

Fidelity Measure for Land Use Ordinances

| | | Missing | Weak Fidelity | Moderate Fidelity | Strong Fidelity | Comments | Rating |
|---|--|--|--|--|---|--|--------|
| Core Activity | | 0 | 1 | 2 | 3 | <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | |
| Learn how state and local policies (laws, regulations, enforcement, etc.) are implemented in your area by contacting as many sources of information as possible, including: 1) your city's planning department; 2) your city attorney; 3) your state's office of alcohol control; or 4) the association of city and county governments. (P-R) | States vary in terms of the interplay between state-level control over alcohol sales and distribution (i.e., licensing), and local options for controlling alcohol availability (i.e., land use policies, local enforcement, etc.). Before establishing a plan for how to use land use as a tool for addressing alcohol-related problems, it is important to understand the opportunities and limits of local control in your own state. | Did not take any action to learn how state and local policies are implemented. | Contacted only one the sources of information identified as relevant. | Contacted more than one of the information sources identified as relevant. | Contacted all sources of information identified as relevant. | | |
| Find out what land use policies already exist by contacting a variety of sources, including: 1) your city's planning department; 2) your city attorney; 3) your state's office of alcohol control; or 4) the association of city and county governments. (P-R) | Before establishing a plan for how to use land use as a tool for addressing alcohol-related problems, it is important to understand the policies that are already in place, keeping in mind that there may be many sources of this type of policy. | Did not take any action to learn what state and local land use policies already exist. | Contacted 1 of the 4 agencies or associations listed. | Contacted 2 or 3 of the agencies or associations listed. | Contacted all 4 of the agencies or associations listed. | | |
| Determine goals and objectives by identifying what you want to accomplish through new or revised zoning ordinances in your community. Your goals and objectives should 1) be guided by a review of literature and of successful programs; 2) include community advocates, ATOD specialists and others; and 3) be written and documented. (P-C) | It is important to identify preliminary goals at the start, even if they change as you work with your community. Additionally, goals and objectives should be informed by literature and reviews of other successful programs. Goal setting will also be most beneficial if multiple voices are involved in the process. Finally, these goals and objectives must be written and documented so that others can review them. | Did not identify any goals for new or revised zoning ordinances. | Determined goals for zoning ordinances, but only addressed 1 of the 3 guidelines provided. | Determined goals for zoning ordinances, but only addressed 2 of the 3 guidelines provided. | Determined goals for zoning ordinances and addressed all 3 guidelines provided. | | |
| Get the issue on the city/state agenda by 1) meeting with elected officials; 2) discussing the issue with staff, planning committees; 3) using the media to publicize the issue; 4) educating the public about the issue; or 5) seeking pro bono legal assistance to draft the ordinance. (I-A) | Cities often will not proactively take up the issue of zoning and alcohol availability. Staff and elected officials are busy, and are not necessarily experts at preventing alcohol-related problems in communities. It also can take significant city resources to draft and approve a new zoning ordinance. Thus, zoning policies intended to address alcohol-related problems often must be initiated by concerned community members, with support from prevention experts and alcohol policy advocates. To get the issue on your city/county's agenda, show the relationships between alcohol availability and community problems—and how local zoning authority can create solutions. | Not able to get the issue on the city agenda. | | | Able to get the issue on the city agenda. | | |
| Promote support of the policies by 1) arranging for several community members to speak before the policy makers; 2) presenting data that are clear and convincing; 3) using visuals and handouts to make your case; 4) framing your message in terms of community benefits. (I-A) | A new zoning ordinance must be approved by the appropriate local legislative body—i.e., the city council or the county board of supervisors—often with an initial review by the local planning commission. When the local governing body or planning commission takes up the new ordinance, it is important that your group work for a favorable result. In addition to speaking individually with council members in the days or weeks prior to the council meeting, arrange for a formal presentation to the council. | Did not conduct any of the 4 activities listed to promote support of the policies. | Conducted 1 of the 4 activities listed to promote support of the policies. | Conducted 2 or 3 of the 4 activities listed to promote support of the policies. | Conducted all 4 of the activities listed to promote support of the policies. | | |

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| | | 0 | 1 | 2 | 3 | | |
| Establish and ensure enforcement of land use ordinances by 1) following up with city staff to learn which specific agency has responsibility for enforcing the new ordinance and ensuring that procedures are actively enforced; 2) mobilizing community members to assist law enforcement and city staff in monitoring outlets; 3) working with problem retailers to help them voluntarily comply with ordinances; 4) educating merchants about the new conditions for which they are accountable; and/or 5) developing a method for rewarding compliant retailers. I-A | The effect of the new ordinance is only as strong as the follow-through and enforcement. Although the city is responsible for enforcing zoning ordinances, community members and a variety of organizations play important roles in this process. | Did not conduct any of the 5 activities listed to establish and ensure enforcement procedures. | Conducted 1 or 2 of the 5 activities listed to establish and ensure enforcement procedures. | Conducted 3 or 4 of the 5 activities listed to establish and ensure enforcement procedures. | Conducted 5 or more of the activities listed to establish and ensure enforcement procedures. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
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| Source: The Marin Institute. (2006). Land-Use Ordinances Action Pack. 7-27-2006. http://www.marininstitute.org/action_packs/land_use.htm | | | | | | | #DIV/0! |

Fidelity Measure for Alcohol Home Delivery

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|--|---|---|---|--|--------|
| Make an informed decision about whether you need support from local and state level. (P-KP) | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with local or state potential supporters, but not both. | | Decision made based on both research on the status of current laws and on communications with potential supporters at the appropriate level(s). | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.)</i> (P-KP) | *This activity is not included in the article about home delivery restrictions. Gathering support for a policy helps ensure that there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement a model Alcohol Home Delivery Restrictions Policy that includes the following 4 components. <i>(Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.)</i> (I-A) | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Requires that delivery personnel be age 21 years or older. (I-C) | An age requirement for delivery persons may decrease sales to youth because an older person may be less likely to sell alcohol to underage people. | Delivery personnel not required to be 21 years of age or older. | | Delivery personnel must be at least 21 years of age. | Delivery personnel must be at least 21 years of age AND there is some evidence of enforcement of this component of the policy. | | |
| 2) Restricts the days of the week and times of the day during which alcohol can be delivered to residential addresses. (I-C) | Limiting access to alcohol delivery may help to avoid times of the day when underage youth are likely to be home alone and unsupervised. | No restrictions were established in terms of when alcohol can be delivered to residential addresses. | Either the days of the week that alcohol can be delivered OR the time of day was restricted. | Restrictions were established for both the days of the week and time of day that alcohol can be delivered to residential addresses. | Restrictions were established for both the days of the week and time of day that alcohol can be delivered to residential addresses AND there is some evidence of enforcement of this component of the policy. | | |
| 3) Restricts the amount of alcohol that can be delivered. (I-C) | Limiting the amount of alcohol sold during home deliveries may deter underage youth from ordering it, if their intent was to use it for a party or a large group of people. | The amount of alcohol that can be delivered to residential addresses was not restricted. | | The amount of alcohol that can be delivered to residential addresses was restricted. | The amount of alcohol that can be delivered to residential addresses was restricted AND there is some evidence of enforcement of this component of the policy. | | |

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| 4) Requires delivery people to verify that the buyer is 21 or older and requires the delivery person to document the purchaser's contact information, time, date, and place of delivery, and quantity and brand of alcohol delivered. (I-C) | Requiring delivery people to verify a purchaser's ID will help lessen the occurrence of sales to youth. Also, purchasers (of age) may be discouraged from providing alcohol to underage people when they cannot do so anonymously. | No requirement to verify that the purchaser is 21 or older or to collect the purchaser's contact information and sale information. | Either the delivery person confirmed the age of the purchaser, or collected the contact and sale information, but not both. | The delivery person verified the purchaser's age, as well as collected contact information and sale information. | The delivery person verified the purchaser's age, as well as collected contact information and sale information AND there is some evidence of enforcement of this component of the policy. | | |
| Identify sources of funding to ensure that publicity and enforcement of the policy can continue. | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to secure funding for publicity and enforcement will ensure that this prevention effort is continued. | No sources of funding have been identified. | Some additional sources of funding have been identified. | | Enough funding has been obtained to ensure continued publicity, monitoring and enforcement of this policy. | | |
| Additional Core Activities <i>Please describe and provide potential fidelity measure scores: (I-A)</i> | | | | | | | |
| Additional Core Activities <i>Please describe and provide potential fidelity measure scores: (I-A)</i> | | | | | | | |
| Source: University of Minnesota Alcohol Epidemiology Program. (1-6-2006). Alcohol Home Delivery Restrictions. 7-28-2006. http://www.epi.umn.edu/alcohol/policy/homdeliv.shtml | | | | | | | #DIV/0! |

Fidelity Measure for Meth Precursor Prohibition

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|---|---|--|--|--|--------|
| Make an informed decision about whether you need support from the local or state level. (P-R) | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and on communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.) (P-KP)</i> | *This activity is not included in the literature. Gathering support for a policy helps ensure that there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement a law, regulation or policy passed to restrict meth precursor sales, that includes the following 21 components: <i>(Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.) (I-A)</i> | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Targeted meth precursors (TMP) can only be administered, dispersed, or distributed by a pharmacist, practitioner, a drug treatment program, pharmacy, certain retailers, and wholesale distributors authorized by the DEA. (I-C) | | targeted meth precursors can be administered by anyone. | | Targeted meth precursors can only be administered by a pharmacist, practitioner, a drug treatment program, pharmacy, specified retailers, or wholesale distributors authorized by the DEA. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Pharmacy Guidelines | | | | | | | |
| 2) TMP must be packaged in blister packs, containing no more than two dosage units. It can contain no more than 3000 mg of ephedrine or pseudoephedrine. (I-C) | | The packaging of TMP is not restricted. | TMP is packaged so that it contains no more than two units OR no more than 3000 mg of ephedrine or pseudoephedrine, but not both. | TMP is packaged so that it contains no more than two units AND contains no more than 3000 mg of ephedrine or pseudoephedrine. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 3) TMP must be stored behind a pharmacy counter. (I-C) | | TMP is not stored behind a pharmacy counter. | | TMP is stored behind a pharmacy counter. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 4) Only persons 18 years of age or older may purchase TMP. (I-C) | | TMP may be purchased by persons of any age. | | TMP may only be purchased by those 18 years of age or older. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

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| 5) A pharmacist may not knowingly sell products containing more than 7500 mg of ephedrine or PSE to a single person in a 30-day period. He/she may not sell more than 2 targeted packages in a single retail transaction. (I-C) | | There are no restrictions for how much TMP may be sold in a 30-day period to a single person. | A pharmacist is restricted from selling products containing more than 7500 mg of ephedrine or PSE in a 30-day period, but may sell more than 2 packages in a single transaction. | A pharmacist is restricted from selling products containing more than 7500 mg of ephedrine or PSE in a 30-day period, and cannot sell more than 2 packages in a single transaction. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 6) Customer must present a driver's license or other government-issued ID showing name, date of birth, and photograph. (I-C) | | Customer identification is not required. | | Customer must provide personal identification. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 7) Customer must sign a log documenting the name and address of the customer, date, and time of the transaction, and brand and product name and total quantity distributed of ephedrine or pseudoephedrine. (I-C) | | Customer not required to sign a log when TMPs are purchased. | | Customer required to sign a log when TMPs are purchased. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Retailer Guidelines | | | | | | | |
| 8) A package must contain 360 mg or less of ephedrine or pseudoephedrine in liquid or liquid-filled capsule form. (I-C) | | There are no restrictions on the amount of ephedrine or PSE that a package of TMP can contain. | | A TMP package must contain 360 mg or less of ephedrine or PSE. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 9) Packages must be displayed behind store counters or in locked cases, so that customers are not able to reach the product without assistance. (I-C) | | Packages of TMP are not kept behind counters or locked in cases, out of the reach of customers. | | Packages of TMP are kept behind counters or locked in cases, out of the reach of customers. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 10) Only persons 18 years of age or older may purchase TMP. (I-C) | | TMP may be purchased by persons of any age. | | TMP may only be purchased by those 18 years of age or older. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 11) Packages sold away from pharmacy counters must be sold by store employees or agents who have been trained. | | TMP may be sold by any store employees. | | TMP must be sold by store employees who have been trained. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

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| 12) A retailer may not sell more than one convenience package to a single person in a 24-hour period. (1-C) | | There is no restriction on the number of TMP packages that can be sold to a single person in a 24-hour period. | | A retailer is restricted to selling one TMP package to a single person in a 24-hour period. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 13) A retailer may not knowingly sell products containing more than 7500 mg of ephedrine or pseudoephedrine or PSE to a single person in a 30-day period. (1-C) | | There are no restrictions for how much TMP may be sold in a 30-day period to a single person. | | A pharmacist is restricted from selling products containing more than 7500 mg of ephedrine or PSE in a 30-day period to a single person. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 14) A retailer wishing to sell convenience packages away from pharmacy counters must provide training to each employee or agent who at any time operates a cash register, works behind a pharmacy counter, or stocks shelves containing TMP, trains or supervises any other employee or agent who engages in any of these activities excluding pharmacists and pharmacy techs. (1-C) | | Training is not required of those retail employees operating a cash register, working behind a pharmacy counter, or stocking shelves containing TMP, who wish to sell TMP convenience packages away from the pharmacy counter. | Training is provided to some retail employees operating a cash register, working behind pharmacy counter, or stocking shelves containing TMP, who wish to sell TMP convenience packages. | Training is required of all retail employees who operate a cash register, work behind a pharmacy counter, or stock shelves containing TMP, who wish to sell TMP convenience packages. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 15) The training must be completed within 30 days of the date that each sales employee begins working for the retailer. (1-C) | | Retail employee training not completed within 30 days of the date of hire. | | Retail employee training within 30 days of the date of hire. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 16) The retailer must train each sales employee on defined topics described in the Meth Precursor Law. (1-C) | | Sales employees were not trained on defined topics described in the Meth Precursor Law. | | Sales employees were trained on defined topics described in the Meth Precursor Law. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 17) The retailer shall have each sales employee read, sign, and date a certification form. These forms must be retained by the retailer for each employee for the duration of his/her employment and for at least 30 days following the end of his/her employment. (1-C) | | The retailer did not require sales employees to sign a certification form. | The retailer required sales employees to sign a certification form, but did not retain the forms for the duration of his/her employment. | The retailer required sales employees to sign a certification form, and retained the forms for the duration of his/her employment. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 18) Any pharmacy or retailer that violates the MPCA is subject to a fine of \$500 for a first offense, \$1000 for a second offense occurring within 3 years of the prior offense, and \$5000 for a third or subsequent offense. (1-C) | | A pharmacy or retailer that violates the MPCA is not subject to any fines. | | A pharmacy or retailer that violates the MPCA is subject to fines based on the number of offenses. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

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| 19) An employee or agent of a pharmacy or retailer who violates the MPCA is guilty of a Class A misdemeanor for a first offense, a Class 4 felony for a second offense and a Class 1 felony for a third offense. (1-C) | | An employee who violates the MPCA is not punished. | | An employee who violates the MPCA is guilty of a Class A misdemeanor and will be punished accordingly. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 20) A violation of the MPCA may result in the suspension or revocation of a registration to distribute or dispense controlled substances. (1-C) | | A violation of the MPCA does not result in any action. | | A violation of the MPCA will result in the suspension or revocation of a registration to distribute controlled substances. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Identify sources of funding to ensure that publicity and enforcement of the policy can continue. (1-A) | This strategy will be most effective if it is an ongoing activity. Working to secure funding for publicity and enforcement will ensure that this prevention effort is continued. | No sources of funding have been identified. | Some additional sources of funding have been identified. | | Enough funding has been obtained to ensure continued publicity, monitoring and enforcement of this policy. | | |
| Additional Core Activities Please describe and provide potential fidelity measure scores:(1-A) | | | | | | | |
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| Source: State of Illinois, Office of the Attorney General. (2005). Training for Retailers on the Methamphetamine Precursor Control Act (MPCA). State of Illinois, Office of the Attorney General. http://www.illinoisattorneygeneral.gov/methnet/laws_legislation/MPCA_retailer_tra | | | | | | | #DIV/0! |

Fidelity Measure for Alcohol Restrictions at Community Events

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|---|--|--|--|--|--------|
| Make an informed decision about whether you need support from the local or state level. P-R | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and on communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.)</i> P-KP | *This activity is not included in the literature. Gathering support for a policy helps ensure that there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement policy that addresses content of alcohol advertising at events, and includes the following 9 components: <i>(Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.)</i> (I-A) | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Policy prohibits alcohol advertising that promotes underage drinking. (I-C) | Messages that promote underage drinking can lead to dangerous expectations. | Policy does not address promotion of underage drinking. | Policy prohibits promotion of underage drinking. | Policy prohibits promotion of underage drinking and clearly defines what is prohibited. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 2) Policy prohibits free alcohol samples and/or promotional materials.(I-C) | Free samples can contribute to excess consumption of alcohol. | Policy does not address distribution of free samples or promotional materials. | Policy prohibits distribution of free samples or promotional materials. | Policy prohibits distribution of free samples or promotional materials and clearly defines what is considered a free sample or promotional material. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 3) Policy requires event organizers to obtain approval in advance for all alcohol advertising. (I-C) | By approving all advertising, the message can be controlled. | Policy does not require approval of alcohol advertising. | | Policy requires approval of alcohol advertising. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 4) Policy limits alcohol advertising to areas restricted to adults.(I-C) | Advertising in areas accessible to youth can promote underage drinking. | Policy does not limit advertising to areas restricted to adults. | | Policy limits alcohol advertising to areas restricted to adults. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 5) Establish guidelines and limits on the nature of sponsorship from the alcohol industry. Guidelines address: 1) a limit on how much of the event budget may be underwritten by alcohol interests; and 2) clearly defines what sponsors will receive in return for their sponsorship. (I-C) | Setting a standard for the amount of money received from alcohol sponsors prevents sponsors from gaining an inappropriate level of say regarding the event. Clear guidelines will avoid confusion regarding unacceptable sponsor demands. | Policy does not set guidelines or limits on the nature of the alcohol sponsorships. | Policy addresses one of the components, but not both. | Policy addresses both components. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

Fidelity Measure for Alcohol Restrictions at Community Events

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
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| 6) Post signs throughout event area regarding alcohol policy. Signs should: 1) be clearly posted; and 2) designate areas where drinking is permitted/not permitted. (1-A) | Sign posting helps ensure that drinking policies are adhered to by staff and event attendees. | Signs regarding alcohol policy are not posted. | Signs are posted, but are not clearly posted or do not designate areas where drinking is permitted or not permitted. | Signs are clearly posted and designate where drinking is permitted and not permitted. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 7) Policies regarding enforcement are standardized and in place prior to an event and on-site security is required. (1-C) | Security and active enforcement ensure that rules are followed. | No enforcement procedures in place or security required. | Enforcement policies are not standardized OR on-site security is not required. | Enforcement is standardized and in place prior to the event and on-site security is required. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 8) Provide staff with training and guidelines regarding alcohol service. (1-A) | Training helps sellers and servers become familiar with rules, identify fake IDs, and refuse service to intoxicated patrons. | No training provided. | Staff provided with written materials to review regarding alcohol service. | Staff provided with in-person training from a qualified trainer regarding alcohol service. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 9) Establish policies for alcohol sales to include: 1) price; 2) ID checking requirements and procedures; 3) drink limits; and 4) sales area to minimize inappropriate and excess alcohol consumption. (1-A) | Alcohol sales can be controlled through these measures. | No alcohol sales policy established. | Alcohol sales policy addresses 2 or fewer of the components. | Alcohol policy addresses 3 or more of the components. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Identify sources of funding to ensure that publicity and enforcement of the policy can continue. (1-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to secure funding for publicity and enforcement will ensure that this prevention effort is continued. | No sources of funding have been identified. | Some additional sources of funding have been identified. | | Enough funding has been obtained to ensure continued publicity, monitoring, and enforcement of this policy. | | |
| Additional Core Activities Please describe and provide potential fidelity measure scores: (1-A) | | | | | | | |
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| Source: Institute for Public Strategies. (2003). Issue briefing: Keeping your special event festive and safe: A planning guide for Ventura County communities. http://www.publicstrategies.org/pdfs/ventura_special_events_updated.pdf | | | | | | | #DIV/0! |

Fidelity Measure for Keg Registration

| Core Activity | Rationale | Missing | Weak Fidelity | Moderate Fidelity | Strong Fidelity | Comments | Rating |
|--|---|--|--|--|--|---|--------|
| | | 0 | 1 | 2 | 3 | (Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.) | |
| Make an informed decision about whether you need support from the local or state level. (P-R) | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and on communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. (Note: Each community will identify different activities necessary to build support.) (P-C) | *This activity is not included in the literature. Gathering support for a policy helps ensure that there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Create a policy that addresses registration of kegs, including the following 4 components: (Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.) (I-A) | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Kegs are marked with a unique identification number. (I-C) | Beer kegs are often a main source of alcohol at teenage parties. Identifying each keg with a unique number, allows the keg and keg purchaser to be tracked in the event that underage youth are being served. | No kegs have unique ID numbers. | | All kegs have unique ID numbers. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 2) Record keg ID number, along with the keg purchaser's contact information and driver's license number at time of purchase. (I-C) | When police arrive at an underage keg party, people often scatter. Without keg tagging, there is no way to trace who purchased the keg. | No ID number or contact information recorded. | Either the ID number is recorded or the purchaser's contact information is recorded, but not both. | Both the keg ID number and the purchaser's contact information are recorded. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 3) Keep a record of each keg purchase for a specified length of time (preferably 6 months or more). (I-C) | A keg might not be immediately used and/or immediately returned after use. Keeping records on file for 6 months to a year allows police to follow up with a retailer in the event that a keg was confiscated from an underage party, regardless of when it occurred. | No records of keg purchases kept. | Records of keg purchases kept for less than 6 months. | Records of keg purchases kept 6 months or more. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 4) Withhold keg deposit if keg returned with ID number removed. (I-C) | Adults who illegally provide alcohol to underage youth may be deterred if they believe they will face legal or financial consequences for providing alcohol to people under 21. | Keg deposit not withheld for kegs returned without an ID number. | | All keg deposits withheld for kegs returned without an ID number. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Identify sources of funding to ensure that publicity and enforcement of the policy can continue. (I-C) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to secure funding for publicity and enforcement will ensure that this prevention effort is continued. | No sources of funding have been identified. | Some additional sources of funding have been identified. | | Enough funding has been obtained to ensure continued publicity, monitoring, and enforcement of this policy. | | |

Fidelity Measure for Keg Registration

| Core Activity | Rationale | Missing | Weak Fidelity | Moderate Fidelity | Strong Fidelity | Comments | Rating |
|---|-----------|---------|---------------|-------------------|-----------------|--|---------|
| | | 0 | 1 | 2 | 3 | <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | |
| Additional Core Activities - <i>Please describe and provide potential fidelity measure scores: (I-A)</i> | | | | | | | |
| Additional Core Activities - <i>Please describe and provide potential fidelity measure scores: (I-A)</i> | | | | | | | |
| <small>Source: University of Minnesota Alcohol Epidemiology Program. (1-6-2006). Beer Keg Registration. 8-1-2006. http://www.epi.umn.edu/alcohol/policy/beerkeg.shtml</small> | | | | | | | #DIV/0! |

Fidelity Measure for Social Norms Campaigns/Social Marketing/Mass Media

| Core Activity | Rationale | Missing | Weak Fidelity | Moderate Fidelity | Strong Fidelity | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|---|--|--|---|--|---------|
| | | 0 | 1 | 2 | 3 | | |
| Mass media/social marketing/social norms plan has been written and documented and identifies: 1) goals and objectives; 2) the target audience; 3) behaviors or norms targeted; and 4) strategy to be used.(I-A) | A written plan ensures that a strategy has been thought out and that key aspects of the campaign have been considered. This process will help assess readiness to implement a mass media campaign strategy and ensure that it is well-researched and well-designed. | No plan written. | Plan in place, but only addresses 1 of the 4 components. | Plan in place, but only addresses 2 or 3 of the 4 components. | Plan in place, and addresses all 4 components. | | |
| Formative research conducted to understand and test the target audience responses to the messages, media channels (web, TV, billboards, person-to-person, etc.), and messenger/spokesperson (if applicable).(I-A) | Formative research on the actual message, medium, spokesperson, etc., ensures that the message is credible with the target audience. In addition, formative research should be conducted with non-target audience to ensure that the campaign does not have any unintended consequences. | No formative research conducted. | Formative research conducted on 1 of the 3 components. | Formative research conducted on 2 of the 3 components. | Formative research conducted on all 3 components. | | |
| Collect and report local data to reinforce message prior to, and after the campaign.(P-R) | The use of local data will help ensure that the target population believes or buys into the message. Data from other areas/schools/regions allow target populations to think that the data do not apply to them. | No data collected. | Non-local data reported. | Data collected, but not reported, or only reported prior to OR after the campaign. | Local data collected and reported both prior to, and after the campaign. | | |
| Campaign employs multiple media channels. (I-A) | The use of multiple channels helps reinforce the message. The more frequently a message is viewed, the more opportunity it has to be processed by the target population. In addition, the use of multiple media channels helps ensure that the campaign does not get stale. | Campaign not implemented. | Campaign employs 1 media channel. | Campaign employs 2 media channels. | Campaign employs 3 or more media channels. | | |
| Research (literature review, focus groups, testing with surveys, etc.) conducted to determine appropriate frequency of exposure for target audience. (P-R) | The appropriate frequency of exposure will vary depending on the channel, purpose of the campaign, and other factors. Researching the appropriate level of exposure will ensure a successful campaign. | No research conducted on appropriate frequency of exposure for target audience. | | | Research conducted to determine appropriate frequency of exposure. | | |
| Message repeated appropriately, as determined by research.(I-A) | The campaign should be repeated to ensure message retention. The frequency of exposure should be implemented according to the research results. | Campaign message not repeated. | Message repeated, but less frequently than research suggests will result in a successful campaign. | | Message repeated at frequency research suggests is appropriate to ensure a successful campaign. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
| <p>Sources:Haines, M. P., Perkins, H. W., Rice, R. M., and Barker, G. (2005). A Guide to Marketing Social Norms for Health Promotion in Schools and Communities. National Social Norms Resource Center. http://www.socialnorms.org/pdf/Guidebook.pdf --- Higher Education Center. (12-12-2002). Research and Evaluation of Social Norms Campaigns. http://www.higheredcenter.org/socialnorms/research.html ----Lin, C. A. and Hullman, G. A. (2005). Tobacco-Prevention Messages Online: Social Marketing via the Web. Health Communication, 18, 77-193. ---Martino-McAllister, J. and Wessel, M. T. (2005). An evaluation of a social norms marketing project for tobacco prevention with middle, high, and college students; use of funds from the Tobacco Master Settlement (Virginia). J Drug Educ., 35, 185-200. ---National Highway Traffic Safety Administration, U.S. Department of Transportation. (2001). Community How to Guide On Media Relations (Rep. No. DOT HS 809 209). National Highway Traffic Safety Administration, U.S. Department of Transportation.</p> | | | | | | | #DIV/0! |

Fidelity Measure for Advertising Restrictions on Billboards and Public Places

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|---|--|--|--|--|--------|
| Identify appropriate law- making body in charge of governing billboard signs in your community. (IP-R) | Before you can implement a policy, you must understand who is responsible for making and implementing the policy. | The law-making body in charge of governing billboard signs in the community was not identified. | | | The law-making body in charge of governing billboard signs in the community was not identified. | | |
| Make an informed decision about whether you need support from the local or state level.(P-R) | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and on communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. For this activity, you will want to be sure to identify any organizational groups that may support your intervention, such as a local advertising or marketing group. <i>(Note: Each community will identify different activities necessary to build support.)</i> (P-KP) | Gathering support for a policy helps ensure that there is enough interest to get the policy passed. In many areas, one or two major marketing companies own all of the billboards. Rather than working to get a law passed restricting advertising, it may be more feasible to work with the group that owns the billboards to get them to act according to the restrictions outlined below. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement a model policy that limits alcohol and tobacco advertising in public places (billboards), and includes the following 3 components: <i>(Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.)</i> (I-A) | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Establishes exclusionary zones that prohibit outdoor (billboard) advertising of age-restricted products within 500 feet of places frequented by children, including schools, playgrounds, and places of worship. (I-C) | Prohibiting advertising in locations that children are known to frequent can reduce the influence on children to purchase or use age-restricted products such as tobacco or alcohol. | No exclusionary zones were established to prohibit outdoor billboard advertising of age-restricted products within a certain distance of places frequented by children. | Exclusionary zones were established to prohibit outdoor billboard advertising of age-restricted products within 500 feet of places frequented by children. | Exclusionary zones were established to prohibit outdoor billboard advertising of age-restricted products within more than 500 feet of places frequented by children. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 2) Includes the international "child" symbol on any billboard that is included in the exclusionary zone.(I-C) | Clearly marking outdoor advertising venues with the international "child" symbol will make it clear when an advertiser is violating the restriction on outdoor advertising near places children frequent. | The international "child" symbol is not used on billboards included in the exclusionary zone. | | The international "child" symbol is used on billboards included in the exclusionary zone. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

Fidelity Measure for Advertising Restrictions on Billboards and Public Places

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|--|--|---|---|--|----------------|
| 3) Establishes reasonable limits on the total number of outdoor advertisements that carry messages about products that are illegal for sale to minors, outside of the exclusionary zone. (1-C) | Establishing prohibitions on billboards near children is one step in the intervention. Establishing limits on the number of age-restricted products, in general, can also help reduce the influence on children. | No limits were established regarding the total number of outdoor advertisements carrying messages about products that are illegal for sale to minors, outside the exclusionary zone. | | Limits were established regarding the total number of outdoor advertisements carrying messages about products that are illegal for sale to minors, outside the exclusionary zone. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Identify sources of funding to ensure that publicity and enforcement of the policy can continue. (1-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to secure funding for publicity and enforcement will ensure that this prevention effort is continued. | No sources of funding have been identified. | Some additional sources of funding have been identified. | | Enough funding has been obtained to ensure continued publicity, monitoring, and enforcement of this policy. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | | |
| <small>Source: Hackbarth, D. P., Schnopp-Wyatt, D., Katz, D., Williams, J., Silvestri, B., and Pfeleger, M. (2001). Collaborative research and action to control the geographic placement of outdoor advertising of alcohol and tobacco products in Chicago. Public Health Rep., 116, 558-567.</small> | | | | | | | #DIV/0! |

Fidelity Measure for Prohibition of Alcohol or Tobacco Sponsorship of Public Events

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|--|--|--|--|--|--------|
| Make an informed decision about whether you need support from the local or state level. (IP-R) | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and on communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.) (P-KP)</i> | *This activity is not included in the article about home delivery restrictions. Gathering support for a policy helps ensure that there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement a model policy that prohibits alcohol and tobacco sponsorship of public events (racing, concerts, etc.), and includes the following 6 components: <i>(Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.) (I-A)</i> | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| Prohibits compensation from tobacco and alcohol companies. (I-C) | Event planners may feel obliged to give something to companies in return for sponsorship funds. | Compensation from tobacco and alcohol companies not prohibited. | | Compensation from tobacco and alcohol companies prohibited. | | | |
| Prohibits tobacco- and alcohol-related promotional displays. (I-C) | Displays and advertising may encourage tobacco and alcohol use. | Tobacco- and alcohol-related promotional displays are not prohibited. | | Tobacco- and alcohol-related promotional displays are prohibited. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Prohibits all benefits (scoreboards, etc.) that promote tobacco or alcohol companies. (I-C) | Items that display alcohol or tobacco advertising, branding, images, or names may encourage tobacco and alcohol use. | Benefits that promote tobacco or alcohol companies not prohibited. | | Benefits that promote tobacco or alcohol companies prohibited. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Prohibits the sale and distribution of samples of tobacco and alcohol products. (I-C) | Samples and sales will encourage alcohol and tobacco use. | The sale and distribution of samples of tobacco and alcohol products not prohibited. | | The sale and distribution of samples of tobacco and alcohol products prohibited. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

Fidelity Measure for Prohibition of Alcohol or Tobacco Sponsorship of Public Events

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|--|--|--|---|--|---------|
| Prohibits tobacco and alcohol ads in programs.(1-C) | Displays and advertising may encourage tobacco and alcohol use. | Tobacco and alcohol ads in programs not prohibited. | | Tobacco and alcohol ads in programs prohibited. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Keeps events free of any mention of tobacco or alcohol companies.(1-C) | Displays and advertising may encourage tobacco and alcohol use. | Events are not kept free of any mention of tobacco or alcohol companies. | | Events are kept free of any mention of tobacco or alcohol companies. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Identify sources of funding to ensure that publicity and enforcement of the policy can continue.(1-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to secure funding for publicity and enforcement will ensure that this prevention effort is continued. | No sources of funding have been identified. | Some additional sources of funding have been identified. | | Enough funding has been obtained to ensure continued publicity, monitoring, and enforcement of this policy. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores:(1-A) | | | | | | | |
| Sources: Public Health Institute, Technical Assistance Legal Center. (6-24-2003). Model Policy for Motor Sports: Prohibiting Tobacco Sponsorship. http://talc.phlaw.org/pdf_files/0004.pdf ---Public Health Institute, Technical Assistance Legal Center. (6-24-2003). Model Policy for Rodeos: Prohibiting Tobacco Sponsorship. http://talc.phlaw.org/pdf_files/0003.pdf | | | | | | | #DIV/0! |

Fidelity Measure for Media Advocacy

| Core Activity | Rationale | Missing | Weak Fidelity | Moderate Fidelity | Strong Fidelity | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|---|--|---|---|--|---------|
| | | 0 | 1 | 2 | 3 | | |
| Get to know media contacts. (O-KP) | Building relationships with news reporters is essential to any media advocacy effort. Developing a media contact list is an important step to enhance an organization's ability to contact reporters when an important news event develops. Contacting local reporters with newsworthy stories will help build a reciprocal working relationship and increase an organization's credibility as a good source of information. | Media contacts not identified. | Media contact list developed. | Organization contacts media with potential stories once or more per year. | Media contacts organization for information on stories. | | |
| Monitor the media, including: 1) alcohol and tobacco industry ads; 2) research reports on ATOD; and 3) local news stories. (P-R) | Monitoring multiple types of news stories will increase the chances of identifying a news story that can serve as a springboard for an organization's issue. | Media not monitored. | Monitors 1 of the types of media described. | Monitors 2 of the types of media described. | Monitors all 3 of the types of media described. | | |
| Frame the issue. Are you able to communicate the following 3 components: 1) describing the issue at hand; 2) describing what you want to change and what to do to change the issue; and 3) knowing who can make the change (understanding your target). This is known as the issue, the solution, and who can make the change. (I-A) | Clearly and concisely framing the issue is the key to successful media advocacy. Strong messages describe the issue, the solution, and the target audiences of the message. | Issue did not address framing components. | Only addresses 1 of the 3 components. | Only addresses 2 of the 3 components. | Addresses all 3 components. | | |
| Stay on message by keeping to the 3 framing components and repeat them if time permits. (I-A) | Repeating the same message is essential to building a consistent, memorable message. Deviating from the 3 framing components may cause confusion and diminish media focus on the key issues. | Message did not contain framing components. | Message includes extraneous information than the 3 framing components. | Message only includes 3 framing components. | Message includes 3 framing components and repeats key issue. | | |
| Message linked to issues in public consciousness. (I-C) | It is easier to gain media attention when the message is linked to an issue that the public is already concerned about. | Message not linked to issues. | | | Message linked to issues. | | |
| Use local statistics to tell story, when available. Otherwise, use state data. (I-A) | It is easier to gain the media's attention when local statistics are used to tell a story. News reporters (and the public) find news stories that contain local statistics more interesting because they reveal the scope of the issue at the local level. | No data used to tell story. | | | Local (or state, if no local data available) data used to tell story. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
| Sources: The Marin Institute. (2006). <i>Media Advocacy Action Pack</i> . (7-27-2006). http://www.marininstitute.org/action_packs/media_advocacy.htm ---Wilbur, P. M. and Stewart, K. (1999). Strategic Media Advocacy for Enforcement of Underage Drinking Laws. Pacific Institute for Research and Evaluation in support of the OJJDP Enforcing the Underage Drinking Laws Program. http://prev.org/documents/mediadvocacy.pdf | | | | | | | #DIV/0! |

Fidelity Measure for Graduated Licensing

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|---|--|---|---|--|--------|
| Make an informed decision about whether you need support from the local or state level. <i>Graduated licensing is almost always a state law and, as such, any advocacy work should be targeted at the state level. (P-R)</i> | *This activity is not included in the article about graduated licensing. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.) (P-KP)</i> | *This activity is not included in the article about graduated licensing. Gathering support for a policy helps ensure there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement a law for a graduated licensure program meeting criteria as set forth in the Transportation Equity Act for the 21 st Century (HR 2400), and include the following 5 components: <i>(Note: Implementation of the policy means it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public. (I-A)</i> | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Creates a three tiered permit system, with a learner's permit (stage 1), intermediate license (stage 2), and final stage with no additional restrictions (stage 3). (I-C) | Young drivers are given the opportunity to improve their driving skills in a safer and more controlled environment. | No tiered permit system created. | A tiered permit system is created, but only includes 2 tiers. | The permit system includes 3 or more tiers of licensing. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 2) Prohibits stage 1 permit holders from driving without a licensed driver over age 21. (I-C) | An older licensed driver can supervise driving behavior. | The permit system does not prohibit stage 1 permit holders from driving without a licensed driver over age 21. | | The permit system prohibits stage 1 permit holders from driving without a licensed driver over age 21. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 3) Prohibits stage 2 permit holders from driving without a licensed driver over age 21 during nighttime hours. (I-C) | States with nighttime driving restrictions show crash reductions up to 60 percent during restricted hours. | The permit system does not prohibit stage 2 permit holders from driving without a licensed driver over age 21 during nighttime hours. | | The permit system prohibits stage 2 permit holders from driving without a licensed driver over age 21 during nighttime hours. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 4) Requires stage 1 and 2 permit holders to follow seat belt and zero tolerance laws. (I-C) | In 2002, 65 percent of youth who died in passenger vehicles were not wearing safety belts and 23 percent who were involved in fatal crashes had been drinking. | The permit system does not require stage 1 and 2 permit holders to follow seat belt and zero tolerance laws. | | The permit system requires stage 1 and 2 permit holders to follow seat belt and zero tolerance laws. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

Fidelity Measure for Graduated Licensing

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|---|--------------------|---|---|--|---------|
| 5) Ensures the 3 types of permits are distinguishable. (I-C) | Clear differences will allow police to easily identify the type of license. | The 3 types of permits are not distinguishable. | | The 3 types of permits are distinguishable. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | | |
| <small>Source: U.S. Department of Transportation, N. H. T. S. A. (2004). Graduated Driver Licensing System. (8-2-2006). http://www.nhtsa.dot.gov/people/injury/new-fact-sheet03/GraduatedDriver.pdf</small> | | | | | | | #DIV/0! |

Fidelity Measure for an Administrative License Revocation for Impaired Drivers

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|--|--|--|--|--------|
| Make an informed decision about whether you need support from the local or state level. <i>An administrative license revocation is implemented at the state level and is different than criminal proceedings and penalties. As such, any advocacy work should be targeted at the state level.</i> (P-R) | This activity is not included in the article about graduated licensing. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws and administrative rulings; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | Decision made based on both research on the status of current laws and communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.)</i> (P-KP) | This activity is not included in the article about graduated licensing. Gathering support for a policy helps ensure there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Utilize the media to increase awareness and gain support. (I-A) | For laws to be effective, publicity is an important factor because drivers must know and understand the consequences of their actions. | Media not utilized. | Limited use of the media to publicize activities. | Media actively used to publicize activities and gain awareness on a regular, on-going basis. | | |
| Implement an administrative action to revoke the license of impaired drivers that includes the following 8 components: <i>(Note: Implementation of the policy means it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.</i> (I-A) | | Not adopted | Adopted with modified and weaker specifications | Adopted as proposed | | |
| 1) Language of the administrative ruling should be consistent with provisions of the State's administrative procedures acts. (I-C) | Legislation consistent with administrative procedures acts will ensure consistent enforcement of the law. | Language of the administrative license revocation is not consistent with the State's administrative procedures acts. | | Language of the administrative license revocation is consistent with the State's administrative procedures acts. | | |
| 2) Language of the administrative ruling should include a provision that the arresting officer, at the time of arrest, should: 1) serve the notice of revocation (suspension); 2) take the offender's license; and 3) issue a temporary permit. (I-C) | The law needs to be adhered to, and following protocol helps to ensure the proper penalty is being applied and in a timely fashion. | Language of the administrative ruling does not address the actions the arresting officer should take. | Language of the administrative ruling addresses 1 or 2 of the actions the arresting officer should take. | Language of the administrative ruling addresses all 3 of the actions the arresting officer should take. | | |
| 3) The driver should have the opportunity for an administrative hearing and the hearing should not be allowed to delay the revocation. (I-C) | As in any arrest, an offender has the right to defend oneself, if he/she chooses to do so. | The driver does not have the opportunity for an administrative hearing. | The driver has the opportunity for an administrative hearing, but the hearing delays the revocation. | The driver has the opportunity for an administrative hearing and the hearing is not allowed to delay the revocation. | | |
| 4) The initial administrative revocation for test failure should be at least 90 days with full revocation for 30 days, followed by at least 60 days of restricted driving. (I-C) | If the penalties are not strict enough, offenders will continue to commit the same offenses without fear of the consequences. | The law does not specify a certain number of days for the license revocation. | The law specifies a number of days for the full revocation, but not for restricted driving. | The law specifies at least 90 days revocation, with full revocation for 30 days, followed by at least 60 days of restricted driving. | | |

Fidelity Measure for an Administrative License Revocation for Impaired Drivers

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|---|---|---|--|---------|
| 5) The initial revocation for a test refusal should be a full 90 days, with no restricted driving privileges. (I-C) | If the penalties are not strict enough, offenders will continue to commit the same offenses without fear of the consequences. | The law does not specify penalties for refusing a sobriety test. | The law specifies penalties for refusing a sobriety test, but the penalty is less than the penalty for failing the sobriety test. | The law specifies that for refusing a sobriety test, the driver's license is revoked for a full 90 days, with no restricted driving privileges. | | |
| 6) The offenders, rather than taxpayers, should pay for these programs. (I-C) | If the penalties are not strict enough, offenders will continue to commit the same offenses without fear of the consequences. | Payment for these programs is not covered by the offender. | | Payment for these programs is covered by the offender. | | |
| 7) The administrative sanction should be handled separately from the criminal proceeding. (I-C) | The outcome of the administrative action should have no bearing on the criminal proceedings, including sanctions. | The administrative sanction is handled with the criminal proceedings. | | The administrative sanction is handled separately from the criminal proceedings. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Additional Core Activities- Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Source: U.S. Department of Transportation, National Highway Traffic Safety Administration. (2003). Administrative License Revocation (Suspension). (8-3-2006). http://www.nhtsa.dot.gov/peop | | | | | | #DIV/0! |

Fidelity Measure for Increase Price Or Taxes on Alcohol or Tobacco

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|---|---|--|--|--------|
| Consult with supporters of successfully developed initiatives. (P-R) | These supporters can provide valuable advice about how to proceed and what pitfalls to avoid. | No one from any successfully developed price/tax initiatives was consulted. | | Consulted with those who have successfully developed price/tax initiatives. | | |
| Build a coalition of organizations concerned about children and the public's health. (I-A) | Promotes strong public support. | No coalition of organizations concerned about children and the public's health was built. | A coalition was built, but did not include key individuals or organizations. | A coalition of organizations concerned about children and the public's health was built and included key individuals and organizations. | | |
| Pay for good polling to assess the level of community support behind the specific wording of a referendum or bill to increase taxes. (I-A) | Ensures the wording of a proposal clearly states a supportable message. | Did not invest in good polling before starting the initiative. | Relied on non-paid polling. | Invested in good polling before starting the initiative. | | |
| Provide talking points for supporters to use when discussing price or tax increases for alcohol and tobacco. (I-C) | A unified message ensures key points are communicated and helps build strong public support. | Talking points were not created. | Talking points were created, but not all supporters used the talking points when communicating with the public. | Talking points were created AND all supporters use them when communicating with the public. | | |
| Identify and work with legislators who will actively support pricing changes. (P-KP) | Pricing and tax changes need the support of legislators who will be able to implement the change. | No legislators have been identified. | Legislators have been identified, but are not yet committed. | Legislators have been identified and have indicated they will support price/tax changes for alcohol and/or tobacco. | | |
| Identify all potential enemies and be prepared to confront their arguments with prepared responses based on research and reliable data. (P-R) | Opponents of tax increases typically raise 4 objections focusing on: negative effects of an increase on current levels of tax revenues; cost to users; possible job losses associated with reduced consumption; and the fact that products available via the Internet escape the same tax burden. | Potential opponents of the initiative were not identified. | Potential enemies were identified, but responses to their potential arguments were not prepared or were not based on research/data. | Potential enemies against the initiative were identified and responses were prepared to confront their potential arguments using research and reliable data. | | |

Fidelity Measure for Increase Price Or Taxes on Alcohol or Tobacco

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|--|--------------------|----------------------|--|---------|
| Work to develop a bill specifying that most of the revenue generated from the increase would be utilized for services to improve public health, public safety, or other socially desirable activities. (1-A) | Using the funding for the public good can increase public support of increases in price or taxes. | Did not work to include component of a bill specifying that the revenue would be used for improving public health, public safety, or other activities towards the public good. | | | Worked to include component of a bill specifying that the revenue would be used for improving public health, public safety, or other activities towards the public good. | |
| Work to increase interstate cooperation on prices by contacting neighboring states for cooperation and involvement. (1-A) | Neighboring states should be encouraged to work together to increase taxes to diminish the lure of interstate sales to individuals. This can be important in areas where several states come together, such as Arkansas, Louisiana, and Texas; or Maryland, Virginia, and Washington, D.C. | Neighboring states have not been contacted. | | | Neighboring states have been contacted and are working together. | |
| Require licensing of tobacco retailers, similar to alcohol retailers. (1-A) | Licensing helps ensure law enforcement and tobacco control agencies are able to track the sale of tobacco products. | Licensing of tobacco retailers is not required. | | | Licensing of tobacco retailers is required. | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| <p>Source: Leverett, M., Ashe, M., Gerard, S., Jenson, J., and Woollery, T. (2002). Tobacco use: the impact of prices. <i>J Law Med Ethics</i>, 30, 88-95.</p> | | | | | | #DIV/0! |

Fidelity Measure for Compliance Checks

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|--|---|--|--|--------|
| Determine if any laws in your state require involvement of law enforcement in compliance checks. (P-R) | In some states, it is illegal to conduct compliance checks without law enforcement. Communities implementing a compliance check strategy need to determine if law enforcement officials are required to participate in compliance checks. | Did not find out if law enforcement is required for compliance checks or not. | | Determined if law enforcement is required to be involved in compliance checks. | | |
| Decide if compliance checks are for data collection purposes or will also include law enforcement. (P-R) | The manner in which a compliance check is conducted varies depending on whether the purpose is strictly for data collection or if it will also include law enforcement. Deciding this early in the implementation process will ensure a successful intervention. | No decision was made as to purpose of compliance checks. | | Decision was made as to purpose of compliance checks. | | |
| Identify law enforcement officers to participate in the program. (If law enforcement purpose is decided.) (P-KP) | Selecting officers who are interested in this type of specialized work may lead to a more successful intervention. | Law enforcement officers are not identified to participate in the program. | Law enforcement officers are identified to participate in the program. | Law enforcement officers with a specific interest in alcohol or tobacco prevention are identified to participate in the program. | | |
| Develop a written protocol for selecting retailer sites. Selection may be based on random selection, stratified selection within a region, based on type of outlet, or another selection strategy. (I-A) | A written site selection policy will help ensure sites are selected fairly and certain types of retailers or locations are not targeted for compliance checks. | No written protocol is developed for selecting retailer sites for compliance checks. | | A written protocol is developed for selecting retailer sites for compliance checks. | | |
| Review plan with prosecutors, licensing officers, and city/town council/board. (I-A) | In order for compliance checks to be successful, a community must have the full support of those involved in the process, including those who will be prosecuting the offenders, those who work with the alcohol and tobacco retailers, and those elected officials who are responsible for implementing policy. | The plan is not reviewed with prosecutors, licensing officers, or city/town council/board members. | The plan is reviewed with 1 of the individuals/groups listed, but not all. | The plan is reviewed with 2 or more of the individuals/groups listed. | | |
| Utilize the media to provide prior notice to the community about upcoming enforcement tactics. (I-A) | Although one goal of compliance checks is to either collect data or hold those responsible for selling alcohol and tobacco to underage youth, another goal is publicizing the law and penalties for selling to minors. The threat of compliance checks can often be enough to encourage responsible behavior among retailers. | The community is not notified by the media about the upcoming enforcement tactics. | | The community is notified by the media of upcoming enforcement tactics. | | |
| Recruit underage youth to conduct the activity. (I-A) | Research indicates that buyers age 18 to 19 for alcohol and 14 to 17 for tobacco are ideal. In addition, buyers should not try to appear older. They should look and act like a typical underage youth. In addition, research indicates that paid buyers may be more successful than volunteers, especially if retailers will be prosecuted. Paid buyers are more able to commit to time in court, and are not viewed as having an agenda, as volunteers might. | Underage youth are not recruited for the activity. | | Underage youth are recruited for the activity. | | |
| Train buyers and law enforcement or lay escorts. (I-A) | Trained buyers and escorts (either law enforcement or lay) will be better able to deal with any challenges. In addition, trained individuals who follow a written compliance check protocol are more credible. This credibility is important in reporting data or in prosecuting retailers. | No training is conducted for buyers, law enforcement, or lay escorts. | Compliance check participants are provided with written material to review as their training. | In-person training by a qualified trainer is conducted for buyers, law enforcement, and lay escorts. | | |

Fidelity Measure for Compliance Checks

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|---|--|--|--|---------|
| Prepare site packets. (1-A) | Documenting logistics of the compliance check ensures each compliance check is implemented the same way every time. | Site packets not prepared. | | Site packets prepared. | | |
| Plan routes. | | Routes not planned. | | Routes planned. | | |
| Obtain/prepare evidence containers. (1-A) | | Evidence containers not obtained/prepared. | | Evidence containers obtained/prepared. | | |
| Prepare written reports/documents. (1-A) | Documentation of findings of the compliance check is important. Formal documentation will ensure credibility and reliability in reporting data or in prosecuting retailers. | Written reports/documents not prepared. | | Written reports/documents prepared. | | |
| Submit written reports/documents. | Formal documentation of findings must be submitted to the proper individuals to ensure they are used. | Written reports/documents not submitted. | | Written reports/documents submitted. | | |
| Communicate findings with businesses and community. | If findings from the compliance checks are positive, then it benefits the retailers and community to publicize those results to encourage continued compliance. If the results were not positive, these findings need to be publicized to help ensure retailers understand the importance of complying with laws and regulations about selling alcohol and tobacco to minors and there are consequences if they do not follow these laws and regulations. | Findings not communicated to businesses and community. | | Findings communicated to businesses and community. | | |
| Work to ensure institutionalization of this strategy by: 1) developing an organizational policy that can be adopted by participating organizations OR formalizing the strategy into a local or state law or regulation; and 2) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue. (1-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Only addressed 1 aspect of institutionalization. | Addressed both aspects of institutionalization. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| <p>Sources: <i>Alcohol Epidemiology Program (2000)</i>. Alcohol compliance checks: A procedures manual for enforcing alcohol age-of-sale laws. <i>Minneapolis: University of Minnesota</i>. http://www.epi.umn.edu/alcohol/manual/manual.pdf ---Grube, J. W. and Stewart, K. (1999). Guide to Conducting Alcohol Purchase Surveys. <i>The Office of Juvenile Justice and Delinquency Prevention and the Underage Drinking Enforcement Training Center</i>. http://www.udetc.org/documents/purchase.pdf --- Natanblut, S. L., Mital, M., and Zeller, M. R. (2001). <i>The FDA's enforcement of age restrictions on the sale of cigarettes and smokeless tobacco</i>. <i>J Public Health Manag.Pract.</i>, 7, 1-10. ---National Highway Traffic Safety Administration, U.S. Department of Transportation. (2001). <i>Community How to Guide On Enforcement (Rep. No. DOT HS 809 209)</i>. National Highway Traffic Safety Administration, U.S. Department of Transportation. http://www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/Book5_Enforcement.html ---University of Minnesota Alcohol Epidemiology Program. (1-6-2006). <i>Compliance Checks</i>. http://www.epi.umn.edu/alcohol/policy/compchks.shtm ---Washington State Department of Health (2006). <i>Tobacco Compliance Check Guidelines</i>. http://www.doh.wa.gov/tobacco/compliance/ProtocolFinal.pdf ---Willingham, M. <i>Reducing Alcohol Sales to Underage Purchasers: Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice</i> (2006). http://www.ojjdp.gov/pubs/2545.pdf</p> | | | | | | #DIV/0! |

Fidelity Measure for Party Patrols

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|---|--|--|--|--------|
| Establish a relationship with the agency that has primary responsibility for responding to calls for parties. (P-KP) | Learning how law enforcement agencies are structured and how they operate helps in the development of realistic strategies they can employ. | Relationship with law enforcement agency not established. | | Relationship with law enforcement agency established. | | |
| Establish a relationship with an Alcohol Unit with law enforcement, if appropriate. (See Alcohol Unit strategy). (P-KP) | Establishing a relationship with an Alcohol Unit will ensure those who are specially trained in dealing with alcohol violations are involved in the activity. | No relationship with Alcohol Unit established. | | Relationship with Alcohol Unit established. | | |
| Establish a relationship with high schools and a local college or university, if appropriate. (P-KP) | * This core activity was not identified in the literature, but was recommended for inclusion by experts in the field. High school and college students may engage in underage drinking at parties in residential homes. It is helpful to establish a relationship with the schools and colleges in your community to ensure open communication between all involved. | No relationship with high schools, college or university established. | | Relationship with high schools, college or university was established. | | |
| Create a "party buster hotline" so that people may report information on underage drinking parties and publicize the hotline. (I-A) | A hotline will allow for improved prevention of underage drinking parties. | Party buster hotline not established. | Party buster hotline established. | Party buster hotline established and is publicized in the community. | | |
| Establish procedures for controlled dispersal that include: surveillance, traffic monitoring, scene security, and processing and training officers in following the procedures.(I-C) | A clear plan will allow for a safe and orderly party dispersal. | No controlled dispersal procedures developed. | Controlled dispersal procedures developed, but are not documented and/or officers are not trained in the procedures. | Controlled dispersal procedures developed and documented and officers are trained in the procedures. | | |
| Establish an alcohol citation database to track the number and type of alcohol citations issued.(I-A) | A database allows communities to determine if specific areas are having more trouble with underage drinking parties than others so they may be targeted for additional enforcement and prevention. | Alcohol citation database not created. | Alcohol citation database created, but citations not entered regularly, or in a timely manner. | Alcohol citation database created, and citations entered regularly and in a timely manner. | | |

Fidelity Measure for Party Patrols

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|---|--|--|--|---------|
| Utilize the media to increase awareness and gain support. (I-A) | Youths may be dissuaded from drinking if they are aware underage drinking laws are being enforced. | Media not utilized. | Limited use of the media to publicize activities. | Media actively used to publicize activities and gain awareness on a regular, on-going basis. | | |
| Work to ensure institutionalization of this strategy by: 1) developing an organizational policy that can be adopted by participating organizations OR formalizing the strategy into a local or state law or regulation; 2) working to ensure enforcement of the strategy; and 3) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue. (I-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Only addressed 1 or 2 aspects of institutionalization. | Addressed all 3 aspects of institutionalization. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Sources: Morrison, W. and Didone, T. (2005). A Practical Guide to Preventing and Dispersing Underage Drinking. Office of Juvenile Justice and Delinquency Prevention. | | | | | | #DIV/0! |

Fidelity Measure for Shoulder Tap Programs

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|---|--|--|--|--------|
| Determine if you will be attempting to take legal action if laws are broken, or if you will be conducting this strategy to raise awareness of the law. (P-R) | Conducting Shoulder Taps might provide an avenue for raising awareness about laws concerning purchasing alcohol or tobacco for underage youth or to provide notice that enforcement of the law will be increased. In place of enforcement, communities might choose to issue cards that say "Congratulations for being a good adult citizen" or "Purchasing alcohol for a minor is illegal and subject to a fine of \$\$\$ or a sentence of up to X months." | No decision made as to purpose of Shoulder Tap program. | | Decision made as to purpose of Shoulder Tap program. | | |
| If you are going to try to cite those who break the law, then you must identify law enforcement officers to participate in the program.(P-R) | Selecting officers who are interested in this type of specialized work may lead to a more successful intervention. | Law enforcement officers are not identified to participate in the program. | Law enforcement officers are identified to participate in the program | Law enforcement officers with a specific interest in alcohol or tobacco prevention are identified to participate in the program. | | |
| Recruit underage youth (from schools, training programs, relatives of law enforcement, etc.) to conduct the activity. (I-A) | The program relies on trained decoys to ask adults to purchase alcohol for them. These young people must be recruited from local schools, training programs, or other law enforcement contacts. | Underage youth have not been recruited. | Underage youth have been recruited from sources other than schools, training programs, relatives of law enforcement, or other appropriate sources. | Underage youth have been recruited from schools, training programs, or other law enforcement contacts. | | |
| Train young adults (under 21) to approach individuals and ask them to purchase alcohol.(I-A) | The young adults must be trained in how to conduct an "ask" and how to maintain their safety throughout the intervention. | No training is conducted for underage youth in conducting Shoulder Tap programs. | Underage youth provided with written material to review as their training. | In-person training by a qualified trainer is conducted for underage youth in conducting Shoulder Tap programs. | | |
| Have the recruited young adults approach individuals outside alcohol outlets and ask them to purchase alcohol. (I-A) | Adults have to be asked to purchase alcohol for underage youth to conduct this strategy. | Decoy youth do not conduct Shoulder Tap activities. | | Decoy youth conduct Shoulder Tap activities. | | |
| Follow up the "ask" with a citation, if law enforcement is involved, or with other awareness raising information.(I-A) | It is hoped that a citation or information about potential citations will provide sufficient deterrent against repeating the activity. | Undercover agents do not issue citations or warnings to those adults who purchase alcohol for underage youth. | | Undercover agents issue citations or warnings to those adults who purchase alcohol for underage youth. | | |
| Use the media to publicize Should Tap activities to educate the public about the laws and local enforcement activities.(I-A) | Conferences and posters will increase public awareness of the problem. | Media not utilized. | Limited use of the media to publicize activities. | Media actively used to publicize activities and gain awareness on a regular, on-going basis. | | |

Fidelity Measure for Shoulder Tap Programs

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|---|--|--|--|---------|
| Work to ensure institutionalization of this strategy by 1) developing an organizational policy that can be adopted by participating organizations OR formalizing the strategy into a local or state law or regulation; 2) working to ensure enforcement of the strategy; and 3) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue.(I-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Only addressed 1 or 2 aspects of institutionalization. | Addressed all 3 aspects of institutionalization. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores:(I-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Source: National Highway Traffic Safety Adminis | | | | | | #DIV/0! |

Fidelity Measure for Enforcing Impaired Driving Laws

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|--|--|---|--|--------|
| Mobilize communities to obtain support for program enforcement (form a coalition). Coalition involved key players from law enforcement, prosecutors, community leaders, and prevention workers. (P-KP) | This general mobilization is to increase community support for DUI enforcement. | No coalition formed. | A coalition is formed, but not all key players are involved. | A coalition is formed. | | |
| Establish a drinking and driving task force. (P-C) | Establish a task force that includes community leaders and officials who can be most effective in providing law enforcement with support for high visibility DUI activities. | No drinking and driving task force established. | | A drinking and driving task force is established. | | |
| Obtain police support. (P-KP) | Local police are often caught in competing priorities. The coalition must obtain support for their program, as well as provide support to the police, in order to carry out the objectives of the task force. | Police support not obtained. | | Police support obtained. | | |
| Obtain judicial support. (P-KP) | This strategy will result in an increased workload for the courts, so their support is necessary to ensure those who are charged with violations are also convicted. | Prosecutors and judges were not contacted to obtain their support of convicting those who break impaired driving laws. | Prosecutors and judges were contacted via impersonal communication such as mass e-mail or generic letters to obtain their support of convicting those who break impaired driving laws. | Prosecutors and judges were contacted via direct communication, such as phone calls, in-person contacts or personal e-mail and asked to obtain their support of convicting those who break impaired driving laws. | | |
| Obtain grant money to help fund additional officer hours. (P-C) | In order to participate effectively in an intensive DUI enforcement program, when many local patrols are limited by budget reductions, it is important to obtain financial assistance for these increased activities. | Proposals for grant money to help support additional officer hours not written and money not obtained. | Proposals for additional funding written, but funding not obtained. | Proposals awarded and grant money to help support additional officer hours obtained. | | |
| Obtain specialized Breathalyzer equipment that is handheld and can be used in the field. (P-C) | The use of Breathalyzers provides an officer with an additional method for detecting the high BAC driver who doesn't present the normal indication of heavy drinking. Also, police patrols using these devices often attract news coverage and public attention, helping to convince the heavy drinking driver that he/she is likely to be detected if stopped by the police. | Specialized Breathalyzer equipment not obtained. | | Specialized Breathalyzer equipment obtained. | | |
| Provide specialized training to officers in the detection and apprehension of impaired drivers and the use of breathalyzers. (P-C) | In an era in which the impaired driving offense is defined in terms of BAC, apprehending drinking drivers has become a highly technical process. Subtle observations of vehicle behavior are followed by observations of the driver's appearance and behavior to determine whether he/she should be required to perform a set of standardized sobriety tests. | Officers not provided any training in the detection and apprehension of impaired drivers. | Officers provided written training material to review in the detection and apprehension of impaired drivers. | Officers provided specialized training in the detection and apprehension of impaired drivers. | | |

Fidelity Measure for Enforcing Impaired Driving Laws

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|--|--|---|--|---------|
| Use highly visible DUI enforcement operations such as checkpoints. <i>(See Sobriety Checkpoints for specifics on implementing this strategy.) (I-A)</i> | A sobriety checkpoint is a high visibility enforcement technique which has been shown to produce an increase in deterrence beyond what would be obtained by simply increasing the number of DUI patrols. | Highly visible DUI enforcement operations are not used. | | Highly visible DUI enforcement operations used. | | |
| Provide media advocacy training and technical assistance to task force members. (P-C) | The novelty of these efforts to increase DUI enforcement is expected to stimulate the interest of the news media. Therefore, media advocacy training enables you to take advantage of this opportunity to get the media involved. | Did not provide media advocacy training or technical assistance to task force members. | Provided either media advocacy training or technical assistance to task force members. | Provided both media advocacy training and technical assistance to task force members. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |
| Voas, R. B. (1997). <i>Drinking and driving prevention in the community: program planning and implementation</i> . <i>Addiction</i> , 92 Suppl 2, S201-S219. | | | | | | #DIV/0! |

Fidelity Measure for Sobriety Checkpoints*

*Sobriety checkpoints are one specific strategy to raise awareness of, and enforce drunk driving laws.

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|--|---|--|--|--------|
| Obtain judicial support.(P-KP) | Judges and prosecuting attorneys can assist in identifying any legally mandated requirements and the types of evidential information needed to prosecute cases emanating from checkpoint apprehension. | Prosecutors and judges not contacted to obtain their support of convicting those who fail sobriety checkpoints. | Prosecutors and judges contacted via impersonal communication such as mass e-mail or generic letters to obtain their support of convicting those who fail sobriety checkpoints. | Prosecutors and judges contacted via direct communication such as phone calls, in-person contacts, or personal e-mail and asked to obtain their support of convicting those who fail sobriety checkpoints. | | |
| Research existing departmental policy to ensure a formal, written plan for conducting sobriety checkpoints is in place.(P-R) | The courts have been very clear in requiring the advance planning of sobriety checkpoints. Failure to do so has been used as evidence the checkpoint techniques involved unfettered discretion. | Existing departmental policy on sobriety checkpoints not researched. | Research conducted, but a formal, written plan for conducting sobriety checkpoints not identified. | Existing departmental policy on sobriety checkpoints researched, and a formal, written plan for conducting sobriety checkpoints identified. | | |
| Research site selection to ensure the safety of the general public and law enforcement officers and communicate reasons for site selection to officers. Site selection should be done systematically to ensure unbiased selection of locations.(P-R) | Sobriety checkpoints must not create more of a traffic hazard than the results of the driving behavior they are trying to modify. | Site selection not conducted systematically and the reasons for site selection are not communicated to officers. | Site selection conducted systematically to ensure unbiased location and the safety of the officers, but the reasons for the site selection are not communicated to officers. | Site selection conducted systematically, and the system is documented. The system ensures unbiased location and the safety of the officers, and the reasons for the site selection are communicated to the officers. | | |
| Develop a contingency plan. (I-A) | Having a backup options make it more likely that your sobriety checkpoint will be able to handle any last minute adjustments that might need to be made. | A contingency plan was not developed. | A contingency plan developed, but not documented or communicated to the officers implementing the sobriety checkpoint. | A contingency plan was developed and documented AND was communicated to the officers implementing the sobriety checkpoint. | | |
| Train officers in detection and investigation techniques.(P-C) | Sobriety checkpoints should ensure that the participating officers are properly trained in detecting impaired drivers. | No training conducted for law enforcement on detection and investigation techniques. | Law enforcement officers provided written material to review as their training. | In-person training by a qualified trainer conducted for law enforcement on detection and investigation techniques. | | |
| Host operational briefings.(I-A) | Persons selected as supervisors of the operation should be briefed thoroughly on all procedures. Persons selected to staff the checkpoint should be briefed on both its purpose and operation. | Operational briefings not conducted. | | Operational briefings conducted. | | |
| Develop comprehensive public information and education programs by distributing sobriety checkpoint pamphlets, questionnaires, and occupant protection booklets to each motorist stopped during checkpoint.(I-A) | To obtain maximum benefit in terms of its general deterrent effect, sobriety checkpoints should be publicized aggressively. | No public information and education activities are conducted as part of the sobriety checkpoint. | Limited public information and education activities conducted as part of the sobriety checkpoint. | Comprehensive public information and education activities conducted as part of the sobriety checkpoint, including awareness activities before campaign and distribution of materials during a campaign. | | |

Fidelity Measure for Sobriety Checkpoints*

*Sobriety checkpoints are one specific strategy to raise awareness of, and enforce drunk driving laws.

| Core Activity | Rationale | Missing | Weak Fidelity | Strong Fidelity | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|---|---|--|--|--------|
| | | 0 | 1 | 3 | | |
| Create and document data collection and evaluation methods and prepare an accurate and complete written evaluation report for each sobriety checkpoint operation.(1-A) | A systematic method of data collection and evaluation should be used to monitor and ensure standardization and consistency of sobriety checkpoints. | No data collection or evaluation activities conducted. | Data collection and evaluation activities conducted, but the data were not analyzed and/or the results not documented. | Data collection and evaluation activities conducted, data were analyzed, and results documented. | | |
| Implement special warning devices.(1-A) | Warnings help promote public safety. | Special warning devices not used to warn motorists of the checkpoint. | | Special warning devices used to warn motorists of the checkpoint. | | |
| Ensure visible police presence through uniformed officers, marked cars and other signs.(1-A) | Serves to reassure motorists of the legitimate nature of the activity. | Police presence is not noticeable. | Police presence is noticeable through at least 1 of these methods. | Police presence is noticeable through uniformed officers, marked cars, and other signs. | | |
| Use a mobile Breathalyzer with a qualified operator on location.(1-A) | Since impaired driving arrests are anticipated at the selected location, the logistics of chemical testing must also be included. | Mobile Breathalyzer not used. | Mobile Breathalyzer used, but a qualified operator was not on location. | MobileBreathalyzer used with a qualified operator on location. | | |
| Develop a systematic process for stopping vehicles as they approach the checkpoint.(P-C) | A systematic process controls for randomization and bias. | A systematic process for stopping vehicles was not developed. | A systematic process for stopping vehicles was used, but the process was not documented. | A systematic process for stopping vehicles was documented and used to ensure randomization. | | |
| Develop logistical procedures and educate officers on procedures. All participating officers should be instructed to explain the purpose of the checkpoint to the motorist as they approach a vehicle.(P-C) | Explaining the purpose of the checkpoint serves to further the public education aspect of the checkpoint intervention. | No logistical procedures for the sobriety checkpoint exist. | Logistical procedures are in place, but officers have not been trained in communicating the purpose or procedure to motorists OR officers do not communicate the purpose or procedure to ALL motorists. | Logistical procedures are in place, officers have been trained in communicating the purpose or procedure to motorists, and officers communicate this information to ALL motorists. | | |
| Develop inspection procedures and educate officers on procedures.(1-C) | Those persons suspected of impairment should be subjected to the battery of Standardized Field Sobriety Tests. | Formal inspection procedures have not been developed. | Formal inspection procedures have been developed, but officers have not received training on these procedures. | Formal inspection procedures have been developed, and officers have received training on these procedures. | | |
| Work to ensure institutionalization of this strategy by: 1) developing an organizational policy that can be adopted by participating organizations OR formalizing the strategy into a local or state law or regulation; 2) working to ensure enforcement of the strategy; and 3) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue. (1-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Only addressed 1 or 2 aspects of institutionalization. | Addressed all 3 aspects of institutionalization. | | |

Fidelity Measure for Sobriety Checkpoints*

*Sobriety checkpoints are one specific strategy to raise awareness of, and enforce drunk driving laws.

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|-----------|--------------|--------------------|----------------------|--|---------|
| Additional Core Activities - Please describe and provide potential fidelity measure scores:(I-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores:(I-A) | | | | | | |
| Sources: Office of Enforcement and Emergency Services. Office of Enforcement and Emergency Services. (1990). The Use of Sobriety Checkpoints for Impaired Driving Enforcement. (8-8-2006). http://www.nhtsa.gov | | | | | | #DIV/0! |

Fidelity Measure for Open Container Laws

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|---|--|---|---|--|--------|
| Make an informed decision about whether you need support from the local or state level. Keep in mind most driving laws are implemented at the state level. (P-R) | *This activity is not included in the article about home delivery restrictions. A first step is to decide which level is the most appropriate to bring about change. This decision should be based on: 1) research on the current status of state and local laws; and 2) communications with potential supporters at both levels. | No decision made about level of support needed. | Decision made, but only researched current laws or communicated with potential supporters, but not both. | | Decision made based on both research on the status of current laws and communications with potential supporters at both levels. | | |
| Work to build support for the policy within the community. <i>(Note: Each community will identify different activities necessary to build support.)</i> (P-KP) | *This activity is not included in the article about home delivery restrictions. Gathering support for a policy helps ensure there is enough interest to get the policy passed. | Potential supporters were not identified. | Supporters were identified, but did not include key decision makers, individuals, or organizations. | | Supporters were identified and included key decision makers, individuals, and organizations. | | |
| Implement a law that prohibits open containers in vehicles and include the following 5 components: <i>(Note: Implementation of the policy means that it was adopted/enacted as an organizational, local or state law, policy, ordinance, regulation, etc., that is documented and available to the public.)</i> (I-A) | | Not adopted | Adopted with modified and weaker specifications | | Adopted as proposed | | |
| 1) Prohibits both possession of any open alcoholic beverage container and consumption of any alcoholic beverage. (I-C) | A driver/passenger may attempt to hide the open container or place it in the backseat to avoid being charged with possession, if the law does not specify coverage of all areas of the vehicle. | Open container law does not prohibit possession of any open alcoholic beverage and consumption of any alcoholic beverage. | Open container law prohibits possession of any open alcoholic beverage or consumption of any alcoholic beverage. | Open container law prohibits possession of any open alcoholic beverage and consumption of any alcoholic beverage. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 2) Covers the passenger area of any motor vehicle, including unlocked glove compartments and any other areas of the vehicle that are readily accessible to the driver or passengers while in their seats. (I-C) | A driver/passenger may attempt to drink an alcoholic beverage in a car, if it is not restricted in the law. | Open container law does not cover the passenger area of any motor vehicle. | | Open container law covers the passenger area of any motor vehicle. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 3) Applies to all open alcoholic beverage containers and all alcoholic beverages, including beer, wine, and spirits that contain one half of one percent or more of alcohol by volume. (I-C) | Passengers, as well as drivers of vehicles should be restricted from possessing and/or consuming alcoholic beverages in a vehicle. | Open container law does not apply to all open alcoholic beverage containers and all alcoholic beverages. | Open container law applies to some open alcoholic beverage containers and some alcoholic beverages. | Open container law applies to all open alcoholic beverage containers and all alcoholic beverages. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| 4) Applies to all vehicle occupants except passengers of vehicles designed, maintained, or used primarily for the transportation of people for compensation (buses, taxis, limos), or the living quarters of motor homes. (I-C) | All vehicles, including non-motorized (bicycles), and vehicles such as golf carts, need to be covered by the law. | Open container law does not apply to all vehicle occupants. | | Open container law applies to all vehicle occupants. | All of the previous conditions AND show some evidence of enforcement of this component. | | |

Fidelity Measure for Open Container Laws

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Moderate Fidelity 2 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|--|--------------------|---|---|--|---------|
| 5) Requires primary enforcement, rather than requiring probable cause another violation had been committed before allowing enforcement of the open container law..(1-C) | Without the law requiring primary enforcement of open container law violations, law enforcement would not have the ability to cite vehicles with open containers, unless they are pulled over for another traffic violation. | Open container law is enforceable only as a secondary offense. | | Open container law is enforceable as a primary offense. | All of the previous conditions AND show some evidence of enforcement of this component. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores:.(1-A) | | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores:.(1-A) | | | | | | | |
| Source: U.S. Department of Transportation, National Highway Traffic Safety Administration. (2004). Open Container Laws. (8-2-2006). http://www.nhtsa.dot.gov/people/injury/new-fact-sheet03/OpenContainer.pdf | | | | | | | #DIV/0! |

Fidelity Measure for Zero Tolerances Means Zero Chances Campaign

| Core Activity | Rationale | Missing | Weak Fidelity | Strong Fidelity | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|--|--|--|--|--------|
| | | 0 | 1 | 3 | | |
| Contact prosecutors in the State to become involved with preventing underage drinking and driving by supporting existing community and/or school-based organizations. (P-KP) | As community leaders, prosecutors have an opportunity to help young people understand, through their experiences as prosecutors, the tragic reality that often, there are no second chances when it comes to impaired driving. | Prosecutors were not contacted to become involved with preventing underage drinking and driving by supporting existing organizations. | Prosecutors were contacted via impersonal communication such as mass e-mail or generic letters and asked to get involved with preventing underage drinking and driving by supporting existing organizations. | Prosecutors were contacted via direct communication such as phone calls, in-person contacts, or personal e-mail and asked to get involved with preventing underage drinking and driving by supporting existing organizations. | | |
| Utilize the Zero Tolerance Means Zero Chances campaign action kit to promote safety during spring break, prom, and graduation. (I-A) | Prosecutors can provide valuable information to young people during this campaign about the legal consequences of underage drinking and driving in an effort to encourage students to not drink, use drugs, or drive impaired. | The Zero Tolerance Means Zero Chances campaign action kit was not utilized. | | The Zero Tolerance Means Zero Chances campaign action kit was utilized. | | |
| Contact high school administrators and high school organizations requesting they support and participate in the Zero Tolerance campaign.(I-A) | Getting involved with the Zero Tolerance campaign is a great opportunity to prevent the community from experiencing tragedy and pain resulting from impaired driving crashes. | High school administrators or high school organizations not contacted to request support and participation in the Zero Tolerance campaign. | Generic, impersonal communications were sent to high school administrators and high school organizations to request their support and participation. | Personalized communication such as phone calls, personal e-mails and in-person contacts were utilized to contact high school administrators and high school organizations requesting support and participation in the Zero Tolerance Campaign. | | |
| Special events such as school assemblies, field trips to observe impaired driving trials, 'courtroom in the classroom' programs, lectures in government, or civic classes were utilized to discuss the legal consequences of underage drinking and driving.(I-A) | By informing students about zero tolerance laws and the penalties in your state, they may think twice about drinking and driving, and, through your outreach, young lives will be saved during the prom/graduation season. | No special events were utilized to promote discussion of the consequences of underage drinking and driving with high school students. | Only 1 special event was used to promote discussion of the consequences of underage drinking and driving with high school students. | Two or more special events were used to promote discussion of the consequences of underage drinking and driving with high school students. | | |
| Utilize the media to increase awareness and gain support by writing articles or press releases, inviting the media to the special events described in the activity above, or other ways.(I-A) | Utilizing the media to help spread the word about the consequences of underage drinking and driving and to provide information about upcoming events, will help keep the community aware and involved. | The media was not utilized to increase awareness of the Zero Tolerance campaign. | Only conducted 1 activity to obtain media coverage of the Zero Tolerance campaign. | Conducted two or more activities to obtain media coverage of the Zero Tolerance campaign. | | |
| Work to ensure institutionalization of this strategy by: 1) developing an organizational policy that can be adopted by participating organizations OR formalizing the strategy into a local or state law or regulation; 2) working to ensure enforcement of the strategy; and 3) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue. | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Only addressed 1 or 2 aspects of institutionalization. | Addressed all 3 aspects of institutionalization. | | |

Fidelity Measure for Zero Tolerances Means Zero Chances Campaign

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|-----------|--------------|--------------------|----------------------|--|---------|
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| Source: U.S. Department of Transportation, N. H. T. S. A. Zero Tolerance Means Zero Chances. (8-3-2006). http://www.nhtsa.dot.gov/people/injury/alcohol/zero/ | | | | | | #DIV/0! |

Fidelity Measure for Cops in Shops

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|---|---|---|--|--------|
| Identify law enforcement officers to participate in the program. (P-KP) | The first step in conducting a law enforcement strategy is ensuring the law enforcement agencies are on board with the intervention. | Law enforcement officers are not identified to participate in the program. | Law enforcement officers are identified to participate in the program. | Law enforcement officers with a specific interest in alcohol or tobacco prevention are identified to participate in the program. | | |
| Inform liquor licensees about the program and encourage them to participate. (I-A) | It is also necessary to recruit retailers to participate in the program. | No liquor licensees were notified of the program. | Liquor licensees were informed about the program through a generic communication and/or were not specifically asked about participating in the program. | Liquor licensees were notified of the program through a personalized communication such as phone call, personal letter, or e-mail, and were specifically asked to participate in the program. | | |
| Distribute program posters to liquor licensees throughout the jurisdiction to post in their establishments. (I-A) | This helps increase public familiarity with the program. | No posters were distributed to liquor licensees. | Posters were distributed to some liquor licensees. | Posters were distributed to all liquor licensees. | | |
| Determine which officers/ABC agents/inspectors will be participating in the program. (P-KP) | Selecting officers who are interested in this type of specialized work may lead to a more successful unit. | No officers were identified to participate in the program. | | Officers were identified to participate in the program. | | |
| Inform judges and prosecutors about the program and solicit the help of prosecutors in tracking the citations and arrests for use in media follow-up. (P-KP) | This will increase the awareness of the program. | No judges or prosecutors were informed of the program/solicited for assistance. | Judges and prosecutors were informed of the program but were not asked for their assistance. | Judges and prosecutors were informed of the program and were asked for their assistance. | | |
| Organize news conferences and distribute posters to inform the public about the program. (I-A) | The conferences and posters will increase public awareness of the problem. | No news conferences were scheduled and no posters were distributed. | Either news conferences were scheduled or posters were distributed. | Both news conferences were scheduled and posters were distributed. | | |
| Encourage law enforcement agencies to develop a form to be used for tracking citations and arrests. (I-A) | Tracking arrests and citations provides an idea of how successful the initiative has been, as well as an estimate of the severity of underage drinking. | Law enforcement did not develop a form for tracking citations and arrests. | | Law enforcement did develop a form for tracking citations and arrests. | | |
| Distribute press releases periodically to inform the public and press of the number of underage youth cited. (I-A) | The news releases will inform the public of the degree of success the initiative is having, as well as potentially reinforcing the idea that underage drinking is indeed a problem in that area. | No press releases were distributed to inform the public. | Press releases were distributed to inform the public, but the media did not publish the information. | Press releases were distributed and the media published the information. | | |
| Work to ensure institutionalization of this strategy by: 1) developing an organizational policy that can be adopted by participating organizations OR formalizing the strategy into a local or state law or regulation; 2) working to ensure enforcement of the strategy; and 3) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue. (I-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Only addressed 1 or 2 aspects of institutionalization. | Addressed all 3 aspects of institutionalization. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (I-A) | | | | | | |

Fidelity Measure for Cops in Shops

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|-----------|--------------|--------------------|----------------------|--|---------|
| Additional Core Activities - Please describe and provide potential fidelity measure | | | | | | |
| <small>Source: National Highway Traffic Safety Administration, U. S. D. O. T. (2001). Community How to Guide On Enforcement (Rep. No. DOT HS 809 209). National Highway Traffic Safety Administration, U.S. Department of Transportation. http://www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/Book5_Enforcement.html</small> | | | | | | #DIV/0! |

Fidelity Measure for Alcohol Units

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|---|---|---|--|--|--------|
| Identify law enforcement officers to participate in the program. (P-KP) | Selecting officers who are interested in this type of specialized work may lead to a more successful unit. | Law enforcement officers are not identified to participate in the program. | Law enforcement officers are identified to participate in the program. | Law enforcement officers with a specific interest in alcohol or tobacco prevention are identified to participate in the program. | | |
| Train officers in managing alcohol- related events. (P-C) | With better training in these fields, the officers or agents will be more knowledgeable about the field. | No training is conducted for law enforcement officers in managing alcohol related events. | Officers are provided written material to review as their training. | In-person training by a qualified trainer is conducted for law enforcement on how to handle alcohol-related events. | | |
| Train officers in educating youth and adults about the dangers of underage drinking. (P-C) | | No training is conducted for law enforcement officers in educating youth and adults about the dangers of underage drinking. | Officers are provided written material to review as their training. | In-person training by a qualified trainer is conducted for law enforcement on how educate youth and adults about the dangers of underage drinking. | | |
| Train officers in the Standardized Field Sobriety Testing program. (P-C) | | No training is conducted for law enforcement officers in conducting the Standardized Field Sobriety Testing program. | Officers are provided written material to review as their training. | In-person training by a qualified trainer is conducted for law enforcement in conducting the Standardized Field Sobriety Testing program. | | |
| Train officers in drug recognition techniques through an established DEC (Drug Evaluation and Classification) program. (P-C) | | No training is conducted for law enforcement officers in drug recognition techniques through an established DEC (Drug Evaluation and Classification) program. | Officers are provided written material to review as their training. | In-person training by a qualified trainer is conducted for law enforcement in drug recognition techniques through an established DEC (Drug Evaluation and Classification) program. | | |
| Develop a schedule where half of the officers' time is spent on enforcement activities, and half is spent on education (speeches at adult events, presentations at local schools, etc.). (I-A) | The time allocation ensures officers will be able to not only spend time enforcing the laws, but to increase public awareness of them, and the actions being taken to enforce them. | No attention is paid to scheduling of officers and assignments of duties. | Schedules are developed, but officers' time is not split equally between enforcement and education. | Schedules are developed so officers' time is split equally between enforcement and education. | | |

Fidelity Measure for Alcohol Units

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|--|--|--|--|--|--|---------|
| Ensure the alcohol unit works closely with alcohol license inspectors or agents when conducting compliance checks, prom and party security, and other programs.(1-A) | Coordinating activities with other agencies or organizations that are involved in law enforcement of alcohol offenses may lead to more successful outcomes. | Alcohol unit does not work with other key individuals or organizations when conducting activities. | Alcohol unit sometimes involves others in conducting related activities. | Alcohol unit has a formal policy of involving others in conducting policies and follows this policy. | | |
| Work to ensure institutionalization of this strategy by 1) developing an organizational policy that can be adopted by participating organizations; and 2) identifying sources of funding to ensure the strategy and enforcement of the strategy can continue.(1-A) | This strategy will be most effective if it is an ongoing activity and not just a one-shot activity. Working to ensure the strategy is institutionalized will ensure this prevention effort is continued. | Have not worked to ensure institutionalization of the strategy. | Have developed an organizational policy detailing the purpose and procedures of the Alcohol Unit, OR have identified other sources of funding, but not both. | Have developed an organizational policy detailing the purpose and procedures of the Alcohol Unit AND have identified other sources of funding. | | |
| Additional Core Activities - Please describe and provide potential fidelity | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity | | | | | | |
| <small>Source: Developing Alcohol Units in Law Enforcement: National Highway Traffic Safety Administration, U.S. Department of Transportation. (2001). Community How to Guide On Enforcement (Rep. No. DOT HS 809 209). National Highway Traffic Safety Administration, U.S. Department of Transportation. http://www.nhtsa.dot.gov/people/injury/alcohol/Community%20Guides%20HTML/Book5_Enforcement.html</small> | | | | | | #DIV/0! |

Fidelity Measure for Getting to Know Your State Legislators

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|--|---|---|---|--|--------|
| Send a letter of congratulations after an election and include information about your issue or organization.(I-A) | A congratulations letter is a good way to introduce yourself and to let the elected official know you are concerned with the issues. | No congratulatory letter was sent to the elected official, following the election. | A congratulatory letter was sent to the elected official, but the elected official was not informed of the organization's issues. | A congratulatory letter was sent to the elected official, including information about the organization's issues. | | |
| Schedule a courtesy call.(I-A) | Courtesy calls are designed to inform the official about your organization and to help your organization learn more about the elected official. | A courtesy call with the elected official was not scheduled. | | A courtesy call with the elected official was scheduled. | | |
| Make a personal visit.(I-A) | One of the best ways to get your point across, is to make an appointment with your State legislator to meet face-to-face. | No personal visit to the elected official was made. | | A personal visit to the elected official was made. | | |
| Determine whether the elected official may be predisposed to your issue, based on a personal experience.(P-R) | A legislator who has experienced, either personally or through a friend or family member, the tragic consequences of a traffic crash, or who is personally familiar with underage drinking may champion the cause to help others avoid a similar fate. | No research was done to determine whether or not the elected official might be predisposed to the organization's issue. | | The organization researched elected official's background to determine whether he/she might be predisposed to the organization's issue. | | |
| If appropriate, invite an elected official or aide to come speak to the organization or participate in a news media event.(I-A) | An elected official's participation generates greater exposure. | The elected official was not invited to speak at or participate in any of the organization's events. | The elected official was invited to <i>attend</i> a meeting/event of the organization. | The elected official was invited to <i>speak at, or participate in</i> one of the organization's events. | | |
| Attend a town meeting.(I-A) | Often an elected official will sponsor a town meeting to hear from his or her constituents. Make sure your organization is represented and that a representative speaks about the underage drinking issue. | No organization members attended a town meeting. | | An organization member attended a town meeting. | | |
| Participate in a community event.(I-A) | Elected officials often attend local fairs, charity run/walk races, and other events. Use these opportunities to introduce yourself to your State legislator and briefly talk about your concerns. | No organization member attended, or participated in, a community event. | An organization member attended a community event. | An organization member participated in a community event. | | |

Fidelity Measure for Getting to Know Your State Legislators

| Core Activity | Rationale | Missing 0 | Weak Fidelity 1 | Strong Fidelity 3 | Comments <i>(Use this space to indicate why a core activity was not appropriate for your community or why the highest implementation level was not possible.)</i> | Rating |
|---|---|--|--------------------|--|--|---------|
| Place elected officials on the mailing list for organization newsletters and other means of communication. (1-A) | Distributing organization newsletters and other means of communication, is a good way to educate them about the work of the organization. | Elected officials were not added to the organization's mailing list. | | Elected officials were added to the organization's mailing list. | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| Additional Core Activities - Please describe and provide potential fidelity measure scores: (1-A) | | | | | | |
| Sources: National Highway Traffic Safety Administration, U.S. Department of Transportation. (2001). Community How to Guide On Public Policy (Rep. No. DOT HS 809 209). National Highway Traffic Safety Administration, U.S. Department of Transportation. | | | | | | #DIV/0! |