

Attachment A:

MSPF Needs Assessment Toolkit

November 2011



Acknowledgement: This needs assessment toolkit was in part developed based on the 2010 South Dakota and 2007 North Carolina needs assessment toolkits.

Community Needs Assessment Toolkit

The Maryland Strategic Prevention Framework Advisory Committee conducted a State-wide review of epidemiological data and determined that the MSPF Priority is to reduce the misuse of alcohol by youth and young adults in Maryland, as measured by the following indicators:

- Reduce the number of youth, ages 12-20, reporting past month alcohol use
- Reduce the number of young persons, ages 18-25, reporting past month binge drinking
- Reduce the number of alcohol-related crashes involving youth ages 16-25

While the State has established the misuse of alcohol by youth and young adults as the priority which all MSPF communities must address, MSPF communities have the option, based on their assessment activities, of choosing one, two, or all three of the specific indicators of alcohol misuse on which to focus their efforts.

Communities will need to collect additional community –level data to better understand the misuse of alcohol by youth and young adults in their community and to help them decide which of the specific indicators they should tackle. They also need to understand the nature, extent, and impact of identified problems at the local level, to uncover the factors that drive them, and to identify appropriate solutions.

The assessment process is a systematic gathering and analysis of data about the community your coalition serves for the purpose of identifying and addressing local Alcohol problems. A comprehensive assessment should:

- Create community consensus about Alcohol problems in the community.
- Identify underlying factors that contribute to those problems.
- Identify and analyze environmental, social, and individual factors that contribute to the problems.
- Increase the likelihood that your coalition will select and implement policies and practices that actually will reduce Alcohol problems in your community.
- Establish baseline information to track the coalition’s progress.

The community needs assessment will guide development of the community strategic plan.

The overall goal of the needs assessment is to answer the five “W” questions:

- What
- Who
- Where
- When
- Why

The needs assessment will focus on establishing your priorities (what), who is involved most often, where the problems occur, when they occur, and why they occur.

Getting started with the Needs Assessment:

Collecting the data

There are generally two types of data- quantitative and qualitative.

1. **Quantitative data** are defined as variables that you can count and that can be verified independently. Usually, these facts are collected from archival data or surveys. An example of quantitative data is the percentage of car crashes caused by teens that have been drinking.
2. **Qualitative data** generally are defined as people's attitudes, opinions, or beliefs. Sources of qualitative data include interviews, town hall meetings, focus groups, or open-ended survey questions.

Data Collection Methods

- Collection of Existing Survey Results
- Interviews with Key Partners and Stakeholders
- Town Hall Meetings
- Collection of Original Data (Collect measures that are easily gathered such as environmental scans and reviewing newspapers and local publications for alcohol advertisements) *In the Appendix are worksheets that can be used to collect original data (worksheet 2, 3, 4, 5)*

In order to identify the types of data to collect we have provided worksheets that outline the data that identifies the five "W" questions in the Appendix. (Worksheet 1)

Selecting the Indicator(s) (the WHAT?)

How to identify the problem in your community: Based on the data collected from Worksheet 1, the coalition will look at the data for each indicator and select which indicator to focus on. **The exclusion of any one of the 3 indicators needs to be justified.**

Identifying the Who, Where, and When

The data identified and collected from Worksheet 1 will help guide your discussion regarding the population in your community most affected by the indicator chosen by your coalition. This will help you in determining **who** your selected strategy should initially target. As a coalition you also need to determine if there are any patterns that suggest a need to focus on a specific geographic location (**where**) or **when** the problems identified are occurring.

Intervening Variables (the WHY?)

After looking at data about underage drinking, binge drinking, and alcohol-related crashes (what), who is involved, and where and when they are occurring in your community, you are going to look at why they are occurring. As a coalition you will do this by collecting data on intervening variables and the associated contributing factors.

What are *Intervening Variables*?

Intervening Variables are constructs that have been identified as being strongly related to, and influencing the occurrence and magnitude of, substance abuse- in our case alcohol.

Intervening Variables

- 1. Retail Availability**
- 2. Social Availability**
- 3. Enforcement and Adjudication**
- 4. Social Norms**
- 5. Pricing**
- 6. Promotion**
- 7. Low Perceived Risks**

Part of your assessment is to collect data and analyze intervening variables related to your selected indicators. You need to identify sources of data for the intervening variables and their contributing factors that appear to be the most prominent in your community and develop a plan for gathering the data. See Worksheet 6 in Appendix.

This part of the assessment will help guide the selection of your evidence-based strategies. The contributing factor describes “why” something is a problem-not the problem itself.

North Carolina Example:

Kids serve alcohol at parties in their home with their parent’s permission. That is the problem (i.e., a specific case of social availability). To design a strategy, we have to know WHY parents think it is ok-what factors contribute to the problem. Possible contributing factors for this example would be: parents don’t know that it is illegal; the law is not enforced (leads to another why question); parents believe it is safer for kids to drink at home; parents aren’t aware of how much their kids are drinking.

The following tables provide examples of possible contributing factors to each intervening variable. Please review these factors as your coalition determines the degree to which each intervening variable is or is not a problem in your community.

Table 1-1. Contributing Factors for Retail Availability

	Examples of Contributing Factors
ID Issues	Use of fake IDs; failure to check IDs
Compliance to Regulations and Ordinances	Sales to minors; bootlegging, sales to intoxicated persons
Density	High-density package sales and open-container sales locations
Employees	Clerks have underage friends and sell to them
Product Placement	Ease of shoplifting; alcohol placement in store
Product Characteristics	Forty-ounce containers; keg registration tags are easy to remove
Youth and adults report perception of easy availability	

Table 1-2. Contributing Factors for Social Availability

	Examples of Contributing Factors
Provision of alcohol to minors	Parents provide alcohol to underage persons; older siblings or other relatives provide alcohol to underage persons; older friends supply alcohol; parents do not monitor the alcohol in the home and kids take it
Availability of unsupervised and other drinking locations	Numerous party settings; off-campus college parties
Community Celebrations	Acceptance of binge drinking in many social settings; Alcohol obtained at community celebrations by underage persons
Lack of awareness among adults that there are consequences for providing alcohol to minors	Adults do not know they can be arrested for providing alcohol to a minor
Lack of parental monitoring of alcohol supply in the home	Take/steal alcohol from parents' home
Workplace promotion	Workplaces promote drinking as part of the culture
Parents providing a location/allowing underage persons to drink	Parents think it is safer for youths to drink in their homes

Table 1-3. Contributing Factors for Enforcement

	Examples of Contributing Factors
Resources	Shortage of officers; lack of knowledge/training for officers; few or no retail compliance checks
Law enforcement practice	Inconsistent application of laws with minors; low number of arrests/citations for alcohol use for minors; alcohol is not a big issue relative to drugs and other issues
Judicial Practice	High dismissal rated by courts for DUI's/underage use; no/low prosecution by DA; inconsistent application of legal consequences by courts; few first offender consequences; short mandatory sentences
Lack of Parental Enforcement	Parents have few rules, if any, around drinking; parents don't enforce underage drinking laws

Table 1-4. Contributing Factors for Social/ Community Norms

	Examples of Contributing Factors
Family Acceptance	Parents permit underage drinking; family inclusion of alcohol at events
Multigenerational Use	Drinking is a normal pattern of parents and other relatives
Considered Right of Passage	Using alcohol and binge drinking are what kids do
Youth Perception	Drinking is a bonding activity; binge drinking is normal and not harmful; drunkenness is OK and even cool
Culturally Acceptable	Drinking is part of everyday life of the community
Available in homes	Alcohol is available in the home

Table 1-5. Contributing Factors for Pricing

	Examples of Contributing Factors
Drink pricing	Bars near campus compete for student purchasers with drink specials; happy hours; retail competition; holiday discounts
Container Pricing	Discount pricing in quantity purchases; retailer competition; convenience stores cheaper

Table 1-6. Contributing Factors for Promotion

	Examples of Contributing Factors
National Promotion	Pro-alcohol message from alcohol industry, movies
Local Promotion	Large number of alcohol ads in stores and on college campuses

Table 1-7. Contributing Factors for Low Perceived Risk

	Examples of Contributing Factors
Low perception of getting arrested	Low evidence of getting caught drinking; belief that penalties are not serious; low number of arrests
Low perception of consequences	Drinking and driving not perceived to be dangerous; minors don't believe courts will punish them/won't implement severe penalties
Lack of parental enforcement of consequences	Parents have few rules and consequences regarding alcohol use
Low perceived risk of alcohol use	Alcohol is not as dangerous as other drugs; belief that alcohol is safe as long as you are not driving; belief that hard liquor is dangerous but beer not

Prioritization

After collecting and analyzing the data for each intervening variable, your coalition will need to rank and score each intervening variable with regard to their potential to affect identified indicators.

Based on the data gathered your coalition will rank each intervening variable on a scale from 0-10 using the following question: To what degree does your coalition believe the intervening variable is affecting underage drinking, binge drinking, or alcohol related crashes in your community?

No Impact					Major Impact					
0	1	2	3	4	5	6	7	8	9	10

Record the score and ranking for each intervening variable on worksheet #7 in the Appendix.

Once your coalition has decided the top intervening variables for your community based on their rankings, you will need to indicate up to three contributing factors (based on your data) for each selected intervening variable.

In addition to prioritizing the intervening variables, you'll need to think about your community's readiness and capacity to address each contributing factor selected.

Some questions to consider are as follows:

- What community resources are available to address this intervening variable?
- What are the gaps in community resources?
- How ready is the community to address this intervening variable?

Priority Risk Factor Table

For each of these selected intervening variables, assess the changeability and importance of their contributing factors. Then develop the following priority risk factor table based on your assessment.

Example: Binge drinking at college campus

For the purpose of this example, we will assume that after completing the scoring and ranking, the top three intervening variables were Law Enforcement and Adjudication (LEA), Social/Community Norms (SCN), and Low Perceived Risk (LPR).

		More Important	Less Important
High Likelihood to Change	High Priority for Planning	Public Awareness (SCN) Alcohol and DWI education (LPR) Adjudication Accountability (LEA)	Low Priority
	Low Priority	Lack of penalties (LEA) Law Enforcement Resources (LEA) Low perceived risk for getting caught for underage drinking/DWI (LPR)	No Priority
Difficult to change			

Final Conclusions

Now after collecting and analyzing all the data surrounding underage drinking, binge drinking, and alcohol related crashes, as well as each intervening variable for these problems, you need to decide what to do. The decision is ultimately part of your MSPF Strategic Plan that will lead to determining the very specific evidence-based strategies for your community to implement. Think about your data and especially your final rankings and the Priority Risk Factor table you completed. As a coalition you will have to decide what combination of intervening variables you are going to target and why. Complete the following table for the contributing factors identified in the high priority quadrant.

Overview of Needs Assessment Results

Example for binge drinking:

Contributing Factor	Demographic subgroup (Who)	Geographic Location (Where)	Time of Year (When)
Public Awareness			
Alcohol and DWI education			
Adjudication Accountability			

Appendix

Indicator- Alcohol related crashes

Worksheet 1- Exploring community level data collection sources for alcohol-related motor vehicle fatalities and injuries for individuals aged 12-25.

Since not all 12-25 year olds are involved in alcohol use patterns that lead to crashes, efforts need to target those who are involved. This worksheet assists in determining data sources a coalition can use to identify more specific details.

Who are the 12-25 year olds in your community involved in the crashes?	Sources of data- <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Hospital staff/ EMS <input type="checkbox"/> DOT website <input type="checkbox"/> Other (specify)	Who can obtain the info?
When do these crashes occur? How frequently do these crashes occur?	Sources of data- <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Hospital staff/ EMS <input type="checkbox"/> DOT website <input type="checkbox"/> Other (specify)	Who can obtain the info?
Where do these crashes occur?	Sources of data- <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Hospital staff/ EMS <input type="checkbox"/> DOT website <input type="checkbox"/> Other (specify)	Who can obtain the info?

Indicator- Underage Drinking**Worksheet 1- Exploring community level data collection sources: Underage drinking among 12-20 year olds.**

Since not all 12-20 year olds use alcohol, efforts need to target those who are involved. This worksheet assists in determining data sources a coalition can use to identify more specific details.

<p>Who are the 12-20 year olds in your community who participate in under-age drinking?</p>	<p>Sources of data-</p> <p><input type="checkbox"/> Existing Survey Data</p> <p><input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Who can obtain the info?</p>
<p>When does the drinking occur (day of week, time of day, celebratory, etc.)?</p> <p>How frequently are the 12-20 year olds consuming alcohol?</p>	<p>Sources of data-</p> <p><input type="checkbox"/> Law Enforcement</p> <p><input type="checkbox"/> Court records</p> <p><input type="checkbox"/> Existing Survey Data</p> <p><input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Who can obtain the info?</p>
<p>Where does the drinking occur?</p>	<p>Sources of data-</p> <p><input type="checkbox"/> Law Enforcement</p> <p><input type="checkbox"/> Court records</p> <p><input type="checkbox"/> Existing Survey Data</p> <p><input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Who can obtain the info?</p>

Indicator- Binge Drinking

Worksheet 1- Young adult binge drinking among 18-25 year olds: Exploring community level data collection sources.

Since not all 18-25 year olds participate in binge drinking, efforts need to target those who are involved. This worksheet assists in determining data sources a coalition can use to identify more specific details.

<p>Who are the 18-25 year olds in your community who participate in binge drinking?</p>	<p>Sources of data-</p> <p><input type="checkbox"/> Existing Survey Data</p> <p><input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Who can obtain the info?</p>
<p>When does the binge drinking occur (day of week, time of day, celebratory, etc.)?</p> <p>How frequently are the 18-25 year olds binge drinking?</p>	<p>Sources of data-</p> <p><input type="checkbox"/> Law Enforcement</p> <p><input type="checkbox"/> Court records</p> <p><input type="checkbox"/> Existing Survey Data</p> <p><input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Who can obtain the info?</p>
<p>Where does the binge drinking occur?</p>	<p>Sources of data-</p> <p><input type="checkbox"/> Law Enforcement</p> <p><input type="checkbox"/> Court records</p> <p><input type="checkbox"/> Existing Survey Data</p> <p><input type="checkbox"/> Focus Groups</p> <p><input type="checkbox"/> Interviews</p> <p><input type="checkbox"/> Other (specify)</p>	<p>Who can obtain the info?</p>

Worksheet 2: Environmental Scan - Assessing Access

Directions: Do a tour of your community to answer the following questions. As a general rule, if you have less than 10 bars, visit them all. If your community is large, you might conduct a sampling of 10-20 bars and provide a justification for your choices. When completing this scan, for the questions that require a Yes/No response, please circle the appropriate answer. For the open-ended questions, please provide detailed information.

The first questions address how alcohol is sold. If the community does not have one of the sources mentioned, write "N/A" (not applicable) for Question 1 and skip to #15.

	Bars	Restaurants	Liquor Stores	Convenience Stores	Grocery Stores
1. Is alcohol sold in these outlets in your community?	Yes No	Yes No	Yes No	Yes No	Yes No
2. How many of these alcohol outlets are there in your community?					
3. Are there restrictions on the days and/or hours they can sell alcohol/be open?	Yes No	Yes No	Yes No	Yes No	Yes No
3a. Describe these restrictions.					
4. In general, what days and hours are these outlets open?					
5. Are there restrictions on where they can be (e.g., proximity to schools)?	Yes No	Yes No	Yes No	Yes No	Yes No
5a. Describe these restrictions.					
6. Are there restrictions on how many outlets can be in your community?	Yes No	Yes No	Yes No	Yes No	Yes No
6a. Describe these restrictions.					
7. Do they sell alco-pops (e.g. Mike's Hard Lemonade, Bacardi Breezers, etc.)?	Yes No	Yes No	Yes No	Yes No	Yes No
8. Do they sell single unit sales (e.g., single cans of beer)?	Yes No	Yes No	Yes No	Yes No	Yes No
9. Do they have happy hours with discounted drinks?	Yes No	Yes No	---	---	---
10. Do they have "all you can drink" specials?	Yes No	Yes No	---	---	---
11. Do they have "two for one" drink specials?	Yes No	Yes No	---	---	---
12. Do they promote large serving sizes and/or pitchers?	Yes No	Yes No	---	---	---
13. Do they have "Must Be 21 to Purchase Alcohol," "No Sales to Minors," and/or "We ID" signs?	Yes No	Yes No	Yes No	Yes No	Yes No
14. Are alcohol products placed in an area that is near an entrance (which can encourage easy access to youth/shoplifting especially in convenience stores)?	Yes No	Yes No	Yes No	Yes No	Yes No

Community _____ Respondent _____ Date _____

15. Where else (e.g., concert venues, festivals, sporting events, other community events) is alcohol sold in your community? What kind of alcohol is sold at these places (tap beer, Mike's Hard Lemonade, Wine, etc)?

16. Where are alcohol outlets and bars located (e.g., near schools, parks) in your community?

17. Is alcohol use permitted in public places in your community? (e.g., parks, concerts, sporting events, parking lots) Please describe.

18. Are people permitted to bring their own alcohol to community events? Please describe.

19. Do local bars (or the alcohol industry) sponsor community events? If yes, please describe.

20. Are beer kegs registered and tracked in your community?

Availability: Questions 1-8, 15, 16

Social Availability: 15, 17-18

Pricing: Questions 9-12

Community Norms: Questions 15, 17-18

Promotion: Questions 13-14, 19

Enforcement: Question 20

Perceived Risk: No Questions

Community _____ Respondent _____

Worksheet 3: On-Premise Pricing Assessment Tool

Instructions: Select 2-4 of the more popular bars or restaurants where adults and/or young adults (21-25 years of age) in your community consume alcohol on-premise. Each establishment must be visited twice—once during the week (Monday-Thursday) and once during the weekend (Friday or Saturday). Visits should occur during evening hours (after 5:00 pm) when price and promotional discounts are more likely to occur. The person collecting the data can visit the establishments alone or with one or more other people.

Circle the appropriate answer	Establishment 1: (name and location)		Establishment 2: (name and location)	
Does the establishment:	Observation 1: (date M, T, W, Thur/ time)	Observation 2: (date Fri or Sat/time)	Observation 1: (date M, T, W, Thur/time)	Observation 2: (date Fri or Sat/time)
Happy hour with discounted drinks?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
“All you can drink” specials?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
“Two for one” drink specials?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
A daily drink special/s that was available until closing time?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Specials on larger quantity drinks (20 oz beer) but not smaller quantity drinks (12 oz beer)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Specials for certain groups (ladies night, college night, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Have promotional signage on the outside of the building advertising sale or discounted drink prices?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Please note the price of alcohol.				
Circle the appropriate answer	Establishment 3: (name and location)		Establishment 4: (name and location)	
Does the establishment:	Observation 1: (date M, T, W, Thur/ time)	Observation 2: (date Fri or Sat/time)	Observation 1: (date M, T, W, Thur/time)	Observation 2: (date Fri or Sat/time)
Happy hour with discounted drinks?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
“All you can drink” specials?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
“Two for one” drink specials?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Daily drink special/s that was available until closing time?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Specials on larger quantity drinks (20 oz beer) but not smaller quantity drinks (12 oz beer)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Specials for certain groups (ladies night, college night, etc.)?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Have promotional signage on the outside of the building advertising sale or discounted drink prices?	Yes No Unknown	Yes No Unknown	Yes No Unknown	Yes No Unknown
Please note the prices of alcohol.				

Worksheet 4: Off-Premise Pricing Assessment Tool

Instructions: Select 2-4 of the more alcohol establishments (e.g., gas stations, liquor stores, grocery stores) where adults and/or young adults (21-25 years of age) in your community purchase alcohol for off-premise consumption. Each establishment needs to be visited only once and the visit can occur at any time during normal business hours on any day of the week.

	Establishment 1: (name, location and date)	Establishment 2: (name, location and date)
1. Was beer on sale?	Yes No Unknown	Yes No Unknown
2. Was wine on sale?	Yes No Unknown	Yes No Unknown
3. Was hard liquor on sale?	Yes No Unknown	Yes No Unknown
4. Were there any instances where larger quantities (18 or 24 packs of beer) were on sale but not smaller quantities (6 or 12 pack) of the same product?	Yes No Unknown	Yes No Unknown
5. Could you buy a bottle of wine for under \$5.00?	Yes No Unknown	Yes No Unknown
6. Could you buy an 18-pack of beer for under \$10.00?	Yes No Unknown	Yes No Unknown
7. Was there promotional signage on the outside of the building advertising sale prices?	Yes No Unknown	Yes No Unknown
8. Notes on the price of alcohol.		
	Establishment 3: (name, location and date)	Establishment 4: (name, location and date)
1. Was beer on sale?	Yes No Unknown	Yes No Unknown
2. Was wine on sale?	Yes No Unknown	Yes No Unknown
3. Was hard liquor on sale?	Yes No Unknown	Yes No Unknown
4. Were there any instances where larger quantities (18 or 24 packs of beer) were on sale but not smaller quantities (6 or 12 pack) of the same product?	Yes No Unknown	Yes No Unknown
5. Could you buy a bottle of wine for under \$5.00?	Yes No Unknown	Yes No Unknown
6. Could you buy an 18-pack of beer for under \$10.00?	Yes No Unknown	Yes No Unknown
7. Was there promotional signage on the outside of the building advertising sale prices?	Yes No Unknown	Yes No Unknown
8. Notes on the price of alcohol.		

Worksheet 5: Environmental Scan- Bar Assessment

Directions: Do a tour of your community to answer the following questions. As a general rule, if you have less than 10 bars, visit them all. If your community is large, you might only look at a sampling of 10-20 bars and provide a justification for your choices.

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
1. What is the name of the bar?					
2. What is the bar's address?					
3. How many days a week is the bar open?					
4. How many hours a day is the bar open?					
5. 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
6. 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
7. Does the bar sell alco-pops? (e.g. Mike's Hard Lemonade, Bacardi Breezers, etc.)	Yes No	Yes No	Yes No	Yes No	Yes No

Community _____ Respondent _____ Date _____

Worksheet 5: Environmental Scan- Bar Assessment (continued)

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
1. Are happy hours with discounted drinks offered at this bar?	Yes No	Yes No	Yes No	Yes No	Yes No
2. Do prices increase to their normal level after happy hour is over?	Yes No	Yes No	Yes No	Yes No	Yes No
3. Are “all you can drink” specials offered at this bar?	Yes No	Yes No	Yes No	Yes No	Yes No
4. Are “two for one” drink specials offered at this bar?	Yes No	Yes No	Yes No	Yes No	Yes No
5. Does the bar promote larger serving sizes and/or pitchers?	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
1. Is alcohol advertising visible from the outside of the store (e.g., neon signs)?	Yes No	Yes No	Yes No	Yes No	Yes No
2. Is there alcohol advertising on the inside of the store?	Yes No	Yes No	Yes No	Yes No	Yes No
3. Does the bar offer free alcohol-related merchandise promotional gifts?	Yes No	Yes No	Yes No	Yes No	Yes No
4. Are there “no sales to minors” signs posted?	Yes No	Yes No	Yes No	Yes No	Yes No
5. How does this bar typically advertise?					
6. Does this bar sponsor community events?	Yes No	Yes No	Yes No	Yes No	Yes No

Community _____ Respondent _____ Date _____

Worksheet 6: Collecting Contributing Factor Data

Complete the form(s) for the Intervening Variables that appear to be most prominent in your community. Then, develop a plan for gathering data related to the contributing factors for that Variable using these worksheets.

Intervening
Variable

Retail
Availability

Contributing Factors	How will we measure? Source of data?	Person Responsible?
<ol style="list-style-type: none"> 1. ID Issues 2. Compliance to Regulations and Ordinances 3. Density 4. Employees 5. Product Placement 6. Product Characteristics 7. Youth and adults report perception of easy availability 		

Worksheet 6: Collecting Contributing Factor Data

Complete the form(s) for the Intervening Variables that appear to be most prominent in your community. Then, develop a plan for gathering data related to the contributing factors for that Variable using these worksheets.

<p>Intervening Variable</p>
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Contributing Factors	How will we measure? Source of data?	Person Responsible?
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<p>Social Availability</p>

<ol style="list-style-type: none"> 1. Provision of alcohol to minors 2. Availability of unsupervised and other drinking locations 3. Community Celebrations 4. Lack of awareness among adults that there are consequences for providing alcohol to minors 5. Lack of parental monitoring of alcohol supply in the home 6. Workplace promotion 7. Parents providing a location/allowing underage persons to drink 		
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Worksheet 6: Collecting Contributing Factor Data

Complete the form(s) for the Intervening Variables that appear to be most prominent in your community. Then, develop a plan for gathering data related to the contributing factors for that Variable using these worksheets.

Intervening
Variable

Enforcement

Contributing Factors	How will we measure? Source of data?	Person Responsible?
<ol style="list-style-type: none"> 1. Resources 2. Law Enforcement practice 3. Judicial Practice 4. Lack of Parental Enforcement 		

Worksheet 6: Collecting Contributing Factor Data

Complete the form(s) for the Intervening Variables that appear to be most prominent in your community. Then, develop a plan for gathering data related to the contributing factors for that Variable using these worksheets.

**Intervening
Variable**

**Social/Community
Norms**

Contributing Factors	How will we measure? Source of data?	Person Responsible?
<ol style="list-style-type: none"> 1. Family Acceptance 2. Multigenerational Use 3. Considered Right of Passage 4. Youth Perception 5. Culturally Acceptable 6. Available in homes 		

Worksheet 6: Collecting Contributing Factor Data

Complete the form(s) for the Intervening Variables that appear to be most prominent in your community. Then, develop a plan for gathering data related to the contributing factors for that Variable using these worksheets.

<p>Intervening Variable</p>
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<p>Pricing</p>

Contributing Factors	How will we measure? Source of data?	Person Responsible?
1. Drink Pricing		
2. Container Pricing		

Worksheet 6: Collecting Contributing Factor Data

Complete the form(s) for the Intervening Variables that appear to be most prominent in your community. Then, develop a plan for gathering data related to the contributing factors for that Variable using these worksheets.

Intervening Variable	Contributing Factors	How will we measure? Source of data?	Person Responsible?
<div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> Low Perceived Risk </div>	<ol style="list-style-type: none"> 1. Low perception of getting arrested 2. Low perception of consequences 3. Lack of parental enforcement of consequences 4. Low perceived risk of alcohol use 		

Worksheet 7: Ranking and Scoring Intervening Variables

Intervening Variables	Score	Rank
Retail Availability		
Social Availability		
Law Enforcement and Adjudication		
Social/Community Norms		
Pricing		
Promotion		
Low Perceived Risk		

Intervening Variable Ranking Scale

Intervening Variable Ranking Scale										
No Impact										
Major Impact										
0	1	2	3	4	5	6	7	8	9	10