

Appendix R: Promotion Tool

New Mexico uses this tool for looking at alcohol promotion. It is much simpler than what WY does, but will not provide the level of detail that WY does.

PROMOTION: The next several questions address where underage youth or young adults hear or see alcohol advertising in your community. For the questions that require a Yes/No response, circle the appropriate answer. For the open-ended questions, please 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, etc.)
PRO1. on the radio		Yes No	Yes Which group(s)? No
PRO2. on billboards		Yes No	Yes Which group(s)? No
PRO3. on store fronts		Yes No	Yes Which group(s)? No
PRO4. at community events		Yes No	Yes Which group(s)? No
PRO5. at sporting events		Yes No	Yes Which group(s)? No
PRO6. in the newspaper		Yes No	Yes Which group(s)? No
PRO7. on TV commercials		Yes No	Yes Which group(s)? No
PRO8. OTHER (Describe)		Yes No	Yes Which group(s)? No

Appendix S: Social Norms: Additional Survey Questions

SOCIAL 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.

Describe from whom and how you collected this information _____

	Is it acceptable to get drunk at:	Do people drive home drunk from:	Is it acceptable for underage youth to drink at:
1. Graduation parties	Yes No	Yes No	Yes No
2. Baptisms	Yes No	Yes No	Yes No
3. Births/funerals	Yes No	Yes No	Yes No
4. Festivals/fairs	Yes No	Yes No	Yes No
5. Sporting events	Yes No	Yes No	Yes No
6. Other community rituals	Yes No	Yes No	Yes No
7. Other [please describe]:			
8. Other [please describe]:			
9. Other [please describe]:			
10. Other [please describe]:			
11. Summarize what the group said about this issue.			

**Appendix T:
Strategic Prevention
Framework:
Assessment Youth
Focus Group Questions
(15 to 24 Year Olds)**

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT
YOUTH FOCUS GROUP QUESTIONS (15 to 24 Year Olds)
Retail Availability, Social Availability, Perception of Risk, Social Norms

Directions: Convene at least 6 focus groups with youth in your communities to discuss the following questions. Focus groups generally work best with 6-8 participants. Conduct at least one focus group with 15-17 year olds (in high school), one with 18-20 year olds (underage for buying alcohol and of college age), one with 21-24 year olds (of legal age), at least one group with Hispanic males and, if a substantial portion of the population of your community is Native American, one group with Native American males.

INSTRUCTIONS TO READ TO PARTICIPANTS: *I am going to ask you some questions around drinking alcohol. You will not be asked questions about your own behavior, but rather your views about what people your age in your community think and do.*

1. When you think about people your age, where do you think that they usually obtain alcohol?

PROMPTS

- a) a liquor store?
- b) a grocery store?
- c) a bar?
- d) a restaurant?
- e) Friends?
- f) Parents?
- g) other family members?
- h) Strangers?

2. How easy would it be for people your age to get alcohol from those sources:

PROMPTS: Reflect sources they mentioned in Q1

3. If people your age in your community drink alcohol, how likely do you think it would be that people would find out:

PROMPTS

- a) parents
- b) other family member
- c) the police
- d) teachers at school (if applicable)
- e) your employer (if applicable)

4. How much do you think that people would disapprove if people your age were to drink?

PROMPTS

- a) your parents
- b) other family members
- c) your friends
- d) teachers at school (if applicable)
- e) your employer (if applicable)

5. How much do you think that drinking and driving is a problem for people your age?

- 6. How much do you think that people would disapprove if people your age were to drink and drive?**

PROMPTS

- a) parents**
- b) other family members**
- c) your friends**
- d) teachers at school (if applicable)**
- e) your employer (if applicable)**

- 7. If you were to drink and drive what do you think would happen to you?**

PROMPTS

- a) the police would catch you**
- b) you would get a ticket and pay a fine**
- c) (FOR MINORS) your parents find out and punish you in some way
(such as taking away your car?)**
- d) anything else?**

**Appendix U:
Strategic Prevention
Framework:
Assessment—
Community Perception
Survey**

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT – Community Perception Survey

DIRECTIONS: Utilize these questions as a paper survey that can be tabulated, and as a beginning point for a documented community dialogue about the issues covered by this survey. Include representatives from multiple sectors of your community, including, at least: youth and youth organizations, health care organizations or providers, businesses and employers, law enforcement, local government, and education. Parents and faith community leaders should also be represented. Except for very small communities, at least fifty (50) paper surveys should be collected and tabulated. Your results should be described comprehensively in your progress report.

Describe from whom and how you collected this information _____

COMMUNITY SURVEY

We plan to talk tonight about the high rate of alcohol related motor vehicle crashes among youth and young adults in our community. Before beginning the discussion, we would appreciate you answering the following question. Please circle the response that you feel best fits the question. Your individual responses will be kept anonymous, and only utilized to aggregate the responses of the entire group.

1. How wrong would most adults in your community think it is to binge drink?

Very wrong Wrong A little bit wrong Not wrong at all

2. How wrong would most adults in your community think it is to drink and drive?

Very wrong Wrong A little bit wrong Not wrong at all

3. How wrong would most adults in your community think it is for underage youth to drink?

Very wrong Wrong A little bit wrong Not wrong at all

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4. How easy or difficult is it for underage youth to obtain alcohol from the following people in your community?

a. <u>Older siblings</u>	Very difficult	Difficult	Easy	Very Easy
b. <u>Parents</u>	Very difficult	Difficult	Easy	Very Easy
c. <u>Friends</u>	Very difficult	Difficult	Easy	Very Easy
d. <u>Adult strangers</u>	Very difficult	Difficult	Easy	Very Easy

5. How easy or difficult do you think it would be for underage youth to get beer, wine, wine coolers, or liquor from home without their parents knowing it?

Very difficult Difficult Easy Very Easy

6. How often do you think parents in your community provide alcohol at parties their children host?

Very serious problem Serious problem Somewhat of a problem Not a problem at all

7. How serious a problem is alcohol consumption by underage youth (15-20 years old) at unsupervised, informal gatherings (e.g., parties, at friend's houses) in your community?

Very serious problem Serious problem Somewhat of a problem Not a problem at all

8. How serious a problem are alcohol related motor vehicle crashes in your community?

Very serious problem Serious problem Somewhat of a problem Not a problem at all

9. Please describe at least two reasons why there are a high number or rate of alcohol related car crashes in your community.

Community: _____ Date: _____

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Appendix V: Town Hall Meeting Protocol

TOWN HALL MEETING PROTOCOL

Holding a town hall meeting is an efficient way to gather qualitative data through the use of a focused group discussion. The reward for this work is dynamic information not just about what people feel, but about *why* people feel the way they do about a particular subject or idea. Group discussions have the potential to provide data with both accuracy and depth.

The town hall meeting is intended as a compliment to the rest of the needs assessment. What follows is a discussion of the general system for running a town hall meeting successfully.

The Moderator

Fundamental to the town hall meeting is a moderator who facilitates the discussion. This person should feel at ease speaking in front of the group, but he or she is not a teacher. The moderator's goal is to make the participants feel comfortable in expressing themselves openly while keeping the discussion on track.

Becoming a talented moderator takes practice. For most novices the best strategy is to play the role of a *seeker of wisdom*. This role assumes that the participants have the wisdom you need and will share it if asked the right questions.

Most importantly, moderators must learn to listen and not talk.

Choosing the Participants

You can do one town hall meeting or a series of meetings. These meetings should consist of at least 10 people who either volunteer to come or who you have chosen specifically. Most meetings are made up of a homogeneous group of strangers, but don't be afraid to invite specific individuals to attend the meeting. Key participants may include a community member, a police officer, a parent, an adolescent, someone from your advisory council, a bar owner, and any other individuals who may have insight on the topic.

Setting the Rules

Prior to starting the discussion, the moderator should lay down a few ground rules. Generally, these include, only one person talking at a time; no side discussions among participants; no member should be put down because of their opinions; all thoughts and ideas are valued; and there are no wrong or right answers. Like with selection of group members, care and creativity should be used when setting rules.

Conducting the Discussion

The discussion itself should last between 1 and 2 hours and follow a structured format. The moderator should make every attempt to find a balance between keeping the group discussion on track and allowing it to flow naturally. In order to accomplish this, a "funnel" structure is often used. This approach is best outlined as a series of questions that move from general to specific.

Opening Question

This is a “round robin” question that everyone answers at the beginning of the meeting. It is designed to be answered quickly and to identify those characteristics that participants have in common. It should make everyone in the group feel more at ease.

Introductory Questions

These are questions that introduce the topic for discussion. Usually they are not critical to the research; rather, they are intended to foster conversation and interaction among the participants.

Key Questions

These are questions that drive the research. Their answers provide the best data for later analysis. They should be focused on the topic of interest and open-ended. The moderator’s goal with these questions is to illicit discussion among the participants. You should avoid both questions that allow for short answers and questions that can be answered with a “yes” or “no.”

Ending Questions

These questions bring closure to the discussion and enable participants to look back upon previous comments. Once again a “round robin” approach is best, and participants should be asked to summarize their thoughts in some way.

Sample Protocol You May Choose to Use for Your Town Hall Meeting(s)

Opening Question:

Tell us your name and what brought you here today. (Round Robin)

Introductory Questions:

What are the alcohol-related problems in our community?

What factors are causing these problems?

A number of alcohol-related concerns and possible causes for those concerns have been mentioned. Let’s think about three possible causes of alcohol misuse in particular. For the remainder of this discussion, let’s think about social availability, community norms and individual factors.

Key Questions

Let’s start with social availability. Social availability refers to the procurement of alcohol through social sources such as friends and family.

Where are the youth in our community getting alcohol? Give examples.

Where are high school aged youth and younger getting alcohol?

Where are minors out of high school getting alcohol?

Where do adults in the community obtain alcohol?

Where is the alcohol consumed? For youth and adults?

What are your experiences with underage drinking at parties, or with adults providing alcohol to minors?

There's been a lot of talk about the alcohol-related crashes as a problem in our community, but to what extent do you think *social availability* really contributes to the problem? (Round Robin).

Next, let's talk about community norms. Community norms reflect general attitudes about alcohol use and societal expectations regarding the level and type of use that is considered appropriate.

What are the norms of our community?

What are the general attitudes about drinking in our community?

What is the alcohol culture like?

In our community, is it okay to serve alcohol to a minor and if so, under what circumstances?

In our community, at what age is it acceptable to use alcohol?

What is our community's attitude toward drinking and driving?

What kind of groups or organizations promote the use of alcohol in our community?

Now that we've had this discussion, to what extent do you think *community norms* contribute to the alcohol-related crashes in our community? (Round Robin)

Lastly, let's think about individual factors. Individual factors could be biological, socio-economic, or individual attitudes.

What makes the people in our community different and unique?

What individual characteristics contribute to the alcohol-related crashes in our community?

Based on the things we've just talked about, to what degree do you think the *individual characteristics* of the people in our community are a cause of the alcohol-related crashes? (Round Robin)

Ending Question:

Considering the three causes that we've talked about today, social availability, community norms, and individual factors, which one is the leading cause of the alcohol-related crashes in our community? (Round Robin)

Our goal is to find out what is contributing to the alcohol-related crashes in our community. Have we missed anything? Do you have any final comments?

Thank the participants for coming.

Recording and Using the Information

Every effort should be made to record the town hall meeting by having a colleague take notes and through the use of a tape or video recorder. The use of recording equipment allows the meeting to be revisited when needed. This discussion can also be transcribed or at least listened to for quotes and general ideas. We suggest using a data matrix like the one found on the next page to keep track of major themes and quotes from the discussion. Feel free to expand the table as needed.

The information gathered from this meeting should be used to compliment other quantitative work by the use of participant quotes and the grouping of ideas. The grouping of ideas refers to the categorizing of attitudes, feelings, or beliefs of the group toward the topic. This may simply involve discussions revolving around a single question. In other cases this may involve outlining the major topics brought up by the group.

Notes for Town Hall Meeting about Alcohol Related Crashes

Date: _____ Location: _____
Number of People in Attendance: _____ Note Taker: _____

Section	Major Ideas of Themes	Quotes	Consensus or Disagreement?
Question 1			
Question 2			
Question 3			

Other thoughts, ideas, comments, or themes that arose during the town hall meeting:

**Appendix W:
Youth Focus Group
Questions
(15 to 24 Year Olds)**

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT YOUTH FOCUS GROUP QUESTIONS (15 TO 24 YEAR OLDS) RETAIL AVAILABILITY, SOCIAL AVAILABILITY, PERCEPTION OF RISK, SOCIAL NORMS

Directions: Convene at least 6 focus groups with youth in your communities to discuss the following questions. Focus groups generally work best with 6-8 participants. Conduct at least one focus group with 15-17 year olds (in high school), one with 18-20 year olds (underage for buying alcohol and of college age), one with 21-24 year olds (of legal age), at least one group with Hispanic males and, if a substantial portion of the population of your community is Native American, one group with Native American males.

Steps to running a focus group:

1. **Find a community leader who is comfortable talking in front of groups to lead the discussion.** Some things to look for when choosing a discussion leader are
 - Experience leading discussions
 - Knowledge of the topic to be discussed
 - Ability to relate to the group participants
2. **Find a note-taker.** A lot of important information will be discussed at a fast pace, so you'll need someone experienced at taking notes to make sure important information is not lost. Also, try to tape record the group discussion so you can go back and listen to it.
3. **Invite people who represent the community you're working with.** Select people that are similar to the population or community you are working with (e.g., age range, education level, smoking status). This will help you make sure that you get opinions that are representative of the different subgroups within the community. Other things to consider:
 - Divide participants into groups based on gender, race, education level, or other characteristics that may affect their ability to speak openly and honestly. This can be an issue when discussing sensitive topics, such as sex. For example, some women may be uncomfortable talking openly if men are present.
4. **Decide whether to give incentives.** Depending on your budget, you may choose to reward people for

participating. This can be money, a gift certificate, or something else of value to your audience.

5. Plan the group meeting.

- Day: What is the best day to hold the group session? Are certain days of the week not very convenient?
- Place: The meeting should be held in a central location that is easy for people to get to.
- Time: What time of day is best? Do members of the community generally work day or night hours?
- Length: Groups should be scheduled for 1 to 2 hours, depending on the amount of material you have to cover.
- Number of groups: It is a good idea to conduct a minimum of two groups with each set of people (if you are conducting separate groups with men and women, you will want to have at least four groups—two with men and two with women).

6. Prepare for the topics you want to discuss ahead of time. You should always make sure you have a discussion guide that the leader refers to in the group.

- A discussion guide usually consists of a list of topics and some questions you want to be sure to ask

7. Use the information that you gain. After the session is over, it is helpful for the leader and note-taker to meet briefly to discuss how the group went and compare observations. The next step is to review the notes and tapes to look for patterns in what participants say.

INSTRUCTIONS TO READ TO PARTICIPANTS: I am going to ask you some questions around drinking alcohol. You will not be asked questions about your own behavior, but rather your views about what people your age in your community think and do.

1. When you think about people your age, where do you think that they usually obtain alcohol?

PROMPTS

- a) a liquor store?
- b) a grocery store?
- c) a bar?
- d) a restaurant?
- e) Friends?
- f) Parents?
- g) other family members?
- h) Strangers?

2. How easy would it be for people your age to get alcohol from those sources:

PROMPTS: Reflect sources they mentioned in Q1

3. If people your age in your community drink alcohol, how likely do you think it would be that people would find out:

PROMPTS

- a) parents
- b) other family member
- c) the police
- d) teachers at school (if applicable)
- e) your employer (if applicable)

4. How much do you think that people would disapprove if people your age were to drink?

PROMPTS

- a) your parents
- b) other family members
- c) your friends
- d) teachers at school (if applicable)
- e) your employer (if applicable)

5. How much do you think that drinking and driving is a problem for people your age?

6. How much do you think that people would disapprove if people your age were to drink and drive?

PROMPTS

- a) parents
- b) other family members
- c) your friends
- d) teachers at school (if applicable)
- e) your employer (if applicable)

7. If you were to drink and drive what do you think would happen to you?

PROMPTS

- a) the police would catch you
- b) you would get a ticket and pay a fine
- c) (FOR MINORS) your parents find out and punish you in some way (such as taking away your car?)
- d) anything else?

**Appendix Y:
Strategic Prevention
Framework:
Assessment—
Community Access
Assessment Tool**

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT—COMMUNITY ACCESS ASSESSMENT TOOL

DIRECTIONS: You will need to do a tour of your community to answer the questions on the first page of this tool. 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.

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

	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 cans of beer)	Yes No	Yes No	Yes No	Yes No	Yes No

Y-2

For the questions that require a Yes/No response, please circle the appropriate answer. In your report, please clearly describe how you collected this information. For the remaining pages, please convene your coalition or planning group and answer the questions based on the input of the group.

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

Community: _____ Date: _____ Respondent: _____ Community Access Assessment Tool Page: 2

- RA12. Do underage youth from your community cross the border to Mexico to drink alcohol? Yes No
- RA13. Do young adults (21-24 years old) from your community cross the border to Mexico to drink alcohol? Yes No
- RA14. How big of a problem is cross-county drinking in your community? A big problem Somewhat of a problem Not a problem
- RA14a. If youth or young adults cross the border to drink, please describe the problem.
- RA15. Are there dry communities in your community (i.e., areas where alcohol cannot be legally sold)? Yes No [Skip to PR1]
- RA16. Who/Where are they (e.g. name of county, reservation, township, etc.) _____
- RA17. Do underage youth travel from these dry communities to places where alcohol is sold to buy/drink alcohol? Yes No
- RA18. Do young adults (21-24 years old) travel from these dry communities to places where alcohol is sold to buy/drink alcohol? Yes No
- RA19. How big a problem is traveling from dry communities to places where alcohol is sold in your community?
- A big problem Somewhat of a problem Not a problem
- RA19a. If youth or young adults travel from dry communities to buy or drink alcohol in other communities, please describe the problem.

**Appendix Z:
Strategic Prevention
Framework:
Assessment—Bar
Assessment Tool**

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT—BAR ASSESSMENT TOOL

DIRECTIONS: You will need 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. Made as many copies of this form as needed.

Number of Bars Visited _____ Number of Bars in Community _____

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
RA1. What is the name of the bar?					
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]	a. Beer b. Wine c. Coolers d. Liquor	a. Beer b. Wine c. Coolers d. Liquor	a. Beer b. Wine c. Coolers d. Liquor	a. Beer b. Wine c. Coolers d. Liquor	a. Beer b. Wine c. Coolers d. 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

	Bar #1	Bar #2	Bar #3	Bar #4	Bar #5
RA7. Does the bar sell high strength alcohol?	Yes No	Yes No	Yes No	Yes No	Yes No
RA8. Does the bar sell alcohol-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?					
PRO6. Does this bar sponsor community events?	Yes No	Yes No	Yes No	Yes No	Yes No