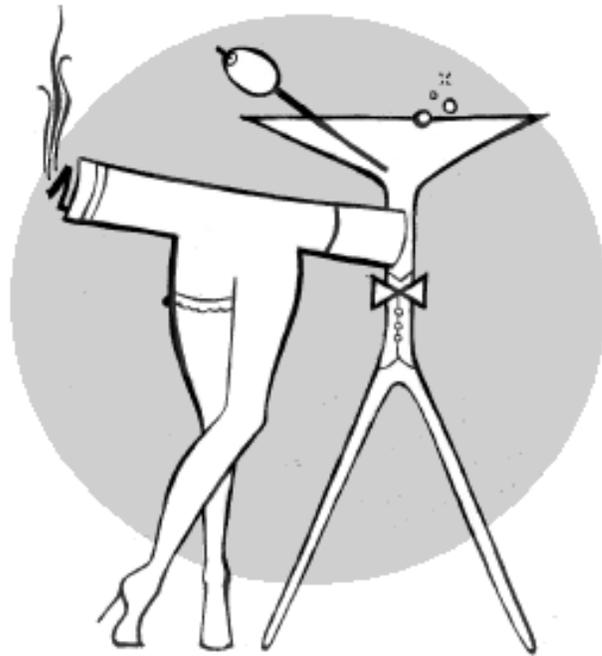


The Community Profile Project



A Community Action Guide

**For Documenting Local Alcohol and
Tobacco Environmental Risk Factors**

**Preventing Underage
Alcohol & Tobacco Use**

Foreword

As Project Coordinator for The Community Profile Project in Cobb County, Georgia, it has been my pleasure to coordinate this exciting and worthwhile effort. Our project experiences and findings are very important to our youth and our community.

It has been my honor to work with so many committed and talented people, who came to the project because they care about young people and the issue of underage tobacco and alcohol use. They all share the belief that when supported by caring adults, young people can positively shape their environments for a healthier future.

Though children's use of tobacco and alcohol are very serious problems – they are not “youth problems” they are “community problems”. It is too easy to blame kids when it's adults who develop policies, set examples and community norms.

We know there are ways to address these problems – proven, successful steps we can take to reduce or prevent the harms associated with underage alcohol and tobacco use. The consequences of inaction are numerous and impact youth, families and communities. The economic burden is enormous and the evidence is clear – preventing youth tobacco and alcohol use must become a community priority.

Though not an easy task, and not a simple one, The Community Profile Project has provided a measure of hope to youth, families and communities in Cobb County, Georgia. Preventing youth tobacco and alcohol use is now a priority in our community.

It is my hope that this guide will help other communities implement Community Profile Projects with similar success. Use it to break the circle of blame in your community. Good luck!

Jean Banister
Cobb Community Profile Project Coordinator
and Georgia PTA - Youth Services Director

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INTRODUCTION: The Community Profile Project

Many communities have recognized the need to illuminate local underage alcohol and tobacco environments and trends, and to fashion responses suited to local realities. An innovative strategy for highlighting such trends and developing community-wide responses is a Community Profile Project. Community profiles of local alcohol and tobacco environments can:

- Catalyze government and community action to reduce underage alcohol and tobacco use by underage persons;
- Provide a blueprint for specific policies and initiatives; and
- Serve as a report card or baseline for monitoring policy changes and underage alcohol and tobacco use environments and trends

A Community Profile Project includes:

- Two data collection components that allow local communities to clearly define the problem.
 - Community Risk Assessment
 - Environmental Scan Assessment
- A framework, or structured process, to develop local community policies and initiatives that can be monitored for measured results.

A Community Risk Assessment is...

A method for collecting available archival data that helps to form a baseline for measuring change.

An Environmental Scan is . . .

An organized method of “scanning” existing conditions in a community’s environment that, according to research, either promotes or discourages underage alcohol and tobacco use.

The Framework is...

A community learning and problem solving model involving four key steps:

1. Assessment,
2. Use of effective research-based strategies,
3. Setting priorities, goals and measurable objectives, and
4. Evaluating results

Community Profile Project Goals

- Catalyze government and community action to reduce underage use of alcohol and tobacco
- Provide a blueprint for specific recommended alcohol and tobacco policies and initiatives
- Provide a baseline for monitoring community change

Community Profile Project Strategies

- Organize local stakeholders (youth and adults) to become advocates for community change
- Collect and transform data and recommendations for action into report/presentation (make it relevant for policy makers and the public)
- Share broadly with stakeholder audiences to collect and monitor support for policy changes

Recommendation for Using Action Guide

Please read all content in this guide, including appendixes, in order to have a complete understanding of how to implement a Community Profile Project.

STEP ONE: PLANNING

Choosing a Project Coordinator

Good leadership is essential. The absence of a coordinator or a coordinator that doesn't have sufficient time or interest in the project can make or break the work of other project volunteers. The coordinator is the person who starts the ball rolling and organizes and provides essential structure to project efforts. Good, energetic and strong coordinators result in good, energetic and successful projects. Volunteer or paid, there needs to be a clear understanding of the work required and a strong commitment from the person to do the work.

Look for a "home grown" person with lots of community relationships with; various civic groups, community leaders, government agencies, and businesses, etc. Such a person can bring skills and relationships of value to the coordination of this project.

A project coordinator should have:

- Good interpersonal and communication skills
- A strong network consisting of a variety of individuals and organizations
- The ability to coordinate and facilitate meetings
- The ability to organize, plan and implement activities
- A sense of humor, patience and love for "group process"
- A successful history of working with youth leaders and community organizations
- A significant amount of time and energy to devote solely to the project
- Experience as an advocate (it helps)

Recruiting Planning Committee Members

Create a list of everyone who might help and be interested in; illuminating local alcohol and tobacco environments and trends [identifying the problems], fashioning responses suited to local realities [creating solutions], committing to work at the solutions they choose from research-based "best practices", and then monitoring and measuring results.

Send invitations and invite people to a planning meeting. Phone or mail personal invitations work best. At the beginning, continue to add to list of prospective committee members as they are identified at each meeting. It is important to keep meetings brief and simple and to look for ways to value what each member can bring to the project. The following list is offered to get you started on recruiting planning committee members, feel free to add to this list. (If your community has an existing alcohol or tobacco prevention coalition or taskforce of some kind, you might want to start there.)

- *Local Government Officials*
- *Neighborhood Association Representatives*
- *Faith Community Representatives*

- *Professional Services Providers*
(Find groups that will support your efforts with donated services, i.e. social services, evaluators, public relations, printing/duplication services, graphic design, etc...)
- *Court Officials (Juvenile Court Judges, Solicitors, District Attorney's, etc.)*
- *Law Enforcement Leaders*
- *Youth Group Leaders*
- *School Administrators and Education Leaders*
- *Public Health, Related Agencies and Non-Profits*
- *Parents and Youth*
- *Civic Associations*
- *Merchants and Business Associations*
- *Media and Other "key influencers" in a community*

Hosting Initial and Ongoing Planning Meetings

Hosting the initial planning meeting is a critical first step. A group of at least 8 – 10 members can provide direction for project activities. Invite those interested to an initial meeting at an accessible location and provide refreshments or even lunch, depending on the availability of funds. Use information contained in the "introduction" section of this guide to describe The Community Profile Project. Share with prospective planning committee members and at the first group meeting, begin to identify who can help with various activities, i.e. data collection and analysis, research, planning, implementation, evaluation, etc.

The first planning meeting agenda should cover the following topics:

- Introduction of the Community Profile Project
- Facilitated brief discussion on local underage alcohol and tobacco use problems
- Introduction of research-based environmental prevention strategies
- Distribution of Community Risk Assessment Data Collection Forms
- Establishment of monthly planning committee meeting schedule

Meeting notes will help to monitor activities, track progress and manage processes. Keeping detailed written notes will ensure that:

- Items are planned and completed on time
- Committee is meeting and monitoring tasks
- Others are assisting where/when necessary
- Expenses are well-monitored
- Process evaluation is in place

Meeting notes should include the following:

- Date, time and location of meeting
- Names of attendees

- List of any handouts distributed (include printed meeting agenda)
- Topics discussed (be brief and to the point)
- Decisions made (highlight and list any decisions made)
- Actions to be taken (be complete and clear, include who will do what, when)

Notes should be copied and distributed to committee members within a short period of time following the meeting. Copies should be kept and referred to at subsequent meetings.

Completing Community Risk Assessment

Local data on rates of DUI's, alcohol-related domestic violence, lung cancer, alcohol/tobacco outlet density, use among children and adolescents and any other available data related to problem identification can provide a valuable foundation for planning a Community Profile Project. This information will demonstrate the significance of the problems relating to tobacco use and underage drinking. Because such data is already being collected (by potential community partners) this assessment is useful for both baseline and evaluation purposes.

The following partial list is offered to help you identify sources to collect useful data for your Community Risk Assessment:

- Census Bureau (Demographics, ie. # of youth ages 12-20, etc.)
- Police / Highway Safety (DUI's, Compliance Checks, Crimes, etc.)
- Alcohol & Tobacco Control (Liquor Law Violations, Sales to Minors)
- Schools / Student Surveys (Use, Policy Violations, etc.)
- Criminal Justice (Alcohol-related Crimes)
- Public Health (Injuries, Deaths)
- Treatment / Prevention (Organizations and # of youth receiving services)

A note of caution: be prepared to encounter gaps between various administration systems of government that may challenge your ability to obtain accurate and comprehensive data. Develop a format for documenting all of the data you plan to collect and share with others to assist you. Use tables to make it easy to complete and interpret.

Identifying Budget Options

Budget options may vary for each community. The size of the community, project scope and available volunteers will factor into the amount of money necessary to complete a Community Profile Project. You may want to partner or barter with another organization or business to get supplies; pursue grants for financial support; or consider fundraising to support budget needs for implementation of your project.

Consider including budget resources to cover costs of event locations/venues, stipends for youth and adult volunteers, supplies, materials, food and beverage service, etc. If existing funding sources provide support for youth leadership and/or substance abuse prevention activities, you may consider utilizing the planning process as a way to meet

goals of a current “taskforce” or “coalition”. Planning for the project can help groups to develop solid proposals for the solicitation of funds required to support implementation of the project.

Designing Your Environmental Scan

There is no one-way to conduct an environmental scan. The specific kinds of local environmental conditions that promote or discourage underage alcohol and tobacco use will need to be determined by your community. Then and only then can you begin to design your environmental scan.

Define the geographic boundaries for your community’s environmental scan. Use maps and/or address lists of stores/outlets that sell/serve alcohol and tobacco products to help you.

Examples:

- Scan a community to determine the number of alcohol billboards located near schools, parks, churches, etc. (places that expose large numbers of children to industry marketing/advertising)
- Scan community alcohol outlets to document a variety of marketing practices, etc. (counting and documenting the 4 P’s of marketing – product, price, placement and promotion)
- Scan outlets to document responsible alcohol and tobacco sales practices, or lack thereof (store policy, management practices, and use of tools i.e. age verification or WE ID signs, calendars, ID scanners, etc.)
- Scan local media outlets for youth exposure to alcohol and tobacco advertising – asking youth to keep “media logs” (documenting Ad frequency, content, youth favorites, etc.)

Remember, focus on local conditions that adults can change, NOT youth drinking and smoking behaviors. Behaviors of certain groups of adults in your community who encourage youth to use alcohol or tobacco, or provide youth access to alcohol and tobacco (knowingly or unknowingly) are what you are looking to change.

With your planning group create a list of local community environmental conditions that promote or discourage underage alcohol and tobacco use. You might pose the following questions to start the discussion:

- Who and what contributes to the “availability” of these regulated products?
- Who and what contributes to the “social norms” for underage use of alcohol and tobacco?
- Who and what contributes to the “disorganization” around local alcohol and tobacco control?

Developing Volunteer Resources for Environmental Scan

Decide on “where” and “what” you will be scanning in your community’s environment. Then identify volunteers and/or teams of volunteers who will implement the “scanning” part of the process. This can be accomplished in a variety of ways; you are limited here

only by your creativity and the response to your call for volunteers. Consider using meaningful incentives of some kind to attract youth teams and adult advisors, i.e. stipends, cameras, recognition, service learning and/or community service hours, etc.

Environmental scan design and geographic boundaries will drive decisions regarding the number of volunteers or youth teams necessary to complete the activities as designed. Decide on the required number of volunteers and make-up of teams, if you will use youth teams. Be realistic about your capacity to manage numbers of volunteer resources.

Identify someone who can help analyze your environmental scan data that will be collected by volunteers. Regardless of project design there are three kinds of data you may collect; statistical, photographic and antidotal. Involving them “up-front” as you plan and design your environmental scan is very important. Someone who can design useful data collection forms, create or use computer software programs or use other methods for compiling and analyzing data once collected, and prepare a summary report of youth team findings. Forms should be simple and user friendly and designed to collect very limited and specific data. High schools or colleges, certain businesses, or law enforcement agencies, etc. are places to look for such a volunteer.

Identifying Adult Advisors:

Adult advisors can play an important role in your ability to recruit and involve young people that are willing and capable of completing important data collection requirements for the environmental scan portion of the Community Profile Project. Adults who work with youth and are interested in providing youth leadership and youth advocacy skills and meaningful youth participation in community problem-solving can be great volunteer contacts.

Highly functioning youth teams are guided by adult advisors who instill confidence, provide support to the group with gentle guidance, make each team member feel safe, find ways for each team member to play an active role, and value individual contributions and “team work” equally.

Identifying Youth Teams:

Youth teams can be recruited from local schools, as well as colleges and universities. However, many community youth-based organizations have adult advisors that regularly work with youth groups, i.e. Scouts, SADD, Youth In Action, Boys/Girls Club, Explorers, Church Youth Groups, Key Clubs, Student Governments, etc. Teams can also represent various ethnic and faith-based organizations and should come from all geographic areas of the community. Contact coordinators of youth programs and school counselors to publicize the project and solicit their support as adult advisors of youth teams.

Some things to think about when using youth teams:

- Know how many teams you will need (find a few more, some may drop out)

- No more than 4 youth per team (with 1 adult advisor – a “car full”)
- Age ranges from 11 to 20 (using teams from all age groups is good)
- Select youth with the capacity to complete project tasks (age appropriate for task)
- Organize enough teams to cover the entire community (geographic boundaries)
- Select teams with broad and diverse backgrounds and ethnicity (representing local demographic make-up)
- Select youth with an interest in alcohol and tobacco prevention (no users)
- Use and keep track of permission/release forms (see appendix)
- Tie incentives to performance (reduces attrition)
- Celebrate activity and achievement (reduces attrition)

Developing Written Action Plan and Project Activity Schedule

It is most important to develop a written action plan. Time spent planning is well spent, and time spent writing an action plan makes sure that planning time wasn't wasted. Remember the 5 P's – *Proper Preparation Prevents Poor Performance*.

Written action plan and project activity schedule will be organized around four activities:

1. Training Day One: Project Kick-off
2. Conducting Environmental Scans
3. Training Day Two: De-briefing, Setting Priorities, Developing Key Messages
4. Reporting Findings

A well written action plan always contains important but brief detail and includes the following topics: (It can also serve to guide the project and should be subject to regular monitoring and adjustment.)

- Baseline assessment (problem statement)
- Stated project goals (measurable)
- Stated objectives (tangible)
- Tactics, strategies and activities (proven effective, reasonable and achievable)
- Resources (human, material and/or financial)
- Completion dates for all activities (assigned and monitored)
- Evaluation (description of how you will know/measure stated goals, objectives, etc.)

Develop a comprehensive timeline, with benchmark dates for all activities, to encompass the duration of your project, and include as part of your written action plan. For example, if you are planning to complete all four activities in a six-month period, develop a timeline with dates and benchmarks for activity steps from day one to the wrap-up of the project. A good timeline would be at least six months or more, from start to finish.

Avoid schedule conflicts when planning your project. Leave enough time between your environmental scan completion deadline and when you will need the data analysis summary report. Plan to have that in-hand several weeks before “training day two”. Prepare analyst to be very realistic when scheduling time necessary to complete this important and sometimes time-consuming step.

Organize activities around times that are good for your local volunteers and avoid any potential scheduling conflicts. Consider avoiding the following calendar dates, especially if planning to use youth teams:

- Beginning of school
- College testing
- Spring Break
- Prom
- Graduation
- Other

Contact your local Chamber of Commerce or other agencies knowledgeable about meetings scheduled for other non-profit and community groups, so that you do not schedule activities for prospective participants at conflicting times.

Consider established prevention campaigns when planning your activities. Some circumstances may encourage your group to avoid these times; others may allow your efforts to coordinate with these. For example, Red Ribbon Week could be used to “kick-off” activities and Alcohol Awareness Month or The Great American Smoke Out Day could be times for reporting outcomes to the entire community and key audiences.

Communicating with Youth Teams and Others

Set up a database to capture contact information for committee members, youth, parents, adult-advisors, and key adult audiences - include name, address, phone, city, e-mail, and school or community group affiliation and/or titles. Maintain contact regularly throughout the project - with adult advisors, youth and parents, other participants, supporters, and committee members. Keep committee members informed of meeting activities, discussions, decisions, changes and updates regularly.

Send communications to youth teams (youth and adults) for the following:

- Informing them about the project and collecting all permission and release forms
- Acknowledging their participation and informing them of “Training Days”
- Informing them of follow-up activities and dates and explaining the full scope of their participation in all phases of the project
- Thanking them for their involvement

It will be important to make sure your teams understand that the success of the project will be dependent on meeting activity schedule deadlines at each step of the way. This cannot be overstated, as sequencing of the four activities is critical to the project design.

The key adult audiences part of your database will be put to good use when you are ready to communicate project findings and recommendations to community movers and shakers, i.e. key audiences. You will be adding to this part of your database as your project develops and with input from youth teams after training day one.

STEP TWO: ACTIVITIES

Training Day One: Project Kick-off

You have planned and determined all event logistics, i.e. venue, room set-up and equipment, presenters, facilitators, parking and transportation, food services, materials, supplies, etc. Do what you need to do to make sure training environment (room set-up, equipment, food services, etc.) is as you have planned for. Check and double check to reduce likelihood of “surprises” that could derail or disrupt your training day.

This day will set the tone for the remainder of your project. Make it upbeat and fun, interactive, action packed, and youth focused! When the day is done make sure participants have gained the following:

- A clear understanding of the purpose and scope of the project,
- A complete understanding of what they are to “do”, (where and what to scan)
- A feeling of competence to complete their environmental scan activities as independent teams,
- Belief in their value/contribution and the importance of their work,
- All the materials and checklists needed to complete their next steps,
- A commitment to follow-through and be accountable.

Your agenda for the day should be printed, “youth-friendly”, easy to read and one page. Include and cover the following topics, as outlined below.

- Project Overview
 - Project goals and objectives
 - Roles and responsibilities
 - Activity steps and deadlines
 - Description of community geographic boundaries
- Building Team Capacity
 - Small focus group activity (ice-breaker activity and facilitated discussion)
 - Report-out (group rating of the problems, and list of key adult audiences who can “do” something to solve the problems)
 - Present “alcohol/tobacco 101” (presentation of public policy “best practices” with resource referrals)
 - Demonstrate and role play “environmental scan” activity (include how to use data collection forms, cameras or other equipment, etc.)
- Explanation and Dissemination of Materials Needed
 - Review importance of youth observations and accurate and complete data collection
 - Review types of data to be collected and completion deadlines
 - Complete youth team action planning form
 - Distribute packets to each team
 - Review all materials and forms in packets, needed for next steps

At the end of the training day, distribute and collect brief participant evaluation or feedback form to assess the training day's purpose and goals. Reviewing completed forms can help you identify any corrective measures that may be necessary prior to the next step.

Conducting Environmental Scans

Each team will conduct their scan in a specific pre-determined geographically defined area of the community. They will also complete their work within a pre-determined timeframe. Teams will observe, track and document certain specific things as they conduct their environmental scan (based on your design). Various environmental scan reporting forms (designed for your project) will help teams document their observations. Teams may use forms such as team log and field notes, media logs, photo logs for photo documentation, data collection forms for stores/outlets, and any other tools useful for telling their story, sharing their experiences and findings.

Adult advisors will review safety checklist and have maps/directions and all supplies and materials their team will need to be successful in completing their scans independently, i.e. various environmental scan reporting forms, checklists, introductory letter, cameras, clip boards, paper, pencils, etc.

Adult advisors play a critical role. If they know what to do – their youth team will do fine. If they don't know what to do, or are confused – their youth team may have trouble. Use methods to support and encourage adult advisors at this time, i.e. friendly phone calls/email with words of encouragement, to check-in with reminders, to solicit progress or feedback, to answer any questions or concerns they may have, etc.

Collecting and Analyzing Data

Teams must complete their work in the specified timeframe allowed. Adult advisors forward copies of all environmental scan reporting forms to the person(s) designated to receive all data for analysis. Transmittal forms and printed instructions ensure safe and complete collection of all data forms. Adult advisors collect, copy and package all forms and transmit as instructed with completed transmittal form by specified deadline.

Analyzing all the data collected is critically important to the project. Remember you may collect three types of data; statistical, photographic and antidotal. Data may be collected on various environmental scan reporting forms and the community risk assessment form. Analysis may be simple or sophisticated, based on your project design. Your data analyst may use computer software, i.e. statistical analysis and reporting software, or database spreadsheets like Access or Excel, to prepare a data analysis summary report. Your data analyst may choose to simply tally results collected and prepare simple summary charts for reporting. This report will be used in the next step, as part of training day two; de-briefing, selecting priorities, and developing key messages stage of the project. Include analysis that compares and contrasts the data collected with existing social norms or community perceptions regarding problems and sources. Highlight any data that may be insightful or provide support for potential policy change recommendations. Organize and present final report in such a way that it will compel

participants to advocate for specific changes based on compiled local community environmental scan results.

Training Day Two: De-briefing, Setting Priorities, Developing Key Messages

Youth teams come back together to share team experiences and environmental scan outcomes with the entire group. This training day also provides opportunity for youth participants to develop their advocacy agenda.

Previously scheduled, all participants committed to attend on this date prior to leaving training day one. As was previously covered - you have planned and determined all event logistics, and will check and double check to reduce likelihood of “surprises” that could derail or disrupt your training day.

Design activities for the day to provide opportunity for youth teams to develop key messages and policy recommendations. Build on what was covered training day one, team experiences, and collected and analyzed data from community environmental scans. Keep event “high energy” and moving, and provide enough structure to assist group in setting priorities and reaching consensus. Less discussion type activity and more of creating lists, ranking, voting, etc. is recommended.

Make it upbeat and fun, interactive, action packed, and youth focused! When the day is done make sure participants have gained the following:

- Realization that underage drinking and tobacco use are not just “youth problems” but are “adult problems with youth consequences”
- Ability to identify groups of adults who will be most important in helping to reduce underage alcohol and tobacco use in local community
- Ability to speak out and share experiences, findings and recommendations regarding local tobacco and alcohol environments

Your agenda for the day should be printed, “youth-friendly”, easy to read and one page. It will include and cover the following topics, as outlined below.

- Celebrating Youth Team Activity and Achievement
 - Opening celebration (awards and prizes)
 - Presentation of environmental scans summary report (highlights from compiled data, i.e. numbers, antidotal comments, photo’s, etc.)
- Youth as Advocates
 - Small group activity: “youth power” (youth as community change agents)
 - Youth teams “talk-back” (report-out observations, antidotes and lessons-learned)
 - Community success story presentation (examples of proven policies to provide “food for thought” for next step)

- Selecting Priorities, Developing Consensus, and Creating Key Messages
 - Create lists, discuss and prioritize (dot-mocracy consensus process)
 - Choose recommendations for change (dot-mocracy consensus process)
 - Develop key messages for specific key adult audiences (one/two messages for just a few key audience groups)
- Closing and Recognition
 - Cheers and recognition
 - Distribution of any stipends, incentives, etc.

At the end of the training day, distribute and collect brief participant evaluation or feedback form to assess the training day's purpose and goals. Reviewing completed forms can help you identify any corrective measures that may be necessary prior to the next step.

Reporting Findings

Committee and youth teams have contributed to the planning of three components necessary for this important and final project step, which are:

- Selecting Reporting Method
- Disseminating Report Messages to Key Audiences
- Assessing Impact of Messages on Key Audiences

Share report findings from your community profile project with a variety of community stakeholders as determined in your project design. Focus on addressing certain key adult audiences selected by youth teams. If your community is a large one you may need to be creative to come up with ways to get your project findings and recommendations in the spotlight. Some reporting methods considered may be:

- Media advocacy, include photo opportunities
- Media releases
- Opinions and/or editorials in local newspapers
- Local radio, TV or cable appearances
- Community events and/or presentations
- Direct mailing of printed report
- Other and/or combination of those listed above

Youth have selected and created the messages for key adult audiences based on their local research and training, so youth should be actively involved in disseminating the messages. One dissemination method for reporting messages to key audiences is a "special event". This method may provide direct access to key audiences in the community (elected officials, business leaders, media professionals, school administrators, grassroots leaders, etc.) by hosting a special event and sending invitations to key audience members. A youth led special event presentation that creatively includes the project's findings and recommendations can be a great way to

reach a specific audience, highlight youth leadership, and educate community leaders about local alcohol and tobacco risk factors, as well proposed solutions. Such a special event can often be of great interest to local media as well, especially if media has been kept aware of all stages of the project and is cued up to anticipate release of project findings and recommendations.

Youth may choose to develop a presentation; act out skits, present their findings, and even co-facilitate community-wide discussions at this event, to entertain and educate at the same time. Use of multi-media can make the presentation powerful for the audience and fun for the youth. Find a facility that is equipped with advanced audio-visual technology that can provide large screens, projectors, amplified sound, and other technology. Many college campuses have these kinds of facilities, as well as local conference centers and public service educational venues.

Use of local television, print, or radio media can also be an effective method for disseminating report of project findings and recommendations. Your planning committee, or even a select group of youth leaders that were involved in the project, can craft media advisories, press releases, op-eds, and/or letters-to-the-editors that can potentially drive news stories about your community profile project that will reach a large audience. Contact local producers of television and radio news programs and ask them if your project spokesperson(s) (youth and adults) can appear on a specific talk show about community events or social issues. Send them information about the project and its findings along with a well-crafted position statement about the alcohol and tobacco problems facing the community and youth recommendations for change.

Start early and anticipate the implementation of this strategy long before you wrap up the scan activities. Don't wait until an issue arises or a reporter calls to begin training spokespersons. Create several talking points and use mock interviews to rehearse and prepare for potential interviews. Consider identifying a public relations professional or organizational resource that can provide volunteer or pro-bono assistance with media relations.

Please note: one article/story placed in one media outlet may not impact specific intended key audiences and it may be difficult to assess the impact of report messages on key audiences using this dissemination method only.

Other alternatives for disseminating report messages to key audiences include:

- Report Brief - Develop a report brief that outlines the project in general and includes bullet point descriptions of its findings and recommendations.
- Poster Campaign - Equip youth with various art supplies and have them create educational posters, brochures and other collateral for getting report messages out (include findings and recommendations). Create opportunities for use on billboards, in print media and other venues for dissemination of poster campaign.

- Message in a Bottle Campaign – Insert printed community profile project report brief and/or artwork into bottles and distribute to key audiences. Gather and clean hundreds of used beer bottles (or soda bottles that look like beer bottles), remove all brand labels, create new labels with prevention messages and artwork (or the project's logo and mission statement), organize youth teams to distribute to key audiences (use the media to publicize the activity) DO NOT use any bottles or other materials that have corporate brand labels or engraving on them . . . remove or discard these)

Assessing the impact of messages on key audiences can be accomplished with careful and creative planning. Simple feedback forms can be created and disseminated along with the report. If method for report dissemination is a special event or direct mailing, including a printed feedback form with a request to complete and return can work well. If only media methods of dissemination are chosen, you can highlight interest in receiving feedback in media spots, directing how responses can be sent – i.e. website, phone number, etc.

STEP THREE: EVALUATION

Processes and Outcomes

Evaluating the processes used for your project can be most valuable, allowing you to track the quantity and quality of processes that lead to change. Make an effort to gather feedback (process evaluation) at meetings and for each activity step in your action plan. Monitor progress and adjust your action plan as necessary. Process evaluations can be very simple and should collect information regarding how the project planning process is going.

Evaluating outcomes of the project will allow your community to value, recognize and celebrate your work. A good project outcome evaluation will help your planning committee “get things done” and “make measurable change”. Many groups have the best intention; it is the few who seek excellence that will achieve measurable outcomes. Commit to seek excellence, plan for evaluation, and achieve measurable outcomes to provide the foundation for effective community change.

Outcome evaluations address The Community Profile Project Goals, (listed in introduction section). Evaluation form, focus groups, interviews, etc. are all methods to collect your outcomes. Did you accomplish the following and how do you know?

- Catalyze government and community action to reduce underage use of alcohol and tobacco
- Provide a blueprint for specific recommended alcohol and tobacco policies and initiatives
- Provide a baseline for monitoring community change

Lessons Learned

It is important to learn from all people involved in the project. Each can contribute something meaningful that might be missed unless everyone participates. Develop a brief list of questions and solicit responses, either in a focus group setting as part of a “wrap-up celebration” for the committee, or gather responses via phone, fax, email etc.

The following is a suggested list of questions you might consider:

- What are some things you believe contributed to the projects’ success?
- Did we meet our stated project goals and objectives? How do we know?
- If we were to do it again: What things should we repeat? What things should we delete?
- Where do we go from here?

Sharing Results

Share results of all evaluation methods and findings with all stakeholders, including any organization providing funds or other supports, project committee members, youth teams and advisors, and others.

Remember, this goes back to the four key steps of the project's framework for community learning and problem solving, which are: (listed in introduction section)

1. Assessment,
2. Use of effective research-based strategies,
3. Setting priorities, goals and measurable objectives, and
4. Evaluating results

The Community Profile Project is designed for whole communities to solve underage alcohol and tobacco problems, together. Make sure to share results, including evaluation, with everyone in your community.

Resources:

Alcohol Policies Project: Center for Science in the Public Interest
<http://cspinet.org/booze/>

American Medical Association
<http://search.ama-assn.org/Search/query.html?qc=public+amnews&qt=underage+drinking>

Centers for Disease Control and Prevention

<http://www.cdc.gov/tobacco>

Cobb Underage Drinking Task Force (local EUDL grantee)
<http://www.cudtf.org>

Drinking It In (video). Available through ImageMaster Productions
<http://www.imagemaster.tv/library/index.html>

Governor's Office of Highway Safety, Georgia
<http://www.gohs.state.ga.us/>

Join Together Online; Take Action Against Substance Abuse and Gun Violence
<http://www.jointogether.org/home/>

Leadership To Keep Children Alcohol Free
<http://www.alcoholfreechildren.org>

Lessons from the Field: Profiling City Alcohol, Tobacco and Other Drug Problems;
<http://www.drugstrategies.org/citylessons/indexbottom.html>

MADD (Mothers Against Drunk Driving), Georgia
<http://www.maddga.com/index.html>

Media Lit Kit: A Framework for Learning and Teaching in a Media Age
<http://www.medialit.org>

National Clearinghouse for Alcohol and Drug Information
<http://www.health.org/govpubs/mmwr/vol49/47a4.aspx>

National Coalitions Fighting Underage Drinking
<http://www.ama-assn.org/ama/pub/category/9928.html>

The Center on Alcohol Marketing and Youth
<http://www.camy.org>

Underage Drinking Education and Training Center
Regulatory Strategies for Preventing Youth Access to Alcohol
<http://udetc.org/documents/accesslaws.pdf>

Youth In Charge
<http://youthincharge.org/>

Acknowledgements:

The following people and organizations contributed to the development and execution of this “community action guide” and may be contacted via email for more information...

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Endnotes:

The National Research Council and Institute of Medicine recently announced, in response to Congress’ request to develop a strategy to reduce and prevent underage drinking – “reducing underage drinking is a collective responsibility”. The Community Profile Project can provide a structure for local communities to share in that responsibility.

This “community action guide” is a first printing for the 4th Annual National Leadership Conference *Uniting for Success: Next Steps in Enforcing the Underage Drinking Laws*. The authors would appreciate and encourage any persons reviewing this guide to forward suggestions for improving its’ usefulness for other prevention practitioners in the field. Please feel free to send comments to any of the persons listed above at your earliest convenience. Thank-you.

APPENDIX SECTION

Some documents and/or forms in this appendix are shared as “samples” or “examples” only. They are documents and/or forms used by Cobb County in their project and may not be applicable exactly “as-is” for all project designs.

Other documents and/or forms have been reformatted and are ready for use in any community profile project, including environmental scan activities.

You can find all documents listed in the appendix section on the CDROM enclosed in the community action guide.

Community Risk Assessment - Alcohol Data Checklist

Who completed checklist: (fill in below...name & organization & phone &/or email)

I. Demographics

Year _____

Source _____

Population under age 21

Ethnic breakdown by %

White

African American

Hispanic

Asian

Native American

Other

Don't know/not available

Number of licensed drivers under 21

Percent of total licensed drivers (adult/youth)

II. Police Department / Highway Safety

Year _____

Source _____

Drinking & driving

Number of zero tolerance citations

Number of underage DUI arrests

Number of underage DUI convictions

% of total DUI arrests

% of total DUI convictions

Motor vehicle alcohol-related crashes

Number of underage alcohol-related crashes

% of total alcohol-related crashes

Motor vehicle alcohol-related injuries

Number of underage alcohol-related injuries

% of total alcohol-related injuries

Motor vehicle alcohol-related fatalities

Number of underage alcohol-related fatalities

% of total alcohol-related fatalities

Drivers license suspensions/revocations for underage alcohol consumption, purchase, attempts to purchase or possession

_____ Number of license suspensions for alcohol-related motor vehicle offenses

_____ Number of license revocations for alcohol-related motor vehicle offenses

III. Liquor Law Violations

Year _____ **Source** _____

Number of citations for underage attempts to purchase
Number of citations for underage possession
Number of citations for underage purchase
Number of citations for underage consumption
Number of citations for underage use of a fake ID
Number of citations for adults providing alcohol to a minor

IV. Alcohol Sales

Year _____ **Source** _____

Number of sales to minors
Number of license suspensions for sales to minors
Number of license revocations for sales to minors
Number of fines levied for sales to minors
Total dollar amount of fines collected for sales to minors
Number of retail outlets
Off-premise establishments
On-premise establishments

V. School Data

Year _____ **Source** _____

Number of alcohol-related school policy violations
Number of alcohol-related school suspensions/expulsions
Number of alcohol-related school vandalism, campus disruptions

VI. Criminal Justice Data

Year _____ **Source** _____

Number of parties to which police were called because of underage drinking
Number of underage alcohol involved cases (vandalism, property damage, rape, robbery, assault, murder, etc.)
Number of alcohol-related incidents on college campuses (vandalism, property damage, rape, robbery, assault, murder, etc.)

VII. Injuries & Deaths Involving Alcohol (other than motor vehicles)

Year _____ Source _____
Number of injuries or death where alcohol was a factor
Swimming
Boating
Climbing
Roller blading, skate boarding
Walking
Other _____
Number of underage alcohol-related emergency room admissions/EMS incidents

VIII. Alcohol Treatment

Year _____ Source _____
Number of beds filled by underage youth
Number of alcohol-related admissions
Number of people on waiting list for admissions or other indications of need

IX. Prevention Initiatives

Year _____ Source _____
Number of parent programs
Number of alcohol-free programs & activities for youth
Number of substance abuse prevention organizations

X. Responsible Vendors

Year _____ Source _____
Number of alcohol licensees attending Responsible Alcohol Sales and Service Policy Workshop
Number of alcohol licensees not attending Responsible Alcohol Sales and Service Policy Workshop

XI. Youth

Year _____ Source _____
Youth behavior risk survey is available (provide a copy, if available)
Youth behavior and attitude toward alcohol use survey is available (provide a copy, if available)

XII. Other

Year _____ Source _____

**Return completed form by (insert date)
To (insert project director's name, address, fax or email, etc.)**

Sample Cover Letter – Use on your letterhead

(insert date here)

Dear Adult Advisor,

Your youth team has been selected as one of several to represent our community for participation in the **(insert community name)** Community Profiles Project. Your role as an adult advisor is important to the success of our project and we appreciate your willingness to help.

The **(insert community name)** Community Profiles Project seeks to arm youth with the skills they'll need to participate in organized efforts to reduce underage drinking and tobacco use throughout **(insert community name)**. To learn more, contact us at **(insert web address or phone number)**.

Although underage drinking and tobacco use are serious issues, we have designed a fun-filled, youth involved, policy-focused project. We've built-in a lot of fun and rewards. Teams will receive a digital camera for their sponsoring organization or school, individual youth team members and adult advisors will receive cash stipends, and other recognitions are being planned as well.

Please note: We are **NOT** covering insurance liability for activities associated with this project and ask that you check with your insurance carrier to determine your coverage for transporting youth in your vehicle.

Your youth team will be one of about **(insert number)** participating in all activities of this exciting **(insert community name)** Community Profiles Project. I will be mailing parent packets directly, and have enclosed a copy for you to see.

We need you to:

- Complete, sign and date the enclosed Adult Advisor Agreement Form.
- Return by **(insert date here)** in enclosed pre-addressed, stamped envelope.

I look forward to meeting and working with you and your youth team over the coming months. I plan to communicate with you soon and regularly, via email or snail mail, with more details about the **(insert date here)** training and other events. Should you have any questions, please don't hesitate to contact me.

Sincerely,

Name
Title
Phone
E-mail

Student Permission Form - Community Profiles Project

Please read carefully and fill-in form completely. Return form in enclosed stamped, addressed envelope ASAP and/or by **(insert date here)**. Thank you.

Student's Name: _____

Date Of Birth: _____ Grade: _____

School/Organization: _____

Home Address: _____

City, State, Zip: _____

Name Of Parent Or Guardian: _____

Phone Numbers: (Daytime) _____ (Evening) _____

Email: _____

Emergency Contact Name: _____

Phone Numbers: (Daytime) _____ (Evening) _____

Permission

I request that _____ be allowed to participate in the **(insert community name)** Community Profiles Project and specifically consent to his/her participation in the following:

- Required project trainings on **(insert dates here)**.
- Independent youth team environmental scan activities **(date set by team)**
- Community report of findings **(insert date here)**

Release

I release and waive, and further agree to indemnify, hold harmless or reimburse the **(insert community name)**, its successors and assigns, its members, agents, employees, and representative thereof, as well as adult advisors for this project, from and against any claim which I, any other parent or guardian, any sibling, the student or any other person, firm or corporation may have or claim to have, known or unknown, directly or indirectly, from any losses, damages or injuries arising out of, during or in connection with the student's participation in the project, or rendering of emergency medical procedures, if any.

Parent or Guardian Signature _____

Date _____

Adult Advisor Agreement Form - Community Profiles Project

Please read carefully, complete fully, sign and date. Return in the enclosed pre-addressed, stamped envelope ASAP and/or by **(insert date here)**. Thank you.

Name: _____

School Or Organization: _____

Title/Job: _____

Address: _____

City, State , Zip: _____

Day Phone: _____ Evening Phone: _____

E-Mail: _____ Fax: _____

Consent

I consent to allow sponsoring organization to request a personal background check, implemented at the cost and discretion of the sponsoring organization.

I further consent to participate in the **(insert community name)** Community Profiles Project:

- Serving as team point of contact for the Project Coordinator,
- Communicating with parents of my youth team members as necessary,
- Providing guidance and transportation for my team as necessary,
- Participating in all of the following...team trainings, independent team environmental scan activities, community report of findings.

Release

I release and waive, and further agree to indemnify, hold harmless or reimburse the **(insert community name)**, its successors and assigns, its members, agents, employees, and representative thereof, from and against any claim which I, any other parent or guardian, any sibling, the student or any other person, firm or corporation may have or claim to have, known or unknown, directly or indirectly, from any losses, damages or injuries arising out of, during or in connection with my participation in the project, or rendering of emergency medical procedures, if any.

I have read and agree to all matters included in this Adult Advisor Agreement Form.

Signature Date

Media Release - Adult & Student

Authorization to Reproduce Physical Likeness

I hereby expressly grant to the producers of the (insert community name) Profile Project, their agents and assigns, the right to photograph me and use my picture, silhouette and other reproductions of my physical likeness (as same may appear in any still camera photograph, and/or motion picture film or videotape), and as in connection with this project, theatrically, on television or otherwise in which the same may be used or incorporated, and also in the advertising, exploiting and/or publicizing of any media, including use in electronic versions (CDROM/DVD, Web). I further give the producers the right to reproduce in any manner whatsoever any recordings made by the producers, of my voice and/or other sounds effects produced by me as a result of my participation in the (insert community name) Profiles Project.

I certify and represent that I have read the foregoing and fully understand the meaning and effect of this Release and intend to be legally bound by it.

Name (print): _____

Signed: _____ Date: _____

Address: _____

Phone:(home)_____ (work) _____

Email: _____

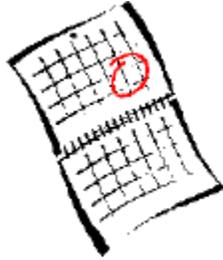
Legal Guardian for Minor:

Name (print): _____

Signed:_____ Date:_____

Address: _____

Save the date



**Mark your
calendar now!**

(insert date here)

(insert date and time here)

For A Spotlight Event



Profile of Tobacco & Alcohol Environments in (insert community name)

- You won't want to miss this exciting multi-media presentation featuring **(insert community name)** youth and adults and some very special guests!
- Recommendations for reducing current rates of underage alcohol and tobacco use in **(insert community name)** will be presented. Come listen and learn: to help **(insert community names)** kids, and promote **(insert community names)** public health and safety.
- A limited number of printed reports will be available for attendees and shall include recent local environmental scan & community risk assessment of tobacco and alcohol indicators that impact underage youth use of these regulated products.

More detailed information and printed invitations will be forthcoming.
(insert name), Project Coordinator at **(insert contact information)**

Co-Sponsored by:

(insert community sponsors here)

Letter/Invitation to Community Event

(insert date)

Dear Community Leader, **(a.k.a. – key adult audiences, use mail merge)**

It is our pleasure to serve as co-hosts for the **(insert community name)** *Tobacco & Alcohol Review* and to invite you to attend the upcoming event on **(insert date)** at **(insert venue)**. Please see the enclosed invitation with all details and to RSVP.

Alcohol, tobacco and other drug use among teens is having a major impact on our ability to keep young people out of hospitals, clinics, courts and correctional facilities. Of all the drug use we see among youth, alcohol and tobacco are most prevalent and contribute to more health and public safety concerns than all other illicit drugs combined.

(insert community name) youth ages 10–20, representing various local school and community groups, have been hard at work developing a lively multi-media production to share their views of the local tobacco and alcohol landscape.

We hope you will attend and listen to what our youth have to share - their views of the local alcohol and tobacco scene, and their recommendations for adult action steps for change - you won't want to miss it!

A facilitated community dialogue will follow their presentation. Working together we can help reduce youth use of alcohol and tobacco and the associated public health and safety incidents affecting youth and adult citizens of **(insert community name)**.

Please plan on joining other important stakeholders and policy makers on **(insert date)**, your participation and input is most valued.

Sincerely,

(insert names/titles of Public Safety Official and Public Health Official – who agree to serve as Co-hosts for the event)

Safety Checklist

Environmental Scan Checklist

Some DOs and DON'Ts as you prepare for your environmental scan. Use as a checklist each time you do a scan.

DO's (*Remember*)...

- Safety First –
 - Use pre-determined signal to alert advisor of any safety issue
 - Advisor be with youth while in outlets
 - Advisor have phone #'s for parents/adults, in case of an emergency

- The reason for your work –
 - To collect valuable data and observations
 - To be able tell “your story” about the alcohol & tobacco environmental factors that impact youth in Cobb

- Materials Needed –
 - Camera & disks
 - Clipboard & pen/pencils
 - Index cards or paper
 - All forms – *scan reporting forms* (carryout and pouring outlets), *log & field notes & de-briefing form*
 - Letter of authenticity
 - Map & list of outlets

- Be comfortable and have fun –
 - Bring lunch and/or snacks
 - Wear comfortable clothing, but be neat
 - Be prepared with a plan for getting in and out quickly

REMEMBER, you are detectives on “mission possible” – plan to be quiet and quick in your work and courteous to outlet managers and/or employees.

DON'Ts...(*don't do the following*)

- Take photos without permission of outlet manager or employee
- Interrupt customers or employees while completing your scan
- Stay in outlet more than 10-15 minutes

Merchant Authorization Letter

(use group letterhead)

(insert date)

Dear **(insert community name)** Alcohol and Tobacco Merchant,

Recently, twenty-one youth teams and advisors were trained to go out into their communities and document, map and analyze environmental alcohol and tobacco factors that impact youth. This is just one of several activities we are currently working on.

Local youth team representatives, who present you with this letter, will ask to enter your business in order to complete this important “environmental scan” activity. Youth teams will be accompanied by adult advisors who can answer any questions you may have.

With your permission, youth will take pictures and document their observations in order to assist in completing a “community profile” - describing the extent of community factors that may promote or discourage underage alcohol and tobacco use.

Please consider supporting the youth teams in this effort – be one of many responsible merchants who can become important partners in community-wide efforts to reduce underage youth access to alcohol and tobacco products.

Support for this Community Profile Project is provided in part by the following organizations: **(insert sponsors here)**

Thank you for your consideration of this request. Your cooperation is much appreciated.

Sincerely,

(insert name of Project Coordinator and contact info.)

Agenda Training Day One - Example from Cobb

- 8:30 a.m. Welcome Greeting & Refreshments**
- 9:00 a.m. Opening Pep-Rally**
- *Cheers* - sponsors, supporters, trainers, facilitators & youth teams
 - *The Big Picture* - review project goals, objectives & activities
 - *See - Drinking It In Video / meet video star*
- 9:45 a.m. Youth Teams Talk About Alcohol/Tobacco**
- *Getting to know you* - introductions
 - *Tell it like it is* - small focus group discussions
 - *Report-out* - share results of focus groups in large group
- 10:45 a.m. BREAK 10 minutes**
- 11:00 a.m. Alcohol/Tobacco-101**
- *Fact - Fiction & the 4 P's* - public policy presentation
 - *Media literacy* - empowering youth
- 12:00 p.m. LUNCH 30 – 45 minutes**
- 12:45 p.m. Environmental Scan**
- *Dos and Don'ts* - mock scan activities
 - *Photography 101* - capturing youth visions
 - *Feedback* - questions & answers
- 1:45 p.m. Mission Possible (Planning for Fantastic Results)**
- *Hitting the mark* - data collection
 - *Practice activities* - media log & camera photo shoots
 - *Roles, responsibilities & timeline* - team action planning
- BREAK 10 minutes**
- 3:00 p.m. Talk Back – Wrap it Up**
- *Speaking powerfully* - making your voice count
 - *Talk back* - keeping it on the 4 P's
 - *Extra-extra* - team report out & calendar check
- 4:00 p.m. Closing Pep-Rally**
- *Lead Dogs* - send-off cheer

Agenda Training Day Two - Example from Cobb

- 8:30 a.m. Welcome Greeting & Refreshments**
- 9:00 a.m. Opening Celebration**
- Awards and prizes
- 9:15 a.m. Report of ES Data Collected**
- Highlights from compiled data & photos
- 9:45 a.m. Youth Teams Talk-Back**
- Observations, antidotes, & lessons learned
- 10:15 a.m. BREAK 10 minutes**
- 10:25 a.m. Community Success Stories**
- Proven environmental strategies for reducing underage drinking & underage tobacco use
- 10:45 a.m. Youth Power - Creating Change for Cobb**
- Create lists, discuss & prioritize
 - Choose recommendations for change
- 11:45 p.m. LUNCH 30 – 45 minutes**
- 12:15 p.m. Multi-media Takes Shape**
- Video interviews
 - Spokesperson auditions
 - Group activities
- 1:15 p.m. Wrap-up**
- Director Speaks – “lights, camera, action”
 - Sign-up for April 28th Event “volunteer tasks”
- 1:45 p.m. Closing: Recognition**
- Presentation of stipends

Youth Team Action Plan

Team name: _____

There are 4 separate components for this project:

1. Team Building and Communication
2. Environmental Scan
3. De-briefing, Setting Priorities, Creating Key Messages
4. Reporting Findings

<u>When</u>	<u>What</u>	<u>Who</u>
<u>Team Building and Communication</u>		
	Attend team training	All team members
	Distribute contact and communication information to all team members and their parents	Adult Advisor
	Decide a process for dividing up tasks among team members that everyone thinks is fair	
	Decide on process for communication follow-up to ensure team participation in Training Day Two and next steps	
	Identify interested “spokespersons” (must be available for production rehearsal on [insert date]) – get names to Project Director	
	Decide a process & timeframe for individuals to complete media logs independently and get back to adult advisors.	
<u>Environmental Scan</u>		
	Select date for environmental scan	
	Review map and list of offsite and onsite establishments. Prioritize places to be visited during environmental scan. Keep a record of what places were selected and how they were chosen. Why were they considered most important?	
	Map the proposed route – plan stops for bathroom breaks and food.	
	Estimate visiting, travel and break times. Be sure to include at least ½ hour for a team debriefing at the end of the day.	
	Develop a schedule for the Environmental Scan Day.	
	Plan logistics for the Environmental Scan Day <ul style="list-style-type: none"> ▪ Transportation ▪ Meeting places and times ▪ Food ▪ Other 	
	Send this information to team members and their parents	
<u>When</u>	<u>What</u>	<u>Who</u>
	Decide who will be: <ol style="list-style-type: none"> a. photographer b. spokesperson, talking with manager or clerk at 	

<u>When</u>	<u>What</u>	<u>Who</u>
	each establishment & sharing letter provided c. recorder of data collected (form provided) d. recorder of field notes (form provided)	
	Review with each appropriate team member how to complete their assignments during the Environmental Scan	
	Select a process for deciding how to allocate the number of available pictures - when and how will be pictures be taken	
	Prepare all equipment and forms for the day	
	Conduct the environmental scan and same-day debriefing	
	Collect all data disks and documents <ul style="list-style-type: none"> ▪ Individual Media Logs ▪ Debriefing report ▪ Data collection forms ▪ Photo disks & photo log ▪ Field notes 	
	Copy all written documents	
<i>This must be postmarked no later than (insert date)</i>	Send the following originals to Project Director and postmark by <u>[insert date]</u> <u>Completed Checklist</u> (provided) <u>Team Report</u> <ul style="list-style-type: none"> ▪ Info. on team members that dropped out or were replaced during the project ▪ Report on any other issues about which project leaders should be informed <u>Environmental Scan</u> <ul style="list-style-type: none"> ▪ De-briefing report ▪ Completed data collection forms ▪ Photo disks & photo log ▪ Field notes ▪ Completed media logs (1 for each team member) 	Adult Advisor

Facilitator Activity Guide One

Purpose of Focus Groups:

- Team building
- Motivate youth for this project by:
 - Helping youth to connect rationally and emotionally with negative consequences and prevalence of underage youth use of alcohol and tobacco
 - Empower youth to see themselves as change agents
- Collect “pre-data” at the start of the project

Materials needed for group:

10 pencils or pens	Flipchart
10 index cards	Marker for flipchart
Watch for timekeeper	10 sets of 3 colored dots
Clipboard for recorder	

Room Preparation:

Move chairs into a semi circle so people can see each other and the flip chart.
Set-up flip chart and organize materials (listed above) you will need in easy reach.
Post or write the 2 or 3 questions, as printed in this guide, on each of 3 flip chart pages.
Write list (from #3) of *who can solve problems*, as directed, on flip chart.

Time frame: 40 Minutes in Focus Group + 20 Minutes for Report-out (2 min./group)

1. Building the team (5 minutes)

Facilitator says:

Teamwork will be absolutely essential for this project to succeed. So we are going to spend some time working on team development throughout this project. For example, this afternoon, we'll be developing an action plan for our work together and we will use that time to get really specific about how our team will function. But for now there are specific things we need from our two teams – a recorder, and a reporter. Let's have a representative from each team...Who will volunteer for these tasks: The recorder will complete this “Focus Group Report Form”, the reporter will have 2 minutes to share our group results with everyone when we get back together. I'd also like to ask one adult advisor to serve as our timekeeper. Give the timekeeper a copy of the attached timekeeper's agenda.

Now let's get to know each other. Share quickly the following 3 things with everyone:

- a. Your Name
- b. Grade (or job title for adult advisors)
- c. How long you have lived in this community?

Now that we know each other a little bit, let's talk about alcohol and tobacco. To guide our discussion, help keep us on-task, and provide opportunity for everyone to share - we've prepared 2 or 3 questions. (Flip to posted 1st question on flip chart) Let's start with question #1...

2. How much of a problem is underage drinking & underage tobacco use in our community? Why? (Total 15 minutes)

- a. **Ratings of problem of underage drinking & underage tobacco use in our community (5 minutes)**

Facilitator says:

Adults think underage drinking and underage tobacco use is a problem and that no one can communicate to adults about how alcohol and tobacco is affecting youth in like you can! So let's begin by using a rating scale to indicate how much of a problem each of us thinks underage drinking and underage tobacco use is. On a scale of 1 to 10, with 1 being "not at all a problem in our community", and 10 being, "a very serious problem in our community", please rate how much of a problem you think underage drinking and underage tobacco use is in our community.

Important Note: Don't discuss at this time – get the ratings – then have the discussion on why the youth gave the ratings they did. – you might want to post ratings on flip chart paper for everyone to see – place a line to divide paper in 1/2 , one column for alcohol and one for tobacco.

- Have each advisor and youth write "t" on one side of an index card and "a" on the other
- Ask each to write down a rating number for alcohol on the "a" side of index card and for tobacco, place rating number on "t" side of index card
- Read the numbers aloud to the group & post / tally results on flip chart

b. Discussion (10 minutes)

Facilitator says:

Notice whether the ratings are similar or different and address that in our discussion. We want youth & advisors to discuss why each gave the ratings they did. We are NOT interested in comparing alcohol ratings to tobacco ratings! {Help group to stay away from that kind of discussion).

Well, it looks like everybody agrees that _____. Why do you think that?
OR

Well, it looks like we have some pretty different ideas on the degree to which underage drinking and underage tobacco use is a problem. So let's talk about why we gave the ratings we did.

- Spend 10 minutes talking about why underage drinking and underage tobacco use are problems in our community
- Create a list, on the flip chart, of discussion responses for why underage drinking and underage tobacco use are such problems
- Ask the Recorder to capture this list on the flip chart page

3. Who can solve the problems of underage drinking and underage tobacco use in our community? (7 minutes)

Facilitator says:

Let's take a look at the following list. Are there groups that should be added? Note: groups have been listed alphabetically, and not in order of importance.

Have youth and advisors use the dot-mocracy process to rate who can best solve the problems of underage drinking and underage tobacco use in our community.

Dot-mocracy process – Distribute to each, 3 different colored dots. Post on flip chart the value of each colored dot - one worth 3 points, another worth 2 points and the other worth 1 point. Ask youth and adults to use their colored dots to "vote" for the group(s) who can best solve these problems, by placing their dots on flip chart page next to group(s) who can best solve these problems. Ask for a volunteer to tally up voting results.

- Start with this list – write it on the flipchart
 - Business owners
 - Educators – teachers and school administrators
 - Faith community
 - Health community – medical personnel, hospitals, the public health department
 - Law Enforcement (Police and Juvenile Courts judges and probation officers)
 - Media
 - Parents and other adults
 - Youth
- Make sure you tell the team that the various groups have been listed alphabetically, not in order of importance.
- Ask youth to identify any groups that should be added and include them on the list.
- Use the dot-mocracy process to rate who can solve the problems.
- Give the most points to the ones who have the greatest responsibility or opportunity for solving the problem
- Total the points and ask the Recorder to enter the results on the flipchart

4. How can youth teams address target audiences with messages about the problems of underage drinking and underage tobacco use in our community? (10 minutes)

Facilitator says:

We want you and your team to...

- Tell it like it is.
- Be the lead dog.
- Become an advocate for change.

So let's think about ways you can reach adults and what adult "influencers" you can target with your messages! What can you do about it?

Brainstorm and create list of ideas on flip chart.

- Develop a list of how the youth want to reach adults influencers with their messages
- Ask the Recorder to enter it on the flipchart

5. Ending the Group – Preparing for “report-out” (5 min.)

Facilitator says:

Next our reporter will need to share our results with the large group in 1-2 minutes.

We are asked to provide a group report, as follows:

- Rating of problem of underage drinking and underage tobacco use in our community (group rating – averages from question # 1, a number from 1-10 for alcohol & tobacco)
- Results of dot-mocracy for who can best solve these problems (list top 3 groups – from dot-mocracy, question # 2)

Ask someone to write these 2 things down on flipchart page. Ask someone to stand next to reporter with this page, while reporting group results in 1-2 minutes. Ask other team members to cheer “our group” after report is presented.

Ask for a volunteer to bring flip chart page with brainstorm ideas from question # 3 and post on designated “bright idea wall” under picture of light bulb – make sure to put team names on it! Thank the Team for their great work, and the Timekeeper and the Recorder. Get the flipchart pages from the Recorder and turn in to Project Coordinator. Give instructions for returning to large group meeting room.

Facilitator Activity Guide Two

Mission Possible (Planning for Fantastic Results)

During the hour, please keep a list of any questions, issues or concerns that came up during this planning session that need to be brought to the attention of the project leaders. As time permits, they will address these during the following session. Anything that isn't covered during the day will be addressed via email to all team leaders after the training.

Purpose for this group session:

- Provide time for team action planning & timelines
- Become familiar with all data collection forms
- Provide opportunity for practice and Q & A

Materials needed:

- Flip Chart
- Markers
- Cameras
- GIS Maps
- Action Plan Forms
- Environmental Scan Outlet Reporting Forms
- Photo Log
- Log & Field Notes Form
- Environmental Scan De-briefing Form
- Media Log Forms
- Transmittal Forms

Now you're ready to begin.

1. Room Preparation—Arrange 2 groups of chairs into clusters so as to promote a team atmosphere.
2. Roles and Responsibilities—Team Action Planning. This activity will take approximately 25 minutes. Ask advisors to begin introducing the team members to the action steps needed to complete the project and review the Action Plan form as a team.
 - First, briefly review the actions plan that the team will use during this project. Don't try to decide at this point how each action item will get done – just explain what each action step is and why it is important.
 - As you review the outline of action steps, if your team identifies other actions steps that need to be added to the list, add them to the action plan.
3. Distribute GIS maps. Ask advisors to show their team the maps and start the process of selecting which places to visit.
 - Explain that the outlets selected should be a balanced combination of off-site carry out outlets and on-site drinking/pouring outlets.
 - Help the team members to identify a process for picking the outlets the team will visit. Explain that once the process has been used to pick the outlets, the team can begin to plan its route and choose where it will stop for personal breaks (bathroom, lunch etc.) Come back to this step if there is time at the end of the hour.
4. Ask advisors to help their team to decide a schedule for completing the scan.
 - Teams can work at completing the scan in a single day or break it down into 2 or more segments.
 - Once the team has decided how it wants to schedule the visits, identify the actual days when each segment will be completed.
5. Ask advisors to help the team to plan the logistics of the scan:
 - When and where they will meet
 - When and where their parents will pick them up at the end of the scanning time, bringing money for lunch and any snack breaks the team decides to take etc.

6. As a group, go over the possible roles that team members will fill during the scan and discuss these roles.
 - Photographer
 - Spokesperson, talking with manager or clerk at each establishment and sharing letter (provided)
 - Recorder of data collected (form provided)
 - Recorder of field notes (form provided)
7. Ask advisors to help the team to come to consensus about a way to divide the roles among the team members. For example, they can rotate jobs for each scan – moving in order through the four types of jobs.
8. Data collection (25 minutes)
 - Explain that there are two different forms for the environmental scan – one for carry-out outlets and another for pouring/drinking on-site outlets. Ask each advisor to go over both forms with team and point out differences and similarities between the way data for tobacco and alcohol will be collected, as well as data for the two types of outlets.
 - Ask advisors to ask youth for questions to make sure the team understands how to complete each form, and talk about ways all the data can be collected in the shortest time and in the least obtrusive way. (*We don't want teams to disrupt business while they complete their scans*)
 - Ask advisors to also go over another important form with the team – Log & Field Notes. The Log & Field Notes form should be filled out while doing the scan (and between visits to outlets). These will be important forms to make sure we get all the great input from youth. This is where their creative detective work will be noted!
 - Mention the De-briefing form to advisors – this is the form to complete as a team, at the end of the day after completing all scan activities.
9. Practice activities--Media log & camera photo shoots (10 minutes)
 - Provide opportunity to practice with the camera. Ask advisors to begin observing which team members are budding photographers.
 - Remind teams that photo content and quality will be an important component of the team's data collection. Remember – we do not want photos of people, store names, etc. We do want photos of examples of alcohol and tobacco marketing practices – those 4 P's we learned about earlier today – product, price, placement and promotion!
 - Review Photo Log form – it will be important to log each photo taken so photo's can be matched to locations, etc. Review form and answer any questions about it's use.
 - Ask advisors to review Media Log form with team and determine the 7-day period each member will schedule to “log” their media consumption habits. This will help them become more aware of alcohol and tobacco media messages. We are asking each team member to write in their log each day, for 7-days, to capture alcohol and tobacco media messages they are exposed to on TV, radio, the Web, newspapers & magazines, etc.
10. Wrap-up – Collect any questions, concerns or comments from the group and record these to forward to project leaders.
 - Collect on flip chart and forward all, marked with your name, to the Project Coordinator as soon as this planning session is over. Describe the questions, issues or concerns that came up during the planning session and which you think should be addressed.
 - Wish advisors and teams “good luck” in their important environmental scan work. Tell them you will look forward to hearing about the results of their work!
 - Ask advisors to bring teams back to large group and straighten your room, moving desks back to original position and collecting any materials, etc.

Log and Field Notes

Name of Team _____

To the Team:

This form will help us learn a lot about your experiences, how much time it took for different things, unexpected things that happened, etc.

Log:

Complete log and field notes each time the team executes an Environmental Scan. If your team completes scan and data collection over several days, a few hours each time, please complete one log and field notes for each time.

Field Notes:

Field notes help capture all those other observations and bits of important information and will help us in future planning. Please take careful and complete notes while you are in “the field”.

Log Date of Scan Activity: _____

Starting time	Ending time	Time spent in travel	Time spent at lunch/break	Time spent in Scans / Inside	Time spent in Scans / Outside

Field Notes:

Date:	Field Notes

(copy charts above as needed)

Carry-Out Outlets

Team Name: _____

Name of Carry-Out Outlet: _____

Address: _____

Carry-Out Outlet Category:

- | | |
|---|--|
| <input type="checkbox"/> Convenience store, chain/franchise | <input type="checkbox"/> Small market, not a chain/franchise |
| <input type="checkbox"/> Convenience store, independent | <input type="checkbox"/> Supermarket, chain/franchise |
| <input type="checkbox"/> Drug store | <input type="checkbox"/> Other |
| <input type="checkbox"/> Liquor package store | |

Product – Indicate the top 3 brand names you see the most of in each category.

<u>Brand Names</u>	<u>For Beer</u>	<u>For Wine</u>	<u>For Liquor</u>	<u>For Wine Coolers</u>	<u>Other</u>
1.					
2.					
3.					

<u>Brand Names</u>	<u>For Cigarettes</u>	<u>For cigars and other tobacco products which are smoked</u>	<u>For smokeless tobacco products or chewing tobacco</u>
1.			
2.			
3.			

Placement - Indicate with a “yes” or “no” in each box, product/ad placement by category.

<u>Placement</u>	<u>For Beer</u>	<u>For Wine</u>	<u>For Liquor</u>	<u>For Wine Coolers</u>	<u>Other</u>
Refrigerated case					
Cans/bottles “on ice”					
Singles					
Six packs					
Cases					
By the front door or next to the cash register					
Promotional Displays					

<u>Write “yes” or “no” in column at right, in answer to each question...</u>	<u>Yes or No</u>
Were tobacco products on the counter?	
Were tobacco products behind the counter?	
Were tobacco products in front of the counter or by front door?	
Were any tobacco products located next to candy?	
Were single cigarettes available?	

Promotion - Indicate the number of Ads/signs you count for each category.

<u>Number of Ads/Signs</u>	<u>For Beer</u>	<u>For Wine</u>	<u>For Liquor</u>	<u>For Wine Coolers</u>	<u>Other</u>
Inside					
Outside					

<u>Number of Ads/Signs</u>	<u>Cigarettes</u>	<u>Cigars and other tobacco products which are smoked</u>	<u>Smokeless tobacco products such as chewing tobacco</u>
Inside			
Outside			

Write "yes" or "no" in column at right, in answer to each question...	Yes or No
Were there any "We ID" signs?	
Were there any signs stating you must be 18 to purchase tobacco?	
Were there any signs stating you must be 21 to purchase alcohol?	
Were there any "age calendars"?	

Price - Indicate the number of price promotion types you count for each category.

<u>Number of each type</u>	<u>For Beer</u>	<u>For Wine</u>	<u>For Liquor</u>	<u>For Wine Coolers</u>	<u>Other</u>
Price Promotions					
Gifts w/Purchase					

<u>Number of each type</u>	<u>Cigarettes</u>	<u>Cigars and other tobacco products which are smoked</u>	<u>Smokeless tobacco products such as chewing tobacco</u>
Price Promotions			
Gifts W/Purchase			

Pouring/On-Site Outlets

Team Name: _____

Name of On-site Outlet: _____

Address: _____

On-site Outlet Category:

- | | |
|---|---|
| <input type="checkbox"/> Bar only, no restaurant | <input type="checkbox"/> Restaurant chain/franchise |
| <input type="checkbox"/> Bar, connected to restaurant | <input type="checkbox"/> Restaurant/independent |
| <input type="checkbox"/> Hotel/lounge | <input type="checkbox"/> Other |
| <input type="checkbox"/> Fast food chain/franchise | |

Product – Indicate the top 3 brand names you see the most of in each category.

<u>Brand Names</u>	<u>For Beer</u>	<u>For Wine</u>	<u>For Liquor</u>	<u>For Wine Coolers</u>	<u>Other</u>
1.					
2.					
3.					

<u>Brand Names</u>	<u>For Cigarettes</u>	<u>For cigars and other tobacco products which are smoked</u>	<u>For smokeless tobacco products or chewing tobacco</u>
4.			
5.			
6.			

Placement – Indicate with a “yes” or “no” in each box, product/ad placement by category.

<u>Placement</u>	<u>For Beer</u>	<u>For Wine</u>	<u>For Liquor</u>	<u>For Wine Coolers</u>	<u>Other</u>
Cans/bottles “on ice”					
Self-serve by cash register					
Table delivery					
Bar service					
Promotional table displays					

Write “yes” or “no” in column at right, in answer to each question...	Yes or No
Was there a cigarette vending machine?	
Was there a locking mechanism on it?	
Was the vending machine located in plain view of staff to monitor?	
Were single cigarettes available?	

Promotion – Indicate the number of Ads/signs you count for each category.

Number of Ads/Signs	For Beer	For Wine	For Liquor	For Wine Coolers	Other
Inside					
Outside					

Number of Ads/Signs	Cigarettes	Cigars and other tobacco products which are smoked	Smokeless tobacco products such as chewing tobacco
Inside			
Outside			

Write “yes” or “no” in column at right, in answer to each question...	Yes or No
Were there any “We ID” signs?	
Were there any signs stating you must be 18 to purchase tobacco?	
Were there any signs stating you must be 21 to purchase alcohol?	
Were there any “age calendars”?	
Were there Ads or specials in the menu for alcohol?	
Were there Ads/signs for “happy hour” specials?	

Price – Indicate the number of price promotion types you count for each category.

Number of each type	For Beer	For Wine	For Liquor	For Wine Coolers	Other
Price Promotions					
Gifts w/Purchase					

Number of each type	Cigarettes	Cigars and other tobacco products which are smoked	Smokeless tobacco products such as chewing tobacco
Price Promotions			
Gifts w/Purchase			

De-briefing Report

Team name: _____

To the Team:

It's important to always take the time to stop right after you finish collecting data to discuss and record your immediate thoughts and impressions. You have been doing this throughout the data collection process of doing the environmental scan in your field notes. But now is the time for you to consider the process as a whole. So take a few minutes to talk about each of the following questions and have a recorder write down the main points of the discussion for each question. Talking your answers over with the team helps everyone to understand the perspective of each member.

Topics for the team debriefing:

(Feel free to add your own topics at the end of this form.)

<u>Team Member</u>	<u>The most important thing from all the data we collected...</u>
Youth #1	
Youth #2	
Youth #3	
Youth #4	
Adult advisor	
<u>Team Member</u>	<u>The most surprising or unexpected thing from all the data we collected...</u>
Youth #1	
Youth #2	
Youth #3	
Youth #4	
Adult advisor	
<u>Team Member</u>	<u>The most surprising or unexpected thing that happened while we were collecting data...</u>
Youth #1	
Youth #2	
Youth #3	
Youth #4	
Adult advisor	
<u>Team Member</u>	<u>In conducting the scan, the part of the research process that worked best or was most important...</u>
Youth #1	
Youth #2	

Youth #3	
Youth #4	
Adult advisor	
Team Member	My top suggestion for improving the research process...
Youth #1	
Youth #2	
Youth #3	
Youth #4	
Adult advisor	
Team Member	What I liked the best about the way the team worked together...
Youth #1	
Youth #2	
Youth #3	
Youth #4	
Adult advisor	
Team Member	Own topic -
Youth #1	
Youth #2	
Youth #3	
Youth #4	
Adult advisor	

Media Log

Youth Name: _____ **Team Name:** _____

Please keep track of your media habits and exposure to alcohol & tobacco images over a one-week period. Use the following two charts to do so. Please mark date and times (AM for morning, MD for mid-day, and PM for evening) in chart below. Count each Ad or image you observe. Mark in appropriate boxes on chart; use an “A” for each alcohol image and a “T” for each tobacco image. *It is important you keep this log for 7 consecutive days.*

Date/Times	Radio	TV	Movie	Magazine	Newspaper	Billboard
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Date/Times	Radio	TV	Movie	Magazine	Newspaper	Billboard
Saturday						
Sunday						

Please let us know your specific media programming habits for the same 7-day period. Mark in chart below, movie title, station, and program, title of magazine or newspaper & location of billboard where you spent your media time each day.

	Radio	TV	Movie	Magazine	Newspaper	Billboard
Monday						
Tuesday						
Wednesday						

	Radio	TV	Movie	Magazine	Newspaper	Billboard
Thursday						
Friday						
Saturday						
Sunday						

Please share briefly any comments about your experience in completing this media log: (Were you surprised at your media habits or the number of alcohol or tobacco images you noticed?)

Thank you!

Transmittal Forms - instructions

Must be postmarked no later than [insert date]

Important Instructions To Adult Advisors:

First, read all the instructions through, then begin the process of transmittal.

Send all the **originals in one package at one time** – the package **must be postmarked no later than (insert date)**.

Make copies of everything to be sent in this package, including the completed transmittal, all the completed forms and reports, and make certain all photo disks are included – please examine photos to make certain they are readable and can be opened.

Put all copies in a very safe place.

All the contents of the package should be labeled to indicate what team it is from.

Everything in the package should be placed in the order indicated on the transmittal form.

The completed Environmental Scan Reporting Forms for each establishment should be numbered in the upper right hand corner in the same order as they were visited. The goal for each team was to visit at least 10 establishments, so you should have at least 10 completed data collection forms numbered #1 to #10 in the order they were visited. If you don't have 10 completed forms, write a brief explanatory note about this on the bottom of the transmittal form.

Write on the transmittal form the total number of completed Environmental Scan Reporting Forms that are in the package. There should be one form for each establishment the team scanned.

Make sure all materials are very well packaged so that nothing will be lost or damaged during transmittal.

When the transmittal form has been completed, sign and date it, copy it and put it on the top of package contents. Label package and send to: **(insert name or project coordinator and mailing address)**

On the date you mail the package, email project coordinator at **(insert email address)** the date the package was sent, and the method by which it is being transmitted (For example: regular US Postal service mail, UPS, FedEx overnight etc.)

When the package is received the project coordinator will send you a confirmation by email confirming that the package was received with all the contents indicated on the completed data transmittal form.

Youth Trainer / Facilitator Feedback Form

Thank you for your good work! In order to help us all process the day and gather important feedback, please take a moment to answer the following questions briefly.

For the morning small group session:

1. Was the following purpose for the group accomplished?
(Write-in YES or NO)
 - Group team building _____
 - Motivation of youth for this project _____
 - Collection of "pre-data" _____
2. Were the planned exercises helpful for accomplishing our purpose for the group?
(Circle one) YES or NO
3. If you had it to do over again, what would you suggest doing differently?

For the afternoon team action planning session:

4. Was the following purpose for the group accomplished?
(Write-in YES or NO)
 - Begin team action planning _____
 - Introduction to all data collection forms & project deadlines _____
 - Time for practice and Q & A _____
5. Were the facilitator's guide (with outline and timeframes) helpful for accomplishing our purpose for the group? (Circle one) YES or NO
6. If you had it to do over again, what would you suggest doing differently?

Please answer the following about your overall experience as a facilitator:

7. What did you like *best* about the experience?

8. What did you like *least* about the experience?

If you'd like to share other comments, please feel free to add to this page. Please return completed feedback form ASAP and no later than (insert date), to (insert name) via e-mail to (insert e-mail address) or fax to (insert fax number). Thank you.

Adult Advisor Feedback Form

Thank-you for your good work! In order to help us all process the day and gather important feedback, please take a moment to answer the following questions briefly.

From the morning small group session:

1. Was the following purpose for the group accomplished?
 - a. (Write-in YES or NO)
 - b. Group team building _____
 - c. Motivation of youth for this project _____
 - d. Collection of "pre-data" _____
2. From the presentation on Alcohol/Tobacco 101:
3. Did the presentation help you and your team to understand the 4 P's of marketing and public policy?
 - a. (Circle one) YES or NO
4. Did the presentation help you and your team to understand media literacy concepts?
 - a. (Circle one) YES or NO
5. From the mock scan and camera presentations:
6. Did the mock scan presentation help you and your team to get a feel for what to do?
 - a. (Circle one) YES or NO
7. Did the presentation on camera operations help you and your team learn how-to operate the camera?
 - a. (Circle one) YES or NO
8. From the afternoon team action planning session:
9. Was the following purpose for the group accomplished?
 - a. (Write-in YES or NO)
 - b. Begin team action planning _____
 - c. Introduction to all data collection forms & project deadlines _____
 - d. Time for practice and Q & A _____
10. Did you get to review the following: (Write-in YES or NO)
 - a. GIS Map w/list of Outlet names & addresses _____
 - b. Action Plan Form _____
 - c. Checklist of *Do's* and *Don'ts* _____
 - d. Transmittal Form _____
 - e. Environmental Scan Data Collection Forms:
 1. Pouring/Drinking On-Site Outlets _____
 2. Carry-Out Outlets _____
 3. Log & Field Notes Form _____
 4. De-briefing Form _____
 5. Media Log Form _____
11. Did you get questions you had about the project's process and/or the forms you'll be using, answered?
 - a. (Circle one) YES or NO
12. Please answer the following about your overall experience from the day...
13. What did you like *best* about the experience?

14. What did you like *least* about the experience?

If you'd like to share other comments, please feel free to add to this page. Please return completed feedback form ASAP and by (insert date) to Project Coordinator via email (insert email address) or fax (insert fax number).

Youth Feedback Form

Please take a moment to fill-out this feedback form so we may learn and make improvements to this youth mobilizing & advocacy process. Thanks.

1. My participation in this project has helped me realize that underage drinking & tobacco use are not just “youth problems” but are “adult problems with youth consequences”. (Circle one)

Yes or No

2. I believe the following groups of adults are most important in helping to reduce underage drinking & tobacco use in our community. (Check your top 3)

- Business owners
- Educators – teachers and school administrators
- Entertainment producers
- Faith community leaders
- Health community – medical personnel, hospitals, public health department
- Law Enforcement – police, juvenile court judges, probation officers
- Law Makers – elected officials
- Media
- Parents and other adults
- Other – you describe

3. The most important thing I learned from my experience with this project about alcohol & tobacco environments in **(insert community name)** is...

(Fill-in blank)

4. I would like to continue to be involved in helping spread important messages about underage drinking and tobacco use in **(insert community name)** after this project is over. (Circle one)

Yes or No

5. The most important thing I want to tell the project organizer is...

(Fill-in blank)

6. Any other comments:

Key Audience Feedback Form

Please complete the following feedback form so we may assess our efforts and to guide future decisions of the (insert community name).

What I Learned:

Write down the 2 most important things you learned about local underage alcohol and tobacco use.

- 1.
- 2.

Please indicate your agreement with the following statements by circling the appropriate response:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Underage use of alcohol and tobacco are "adult problems with youth consequences."	5	4	3	2	1
2. The effective management of tobacco and alcohol availability is a "shared community responsibility."	5	4	3	2	1
3. It's time for adults to make preventing underage use of tobacco and alcohol in our community "a community priority."	5	4	3	2	1

I will take action.

Write down at least 1 thing you will do to bring about recommendations for change.

I will seek to influence others to take action.

_____ Adults _____ Youth _____ Both Adults and Youth

Describe at least 2 types of people you will seek to influence to create community change by putting a check mark in 2 or more of the boxes below:

<input type="checkbox"/> Family Member	<input type="checkbox"/> Mayor	<input type="checkbox"/> Neighbor or Friend
<input type="checkbox"/> City Council Commissioner	<input type="checkbox"/> County Commissioner	<input type="checkbox"/> Someone where I work
<input type="checkbox"/> Judge or Probation Officer	<input type="checkbox"/> Someone where I worship	<input type="checkbox"/> Member of Law Enforcement
<input type="checkbox"/> Clergy	<input type="checkbox"/> Member of the Media	<input type="checkbox"/> Teacher
<input type="checkbox"/> Staff or board of non-profit	<input type="checkbox"/> School Administrator	<input type="checkbox"/> Doctor, nurse, counselor
<input type="checkbox"/> School Board member	<input type="checkbox"/> Alcohol/tobacco retailers*	<input type="checkbox"/> U. S. Congressperson
<input type="checkbox"/> State Legislator	<input type="checkbox"/> Other Business	<input type="checkbox"/> Someone else

* Owners and Employees

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