

# Replacing D.A.R.E.

## Reality Based Drug and Alcohol Education

Quinn Cordo, Michelle Williams, Daly Santana  
School of Social Work



UNIVERSITY  
OF MINNESOTA  
Driven to Discover<sup>SM</sup>

School of Social Work

COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

### Background

#### DARE Project in Rosemount

The City of Rosemount has a high school of approximately 2000 students. Until recently, Rosemount Police Department supported the D.A.R.E. program to educate young people about drug and alcohol use. In 2001, the U.S. Department of Education removed DARE from its list of evidence-based programs, citing several studies that demonstrated the program had little to no effect on limiting drug and alcohol use, and may actually increase use among participants. The City requested through RCP to find alternative options that have been proven to be effective and are currently in use. The overall goal was to find a program that could be implemented at Rosemount High School.



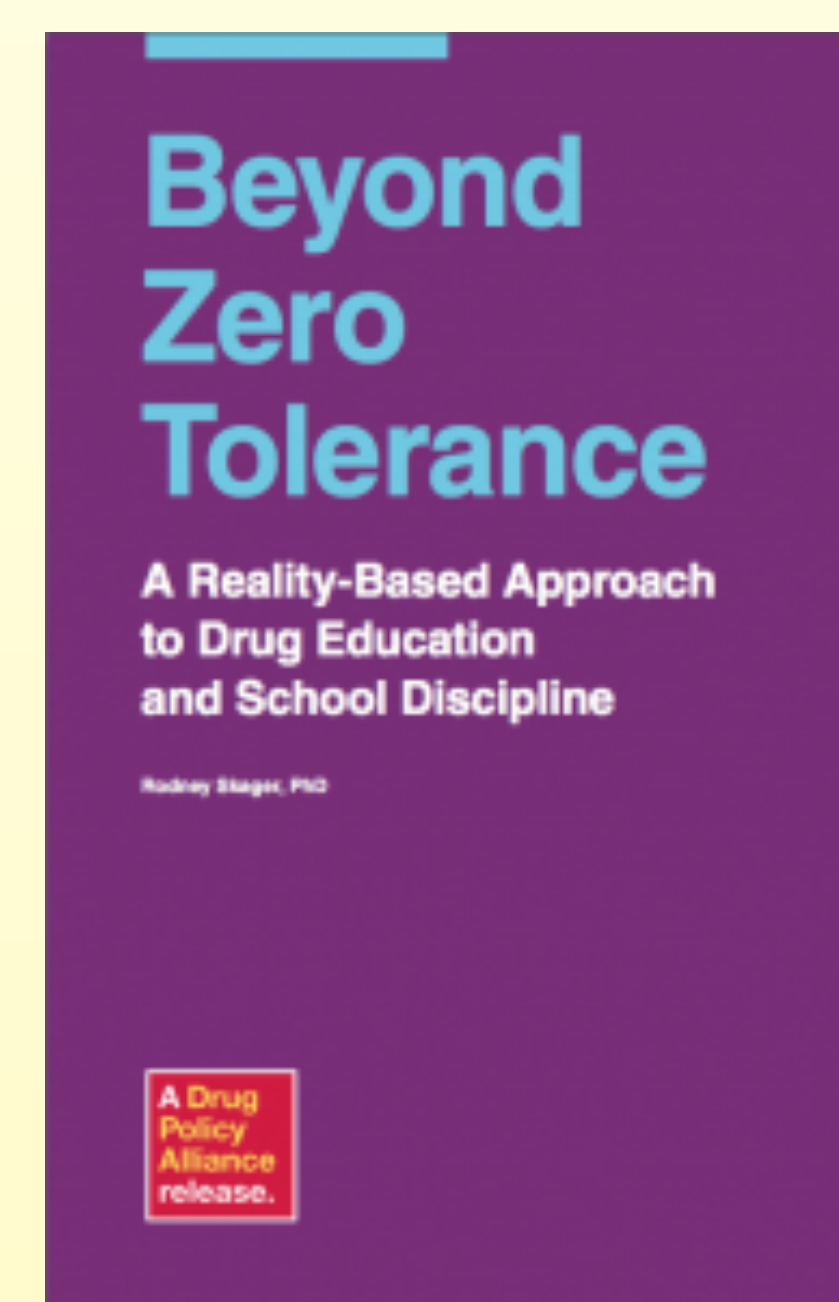
#### The Issue

Currently, Rosemount High School has a mandated drug and alcohol curriculum that all students must complete. Despite current efforts at the school the usage rates among students remain high. This issue has become a growing concern for the community.

Recent results from the Minnesota Student Survey showed that many of High School students choose to use alcohol, drugs, and other illicit substances.

- 49.5% of 11th graders
- 30% of 9th graders

### Reality-Based Education



#### Upfront Program

We knew that Rosemount deserved a program that was adaptable to its specific needs. Reality-Based Education provides an evidence-based, adaptable program to prevent drug and alcohol use among teenagers.

- Developed by Professor Emeritus Rodney Skager of UCLA who spent decades researching drug and alcohol use among California students and the effectiveness of the education programs that were in place.
- For UpFront Program Participants in 2007-2008 :
  - 88% of students said they were provided with useful information about alcohol
  - 92% of students said provided with useful info about marijuana
  - 88% said useful info on other drugs
  - 92% said more aware of the risks of alcohol, tobacco, marijuana, and other drugs

#### Program Structure

- Curriculum that tells the facts about substances in a straight forward and non-judgmental way;
- An assessment of school and community resources available for students coping with substance abuse issues.
- Restorative justice for substance abuse related offenses in school.♪

### Next Steps

Based on all the research we have conducted, it is our recommendation for Rosemount High School to implement a program that is centered on the Reality-Based Education model.

- It is a program that has shown great ability and capability, and is highly adaptable to the specific needs of Rosemount High School. It is also a cost-effective program since it utilizes current teachers and staff in the school, and requires very little materials.
- Teachers and staff at Rosemount High School have expressed support for the program.
- A grant proposal is being written to support the implementation of UpFront curriculum into the current drug and alcohol curriculum at the high school.

### Thank You

- Rosemount Staff Leads: Chad Rosa, Rosemount Police Department and Tom Scott, Rosemount High School.
- Course Instructor: Ross VeLure Roholt

This project was completed as part of Youth Studies 3032: Adolescent and Youth Development for Youth Workers, a course at the University of Minnesota, with support from the Resilient Communities Project (RCP). RCP is an initiative of the Sustainability Faculty Network at the University of Minnesota, with funding and administrative support provided by the Center for Urban and Regional Affairs (CURA) and the Institute on the Environment (IEnE). To learn more visit [rcp.umn.edu](http://rcp.umn.edu).

