

# Iowa Partnerships for Success



## County Assessment Workbook

Iowa Department of Public Health,  
Division of Behavioral Health

State of Iowa Epidemiological Workgroup

April 2015



*Adapted from the Wyoming Epidemiological Workgroup and the North Dakota Strategic Prevention Framework State Incentive Grant Needs Assessment Workbook.*

## Table of Contents

<b>List of Tables</b> .....	<b>4</b>
<b>List of Figures</b> .....	<b>5</b>
<b>Products and Datelines</b> .....	<b>6</b>
<b>Outcome-Based Prevention</b> .....	<b>8</b>
<b>Workbook Organization</b> .....	<b>10</b>
Data Collection.....	10
Existing Data.....	10
Original Data.....	11
<b>County Needs Assessment Workbook Contributors</b> .....	<b>14</b>
<b>Local Data Sources</b> .....	<b>15</b>
<b>County Description</b> .....	<b>16</b>
<b>Description of Your County</b> .....	<b>16</b>
<b>Other Data Sources</b> .....	<b>18</b>
<b>Consequence Data</b> .....	<b>19</b>
Alcohol-Related Crimes.....	19
Alcohol-Related Car Crashes.....	20
Alcohol Dependence and Abuse.....	21
Alcohol School Suspensions and Expulsions.....	21
<b>Other Data Sources</b> .....	<b>22</b>
Final Consequences Question.....	23
<b>Consumption Data</b> .....	<b>24</b>
Underage Drinking Information.....	24
<b>Other Data Sources</b> .....	<b>25</b>
Final Consumption Question.....	25
<b>Intervening Variables</b> .....	<b>26</b>
<b><i>Alcohol Availability (Retail)</i></b> .....	<b>26</b>
Liquor Licenses and Per Capita Gallon Sales.....	26
Compliance Check Failure Rate.....	26
Percentage of Drive-Up Liquor Windows.....	27
Local Ordinances.....	28
<i>Other Data Sources</i> .....	28
Retail Availability Questions.....	29
<b>Key Law Enforcement Interviews</b> .....	<b>29</b>
<b>Officers Assigned to Alcohol-Related Issues</b> .....	<b>29</b>
<b>Other Data Sources</b> .....	<b>30</b>
Social Availability of Alcohol.....	30
<b>County Level Data Sources</b> .....	<b>31</b>
County Meetings or Focus Groups.....	31
Other Data Sources.....	31
Social Availability Questions.....	32
<b>Promotion</b> .....	<b>32</b>
Sponsorships.....	32
Advertising.....	33
Step One.....	33
Step Two.....	33
<b>Other Data Sources</b> .....	<b>35</b>

Promotional Questions ..... 36

**County Norms** ..... **36**

County Meetings or Focus Groups ..... 38

Other Data..... 38

County Norms Questions ..... 39

**Individual Factors** ..... **40**

    Surveys ..... 40

    Graduation Rates ..... 41

    Other Data Sources..... 42

    Individual Factor Questions ..... 42

**County Priorities** ..... **43**

**Resource Assessment** ..... **45**

**Resources** ..... **45**

**Final Conclusions** ..... **46**

**Appendices** ..... **47**

    Appendix A. Law Enforcement Interviews ..... 47

    Notes for Law Enforcement Interview About Alcohol Use ..... 51

    Appendix B. County Meeting or Focus Groups Protocol ..... 52

    Notes for Town Hall Meeting About Alcohol Use ..... 56

**State Data Sources** ..... **57**

**Definitions** ..... **59**

**List of Abbreviations** ..... **59**

## List of Tables

Table 1: Deadlines for Activities and Workbook Completion .....	6
Table 2: Workbook Contributors.....	14
Table 3: Other Data Sources (See examples) .....	15
Table 4: County Facts, Source ACS.....	16
Table 5: Youth Alcohol Related Arrests (rates per 10,000), Source JDW, CJJP .....	19
Table 6: Alcohol Related Fatal Crashes, Injuries and Drunk Drivers, source GTSB .....	20
Table 7: Treatment Episodes (Number and Rate per 10,000 Population) for Alcohol Treatment in Iowa by County of Residence, source TEDS/I-SMART .....	21
Table 8: Alcohol Related School Suspensions and Expulsions, Source Project EASIER .....	22
Table 9: Proportion of Students Who Reported 30-Day and Binge Drinking, Source IYS .....	24
Table 10: Liquor License Rates and Per Capita Gallon Sales, Source ABD .....	26
Table 11: Proportion of Liquor License Holders That Failed a Compliance Check, Source Evaluation Subcommittee .....	26
Table 12: Drive-Up Liquor Windows and Liquor Licenses in Your County, source ABD .....	27
Table 13: Local Ordinances Targeting Alcohol in Your County, Source Evaluation Subcommittee .....	28
Table 14: Proportion of Students Who Responded (Hard and Very Hard) to Perception of Neighborhood Alcohol Availability Question, Source IYS .....	31
Table 15: County Events and Their Alcohol-Related Sponsors Within Last Year, Source Evaluation Subcommittee .....	32
Table 16: Local Alcohol Advertisements and Promotional Events, Source Evaluation Subcommittee .....	34
Table 17: Proportion of Students Who Responded (Agree and Strongly Agree) to Perception of Social Norms Questions, Source IYS .....	36
Table 18: Proportion of Students Who Responded (Wrong and Very wrong) on the Perception of Peer's Norms Questions, Source IYS .....	37
Table 19: Proportion of Student Who Responded (Wrong and Very Wrong) to Perception of Parental and Adult Neighbors Norms, Source IYS.....	37
Table 20: Risk and Protective Factors That Best Predict 30-Day Alcohol Use and Percentage of Students at Risk or Protected by Grade Levels, Source IYS, 2014.....	40
Table 21: Graduation Rates, Source Project EASIER.....	41
Table 22: Current Resources and Strategies Focusing Upon the Underage and Binge Drinking by Intervening variables .....	45
Table 23: State Data Sources Used in the Assessment .....	57

## List of Figures

<b>Figure 1: Five Steps of the Strategic Prevention Framework Process</b> .....	<b>7</b>
<b>Figure 2: Outcome-Based Prevention (Lowther &amp; Birchmayer, 2006)</b> .....	<b>8</b>
<b>Figure 3: Outcome-Based Prevention Logic Model</b> .....	<b>9</b>

## Products and Datelines

Table 1: Deadlines for Activities and Workbook Completion

Product	Due Date	Date Completed
Identify stakeholders to assist with data collection, interpretation and completion of Community Needs Assessment Workbook.	May 15, 2015	
Identify needed data and determine if data is currently available or will need to be collected.	May 29, 2015	
Collect data from existing sources.	June 5-19, 2015	
Collect original data including law enforcement and stakeholder interviews, county meetings and focus groups	June 5-19, 2015	
Identify current community resources. Identify possible gaps and areas of duplication.	June 5-19, 2015	
Convene coalition, collaborative council or evaluation subcommittee to assist in review and completion of CAW.	Multiple Meetings	
County Needs Assessment Workbook submitted to IPDH	June 30, 2015	

By **June 30, 2015**, a final copy of the County Needs Assessment Workbook (only pages 13 until the end of the workbook) should be submitted electronically to:

**Toby V. Yak, MPH, PhD(c)**

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For additional technical assistance or questions, contact Toby Yak.

## Introduction

SAMHSA's Partnerships for Success funding builds upon the experience and established Strategic Prevention Framework (SPF) based prevention infrastructures of states/tribes to address two of the nation's top substance abuse prevention priorities in communities of high need. The program is based on the premise that changes at the community level will, over time, lead to measurable changes at the state/tribal level.

Through Iowa Partnerships for Success (IPFS), the Iowa Department of Public Health, Division of Behavioral Health is funding highest need counties to address Iowa's substance abuse prevention priorities of reducing underage and youth binge drinking among persons aged 12 to 20.

The SPF represents a five-step, data driven process used to 1) assess needs; 2) build capacity; 3) engage in a strategic planning process; 4) implement a strategic plan and 5) evaluate processes and outcomes. Cultural competency and sustainability are a focus across all five SPF steps.

Figure 1: Five Steps of the Strategic Prevention Framework Process



The first phase of the SPF model is Assessment, which involves the gathering and examination of data related to substance use and related consequences, community climate, environment, and infrastructure/resources. By design, this Community Needs Assessment Workbook is intended to walk you through the assessment process in a step-by-step manner to assess your local prevention needs.

## Outcome-Based Prevention

The foundation of the SPF model is Outcomes-Based Prevention (Figure 2). This process details the planning steps that must occur for community-level change. The visual representation of this is also known as a logic model. Building the logic model begins with careful identification or mapping of the local substance use problem (and associated patterns of substance use and consequences among the population affected) and the factors or intervening variables that contribute to them.

Figure 2: Outcome-Based Prevention (Lowther & Birchmayer, 2006)



**Consumption** refers to the way people drink/consume alcohol. For example the number of underage youth in a community who have had a drink of alcohol in the last 30 days.

**Consequences** are the social, economic, and health problems associated with the use of alcohol. For example the number of youth who are suspended from school for alcohol violations or who receive a citation for driving under the influence.

**Intervening Variables** are the underlying factors that contribute to the problem. For example social or retail to access to alcohol for youth may contribute to the problem of underage drinking in a community.

**Evidence Based Strategies** have documented evidence of effectiveness and preferably have been rigorously tested and shown to have positive outcomes in multiple peer-reviewed evaluation studies.

All funded applicants will work towards the same outcomes/goals of the IPFS Project including:

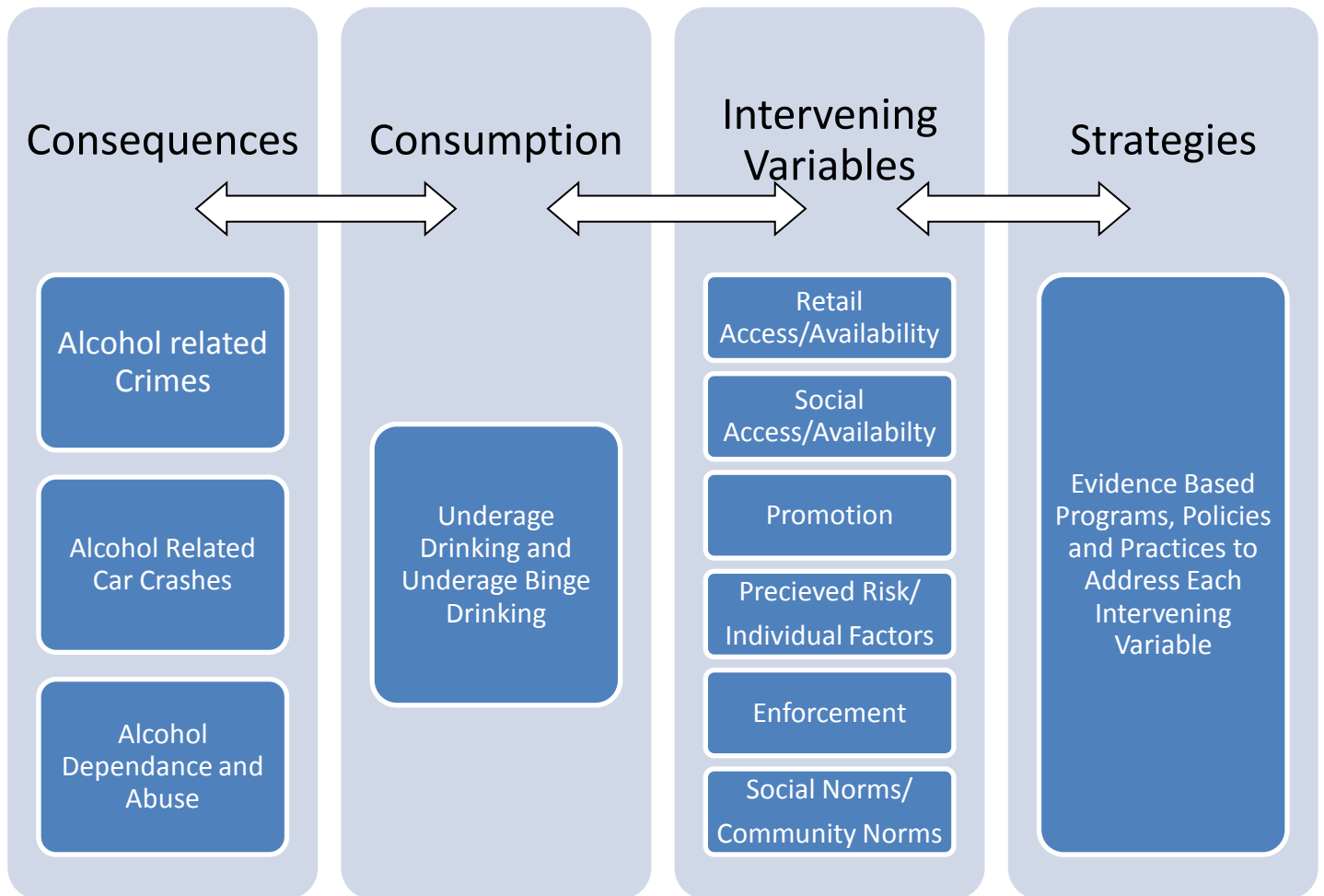
1. Reduce the rate of underage alcohol use rate of 8th and 11th grade drinkers by at least 5% in funded counties as measured by the Iowa Youth Survey (based on 2012-2014 and 2016-2018 Iowa Youth Survey results);
2. Reduce the binge drinking rate of 8th and 11th grade drinkers by at least 5% in funded counties as measured by the Iowa Youth Survey (based on 2012-2014 and 2016-2018 Iowa Youth Survey results); and
3. Implement at least one individual and four environmental evidence-based practices in the county.

The tasks that follow are based on the outcome-based prevention model and recent research



detailing the intervening variables of substance-related problems. There are four major sections (problems, causes, prioritization, and resource assessment). Within each there are data to collect and questions to answer. Following from Iowa's targeted need (underage and binge drinking) and the known Intervening Variables, the previous model can be expanded to include evidence-based strategies, as illustrated in Figure 3 (Birckmayer, Holder, Yacoubian, & Friend, 2004)<sup>1</sup>

Figure 3: Outcome-Based Prevention Logic Model



## Workbook Organization

The workbook is organized into sections to assist you in working through the process of assessing the need, specifically by:

- Identifying consumption and consequence patterns with existing and original data
- Identifying the intervening variables that are contributing to the problem
- Setting priorities
- Identifying existing community resources
- Determining which intervening variables you will address

### Data Collection

To be effective, you should not complete this workbook alone. Instead, an evaluation subcommittee of the coalition or Collaboration Council should be formed to complete this task. An evaluation subcommittee must include networks of people and organizations that bring substance abuse and mental health data, analytical thinking, and epidemiological capacity to prevention planning and decision-making in your county.<sup>3</sup> You will also want to periodically convene your larger coalition or Collaborative Council to assist in identifying possible sources of data, solicit volunteers for data collection and interpretation, and to assist in setting priorities and deciding which intervening variables your county will focus on.

Much of the data needed in this workbook may be publicly available or provided to you. In other areas, where local level data is not available to IDPH, you will be responsible for finding the information. Proportions or rates are used for simplicity, and it is acknowledged that they may vary according to their margin of error. In addition to the existing data sources that are specifically outlined in this workbook, local surveys or other data sources are encouraged to be used as sources of auxiliary information to aid in the decision making process. Your county may have already gathered survey results from businesses or from local law enforcement that may help in the needs assessment.

### Existing Data

You may be surprised at how much data already exists at your local or county level. Some of these data will be provided directly to you by IDPH. Other sources of data may come from your local law enforcement agencies, school district or city and county public health departments. Some examples include data gathered by local public health agencies as part of their Community Health Needs Assessment and Health Improvement Planning or information from school districts regarding graduation rates or the number of alcohol-related suspensions. A key to successful assessment is to identify who is already collecting local data and work collaboratively to access, analyze, and interpret such data.

## **Original Data**

In several areas of this workbook you will be asked to gather original (new) information. The purpose of this data collection is to gather information directly from your county by observation or research. This will enable you to fill in gaps where existing data may not exist, or be incomplete. Examples of this will include interviews with key partners and stakeholders, including law enforcement, and conducting county focus groups and town hall meetings. More specific resources and templates for collecting this information can be found in Appendix A and B.

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# **{Insert County Name Here} County Assessment Workbook**



## **Iowa Partnerships for Success**

**{insert month/date/year here}**

## County Needs Assessment Workbook Contributors

List the names of people in your county, the organizations they represent, and the contributions they made to complete this workbook in Table 2 below.

Table 2: Workbook Contributors

Name	Organization	Contribution
Toby V. Yak, MPH, PhD(c)	Iowa Department of Public Health	Data collection and analysis of state and county indicators

## Local Data Sources

In Table 3 below, list all the local (county/community) data sources used in this workbook as well as a description of the data, and where it came from.

Table 2: Other Data Sources (See examples)

Data Source	Data Description	Data Location
Iowa Youth Survey(state)	Statewide school survey of 6 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> graders (2002, 2005, 2008, 2010, 2012, and 2014). Consumption variables	<a href="http://www.iowayouthsurvey.iowa.gov/">http://www.iowayouthsurvey.iowa.gov/</a>
Justice Data Warehouse	The Justice Data Warehouse (JDW) is a central repository of key criminal and juvenile justice information from the Iowa Court Information System (ICIS) and information from the Iowa Correctional Offender Network (ICON) system.	<a href="http://www.humanrights.iowa.gov/cjip/jdw/index.html">http://www.humanrights.iowa.gov/cjip/jdw/index.html</a>
I-SMART	A web-based computing environment to enable IDPH and providers to share substance abuse treatment data.	<a href="http://www.dasis.samhsa.gov/webt/tedsweb/tab_year_choose_year_web_table?t_state=IA">http://www.dasis.samhsa.gov/webt/tedsweb/tab_year_choose_year_web_table?t_state=IA</a>

## County Description

{INSERT COUNTY MAP HERE}

### Description of Your County

Table 3: County Facts, [Source SDC and ACS, 2013 Population Estimate](#)

County Demographics	Description	County (N)	County Rate (%)	State (N)	State Rate (%)
<b>2013 Population Estimate</b>	Total Population Estimate		N/A		N/A
<b>Population by Gender</b>	Male				
	Female				
<b>Population by Age</b>	<5				
	5 to 14				
	15 to 24				
	25 to 34				
	35 to 44				
	45 to 54				
	55 to 64				
	65 to 74				
	75 to 84				
	85 and over				
<b>Race/Ethnicity</b>	White				
	Black or African American				
	American Indian and Alaska Native				
	Asian Alone				
	Hispanic or Latino Origin				
	Native Hawaiian and Other Pacific Islander				
	Other Race				
<b>Income (2009-2013)</b>	Median Household Income				
<b>Educational Attainment</b>	No Schooling Completed				



<b>(2009-2013)</b>	High School Graduate, GED, or Alternative				
	Some College or Associate's Degree				
	Bachelor's Degree				
<b>Economic Characteristics (2009-2013)</b>	Below Poverty for All Ages				
	Under 18 years				
	18 to 64 years				
	65 years and over				
<b>Government Assistance (2013)</b>	Food Assistance Benefits (Average Monthly Households)				
	Food Assistance Benefits (Total Annual Benefits)				
	Medicaid Benefits (Average Monthly Recipients Eligible)				
	Medicaid Benefits (Total Annual Benefits)				

**NOTE:** Percent Rate =  $(N \div \text{Total Population Estimate}) \times 100\%$

**Other Data Sources**

**Question 1:** Add any other information or unique historical, social and cultural particulars that you feel important to specifically describe your county.

## Consequence Data

This section looks at alcohol-related consequence data and will help you identify which alcohol-related consequences are of greatest concern in your county.

### Alcohol-Related Crimes

Table 4: Youth Alcohol Related Arrests (rates per 10,000), Source JDW, CJJP

Alcohol-Related Crimes Juveniles	Area	2012		2013	
		N	Rate	N	Rate
Alcohol Offenses	{Enter County Name Here}				
	Iowa				
Operating While Intoxicated	Enter County Name Here}				
	Iowa				

**Note:** IDPH will provide this data. JDW is continuously being updated; therefore no new queries will be offered after the data have been pulled.

### Other Data Sources

This is an important part of the county assessment since it relates to your county specific data not available at the state level. Identify all other data that address problems around the consequences of alcohol related crimes. For example, you have knowledge of local surveys, of trouble spots or specific alcohol related strategies that the law enforcement agencies are implementing. You may have data not reported to the state on Minor in Possession arrests and/or citations. In this case describe the results here:

#### **Question 2:**

Based on the preceding tables and your other local level data, how do alcohol-related offenses and convictions in your county compare to the state? Is your problem bigger, smaller or about the same? Discuss the differences.

## Alcohol-Related Car Crashes

Another targeted consequence of underage drinking and binge drinking for the IPFS Project is car crashes related to alcohol use.

Table 5: Alcohol Related Fatal Crashes, Injuries and Drunk Drivers, [Source GTSB](#)

Indicators	AREA	2007	2008	2009
Fatal Crashes      N (Rate)	{Insert County Name Here} N			
	Rate			
	Iowa      N			
	Rate			
Drivers Involved in Fatal Crashes That Have Had a Drink (%)	{Insert County Name Here} N			
	(%)			
	Iowa      N			
	(%)			
Alcohol-Related Traffic Injuries N (Rate)	{Insert County Name Here} N			
	Rate			
	Iowa      N			
	Rate			

## Other Data Sources

Consider and analyze other data sources that will help identify and detail problems around the consequences of alcohol and motor vehicles. Describe results here:

### Question 3

Based on preceding Tables and your community level data, how do alcohol-related car crashes in your county compare to alcohol-related car crashes across the state? Is your problem bigger, smaller or about the same? Discuss the differences.

## Alcohol Dependence and Abuse

Table 10 below shows the rate by county of residence for treatment admissions due to alcohol as the primary or secondary drug. The Iowa rate has been included in the table to provide a comparison. The year-specific estimated census data were used for that purpose.

Table 6: Treatment Episodes (Number and Rate per 10,000 Population) for Alcohol Treatment in Iowa by County of Residence, source I-SMART

Area		2012	2013
{Insert County Name Here}	N Rate		
Iowa	N Rate		

**Note:** IDPH will provide this data.

## Other Data Sources

Consider and analyze other data sources that will help identify and detail problems around the consequences of alcohol dependence and abuse. For example you may have information from local surveys or from treatment facilities in your communities. If so describe the results here:

### Question 4

Based on your county data, how does alcohol dependence and abuse in your county compare to alcohol dependence and abuse across the state? Is your problem bigger, smaller or about the same? Discuss the differences.

## Alcohol School Suspensions and Expulsions

The following table describes the rate of school alcohol-related suspensions and expulsions from the Iowa Department of Education data center. Identify your district and the total number of suspensions and expulsions because of alcohol for each year and calculate the rate using this formula: (total number of suspension-expulsion/total number of students in the district) X 10,000.

Table 7: Alcohol Related School Suspensions and Expulsions, [Source Iowa Department of Education](#)

Youth Alcohol Suspension and Expulsion Rate (per 10,000)	2011-2012	2012-2013	2013-2014
District 1, 2, 3, .. .. N			
Rate			
{Insert County Name here} N			
Rate			
Iowa N			
Rate			

**Question 5**

Based on your county data, how does alcohol related school suspensions and expulsions in your county compare to the state?

Is your problem bigger, smaller or about the same? Discuss the differences.

List some of the districts policies regarding suspensions and expulsions of students.

**Other Data Sources**

Consider and analyze other data sources that will help identify and detail problems around the consequences of alcohol. For example, you may have information from local surveys, or you may know about certain trouble spots for Alcohol related crashes, areas where there are other considerations regarding dependence such treatment centers, schools and even the law enforcement and justice department in your county. If you have other data sources describe the results here:

## Final Consequences Question

### **Question 6**

Based on your data and responses to previous consequence questions, what are your county's major concerns surrounding underage and binge drinking? Please provide supporting evidence here and reference the section and page where the information may be found.

## Consumption Data

This section looks at alcohol consumption data and will help you identify any consumption concerns in your county. Consumption data includes information about the percentage of underage people who drink alcohol and the percentage of youth who engage in binge drinking (males having five or more and females having four or more drinks on one occasion).

### Underage Drinking Information

Table 8: Proportion of Students Who Reported 30-Day and Binge Drinking, [Source IYS](#)

Indicators	Area	Grade	2010	2012	2014
Students Who Have Had a Drink in the past 30 Days - N (%) - <i>Questions: 2010-B30; 2012-B18; 2014-B16</i>	{Insert County Name Here}	All			
		11th			
	Iowa	All			
		11th			
Students Who Report Binge Drinking in the past 30 Days - N (%) - <i>Questions: 2010-B26; 2012-B16; 2014-B17</i>	{Insert County Name Here}	All			
		11th			
	Iowa	All			
		11th			

### Other Data Sources

Consider analyzing other data sources that will help identify and detail problems around underage drinking. A few examples include, your county may have its own specific alcohol survey involving underage drinking, or may want to consider college data, or data from alternative schools if there is one in your county. If you have access to other data, describe the results here:

#### **Question 7**

Based on table 11, and your county's own local data, how does student 30-day use of alcohol and binge drinking in your county compare to student data across the state? Discuss the differences and the trends in your county.



## Other Data Sources

Consider and analyze other data sources that will help identify and detail problems around underage drinking and youth binge drinking. A few examples include, your county may have its own specific alcohol survey involving underage drinking, or your county may want to consider college data, or data from alternative schools if there is one in your county. If you have other data sources describe the results here:

### **Question 8**

Based on previous table, along with your county's other data sources, how does underage drinking, and youth binge drinking in your county compare to underage drinking, and youth binge drinking across the state?

## Final Consumption Question

### **Question 9**

Based on the consumption data analyzed here and on your answers to the previous questions, what are your county's major concerns surrounding the problem of underage drinking and youth drinking? Justify your decision.

## Intervening Variables

### *Alcohol Availability (Retail)*

#### **Liquor Licenses and Per Capita Gallon Sales**

The most fundamental way to understand availability around alcohol use is through the number of opportunities people have to buy alcohol. Consider the following table, which compares the number of liquor license issued in your county and the state. This table includes all liquor license types.

Table 9: Liquor License Rates and Per Capita Gallon Sales, Source ABD

Per Capita- Indicators (per population over 18 Years Old)	Area	2010	2012	2014
Liquor Licenses	{Insert County Name Here}			
	Rate			
	Iowa			
	Rate			
Gallon Sales	{Insert County Name Here}			
	Rate			
	Iowa			
	Rate			

**Note:** IDPH will provide this data.

#### **Compliance Check Failure Rate**

The selling of alcohol to minors can contribute to underage drinking and binge drinking in your county. One measure of this is the failure of compliance checks by retail outlets. Consider the following table for input. Since this information is not available at the state level, you will need to generate it from your community law enforcement agencies. You will have to list the communities in the county. The timeframe for the compliance checks will be in the last two years.

Table 10: Proportion of Liquor License Holders That Failed a Compliance Check, Source evaluation subcommittee

County	Number of Licenses	Number visited	Number that failed the check	Percent visited	Percent Failed

Example	100	50	2	50/100=50%	2/50=4%
County					
Other county					

**Note:** ABD does not conduct compliance checks for alcohol (CJJP & DOT, Iowa State Patrol)

**Question 10**

Comment on the extent of alcohol retail compliance checks happening in your county. What are the barriers or challenges for county law enforcement agencies completing alcohol compliance checks?

**Percentage of Drive-Up Liquor Windows**

The percentage of drive-up liquor windows in your county can contribute to alcohol-related concerns because drive-up liquor windows make alcohol more easily obtainable and may encourage drinking and driving. This section will help you determine both the number of establishments with drive-up liquor windows and also what percentage of the liquor license holders in your county have them. You may have to search the [Iowa ABD](#) for establishments that hold liquor licenses in your county.

Table 11: Drive-Up Liquor Windows and Liquor Licenses in Your County, [source Iowa ABD](#)

County	Name of establishment with drive-up liquor window

Number of liquor licenses (from Table 10) = \_\_\_\_\_  
 County drive-up liquor window percentage = \_\_\_\_\_

**Question 11**

Comment on your county drive-up liquor percentage. How does it influence drinking and driving, loitering, safety? Please refer to your county OWI charges numbers and think whether there might be a relation.

**Local Ordinances**

Local policies can dissuade drinking and loitering. In Table 13, list the local or countywide ordinances related to alcohol.

Table 12: Local Ordinances Targeting Alcohol in Your County, Source Evaluation subcommittee

County	Name of the local ordinances	Aim
<i>City- Iowa City</i>	<i>21-only</i>	<i>Bans anyone under 21 from being in the city's bars after 10 P.M. Iowa City</i>
Towns		

**Other Data Sources**

Consider and analyze other data sources that will help better understand how, and to what extent retail availability may influence alcohol-related problems in your county. For example, you may have data on the density of retail outlets, or anecdotal data on specific outlets that are known for selling to minors, or intoxicated persons. You may also want to consider other local ordinances surrounding retail availability. If you have other data sources describe the results below:

## Retail Availability Questions

### Question 12

Based on information gathered about liquor licenses per 10,000 population 15 years and older, alcohol compliance check failure rates, drive-up liquor window percentage, and other data sources, what are the concerns around retail availability that might contribute to underage and binge drinking and its consequences in your county? Justify your decision.

### Question 13

Based on the above considerations, to what degree does your coalition believe retail availability is impacting underage and binge drinking and its consequences in your county? Justify your decision.

(place an "x" next to a number from 0 to 10)

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

## Key Law Enforcement Interviews

As part of this needs assessment you will conduct interviews of law enforcement officers. You are encouraged to do at least one interview with a chief of police and one with the County Sheriff, but consider what interviews would be the most appropriate and informative for your county. You may also want to consider interviews with emergency room staff, school officials, or treatment facility administrators about their interactions with the justice system. A sample protocol for the law enforcement interviews and ideas on how to gather and analyze qualitative data from these interviews can be found in Appendix A.

### Officers Assigned to Alcohol-Related Issues

During the interviews with key law enforcement personnel you need to find out how many officers are assigned directly to alcohol-related issues and crimes. Questions about this appear on the interview protocol in Appendix A.

Law Enforcement Officers Assigned to Alcohol-Related Issues and Crime (County) =

\_\_\_\_\_

**Question 14**

Based on your interviews with law enforcement officers and the number of officers in your county assigned specifically to alcohol-related issues, when it comes to the underage drinking and youth binge drinking:

- What are the efforts your law enforcement agencies are pursuing?
- What are the efforts that they would like to pursue?

**Other Data Sources**

Consider and analyze other data sources that will help you better understand how, and to what extent criminal justice issues in your county may contribute to underage drinking and binge drinking and its consequences in your county. For example, you may have information about unique policies or strong enforcement of underage drinking laws in your county, or laws that are specific to your county. You may be able to access information from your local drug courts, if you have one. Describe the results below:

**Social Availability of Alcohol**

Social availability includes the likelihood of obtaining of alcohol from friends, associates, and family members, as well as the availability of alcohol at social gatherings such as graduation parties, reception and other social events where alcohol is provided as part of the event. This section assesses the proportion of students who perceived alcohol easy or very easy to obtain in their neighborhood.

## County Level Data Sources

Table 13: Proportion of Students Who Responded (Hard and Very Hard) to Perception of Neighborhood Alcohol Availability Question, [Source IYS](#)

	Area	Grade	2010	2012	2014
In your neighborhood or community, how difficult do you think it would be for a kid your age to get alcoholic beverages (beer, wine, liquor)? <i>Questions: 2010-G4; 2012-G4; 2014-G1</i>	{Insert County Name Here}	ALL			
		11 <sup>th</sup>			
	Iowa	ALL			
		11 <sup>th</sup>			

### County Meetings or Focus Groups

As part of the town meeting that you will hold for this needs assessment you will be discussing the social availability of alcohol in your county. In particular you will be discussing how youth in Iowa obtain and consume alcohol. You will also be discussing to what degree the county members feel that social availability contributes to underage and binge drinking in your county. A sample protocol for the town hall meeting and ideas on how to gather and analyze qualitative data from this meeting can be found in Appendix B.

### Other Data Sources

Consider and analyze other data sources that will help you better understand how and to what extent social availability may influence alcohol-related problems in your county. For example, you may have data from your college campus or local police department on parties where alcohol is freely available. If you have other data sources describe the results below.

## Social Availability Questions

### Question 15

Based on information gathered, what are the concerns around social availability that might contribute to underage drinking and binge drinking and its consequences in your county? Justify your decision.

### Question 16

Based on these considerations, address the issue whether your coalition believes social availability is having an effect on underage drinking and binge drinking and its consequences in your county? Justify your decision.  
(place an “x” next to a number from 0 to 10)

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

## Promotion

Promotion refers to attempts by alcohol retailers and industry to increase demand through the marketing of their products. Once again, this will require some original data collection to acquire a sense of the depth of marketing surrounding alcohol in your county.

## Sponsorships

List all the major county events and festivals in your county under the heading county events within the last year in Table 15. Indicate alcohol-sponsors in the designated column. Calculate the percentage of events in your county that had alcohol-related sponsorships. Try to assess the percent of sponsorship funding from the events, and then calculate the total funding percent coming from all alcohol sponsors in your county.

Table 14: County Events and Their Alcohol-Related Sponsors Within Last Year, Source Evaluation subcommittee

County	Events	Dates	Alcohol-Sponsors	Percent Alcohol Sponsorship (\$)
<i>Des Moines</i>	<i>Iowa Cubs Ball</i>	<i>All Summer</i>	<i>Ex: “Company</i>	



	<i>Games (total 69)</i>		<i>Bacchus” Ex: “Company OLS”</i>	
<i>Williamsburg</i>	<i>Fireman’s Ball</i>	<i>June 2010</i>	<i>Ex: “Bottle Cie”</i>	

**Note:** In case of mix-events, try to identify the proportion of sponsorship linked to alcohol. For example in a county fair: what is the total sponsorship dollars amount (from all sources) and what is the proportion coming from alcohol sponsors.

Total number of community events (ALL types) during that period in your county:  
\_\_\_\_\_

Total Number of events with alcohol-related sponsorship = \_\_\_\_\_

Total % of sponsorship from Alcohol Companies = \_\_\_\_\_

### **Advertising**

Advertising in America and Iowa has become abundant. To gain a better sense of the magnitude of alcohol advertising in your county you are going to gather data (advertisement scan) on alcohol marketing on billboards, in a sample of local newspapers, in schools, and local supermarket or groceries across your county.

### **Step One**

The first measure of alcohol advertising in your county will be to count all the billboards in your county. To do so, you will need to travel throughout your county to locate every billboard within your county. Note the billboards that advertise alcohol, alcohol sales, or alcohol establishments. Youth on your coalition or from another youth group may be helpful in doing this environmental scan.

After counting all billboards in your county, record the total number of billboards located and the number advertising alcohol and not advertising alcohol. Calculate the percent of billboards which advertise alcohol.

Number of billboards advertising alcohol (A)= \_\_\_\_\_

The total number of billboards not advertising alcohol (B) = \_\_\_\_\_

Percentage of billboards advertising alcohol  $[A/(A+B)*100]$  = \_\_\_\_\_

### **Step Two**

In this next step, there will be two concurrent parts that will be documented in Table 16.

**Part 1**

Count the number of alcohol advertisements in your local newspaper(s), in stores in your county or within schools.

- Count the number of alcohol advertisements by:
  - looking at copies of the major local newspapers (including the door-step deliveries) in your county
  - visiting the major schools (high schools, colleges) in your county
  - visiting the main stores (supermarkets, grocery stores) in your county
- Choose four specific time points during the assessment period (example would be once every week) to complete the reviewing or visiting which includes:
  - examining all issues of the newspaper during the identified time periods
  - reviewing regular print advertisements, the classifieds and the added flyers and coupons in your search
- Count all advertisements for alcohol brands, alcohol distributors, liquor stores, and bars as well as restaurant advertisements that mention alcohol or bar service

**Part 2**

Count the number of alcohol advertisements that specifically market promotional events that encourage the use of alcohol.

- As you are measuring the number of alcohol advertisements as listed in Part 1 also note the number of advertisements that market promotional events encouraging the increased use of alcohol. Examples include, but are not limited to: ladies' night, happy hour, double bubble, all you can drink, and free or reduced priced drinks with a coupon.

If you have trouble counting the number of advertisements and special promotions in all your local newspapers and need help, contact Toby Yak for technical assistance.

Table 15: Local Alcohol Advertisements and Promotional Events, Source evaluation subcommittee

Advertisement Scan Name	Frequency (Daily; Weekly, Monthly)	Time Period (Month/Date/Year)	Total Number of Alcohol Advertisements	Total Number of Promotional Event Advertisements
<b>Newspapers</b> Ex: "Daily ET"; "Weekly"		<b>First Scan:</b>		
		<b>Second Scan:</b>		

<i>Spartans</i> ;		<b>Third Scan:</b>		
		<b>Fourth Scan:</b>		
<b>School</b> Ex: "Great school, etc";		<b>First Scan:</b>		
		<b>Second Scan:</b>		
		<b>Third Scan:</b>		
		<b>Fourth Scan:</b>		
<b>Store</b> Ex: "C store, etc"		<b>First Scan:</b>		
		<b>Second Scan:</b>		
		<b>Third Scan:</b>		
		<b>Fourth Scan:</b>		

1. Average of alcohol advertisements and promotional events in Newspapers = \_\_\_\_\_
2. Average of alcohol advertisements and promotional events in Schools = \_\_\_\_\_
3. County average of alcohol advertisements and promotional events in Stores = \_\_\_\_\_

### **Question 17**

Based upon the data you collected above, comment on your results. What impact do you expect that the advertisements have on underage drinking and youth binge drinking?

### ***Other Data Sources***

Consider and analyze other data that will help you better understand how and to what extent the promotion of alcohol in your county may influence alcohol-related problems in

your county. For example, you may have information on alcohol advertising in or on liquor stores, convenient stores etc., or flyers passed out around town or other ways that alcohol might be promoted on college campuses, or at schools. If you have other data sources describe the results below:

### Promotional Questions

#### Question 18

Based on information gathered from alcohol sponsorship of events, billboards, newspaper advertisements, and other data sources, what are the concerns around promotion that might contribute to underage and binge drinking and its consequences in your county?

#### Question 19

Based on these considerations, to what degree does your coalition believe promotion is influencing underage drinking and binge drinking and its consequences in your county? Justify your decision.  
(place an “x” next to a number from 0 to 10)

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

### County Norms

Once again, data from the IYS are of use in this needs assessment. County norms refer to the acceptability or unacceptability of certain behaviors in a county, and it is the one Intervening variable that most often overlaps with other factors. In this section you will mostly gather data around county events. However, be aware that issues like social availability and law enforcement also reflect county norms.

Table 16: Proportion of Students Who Responded (Agree and Strongly Agree) to Perception of Social Norms Questions, [Source IYS](#)

Indicators	Area	Grade	2010	2012	2014
It is against my values to use alcohol and	{Insert	ALL			

drugs as a teenager. <i>Questions: 2010-C11; 2012-E22; 2014-E26.</i>	County Name Here}	11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			
Students caught drinking, smoking, or using an illegal drug are not allowed to participate in any extracurricular activity for some time period. <i>Questions: 2010-E4; 2012-E32; 2014-E36.</i>	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			

Table 17: Proportion of Students Who Responded (Wrong and Very wrong) on the Perception of Peer's Norms Questions, [Source IYS](#)

Indicators	Area	Grade	2010	2012	2014
<b>Thinking of your best friends, how wrong would most of them feel it would be for you:</b>					
To drink beer, wine or hard liquor (for example vodka, whiskey, gin)? <i>Questions: 2010-E7; 2012-D5; 2014-D5.</i>	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			
To go to a party where kids under 21 were using alcohol? <i>Questions: 2010-E13; 2012-G14; 2014-D9.</i>	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			

Table 18: Proportion of Student Who Responded (Wrong and Very Wrong) to Perception of Parental and Adult Neighbors Norms, [Source IYS](#)

Indicators	Area	Grade	2010	2012	2014
<b>How wrong would your parents/guardians feel it would be for you to:</b>					
Drink beer, wine or hard liquor (for example vodka, whiskey, gin) without their permission? <i>Questions: 2010-F13; 2012-F13; 2014-F13</i>	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			
Go to a party where kids under 21 were using alcohol?	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			

<i>Questions: 2010-F20; 2012-F19; 2014-F19.</i>	Name Here}				
	Iowa	ALL 11 <sup>th</sup>			
<b>How wrong would most adults in your neighborhood and/or community feel it would be for you:</b>					
to drink beer, wine or hard liquor (for example vodka, whiskey, gin)? <i>Questions: 2010-G9; 2012-G9; 2014-G2.</i>	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			
Go to a party where kids under 21 were using alcohol? <i>Questions: 2010-G14; 2012-G14; 2014-G14</i>	{Insert County Name Here}	ALL 11 <sup>th</sup>			
	Iowa	ALL 11 <sup>th</sup>			

**Question 20**  
Based on IYS data, how does your county compare to the rest of the state when it comes to students perception of how adult and peers feel about underage drinking? Discuss the differences.

### County Meetings

As part of this needs assessment you will need to conduct a county meeting or town hall meeting to find out about the general attitudes in your county around alcohol and a description of the alcohol culture. Information gathered from this town hall meeting or county meeting will be used to answer Question 21 below. Provide a summary of any county meetings or town hall meetings here:

A sample protocol for the town hall meeting and ideas on how to gather and analyze qualitative data from this meeting can be found in Appendix B.

### Other Data

Consider and analyze other data sources that will help you better understand how, and to what extent county norms may influence alcohol-related problems in your county. It can be earlier focus groups or surveys of youth, parents, school personnel, or county members. If you have other data sources describe the results here:

### County Norms Questions

#### Question 21

Based on information gathered from the local assessment and other data sources, what are the concerns around community norms that might contribute to underage drinking and youth binge drinking and its consequences in your county? Justify your decision.

#### Question 22

Based on these considerations, to what degree do you believe community norms are impacting underage drinking and youth binge drinking and its consequences in your county? Justify your decision.

(place an "x" next to a number from 0 to 10)

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

## Individual Factors

Individual factors that can influence underage drinking and youth binge drinking include biological factors, socioeconomic factors, and individual attitudes, beliefs and perceptions around alcohol use and drug use. Since little can be done to change biological predisposition or socioeconomic status (in this grant), the primary focus of this last contributing factor will focus on individual attitudes, along with unique characteristics of your county that may influence underage drinking and youth binge drinking.

## Surveys

Often evidence-based prevention efforts target specific individual factors (for example specific beliefs that people have in general) that influence alcohol-related problems. In Iowa, these can be measured using the IYS.

Table 19: Risk and Protective Factors That Best Predict 30-Day Alcohol Use and Percentage of Students at Risk or Protected by Grade Levels<sup>1</sup>, [Source IYS](#), 2014

Grade	Factors that best predict 30-day alcohol use	Percent of students at high risk or at low protection on predictive factors	
		County	State
<b>11<sup>th</sup> Grade</b>	<b>Factors label</b>		
<i>Construct (REVALC)</i>	Alcohol construct (current alcohol use)		
<i>E31</i>	Sensation Seeking: (Even if it is dangerous, I like to do exciting things)		
<i>C9</i>	Perceived risk for Alcohol Binge		
<i>G2</i>	Perceived availability of Alcohol		
<i>G3-G6</i>	Perceived availability of Drugs		
<i>F13, F19</i>	Parent attitudes to Alcohol		
<b>ALL Grades</b>	<b>Alcohol construct</b>		
<i>Construct</i>	Alcohol construct (current alcohol use)		
<i>C16</i>	Sensation Seeking		
<i>C18</i>	Perceived risk for Alcohol Binge		
<i>G2</i>	Perceived availability of Alcohol		
<i>G3-G6</i>	Perceived Availability of Drugs		
<i>F13, F16</i>	Parent attitudes to Alcohol		



**Question 23**

How does your level of risk based on the combination of risk and protective factors compare to the risk levels for the State of Iowa? Is your percentage of students at high risk of alcohol use bigger, smaller, or about the same as the state? Discuss the differences.

**Question 24**

Based upon discussions with the 2014 IYS, which of the risk factors listed there have the highest prevalence rates for your county?

**Graduation Rates**

Consider the following table which lists the graduation rate for each school in your county. To compare your county to Iowa as a whole, SEW will provide the overall county and state numbers and rates. You will need though to find your specific school district graduation rates and compare to the county and state. This will help you pinpoint districts that have real problems.

Table 20: Graduation Rates, [Source Iowa Department of Education](#)

Communities	2011-2012	2012-2013	2013-2014
County			
State			

**Note:** The NGA rate is calculated by dividing the number of on time graduates (including transferred in graduates) by the number of first time 9th graders four years previous.

**Question 25**

Based on data in Table 21, how do your graduation rates compare to the lowa graduation rates?

Is there a specific district that has a problem with graduating students?

Is your percentage bigger, smaller, or about the same as the state? Discuss the differences.

**Other Data Sources**

Consider and analyze other data sources that will help you better understand how and to what extent individual factors in your county may influence alcohol-related problems in your county. For example, you may have socio-economic or demographic data that illustrates the differences between people in your communities and county, and the rest of the state. You may want to include information from alternative schools, if there are any in your county. Describe any other data sources that you may find here:

**Individual Factor Questions**

**Question 26**

Based on information gathered from the IYS, graduation rates, town hall meetings, and other data sources, what are the concerns around individual factors that might contribute to underage and binge drinking and its consequences in your county? Justify your decision.

**Question 27**

Based on these considerations, to what degree does your coalition/Council believe individual factors are impacting underage drinking and youth binge drinking and its consequences in your county? Justify your decision.  
(place an "x" next to a number from 0 to 10)

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

## County Priorities

### Prioritizing

The next stage involves prioritizing the intervening variables. The first step is achieved by placing the appropriate scores from previous questions next to its related Intervening variables. Based on the impact scores, rank each Intervening variables with 1 being the highest priority (the area with the highest score) and 6 the lowest. In the case of a tie, decide which area is of higher priority for your county in relation to underage and binge drinking. After having completed the ranking, justify your prioritization. Then work to decide what combination of intervening variables would be best to focus on in reducing underage and binge drinking in your county. You may want to consider other mitigating factors like special communities characteristics that influence underage drinking or binge drinking. Feel free to point out or comment on any other circumstances.

Score	Rank	Intervening Variables
<input type="text"/>	<input type="text"/>	Retail Availability (Question 14)
<input type="text"/>	<input type="text"/>	Social Availability (Question 17)
<input type="text"/>	<input type="text"/>	Promotion (Question 20)
<input type="text"/>	<input type="text"/>	Community Norms (Question 24)
<input type="text"/>	<input type="text"/>	Individual Factors (Question 29)

**Question 28**

Justify your prioritization of the intervening variables.

## Resource Assessment

### Resources

Most communities already do some sort of substance abuse prevention, ranging from implementing school-based programs to pursuing policy changes. Therefore, it is important to consider the resources already being used in any of the five intervening variables. Complete the table below by listing current strategies and resources being expended within each Intervening variables. Note that these must include some focus upon the prevention of underage drinking and youth (ages 12-20 years) binge drinking. You may want to consider certain school or local policies/ordinances related to alcohol. Resources most often refer to funding but could also refer to other efforts like individual time spent pursuing policy change, dedicated staff, etc.

Table 21: Current Resources and Strategies Focusing Upon the Underage and Binge Drinking by Intervening variables

Intervening Variables	Strategies	Resources
Retail Availability		
Social Availability		
Promotion		
County Norms		
Individual Factors		

## Final Conclusions

### Your Final Conclusions

Now that you have considered the data pertaining to your county alcohol problems and their Intervening variables, you need to decide what to do. This decision will ultimately be part of your county IPFS Strategic Plan and lead to very specific evidence-based strategies that you will implement.

For now, think about your data and especially your final rankings as well as your resource assessment. Also, think about the possible connections among the Intervening Variables. Would it be possible to target social availability without also targeting county norms? Will changes in retail availability necessarily require changes in the enforcement of policy? Now answer the following question.

### Final Needs Assessment Question

**Question 29**

It is very unlikely that your county can or needs to address every possible cause or implement every possible evidence-based strategy to change alcohol-related problems. What combination of Intervening Variables is your county going to target within IPFS Project and why?

## Appendices

### Appendix A. Law Enforcement Interviews

One method for obtaining data is the face-to-face interview. With this method, you talk to each participant directly. This can be done in the participant's workplace, in your office, or any other suitable place. We recommend that you use a semi-structured interview format. This means that you will ask a set of questions prepared in advance. Clarification to follow-up questions may still be used. By asking general questions and having your participants provide answers in their own words, you may gain more complete information. The interview should be structured, but not so structured that it does not allow participants to discuss underage and binge drinking in the county freely.

Although face-to-face interviews are a valuable way to collect data, they are not without drawbacks. The appearance and demeanor of the interviewer may affect the responses of the participants. Subtle changes in the way an interviewer asks a question may elicit different answers. Also, be aware that the interviewer may not respond similarly to all participants. For example, an interviewer may respond differently to a participant they know versus a participant they have never met before.

#### The Interviewer

Fundamental to the interview is an interviewer who leads the discussion. This person should feel at ease speaking in a one-on-one conversation. The interviewer's goal is to make the participant feel comfortable in expressing themselves openly while remaining unbiased and keeping the discussion on track. It is recommended that you use someone who has conducted face-to-face interviews before. The interviewer should be able to ask the questions the same way for each participant and be able to read the questions in a neutral manner. The interviewer should also be practiced in active listening techniques that encourage participants to honestly and openly respond to the interview questions.

#### Choosing the Participants

As part of this needs assessment, you will need to conduct interviews of key law enforcement officers, such as the Chief of Police and the County Sheriff. You should consider what other interviews would be most appropriate and informative for your county. In addition to the law enforcement interviews, you may want to interview emergency room staff, alcohol treatment providers, or county leaders. One thing to consider when choosing your participants may include the length of time they have held their current position. Be careful not to choose someone who is too new to be able to accurately answer your questions. The interviewer should keep in mind the questions they are trying to answer, and they should feel creative in how they choose participants.

## **Conducting the Interview**

The interview should last about 30 minutes and follow a semi-structured format. Only the interviewer and the participant should be present during the interview, and the interviewer should make sure the interview is being conducted in a private location where others cannot hear the conversation. The interviewer should ask the questions and let the participant respond without interrupting. The interviewer should allow the participant to talk freely but not ramble about unrelated issues. The interviewer should make every attempt to find a balance between keeping the conversation on track and allowing it to flow naturally. 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.

### **Introductory Questions**

These are questions that introduce the topic for discussion. They should make the participant feel at ease with the interviewer. Usually they are not critical to the research; rather, they are intended to foster conversation and get the participant to start thinking about the topic.

### **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 interviewer’s goal with these questions is to illicit open responses from the participant. 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 the participant to look back upon previous comments. The participant should be asked to summarize their thoughts in some way.

## **Sample Questions You May Choose to Use for Your Interviews**

### **Introductory Questions**

What alcohol-related problems do you see in our county?

What factors do you believe are causing these problems?

### **Key Questions**

What percent of arrests is a result of alcohol-related offenses in our county?

What percent of convictions is a result of alcohol-related offenses in our county?



How many alcohol-related offenses do you think go undetected in our county?

Are any officers assigned specifically to alcohol-related issues or offenses in our county?

How many officers are assigned?

What does their work consist of?

What special training do officers have in order to deal with alcohol-related offenses?

Do you hold sobriety check points?

How many sobriety check points were held in 2014?

How many drivers were tested?

How many positive BAC levels were obtained?

Where were the sobriety check points held?

Have you conducted any compliance checks for retail sales?

How many compliance checks for sales to intoxicated patrons were conducted in 2014?

What else are law enforcement officers doing around the underage drinking and youth binge drinking in our county?

What aren't law enforcement officers doing around the underage drinking and youth binge drinking in our county?

What locations are known for alcohol-related incidents?

Are there particular people that are known for repeated alcohol-related incidents? If yes, what do you do to keep track or work with those people?

How do you think law enforcement could better address the alcohol-related problems in our county?

### **Ending Questions**

How do you think the criminal justice system is helping reduce the alcohol problems in our county?

How do you think concerns in the criminal justice system are contributing to the alcohol problems in our county?

Our goal is to find out what the driving factor is that is causing the underage and binge drinking in our county. Is there anything you would like to add or do you have any final comments?

Thank you for your time and input.

### **Recording and Using the Information**

In addition to taking notes, every effort should be made to record the law enforcement interview, but first seek permission from your participant. The use of recording equipment is important because it will allow to revisit the conversation and pull direct quotes made by the participant. 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.

The information gathered from these interviews should be used to complement other quantitative work by the use of participant quotes and the grouping of ideas. The grouping of ideas refers to categorizing the participant attitudes, feelings, or beliefs 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 during the interview.

### Notes for Law Enforcement Interview About Alcohol Use

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Participant's Title: \_\_\_\_\_  
Interviewer: \_\_\_\_\_

Section	Major Ideas of Themes	Quotes
Question 1		
Question 2		
Question 3		
Other thoughts, ideas, comments, or themes that arose during the interview:		

## **Appendix B. County Meeting or Focus Groups Protocol**

Holding a town hall meeting is an efficient way to gather qualitative data through the use of a focus group methods. 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 complement 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 volunteered to come or who were 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 county members, police officers, parents, adolescents, someone from your advisory council, bar owner, and any other individuals who may have insight on the topic. The State Epidemiological Workgroup strongly recommends the inclusion of individuals that represent the diversity of the county or the minority groups. It is helpful to keep contact information for the participants as they may be involved in other parts of the project.

### **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 members 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 Use for Your County Meeting(s) or Focus groups**

### **Opening Question**

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

### **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 use 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 county 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 youth consume alcohol?

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

There's been a lot of talk about underage and binge drinking as a problem in our county, 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 county?

What are the general attitudes about drinking in our county?

What is the alcohol culture like?

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

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

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

What kind of groups or organizations promote the use of alcohol in our county? Now that we've had this discussion, to what extent do you think *community norms* contribute to the underage and binge drinking in our county? (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 county different and unique?

What individual characteristics contribute to the underage and binge drinking in our county?

Based on the things we've just talked about, to what degree do you think the *individual characteristics* of the people in our county are a cause of the underage and binge drinking? (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 underage and binge drinking in our county? (Round Robin)

Our goal is to find out what is contributing to the underage and binge drinking in our county. Have you 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. Consider soliciting the audience and parental consent (if youth are involved) before starting video-taping the event. 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 Use

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:			



## State Data Sources

Table 22: State Data Sources Used in the Assessment

Data Source	Data Description	Data Location
Iowa Youth Survey(state)	Statewide school survey of 6 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> graders (2002, 2005, 2008, 2012, 2014).	<a href="http://www.iowayouthsurvey.iowa.gov/counties/index.html">www.iowayouthsurvey.iowa.gov/counties/index.html</a>
Behavioral Risk Factor Surveillance System (BRFSS)	The Behavioral Risk Factor Surveillance System (BRFSS) is a state-based system of health surveys that collects information on health risk behaviors, preventive health practices, and health care access primarily related to chronic disease and injury.	<a href="http://apps.nccd.cdc.gov/BRFSS/">http://apps.nccd.cdc.gov/BRFSS/</a>
Justice Data Warehouse	The Justice Data Warehouse (JDW) is a central repository of key criminal and juvenile justice information from the Iowa Court Information System (ICIS) and information from the Iowa Correctional Offender Network (ICON) system.	<a href="http://www.humanrights.iowa.gov/cjip/jdw/index.html">http://www.humanrights.iowa.gov/cjip/jdw/index.html</a>
Iowa Department of Education	Data collected by the Iowa Department of Education on topics including (but are not limited to) enrollment, free and reduced meal eligibility, limited English students, and technology.	<a href="https://www.educateiowa.gov/education-statistics">https://www.educateiowa.gov/education-statistics</a>
Iowa Alcoholic Beverage Division	The Iowa Alcoholic Beverages Division is responsible for the regulation, control and enforcement of state and federal laws and regulations regarding the sale and use of alcohol and tobacco products.	<a href="http://iowaabd.com/">http://iowaabd.com/</a>

Data Source	Data Description	Data Location
Census Bureau	Serves as the leading source of quality data about the nation's people and economy, operating under Title 13 and Title 26, of the U.S. Code, provides Population & Housing Census (10 years), Economic Census (5 years).	<a href="http://www.census.gov/">http://www.census.gov/</a>
I-SMART	A web-based computing environment to enable IDPH and providers to share substance abuse treatment data.	<a href="http://www.dasis.samhsa.gov/webt/tedsweb/tab_year.choose_year_web_table?state=IA">http://www.dasis.samhsa.gov/webt/tedsweb/tab_year.choose_year_web_table?state=IA</a>
Governor's Traffic Safety Bureau	The Governor's Traffic Safety Bureau, GTSB, administers a number of federally funded highway safety initiatives, including alcohol incentive grant, seat belt incentive funds, occupant protection funds, highway safety data improvement funds and motorcycle safety funds.	<a href="http://www.dps.state.ia.us/commis/gtsb/">http://www.dps.state.ia.us/commis/gtsb/</a>

## Definitions

- Alcohol related Convictions: number of charges with a guilty finding in court for violations of [Iowa Code chapter 123](#).
- Alcohol related offense Arrests: Number of Arrests made by local, county or state peace officers following a violation of [Iowa Code chapter 123](#).
- Alcohol-Related Traffic Injuries: number of drivers that were injured in crash with BAC>0.01.
- Binge drinking prevalence: Proportion of Youth (males having five or more drinks on one occasion, females having four or more drinks on one occasion).
- Current alcohol use prevalence: Proportion of Youth who have had at least one drink of alcohol within the past 30 days.
- Drivers Involved in Fatal Crashes That Have Had a Drink (%): Proportion of drivers in Fatal crashes (limited to drivers only) that have BAC>0.01.
- Fatal Car Crash rates (per 10,000): Number of crashes resulting in fatalities divided by population times 10,000 (or total number of Vehicle Miles Traveled).
- Heavy Drinking: Proportion of (adult men having more than two drinks per day and adult women having more than one drink per day).
- Intervening variables: A hypothetical variable (events) postulated to account for the way in which a set of independent variables (risk factors) control a set of dependent variables<sup>2</sup>.
- Liquor Law Violations: Offenses dealing with sales or provision of alcohol.
- Operating While Intoxicated : Violation of [Iowa Code chapter 321J](#) (BAC>.08).
- Prevalence: Number or proportion (percent) of cases or events in a given population. Often further distinguished as point prevalence (single point in time) or period prevalence (over a period of time).
- Public intoxication: Violation of [Iowa Code chapter 123.46](#).
- Rate: (Number of cases or events / total population)\* 10,000. All rates in this county assessment workbook are per 10,000.
- Underage Possession: Violation of Code 123.47A which prohibit minors from purchasing or attempting to purchase, or possessing or having control of alcoholic beverages

## List of Abbreviations

- ABD - Alcoholic Beverages Division
- AC4C - Alliance of Coalitions for Change
- ATOD - Alcohol, Tobacco, and Other Drugs
- BAC - Blood Alcohol Content
- BRFSS - Behavioral Risk Factor Surveillance System
- CDC - Centers for Disease Control and Prevention
- CJJP - Criminal and Juvenile Justice Planning, Iowa Department of Human Rights
- DHS - Iowa Department of Human Services

- DOE - Iowa Department of Education
- DOT - Iowa Department of Transportation
- DPS - Iowa Department of Public Safety
- EUDL – Enforcing Underage Drinking Laws
- IDPH - Iowa Department of Public Health
- IPFS – Iowa Partnerships for Success
- I-SMART - Iowa Service Management and Reporting Tool
- IYS - Iowa Youth Survey
- JDW - Justice Data Warehouse
- NSDUH - National Survey on Drug Use and Health
- OWI - Operating While Intoxicated
- SAMHSA - Substance Abuse and Mental Health Services Administration
- SEW - State Epidemiological Workgroup
- TEDS - Treatment Episode Data Set
- UCR - Uniform Crime Report

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## References

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2. Zucker RA, Donovan JE, Masten AS, Mattson ME, Moss HB. Early developmental processes and the continuity of risk for underage drinking and problem drinking. *Pediatrics*. 2008 Apr;121 Suppl 4:S252-72.
3. Intervening variable. (n.d.). Collins English Dictionary - Complete & Unabridged 10th Edition. Retrieved February 16, 2011, from Dictionary.com website: [http://dictionary.reference.com/browse/intervening variable](http://dictionary.reference.com/browse/intervening%20variable)
4. Substance Abuse and Mental Health Services Administration. (n.d.). Epidemiological workgroups. Retrieved March 19, 2015, from <http://captus.samhsa.gov/prevention-practice/epidemiology-and-prevention/epidemiological-workgroups>