KAMAMA
CONSULTING

SPF SIG
TRAINING
MATERIALS

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Section 1

GUIDING PRINCIPLES OF THE STRATEGIC PREVENTION FRAMEWORK

Strategic Prevention Framework

Benefits of a Strategic Planning Process

- Consensus building
- Improved decision making
- Enhanced organizational effectiveness
- Reduced conflict
- Creates public value

Strategic is:

- Systemic information gathering about internal and external environment.
- Examining successes and failures.
- Clarifying future direction.
- Establishment of priorities for action.
- Acquisition and use of knowledge and skills.

Source: Bryson, 2004

Small Group Activity

Using the example your community was assigned, use the following strategic concepts and identify how you will approach your assigned goal.

Provide specific examples under each of the concepts:

Your Goal

Systemic information gathering about internal and external environment.	
Examine successes and failures.	
Clarify future direction.	
Establish priorities for action.	
Acquire and use of knowledge and skills.	

Strategically Achieving Alaska's Goals Through Your Community Work

Alaska's Priority Areas

Youth alcohol use ages 12-20	**Adult heavy and binge drinking ages 21-44**

In your communities you will use data to identify:

- What problems or consequences are these two priority areas creating?
- What are the ages most at risk for problems?
- What are the local level contributing factors linked to the use and the problems?

In being strategic, what are some important considerations for you to be aware of as you begin to collect data for your community?
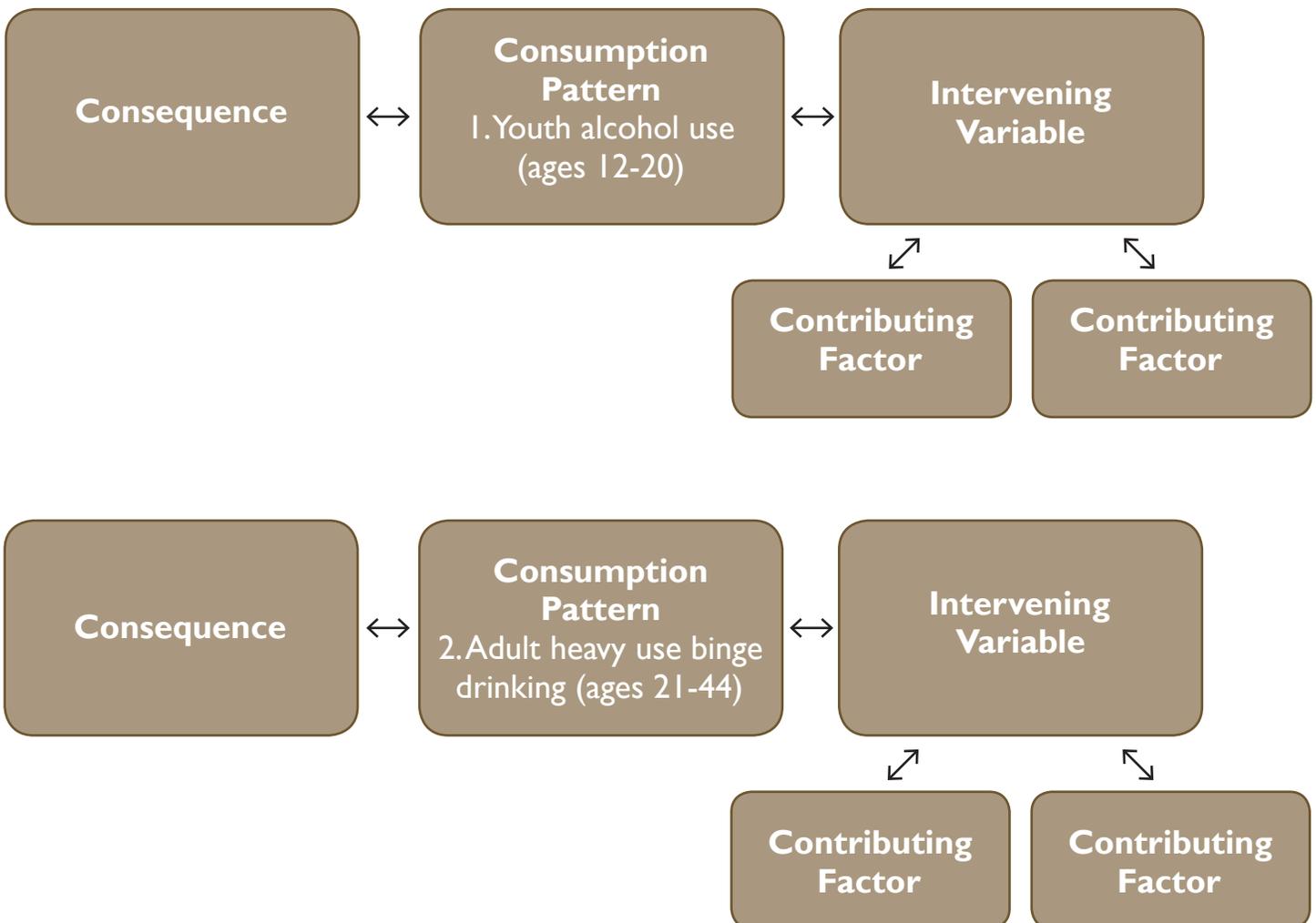
Outcome-based Prevention

Outcome-based prevention is results focused. In Alaska the ultimate outcomes we are looking to achieve are:

- Reduction in youth alcohol use (ages 12-20)
- Reduction in adult heavy and binge drinking (ages 21-44)

Behavior change takes time and a focused approach. In order for communities to achieve these two outcomes, they have to identify the factors that promote these behaviors. This project will use a community level logic model to help us identify outcomes we will work towards. This assessment workbook will help you create a model specifically for your community.

Community Needs Assessment Logic Model for the Two Priorities:

| Consequence | ↔ | Consumption Pattern
1. Youth alcohol use (ages 12-20) | ↔ | Intervening Variable |

| Contributing Factor | Contributing Factor |

| Consequence | ↔ | Consumption Pattern
2. Adult heavy use binge drinking (ages 21-44) | ↔ | Intervening Variable |

| Contributing Factor | Contributing Factor |

Definitions

Consequence

The social, economic, and health problems associated with the use of alcohol, tobacco and illicit drugs. Any social, economic, or health problem can be defined as substance use problem if the use of alcohol, tobacco, or drugs increases the likelihood of the problem occurring.

A simple way to think about Substance Abuse Related Consequences is they are the ultimate result of substance use. They are the problems caused by substance use/abuse. When examining possible Substance Abuse Related Consequences, ask yourself: *What are the human issues that my community cares about that are caused by substance use/abuse?*

What are examples of consequences connected to alcohol use for youth ages 12-20?

What are examples of consequences connected to adult heavy and binge drinking ages 21-44?

Consumption

The way in which people drink, smoke, and use drugs is linked to particular substance-related consequences.

In Alaska, the primary goal of the SPF is to positively change the consumption patterns of:

1. Youth alcohol use (ages 12-20)
2. Adult heavy and binge drinking (ages 21-44)

How could you strategically identify age groups that require specific focus in order to reduce their consumption?

Consequence	←	**Consumption:** Youth alcohol use ages 12-20

Consequence	←	**Consumption:** Adult heavy and binge drinking ages 21-44
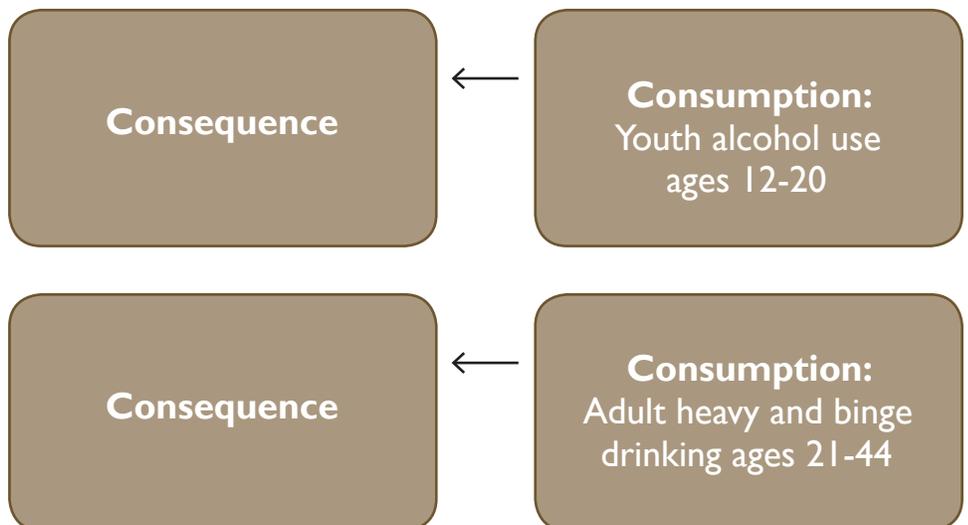
Intervening Variables

Factors that have been identified as being strongly related to and influence the occurrence and magnitude of substance use and related risk behaviors and their consequences.

Intervening Variable is the generic term for all of the underlying conditions that contribute to substance use. J. Birckmayer; H. Holder; G. Yacoubian; & K. Friend (2004) have identified six environmental Intervening Variables and one individual Intervening Variable currently supported by research that contribute to alcohol, tobacco, and other drug (ATOD) use.
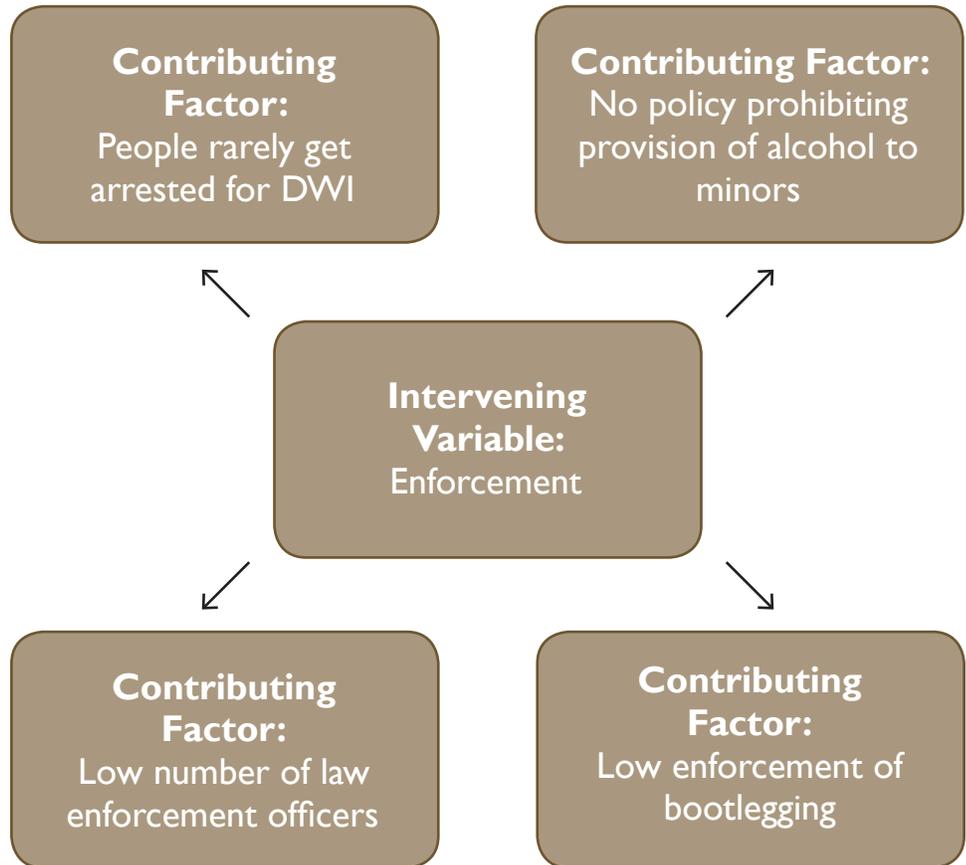
These include:

Intervening Variable	Definition	Findings
Economic Availability	The price that must be paid to obtain ATODs.	There is strong evidence to support price is strongly associated with ATOD uses and problems. Higher prices are associated with lower use for alcohol, tobacco and other drugs.
Retail Availability	ATODs are bought and sold through retail markets.	When retail restrictions are placed on alcohol and tobacco, consumption and associated problems decrease.
Social Availability	Obtaining ATOD through social sources, like friends, family, and relatives.	Support from this comes mostly from surveys that show ATODs are commonly obtained through social sources.
Promotion	Retailers attempts to increase demand through the promotion of their products.	Higher levels of exposure to alcohol and tobacco advertising are associated with increased consumption and problems.
Community Norms	The acceptability or unacceptability of certain behaviors including substance use.	There is evidence to support the relationship between community norms and ATOD use and consequences. It is difficult for researchers to define and measure norms and little research directly addresses the relationship between norms and use.
Enforcement	Enforcement of formal ATOD policies. The mere existence of regulations, laws, and administrative restrictions can influence ATOD use and associated problems, but if there is known consequences, that increases the magnitude of effect.	Enforcement of policies result in reduction of alcohol and tobacco consumption, but seem to have little, if any, impact on illicit drug use.
Individual-level	Factors that influence ATOD use and associated problems including: Biological, social control, social learning, and general strain.	ATOD use can be changed directly by manipulating individual factors that increase one's natural inclination toward ATOD use.

Contributing Factors

The specific issues in a community that make up an Intervening Variable. They are identified locally through focus groups, surveys, observation, and other data gathering processes and are the key link to the identification of programs policies and practices prevention programs will address.

Example of and Intervening Variable and its contributing factors:

Contributing Factor: People rarely get arrested for DWI	**Contributing Factor:** No policy prohibiting provision of alcohol to minors
Intervening Variable: Enforcement	
Contributing Factor: Low number of law enforcement officers	**Contributing Factor:** Low enforcement of bootlegging

Public Health Approach

Key Principles

- Population level change
- Comprehensive strategies address host, environment, and the agent
- Public health's core focus is preventing rather than treating disease. The primary concern is the health of the population, rather than the treatment of individual diseases.
- Public health context, population health is understood to result from the interaction of a range of factors beyond the individual. In the case of children, youth, and young adults, a public health model would call for the involvement of families, schools, health and other child service systems, neighborhoods, and communities to address the interwoven factors

Host
(Individuals)

Agent
(Availability of Alcohol)

Environment
(Laws, policies, enforcement)
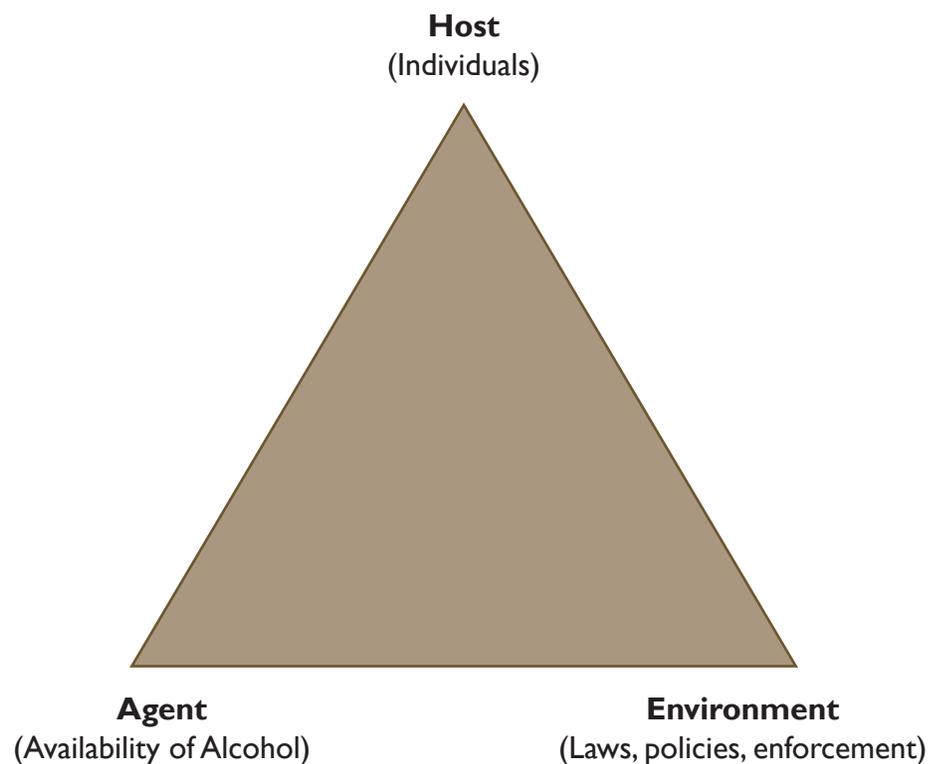
Notes

Convene Data Collection Team & Developing a Data Collection Plan

Goals of this section

1. Identify partners that will assist in the data collection process.
2. Data team will have a shared understanding of the importance of data collection and how this will contribute to the goals of the project.
3. Team members will have clear roles and responsibilities that will help achieve a strategic and thorough local level needs assessment.
4. Identify data that currently exists in the community and who has access to it.
5. Identify indicators that can be used for each part of the community needs assessment logic model.

Identifying Partners That will Assist in the Data Collection Process

The Strategic Prevention Framework is an intense community process that one agency can not complete alone. The process requires:

- A shared community vision about the positive benefits of reducing youth alcohol use ages between the ages of 12-20 and adult heavy and binge drinking ages 21-44.
- Leveraging and sharing resources.
- Clearly defined and mutually agreed upon roles and responsibilities.
- People contribute based on what they enjoy doing.

Here is an example of how your coalition could approach the development of your data collection team.

Name	Skills and Interests	Assigned to

Indicators

A key to outcome-based prevention is identifying indicators that can be monitored throughout the project. Identify indicators for each component of the community needs assessment logic model (consequences, consumption/ use, and intervening variables). Some indicators will be measured by state and local surveys. For others, you may need to develop tools and conduct processes to gather the information at the community level.

What is an indicator?

1. *Communities That Care. Community Assessment Training*
2. *http://sanctuaries.noaa.gov/education/evaluation/glossary.html*
3. *http://www.cardnoacil.com/glossary.htm*
4. *http://www.konsult.leeds.ac.uk/public/level1/sec17/index.htm*

- Data measuring a risk factor, protective factor, or problem behavior[1].
- A specific, observable and measurable characteristic or change that shows the progress a program is making toward achieving a specified outcome.
- A numerical measure of a quality or characteristic of some aspect of a program; evidence of progress or change[2].
- The unit of measurement (or pointers) used to monitor or evaluate the achievement of project objectives over time. Indicators can include specification of quantifiable targets and measures of quality[3].
- Ways of quantifying objectives: for example, road accident numbers are one indicator of safety[4].

Indicators Exercise:

Place an "X" in the YES column next to each item that you believe to be an indicator and in the NO column for those that are not. Be prepared to defend your answers.

Example	Yes	No
Mean income of a borough		
Amount of pollution in the air		
Letters of Agreement		
Amount of toxins in the Yukon River		
Number of people who filed for unemployment		
Passage of a Nuisance Abatement Ordinance		
Number of new trees growing in designated area of the forest		
Interest rates		
Number of births in a town		
Tobacco product placement in local convenience store		
Grade Point Averages		
Improved information sharing methods		
Number of Media Spots around DWI		
Merchant Education provided to merchants		
Program sign-in sheets		
Self reported past 30-day binge drinking rates		
Number of sessions held by a program		
Self reported age of onset		
Number of emergency room visits associated with alcohol		
Number of people cited for hosting house parties		

Primary Data Indicators

Data collected by an evaluation team specifically for the evaluation study.

Primary Data Examples

Secondary Data Indicators

Data collected and recorded by another (usually earlier) person or organization, usually for different purposes than the current evaluation.

Secondary Data Examples

Source: Center for Disease Control. Evaluation Manual: Glossary and Evaluation Resources. Retrieved on 3/16/11 from http://www.cdc.gov/getsmart/program-planner/Glossary-Eval-Res.html#pg

Indicators

Directions: Examining the state priority of youth alcohol use between the ages of 12-20, what primary data do you have locally that can paint a clearer picture of where efforts should be focused?

Primary Data	**Primary Data**

Secondary Data Indicator: Youth alcohol use ages between the ages of 12-20

Primary Data	**Primary Data**
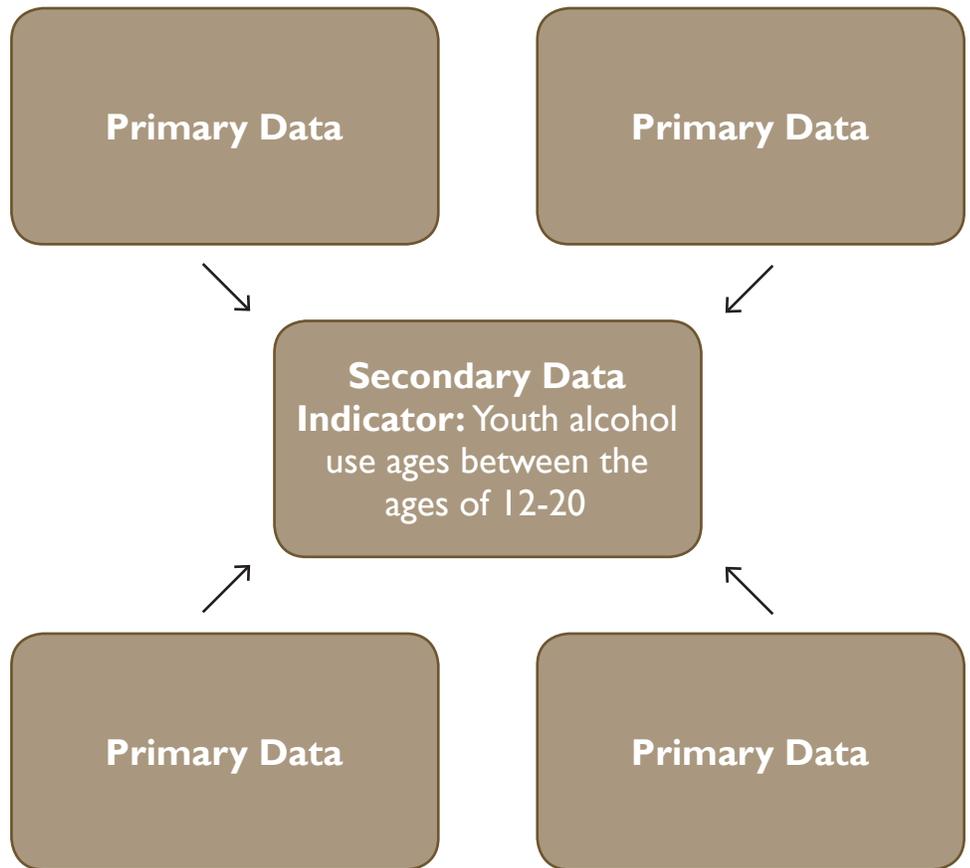
The key to making an impact in your community is to use data as locally as possible. You may have secondary data that identifies consequences, use, and intervening variables but you will be most successful when the data is focused on one geographical area.

Indicators

Below is an example of where additional indicators could be found. This list does not cover everything, but provides guidance on how to think about data collection.

Activity	Data Collected	Logic Model
State Surveys	Survey of self-reported unintentional injuries, alcohol consumption, beverage sales, marketing exposure, risk activities and BAC knowledge.	Substance Use
Traffic Crash Data	Collection of archival and current data for alcohol-involved and single-vehicle nighttime traffic accidents.	Consequence
Mortality Data	Collection of archival and current coroner's data for alcohol-involved fatalities.	Consequence
Hospital Discharge Data	Collection of archival injury data.	Consequence
Trauma Data	Collection of archival trauma center data	Consequence
Police Data	Collection of archival and current data for violent crimes, juvenile arrests, liquor law violations, and alcohol-involved arrests plus data on police enforcement activities.	Intervening Variables
DUI arrests	Collection of archival DUI arrest data	Intervening Variables
On-Premise Survey	Survey of on-premise alcohol establishments.	Intervening Variables
Pseudo Patron Observations	Observation of beverage sales and service responses to apparently intoxicated patron.	Intervening Variables
Manager Training Evaluation	Pre/post training, survey of management policies and server training.	Intervening Variables
Server Training Evaluation	Pre/post training, survey of beverage servers for knowledge of liability (formal regulation and control), BAC, and content of the training.	Intervening Variables
Off-Premise Survey	Survey of off premise alcohol retail establishments	Intervening Variables
Underage Decoy Purchase Survey	Documentation of the opportunity for off-sale retail alcohol purchase by young looking adults.	Intervening Variables
	Intervening Variables	
Responsible Retail Clerk Training Evaluation	Pre/post training, survey of retail clerks for knowledge of liability (formal regulation and control), BAC, and content of the training.	Intervening Variable
Alcohol Outlet Density Monitoring	Analysis of present and historical location and density of retail alcohol outlets.	Intervening Variable
Prosecution Rates	Number of cases prosecuted and dismissed by District Attorney.	Intervening Variable.
Court Monitoring Data	Observing court proceedings to document consistency of punishment, dismissals, and other notable judicial actions that impact alcohol related crimes.	Intervening Variable

Community Indicator Examples for (priority) factors* impacting adolescent substance use.

Protective Factors	Community Indicator Examples (for Protective Factors) and data sources
Family Support and Connection	Percent of students who: • Talk with their parents, at least weekly about school (*YRBS*) • Report there is an adult who really knows, what you do with your free time (*SCCS*) Percent of parents who are connected and involved in their children's lives: • Locally developed survey tool, • Parents attendance at child/youth events or activities; • Parents have met all or most of their friends; • Family regularly eat meals together; • Parents monitoring their kids "whereabouts" • Family members regularly share ideas or talk about things that matter.
Connection to School	Percent of students who: • Feel connected to their school (*SCCS*) • There are multiple questions related to school climate and connection, (see *SCCS* survey) examples: • Believe there is a teacher or some other adult at school who will miss me when I'm absent, • Believe their teachers treat them with respect, • Believe their teachers really care about them and give them lots of encouragement. (*YRBS*)
Engaged in Meaningful Activities	Percent of students who: • Participate in one or more organized activities outside of school. Includes: clubs, lessons, volunteering, or helping activities one or more times per week, (*Both YRBS or SCCS*) • Play on one or more sports teams in the past year, (*YRBS*) • Report being involved in helping to solve school problems. (*SCCS*)
Positive Connection to Other Adults	Percent of youth who: • Have a positive connection with two or more adults outside of their home, *YRBS* • Can name at least five adults who really care about them, (*SCCS*) • Have at least one adult at school who they feel comfortable talking to about things that are bothering them, (*SCCS*) • Have at least one adult (outside of school and home) who encourages them to do their best, • Have at least one adult (outside of school and home) who they can talk to, if they had a problem, (*SCCS*) • Adults in my community encourage me to take school seriously. (*SCCS*)

Protective Factors	Community Indicator Examples (for Protective Factors) and Data Sources
Social, Emotional and Employability Skills	Percent of students feel they have "social, emotional and employability skills" (*SCCS)* Sample questions: • If someone asks me right now, I can describe how I am feeling. • I control myself when I am frustrated, angry or disappointed. • I am honest, even when telling the truth might get me in trouble. • When I make a decision, I think about what might happen afterwards. • It is important for me to help others • I respect the ways in which people are different. • I know how to disagree without starting a fight or an argument.
Cultural Identity and Cultural Connectedness	Communities desiring to increase cultural identity or connectedness can evaluate their efforts in many ways. Knowledge, skills and behavior can be measured through: Percent of youth who: • Have an increased knowledge of their identified culture, • Have an increased appreciation and connection to their identified culture, • Have increased their skills in specified cultural/traditional practices. Additional, indicators related to cultural connectedness: • My culture is an important reflection of who I am. • I have a strong sense of belonging to my culture. • In general, my culture is an important part of my self-image. • I am happy that I am _____ (identify culture). • I am proud to be _____ (identify culture). • Knowledge of one's language is important for our culture.

Developing the Data Collection Team Using the Community Needs Assessment Logic Model

Youth alcohol use ages 12-20

Identify data sources and the indicators they measure that exist in your community and who has them under the following areas:

Consequence	Data Source	Indicator

Adult heavy and binge drinking ages 21-44

Identify data sources and the indicators they measure that exist in your community and who has them under the following areas:

Consequence	Data Source	Indicator
Mortality	2.1 pg. 31	ten leading causes of mortality in Alaska
DUI		

Intervening Variables

Youth alcohol use ages 12-20

Identify data sources and the indicators they measure that exist in your community and who has them under the following areas:

Intervening Variables	Indicator and Source (if possible)
Economic Availability	
Retail Availability	
Social Availability	
Promotion	
Community Norms	
Enforcement	• Results from compliance checks for service to minors • Sales to Minors
Individual Level Factors	• Alcohol Expectancies • Perception of risk • Perceived benefits of drinking • Survey measuring perceived peer drinking and approval of drinking and alcohol consumption • During the past 12 months, how many times have you talked with your child about the dangers or problems associated with the use of tobacco, alcohol or other drugs? • Parents who allow children to drink within the home • Age of first use.

Intervening Variables

Adult heavy and binge drinking ages 21-44

Identify data sources and the indicators they measure that exist in your community and who has them under the following areas:

Intervening Variables	Indicator and Source (if possible)
Economic Availability	
Retail Availability	
Social Availability	
Promotion	
Community Norms	
Enforcement	
Individual Level Factors	• Accessibility to treatment • Treatment bed availability • Age of first use.

Section 3: MISSING DATA

Goals of this section:

1. Identify methods to collect data that is currently not collected.
2. Develop the tools
3. Identify who will collect data
4. Collect the data

Data Collection Methods

Archival Research/ Secondary Research ($)	
Description	Uses publicly available records and documents. Archival data is information that has already been collected and/or documented at the local, state or national levels. It can include records that are kept by governmental and other agencies, and records that are normally kept as part of the operation of an institution or organization.
Examples	
Pros	Can provide detailed information
Cons	May be difficult to organize: incomplete or unorganized information in the case of archival research
Duration	Time consuming
Archival trend data ($)	
Description	Looking at the same archival data over a period of time and plotting the data to identify changes.
Examples	
Pros	Fast, cheap, a lot of data available
Cons	Difficult to compare may not show changes
Duration	Relatively quick
Focus groups ($ if done in-house; $$$ hire facilitator)	
Description	A small group of people selected from a wider population and that has a facilitated open discussion, for its members' opinions about or emotional response to a particular subject or area. (Adopted from freedictonary.com)
Examples	
Pros	Can quickly get information about needs, community attitudes, and norms; information can be used to generate survey questions
Cons	Can be difficult to run (requires a good facilitator) and analyze; may be difficult to gather groups together
Duration	Groups last about 1.5 hours each. Moderate time is needed to analyze findings.

Data Collection Methods (continued)

Observation ($)	
Description	A wide ranging set of research techniques aimed at observing people interacting naturally with their surroundings including products and services in use.
Examples	
Pros	Can see a program in operation; the respondent or consumer is unaware that they are being observed, allowing their behavior to be observed naturally.
Cons	Requires much training; can influence participants
Duration	Quick, but depends on the number of observations
Open-ended questions on a written survey ($)	
Description	Questions that require a written response usually about personal information, feelings, or thoughts are added to a survey. Provides qualitative information that could be further explored.
Examples	
Pros	Can add more in-depth information to a structured survey
Cons	May not be answered; may be difficult to interpret
Duration	Only adds a few more minutes to a written survey; quick analysis time
Participant observation ($)	
Description	A research method involving direct participation of the researcher in the events being studied. The researcher may either reveal or hide the true reason for involvement. (Office of Justice Programs. Center for Program Evaluation and Performance Measurement)
Examples	
Pros	Can provide detailed information and an "insider" view
Cons	Observer can be biased; can be a lengthy process
Duration	Time consuming
Record review ($)	
Description	Examining records kept by programs, agencies, organizations, hospitals, etc.
Examples	
Pros	Does not require program staff or participants; records are preexisting
Cons	Records can be difficult to interpret; records are often incomplete. Some records may require an IRB's approval to review.
Duration	Takes much time
Self-administered surveys ($$)	
Description	A survey in which respondents answer questions directly on a questionnaire without an interviewer's interaction.
Examples	
Pros	Anonymous, cheap, easy to analyze; standardized, making them easy to compare with other data
Cons	Results are easily biased; surveys miss information; attrition is a problem for analysis; "self report" data is subject to many sources of error, including memory effects, and the unconscious motivations of respondents to tell the interviewer what they think the interviewer wants to hear (or in some cases what the interviewer does not want to hear!)
Duration	Moderate to high

Data Collection Methods (continued)

Face-to-face structured surveys ($$)	
Description	An interview that ask the same questions of numerous individuals or individuals representing numerous organizations in a precise manner, offering each interviewee the same set of possible responses. (United States General Accounting Office. Program Evaluation and Methodology Division. Using Structured Interview Techniques)
Examples	
Pros	Same as self-administered surveys but allows responses to be clarified; beneficial to use when essentially the same information must be obtained from numerous people
Cons	Same as self-administered surveys but requires more staff and time
Duration	Moderate to high
Telephone surveys ($$$)	
Description	
Examples	
Pros	Same as written surveys but allows you to target a wider area and clarify responses
Cons	Same as written surveys but misses people without phones (low- income)
Duration	Moderate to high
Unstructured interviews ($ if done in-house; $$$ to hire interviewers)	
Description	Contains many open-ended questions, which are not asked in a structured, precise manner. *(United States General Accounting Office. Program Evaluation and Methodology Division. Using Structured Interview Techniques)*
Examples	
Pros	Gather in-depth information that can be used to generate survey questions
Cons	Require much time and expertise to conduct and analyze; potential interview bias possible
Duration	Quick, but depends on the number of observations and/or transcribers
Case study ($$)	
Description	Qualitative research method to examine real-life situations and provide the basis for the suggestion of the use of ideas or expanding on what is currently being done.
Examples	
Pros	Gather in-depth information about a specific phenomenon or population
Cons	Takes much time (often years); limited validity and potential of bias
Duration	Time consuming

Tools for Local Data Collection

*Prevention Needs Assessment Questionnaire
Community Attitudes

Date:

1. Please take a minute to think about your community. List the top three problems that you see in your community caused by alcohol use.

2. Now list the top three strengths you see in your community to deal with these problems.

3. Please check any of the following areas that you feel are of greater concern for you and other people in your community.

☐ underage drinking	☐ teen violence
☐ alcohol related car crash deaths	☐ teen lack of respect for adults
☐ violence	☐ teen pregnancy
☐ school drop out	☐ school dropouts
☐ alcohol related crime	☐ crime and vandalism
☐ rape/ sexual assault crimes	☐ alcohol related diseases

4. Please identify anything else in your community you think may contribute to the problems in the list above.

Thank you for your time. Your information will be used to identify current needs in your community and will be used to plan programs to address these needs.

*Assessment tool courtesy of Ann Del Vecchio, Ph.D

Alcohol Access Assessment Tool

Directions: You will need to do a tour of your community to answer the questions on this page. If you have a large community, you might only look at a sample of bars and stores in your community. If you are in a small community and have no retail source in one of the categories below for alcohol, note that in RA2 and skip the remainder of the column. Discuss the best approach with your evaluator prior to beginning data collection for all of the information on this tool. In your report, please clearly describe how you collected this information.

For the questions that require a Yes/No response, please circle the appropriate answer. For the remaining pages, please convene your coalition or planning group and answer the questions based on the input of the group.		Bars		Restaurants		Liquor Stores		Convenience Stores		Grocery Stores	
RA1	Is alcohol sold in these outlets in your community?	yes	no	yes	no	yes	no	yes	no	yes	no
RA2	How many of these alcohol outlets are there in your community?										
RA3	How many days a week are they open?										
RA4	How many hours a day are they open?										
RA5	Are there restrictions on where they can be? (e.g., proximity to schools)	yes	no	yes	no	yes	no	yes	no	yes	no
RA5a	Describe these restrictions.										
RA6	Are there restrictions on how many outlets can be in your community?	yes	no	yes	no	yes	no	yes	no	yes	no
RA6a	Describe these restrictions.										
RA7	Do they sell high strength alcohol?	yes	no	yes	no	yes	no	yes	no	yes	no
RA8	Do they sell alco-pops?	yes	no	yes	no	yes	no	yes	no	yes	no
RA9	Do they sell single unit sales (e.g., single beer cans)	yes	no	yes	no	yes	no	yes	no	yes	no

Alcohol Access Assessment Tool (continued)

Directions: For the questions that require a Yes/No response or provide a range of responses, please circle the appropriate answer. For the open-ended questions, please provide as much detailed information as possible. Describe from whom and how you collected this information:

RA9. Are there other outlets where alcohol is sold in your community?	**yes** Go to RA9a	**no** Skip to RA10

RA9a. What are these outlets?	

RA9b. What kind of alcohol do they sell?	

RA10. Is there home brewed alcohol (moonshine) available in your community?	**yes** Go to RA10a	**no** Skip to RA11

RA10a. From what type of sources(s) is moonshine available?	

RA10b. How easy is it to get moonshine?	☐ very easy	☐ easy	☐ difficult	☐ very difficult

RA11. Is there home brewed "ocean" (alcohol-based) available in your community?	**yes** Go to RA11a	**no** Skip to RA12

RA11a. From what type of sources(s) is ocean available?	

RA11b. How easy is it to get ocean?	☐ very easy	☐ easy	☐ difficult	☐ very difficult

RA12. Are there dry communities in your community (i.e., areas where alcohol cannot be legally sold)?	**yes** (continue)	**no** Skip to PR1 (on next pg.)

RA13. Who/Where are they (e.g. name of community, township, etc.)	

Alcohol Access Assessment Tool (continued)

RA14. Do underage youth travel from these dry communities to places where alcohol is sold to buy/drink alcohol?	**yes**	**no**

RA15. How big a problem is traveling from dry communities to places where alcohol is sold in your community?	☐ not a problem	☐ somewhat of a problem	☐ a big problem

RA15a. If youth or young adults travel from dry communities to buy or drink alcohol in other communities, please describe the problem.	

Alcohol Promotion

The next several questions address where underage youth or young adults are exposed to advertising in your community. For the questions that require a Yes/No response, circle the appropriate answer. For the open-ended questions, provide as much information as possible. Describe from whom and how you collected this information:

		Describe how alcohol is portrayed:	Are youth targeted?		Are specific groups targeted? (e.g., young women, Hispanics?) If answer is yes, note the groups targeted.	
PRO1	on the radio		yes	no	yes	no
PRO2	on billboards		yes	no	yes	no
PRO3	on store fronts		yes	no	yes	no
PRO4	at community events		yes	no	yes	no
PRO5	at sporting events		yes	no	yes	no
PRO6	in the newspaper		yes	no	yes	no
PRO7	on TV commercials		yes	no	yes	no
PRO8	Other (Describe)		yes	no	yes	no

Community Norms

The next several questions ask about the availability of alcohol at community events. For the questions that require a Yes/No response or provide a range of responses, please circle the most appropriate answer.

		Is it acceptable to get drunk at:		Do people drive home drunk from:		Is it acceptable for underage youth to drink at:	
CN1	Graduation parties	yes	no	yes	no	yes	no
CN2	Baptisms	yes	no	yes	no	yes	no
CN3	Births/funerals	yes	no	yes	no	yes	no
CN4	Festivals/fairs	yes	no	yes	no	yes	no
CN5	Sporting events	yes	no	yes	no	yes	no
CN6	Other community rituals						
CN7	Other (please describe):						
CN8	Other (please describe):						
CN9	Other (please describe):						
CN10	Other (please describe):						
CN11	Summarize what the group said about this issue.						

Enforcement Assessment Tool

Directions: Please collect this information from a law enforcement/judicial source(s). For the questions that require a Yes/No response or provide a range of responses, circle the most appropriate answer.

For E4, E6, E8, and E10 on page 2 of this tool, include information on efforts to catch people breaking the law, efforts to punish people and the severity of the penalties associated with the offense, which should also be collected from a law enforcement/judicial source(s). Include as much information as is available about these issues.

Finally, for E5, E7, E9, and E11, please conduct a meeting of your coalition, stakeholder group, and/or other interested project participants in your community and lead a discussion in this group about these issues. At the end of the discussion, rate whether your community is very effective, effective, ineffective, or very ineffective at enforcing those laws. Document major issues and concerns that arose during the discussion.

Describe from whom and how you collected this information.

	These questions ask about the enforcement of alcohol-related laws in your community.	Sales of alcohol to minors	Adults buying alcohol for minors	Drinking and driving	Sales to intoxicated patrons
E1	How many violations have been issued in your community in the past year for:				
E2	Is this an increase or decrease from the last two years?	Increase	Increase	Increase	Increase
		Decrease	Decrease	Decrease	Decrease
		No Change	No Change	No Change	No Change
E3	What is the punishment for the:				
E3a	First offense?				
E3b	Second offense?		`		
E3c	Third offense?				

Enforcement Assessment Tool (continued)

Directions: As described previously, please obtain information about the specifics of E4, E6, E8, and E10 from law enforcement or judicial source(s) about the efforts currently underway in your community.

E4. What specific measures are being taken to enforce laws against drinking and driving?

E6. What specific measures are being taken to enforce laws against adults buying alcohol for minors?

E8. What specific measures are being taken to enforce laws against sales of alcohol to minors?

E10. What specific measures are being taken to enforce laws against sales to intoxicated persons?

Enforcement Assessment Tool

Then convene a group of coalition members and/or stakeholders to lead a discussion about the effectiveness of the measures identified by law enforcment, rating in E5, E7, E9, and E11 whether your community is very effective, effective, ineffective, or very ineffective at enforcing those laws, and document the major issues and concerns that resulted from the discussion.

Enforcement Effectiveness

These questions ask about the effectiveness of enforcement activities in your community. Effective enforcement of laws has three key components. People need to feel:

1. There is a reasonable chance of being caught,
2. If they are caught they will be punished, and
3. The punishment is severe enough to be a meaningful deterrent.

E4. What specific measures are being taken to enforce laws against drinking and driving?

E5. How effective is your community at enforcing laws against drinking and driving?

☐ very effective   ☐ effective   ☐ ineffective   ☐ very ineffective

E6. What specific measures are being taken to enforce laws against adults buying alcohol for minors?

E7. How effective is your community at enforcing laws against adults buying alcohol for minors?

☐ very effective   ☐ effective   ☐ ineffective   ☐ very ineffective

E8. What specific measures are being taken to enforce laws against sales of alcohol to minors?

E9. How effective is your community at enforcing laws against sales of alcohol to minors?

☐ very effective   ☐ effective   ☐ ineffective   ☐ very ineffective

E10. What specific measures are being taken to enforce laws against sales to intoxicated persons?

E11. How effective is your community at enforcing laws against sales to intoxicated persons?

☐ very effective   ☐ effective   ☐ ineffective   ☐ very ineffective

Bar Assessment Tool

Directions: You can to do a tour of your community to answer the following questions. If you have a large community, you might only look at a sample of bars. As a general rule, if you have less than 10 bars visit all of them. If you have more than 10 visit at least 10-20 and provide a justification for your choice of bars. Discuss the best approach with your evaluator prior to beginning data collection. For the questions that require a Yes/No response, please circle the appropriate answer. For the open-ended questions, please provide as much detail as possible. Make as many copies of this form as needed.

Retail Availability

This section addresses how alcohol is bought and sold at bars in your community.

			Bar #1		Bar #2		Bar #3		Bar #4		Bar #5	
Number of Bars Visited												
Number of Bars in Community												
RA1	What is the bar's name?											
RA2	What is the bar's address?											
RA3	How many days a week is the bar open?											
RA4	How many hours a day is the bar open?											
RA5	What type of alcohol does the bar sell? (Circle all that apply.)		Beer		Beer		Beer		Beer		Beer	
			Wine		Wine		Wine		Wine		Wine	
			Coolers		Coolers		Coolers		Coolers		Coolers	
			Liquor		Liquor		Liquor		Liquor		Liquor	
RA6	Does the bar sell single units of alcohol (e.g., a can of beer, glass of wine, etc.)?		yes	no	yes	no	yes	no	yes	no	yes	no
RA7	Does the bar sell high strength alcohol?		yes	no	yes	no	yes	no	yes	no	yes	no
RA8	Does the bar sell alco-pops?		yes	no	yes	no	yes	no	yes	no	yes	no
RA9	Does the bar sell moonshine?		yes	no	yes	no	yes	no	yes	no	yes	no

Price

The next several questions are related to the price of alcohol. For the questions that require a Yes/No response, please circle the appropriate answer.

		Bar #1		Bar #2		Bar #3		Bar #4		Bar #5	
PR1	Are happy hours with discounted drinks offered at this bar?	yes	no	yes	no	yes	no	yes	no	yes	no
PR2	Do prices increase to their normal level after happy hour is over?	yes	no	yes	no	yes	no	yes	no	yes	no
PR3	Are "all you can drink" specials offered at this bar?	yes	no	yes	no	yes	no	yes	no	yes	no
PR4	Are "two for one" drink specials offered at this bar?	yes	no	yes	no	yes	no	yes	no	yes	no

Promotion

The next several questions address advertising at each bar. For the questions that require a Yes/No response, circle the appropriate answer.

		Bar #1		Bar #2		Bar #3		Bar #4		Bar #5	
PRO1	Is alcohol advertising visible from the outside of the store (e.g., neon signs)?	yes	no	yes	no	yes	no	yes	no	yes	no
PRO2	Is there alcohol advertising on the inside of the store?	yes	no	yes	no	yes	no	yes	no	yes	no
PRO3	Does the bar offer free alcohol-related merchandise or promotional gifts?	yes	no	yes	no	yes	no	yes	no	yes	no
PRO4	Are there "no sales to minors" signs posted?	yes	no	yes	no	yes	no	yes	no	yes	no
PRO5	How does this bar typically advertise?	yes	no	yes	no	yes	no	yes	no	yes	no
PRO6	Does this bar sponsor community events?	yes	no	yes	no	yes	no	yes	no	yes	no

Intervening Variables

Use the following table below to identify how you can gather data for each of the Intervening Variables.

Intervening Variable	What data collection methods could be used to identify contributing factors?
Economic Availability The price that must be paid to obtain alcohol.	
Retail Availability Alcohol bought and sold through retail markets.	
Social Availability Obtaining alcohol through social sources, like friends, family, and relatives.	
Promotion Retailers attempts to increase demand through the promotion of their products.	
Community Norms The acceptability or unacceptability of certain behaviors including substance use.	
Enforcement Enforcement of formal alcohol policies. The mere existence of regulations, laws, and administrative restrictions can influence alcohol use and associated problems, but if there is known consequences, that increases the magnitude of effect.	

Community Needs Assessment

Workbook Contributors
In the table below, list the names of people in your community, the organizations they represent, and the contributions they made to completing this workbook.

Name	Organization	Contribution

Section 4: Considerations in Analyzing and Interpreting Data

Goals of this section

1. Be aware of the limitations of data
2. Identify ways of getting the best data possible

Factors to Consider When Looking at Data

When analyzing data, one must consider many factors. Below is a description of some of terms it would be helpful to be familiar with. Work with your project's evaluator to see how these apply to the data you collect locally.

Burden

A general term used in public health and epidemiological literature to identify the cumulative effect of a broad range of harmful disease consequences on a community, including the health, social, and economic costs to the individual and to society ... [1].

A simple way to think about Burden is it is the raw number of incidents that occur.

Rate

An expression of the frequency with which an event occurs in a defined population[2].

Reliability

Extent to which a measurement process produces similar results on repeated observations of the same condition or event.

Severity

The seriousness of a hazard. www.shellfishquality.ca/glossary.htm

A simple way to think of severity is the community's rank compared to the state or per 100,000 if community comparison is not available.

Trend

A direction demonstrated through observation of data and/or indicators over time[3].

Validity: The extent to which the question being asked measures the concept that the evaluator wants it to measure.

1. *Connecticut Department of public Health. http://www.dph.state.ct.us/OPPE/sha99/glossary.htm*
2. *http://www.cdc.gov/Reproductivehealth/EpiGlossary/glossary.htm#R*
3. *indicators.top10by2010.org/glossary.cfm*

Triangulation

Triangulation of data is when three different data sources tell you the same thing. Here is an example of triangulation:

YRBS: 88% of high school students who drank reported they did so in their own home.

Minors are getting alcohol in their own homes

School Counselors: Report many parties happen in student's homes.

Police Reports: An average of 4-5 underage house parties are broken up every weekend

When three different reliable sources are telling you the same thing, this is a good indication this problem exists in your community and it should be prioritized as an area that needs to be addressed.

Caution: "Reliable sources" is key.

Focus groups often provide valuable information. Many times focus groups are used as a way to identify data that could be collected. Caution should be applied to any source of data that is not representative of the entire population you are examining. Often focus groups are biased because of who participates, who talks, and how the group is run. There are a lot of variables that make it difficult for a focus group to provide valid data. A project indicator should not be chosen on focus group data alone. Triangulation could strengthen the case for data identified in focus groups.

Section 5:

PRIORITIZATION

Goals of this section

1. Develop a way to prioritize both consequences and intervening variables.

Important Considerations When Prioritizing Data

What is Prioritization?

For this project, it is a formalized process that helps limit your community's focus in choosing consequences and intervening variables. It is impossible to address every need with limited resources. A well thought out process can help you be strategic and make the most impact.

The prioritization process is much more than a formality to identify a consequence and its related intervening variables. It is important to know that the prioritization process is subjective. People will answer based on their knowledge and feelings. However, the fact that it is a subjective process does not diminish its value. It is important to include crucial leaders and decision makers in the process in addition to ordinary citizens, as this can set the stage and create buy-in from all facets of the community. It also creates the opportunity for dialog and can be a catalyst for community mobilization.

Important notes regarding prioritization:

- Your project will need to prioritize a consequence(s) and the consequence's related intervening variables.
- You will prioritize your consequence first.
- By establishing your consequence, this will help you identify narrow your focus when it comes to intervening variables.
- You can use the same process for both the consequence prioritization and intervening variable selection or you can change the process.

Developing Your Prioritization Tool

Below are some criteria you may want to consider when developing a Prioritization Scoring Tool. Your coalition will identify the criteria the scoring tool will include. This tool can be used to select the consequence and later, the intervening variables. Your prioritization process will identify the focus of your project and will be the foundation of your work from this point forward.

Criteria	Description
Severity	Ranking: Where does your community rank in this consequence compared to other communities (could use state or other similar communities as a comparison)
Burden	• Number/size of problem: Raw number provided by data • Economic impact: Estimated hospital, enforcement, judicial, property, insurance, tourism costs in addition to any other economic consequences the problem causes. • Social impact: Social consequence including affect on families, schools, and community. The impact on people.
Trends	If there is an increase, decrease, stabilization of the consequence – It can be compared to state trend.
Times people are most at Risk	What developmental periods are children most at risk in the community?
Preventability/ Changeability	Is it something that can be prevented or changed considering funding, time, and resources?
Capacity/ Resources	Based off of knowledge from current resource assessments, community grants, state initiatives the community is involved in, and community efforts.
Perceived Gap between Capacity/ Resources and need	Respondent estimates known resources and compares to estimated gaps and needs for services.
Readiness/ Political Will/Public Concern	Estimates the political climate and public opinion of consequence.

Sample Prioritization Tool

Directions: Below are some problems that have been identified as areas we could improve in our community. Read each factor on the left side and then rank each area on the right of the factor 1-3.

3= High Score (example: 3 means it is a big burden to the community)
1= Low score (example: 1 means we cannot make this better)

Factor	Severity	Burden	Can we make this better?	Do we have the resources?	Is this important to you?
Alcohol related violence	(compared to state)	(#)			
DUI crashes on ATVs					
Alcohol related vehicle crashes					
Alcohol related sexual assault					

Example of Prioritizing Intervening Variables Part 1

Based on the data you collected at the local level, you would have each member of your coalition use the following scale to score each Intervening Variable:

To what degree does your coalition believe **Retail Availability** is impacting the misuse of alcohol and its consequences in your community? Justify your decision.	no impact major impact 0 1 2 3 4 5 6 7 8 9 10
To what degree does your coalition believe **Social Availability** is impacting the misuse of alcohol and its consequences in your community? Justify your decision.	no impact major impact 0 1 2 3 4 5 6 7 8 9 10
To what degree does your coalition believe **Promotion** is impacting the misuse of alcohol and its consequences in your community? Justify your decision.	no impact major impact 0 1 2 3 4 5 6 7 8 9 10
To what degree does your coalition believe **Community Norms** is impacting the misuse of alcohol and its consequences in your community? Justify your decision.	no impact major impact 0 1 2 3 4 5 6 7 8 9 10
To what degree does your coalition believe **Enforcement** is impacting the misuse of alcohol and its consequences in your community? Justify your decision.	no impact major impact 0 1 2 3 4 5 6 7 8 9 10
To what degree does your coalition believe **Individual Level Factors** are impacting the misuse of alcohol and its consequences in your community? Justify your decision.	no impact major impact 0 1 2 3 4 5 6 7 8 9 10

Example of Prioritizing Intervening Variables Part 2

Based on the scores, rank each intervening variable with 1 being the highest priority (the area with the highest score) and 6 the lowest. In the case of a tie, decide which area is of higher priority for your community in relation to the misuse of alcohol. After having completed the ranking, justify your prioritization on the next page. Then work with the state and the Community Prevention Support Team who will help you decide what combination of intervening variables would be best to focus on in reducing the misuse of alcohol in your community.

Score	Rank	Intervening Variable
		Retail Availability
		Criminal Justice
		Social Availability
		Promotion
		Community Norms
		Individual Factors