

*Contributing Factors to Underage Drinking
Community Assessment Toolkit*

Prepared by OMNI Institute
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Introduction

There are a number of different variables that may be contributing to underage drinking in your community. It is important to assess the prevalence of these factors in order to effectively target your prevention efforts. This toolkit has been designed to aid communities in this assessment process. Factors that may contribute to underage drinking include the following:

- Easy retail access to alcohol
- Easy social access to alcohol
- Low perceived risk of alcohol use and detection
- Social norms maintain or promote underage drinking
- Promotion of alcohol use in the community
- Low or discount alcohol pricing
- Low enforcement of alcohol laws

The five assessment tools included in this kit will allow you to evaluate the strength and prevalence of these contributing factors in your community. An assessment protocol has been included to guide you in the use of these tools. The following tools are included:

- Tool #1: Community Background Information
- Tool #2: Assessment of establishments for off-premises consumption
- Tool #3: Assessment of establishments for on-premises consumption
- Tool #4: Focus group guides
- Tool #5: Liquor law enforcement evaluation

Contributing Factors Toolkit Protocol

There are five tools included in the Contributing Factors Toolkit. You may select to use all, one, or any combination of these tools. These tools are provided as starting points for your community, and they can be adapted to meet the needs of your assessment.

Assessment Tool #1. Community Background Information

- ❑ **Complete the assessment tool.** You will need to review local ordinances to answer questions on liquor license restrictions. The tool is divided by establishments that sell alcohol for off-site consumption and those that sell for on-site consumption. Terms that reflect common Colorado liquor licenses are used. An explanation of the different license types can be found at http://www.revenue.state.co.us/liquor_dir/wrap.asp?incl=license2.

Assessment Tools #2 and #3. Alcohol Establishment Observations

- ❑ **Based on your counts from Tool #1, generate a list or sample of establishments that sell alcohol** with input from the Coalition and youth. The goal is to identify and prioritize 10-20 businesses for evaluation.
 - If a community has over 20 establishments that sell alcohol, a sample should be assessed. Sampling techniques can include a random stratified sample (random sampling within specific types – location, age groups served, etc.- of outlets and establishments) or more purposive sampling techniques such as choosing all or the most popular “hotspots” for young adults.
 - The important thing to remember is that the sampling technique you use will have implications as to what you can generalize about the findings.
- ❑ **Document information about the sample generated for Part I.** This includes the total number of establishments in the community, the number to be visited/assessed and any special characteristics of the businesses that you chose to assess versus those you did not assess. This information will be helpful in summarizing information about your findings to the Coalition and others.
- ❑ **Develop a business owner/manager communication plan** with the Project Coordinator and any other key or Coalition members. The communication plan should address how to communicate information about the assessment, why certain businesses are being selected for assessment, how the confidentiality of individual business data will be protected, and how data will be used.
 - It will help if you can also address any potential benefits to owners/managers, such as public recognition of responsible retailers.
 - You do not want the establishments to operate any differently as a result of knowledge of the assessment, and communicating with all alcohol establishments that they may be selected for assessment and defining a wide timeframe for assessment would decrease the likelihood that individual establishments would operate differently. This communication could be done in the local newspaper, for example.

- ❑ **Identify raters to complete the establishment observation tools.** The number needed will depend on the number of businesses identified for evaluation, your timeline for the assessment, and the amount of time that individual raters have available to help with the assessment.
 - Consider involving young adults (over the age of 21) to engage them in thinking about the impact of underage drinking on the community.
 - You may find it helpful to recruit raters with a social science background (e.g., sociology, psychology, education) who may be more familiar with research methods and issues.
 - There are two separate tools for the different types of establishments: off-premises consumption and on-premises consumption. Depending on how many establishments and rates you have, you may want to split raters into these different groups so they are always using the same tool and observing the same type of establishment.

- ❑ **Determine data collection plan.**
 - Will you have 2 individuals assess each business? This strategy is recommended as many assessments will happen in the evening. If you are able to use 2 assessors/raters, you should encourage them to compare scores afterwards and come to a consensus about the single scores that will be recorded for the bar and returned to you.
 - Will you allow raters (over the age of 21) to purchase alcohol while they are visiting the bar establishment? It is recommended that you do not allow the purchase of alcohol by raters and that you reimburse raters only for non-alcoholic beverages and food menu items. You will want to determine what the reimbursement limit is per business and communicate this information to raters.
 - When should raters turn their completed assessment tools in to you? While it may be simplest to wait until they have assessed all the assigned businesses before having these returned to you, you should consider that if the assessment period will occur over two weeks or longer, individual raters may lose their completed assessment tools.
 - Do you want to include a rater debrief as part of the process? This may provide you with important insights that weren't necessarily captured on assessment tools.
 - Will owners/managers be interviewed? Because owners of the establishments may be unwilling to talk, the questions in the tool are designed to facilitate observations of alcohol establishments and should not require the raters to interview owners or managers. However, a community can choose to speak directly with proprietors, which may require outlining additional questions for raters around topics such as carding/ID procedures, server training, and other establishment policies.

- ❑ **Assign business ID numbers to each establishment in the sample.** Keep this information on file.

- ❑ **Create a business assignment list for each rater with the ID number of the establishment and its name.** Make sure that only the assigned ID numbers appear on the assessment tool that you give to each rater. Refraining from using the establishment's name emphasizes an aggregate analysis and may eliminate business owners' concerns that they are being specifically targeted.

- ❑ **Review and adapt the assessment protocol to train raters.**
- ❑ **Provide a training for raters** to review the protocol (including decisions and information regarding the communication plan), administrative guidelines, and assessment tools as well as to assign establishments for review.
 - As mentioned above, we have created two separate assessment tools—one for on-premises consumption establishments (bars, restaurants, etc.), and one for off-premises consumption (liquor and grocery stores). They are very similar but contain a few different questions. If raters will be visiting both types of establishments, please make sure they are familiar with both instruments and use the correct instrument for the type of establishment.
 - Include tips for finding answers to the assessment tool items, such as first looking at the information posted outside the establishment for those who are entering, at the menu, any table tents with happy hour information or other information on specials, and at the walls behind the bar where the bartender serves.
 - It may be helpful for raters to visit an establishment with you and go through a practice run.
 - Go over a list of things for raters to remember to bring on each visit – the assessment tool(s) with IDs only, a pen or pencil, any communication for a manager or owner that asks questions, reimbursement form, etc.
 - Make sure they understand the importance of providing detailed notes and of filling out their initials and any other information at the bottom of the assessment tool, in case pages are separated.
- ❑ **Implement data collection plan.**
- ❑ **Complete the Excel tally sheet that summarizes all of your assessment findings.**
 - The accompanying Excel document contains 4 worksheets—a data entry and an analysis sheet for each assessment tool (on-premises and off-premises establishments). The on-premises assessment tabs are labeled “Barsdataentry” and “BarFrequencies,” and the off-premises assessment tabs are labeled “SalesDataEntry” and “SalesFrequencies.”
 - Enter data from the two tools into the appropriate Data Entry tab (individual cells are labeled as the question numbers). For multiple choice answers, a drop-down box is provided for you to pick the appropriate option. For the “other” multiple choice option where raters can fill in their own answer, choose only the letter for that option (c, d, e, etc.). You will have to compile the open-ended “other” answers separately to determine if there are any trends, but it is important to enter the letter choice so that the percentages will be correct in the analysis tab. If a rater did not answer a question, select “missing” from the drop-down box in that cell.
 - After entering the multiple choice answers into the Data Entry tabs, the Frequencies tabs should populate and summarize your data automatically.
 - For open-ended questions, you may enter the answers in the appropriate cells in the Data Entry tabs, but these will not be analyzed automatically in the Frequencies tabs. You will need to look over these answers and determine if there are any trends.

- ❑ **Share findings with your Coalition.** When reporting findings, bring your document that describes your sample (don't use individual names of bar establishments; focus on aggregate numbers and what types of bars you focused on and why). Then, report out the results on the tally sheet.

Assessment Tool #4. Focus Group Guides

- ❑ **Determine the number of adult and youth focus groups that you can conduct.** It is important that you consider the following:
 - Available resources
 - Diversity of perspectives you want to hear from
 - Individual focus groups should have people that represent somewhat similar types of people
 - It is helpful to conduct 3 or more focus groups with different groups of adults and different groups of youth to ensure that the responses that you are hearing are reflective of the groups in the community and not just the individuals that participated in any given focus group
 - If you need to choose between conducting adult and youth focus groups, conduct the youth focus groups – your coalition will likely learn most from hearing from youth than other adults in the community – also, this is a way to engage youth in thinking critically about alcohol use.

- ❑ **Determine who will facilitate and who will take notes.** It is important to consider the following:
 - Is there someone who has facilitation training?
 - Is the facilitator someone whom the participants will perceive to be non-judgmental, trusted (won't talk about what they said to others) and who will set them at ease in order to increase the chances that participants answer questions openly and candidly?
 - Is there someone who is very detailed about note-taking and who will be conscientious about turning rough notes into a document that you can review and analyze? It may be helpful to record the focus groups in order to facilitate accurate notes. If you do record the sessions, be sure to obtain each participant's signed permission.
 - The facilitator and note-taker cannot be the same person, otherwise the group won't be facilitated well for participants, and you won't have very detailed or comprehensive notes.
 - How will you address confidentiality issues with the facilitator, note taker and participants?
 - What kind of anonymous questionnaire can you administer before the group begins to collect some demographics on the types of individuals that participated? Common questions ask about gender, age, occupation, zip code of residence, ethnic group, number of years lived in the community, and possibly some general attitudes and behaviors concerning drinking.
 - How can you thank individuals for their time as facilitator or note taker? How can you thank participants?

- ❑ **Develop a focus group participant recruitment plan.** Decide who you will recruit and the methods you will use for advertising and recruitment. For example, do you want to focus

on particular groups in your community? Do you want to focus on students from a certain school or neighborhood?

- ❑ **Schedule focus groups and communicate time and logistics to participants.**
- ❑ **Conduct focus groups.**
 - Explain that all answers will be kept confidential and obtain written consent from each participant.
 - Communicate how the data will be used.
 - Facilitators should remain neutral but visibly interested in participant comments.
 - Silence can encourage elaboration and further discussion from the group.
 - The probes and prompts listed on the focus groups guides are only suggestions; do not feel compelled to ask every prompt if it does not make sense in the context of the conversation.
 - Try to stick to the guide's questions, but feel free to follow the group's conversation if it veers off in a different direction, as long as the conversation is still relevant. If the group is totally off-topic, bring them back together by asking a new prompt or question.
 - Please contact your OMNI evaluation liaison if you have any questions about focus group facilitation or would like sample consent forms or other resources.
- ❑ **Review focus group notes and pull out common and unique comments or areas of discussion that appear across either adult or youth focus groups.**
- ❑ **Present findings to Coalition, along with the demographics of participants and other information about focus group recruitment.**

Tool #5: Liquor Law Enforcement Assessment

- ❑ **Interview a law enforcement or judicial official about local liquor law enforcement.**
Use the tool to assess law enforcement norms and policies regarding the following offenses: selling alcohol to minors, adults purchasing for minors, drinking and driving, and selling alcohol to intoxicated patrons.
- ❑ **Convene a meeting of coalition members and/or stakeholders.** Discuss the results of the law enforcement interview and discuss members' perceptions of the effectiveness of local liquor law enforcement.

Contributing Factors Assessment Process and Timelines

Assessment Tool	Will you collect this data?	How will you collect this data?	Who is responsible for collection?	When will it be completed?
Tool #1: Background Info				
Tool #2: On-Premises Consumption Assessment				
Tool #3: Off-Premises Consumption Assessment				
Tool #4: Focus Groups				
Tool #5: Enforcement Survey				

Assessment Tool #1: Community Background Information

Off-Site Consumption

1. How many alcohol sales outlets for off-site consumption are in your community?

_____ Liquor stores
_____ Convenience stores (3.2% beer)
_____ Grocery stores (3.2% beer)
_____ Other (please describe)

2. Are there restrictions on where they can be located (e.g., proximity to schools)? Describe these restrictions.

3. Are there restrictions on the number of outlets that can be licensed in your community? Describe these restrictions.

On-Site Consumption

4. How many establishments serve alcohol for on-site consumption in your community? Please note these variations refer to Colorado liquor licenses, not necessarily the name of the establishment.

_____ Taverns/Bars
_____ Restaurants/hotels
_____ Beer and Wine only
_____ 3.2% Beer only
_____ Brew Pub
_____ Other (please describe)

Assessment Tool #2: Alcohol Establishment Observation
On-Premises Consumption (Bars, Restaurants, etc.)

RETAIL ACCESSIBILITY (RA)

This section addresses how alcohol is bought and sold in your community:

	ID #	ID #	ID #	ID #
RA1. What is the zip code or major cross streets near the establishment?				
RA2. How many days a week is the establishment open?	a. 1-3 b. 4-5 c. 6 d. 7	a. 1-3 b. 4-5 c. 6 d. 7	a. 1-3 b. 4-5 c. 6 d. 7	a. 1-3 b. 4-5 c. 6 d. 7
RA3. How many hours a day is the establishment open?	a. 7 or fewer b. 8 c. 9-15 d. 16-20 e. 21-24	a. 7 or fewer b. 8 c. 9-15 d. 16-20 e. 21-24	a. 7 or fewer b. 8 c. 9-15 d. 16-20 e. 21-24	a. 7 or fewer b. 8 c. 9-15 d. 16-20 e. 21-24
RA4. What type of liquor license does this establishment have? (liquor license should be displayed, or you can likely tell by the type of establishment)	a. Tavern b. Hotel and Restaurant c. Beer and Wine Only d. Brew Pub e. Other _____	a. Tavern b. Hotel and Restaurant c. Beer and Wine Only d. Brew Pub e. Other _____	a. Tavern b. Hotel and Restaurant c. Beer and Wine Only d. Brew Pub e. Other _____	a. Tavern b. Hotel and Restaurant c. Beer and Wine Only d. Brew Pub e. Other _____
RA5. Do they sell high strength alcohol (e.g., Everclear, 100 proof+ alcohol, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
RA6. Other notes on retail accessibility.				

Community: _____ Date: _____ Rater Initials: _____

Assessment Tool #2: Alcohol Establishment Observation
On-Premises Consumption (Bars, Restaurants, etc.)

ALCOHOL PRICING (PR)

The next several questions are related to the price of alcohol:

	ID #	ID #	ID #	ID #
PR1. Are happy hours with discounted drinks offered at this establishment?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR2. Do prices increase to their normal level after happy hour is over?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR3. Are “all you can drink” specials offered at this establishment?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR4. Are “two for one” drink specials offered at this establishment?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR5. Are there price specials for larger amounts of alcohol purchased (e.g., 20 ounce beer specials vs. regular size of 12 ounces)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR6. Are there specials for certain groups at this establishment (e.g. ladies night, college night, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR7. Other notes on the price of alcohol sold				

Community: _____ Date: _____ Rater Initials: _____

Assessment Tool #2: Alcohol Establishment Observation
On-Premises Consumption (Bars, Restaurants, etc.)

ALCOHOL PROMOTION (PRO)

The next several questions address advertising of alcohol at establishments:

	ID #	ID #	ID #	ID #
PRO1. Is alcohol advertising visible from the outside of the establishment (e.g., neon signs, posters)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO2. Is there alcohol advertising on the inside of the establishment?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO3. Does the establishment offer free alcohol-related merchandise or promotional gifts?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO4. Describe advertisements for the establishment that you have seen near college campuses, in the newspaper, on billboards, etc.? List apparent target population and any unique or popularized aspects of the advertisement.				
PRO5. Does the establishment hold special promotional events (e.g., use of models to promote tasting of different kinds of alcohol, outdoor recreational events, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO6. Does the establishment advertise extra large sizes of beer or other drinks?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO7. Other notes on how alcohol or the establishment is promoted				

Community: _____ Date: _____ Rater Initials: _____

Assessment Tool #2: Alcohol Establishment Observation
On-Premises Consumption (Bars, Restaurants, etc.)

ALCOHOL POLICIES (POL)

The next few questions address policies at establishments.

	ID #	ID #	ID #	ID #
POL1. Are there “no sales to minors” signs posted?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
POL2. Are patrons under 21 years of age allowed in this establishment (e.g. concerts, until a certain time of night, etc.)? If no, please skip the rest of the section.	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
POL3. Please describe what circumstances under 21 year olds are allowed in the establishment.	a. With parents b. Allowed in separate area from bar c. Allowed until a certain hour d. Allowed anytime in all sections e. Other _____	a. With parents b. Allowed in separate area from bar c. Allowed until a certain hour d. Allowed anytime in all sections e. Other _____	a. With parents b. Allowed in separate area from bar c. Allowed until a certain hour d. Allowed anytime in all sections e. Other _____	a. With parents b. Allowed in separate area from bar c. Allowed until a certain hour d. Allowed anytime in all sections e. Other _____
POL4. How does the establishment distinguish over 21 year olds from under 21 year olds?	a. ID check b. No ID check c. Other _____	a. ID check b. No ID check c. Other _____	a. ID check b. No ID check c. Other _____	a. ID check b. No ID check c. Other _____
POL5. If applicable, please describe how and where ID checks occur (at the door, server, bartender, etc.).				
POL6. Other notes on the policies for different age groups using the establishment. (e.g., do you notice non-purchasers being carded?)				

Community: _____ Date: _____ Rater Initials: _____

Assessment Tool #2: Alcohol Establishment Observation
On-Premises Consumption (Bars, Restaurants, etc.)

Other comments, including typical clientele (e.g., professionals, bikers, college and young adults, etc.)

ID#	
ID#	
ID#	
ID#	

Community: _____ **Date:** _____ **Rater Initials:** _____

Assessment Tool #3: Alcohol Establishment Observation
Off-Premises Consumption (Liquor and Grocery Stores, etc.)

RETAIL ACCESSIBILITY (RA)

This section addresses how alcohol is bought and sold in your community:

	ID #	ID #	ID #	ID #
RA1. What is the zip code or major cross streets near the establishment?				
RA2. How many days a week is the establishment open?	e. 1-3 f. 4-5 g. 6 h. 7	e. 1-3 f. 4-5 g. 6 h. 7	e. 1-3 f. 4-5 g. 6 h. 7	e. 1-3 f. 4-5 g. 6 h. 7
RA3. How many hours a day is the establishment open?	f. 7 or fewer g. 8 h. 9-15 i. 16-20 j. 21-24	f. 7 or fewer g. 8 h. 9-15 i. 16-20 j. 21-24	f. 7 or fewer g. 8 h. 9-15 i. 16-20 j. 21-24	a. 7 or fewer b. 8 f. 9-15 g. 16-20 h. 21-24
RA4. What kind of liquor license does this establishment have?	f. Retail liquor store g. 3.2% Beer license h. Other _____	a. Retail liquor store b. 3.2% Beer license c. Other _____	a. Retail liquor store b. 3.2% Beer license c. Other _____	a. Retail liquor store b. 3.2% Beer license c. Other _____
RA5. Do they sell high strength alcohol (e.g., Everclear, 100 proof+ alcohol, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
RA6. Do they sell single servings (e.g., single cans or bottles)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
RA7. Do they sell oversized single servings (e.g., 40 oz. beer)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
RA8. Other notes on accessibility.				

Community: _____ Date: _____ Rater Initials: _____

**Assessment Tool #3: Alcohol Establishment Observation
Off-Premises Consumption (Liquor and Grocery Stores, etc.)**

ALCOHOL PRICING (PR)

The next several questions are related to the price of alcohol:

	ID #	ID #	ID #	ID #
PR1. Is the establishment offering sale prices on beer or wine?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR2. Is the establishment offering sale prices on hard alcohol?	Yes N/A No Unknown	Yes N/A No Unknown	Yes N/A No Unknown	Yes N/A No Unknown
PR3. Are there price specials for larger amounts of alcohol purchased (e.g., sales on larger packs of beer, larger bottles of wine, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR4. Do they sell bottles of wine for less than \$5.00?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PR5. Other notes on the price of alcohol sold.				

Community: _____ Date: _____ Rater Initials: _____

**Assessment Tool #3: Alcohol Establishment Observation
Off-Premises Consumption (Liquor and Grocery Stores, etc.)**

ALCOHOL PROMOTION (PRO)

The next several questions address advertising of alcohol at establishments:

	ID #	ID #	ID #	ID #
PRO1. Is alcohol advertising visible from the outside of the establishment (e.g., neon signs, posters)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO2. Is there alcohol advertising on the inside of the establishment?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO3. Does the establishment offer free alcohol-related merchandise or promotional gifts?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO4. Describe advertisements for the establishment that you have seen near college campuses, in the newspaper, on billboards, etc.? List apparent target population and any unique or popularized aspects of the advertisement.				
PRO5. Does the establishment hold special promotional events (e.g., use of models to promote tasting of different kinds of alcohol, outdoor recreational events, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
PRO6. Other notes on how alcohol or the establishment is promoted				

Community: _____ Date: _____ Rater Initials: _____

**Assessment Tool #3: Alcohol Establishment Observation
Off-Premises Consumption (Liquor and Grocery Stores, etc.)**

ALCOHOL POLICIES (POL)

The next few questions address policies at establishments.:

	ID #	ID #	ID #	ID #
POL1. Are there “no sales to minors” signs posted?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
POL2. How does the establishment distinguish over 21 year olds from under 21 year olds?	d. ID check e. No ID check f. Other _____	d. ID check e. No ID check f. Other _____	d. ID check e. No ID check f. Other _____	d. ID check e. No ID check f. Other _____
POL3. Do you observe non-purchasers being asked to show ID at check-out?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
POL4. Please describe location of ID check	a. At the door b. Checkout stand c. Both (a)and (b) d. No ID check e. Other_____	a. At the door b. Checkout stand c. Both (a)and (b) d. No ID check e. Other_____	a. At the door b. Checkout stand c. Both (a)and (b) d. No ID check e. Other_____	a. At the door b. Checkout stand c. Both (a)and (b) d. No ID check e. Other_____
POL5. Other notes on the policies for different age groups using the establishment?				

Community: _____ Date: _____ Rater Initials: _____

Assessment Tool #3: Alcohol Establishment Observation
Off-Premises Consumption (Liquor and Grocery Stores, etc.)

Other comments, including typical clientele (e.g., professionals, bikers, college and young adults, etc.)

ID#	
ID#	
ID#	
ID#	

Community: _____ **Date:** _____ **Rater Initials:** _____

Assessment Tool #4: Adult and Youth Focus Groups

These questions address alcohol advertising in your community and community norms about underage alcohol use. Before starting the focus groups, explain that everything shared is confidential and obtain consent from participants. Provide some background information about your community's CPP project and explain how the focus group data will be used.

Adult Focus Groups

1. Where are some of the common places that you see alcohol advertised (includes 21 and over establishments and alcohol sales outlets like liquor stores)?

PROMPTS

- Local radio or TV
 - Billboards – and whether these are concentrated in any particular geographic areas
 - Store fronts – and whether these are concentrated in any particular geographic areas
 - Sporting events
 - Other recreational, musical or large community events
 - Local newspapers
2. How is alcohol use commonly portrayed to promote its sale? Are these portrayals unique to your community?
3. What promotional ads and portrayals might be appealing to youth?
4. What other groups do alcohol promotions appear to target in your community (e.g., young women, Latinos, college students, etc.)?
5. When you think about young people who are underage and who live in the community, where do you think that they usually obtain alcohol?

PROMPTS

- A liquor store?
 - A grocery store?
 - A bar?
 - A restaurant?
 - Parties?
 - Friends?
 - Parents or family members?
 - Strangers?
6. How easy would it be for young people who are underage and live in the community to get alcohol from [those sources identified in question 5]? What makes it easy or hard for young people to obtain alcohol from these sources?

Assessment Tool #4: Adult and Youth Focus Groups

7. If young people who are underage drink alcohol and from the community, how likely do you think it would be that adults would find out. What makes it likely or unlikely that they would find out?

PROMPTS

- Parents
- Other family member
- Police
- Teachers at school
- Youth employers

8. How much do you think that adults in the community would disapprove if young people who are underage were to drink? Why do you think adults in your community would approve or disapprove of underage drinking?

PROMPTS

- Parents
- Other family members
- Friends
- Teachers at school
- Youth employers

Assessment Tool #4: Adult and Youth Focus Groups

Youth Focus Groups

1. Where are some of the common places that you see alcohol advertised (includes 21 and over establishments and alcohol sales outlets like liquor stores)?

PROMPTS

- Local radio or TV
- Billboards – and whether these are concentrated in any particular geographic areas/neighborhoods
- Store fronts – and whether these are concentrated in any particular geographic areas/neighborhoods
- Sporting events
- Other recreational, musical or large community events
- Local newspapers

2. How is alcohol use commonly portrayed to promote its sale?
3. What promotional ads and portrayals appear to target youth and young adults?
4. What other groups do alcohol promotions appear to target in your community (e.g., young women, college students, any ethnic groups, etc.)?
5. When you think about people your age, where do you think that they usually obtain alcohol?

PROMPTS

- A liquor store?
- A grocery store?
- A bar?
- A restaurant?
- Parties?
- Friends?
- Parents?
- Other family members?
- Strangers?

6. How easy would it be for people your age to get alcohol from [those sources identified in question 5]? What makes it easy or hard for people your age to get alcohol?
7. If people your age in your community drink alcohol, how likely do you think it would be that adults would find out? What makes it likely or unlikely that they would find out?

PROMPTS

- Parents
- Other family member
- Police
- Teachers at school
- Your employer

Assessment Tool #4: Adult and Youth Focus Groups

8. How much do you think that adults would disapprove if people your age were to drink? Why do you think adults in your community would approve or disapprove of underage drinking?

PROMPTS

- Your parents
- Other family members
- Your friends
- Teachers at school
- Your employer

Assessment Tool #5: Liquor Law Enforcement

DIRECTIONS: This tool allows your community to assess the level of enforcement of alcohol policies. The results of this assessment can help you target enforcement efforts in your community.

Please collect the following information (E1-E4) from a law enforcement or judicial source.

Describe from whom and how you collected this information _____

LAW ENFORCEMENT INTERVIEW

	Sale 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 <u>in the past year</u> for:				
E2. Has the number increased or decreased since last year?	Increase Decrease No Change	Increase Decrease No Change	Increase Decrease No Change	Increase Decrease No Change
E3. What is the punishment for the:				
E3a. First offense:				
E3b. Second offense:				
E3c. Third offense:				
E4. What specific measures are being taken to enforce laws against each type of offense:				

Community: _____ Date: _____

Assessment Tool #5: Liquor Law Enforcement

DIRECTIONS: After gathering the above information from law enforcement or judicial sources, convene a meeting of coalition members and/or stakeholders to discuss the effectiveness of enforcement in your community. Rate your community's effectiveness level for each of the four alcohol offenses, and document the major issues, concerns and potential prevention strategies that resulted from the discussion.

COALITION DISCUSSION

	Very Effective	Effective	Neither Effective or Ineffective	Ineffective	Very Ineffective
E5. How effective is your community at enforcing laws against <u>sales of alcohol to minors</u> ?					
DISCUSSION:					
E6. How effective is your community at enforcing laws against <u>adults buying alcohol for minors</u> ?					
DISCUSSION:					
E7. How effective is your community at enforcing laws against <u>drinking and driving</u> ?					
DISCUSSION:					
E8. How effective is your community at enforcing laws against <u>sales to intoxicated persons</u> ?					
DISCUSSION:					

Community: _____ Date: _____

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