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Needs assessment  
workbook

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Needs assessment workbook

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# INTRODUCTION

## Workbook overview

Youth use alcohol for many different reasons so it is crucial to create a comprehensive approach to alcohol, tobacco, and other drug (ATOD) prevention that addresses the reasons that are most prevalent in your community.

Many evidence-based ATOD prevention models and interventions exist, and it can be challenging to decide which model will be most effective for a given community. To select the most appropriate prevention approach, it is critical to have a comprehensive understanding of the community’s needs. A community needs assessment can help local stakeholders identify and prioritize their assets and needs and, in turn, inform the selection of interventions.

The purpose of this workbook is to help you complete a comprehensive needs assessment in your own community.

Please fill out Tables 1, 2, and 3 below with information about youth alcohol use in your community. This information is intended to serve as a reference as you progress with the rest of the workbook.

## 1. Students reporting that they have had alcoholic beverages on 1 or more occasions during the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 31 for 2001 and 2004, and in Table 29 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 1 for the years 2001 and 2004 with the percentages for each grade and gender that responded “1-2,” “3-5,” “6-9,” “10-19,” “20-39,” and “40+” to the question “On how many occasions (if any) have you had alcoholic beverages to drink during the last 30 days?” For each grade and gender, you will need to add together the percentages of youth that answered “1-2,” “3-5,” “6-9,” “10-19,” “20-39,” and “40+” to get the total percentage of youth that have had alcohol on one or more occasions in the last 30 days.

Fill in Table 1 for the years 2007 and 2010 with the percentages for each grade and gender that responded “1 or 2 days,” “3 to 5 days,” “6 to 9 days,” “10 to 19 days,” and “20 to 29 days” to the question “During the last 30 days, on how many days did you drink one of more drinks of an alcoholic beverage?” For each grade and gender, you will need to add together the percentages of youth that answered “1 or 2 days,” “3 to 5 days,” “6 to 9 days,” “10 to 19 days,” and “20 to 29 days” to get the total percentage of youth that have had alcohol on one or more days in the last month.

1. Students reporting that they have had alcoholic beverages at least once during the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 26% | 21% | 22% | 19% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

## 2. Students reporting that they have had five or more drinks in a row on at least one occasion during the last 2 weeks

### What source do I use?

The Minnesota Student Survey − Table 31 for 2001 and 2004, and in Table 29 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 2 with the percentages for each grade and gender that responded “Once,” “Twice” “3-5 times” “6-9 times” and “10 or more times” in 2001 and 2004 or “Once,” “Twice” “3-5 times” and “6 or more times” in 2007 and 2010 to the question “Over the last 2 weeks, how many times (if any) have you had five or more drinks in a row?” For each grade and gender, you will need to add together the percentages of youth that answered “Once,” “Twice” “3-5 times” “6-9 times” and “10 or more times” in 2001 and 2004 or “Once,” “Twice” “3-5 times” and “6 or more times” in 2007 and 2010 to get the total percentage of youth who have had five or more drinks in a row on at least one occasion in the past 2 weeks.

2. Students reporting that they have had five or more drinks in a row on at least one occasion during the last 2 weeks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 26% | 26% | 23% | 19% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

## 3. Students reporting frequent binge drinking in the past year (typically drank 5 or more drinks at a time and drank on 10 or more occasions during the past year)\*

### What source do I use?

The Minnesota Student Survey − Table 27 for 2001 and 2004, and in Table 25 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 3 with the percentages for each grade and gender that are in the “Yes” row for the variable “Frequent binge drinking in the past year (typically drank 5 or more drinks at a time and drank on 10 or more occasions during the past year.”

3. Students reporting frequent binge drinking

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 9% | 8% | 6% | 5% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Note that this is a computed variable based on combinations of responses to two or more survey items

## Intervening variables

Intervening variables are factors that have been identified through research as influencing substance use patterns in a community. These factors can alter how much alcohol is consumed in a community. By exploring these variables, your community will be able to address underage alcohol use with appropriate and targeted strategies (NH Risk and Protective Factor Toolbox, 2008).

Based on what we know from the literature and data that has already been collected, the intervening variables were grouped into the following categories:

1. Retail access/availability

2. Social access/availability

3. Enforcement

4. Community norms

5. Individual factors

6. Promotion/pricing

Each intervening variable category is made up of many different indicators. The indicators included in this workbook were specifically selected for their relevance to youth substance use and the availability of local data.

Each section of this workbook includes a definition of the intervening variable category, a list of the specific indicators measured as well as their sources, more specific instructions for accessing and documenting each indicator, and a reflection on the overall intervening variable category.

Once this workbook is completed, the coalition can then prioritize the indicators and begin developing a comprehensive strategic plan.

# INTERVENING VARIABLE 1: Retail access/availability

Retail availability refers to how available alcohol is in your community and how easy it is to obtain. Studies have found that reduced retail availability is associated with lower alcohol consumption. Indicators such as liquor licenses per capita are positively correlated to alcohol consumption and drinking and driving among youth with driver’s licenses in particular. Responsible beverage service training programs have been found to reduce the likelihood of alcohol sales to minors. In general, when alcohol is easily accessible through retail outlets, consumption of alcohol increases (Birckmayer et al., 2004).

The following indicators will help you assess the retail availability of alcohol in your community:

|  |  |
| --- | --- |
| Indicators | Data sources |
| 1a. On-sale liquor licenses per 100,000 population  1b. Off-sale liquor licenses per 100,000 population  1c. On-off-Sale combination licenses per 100,000 population  1d. Tribal council issued licenses per 100,000 population | MN DPS Alcohol & Gambling Enforcement Division Liquor License Database: http://lapp.dps.state.mn.us/age/?118 |
| 1e. Percent of outlets receiving Responsible Beverage Server Training | Phone calls to eligible outlets |
| 1f. Number of trainings and people trained | Phone calls to eligible outlets |
| 1g. Students reporting use of a fake ID, if they bought alcohol in the last 30 days  1h. Students reporting they got someone else to buy for them, if they used alcohol in the last 30 days | Minnesota Student Survey |

INDICATOR:

## 1a.-1d. Liquor license rate per 100,000 population

### What source do I use?

Minnesota Alcohol and Gambling Enforcement Division Liquor License Database

### Where can I find it?

<http://lapp.dps.state.mn.us/age/LiquorDbSearch.aspx>

### Special instructions

1. Instructions for using the website above, as well as license code descriptions, are located in Appendix G.

2. Click on the above link. Type in the name of your city in the “city” box. This will bring up all the liquor licenses for this city.

3. The first table below provides a list of on-sale license types. Using the information provided by the website, count the number of on-sale licenses of each type and fill in the table.

4. Add together the total number of on-sale licenses.

5. Write down the population of your city in the space below the table. To locate this information using American FactFinder, see Appendix E.

6. To get the rate of licenses per 100,000 people in your city, divide the total number of on-sale licenses by the population of your city and multiply by 100,000.

EXAMPLE:

In city X, there is a population of 7,200 people and 12 on-sale liquor licenses. The liquor license rate per 100,000 population in city X would be:

|  |  |  |
| --- | --- | --- |
| **Total licenses** | **City  population** | **On-sale licenses per 100,000 population** (licenses ÷ population) \* 100,000 |
| 12 | 7,200 | (12 / 7,200) \* 100,000 = 166.67 |

1. Repeat this procedure for the following three tables: off-sale, on-off-sale combination, and tribal council issued

2. Then to get the total number of liquor licenses per capita, add the total number of licenses from each table together and divide by the population of your city. Put this number in the space below the tables.

3. You will need to repeat steps 2-8 for each city in your community and add together to total number of licenses and total population for each city in the community to get the final results.

4. On-sale liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On-sale  license type | Number of  licenses |  | On-sale  license type | Number of  licenses |
| 3.2ONSS |  |  | MWNONSL |  |
| CLONSL |  |  | MWNONSLSE |  |
| CLONSLSE |  |  | ONSL |  |
| CLONSS |  |  | ONSLWS |  |
| CT3.2ONSS |  |  | ONSS |  |
| CTONSB |  |  | ONSSCKSC |  |
| CTONSL |  |  | ONSSS |  |
| CTONSLWS |  |  | ONSSSE |  |
| CTONSS |  |  | TMPONSL |  |
| CTSEONSL |  |  | TMPONSS |  |
| CTSEONSLWS |  |  | TP3.2ONSL |  |
| CTSEONSS |  |  | TPONSL |  |
| MCLONSL |  |  | TPONSS |  |
| MCLONSS |  |  | TRONSL |  |
| MCLONSWS |  |  | TRONSS |  |
| MOONSL |  |  | WNONSL |  |
| MOONSS |  |  | WNONSLSE |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| **Total on-sale licenses** (total of above columns) | **City population** | **On-sale licenses per 100,000 population** (licenses ÷ population) \* 100,000 |
|  |  |  |

5. Off-sale liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Off-sale  license type | Number of  licenses |  | Off-sale  license type | Number of  licenses |
| 3.2OFSL |  |  | OFSL |  |
| BROFSL |  |  | OFSLFD |  |
| BRPOFSL |  |  | TMPOFSLWA |  |
| CT3.2OFSL |  |  | TP3.2OFSL |  |
| CTOFSL |  |  | TPOFSL |  |
| MOOFSL |  |  |  |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| **Total off-sale licenses** (total of above columns) | **City population** | **On-sale licenses per 100,000 population** (licenses ÷ population) \* 100,000 |
|  |  |  |

6. On-off-sale combination liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On-off-sale  license type | Number of  licenses |  | On-off-sale  license type | Number of  licenses |
| 3.2 CMBN |  |  | CTCMBN |  |
| CMBN |  |  | CTCMBS |  |
| CMBNWS |  |  | CTCMBWS |  |
| CMBS |  |  | CTSECMBS |  |
| CT3.2 CMBN |  |  | MOCMBN |  |
| 3.2 CMBN |  |  | MOCMBS |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| **Total on-sale licenses** (total of above columns) | **City population** | **On-sale licenses per 100,000 population** (licenses ÷ population) \* 100,000 |
|  |  |  |

7. Tribal council issued liquor licenses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Tribal council issued license type | Number of  licenses |  | Tribal council issued license type | Number of  licenses |
| TCMBN |  |  | TONSL |  |
| TCMBNWS |  |  | TONSLWS |  |
| TCMBS |  |  | TONSS |  |
| TOFSL |  |  | TWNONSB |  |
| TOFSLB3.2 |  |  | TWNONSL |  |
| TCMBN |  |  |  |  |

CALCULATE:

|  |  |  |
| --- | --- | --- |
| **Total on-sale licenses** (total of above columns) | **City population** | **On-sale licenses per 100,000 population** (licenses ÷ population) \* 100,000 |
|  |  |  |

CALCULATE TOTAL OF ALL LICENSES:

|  |  |  |
| --- | --- | --- |
| **Total from all tables** (total of above columns) | **City population** | **On-sale licenses per 100,000 population** (licenses ÷ population) \* 100,000 |
|  |  |  |

INDICATOR:

## 1e. Percent of outlets receiving Responsible Beverage Server Training within the last year

### What source do I use?

Calls to eligible outlets in your community. Outlets are defined as any commercial establishment, including bars and restaurants, that serve alcohol.

### Where can I find it?

You can gather this information through phone calls with each establishment in your community. There is a protocol for making these phone calls in Appendix A.

### Special instructions

After calling all establishments in your community to gather this information, summarize the findings by answering the questions below.

|  |  |
| --- | --- |
| After calling all establishments in your community to gather this information, summarize the findings by answering the questions below. | |
| 1. Number of establishments that serve alcohol in  your community |  |
| 1. Number of establishments to which an information call was completed |  |
| 1. Percent of all establishments in the community to which a call was completed (divide the answer to question 2 above by the answer to question 1 above) |  |
| 1. Number of establishments with at least one staff member who has received Responsible Beverage Server Training in the last year |  |
| 1. Percent of all establishments called with at least one staff member who has received Responsible Beverage Server Training in the last year (divide the answer to question 4 above by the answer to question 2 above) |  |

INDICATOR:

## 1f. Number of responsible beverage server trainings and people trained

### What source do I use?

Eligible outlets in your community. Outlets are defined as any commercial establishment, including bars and restaurants, that serve alcohol.

### Where can I find it?

You can gather this information through phone calls with each establishment in your community. There is a protocol for making these phone calls in Appendix A.

### Special instructions

After calling all establishments in your community to gather this information, summarize the findings by answering the questions below.

8. Number of Responsible Beverage Server Trainings and people trained during the last year

|  |  |  |
| --- | --- | --- |
| Outlet | Number of trainings provided | Number of employees trained at all trainings |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| TOTAL |  |  |

INDICATOR:

## 1g. Students reporting use of a fake ID, if they bought alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 32 for 2001 and 2004, and Table 31 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 9 with the percentages for each grade and gender that responded “Yes” to the question “If you bought alcohol in the last 30 days, did you use a fake ID?”\*

9. Students reporting use of a fake ID, if they bought alcohol in the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2001 | 2004 | 2007 | 2010 |
| Statewide | 8% | 8% | 7% | 6% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Question no longer asked of 6th graders

INDICATOR:

## 1h. Students reporting they got someone else to buy for them, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 32 for 2001 and 2004, and Table 31 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 10 with the percentages for each grade and gender that responded “Got it by getting someone else to buy for me” to the question “If you used alcohol, how did you get it in the last 30 days?”\*

10. Students reporting they got someone else to buy for them, if they used alcohol in the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2001 | 2004 | 2007 | 2010 |
| Statewide | 36% | 38% | 32% | 29% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Question no longer asked of 6th graders

### 

## Retail access/availability summary

Please have all coalition members who helped compile the information in this section discuss the questions below and document the main points from this discussion.

What did you learn about the retail access/availability of alcohol in your community by filling out this section? Was there anything you found particularly surprising or interesting?

# INTERVENING VARIABLE 2: Social Access/availability

Social availability refers to how readily alcohol is accessed through social channels such as friends and relatives with no exchanges of money or goods. It also refers to alcohol that is made available at parties and other social events. Studies have shown that parties offer an opportunity for high-risk consumption of alcohol by minors and initiation of alcohol use for young adolescents. Additional studies have shown that the majority of alcohol consumed by youth is obtained through social sources and that younger youth rely on social sources of alcohol more than older youth (Birckmayer et al., 2004).

The following indicators will be used to assess the social availability of alcohol in your community:

|  |  |
| --- | --- |
| Indicators | Data sources |
| 2a Students accessing alcohol from parents  2b. Students accessing alcohol from friends  2c. Students accessing alcohol from family members  2d. Students taking alcohol from home  2e. Students taking alcohol from friends’ homes  2f. Students getting alcohol at parties | Minnesota Student Survey |
| 2g. Youth perceptions of ease of obtaining alcohol | Youth web survey |

INDICATOR:

## 2a. Students accessing alcohol from parents, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 31 for both 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 11 with the percentages for each grade and gender that responded “Got it from my parents” to the question “If you used alcohol, how did you get it in the last 30 days?”

11. Students accessing alcohol from parents, if they used alcohol in the last 30 days

|  |  |  |
| --- | --- | --- |
|  | 2007\* | 2010 |
| Statewide | 13% | 13% |
| Overall |  |  |
| 9th Grade Male |  |  |
| 9th Grade Female |  |  |
| 12th Grade Male |  |  |
| 12th Grade Female |  |  |

\*New response option in 2007

INDICATOR:

## 2b. Students accessing alcohol from friends, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 32 for 2001 and 2004, and in Table 31 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 12 with the percentages for each grade and gender that responded “Got it from friends” to the question “If you used alcohol, how did you get it in the last 30 days?”\*

12. Students accessing alcohol from friends, if they used alcohol in the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2001 | 2004 | 2007 | 2010 |
| Statewide | 66% | 65% | 65% | 59% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Question no longer asked of 6th graders

INDICATOR:

## 2c. Students accessing alcohol from other family members, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 31 for both 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 13 with the percentages for each grade and gender that responded “Got it from other family members” to the question “If you used alcohol, how did you get it in the last 30 days?”

13. Students accessing alcohol from other family members, if they used alcohol in the last 30 days\*

|  |  |  |
| --- | --- | --- |
|  | 2007 | 2010 |
| Statewide | 14% | 13% |
| Overall |  |  |
| 9th Grade Male |  |  |
| 9th Grade Female |  |  |
| 12th Grade Male |  |  |
| 12th Grade Female |  |  |

\* Excluding 2001 and 2004 because “family members” in those years included parents, question not asked of 6th graders

INDICATOR:

## 2d. Students taking alcohol from home, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 32 for 2001 and 2004, and in Table 31 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 14 with the percentages for each grade and gender that responded “Took it from my home” to the question “If you used alcohol, how did you get it in the last 30 days?”\*

14. Students taking alcohol from home, if they used alcohol in the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2001 | 2004 | 2007 | 2010 |
| Statewide | 19% | 19% | 19% | 18% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Question no longer asked of 6th graders

INDICATOR:

## 2e. Students taking alcohol from friends’ home, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 32 for 2001 and 2004, and in Table 31 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 15 with the percentages for each grade and gender that responded “Took it from a friend’s home” to the question “If you used alcohol, how did you get it in the last 30 days?”

15. Students taking alcohol from friends’ homes, if they used alcohol in the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 10% | 9% | 10% | 8% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Question no longer asked of 6th graders

INDICATOR:

## 2f. Students getting alcohol at parties, if they used alcohol in the last 30 days

### What source do I use?

The Minnesota Student Survey − Table 32 for 2001 and 2004, and in Table 31 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 16 with the percentages for each grade and gender that responded “Got it at parties” to the question “If you used alcohol, how did you get it in the last 30 days?”\*

16. Students getting alcohol at parties, if they used alcohol in the last 30 days

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 48% | 46% | 41% | 38% |
| Overall |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

\*Question no longer asked of 6th graders

INDICATOR:

## 2g. Youth perceptions of ease of obtaining alcohol

### What source do I use?

A web survey will be used to collect this data from youth.

### Where can I find it?

The protocol for this survey is posted on EvaluATOD. See Appendix C to preview the survey.

### Special instructions

Fill in Table 17 with the percentages of survey respondents who responded “1,” “2,” “3,” “4,” and “5” to the questions:

a. “On a scale from 1 to 5 with 1 being “very easy” and 5 being “very difficult,” how easy do you think it is for young people to get alcohol in your community?”

b. “On a scale from 1 to 5 with 1 being “not a problem at all” and 5 being “a very big problem,” how much of a problem do you think underage drinking is in your community?”

c. “On a scale from 1 to 5 with 1 being “not at all important” and 5 being “extremely important,” how important do you think reducing underage drinking is to the **adults** in your community?”

Your “N” will be the total number of people who answered each question.

17. Youth survey results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **a. How easy do you think it is for young people to get alcohol in your community?** | **Very easy**  **1** | **2** | **3** | **4** | **Very difficult**  **5** |
| **N=** |  |  |  |  |  |
| **b. How much of a problem do you think underage drinking is in your community?** | **Not a problem at all**  **1** | **2** | **3** | **4** | **A very big problem**  **5** |
| **N=** |  |  |  |  |  |
| **c. How important do you think reducing underage drinking is to the adults in your community?** | **Not at all important**  **1** | **2** | **3** | **4** | **Extremely important**  **5** |
| **N=** |  |  |  |  |  |

Fill in Table 18 with the top ten most frequent responses to the question “how do you think young people are getting alcohol?” Please see Appendix D for instructions on how to analyze and report open-ended question responses.

18. Top ten most frequent responses to “how do you think young people are getting alcohol?”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1.** |  |  | **6.** |  |
| **2.** |  |  | **7.** |  |
| **3.** |  |  | **8.** |  |
| **4.** |  |  | **9.** |  |
| **5.** |  |  | **10.** |  |

### Social access/availability summary

What did you learn about the social access/availability of alcohol in your community by filling out this section? Was there anything you found particularly surprising or interesting?

# 

# INTERVENING VARIABLE 3: Enforcement and courts

Studies have shown that as the perceived likelihood of being detected, arrested, or cited for violations increases, compliance increases. Consistent enforcement of ATOD laws, along with penalties for sales, has been found to reduce underage drinking, whereas as lack of adequate penalties is found to be associated with increased underage drinking (Birckmayer et al., 2004).

The following indicators will be exampled to explore enforcement of ATOD regulations and laws in your community:

|  |  |
| --- | --- |
| **Indicators** | **Data Sources** |
| 3a. Number of underage consumption citations issued  3b. Number of adult provider tickets issued  3c. Number of citations of social host ordinance | Law enforcement data |
| 3d. Number of adult provider court charges  3e. Number of adult provider court convictions | Court data |

INDICATOR:

## 3a-3c. Number of alcohol-related citations issued

### What source do I use?

For the purposes of this workbook you will use the data you collect from law enforcement.

### Where can I find it?

Local law enforcement.

### Special instructions

Fill in the Table 19 below based on the information on citations that you collected from law enforcement.

19. Number of alcohol-related citations given

|  |  |
| --- | --- |
| **Youth** | **Number** |
| Number of underage consumption citations issued for youth under 18 |  |
| Number of underage consumption citations for youth 18 to under 21 |  |
| **Adult providers** | **Number** |
| Number of adult provider citations/complaints (“long-forms”) issued MN Statute 340A.503 Subd 2(1); 340A.503 Subd 2(3); or 340A.702 Subd 8 |  |
| **Social host ordinance** | **Number** |
| Number of citations for violations of social host ordinance  **Note:** Please skip if no social host ordinance is in place in your community. |  |

INDICATOR:

## 3d-3e. Number of adult provider court charges

### What source do I use?

For the purposes of this workbook you will use the data you collect from your local court office.

### Where can I find it?

Local court office.

### Special instructions

Fill in the Table 20 below based on the information you receive from your local court office.

20. Number of adult provider court charges

|  |  |
| --- | --- |
| **File/Disposition** | **Number of charges** |
| Continued for dismissal |  |
| Convicted |  |
| Dismissed |  |
| Diversion |  |
| Stay of adjudication |  |
| Filing |  |

|  |  |
| --- | --- |
| **2011 adult provider** | **Total  number** |
| Court **charges** |  |
| Court **convictions** |  |

## Enforcement summary

What did you learn about the enforcement of alcohol laws and policies in your community by filling out this section? Was there anything you found particularly surprising or interesting?

# INTERVENING VARIABLE 4: Community norms

A community norm is a belief or behavior held or exhibited by over half of the community. This workbook will focus on community norms surrounding the acceptability or unacceptability of behaviors and attitudes related to youth ATOD use as well as the behavioral norms of substance use within the community. “Community” is defined broadly and can mean a geographic area, a culture, or a family. Studies have indicated that individuals living in environments in which excessive drinking is considered socially acceptable tend to consume more alcohol (Birckmayer et al., 2004).

The following indicators will help you explore community norms in your area:

|  |  |
| --- | --- |
| **Indicators** | **Data Sources** |
| 4a. Students’ perception that alcohol or drug use is a problem at school | Minnesota Student Survey |

## 

INDICATOR:

## 4a. Students’ perception that alcohol or drug use is a problem at school

### What source do I use?

The Minnesota Student Survey- Table 5 for all years

### Where can I find it?

See Appendix E for instructions on how to access the tables..

### Special instructions

Fill in Table 21 with the percentages for each grade and gender that responded either “Strongly agree” or “Agree” to the statement “Student use of alcohol or drugs is a problem at this school.” To do this,you will need toadd together the percent of respondents who answered “Strongly agree” and the percent of respondents who answered “Agree.”

21. Students’ perception that alcohol or drug use is a problem at school

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 45% | 47% | 45% | 43% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

## Community norms summary

What did you learn about the community norms surrounding alcohol in your community by filling out this section? Was there anything you found particularly surprising or interesting?

# INTERVENING VARIABLE 5: Individual factors

Individual factors affecting ATOD use include biological factors, socioeconomic factors, and individual attitudes, beliefs, and perceptions around alcohol use and drug use. The indicators selected for this category primarily focus on individual attitudes and perceptions, as there is little your coalition can do to change biological and socioeconomic factors (Birckmayer et al., 2004).

The following indicators will help you assess the impact of individual factors on youth alcohol use in your community:

|  |  |
| --- | --- |
| **Indicators** | **Data Sources** |
| 5a. Youth perception of parents’/guardians’ disapproval  5b. Youth perception of harm from binge drinking  5c. Age of first drink  5d. Primary source of information about alcohol  5e. Students reporting that alcohol use by any family member has caused family problems  5f. Student has talked to parents about alcohol or drugs | Minnesota Student Survey |

INDICATOR:

## 5a. Youth perception of parents’ or guardians’ disapproval

### What source do I use?

The Minnesota Student Survey − Table 38

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 22 with the percentages for each grade and gender that responded either “They would strongly disapprove” or “They would disapprove” to the question “How do you think your parents or guardians would feel if you drank alcohol?” To do this,you will need toadd together the percent of respondents who answered “They would strongly disapprove” and the percent of respondents who answered “They would disapprove.”

22. Youth perception of parents’/guardians’ disapproval or strong disapproval

|  |  |
| --- | --- |
|  | **2010\*** |
| Statewide | 89% |
| Overall |  |
| 6th Grade Male |  |
| 6th Grade Female |  |
| 9th Grade Male |  |
| 9th Grade Female |  |
| 12th Grade Male |  |
| 12th Grade Female |  |

\*New question in 2010

INDICATOR:

## 5b. Youth perception of harm from binge drinking

### What source do I use?

The Minnesota Student Survey − Table 39 for both 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 23 with the percentages for each grade and gender that responded either “Moderate risk” or “Great risk” to the question “How much do you think people risk harming themselves physically or in other ways if they have five drinks of an alcoholic beverage once or twice a week?” To do this, you will need to add together the percent of respondents who answered “Moderate risk” and the percent of respondents who answered “Great risk.”

23. Youth perception of harm from binge drinking

|  |  |  |
| --- | --- | --- |
|  | **2007\*** | **2010** |
| Statewide | 81% | 81% |
| Overall |  |  |
| 6th Grade Male |  |  |
| 6th Grade Female |  |  |
| 9th Grade Male |  |  |
| 9th Grade Female |  |  |
| 12th Grade Male |  |  |
| 12th Grade Female |  |  |

\*New question in 2007

INDICATOR:

## 5c. Age of first drink

### What source do I use?

The Minnesota Student Survey − Table 30 for both 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 24 with the percentages for each grade and gender that responded “10 years old or younger,” “11 years,” “12 years,” or “13 years” to the question “How old were you when you had your first drink of alcohol other than a few sips?” For each grade and gender, you will need to add together the percentages of youth that answered “10 years old or younger,” “11 years,” “12 years,” and “13 years” to get the total percentage of students who had their first drink at age 13 or younger.

24. Age of first drink: 13 years and younger

|  |  |  |
| --- | --- | --- |
|  | **2007\*** | **2010** |
| Statewide | 23% | 20% |
| Overall |  |  |
| 6th Grade Male |  |  |
| 6th Grade Female |  |  |
| 9th Grade Male |  |  |
| 9th Grade Female |  |  |
| 12th Grade Male |  |  |
| 12th Grade Female |  |  |

\*New question in 2007

INDICATOR:

## 5d. Primary source of information about alcohol

### What source do I use?

The Minnesota Student Survey − Table 20 for all years

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Tables 25-29 with the percentages for each grade and gender that responded with the answer indicated in the table heading (either “Friends or peers,” “Parents,” “School, teachers, or counselors,” “TV/radio/magazines/newspapers/books,” or “Religious/community groups”) to the question “Where have you received most of your information about alcohol and other drugs?”

25. Primary source of information about alcohol: Friends or peers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 59% | 58% | 54% | 53% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

26. Primary source of information about alcohol: Parents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 54% | 54% | 56% | 53% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

27. Primary source of information about alcohol: School, teachers, or counselors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 65% | 65% | 66% | 64% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

28. Primary source of information about alcohol: TV/radio/magazines/newspapers/books

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 46% | 42% | 38% | 33% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

29. Primary source of information about alcohol: Religious/community groups\*

|  |  |  |
| --- | --- | --- |
|  | **2007** | **2010** |
| Statewide | 11% | 10% |
| Overall |  |  |
| 6th Grade Male |  |  |
| 6th Grade Female |  |  |
| 9th Grade Male |  |  |
| 9th Grade Female |  |  |
| 12th Grade Male |  |  |
| 12th Grade Female |  |  |

\*New response option in 2007

## 5e. Students reporting that alcohol use by any family member repeatedly caused family, health, job, or legal problems

### What source do I use?

The Minnesota Student Survey- Table 12 for 2001 and 2004, and in Table 13 for 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 30 with the percentages for each grade and gender that responded “Yes” to the question “Has alcohol use by any family member repeatedly caused family, health, job, or legal problems?”

30. Students reporting that alcohol use by any family member repeatedly caused family, health, job, or legal problems

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2001** | **2004** | **2007** | **2010** |
| Statewide | 17% | 17% | 15% | 14% |
| Overall |  |  |  |  |
| 6th Grade Male |  |  |  |  |
| 6th Grade Female |  |  |  |  |
| 9th Grade Male |  |  |  |  |
| 9th Grade Female |  |  |  |  |
| 12th Grade Male |  |  |  |  |
| 12th Grade Female |  |  |  |  |

INDICATOR:

## 5f. Students reporting that, during the last 12 months, they have talked with at least one parent about the dangers of tobacco, alcohol or drug use

### What source do I use?

The Minnesota Student Survey- Table 38 for both 2007 and 2010

### Where can I find it?

See Appendix E for instructions on how to access the tables.

### Special instructions

Fill in Table 31 with the percentages for each grade and gender that responded “Yes” to the question “During the last 12 months, have you talked with at least one of your parents (or guardians) about the dangers of tobacco, alcohol, or drug use?”

31. Students reporting that, during the last 12 months, they have talked to at least one parent (or guardian) about the dangers of tobacco, alcohol, or drug use

|  |  |  |
| --- | --- | --- |
|  | **2007\*** | **2010** |
| Statewide | 53% | 51% |
| Overall |  |  |
| 6th Grade Male |  |  |
| 6th Grade Female |  |  |
| 9th Grade Male |  |  |
| 9th Grade Female |  |  |
| 12th Grade Male |  |  |
| 12th Grade Female |  |  |

\*New question in 2007

## Individual factors summary

What did you learn about how individual factors might affect alcohol consumption in your community by filling out this section? Was there anything you found particularly surprising or interesting?

# 6. Promotion/pricing

Retailers conduct alcohol promotions to increase the attractiveness of drinking. These types of promotions are especially effective on youth. Research has indicated that youth have high recall of alcohol advertising and that their perceptions of the effects of alcohol can be influenced by advertising. Additionally, studies have shown that increased exposure to alcohol advertising is associated with increased consumption in general, and with heavy or hazardous drinking in particular. The reverse has also been shown to be true; advertising bans are associated with reduced consumption and alcohol-related problems (Birckmayer et al., 2004).

The following indicators will help you assess how promotion and pricing influence youth alcohol use in your community:

|  |  |
| --- | --- |
| **Indicators** | **Data Sources** |
| 6a. Advertisements for alcohol at local events  6b. Number/percent of community events that include youth activities and have alcohol-related sponsors | Environmental scan |

INDICATOR:

## 6a-6b. Advertisements for alcohol at local events/alcohol-related sponsors at local events

### What source do I use?

Calls to the coordinators of local events that took place in your community within the past year. Please see Appendix B for criteria about the types of events that should be included.

### Where can I find it?

You can gather this information through phone calls to event coordinators in your community. There is a protocol for making these phone calls in Appendix B.

### Special instructions

After calling coordinators of local events, summarize the findings by answering the questions below.

|  |  |
| --- | --- |
| 1. Number of community events |  |
| 2. Number of these community events that had advertisements for alcohol |  |
| 3. Percent of community events that had advertisements for alcohol (divide answer to question 2 by answer to question 1) |  |
| 4. Number of these community events that have alcohol-related sponsors |  |
| 5. Percent of community events that have alcohol-related sponsors (divide answer to question 4 by answer to question 1) |  |

### 

## Promotion/pricing summary

What did you learn about alcohol promotion and pricing in your community by filling out this section? Was there anything you found particularly surprising or interesting?

# APPENDICES

#### Appendix A: Protocol for collecting information about Responsible Beverage Server Trainings

#### Appendix B: Protocol for collecting information about alcohol advertising and sponsorship at community events

#### Appendix C: Youth web survey

#### Appendix D: Analyzing and reporting open-ended question responses

#### Appendix E: Accessing secondary (existing) data sources

#### Appendix F: Locating Minnesota Student Survey tables

#### Appendix G: Minnesota liquor license codes and descriptions

#### Appendix H: References

## Appendix A: Protocol for collecting information about Responsible Beverage Server Trainings

### Background

You should plan on calling every establishment that serves on-sale liquor in your community to learn what they have in place for server training. You can divide this calling up among coalition members, if needed. In order to create your list of establishments to call, please use the alcohol license website found in this workbook to identify all on-sale establishments. Then, once you have created a list of establishments, you will need to collect their telephone numbers as well. You can use a table like the one below to organize your list.

|  |  |  |  |
| --- | --- | --- | --- |
| Name of establishment | Type of establishment | Phone number | Notes |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Please be aware that business owners are busy and may not have much time available. Try to avoid calling during peak times, such as between 11 AM and 1 PM or after 4:30 PM. You may be more successful in reaching a manager during the day than at night.

### Call Script

**Caller Note:** When you initially call, please ask to speak with a manager or owner. Once you connected with the manager or owner, please follow this script as closely as possible.

Hi, my name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am calling from [coalition name] and we are gathering information from local businesses to learn what kinds of training you provide for your staff on responsible beverage serving. Our goal is to learn about what is available and being used in our community, as well as ways that we can better support businesses that are interested in accessing training for their staff.

I have four quick questions about what your business is currently doing. Are you the person that I should be speaking to about your establishment’s training practices? If not, who from your establishment would you suggest I contact about this topic instead of you?

**Caller Note:** If Yes, proceed with the rest of the questions. If No, ask to speak with the appropriate person or collect the appropriate person’s contact information so you can call again at another time.

The information you share with me will be put together with information from other businesses to provide our coalition with information about existing activities and opportunities for supporting establishments like yours.

1. Do you have a process in place for training your staff on responsible beverage serving?

**Caller note:** If asked for clarification about what is meant by “responsible beverage serving,” you can clarify that it includes not serving alcohol to minors and not over-serving alcohol to patrons of the legal drinking age.

❒ Yes

❒ No

**IF YES 🡪** 1a. Please tell me about your process?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1b. Are these training required for staff?

❒ Yes

❒ No

2. In the last year, how many of your staff have been trained on responsible beverage serving?

\_\_\_\_\_\_\_\_\_\_\_\_\_ (Number of staff)

**IF ANY🡪** 2a. What types of staff were trained?

❒ Server ❒ Manager ❒ Bartender ❒ Distributor

❒ Owner ❒Event Staff ❒ Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2b. How were they trained? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2c. Who trained them? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2d. How often were the trainings held? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Are you familiar with the Responsible Beverage Server Training being offered by our coalition in conjunction with the Department of Public Safety?

❒ Yes

❒ No

3b. Are you interested in receiving more information about these trainings?

❒ Yes

❒ No

**IF YES 🡪** 3c. How would you like to receive this information? ***Caller note:*** *Make sure you collect the relevant contact information as well.*

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4. Are there any other ways that we can better support your training of staff in serving beverages responsibly?

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Thank you for your time.

## 

## Appendix B: Protocol for collecting information about alcohol advertising at community events

### Background

This tool will be used to help identify how often and in what ways alcohol is promoted at community events, such as fairs, parades, festivals, or sporting events. It will also be used to identify which community events had alcohol-related sponsors.

You should plan to fill out one form for each community event that meets the following criteria:

* It is a public event in which anyone in the community can attend
* There are activities offered for youth and/or families
* It was held within the past 12 months

### Who should fill it out?

Anyone involved with the coalition can fill out this form.

### How do we fill it out?

1. You will need to convene your coalition to brainstorm and create a list of community events that meet the above criteria. This list should include ALL events that meet the criteria. If an event is recurring (such as a high school sports game), it only needs to be listed once.

2. Coalition members will need to gather contact information for the coordinators of each of these events. This will likely involve some internet searching.

3. Call each event coordinator using the script below. Fill out a separate information sheet for each event.

4. Fill in Section 6. Promotion/pricing in your workbook with the information you collected.

#### Community event information sheet/script

1. Name of the event:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Location of the event:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Date of the event:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Initials of the person/people collecting information:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Call Script

**Caller Note:** Please follow this script as closely as possible.

Hi, my name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am calling from [coalition name] and we are gathering information about local community events to learn more about alcohol advertising and sponsorship.

I have several quick questions about (community event name). Are you the person that I should be speaking to about the advertisement and sponsorship of this event? If not, who would you suggest I contact about this topic instead of you?

**Caller Note:** If Yes, proceed with the rest of the questions. If No, ask to speak with the appropriate person or collect the appropriate person’s contact information so you can call again at another time.

1. Did this event have activities for youth or families?

❒ Yes ❒ No

**IF YES 🡪** 1a. What types of activities?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. Did this event have alcohol for sale?

❒ Yes ❒ No

**IF YES 🡪** 2a. Was server training required for those selling/serving alcohol at this event?

❒ Yes ❒ No ❒ Don’t know

3. Did this event have alcohol available for free?

❒ Yes ❒ No

4. Did this event have specific locations designated for alcohol sales, such as a beer garden or an adult-only section?

❒ Yes ❒ No

5. What was done to keep youth from accessing alcohol at this event?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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6. Was this event sponsored in any way by the alcohol industry?

❒ Yes ❒ No

7. Was alcohol advertised at this event?

❒ Yes ❒ No

Those are all of the questions I have. Thank you for your time!

## 

## Appendix C: Youth web survey

### Introduction

The [coalition name] is working to ensure that youth in our community live safe and healthy lives. Part of this project includes learning more about the youth in our community. Please take this anonymous survey to tell us more about what youth think. Your opinions will be combined with the opinions of other students to help us understand how to best work with youth in this community. Please answer honestly – there are no “right” or “wrong” answers, we just want to hear what you have to say.

### Survey questions

1. What is your age?

❒ 11 and under ❒ 12

❒ 13 ❒ 14

❒ 15 ❒ 16

❒ 17 ❒ 18

❒ 19 and older

2. According to Minnesota Student Survey results some youth are choosing to drink in this community; why do you think we have underage drinking in [community]?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. On a scale from 1 to 5, with 1 being “very easy” and 5 being “very difficult,” how easy do you think it is for young people to get alcohol in [community]?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1 – Very easy** | **2** | **3** | **4** | **5- Very difficult** |
| ❒ | ❒ | ❒ | ❒ | ❒ |

4. How do you think young people are getting alcohol?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. On a scale from 1 to 5, with 1 being “not a problem at all” and 5 being “a very big problem,” how much of a problem do you think underage drinking is in [community]?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not a problem  at all**  **1** | **2** | **3** | **4** | **A very big problem**  **5** |
| ❒ | ❒ | ❒ | ❒ | ❒ |

6. Using a scale from 1 to 5, with 1 being “not at all important” and 5 being “extremely important,” how important do you think reducing underage drinking is to the adults in your community?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Not at all important**  **1** | **2** | **3** | **4** | **Extremely important**  **5** |
| ❒ | ❒ | ❒ | ❒ | ❒ |

7. What do you think could be done to reduce underage drinking in [community]?

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8. What do you think are some challenges to reducing youth drinking in [community]?

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## Appendix D: Analyzing and reporting open-ended question responses

**Reporting open-ended questions**

Some surveys also include open-ended questions, such as questions eliciting suggestions for improvement or level of interest in participating in an activity. Often open-ended data is used to support other quantitative data. For instance:

Eighty percent of participants in the responsible beverage server training felt that this training will be beneficial to them in performing their jobs. When asked what they will do differently as a server as a result of this training, one participant stated, “I will know what to say when I feel someone is too drunk for another drink” while another said, “I will be more invested in checking IDs from everyone in the bar.”

Open-ended data may be presented with a verbatim list of responses or you may choose to code the responses. However, you may decide that your open-ended responses are more appropriate for internal use than external reporting and not report them. It is up to you and the requirements for your reports.

**1. Verbatim list**

* Open-ended responses can be reported as stand-alone data in the form of a list of verbatim responses. This is especially useful if you have less than 10 responses to any particular question. If you list responses verbatim, be sure to ‘de-identify’ the responses by removing any words or phrases within the response that could identify the respondent and replacing the identifying information with a general reference in brackets. For instance:
* Coalition members were asked about their initial reason for deciding to participate in the coalition. Their responses include:

“I saw too many kids drinking at parties and I wanted to do something.”

“I joined because [another member] told me what great work the coalition was doing.”

“I work for [organization] and we are trying to help reduce youth ATOD use.”

**2. Coding**

* Finally, you may also choose to organize the open-ended comments into codes or themes. This process can be somewhat more complicated than simply listing responses, but can be very useful if there were a lot of respondents. Coding responses into themes is also helpful for identifying common ideas expressed by the respondents.
* To code open-ended responses, first create a comprehensive list of all responses to a particular question. Next, read through the responses and identify themes (patterns of responses) that are emerging in the responses. These themes will be the codes you will use. Assign a code to each response given to the question, like ‘outcome’ or ‘other members’. Every response should fall into one of the code categories. Try to avoid using a code of “other” or “miscellaneous” unless absolutely necessary. Finally, list the codes in order from most common to least common, or identify the number of respondents whose responses reflect the same theme.
* As an example of this process, here are the responses and possible codes (in brackets) to the question: “What has been the most worthwhile aspect of your participation in the coalition?”

“Working with others who care.” [other members]

“Seeing changes in our youth.” [outcomes]

“Becoming a part of the community.” [community involvement]

“Hearing about fewer underage drinking charges.” [outcomes]

“Networking at meetings.” [other members]

* If you choose to code responses, there are different ways you can report the data. You may choose to report only the themes themselves, report individual comments organized by theme, or report the number of respondents who mentioned a particular theme. The following provides three examples of each reporting option, using the sample open-ends provided above.

**Themes only**

Members of this coalition feel that the most worthwhile aspect of their participation includes:

Meeting and working with other coalition members.

Seeing positive outcomes due to our work.

Being involved more in the community.

**Comments organized by theme**

* Members of this coalition feel that the most worthwhile aspect of their participation includes:

**Meeting and working with other coalition members**

“Working with others who care.”

“Networking at meetings.”

**Seeing positive outcomes due to our work**

“Seeing changes in our youth.”

“Hearing about fewer underage drinking charges.”

**Being involved more in the community**

“Becoming a part of the community.”

**Number of respondents who mention particular theme**

* Members of this coalition feel that the most worthwhile aspect of their participation includes:

Meeting and working with other coalition members. (N=2)

Seeing positive outcomes due to our work. (N=2)

Being involved more in the community. (N=1)

In instances where you have a long list of themes, you may want to choose a threshold of responses to report. For example, if you have 40 themes, you may only want to list the top 10, or report those themes that were identified by at least 5 respondents. If you choose one of these strategies, be clear in your report about what you are or are not reporting.

## Appendix E: Accessing secondary (existing) data sources

#### 1. Minnesota Student Survey

#### 2. MN DPS Liquor License Database

#### 3. American FactFinder

## Minnesota Student Survey

### What is it?

The Minnesota Student Survey (MSS) is the result of a collaboration between Minnesota schools and the Minnesota Departments of Education, Employment and Economic Development, Health, Human Services and Public Safety which work together to implement, analyze, report, and fund the initiative.

The survey is an important vehicle for youth voice. School district leaders and educators, local public health agencies and state, community and social services agencies use the survey results in planning and evaluation for school and community initiatives and prevention programming.

It is administered every three years to 6th-, 9th- and 12th-grade students and also is offered to students in area learning centers and to youth in juvenile correctional facilities. Questions are asked related to both the home and school life of students; topics include family relationships, feelings about school, substance use, wellness activities, and more. Participation in the survey is voluntary, confidential, and anonymous.

It is important to note that MSS results are not presented for counties that only have one school district or counties in which the minimum number for student participation was not met. This is intended to protect the privacy of individual students who may be identified through the results. There are other limitations to the data. Most, but not all districts participate and the data represent public schools, not private schools. Students who have dropped out of school are also not included.

### How do I access it?

You can access Minnesota Student Survey results in several different ways:

1. School district data can be accessed through the Safe and Healthy Minnesota Students Data Portal (SAHMS Portal)

2. County-level data (years 2004-2010) can be accessed through the Minnesota Department of Health

3. County and regional-level data (years 2001-2010) can be accessed through Substance Use Minnesota: A Minnesota State Epidemiological Profile

### SAHMS Portal

The portal is open for use by the public but individuals must use a password to access information. The process for generating a password and accessing the SAHMS Portal are:

1. Go to the Minnesota Department of Education Educator Portal page, <http://education.state.mn.us/MDE/SchSup/DataSubLogin/EducPortal/index.html> and select “Log in to educator portal” in the middle of the page.
2. Click on “Create New MDE Account.”
3. Enter your information and click “save.”
4. Review your MDE account information to make sure it is accurate.
5. In the list of Public Web Pages You Are Authorized to Use below your information, click on Educator Portal.
6. From the tabs, choose SAHMS (the last tab on the right).
7. Click the button “Request Access”.
8. Click the radio button “SAHMS Districtuser”.
9. A drop down box will appear with all the districts.
   1. If you want access to all the districts, highlight them all and then push the top arrows (>>) to move them to the right hand side box
   2. If you want a single district, highlight that district and then push the top arrows to move the district to the right hand side box.
   3. If you want to go back and get access to more districts, you will need to log out and close the browser. Then go back through Data Submissions to the Portal; on the log in page go to the bottom and click on “View MDE Account”. Then log in. You will see the account information page where you click “Modify Access” to get the drop down box and select more – or all – of the districts.

11. Hit “submit” and wait for an email that confirms your access to the Portal.

If you have problems accessing the Portal please contact: [Ann.Iweriebor@state.mn.us](mailto:Ann.Iweriebor@state.mn.us).

### Minnesota Department of Health

You can also access county-level Minnesota Student Survey data on the Minnesota Department of Health website.

1. Go to the Minnesota Department of Health Minnesota Student Survey County Tables page, <http://www.health.state.mn.us/divs/chs/mss/countytables/index.cfm>.
2. Select your county from the drop-down menu.
3. You will be presented with 3 different pdf documents, one for each year.

### Substance Use Minnesota: A Minnesota State Epidemiological Profile

This website provides useful and accurate information about each source of secondary data. We also suggest reviewing the tip sheets in the “How to Use this Site” section of the website for information about data analysis and interpretation of results.

1. Go to the Substance Use in Minnesota website; [www.sumn.org](http://www.sumn.org).

2. Select the “Data by Topic” tab

3. Select the indicator(s) you would like to view

4. Select breakdown by grade and gender

5. Choose your region or county of interest

6. You will be presented with the results by grade and gender, as well as the total percentages for all grades

## MN DPS Alcohol and Gambling Enforcement Division Liquor License Database

### What is it?

The Minnesota Department of Public Safety Alcohol Enforcement division issues manufacturing wholesale licenses, approves some retail licenses and serves as the statewide repository for all remaining retail license records. They also maintain a searchable liquor license database that is updated multiple times per day.

### How do I access it?

1. Go to the MN DPS liquor license database: <http://lapp.dps.state.mn.us/age/?118>
2. Click on the above link. Type in the name of your city in the “city” box. This will bring up all the liquor licenses for this city.

## American FactFinder

### What is it?

American FactFinder is a search engine that provides access to the population, housing, and economic data collected by the Census Bureau. American FactFinder can be used to retrieve population estimates from the 2010 Census.

### How do I access it?

1. Go to the American FactFinder website: <http://factfinder2.census.gov>
2. Under “Quick start” in the middle top of the page, type in your city in the “geography” box. Select “go.”
3. This will bring up a list of search results. The first result will be “Profile of General Population and Housing Characteristics 2010.” Click to open.

Total population for that city will be the first number in the table.

## Appendix F: Locating Minnesota Student Survey Tables

Summary of where to find indicators in the Minnesota Student Survey tables

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| MSS Table | 2001 | 2004 | 2007 | 2010 |
| Number of students who took survey | Table 1 | Table 1 | Table 1 | Table 1 |
| Number of students who used alcohol in past 30 days | Table 31 | Table 31 | Table 29 | Table 29 |
| Number of students who have had five or more drinks in a row during the past two weeks | Table 31 | Table 31 | Table 29 | Table 29 |
| Frequent binge drinking in the past year | Table 27 | Table 27 | Table 25 | Table 25 |
| Students reporting they bought alcohol | Table 32 | Table 32 | Table 31 | Table 31 |
| Students reporting using a fake ID to buy alcohol | Table 32 | Table 32 | Table 31 | Table 31 |
| Students reporting someone bought for them | Table 32 | Table 32 | Table 31 | Table 31 |
| Students accessing alcohol from parents | - | - | Table 31 | Table 31 |
| Students accessing alcohol from friends | Table 32 | Table 32 | Table 31 | Table 31 |
| Students accessing alcohol from other family members | - | - | Table 31 | Table 31 |
| Students taking alcohol from home | Table 32 | Table 32 | Table 31 | Table 31 |
| Students taking alcohol from friends’ home | Table 32 | Table 32 | Table 31 | Table 31 |
| Students getting alcohol at parties | Table 32 | Table 32 | Table 31 | Table 31 |
| Students reporting that alcohol use by any family member repeatedly caused family, health, job, or legal problems | Table 12 | Table 12 | Table 13 | Table 13 |
| Students reporting that, during the last 12 months, they have talked to at least one parent (or guardian) about the dangers of tobacco, alcohol, or drug use | - | - | Table 38 | Table 38 |
| Students reporting alcohol is a problem at school | Table 5 | Table 5 | Table 5 | Table 5 |
| Youth perception of parent disapproval | - | - | - | Table 38 |
| Youth perception of harm from binge drinking | - | - | Table 39 | Table 39 |
| Age of first drink | - | - | Table 30 | Table 30 |
| Primary source of information about alcohol | Table 20 | Table 20 | Table 20 | Table 20 |

## 

## Appendix G: Minnesota Liquor License Codes and Descriptions

#### On-sale:

On-Sale licenses and permits generally authorize the sale of all types of alcoholic beverages for consumption on the premises. Examples include restaurants, bars, lounges, bowling centers, and theaters.

| **License Code** | **Description** |
| --- | --- |
| 3.2ONSS | 3.2 ON SALE |
| CLONSL | CLUB ON SALE/COUNTY ISSUED |
| CLONSLSE | CLUB ON SALE/COUNTY ISSUED/SEASONAL |
| CLONSS | CLUB ON SALE SUNDAY/COUNTY ISSUED |
| CT3.2ONSS | County 3.2 ON SALE |
| CTONSB | COUNTY ISSUED STRONG BEER ON SALE/RETAIL |
| CTONSL | COUNTY ISSUED ON SALE, RETAIL |
| CTONSLWS | COUNTY ISSUED ON SALE WINE SUN, RETAIL |
| CTONSS | COUNTY ISSUED ON SALE SUN, RETAIL |
| CTSEONSL | COUNTY ISSUED SEASONAL ON SALE, RETAIL |
| CTSEONSLWS | COUNTY ISSUED SEASONAL ON SALE WINE SUN, RETAIL |
| CTSEONSS | COUNTY ISSUED SEASONAL ON SALE SUN, RETAIL |
| MCLONSL | CLUB ON SALE/CITY ISSUED |
| MCLONSS | CLUB ON SALE SUNDAY/CITY ISSUED |
| MCLONSWS | CLUB ON SALE WINE SUNDAY/CITY ISSUED |
| MOONSL | MUNICIPALLY OWNED ON SALE, RETAIL |
| MOONSS | MUNICIPALLY OWNED ON SALE SUNDAY, RETAIL |
| MWNONSL | WINE ON SALE/CITY ISSUED |
| MWNONSLSE | WINE ON SALE/CITY ISSUED/SEASONAL |
| ONSL | ON SALE-CITY ISSUED, RETAIL |
| ONSLWS | ON SALE WINE SUN CITY ISSUED, RETAIL |
| ONSS | ON SALE SUN CITY ISSUED, RETAIL |
| ONSSCKSC | On Sale Sunday Cooking School Class |
| ONSSS | ON SALE AND SUNDAY INTOXICATING LIQUOR LICENSE/STATE ISSUED |
| ONSSSE | ON SALE SUN SEASONAL/CITY ISSUED, RETAIL |
| TMPONSL | TEMPORARY 1 TO 4 DAY ON SALE LIQUOR LICENSE |
| TMPONSS | TEMPORARY 1 TO 4 DAY ON SALE SUNDAY LIQUOR LICENSE |
| TP3.2ONSL | 3.2 Township Issued On-Sale |
| TPONSL | Township Issued On-Sale |
| TPONSS | Township issued On-Sale Sunday |
| TRONSL | Tap Room On Sale |
| TRONSS | Tap Room On Sale Sunday |
| WNONSL | WINE ON SALE/COUNTY ISSUED |
| WNONSLSE | WINE ON SALE SEASONAL/COUNTY ISSUED |

#### Off-sale:

Off-Sale licenses and permits generally authorize the sale of all types of alcoholic beverages for consumption off the premises in the original, sealed containers. Examples include liquor and grocery stores.

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| **License Code** | **Description** |
| 3.2OFSL | 3.2 OFF SALE |
| BROFSL | BREWER OFF-SALE |
| BRPOFSL | BREW PUB OFF SALE |
| CT3.2OFSL | County 3.2 OFF SALE |
| CTOFSL | COUNTY ISSUED OFF SALE, RETAIL |
| MOOFSL | MUNICIPALLY OWNED OFF SALE, RETAIL |
| OFSL | OFF SALE-CITY ISSUED, RETAIL |
| OFSLFD | OFF SALE & FOOD-CITY ISSUED, RETAIL |
| TMPOFSLWA | TEMPORARY 1 TO 4 DAY OFF SALE WINE AUCTION |
| TP3.2OFSL | 3.2 Township Issued Off-Sale |
| TPOFSL | TOWNSHIP ISSUED OFF SALE, RETAIL |

#### On-Off Sale Combination:

On-off-Sale licenses and permits generally authorize the sale of all types of alcoholic beverages for consumption both on and off the premises, with some carry-out allowed. Examples include restaurants, clubs, and brewpubs.

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| **License Code** | **Description** |
| 3.2 CMBN | 3.2 ON AND OFF SALE |
| CMBN | ON/OFF SALE-CITY ISSUED, RETAIL |
| CMBNWS | ON/OFF SALE WINE SUN-CITY ISSUED, RETAIL |
| CMBS | ON/OFF SALE SUN-CITY ISSUED, RETAIL |
| CT3.2 CMBN | County 3.2 ON AND OFF SALE |
| CTCMBN | COUNTY ISSUED ON/OFF SALE, RETAIL |
| CTCMBS | COUNTY ISSUED ON/OFF SALE SUN, RETAIL |
| CTCMBWS | COUNTY ISSUED ON/OFF SALE/WINE SUN, RETAIL |
| CTSECMBS | COUNTY ISSUED SEASONAL ON & OFF SALE SUN/RETAIL |
| MOCMBN | MUNICIPALLY OWNED ON/OFF SALE, RETAIL |
| MOCMBS | MUNICIPALLY OWNED ON/OFF SALE AND SUNDAY, RETAIL |

#### Tribal Council Issued:

Tribal councils issue licenses or permits for any on-sale, off-sale, or combination sale of liquor occurring within sovereign nations.

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| **License Code** | **Description** |
| TCMBN | ON/OFF SALE/TRIBAL COUNCIL ISSUED |
| TCMBNWS | ON/OFF SALE/WINE SUNDAY/TRIBAL COUNCIL ISSUED |
| TCMBS | ON/OFF SALE SUNDAY/TRIBAL COUNCIL ISSUED |
| TOFSL | OFF SALE/TRIBAL COUNCIL ISSUED |
| TOFSLB3.2 | OFF SALE 3.2 BEER/TRIBAL COUNCIL ISSUED |
| TONSL | ON-SALE/TRIBAL COUNCIL ISSUED |
| TONSLWS | ON-SALE WINE SUNDAY/TRIBAL COUNCIL ISSUED |
| TONSS | ON-SALE SUNDAY/TRIBAL COUNCIL ISSUED |
| TWNONSB | WINE ON-SALE AND STRONG BEER/TRIBAL COUNCIL ISSUED |
| TWNONSL | WINE ON-SALE/TRIBAL COUNCIL ISSUED |

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## Appendix H: References

Birckmayer, J.D., Holder, H.D., Yacoubian, G.S., & Friend, K.B. (2004). A general causal model to guide alcohol, tobacco, and illicit drug prevention: Assessing the research evidence. *Journal of Drug Education*, 34(2), 121-153.

New Hampshire Strategic Prevention Framework (2008). *Risk and Protective Factor Assessment Toolbox*. Retrieved January 12, 2012. If you are interested in this publication, please contact Wilder Research for a copy