

DRUG ABUSE RESISTANCE EDUCATION 2012 ANNUAL REPORT



2012 DARE INTERNATIONAL TRAINING CONFERENCE DARE AUTO SHOW FIRST PLACE WINNER

COLLIER COUNTY (NAPLES), FL SHERIFF'S OFFICE

FLORIDA D.A.R.E. TRAINING CENTER

FLORIDA DEPARTMENT OF LAW ENFORCEMENT

GERALD M. BAILEY, COMMISSIONER

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EXECUTIVE SUMMARY

Since 1983, D.A.R.E. has demonstrated leadership in the prevention of drug abuse. Collaborative efforts among law enforcement, education and prevention science have distinguished the D.A.R.E. program. D.A.R.E.'s newest program, the *keepin' it REAL* elementary curriculum, continues this commitment to provide cutting-edge instruction that prevents drug use by developing basic or core skills needed for safe and responsible choices. These skills extend beyond drugs to healthy and mature choices in life. Developing core academic and life skills, the curriculum furthers both educational and prevention goals.

The new *keepin' it REAL curriculum* debuted July 24, 2012 at the Florida D.A.R.E Officers Association's Summer Conference. FDLE continues to provide D.A.R.E. officers with the training and resources needed to teach this new and exciting curriculum. In addition to completing over 80 hours of D.A.R.E. Officer Training and countless hours of "hands on" training with students throughout Florida, certified D.A.R.E. officers now receive four additional hours of training through a workshop certifying them to teach this newest D.A.R.E. curriculum.

The new D.A.R.E. *keepin' it REAL* elementary curriculum builds on many of the strengths of previous D.A.R.E. lessons. The curriculum has been improved and is now even more effective in encouraging students to lead safe, responsible and drug-free lives. Here are some of the highlights:

- The new theme of safe and responsible choices provides a framework for teaching about decision-making, risk, stress, communication, and peer pressure; it also gives youth information about drugs so that they can make informed choices.
- There are increased opportunities to practice the D.A.R.E. Decision-Making Model and apply it to real life situations.
- The new curriculum covers a broad range of risks students face in their lives on a daily basis, including drugs, as well as other risks they are likely to face in the near future.
- These skills are now taught through stories. This new format includes videos, situations and role playing, and journaling to give students the opportunity to practice skills, write, and plan for the future.
- D.A.R.E.'s *keepin' it REAL* elementary curriculum is aligned with National Common Core Standards to provide a framework for core instruction in today's classrooms.

- As a result, teachers, parents and education communities can be confident of accountability in instructional, as well as prevention goals. The curriculum meets multiple National Core Standards in the areas of Reading (Literature, Informational Text, and Foundational Skills) Writing, and Speaking and Listening.

The Florida D.A.R.E. officers who have received this training and have implemented it in their classrooms have overwhelmingly complimented it. As Officer Diane Duffy of the Oviedo Police Department stated, “I was so resistant to the new curriculum at the conference and have since taught it at two schools. The end result—it is amazing. I love it. The kids love it. You can see its effectiveness when reading the essays and in their behavior throughout the year. Awesome stuff!!”

SECTION 1: INTRODUCTION TO DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.)

The Drug Abuse Resistance Education (D.A.R.E.) program was developed and implemented in California in 1983 through the combined efforts of the Los Angeles Police Department and the Los Angeles Unified School District. The initial 17-week curriculum was designed to provide awareness and facts to elementary school students with the intent that the knowledge would help them to resist peer pressure to experiment with alcohol and other drugs. In order to provide a more solid foundation for our children, gang and violence prevention strategies were included in that curriculum.

D.A.R.E.'s primary mission is to provide children with the information and skills they need to have lives free of drugs and violence.

The mission is to equip kids with the tools that will enable them to avoid negative influences and allow them to focus on their strengths and potential. And that's exactly what D.A.R.E. is designed to do!

Additionally, D.A.R.E. establishes positive relationships between students and law enforcement, teachers, parents, and other community leaders. Every youngster should have the opportunity to grow up healthy, safe, secure, and equipped with the skills needed to succeed in life. Contemporary America, however, is rampant with challenges that could keep children from a positive life path.



D.A.R.E. Graduation at the Florida School for the Deaf and the Blind in St. Augustine

SECTION 2: FDLE AND THE D.A.R.E. PROGRAM

ROLE AND RESPONSIBILITY OF FDLE

In 1988, the Florida Department of Law Enforcement (FDLE) and the Florida Department of Education (DOE) entered into a partnership to bring a statewide drug prevention program to Florida's schools. The D.A.R.E. program was determined to be the best drug prevention program available and was selected for implementation in the state of Florida.

The primary role and responsibility of FDLE in the D.A.R.E. program is to serve as the state administrator. This administration includes, but is not limited to, the preparation and oversight of the budget, training and certification of officers, and preparation of the Annual D.A.R.E. Report. Additionally, FDLE is responsible for ensuring compliance with national standards, delivery of technical assistance, and providing statewide program management.

SERVICES PROVIDED BY FDLE

FDLE provides support to the D.A.R.E program continuously throughout the year. Services include:

- ❖ Providing assistance in the prevention of future drug crimes and acts of violence by providing D.A.R.E. training to federal, state and local law enforcement agencies in Florida, as well as other states and counties;
 - ◇ Developing guidelines for the Florida D.A.R.E. Program;
 - ◇ Serving as a liaison with the National D.A.R.E. policy-making board;
 - ◇ Oversight of the Florida D.A.R.E. Training Center Accreditation;
- ❖ Conducting statewide audits of local D.A.R.E programs to ensure compliance of standards;
 - ◇ Conducting background investigations on D.A.R.E officer candidates;
 - ◇ Maintaining training records on all D.A.R.E. officers in Florida;
- ❖ Providing D.A.R.E. trainers to other state training centers within the southeast region;
 - ◇ Substituting for local D.A.R.E. officers who may be absent from the classroom;
- ❖ Assisting local law enforcement agencies in identifying supplemental funding resources to enhance their D.A.R.E. programs;
 - ◇ Serving as support for the annual Florida D.A.R.E. day;
 - ◇ Providing an annual report of D.A.R.E. related activities throughout Florida;
- ❖ Providing workshops and presentations to civic, business, and other community-based organizations concerning drug and violence prevention; and
 - ◇ Coordinating the statewide evaluation of the D.A.R.E. program in Florida.

INSIDE THE FDLE D.A.R.E. TRAINING CENTER

The Florida D.A.R.E. Training Center hosted one D.A.R.E. Officer Training in 2012. In the March 19 - 30, 2012 D.A.R.E. Officer Training held in Tavares, 13 police officers/deputy sheriffs were trained and certified.

Along with assisting Florida's law enforcement agencies with their D.A.R.E. units and their training, the Training Center teaches full-time D.A.R.E. classes at various at-risk schools throughout Florida. The Florida D.A.R.E. Training Center works closely with D.A.R.E. America to ensure that all instructors/mentors are trained and certified in the latest programs and curriculum. There were two mentors trained and certified during this period and 104 current D.A.R.E. instructors certified in the new keepin' It REAL (kIR) elementary curriculum.



D.A.R.E. Officer Training in Tavares
March 19-30, 2012



Florida D.A.R.E. Officer Association Conference in Naples
June 26, 2012

SECTION 3: FLORIDA D.A.R.E.

MENTOR/TRAINING STAFF

Inspector Stephen Emerson	FDLE D.A.R.E. Statewide Coordinator Criminal Justice Professionalism Program
Special Agent Dale Crosby	Florida Department of Law Enforcement Orlando Regional Operations Center
Special Agent Kevin A. Sapp	Florida Department of Law Enforcement Ft. Myers Regional Operations Center
Officer Michael Wordly	Miami-Dade Police Department
Deputy Terry Allen	Lake County Sheriff's Office
Corporal Ken Vila	Collier County Sheriff's Office
Deputy Angie Galloway	Gadsden County Sheriff's Office
Dr. Susan Bridges-Tompkins	Statewide D.A.R.E. Educator
Crime Lab Analyst Joshua Harrison	FDLE Toxicology section
Administrative Asst. Mable Wimberly	Florida Department of Law Enforcement Criminal Justice Professionalism Program

OFFICERS ASSOCIATION BOARD OF DIRECTORS

President	Deputy Fred Jones, Lake County Sheriff's Office
Vice-President	Corporal Scott Wardingley, Lake County SO
First Vice-President	Corporal Wayne Brooks, Collier County SO
Office Secretary	Officer Diane Duffy, Ocoee Police Department
Treasurer	Corporal Terry Allen, Lake County SO
Sergeant at Arms	Sergeant Mark Roberts, Okeechobee County SO
Educational Advisor	Dr. Susan Bridges-Tompkins
Newsletter & Website Chairperson	Captain Amy Schmidt Florida Department of Environmental Protection

SECTION 4: D.A.R.E. AMERICA -- THE YEAR IN REVIEW

PENN STATE AND D.A.R.E.: “KEEPIN’ IT REAL”

Pennsylvania State University (Penn State) and D.A.R.E. America have partnered to prevent substance use in elementary schools. keepin’ it REAL is led by Penn State’s Dr. Michael Hecht, Distinguished Professor. “D.A.R.E.’s recent decision to transition to the kiR elementary school curriculum was based on the abundance of evidence which has accumulated over years, that kiR is effective and incredibly cost efficient,” said Dr. Hecht.

“keepin’ it REAL” ranked among the top three most cost-effective prevention programs in a study by Substance Abuse and Mental Health Services Administration (SAMHSA).

An independent, federally-funded cost effectiveness study evaluation prevention program reported that keepin’ it REAL was ranked among the top three overall, with a cost benefit of \$28 in benefits for every \$1 spent.

THE SILENT EPIDEMIC: KIDS AND PHARMACEUTICAL ABUSE

According to recent surveys, while the abuse of illegal drugs is on the decline, statistics on teen abuse of legal drugs show a disturbing trend:

- One in three teens reports having a close friend who abuses prescription pain relievers to get high.
- One in four has a close friend who abuses over-the-counter (OTC) cough medicine to get high. Nearly one in five teens has used a prescription medication that was not prescribed to them. While the abuse of illegal drugs is on the decline, **SAMHSA’s National Survey on Drug Use and Health** shows that teen abuse of legal drugs is on the rise:
 - In 2009, one in 10 kids between the ages of 12 to 17 had used illicit drugs in the past month, including 3.3 percent who had used prescription drugs for non-medical reasons.
 - Among youth between the ages of 12 to 17, male and female adolescents had similar rates of past month non-medical use of prescription-type psychotherapeutics (3.1 percent of males and 3.5 percent of females).
 - Most kids who abuse pain relievers obtained the drugs from a friend or relative for free, while about 10 percent took the pain relievers from a friend or relative without asking.
 - New youth abusers of prescription drugs now outnumber new users of every illicit drug, except marijuana.

“The rise in medicine abuse, both prescription and OTC, requires action, and that is why we have worked with the manufacturers of these medicines and our own experts in developing this new curriculum,” noted Charlie Parsons, President and Chief Executive Officer of D.A.R.E. America.

The new curriculum is being incorporated around the country into D.A.R.E.’s law enforcement officer-led classes.

The abuse of prescription and over-the-counter medicines was found to be a problem that often begins at home, highlighting the importance of informing parents of the need to appropriately discard medications past their period of intended use.

Moreover, the survey found that the majority of the legal prescription drugs abused by teenagers were obtained from within their homes or from the homes of friends or relatives.

D.A.R.E. IMPROVES PUBLIC IMAGE OF POLICE

Accepted for publication in Health Education Research

Augustine Hammond, Ph.D.

Department of Political Science, Augusta State University, Augusta, GA

Research Summary:

The study has provided findings with important implications for prevention programming, and agencies concerned with improving the public image of the police and police functions.

Given the possibility that program outcomes are related to attitudes toward program instructors, the more positive evaluation of police instructors by students in this study suggests that D.A.R.E. programs delivered by police officers are more likely to have a positive impact.

Consequently, we suggest that police officers may be appropriate deliverers of prevention programs for the majority of adolescents. The use of police officers as instructors of prevention programs has the potential of not only helping improve the effectiveness of prevention programs but would also help create and sustain a more positive image of the police, or at least abate the negative image held by adolescents.

The positive image of the police developed among students may create a situation where the students could relate cordially to the police, report crime voluntarily and cooperate in curbing crime in schools. With schools being a microcosm of the wider community, it is expected that the cordial relationship developed between the police and students in schools would be transferred to the community. This might engender more positive community engagement and meaningful police - community partnerships toward effective and efficient policing.

This is particularly important considering that community policing has become a dominant approach to policing in the United States of America in recent years.

SECTION 5: D.A.R.E. ESSAY CONTEST WINNERS

The D.A.R.E. Report (Essay) is a time when students review the D.A.R.E. notes that they wrote in their journal at the end of each of the lessons. The students are asked to think about the things that their D.A.R.E. officer taught them and what they have learned about being safe and responsible, and how they will use the D.A.R.E. Decision-Making Model in making wise choices.

Each student will follow the Florida FCAT Writing rules and will submit their report to their teacher for review and usually a grade. Occasionally, classes will compete against each other for one overall essay winner. The D.A.R.E. officer coordinates with the teachers and at graduation, the student is given the opportunity to read his/her work to the audience.



Essay winner Cassidy Kerkesner, Tanglewood Elementary School, Fort Myers
Cassidy is pictured with her teacher, Mrs. Marris Zucchelli and principal, Mrs. Sherri Wips.

D.A.R.E. ESSAY by Cassidy Kerkesner

“What time is it?” “D.A.R.E. TIME!” Dare is an important program that teaches students about things they need to know. I have learned a whole lot of things from it and so have my classmates. We have learned how to use DDMM (Dare Decision Making Model) and how to make safe and responsible choices. Dare is very helpful!

To begin with, we have learned tons of things in D.A.R.E. I now know the health effects of taking drugs and smoking. I even learned the 5 W’s of reporting a bully (who, what, when, where and why). DARE helped me learn important things that make a difference when times get tough. For example, if someone is bullying another person, don’t just be a bystander and watch, stand up for them to help out. DARE is doing an amazing job teaching kids what they should do and what they shouldn’t do, and it is nowhere near slowing down!

In addition to learning so many things, I have used the DDMM a few times since we learned about it. When we were out at track playing, I noticed there was a kid that was crying so I walked over to her and asked her what was bothering her. She told me that the other kids were not letting her play the game they were playing because she was a “girl”. And with that, I went over to the kids with the girl and I questioned “Why aren’t you letting her play with you?” By now some other girls were playing too so, they said they would let her play now. She said “thank-you” and I told her if they still didn’t let her play to go tell her teacher. They ended up letting her play and the problem was solved. But just think, if I wasn’t taught D.A.R.E., then I probably wouldn’t have stood up for her and they would not have let her play with them. DARE is an important part of school!

Finally, I am planning what to do if I ever do encounter a bully. If someone else or I is ever bullied then I could do any of the following: I could go and tell a trusted adult or I could write an anonymous note to a teacher, parent, or any other trusted adult. Also, if people are making fun of me, don’t do something mean in return, it’s simple, just laugh along with them like it does not matter. You could also walk away from them. Another thing a person might try to make you do is to take drugs or smoke. It is serious; don’t think it’s meant to be funny because it’s not. You should say no and give a reason or excuse why you can’t, like, “no thanks, I am happy being drug free and very healthy.” Don’t do anything that you are not comfortable with doing. Remember think before you act and be a good citizen.

In conclusion, we have learned so many things, I have used the DDMM, and I now know how to plan to use what I learned. We have been taught a whole lot and there are so many more facts out there to learn too! DARE has been an interesting program our school puts on and it has an amazing propose for all students.



Alva Elementary School 5th Grade student Matthew Berry
with D.A.R.E. Statewide Coordinator Steve Emerson and school principal, Mrs. Tracy Rainey

D.A.R.E. ESSAY by Matthew Berry

What I learned in D.A.R.E.

In D.A.R.E. I have learned about alcohol, tobacco, and bullying.

I have learned about alcohol. I have learned that alcohol is illegal for anyone under 21. There are 75,000 alcohol related deaths each year in the U.S. Also, mixing alcohol with medicine is dangerous! Teen bodies are still growing, therefore, alcohol affects them more severely than adults!

I have also learned about tobacco. In the United States it is illegal to sell tobacco products to anyone under 18 (19 in some states.) Cigarettes contain nicotine, a powerfully addictive substance. There are more than 200 known harmful chemicals in cigarette smoke. Smoking is the leading preventable cause of death in this country!

I have also learned about bullying. I have learned that if I see someone being bullied I will not be a bystander. I will go and report to a responsible adult. If I see someone being bullied I will use the 5 W's which means who, what, where, when and why.

Every time I see some drinking alcohol, smoking tobacco, or see someone being bullied I will tell them what can happen or go and report to someone who is a responsible adult. This is all because of what I learned in D.A.R.E.

SECTION 6: 2012 STATEWIDE D.A.R.E. PROGRAM STATISTICS

Agency	Elem. Schools Taught	K-4 Students Taught	5th/6th Grade Classes Taught	5th/6th Grade Students Taught	Middle Schools Taught	7th Grade Classes Taught	7th Grade Students Taught	Certified D.A.R.E. Officers
Aventura Police Department	1	410	6	110	0	0	0	1
Avon Park Police Department	2	0	9	198	0	0	0	1
Charlotte County Sheriff's Office	9	0	52	1098	0	0	0	2
Cocoa Police Department	0	0	0	0	1	0	0	1
Coconut Creek Police Department	3	115	23	516	1	0	0	3
Collier County Sheriff's Office	32	0	160	3200	0	0	0	31
Coral Gables Police Department	1	0	1	101	0	0	0	2
DeLand Police Department	7	0	18	581	0	0	0	1
Dixie County Sheriff's Office	2	0	5	130	0	0	0	1
Doral Police Department	7	0	7	0	0	0	0	5
Eatonville Police Department	1	0	2	46	0	0	0	1
Edgewood Police Department	2	1032	10	175	0	0	0	1
FAMU Law Enforcement Department	0	0	0	0	0	0	0	0
FDLE	3	62	15	330	0	0	0	2
FL School for the Deaf & Blind PD	2	50	15	35	0	0	0	2
Florida State University PD	1	0	4	100	0	0	0	1
Franklin County Sheriff's Office	2	0	4	88	0	0	0	2
Gadsden County Sheriff's Office	2	300	13	228	3	0	0	6
Gulf Breeze Police Department	2	0	8	200	1	12	240	2
Gulf County Sheriff's Office	2	0	8	200	2	8	155	2
Hallandale Beach Police Department	0	0	0	0	0	0	0	0
Hendry County Sheriff's Office	6	0	25	546	0	0	0	4
Highlands County Sheriff's Office	7	0	23	664	1	7	221	5
Holmes Beach Police Department	1	2	3	63	0	0	0	1
Indian River County Sheriff's Office	11	250	50	950	0	0	0	5
Jacksonville Beach Police Department	4	0	15	525	1	1	35	5
Key Biscayne Police Department	3	190	10	230	2	0	0	1
Lake County Sheriff's Office	27	3500	160	4000	0	0	0	9
Lake Mary Police Department	3	0	15	311	0	0	0	2
Maitland Police Department	2	125	12	250	0	0	0	1
Marco Island Police Department	1	170	5	120	1	0	0	1
Margate Police Department	3	0	20	482	0	0	0	5
Marion County Sheriff's Office	20	104	2387	0	0	0	0	4
Martin County Sheriff's Office	13	0	1	0	0	0	0	5
Miami Police Department	6	100	23	500	0	0	0	3
Miami-Dade Police Department	54	0	412	12360	0	0	0	12
Naples Police Department	3	0	13	275	0	0	0	2
New Smyrna Beach Police Department	4	1047	10	300	1	12	500	2
North Miami Beach Police Department	0	0	0	0	0	0	0	0

2012 STATEWIDE D.A.R.E. PROGRAM STATISTICS (Continued)

Agency	Elem. Schools Taught	K-4 Students Taught	5th/6th Grade Classes Taught	5th/6th Grade Students Taught	Middle Schools Taught	7th Grade Classes Taught	7th Grade Students Taught	Certified D.A.R.E. Officers
North Palm Beach Public Safety	1	150	2	80	0	0	0	1
Ocala Police Department	12	0	23	506	0	0	0	2
Ocoee Police Department	5	0	28	633	0	0	0	1
Okeechobee County Sheriff's Office	5	0	25	550	0	0	0	5
Opa Locka Police Department	0	0	0	0	0	0	0	0
Orange Park Police Department	2	60	13	260	0	0	0	1
Ormond Beach Police Department	8	0	28	642	0	0	0	2
Oviedo Police Department	3	450	18	396	0	0	0	1
Palm Beach Gardens PD	1	0	2	25	0	0	0	1
Palmetto Bay Police Department	5	270	20	356	0	0	0	1
Pinecrest Police Department	2	450	14	298	0	0	0	2
Punta Gorda Police Department	1	0	5	125	0	0	0	2
Sanford Police Department	5	0	30	660	0	0	0	3
Sanibel Police Department	1	0	2	45	0	0	0	1
Sebastian Police Department	2	0	8	152	0	0	0	2
Sebring Police Department	1	0	6	119	1	4	260	1
Seminole Police Department	1	28	3	30	1	0	0	1
Stuart Police Department	0	0	0	0	0	0	0	0
Sunny Isles Beach PD	1	0	7	179	1	0	0	1
Tarpon Springs Police Department	3	0	11	242	0	0	0	3
Vero Beach Police Department	3	0	10	225	0	0	0	1
West Miami Police Department	1	0	4	120	0	0	0	1
Windermere Police Department	1	500	7	150	0	0	0	1
GRAND TOTAL	313	9,365	3,810	34,705	17	44	1,411	168

D.A.R.E. EXPENDITURES
Calendar Year 2012

Salaries and Benefits		<u>\$168,837.13</u>
Expenses:		<u>\$18,918.64</u>
	Telephone	\$832.28
	Postage	\$55.02
	Printing	\$292.05
	Travel	\$16,826.94
	Other	\$912.35
Contracted Services:		<u>\$3,052.28</u>
	Training	\$3,000.00
	Maintenance	\$52.28
Total:		<u>\$190,808.05</u>



**Florida Department of
Law Enforcement**

Gerald M. Bailey
Commissioner