

National Youth Anti-Drug Media Campaign Qualitative Research

**OMB Control Number
3201-0011**

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On behalf of:

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Executive Office of the President
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June 13, 2008

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SUPPORTING STATEMENT FOR OMB CLEARANCE

SUPPORTING STATEMENT FOR OMB CLEARANCE: NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN Qualitative Research

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B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS

A. Justification

A.1 Circumstances making the collection of information necessary

In 1997, the Office of National Drug Control Policy (ONDCP) proposed and dedicated funding for an historic initiative – a large-scale paid media campaign to educate and enable America’s youth to reject illegal drugs. This media campaign has been developed from a solid scientific base, and has been implemented in collaboration with a wide array of non-profit, public and private sector organizations including America’s major corporations and media companies. Although the media campaign is the most visible element of our Nation’s response to the drug use epidemic, countless other drug-prevention activities are offered in homes, schools and communities across America. Synergy among these myriad of drug-prevention activities is our Nation’s best chance to significantly reduce use rates. By design, the ONDCP National Youth Anti-Drug Media Campaign is a catalyst to create that synergy.

Although drug use is harmful at any age, reducing adolescent drug use is a key strategy for controlling overall drug use and abuse. People are most susceptible to the allure of illicit drugs during their adolescent years. Young people who refrain from using psychoactive substances until the age of 21 rarely become users later in life. Moreover, the earlier in life drug use is initiated, the more likely users are to consume progressively more dangerous substances. Thus preventing or delaying use of psychoactive drugs among adolescents is a critical public health goal for the nation.

Target audiences for the National Youth Anti-Drug Media Campaign include both youth and parents. The primary youth target audience is teens between the ages

of 14 to 16 and their parents.

In a February, 2002 White House ceremony, President Bush and ONDCP Director John Walters released the *National Drug Control Strategy*, which set aggressive goals of a 10 percent reduction in teen and adult drug use in two years and a 25 percent reduction in five years. *The 2006 Monitoring the Future Study* showed a 23 percent reduction in teen drug use over five years, including a 25 percent reduction in marijuana use, meeting the President's goal and bringing drug use to its lowest levels since the early 1990s.

This application for OMB clearance is to cover a range of qualitative research programs intended to inform messages and strategies employed in Media Campaign communications. Since the inception of this campaign in 1999, qualitative research throughout the development of campaign communications have played a significant role in the success of the NYADMC. The qualitative research described here is deployed throughout the communications development process- as a means of developing fundamental strategies, to provide initial feedback to new creative concepts and as a means of measuring message delivery against multicultural audiences.

A.2 Purpose and use of the information

The National Youth Anti-Drug Media Campaign (the Campaign) is a social marketing effort designed to prevent and reduce youth illicit drug use by:

- Increasing awareness of the consequences of drug use
- Changing youth and adult attitudes and intentions to use drugs
- Using parenting skills to prevent youth from using drugs
- Motivating youth and adults to adopt and maintain anti-drug behaviors

To fulfill the Campaign objectives of decreasing illicit drug usage among youth, a logic model based on Social Cognitive Theory has been deployed. The role of advertising is to:

1. Raise Awareness: Parents and youth see, hear and comprehend anti-drug advertising messages.

2. Change Attitudes: After viewing the advertising, adults and youth evaluate the validity of its factual information, its social implications, and whether they believe they can effectively carry out the behaviors necessary to prevent youth/themselves from using drugs.
3. Change Intentions: Once adults and youth deem the anti-drug messages as valid, they adopt anti-drug attitudes and make a personal commitment to engage in simple anti-drug actions, or assume a drug-free lifestyle.
4. Change Behavior: Once parents and youth have committed to anti-drug behavior, they begin to adopt prevention behaviors featured in advertising, devise their own strategies and promote the behavior among peers.

To ensure that the Media Campaign is successful in preventing illicit drug use among the nation's youth, a variety of qualitative research programs are utilized throughout the formative stages of communications development.

Specifically, these include:

- **Exploratory Research Audits (Audits)**

This formative research is conducted with members of the target audience to explore experiences, attitudes, and beliefs related to campaign strategies and drug use, prior to the development of new Campaign ads. Audits are conducted in focus groups each comprised of approximately eight tweens (youth ages 11-13 years), eight teens (youth ages 14-16 years) or eight parents/guardians of youth ages 11-16 years. On an annual basis, an estimated 36 total Audits will be conducted, as follows: general target audience (4 parent focus groups; 8 youth focus groups), African American target audience (4 parent focus groups; 8 youth focus groups) and Hispanic target audience (4 parent focus groups; 8 youth focus groups). Findings are used to develop new Campaign ad approaches based on the most compelling arguments and information gathered from members of the target audience.

- **Formative Creative Evaluation Panels (FCEPs)**

In FCEPs, members of the target audience review Campaign ads in their conceptual stages (storyboards, scripts, etc.) to determine if ad concepts communicate intended messages in a credible, compelling way, and identify any potential communications issues. The study uses focus groups conducted approximately four times per year, as new ad concepts are developed, each comprised of approximately eight tweens (youth ages 11-13 years), eight teens (youth ages 14-16 years) or eight parents/guardians of youth ages 11-16 years. On an annual basis, an estimated 24 focus groups will be conducted among the general target audience (8 parent; 16 youth), 12 focus groups will be conducted among the African American target audience (4 parent; 8 youth) and 6 focus groups will be conducted among the Hispanic target audience (2 parent; 4 youth). Findings are used to refine and finalize Campaign ads.

- **Quali-Quant Evaluations**

The purpose of this research is to gauge the effectiveness of new Campaign ads in terms of message communications and impact on relevant anti-drug beliefs and intentions with two specific segments of the target audience: Asian Americans and American Indians. The small size and limited geographic concentrations of these populations makes traditional copy testing recruitment problematic. As a result, this multicultural component of copy testing is carried out using a smaller qualitative focus group setting in conjunction with a quantitative survey typically used for larger groups. The study uses focus groups conducted three times per year with Asian American and American Indians members of the target audience, each comprised of approximately eight youth ages 11-16 years and eight parents/guardians of youth ages 11-16 years. On an annual basis, an estimated 18 focus groups will be conducted among American Indians (9 parent; 9 youth) and 18 groups will be conducted among Asian Americans (9 parent; 9 youth). Findings are used primarily to select ads for regional airing.

A.3 Use of information technology and burden reduction

For qualitative research, as described above in A.2, there is no use of technology, given that this type of research is conducted in group discussion or interview format.

A.4 Efforts to identify duplication and use of similar information

No duplicate data collections exist. The qualitative studies described here are the sole source of formative target information relative to the effective development of communications products and programs, as well as the optimization of Campaign messaging platforms and the overall strategic direction of the Campaign.

A.5 Impact on small businesses or other small entities

The proposed research does not involve any small businesses or other small entities.

A.6 Consequences of collecting the information less frequently

To be able to effectively change attitudes, perceptions and behaviors about Marijuana and other illicit drugs, the Campaign uses a wide variety of media (print, television, radio, interactive), a range of message strategies and numerous specific advertisements throughout the course of the year. Specific communications need to be regularly updated to maintain their effectiveness. Strategies need to be continually validated, and new advertising products and programs must be tested to ensure that they are properly communicating their intended messages. The proposed methodologies described here represent the minimum required to ensure ongoing campaign effectiveness against the range of target audiences.

A.7 Special circumstances relating to the guidelines of 5 CFR 1320.5

There are no special circumstances.

A.8 Comments in response to the federal register notice and efforts to consult outside agency

The ONDCP has established a network of research, behavioral science, communications and public health experts that serve as ongoing consultants to the campaign. Those who will be involved with shaping the campaign research include:

Social Marketing/Behavior Change Advisors

Kristen Holtz, Ph.D. Family/Parenting Dynamics/Youth Understanding/Drug Abuse Prevention

Elvira Elek, Ph. D. Prevention /Behavior Change/ Multicultural (Hispanic) target audience specialist

Lisa Ulmer, Ph.D. Prevention and Behavior Change

Leslie Snyder, Ph. D. Social Marketing and Mass Communication

Additional Core Advisors

David Brandt Practical Advertising Research, Interpretation of Quantitative Evaluation results

Larry Sheier, Ph.D Research Methodology and Theory

Peter Zollo Youth Understanding/Advertising/Branding

Philippe Cunningham, Ph.D. Family/Parenting Dynamics/Skills

Ivan Juzang Multicultural Understanding/Advertising/Branding

Ad Hoc Advisory Pool

In addition to the core group of advisors, we have a pool of ad hoc advisors to be used for participation in working groups and for special consultations on specific issues or topics. The ad hoc advisors will have expertise in the range of areas covered above, as well as specialized expertise in such areas as approaches to advertising research, peer networks, mass culture and "movements", emerging media and technology, new drug threats such (i.e.

methamphetamine, prescriptions) and advertising and branding. These ad hoc advisors will supplement as needed.

A.9 Explanation of any payment or gift to respondents

All respondents will be offered a monetary incentive to participate in the qualitative research described here. The exact amount of this incentive will be between \$40 to \$65 depending on the market and youth vs. parent/guardian audience. Typically adults will receive more than youth to ensure participation, and urban participants will receive payment on the higher end of the range to participate. It is standard practice in commercial market research to offer recruited respondents an incentive to help assure their participation. It is particularly necessary in order to assure that individuals willing to participate are as representative as possible of the wider public. Failure to provide a basic incentive is more likely to increase responses from individuals generally pre-disposed to be helpful. Given the anti-drug focus of the proposed research, there is particular need to be sure that participation is drawn from all walks of life, particularly those most likely to be at-risk for drug use.

A.10 Assurance of confidentiality provided to respondents

Respondents will be informed prior to participation that their responses are anonymous. They will also be advised of the nature of the activity, the length of time it will require, and that participation is purely voluntary. Respondents will be assured that no penalties will occur if they wish not to respond, either to the research process as a whole or to any specific questions.

All presentation of data in reports will be in aggregate form, with no links to individuals being preserved. Although some personal information will

be gathered (e.g. gender, age, race) no personal identifiers (e.g. full name, address or phone, social security number, etc.) will be collected or maintained. Any videotapes of groups are destroyed immediately after internal reporting usage. Videotapes are not linked to any personal identifiers preserving respondent anonymity. When the focus groups are videotaped participants are advised of this at the onset of the groups.

A.11 Justification for sensitive questions

By virtue of the focus on drug use, there will be sensitive questions for respondents. These specifically relate to the items inquiring about respondent attitudes about Marijuana and other illicit drugs as well as their intentions to use Marijuana.

These questions are necessary to determine the impact of advertising concepts and strategies on the attitudes and behaviors that the campaign is intended to change. It is essential to understand these reactions prior to ensure advertising effectiveness, prior to the costly production process of advertising and other communications programs. To protect the individual from any negative response to these questions or any fear of discovery, respondents are informed that they need not answer any question that makes them feel uncomfortable or which they simply do not wish to answer. The confidential nature of the research (outlined in A.11 above) is stated and reinforced.

A.12 Estimates of hour burden including annualized hourly costs

Over the course of one year of qualitative research, the total hour burden is estimated at 1,368 hours as follows:

A.12-1 Estimates of Hour Burden

Type of respondents	# of participants	Frequency	Avg. time/focus group	Annual hour burden
Youth (age 11-	560	1	90 minutes	840 hours

16)				
Parents	352	1	90 minutes	528 hours
Totals	912			1,368 hours

A.12-2 Annualized Cost to Respondents

Type of respondents	# of participants	Frequency	Hourly Wage Rate	Respondent Cost
Youth (age 11-16)	560	1	\$5.85*	\$ 4,914.00
Parents	352	1	\$12.69**	\$ 6,700.32
Totals	912			\$11,614.32

*2000 Child Labor Coalition- Current Population Survey: 26% of all 16 year-olds are employed in an average month. As a conservative estimate for this application, 50 % employment at minimum wage is assumed.

**2000 per capita income, *Money Income in the United States, 2001 Current Population Survey*, U.S. Census Bureau, U.S. Department of Commerce

A.13 Estimate of other total annual cost burden to respondents or record keepers

There is no additional cost burden to respondents or record keepers.

A.14 Annualized cost to the federal government

AUDITS	RESPONDENTS	# OF GROUPS	COST	
	Youth	General Market	8	64,000
		African American	8	70,000
		Hispanic	8	70,000
	Parents	General Market	4	36,000
		African American	4	40,000
		Hispanic	4	40,000
Total			320,000	

FORMATIVE CREATIVE EVALUATION PANELS	RESPONDENTS	# OF GROUPS	COST	
	Youth	General Market	16	128,000
		African American	8	70,000
		Hispanic	4	35,000
	Parents	General Market	8	72,000
		African American	4	40,000
		Hispanic	2	20,000
Total			365,000	

QUALI-QUANT	RESPONDENTS	# OF GROUPS	COST	
	Youth	Asian	9	90,000
		American Indian	9	90,000
	Parents	American Indian	9	90,000
		Asian	9	90,000
Total			360,000	

GRAND TOTAL	1,045,000
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A.15 Explanation for program changes or adjustments

There are no program changes or adjustments requested in this application

A.16 Plans for tabulation and publication and project time schedule

While the primary purpose of Media Campaign qualitative research is to guide the development of advertising and communications programs, the ONDCP may make results available to its partners. Findings and conclusions may also

be incorporated into publications for the wider public and/or academic audiences.

The data collection plan, schedule and analysis for each project will be tailored to the specific communications project and intended audience. Reporting typically takes place several weeks following the completion of the final focus group for any given project.

A.17 Reason(s) display of OMB expiration date is inappropriate

An exemption to the requirement for displaying the OMB Control Number and expiration date is requested. Due to the discussion format of the research there are no forms where a control number and date can be displayed.

A.18 Exceptions to certification for Paperwork Reduction Act submissions

This submission complies with all requirements contained in 5 CFR 1320.9 and 5 CFR

1320.8(b)(3).

B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS

No statistical data collection or analysis is done, due to the qualitative nature of this type of research. It is not quantifiable, and includes small sample sizes for each individual round of research.

Respondents are recruited through the research facility retained to conduct the research. Recruiters use a combination of contact lists and mall intercept screening to obtain parent and youth respondents. Exact quantity, gender, age, and race/ethnicity balance is contingent upon nature of the research. Attachments 1 and 2 contain the details of how respondents are recruited.

C. CONTACT

For information about data examination, contact Chasson Gracie (212-714-7716) or Tanya White (212-885 3735).

Data collection is conducted by Salamander Qualitative Research, Kutztown, PA (POC: 610-914-9566).

Appendices

1. Sample Qualitative Research Youth Screener
2. Sample Qualitative Research Parent/Guardian Screener
3. Sample Audit Discussion Guide
4. Sample Questions for Formative Creative Evaluation Panels (FCEPS)
5. Sample Qualitative Questions for Quali-Quant Research
6. Sample Quantitative Questions for Quali-Quant Research

Attachment 1:
YOUTH SCREENER FOR FOCUS GROUP PARTICIPATION

THIS RECRUITMENT QUESTIONNAIRE CONTAINS SCREENING ELEMENTS FOR YOUTH AGES 11-16 YEARS. INITIAL SCREENING FOR A TEEN MUST GO THROUGH PARENT. ESTABLISH CONTACT WITH HEAD-OF-HOUSEHOLD (EITHER M OR F), THEN BEGIN HERE: Hello. My name is _____ from _____, a consumer research company located here in (LOCATION). We are currently doing a research study to learn how young people feel about some important issues. As part of our research study, we'd like to interview boys and girls who are in entering 7th - 10th grade. Do you have a child in any of these grades?

IF "YES, CONTINUE.

IF "NO," THANK & END INTERVIEW

IF PARENT WANTS TO KNOW THE NATURE OF THE QUESTIONS YOU'D BE ASKING THE CHILD, SAY: Our research study will focus on some important issues and facing youth today. Examples of these issues are: making friends, role models, school, siblings, exploring the world, etc. However, the questions I will ask your child today will be more general so we can see if (he/she) feels comfortable chatting with other kids the same age as well as with an adult researcher.

Would you consent to letting your child answer some survey questions today? I'd like to assure you that this is NOT a telephone sales solicitation. I am not trying to sell you or your child any new products or services. This survey is being done only to collect general information from kids this age. At the end of the survey, I may want to invite your child to attend a small group discussion with six other young people the same age as your child. Would you consent to letting me interview your child today and perhaps inviting (him/her) to attend a small group discussion with six other same-age children?

IF "YES, CONTINUE AT Q1. IF "NO," THANK & END INTERVIEW

Thanks very much. Now is your child a boy or a girl?

1a.

BOY GIRL SEE QUOTAS.

I'd like to ask you a few general questions then actually speak directly with your child. Now, I know that your child is in 7th - 10th grade. Precisely in which grade is your child?

1b.

7th
8th
9th
10th

SEE QUOTAS

1c. Is the school your child will be attending a middle school, junior high or high school?

Middle CONTINUE
Junior CONTINUE
High CONTINUE

We want to be certain that our research reflects the country's

2a ethnic diversity.

1. Which one of these best describes how you think of your child?

(Read list. Accept only one response.)

Hispanic or Latino	-1
Non Hispanic or Latino	-2

2. Which one of these best describes how you think of your child?

(Read list. Accept only one response.)

American Indian or Alaskan Native	-1
Asian	-2
Black or African American	-3
Native Hawaiian or other Pacific Islander	-4
White	-5

DK/Ref -R

2b. **FOR THOSE WHO ANSWER HISPANIC OR LATINO IN Q2a-1 ASK:**
Does your child speak Spanish?

- Yes CONTINUE
No TERMINATE

2c. **FOR THOSE WHO ANSWER HISPANIC OR LATINO IN Q2a-1 ASK:**
Do you sometimes speak Spanish at home?

- Yes CONTINUE
No TERMINATE

3. Do you and your family currently reside in a more urban or city-like part of your town or city, or would you say that you live in a more suburban part of the town or city?

- More urban/city-like RECRUIT A
More suburban MIX OF BOTH

4a. When - if ever - did your child last participate in an in-person consumer research panel discussion or individual interview?
That might mean a meeting or conversation on a product, or

commercials for a product. Was it ... READ LIST

Within the past 6 ← TERMINATE

months

More than 6 months ← CONTINUE AT Q4b.

ago

Never participated ← CONTINUE AT Q4b.

4b. Is (he/she) currently participating in or scheduled to participate in any other consumer research panels, interviews or projects with our agency or with any other consumer research company?

Yes ← THANK & END INTERVIEW

No ← CONTINUE AT Q6

5. Which of the following would you say describes your (son/daughter)? If more than one describes your (son/daughter), please feel free to indicate that. READ LIST AND RECORD.

Very talkative * Very imaginative *

Tends to be quiet Prefers to spend time alone

Friendly * Gets along with other kids

Intelligent * even if (he/she) doesn't know them *

Has a pretty good attention span * Only gets along with kids

Shy with strangers (he/she) knows

· ALL * DESCRIPTIONS MUST BE CHECKED.

· ALL DESCRIPTIONS NOT DESIGNATED * MUST NOT BE CHECKED.

AT THIS POINT, EXPLAIN TO PARENT THAT YOU WOULD LIKE TO SPEAK DIRECTLY TO THE CHILD UNDER DISCUSSION TO ASK (HIM/HER) A FEW BRIEF QUESTIONS. TELL PARENT THAT THE QUESTIONS YOU WILL ASK THE CHILD ARE TO SEE IF (HE/SHE) WOULD MAKE A GOOD MEMBER OF ONE OF THE SMALL GROUP DISCUSSIONS. FINALLY, TELL PARENT THAT YOU WILL NEED TO SPEAK TO (HIM/HER) AGAIN AFTER SPEAKING WITH THE CHILD TO CONFIRM LOCATION OF FACILITY, DATE AND TIME OF SMALL GROUP DISCUSSION, ETC.

6. I've been talking with your (mom/dad), and now I'd like to talk with you too, if that's okay. First, I have some questions for you.

A. Could you tell me _____ MUST MATCH PARENT'S RESPONSE
what grade you are _____
entering this fall.

B. I'm going to read a few sentences to you. After I read each sentence to you, YES NO
please tell me if that sentence describes you.

I enjoy meeting and talking to new people.

I enjoy spending time with other kids my age.

When I meet new people for the first time, I

am quiet and don't talk much.

*IF "YES" TO THIS SENTENCE, TERMINATE.

OTHERWISE, CONTINUE.

7. Now I'd like to know what you think about some different types of activities and experiences. I'm going to read some sentences to you, and each sentence will describe a type of activity or experience. After I read each one to you, I'd like for you to tell me how much that sentence describes you. If the sentence doesn't describe you at all, you say "1." If that sentence describes you a little, you say "2." If it describes you sort of but not always, you say "3." If it describes you pretty much, you say "4." Finally, if the sentence TOTALLY describes you, you say "5." Let's start, and if you need me to tell you again what each number means, that'll be okay.

RATING

RESPONSE

I like to do scary things.

—

I like new and exciting experiences
even if I have to break the rules.

—

I would like to explore strange places.

—

I prefer friends who are exciting and unpredictable.

IF CHILD HAS QUALIFIED TO THIS POINT, ASK HIM/HER ABOUT PARTICIPATING IN A SMALL GROUP DISCUSSION WITH OTHER SAME GRADE/SAME SEX KIDS. IF CHILD INDICATES THAT HE/SHE WOULD LIKE TO PARTICIPATE, ASK CHILD IF HE/SHE HAS A FRIEND IN THE SAME GRADE WHO MIGHT ALSO LIKE TO PARTICIPATE ALONG WITH HIM/HER IN THE GROUP. IF CHILD AFFIRMS THAT HE/SHE DOES, OBTAIN FRIEND'S NAME.

ASK ONCE AGAIN TO SPEAK TO PARENT. INFORM PARENT THAT CHILD IS QUALIFIED AND OBTAIN FINAL CONSENT FROM PARENT FOR CHILD'S PARTICIPATION IN FOCUS GROUP. LET PARENT KNOW THE FOCUS GROUP MAY BE AUDIOTAPED OR VIDEOTAPED. TELL PARENTS THEIR CHILD CAN STOP PARTICIPATING IN THE FOCUS GROUP AT ANY TIME. ALSO, EXPLAIN THAT THESE GROUPS ARE "FRIEND" GROUPS AND GAIN AGREEMENT TO CONTACT CHILD'S FRIEND TO SEE IF HE/SHE QUALIFIES (GET PHONE NUMBER AS WELL). BE CLEAR THAT CHILD'S PARTICIPATION IS DEPENDENT UPON GETTING A "QUALIFIED FRIEND" TO PARTICIPATE. ONCE FRIEND IS RECRUITED, CONFIRM DETAILS WITH PARENT.

Note: Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with specific individuals. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

FRIEND'S NAME: _____

PHONE #: _____

Salamander
PARENTS STUDY
Aug./Sept, 2004

NAME _____

ADDRESS _____

PHONE () _____

Focus Groups: 4 @ 90 minutes
Recruit 10 for 8 participants

Parent Screener (3)

Stamford, CT: Wed, Aug. 25 (Use
Parent Screener (2))

Group 1 - 2:00PM-3:30PM: Moms

Group 2 - 3:30PM-5:00PM: Moms
30 minute break

Group 3 - 5:30PM-7:00PM: Dads

Group 4 - 7:00PM-8:30PM: Dads

Stamford, CT: Thurs, Aug. 26 (Use
Parent Screener (3))

Group 5 - 2:00PM-3:30PM: Moms

Group 6 - 3:30PM-5:00PM: Moms
30 minute break

Group 7 - 5:30PM-7:00PM: Dads

Group 8 - 7:00PM-8:30PM: Dads

Nashville, TN: Wed, Sept. 1 (Use
Parent Screener (3))

Group 1 - 2:00PM-3:30PM: Moms

Group 2 - 3:30PM-5:00PM: Moms
30 minute break

Group 3 - 5:30PM-7:00PM: Dads

Group 4 - 7:00PM-8:30PM: Dads

Nashville, TN: Thurs, Sept. 2 (Use
Parent Screener (2))

Group 5 - 2:00PM-3:30PM: Moms

Group 6 - 3:30PM-5:00PM: Moms
30 minute break

Group 7 - 5:30PM-7:00PM: Dads

Group 8 - 7:00PM-8:30PM: Dads

SCREENER 1 - ASK TO SPEAK WITH PARENTS WHO CONSIDER THEMSELVES PRIMARY/JOINT CARETAKERS OF THEIR CHILDREN

Hello, my name is _____ from _____, a national marketing research firm. We are conducting a study among parents who have children between the ages of 14-16. Please be assured that the information gathered will remain confidential and be used for research purposes only. Do you have any children between the ages of 14-16 and would you be interested in participating?

- Yes.....CONTINUE
- No.....TERMINATE AND TALLY

1. Record Gender (DO NOT ASK)

- Male SEE GROUP
- Female QUOTAS ABOVE

1a. First of all, are you, or is anyone in your family employed in any of the following companies?

- Marketing or marketing Research Company TERMINATE & TALLY
- Advertising, commercials, or television TERMINATE & TALLY
- Public Relations.....TERMINATE & TALLY
- Drug rehabilitation center.....TERMINATE & TALLY
- Psychiatrist, psychologist, psychotherapist or counselor. .TERMINATE & TALLY
- A public or private school or for a board of education....TERMINATE & TALLY

2. Is anyone in your immediate family presently or within the past two years under the care of a psychiatrist, psychologist, psychotherapist or counselor for medical or psychological disabilities?

- Yes...Who?_____ (If a child of theirs is mentioned TERMINATE & TALLY)
- No.....CONTINUE

3. Do you currently have any children living at home with you who are between the ages of 14-16?

- Yes.....CONTINUE
- No.....TERMINATE & TALLY

4. You indicated that you have a child(ren) who are between 14-16. What percent of the time does your child ...reside in your home?

- 100% - CONTINUE
- 99-75% - CONTINUE
- 74-50% - CONTINUE
- 49% or less - TERMINATE & TALLY

5. Do you adhere to strict religious practices?

Yes - TERMINATE & TALLY

No - CONTINUE

6. Do you believe that intoxicants and recreational drugs should be encouraged?

Yes – TERMINATE & TALLY

No – CONTINUE

7A. Which one of these best describes how you think of yourself?

(Read list. Accept only one response.)

Hispanic or Latino	-1
Non Hispanic or Latino	-2

7B. Which one of these best describes how you think of yourself?

(Read list. Accept only one response.)

American Indian or Alaskan Native	-1
Asian	-2
Black or African American	-3
Native Hawaiian or other Pacific Islander	-4
White	-5

DK/Ref -R

RECRUIT 7 CAUCASIANS AND 3 NON-CAUCASIANS IN EACH GROUP

8A. Which one of these best describes how you think of your child?

(Read list. Accept only one response.)

Hispanic or Latino	-1
Non Hispanic or Latino	-2

8B. Which one of these best describes how you think of your child?

(Read list. Accept only one response.)

American Indian or Alaskan Native	-1
--------------------------------------	----

Asian	-2
Black or African American	-3
Native Hawaiian or other Pacific Islander	-4
White	-5

DK/Ref -R

9. Would you please tell me the gender of your child(ren)?

10. And, the age of your child(ren)?

OBTAIN A MIX OF AGES AND CHILDREN’S GENDERS IN EACH GROUP:

Note to Recruiters: Only one recruit per household, do not recruit friends. Please get a mix of schools.

11. Please indicate where you: 1(strongly disagree); 2 (disagree); 3 (neither agree or disagree); 4 (agree) or 5 (strongly agree) to the statements I’m about to read to you.

	Are you concerned that your child likes to explore strange places?
	Are you concerned that your child likes to do scary things? (i.e.: thrill seeking, adventure seeking.)
	Are you concerned that your child likes new and exciting experiences, even if it means breaking the rules?
	Are you concerned that your child prefers and likes to think of their friends as exciting and unpredictable?

RECRUIT RESPONDENTS WHO SCORE 15 OR MORE .

12. Does your child attend private or public school?

- PrivateRECRUIT
- Public A MIX

Home school - TERMINATE & TALLY

13. Are you...

- Married
- Single, never married
- Widowed
- Divorced
- Separated
- Living with a significant other

RECRUIT A MIX

14. What is your annual household income?

- Less than \$25,000
- \$25,001 – 35,000
- \$35,001 – 50,000
- \$50,001 – 85,000
- \$85,000 – 100,000
- \$100,000+

RECRUIT A MIX

15. Finally, on a different note. If Coca-Cola decided to go into the automotive business, what kind of car or vehicle would they decide to make? What would it look like? How would it be different from all the other cars and vehicles out there? What would it be named?

RECORD VERBATIM. _____

RESPONDENT MUST BE WILLING TO TAKE ON THIS KIND OF EXERCISE.

RESPONDENT MUST EXPRESS IDEAS EASILY AND BE ABLE TO ARTICULATE THOUGHTS AND IDEAS.

14. INVITATION FOR PARENTS PARTICIPATING

Thank you for taking the time to answer these questions for speaking with me today. We would like to invite you in a group discussion. The group may be audiotaped or videotaped. The group will be held at [INSERT FACILITY] on [DAY/DATE] at [TIME], and will last no more than 75 minutes. You will receive \$_____ in appreciation for your time and cooperation. Your participation is voluntary; you may stop participating in the focus group at any time.

Would you be able to attend?

- Yes.....CONTINUE
- No.....TERMINATE & TALLY

Qualitative Strategic Development Discussion Guide - Phase 1

Introductions (1 minute)

- My name is ... and I am an independent market researcher
- No wrong or right answers. I just want your honest opinions.
- We are going to look at and think about lots of things today. It should take about 2 hours. It'll be fun, I promise...one thing I want to make clear is that none of this is my work so you can be really honest with me.
- Everything you say will be completely anonymous
- Viewing facility and videotaping, but not connected to your name

Warm Up (2 minutes = 3 minutes)

- Name, grade and real quick. How did you 4 become friends?
- Do you always agree with each other? No? Great, because today you may have different opinions and ideas and that's cool. So feel free to agree or disagree about stuff.

Slambook exercise: Museum Methodology (60 minutes = 63 minutes)

To get reactions to the overarching ideas involved in this ATI launch initiative in the most natural, uninfluenced setting possible.

Stations of creative set up around the research facility room by 'idea'. Each teen rotates through these stations individually and interacts with the creative on their own terms (i.e. listens to soundtracks, looks at visuals) and then jots down his or her thoughts in the specific SlamBook pages placed at that station before moving onto the next, building their personal slam book as they go.

Explanation/Instructions:

- For the next hour or so you will move around this room, on your own. No talking to each other, there will be time for that later. It is set up in 10 stations. You will have 5 minutes at most stations and 10 minutes at some to look at various ideas that are in really rough form, that will eventually become advertising at a later stage.
- The things you will see are just ideas right now, not finished TV or magazine ads or radio commercials yet, so PLEASE don't get hung up on pictures/drawings/voices.
- Your job will be to think about the ideas presented here and then write down your opinion on the sheets of paper at each station.
- Each station has some specific questions for you to think about and respond to. The stickers are for you to put in the booklet to express your thoughts. Use 'em.
- Please put down your honest opinion and thoughts. Use your imagination, tell me what you think. And feel. Be creative.
- You will move from one area to another. See this egg timer? It will buzz every 5 minutes or so. That will tell you it is time to move to the next area. I'll let you know when half the time is up, because by that time you should already be writing on the station pages.
- Any questions? Ready? Let's go.

Station #1-#? (7-11 depending) - SEE FOLLOWING PAGES

Teens rotate through each station. (Rotation plan to be provided that allows for 10 minutes at certain stations as well as the wrap-up station).

During this time, moderator will read the Slam Books in progress (over shoulder snooping). Back room participants can eat M&Ms during first group but from group 2 on, can be reading the Slam Books from previous groups.

- Now you will split up and move through the stations. If you have any questions, I am right here with you to answer them. Remember, don't talk to each other, this is a silent exercise! Ready? Go!

Break (5 minutes = 68 minutes)

- Whew! Made it through part one. Let's take a short break if anyone needs to use the facilities, stretch out, grab some candy or a soda. We'll start back in 5 minutes.

Final Presentations (30 minutes = 98 minutes)

To provide a succinct way for the teens to share their overall, fully informed opinion of the ATI launch campaign.

The teens regroup at the final station. Here they will prepare a presentation that summarizes their point of view and opinion in the form of a recommendation to 'the client' (in this case, the moderator) as to whether to pursue this direction or not. And WHY!

A checklist is provided to help them prepare their presentation and ensure that the research objectives are met.

Anything that they want to show during their presentation must be put into their Slam Book.

Instructions:

OK, now we are going to do the final event. This is what you have been preparing for! You are the experts now that you've seen all the ideas.

Thinking about all that you saw, all the ideas as a complete collection. Thinking about yourself, and your friends, about your social scene and the party culture, what do you recommend happen with these ideas?

Why is this your recommendation? I want you to explain WHY, the reasons. You are going to have to convince me of your recommendation, just like a businessperson has to do everyday when he or she is convincing the boss or co-workers about something. Remember, there's no right or wrong answer, just your opinion and your thinking and reasons for your recommendation.

- The teens prepare (15 minutes)
- The teens present (10-15 minutes)

Wrap Up Discussion (20 minutes = 118 minutes)

Having listened for influence, weed, weed culture, and above the influence in the presentations and in the Slam Books, follow-up discussion for clarification, further insight, and additional takeaways.

Close (2 minutes = 120 minutes)

Thanks for all your ideas. They are really helpful to me. You are probably wondering why you are all here. You are helping in the creation of a new campaign talking to teens about thinking about all the influences in their life that may make them feel like who they are isn't good enough, including drugs. This campaign is from and for teens, so today you were a part of making that happen. You are a part of 'Above the Influence' now. Thanks so much for your time.

One last favor. Don't say anything when you leave as the next group will be coming in. Thanks!

Final Presentation Check List

Moderator's Notes.

1. You are teen experts—expert on both yourself and your life, and also now expert about these ideas in the room that you've looked at and thought about.
2. Thinking about all of the ideas that you have just seen as a collection that works together and individually.
3. Thinking about these ideas from the standpoint of helping teens think differently about the influences in their life, the impact of negative influences, and weed as one of those influences.
4. Thinking about yourselves and your friends.

Please answer the questions listed below in your final presentation. If your team wants to write things down, please write them in your booklet. If you want to use props or any of the stuff in this room, go ahead, it's yours for the using.

NOTE: You **only** have 10 minutes to prepare, so focus on coming up with your team's answers to the following:

Would you recommend that your 'client' go ahead with this advertising campaign—in full, in part, at all?

(By 'go ahead' I mean, take it from this IDEA form that you have seen and make it into real ads that you would see, hear and read on TV, in magazines, on the radio, online, on billboards, etc. Keep in mind, there are a lot of ideas here, and they probably can't afford to make all of them, so don't worry about weeding some ideas out, that probably helps! Of course, if you strongly believe that all the ideas should go forward, go ahead and say so...maybe more money will turn up to make it happen.)

none Do it all Do some (which ones?) Do

Why is this your recommendation?

I want you to explain WHY, the reasons for your recommendation. You are going to have to convince me of your recommendation, just like a businessperson has to everyday when convincing co-workers or the boss about something.

What does the phrase 'Above the Influence' communicate? Explain in what way the ideas you are recommending work together to communicate the 'Above the Influence' message.

Remember, there's no wrong answer, just your honest opinion and your thinking and reasons for your recommendations.

Based on your first reactions to this idea, what thoughts and feelings do you have?
What would you tell others about it? What would they say back to you?

My first thoughts are...

I feel...

I would tell my friends...

My friends would say...



Face Sticker Here	Why that face?

Specific Probes (to be optimized for each idea):

- What was happening in this idea?
- What's the main message of this idea?
- Does this make you feel differently at all? How?
- (Specific probes for each idea: TBD)

Circle the words that best describe what you think about this ad:

Interesting	Boring
Amusing	Dull
Authoritarian	Authentic
Inspiring	Condescending
Persuasive	Ordinary
Honest	Devious
Complicated	Simple
Supportive	Mean
Powerful	Weak
Deep Thinking	Shallow

What this ad has to say about influence, marijuana as an influence, etc... is:

	<u>Yes</u>	<u>No</u>	<u>Maybe</u>
important			
relevant to you			
believable			
clear			
convincing			
memorable			
attention getting			
thought provoking			

Wrap-Up Station 2

- Now that you've seen these ideas, do you think differently about anything? What? How?
- What did you like most? Least? Why?
- How would you describe this entire grouping of ideas to a friend? What would you tell them it's about?
- Who do you think is responsible for these ideas? How would you describe this person or organization?

Wrap-Up Station 3

- Did you notice a symbol/design that was consistently in every idea you saw today?
Can you draw that symbol here?

- What does this symbol say to you? What do you think it means?

- What type of person would wear this symbol? And, how would they wear it?

- Did you notice a website address in some of these ideas? What was it?

- Would you visit this site? Why?

- What would you expect to find on this website?

FINAL PRESENTATION CHECK LIST

Please answer the questions listed below in your final presentation.

- **Would you recommend that your 'client' go ahead with this advertising campaign?**

Do it all
 Do Some (which ones?)
 Do None

- **Why is this your recommendation?**

Convince me, share with me the thinking and reasons for your recommendation.

- **What does the phrase 'Above the Influence' communicate? Explain in what way the ideas you are recommending work together to communicate the 'Above the Influence' message.**

WHEN YOU HAVE CHECKED OFF ALL OF THE BOXES, YOU ARE READY TO PRESENT!

Sample Questions for FCEP

SAMPLE

I. **Introduction and ground rules:** opinions wanted, no right or wrong answers, agree to disagree, moderator is objective outsider hear to listen to what it is you have to say, role of one-way mirror, taping of discussion

II. **Respondent Introduction:** Teens and Tweens: Age, grade in school, siblings in Household; For Parents: Names and age of children in household

III. **Reaction to the Advertising**

A.) *MODERATOR WILL PRESENT ADVERTISING CONCEPT # 1. UPON COMPLETION GROUP WILL DISCUSS:*

- What was your overall reaction to the advertising I just presented? What initial thoughts and feelings did you have?
- What is the main idea being presented? What is your reaction to that idea?
- Is there anything new being presented here? PROBE: new ideas, new information, new ways of looking at or thinking about things?
- What if anything did you like about the advertising?
- What if anything did you dislike about it?
- Is there anything confusing or hard to understand?

MODERATOR TO PRESENT ALL TV WORK, ROTATING ORDER BETWEEN GROUPS. ONCE ALL TV HAS BEEN DISCUSSED, MODERATOR TO FOLLOW UP WITH RADIO AND PRINT ADVERTISING.

B) *MODERATOR WILL PRESENT ADVERTISING CONCEPT 2 . UPON COMPLETION GROUP WILL DISCUSS:*

- What was your overall reaction to the advertising I just presented? What initial thoughts and feelings did you have?
- What is the main idea being presented? What is your reaction to that idea?
- Is there anything new being presented here? PROBE: new ideas, new information, new ways of looking at or thinking about things?
- What if anything did you like about the advertising?
- What if anything did you dislike about it?
- Is there anything confusing or hard to understand?

MODERATOR TO PRESENT ALL TV WORK, ROTATING ORDER BETWEEN GROUPS. ONCE ALL TV HAS BEEN DISCUSSED, MODERATOR TO FOLLOW UP WITH RADIO AND PRINT ADVERTISING.

Qualitative Questions for Quali-Quant Evaluation

A. Introduction

- Moderator introduction
- Brief discussion of focus group format
- Respondent introductions

B. The Work

Creative Inventory:

- Amores Que Matan (Love Can Kill)
- Cena (Dinner)
- Te Quiero (I Love You/I Want)

1. After viewing each commercial, ask respondents to fill-out questionnaire.
2. After respondents have viewed all the ads, respondents will view individual execution a second time followed by an open discussion after each.

C. Open Discussion of Questions

- What are your initial reactions/thoughts regarding the advertisement?
- What is the main message of the advertisement?
- Was there anything hard to believe about that ad? IF SO: What was hard to believe?
- Was there anything that was hard to understand in that ad? IF SO: What was hard to understand?
- Was there anything you particularly liked in that ad?
- Was there anything you didn't like about that ad?
- Do you recall a tagline/line at the end of the advertisement? What was it?
- What actions might you now take after seeing that ad?
- Is this ad for parents of children that have already started using drugs or for parents of children that have not yet begun to use? Why do you say that?

D. Issues specific to individual executions to look out for:

(Should come up in general discussion)

- **TE QUIERO:**
 - o Did respondents understand the double meaning of 'I want/I love?'
 - o Did they understand the line 'Te quiero' to mean 'I love you, but...?'
- **CENA:**
 - o Did they understand that Hispanic parents are sometimes a bit blind when it comes to their children and marijuana
- **AMORES QUE MATAN:**
 - o Did they understand the double message of this execution?

Based on the ads you just saw, using a 10-point scale, where 10 means 'more likely' and 1 means 'less likely, please rate the following statements.

10 9 8 7 6 5 4 3 2 1



I agree

I disagree

5. I must get involved and seek help if I think my child is using marijuana.

10 9 8 7 6 5 4 3 2 1

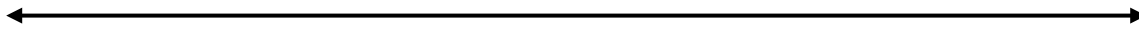


I agree

I disagree

6. I can truly make a difference in whether or not my child chooses to use marijuana.

10 9 8 7 6 5 4 3 2 1



I agree

I disagree

7. Knowing what to say to my child can help keep them from using marijuana.

10 9 8 7 6 5 4 3 2 1



I agree

I disagree

8. I am not helping my child by ignoring their marijuana use.

10 9 8 7 6 5 4 3 2 1



I agree

I disagree

9. Was there anything in the ads you found confusing? If 'Yes' explain

10. Was there anything in the ads you found hard to believe? If 'Yes' explain

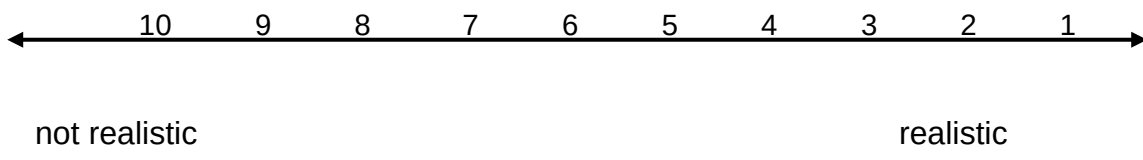
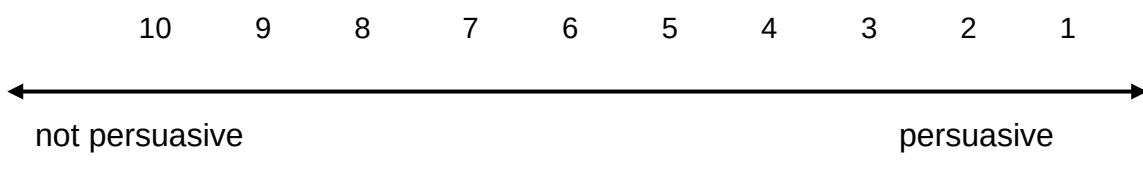
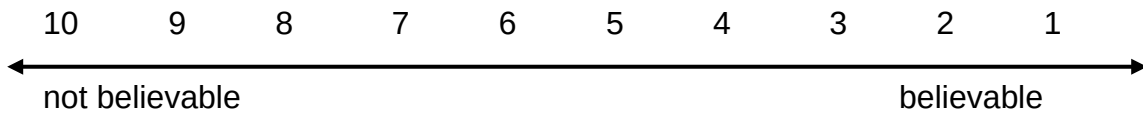
Circle the number that is closest to how you feel about the arguments presented in the ad.

10 9 8 7 6 5 4 3 2 1



weak

strong



19. Certification for Paperwork Reduction Act Submissions

On behalf of this Federal agency, I certify that the collection of information encompassed by this request complies with 5 CFR 1320.9.

NOTE: The text of 5 CFR 1320.9 and the related provisions of 5 CFR 1320.8(b)(3), appear at the end of the instructions. *The certification is to be made with reference to those regulatory provisions as set forth in the instructions.*

The following is a summary of the topics, regarding the proposed collection of information, that the certification covers:

- (a) It is necessary for the proper performance of agency functions;
- (b) It avoids unnecessary duplication;
- (c) It reduces burden on small entities;
- (d) It uses plain, coherent, and unambiguous terminology that is understandable to respondents;
- (e) Its implementation will be consistent and compatible with current reporting and recordkeeping practices;
- (f) It indicates the retention periods for recordkeeping requirements;
- (g) It informs respondents of the information called for under 5 CFR 1320.8(b)(3);
 - (i) Why the information is being collected;
 - (ii) Use of information;
 - (iii) Burden estimate;
 - (iv) Nature of response (voluntary, required for a benefit, or mandatory);
 - (v) Nature and extent of confidentiality; and
 - (vi) Need to display currently valid OMB control number;
- (h) It was developed by an office that has planned and allocated resources for the efficient and effective management and use of the information to be collected (see note in Item 19 of the instructions);
 - (i) It uses effective and efficient statistical survey methodology; and
 - (j) It makes appropriate use of information technology.

If you are unable to certify compliance with any of these provisions, identify the item below and explain the reason in Item 18 of the Supporting Statement.

Signature of Senior Official or designee	Date