



RESPONSIBLE ALCOHOL MERCHANT AWARDS

IMPLEMENTATION TOOLKIT
JULY 2012

Table of Contents

Dog House Analogy	7
Sample Environmental Prevention Action Projects	11
Sample FNL Action Project Ideas	13
Emerald Cove Capacity Building Exercise	15
Emerald Cove Elementary School Scenario	16
Environmental Prevention Brainstorming	17
RAMA Overview	19
Underage Drinking in California The Facts	23
Shared Vision	25
RAMA Lingo Bingo: Terms to Know	29
RAMA Lingo Bingo: Slips	31
Brainstorming: How Do Youth Access Alcohol?	41
Connecting with Law Enforcement	42
Letter to ABC	43
Letter to Law Enforcement	44
Success Spotlight! Real Life Stories From Youth In Action	46
Analyzing and Using Data - Cookie Evaluation	48
Laws and Best Practices	51
An Alcohol Merchant Guide Best Practices	53
Laws and Policies: An Alcohol Merchant’s Guide	56
Data Collection Methods	62
Data Collection Methods Handout	63
Data Collection Methods Handout Answer Sheet	64
Breaking it Down: What Do You Want to Know?	66
What-Who-Where?	69
Choosing a Method	72
Practicing Your Methods	73
Finding Your Alcohol Outlets	74
Alcohol Outlet Mapping	76
Alcohol Density and Youth Aged 15 – 19 City of Santa Cruz	77
Understanding Your “Environment” Walking Tour	78
Youth Access Survey	80
A Closer Look At Your Data	83
DATA Points to RAMA	85
Brainstorming RAMA Action	88
RAMA IN A DAY - Youth Training Overview	90

RAMA Individual and Group Skill Achievement Reflection Chart	92
RAMA SKILL REFLECTION ACTIVITY	93
Creating your RAMA Timeline	94
Design a Store	95
Reviewing The Tools: Phone Bank and Awards	97
RAMA Mock Interview- Practice Skills	99
Merchant Letter	102
Merchant Phone Calls	104
Interview Sign-Out Sheet	106
RAMA Store interview	108
RAMA Press Release Informing the Community of Your Action	113
Law Enforcement Review of Winners	115
Announcing RAMA Winners	116
RAMA Non-Winners Letter Next Steps	118
Working With Law Enforcement Compliance Checks and Next Steps	124
Review and Post Evaluation	125
Individual and Group Skills	128
Award Delivery & Merchant Evaluation	130
Next Steps For Non-Winners	131
Tracking Winners over Time	132
Count Me In Campaign	134
Interview Sign Out In Sheet	135
Corporate Headquarter Numbers	136
Merchant Call Sheet	137
RAMA Youth Participant Info Form	138
Phone Bank Template Master	139
Off Sale Premise Inspection Sheet	140
Merchant Letter - Benefits of RAMA	141
Best Practices: An Alcohol Merchant Guide	142
Laws and Policies: An Alcohol Merchant's Guide	144
Model Store Policies	148
ABC Incident Log ABC 607	149
How To Use Store Design to Reduce Shoplifting	150
ABC Quick Summary of Selected Laws.....	151

RAMA Tool Kit Table of Contents					
Category and Activity	Minutes	6 Weeks - 1-2 Stores	4 Months 10-20 Stores	6.5 Months 50-100 Stores	Page Number
Tips and Tricks					
What is RAMA?					
RAMA Powerpoint					
Capacity Building					
Mile 1. Get Your Group Together					
Tips and Tricks					
1. Dog House Analogy	30				
2. Emerald Cove	30				
Mile 2. Create Your Vision					
3. RAMA Overview	30				
3a. Cost of Underage Drinking					
4. Shared Vision	1*				
5. Media Literacy and Advertising	60				
6. RAMA Lingo Bingo - Terms to Know	30				
6a. RAMA Lingo Bingo Slips and Cards					
Assessment					
Mile 3. Look Around Your Environment					
Tips and Tricks					
7. Brainstorming: How Do Youth Access Alcohol?	30				
8. Connecting With Law Enforcement	30				
8a. Letter to ABC					
8b. Letter to Law Enforcement					
Mile 4. Learn About Youth Led Change					
9. Success Spotlight! Real Life Stories From Youth In Action	30				
Mile 5. Build Research Skills					
10. Analyzing and Using Data - Cookie Evaluation	30				
11. Laws and Best Practices	30				
11a. Best Practices Alcohol Merchant Guide					
11b. Laws and Policies Alcohol Merchant Guide					
12. Data Collection Methods	30				
Mile 6. Do Research					
13. Breaking It Down – What We Want to Know	30				
14. Finding Your Alcohol Outlets	60				
15. Alcohol Outlet Mapping	60				
15a. Alcohol Outlet Density Map - Santa Cruz					
16. Understanding Your Environment Walking Tour	60				
17. Youth Access Survey	30				
Mile 7. Use Data For Action					
18. A Closer Look at Your Data	1*				

Mile 8. Choose A Solution					
19. Data Points to RAMA	15				
Planning					
Mile 9. Make A Plan					
Tips and Tricks					
20. Brainstorming RAMA Action	60				
21. RAMA In A Day- Youth Training Overview	60				
21a. RAMA In A Day -Pre Skill Assessment					
22. Creating Your RAMA Timeline	60				
23. Design A Store	30				
24. Reviewing The Tools - Phone Bank and Awards	30				
25. RAMA Mock Interviews	60				
Implementation					
Mile 10. Implement Your Plan					
Tips and Tricks					
26. Merchant Letter	30				
27. Merchant Phone Calls	30				
28. Interview Sign Out Sheet	30				
29. RAMA Store Interviews/Count Me In Campaign	30				
30. RAMA Rress Release Informing the Community of Your Actio	30				
31. Law Enforcement Review of Winners	30				
32. Announcing RAMA Winners	30				
32a. Merchant Winners Ad					
33. Non-Winners Letter - Next Steps	30				
33a. Non- Winners Letter - Lee Law Violation Sample					
33b. Non-Winner Letter - Store Sold Sample					
34. Winners Press Release Sample	30				
Evaluation and Reflection					
Mile 11. Evaluating and Reflecting On Your Work					
Tips and Tricks					
35. Working with Law Enforcement Compliance Checks and Nex	30				
36. RAMA Review and Post Evaluation	60				
36a. RAMA Individual and Group Skills					
37. RAMA Awards Distribution/Merchant Evaluation Survey	60				
38. Next Steps for Non-Winners	60				
39. Tracking Winners Over Time	30				
Appendix					
1. Merchant Count Me In					
2. Interview Sign Out Sheet					
3.RAMA Corporate Headquarters Numbers					
4. Merchant Call Sheets					
5. Youth ParticipantInformation Form					
6. Phone Bank Template/Master Call Sheet					

Mile 1

**CAPACITY
BUILDING**

Tips and Tricks

Key Steps:

Be sure you understand environmental prevention strategies. RAMA is about building the skills of individual merchants to insure they are following the local and state laws. Law enforcement Compliance Checks are key to the process. The education component alone – targeting the individual store will not lead to sustainable change.

Understand how alcohol advertising promotes use and a sense of fun. It is not about telling youth not to drink but about showing them how they are targeted by the alcohol industry.

Have some fun with Lingo Bingo and learn the language, terms and players involved in RAMA and their roles.

Ideas:

Use the Roadmap or the Environmental Prevention Toolkit available from CFNLP to expand upon the environmental prevention training component.

Don't Forget:

Environmental Prevention Strategies can create sustainable long term change in a community that will increase the community's health and safety. By limiting youth access to alcohol through merchants, we contribute to decreasing ease of access which prevention science shows is a key to impacting underage drinking.

Dog House Analogy

Purpose:

This activity introduces the public health model and the concept that problematic issues have multiple factors and involve multiple solutions and approaches. The goal is for participants to understand the “environment” as a key factor that contributes to the problem and can be a solution.

Material:

Flipchart
Markers

Time Needed:

20 to 30 minutes

Suggested Steps:

Example Analogy:

- 1) Preparation: Review public health triangle concept enough to be familiar with presenting environmental and agent factors (see What Does Environmental Prevention Look Like? on page 4-6). Draw a picture of a dog and doghouse (see template).
- 2) First ask the group to give the dog a name. Facilitate the introduction of a dialogue in which you describe that this dog has fleas, and as a group you will identify ways to address this issue. Use the following questions:
 - » What is the problem? (The dog has fleas)
 - » Is the dog the problem? (No; Restate that the dog having fleas is the problem)
 - » What can we do about the problem?
- 3) Facilitate the group as they brainstorm solutions. Encourage people to think of all possible solutions. As participants brainstorm, plot answers in individual (dog), agent (fleas), and environmental (dog house or yard) solution groupings around the dog house (see example below). Participants will brainstorm ideas, such as give the dog a bath, spray the fleas, clean the house, get a flea collar, apply flea repellent medicine, give other animals a bath, spray the yard. Use the following questions to stimulate the process:
 - » What would happen if we only gave the dog a bath and then took him or her outside again?
 - » Should just one of these options be used?
- 4) Once students have brainstormed a list, explain that you’ve placed the solutions in three different groups: the dog, the fleas and the environment.
- 5) Connect the three grouping areas into the public health model triangle and introduce the public health model. Explain the difference between agent and environmental factors. Emphasize the importance of using multiple solutions to address the issue in order to be effective.
 - » Individual Prevention: focuses on changing the Individual/Host
 - » Environmental Prevention: focuses on changing the Agent and Environment

Key Message: The importance of using multiple solutions to effectively address the issue. We can’t just focus on one corner of the triangle or else the problem will keep coming back. We need to look at all three areas of the triangle.

Practice with an Example:

1) Now, apply to RAMA. Depending on the experience of the group, use examples ranging from the simple and concrete to the multifaceted. Choose a problem. Possibilities include:

- » Friends who get beer from parents' fridge after school
- » Observing students smoking at lunch behind the school
- » Underage binge drinking
- » Youth who get alcohol from retail outlets (stores, restaurants, etc)
- » Traffic crashes due to distracted driving

When discussing an alcohol, tobacco, and other drug use issues, identify and explain the following environmental and agent factors:

Environmental Factors include:

- » Settings: situations where alcohol, tobacco, or other drug use (or other specific behavior) occurs.
- » Availability: the ways and places where people can get the agent (i.e. alcohol, tobacco, or drugs).
- » Promotion: the ways in which product use is encouraged through media messages and community norms.

Agent Factors refer to the product and how it is:

- » Made: the amount of alcohol, nicotine, or other additives that are allowed in a product.
- » Packaged: the design of a product's packaging.
- » Labeled: the list of ingredients, the warning labels, etc.
- » Priced: the cost of a product.

The Dog

Strategies you would utilize on the dog.

- ✓ Shave the dog
- ✓ Get a new dog
- ✓ Isolate the dog



The Fleas

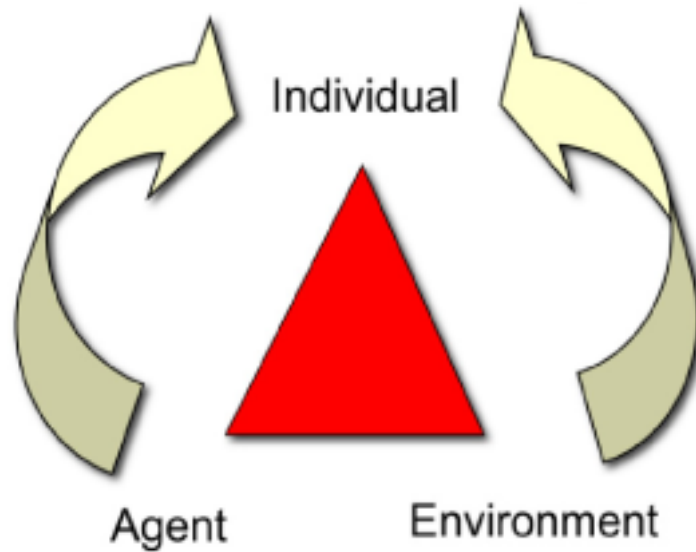
Strategies you would utilize on the fleas.

- ✓ Kill the fleas!
- ✓ Buy a flea collar
- ✓ Pick the fleas off the dog

Yard/Doghouse

Strategies you would utilize on the “environment.”

- ✓ Fumigate the dog house
- ✓ Get a new house



Individual Prevention:

Focuses on changing the **Individual/Host**

Environmental Prevention:

Focuses on changing the **Agent and Environment**

Sample Environmental Prevention Action Projects:

Check out the following ways to take action with environmental prevention. These examples focus on learning about and addressing factors in the environment (norms, media messages, policies or access and availability) and are called “environmental prevention efforts or strategies.” They are also more than a one-time event or activity. This isn’t an exhaustive list, just some ideas to get you started.

Store Makeover:

Promote a campaign or project to partner with a local alcohol merchant to move alcohol products and advertising away from common store products that kids and teens like to buy. Partner with them to replace alcohol ads and signs with art created by community residents. *Note: you can also use this project to focus on increasing healthy food options in stores or bringing in vendors or farmers to sell fresh, nutritious food at affordable prices.*

Store Sales Project:

Research with local teens where teens are able to get alcohol. Work with identified storeowners to change practices to make it more difficult for teens to buy alcohol or have others buy for them. Promote proper signage, training for employees, and responsible selling practices.

Responsible Merchant Awards:

Conduct a merchant awards program for stores that do their best to prevent sales of alcohol to teens or to adults who are selling back to teens (shoulder-tapping). Develop your criteria for the awards and create observation forms to take notes about the store environment or interview the store manager or owner directly. Promote your awards in the media.

Alcohol outlet mapping:

Map how many alcohol outlets there are in your community either with a cool computer system called Geographic Information Systems, or by hitting the streets with your team. See how close stores are to schools or other places youth hang out, and examine any patterns you may start to see. You can get a list of outlets in certain counties or zip codes from the California Alcohol Beverage Control website. Be sure to come up with some ideas for solutions to the problems you discover.

Alcoholic Energy Drink Campaign:

Since 2006, the alcohol industry has spent billions on grassroots advertising to promote the mixing of alcohol and energy drinks. Alcoholic energy drinks are a major risk factor for binge drinking behavior. These drinks are designed for quick consumption. Conduct store surveys to find out about the presence, placement, price, and advertising of alcoholic energy drinks in your community. Host a community meeting to present your findings and discuss solutions to this issue. Engage merchants to move alcoholic energy drinks away from non-alcoholic beverages and reduce advertising of these products in stores.

Store Activism:

This project focuses on two California policies. The first, called the “Lee Law,” allows no more than 33% of a storefront’s windows to be covered by any type of sign or advertising. The store activism campaign allows your group to assess and decrease alcohol and tobacco advertising in your local stores, paying particular attention to the placement of advertising, promotional items, and displays.

Documentary on the Industry

Create a local video with your youth about how the alcohol industries target your community (or specific groups within your community). Show your documentary at a community meeting or host a preview night inviting residents, community members, and others to share the video and encourage storeowners to participate in a store makeover.

Take Back our Holidays/Culture:

Across the country, communities are receiving unwanted attention from the alcohol industry. Alcohol companies know that if they equate holidays or celebrations with drinking alcohol, they sell more of their products. Hands Off Our Holidays educates groups about the advertising and marketing practices of the alcohol industry and gives chapters tools and projects to counter industry efforts in their own communities.

Special Event Practices and Permits for Community Events and Festivals:

How is alcohol sold and promoted at local events in your community? Promote responsible alcohol sales and training with event organizers so that events are a fun, safe, and healthy place to be for all attendees. Promote events to be alcohol free or follow regular training protocols for sales of alcohol. Minimize alcohol advertising and promotion at these events.

Parent Partner Campaign:

Host or attend a series of meetings with parents to discuss what they can do to reduce youth access to alcohol. Come up with solutions and gain commitment and follow-through from individual parents and groups of parents to take a stand against underage drinking. Promote your efforts and resulting solutions in the media and get the word out!

Social Host Advocacy:

Advocate for or promote social hosting liability laws that hold parents accountable for being a host to underage parties that are unsafe and unhealthy. Develop a campaign to get the word out through media, posters, and presentations.

Tobacco and Hollywood Campaign

Get your local policy and decision makers to endorse the effort that movies that portray smoking receive a "R" rating. Get your local theater to run anti-smoking ads or public service announcements during the preview session of the movie.

Smoke Free Events and Venues

Work with event organizers, parks and recreation department, or your elected officials, to establish smoke-free community events. Include community fairs, public parks, parades, concerts, ski-lift lines, art walks, holiday festivals, sporting events, youth sports complexes, etc. Over 500 communities in California have established smoke-free events. There are no safe levels of secondhand smoke. Smoke-free environments prevent youth from lighting up (Consider that over 38,000 California youth become smokers every year).

Traffic Safety Campaign

Yes, traffic safety campaigns can be environmental in focus! Your campaign or project can focus on addressing environmental factors that impact traffic safety. You may choose to work toward creating a new crosswalk, installing a new traffic camera, creating a bicycle lane or pedestrian path. All of these tactics address changes to the environment that promote traffic and/or pedestrian safety.

Create Your Own!

Be sure that the solution you are working toward targets the environment and not the individual.

Sample FNL Action Project Ideas:

Check out these youth-initiated project summaries that allow chapters take action around issues in their schools or communities. This is not an exhaustive list, just some ideas to get you thinking. However, before choosing from this menu, figure out what the issues in your community are by first collecting some information.

Positive Social Norms campaign

Do students generally think “everybody drinks?” Find out what the real youth perceptions are about youth drinking (or other youth health issue). It often turns out that youth perceptions are significantly higher than the reality. So, promote the positive behaviors you want to encourage through catchy campaign slogans, Youtube videos, presentations, school events, palm cards or other creative messaging to get the real facts out.

Every 15 Minutes and Beyond

You may host an Every 15 Minutes event on your school campus each year. Now take it to another level. Get folks together to discuss what can be done “beyond” this event. What type of follow-up is needed? How can this message be carried throughout the year? Maybe you want to implement a social norms campaign, conduct a Townhall meeting, or promote this message during prom. Just be sure your efforts take this big event beyond one day and get others involved!

Alcohol Education and Prevention campaigns

Promote prevention messages to students around high visibility school events like prom, New Years, Homecoming, Red Ribbon Week, etc. Include facts about alcohol and/or the alcohol industry.

Traffic Safety Campaign

Promote and educate students on your campus about teen driving safety. Create posters, hold a press conference or rally, work with law enforcement to enhance traffic safety messages. Whether your issue is to encourage folks to buckle up or reduce distracted driving (texting!), get your message out there and get others involved.

Betting on our Future Project

Develop youth-led multi-media presentations and projects to raise awareness about the risks associated with problem gambling in your community. These may highlight easily accessible online gambling, cultural aspects of gambling, sports betting, connection between alcohol and gambling, gambling and families, etc. Show your production to classes, in a school assembly, or get a local theater to run your piece during movie previews.

Healthy Empowered Youth!

Promote healthy eating among students at your school by conducting fun and educational activities on campus. Try out healthy eating taste-tests during school lunch; make palm cards promoting healthy foods; hold a water bottle design contest, or find other creative methods of promoting healthy choices and eating.

Start or Promote a Farm Stand or Farmer’s Market

Want to increase access to healthy foods in your school or community? Work with local farmers or food vendors to sell their food to the community at an affordable price. Farm stands allow local farmers to sell their produce directly to consumers. They are held in locations throughout the community one or two times a week or during a certain part of the year. It’s a great way to bring healthy fruits and veggies to your school or community. Farm stands can be placed outside of schools during or after school hours, outside parks and recreation buildings, in parking lots, near hospitals, etc.

Safe Routes to School – Walk and Roll to School!

Encourage student physical activity and exercise by promoting walking or bicycling to school instead of driving. Work with your school to create a Walk and Roll to School Week or Month. Get teachers, staff and parents to join in the effort. Identify facility needs that make walking and biking to school easy and safe for students, parents and staff. More bike racks? Hazard-free pathways and sidewalks? Free bike locks?

Healthy Multicultural Family Cookbook Project

Promote healthy eating among students and families by creating a community cookbook project. As a group, get educated on healthy eating and nutrition and then seek out recipes that are healthy and unique to families, ethnicities or cultures that make up your school population. Compile these into a cookbook for printing. Sell it as a fundraiser or distribute it at parent nights or other school events where families are present.

Family Meals Campaign

Promote and provide education to the community and/or school about the benefits of eating meals together. Research shows that family meal time increase youth protective factors so youth are less likely to engage in alcohol, tobacco or other drugs. Create educational material, posters, develop public service announcements or provide tips and recipes to parents to encourage family meal time.

Emerald Cove Capacity Building Exercise

Preparation:

Copy Emerald Cove Story and Discussion Guide for each person

Suggested Steps:

1. Activity Instruction: Pass out the Emerald Cove Elementary School Story Handouts to all members and say to the group: “Before we get started on this activity I want to let you know that you do not need to worry about the numbers that are read aloud. We will not need to do math in this activity, the numbers are only mentioned so that we can understand what is going on at the school”
2. Ask for volunteers to read each paragraph of the story.
3. Now break members into groups of 3 – 5 people. If you have a very large chapter you can make the groups larger (up to 8 people or so).
4. Review the rules of the discussion guide: Say to the group:
“Your group will now have 20 minutes to work together on this handout. At the end of 15 minutes the group leaders will share the Environmental Prevention Triangle they identified and their five best strategies for reducing fights and injuries.
5. Facilitator should read:
“Pick a group leader and a scribe to take notes. The group leader will help lead the discussion and will report back to the large group the 5 best ideas and/or strategies they came up with to reduce the amount of fights and injuries.”
6. Tell the group if they get stuck to raise their hand so that the I can help you out.” (Advisor, Liaison and Facilitator should move around between the groups during this activity to assist groups as needed.)
7. The facilitator should make sure that groups are given a “Ten minutes are left,” and a “Five minutes are left,” warning.
8. At the end of twenty minutes, the facilitator should ask each group leader to present the Environmental Prevention Triangle they chose to focus on and their five best strategies to reduce fights and injuries.
9. (If there is enough time left, please pick a scribe and then tell the group: “Now that we have heard from every group let’s see if we can reach a consensus on the five strategies they feel would be most effective in reducing fights and injuries.”

“Before we start discussing the strategies already mentioned, does anyone have any new strategies or modified strategies they have thought about and would like to share?” (Scribe should list any new or modified strategies. Facilitator can now guide the group in discussing and selecting the five strategies they feel would reduce the amounts of fights and injuries on campus.

Emerald Cove Elementary School Scenario

Emerald Cove Elementary School has only been open for one year. During the first year that it was open there were 200 students. The school is located in a city, so there is not a lot of land for kids to play on like soccer fields or baseball diamonds. During recess the students either played on the playground equipment, or the blacktop (hopscotch, 4 square, or basketball).

Each classroom received 4 red bouncy balls and 2 basketballs at the beginning of the year for the entire school year. There were always 2 yard supervisors and 2 teachers wandering the campus during breaks and lunchtime to make sure students were safe and getting along. **At the end of the last school year, there were a total of 5 fights and 14 playground or blacktop injuries that occurred during recess and lunch.**

It is now the second week of the second year the school has been open. Over the summer, lots of changes occurred at the school. The large office building next door was knocked down and the school purchased the property so they could have more room for the students to run around during P.E. and breaks. There is now a large empty dirt lot (the size of three soccer fields) where the building used to be. This year there are 400 students at the school and many more new teachers.

This year, during lunch the students can either go to the playground, blacktop or the new empty dirt lot next door. A local church donated 300 different types of balls (red bouncy balls, basketballs, soccer balls, and softballs), and 30 aluminum bats. This year, all of the balls and bats are stored in 3 large containers in the middle of the blacktop. There are still 2 yard supervisors and 2 teachers wandering around the campus during breaks and lunchtime to make sure students are safe.

This year during the first week of school there were ten fights and 20 injuries during recess. Most of the injuries occurred on the empty lot. Most of the fights occurred at the empty lot and around the large containers that the balls and bats are stored in. **What strategies have you thought about and would like to share?"** (Scribe should list any new or modified strategies. Facilitator can now guide the group in discussing and selecting the five strategies they feel would reduce the amounts of fights and injuries on campus.

Environmental Prevention Brainstorming Emerald Cove

In your small group, please:

1. Pick a group leader and a scribe to take notes. The group leader will help lead the discussion and will report back to the large group the 5 best ideas and/or strategies they came up with to reduce the amount of fights and injuries.
2. Identify at least one Environmental Prevention Triangle (host, agent, and environment) from the scenario above. (Scribe should write down the triangle(s).)
3. If your group identified more than one Triangle, please select only one for the next steps.
4. Please brainstorm some ideas and strategies about what could be done to reduce the amount of fights and injuries. (Scribe should write all ideas down.)

Suggestions:

- » Think about what your own elementary school campus looked like during recess and break:
 - » Where were the balls stored?
 - » What made the playing fields different than a dirt lot?
 - » What kinds of rules and procedures were in place to keep everyone safe?
 - » Don't be afraid to think outside box and come up with a brand new idea.
 - » Is there anyone else at the school or in the community that could help out during lunch and recess?
 - » Do all 400 kids need to have recess and lunch at the same time?
5. Now talk about which strategies you think would make the biggest difference.
 6. Groups should now pick their five best strategies. (Scribe can circle them on the sheet, or if a new idea has emerged the scribe can write that down now.)

Mile 2

**CREATE YOUR
VISION**

RAMA Overview

Purpose:

To understand what the Responsible Alcohol Merchants Awards are and how youth can play a key role in reducing youth access to alcohol from retail outlets.

Material:

RAMA Overview Sheet
Chart Paper
Markers

Prepare chart sheets with the heading California Problem and the three problem statements below.

California Problem-

1. Youth under 21 drank 17.5% of all alcohol sold in CA = \$3,352 million in sales.
2. This = \$1,641 million in profits to the alcohol industry.
3. This cost California \$5,196.7 Million in Youth Violence

Add the heading Local Problem and leave a blank space for the group to fill in the local problems.

Statewide problem

1)

2)

Local problem

1)

2)

Suggested Steps:

1. Ask the group to read each problem statement and discuss your reaction to the facts.

Ask the group:

“Does the information surprise you? Why or why not?”

- » Youth under 21 drank 17.5% of all alcohol sold in CA = \$3,352 million in sales.
- » This = \$1,641 million in profits to the alcohol industry.
- » This cost California \$5,196.7 Million in Youth Violence

2. As a group discusses what underage drinking looks like in your community. Ask the group, “What are the local problems?”, “Do youth get alcohol from Local Retail Stores?”, “What can youth do about this?”

Chart the responses.

3. Pass out the RAMA, Responsible Alcohol Merchant Awards Overview Sheet. Divide the group into teams and have each team take one of the sections. Explain that the group should read the section they are assigned and then report out the information to the group.

- » What is RAMA?
- » Reason to use RAMA
- » When do you use RAMA?
- » Where do you do RAMA and Who Can Use It?
- » Why should you use RAMA?

4. Ask the group: “Do you think we should do a Responsible Alcohol Merchant Awards Program in our community?”

5. If the group is interested, select youth leaders who will work with your adult partner to read through the RAMA toolkit and begin changing your community.

What is RAMA?

RAMA is a great way to recognize alcohol merchants who actively work to make sure youth do not get alcohol from their stores and who follow state and local laws about alcohol sales.

It is used as a tool to improve store practices, policies and procedures. RAMA is an environmental prevention project that reduces youth access to alcohol. It is a positive way to improve the health and safety of your community.

RAMA can be done with a few stores in your neighborhood or close to your school or through the entire county. You choose how many stores will participate, when and where you implement it, who will participate, and you can make an impact whether your group is large or small.

Reasons to use RAMA?

Use RAMA to:

To help store owners and managers understand the role they play in underage drinking in the community;

Decrease retail access of alcohol to minors through sales, theft, and shoulder tapping;
Inspire retailer responsibility for the wellbeing of the community.

When do you use RAMA?

Data can tell you if RAMA is the right strategy for you. If youth are getting alcohol from stores you can use RAMA to address this problem. You can find out this information from:

- » Stories you hear from other youth, information you know from friends or family who have gotten alcohol from stores;
- » Youth Access surveys that ask youth where they get alcohol;
- » Law Enforcement Compliance check data where, under law enforcement surveillance, a youth (decoy) is able to purchase alcohol from a clerk;
- » Shoulder Tapping is occurring outside of stores and is observed by others or is identified as part of a law enforcement operation.

Where do you do RAMA?

Again look at your data. Is this a problem in a specific area of the community or is it an issue throughout the Community?

RAMA can be used:

- » In a small target area of your community such as in a neighborhood close to a school;
- » In the entire town or city;
- » Throughout your county.

Who can use RAMA?

RAMA is designed for middle and high school age youth. Think about the skills you will need to build such as planning and public speaking and be sure to set up practice sessions on how to call and contact merchants, and practice your skills through mock interviews. Pair youth up or go as a team so you can support each other. Share the interview process so no one feels overwhelmed.

Why should you use RAMA?

RAMA helps you build a relationship with local stores and let them know they are important and valuable to the community. You will be looked at as resources in the community and help to make long lasting change that will make your community safer and healthier;

Work with law enforcement and ask them to do Compliance Checks. At a Compliance Check, law enforcement and a young person go into a store and the youth tries to purchase alcohol. The youth hands the clerk their real ID and gives them their real age if asked. The goal is to have the merchant use the skills you have just reminded them of through RAMA and refuse to sell to the youth. This is a way to measure:

- » A decrease in youth access to alcohol through Retailers;
- » An increase in compliance with local conditions and State Law;
- » A decrease in underage drinking.

RAMA benefits the youth, merchants and community.

YOUTH build their skills in data gathering, understanding data, project planning, communication, and public speaking. It is a great way to build strong relationships with local stores and increase the visibility of young people as change agents in the community.

MERCHANTS take an active role in reducing youth access to alcohol, get business recognition, build the skills and capacity of their clerks, and reinforce their values as responsible vendors in the community. Merchants benefit from a decrease in alcohol theft, shoulder tapping and violence. Youth and adults respond positively to a store that takes their job seriously and it results in increased business to the store.

COMMUNITY benefits are both immediate and long lasting. Locals will see a more inviting store and feel safer and more confident in shopping there. Prevention Science has proven that by limiting youth access to alcohol you will also reduce underage drinking and its consequences including drinking and driving crashes, violence and alcohol poisoning. Increasing the health and safety of the community benefits all of us.

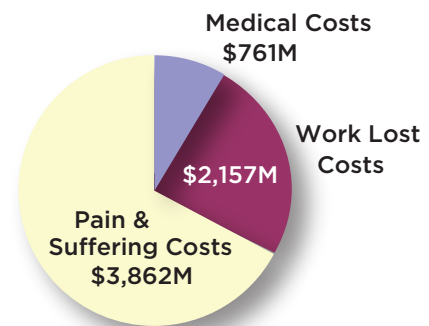
Underage Drinking in California

The Facts

Tragic health, social, and economic problems result from the use of alcohol by youth. Underage drinking is a causal factor in a host of serious problems, including homicide, suicide, traumatic injury, drowning, burns, violent and property crime, high risk sex, fetal alcohol syndrome, alcohol poisoning, and need for treatment for alcohol abuse and dependence.

Problems and Costs Associated with Underage Drinking in California

Underage drinking cost the citizens of California \$6.8 billion in 2010. These costs include medical care, work loss, and pain and suffering associated with the multiple problems resulting from the use of alcohol by youth.¹ This translates to a cost of \$1,811 per year for each youth in the State or \$3.05 per drink consumed underage. Excluding pain and suffering from these costs, the direct costs of underage drinking incurred through medical care and loss of work cost California \$2,918 million each year or \$1.31 per drink. In contrast, a drink in California retails for \$1.51.



Total: \$6.8 billion

Costs of Underage Drinking by Problem, California, 2010 \$

Youth violence (homicide, suicide, aggravated assault) and traffic crashes attributable to alcohol use by underage youth in California represent the largest costs for the State. However, a host of other problems contribute substantially to the overall cost. Among teen mothers, fetal alcohol syndrome (FAS) alone costs California \$152 million. Young people who begin drinking before age 15 are four times more likely to develop alcohol dependence and are two and a half times more likely to become abusers of alcohol than those who begin drinking at age 21.² In 2009, 7,240 youth 12- 20 years old were admitted for alcohol treatment in California, accounting for 17% of all treatment admissions for alcohol abuse in the state.³

Problem	Total Costs (in millions)
Youth Violence	\$3,754.5
Youth Traffic Crashes	\$1,136.0
High-Risk Sex, Ages 14-20	\$553.1
Youth Property Crime	\$606.8
Youth Injury	\$188.2
Poisonings and Psychoses	\$83.9
FAS Among Mothers Age 15-20	\$151.5
Youth Alcohol Treatment	\$305.3

Alcohol Consumption by Youth in California

Underage drinking is widespread in California. Approximately 1,372,000 underage customers in California drink each year. In 2007-2009, California students in grades 9-12 reported: 4 • 56.6% had at least one drink of alcohol on one or more days during their life.

- » 19.9% had their first drink of alcohol, other than a few sips, before age 13.
- » 34.0% had at least one drink of alcohol on one or more occasion in the past 30 days.
- » 21.0% had five or more drinks of alcohol in a row (binge drinking) in the past 30 days.
- » 7.5% had at least one drink of alcohol on school property in the past 30 days.

In 2009, underage customers consumed 17.5% of all alcohol sold in California, totaling \$3,352 million in sales (in 2010 dollars). These sales provided profits of \$1,641 million to the alcohol industry.¹ Ranking states based on the percentage of alcohol consumed underage, with 1 the highest, California ranked number 33. This percentage is affected by both adult and youth drinking levels. Annual sales of alcohol consumed by youth in California averaged \$2,443 per underage customer. Underage customers were heavier consumers than adults.

Harm Associated with Underage Drinking in California

Underage drinking in California leads to substantial harm due to traffic crashes, violent crime, property crime, unintentional injury, and risky sex.

- » During 2009, an estimated 141 traffic fatalities and 7,552 nonfatal traffic injuries were attributable to driving after underage drinking.
- » In 2009, an estimated 239 homicides; 114,500 nonfatal violent crimes such as rape, robbery and assault; and 179,000 property crimes including burglary, larceny, and car theft were attributable to underage drinking.
- » In 2007, an estimated 28 alcohol involved fatal burns, drownings, and suicides were attributable to underage drinking.
- » In 2009, an estimated 2,820 teen pregnancies and 115,282 teens having risky sex were attributable to underage drinking.

For comparison with other states, in US rather than state prices, the harm from underage drinking per youth in California averages \$915. Such comparisons require caution. In part, they may reflect differences in crime and crash rates, problem-reporting to police, and co-occurring drug use. Produced by the Pacific Institute for Research and Evaluation (PIRE) with funding from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), September 2011.

Shared Vision

Purpose:

To assist in the development of an overall shared vision, which will guide the goals and objectives, timeline, and responsibilities of the Chapter.

Materials:

Several stacks of post-its in 3 different colors
Flipchart paper
Markers
Pens

Suggested Steps:

1) Introduce this activity by defining shared vision as the big picture, or your dream. Discuss the importance of having a shared vision in:
Setting personal, group, and community goals
Revisiting existing goals for shifts, changes, reframing
Making sure that everyone gets to own the direction of the group

2) Ask participants to think about their vision for:

- » themselves and their role in the RAMA project,
- » the Chapter/Team and how it will work together to implement RAMA,
- » the community impacted by RAMA. What will improve? Give examples.
- » Personal Vision = Good Interviewer
- » Team Vision = Relationship with local law enforcement
- » Community Vision = X Store will no longer sell to youth

Handout one color of post-its and give participants 2 minutes to quickly brainstorm all of their ideas, one idea per post-it. Make sure people are working quickly. Assure them that there are no wrong answers.

Next, ask participants to go around the circle and share one of their visions and set it in the circle. Do personal visions first, then group, then community. If someone has a vision similar to one already in the circle, have him or her set it down next to the similar one. Keep going around the circle, building clusters of themed visions, until everyone is done with all their post its. Then, select a name for each theme cluster. For example, “merchant education” might be a name for a cluster under the community section or “public speaking” might be a cluster under the personal vision.

3) Ask them to respond to the clusters. Continue steps 2 and 3 with the following:

Current Situation: Ask them about their current knowledge, experience, and understanding of the reality related to that vision. Be specific. For example, you may know a local merchant that cards all youth and young adults in their store. Write that down. Use the 2nd color. Use the 2nd color of post-it note, and repeat again with the 3rd color of post-it note.

Further Information: Ask what information, training, or experience they feel they need in order to move forward with the visions.

4) Finally, as a group, give each category an overall rating from 1 to 10 based on how comfortable they feel working toward achieving these visions:

1 = a large tension, very uncomfortable (big gap between the current situation and what further information we need to succeed).

10 = no tension, too comfortable (there is no gap, they could achieve this vision without much effort).

Ideally, you want to have a good balance of challenge and comfort (scores of 6 to 8).

5) Make decisions and priorities about your top visions for the group this year. What feels most important?

6) Debrief Closing: A few reflection questions:

How did folks feel about this process?

What was helpful? What was challenging?

What might you change?

What are the next steps for the group?

Purpose:

To show youth how the alcohol industry targets them and promotes binge drinking and youth use of alcohol. Alcohol ads from magazines

NOTE: Having a variety of ads will enhance the activity

Materials:

- Alcohol Ad's Break it Down Worksheet
- Advertising Techniques • Info Sheet
- Post Its
- Markers

Cut a variety of alcohol ads out of magazines or print from online. Find ads showing the following: famous or rich people; glamorous or sexy people; images of people having fun or suggesting fun or relaxation; "regular" folks; comparisons between products; and "natural" products promoted as healthy.

Copy the Alcohol Ad's Break it Down Worksheet - one per person

Copy the Advertising Techniques Info Sheet - one per person

Suggested Steps:

1. Ask the group to give 3 or 4 examples of alcohol ads that they are familiar with. Have them sing the jingle, or describe the ad to the rest of the group.
2. Ask "what makes you remember the ad?" Discuss if it is the song, the pictures, the animals, people or a combination?
3. Divide the group into 3-4 teams. Give each team, 10-12 ads, and post-its. Give each person the Advertising Techniques Info Sheet, and Alcohol Ad's Break-It Down Worksheet.
4. Tell the group:
"For the next 10 minutes we are going to use the Advertising Technique Info Sheet to try to figure out the technique used on each ad. Write the technique heading on a post it and try to place each ad under a heading. Select a spokesperson and each group will have one minute to share out:
Did you have an ad that fit each technique area?
What technique was used most in your ads"
5. Tell the group:
"Now as a team pick your favorite ad and Break-It Down by answering the questions on the Break-It Down Worksheet. You will have 20 minutes to complete the worksheets. Select a person on your team who will have two minutes to share what your group found out about the ad."
6. Ask each groups to share their ad and report out on:
What jumped out at you about this ad?
Who is the ad targeting?
What is the lifestyle or fantasy promoted?
Does the ad promote binge drinking or underage drinking? If it does, HOW?

ADVERTISING TECHNIQUES INFO SHEET

Testimonial: a famous person or someone who is supposed to have had great success with the product “testifies” about the product. (In reality, the person may not know anything about the product or even have used it! But, stats show that people are more likely to try something new because a famous or successful-looking person tells them to.)

Snob Appeal: The advertisement stresses that the product is the best and is costly. The idea is that it’s good because it is expensive. The message they are sending is that if you can afford this product, you have good taste and are probably rich.

Glamour / Sex Appeal: People in the ad are extremely good-looking and sexy. The idea is that if you buy this product, you will also be sexy and glamorous.

Having Fun: People using the product are having a great time, such as at a party or on a beach. Everyone is hanging out together looking happy. Sometimes they will only show one actor/ model (relaxing on a remote beach by themselves, or maybe they are riding a horse and watching the sunset), but usually they’ll show a couple or A LOT of people partying with the product prominently featured. The message behind the images = if you use this product you can have this much fun too.

Just Plain Folks: Ordinary people “just like you,” are shown using the product. This is similar to the testimonial technique - but instead of having a famous or successful person convince you to try the product, they think that you will trust these people because they are like you and your peers.

Comparison: The advertisement compares its product directly with another saying that their product is better in some way, such as flavor, price, or the amount of fun you will have.

Natural: The advertisement claims that there product is “natural,” in hopes that you think that nothing bad can or will happen since it is not artificial.

1. What do you notice FIRST? (What stands out when you first look at your advertisement?)

2. What information is given about the product?

3. What is shown as IMPORTANT in the image?

4. What is the lifestyle or fantasy that is promoted?

5. Who is the ad targeting? What age? Males or females? Anyone else?

6. What is the message of the advertisement?

RAMA LINGO BINGO: TERMS TO KNOW

Purpose:

This activity will help youth enhance their understanding of terms they will be hearing throughout the entire process

Materials:

- Pencils
- RAMA Bingo Card of RAMA.
- RAMA Bingo Slip
- answer sheet
- Bingo Markers
- Prizes

Preparation:

Print out enough RAMA Bingo cards for all youth. Facilitator should have an answer sheet to review definitions. All youth should have placeholders to keep track of which terms have already been called. RAMA Lingo bingo slips should be cut and placed in an envelope.

Suggested Steps:

- 1) Before beginning the game, the facilitator should pass out RAMA bingo cards and bingo markers to everyone in the room.
- 2) Say to the youth: "In a minute we will begin playing RAMA Lingo Bingo. For this activity, I will be calling out key terms from the envelope and you will be marking the terms off your bingo card. The first person to have a complete line filled vertically or horizontally must call out 'BINGO!'"
- 3) Say to the youth: "Once the person has called out 'BINGO', they will be challenged to define at least 3 terms on their winning 1.line. If the winner is unable to define 3 terms, then the game will continue until there is a new winner.
- 4) As a facilitator, encourage the youth to define 3 different terms for every round that's being played.
- 5) You also have the option of playing until the first line is filled.

RAMA Key Terms:

RAMA: Responsible Alcohol Merchant Award.

ABC: Alcohol Beverage Control. Merchants receive their liquor license through ABC.

Lee Law: Law requiring 33% or less of windows squared footage to be covered by any type of advertisements.

Loitering: Standing or waiting around outside of the store for no apparent reason.

Drug & Gang Paraphernalia: Items, which can be used for drugs and/or can be associated with gangs. (I.e. red or blue bandanas, miniature wire roses in glass tubing, pipes, scales, individual balloons, metal clips, etc.)

Shoulder tapping: The act in which an underage person asks someone who is 21 or over to purchase alcohol for them.

Phone Banking: Process in which youth come into the office and make phone calls to merchants in attempt to schedule a RAMA interview.

Merchant Interview/Evaluation: Interview is conducted by youth; they ask merchants questions regarding their store policies, floor plan, surveillance equipment, staff training, etc.

LEAD: License Education on Alcohol and Drugs. LEAD trainings are done through the ABC.

On Sale: Authorizes the sales of alcoholic beverages or wine, for consumption on the premises. Restaurants and hotels are an example of on sale outlets.

Off Sale: Authorizes the sale of alcoholic beverages or wine, but containers must remain closed and consumed off premises. Liquor store are an example of off sale outlets.

Count me in Campaign: Merchants pledge not to sell to minors.

Environmental Prevention: Ways we can change the environment (social, economic, physical, political and cultural settings) to reduce the likelihood of public health issues from occurring

Exemplary Merchant: Merchant complies with all requirements. Merchant has created a floor plan that clearly separates alcohol from other areas, required signs are posted, no banners or alcohol advertisements 3 feet or below, and staff has received excellent training regarding alcohol sales.

Regular Merchant: Merchant is on the right track to becoming exemplary and is Lee Law compliant; however, they don't comply with all requirements. (Ex. There might be alcohol ads located 3 feet or below.

Required Signs: Merchants must have the WE ID, and Pregnancy Warning signs posted.

Product: Item that is being sold.

Placement: Location where the Product is being placed for sales.

Price: The cost of the product.

Promotion: They ways in which product use is encouraged through media messages and community norms.

Merchant Letter: Letter that is mailed to the merchant, inviting them to participate in RAMA.

Merchant Store Survey: Section of the interview that focuses on the outside and inside of the store. This section of the evaluation does not require youth to meet with the merchant.

Community Involvement: To be active in what is going on in the community around you; to participate in events and know the members of your community (a FNL standard of practice).

Safe Environment: To feel physically and emotionally safe (a FNL standard of practice).

RAMA LINGO BINGO SLIPS

RAMA	ABC	Lee Law	Loitering
Drug & Gang Paraphernalia	Shoulder tapping	Safe Environment	Price
Merchant Interview/Evaluation	Community Involvement	Regular Merchant	Promotion
Off Sale	LEAD	Required Signs	Merchant Letter
Count me in Campaign	On Sale	Product	Merchant Store Survey
Exemplary Merchant	Environmental Prevention	Placement	Phone Banking

RAMA LINGO BINGO

B	I	N	G	O
RAMA	Lee Law	Community Involvement	LEAD	Loitering
ABC	Count me in Campaign	Placement	Promotion	Required Signs
Drug & Gang Paraphernalia	Product	Phone Banking	Shoulder tapping	Merchant Store Survey
Safe Environment	Exemplary Merchant	Merchant Letter	Regular Merchant	Price
On Sale	Merchant Interview/Evaluation	Off Sale	RAMA	Environmental Prevention

RAMA LINGO BINGO

B	I	N	G	O
ABC	RAMA	On Sale	Community Involvement	Count me in Campaign
Lee Law	Required Signs	Merchant Interview/Evaluation	Price	Loitering
LEAD	Drug & Gang Paraphernalia	Placement	Off Sale	Merchant Letter
Exemplary Merchant	Safe Environment	Promotion	Merchant Store Survey	Environmental Prevention
Shoulder tapping	Product	ABC	Regular Merchant	Phone Banking

RAMA LINGO BINGO

B	I	N	G	O
LEAD	On Sale	RAMA	Merchant Interview/Evaluation	Loitering
Lee Law	ABC	Drug & Gang Paraphernalia	Product	Community Involvement
Safe Environment	Exemplary Merchant	Price	Environmental Prevention	Phone Banking
Count me in Campaign	Off Sale	Required Signs	Promotion	Placement
Loitering	Shoulder tapping	Regular Merchant	Merchant Store Survey	Merchant Letter

RAMA LINGO BINGO

B	I	N	G	O
Safe Environment	LEAD	Count me in Campaign	RAMA	Exemplary Merchant
Community Involvement	Shoulder tapping	Environmental Prevention	Drug & Gang Paraphernalia	Loitering
Lee Law	ABC	Merchant Store Survey	Phone Banking	Regular Merchant
Merchant Interview/Evaluation	Drug & Gang Paraphernalia	Merchant Letter	Off Sale	Price
On Sale	Product	Placement	Promotion	Required Signs

RAMA LINGO BINGO

B	I	N	G	O
LEAD	On Sale	Regular Merchant	Count me in Campaign	RAMA
Exemplary Merchant	Community Involvement	Merchant Interview/Evaluation	Promotion	Merchant Letter
Required Signs	Merchant Store Survey	Off Sale	Drug & Gang Paraphernalia	Environmental Prevention
Lee Law	ABC	Phone Banking	LEAD	Loitering
Shoulder tapping	Safe Environment	Price	Placement	Product

RAMA LINGO BINGO

B	I	N	G	O
LEAD	Exemplary Merchant	On Sale	Shoulder tapping	Environmental Prevention
RAMA	Merchant Interview/Evaluation	Community Involvement	Product	Phone Banking
Safe Environment	Merchant Store Survey	Count me in Campaign	Regular Merchant	Promotion
Off Sale	Price	Placement	Drug & Gang Paraphernalia	Merchant Letter
Lee Law	ABC	Required Signs	Safe Environment	Loitering

RAMA LINGO BINGO

B	I	N	G	O
Safe Environment	Lee Law	ABC	On Sale	Drug & Gang Paraphernalia
LEAD	RAMA	Price	Community Involvement	Environmental Prevention
Merchant Interview/Evaluation	Count me in Campaign	Off Sale	Product	Merchant Store Survey
Regular Merchant	Phone Banking	Merchant Letter	Exemplary Merchant	Phone Banking
Shoulder tapping	Placement	Promotion	Loitering	Required Signs

Mile 3

**LOOK AROUND
YOUR ENVIRONMENT**

Tips and Tricks

Key Steps:

Assessment may seem boring and overwhelming but it is the foundation of a good project. Without assessment you will not be able to really know if the project you are planning will help you achieve the outcomes you desire. This section will guide you through assessment, building research skills, doing research and choosing a solution.

With RAMA, we want to decrease youth access to alcohol through retailers. But, if we don't do an assessment it may be we are working on something that we do not need or may not really be addressing the issues in our community.

Data will guide you through the assessment process. Sometimes it can be hard to get so we have provided you with a few tools to be able to gather it. Focus groups, surveys, past compliance check data, and interviews can help you get the information you will need.

Assessments can be a fun way to get to know one another and your community. You will be building great skills you will be able to use the rest of your life.

Don't Forget:

Always have your camera handy when doing assessment it will provide you with a PICTURE of your local condition and help you focus and get ready to take action!

BRAINSTORMING: HOW DO YOUTH ACCESS ALCOHOL

Purpose:

This activity will help brainstorm how youth gain access to Alcohol and what consequences already exist for youth.

Materials:

- Large Poster Paper
- Markers

Preparation:

Create an individual large poster paper for each of the headings (Who, What, When, Where, How). Hang up each poster around the room.

Suggested Steps:

- 1) Say to the group: "If you look around the room, you will notice that there is a poster titled who, what, when, where, why, and what. In a minute you will be asked to go around to each poster and brainstorm how you believe youth access alcohol.
 - a. Who do youth get alcohol from?
 - b. What do youth drink?
 - c. When do youth get alcohol?
 - d. Where do youth drink alcohol?
 - e. How are they accessing (getting) alcohol?
- 2) Say to the group: "You will have 15 minutes to brainstorm a minimum of 3 ideas per poster. Once you have finished brainstorming, we will have one person per poster report back the ideas everyone came up with."
- 3) Once the 15 minutes are over, ask the youth to pick a poster and share with the group the ideas they came up with.

Connecting with Law Enforcement

Purpose:

To inform ABC and Law Enforcement of your intent

To implement RAMA and request their assistance
In providing data and approval of selected merchants.

NOTE: This activity can be done to prepare a group for a in-person meeting or mailing a letter to law enforcement

Materials:

- Chart Paper
- Markers
- Sample Letters to ABC and Law Enforcement
- Envelope/Stamps

Preparation:

Copy Letters to Law Enforcement and ABC

Suggested Steps:

- 1) Ask the group to discuss why it might be important to have local Law Enforcement and Alcohol Beverage Control aware of the fact that they are going to implement RAMA.
- 2) Have the group brainstorm what should be included in a letter or face to face meeting with law enforcement and write the responses on chart paper.
- 3) Divide the group into 2 letter writing teams and a research team. Pass out the sample letters.
- 4) The letter writing teams will write a letter using the information in the charts to their assigned agency.
- 5) Provide the research team with the following information: Google local law enforcement and ABC:

Google California State Alcohol Beverage Control at www.abc.ca.gov and go the home page.

Click on district offices. Look at the map and find the office closest to your city. Check the column, counties served to be sure your county is listed. If not check another district office.

Write down the Primary contact for the district office and the phone number and address. Use this information to set up your appointment or send your letter.

Google your city or county law enforcement agency. Look up the Chief of Police or Sheriff and document their contact information like above.

- 6) Have the group determine if they should send letters to ABC and Local Law enforcement or set up appointments to meet with them in person.
- 7) Assign a person to follow through and set up meetings or type, print and mail the letters you have written. If you plan to meet in person identify the youth who will attend the meeting and determine how you will get there, and what roles you will play when discussing RAMA with them.

Letter to ABC

AGENCY
LOGO
HERE

AGENCY LETTERHEAD

County
FNL
LOGO

Department of Alcohol Beverage Control
(Insert Primary Contact)
(Insert District Office Address)

(Insert Date)

Dear (Primary Contact),

(Insert County Name) Friday Night Live wishes to request your support of a Responsible Alcohol Merchant Awards (RAMA) project. RAMA will recognize alcohol merchants who actively work to restrict alcohol sales to minors and are compliant with state and local beverage control regulations. We wish to request your assistance in reviewing our nominees to insure that we do not award a merchant who has had any violations in the past year.

RAMA is used as a tool to improve the store practices, policies and procedures. Friday Night Live will train local youth to provide outreach to merchants in our area that have a Type 20 or 21 alcohol license. The merchants will be invited to participate in our free program which has youth and an adult ally go out to the store to conduct an interview and an assessment to look at how the merchant is doing in restricting youth access to alcohol.

When youth feel that merchants are doing a good job and Alcohol Beverage Control concurs, that merchant will be recognized in the community as a Responsible Merchant. We will begin our outreach and interview process (insert date here). We would greatly appreciate ABC's assistance as it will help ensure that only merchants with clean records would receive recognition. If you have any questions please feel free to contact us at (insert phone and email contact here.)

Thank you in advance,
(Signature of Youth Contact)
(Type Youth Contact Name)

Letter to Law Enforcement

AGENCY
LOGO
HERE

AGENCY LETTERHEAD

County
FNL
LOGO

(Insert Local Law Enforcement Agency)
(Insert Chief of Police or Primary Contact)
(Insert District Office Address)

(Insert Date)

Dear (Primary Contact),

(Insert County Name) Friday Night Live wishes to request your support of a Responsible Alcohol Merchant Awards (RAMA) project. RAMA will recognize alcohol merchants who actively work to restrict alcohol sales to minors and are compliant with state and local beverage control regulations. We wish to request your assistance in providing current data related to compliance checks of off-sale retail outlets and in reviewing our nominees to insure that we do not award a merchant who has had any violations in the past year.

RAMA is used as a tool to improve the store practices, policies and procedures. Friday Night Live will train local youth to provide outreach to merchants in our area that have a Type 20 or 21 alcohol license. The merchants will be invited to participate in our free program which has youth and an adult ally go out to the store to conduct an interview and an assessment to look at how the merchant is doing in restricting youth access to alcohol.

When youth feel that merchants are doing a good job and local law enforcements concurs, that merchant will be recognized in the community as a Responsible Merchant. We will begin our outreach and interview process (insert date here). We would greatly appreciate (Insert Law Enforcement Agency Name's) assistance as it will help ensure that only merchants with clean records would receive recognition. If you have any questions please feel free to contact us at (insert phone and email contact here.)

Thank you in advance,
(Signature of Youth Contact)
(Type Youth Contact Name)

Mile 4

**Learn About
Youth Led Change**

Success Spotlight!

Real Life Stories From Youth In Action

Santa Cruz County Friday Night Live, California Responsible Alcohol Merchants Award

Santa Cruz FNL has been implementing the Responsible Alcohol Merchants Award (RAMA) in partnership with law enforcement for 11 years to reduce youth access to alcohol in conjunction with other environmental prevention strategies. RAMA has been a great opportunity for FNL chapters to build leadership skills by leading the entire project partnering with adult allies and building positive relationships with business owners in their community. It has also given many youth in FNL chapters an introduction to environmental prevention activities by participating in one or more aspects of RAMA and partnering with law enforcement to implement compliance checks. Hundreds of youth have participated in this campaign; businesses participating in and receiving awards have grown each year; law enforcement committed to quarterly compliance checks and follow up with non-compliant merchants; attention has been brought to the important issue of youth access to alcohol, underage drinking and the important role that businesses play to enhance the health and safety of their community.

Hernandez Store Make Over

After completing the Responsible Alcohol Merchant Awards (RAMA), Santa Cruz County youth worked closely with the storeowner of the Hernandez Market and conducted a store makeover. Youth helped the storeowner remove alcohol advertisements that were located below counter level, on the floor, on walls, and from the storefront windows. The SC youth helped Hernandez Market comply with the Lee Law, which requires merchants to have less than 33% of the windows covered with ads. Once the store makeover was completed, Hernandez Market was nominated as a Responsible Alcohol Merchant in Santa Cruz County.

Ernie's Store Make Over

As the Santa Cruz County youth prepare to conduct their Twelfth annual Responsible Alcohol Merchant Awards (RAMA), they've begun working with the owner of Ernie's Liquor Store. In the previous year Ernie's was not nominated as a Responsible Merchant due to the excessive amount of advertisements displayed on their windows. The Youth Council has been in close contact with Ernie's attorney and have discussed changes that can be made to make Ernie's store Lee Law compliant. The youth have scheduled a store makeover date and are prepared to not only give the merchant information on how to become an exemplary merchant, but to also work with the merchant and help them physically make any necessary changes. Once the store makeover is complete, the youth will conduct a RAMA interview.



Mile 5

Build Research Skills

Analyzing and Using Data - Cookie Evaluation

Purpose:

Learn why evaluation is important and how you can
Use criteria to you make decisions about your project.

Materials:

- Three different brands of chocolate chip cookies enough for every person to have all three
- Paper plates
- Pens/Pencils
- Markers

Mark each brand of cookie with the number 1, 2 or 3 on the outside of the package. At the end of the activity you will show the group the packaging with the numbers.

With your marker divide the paper plate into 3 sections and mark each section as 1, 2, or 3. Set Brand #1 on the #1 on the plate, repeat with brand 2 and 3 until you have prepped enough plates so that each person will have one with the three different cookie brands all on one plate in the exact same order.

Copy the Cookie Evaluation Worksheet - one per person

Suggested Steps:

- 1) First begin with a conversation about how we evaluate things every day. For example we evaluate what to wear in the morning based on weather, we evaluate what form of transportation to use depending on the distance we have to travel, cost and weather. You can begin this conversation by asking,
“What are some of the things you evaluate every day?”
Say something like: “One thing we evaluate every day is food. For example what makes a slice of pizza good? It could be the crust, cheese, sauce, freshness of the veggies or sauce, whether it was cooked in a brick oven etc. Now, we are going to do an evaluation activity so you can practice this skill as a group.”
- 2) Next: Break the large group into teams of 4 and give each person a plate of cookies that you prepared and the Cookie Evaluation handout. Do not let the youth see the brand of cookie. Say to the group:
“You are about to conduct an evaluation activity. The subject of the evaluation will be chocolate chip cookies. During this activity your group will come up with four criteria that make a chocolate chip cookie the best. Examples of criteria might be: chewiness, crispiness, big chocolate chips, real butter flavor, number of chocolate chips per bite, etc.
- 3) Tell the group:
“Decide your four criteria. Write the criteria in the first column of the boxes, it will be the same criteria for each of the three cookies. “
- 4) Now tell the group:
“Decide the method to use for each criteria. For example, taste, sight, easy to break in half, etc. Write your group’s four methods in the second column. You will use the same method for each of the cookies.”
- 5) Tell the group:
“Finally, you will implement your methods and rate the cookie on each of the four criteria on a

scale of one to five with five being the best and one being the worst. You will then calculate the average rating for each cookie by adding up all of the ratings and dividing it by 4. The cookie with the highest overall rating is the cookie your group scores as the best chocolate chip cookie. The overall rating goes into the box next to where it says overall rating.”

6) Group sharing - After the groups have evaluated their cookies have them each take a minute to share out. Ask the groups:

“What were your group’s evaluation criteria?”

“What methods did you use to gather evidence for each criteria?”

“What cookie did you judge as the best?”

Jot down the groups choice of best cookie, #1, #2 or #3. Have each of the groups repeat the process and see if one cookie stood out over the others.

7) Reflection and sharing - Ask the full group to share about the process:

Say:

“Was this activity difficult or easy? Why?”

“Were there disagreements among your group? How did you overcome them?”

“What were the differences between the evaluation criteria across groups? Why do you think that is?”

“What were the differences between methods chosen? Why do you think that is? (Answer: Method is determined by the criteria chosen – certain methods would not be appropriate for certain criteria.)”

8) Ask the group -

“How can we use this process to make decisions about RAMA?”

(Answer:

We are going to determine the criteria (visible problems, data from law enforcement, experience, information from others) based on RAMA goals.

We will choose the best methods to get the answers we need (Survey, focus group, interviews, site visit) and then base the decisions about how and where to implement RAMA on the information we gather.)

9) Now share the packages with the group and show them which type of cookie each number was.

Cookie Evaluation Worksheet

Cookie #:

Evaluation Criteria	Method Used	Rating (1-5)
1)		
2)		
3)		
4)		
Overall rating (total divided by 4)		

Cookie #:

Evaluation Criteria	Method Used	Rating (1-5)
1)		
2)		
3)		
4)		
Overall rating (total divided by 4)		

Cookie #:

Evaluation Criteria	Method Used	Rating (1-5)
1)		
2)		
3)		
4)		
Overall rating (total divided by 4)		

Cookie #:

Evaluation Criteria	Method Used	Rating (1-5)
1)		
2)		
3)		
4)		
Overall rating (total divided by 4)		

Which cookie would you choose? _____

Laws and Best Practices

Preparation:

Prepare a chart sheet with the headings: “Laws” and “Best Practices” at the top.

Cut out the Laws and Best Practices Slips and glue to post it's or write the info on a post it.

Put a second chart paper on the wall and make a category for each team: Team 1, Team 2 etc. if needed.

Copy the Law and Best Practices sheets for each participant.

Post the chart on the wall before the meeting.

Suggested Steps:

- 1) Tell the youth before we can educate merchants about laws and best practices for alcohol sales we need to understand them ourselves.
- 2) Divide the group into teams. Tell the group:
“Each team will be given a set of requirements. As a team, look at the requirement and decide if it is a best practice or a law. Place the requirement on the chart paper under the proper heading. “
- 3) Once the groups have posted all of their requirements let the group know, that if someone does not agree with where a requirement is posted they can get up and move it to the other side. Each person can only move one requirement.
- 4) Facilitator should have the Best Practices and Laws Guides to guide them through the next activity. After you have had a chance to move the regulations around, begin reviewing each requirement.

Tell the group:

“Each team will take a turn to pick a regulation from one of the sides and share why they think it fits on that side. Ask the other team if they agree or disagree. Facilitator can look up the correct answer on the guides. If the team is correct about their regulation and have placed it on the correct side give them a point on the other chart sheet. If the team is incorrect and the other team was correct give them a point.

Repeat the process until all of the laws and regulations have been reviewed. Provide a prize for the group who gets the most correct.

Hand out the Laws and Best Practices guides and the ABC Quick Summary of Selected Laws in the appendix. Share with the group that these will be provided to merchants through our RAMA process. Share with the group that our goal will be to get all merchants to implement both laws and best practices.

Laws and Best Practices Slips

Offensive Signs

Operating Standards
Copy Posted On Premises

No Excessive Signs

No beer displays near
entry/exit to store

No Litter

Beer Keg Registration

Drug Paraphernalia

No shoulder tapping
on premise

Excess Signs
on Windows
and Doors

No alcohol advertisements
three feet or below,
including the floor

Exterior Lighting

No in-store advertising
clearly targeting youth

An Alcohol Merchant Guide Best Practices

AREA OF CONCERN	BEST PRACTICE	WHY
Displays	<p>No Gang paraphernalia is sold.</p> <p>No beer displays near entry/exit to store. (Making it difficult to do a “beer run”.)</p> <p>If store sells alcoholic energy drinks, these drinks are clearly separated from nonalcoholic beverages.</p> <p>No end-aisle alcohol display.</p> <p>There is a clear separation between alcohol and other nonalcoholic items.</p>	<p>Community Safety</p> <p>Theft</p> <p>Promotion to youth</p> <p>Theft</p> <p>Promotion to youth</p>
Signage	<p>Merchant Committed pledge is displayed.</p> <p>“WE ID” type of warning is clearly posted regarding alcohol sales.</p>	<p>Community Safety</p> <p>Community Safety</p>
Advertising	<p>No alcohol banners inside or outside.</p> <p>No alcohol advertisements are located three feet or below, including the floor</p> <p>No in-store advertising clearly targeting young people (i.e. teen drinking posters).</p> <p>No alcohol or tobacco advertisements located directly next to candy or kid oriented merchandise.</p> <p>Nonalcoholic beverages should be readily available and promoted</p>	<p>Promotion to youth</p> <p>Promotion to youth</p> <p>Promotion to youth</p> <p>Promotion to youth</p> <p>Community Health</p>

AREA OF CONCERN	BEST PRACTICE	WHY
<p>Alcohol Sales Beer Keg Sales</p>	<p>Ensure no minors are present during sale.</p> <p>Ensure no minors are in a vehicle outside or are shoulder tapping on your premise</p>	<p>Promotion to youth</p>
<p>Licensee Education on Alcohol & Drugs</p>	<p>Attend ABC-offered Licensee Education on Alcohol and Drugs (LEAD) training.</p> <p>Require employees' successful completion of Responsible Beverage Service training.</p>	<p>Community Safety</p> <p>Community Safety</p>
<p>Security</p>	<p>Store is equipped with cameras.</p> <p>Store has a secure layout.</p> <p>High theft liquors are in locked cabinet, and high theft liquors have liquor caps.</p> <p>General security measures are taken</p> <p>Establish minimum identification standards and practices</p> <p>Have a written policy to reduce the likelihood of patrons becoming intoxicated on the premises.</p> <p>Enforce written policies for handling those identified as intoxicated, including the handling of those entering the establishment in an intoxicated condition.</p> <p>Establish guidelines for handling violence on the premises. Management should establish regular contact and agreement with law enforcement personnel to insure ready response to problems</p> <p>Establish procedures for handling large crowds and restricting the number of patrons in the establishment at one time</p>	<p>Community Safety</p> <p>Community Safety</p> <p>Theft</p> <p>Community Safety</p> <p>Community Safety</p> <p>Community Safety</p> <p>Community Safety</p> <p>Community Safety</p> <p>Community Safety</p>

AREA OF CONCERN	BEST PRACTICE	WHY
Security	<p>Create an “incidents log” in which incidents involving the handling of intoxicated or underage patrons, or security problems, are described therein.</p> <p>Establish a clear set of disciplinary procedures that will take effect in cases of noncompliance with store policies.</p>	<p>Community Safety</p> <p>Community Safety</p>
Licensee Education on Alcohol & Drugs	<p>Attend ABC-offered Licensee Education on Alcohol and Drugs (LEAD) training.</p> <p>Require employees’ successful completion of Responsible Beverage Service training.</p>	<p>Community Safety</p> <p>Community Safety</p>
Products	<p>Store sells fresh fruit and vegetables, which are placed near the front of the store.</p>	

Laws and Policies: An Alcohol Merchant's Guide

The following laws and sign requirements may apply to you as a retail licensee. Licensees who fail to adhere to the laws and post required signs for Type 20 and 21 licenses may receive a fine, suspension, or in repeated cases, revocation of their alcoholic beverage license. The Department of Alcoholic Beverage Control (ABC) does not furnish or sell signs to licensees.

Subject	Requirement	Why
Customer Warning	You must post a sign in your store that warns customers about certain laws and penalties relating to the sale of alcoholic beverages to, or the purchase of alcoholic beverages by, any person under the age of 21 years. There is no minimum size requirement for the sign. The sign must be placed at an entrance or at a point of sale in your store, or in any other location in your store that is visible to your customers and employees (Illustration #16). (Section 25658.4 Business & Professions Code)	Community Safety
Excess Signs on Windows and Doors	No more than 33% of the square footage of the windows and clear doors may have advertising or signs of any sort. Signage shall be placed so that law enforcement personnel have a clear and unobstructed view of the interior of the store from the outside. This includes areas where the cash register is located. (Section 25612.5(c) (7) Business & Professions Code)	Community Safety

Subject	Requirement	Why
Open Containers	<p>Upon written notice from ABC, you must post signs to discourage loitering and open alcoholic beverage containers. ABC will issue the written notice when there is substantial evidence of loitering or drinking in public adjacent to the premises. The signs must be prominent, permanent and clearly visible. Generally, the signs should be 24" in length and 14" in width with the print of sufficient size to make them clearly readable. The placement should be reasonable based upon the physical layout of the premises (Section 25612.5 (c)(1)(2) Business & Professions Code)</p>	Community Safety
Offensive Signs	<p>Signs may not be gaudy, blatant, or offensive, and must not obstruct the view of the interior of the premises from the street. (Section 25612 Business and Professions Code)</p>	Community Safety
Signs Furnished by Suppliers for use by Retailers	<p>Alcoholic beverage suppliers may give signs advertising their products to retail accounts for interior display. Signs advertising wine or distilled spirits given to on-sale premises cannot exceed 630 square inches in size. In general, permitted interior signs may have no secondary or utilitarian value. Permitted signage may not be personalized or customized for any retail account. Suppliers may not pay money or furnish anything of value to anyone for the privilege of placing signage in (Rule 106, California Code of Regulations).</p>	Community Safety

Subject	Requirement	Why
Cancer/Pregnancy Warning	You must post warning signs regarding cancer risk and birth defects. The law is very specific as to sign size, font size, and placement. (Section 12601(b)(1)(D)(1) and 12601(b)(4)(E) California Code of Regulations)	Community Safety
Smoking	Post clear and prominent signs, as follows: (1) Where smoking is prohibited throughout the building or structure, a sign stating “No smoking” shall be posted at each entrance to the building or structure. (2) Where smoking is permitted in designated areas of the building or structure, a sign stating “Smoking is prohibited except in designated areas” shall be posted at each entrance to the building or structure. (Section 6404.5, California Labor Code)	Community Safety
Tobacco	Any licensee who sells tobacco products must (1) Keep a copy of Penal Code Section 308 conspicuously posted; and (2) Post a warning sign at each point of sale stating that selling tobacco products to minors is illegal and subject to penalties. Warning signs must include a toll-free number (1-800-5-ASK-4-ID) that customers may use to report observed tobacco sales to youth under the age of 18. (Sections 22950-22960 Business and Professions Code)	Community Safety

Subject	Requirement	Why
Tobacco	Any licensee who sells tobacco products must (1) Keep a copy of Penal Code Section 308 conspicuously posted; and (2) Post a warning sign at each point of sale stating that selling tobacco products to minors is illegal and subject to penalties. Warning signs must include a toll-free number (1-800-5-ASK-4-ID) that customers may use to report observed tobacco sales to youth under the age of 18. (Sections 22950-22960 Business and Professions Code)	Community Safety
Beer Keg Registration	Licensees selling keg beer (six gallon capacity or larger): (a) Must tag all kegs and have the customer sign a receipt; (b) Must retain the receipts on the premises for six months and make them available to peace officers; (c) May not return any deposit upon the return of any keg that does not have an identification tag. It is against the law for a customer to: (a) Possess a keg containing beer knowing that the keg does not have an identification tag; or (b) Provide false information to the licensee. (Section 25659.5 B&P)Section 25659.5 Business and Professions Code)	Sales to Youth Under 21
Clerk Affidavits	Any person selling alcohol at off-sale premises must sign a statement that he or she understands basic ABC laws and must disclose any ABC law convictions. This affidavit must remain at the store and be available to provide law enforcement when requested. For more than one store you may keep the affidavit at a location other than the licensed store but must notify ABC is writing.(Section 25658.4[a] Business and Professions Code)	Sales to Youth Under 21

Subject	Requirement	Why
Drug Paraphernalia	Licensees may not sell any products that the customer intends to use for illegal drug purposes. This includes, but is not limited to, scales and balances, diluents and adulterants, balloons, envelopes, containers, pipes, screens, syringes, needles, scouring pads, blow torches, or cigarette papers. (Secs. 11014.5, 11364.5, and 11364.7(a) H&S) (Section 11364.7[b] Health and Safety Code)	Community Safety
Telephone: No Incoming Calls	Local law enforcement may require that pay phones in or adjacent to liquor stores are disabled from receiving calls. (Section 25612.5[c][8] Business and Professions Code)	Community Safety
Graffiti	Remove graffiti from premises and parking lot within 72 hours (3 days) of application. (Section 25612.5[c][6] Business and Professions Code)	Community Safety
Litter	Remove litter daily from the premises, adjacent sidewalks and parking lots under licensee's control and sweep/clean these areas weekly. (Section 25612.5[c][4] Business and Professions Code)	Community Safety
Excessive Signs	No more than 33% of the square footage of the windows and clear doors may have advertising or signs of any sort. Signage shall be placed so that law enforcement personnel have a clear and unobstructed view of the interior of the store from the outside. This includes areas where the cash register is located. (Section 25612.5(c)(7) Business & Professions Code)	Community Safety

Subject	Requirement	Why
Concurrent Sales Gas/Alcohol	Licensees who sell both gasoline and alcohol must abide by the following conditions: 1. No beer or wine within five feet of the cash register or front door (unless in a permanently affixed cooler since 1/1/88); 2. No alcohol advertisements at the fuel islands; 3. No alcohol sales from a drive-in window; 4. No alcohol sales from an ice tub; 5. No self-illuminated beer or wine advertisements on buildings or windows; and 6. Cashiers selling beer or wine between 10:00 p.m. and 2:00 a.m. must be at least age 21. (Section 23790.5(d) B&P)	Community Safety
Intoxicated Persons/Habitual Drunks	No person may sell or give alcohol to anyone who is obviously intoxicated. No person may sell or give alcohol to anyone who is a habitual drunkard (a person who has lost control over his or her drinking). It does not matter that the person is not driving. A licensee or server who has been warned and still serves a habitual drunkard faces possible ABC disciplinary action and criminal prosecution. (Secs. 25602(a) and 23001 B&P; 397 PC)	Community Safety
Loitering	Upon written notice from ABC, you must post signs to discourage loitering and open alcoholic beverage containers. ABC will issue the written notice when there is substantial evidence of loitering or drinking in public adjacent to the premises. (Section 25612.5 (c)(1) Business & Professions Code)	Community Safety

Data Collection Methods

Purpose:

Getting the information you need to answer your questions.

Data Collection Match

Materials:

- Handout
- Chart Paper
- Markers

Copy the Data Collection Match Handout.

Suggested Steps:

- 1) Handout the Data Collection Match sheet and divide the chapter into small teams of three or four.
- 2) Ask teams to work quickly to match the Data Collection Method to the appropriate description by placing the number of the Data Collection Method next the description.
- 3) Review the answers with the group and discuss each of the Data Collection Methods and how your group might use them to gather data about youth access to alcohol through retail outlets in your community.
- 4) Write down the ideas on chart paper and determine if your group wants to use any of the methods to research the issue in your community.
- 5) Build a team to plan and implement the strategy you decide you would like to use.

Data Collection Methods Handout

Data Collection Method	Data Collection Description
1. Observation	___ A list of questions that people answer anonymously about their experiences.
2. Video/Photo Journal	___ Information such as the California Healthy Kids Survey data, Newspaper articles, and Compliance Check data.
3. Interviews	___ Looking around your community and writing down what you see.
4. Focus Group	___ Taking pictures or filming in the community to show the problem.
5. Survey	___ Bringing together a small group of people and asking them a few questions about their community.
6. Existing Data	___ Asking people questions about their community about an issue to find out what they know and think.

Data Collection Methods Handout

Answer Sheet

Data Collection Method	Data Collection Description
1. Observation	<u>5</u> A list of questions that people answer anonymously about their experiences.
2. Video/Photo Journal	<u>6</u> Information such as the California Healthy Kids Survey data, Newspaper articles, and Compliance Check data.
3. Interviews	<u>1</u> Looking around your community and writing down what you see.
4. Focus Group	<u>2</u> Taking pictures or filming in the community to show the problem.
5. Survey	<u>4</u> Bringing together a small group of people and asking them a few questions about their community.
6. Existing Data	<u>3</u> Asking people questions about their community about an issue to find out what they know and think.

Mile 6

Do Research

Breaking it Down: What Do You Want to Know?

Purpose:

This exercise moves the group through the process to figure out your area of inquiry or question. Basically, what do you want to know? This also helps you break down a large question or topic into subparts.

Materials:

- Large poster paper
- Markers and crayons

Suggested Steps:

Practice Example:

1. One way to do this is to use an example that is different from your topic. If the group doesn't know each other very well, the topic could be "this group" and the vision could be "getting to know each other to become a better team".
2. Ask what the research question would be - what you need to know - to get to know each other to become a better team. It could be anything like:
 - ✓ Who are we?
 - ✓ What are we like as people?
 - ✓ What is important to us?
3. Draw a person in the center of an easel paper. Ask the group to break down their question. The vision is getting to know the person so what are the parts? Write down the words around the person. For example: nationality, age, experiences, hobbies, memories, what he/she likes, what he/she knows how to do.
4. The group should prioritize two of the areas- for example hobbies and memories. Ask them what specifically they would want to know about these two subparts:
 - ✓ Hobbies: how many hobbies, what hobbies, favorite hobby and why?
 - ✓ Memories: favorite memory, first memory, most embarrassing memory and why?
5. Come up with a question for each subpart based on the specific thing they want to know. Then have the group pair up and ask each other these questions.
6. Have each group report back what they learned about each other.

Key Takeaway: This exercise illustrates the importance of determining what you want to know and developing the right question. If you know how many hobbies someone has and what they are, you don't necessarily know which one is their favorite and why.

This exercise also provides a clear example of how to break something into parts, identify what you want to know, and then develop questions to get that information.

Your Turn:

Topic Area - Youth access to alcohol through off-sale merchants

Young people are accessing alcohol through some merchants (stores) in our community .

- 1. Vision** - Discuss with the group its vision for RAMA to address youth access to alcohol through merchants and post it on chart paper. For example:
Youth do not have access to alcohol through local merchants.
- 2. Ask Questions** - Ask what the research question would be - what you want to know - to be able move closer to your vision? Everybody can shout out ideas to be charted or write on sticky notes to be posted. Group similar responses together.
Select your top two general questions or areas of inquiry that the group thinks will help you reach your **vision**. Circle them or re-write them so everybody can see. For example:
How do young people access alcohol in our community?
- 3. Break it Down** - Ask the group to now break down this question into parts. What are all the parts to this question? Write down all the words that come to mind around that question.
- 4. Break it Down Again** - What information do you want to know about these sub-parts?
5. Once you have all the above listed out, identify the most relevant information.

Congrats! You've identified what you want to know!

Example One

For example- Your group is working on Youth ACcess through retailers. You should look at:

How are youth accessing alcohol?

What stores are they getting from?

Ask questions. What kinds of smaller questions might you want to ask underneath each?

Smaller Questions:

- Is it through sales?
- Is it through stealing?
- Is through shoulder tapping (asking someone outside the store to purchase it) ?
- Can it be stopped
- What could reduce it?

Break-it Down: What is working and what isn't working:

Break down the problem into its parts and make sure you cover everything and get feedback on everything. Examples:

- a. Store Owners
- b. Law Enforcement
- c. Clerks
- d. Location
- e. Patrons
- f. Safety
- g. Loitering
- h. Lighting
- i. Training

Break-it Down Again

List out what information you want to know about these components of the problem. Examples:

- a. Do merchants know the laws?
- b. Do merchants train or provide training for staff?
- c. Do merchants have policies about sales to minors?
- d. Do staff know the policies?

What-Who-Where?

Purpose:

Based on what you want to find out, to figure out from whom you will get this information, from where you will find the sources, and the best places to find them- on the internet, in files, in schools, on the street, in programs, from youth, etc.

Materials:

- Large poster paper
- Markers and crayons
- What, Who, Where, How handouts

Suggested Steps:

Now that you have broken down your question into parts, your group should explore the best sources for this information. Review these steps for the following process:

WHAT do you want to know?

About WHOM do you want to know it?

WHERE will you get that information and HOW will you get it?

Discuss the populations below and brainstorm additional populations. Then discuss what might be appropriate for your population based on what you want to know.

Potential populations (About whom do you want to know?)

Female high school seniors who attend public school in your county.

Agencies that provide employment services for youth and are funded by a certain city department.
Businesses that hold liquor licenses in 3 zip codes

Once you have identified your **who** (your potential population), you can add the final layer of this map: **where you will find this information and how will you get it**. Discuss the areas below and which might be most appropriate to find your information. There might be others not listed below that you can identify.

Use the first two examples in the table provided to understand the process: what do you want to know, from whom will you get it, the potential research question, and where and how you will find it. You can either review the example with the answers provided or write these on flip chart paper and leave them blank to work through and fill in as a group or small groups.

Example 1: What are pro-alcohol messages in stores?

Example 2: Where do young people drink?

Now try completing the third example:

Example 3: Where do young people get alcohol?

Now try your own example:

WHAT you want to know?

From WHOM will you get it?

Your Research Question

WHERE you will find it?

Potential sources (where you will find this information)

Annual reports from local or county government agencies that include data you need (police, health department, transportation, juvenile probation, social services and so on)

Schools and/or school districts

Articles from local newspapers that have data you need

Databases at local universities or schools with data you need

Census data

Healthy Kids Survey or similar statewide survey data

Annie E. Casey Kids Count data

Young people–youth with various perspectives on the issue you are addressing

Adults–parents or caretakers, community members

Local leaders–leaders that have a role in contributing to, and/or problem-solving, around the issue

Local officials–leaders with influence over the policies that affect your issue

Agency management–managers who govern programs addressing your issue

Agency staff–staff people whose jobs touch the issue in some way

Media representatives–staff that have covered the issue you are addressing

Experts–people with lots of experience dealing with your issue

HOW to find it:

For some it could be internet research to identify best practices, to find reports and articles about your topic, to find county or city data about an issue. Think about the source—who wrote it and what their point of view is.

For some it may be observing your environment and what is going on. Think about where youth receive pro-alcohol messages. Think about the types of food offered on your school campus.

For some it may be talking directly to people. In those cases, think about where you can find youth with experience in the foster care system who are now living independently. Can you find them yourself or is there an organization you can go through to find them? If it is finding youth in the community, what is the best way to reach them and where are they most comfortable providing information? You are the expert on your own community and how to best find youth, parents and community leaders.

- For some it may be contacting agencies to find out who is the right person or whether the agencies would be willing to share a report with your group.

What? Who? Where? How?

WHAT we want to know	WHO do we want to know it about?	Research Question (this is the “what” and “who” combined)	WHERE are sources for this information and HOW might you obtain them?
Example 1: What are pro-alcohol messages in stores?	Stores in our city that young people ages 14-18 go to most often.	Possibility: What are pro-alcohol messages in convenience stores near high schools in our city?	Some possible sources: <ul style="list-style-type: none"> ✓ Survey high school students ✓ Observe and assess stores within a one-mile radius of each city high school ✓ PhotoVoice project with high school students
Example 2: Where do young people drink?	Young people under age 18 who live in our city.	Possibility: Where do young people under age 18 drink in our city?	Some possible sources: <ul style="list-style-type: none"> ✓ Survey high school and junior high school students ✓ Existing school survey data ✓ Focus groups with junior high and high school students
Example 3: Where do young people get alcohol?	Young people under age 18 who live in our city.	What would be your research question?	What are possible sources?
WHAT do you want to know?	WHO do you want to know it about?	The research question that includes “what you want to know” and who you want to know it about	WHERE are possible sources and HOW might you get them?

Choosing a Method

Purpose:

To learn about and identify methods that you can use to answer your question.

Materials:

Copies of handout: Data Collections sheet
Time Needed: 30 minutes

Suggested Steps:

Explain that once your group is clear on what they want to know and from whom or where they want to know it, you can begin talking about different methods that you can use to answer your question.

Hand out the data collection methods sheet and review it with the group. Try to think of relevant examples for them to understand each method- a survey they all took, interview or focus group data that was used locally, a mapping project that a local group did and so on.

Depending on how much time you have, explore the pros and cons of the different methods.

Discuss the following questions:

What resources do you have? Some methods require a greater amount of money, while some require more time and labor.

- » How much time do you have to collect your data?
- » Who is your audience? What type of data will influence your audience the most? One basic question to ask: will your audience be more swayed by statistics from larger numbers of people (perhaps policymakers) or by personal stories and richer data (perhaps the media or community members)?
- » What methods, or combinations of methods, do you think will best answer your questions? If you must ask sensitive questions, what methods will make people feel most safe?
- » How will you reach your population? How will your population respond to different methods? For example, you might not be able to reach some populations with an online survey or a phone interview.

After having this conversation, see if anybody has a suggestion on what method is most appropriate for your work.

As a group, come to a consensus on the method(s) you plan to use.

Practicing Your Methods

Suggested Steps:

Now is the time to put together or utilize an existing research tool. You can find more in depth guides on creating methods, examples of sample tools, and group activities in the Appendix.

If you are collecting archival or existing information, now is the time to do it. Get out and collect some information and do some research!

Archival Data: Methods Guides

Contact YLI or CFNLP if you'd like to learn more, or obtain samples or assistance in developing something specific for your community or school.

For more in depth instruction on select methods and some sample tools you can use or adapt for your own school or community, go to the Appendix to find information and resources on focus groups, interviews, and surveys.

Finding Your Alcohol Outlets

Purpose:

Identify the Alcohol Outlets in your community.
How many are there? Where are they?

Materials:

- Computer/Internet
- Excel Spreadsheet
- Printer
- Chart Paper
- Markers
- Task List for each team

Preparation:

If your youth do not know how to enter data into an excel database you will need to do a brief training on excel.

If you have the ability to have more than one computer connected to the internet it will go much faster. One team can research names and print them out for another to do the data entry and one team can research stores that do not sound familiar to ensure they are an off sale outlet.

Suggested Steps:

1. Ask the group:

“Take a guess at how many off sale alcohol outlets we have in our community. I am going to write down the numbers we guess. In order to get the answer we need to do some research.”

2. We are going to divide into 3 groups (if you have 3 computers)

Team One: Will go to the Alcohol Beverage Control website to look this information up and get a list of the off sale outlets in our community.

Team Two: Will look up the phone numbers of each of the businesses and the names of businesses that do not sound familiar so we can make sure they are off-sale outlets.

Team Three: Will set up an excel spreadsheet to enter all of the merchants into so we have a spreadsheet to work from for RAMA.

3. Now we have a master list of the off sale merchants in our community (or County). Let’s look back at our guesses about how many outlets we have in our community. Ask the group:

“What is the actual number?”

What do you think about this number? Do you think it is high or low?

How do think these numbers impact the community?”

4. Now we have our master list of retailers we will use for implementing our RAMA project.

Task List:

Team One: Search <http://www.abc.ca.gov>.

Click on the Licensing Reports on the left hand side of the page.

Scroll the bottom of the page and select “Query by County, Zip Code and License Type Information” and select continue.

Select your county in the drop down box, then plug in the zip code for the community you want to work in.

Under "Report Types" select "Active Off-Sale Retail Licenses," and continue. The page that comes up is the list of licensee's in that zip code area.

Print the information. Now go back and click on the license number and look up the owners name and document it on the sheet you have printed. Only look at License Type 21 and 22. Some of these licenses will be wholesalers, wine boutiques and internet sales; we do NOT include these in RAMA. For any store that you are not sure of highlight the Store name, then pass the sheet to Team Two.

Team Two: Search for off-sale license phone numbers and any stores you do not recognize.

Google the name of the store and find a phone number write it on the printed sheet.

Google the name of the businesses you do not recognize and see if they are retail stores open to the public.

If they are not cross them off the list.

Now pass the list to Team Three.

Team Three: Build a spreadsheet for your master off-sale outlet list.

In Excel create a spreadsheet with the following categories: License Number, Store Name, Address City, State, Zip, Contact, Name, Phone Number, Call Date, Visit Date, Nominated Yes/No.

Now enter the data provided to you on the sheets from Team Two. You now have your master list for RAMA.

Alcohol Outlet Mapping

Purpose:

Create a Picture of Alcohol Outlets in your community.
How close together are they? Where are they concentrated?
Are they next to schools and parks?

Materials:

- Computer/Internet
- Master Spreadsheet
- Community Map

NOTE: CFNLP has tools available to Chapters to assist them with mapping through Google Maps or Healthy Cities.

Preparation:

If you are focused on a small area of the community you can map your outlets by hand on a map or on the computer.

Suggested Steps:

1. Now that you know how many alcohol outlets you have in your community it is really helpful to see them on a map. It can help you decide where you should focus your efforts.
2. Share the story below of UFLY, in Fresno County with the group:
“Through an alcohol outlet mapping project a group of Fresno youth activists found that their communities were over run with liquor stores – one local high school had 30 alcohol outlets within a mile or less from the school! They decided to target these stores and educate the merchants about their responsibility to help prevent underage drinking. They used the media to highlight the problem and worked with elected officials and other community leaders to urge store owners to pledge to reduce alcohol advertising in their stores, prevent sales to minors and display a youth created poster that addresses the problem of underage drinking.”
3. Select a process, by hand or through one of the mapping programs. Instructions for mapping programs for Google Maps and Healthy Cities are available through the California Friday Night Live Partnership.
4. Determine with the group what you want to place on your map:
Alcohol Outlets?
Schools?
Parks?
Make sure you keep it fairly simple or it will be difficult to read.
5. Your map will be a great tool to provide a “Picture” of the community and can be used to tell your story to the media, public officials, and community members.
6. A sample map is attached to show you an example of the value.

Alcohol Density and Youth Aged 15 - 19

City of Santa Cruz

Resources / Deficits
Neighborhood & Community

Age: 15 to 19 years

Population ages 15 to 19.

0.0 % ~ 5.49 %

5.5 % ~ 7.29 %

7.3 % ~ 8.89 %

8.9 % ~ 48.4 %

Universe: Total Population. Datasource: American Community Survey 5-Year Estimates. Data Year: 2005 - 2009. Data Level: City / Place
Map created on April 12, 2012 at HealthyCity.org
(c) 2011 Advancement Project
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Understanding Your “Environment” Walking Tour

Purpose:

To encourage participants to be conscious of the many factors in their physical environment that encourage or discourage healthy behavior.

It's easy to tune out the messages and other influences that surround you. Sometimes people need help to see things that have been in their environment that they have never consciously acknowledged or critiqued. In this activity, participants take a walk around a neighborhood, looking for things that might contribute to health, and for things that have the opposite effect.

Materials:

- Pens for each participant
- Clipboard or hard surface for each participant to write on
- Observational tool
- Flip chart paper

Preparation:

If you completed the Alcohol Outlet Mapping section of the tool kit, prepare to tour the area your group identified as oversaturated and/or possibly problematic (If you did not complete this section, select the route you will be traveling in advance.)

Notes to the Facilitator:

Neighborhoods which have a higher density of businesses and other commercial activity are better, as participants can see more in less time. It works best if participants have access to a walkable neighborhood commercial area—a place where residents shop, buy gas, grab a coffee, go out to eat, etc. Pick an area in which you might be able to get a balance of positive influences (like a library) with negative influences (like alcohol billboards, fast food restaurants).

Note that this activity can be expanded by visiting two different neighborhood commercial areas, and comparing the differences. Choosing working class and more affluent neighborhoods gives participants an opportunity to not only consider messages and factors in the environment, but how different groups might be exposed to different environments.

Suggested Steps:

- 1) Begin by explaining that we are going to get out of our heads and focus on opening our eyes and ears to what's happening in the community. Explain that it's easy to tune out what is in our world, both positive and negative. It's amazing what you notice if you are really looking, rather than talking, planning, or daydreaming.
- 2) Introduce that we are going to take a walk to look at alcohol outlets in the community and what we see along the way or adjacent to them. what you really want to pay attention to are the things that impact health—both good and bad. Instruct that when group members observe these things, they should to write them down. If they see something again, they should put a check mark next to it rather than writing the word again. Place things that they think promote health on the left side, and things that are bad for our health on the right.

how an example on a flip chart paper to the group.

HEALTH +	HEALTH -
Park ✓	Fast cars
Teen clinic	Vacant lot ✓
Library	KFC
Community garden	Head shop
Bike lane	Convenience store that sells cheap alcohol ✓✓✓
Gambling prevention billboard	

Pass out observation papers and clipboards or hard writing surfaces to participants. Ask people to pair up. If possible, use a map to tell participants where the observation starts, and where it ends.

Outside Activity

3) Start the walk. Encourage participants to look up, down, and around. Remind participants to note on their papers any positive or negative influences. Keep people together, but separated enough to discourage socializing.

Inside Debrief and Conclusion

- » Debrief the activity. Use the following questions to assist:
- » What did you see that you hadn't noticed before? (Ask only if this is an area which participants frequent.)
- » What stood out to you most?
- » What was most surprising to you about what you saw?
- » What did you learn from this activity?
- » How do you see your community now that you did this activity? Do you see it differently?
- » What could we change in our environment to make our health better?

Youth Access Survey

Purpose:

Identify how youth are accessing alcohol in the community.

Materials:

- Survey Tool
- Chart Paper
- Markers
- Pens/Pencils
- Manila Envelope

NOTE: This activity is reviewed with the group.

Preparation:

Copy Youth Access Survey

Provide youth with a manila envelope for completed surveys and pens or pencils they can take with them for other youth to use when taking the survey.

Suggested Steps:

1. Tell the group in order to really understand if RAMA will make an impact in a community, we need to make sure youth are accessing alcohol through our local retailers. One way to do this is by surveying a variety of youth in our community.

2. Our goal is to make sure we have good representation from all groups of youth in our community.

Tell the group:

“We are going to brainstorm the different groups of youth in our community. Think about youth in the different places you go, here at school and in the community.”

Write the categories the youth come up with such as, athletes, hipsters, skaters, surfers etc. Leave space on each sheet underneath each heading.

Tell the group:

“It is important for us to hear from as many different youth as possible so we have a real understanding of how different youth get alcohol. Our goal is to get as many people as we can to answer our survey.”

3. Pass out the Youth Access Survey and review the directions with the youth.

When you pass out the survey tell the young person it is voluntary and anonymous and they should not put their name on the survey. Tell them to answer as honestly as possible.

If they do not want to answer a question they can just skip it.

When you hand out the survey give the youth a few private minutes to complete it. After they finish have them place it in the manila envelope.

4. Now ask the group to go up to the charts and sign up for the category of youth they would feel most comfortable asking to complete the survey. Have youth complete the survey during the week and bring back the results next week.

Thank you for taking the time to answer our survey. Our Friday Night Live Chapter is wanting to know how youth are accessing alcohol in our community. Participating in the survey is completely voluntary. Your answers are anonymous.

Please do not put your name on the survey. If you do not want to answer a question, just skip it. Just check the box that best reflects your knowledge of the issue. Thank you for helping us to make our community healthier and safer.

How do youth get alcohol in the community? (Please check ONE box per row)	Never	Sometimes	Often
People my age give it to me at parties.			
Buy with a fake ID.			
Buy from a liquor store.			
Steal from a liquor store.			
Ask an adult outside or in a store to buy it.			
Take it from my home without permission.			
Take it from my home with permission.			
Buy it from a gas station.			
Steal it from a gas station.			
Older sibling or friend buys it.			
Take it from other people's homes without permission.			
Given to youth by adults over 21 at parties.			
Buy it from a grocery store.			
Steal it from a grocery store.			

Mile 7

Use Data For Action

A Closer Look At Your Data

Purpose:

Provides a baseline of the number of alcohol outlets who sold to youth prior to RAMA, how youth are accessing alcohol and outlet density.

Materials:

- Youth Access Survey Data
- Outlet Density Data
- Photos from Walking Tour
- Chart Paper
- Markers

NOTE: Developing your relationship with law enforcement early in the process will be key to your success. If you do not have any of the data mentioned above for this exercise you can use California Healthy Kids Survey Data. A description of how to gather this info follows this activity.

Preparation:

Write the following categories on chart paper for the 3 separate groups: Evaluation Criteria, Method Used, Findings and Recommendations.

Suggested Steps:

1. Tell the group:
“We have done some fantastic work in collecting our data. We have our outlet density map, Youth Access Survey, Photos from our walks and Compliance Check data to guide us. Today we are going to see what this data tells us.”
2. Remember when we did the cookie analysis? We are going to divide into 3 groups and do the same process with our data. Each group will take a data set.
Group 1: Compliance Check Data
Group 2: Youth Access Survey
Group 3: Walking Tour Photos and Outlet Maps
3. You are about to conduct your final evaluation activity, you will look at your data and come up with the criteria you will use to break it down and assess with.
4. Tell the group you have 5 minutes to:
“Decide your four criteria. Write the criteria in the first column of the boxes. Examples: Close to schools, safety, ease of access “
5. Now tell the group you have 5 minutes to:
“Decide the method to use for each criteria. Write your group’s four methods in the second column. Examples: Within 100 feet, amount of advertising in windows, type of access”
6. Now have the group implement their method for the next 10 minutes and document the findings.
7. Have each group take 5 minutes to come up with a recommendation about how they might address their finding.
8. Now ask each team to pick a member to stay at your chart and explain your process and recommendations. The rest of the group will move to the chart to their right.
9. Each team representative will have 5 minutes to explain and share recommendations and then the group will move one more time. After everyone has seen all the charts ask the group to share what they saw in common and what stood out.

Mile 8

Choose A Solution

DATA Points to RAMA

Purpose:

Making sure that Merchant access is the issue you need to address in your community.

Materials:

- Data Analysis Charts
Numbers 1-5

Preparation:

Use the data analysis sheets the group prepared from “A Closer Look at your Data” exercise. Post the numbers 1, 2, 3, 4 and 5 on the wall in a line about 2 feet apart.

Suggested Steps:

1. If you are implementing this exercise immediately following A Closer Look at your data move to step 2. If not, review with the group the previous discussion about what they say in common and what stood out.
2. Ask the group to stand in front of the posted numbers. Explain you are going to ask some key questions and if they believe the answer is Yes or agree with the statement they should stand at the Number 5 if they disagree they should stand at the number 1. If they are unsure or undecided they can select a number in between.

“Does the data we gathered indicate we have a lot of alcohol outlets in our community?”
(Have the group move to the appropriate number and discuss what numbers were selected and why.)

“Does the data show youth have access to alcohol in our community through retail outlets?”
(Have the group move to the appropriate number and discuss what numbers were selected and why.)

“Does the data indicate retail outlets are not complying with the laws?” (Have the group move to the appropriate number and discuss what numbers were selected and why.)

“Does the data show merchants are not being responsible?” (Have the group move to the appropriate number and discuss what numbers were selected and why.)

3. Discuss with the group:

If the majority of the group stood between the numbers 4 and 5 for all of the answers then, “RAMA paired with compliance checks is the right strategy for us to use to address youth access to alcohol from merchants. Our next steps will be planning our RAMA strategies.”

If the group did not stand at the 4 and 5, explain that, “We are not clear enough right now to proceed with RAMA. Our group needs to identify what the information told them and identify another strategy to move forward with. We do not want to implement RAMA if it is not going to address our community needs.”

Mile 9

Make A Plan

Tips and Tricks

Key Steps:

If you spend your time in this section you will be well prepared and not run into as many obstacles during implementation.

Have the youth actually take notes when doing RAMA mock interviews. It's great practice!

Have the youth practice their merchant calls. Ask office mates to take a few minutes and accept a call pretending to be a merchant. It is amazing how this simple practice session will assist the youth when they actually call the merchants. They will be less nervous and more confident.

Be sure to create all your tools in advance it will make the implementation process run much smoother.

Designate a secure and permanent location to keep all of the forms and materials. As multiple youth will be accessing the tools, create folders and organize your process to save time when you are busy implementing.

If you get off of your planned timeline, go back and revisit it. You may need to drop certain sections or extend the time you have for the project.

BRAINSTORMING RAMA ACTION

Purpose:

This section helps youth brainstorm what materials will be needed through the entire process of RAMA.

Materials:

- large poster paper
- Markers
- Copy of the Brainstorming RAMA action questions.

Preparation:

Create an individual large poster paper for each of the headings (Prepare, outreach & recruit, train youth, send out packets, follow-up, interview & observe, nominate, award nominees, and celebrate).

Suggested Steps:

1. Below is a general overview of the main steps that must take place in order to complete RAMA.
2. Youth will be asked to get into groups and in their groups brainstorm what materials they will need one of the RAMA steps. Each group will be brainstorming a list for a different step.
3. Once the groups are done brainstorming, ask for volunteers to present what they came up with.

BRAINSTORMING RAMA ACTION

Prepare: For the Six Week Project, gather a list of all merchants in the area who you would like to invite to participate. If you are doing the longer versions you will have already compiled this list in Do Research and have a Master List completed. Note that the length of lists may change depending on the amount of time you have to complete RAMA and whether you'll be conducting RAMA at a countywide or city focused.

Questions:

Using Your Created List or Master List of Alcohol Outlets from the Do Your Research section identify the following:

- » How many stores would we like to interview?

OUTREACH AND RECRUITMENT: Letters will have to be sent to merchants to inform them that we will be starting RAMA in a matter of time. Flyers and information must also be sent out the media as well.

Questions:

- » Who will we be sending the letters to?
- » What materials will we need gather in order to make recruitment a success?
- » How will we get the supplies we need? (Ex. Paper, Merchant letter, printer, envelopes, stamps, mailing labels, computers, etc.)

TRAIN YOUTH: In order for youth to begin contacting merchants they must first be trained on how to contact merchant. RAMA interviews and phone banking scripts are two things the youth must first review.

Questions:

- Who will we be training?
- How will we contact youth to schedule training?
- What will they need to know?
- What materials will we need to train them?

DISTRIBUTING RAMA PACKETS: This step is for the clubs who aren't mailing out the letters to merchants and prefer to drop off the letters personally.

QUESTIONS:

- What will we give to the merchant?
- What materials will we need to provide the merchant with what they need?
- How will we be transported to and from the merchant's store?

FOLLOW-UP: if you dropped off a merchant packet or mailed a letter, phone calls should be made to merchants inviting them to participate. Once an interview is scheduled remember to call back the back the day before the interview to confirm they will be there.

Questions:

- How will we contact merchant?
- What materials will need schedule and confirm interviews?
- How will we keep track of the phone calls? (Ex. Phones, calendars, pens/pencils, phone bank sheets, phone call script, etc.)

INTERVIEW AND COUNT ME IN CAMPAIGN: RAMA interview will be conducted with store manager and observations of the outside and inside of the store will also occur. Once the entire RAMA interview has been completed, merchant should be asked if they're interested to sign the pledge for the count me in campaign.

Questions:

- What materials should we have at the interview?
- What should be included in the RAMA clipboards? (Ex. 2 RAMA interviews, count me in pledge sheet, clipboard, required signs, pens/pencils)

NOMINATE: Review all merchant interviews with your team and select which merchants should be nominated and the level at which they qualify. Be sure to send local law enforcement a list of nominees and contact the nominees to notify them as winners. If merchants were not nominated, provide them with a letter suggesting next steps. These processes are part of the tool kit in Law Enforcement Review and Announcing RAMA Winners.

Questions:

- How will we notify law enforcement? If you are doing
- How will we notify merchants they've been nominated?
- What will we need to provide merchants with the necessary information? (Phones to contact merchants, if mailing letter: envelopes, stamps, etc.)

AWARD NOMINEES: Distribute awards to recipients by dropping off certificates or plaques to businesses. Contact the media and inform them of the RAMA winners. Everybody likes to be recognized in front of their peers!

Questions:

- How will we drop off awards? Will we have transportation?
- How will we inform the media?

CELEBRATE: Celebrate the success of RAMA with your youth team! Make sure to thank every community partners and law enforcements that were involved and RAMA and helped make it a success.

Questions:

- How will we celebrate?
- Who will we thank and how will we thank them?

RAMA IN A DAY - Youth Training Overview

Purpose:

This section will help youth get a better understanding of what RAMA is and the daily tasks they will be.

Materials:

- RAMA interviews
- Skills assessment
- Phone

Preparation:

Provide youth with their work station. Each station should have a telephone they can use to make phone calls.

Have a folder set up for: Scheduled interviews, corporate calls, merchants not interested, phone calls to make today, and Interviews completed.

Suggested Steps:

1. When introducing youth to the process of RAMA, it's extremely important to review every step closely and clearly.

2. The first topic that must be covered:

“WHAT IS RAMA?”

RAMA is a way to recognize alcohol merchants who work to restrict alcohol sales to minors and who are compliant with state and local beverage control regulations.

3. RAMA IN THE OFFICE:

Phone Banking:

Merchants should have already received the RAMA merchant letter inviting them to participate. Now it's our turn to grab the merchant phone banks sheets and follow up with the merchant to schedule an interview.

There will be some occasions when the merchant is not present at the store. In those situations, it's important to remain calm, take a detailed message as to when the manager will be in, and call back later that day or the next. (Persistence is key.)

Some merchants may decide to not participate, where as others will jump at the opportunity.

While youth are making phone calls it's important they try and take detailed notes on their phone bank sheet.

Scheduled interviews:

Once an interview is scheduled the appointment should be written into the big master calendar. (If more than one youth are making phone calls, have one person in charge of constantly updating all calendars.)

Updating Phone bank sheets:

At the end of the day (after youth are done making phone calls), the phone banking sheets should be updated with the notes the youth took, and printed out.

The fresh phone banking sheets should be placed back in the folder for phone calls that should be made the following day.

If a merchant stated to not be interested in participating in RAMA, place the phone bank sheet in a folder for “Merchants not Interested”.

If merchants scheduled and interview, place the phone bank sheets in a folder titled “Interviews Scheduled”. Make sure the phone bank sheets are placed in order (upcoming interviews should always be placed towards the front of the folder.)

Confirm RAMA Interviews:

If a RAMA interview is scheduled for the following day, call the merchant to confirm the date, time, and that the merchant will be present.

It’s extremely important to confirm interviews because there may be times when merchants have an emergency and are unable to attend the interview, their workload doubled and can’t meet, or they simply forget.

In order to avoid showing up to an interview where a merchant isn’t present, and consuming transportation time, always call the merchant the day before.

Interview Sign-out:

Setting up the interviews for the next day is an important task.

Always sign your initials and fill out the Pre-interview section of the interview sign-out sheet.

As you’re signing out the RAMA interviews, place the RAMA interview on a clipboard. The clipboard should include:

- » RAMA Interview (Store information should be filled out)
- » Include 2 RAMA interviews. It’s always good to have a spare.
- » Required signs: We ID and Pregnancy Warning
- » Count Me In Campaign sign-up sheet and flyer
- » Pen and/or pencil
- » Tape (Be prepared to have merchant post their Count me in poster!)
- » Once all the clipboards have been set up and the interviews have been signed out, make sure the interviews are in order (earliest interview should always be first)

4.RAMA OUTSIDE OF THE OFFICE:

MERCHANT INTERVIEW:

When conducting an interview, it’s always a good idea to have more than one youth doing the interview.

If two youth are interviewing the merchant, one person can facilitate and the other can scribe. When conducting the interview, always make sure that all the pages of the interview have been completed.

COUNT ME IN CAMPAIGN:

As the interview is coming to an end, ask the merchant if they would be interested in taking the COUNT ME IN Pledge. Explain that by taking the pledge, they are pledging they won’t sell alcohol to underage youth.

Don’t forget to mention that the pledge is absolutely free and they get a cool poster to display in their store!

If the merchant takes the Pledge always offer to hang up the poster for them. Ideally, the poster should be placed somewhere everyone can see it. (Don’t forget the tape)

RAMA INDIVIDUAL AND GROUP SKILL ACHIEVEMENT REFLECTION CHART

Name:

Pre-RAMA

The Skills Achievement Reflection Chart provides an opportunity for you to measure the skills you have developed through the RAMA project. Please rank yourself based on where you are at now. Color in the number of squares based on your use of the skill listed and use a different color for each activity.

- Used A Lot- Color 5 Squares**
- Used Sometimes - Color 3 Squares**
- Used A Little - Color 1 Square**

Public Speaking					
Conducting Interviews					
Working as Part of a Group					
Planning RAMA					
Making Decisions as Part of a Group					
Planning & Organizing My Time					
Conflict Resolution					
Active Listening					
Problem Solving					
Facilitating a Group Discussion or Meeting					
Assessing the Community About Access to Alcohol					
Developing an Action Plan					
Creating Positive Change in My Community					

RAMA SKILL REFLECTION ACTIVITY

1. Please write down three skills that you feel like you will use the most for RAMA.

a. _____ b. _____ c. _____

2. Please write down one or two skills that you would like to develop further

a. _____ b. _____

3. What could you do to increase your skills in these areas?

4. Do you feel RAMA will make a difference the community?

5. Do you think you will connect with new people during RAMA? Who?

a. Merchants: _____

b. Law Enforcement: _____

c. Youth: _____

d. FNL Staff: _____

e. Other: _____

Creating your RAMA Timeline

Purpose:

For this activity youth will be creating their RAMA timeline. Upon completing this section youth will have a clear vision of when certain activities should be completed.

Materials:

- Timeline Printout
- School Calendar

Preparation:

Print copies of the Timeline and provide them to the youth.
Bring a school calendar so you are aware of school breaks, testing and holidays.

Suggested Steps:

1. Creating the RAMA timeline is by far one of the most important steps to RAMA.
2. When meeting with the youth and adult allies to create the timeline, be sure to cross off the holidays and sections of dates that the adult allies and youth are not available.
3. Look at your calendar and figure out how many weeks you will have as a group to complete RAMA. Once you have determined this you can decide which RAMA Timeline you will want to implement.
4. In the right hand column on the template fill in the dates that you will complete each component of the timeline. If you meet more than once a week or for more than an hour, you will be able to accomplish the full project in about six and a half months.

Design a Store

Purpose:

For this activity, youth will be asked to create a store floor plan and consider how merchants can prevent alcohol theft and increase safety by having a well-designed store layout.

Materials:

- Large Poster paper
- Markers
- Design A Store Handouts

Preparation:

A basic square or rectangle should be drawn on a large poster paper

In the square or rectangle, be sure to clearly mark a doorway and exit, and one door that separate the front of the store from the storage area/ possible office space.

Leave enough room around the basic building design for the youth to draw in parking lot features as well since they contribute to youth access through shoulder tapping, etc.

Copy Store Handouts - One per person

Suggested Steps:

1. This activity will begin by having an open discussion with the youth regarding how store design can contribute or discourage alcohol theft. (10 minutes)
2. Once the youth have settled in, pass out the store makeover sheets. (Youth may want to take notes of the discussion.)
3. Say to the group:
“We all know that alcohol doesn’t just fall from the sky and into the hands of people under the age of 21. At some point alcohol has to cross over from the hands of adults, to the hands of youth. One of the ways youth access alcohol is from liquor stores. For this next activity we will be discussing the ways in which youth access alcohol from a liquor store.”

Lead the group into a discussion using the following questions:

“What makes it easy to steal liquor from a store?”

How do the following things make a difference in how easy it is to steal liquor from a store:

Store Layout

Doorways

Countertops

Aisles (height), poles

Parking Lot

To Lock or Not to Lock

Product Placement

Placing similar items together or mixing merchandise

Signs

What Kind, and Where Should they be Placed. (“We ID,”

“Security Cameras in Use,” “Shoplifters will be Prosecuted,”)

Clerks & Customer Service

How can you ID a shoplifter/ potential shoplifter.

Bags

Do you want to have a policy about them? What kind?

Windows & Advertising

How much and where are ads located?

Security:

Cameras, Mirrors, Alarms, Tags, Uniformed or Undercover

Security, Secret Shopper Programs, Other Thoughts & Ideas

Ask the group to brainstorm: "What kinds of things does a convenience store sell? (i.e. candy, chips, drinks)"

4. For the next portion, have youth get into a group to design their store (10 minutes)

5. Pass out a large poster paper with the sketched layout

6. Say the following:

"Now that you're all settled into your own groups you will have the opportunity to create your own store. The goal is to design a convenience store with a layout that prevents people from stealing alcohol. Think about where you'll place the candy, chips, alcohol, etc. Your store must have a cash register and must sell:

Alcohol

Water

Sodas

Candy

Chips

7. Once the groups are done creating their store layout ask for volunteers to share what their group came up with. (10 minutes)

8. Attached are some useful tools to use for this activity

Reviewing The Tools: Phone Bank and Awards

Purpose:

This section introduces the youth to a script and key points to deliver when making phone calls. In addition, youth will also have a better understanding of what qualifies merchants to be nominated as exemplary and regular nominees.

Materials:

- Phone call script
- Phone
- Pens/Pencils

Preparation:

Have phone scripts already printed out for youth to review.

Suggested Steps:

1. Chances are that the youth will be nervous when asked to contact the merchant for the first time via phone.
2. In order to avoid the nervous feeling it's important to provide the youth with some good talking points to make while making phone calls.
3. Remind the youth that while they're making phone calls they should take good notes and be polite at all times.
4. Remind that youth that sometimes the manager won't be available the first time we call, remain calm and be persistent.
5. Have youth practice asking the interview questions to themselves a few times before making phone calls out to the merchants.
6. Provide youth with a phone script sheet. On the sheet be sure to also provide the phone number youth should give to merchant (if needed).
7. Here is a useful script to use when making phone calls:

Welcome to RAMA Phone Banking:

Hi may I speak to the manager, please? My name is _____, and I'm calling from the [insert club name here]. I was calling you to ask if you wanted to participate in RAMA.

RAMA stands for Responsible Alcohol Merchant Awards. Every year we have a FNL staff and 1 (or more) youth go out to interested stores; we talk to that merchant about what they do to keep alcohol from being purchased or consumed by minors.

We will be starting RAMA interviews this week do you want to be a part of it this year?

(If merchant is NOT interested, thank them for their time)

If merchant is Interested: What day and time of the week would work best for you?

8. Once the youth have practiced the script a few times and feel comfortable enough to begin making phone calls, have a staff person make the first call and demonstrate the first phone call.
9. If at any point the youth are asked a question and aren't certain of the answer, have them say:
"I'm not entirely positive, but if you give me a second I can ask one of my supervisors and let you know"
10. It's important to give merchants the best answer and reassure them that we know what we're talking about.
11. One of the best ways to demonstrate to merchants that we know what we're talking about would be, knowing what qualifies them to place at different levels.
12. Below are the different levels merchants can be nominated at:

Merchant Award criteria:

EXEMPLARY AWARD:

As an exemplary merchant, one is expected to do more than just have employee sign required form.

Merchant does more than a quick review of laws, employee training, and sign required sheet. Merchant has a specific and uniform training process that they use.

The floor plan has been created to clearly separate alcohol areas where youth would make purchases so that they can easily monitor youth movement through the store.

There are no:

Alcohol banners outside at all.

Alcohol advertising on the floor at all.

Alcohol advertising is in the store ONLY and located near alcohol being sold.

Visit merchants unannounced during the year to make sure they are still compliant.

HONORABLE AWARD:

Merchant is on the track to be nominated as exemplary; however, they're failing to meet between 1-5 requirements.

For example, they may have great staff training, no advertisements on the floor, but they have an alcohol banner hanging up outside.

Not Nominated:

- If a merchant is not nominated it can be for a few reasons:
- If store doesn't meet Lee Law requirements, they're not nominated.
- If the merchant has sold alcohol to a minor within the past year. (Merchant is still allowed to participate in RAMA and they receive a participation award, but they're not nominated.)
- If a merchant fails to meet more than 5 requirements from the RAMA rubric.
- In order to keep raising the bar, youth should add on new requirements every year.

RAMA Mock Interview- Practice Skills

Purpose:

This section will prepare youth for the merchant survey. Youth will review the survey and practice the questions with their groups.

***Note:** When youth are doing the mock interview have them actually write down the answers. (It's great practice)

Materials:

- RAMA Interview
- Clipboards
- Pens/pencils

Preparation:

RAMA interviews should be set up on clipboards for the mock interviews.

Suggested Steps:

1. During this activity youth will be handed a clipboard. Each clipboard contains a RAMA interview and a pen or pencil.
2. Have the youth divide into teams for 4. Once everyone is in a group begin the activity.
3. Say to the group:
“ Every single one of you will be handed a clipboard. For this activity you and your team members will be interviewing each other.”

“Two people will assume the role of the interviewers and the other two will be the merchants. Begin your mock interviews from the first page of the RAMA merchant Interview portion.”

“If you're assuming the role of the interviewer you must write down the answers the merchant is giving you. If you're assuming the role of the merchant, make sure you're giving the interviewer your best answer.”

After 10 minutes, switch roles and continue the interview from the last question that was asked.

4. Once both sides have gotten a chance to be the interviewers and merchants ask the group how they felt doing the interview. What additional training or practice will they need to be able to feel skilled when doing an actual interview with the merchant?

Mile 10

Implement Your Plan

Tips and Tricks

Key Steps:

Set up or create a calendar before you start. Cross off Date that Adults and Youth are not available. Map out your meetings and mark all of your Merchant Visits on the Calendar. You don't want to schedule an interview and then have no one available to conduct it.

While you're making phone calls, be prepared to call some merchants multiple times to try and schedule an interview. Managers tend to be busy in mornings and not available in the afternoons. Keep trying, they will appreciate your effort.

Always call the merchant a day before the interview to re-confirm interview time and that it is still convenient. It's no fun to do all the work to get to an interview and find out that the merchants schedule changed or they forgot about the appointment.

If you've scheduled numerous interviews for the same day, make sure there's always a person available to provide transportation. Be sure to build in time for picking up and dropping off. Make sure youth know the entire time period they are obligated for.

Face-to-Face time with law enforcement is crucial; to get their support and their encouragement goes a long way with off-sale Owners and Managers. It is one of the most effective ways to get active participation.

Identify who will talk to the media and create your talking points in advance.

Don't Forget:

Always have your camera handy and ready to take pictures!

MERCHANT LETTER

Purpose:

The Merchant Letter is mailed out to merchants in the county who are in the area you have identified for your project. The letter invites merchants to participate in RAMA.

Materials:

- Merchant letter Template
- Paper
- Envelopes
- Mailing Labels

Preparation:

Be sure to have all the necessary materials before sending out the letter (printing paper, envelopes, RAMA Merchant letter).

Suggested Steps:

1. Make copies of the merchant letter sample and have youth suggest changes they would like to see in the letter, if any.
2. Once changes have been suggested also be sure to add your counties information.
3. Remember to proof read the merchant letter before printing out final copies.
4. Below are the different steps you'll be taking depending of the amount of time you have to complete RAMA.

If you're conducting RAMA in a 6 week timeline:

After the letter has been proof read, print out the number of copies you'll need (it's useful to print a few extras)

Once the letters have been printed out, pick a day adult and youth would be able to personally deliver the letter to the merchant.

As you're delivering the letter, be sure to briefly explain the letter to the merchant. Let them know that you would like to interview them. Ask if an interview is something they'd be interested in and try getting a sense of which day works best for them.

Many times merchants will schedule an interview date when you're dropping off the letter, but if they don't, then follow up within the next 2 business days.

Below is a useful script that can be used during drop offs:

SCRIPT:

"Hi, my name is [Insert name here] and I belong to the [insert chapter name/school name] Friday Night Live/Club Live club. Is the store manager or manager available?"

If manager is available please tell them. If the manager is not available but the clerk has time to listen you can tell them the following:

"Hi, my name is [Insert name here] and I belong to the [insert chapter name/school name] Friday Night Live/Club Live club. Is the store manager or manager available? We are here today to drop off this packet of information to you about the RAMA program. RAMA stands for the Responsible Alcohol Merchant Awards. This program honors responsible alcohol merchants in our community with awards and recognition such as free publicity."

“If RAMA sounds like something you’d be interested in participating in, we can schedule an interview now, or we can also contact you in about 2 days to give you some more time. Thanks for your time today and we really hope you participate”

If you’re conducting RAMA in a 4-6 months:

- After the RAMA letter has been proof read, print out the number of copies you’ll need (it’s useful to print a few extras)
- Mailing labels including the merchants store name and address should also be printed.
- Stuff the RAMA letters in the envelopes, stick the mailing label on the front, and they’re ready to be mailed.
- Give the merchants 3-4 business days for them to receive the letter before you try contacting them to schedule interviews.

5. Below you will find a sample of what the RAMA letter may look like.

[DATE]

Dear Merchant,

We wish to invite you to be a Responsible Alcohol Merchant by participating in the Annual Responsible Alcohol Merchant Award Program (RAMA). RAMA is an activity of Friday Night Live Partnership. This campaign provides youth in our county with an opportunity to recognize and honor merchants with business practices that prevent or restrict youth access to alcohol.

Soon you will receive a call inviting your business to select an interview time - interviews typically last 20 minutes and they occur at your store. Friday Night Live continues to work closely with the Department of Alcoholic Beverage Control (ABC) and local Law Enforcement Agencies to review and validate nominations. Merchants who have sold to a minor in the past year may still participate but are only eligible for a certificate of participation.

Winners of the Responsible Alcohol Merchant Award will be selected based on compliance with the law, impressive management policies, employee training programs, identification checking practices, and advocacy for a positive and healthy environment for youth.

All winners will be:

Recognized with media coverage in local newspapers AND

Receive a RESPONSIBLE ALCOHOL MERCHANT AWARD COMMITTED award: a certificate for first year participants or a plaque for multi-year participants to display in their store(s)

We are pleased to announce that we are continuing to our newest category the Exemplary Level to recognize stores that receive an A+ grade in every single criteria in addition to having a clean ABC record from [2011- 2012]. There will be a few new questions in the interview reflecting these changes focusing on employee training regarding alcohol sales, youth interviewers will also be assessing the outside of each store to see if there are banners hanging that advertise alcohol, as well as assessing the inside of each store to see if there is alcohol advertising on the floor.

With the [INSERT COUNTY] Friday Night Live Partnership’s assistance, youth in local middle schools, high schools and colleges will be participating in every aspect of the program. These students will be learning about the laws and policies that affect alcohol merchants, planning for and conducting interviews with potential award winners, making nominations and assisting in the decision about which vendors will be nominated as Winners and which merchants will be specifically recognized as an Exemplary Level member. Interviews will be done collaboratively between one to three students and an adult ally, who will be on site for approximately a half an hour, viewing the store and completing the interview. The interview will consist of questions regarding alcohol sale practices and advertising in stores.

We look forward to working with you this year to honor and recognize the positive roles and contributions merchants make when they limit youth access to alcohol in our community.

Sincerely,

[Insert Signature]

Merchant Phone Calls

Purpose:

While conducting merchant phone calls we have the opportunity to schedule interviews with merchants. This section will help youth understand all of the factors that go into scheduling interviews.

Materials:

- Pencils
- Phone bank sheet
- Calendar

Preparation:

Before beginning phone calls, there should be a master calendar hanging up somewhere so that everyone can see it.

If there are some dates where RAMA interviews shouldn't be scheduled, block them off the master calendar ("X" out the date).

Suggested Steps:

1. As youth are entering the office to make phone calls for the day, they should each be given phone bank sheets.
2. Be sure each youth also has a calendar where they can schedule interviews.
3. Remind youth to sign their initials and properly fill out the sheet as they are making calls.
4. If an interview is being scheduled, it is important for youth to write it down on their calendar, and the master calendar.
5. There should be one person making sure all the calendars are being updated as interviews are being scheduled.
6. When scheduling an interview it's important to ask merchants which day works best for them.
7. If you're scheduling numerous RAMA interviews on the same date, be sure you give yourself enough time for transportation in between.
8. Here are some helpful tips for the different phone call scenarios:

If you're told "You need to talk to corporate":

If this is the case, ask the manager for the name and number of the corporate person you should call. If you call the corporate office and reach a voicemail, don't forget to leave a message.

If the merchant never got the letter:

Things get lost in the mail; clerks misplace letters. Sometimes a merchant will have no idea what we're talking about. In this case, ask to get their fax or e-mail so that we can send it to them again. Send out the information as soon as you can. Try calling them back within the next 2 business days to make sure they received the information.

If the merchant is too busy to talk to you:

If you cannot leave a message, ask when a good time to call back would be. If they are too busy to tell you, call back later that day or the next day, at a different time.

If the merchant just hangs up

The best you can do is call them back later (it might be good to make a note that they were less than enthusiastic so the next person calling knows to tread lightly).

If the Merchant is not interested

Ask if they received the letter and if they have any questions. If they're still not interested thank them for their time.

Always remember to take notes of what the merchant is saying and be sure to thank them for their time.

9. At the end of the day, have one person update all the phonebank sheets and make sure the master calendar has all the interviews that were scheduled.

10. Below is an example of the RAMA phone banking sheet (see appendix for sample template)

STORE NAME: <u>Aptos</u> Natural Foods	ADDRESS: 7506 <u>Soquel</u> Dr.	PHONE #: 685-3334	Status:	Int Date:	Interviewer:
Owner/manager	FAX #	English No English Other			

RECENT NOTES:

Work Notes:

Today's Date: _____

Your Initials: _____

◇ Attempted Call, No Answer

◇ Attempted Call, Busy

◇ Wrong Number

◇ Resent Info: ◇ fax: _____

◇ mail

◇ Language Barrier (what language) _____

◇ Call Back, best day(s)/ time = _____

◇ Merchant Not Interested (reason given, if any): _____

◇ Interview Scheduled (Date/ Time): _____

Store Contact (who will be interviewed): _____

◇ Check here after you placed interview on calendar

Interview Sign-Out Sheet

Purpose:

The interview sign-out sheet helps keep track of all the interviews that have been completed and it also helps keep track of the upcoming interviews.

Materials:

- Clipboard
- interview sign-out sheet
- Pens/ Pencils
- RAMA interviews

Preparation:

Set up the interview sign-out sheet on a clipboard
Have a pencil jar available next to the clipboard.

Suggested Steps:

1. Once youth have set up interviews with merchants, the Sign-out sheet is a great tracking tool to have.

Before the Interview:

- » It is very important to set up the RAMA interviews packets a day before the scheduled date.
- » When setting up a RAMA interview packet it's important to fill out ALL the interview information, including the address. Once the information is on the interview, be sure you always transfer all of the information to the sign-out sheet.
- » Always remember to write down the date the interview was taken off site, and your initials along with the store information.
- » Setting up the interview packets and filling out the PRE interview portion normally takes about 10 minutes (depending on how many interviews you have scheduled for the following day).

POST INTERVIEW:

- After the interviews have been completed, bring the interviews back in to where you initially signed them out.
- Don't forget to fill out the other portions of the sign-out section so that you know that the interview was or was not completed, and that the interview was returned to your site.
- Enter the date the interview is being returned, who the driver was, whether the interview was completed or not, did the merchant sign the Count Me in Campaign, the names of the interviewers, and whether or not the merchant is being nominated.

2. At the end of the day always remember to check-in all the interviews completed that day.
3. Set up the RAMA interview packets for the next day.
4. Below is an example of that the SIGN-OUT sheet looks like.

Interview Sign-Out Sheet

Pre-Interview Sign Out (complete before taking your RAMA interview)			Post-Interview Sign Out (complete when you RETURN your interview)							
Today's Date	Name	Store (be SPECIFIC:) Name, number, street address)	Date:	Driver:	Int Com p	Merchant Nom?	Youth Inter-viewer	Level	Merch Con	
1	7/8/11	LF	El Patio: 312 Playa Dr.	July 11th	Janet	Yes	Yes	Pikachu & Liliana	Exemplary	Yes
2	7/8/11	LF	Hernandez Mkt 1: 3790 Portola Dr.	July 11th	Lily	Yes	No- LEE LAW	Pikachu & Diana	NN	
3	7/11/11	LF	U Save Liquors: 930 Almar Ave.	July 11th	Janet	Yes	Yes	Liliana & Fanni	Reg	Yes
4	7/11/11	LF	Whole foods: 911 Soquel Ave	July 11th	Janet	Yes	Yes	Pikachu & Dian	Reg	Yes
5	7/11/11	LF	Plaza Shell: 1649 41st Ave	July 11th	Scott	Yes	Yes	Cassie & Memc	Reg	
6	7/11/11	LF	Leo's Liquor's: 4790 Scotts Valley Dr.	July 12th	Lily	Yes	Yes	Amber & Diana	Reg	
7	7/11/11	LF	7 Eleven: 367 Ocean St.	July 12th	Scott	Yes	Yes	Pikachu & Dian	Reg	
8	7/12/11	LF	7 Eleven: 274 Mt. Hermon Rd.	July 12th		Yes	Yes	Amber & Cassie	Reg	Yes
9	7/13/11	LF	Valero Corner Store: 1319 Ocean St.	July 13th	Lily	Yes	Yes	Diana, Chelo, &	Exemplary	Yes
10	7/13/11	LF	Redwood Keg: 12980 Hwy 9	July 13th	Julia	Yes	Yes	Diana & Chelo	Reg	
11	7/13/11	LF	New Leaf Community: 13159 Hwy 9	July 13th	Julia	Yes	Yes	Diana & Chelo	Exemplary	Yes
12	7/14/11	LF	Quikstop: 5505 Soquel Dr.	July 14th	Julia	Yes	Yes	Jess R, Amber,	Reg	Yes
13	7/14/11	LF	Grog Shop: 110 Hubbard St.	July 14th	Julia	Yes	No- LEE LAW	Jess R, Amber,	NN	Yes
14	7/14/11	LF	Valero Corner: 335 Mission St.	July 14th	Janet	Yes	Yes	Jess R, Amber,	Reg	Yes
15	7/14/11	LF	7 Eleven: 3036 Portola Dr.	July 14th	Janet	Yes	Yes	Parker, Liliana,	Exemplary	Yes
16	7/15/11	LF	Seascape Foods: 16 Seascape Vlg.	July 14th	Scott	Yes	Yes	Parker, Liliana,	Reg	Yes
17	7/12/11	LF	Palm Mkt & Deli: 300 Valencia	July 14th	Scott	Yes	No- Sidewalks	Parker, Liliana,	Reg	
18	7/15/11	LF	Safeway: 16 Rancho Del Mar	July 14th	Scott	Yes	Yes	Parker, Liliana,	Exemplary	Yes
19	7/15/11	LF	Soquel American: 4901 Soquel Dr.	July 15th	Lily	Yes	Yes	Diana & Michell	Reg	Yes
20	7/15/11	LF	Valero Corner: 5451 Scotts Valley	July 15th	Scott	Yes	Yes	Michelle L & Dia	Reg	Yes
21	7/15/11	LF	Del Pueblo: 2118 Soquel Ave	July 15th	Scott	Yes	No"we ID"LEE	Michelle L & Dia	NN	Yes
22	7/15/11	LF	New Leaf Community: 1101 Fair Ave	July 15th	Scott	Yes	Yes	Michelle L & Dia	Exemplary	Yes
23	7/15/11	LF	Deke's Market: 334 7th Ave	July 18th	Janet	Yes	Yes	Michelle L & Dia	Reg	
24	7/15/11	LF	Rite Aid 5908: 6123 Hwy 9	July 18th	Julia	Yes	Yes	Jackie & Veroni	REG(verify)	
25	7/15/11	LF	CVS Pharmacy: 1700 Mission st.	July 18th	Janet	Yes	end aisles	Cassie, Diana,	Reg	Yes

RAMA Store interview

Count me in campaign survey

Store Survey

Identifying Information:

Name of Store:

Phone #:

Store Contact: _____

Date/time interview scheduled for:

Address:

Confirmed: Yes No

Date of confirmation _____

Confirmed by: _____

Date and Time of Survey: _____

*Please arrive at least five minutes before the interview to fill out the first two pages.

What Kind of Store? Circle one

Liquor Store

Small Market

Gas Station

Chain Convenience

Chain Supermarket

Other:

Names of People Filling Out Survey:

Survey Questions OUTSIDE the store:

1) Is the store within 1000 feet of a school? Yes No

2) Are there people loitering outside the store? Yes No

2a) If yes, what are they doing? _____

Media Literacy OUTSIDE the store: Please pay attention to alcohol advertising on the OUTSIDE windows, doors and walls of the store.

3) What percentage of the store windows is covered in alcohol and/or tobacco advertisements or promotional items? Circle one.

33% or less

33%-50%

50%-75%

75% or more

If more than 33%, ask Merchant if they are aware of the "Lee Law" (Alcohol Beverage Control requires stores to have less than 33% of their windows covered with alcohol advertisements)

Yes

No

Next ask Merchant if they are willing to take some advertisements down in order to comply with the Lee Law, please circle merchant response:

- | | | |
|--|-----|----|
| | Yes | No |
| 4) How many advertisements total? | | |
| How many are alcohol ads? | | |
| How many are tobacco ads? _____ | | |
| How many are healthy food, eating, and living ads? _____ | | |

Media Literacy INSIDE the Store: Pay attention to alcohol advertising INSIDE the store windows and walls.

6) How many Alcohol Advertisements and Promotional items do you see?

7) Was any of the alcohol advertising located close to the candy?

Yes No

8) Was any of the alcohol advertising located at three feet or below?

Yes No

Posted Signs:

9) Is there a clear sign stating that they will ID/not sell minors alcoholic beverages?

Yes No

10) Is there a sign stating that it is dangerous to drink while pregnant?

Yes No

Merchant Award Interview Script

Hi, we are students working with the [Insert county name here]. Friday Night Live engages youth as active participants in the community while promoting healthy lifestyle choices.

We are excited about conducting surveys at stores like yours throughout the county. This program allows us to congratulate and reward stores that are doing an excellent job in restricting youth access to alcohol.

Some questions we would like to ask are:

1) Do you create your own floor plan or does a corporation determine it?

2) How do you decide where to place items in the store such as candy, soda, beer displays, "airplane sized liquor bottles" and other types of alcohol?

2a) How do you decide where to place the fruits and vegetables? Are they located near the front or the back of the store?

3) Please tell us if you have the following security measures in place at your store?

4a) What is done to prevent alcohol theft?

4b) How is stolen alcohol reported?

5) What kind of procedures does your store have regarding checking IDs?

6) How do you and your employees handle people you suspect of shoulder tapping?

Device	Yes	No	Notes
Cameras			
Watching customers			
Secure Store layout			
Locks			
Liquor caps			
General security (lights, mirrors, wires, employee training, etc.)			
Any Other Security Measures:			

7a) What are the in-store consequences your clerks face when they sell alcohol to minors?

(If merchant asks for an example, you can mention firing, fines, written warnings, etc.)

7b) What are the legal consequences the clerk or the store faces when a clerk sells alcohol to a minor?

(If merchant asks for an example, you can mention jail time, 3-day suspensions, store on probation, store loses liquor license, etc.)

7c) How is the staff made aware of these consequences?

8a) How do you train your staff regarding alcohol sales?

Video Training? _____

Computer training? _____

Attend ABC- Offered License Education on Alcohol and Drugs (LEAD) training? _____

Other? _____

Explain:

8b) How often do employees receive training on alcohol sales?

9) Does your store sell beer kegs (six-gallon size or larger)? Yes No

If yes, what kind of procedures does your store have regarding the sale of beer kegs?

Method	Yes	No	Notes:
Register keg			
Check ID/Gather ID info			
Tags / Stickers/ Store records			
Ensure no minors are present			
Other:			

10a) How do you choose what types of advertisements for alcohol appear in your store?

10b) How do you decide where to place advertisements for alcohol in your store?

11) What are the primary challenges you face in complying with retail alcohol sale laws?
For example:

Challenge	Yes	No
Ensuring staff accountability		
Understanding and enforcing laws		
Fake Ids		

Other challenges:

Subject:	Needs Improvement (C)	Acceptable (B)	Excellent (A+)
1)ADVERTISING: No Alcohol or Tobacco advertising directly next to candy or kid oriented merchandise			
No more than 33% of the square footage of the windows and clear doors of an off-sale premises may have advertising or signs of any sort			
No presence of in-store advertising clearly targeting young people (i.e. teen drinking posters)			
No Alcohol Advertising is located 3 feet or below including the floor		N/A	
Inside the store, alcohol advertisements are ONLY located near alcohol.			
No alcohol banners inside or outside		N/A	
1)SIGNAGE: Clear presence of a sign stating that drinking during pregnancy can cause birth defects			
STAKE Act followed: sign stating no sales of tobacco to minors; tobacco is locked up or behind counter, not available as self-serve			
"WE ID" type of warning is clearly posted regarding alcohol sales			
Staff can easily show you the liquor license			
Merchant displays Count me In Campaign pledge			
3) DISPLAYS: No barrels, kegs, cases, bottles, and other containers for alcoholic beverages are displayed on sidewalks			
No Drug or Gang paraphernalia is sold (ex: red or blue bandanas, miniature wire roses in glass tubing, pipes, scales, individual balloons, metal clips)			
No beer displays near entry/ exit to store. (It would be difficult to do a "beer run" at this store.)			
No miniature/ airline-sized liquor bottles in front of cash register (n/a for stores that do not sell liquor)			
If store sells ALCOHOLIC energy drinks they are clearly separated from alcohol-free beverages			
No end-aisle displays of alcohol. There's a clear separation between alcohol and other NON-ALCOHOL items			
4) POLICY: No Alcohol or Tobacco use within 15 feet of the door.			
Staff training in dealing with alcohol issues (shoulder tapping, ID check, theft) occurs			
Surveillance equipment in the store			
Processes and Procedures for Checking IDs			
Not Nominated ____ Honorable Nomination ____ Exemplary Nomination ____			

RAMA Press Release

Informing the Community of Your Action

Purpose:

Make merchants and community aware of RAMA

Materials:

- Sample Press Release
- Computers/Internet Access

Preparation:

Print sample press release

Contact local County Office of Education, County Alcohol and Drug program or school to request a Media Contact List.

Suggested Steps:

1. Discuss why it would be important to get the message out to merchants and the community about RAMA.

2. Divide the group into two teams:

Team One will look at the sample Media Advisory and write an advisory for their community

Team Two will address email addresses or fax numbers for the media to send out the press releases.

RAMA Press Release

Informing the Community of Your Action

RAMA winners will fall into two categories, exemplary and honorable and will receive awards and be recognized through media and local business and government agencies. RAMA will be followed by law enforcement compliance checks of all alcohol outlets to monitor compliance with the law.

Sample Media Advisory

Media Advisory

Insert Date:

Contact:

Agency:

Phone:

Email:

XXX Friday Night Live Partnership Announces
Responsible Alcohol Merchant Awards
FOR IMMEDIATE RELEASE

XXXX, County, CA, Date - XXXX - XXX Friday Night Live Partnership, and local law enforcement are proud to announce the kick-off of the Responsible Alcohol Merchant Award (RAMA) program. RAMA recognizes alcohol merchants who are actively involved in promoting a positive, healthy community for XXX County by restricting youth access to alcohol. The RAMA program is based on a youth -adult partnership model - local youth are trained to assess and interview merchants that choose to participate in the program. RAMA allows local youth to recognize participating alcohol merchants who are doing a good job in preventing alcohol sales to minors by being compliant with mandatory beverage control regulations, and by having excellent management policies and employee training programs.

Local merchants are encouraged to contact the XXX Friday Night Live at XXX-XXX-XXXX to set up an appointment for an interview.

Law Enforcement Review of Winners

Purpose:

Honor the Merchants who are successfully limiting youth access to alcohol in the community and contributing to community health and safety

Materials:

- RAMA Master List
- Winner and Non-Winner Letter
- Newspaper Ad
- Phones

Preparation:

Use RAMA Master List to have knowledge of winners and non-winners.

Have contact information for local media who will publish winners ad.

Suggested Steps:

1. Share with the group:
“We have done a great job in interviewing our local merchants and have identified our winners and non-winners. Now we need to notify them.”
2. We are going to review copies of the RAMA Master List which has the results of all of our merchant interviews. Non-winners will need to be made aware of opportunities for them to fix their problems with our support. We will divide into teams and we need to write letters or make phone calls to all of the winning and non-winning merchants.”
3. Ask the group:
“Do you want to send letters or call the winners?”
“Do you want to send letters or call the non-winners?”
4. If the group wants to send letters look at the sample letters attached and create your own letters.
5. If the group wants to do calls, set up times and dates that youth can begin calls and how much time will be required to complete them.

Announcing RAMA Winners

Purpose:

Honor the Merchants who are successfully limiting youth access to alcohol in the community and contributing to community health and safety

Materials:

- RAMA Master List
- Winner and Non-Winner Letter
- Newspaper Ad
- Phones

Preparation:

Use RAMA Master List to have knowledge of winners and non-winners.

Have contact information for local media who will publish winners ad.

Suggested Steps:

1. Share with the group:
“We have done a great job in interviewing our local merchants and have identified our winners and non-winners. Now we need to notify them.”
2. We are going to review copies of the RAMA Master List which has the results of all of our merchant interviews. Non-winners will need to be made aware of opportunities for them to fix their problems with our support. We will divide into teams and we need to write letters or make phone calls to all of the winning and non-winning merchants.”
3. Ask the group:
“Do you want to send letters or call the winners?”
“Do you want to send letters or call the non-winners?”
4. If the group wants to send letters look at the sample letters attached and create your own letters.
5. If the group wants to do calls, set up times and dates that youth can begin calls and how much time will be required to complete them.

Congratulations to the 2010 Responsible Alcohol Merchant Award Winners

The Responsible Alcohol Merchant Awards (RAMA) recognizes Santa Cruz County alcohol merchants and distributors that consistently do not sell alcohol to minors and make positive contributions to the community. Communities United to Reduce Bingeing (CURB) encourages you to support the RAMA winners by shopping at their stores.

EXEMPLARY WINNERS:

BRITANIA ARMS
PUB & RESTAURANT
APTOS

BEVERAGES AND MORE
CAPITOLA

BOB'S MISSION HILL VALERO
SANTA CRUZ

CIRCLE K CAPITOLA 76
CAPITOLA

COST PLUS
SANTA CRUZ

CVS PHARMACY 9332
SANTA CRUZ

EL PATIO GROCERY
WATSONVILLE

HERNANDEZ MARKET III
SANTA CRUZ

LEO'S SCOTTS VALLEY LIQUOR
STORE
SCOTTS VALLEY

MEL'S MARKET
SANTA CRUZ

M&V BOULDER CREEK LIQUORS
BOULDER CREEK

NEW LEAF COMMUNITY
MARKET
BOULDER CREEK

NEW LEAF COMMUNITY
MARKET
FELTON

NEW LEAF COMMUNITY
MARKET
Fair Ave, SANTA CRUZ

NEW LEAF COMMUNITY
MARKET
Pacific Ave, SANTA CRUZ

PALM MARKET AND DELI
APTOS

PLAZA SHELL
CAPITOLA

QUALITY CASH GROCERY
CAPITOLA

QUIK STOP MARKET 78
SOQUEL

REDWOOD KEG
BOULDER CREEK

RITE AID 5968
FELTON

ROTTEN ROBBIE 35
SANTA CRUZ

SAFEGWAY 300
SCOTTS VALLEY

SAFEGWAY 636
SANTA CRUZ

SAFEGWAY 640
APTOS

SAFEGWAY 799
SANTA CRUZ

SAVE MART SUPERMARKET
CAPITOLA

SEASCAPE FOODS
APTOS

TRADER JOE'S 64
CAPITOLA

U SAVE LIQUORS
SANTA CRUZ

VALERO CORNER STORE 3400
WATSONVILLE

VALERO CORNER STORE 3529
SANTA CRUZ

VALERO CORNER STORE 3736
SCOTTS VALLEY

7 ELEVEN 2233 29795B
SANTA CRUZ

7 ELEVEN 2233 14279
SANTA CRUZ

7 ELEVEN 2233 14280
SANTA CRUZ

7 ELEVEN 2233 26525
SCOTTS VALLEY



AWARD WINNERS:

7 ELEVEN 2233 32323
WATSONVILLE

ALDAMA'S CARNICERIA
Y MARKETA
WATSONVILLE

BARSI'S LIQUOR STORE
WATSONVILLE

CASSERLY GROCERY
WATSONVILLE

D'LA COLMENA
WATSONVILLE

DEKE'S MARKET
SANTA CRUZ

EL CHARRITO
WATSONVILLE

HARVEST MOON MARKET
WATSONVILLE

HERNANDEZ MARKET 1
SANTA CRUZ

LA PRINCESA MARKET
WATSONVILLE

LA ROSA MARKETS
WATSONVILLE

MEXICO PRODUCE
WATSONVILLE

RITE AID 5965
APTOS

STAFF OF LIFE NATURAL FOOD
MARKET
SANTA CRUZ

SUPER MAX 5
WATSONVILLE

WHOLE FOODS MARKET
SANTA CRUZ

7 ELEVEN 2233 17296
WATSONVILLE



For more information about RAMA and Project Curb, visit www.projectcurb.com
or contact Megan Joseph: mjoseph@unitedwaysc.org

RAMA Non-Winners Letter Next Steps

Purpose:

Honor the Merchants who are successfully limiting youth access to alcohol in the community and contributing to community health and safety

Materials:

- RAMA Master List
- Non-Winner Letter

Preparation:

Use RAMA Master List to have knowledge of non-winners.

Have contact information for local law enforcement so you can notify them of non-winners.

Suggested Steps:

1. Share with the group:
“We have selected and notified our winners and now it’s time to contact the non-winners. We need to notify them and ask how we can help them to be more successful.”
2. We are going to review copies of the RAMA Master List which has the results of all of our merchant interviews. Non-winners will need to be made aware of opportunities for them to fix their problems with our support. We will divide into teams and we need to write letters or make phone calls to all of the non-winning merchants.”
3. Ask the group:
“Do you want to send letters or call the winners?”
“Do you want to send letters or call the non-winners?”
4. If the group wants to send letters look at the sample letters attached and create your own letters.
5. If the group wants to do calls, set up times and dates that youth can begin calls and how much time will be required to complete them.
6. Now assign youth to contact local law enforcement and make them aware of the non-winners and why.

RESPONSIBLE ALCOHOL MERCHANT AWARDS



FRIDAY
NIGHT

live
phone: 454-5007

sccfnlp@health.co.santa-cruz.ca.us
fax: 454-4747

XXXX Liquor
XXX Soquel Drive
Santa Cruz, CA 95060

March 20, 2012

Dear Merchant,

We would like to thank you for participating in our Responsible Alcohol Merchant Program this year. To win a Responsible Alcohol Merchant Award a merchant must satisfy some requirements. These requirements include following all State Alcohol Beverage Control laws regarding advertisement posting, as well as having posted signs stating that alcoholic beverages will not be sold to minors. In addition, alcohol products need to be separated from child-oriented merchandise. The final requirement is that staff to be trained to recognize and handle shoulder tapping, effectively prevent and respond to alcohol theft and to check for proper identification.

Although your store meets a lot of the requirements your windows are covered by more than 75% of advertising which is in violation of the Lee Law. Due to this violation we will not be able to recognize your store as a winner; however we would like to recognize your participation and work with you to remove advertising. Enclosed you will find a 2011 Responsible Alcohol Merchant Award Certificate of Participation. **If you would like to meet with local FNL youth to have them assist you in removing advertising so that you are compliant with the Lee Law please contact Deanna at 831-454-5004.**

With this project we are dedicated to offering recognition and support to local merchants by providing positive reinforcement for hardworking community members. We hope that you will be interested in participating in the program and being considered for this award next year. We thank you for your time and support. By being a part of this project you help create a safer community for all of us. Thank you!

Sincerely,

Elaine Machado

Youth Council Representative
Santa Cruz County
Friday Night Live Partnership

RESPONSIBLE ALCOHOL MERCHANT AWARDS



FRIDAY
NIGHT

live

phone: 454-5007

sccfnlp@health.co.santa-cruz.ca.us

fax: 454-4747

XXX Market
XXX Playa Dr
La Selva Beach, CA 95076

March 20, 2012

Dear Merchant,

We would like to thank you for participating in our Responsible Alcohol Merchant Program this year. To win a Responsible Alcohol Merchant Award a merchant must satisfy some requirements. These requirements include following all State Alcohol Beverage Control laws regarding advertisement posting, as well as having posted signs stating that alcoholic beverages will not be sold to minors. In addition, alcohol products need to be separated from child-oriented merchandise. The final requirement is that staff be trained to recognize and handle shoulder tapping, effectively prevent and respond to alcohol theft and to check for proper identification.

Although your store meets or exceeds most of the requirements, a clerk at your store was cited for selling alcohol to a minor during the past year during an ABC decoy operation (2011). Due to this violation we will not be able to recognize your store as a winner; however we would like to recognize your participation. Enclosed you will find a 2011 Responsible Alcohol Merchant Award Certificate of Participation.

With this project we are dedicated to offering recognition and support to local merchants by providing positive reinforcement for hardworking community members. We hope that you will be interested in participating in the program and being considered for this award next year. We thank you for your time and support. By being a part of this project you help create a safer community for all of us. Thank you!

Sincerely,

Elaine Machado

Youth Council Representative
Santa Cruz County
Friday Night Live Participants

Implementation – Mile 10: Implement Your Plan

RESPONSIBLE ALCOHOL MERCHANT AWARDS

FRIDAY
NIGHT

Live

Contact Info Here

PRESS RELEASE

(#) Business Owners Recognized As Responsible Alcohol Merchants

City, CA — Date — FOR IMMEDIATE RELEASE

Santa Cruz County Friday Night Live Partnership youth are excited to announce the winners of the Responsible Alcohol Merchant Awards (RAMA) Program. RAMA recognizes XXXX County alcohol merchants who actively work to restrict alcohol sales to minors and compliant with current local beverage control regulations. This year, # local youth interviewed and assessed # local merchants and they are pleased to recognize # business owners.

In 2009, underage customers consumed 17.5% of all alcohol sold in California, totaling \$3,352 million in sales (in 2010 dollars). These sales provided profits of \$1,641 million to the alcohol industry. For this reason, community leaders have partnered with alcohol retailers to actively discourage and limit youth access to alcoholic beverages. To directly address the issue of underage sales Friday Night Live youth conducting interviews and on-site evaluations with merchants to assess their carding and training practices, adherence to the law and asked all participating merchants to sign and prominently display a “Merchant Committed” pledge that demonstrates the merchant's dedication to not provide alcohol to youth.

Merchants who met the highest grading criteria set by local FNL youth, posted the Merchant Pledge poster and hold a clean ABC record are being recognized as Exemplary Merchants this year. The merchants who did not hit the highest standards set in all categories or that chose not to display the poster are recognized as traditional RAMA Merchants this year. All

Implementation – Mile 10: Implement Your Plan

Mile 11

**Evaluating and Reflecting
On Your Work**

Tips and Tricks

Key Steps:

Having youth deliver awards (even if it's only a certificate) is a great photo opportunity for the press, and it's a great way to get the issue of teen drinking, as well as solutions to address the ease of access and availability into the public eye.

Distributing awards at a venue that is of value to merchants can be very meaningful and promote the program further and develop new allies and partnerships. Chamber of Commerce or City Council Meetings are also a great way for the merchant to be recognized.

Many cities and counties will do a proclamation for the merchants who have won in their community. Be sure you get the information to the City or County Clerk several weeks in advance.

If the merchant doesn't have time to complete the Evaluation form, give them the option of mailing it back and provide a self-addressed envelope. You can also email the merchant survey.

Don't forget to set up survey monkey or an excel spreadsheet to tabulate the responses from the merchants. Be sure you use this information in your planning for next year.

RAMA is ONLY successful if compliance checks follow the education. Be sure to get the data from law enforcement so you can use it to help you with your data collection next year.

Use the non-winning merchants or merchants who did not pass the compliance checks as a kick off for a Store Makeover. Correcting Lee Law violations or helping a merchant develop training and implement policies are great projects that will directly impact the health and safety of the entire community.

Working With Law Enforcement Compliance Checks and Next Steps

Preparation:

Contact Law Enforcement or ABC to discuss compliance checks and the role local youth can play.

Suggested Steps:

1. Invite local Law Enforcement or ABC to your meeting to share information about compliance checks or host a training for decoys.
2. Tell the youth they can assist law enforcement with compliance checks by training and providing youth to act as decoys or assist with shoulder tap operations.
3. During compliance checks law enforcement partner with youth who are between the ages of 16-20. Some agencies can only use youth between age 18-20.
4. The youth serving as a decoy who enter the store and takes a six pack of beer to the front counter to purchase. An undercover officer is in the store with the youth.
5. The Goal: Have the clerk follow the rules you reinforced during RAMA and ask the youth “How old are you?” and “Can I see your ID.” The youth will respond with their accurate age and show their accurate ID. The goal is for the clerk to deny them the sale.
6. When the clerk denies the sale law enforcement steps up and congratulates the merchant for good work. If the merchant sells the clerk and the store face monetary consequences and possible firing of the clerk and suspension of the license of the store.
7. Compliance checks help the community ensure the education is working and that local businesses are doing a superb job following state and local laws. Prevention Science proves that when merchants decrease youth access, binge drinking and 30 day use of alcohol by youth is directly impacted.
8. Next steps:
Ask law enforcement to work with you to assist non-winners in complying with the law. Implement a Lee Law Project and have Law Enforcement support your efforts by telling violators they must comply with the law by a certain date or they will face consequences.

Review and Post Evaluation

Purpose:

This section will help youth reflect on activities they liked and activities they would like to see done differently next year. They will also take the Post-Skills assessment.

Materials:

- Large poster paper
- List of all activities
- Markers

Preparation:

Create an individual large poster paper for each of the following headings: Capacity Building, Assessment, Planning, Implementation, Evaluation and Reflection (See +/-++ template below)

Post the Posters around the room where they're visible to everyone.

Print out the list of all activities. Having the list will help youth remember which activities fall under which category

Suggested Steps:

1. As RAMA is coming to an end it's important to reflect on all the activities that occurred throughout RAMA and determine which steps worked, and which steps could be improved.
2. For this activity, youth will be discussing what they liked and what they would like to see done differently.
3. Say to the group:
“ We are getting to the end of RAMA, and this is the perfect time to look back at all of the activities we've done and determine which worked for us, and which could be improved. Let us know what you found really valuable and beneficial. Don't be timid to state what you're thinking. Your opinions are extremely valuable and we need your contributions in order to keep RAMA moving forward.”
4. Go to the first poster and work your way through to the last one. Once all the posters have been completed have the youth review them once again and make any additional changes.
5. Notes from the posters should be typed up and reviewed the following year when beginning RAMA.

POST INDIVIDUAL AND GROUP SKILLS ASSESSMENT:

6. When we first started RAMA youth were asked to participate in the Pre-skills assessment. As RAMA is coming to an end, we ask that they take the Post-skills assessment as well.
7. These assessments will help staff make the necessary changes in RAMA for the following year, and it also gives youth an opportunity to reflect on the skills they've acquired throughout RAMA.

Capacity Building
Tips and Tricks
1. Dog House Analogy
2. Emerald Cove
3. RAMA Overview
4. Shared Vision
5. Media Literacy and Advertising
6. Lingo Bingo - Terms to Know
Assessment
Tips and Tricks
7. Who, What When, Where, Why
8. Letter/Contact ABC or Law Enforcement
9. Sharing Real Life Stories from Youth In Action
10 Analyzing and Using Data Letter
11. Laws and Best Practices
12. Data Collection Methods
13. Breaking It Down – What We Want To Know
14. Outlet Listing from ABC
15. Alcohol Outlet Mapping
16. Understanding Your Environment Walking Tour
17. Youth Access Survey
18. Closer Look at CA Youth Data
19. Data Points to RAMA
Planning
Tips and Tricks
20 Brainstorming RAMA Action
21. RAMA In A Day -Youth Training Overview - Ind. Skills Assessment - Pre RAMA
22. Creating Your RAMA Timeline
23. Design and Store
24. Reviewing The Tools - Phone Bank and Awards
25. RAMA Mock Calls and Interviews - Practice Your Skills
Implementation
Tips and Tricks
26. Merchant Letter
27. Merchant Phone Calls
28. Interview Sign Out Sheet
29. RAMA Store Interviews/Count Me In Campaign
30. RAMA Press Release Informing the Community of Your Action
31. Law Enforcement /ABC Review of Winners
32. Announcing RAMA Winners
33. Non- Winners Letter - Next Steps
34. Winners Press Release and Ad
Evaluation and Reflection
Tips and Tricks
35. Working with Law Enforcement Compliance Checks and Next Steps
36. RAMA Review - Individual, Group and Project Assessments
37. RAMA Awards Distribution/Merchant Evaluation Survey
38. Next Steps for Non-Winners

What we liked:	What we'd like to do differently:

RAMA INDIVIDUAL AND GROUP SKILL ACHIVEMENT REFLECTION CHART

Name: _____

The Skills Achievement Reflection Chart provides an opportunity for you to measure the skills you have developed through the RAMA project. Please rank yourself based on where you are at now. Color in the number of squares based on your use of the skill listed and use a different color for each activity.

Used A Lot- Color 5 Squares

Used Sometimes - Color 3 Squares

Used A Little - Color 1 Square

Public Speaking					
Conducting Interviews					
Working as Part of a Group					
Planning RAMA					
Making Decisions as Part of a Group					
Planning & Organizing My Time					
Conflict Resolution					
Active Listening					
Problem Solving					
Facilitating a Group Discussion or Meeting					
Assessing the Community About Access to Alcohol					
Developing an Action Plan					
Creating Positive Change in My Community					

Individual and Group Skills

RAMA SKILL REFLECTION ACTIVITY

1. Please write down three skills that you feel like you used the most for RAMA.

a. _____ b. _____ c. _____

2. Please write down one or two skills that you would like to develop further

a. _____ b. _____

3. What could you do to increase your skills in these areas?

4. Do you feel RAMA made a difference the community?

5. Did you connect with new people during RAMA? Who?

a. Merchants: _____

b. Law Enforcement: _____

c. Youth: _____

d. FNL Staff: _____

e. Other: _____

6. Do you feel more confident about:

a. Your Skills

b. Working with a Team

c. Working with the Community

d. Creating Community Change

7. What additional training would benefit you or the group?

Award Delivery & Merchant Evaluation

Purpose:

This section reviews the process youth must take when delivering RAMA awards. Merchants will also be asked to complete the Merchant Evaluation Form.

Materials:

- RAMA Awards
- Merchant Evaluation
- Envelopes

Note:

Some merchants may not have time to complete the evaluation

Preparation:

Print out self-addressed labels and place them on envelopes. Always carry envelope when distributing awards.

Print out Merchant evaluations.

AWARD DISTRIBUTION

1. If merchants have been nominated as a Responsible Alcohol Merchant, be sure to mail them a later congratulating them for being a RAMA winner.
2. In the letter you should include that you will soon be stopping by to distribute their award.
3. If you prefer to give the merchant a call, instead of mailing them a letter to inform them they've won; that's fine too.
4. If you have numerous awards to distribute make sure you consider where the merchants are located relative to one another so you can plan to distribute awards to the stores that are fairly close to one another. (This will save a lot of time and is an easy task for chapter youth to figure out based on their knowledge of the community and/or the internet.)
5. Once you've arrived to the store, ask for the manager and give them their award.
6. Be sure to have a smile while congratulating merchants on their achievements.
7. Thank them for being a responsible alcohol merchant in the community.
8. Whatever you do, don't forget to take pictures!

MERCHANT EVALUATION:

9. As you're doing award distributions please take this opportunity to ask the merchant if they'd like to participate in the merchant evaluation.
10. The interview would take about 5 minutes. They have the option to fill it out and submit it back to you, or they can also mail it back.
11. Ideally, it would be best if they filled it out on the spot and returned it to you, but if they prefer to mail it back, make sure you leave them a self-addressed envelope.
12. Once again thank the merchant for their time and congratulate them for being a responsible merchant.

Next Steps For Non-Winners

Purpose:

This section will review the next steps for merchants who were not nominated. The goal of this section is to help Merchants comply with laws and prepare them for the following year

Materials:

- Tracking Winners in Excel
- Lee Law Evaluation

Preparation:

Review the “Tracking Winners” excel sheet. Merchants who were not nominated are the merchants who we will contact to explain the next steps.

AWARD DISTRIBUTION

1. RAMA awards have already been distributed and now it's time to focus on the Non-Winners.
2. Providing the non-winners with the next steps they should take is an extremely important step. Not only is it our goal to inform the merchant of state and local laws, but we also want to help them make the changes so they're able to comply with all laws.
3. Below are the following steps recommended for merchants:

STORE MAKEOVER: A store makeover is a great option for merchants who had too many advertisements both inside and/or outside of the store, or if the placement of products should be moved (i.e. a beer pyramid is placed right next to the candy aisle or the entry way). The purpose of the store makeover is to improve the store's ability to restrict youth access to alcohol. Have youth assess the store for their concerns.

Other things to avoid:

- In-store advertising counter level or below
- Airplane-sized (“mini”) bottles near register
- Store layout allows for youth to walk through areas with alcohol
- Parking Lot is Not Light Enough during night time hours (officers should be able to ID)
- Loitering / Shoulder Tapping
- Advertising geared toward youth

Keys to Success: Build relationship with each merchant based on common interests. Present observations/ concerns, NOT accusations. Sell them on the benefits to their store (decreased theft, increased patronage if made safer, good neighborhood relations, increased security for their staff), and so forth.

LEE LAW: The Lee Law states that no more than 33% of the windows can be covered in advertisements. Research indicates a direct link between the covered windows and alcohol related violence and theft in stores. Youth should intend to work with merchants to correct the violation. If the merchant is not willing to comply, local law enforcement and ABC will be informed of the violation



4. If the merchant is interested in a store makeover and/or complying with the Lee Law, youth can schedule a time to assist the merchant with the changes.
5. Have youth review the Lee Law Evaluation to guide them through the changes that must be made

Tracking Winners over Time

Purpose:

This section will allow youth and staff to keep track of winners over time.

Materials:

- Excel sheet

Preparation:

Create an Excel sheet containing the name of the store, address, city, and a column for each year.

Suggested Steps:

1. As RAMA is wrapping up, you always want to remember to keep track of the winners.
2. One useful way to keep track of winners would be to create an excel sheet. Below is an example:

Store	Address	City	2010	20011
Fiesta 2233	21 CARDIFF PL	SANTA CRUZ	Cert/Reg	Plaque/Reg
Mt. Herman Store	274 MT HERMAN RD	SCOTTS VALLEY	Not Nominated	Cert/Reg
STORE 2233 26525	455 AIRPORT BLVD	WATSON VILLE	Not Nominated	Cert
Liquor Store	261 E LAKE AVE	WATSON VILLE	Cert/Reg	Plaque/ <u>Exem.</u>

3. Always include the store name, address, city, and the year. Under the year section include the award merchant received (Certificate, plaque, or plate), and the level merchant placed under (Not nominated, Regular, Exemplary).
4. Keeping track of the winner's helps us contact merchants who didn't win and offer additional support so they can become compliant. When it comes time to start RAMA the following year you can review the excel sheet and begin calling the merchants who have already participated, as it's more than likely they will participate again.

Appendix

Count Me In Campaign

Count Me In! As a merchant I am committed to creating a safer and healthier community and will limit youth access to alcohol through my store.

Name / Nombre	Address / Dirección	Phone / Teléfono	Post my Name On-line as a Committed Merchant / Anuncie mi nombre en línea como un comerciante comprometido	
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No
			Yes Sí	No No

Interview Sign Out In Sheet

Pre-Interview Sign Out (complete before taking your RAMA interview)			Post-Interview Sign Out (complete when you RETURN your interview)				
Today's Date:	Your Name:	Store (be SPECIFIC) Name, number, street address):	Date:	Your Name:	Interview Completed:	Merchant Nominated:	Youth Interviewer:
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	
					Y N	Y N	

Corporate Headquarter Numbers

Large corporations have mandated store designs and policies. A manager may not be able to agree to participate in RAMA without corporate permission. If you have these stores in your area here are the numbers you will need to assist the store manager with receiving corporate permission. Determine with the manager if they would like to call or if they would like you to make the call. Valero has been very supportive of participation in RAMA and in Santa Cruz County has mandated all local stations to participate.

1. Chevron Headquarters

925- 842-1000

2. Quik Stop

510-445-3802

3. Safeway Food and Drug

877-723-3929

4. CVS Pharmacy

401-765-1500

5. Valero

210- 345-2615

Merchant Call Sheet

Store Name	Store Address:	Store Phone #	Status	Int Date	Interviewer

RECENT NOTES:

Work Notes

Today's Date: _____ Your Initials: _____

◇ Attempted Call, No Answer

◇ Attempted Call, Busy

◇ Wrong Number

◇ Resent Info: ◇ fax: _____ ◇ E-mail: _____

◇ Language Barrier (what language) _____

◇ Call Back, best day(s)/ time = _____

◇ Merchant Not Interested (reason given, if any): _____

◇ Interview Scheduled (Date/ Time): _____

Store Contact (who will be interviewed): _____

◇ Check here after you placed interview on calendar

RAMA Youth Participant Info Form

Date of Training: _____

Youth Name: _____

Street Address: _____

City: _____ State: CA Zip: _____

Mailing Address (if different than street address):

Home Phone: _____ Cell Phone: _____

Social Security #: _____ School: _____

EMAIL: _____

1. Please CIRCLE the best way(s) for us to reach you about an interview, below:

Call my House Call my Cell Text Me Email me

2. What days & times are you most likely to be available to do an interview? (i.e. Mondays & Thursdays from 3:30 - 6:30 pm)

3. What days & times are you NOT available to do an interview?

4. Do you have your own transportation that you would prefer to use when doing interviews?

(Please circle an answer) Yes No Maybe, sometimes

5. Would you like to do interviews with someone else?

(Please circle) Yes No Doesn't Matter Unsure

Any one in particular? (Like a friend or other student from your school.)

6. Are there any cities or areas you REALLY want to work in? (Please write them down:)

7. Do you speak any other languages? COOL! (Please tell us which ones:

Phone Bank Template Master

Name	Address:	City	Zip	Phone #

OFF-SALE PREMISES INSPECTION SHEET

DATE AND TIME OF VISIT		TYPE OF INSPECTION <input type="checkbox"/> IMPACT <input type="checkbox"/> ROSTF <input type="checkbox"/> Other
LICENSEE		DBA
ABC LICENSE NUMBER	PREMISES PHONE NUMBER	LICENSE POSTED (Section 24046 B&P) <input type="checkbox"/> Yes <input type="checkbox"/> No
PREMISES ADDRESS		CONDITIONS AVAILABLE (Sections 23800 - 23805 B&P) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
PERSON CONTACTED		MAILING ADDRESS
DAYS/HOURS OF OPERATION		WEAPONS
NUMBER OF EMPLOYEES ON PAYROLL		

Compliance Check

BEER KEG REGISTRATION (Section 25659.5 B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation <input type="checkbox"/> N/A	RETAIL-TO-RETAIL (Section 23402 B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation
CLERK AFFIDAVITS (Section 25658.4[a] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation	GRAFFITI (Section 25612.5[c][6] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation
CONCURRENT SALES GAS/ALCOHOL (Section 23790.5 B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation <input type="checkbox"/> N/A	LITTER (Section 25612.5[c][5] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation
DRUG PARAPHERNALIA (Section 11364.7[b] H&S) <input type="checkbox"/> Notice Given (ABC-546-A) <input type="checkbox"/> None Observed	"NOTICE TO CUSTOMERS" SIGN (Section 25658.4[b] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation
EXTERIOR LIGHTING (Section 25612.5[c][4] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation	EXCESSIVE SIGNS (Section 25612.5[c][7] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation
HARMFUL MATTER (Sections 313.1 PC and 25612.5[c][9] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation <input type="checkbox"/> N/A	TOBACCO WARNING SIGN (Section 22952 B&P)* <input type="checkbox"/> Posted <input type="checkbox"/> Not Posted
OPERATING STANDARDS COPY ON PREMISES (Section 25612.5[c][10] B&P) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation	"NO OPEN CONTAINER" SIGNS (Section 25612.5[c][2] B&P) (Violation only if licensee received prior notice from ABC to comply) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation
"NO LOITERING" SIGNS (Section 25612.5[c][1] B&P) (Violation only if licensee received prior notice from ABC to comply) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation	"CANCER/PREGNANCY WARNING" SIGNS (Sections 12601[b][1][D][1] and 12601[b][4][E] CCR) <input type="checkbox"/> Posted <input type="checkbox"/> Not Posted
TELEPHONE: NO INCOMING CALLS (Section 25612.5[c][8] B&P) (Violation only if licensee received prior notice from PD/SO to comply) <input type="checkbox"/> Violation <input type="checkbox"/> No Violation	
SUBJECTS DISCUSSED WITH LICENSEE OR EMPLOYEE	

ABC INVESTIGATOR	OFFICER
OFFICE	AGENCY

INFORMATION PROVIDED:

<input type="checkbox"/> 23402 B&P	<input type="checkbox"/> 25612.5 B&P	<input type="checkbox"/> 25752/53/55 & 25616 B&P	<input type="checkbox"/> 12020 PC
<input type="checkbox"/> 23790.5 B&P	<input type="checkbox"/> 25658.4 B&P (ABC-299)	<input type="checkbox"/> 11364.7(b) H&S	<input type="checkbox"/> LEAD Training Schedule
<input type="checkbox"/> 24046/23804 B&P	<input type="checkbox"/> 25659.5 B&P	<input type="checkbox"/> 313.1 PC	<input type="checkbox"/> Other _____

I, _____, received the above information.

Signature of Licensee or Agent **X** _____

RECOMMENDATION:
 Letter of Warning 24200(e) Letter Other Follow-up

*Notify DHS if violation found

RESPONSIBLE ALCOHOL MERCHANT AWARDS

[DATE]

Dear Merchant,

We wish to invite you to be a Responsible Alcohol Merchant by participating in the [XXX] Annual Responsible Alcohol Merchant Award Program (RAMA). RAMA is an activity of XXX Friday Night Live Partnership. This campaign provides youth in our county with an opportunity to recognize and honor merchants with business practices that prevent or restrict youth access to alcohol.

Soon you will receive a call inviting your business to select an interview time - interviews typically last 20 minutes and they occur at your store. Friday Night Live continues to work closely with the Department of Alcoholic Beverage Control (ABC) and local Law Enforcement Agencies to review and validate nominations. Merchants who have sold to a minor in the past year may still participate but are only eligible for a certificate of participation.

Winners of the Responsible Alcohol Merchant Award will be selected based on compliance with the law, impressive management policies, employee training programs, identification checking practices, and advocacy for a positive and healthy environment for youth.

All winners will be:

- Recognized with media coverage in local newspapers AND
- Receive a RESPONSIBLE ALCOHOL MERCHANT AWARD COMMITTED award: a certificate for first year participants or a plaque for multi-year participants to display in their store(s)

We are pleased to announce that we are continuing to our newest category the **Exemplary Level to recognize stores that receive an A+ grade in every single criteria in addition to having a clean ABC record from [2011- 2012]**. There will be a few new questions in the interview reflecting these changes focusing on employee training regarding alcohol sales, youth interviewers will also be assessing the outside of each store to see if there are banners hanging that advertise alcohol, as well as assessing the inside of each store to see if there is alcohol advertising on the floor.

With the [INSERT COUNTY] Friday Night Live Partnership's assistance, youth in local middle schools, high schools and colleges will be participating in every aspect of the program. These students will be learning about the laws and policies that affect alcohol merchants, planning for and conducting interviews with potential award winners, making nominations and assisting in the decision about which vendors will be nominated as Winners and which merchants will be specifically recognized as an Exemplary Level member. Interviews will be done collaboratively between one to three students and an adult ally, who will be on site for approximately a half an hour, viewing the store and completing the interview. The interview will consist of questions regarding alcohol sale practices and advertising in stores.

We look forward to working with you this year to honor and recognize the positive roles and contributions merchants make when they limit youth access to alcohol in our community.

Sincerely,

[Insert Signature]

Best Practices: An Alcohol Merchant Guide

AREA OF CONCERN	BEST PRACTICE	WHY
Displays	No Gang paraphernalia is sold.	Community Safety Theft
	No beer displays near entry/exit to store. (Making it difficult to do a “beer run”.)	
	If store sells alcoholic energy drinks, these drinks are clearly separated from nonalcoholic beverages.	Promotion to youth
	No end-aisle alcohol display.	Theft
	There is a clear separation between alcohol and other nonalcoholic items.	Promotion to youth
Signage	Merchant Committed pledge is displayed.	Promotion to youth
	“WE ID” type of warning is clearly posted regarding alcohol sales.	Promotion to youth
	No alcohol advertisements are located three feet or below, including the floor	Promotion to youth
	No in-store advertising clearly targeting young people (i.e. teen drinking posters).	Promotion to youth
	No alcohol or tobacco advertisements located directly next to candy or kid oriented merchandise.	Promotion to youth
Alcohol Sales Beer Keg Sales	Nonalcoholic beverages should be readily available and promoted	Community Safety Theft
	Ensure no minors are present during sale. Ensure no minors are in a vehicle outside or are shoulder tapping on your premise	Community Safety Theft
Licensee Education on Alcohol & Drugs	Attend ABC-offered Licensee Education on Alcohol and Drugs (LEAD) training.	Community Safety Theft
	Require employees’ successful completion of Responsible Beverage Service training.	Community Safety Theft

AREA OF CONCERN	BEST PRACTICE	WHY
Security	Store is equipped with cameras.	Community Safety Theft
	Store has a secure layout.	Community Safety Theft
	High theft liquors are in locked cabinet, and high theft liquors have liquor caps.	Theft
	Establish minimum identification standards and practices	Community Safety Theft
	Have a written policy to reduce the likelihood of patrons becoming intoxicated on the premises.	Community Safety Theft
Products	Have a policy to not sell alcohol to those who are intoxicated.	Community Safety Theft
	Store sells fresh fruit and vegetables, which are placed near the front of the store.	Community Health

Laws and Policies: An Alcohol Merchant's Guide

The following laws and sign requirements may apply to you as a retail licensee. Licensees who fail to adhere to the laws and post required signs for Type 20 and 21 licenses may receive a fine, suspension, or in repeated cases, revocation of their alcoholic beverage license. The Department of Alcoholic Beverage Control (ABC) does not furnish or sell signs to licensees.

Subject	Requirement	Why
Customer Warning	<p>You must post a sign in your store that warns customers about certain laws and penalties relating to the sale of alcoholic beverages to, or the purchase of alcoholic beverages by, any person under the age of 21 years. There is no minimum size requirement for the sign. The sign must be placed at an entrance or at a point of sale in your store, or in any other location in your store that is visible to your customers and employees (Illustration #16). (Section 25658.4 Business & Professions Code)</p>	Community Health
Excess Signs on Windows and Doors	<p>No more than 33% of the square footage of the windows and clear doors may have advertising or signs of any sort. Signage shall be placed so that law enforcement personnel have a clear and unobstructed view of the interior of the store from the outside. This includes areas where the cash register is located. (Section 25612.5(c)(7) Business & Professions Code)</p>	Community Safety
Open Containers	<p>Upon written notice from ABC, you must post signs to discourage loitering and open alcoholic beverage containers. ABC will issue the written notice when there is substantial evidence of loitering or drinking in public adjacent to the premises. The signs must be prominent, permanent and clearly visible. Generally, the signs should be 24" in length and 14" in width with the print of sufficient size to make them clearly readable. The placement should be reasonable based upon the physical layout of the premises (Section 25612.5 (c)(1)(2) Business & Professions Code)</p>	Community Safety
Offensive Signs	<p>Signs may not be gaudy, blatant, or offensive, and must not obstruct the view of the interior of the premises from the street. (Section 25612 Business and Professions Code)</p>	Community Safety

Subject	Requirement	Why
Signs Furnished by Suppliers for use by Retailers	Alcoholic beverage suppliers may give signs advertising their products to retail accounts for interior display. Signs advertising wine or distilled spirits given to on-sale premises cannot exceed 630 square inches in size. In general, permitted interior signs may have no secondary or utilitarian value. Permitted signage may not be personalized or customized for any retail account. Suppliers may not pay money or furnish anything of value to anyone for the privilege of placing signage in (Rule 106, California Code of Regulations).	Community Safety
Cancer/Pregnancy Warning	You must post warning signs regarding cancer risk and birth defects. The law is very specific as to sign size, font size, and placement. (Section 12601(b)(1)(D)(1) and 12601(b)(4)(E) California Code of Regulations)	Community Health
Smoking	You must post warning signs regarding cancer risk and birth defects. The law is very specific as to sign size, font size, and placement. (Section 12601(b)(1)(D)(1) and 12601(b)(4)(E) California Code of Regulations)	Community Health
Tobacco	Any licensee who sells tobacco products must (1) Keep a copy of Penal Code Section 308 conspicuously posted; and (2) Post a warning sign at each point of sale stating that selling tobacco products to minors is illegal and subject to penalties. Warning signs must include a toll-free number (1-800-5-ASK-4-ID) that customers may use to report observed tobacco sales to youth under the age of 18. (Sections 22950-22960 Business and Professions Code)	Community Health
Beer Keg Registration	Licensees selling keg beer (six gallon capacity or larger): (a) Must tag all kegs and have the customer sign a receipt; (b) Must retain the receipts on the premises for six months and make them available to peace officers; (c) May not return any deposit upon the return of any keg that does not have an identification tag. It is against the law for a customer to: (a) Possess a keg containing beer knowing that the keg does not have an identification tag; or (b) Provide false information to the licensee. (Section 25659.5 B&P)Section 25659.5 Business and Professions Code)	Sales to Youth Under 21

Subject	Requirement	Why
Signs Furnished by Suppliers for use by Retailers	Alcoholic beverage suppliers may give signs advertising their products to retail accounts for interior display. Signs advertising wine or distilled spirits given to on-sale premises cannot exceed 630 square inches in size. In general, permitted interior signs may have no secondary or utilitarian value. Permitted signage may not be personalized or customized for any retail account. Suppliers may not pay money or furnish anything of value to anyone for the privilege of placing signage in (Rule 106, California Code of Regulations).	Community Safety
Clerk Affidavits	Any person selling alcohol at off-sale premises must sign a statement that he or she understands basic ABC laws and must disclose any ABC law convictions. This affidavit must remain at the store and be available to provide law enforcement when requested. For more than one store you may keep the affidavit at a location other than the licensed store but must notify ABC is writing.(Section 25658.4[a])	Sales to Youth Under 21
Drug Paraphernalia	Licensees may not sell any products that the customer intends to use for illegal drug purposes. This includes, but is not limited to, scales and balances, diluents and adulterants, balloons, envelopes, containers, pipes, screens, syringes, needles, scouring pads, blow torches, or cigarette papers. (Secs. 11014.5, 11364.5, and 11364.7(a) H&S) (Section11364.7[b] Health and Safety Code	Community Health and Safety
Telephone: No Incoming Calls	Local law enforcement may require that pay phones in or adjacent to liquor stores are disabled from receiving calls. (Section 25612.5[c][8] Business and Professions Code)	Community Safety
Graffiti	Remove graffiti from premises and parking lot within 72 hours (3 days) of application. (Section 25612.5[c][6] Business and Professions Code)	Community Safety
Litter	Remove litter daily from the premises, adjacent sidewalks and parking lots under licensee's control and sweep/clean these areas weekly. (Section 25612.5[c][4] Business and Professions Code)	Community Health and Safety

Subject	Requirement	Why
Excessive Signs	<p>No more than 33% of the square footage of the windows and clear doors may have advertising or signs of any sort. Signage shall be placed so that law enforcement personnel have a clear and unobstructed view of the interior of the store from the outside. This includes areas where the cash register is located. (Section 25612.5(c)(7) Business & Professions Code)</p>	Community Safety
Concurrent Sales Gas/Alcohol	<p>Licensees who sell both gasoline and alcohol must abide by the following conditions: 1. No beer or wine within five feet of the cash register or front door (unless in a permanently affixed cooler since 1/1/88); 2. No alcohol advertisements at the fuel islands; 3. No alcohol sales from a drive-in window; 4. No alcohol sales from an ice tub; 5. No self-illuminated beer or wine advertisements on buildings or windows; and 6. Cashiers selling beer or wine between 10:00 p.m. and 2:00 a.m. must be at least age 21. (Section 23790.5(d) B&P)</p>	<p>Promotion to youth</p> <p>Community Safety</p>
Intoxicated Persons/ Habitual Drunks	<p>No person may sell or give alcohol to anyone who is obviously intoxicated. No person may sell or give alcohol to anyone who is a habitual drunkard (a person who has lost control over his or her drinking). It does not matter that the person is not driving. A licensee or server who has been warned and still serves a habitual drunkard faces possible ABC disciplinary action and criminal prosecution. (Secs. 25602(a) and 23001 B&P; 397 PC)</p>	Community Health and Safety
Loitering	<p>Upon written notice from ABC, you must post signs to discourage loitering and open alcoholic beverage containers. ABC will issue the written notice when there is substantial evidence of loitering or drinking in public adjacent to the premises. (Section 25612.5 (c)(1) Business & Professions Code)</p>	Community Health and Safety

Model Store Policies

*A Guide to Developing Responsible Business
Practices for Off-Sale Licensees*



INCIDENT LOG

*Instructions: Complete an Incident Log for each patron involved.
If you see a drunk driver, call 1-800-TELL-CHP*

INCIDENT DATE	INCIDENT TIME
---------------	---------------

PATRON INFORMATION

1. PATRON'S NAME <i>(First, middle, last)</i>		PATRON'S PHONE NUMBER	
ADDRESS <i>(Street number and name, city, state, zip code)</i>		PATRON'S EMPLOYER	
2. PATRON WAS INJURED <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, ON WHAT PART OF BODY	MEDICAL ATTENTION WAS GIVEN <input type="checkbox"/> YES <input type="checkbox"/> NO	HOSPITALIZATION REQUIRED <input type="checkbox"/> YES <input type="checkbox"/> NO
3. PATRON WAS A MINOR <input type="checkbox"/> YES <input type="checkbox"/> NO	IDENTIFICATION WAS CHECKED <input type="checkbox"/> YES <input type="checkbox"/> NO	DESCRIPTION OF IDENTIFICATION SHOWN	
4. WHERE WAS PATRON BEFORE YOUR PLACE			
5. HOW DID PATRON CONTRIBUTE TO HIS/HER INJURY			

EMPLOYEE INFORMATION

6. EMPLOYEE'S NAME <i>(First, middle, last)</i>	EMPLOYEE'S PHONE NUMBER
ADDRESS <i>(Street number and name, city, state, zip code)</i>	
7. EMPLOYEE'S NAME <i>(First, middle, last)</i>	EMPLOYEE'S PHONE NUMBER
ADDRESS <i>(Street number and name, city, state, zip code)</i>	

INCIDENT INFORMATION

8. ALCOHOLIC BEVERAGE RELATED INCIDENT <input type="checkbox"/> YES <input type="checkbox"/> NO	9. DRINK(S) SERVED <i>(Number and type)</i>		
10. POLICE WERE NOTIFIED <input type="checkbox"/> YES <input type="checkbox"/> NO	IF YES, BY WHOM	WHAT POLICE AGENCY	DATE OF CALL
11. HOW WAS INCIDENT BROUGHT TO YOUR ATTENTION			
12. DESCRIBE INCIDENT <i>(Including action you took to prevent or control the incident)</i>			

Continued on reverse

WITNESS INFORMATION

13. WITNESS' NAME <i>(First, middle, last)</i>	WITNESS' PHONE NUMBER
ADDRESS <i>(Street number and name, city, state, zip code)</i>	WITNESS' EMPLOYER
14. WITNESS' NAME <i>(First, middle, last)</i>	WITNESS' PHONE NUMBER
ADDRESS <i>(Street number and name, city, state, zip code)</i>	WITNESS' EMPLOYER

15. SIGNATURE OF PERSON MAKING REPORT X	PERSON'S TITLE	REPORT DATE
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How To Use Store Design to Reduce Shoplifting

By Shari Waters, About.com

It has been reported that employee theft and shoplifting combined account for the largest source of property crime committed annually in the United States. The easiest way for retailers to discourage theft in a store is by taking away opportunities to steal. A little thought into the store's layout and design can prevent theft before a loss occurs.

Difficulty: Average

Time Required: >1 Hour

Here's How:

1. **Checkout:** Design the store lay out so customers must pass the register area and staff to exit the store. Never leave the register unlocked or unattended. Do not display merchandise near the store exits.
2. **Tidy Up:** Keep the store neat and orderly. Full displays and straightened shelves allow employees to see at a glance if something is missing.
3. **View All:** Use mirrors to eliminate blind spots in corners that might hide shoplifters. Maintain adequate lighting in all areas of the store, keep fixtures and displays low for better visibility.
4. **Under Lock and Key:** Place small, expensive items in locked cabinets or behind the counter. Rest rooms and dressing areas should be watched at all times. Keep dressing rooms locked and limit the number of items taken in by each customer. Use alarms on unlocked exits and close or block off unused checkout aisles.
5. **Signage:** Signs and posters reinforcing security messages should be used. Post anti-shoplifting signs like 'Shoplifters Will Be Prosecuted' in clearly visible locations.
6. **Security:** Use security equipment such as closed circuit television, security tags and two-way mirrors. Uniformed security guards are also powerful visual deterrents to the shoplifter.

Tips:

1. A well-designed store layout will not eliminate all shoplifting but will help reduce it. Combine customer service techniques with good store design to combat shoplifting.

QUICK SUMMARY OF SELECTED LAWS FOR RETAIL LICENSEES



Introduction

This pamphlet explains, in simple terms, some State laws and rules that retail licensees must follow. There are other State and local laws not listed here. When in doubt, call your local ABC office. You can also buy the entire set of ABC laws and rules from your local ABC office for \$11.50 plus tax.

ABC Penalties. ABC decides penalties for licensees on a case-by-case basis. ABC gives consideration to the type of violation, the licensee's past record, and the facts of each case. ABC penalties may be probation, suspension of the ABC license, a fine of \$750-\$6,000, or revocation of the ABC license.

Definitions. "B&P" means the Business and Professions Code. "CCR" means the California Code of Regulations. "PC" means the Penal Code. "H&S" means the Health and Safety Code. The term "licensee" as used here, means licensees, their agents, and employees. "Alcohol" means an alcoholic beverage. "On-sale" means bars, restaurants, taverns, clubs, hotels, motels, etc. "Off-sale" means liquor stores, grocery stores, convenience stores, etc. "Minor" means person under age 21.

Subject	Possible Penalties
<p>1. After Hours Licensees may not sell, give, or deliver alcohol (by the drink or by the package) between 2:00 a.m. and 6:00 a.m. of the same day. No person may knowingly purchase alcohol between 2:00 a.m. and 6:00 a.m. (Sec. 25631 B&P) Licensees may not permit patrons or employees to consume alcohol between 2:00 a.m. and 6:00 a.m. of the same day (even if someone bought the drinks before 2:00 a.m.). (Sec. 25632 B&P) Some ABC licenses have special conditions (restrictions) as to hours of sale that are stricter than the law. Those licenses are marked "Conditional." (23800-23805 B&P)</p>	<p><i>Criminal:</i> For the licensee or employee who sells or permits consumption after hours and for the patron who knowingly purchases after hours, the penalty is a maximum \$1,000 fine and/or six months in county jail. (Sec. 25617 B&P)</p> <p><i>ABC:</i> Decided on a case-by-case basis</p>
<p>2. Attire and Conduct On-sale licensees may not permit these acts: (1) To employ or use any person in the sale or service of alcoholic beverages in or upon the licensed premises while such person is unclothed or in such attire, costume or clothing as to expose to view any portion of the female breast below the top of the areola or of any portion of the pubic hair, anus, cleft of the buttocks, vulva or genitals. (2) To employ or use the services of any hostess or other person to mingle with the patrons while such hostess or other person is unclothed or in such attire, costume or clothing as described in paragraph (1) above. (3) To encourage or permit any person on the licensed premises to touch, caress, or fondle the breasts, buttocks, anus or genitals of any other person. (4) To permit any employee or person to wear or use any device or covering, exposed to view, which simulates the breast, genitals, anus, pubic hair or any portion thereof." (Rule 143.2 CCR. Also violates Sec. 311.6 PC if conduct is "obscene;" e.g., intercourse, sodomy, masturbation, etc.)</p>	<p><i>Criminal:</i> Violation of Rule 143.2 CCR carries no criminal penalty. For violation of Sec. 311.6 PC, the penalty is a maximum six months in county jail and/or a maximum \$1,000 fine. (Sec. 19 PC)</p> <p><i>ABC:</i> Decided on a case-by-case basis</p>