

RCMP



ROYAL CANADIAN MOUNTED POLICE

D.A.R.E.

DRUG ABUSE RESISTANCE EDUCATION

National Client Survey 2007

D.O.C.A.S.



Royal Canadian Mounted Police Gendarmerie royale du Canada

Canada

ACKNOWLEDGEMENTS

The Drugs and Organized Crime Awareness Service (D.O.C.A.S.) would like to thank Dr. Charles Curtis (British Columbia) for his review, comments and table formats, and Alexa Thompson (Nova Scotia) for her objective review of the data presented in the “Analysis of the Drug Abuse Resistance Education (D.A.R.E.)” of the National Client Survey 2007 report.

D.O.C.A.S. would also like to thank the Ontario Provincial Police, Edmonton Police Service and the Halton Regional Police Service for their participation and contributions to the D.A.R.E Client Survey.



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EXECUTIVE SUMMARY

The R.C.M.P. Drugs and Organized Crime Awareness Service (D.O.C.A.S.), in partnership with the R.C.M.P. Planning and Strategy Management Unit, developed a client survey of the Drug Abuse Resistance Education Program (D.A.R.E.) for students, parents, teachers, principals and detachment commanders. This is the first ever Canadian client survey of the D.A.R.E. Program.

This survey does not constitute a scientific research project or program evaluation. It is not intended as a rigorous investigation of the D.A.R.E. program; rather, it is designed to gather information about stakeholders' perceptions of the program's importance in their communities.

The new D.A.R.E. Elementary Program consists of 10 lessons taught by specially trained, uniformed police officers who use interactive teaching strategies to equip Grade 5 and 6 students with the knowledge, attitude and decision-making skills necessary to resist drug use and avoid violence. This revised program was developed by D.A.R.E. America.

In November 2006, D.O.C.A.S. Coordinators and Provincial D.A.R.E. Coordinators distributed the client surveys to active D.A.R.E. Officers representing Canadian Police agencies, Military, Tribal Police, Fisheries and Custom Officers.

Each division and province was assigned a specific number of schools to solicit. These are indicated in the "Survey Distribution" chart on page five. Each recruited D.A.R.E. Officer was asked to:

1. Distribute the surveys to two D.A.R.E. classes and their respective parents, teachers, principals and detachment commanders and chiefs.
2. Collect the completed surveys and return them to their Division D.O.C.A.S. or D.A.R.E. Coordinator.

The client survey presents an extremely positive view of the program from the standpoint of students, parents, teachers, principals and detachment commanders.

SURVEY DISTRIBUTION

The following chart illustrates the target numbers for each division and province.

PROVINCE	PROJECTED NUMBER OF SCHOOLS	ACTUAL NUMBER OF SCHOOLS
British Columbia	80	77
Alberta	80	37
Yukon	7	4
Northwest Territories	7	0
Nunavut	6	0
Saskatchewan	25	28
Manitoba	20	7
Ontario	80	28
Nova Scotia	10	1
New Brunswick	10	8
Prince Edward Island	10	10
Newfoundland	15	21
TOTAL	350	221

SUMMARY OF CLIENT SURVEYS PER DIVISION AND AGENCY

	E	M	K	V	G	F	D	H	J	L	B	O.P.P.	Halton	Total
Students	2058	49	892			393	141	37	456	170	415	202	563	5376
Parents	1099	30	428			187	100	37	320	91	212	84	507	3095
Teachers	85	5	49			24	6	2	22	14	20	15	42	284
Principals	86	4	27			16	4	2	9	7	19	11	17	202
Commanders	33	4	23			11	3	0	6	4	13	5	0	102
TOTAL	3361	92	1419	0	0	631	254	78	813	286	679	317	1129	9059

| SUBJECTS AND CLIENT GROUPS

The survey subjects include Grade 5 and 6 students who have attended the revised D.A.R.E. Elementary Program during the 2005-06 school year, as well as their parents, teachers and principals. The client groups were divided into five sections:

1. **Student Survey** — The student survey targeted two Grade 5 and 6 classes from each participating school that had hosted the D.A.R.E. elementary school curriculum in the 2005-06 school year.
2. **Parent Survey** — The parent survey targeted parents whose children had completed the D.A.R.E. elementary curriculum in the past 12 months.
3. **Teacher Survey** — The teacher survey targeted teachers who have hosted the D.A.R.E. Program in their classrooms.
4. **Principal Survey** — The principal survey targeted principals who have hosted the D.A.R.E. Program in their schools.
5. **Detachment Commander Survey** — The detachment commander survey targeted Detachment Commanders who offer the D.A.R.E. Program in their jurisdictions.

| INSTRUMENTS:

Five questionnaires consisting of both closed-response and open-ended items were developed for the survey. The documents accompanying the questionnaires did not include information concerning the questionnaire development, or the validity and reliability of data.

| METHODOLOGY:

In November 2006, the Student Survey was administered in participating schools by Grade 5 and 6 teachers whose students had attended the new D.A.R.E. Elementary Program the previous school year. These same students also received copies of the Parent Survey accompanied by a letter of transmittal, to take home to their parents for completion. Additionally, questionnaires were given to teachers whose classes attended the D.A.R.E. Elementary Program the preceding school year, as well as to principals involved in the study.

D.A.R.E. Officers were also asked to have their respective Detachment Commanders complete the Detachment Commander survey.

LIST OF QUESTIONS FOR THE D.A.R.E. NATIONAL SURVEY

STUDENT SURVEY

1. The D.A.R.E. officer showed me respect.
2. I like the D.A.R.E. Officer being at my school.
3. The D.A.R.E. program has helped me learn about drugs, alcohol and tobacco.
4. I have talked with my family about what I learned in D.A.R.E.
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.
6. D.A.R.E. has helped me decide against using drugs in the future.

PARENT SURVEY

1. I was aware that my child was taking the D.A.R.E. Program.
2. My child enjoyed participating in the D.A.R.E. Program.
3. The D.A.R.E. Officer showed respect to my child.
4. My child liked the D.A.R.E. Officers' presence at the school.
5. The D.A.R.E. Officer is a positive role model.
6. The D.A.R.E. Program had a positive impact on my child.
7. My child talked at home about how they will make decisions about drugs, alcohol and tobacco use.
8. My child benefitted from the D.A.R.E. Program.
9. My child talked at home as a result of the D.A.R.E. Program's influence.

TEACHER SURVEY

1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.
2. The D.A.R.E. Program was presented to my students at an age- appropriate level.
3. I believe the D.A.R.E. Program material has had a positive effect on my students.
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.

5. I believe the police are the appropriate professionals to deliver the D.A.R.E. Program.

6. The D.A.R.E. Officer developed a positive rapport with my students.

PRINCIPAL SURVEY

1. My students were receptive to the D.A.R.E. program.
2. Parents of D.A.R.E. students were supportive of the program.
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.
4. We chose the D.A.R.E. Program over other possible prevention programs.
5. Having D.A.R.E. facilitated by a police officer made it more effective.
6. The D.A.R.E. Officer showed respect to the students.
7. The D.A.R.E. Officer was a positive role model.
8. The D.A.R.E. Program had a positive impact on my students.
9. My school benefitted from the D.A.R.E. Officers' presence in the school.

DETACHMENT COMMANDER SURVEY

1. I believe D.A.R.E. benefits both the community and the police.
2. The D.A.R.E. Program is active in my detachment or district.
3. The D.A.R.E. Program is in demand in my detachment or district.
4. I do not have the capacity to deliver the D.A.R.E. Program
5. There is value for my detachment or district in delivering the D.A.R.E. Program
6. The members of my detachment or district are asking to be D.A.R.E. Program Officers.
7. I have enough D.A.R.E.-trained members to deliver the program in my detachment or district.

**PERCENTAGES OF POSITIVE AND NEGATIVE RESPONSES
TO THE D.A.R.E. PROGRAM'S EFFECTS ON STUDENTS**

GROUPS	ITEMS	PERCENTAGE OF POSITIVE RESPONSES	PERCENTAGE OF NEGATIVE RESPONSES
Students	3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	95 (4532/4751)	2 (73/4751)
	5. At D.A.R.E., I learned new ways of making decisions about drugs, alcohol and tobacco use.	93 (4954/5301)	2 (113/5301)
	6. D.A.R.E. has helped me decide against using drugs in the future.	95 (5031/5293)	1 (78/5293)
Parents	6. The D.A.R.E. Program had a positive impact on my child.	96 (2932/3043)	1 (18/3043)
	8. My child benefitted from the D.A.R.E. Program.	96 (2918/3038)	1 (21/3038)
Teachers	3. I believe the D.A.R.E. Program material has had a positive effect on my students.	96 (270/281)	2 (5/280)
	4. I can see a difference in student attitudes toward drugs and drug abuse since the D.A.R.E. training.	80 (217/272)	1 (4/272)
Principals	8. The D.A.R.E. Program had a positive impact on my school's students.	96 (2918/3038)	1 (21/3038)

Percentages are rounded off in the above chart.

**PERCENTAGES OF POSITIVE AND NEGATIVE RESPONSES
TO POLICE OFFICERS AS D.A.R.E. INSTRUCTORS**

GROUPS	ITEMS	PERCENTAGE OF POSITIVE RESPONSES	PERCENTAGE OF NEGATIVE RESPONSES
Students	1. The D.A.R.E. Officer showed me respect.	96 (5136/5337)	1 (55/5337)
	2. I liked the D.A.R.E. Officers being at my school.	89 (4771/5336)	2 (96/5336)
Parents	3. The D.A.R.E. Officer showed respect to my child.	95 (2874/3030)	0 (15/3030)
	4. My child liked the D.A.R.E. Officer's presence at the school.	95 (2894/3036)	1 (19/30306)
	5. The D.A.R.E. Officer is a positive role model.	96 (2962/3040)	1 (19/3040)
Teachers	5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	97 (272/280)	1 (3/280)
	6. The D.A.R.E. Officer developed a positive rapport with my students.	98 (273/280)	2 (5/280)
Principals	5. The D.A.R.E. Program is more effective when facilitated by a police officer than by another professional (e.g. teacher, nurse, counsellor).	96 (192/200)	1 (192/200)
	6. The D.A.R.E. Officer showed respect to the students.	99 (198/200)	1 (1/200)
	7. The D.A.R.E. Officer was a positive role model.	99 (197/200)	1 (2/200)
	9. My school benefitted from the D.A.R.E. Officer's presence in the school.	99 (192/200)	1 (2/200)

SURVEY SUMMARIES

This section contains highlights from the surveys.

STUDENTS:

A total of 5,337 students completed the survey.

- 93% agreed that they learned new ways to make decisions about drugs, alcohol and tobacco use through the D.A.R.E. Program.
- 70% said they have talked with their family about what they learned through D.A.R.E.
- 96% agreed that the D.A.R.E. Officer showed them respect.

(Complete results appear in Appendix A.)

Student comments included:

"I'm very thankful to our D.A.R.E. Officer for teaching us about this great program. Now I know more about drug abuse, alcohol and other dangerous things. It'll help me all my life to make good decisions."

"I personally think they should talk more about other abuse substances, and they should go further in depth."

"Our officer was great because he had to stop his family from these things and most of them went through hard times. He was a very nice and fun person, and I hope he never changes."

"It would be better if D.A.R.E. was more than one day a week."

"I have a suggestion for classes in the future: I think they should have games that the whole D.A.R.E. class does together that have to do with drugs and alcohol."

"The D.A.R.E. Officers should not smoke cigarettes."

"I didn't learn too much through the D.A.R.E. Program—most of it I already knew. It was boring for me, that's why I do not have many memories of it. We played some fun games but I think there should have been more activities."

"The reason that the D.A.R.E. Program didn't help me make better choices about drugs and tobacco is because my family always discusses drugs and tobacco use at home—why I shouldn't do them and ways to say no."

"The D.A.R.E. Officers tell you lies sometimes. Marijuana isn't that bad. You don't lose your memory—you can remember things just fine—and if it's so illegal, why can doctors prescribe it? It takes away your headaches and it makes you happy when you're sad. Sure, the stuff from the streets may be laced, but be smart and know your weed! I'm not encouraging kids to smoke weed, I'm just telling the truth."

"The D.A.R.E. Officers say that everything on earth has a point, so if God put weed, cocaine and tobacco on this earth isn't it because he wants us to use it? Cops say all types of drugs are illegal and will kill you, but doctors are prescribing weed to people! And it was supposed to be legalized last year. I have a lot more to say but I don't think you care because I'm just a kid!"

What did students say they liked best about the D.A.R.E. Program?

"It teaches me and the other kids what is bad and what is good for our lives. Thank you for having this idea; I have learnt a lot."

"The D.A.R.E. Officers showed me respect. They taught me new ways of making decisions about drugs and alcohol. They answered our questions respectfully and threw us a party at the end."

"What I liked best about the D.A.R.E. Program was that it was interactive: we got to learn many things from the police officers that came to our class. They explained many things about drug and alcohol abuse. It has taught me what not to do when I grow up."

What did students say they liked least about the D.A.R.E. Program?

"I didn't like how the program was so short."

"The homework."

“Doing skits.”

“I did not like that everybody had to speak in front of a lot of people if they didn’t want to. But I liked the D.A.R.E. Program—I learned a lot and had fun doing all the activities.”

PARENTS:

A total of 3,050 parents completed the parent survey.

- 88% said their child spoke at home about how they will make future decisions about drugs.
- 96% agreed their child spoke at home as a result of the D.A.R.E. Program’s influence.
- 96% agreed that the D.A.R.E. Program had a positive impact on their child.

(Complete results appear in Appendix B.)

Parent comments included:

“This was our fourth child to graduate from the D.A.R.E. Program. I think it is a fantastic program with long-lasting positive effects on the students. Thank you for providing it.”

“I believe the D.A.R.E. Program is very important. It opens doors for conversations at home and, more importantly, stresses when to have them—before it’s too late. Thank you.”

“This is our second child to complete the D.A.R.E. Program, and we still have another who will attend. Our first, now almost 16 years old, still benefits from what was taught. This program is a necessity for our children.”

“I believe the D.A.R.E. Program is very good for kids. Our child spoke often of what he learned in class, giving us many opportunities to speak as a family about the subject. In the past we have often thought about speaking with him but believed he was too young to understand. Instead we learned he was very aware of drug use in the community and taught us things we didn’t know.”

“As a result of the D.A.R.E. Program my child came home, asked me to quit smoking and told me things I did not know. I hope after this program she will think twice about

using tobacco, drugs or alcohol. I wish I had had this program when I was younger as I was my daughter’s age when I started smoking.”

“I feel this program is very much appreciated in the schools. I’m appreciative that D.A.R.E. takes the time to make children aware of drugs—especially street drugs—since I myself am quite naïve in this area. I hope the program continues to be part of our schools.”

“I cannot stress enough my satisfaction with and appreciation for the D.A.R.E. Program. Each of the questionnaire questions were easy to answer when I considered the D.A.R.E. Program’ positive impact on my family. Of my three children, only the oldest has not attended the program, and he is also the only one who has exhibited any negative behaviour in the areas D.A.R.E. covers. If I could turn back the clock, I would. My other two children are as prepared as any parent could want for the challenges waiting for them in their teenage and young adult years. My 16 year-old’s behaviour is proof that D.A.R.E. arms students against the drug challenges lying ahead. Thank you so very much.”

“My child learned a ton of valuable information and is much more knowledgeable about drugs, their effects and peer pressure. This program elicited a lot of important conversations within our household. The grad ceremony was very touching!”

“Please keep up the good work with the children. Kids learn from good teaching—the choices they make are usually good choices based on the teachings they get from D.A.R.E. Officers. Most kids will say no to drugs when they are taught the right way, and I believe the D.A.R.E. Officers are teaching and doing the right thing to get the kids’ attention and remember what they have learnt.”

“I believe this program is beneficial to anyone taking it. As parents it is sometimes hard for us to discuss certain topics with our children without becoming emotionally involved with concern and fear. Also, children may not take their parents seriously, thinking they are just trying to stop them from having fun. But as authority figures with unbiased relationships with students, as well as experience, documentation and knowledge about drugs and alcohol, officers tend to be taken more seriously. D.A.R.E. Officers fill a very important gap in our children’s education, and I sincerely thank them. You have

given our children a voice of independence and reason amidst their peers so they can use their knowledge to back their choices not to partake in unsafe practices or give in to peer pressure. My child looked forward to each class with the D.A.R.E. Officer—as did I. It is now with ease that we bring up topics relating to drugs and alcohol abuse, or concerns over friends or family that may be involved with them. Thank you for making a great program available to my child.”

“Developing a strong connection between our young people and their community is important. The relationship established between the D.A.R.E. Officer and the children through the program creates a foundation of trust and mutual respect. This relationship is essential as the children become teenagers and young adults.”

“The D.A.R.E. Program opened the door for parents to communicate and discuss drugs with their children. This is an important part of a strong parent/child relationship. Parents have a strong influence on their children, whether they realize it or not. Thank you for helping make the process positive.”

“My child did not come home with much feedback—positive or negative. The program may need stronger impact to leave a bigger impression. Thank you for your ongoing work.”

“It was disconcerting to hear the reports of alcohol consumption by police officers at their place of work. Such behaviour by police officers is not in keeping with the values taught in the D.A.R.E. Program. This sends mixed messages to our children.”

“I had no idea that she was taking the D.A.R.E. Program—no material was sent home. I would have liked to know exactly what she was learning so we could talk about it at home.”

“My son has a reading disability and should have been better prepared for the reading and speaking in the end ceremony.”

“My child’s comments at home about the D.A.R.E. Program were a direct result of my questions about it. I believe that if I hadn’t asked, he probably wouldn’t have volunteered any information.”

“The D.A.R.E. Program focused heavily on smokers. Children were taught smokers were losers and would die. (They may not have been taught this, but that is what they perceived.) In our home, both parents smoke, Grandma smokes, uncles and aunts smoke. All are successful people and some are very old. If the smoking message is perceived to be a lie, the children will be apt to test the boundaries of the other messages as well. I went to hear the winning essay read aloud. Frankly, I was offended, and my child was embarrassed to be associated with us. Was that the point of the program? Don’t get me wrong—I pray our kids won’t fall into the smoking trap, but your approach needs work. In some cases it may be causing more harm than good.”

“We should have been notified. We don’t think they even touched on the real serious issues surrounding drugs. My daughter did not hear about ecstasy, crystal meth, crack cocaine. It sounds like they had a nice chat. These kids need to know how to make the right decisions and support each other. Date drugs were not mentioned. You need to talk about the hard drugs. My daughter did not hear how addictive some of these drugs are. The documentary that was done about downtown Vancouver should have been used.”

“In our family, we prepared for the graduation day for weeks—my daughter prepared with specially decorated cards. The day of the graduation, we got a call from the school: graduation cancelled; rescheduled for tomorrow. When I asked the principal what had happened, she told me the officer had a funeral to go to. What funerals get planned so quickly that no one knows about them in advance? My daughter was crying because I could not attend the next day. I have never missed an event for either of my kids. The principal was really upset and apologized to parents on behalf of the officer (who did not say sorry). People who are selected for this job should be reliable and sincere. Last year, my son’s D.A.R.E.’s Officer was unbelievably nice to everyone. In the future, I would like to see officers who really like their job. If we can’t trust the police, who can we trust?”

“I looked at the handouts that came home. I am concerned that the completion of the essay plays too high a role in graduating from the D.A.R.E. Program. A child may struggle academically and not have support from home—a high-risk atmosphere for substance abuse—so

they don't complete the essay and don't graduate. They are the ones who need support and encouragement to make wise choices regarding drugs."

"I believe that the D.A.R.E. Program should not be offered to children in Grades 5 and 6. Innocent students are exposed too early, while students with drug-addicted family members are told how horrible their loved-ones are. I don't know the best way to deal with these issues, but I am also not sure this program is the way."

"I do not think that any children should be made to sit out in the hall while the rest of the class is enjoying pizza and new T-shirts, whether they finish the program craft or not."

"Perhaps more emphasis could be placed on the importance of moderate, responsible consumption of alcohol (as adults, of course) rather than on complete abstinence, which is not a very realistic or credible message. Our daughter was left with the impression that a glass of wine with dinner (which her parents enjoy every night!) is somehow harmful and wicked in the same way that taking hard drugs could be. This might be the result of a mistaken perception on her part. But maybe a clearer distinction needs to be made between moderate wine or beer consumption and illegal drugs."

"I am afraid that my child felt that the quality of instruction was quite poor. She said it lacked enthusiasm and was 'blah.' Her understanding is that last year's instructor was more effective. Yet she feels that the overall program was good and the materials were fine."

TEACHERS:

A total of 279 teachers completed the teacher survey.

- 96% believe the D.A.R.E. Program material had a positive effect on their students.
- 96% agreed the D.A.R.E. Program was presented to their students at an age-appropriate level.
- 98% agreed the D.A.R.E. Officer developed a positive rapport with their students.
- 80% agreed they could see a difference in attitudes towards drugs and drug abuse in students who took the D.A.R.E. Program.

(Complete results appear in Appendix C.)

Teacher comments included:

"The D.A.R.E. Program was very informative, offered positive interactions with the R.C.M.P. and opened up opportunities for students to share experiences and ask questions about a topic sometimes not discussed enough at home. The program helps students think ahead about the possible consequences of drugs and alcohol. It provides excellent strategies for avoiding drugs and alcohol."

"Kids learn the facts, not just the opinions of their peers. Students also get the opportunity to see R.C.M.P. members as approachable people, rather than only as enforcement officers. I think that the D.A.R.E. Program is invaluable in a community that is struggling with drug issues."

"Students are provided with the life skills they need to avoid involvement with drugs and alcohol. They are also provided with many opportunities to talk openly and freely with a police officer. This in turn provides students with the opportunity to form a positive bond with a police officer and thus see the police as a helping force."

"An absolutely fantastic program! The D.A.R.E. Program taught my students about awareness and refusal skills. Several students said they now understand how to say no and be prepared. Also, the knowledge base of drugs was presented in a professional manner. The children were honest with what they knew and were amazed by the new facts they learned."

"My officer spent time at recess to get to know the children in the school. The relationship established with a law enforcement officer is priceless. She also drops in periodically to say 'hi' and reinforces the bond with all the children in the school. I believe that this positive relationship with law enforcement will also be a positive influence when the students are faced with tough decisions in the future."

"The D.A.R.E. Program is developing into something better every year. We have the involvement of entire families and this is a real positive. Making a project like a quilt wall hanging with D.A.R.E. grads is useful: they see it as they grow up and finally graduate from Grade 12."

Making final graduation a big party with dinner, pledges, cake and family games has really made the D.A.R.E. objectives a focus in our community.”

“I have been involved in the D.A.R.E. Program for a number of years. I have taught various drug and alcohol education programs over the years and I feel that the D.A.R.E. Program is awesome. Students are actively engaged in their learning and take the program seriously. Thank you for providing such a wonderful program to my students.”

“Personally, I would like to see more of a realistic approach. There are mixed messages out there: when students start hearing from reliable sources that marijuana isn't totally bad—that it's not really addictive and has health benefits for cancer patients, etc.—I worry that the valuable information about it being a gateway drug will somehow be lost. Students may someday come to think that the D.A.R.E. Program was invalid, rather than think that just some parts were presented in a one-sided, scare-tactic way. I think students would be a lot more prepared if they knew the whole story. I think that most of them are mature enough to handle it.”

“I have participated in two different D.A.R.E. Programs with two different officers. Both sets of lessons were positive learning experiences for me and my class. One concern is about language use: one officer was more careful with speech whereas the other did not seem to care. I feel that police officers, as teachers, need to be careful about the language they use.”

PRINCIPALS:

A total of 200 principals completed the survey.

- 96% agreed that the teaching methods of D.A.R.E. were consistent with their own professional values and practices.
- 98% agreed that the D.A.R.E. Officer had a positive impact on their students.
- 96% agreed that having D.A.R.E. facilitated by a police officer makes it more effective.
- 99% agreed their school benefitted from the D.A.R.E. Officer's presence in their school.

(Complete results appear in Appendix D.)

Principal comments included:

“The D.A.R.E. Program was a thought-provoking opportunity for students to ask questions about addictions and drug abuse. Teaching students strategies for saying no in ways that don't negatively impact them takes skill and practice. This is a good beginning.”

“The D.A.R.E. Program gave students a powerful awareness of the devastation the drugs can bring. It provided excellent tools for saying no and making better choices when confronted. A wonderful opportunity to connect with local police officers.”

“It is very difficult to measure the positive impact that the D.A.R.E. Program will have on student drug use. However, one very positive impact is that our students get to interact with the RCMP. These positive interactions will last as the students get into high school. My own 19 year-old daughter still speaks fondly of her elementary school D.A.R.E. Officer.”

“Our students are aware of future challenges. The D.A.R.E. Program gives them an opportunity to be prepared for difficult questions and situations. Students feel a sense of confidence that they can meet these challenges following participation in the D.A.R.E. Program!”

“The D.A.R.E. Program heightened students' pride and self-respect. Many students are truly proud of what they learn through the program. They can 'talk the talk' afterwards so I know that this problem-solving process stays with them.”

“I believe the D.A.R.E. Program has a profound impact on most students. I have heard senior-level students refer back to their D.A.R.E. experiences, so I believe it has a lasting impact. It may not keep them from experimenting, but the knowledge base is essential.”

“The D.A.R.E. Program teaches the correct information about drugs and raises awareness levels at a very impressionable age. However, there needs to be a reinforcement program at the Grade 9 and 10 levels when the peer pressure becomes so much stronger.”

The D.A.R.E. Program in Grade 6 is such a good course, but there needs to be a follow-up program three to four years later.”

“Giving students more tools, skills and awareness is extremely important in today’s changing society. Students are benefitting in so many ways by having community members present programs in addition to teaching staff. There can never be enough of these types of programs.”

“A significant indicator of the success of the program is the person delivering the message. D.A.R.E. Officers must be selected carefully for their abilities to interact with kids.”

“Being a police officer is not the only criterium needed to be an effective D.A.R.E. Officer. Students are quick to pick up on sincerity or on having their questions and concerns deflected. The individual presenting the program must be able to establish a rapport and respect very quickly.”

“The information available is not easy for our autistic students to understand or apply to their own lives. Some method of reaching severely learning-disabled students—who may suffer from pre-natal exposure to drugs and alcohol—would be worthwhile.”

DETACHMENT COMMANDERS:

A total of 102 detachment commanders completed the survey.

- 97% of detachment commanders believe the D.A.R.E. program benefits the community.
- 96% agreed that there is value in their detachment or district delivering the D.A.R.E. Program.
- 26% agreed that they do not have the capacity to deliver the D.A.R.E. Program.

(Complete results appear in Appendix E.)

Detachment Commanders comments included:

“All band chiefs and mayors ask that this program be offered in schools. They request that we expand it into high schools. Support from elected officials attending the graduations is outstanding.”

“The community fully supports this local program and demands the local detachment make it available. The community has donated substantial money to support the program and, after speaking with local teachers and parents, believe it has provided exceptional guidance and support to the youth in the community.”

“As part of our community consultation process, dealing with young people and addictions is a prevalent theme. The police contribution to curbing this trend has been identified by the consultation group in our interactions with the youth and D.A.R.E.”

“We have numerous requests to deliver the program yet we only have one member who is trained and actively instructing. Once you get the program going, members are transferred and the program must stop until another course begins and another member is trained.”

“The D.A.R.E. Program has been well received by the schools and students within this district. We do not, however, have sufficient numbers of trained members to carry out the program in all of our schools due to the large geographical area. Drug abuse has been identified as one of the major policing priorities by both the communities and the student advisory committee.”

“Ft. St. James is a four-year old LDP that is staffed primarily by recruits. What’s difficult is that we train the D.A.R.E. staff, they teach one year and they are then transferred out. I would like to see a decrease in the minimum amount of service needed to obtain D.A.R.E. training.”

“Currently I do not have enough trained instructors to deliver the D.A.R.E. Program without it impacting operations. I technically have three instructors, although two suffer from burn-out and no longer wish to deliver the program. This leaves one new instructor to teach seven classes in five schools. No one else has come forward requesting the training or even expressing an interest in the program. Though the benefits to the detachment is minimal, the program puts us in direct contact with students in a positive way. This short-term benefit is undeniable; the long-term benefit is questionable. I would like to see research done on the long-term effects.”

ANALYSIS OF THE D.A.R.E. NATIONAL CLIENT SURVEY 2007

D.O.C.A.S. sought an outside expert to perform an objective review of the D.A.R.E. client surveys. Alexa Thompson, a Canadian educator, curriculum writer and drug education researcher involved in several Canadian projects dealing with youth and substance abuse prevention, was asked to review the report and provide an analysis of the client survey. This section outlines her assessment.

An analysis of the D.A.R.E. report and survey results indicates that the D.A.R.E. National Client Survey 2007 successfully met its objective of determining its stakeholders' expectations of its programming and trained officers. These stakeholders included students and their parents, teachers and principals from participating schools, and detachment commanders from the R.C.M.P., the O.P.P., and the Halton Regional Police. D.A.R.E.-trained law enforcement officers distributed and collected the questionnaires but did not participate in the survey. In all, 9,059 individuals took part.

PARTICIPATION

The survey aimed to target two classes in each of the 300 schools selected from nine provinces and three territories. In the end, D.A.R.E. reached 74 percent of its target, with 221 schools participating across nine provinces and the Yukon. (No schools were surveyed in the Northwest Territories and Nunavut because there are very few D.A.R.E.-trained officers in these regions. Quebec did not participate as their D.A.R.E. Program is not delivered by R.C.M.P. officers.)

When considering the results, it is obvious that survey participation was not uniform across provinces. Provinces with high participation rates included British Columbia (77/80 targeted schools, or 96%), Saskatchewan (100% participation), New Brunswick (8/10 targeted schools, or 80%), Prince Edward Island (100%) and Newfoundland (15/21 targeted schools, or 71%). By contrast only one in 10 schools in Nova Scotia participated (10%), 28 of 80 in Ontario (35%) and 7 of 20 (35%) in Manitoba.

Overall, responses to the D.A.R.E. Program were overwhelmingly positive, frequently exceeding 90 percent

approval rates among all five stakeholder groups surveyed. Attitudes towards D.A.R.E. Officers were similarly positive, ranging from 89 percent among students (only 2% did not like having an officer in their school; the other 9% declined to express an opinion) to 99 percent among school principals.

RESULTS OF STUDENT SURVEY

A total of 5,337 students took part in the surveys. (Question 3—"The D.A.R.E. Program helped me learn about Drugs, Alcohol and Tobacco"—was omitted from the Halton Student Survey of 563 students at the request of the Halton Regional School District. In addition, Division L in Prince Edward Island did not deliver a student survey to its 170 student participants.)

Students responded very positively to what they learned about drugs, alcohol and tobacco through the D.A.R.E. Program (Question 3—95%). They were equally enthusiastic about the decision-making skills that D.A.R.E. Officers helped them develop (Question 5—93%) and about the program's overall influence on their choice to use drugs in the future (Question 6—95%). Students further agreed that the D.A.R.E. Officers showed them respect (Question 1—96%) and that, on the whole, they liked having a D.A.R.E. Officer in their school (Question 2—89%). Only one percent, or 96 students, did not like having officers in their school. The remaining nine percent, or 469 students, neither agreed nor disagreed.

In response to Question 4, an impressive 70 percent, or 3,700 students, reported speaking with their parents about what they learned in the D.A.R.E. Program. Only 12 percent, or 626 students, did not talk to their parents, while 18 percent, or 974 students, neither agreed nor disagreed. These results are consistent across all divisions. Interestingly, the student response does not mirror the 87 percent of parents surveyed who stated their children did discuss their new D.A.R.E.-acquired knowledge with them.

In terms of comments, many students stated they liked the presentations on drugs, enjoyed the interactive components and wished that the D.A.R.E. Program was

offered more than once a week. One felt uncomfortable taking part in skits while another didn't think it was fair to ask every student to speak in front of the class.

RESULTS OF PARENT SURVEY

A total of 3,050 parents returned completed surveys. Over 95 percent of parents felt D.A.R.E. had a positive effect on their children's attitudes towards drugs and on their children's decision-making skills. They also agreed that the officers respected their children and were the appropriate professionals to deliver the program.

Overall, parents were similarly enthusiastic about their children sharing their thoughts about drug use at home (Question 7—88%) and feeling more comfortable discussing the topic thanks to the D.A.R.E. Program (Question 9—87%). These results were only negatively affected by the percentage of parents who neither agreed nor disagreed with the questions (Question 7—8%; Question 9—9%).

Parents' comments also indicate overall support for the D.A.R.E. Program. Some were grateful that D.A.R.E. provided their children with drug information they didn't know themselves. Others mentioned that the program made it easier for them to approach the topic of drugs with their children.

RESULTS OF TEACHER SURVEY

A total of 284 teachers took part in the surveys. (Since 221 schools participated, this suggests that in most cases, only one class was surveyed, not two.)

Overall, the surveyed teachers expressed very positive feelings about having D.A.R.E. Officers in their classrooms (Question 5—97%; Question 6—98%). Indeed, 96 percent felt that the D.A.R.E. Officers had a positive effect on their class (Question 4), with 80 percent noticing an obvious difference in their students' attitudes towards drugs following the program. Of the remaining 20 percent, only one percent disagreed, and 19 percent neither agreed nor disagreed. These latter results may reflect the fact that up to 11 percent of teachers might have been absent for part of the program (Question 1—89% present, 7% absent, 4% denied comment).

Teachers from divisions E (35%), K (17%) and J (23%), and Halton (15%) expressed the most ambivalence towards the D.A.R.E. Program's impact on their students. However, most of the teachers who did not attend all the D.A.R.E. classes came from these same divisions—E (12%), K (8%), J (14%) and Halton (8%). Though teachers in divisions F (17%) and L (36%) were not present for most of the programming, the survey results indicate that 100 percent of them still felt that D.A.R.E. had a positive impact on their students.

In their comments, teachers spoke favourably about their students' perceptions of police officers following the D.A.R.E. Program. They also felt that the D.A.R.E. Officers effectively delivered information about drugs and enabled students to practice prevention strategies to avoid harmful substances in the future. Finally, they thought that family involvement in the D.A.R.E. graduation party stressed the importance of prevention programming within the school and the community.

RESULTS OF PRINCIPAL SURVEY

Principals showed significant support for the D.A.R.E. Program and Officers, with a full 100 percent agreeing that D.A.R.E. had a positive impact on their school's students. This support is consistent across all divisions and areas, including the O.P.P. and the Halton Regional Police. Principals also felt that D.A.R.E. met their professional standards (96%).

Further investigation is required into the results of Question 4, which asked whether principals chose D.A.R.E. over other available prevention programs. Only 60 percent agreed, while 34 percent neither agreed nor disagreed, and 6 percent disagreed. Most principals in Divisions F (88%), D (100%), K (68%) and B (69%), and Halton (60%) stated they chose D.A.R.E. over other prevention programs. In the remaining divisions, at least 50 percent of principals did not choose—or were ambivalent about choosing—D.A.R.E. over other available programs.

Comments from principals focused on D.A.R.E.'s professional, effective information delivery and its capacity to properly prepare students to make decisions regarding drugs. One principal suggested that D.A.R.E. develop a reinforcement program for Grade 9 and 10 students.

RESULTS OF DETACHMENT COMMANDER SURVEY

A total of 102 detachment commanders completed the survey. (No surveys were received from either H Division in Nova Scotia or Halton Regional Police.)

Over 95 percent of commanders from the participating divisions agreed that the D.A.R.E. Program benefits their communities and reflects positively on their detachments.

Detachment commanders expressed some concern in their responses to Questions 4, 6 and 7. For Question 4, which asked them to evaluate their detachment's capacity to deliver D.A.R.E. programming, 54 percent felt they had the ability whereas 26 percent did not (20% neither agreed nor disagreed). The most confident divisions included Divisions E (24/33, or 73%), M (3/4, or 75%) and B (9/13, or 69%), and the O.P.P. (3/5, or 60%). The divisions that felt least able to deliver programming were L (0/4, or 0%) and F (3/ 11, or 27%).

Question 6 asked commanders to comment on their officers' interest in D.A.R.E. training. In response, 47 percent of commanders stated they have a sufficient number of interested officers, whereas 28 percent stated they do not (26% neither agreed nor disagreed). The divisions with the highest number of interested officers were Divisions D (66%), E (59%), F (54%) and B (53%). Division M (25%) had the least.

Question 7 asked commanders to evaluate whether or not they have a sufficient number of D.A.R.E.-trained officers. Only 41 percent felt they had enough trained officers, while 47 percent felt they did not. In divisions J (67%) and M (75%), and the O.P.P. (80%), more than half of commanders felt they did have a sufficient number of trained officers. By contrast, in Divisions K (60%), F (55%), D (67%), B (54%) and L (50%), more than half of commanders felt they did not have enough trained officers. Division E was split, with 42.5 percent of commanders agreeing, 42.5 percent disagreeing, and 15 percent neither agreeing nor disagreeing.

Notable comments from commanders include requests to extend D.A.R.E. programming to high schools and concerns over the frequent transfers of trained officers in small communities, impairing the sustainability of D.A.R.E. initiatives.

CONCLUSION

The D.A.R.E. Program was overwhelmingly well received by all stakeholders. Overall, participants found the programming and officers exceeded their expectations. In many cases, the D.A.R.E. Officers have become prominent figures and familiar role models in their community's schools.

Despite excellent overall results, a few problem areas must be addressed, including the following issues:

1. Some detachment commanders have expressed concern about their division's ability to consistently deliver the D.A.R.E. Program, due to insufficient numbers of trained officers and lacking interest in D.A.R.E. training.
2. Parents seemed extremely pleased with their children's D.A.R.E.-acquired knowledge and skills. Yet while 86 percent of parents felt that D.A.R.E. encouraged their children to talk about drugs at home, only 70 percent of students said they did discuss drugs with their families after the program. That leaves 30 percent, or over 1,600 students, who did feel more at ease with the topic of substance use as a result of D.A.R.E. This suggests that parent involvement could be further stressed in the program.
3. The principals' survey responses were very encouraging, with over 96 percent agreeing with all the questions. Only Question 4 ("We chose the D.A.R.E. Program over other possible prevention programs") yielded ambiguous responses, with 60 percent agreeing, six percent disagreeing and 33 percent neither agreeing nor disagreeing. This suggests that many principals may be unaware of other available drug prevention programs in their communities.
4. Though most teachers stated that D.A.R.E. officers were the best suited to deliver the D.A.R.E. Program, a small percentage doubted whether the classes would affect their students' future attitudes towards alcohol, drugs and tobacco. To bolster teacher support, D.A.R.E. Officers could further stress the importance of teachers' presence throughout the program. They could also encourage teachers to set up follow-up discussions with their students at the end of the 10-week course period.
5. Some detachment commanders felt they did not have the resources to offer the D.A.R.E. Program in their communities. In these cases, D.A.R.E. Officers should consider training Elders or other commu-

nity leaders to deliver the program. Although 96 percent of school principals agreed that D.A.R.E. programming was most effective when delivered by an R.C.M.P. officer, they might express similar enthusiasm about a respected member of the community if there is no trained officer available.

6. Though students reacted very positively to the D.A.R.E. Program, a few of their comments indicate doubt about their officers' genuine motives and openness to listen. Fortunately, these doubts tend to be isolated, and quickly addressed by the school principal or classroom teacher provided they are notified. Further, D.O.C.A.S. Coordinators carefully screen their program officers to ensure they have the relevant skills to deliver the curriculum and interact with young students in a school setting.

With the national client survey results now available, R.C.M.P. D.A.R.E. Officers, D.O.C.A.S. Coordinators and D.A.R.E. Officers from other agencies can use the report content to improve and expand the existing D.A.R.E. program. Short-term objectives include:

- Discussing the report with the Canadian D.A.R.E. Training Teams and D.A.R.E. Mentors across the

country to determine how training can be enhanced to improve the skills and knowledge of D.A.R.E. Officer candidates.

- Sending copies of the report to frontline D.A.R.E. Officers to encourage them to read the content and learn from clients' perspectives.
- Challenging D.A.R.E. Officers to be sensitive to the needs of their students and work with educators to make program improvements when and where required.

Beyond these short-term goals, D.O.C.A.S. will be hosting the first ever Canadian D.A.R.E. Conference in February 2008. The conference's main objective is to discuss relevant D.A.R.E. issues with policing partners and other Canadian agencies delivering the program. Topics to address include D.A.R.E. training, curricula, program evaluations, best practices and communications efforts. The conference will also give the D.A.R.E. team an opportunity to make specific recommendations and develop appropriate integrated action plans.

These and many other related initiatives will enhance Canada's D.A.R.E. Program and network, and lead to more timely and efficient communication.

APPENDIX A

STUDENT SURVEY SUMMARY

QUESTION	COUNT				PERCENT		
	DISAGREE	NEITHER	AGREE	TOTAL	DISAGREE	NEITHER	AGREE
1. The D.A.R.E. officer showed me respect.	55	146	5136	5337	1	3	96
2. I like the D.A.R.E. Officer being at my school.	96	469	4771	5336	2	9	89
3. The D.A.R.E. program has helped me learn about drugs, alcohol and tobacco.	73	146	4532	4751	2	3	95
4. I have talked with my family about what I learned in D.A.R.E.	626	974	3727	5327	12	18	70
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	113	234	4954	5301	2	4	93
6. D.A.R.E. has helped me decide against using drugs in the future.	78	184	5031	52931	1	3	95

| STUDENT SURVEY BY DIVISION / AGENCY

B Division (Newfoundland and Labrador)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	2	4	409	415
2. I like the D.A.R.E. Officer being at my school.	2	14	399	415
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	1	6	407	414
4. I have talked with my family about what I learned through D.A.R.E.	34	58	322	414
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	3	12	397	412
6. D.A.R.E. has helped me decide against using drugs in the future.	1	8	401	410

D Division (Manitoba)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	2	3	136	141
2. I like the D.A.R.E. Officer being at my school.	4	16	120	140
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	1	7	130	138
4. I have talked with my family about what I learned through D.A.R.E.	43	26	71	140
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	2	8	128	138
6. D.A.R.E. has helped me decide against using drugs in the future.	1	6	134	141

E Division (British Columbia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	21	64	1971	2056
2. I like the D.A.R.E. Officer being at my school.	43	201	1814	2058
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	32	76	1940	2048
4. I have talked with my family about what I learned through D.A.R.E.	187	382	1484	2053
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	47	106	1888	2041
6. D.A.R.E. has helped me decide against using drugs in the future.	32	80	1929	2041

F Division (Saskatchewan)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	0	8	383	393
2. I like the D.A.R.E. Officer being at my school.	2	35	355	392
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	4	5	382	391
4. I have talked with my family about what I learned through D.A.R.E.	45	74	274	393
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	7	11	371	389
6. D.A.R.E. has helped me decide against using drugs in the future.	2	13	374	389

H Division (Nova Scotia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	1	1	35	37
2. I like the D.A.R.E. Officer being at my school.	1	5	31	37
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	1	2	34	37
4. I have talked with my family about what I learned through D.A.R.E.	5	10	22	37
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	1	5	31	37
6. D.A.R.E. has helped me decide against using drugs in the future.	2	3	32	37

Halton

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	4	13	546	563
2. I like the D.A.R.E. Officer being at my school.	7	43	513	563
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	n/a	n/a	n/a	<i>Question omitted for Halton Only.</i>
4. I have talked with my family about what I learned through D.A.R.E.	48	93	420	561
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	7	15	540	562
6. D.A.R.E. has helped me decide against using drugs in the future.	8	12	540	560

J Division (New Brunswick)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	5	16	435	456
2. I like the D.A.R.E. Officer being at my school.	13	44	399	456
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	6	12	435	453
4. I have talked with my family about what I learned through D.A.R.E.	70	70	315	455
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	10	17	427	454
6. D.A.R.E. has helped me decide against using drugs in the future.	5	12	438	455

K Division (Alberta)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	16	25	851	892
2. I like the D.A.R.E. Officer being at my school.	20	74	797	891
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	19	28	840	887
4. I have talked with my family about what I learned through D.A.R.E.	132	187	572	891
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	26	39	822	887
6. D.A.R.E. has helped me decide against using drugs in the future.	23	34	823	880

M Division (Yukon Territory)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	1	3	45	49
2. I like the D.A.R.E. Officer being at my school.	4	8	37	49
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	7	3	39	49
4. I have talked with my family about what I learned through D.A.R.E.	10	11	27	48
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	5	5	38	48
6. D.A.R.E. has helped me decide against using drugs in the future.	3	4	41	48

O.P.P. (Ontario Provincial Police)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. The D.A.R.E. Officer showed me respect.	1	6	195	202
2. I like the D.A.R.E. Officer being at my school.	1	32	169	202
3. The D.A.R.E. Program has helped me learn about drugs, alcohol and tobacco.	3	6	192	201
4. I have talked with my family about what I learned through D.A.R.E.	25	44	133	202
5. Through D.A.R.E., I learned new ways of making decisions about the use of drugs, alcohol and tobacco.	4	15	183	202
6. D.A.R.E. has helped me decide against using drugs in the future.	3	12	185	200

APPENDIX B

PARENT SURVEY SUMMARY

QUESTION	COUNT				PERCENT		
	DISAGREE	NEITHER	AGREE	TOTAL	DISAGREE	NEITHER	AGREE
1. I was aware that my child was taking the D.A.R.E. Program.	52	22	2976	3050	2	1	98
2. My child enjoyed participating in the D.A.R.E. Program.	32	101	2913	3046	1	3	96
3. The D.A.R.E. Officer showed respect to my child.	15	141	2874	3030	0	5	95
4. My child liked the D.A.R.E. Officers' presence at the school.	19	123	2894	3036	1	4	95
5. The D.A.R.E. Officer is a positive role model.	19	59	2962	3040	1	2	97
6. The D.A.R.E. Program had a positive impact on my child.	18	93	2932	3043	1	3	96
7. My child talked at home about how they will make decisions about drugs, alcohol and tobacco use.	116	243	2679	3038	4	8	88
8. My child benefitted from the D.A.R.E. Program.	21	99	2918	3038	1	3	96
9. My child talked at home as a result of the D.A.R.E. Program's influence.	101	283	2640	3024	3	9	87

| PARENT SURVEY BY DIVISION / AGENCY

B Division (Newfoundland and Labrador)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	3	0	208	211
2. My child enjoyed participating in the D.A.R.E. Program.	2	2	206	210
3. The D.A.R.E. Officer showed respect to my child.	1	3	204	208
4. My child liked the D.A.R.E. Officers' presence at the school.	1	1	206	208
5. The D.A.R.E. Officer is a positive role model.	1	4	203	208
6. The D.A.R.E. Program had a positive impact on my child.	1	7	202	210
7. My child talked at home of how they will make decisions about drugs.	4	15	191	210
8. My child benefitted from the D.A.R.E. Program.	1	6	203	210
9. My child talked at home as a result of the D.A.R.E. Program's influence.	3	15	190	208

D Division (Manitoba)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	2	2	95	99
2. My child enjoyed participating in the D.A.R.E. Program.	1	4	94	99
3. The D.A.R.E. Officer showed respect to my child.	0	3	94	97
4. My child liked the D.A.R.E. Officers' presence at the school.	1	7	91	99
5. The D.A.R.E. Officer is a positive role model.	0	2	97	99
6. The D.A.R.E. Program had a positive impact on my child.	0	4	95	99
7. My child talked at home of how they will make decisions about drugs.	8	18	72	98
8. My child benefitted from the D.A.R.E. Program.	1	2	95	98
9. My child talked at home as a result of the D.A.R.E. Program's influence.	5	19	74	98

E Division (British Columbia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	22	9	1066	1097
2. My child enjoyed participating in the D.A.R.E. Program.	12	48	1037	1097
3. The D.A.R.E. Officer showed respect to my child.	4	49	1038	1091
4. My child liked the D.A.R.E. Officers' presence at the school.	3	51	1037	1091
5. The D.A.R.E. Officer is a positive role model.	6	24	1062	1092
6. The D.A.R.E. Program had a positive impact on my child.	7	36	1052	1095
7. My child talked at home of how they will make decisions about drugs.	44	86	961	1091
8. My child benefitted from the D.A.R.E. Program.	7	44	1044	1095
9. My child talked at home as a result of the D.A.R.E. Program's influence.	36	105	946	1087

F Division (Saskatchewan)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	1	0	184	185
2. My child enjoyed participating in the D.A.R.E. Program.	1	4	179	184
3. The D.A.R.E. Officer showed respect to my child.	0	17	166	183
4. My child liked the D.A.R.E. Officers' presence at the school.	1	12	171	184
5. The D.A.R.E. Officer is a positive role model.	0	4	181	185
6. The D.A.R.E. Program had a positive impact on my child.	0	8	176	184
7. My child talked at home of how they will make decisions about drugs.	5	25	154	184
8. My child benefitted from the D.A.R.E. Program.	0	5	178	183
9. My child talked at home as a result of the D.A.R.E. Program's influence.	4	24	155	183

H Division (Nova Scotia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	2	0	35	37
2. My child enjoyed participating in the D.A.R.E. Program.	0	2	35	37
3. The D.A.R.E. Officer showed respect to my child.	0	2	34	36
4. My child liked the D.A.R.E. Officers' presence at the school.	0	4	33	37
5. The D.A.R.E. Officer is a positive role model.	0	1	36	37
6. The D.A.R.E. Program had a positive impact on my child.	0	4	33	37
7. My child talked at home of how they will make decisions about drugs.	3	5	29	37
8. My child benefitted from the D.A.R.E. Program.	0	2	35	37
9. My child talked at home as a result of the D.A.R.E. Program's influence.	2	9	26	37

Halton

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	6	3	497	506
2. My child enjoyed participating in the D.A.R.E. Program.	7	16	482	505
3. The D.A.R.E. Officer showed respect to my child.	6	20	478	504
4. My child liked the D.A.R.E. Officers' presence at the school.	7	14	484	505
5. The D.A.R.E. Officer is a positive role model.	6	6	494	506
6. The D.A.R.E. Program had a positive impact on my child.	6	7	492	505
7. My child talked at home of how they will make decisions about drugs.	20	35	451	506
8. My child benefitted from the D.A.R.E. Program.	7	7	491	505
9. My child talked at home as a result of the D.A.R.E. Program's influence.	19	41	445	505

J Division (New Brunswick)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	6	5	308	319
2. My child enjoyed participating in the D.A.R.E. Program.	4	12	303	319
3. The D.A.R.E. Officer showed respect to my child.	2	24	292	318
4. My child liked the D.A.R.E. Officers' presence at the school.	3	18	298	319
5. The D.A.R.E. Officer is a positive role model.	3	10	306	319
6. The D.A.R.E. Program had a positive impact on my child.	2	10	306	318
7. My child talked at home of how they will make decisions about drugs.	15	15	290	320
8. My child benefitted from the D.A.R.E. Program.	2	14	302	318
9. My child talked at home as a result of the D.A.R.E. Program's influence.	12	27	280	319

K Division (Alberta)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	9	3	416	428
2. My child enjoyed participating in the D.A.R.E. Program.	3	11	413	427
3. The D.A.R.E. Officer showed respect to my child.	1	21	404	426
4. My child liked the D.A.R.E. Officers' presence at the school.	2	15	410	427
5. The D.A.R.E. Officer is a positive role model.	2	7	417	426
6. The D.A.R.E. Program had a positive impact on my child.	1	14	412	427
7. My child talked at home of how they will make decisions about drugs.	13	35	376	424
8. My child benefitted from the D.A.R.E. Program.	2	13	410	425
9. My child talked at home as a result of the D.A.R.E. Program's influence.	14	38	369	412

L Division (Prince Edward Island)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	1	0	90	91
2. My child enjoyed participating in the D.A.R.E. Program.	0	1	90	91
3. The D.A.R.E. Officer showed respect to my child.	0	2	89	91
4. My child liked the D.A.R.E. Officers' presence at the school.	0	2	88	90
5. The D.A.R.E. Officer is a positive role model.	0	0	91	91
6. The D.A.R.E. Program had a positive impact on my child.	0	2	89	91
7. My child talked at home of how they will make decisions about drugs.	4	6	81	91
8. My child benefitted from the D.A.R.E. Program.	0	3	88	91
9. My child talked at home as a result of the D.A.R.E. Program's influence.	3	9	77	89

M Division (Yukon Territory)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	1	0	29	30
2. My child enjoyed participating in the D.A.R.E. Program.	1	3	26	30
3. The D.A.R.E. Officer showed respect to my child.	0	1	29	30
4. My child liked the D.A.R.E. Officers' presence at the school.	0	3	27	30
5. The D.A.R.E. Officer is a positive role model.	0	2	28	30
6. The D.A.R.E. Program had a positive impact on my child.	0	3	27	30
7. My child talked at home of how they will make decisions about drugs.	0	2	28	30
8. My child benefitted from the D.A.R.E. Program.	0	2	28	30
9. My child talked at home as a result of the D.A.R.E. Program's influence.	1	3	26	30

O.P.P. (Ontario Provincial Police)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was aware that my child was taking the D.A.R.E. Program.	1	0	83	84
2. My child enjoyed participating in the D.A.R.E. Program.	1	0	83	84
3. The D.A.R.E. Officer showed respect to my child.	1	1	80	82
4. My child liked the D.A.R.E. Officers' presence at the school.	1	0	82	83
5. The D.A.R.E. Officer is a positive role model.	1	0	83	84
6. The D.A.R.E. Program had a positive impact on my child.	1	3	80	84
7. My child talked at home of how they will make decisions about drugs.	2	5	77	84
8. My child benefitted from the D.A.R.E. Program.	1	1	82	84
9. My child talked at home as a result of the D.A.R.E. Program's influence.	2	3	79	84

APPENDIX C

TEACHER SURVEY SUMMARY

QUESTION	COUNT				PERCENT		
	DISAGREE	NEITHER	AGREE	TOTAL	DISAGREE	NEITHER	AGREE
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	19	12	248	279	7	4	89
2. The D.A.R.E. Program was presented to my students at an age- appropriate level.	7	3	267	277	3	1	96
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	5	6	270	281	2	2	96
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	4	51	217	272	1	19	80
5. I believe the police are the appropriate professionals to deliver the D.A.R.E. Program.	3	5	272	280	1	2	97
6. The D.A.R.E. Officer developed a positive rapport with my students.	5	2	273	280	2	1	98

| TEACHER SURVEY BY DIVISION / AGENCY

B Division (Newfoundland and Labrador)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	0	1	19	20
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	0	20	20
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	20	20
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	2	18	20
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	20	20
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	20	20

D Division (Manitoba)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	0	0	6	6
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	0	6	6
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	6	6
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	0	6	6
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	6	6
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	6	6

E Division (British Columbia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	9	1	74	84
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	3	2	76	81
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	2	5	78	85
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	1	27	51	79
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	2	4	78	84
6. The D.A.R.E. Officer developed a positive rapport with my students.	1	1	82	84

F Division (Saskatchewan)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	1	4	19	24
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	0	24	24
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	24	24
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	0	24	24
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	24	24
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	24	24

H Division (Nova Scotia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	0	0	2	2
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	0	2	2
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	2	2
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	0	2	2
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	2	2
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	2	2

Halton

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	2	1	37	40
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	1	0	40	41
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	1	0	40	41
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	6	33	39
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	41	41
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	1	40	41

J Division (New Brunswick)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	3	0	19	22
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	1	0	21	22
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	1	0	21	22
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	1	4	17	22
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	1	0	21	22
6. The D.A.R.E. Officer developed a positive rapport with my students.	1	0	21	22

K Division (Alberta)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	3	1	45	49
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	2	0	47	49
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	1	1	47	49
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	1	7	40	48
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	49	49
6. The D.A.R.E. Officer developed a positive rapport with my students.	3	0	46	49

L Division (Prince Edward Island)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	1	4	9	14
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	1	13	14
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	14	14
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	3	11	14
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	14	14
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	14	14

M Division (Yukon Territory)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	0	0	5	5
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	0	5	5
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	5	5
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	0	1	4	5
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	0	5	5
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	5	5

O.P.P. (Ontario Provincial Police)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I was present for most of the D.A.R.E. classes and observed the program delivery and student response.	0	0	15	15
2. The D.A.R.E. Program was presented to my students at an age-appropriate level.	0	0	15	15
3. I believe the D.A.R.E. Program material has had a positive effect on my students.	0	0	15	15
4. I can see a difference in attitudes toward drug and alcohol abuse in students who took the D.A.R.E. Program.	1	1	13	15
5. The police are the appropriate professionals to deliver the D.A.R.E. Program.	0	1	14	15
6. The D.A.R.E. Officer developed a positive rapport with my students.	0	0	15	15

APPENDIX D

PRINCIPAL SURVEY SUMMARY

QUESTION	COUNT				PERCENT		
	DISAGREE	NEITHER	AGREE	TOTAL	DISAGREE	NEITHER	AGREE
1. My students were receptive to the D.A.R.E. program.	1	0	199	200	1	0	100
2. Parents of D.A.R.E. students were supportive of the program.	1	5	193	199	1	3	97
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	2	6	190	198	1	3	96
4. We chose the D.A.R.E. Program over other possible prevention programs.	12	65	116	193	6	34	60
5. Having D.A.R.E. facilitated by a police officer made it more effective.	1	7	192	200	1	4	96
6. The D.A.R.E. Officer showed respect to the students.	1	1	198	200	1	1	99
7. The D.A.R.E. Officer was a positive role model.	2	1	197	200	1	1	99
8. The D.A.R.E. Program had a positive impact on my students.	1	3	191	195	1	2	98
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	2	0	192	194	1	0	99

| PRINCIPAL SURVEY BY DIVISION / AGENCY

B Division (Newfoundland and Labrador)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	19	19
2. Parents of D.A.R.E. students were supportive of the program.	0	0	19	19
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	19	19
4. We chose the D.A.R.E. Program over other possible prevention programs.	0	6	13	19
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	2	17	19
6. The D.A.R.E. Officer showed respect to the students.	0	0	19	19
7. The D.A.R.E. Officer was a positive role model.	0	0	19	19
8. The D.A.R.E. Program had a positive impact on my students.	0	1	16	17
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	1	16	17

Division D (Manitoba)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	4	4
2. Parents of D.A.R.E. students were supportive of the program.	0	0	4	4
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	4	4
4. We chose the D.A.R.E. Program over other possible prevention programs.	0	0	4	4
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	0	4	4
6. The D.A.R.E. Officer showed respect to the students.	0	0	4	4
7. The D.A.R.E. Officer was a positive role model.	0	0	4	4
8. The D.A.R.E. Program had a positive impact on my students.	0	0	4	4
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	4	4

Division E (British Columbia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	86	86
2. Parents of D.A.R.E. students were supportive of the program.	0	1	84	85
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	4	82	86
4. We chose the D.A.R.E. Program over other possible prevention programs.	7	33	44	84
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	3	83	86
6. The D.A.R.E. Officer showed respect to the students.	0	0	86	86
7. The D.A.R.E. Officer was a positive role model.	0	0	86	86
8. The D.A.R.E. Program had a positive impact on my students.	0	2	84	86
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	2	84	86

Division F (Saskatchewan)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	16	16
2. Parents of D.A.R.E. students were supportive of the program.	0	0	16	16
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	16	16
4. We chose the D.A.R.E. Program over other possible prevention programs.	0	2	14	16
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	0	16	16
6. The D.A.R.E. Officer showed respect to the students.	0	0	16	16
7. The D.A.R.E. Officer was a positive role model.	0	0	16	16
8. The D.A.R.E. Program had a positive impact on my students.	0	0	16	16
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	16	16

Division H (Nova Scotia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	2	2
2. Parents of D.A.R.E. students were supportive of the program.	0	0	2	2
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	2	2
4. We chose the D.A.R.E. Program over other possible prevention programs.	0	1	1	2
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	0	2	2
6. The D.A.R.E. Officer showed respect to the students.	0	0	2	2
7. The D.A.R.E. Officer was a positive role model.	0	0	2	2
8. The D.A.R.E. Program had a positive impact on my students.	0	0	2	2
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	2	2

Halton

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	17	17
2. Parents of D.A.R.E. students were supportive of the program.	0	1	16	17
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	17	17
4. We chose the D.A.R.E. Program over other possible prevention programs.	1	5	9	15
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	1	16	17
6. The D.A.R.E. Officer showed respect to the students.	0	0	17	17
7. The D.A.R.E. Officer was a positive role model.	0	0	17	17
8. The D.A.R.E. Program had a positive impact on my students.	0	0	17	17
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	17	17

Division J (New Brunswick)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	1	0	8	9
2. Parents of D.A.R.E. students were supportive of the program.	1	1	7	9
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	1	1	7	9
4. We chose the D.A.R.E. Program over other possible prevention programs.	2	1	6	9
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	1	0	8	9
6. The D.A.R.E. Officer showed respect to the students.	1	1	7	9
7. The D.A.R.E. Officer was a positive role model.	1	1	7	9
8. The D.A.R.E. Program had a positive impact on my students.	1	0	8	9
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	1	0	8	9

K Division (Alberta)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	27	27
2. Parents of D.A.R.E. students were supportive of the program.	0	1	26	27
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	1	0	25	26
4. We chose the D.A.R.E. Program over other possible prevention programs.	1	8	17	26
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	0	27	27
6. The D.A.R.E. Officer showed respect to the students.	0	0	27	27
7. The D.A.R.E. Officer was a positive role model.	1	0	26	27
8. The D.A.R.E. Program had a positive impact on my students.	0	0	27	27
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	27	27

Division L (Prince Edward Island)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	7	7
2. Parents of D.A.R.E. students were supportive of the program.	0	0	7	7
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	6	6
4. We chose the D.A.R.E. Program over other possible prevention programs.	1	4	2	7
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	0	7	7
6. The D.A.R.E. Officer showed respect to the students.	0	0	7	7
7. The D.A.R.E. Officer was a positive role model.	0	0	7	7
8. The D.A.R.E. Program had a positive impact on my students.	0	0	6	6
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	6	6

Division M (Yukon Territory)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	4	4
2. Parents of D.A.R.E. students were supportive of the program.	0	0	4	4
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	1	3	4
4. We chose the D.A.R.E. Program over other possible prevention programs.	0	1	2	3
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	1	3	4
6. The D.A.R.E. Officer showed respect to the students.	0	0	4	4
7. The D.A.R.E. Officer was a positive role model.	0	0	4	4
8. The D.A.R.E. Program had a positive impact on my students.	0	0	3	3
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	3	3

O.P.P. (Ontario Provincial Police)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. My students were receptive to the D.A.R.E. Program.	0	0	11	11
2. Parents of D.A.R.E. students were supportive of the program.	0	1	10	11
3. The D.A.R.E. teaching methods were consistent with our own professional values and practices.	0	0	11	11
4. We chose the D.A.R.E. Program over other possible prevention programs.	0	5	5	10
5. Having D.A.R.E. facilitated by a police officer makes it more effective.	0	0	11	11
6. The D.A.R.E. Officer showed respect to the students.	0	0	11	11
7. The D.A.R.E. Officer was a positive role model.	0	0	11	11
8. The D.A.R.E. Program had a positive impact on my students.	0	0	10	10
9. My school benefitted from the D.A.R.E. Officers' presence in the school.	0	0	10	10

APPENDIX E

DETACHMENT COMMANDER SURVEY SUMMARY

QUESTION	COUNT				PERCENT		
	DISAGREE	NEITHER	AGREE	TOTAL	DISAGREE	NEITHER	AGREE
1. I believe D.A.R.E. benefits both the community and the police.	0	3	99	102	0	3	97
2. The D.A.R.E. Program is active in my detachment or district.	2	2	97	101	2	2	96
3. The D.A.R.E. Program is in demand in my detachment or district.	0	4	97	101	0	4	96
4. I do not have the capacity to deliver the D.A.R.E. Program	55	20	27	102	54	20	26
5. There is value for my detachment or district in delivering the D.A.R.E. Program	2	2	98	102	2	2	96
6. The members of my detachment or district are asking to be D.A.R.E. Program Officers.	28	26	47	101	28	26	47
7. I have enough D.A.R.E.-trained members to deliver the program in my detachment or district.	48	12	42	102	47	12	41

| DETACHMENT COMMANDER SURVEY BY DIVISION / AGENCY

Division B (Newfoundland and Labrador)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	13	13
2. The D.A.R.E. Program is active in my detachment or district.	0	0	13	13
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	13	13
4. I do not have the capacity to deliver the D.A.R.E. Program.	9	0	4	13
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	0	13	13
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	0	4	9	13
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	7	0	6	13

Division D (Manitoba)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	3	3
2. The D.A.R.E. Program is active in my detachment or district.	0	0	3	3
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	3	3
4. I do not have the capacity to deliver the D.A.R.E. Program.	1	2	0	3
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	0	3	3
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	0	1	2	3
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	2	0	1	3

Division E (British Columbia)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	33	33
2. The D.A.R.E. Program is active in my detachment or district.	1	0	31	32
3. The D.A.R.E. Program is in demand in my detachment or district.	0	3	29	32
4. I do not have the capacity to deliver the D.A.R.E. Program.	24	5	4	33
5. There is value in my detachment or district delivering the D.A.R.E. Program.	1	0	32	33
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	7	6	19	32
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	14	5	14	33

Division F (Saskatchewan)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	2	9	11
2. The D.A.R.E. Program is active in my detachment or district.	1	1	9	11
3. The D.A.R.E. Program is in demand in my detachment or district.	0	1	10	11
4. I do not have the capacity to deliver the D.A.R.E. Program.	3	4	4	11
5. There is value in my detachment or district delivering the D.A.R.E. Program.	1	1	9	11
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	5	3	3	11
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	6	3	2	11

Division J (New Brunswick)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	6	6
2. The D.A.R.E. Program is active in my detachment or district.	0	0	6	6
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	6	6
4. I do not have the capacity to deliver the D.A.R.E. Program.	3	1	2	6
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	0	6	6
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	3	0	3	6
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	2	0	4	6

Division K (Alberta)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	1	22	23
2. The D.A.R.E. Program is active in my detachment or district.	0	0	23	23
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	23	23
4. I do not have the capacity to deliver the D.A.R.E. Program.	9	7	7	23
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	1	22	23
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	8	8	7	23
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	14	2	7	23

Division L (Prince Edward Island)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	4	4
2. The D.A.R.E. Program is active in my detachment or district.	0	1	3	4
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	4	4
4. I do not have the capacity to deliver the D.A.R.E. Program.	0	0	4	4
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	0	4	4
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	1	1	2	4
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	2	1	1	4

Division M (Yukon Territory)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	4	4
2. The D.A.R.E. Program is active in my detachment or district.	0	0	4	4
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	4	4
4. I do not have the capacity to deliver the D.A.R.E. Program.	3	0	1	4
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	0	4	4
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	3	0	1	4
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	0	1	3	4

O.P.P. (Ontario Provincial Police)

QUESTION	COUNT			
	DISAGREE	NEITHER	AGREE	TOTAL
1. I believe D.A.R.E. benefits both the community and the police.	0	0	5	5
2. The D.A.R.E. Program is active in my detachment or district.	0	0	5	5
3. The D.A.R.E. Program is in demand in my detachment or district.	0	0	5	5
4. I do not have the capacity to deliver the D.A.R.E. Program.	3	1	1	5
5. There is value in my detachment or district delivering the D.A.R.E. Program.	0	0	5	5
6. The members of my detachment or district are asking to be D.A.R.E. Program instructors.	1	3	1	5
7. I have enough D.A.R.E. trained members to deliver the program in my detachment or district.	1	0	4	5

