 ratio. Total class size shall not exceed 36 students.
 - ❑ Each mentor must assist the trainee in making continuous progress toward mastery of the training objectives.
 - ❑ Each mentor must provide realistic, timely, and appropriate feedback to trainees on their progress.
- The TC will maintain a roster of training staff personnel. The roster will include training information to document compliance with Policy and Procedure 90-05.
- The education adviser must be competent in elementary education theory, as well as classroom management and childhood development. The adviser must also demonstrate a thorough knowledge of the DARE curriculum and be available through the 80-hour DOT course.
 - ❑ Selection criteria for DARE education adviser:
 - A cooperative agreement must be signed between the lead education agency and the lead law enforcement agency which clarifies the roles of both agencies in carrying out the DARE partnership.
 - The DARE education adviser should be employed by or function as the agent of a State or local education agency.
- ❑ The education adviser must be able to:
 - Respond to instruction.
 - Demonstrate personal initiative.
 - Demonstrate the ability to develop interpersonal relationships.
 - Demonstrate the ability to effectively communicate with adult learners.
 - Demonstrate good time-management skills.
 - Be an exemplary role model in both formal and informal situations.
 - Refrain from sexual, racial, gender, and ethnic stereotyping and other inappropriate and insensitive remarks.
 - Be flexible and able to handle the unexpected.
 - Demonstrate commitment to the careful replication of the DARE model.
- ❑ Recommended procedure for training an education adviser:
 - Observe all classroom activities in one 80-hour DOT.
 - Serve an apprenticeship under a trained education adviser for a minimum of one 80-hour DOT conducted by a Regional Training Center.
 - Observe one 40-hour MOT.
 - Undergo a performance observation conducted by a trained education adviser assigned to a Regional Training Center.
 - It is optional to combine the first two steps for educators who have 1 year of experience with the DARE program and at least 1 year of experience with alcohol and other drug (AOD) school-based prevention or an equivalent combination.
- *Training environment.* The TC must ensure that the training environment is conducive to effective learning. Adequate space, lighting,

and temperature control should be considered when selecting a training site. TC's are responsible for arranging the following:

- ❑ **Classrooms.** The training classroom should be large enough to comfortably seat the trainees, training team members, and any approved observers. Adequate tabletop work space is also necessary. The classroom should be flexible to permit interactive group learning.
- ❑ **Meeting rooms.** The availability of meeting or breakout rooms for each training team is a necessity. Group meetings and role playing/modeling are important parts of the learning objectives.
- ❑ **Sleeping rooms.** Sleeping quarters for trainees should be available for all commuters and should be near the training site to avoid time-consuming travel.
- ❑ **Dining facilities.** Facilities for trainee dining should be onsite if possible. Alternative arrangements should ensure the least interference to resuming of training. It is recommended that refreshments for periodic breaks also be made available.
- ❑ **Teaching aids.** Audiovisual equipment to show videotapes, slides, and films should be readily available and functional. Chalk boards and/or flipcharts should also be supplied in sufficient quantity.
- **Training Center responsibilities.** All DARE TC's carry certain responsibilities to ensure that the integrity of the DARE program is neither compromised nor misrepresented. It is also necessary to ensure accountability to both the public and the educational community. At a minimum, the following responsibilities are to be addressed by each TC:
 - ❑ **Curricular program.** It is of the utmost importance that the TC provide the 80-hour DOT as designed. Unapproved modifications threaten the successful achievement of the curriculum's validated goals and objectives. The following are specifically prescribed activities for each day of the DOT. Activities must meet the daily objectives as established in the Manual for Training Law

Enforcement in the DARE Program (MOT Manual).

- ❑ **Importance rating.** To ensure uniformity and quality, the following training activities have been identified and rated as to their importance to training. The ratings are:
 1. **Mandatory.** The activity shall be included in DOT. If not included, principles of the training would be jeopardized.
 2. **Recommended.** Activity should be included in training. If the activity is not present, justification is necessary and an alternative should be provided.
 3. **Optional.** Inclusion of the activity is at the discretion of the Training Center Director.

Summary of Objectives

Activities for Day One		
Rating		
1	Activity I	Welcome, Introduction, and Orientation
1	Activity II	Qualities and Skills of the DARE Officer
1	Activity III	Principals' Panel: Scope and Impact of DARE on Campus Environment
1	Activity IV	Overview: The DARE Program Model
1	Activity V	Team Meetings
1	Activity VI	Skills for Communications Enhancement
1	Activity VII	Practicum: Public Speaking Techniques (Two-Minute Extemporaneous Presentations)
1	Activity VIII	Summary and Feedback
Activities for Day Two		
1	Activity I	Teaching Methodology
1	Activity II	Classroom Management
1	Activity III	Summary and Feedback
1	Activity IV	Team Meetings
1	Activity V	Summary and Feedback

Activities for Day Three		
Rating		
1	Activity I	Practicum: Three-Minute Presentations
1	Activity II	Curriculum Overview: Lessons 1 and 2
1	Activity III	Curriculum Modeling: Lessons 3-6
1	Activity IV	Summary and Feedback
Activities for Day Four		
1	Activity I	Curriculum Modeling: Lessons 7-10
1	Activity II	Curriculum Overview: Lessons 11-17
1	Activity III	Curriculum Modeling and Overview: K-4
1	Activity IV	Team Meetings
1	Activity V	Summary and Feedback
Activities for Day Five		
1	Activity I	Modeling of Faculty Inservice Meeting
1	Activity II	Workshop: Curriculum Application
1	Activity III	Summary and Feedback
Activities for Day Six		
1	Activity I	Narcotics Overview
1	Activity II	Adolescent Chemical Use and Dependency
1	Activity III	DARE Officer/School Relations
2	Activity IV	Class Scheduling
1	Activity V	Practicum: DARE Curriculum Lessons
1	Activity VI	Summary and Feedback
Activities for Days Seven and Eight		
1	Activity I	Practicum: DARE Curriculum Lessons
1	Activity II	Team Meetings
1	Activity III	Summary and Feedback
Activities for Day Nine		
1	Activity I	School Visitations
1	Activity II	Roundtable Discussions

Rating		
1	Activity III	Presentation Skills: Parent and Community Groups
1	Activity IV	Summary and Feedback
Activities for Day Ten		
1	Activity I	D.A.R.E. America Information
3	Activity II	Administrative Activities
1	Activity III	Summary and Feedback
1	Activity IV	Culmination
<input type="checkbox"/> <i>Trainee certification.</i> Only those trainees who successfully demonstrate the knowledge, skills, and abilities to teach the DARE curriculum will be certified.		
<ul style="list-style-type: none"> — Each trainee must be able to demonstrate the ability to appropriately respond to instruction, be prompt in meeting obligations, and motivate others and generate enthusiasm. — Each trainee must be able to relate effectively to others, including peers, teams, Training Center staff, school personnel, and children. — Each trainee must be able to communicate effectively, both orally and in writing. — Each trainee must prepare, teach, and meet the objectives of a 45-minute lesson to be evaluated by the training staff. — Each trainee must demonstrate the ability to appropriately use teaching modalities, classroom management techniques, and instructional aids. — During the school visitation portion of training, each trainee must demonstrate the ability to relate to fifth- and sixth-grade students, both in the classroom and in informal settings. — During the school visitation portion of training, each trainee must demonstrate the ability to relate to school staff personnel. 		

- ❑ *Training rosters.* Within two weeks of DOT completion all TC's must submit a roster of all personnel certified as DARE officers to the jurisdictional RTC. The name, rank, agency address, and Social Security number of each certified officer will be included on the roster
- ❑ *Program evaluation.* Evaluation tools that allow mentors to evaluate the performance and achievement of learning objectives by trainees will be developed. Copies of trainee performance evaluations will be provided to both the officer and his/her supervisor. An evaluation tool will be provided to allow trainees to evaluate the course, instructors, and mentor officers serving on the training team.
- ❑ *Activity reporting.* To measure the overall impact of DARE, it is essential that appropriate recordkeeping on TC activities be maintained and regularly reported to the designated RTC. Recommended formats are available from the RTC's.
- ❑ By December 15 of each year, each TC will provide a list of the trainings to be conducted during the next calendar year to the jurisdictional RTC. TC's will immediately notify their jurisdictional RTC of changes in their training calendars.

Selection of DARE Officer Candidates

Number: 90-03

Date: August 15, 1990

1. Purpose

To establish guidelines for selecting a DARE officer candidate who will maintain the integrity of the DARE program.

2. Policy

DARE officers must be full-time, uniformed police officers, meeting the minimum training standards for peace officer status in their State of residence and must have completed a minimum of 2 years as an

officer. Additionally, DARE officer candidates' police agencies should have a Memorandum of Understanding with their school district(s) to teach DARE after completion of the candidates' training.

3. Procedures

a. The following list delineates specific areas that should be considered when selecting a candidate:

- Demonstrated ability to interact with and relate to children.
- Oral and written communication skills adaptable to age-specific audiences.
- Ability to organize.
- Responsiveness to instruction.
- Ability to develop personal relationships.
- Promptness.
- Exemplary role model in both formal and informal situations.
- Refrains from sexual, racial, stereotypical, or inappropriate and insensitive remarks.
- Flexible and able to handle the unexpected.
- Committed to careful replication of the parent project.

b. States or localities responsible for DARE program coordination may institute more restrictive criteria than that provided in this policy. Applicants for DARE Officer Training (DOT) must provide verification of candidate eligibility from the appropriate State or local coordination entity, if applicable, prior to enrollment.

Selection of Mentor Officer Candidates

Number: 90-04

Date: August 15, 1990

1. Purpose

To establish guidelines for the selection of a mentor officer candidate.

2. Policy

It is the policy of the DARE Training Center Policy Advisory Board (TCPAB) that agencies which desire to have candidates attend Mentor Officer Training (MOT) must meet the qualifying standards of a Training Center (TC), while officers must meet the established selection criteria.

3. Procedures

a. Any agency that seeks to have a DARE officer trained as a mentor officer must initiate action to become a TC as outlined in Policy and Procedure Number 90-02.

- TC applicants should find a training team consisting of a minimum of five mentor officers and/or mentor officer candidates.
- Subsequent mentor officer candidates may be accepted to replace or expand members of a training team.

b. Mentor officer candidate criteria include the following:

- Must possess a certificate of completion for the 80-hour DOT from an approved TC.
- Has taught the DARE program for a minimum of 12 core classes and has completed no less than two full semesters of experience in the classroom, confirmed by a school district upon request.
- Must be able to document affiliation with an approved RTC or TC.
- Should possess the following traits:
 - Responsiveness to instruction.
 - Personal initiative.
 - Ability to develop interpersonal relationships.
 - Ability to effectively communicate with adult learners.
 - Promptness; good time-management skills.
 - Exemplary role model in both formal and informal situations.
 - One who refrains from sexual, racial, gender, ethnic, or other stereotypical or inappropriate and insensitive remarks.

- Flexible and able to handle the unexpected.
- Committed to careful replication of the parent project.

States or localities responsible for DARE program coordination may institute more restrictive criteria than that provided by this policy. Applicants for MOT must provide verification of candidate eligibility from the appropriate State or local coordination entity, if applicable, prior to enrollment.

Certification of Mentor Officers

Number: 90-05

Date: August 15, 1990

1. Purpose

To establish procedures for the certification of a mentor officer.

2. Policy

It is the policy of the DARE Training Center Policy Advisory Board (TCPAB) that any candidate seeking to become certified as a mentor officer must complete the prescribed process.

3. Procedures

a. Upon selection as a mentor officer candidate in accordance with Policy and Procedure Number 90-04, an officer must meet the following conditions prior to receiving certification:

- Must possess a certificate of completion for the 40-hour Mentor Officer Training (MOT) from a Regional Training Center (RTC).
- Must have served in an apprenticeship under the supervision of a senior mentor officer for a minimum of one DARE Officer Training (DOT) course conducted by a recognized Training Center (TC).
- Must have undergone a performance observation conducted by a senior member of an RTC training team.

b. The jurisdictional RTC is responsible for issuing mentor officer certification.

- Following submittal of documentation by the candidate and appropriate TC or RTC stating that the above conditions were met, the RTC will conduct a certification review.
- Certification reviews by the RTC will determine one of the following:
 - *Certification.* Entitles the candidate to full designation as a mentor officer with the rights and responsibilities of that title.
 - *Conditional certification.* Requires that certain additional conditions must be satisfied by the candidate prior to full certification. This may entail remedial training, additional apprentice time, or continued senior mentor officer supervision.
 - *Denial.* Withholds a candidate's certification based upon demonstrable evidence of the officer's failure to comply with performance standards, violation of the curriculum, or a lack of the talents necessary to be a trainer.
- The jurisdictional RTC maintains the responsibility to monitor certified mentors to ensure compliance with curriculum and performance standards.

Proposed Modifications to DARE Curricular Materials

Number: 91-01

Date: April 1991

1. Purpose

To clearly define the procedures for submitting and reviewing proposed modifications to DARE curricular materials.

2. Policy

DARE curricular materials are copyright protected. Any deviation in the printing or presentation of copyrighted materials constitutes a violation of Federal law.

Recognizing that modifications in the curriculum may be appropriate, the following procedures have been

developed for submitting proposed modifications and for ensuring that the proposals are formally reviewed.

3. Procedure

- a. Every proposal for modification to DARE materials must be submitted to the jurisdictional Regional Training Center (RTC). The jurisdictional RTC shall provide a letter to the submitting agency acknowledging receipt of the proposal. A copy of the letter will be sent to the State coordinating agency, if applicable.
- b. The jurisdictional RTC shall submit the proposal to the chairperson of the Training Center Policy Advisory Board (TCPAB). The chairperson will assign the proposal to the Curriculum Committee for review.
- c. The Curriculum Committee will review the proposed modification(s) and will report its initial findings to TCPAB.
- d. If the proposal is deemed to be without merit, a letter shall be prepared by the jurisdictional RTC informing the submitting agency of the board's action. A copy of the letter will be sent to the State coordinating agency, if applicable.
- e. If the proposal is endorsed by the TCPAB, a letter shall be prepared by the jurisdictional RTC informing the agency of the board's endorsement and that the proposal has been forwarded to the Los Angeles Unified School District (LAUSD) for review and approval. A copy of the letter will be sent to the State coordinating agency, if applicable.
- f. The chairperson of the Curriculum Committee shall prepare transmittal correspondence for the TCPAB chairperson's signature.
- g. LAUSD shall provide a letter to the TCPAB chairperson acknowledging receipt of the proposal. A copy of that letter will be provided to the Curriculum Committee chairperson.
- h. After completing the review, LAUSD will notify the submitting agency of its decision. A copy of the letter will be sent to the chairperson of the TCPAB.
- i. The chairperson of the TCPAB will provide notice of LAUSD action to the chairperson of the Curriculum Committee, the submitting RTC, and the State DARE agency, if applicable.