



## PROJECT OFFICER INTERVIEW QUESTIONS

### Assessment of Community Readiness for Environmental Prevention Project

The purpose of this interview is to gather information to determine the starting point for a prevention project to address alcohol issues in (YOUR COMMUNITY).

When you hear '**this project**' referred to in the interview, it is referring to the SPF-SIG grant recently awarded to your county/reservation. Also, when you hear '**this issue**' referred to during the interview, we are referring to the two issues this prevention project will address: binge drinking by adults and youth, and drinking and driving by adults and youth.

The SPF-SIG project will use an implementation model that looks at five different areas, so we'll be asking you questions about your community in each of those five areas. The areas are intentional community organizing, enforcement, media advocacy, policy and data.

Introduce others in the room, and their respective rolls. There should not be more than 3 people from the project in the room (ideally only 2) to ensure open and candid responses to the questions.

Note: Only one person reads the questions.

A second person documents responses as accurately and detailed as possible.

If a third person is present, they may also document responses or observe quietly.



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#### INTENTIONAL ORGANIZING

- Q1. On a scale of 1 to 10, how much of a concern is this issue in your community, with one being not at all and ten being a very large concern? Please explain.
- Q2. Describe the current composition of the LSTeam addressing this issue in terms of community sectors represented. If necessary, describe the composition of a LSTeam / coalition of a similar past project within your community.
- Q3. Describe any intentional efforts to recruit additional participants to ensure participation by critical community sectors.
- Q4. On a scale of 1 to 10, how much of a concern is this issue to the leadership in your community, with one being not at all and ten being a very large concern? Please explain.
- Q5. Describe any efforts to build alliances with informal as well as formal community leadership.
- Q6. Describe the origins of the LSTeam focusing on the current project.
- Q6a. Did it evolve out of an existing coalition or group? If so, is it the same group intact or a subgroup of the original or something else? How was that determination made and by whom?
- Q6b. Is the LSTeam a completely new group? If so, how were potential members identified?
- Q7. Do LSTeam members understand that this project is a policy-focused environmental prevention effort? How has that been made clear?
- Q8. Describe the level of experience, direct or indirect, of current LSTeam members with policy-focused prevention work? With any other policy-based work?
- Q9. What steps if any have been taken to ensure LSTeam members without prior direct policy-based work are familiar with this different approach to prevention, and actually want to do this type of work?
- Q10. Describe the current leadership of the LSTeam. Provide names, occupations and title of people in leadership roles.
- Q11. If applicable, describe the leadership of a past similar policy-focused prevention project within in your community. What role did the preventionist over the course of the project?
- Q12a. Has a strategic plan been developed for this project?
- Describe for this project or a past similar policy-focused prevention project
- Q12b. What data was collected / used to select the strategies or interventions



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Q12c. Any requirements on effectiveness of considered strategies or interventions

Q12d. How the current political environment taken into consideration

Q13. Describe how the strategic plan is/was used (include frequency of reference and updates).

Q14. Describe the internal LSTeam processes for continuous improvement and fine-tuning in how it operates.



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#### ENFORCEMENT

- Q15. Describe who participates from Enforcement on the current project / LSTeam, or who has participated representing Enforcement on a past similar project led by the same LSTeam / coalition.
- Q16. What specific law enforcement agency or group was represented?
- Q17. What other enforcement agencies or groups could have participated in the LSTeam but did not? Was there a reason for the specific law enforcement involvement and not others? If so, what? Did that rationale or reason prove appropriate in retrospect?
- Q18. How are the activities or focus areas of the project LSTeam integrated into Law Enforcement priorities?
- Q19. Are LSTeam activities integrated into activities and priorities of agencies not at the table? If necessary, provide information from a past similar project led by this same LSTeam or coalition.
- Q20. Describe the allocation of enforcement resources to this issue in your community. How many specific equivalent full time resources are assigned to this issue?
- Q21. Describe any new enforcement strategies, activities, or programs implemented recently (over past 6 months) intended to address this issue within your community (include whether each targeted the behaviors of individuals or helped managed settings / events). Briefly describe the effectiveness or results of these actions.
- Q22. If the enforcement resources currently allocated to address this issue in your community were doubled, where would you put the new resources (consider both new and existing activities, strategies, programs)?
- Q23. What if current enforcement resources for this issue were tripled?
- Q24. Describe local enforcement data available to quantify the magnitude of this issue in your community. Who collects and analyzes this data? Who uses it, and how?
- Q25. Is the data and implications of it shared with the community in general? If so, through what mechanism? What has been the response or reaction of the community?
- Q26. Do you know how your local data on this issue compares to other similar communities in Montana? If yes, how does it compare, and how do you know that?
- Q27. Do you know how your local data on this issue compares to similar communities in other parts of the country? If yes, how does it compare, and how do you know that?
- Q28. If you don't have it already available, would you be interested in having comparative data on this issue from other similar communities?



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#### MEDIA ADVOCACY

Q29a. Please define the primary ways in which this community learns about news events.

Q29b. What are major television, radio, and newspaper outlets that service this community?

Q29c. Are there other regular methods of “cross-community communication?”

Q30. Provide a history of newsmaking associated with this project, or for a similar past project led by this same LSTeam / Coalition. Include frequency of media pieces, type of media, spokesperson, content.

Q31. Provide five of the most recent examples of newsmaking by the LSTeam or coalition leading this project (if necessary, provide for a similar past project led by this same LSTeam / Coalition).



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#### POLICY

- Q32. Describe prior / current prevention efforts within your community to address this issue (excluding this project but including efforts targeting general population, students, alcohol outlets, others).
- Q33. To your knowledge, have any of these efforts looked at implementing or modifying policy, either formal or informal, as a way of addressing alcohol-related problems? If so, please explain.
- Q34. To your knowledge, have any of these efforts examined community norms or accepted ways of doing things that might impact alcohol-related problems, and worked with the community to change them?

**For those projects in your community which have included policy solutions (“Yes” response to Question Q33):**

- Q35. Describe the policy solution. Was the focus on one policy or a slate of options?
- Q36. Describe the process used to identify options and select the policy(s) including items / issues considered in making the policy selection.
- Q37. Describe who “led the charge” for the policy solution, including how policy ownership might have changed over the life of the project.
- Q38. Describe the process used to engage the public in understanding / discussing the potential policy solution.
- Q39. Describe the strategies employed to move the proposed policy through the political system.
- Q40. Did the policy or some modified version of it pass?
- Q41. Has it been implemented? If so, what has been the impact?

**For those projects in your community which examined community norms (“Yes” response to Question Q34):**

- Q42. Please describe this project, which community norms were examined, what actions were taken, and the outcomes.



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#### APPLIED DATA

- Q43. Describe the process for determining what data should be collected for this project (if necessary, provide describe the process used for a similar past project led by the same LSTeam / coalition). Include in the description who provided input, and for what steps of the project data was deemed necessary.
- Q44. Describe the existing system of data collection that supports current work on this issue in your community (include mechanism and frequency of data collection, sources of data, any analysis / review of data).
- Q45a. Describe the local data available which
- Q45b. Defines the magnitude of the issue within this community
  - Q45c. Defines / describes public opinion or perception of the issue in this community
  - Q45d. Supports potential policy solutions
  - Q45d. Measures effectiveness of efforts
- Q46. Describe (provide examples if possible) how data from your project / LSTeam is being used (or provide same information from a similar past project led by the same LSTeam or coalition). Include all uses / applications of same data if data used in more than one way.