

D.A.R.E. AMERICA NATIONAL POLICY AND PROCEDURES

NUMBER 03-01

SUBJECT: STANDARDS FOR TRAINING CENTERS

DATE: July 1, 2014

PURPOSE

To guarantee the integrity and continuity of the D.A.R.E. curricula, training endeavors and program implementation through the establishment of training standards for all D.A.R.E. training centers.

POLICY

It is the policy of D.A.R.E. America that standards be established to ensure that all D.A.R.E. training activities are of uniform high quality among all training centers and that D.A.R.E. training shall be conducted only under the auspices of an accredited D.A.R.E. training center or D.A.R.E. America.

PROCEDURES

1. D.A.R.E. America Regional Directors are available to provide technical assistance to any current or potential training center. On-site visitation to assess training activities and training program administration can be provided. Any entity interested in becoming a D.A.R.E. training center should contact D.A.R.E. America.
2. Only training centers recognized and accredited by D.A.R.E. America are authorized to conduct D.A.R.E. related training activities.
3. Each D.A.R.E. training center is encouraged to conduct self-assessment to evaluate its operations against established standards to ensure that any training offered will:
 - a. Effectively prepare D.A.R.E. officers to deliver the program; and
 - b. Ensure that program integrity (training and delivery fidelity) and continuity are preserved.
4. D.A.R.E. America will maintain a formal process of monitoring and accrediting state D.A.R.E. training centers. Only accredited D.A.R.E. training centers are authorized to conduct D.A.R.E. trainings. Other entities desiring to conduct D.A.R.E. training may do so only with the express authorization and oversight of D.A.R.E. America.

5. The following standards provide the foundation for successful training of D.A.R.E. officers and ensure successful replication of the D.A.R.E. training model:

a. *Written Policies and Procedures*

Written policies and procedures governing the operation of a D.A.R.E. training center shall be developed to ensure that both the training center and trainees are working toward common goals and objectives.

b. *Organization*

Each D.A.R.E. training center shall have a clearly defined and documented organizational structure, which identifies the lines of authority and communication, and defines the roles of persons involved in and contributing to the training process.

c. *Training Cadres*

The quality and commitment of training cadre members, as well as the administrative and support staff must conform to established standards, embody and exemplify the philosophy of working cooperatively to create an environment for effective learning. Each D.A.R.E. training must adopt the following standards:

(1) A training cadre shall consist of a facilitator (or supervisor), mentors and an education advisor. Subsequent National Policy and Procedures specifically address each position.

(2) A facilitator is responsible for ensuring that:

(a) Continuity of the training schedule is preserved,

(b) Cadre assignments are made and carried out,

(c) Instruction reflects fidelity and adheres to the established model and curriculum,

(d) Mentor officers provide quality instruction, and

(e) The students' training needs are adequately and appropriately met.

(3) The following are mentor assignment responsibilities:

- (a) Each mentor in carrying out their duties must demonstrate fidelity to the design, intent and content of both the D.A.R.E. curricula and training model,
- (b) Each mentor will be assigned a team of trainees,
- (c) Each mentor must assist the trainee(s) in making continuous progress toward mastery of the training objectives,
- (d) Each mentor must provide realistic, timely and appropriate feedback to trainees concerning progress.

(4) The education advisor must be competent in education theory, classroom management and childhood development appropriate to the course of instruction being provided. The education advisor must also be able to demonstrate a thorough knowledge of the concerned D.A.R.E. curricula.

The training center will maintain a roster of training cadre staff. The roster shall include information documenting staff compliance with relevant policy and procedure.

d. Training Environment

The D.A.R.E. training center must ensure that the training environment is conducive to effective learning. In addition to a qualified staff, appropriate environmental conditions such as adequate space, lighting, and temperature control should be considered when selecting a training site. D.A.R.E. training centers are responsible for arranging the following:

- (1) *Class size/instructor-student ratio:* Total class size for a DOT shall not exceed 36 students. The recommended ratio of trainees to mentor officers is 6:1; the ratio shall not exceed 7:1.
- (2) *Classrooms:* The training classroom should be large enough to comfortably seat the trainees, training team members and any approved observers. Adequate tabletop workspace is also necessary. The classroom must be flexible to permit interactive group learning.
- (3) *Meeting rooms:* The availability of meeting or breakout rooms for each training team is a necessity. Group meetings, interactive participation, and role-playing/modeling are an important part of the learning objectives.

- (4) *Sleeping rooms:* Sleeping quarters for trainees should be available for all commuters and should be proximate to the training site to avoid time-consuming travel.
- (5) *Dining facilities:* Facilities for trainee dining should be on-site if possible. Alternative arrangements should ensure the least amount of interference to training activities and training schedule. It is recommended that refreshments for periodic breaks also be made available.
- (6) *Teaching aids:* Audiovisual equipment to show DVD's, overheads, videotapes, slides, and films should be readily available and functional. Chalkboards, writing surfaces and or flipcharts should also be supplied in sufficient quantity.
- (7) *School site:* A school with an adequate number of in-session classes must be available for the required school visitation/demonstration portion of each D.A.R.E. training course.

e. *Training Center Responsibilities*

All D.A.R.E. training centers are responsible to ensure that the integrity of the D.A.R.E. program is neither compromised nor misrepresented. It is also necessary to ensure accountability to the public, law enforcement, and educational communities. At a minimum, the following responsibilities are to be addressed by a training center:

- (1) *Inter/Intra Regional Request for Training:* In order to ensure all training centers are aware of the officers being trained with their respective states and minimum selection criteria are being met, no training center will train an officer from outside their state unless they have received a completed and appropriately approved Inter/Intra Regional Request for Training form documenting all required approvals.
- (2) *Training Assistance Request:* In order to ensure all training centers are aware that a facilitator, mentor or educator from within their state is being asked to assist another state, the requesting training center must complete a formal request to use the services of the aforementioned trainer. This request must be submitted to the requested State Training Center Coordinator and the associated Regional Director. There must be an agreed approval from all parties prior to committing the requested trainer's assistance at any training.

This also applies to international trainings. A formal request must be submitted to a state training center coordinator if a mentor from their state is requested to participate in an international training. All parties must concur with this request prior to the mentors' participation.

- (3) *Curricular program:* It is of the utmost importance that the training center provides D.A.R.E. curricula training as designed. Unapproved modifications threaten the successful achievement of the curriculum's validated goals and objectives. Unapproved modifications to training models and curricular content are not permitted.
- 4) *Trainee certification:* Only those trainees who successfully demonstrate the knowledge, skills and abilities to teach the D.A.R.E. curriculum will be certified.
- (a) Each trainee must be able to demonstrate the ability to:
- Appropriately respond to instruction
 - Be prompt in meeting obligations; and
 - Motivate others and generate enthusiasm
- (b) Each trainee must be able to relate effectively with others:
- Peers
 - Team
 - Training Center staff
 - School personnel
 - Children
- (c) Each trainee must be able to communicate effectively, both orally and in writing.
- (d) Each trainee must successfully prepare, teach, and meet all the objectives during the formal presentation of a lesson to be evaluated by the training staff.
- (e) Each trainee must demonstrate the ability to appropriately utilize:
- Teaching modalities
 - Facilitation skills
 - Classroom management techniques
 - Instructional aids
- (f) During the required school visitation portion of training, each trainee must demonstrate the ability to relate to fifth/sixth grade students, both in the classroom and in informal settings.
- (g) During the school visitation portion of training, each trainee must demonstrate the ability to relate to school staff personnel.

- (5) *Training Rosters:* When any training service is provided by a training center the following notifications will be required.
- (a) The training center shall submit a roster of all personnel certified, D.A.R.E. Officer Information Sheet, a listing of those attendees representing new D.A.R.E. implementations, and a signed copy of the D.A.R.E Code of Conduct from each attendees. The name, rank, agency, agency address and social security number of each certified officer will be included on the roster.
 - (b) If a training center trains an officer from another state or country, a copy of the officer's performance certification report, applicable roster information, D.A.R.E. Officer Information Sheet and signed Code of Conduct will be sent to the training center of jurisdiction. If there is no training center the information will be sent to the respective D.A.R.E. America Regional Director.
 - (c) The above items must be submitted to the jurisdictional D.A.R.E. Regional Director within two weeks of the completion of trainings.
- (6) *Program evaluation:* Evaluation tools, which allow mentors to evaluate the performance and achievement of learning objectives by trainees will be developed. Copies of trainee performance evaluations will be provided to both the officer and his/her employing agency. An evaluation instrument will be provided to allow trainees to evaluate the course, instructors and mentor officers serving on the training team.
- (7) *Activity reporting:* In order to measure the overall impact of D.A.R.E., it is essential that appropriate record keeping of training center activities be maintained and regularly reported to the jurisdictional D.A.R.E. America Regional Director. Recommended formats are available from the Regional Directors.
- (8) *Training Activity:* By November 15 of each year, each training center will provide to the concerned D.A.R.E. America Regional Director a list of the proposed trainings to be conducted during the next calendar year. Training centers will immediately notify their jurisdictional RPD of additions, deletions or modifications changes in their training calendar.
- (9) *Statistical Reporting:* State D.A.R.E. training centers shall annually submit requested statistical information to D.A.R.E. America.