

Course Overview

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Course description

The goal of this course is for SPF SIG communities to identify data sources within their communities that will assist them in identifying:

- Who, where, and when 15-24 year olds involved in alcohol related crashes
- Substance use patterns in their communities that contribute to 15-24 year olds being involved in crashes
- Intervening variables linked to substance use patterns.

Participants will go through a series of activities that will assist them in identifying organizations, people, agencies and other entities within their respective communities and explore the different avenues that can be used to collect data.

These activities will tie into the community assessment activity timeline and will serve as a guide to completing these required tasks.

Course objectives

By the end of this workshop, participants will:

1. Explain how a substance related consequence (community wide indicator) is the unit of measure.
 2. Develop strategies to identify:
 - Who is involved in alcohol-related crashes
 - When these crashes occur
 - Where the crashes occur
 3. Identify community data sources that will measure the consequence.
 4. Examine the pattern of use in respective communities (Substance Use)
 5. Identify community data sources that will measure substance use.
 6. Explain intervening variables.
 7. Identify examples of intervening variables.
 8. Develop skills to assess intervening variables.
 9. Assess intervening variables in their respective communities.
 10. Identify cultural and demographic considerations when gathering data.
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New Mexico SPF SIG

The Strategic Prevention Framework State Incentive Grant (SPF SIG) will serve as a planning model for communities to address New Mexico's high rate of alcohol-related crash mortality among 15-24 year olds. There is an added emphasis on Hispanic and Native American males because of their particularly high rates.

The SPF SIG requires a data-driven and systemic approach both at the state level and community level to address the most critical needs as identified by a State Epidemiological Workgroup (SEW). Alcohol-related crash mortality among 15-24 year olds was one among many indicators identified by the *New Mexico Epidemiology Profile* as problems in New Mexico. This particular indicator was selected based on a prioritization process conducted by many of New Mexico's prevention advocates. The SPF SIG further requires a collaborative approach to address this selected indicator, encouraging every facet of a community to become involved in decreasing the 15-24 year old alcohol related crash mortality rate.

Eight communities were funded to begin strategy implementation of an array of evidence-based programs, policies, and practices focused on this one problem indicator, and five were funded to build capacity, so that in the near future, they to will begin to implement evidence-based programs, policies, and practices to decrease the 15-24 year old alcohol related crash mortality rate in their respective communities.

SPF steps and community goals

The five steps that comprise SAMHSA's Strategic Prevention Framework (SPF) will enable States and communities to build the infrastructure necessary for effective and sustainable prevention. Each step contains key milestones and products that are essential to the validity of the process.



1. Profile population needs, resources, and readiness to address the problems and gaps in service delivery

- Assess sub populations among 15 to 24 year olds involved in alcohol-related crashes in respective communities.
- Assess the usage patterns related to alcohol-related motor vehicle crashes among 15 to 24 year olds using epidemiological data provided by the State as well as other local data.
- Develop a set of intervening variables that link with substance use patterns.
- Cultural considerations are identified through every data collection process.
- Develop a logic model for creating evidence-based strategies that will address the intervening variables.
- Communities must also assess community assets and resources, gaps in services and capacity and readiness to act.
- Have evaluators design and lead the data-driven processes

2. Mobilize and/or build capacity to address needs

- Participate in existing community planning efforts where they exist, and broaden these to include all related program initiatives and stakeholders.
- Engage key stakeholders at the State and community levels.
- Key tasks may include, convening leaders and stakeholders; building coalitions; training community stakeholders, coalitions, and service providers; organizing agency networks; leveraging resources; and engaging stakeholders to help sustain the activities.
- Encompasses all cultures represented in the community.

3. Develop a comprehensive implementation plan

- Articulates a vision for the prevention activities and strategies for organizing and implementing prevention efforts based on the community's developed logic model.
- Focuses on addressing intervening variables identified by each community.

SPF steps and community goals, Continued	<p><u>Develop a comprehensive implementation plan continued.....</u></p> <ul style="list-style-type: none">• Is based on documented needs, build on identified resources/strengths, set measurable objectives and include the performance measures and baseline data against which progress will be monitored.• Are flexible and can be adjusted as the result of ongoing needs assessment and monitoring activities.• Addresses the issue of sustainability by creating a long-term strategy to sustain policies, programs and practices.• Takes into account and respects the cultures in which it will be implemented. <p>4. <u>Implement evidence-based prevention programs and infrastructure development activities</u></p> <ul style="list-style-type: none">• Local stakeholders will use the findings of their needs assessments to guide selection and implementation of policies, programs and practices proven to be effective in research settings and communities.• Ensure that culturally competent adaptations are made without sacrificing the core elements of the program. <p>5. <u>Monitor process, evaluate effectiveness, sustain effective programs/activities, and improve or replace those that fail</u></p> <ul style="list-style-type: none">• Provide performance data to the State on a regular basis, so that the State can monitor, evaluate, sustain and improve the Strategic Prevention Framework activities.
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Cultural competency

Cultural competence will be a major component of New Mexico's SPF project. New Mexico traditionally emphasizes a strong focus on culture, broadly defined.

Each community will self-identify the cultural issues important to the prioritized indicators and problem behaviors that are a focus of this project. These normally include ethnicity or race, language, income or class issues, historical community versus "new-comer" issues, and other issues specific to individual communities and commonly identified as local cultural issues that lead to specific behaviors, norms, and practices.

Local programs will be expected to provide and document evidence of local, culturally defined causes and correlates of the identified problem (underage drinking or DWI), including:

- 1) Cultural norms, beliefs, and practices toward use and behavior
- 2) How culture shapes community norms toward use and behavior
- 3) How culture shapes illness and addiction
- 4) How culture defines health

Questions to be addressed throughout the project include:

- 1) Are there specific cultural practices toward health that will be enhanced by the initiative?
 - 2) How will the initiative address community and cultural norms?
-

Sustainability

Sustainability in New Mexico is viewed as resources and practices devoted to maintaining and enhancing our constantly developing prevention system. As we move forward with the implementation of the Strategic Prevention Framework we are constantly thinking about sustainability.

In our minds we began to pursue sustainability at the onset of this project. Our past experience with sustainability has been very successful, as we have seen our general fund dollars increase with the loss of our original State Incentive Grant and our practices maintained and enhanced well beyond the end of the grant. This was possible due to the fact that we integrated our learnings into our entire prevention system, i.e., sub recipient requirements, including evidence based prevention programming, are accepted and required of all sub-recipients. The SPF SIG is well on its way to becoming the standard for New Mexico's prevention system, including state and local levels. We began educating our partners at both the local and state levels soon after receiving the grant and we will continue with formal training courses offered through our contractor. Equally important is the actual implementation of the SPF SIG framework into every aspect of our system. New Mexico's success in producing significant outcomes can be traced back to implementation and constant development and improvement of our overall prevention system.

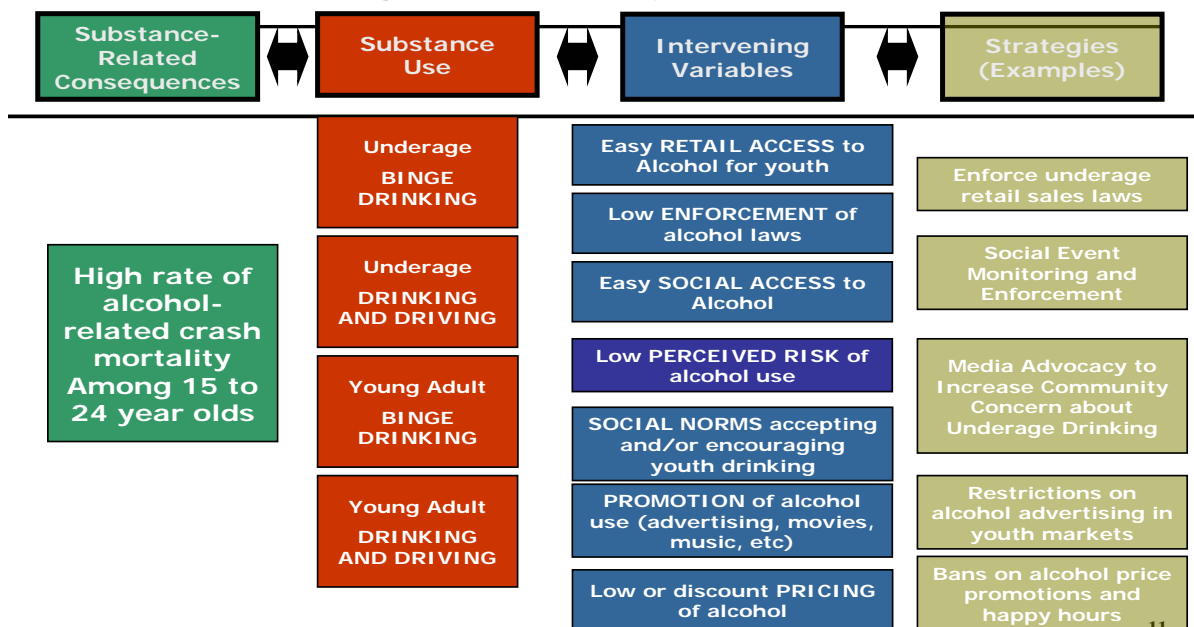
The New Mexico SPF Logic Model

Introduction

This model requires a focus on the prioritized indicator, high rate of alcohol-related crash mortality among 15-24 year olds. Next usage patterns related to the indicator are identified. Third, an identification of a broad range of behaviors, circumstances, times and locations, norms, policies, risk and protective factors, etc., that collectively are known as intervening variables are identified. Lastly, strategies that will address these intervening variables will be listed.

SPF SIG New Mexico Community Logic Model

Reducing alcohol-related youth traffic fatalities

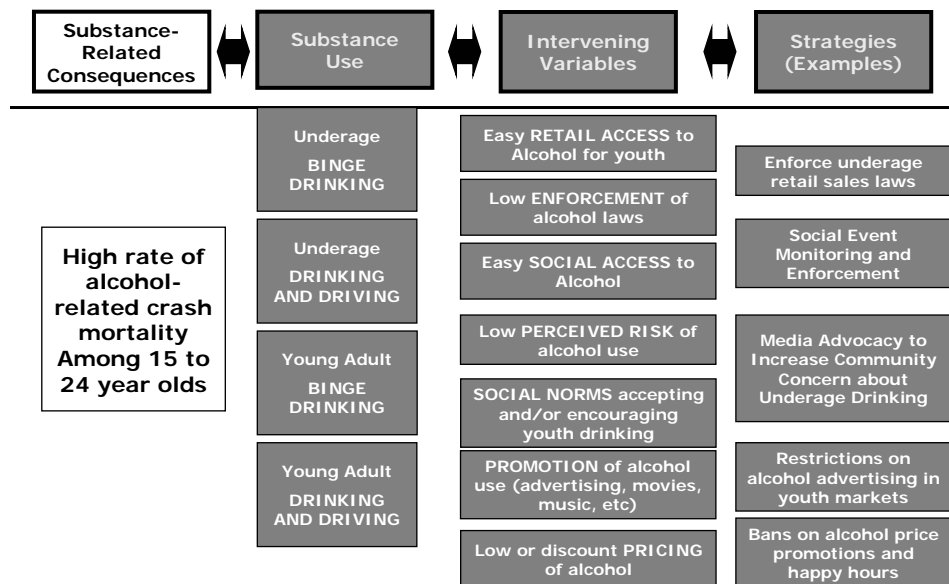


Substance Related Consequences

Introduction

The SPF SIG's measure of success is a decrease in the identified Substance Related Consequence: high rate of alcohol-related crash mortality among 15-24 year olds. In other words, all efforts must be aimed at decreasing this rate in your respective community.

SPF SIG New Mexico Community Logic Model Reducing alcohol-related youth traffic fatalities



Definition

Consequences of Substance Use are 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 a substance use problem if the use of alcohol, tobacco, or drugs increases the likelihood of the problem occurring.

Examples of Substance Uses Consequences

- The risk of a traffic crash is increased when the driver has been drinking.
- The risk of lung cancer is increased by long-term, heavy smoking.

Substance Related Consequences, Continued

Who, Where, and When?

Not all 15-24 year olds are involved in the substance use patterns that lead to alcohol related crashes. Efforts need to be targeted to those who are involved. The first assessment you will examine is who, where, and when this population (15-24 year olds) is involved in alcohol-related crashes.

Examples of High Risk:

- | | | |
|----------------|---------------------|---------------------------|
| • When | • Rural | • Native Americans |
| • Where | • Underage Drinkers | • Weekends |
| • Who | • Males | • 10:00pm, 2:00-3:00am |
| | • College Students | • High risk intersections |

Group Activity

Directions Use the following questions to guide you in recognizing data sources your community can use to identify where, when, and which 15-24 year olds are involved in alcohol-related crashes.

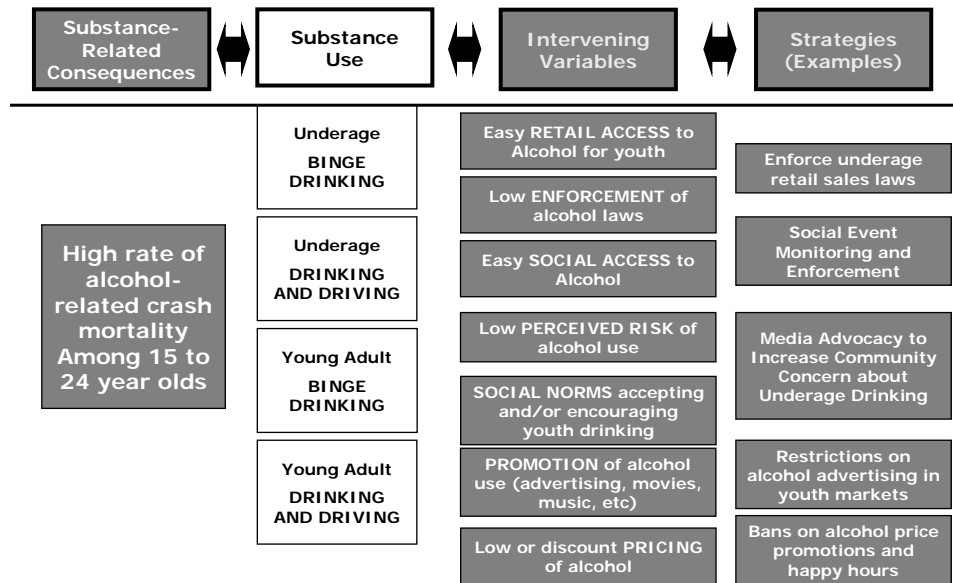
- How are you going to find this information out in your community? (police, hospital staff, EMS, interviews, existing data)
 - Who are the 15-24 year olds in your community involved in the crashes?
 - When do these crashes occur?
 - Where do these crashes occur?
- How are you going to ensure the 15-24 year old population will be looked at equally and fairly? (Stay away from personal perceptions, stigmas, self fulfilled prophecies etc...)
- What cultural considerations do you need to take into account when looking at this consequence and gathering data?
- What data are you going to use in your community as your unit of measure? (This refers to the high rate of alcohol-related mortality among 15-24 year olds)
- How are you going to examine data if you are addressing multiple communities? (For example different towns in a county)

Substance Use

Introduction

The first logical connection that needs to be established is the relationship between substance use patterns and high rates of alcohol-related crashes among 15-24 year olds.

SPF SIG New Mexico Community Logic Model Reducing alcohol-related youth traffic fatalities



Definition

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

Examples

- Underage Binge Drinking
- Young Adult Binge Drinking
- Underage and drinking and driving
- Young Adult drinking and driving
- Underage people riding with a drinking driver
- Young Adult riding with a drinking driver

Assessment

Another task of SPF SIG grantees will be to identify data sources that provide substance use data for the 15-24 year old population.

Substance Use, Continued

Data concerning substance use for the 15-24 year old population might currently exist in your community from previous surveys.

Data

Sources for

Assessment

Substance Abuse Related Reports on the Web

Youth Risk and Resiliency Survey:

The New Mexico Youth Risk and Resiliency Survey is a survey of New Mexico public high school students. Topics covered are alcohol, drug, and tobacco use; personal safety; suicidal ideation and suicide attempts; behaviors associated with violence; sexual activity; nutrition; physical activity; and resiliency (protective) factors.

1. State Report

The 2003 NM YRRS state report is available at:

<http://www.health.state.nm.us/pdf/YRRS2003FinalReport.pdf>,

OR

go to <http://www.health.state.nm.us/>, then click on 'Health Data' at the right of the banner along the top, then under 'Data Menu', go to 'Health Behaviors/Youth'.

2. County Reports

2003 NM YRRRS county reports are available

at: <http://www.health.state.nm.us/yrrs.html>

OR

go to <http://www.health.state.nm.us/>, then click on 'Data Menu / County Data / Substance Abuse', and click on the county you are interested in.

Behavioral Risk Factor Survey:

The NM Behavioral Risk Factor Survey is a statewide telephone survey of adults age 18 and over. Topics covered are alcohol use, tobacco use, and other behaviors that put people at risk of injury, disease, and premature death.

Go to <http://www.health.state.nm.us/hdata.html>, then click on then under 'Data Menu', go to 'Health Behaviors/Adult'.

Social Indicator Report:

The Social Indicator Report presents direct and indirect indicators of substance abuse at the state and county levels.

http://www.health.state.nm.us/pdf/Social_Indicator_NM_2004.pdf

Burden of Substance Abuse in New Mexico:

Discussion of substance abuse in New Mexico.

http://www.health.state.nm.us/pdf/2004_Burden_Substance_Abuse.pdf

Drug Abuse Patterns and Trends in New Mexico: Proceedings of the New Mexico State Epidemiology Workgroup, September 2004:

Presentations on drug abuse in New Mexico from various perspectives, including public health, law enforcement and academia.

http://www.health.state.nm.us/pdf/SEWG_NM_2004_FULL_REPORT.pdf

Data Sources for Assessment Continued

OR

go to <http://www.health.state.nm.us/hdata.html>, then click on 'Data Menu / Reports & Publications / A-Z Report Listing / Drug Abuse Patterns and Trends in New Mexico

Division of Government Research, University of New Mexico:

Excellent website with much information on traffic crashes and DWI. Presents information at the state, county, and municipal levels.

<http://www.unm.edu/~dgrint/>

Website: Division of Government Research, University of New Mexico

DGR focuses primarily on conducting contract and grant funded applied research projects and is a part of UNM's [Institute for Applied Research Services \(IARS\)](#). DGR currently specializes in providing computer based [data integration](#), [data analysis](#), and Geographic Information Systems ([GIS](#)) services to government agencies and private companies within New Mexico and other states.

The DGR website is a rich source of information on traffic safety and DWI statistics. Information is presented at the state, county, and municipal levels. The website also features an interactive mapping tool of traffic crash sites. It is recommended that all participants in the SPF-SIG project become familiar with this website.

Main DGR page: <http://www.unm.edu/~dgrint/>

Reports: <http://www.unm.edu/~dgrint/tcd.html#report>

District and County Reports: Include information on demographics, general crash information, alcohol-related crash information, crash specifics, characteristics of people in crashes, road segments with the most crashes, intersections with the most crashes, DWI arrests and convictions, and more. Includes useful charts, tables, and text.

http://www.unm.edu/~dgrint/TSB_main_web/Districts.htm

DWI Reports:

<http://www.unm.edu/~dgrint/dwi.html>

Least Safe Intersections Report:

<http://www.unm.edu/~dgrint/WorstInt/wor04001.html>

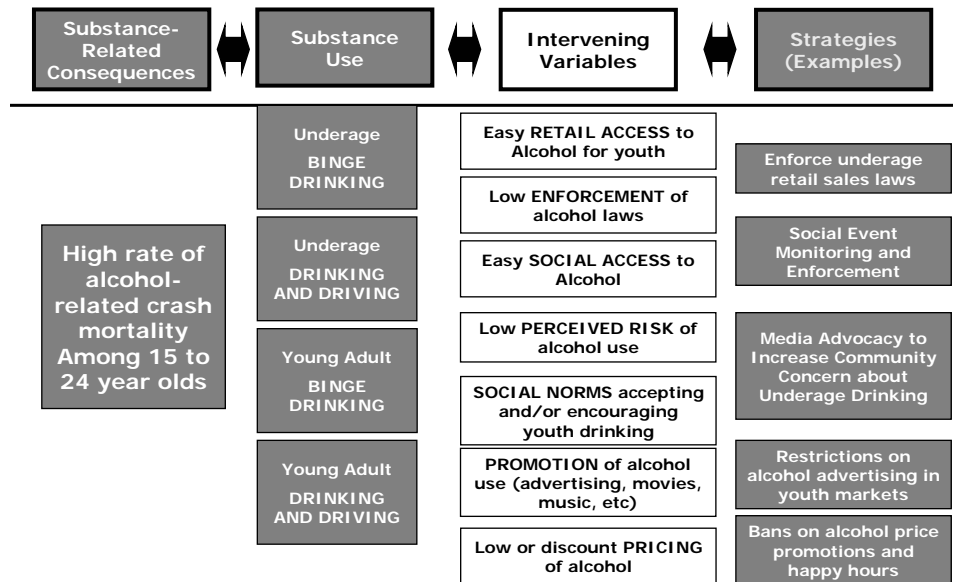
Maps: <http://www.unm.edu/~dgrint/tcd.html#gis>

Choose a geographical area, then scroll down that page until you get to the map listings. Some maps are prepared and some are interactive. Different items can be chosen for the interactive maps (crash locations, alcohol-involved crash locations, pedestrian involved crashes, etc.) This page takes some work, but has lots of information.

Intervening Variables

Introduction Intervening Variables is the third column of the logic model, and it links factors that influence substance use patterns to substance related consequences.

SPF SIG New Mexico Community Logic Model Reducing alcohol-related youth traffic fatalities



Definition 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 Variables, Continued

Examples of
Contributing
factors for
Intervening
Variables

Retail Access

- Number of outlets in the community
- Hours of sales

Enforcement

- Limited number of sobriety checkpoints
- Retailers selling to youth/Penalties not enforced

Perceived Risk

- Perceived risk of being caught for drinking and driving
- Perceived risk of injury or death from drinking and driving

Social Access

- Alcohol consumption obtained from parents/siblings/ peers
- Alcohol available at celebratory events/rites of passage

Social Norms

- Community acceptance of drinking and driving
- Parental approval of youth drinking

Promotion

- alcohol sponsorship of public events
- advertising that exposes young people to alcohol messages

Price

- Happy hours (indicators: # of bars with happy hours)
- Discount drinks
- Increased alcohol tax

Why Focus
on
Intervening
Variables?

- Appropriately match strategies to cause (and consequence)
- Focus on what are critical causes (vary by community)
- Help in next step - CAPACITY - who needs to be at the table to address what cause

ALL OF THE FOLLOWING WORKSHEETS CAN BE FOUND AT:

<http://captus.samhsa.gov/>

Click on the Southwest CAPT icon

Click on the state of NM: they are under SPF SIG Assessment Step Data Collection Instruments.

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
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?					
PRO6. Does this bar sponsor community events?	Yes No	Yes No	Yes No	Yes No	Yes No

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

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

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 <u>cross-border drinking</u> 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.

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

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.

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:
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	Yes No	Yes No	Yes No
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.			

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT – Community Forums

DIRECTIONS: Please convene at least two community meetings to survey participants and discuss the following questions, documenting the discussion and any group consensus. Include representatives from multiple sectors of your community, including, at least: parents, health care organizations or providers, businesses and employers, groups that work with youth, law enforcement, local government, faith community leaders, and education. The discussion should be described comprehensively in your progress report.

Suggestions for Process: Start the community forum with a review of data on the alcohol related motor vehicle crashes in your community. Explain to the community members that you are holding to meeting to explore with them what they think are the primary causes of these alcohol related car crashes especially among youth and young adults in your community. Explain that over time, the project will be working on ways to reduce alcohol related crashes in your community but for the discussion tonight, we are seeking first to understand why we have such a big problem with drinking and driving and alcohol related crashes.

Questions

1. You have just seen data showing that a large number of youth and young adults in your community are drinking and driving or riding in cars with drinking drivers. Drinking and driving as you know puts people at high risk of a car crash. Why do you think there are such high rates of alcohol related car crashes in your community?
2. Is it acceptable to drink and drive in your community? Do you think it is a problem in your community? How wrong do most adults think it is to drink and drive?
3. Is it acceptable to drink until you are drunk in your community? Do you think it is a problem in your community? How wrong do most adults think it is to drink until you are drunk?
4. Is it acceptable for underage youth to drink in your community? Do you think it is a problem in your community? How wrong do most adults think it is for underage youth to drink?
5. Where do you think underage youth in your community are getting alcohol? From stores? Bars? Their homes? Other adults? Their friends?
6. Where do you think underage youth and young adults in your community are drinking alcohol? Are they more likely to drink and then drive from any of these places?
7. How are laws against drinking and driving enforced in your community? How effective do you think your community is at enforcing laws against drinking and driving?
8. How are laws against selling alcohol to underage youth enforced in your community? How effective do you think your community is at enforcing laws against selling alcohol to underage youth?

**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

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 Assessment Process and Timelines
NEW MEXICO SPF SIG – December 2005

Component	How will you collect this data?	Who is responsible for doing it?	When will it be completed?
Alcohol related Motor Vehicle Deaths and Crashes			
Drinking and Drinking			
Binge Drinking			
Youth Focus Groups			
Bar Assessment			
Community Alcohol Assessment Tool			
Enforcement Survey			
Community Survey			
Community Forums			

STRATEGIC PREVENTION FRAMEWORK: ASSESSMENT – 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 on page 2 of this survey, 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, and document major issues and concerns that arose during the discussion.

Describe from whom and how you collected this information _____

ENFORCEMENT: 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 <u>in the past year</u> for:				
E2. Is this an increase or decrease from the last 2 years?	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:				

DIRECTIONS: As described in the directions on page 1, 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. Then convene a group of coalition members and/or stakeholders to lead a discussion about the effectiveness of these measures, 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 3 key components. People need to feel 1) that there is a reasonable chance of being caught, 2) that if they are caught they will be punished, and 3) that the punishment is severe enough to be a meaningful deterrent.

	Very effective	Effective	Ineffective	Very ineffective
E4. What specific measures are being taken to enforce laws against <u>drinking and driving</u> ?				
E5. How effective is your community at enforcing laws against <u>drinking and driving</u> ?				
E6. What specific measures are being taken to enforce laws against <u>adults buying alcohol for minors</u> ?				
E7. How effective is your community at enforcing laws against <u>adults buying alcohol for minors</u> ?				
E8. What specific measures are being taken to enforce laws against <u>sales of alcohol to minors</u> ?				
E9. How effective is your community at enforcing laws against <u>sales of alcohol to minors</u> ?				
E10. What specific measures are being taken to enforce laws against <u>sales to intoxicated persons</u> ?				
E11. How effective is your community at enforcing laws against <u>sales to intoxicated persons</u> ?				

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?

Resources

Data Collection Plan

Directions Use this worksheet to record identified data sources for all of today's activities. This will assist you in developing a data collection plan for your community.

LOGIC MODEL DOMAIN	IDENTIFIED SOURCES	INFORMATION TO BE GATHERED	NOTES
Substance Related Consequences			
Substance Use			
Intervening Variables			

New Mexico SPF SIG Logic Model

Substance Abuse-Related Problem or Consequence	Substance Use that Leads to the Problem Behavior or Consequence	Intervening Variables and their contributing factors	Evidence-Based Strategies, Logic-Driven Strategies (primarily environmental strategies)
<p>High rate of alcohol-related crash mortality among 15 to 24 year olds.</p>			

Resources

Examples of data collection sources

<u>Activity</u>	<u>Data collected</u>	<u>Logic Model</u>
Youth & Young Adult Community Monitoring Survey	Telephone 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.	Substance Related Consequence
Mortality Data	Collection of archival and current coroner's data for alcohol-involved fatalities.	Substance Related Consequence
Hospital Discharge Data	Collection of archival injury data.	Substance Related Consequence
Trauma Data	Collection of archival trauma center data	Substance Related 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 DMV-DOJ DUI arrest data	Intervening Variables
RBS On-Premise Survey	Survey of on-premise alcohol establishments.	Intervening Variables
RBS Pseudo Patron Observations	Observation of beverage sales and service responses to apparently intoxicated patron.	Intervening Variables
RBS Manager Training Evaluation	Pre/post training, survey of management policies and server training	Intervening Variables
RBS 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
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
Process Data	Collection and documentation of development of coalition and intervention activities plus community and neighborhood demographic information	Strategy

Adapted from: Prevention Research Center. (N.D). *SNAPP Data Manager's Manual*. Berkley, CA.

Substance Related Consequences, Continued

Directions Below are some possible data sources. Review the list and check which sources will be beneficial in your quest for information. The involved column can assist you in thinking about coalition capacity as well.

Potential Data Sources

GOVERNMENT	Involved	Available; crucial	Available; not crucial
Elected Officials/Tribal Government			
Mayor or City/County Council			
Substance Abuse Prevention			
Substance Abuse Treatment			
Department of Public Health			
Local Health Departments			
Community Health Clinics			
• Local Health Departments			
• Community Health Clinics			
Department of Recreation			
Driver's Licensing Agencies			
Public Works Department			
Armed Forces - All Branches			
Other:			
LAW ENFORCEMENT COMMUNITY	Involved	Available; crucial	Available; not crucial
Office of Chief of Police			
Local and State Police/Sheriffs			
• Alcohol Unit/Traffic Safety Unit			
• Community Relations/Affairs			
Alcohol Beverage Control Agency			
DWI Council			
Other:			

Adapted from: National Association of Governors' Highway Safety Representatives. (2001). Coalition membership checklist. *Community how to guide on . . . coalition building (DOT HS 809 209, Appendix 1)*. Washington, DC: National Highway Traffic Safety Administration. Retrieved July 21, 2003, from http://www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/PDFs/CB_Appen1.pdf
 Courtesy of Karen Abrams, NE State Liaison: Southwest Center for Applied Prevention Technologies

Substance Related Consequences, Continued

<i>EDUCATION</i>	Involved	Available; crucial	Available; not crucial
Education (K-12)			
• School Superintendent(s)			
• Principals			
• Athletic Directors			
• Coaches			
Prevention Coordinator(s)			
• High Schools			
• Middle Schools			
• PTA Organizations			
• School Resource Officer(s)			
Colleges and Universities (if in the community)			
• Administration			
• Student Affairs			
• Resident Managers			
• Substance Abuse Prevention			
• Judicial Review			
• Campus Police			
• Fraternities and Sororities			
• Athletic Directors			
<i>Health Care Community</i>	Involved	Available; crucial	Available; not crucial
Hospitals/Trauma Centers			
Physicians			
Pediatricians			
Medical Association			
Nurses			
Emergency Dept. Physicians & Nurses			
Health Maintenance Organizations			
Health Insurance Companies			
Emergency Medical Technicians and Paramedics			
<i>Youth and Youth Organizations</i>	Involved	Available; crucial	Available; not crucial
SADD Organizations			
Boys and Girls Clubs			
Boy Scouts/Girl Scouts			
YMCA			
4-H Clubs			
Substance Abuse Prevention Groups			
Religious Groups/Faith Organizations			
Other:			

Resources, Continued

<i>Businesses/Employers</i>	Involved	Available; crucial	Available; not crucial
Businesses Employing Underage Youth			
• Fast Food			
• Movie Theatres			
• Amusement Parks			
Alcohol Industry			
• Bars			
• Restaurants			
• Liquor Stores			
• Beer Distributors			
• Liquor and Wine Wholesalers			
Insurance Companies			
Chambers of Commerce			
Labor Unions			
Local Major Employers			
Arenas			
Record and Video Sales			
Media			
• Television Stations			
• Radio Stations			
• Newspapers			
Other:			
Community	Involved	Available; crucial	Available; not crucial
Parent Groups			
Faith Community			
Citizen Activist Groups			
• MADD Chapters			
• Civic Groups			
• Kiwanis/Lions/Rotary			
• Junior League			
• Other:			
Neighborhood Associations			
Minority/Culturally Specific Orgs.:			
Citizens			
County Health Councils			
Other:			

Resources, Continued

Below are questions taken from a Nebraska survey that is given at grades 6, 8, 10, and 12. They recently incorporated these specific alcohol related questions and had to change their strategies as a result of the data they got back.

Introduction

This survey is further useful because it doesn't include questions that get at factors or issues that aren't "actionable" by a community, such as family history of drug abuse; (2) or questions that communities can answer by going to reliable, local data sources.

Question	Yes	No	Did Not Use
On the last day you had alcohol, were there one or more adults present?			

Question	Answer Options
The last time I drank alcohol. .	I bought it myself with a fake ID
	I bought it myself without a fake ID
	I got it from someone I know aged 21 or older
	I got it from someone I know under age 21
	I got it from a brother or sister
	I got it from home with my parents' permission
	I got it from home without my parents' Permission
	I got it from another relative
	A stranger bought it for me
	I took it from a store or shop
	Other

Taken from: 2005 Nebraska Risk and Protective Factor Student Survey: <http://www.nebraskaprevention.gov/nrpfss05.htm>

Resources, Continued

Nebraska Survey Continued

Question	Answer Options
On the last day I drank alcohol.	at my home
	at someone else's home
	at an open area like a park, beach, back road, or a street corner
	at a sporting event or concert
	at a restaurant, bar or a nightclub
	at an empty building or a construction site
	at a hotel/motel
	In a car

Taken from: 2005 Nebraska Risk and Protective Factor Student Survey

Results from the 2003 Nebraska Risk and Protective Factor Student Survey

