

SUPPORTING STATEMENT FOR OMB CLEARANCE

**National Youth Anti-Drug Media Campaign
Youth Campaign Tracking Study**

**OMB Control Number
3201-0010**

Prepared by:

**DraftFCB
100 West 33rd Street
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On behalf of:

**Office of National Drug Control Policy
Executive Office of the President
750 17th St. NW
Washington, DC 20503**

June 13, 2008

PAPERWORK REDUCTION ACT SUBMISSION

Please read the instructions before completing this form. For additional forms or assistance in completing this form, contact your agency's Paperwork Clearance Officer. Send two copies of this form, the collection instrument to be reviewed, the Supporting Statement, and any additional documentation to: Office of Information and Regulatory Affairs, Office of Management and Budget, Docket Library, Room 10102, 725 17th Street NW, Washington, DC 20503.

1. Agency/Subagency originating request: Office of National Drug Control Policy (ONDCP)	2. OMB control number: b. <input type="checkbox"/> None a. 3201--0010
3. Type of information collection (<i>check one</i>) a. New collection b. Revision of a currently approved collection c. Extension of a currently approved collection d. Reinstatement, without change, of a previously approved collection for which approval has expired e. Reinstatement, with change, of a previously approved collection for which approval has expired [X] f. Existing collection in use without an OMB control number <i>For b.- f., note item A2 of Supporting Statement instructions</i>	4. Type of review requested (<i>check one</i>) a. Regular b. Emergency--Approval requested by: <u>09/29/08</u> [X] c. Delegated
	5. Small entities Will this information collection have a significant economic impact on a substantial number of small entities? Yes No [X]
	6. Requested expiration date a. Three years from approval date [X] b. Other--Specify: <u> </u> / <u> </u> / <u> </u>
7. Title [National Youth Anti-Drug Media Campaign (NYADMC)-Parent and Youth Tracking]	
8. Agency form number(s) (<i>if applicable</i>)	
9. Keywords Drug Abuse Prevention, Youth, Parents, Communications	
10. Abstract The tracking study provides the measures for advertising message delivery against the theoretical model, ensuring that the advertising is efficiently and effectively creating awareness, and changing attitudes, intentions and behaviors. Ultimately, the data captured in the tracking study will be used to monitor the impact of the advertising on beliefs and intentions.	
11. Affected public (<i>mark primary with "P" and all others that apply with "X"</i>) a. [X] Individuals or households d. <input type="checkbox"/> Farms b. <input type="checkbox"/> Business or other for-profit e. <input type="checkbox"/> Federal Government c. <input type="checkbox"/> Not-for-profit institutions f. <input type="checkbox"/> State, Local, or Tribal govt.	12. Obligation to respond (<i>mark primary with "P" and all others that apply with "X"</i>) a. Voluntary b. Required to obtain or retain benefits c. Mandatory
13. Annual reporting and recordkeeping hour burden a. Number of respondents: [12,000] b. Total annual responses: [12,000] 1. Percentage of those responses collected electronically: [100%] <u> </u> c. Total annual hours requested: [3,000] <u> </u> d. Current OMB inventory <u> </u> e. Difference <u> </u> f. Explanation of difference 1. Program change <u> </u> 2. Adjustment <u> </u>	14. Annual reporting and recordkeeping cost burden (<i>in thousands of dollars</i>) a. Total annualized capital/startup costs: [0] <u> </u> b. Total annual costs (O&M): [651,000] <u> </u> c. Total annualized cost requested: [651,000] <u> </u> d. Current OMB inventory <u> </u> e. Difference <u> </u> f. Explanation of difference 1. Program change <u> </u> 2. Adjustment <u> </u>
15. Purpose of information collection (<i>mark primary with "P" and all others that apply with "X"</i>) a. <input type="checkbox"/> Application for benefits e. <input type="checkbox"/> Program planning or management b. <input type="checkbox"/> Program evaluation c. <input type="checkbox"/> General purpose statistics f. <input type="checkbox"/> Research d. <input type="checkbox"/> Audit g. <input type="checkbox"/> Regulatory or compliance	16. Frequency of recordkeeping or reporting (<i>check all that apply</i>) a. Recordkeeping b. Third party disclosure c. Reporting [X] 1. On occasion 2. Weekly 3. Monthly 4. Quarterly [X] 5. Semi-annually 6. Annually 7. Biennially 8. Other (<i>describe</i>) <u> </u>
17. Statistical methods Does this information collection employ statistical methods? Yes [X] No	18. Agency contact (person who can best answer questions regarding the content of the submission)

	Name: [Mark Krawczyk]
	Phone: [202-395-6720] ____

**SUPPORTING STATEMENT FOR OMB CLEARANCE: NATIONAL YOUTH ANTI-DRUG MEDIA
CAMPAIGN TRACKING STUDY**

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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 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.

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. The tracking study described here has been in place since 1999 (under Westat campaign evaluation clearance). The study has become an indispensable tool in providing guidance for campaign messaging and media strategies. Results from this study will continue to provide the intelligence necessary to ensure the ongoing success of the National Youth Anti-Drug Media Campaign.

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

Since the Campaign was initiated in 1999, a tracking study has provided information resulting in the continuous improvement of Campaign strategies and tactics. Continuous (weekly) tracking is utilized to allow for more flexible analysis of data. As a result, various components of the campaign (i.e., specific spending levels, media vehicles, campaign strategies) can be accurately modeled using econometric techniques (to be discussed in Section B). In addition, the continuous data collection allows for:

- Monitoring the on-air (TV) performance of individual ads, ad campaigns and related PSAs relative to ad awareness goals.

- Monitoring the awareness of print and **Internet ads/banners** and other material such as brochures and posters.

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.

The tracking study provides the measures for advertising message delivery against the above model, ensuring that the advertising is efficiently and effectively creating awareness, and changing attitudes, intentions and behaviors. Surveys measure overall awareness of anti-drug advertising, as well as well as the recognition of specific TV, print and online executions. The teen tracking study measures youth's beliefs and attitudes about marijuana are measured as well as their intention to use. The parent tracking survey measures parent's beliefs about the relation between parenting and children's drug use, as well as their intention to monitor their child (an effective means of parent efficacy in reducing the likelihood of children's drug use). See the teen and parent sample surveys included in the attachments for more information about the type of data to be captured.

Ultimately, the data captured in the tracking study will be used to monitor the impact of the advertising on beliefs and intentions. Awareness models will be developed to refine media plans (e.g. flight length, optimal spending levels, ad wearout). Ongoing tracking will also allow ONDCP to quickly add measures to reflect changes in strategy and the introduction of new advertising. It should be noted that these tracking studies are not intended to be evaluative of ultimate behavior change, or to measure overall campaign effectiveness.

A.3 Use of information technology and burden reduction

The youth tracking study is conducted in mall facilities across the country where questions are administered via computer monitor. Responses captured and aggregated immediately for data collection efficiency. Administration via computer allows respondents to answer questions at their own pace as well as an overall sense of anonymity.

Parent surveys is administered by phone through random-digit dialing technology.

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

No duplicate data collections exist. The tracking studies described here are the sole source of continuous target information relative to the effective use of media, 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. Continuous data collection is necessary to be sensitive to changes in advertising and media strategies and to demonstrate their impact on campaign objectives. In addition, continuous tracking provides the ability to assess the wear-out of specific advertising messages as well as the impact of seasonality on the Campaign. Media buying strategies cannot be effectively optimized without such information.

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 MCAT 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 by the MCAT as described 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 the MCAT as needed.

Fieldwork and recruiting are currently conducted by Millward Brown, a full service international marketing research company specializing in tracking studies. Once data is collected from desired youth and parent samples, both tabulations and raw data are turned over to DraftFCB, the advertising contractor and Initiative Media for data analysis on a quarterly basis.

A.9 Explanation of any payment or gift to respondents

Youth respondents each receive \$2 for their participation in the survey. 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 information collection as a whole or to any specific questions.

As a further guarantee of anonymity, 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. Thus, the Privacy Act does not apply to the proposal activities.

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 recalled advertising on the attitudes and behaviors that the campaign is intended to change. To protect the individual from any negative response to these questions or any fear of discovery, several steps are taken to provide necessary assurances.

First, they will be informed that they need not answer any question that makes them feel uncomfortable or which they simply do not wish to answer. Second, use of the Touch-Screen Methodology provides privacy and comfort in not having to verbalize a response. Thus, there will be no linkage of disclosure of illicit behavior to any individual.

A.12 Estimates of hour burden including annualized hourly costs

Over the course of one year of tracking, the total hour burden is estimated at **3,000** hours as follows:

A.12-1 Estimates of Hour Burden

Type of respondents	# of respondents	Frequency	Avg. time/response	Annual hour burden
Teens (age 14-16)	100/week x 50 weeks = 5,000	1	15 minutes	1,250
Teens (age 17-18)	40/week x 50 weeks = 2,000	1	15 minutes	500
Parents	100/week x 50 weeks = 5,000	1	15 minutes	1,250
Totals	12,000			3,000 hours

A.12-2 Annualized Cost to Respondents

Type of respondents	# of respondents	Frequency	Hourly Wage Rate	Respondent Cost
Teens (age 14-16)	100/week x 50 weeks = 5,000	1	\$5.85*	\$3,656.25
Teens (age 17-18)	40/week x 50 weeks = 2,000	1	\$5.85*	\$1,462.50
Parents	100/week x 50 weeks = 5000	1	\$12.69**	\$15,862

Totals	12,000			\$20,980.75
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*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

The weekly cost of the youth tracking study is \$7,300. The weekly cost of the parent tracking study is \$5,720. Each will be conducted for 50 weeks, so the annual cost of both tracking studies is \$651000.

A.15 Explanation for program changes or adjustments

Ongoing campaign learnings, along with target refinements (addition of sampling 17-18 year olds) and inflation have resulted in a cost increase.

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

While the primary purpose of the tracking study is to both guide media planning and to monitor strategic messaging effectiveness (changes in beliefs and intentions), 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 message and intended audience. While data collection takes place on a continuous basis, reporting of analytic modeling results is done largely on a quarterly basis. Awareness levels

for individual ads/campaigns are monitoring on a more frequent basis to identify any on-air issues that need to be addressed more immediately.

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

The OMB Control Number and expiration date will be included in all applicable respondent materials.

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. Statistical Methods

1. Respondent Universe and Sampling Method

The target audience for most ads is stated rather broadly (e.g., youth ages 14 to 16, parents of tweens and teens); however, some ads are targeted to a more specific segment as specified by age, gender, and/or racial or ethnic group.

Convenience samples of test participants are recruited to adequately represent the target audience. Recruitment quotas will include gender, age, and race/ethnicity as appropriate. In addition, samples will reflect variety in geographic density (i.e., urban, suburban, rural), and region of the country.

-Potential respondent universe and any sampling or other respondent selection method to be used

Youth Tracking Study

One hundred (100) youth ages 14-16 and **forty (40) youth ages 17-18** will be recruited per week (half males, half females; racial quotas will reflect most recent census figures). Subjects will be recruited

from at least 30-50 malls across the US. We will use the same mall recruitment facilities that are used in ad industry standard tracking studies. Based on past experience, we expect a response rate among age-appropriate youth of 81%. The table below shows the universe of potential youth respondents, and our sample.

YOUTH LIVING IN USA, 14-16 YRS. OLD (APPROX., BASED ON 2000

CENSUS)

	<u>TOTAL UNIVERSE</u>
14-16 YRS.	11.5 million

<u>SAMPLE</u>
14-16 YRS. 100 per week
17-18 YRS. 40 per week

Parent Tracking Study

One hundred (100) parents (or guardians, mothers or fathers) of 11-16 years olds will be contacted per week for phone interviews. Based on past experience, we expect a response rate among parents of 76%.

The table below shows the universe of potential parent respondents, and our sample.

HHOLDS WITH YOUTH 11-16 YRS, LIVING IN USA (APPROX., BASED ON 2000 CENSUS)

	<u>TOTAL UNIVERSE</u>
UNIVERSE	6 million

<u>SAMPLE</u>	
Parents/guardians	100 per week

2. Information Collection Procedures

As noted in the above question, qualified youth respondents answer questions using a computer screen. The interview requires approximately 15 minutes. Target audience members will be recruited and screened at a central location (e.g., mall facilities) and will be exposed individually

and privately. Data responses are entered directly into a computer.

Qualified parents are contacted and surveyed via phone. These interviews also require approximately 15 minutes. The approach used in recruiting parents for the phone interview is a targeted sampling methodology rather than purely random digit dialing (RDD). The targeted sampling is needed since the desire is to interview only a specific segment of the adult population - those with children in our youth target. This approach allows for optimizing time and financial resources by minimizing the amount of recruiter time required to locate the desired target. This is accomplished via the use of listed samples compiled using available secondary data sources, including information from insurance companies, Department of Motor Vehicles, local school districts, magazine subscriptions, voter lists, census tracking. Lists are then culled in order to increase the probability of identifying the targeted subgroup of parents, also balancing race/ethnicity and gender. Lists are entered into a databases which are used by field recruiters to contact and interview qualified available respondents.

The methods of respondent recruiting and data collection used in this study - both mall and phone interviews - are not intended to provide data samples that are completely and accurately projectable to the general population.

Once recruited, respondents are exposed to descriptions of print ads, brochures/posters, TV, PSAs, or interactive advertising dependent upon what is currently running. They are then asked if they recall seeing the ad. Respondents are also asked about beliefs (related to advertising communications objectives/main idea) along with intentions to use

drugs/marijuana in the future. In order to keep survey length to a minimum, questions/descriptions are regularly removed from surveys as ads are rotated off air/out of print .

-Procedures for collection of information including statistical methodology, estimation procedures and degree of accuracy need

Econometric modeling techniques (e.g., time series analysis, logit/probit analysis, cross sectional analysis) are employed to determine if exposure to anti-drug advertising over time significantly alters subjects' drug-related beliefs or behavioral intentions. Specifically, the analysis would serve to determine which attitudinal shifts are most closely associated with changes in intent (to use drugs- youth; to monitor child-parent). In addition, the analysis would provide an indication of which campaigns were relatively most linked to attitudinal changes.

Beyond attitudinal analysis, econometric modeling allows for determining the relationship between awareness levels, media weight (ad spend), flighting (length of time ads run), and media vehicle (TV, print). This information is invaluable in that it allows the campaign to use government funding as efficiently and as effectively as possible by spending at optimal (not maximum) levels.

No data collected in this study will be utilized in attempt to estimate drug/marijuana use prevalence. Such estimates would not be generalizable to the population of interest.

3. Methods for maximizing response rates

Following established procedures for recruitment in malls, subjects are approached by trained research personnel, given a brief description of the research and the time commitment involved –approximately 15

minutes, and offered a standard monetary incentive of \$2 to participate. Parents, recruited and surveyed by phone, are not offered incentives to participate

The response rates that we have attained in the past and expect to attain in the future using this recruitment procedure (81% among youth, 76% among parents) are standard for advertising research, and are considered to be more than adequate for the intended purposes. These response rates reflect percentages of individuals who have met the screening criteria then go on to complete the study. This is not reflective of the number of individuals who are initially approached/contacted by the researcher. These numbers are not tracked.

Failure to provide a basic incentive for youth is more likely to increase responses from individuals generally predisposed to be helpful. Given the anti-drug focus of the research, there is particular need to ensure that participation is drawn from a wide array of individuals.

4. Describe any tests of procedures or methods to be undertaken

We will not be conducting any further tests of procedures or methods. We have been using similar tracking methods and analytic procedures successfully for several years.

5. Contact information for data collection and analysis

Data are analyzed at DraftFCB by Chasson Gracie (212-714-7716) and Tanya White (212-885 3735).

Data are analyzed at Initiative Media (POC: John Mossawir, 212-605-7297).

Data collection is conducted by Millward Brown, Stamford, CT (POC: Barbara O'Connell, 203-330-5137).

ATTACHMENTS

List of attachments:

- Attachment 1: Youth Screener and Youth Survey
- Attachment 2: Parent Screener and Parent Survey
- Attachment 3: Tracking survey information sheet

Youth Screener and Youth Survey

Hello, I'm . Today we're doing a survey and would like to ask you about what messages and advertising you've seen. We'd also like to ask you about some important issues. Everything you tell us will be kept anonymous and no one will know how you answered the questions. We just want to know what you think. In order to do that, we need to talk to kids of certain ages.

A. Can you please tell me how old you are?
(Read list.)

(Terminate and circle next number below for 'under 14')--

A. under 14

Check quotas	<input type="checkbox"/>
-If over quota, terminate and circle the next number in the appropriate box below	<input type="checkbox"/>

- | | |
|-------|--------------------------|
| B. 14 | <input type="checkbox"/> |
| C. 15 | <input type="checkbox"/> |
| D. 16 | <input type="checkbox"/> |
| E. 17 | <input type="checkbox"/> |
| F. 18 | <input type="checkbox"/> |

(Terminate and circle next number below for '19 or over')-

G. 19 or over

(Terminate and circle next number below for 'refused age')-

Under 14

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 14

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 15

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 16

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 17

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 18

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

19 or over

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Refused Age

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

B. Interviewer. Check gender below and check quotas.

Check quota. If over quota, terminate and circle next number in the appropriate box below Male -1

Check quota. If over quota, terminate and circle next number in the appropriate box below Female -2

Over Quota Male

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota Female

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Cx. To make sure that we have a fair representation of the diverse ethnic backgrounds... Are you from Spanish, Hispanic or Latino background/origin? (If necessary to clarify say: 'This includes Mexican, Mexican American, Puerto Rican, Cuban and all other Spanish, Hispanic or Latino origins')

-If Hispanic quota is filled, discontinue, OQ Ethnicity. If Hispanic quota is not filled or not needed, then go to Q.C	-Yes	-1
(- If the non-Hispanic quota is filled, discontinue, OQ Ethnicity. If the non-Hispanic quota not filled or not needed, then go to Q.C)	No	-2
(Discontinue, Ref.)(Do not read)	DK/Ref	-R

Over Quota Hispanic

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

C. What is your race?
(Read list. Accept only one response.)

<p><i>Check Quotas.</i> <i>If over quota, terminate and circle next number in the appropriate box below.</i> <i>Punch -1, -5, -6,-7 to be counted towards white quota</i></p> <p><i>If "Yes" at CX and Punch -7 at C then to be counted toward Hispanic quota</i></p>	<table style="width: 100%;"> <tr><td>White</td><td style="text-align: right;">-1</td></tr> <tr><td>Black or African American</td><td style="text-align: right;">-2</td></tr> <tr><td>Asian</td><td style="text-align: right;">-4</td></tr> <tr><td>American Indian or Alaska Native</td><td style="text-align: right;">-5</td></tr> <tr><td>Native Hawaiian or Pacific Islander</td><td style="text-align: right;">-6</td></tr> <tr><td>Other</td><td style="text-align: right;">-7</td></tr> <tr><td>(Terminate) DK/Ref</td><td style="text-align: right;">-R</td></tr> </table>	White	-1	Black or African American	-2	Asian	-4	American Indian or Alaska Native	-5	Native Hawaiian or Pacific Islander	-6	Other	-7	(Terminate) DK/Ref	-R
White	-1														
Black or African American	-2														
Asian	-4														
American Indian or Alaska Native	-5														
Native Hawaiian or Pacific Islander	-6														
Other	-7														
(Terminate) DK/Ref	-R														

Over Quota White

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota Black or African American

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota Asian

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

D. The survey will take about 15 minutes and we will give you \$2.00 if you finish it. Would you like to take part in our study today?

(continue) Yes -1
 (Terminate and circle next number below) No -2

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Hello, I'm _____. Today we're doing a survey about messages and advertising kids have seen. We'd also like to ask your child about some important issues. Everything your child tells us will be kept confidential and no one will know how he or she answered the questions. We just want to know what kids think. In order to do that, we need to talk to kids of certain ages.

A1. Can you please tell me how old your child is?

(Read list.)

(Terminate and circle next number below for 'under 14')--

A. under 14

Check quotas -If over quota, terminate and circle the next number in the appropriate box below (Terminate and circle next number below for '19 or over')-	<input type="checkbox"/> B. 14 <input type="checkbox"/> C. 15 <input type="checkbox"/> D. 16 <input type="checkbox"/> E. 17 <input type="checkbox"/> F. 18
---	--

G. 19 or over

(Terminate and circle next number below for 'refused age')-

Under 14

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 14

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 15

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 16

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 17

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota 18

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

19 or Over

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Refused Age

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

B1. Interviewer. Check gender below and check quotas.

Check quota. If over quota, terminate and circle next number in the appropriate box below Male -1

Check quota. If over quota, terminate and circle next number in the appropriate box below Female -2

Over Quota Male

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota Female

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

C1x. To make sure that we have a fair representation of the diverse ethnic backgrounds... Is you child from Spanish, Hispanic or Latino background/origin? (If necessary to clarify say: 'This includes Mexican, Mexican American, Puerto Rican, Cuban and all other Spanish, Hispanic or Latino origins')

-If Hispanic quota is filled, discontinue, 0Q Ethnicity. If Hispanic quota is not filled or not needed, then go to Q.C1	-Yes	-1
(- If the non-Hispanic quota is filled, discontinue, 0Q Ethnicity. If the non-Hispanic quota not filled or not needed, then go to Q.C1)	No	-2
(Discontinue, Ref.)(Do not read) DK/Ref		-R

Over Quota Hispanic

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

C1. Which one of these best describes your child's race?
(Read list. Accept only one response.)

<p style="text-align: center;"><i>Check Quotas.</i></p> <p><i>If over quota, terminate and circle next number in the appropriate box below.</i></p> <p><i>Punch -1, -5, -6, -7 to be counted towards white quota</i></p> <p><i>If "Yes" at C1X and Punch -7 at C1 then to be counted toward Hispanic quota</i></p>	<table border="0" style="width: 100%;"> <tr><td style="padding-left: 100px;">White</td><td style="text-align: right;">-1</td></tr> <tr><td style="padding-left: 40px;">Black or African American</td><td style="text-align: right;">-2</td></tr> <tr><td style="padding-left: 100px;">Asian</td><td style="text-align: right;">-4</td></tr> <tr><td style="padding-left: 40px;">American Indian or Alaska Native</td><td style="text-align: right;">-5</td></tr> <tr><td style="padding-left: 40px;">Native Hawaiian or Pacific Islander</td><td style="text-align: right;">-6</td></tr> <tr><td style="padding-left: 100px;">Other</td><td style="text-align: right;">-7</td></tr> <tr><td style="padding-left: 40px;">(Terminate) DK/Ref</td><td style="text-align: right;">-R</td></tr> </table>	White	-1	Black or African American	-2	Asian	-4	American Indian or Alaska Native	-5	Native Hawaiian or Pacific Islander	-6	Other	-7	(Terminate) DK/Ref	-R
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Native Hawaiian or Pacific Islander	-6														
Other	-7														
(Terminate) DK/Ref	-R														

Over Quota White

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota Black or African American

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Over Quota Asian

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

D1. The survey will take about 15 minutes and we will give your child \$2.00 if (he/she) finishes it. Would you allow your child to take part in our study today?

<i>(continue)</i>	Yes	-1
<i>Terminate and circle next number below</i>	No	-2

01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50

Thank you for agreeing to participate in this survey. Please be honest in your answers. No one will know how you answered these questions. You can stop at any time, your answers will be kept anonymous and combined with those of other teens.

SENSATION SEEKING

1a. First, we would like to know how much you agree or disagree with the following statements. Please be honest. For each statement, choose the number that describes how much you agree or disagree.

(Randomize)

	<u>Disagree A Lot</u>	<u>Disagree A little</u>	<u>Neither Agree or Disagree</u>	<u>Agree A Little</u>	<u>Agree A Lot</u>
I like to do scary things	-1	-2	-3	-4	-5
I like new and exciting experiences, even if I have to break the rules	-1	-2	-3	-4	-5
I would like to explore strange places	-1	-2	-3	-4	-5
I prefer friends who are exciting and unpredictable	-1	-2	-3	-4	-5

MESSAGE/ADVERTISING AWARENESS

1. Have you recently seen or heard any **messages** against drug use? It may have been anywhere. [WORDING CHANGE]

(Continue) Yes -1
No -2

Now, think specifically about **advertising**.

2. Have you recently seen or heard any **advertising** against drug use? It may have been anywhere. [WORDING CHANGE]

(Continue) Yes -1
No -2

3. Have you recently seen or heard any advertising about not giving in to peer pressure or influence to use drugs? It may have been anywhere. [WORDING CHANGE]

(Continue) Yes -1
(Go to Q5) No -2

4. Did you see or hear any advertising against drug use or peer pressure related to drug use in any of the following places? [WORDING CHANGE]

	Yes	No
TV	-1	-2
Magazines	-1	-2
Newspapers	-1	-2
Radio	-1	-2
Movie theaters	-1	-2
Billboard or outdoor wall mural	-1	-2
Screens in malls, arcades or game stores	-1	-2
Posters or signs on buses, trains, or other public transportation	-1	-2
Posters or signs in bus stops or train stations	-1	-2
The Internet or web sites	-1	-2

5. Have you recently seen any advertising that mentions the "anti-drug"?

Yes -1
No -2

6. Have you recently seen any advertising that mentions "above the influence"? [WORDING CHANGE]

Yes -1
No -2

7. Have you seen any advertising recently with this logo?
(Show each logo in center of screen. Randomize order of presentation. Respondent replies 'yes' or 'no' to each before the next logo is presented.)

	Yes	No
truth	-1	-2
National Campaign to Prevent Youth Violence	-1	-2
My anti-drug	-1	-2
[NEW] Above the Influence	-1	-2

ATTITUDES ABOUT DRUGS

8. We would like to know how much you agree or disagree with the following statements. Please be honest. For each statement, choose the number that describes how much you agree or disagree.

0 means you totally disagree, 5 means you neither agree nor disagree and 10 means you totally agree with the statement.

<i>Randomize</i>	<u>Totally Disagree</u>					<u>Neither Agree nor Disagree</u>					<u>Totally Agree</u>
	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Staying drug-free will help you achieve your goals and do everything you want to do with your life.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Smoking marijuana can't help a kid to be accepted.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Kids who smoke marijuana will let other people down.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Kids who smoke marijuana can't perform their best at sports.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
If you say no when someone offers you marijuana, you'll feel good about yourself.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
I would know how to turn down marijuana if someone offered it to me.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Not using marijuana is a way of expressing my independence. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
I respect kids who don't do drugs, including marijuana. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Choosing not to smoke marijuana is a way to be true to myself. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10

There are a lot of cool kids who choose not to use marijuana. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
I feel confident that I can be who I want to be without smoking marijuana. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
If a friend was having a problem with marijuana, I should talk to them about it. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
If a friend was having a problem with marijuana, I should step in to do something. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
There are a lot of teens my age that use marijuana. [NEW]	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10

9. Next, we want to know the risk involved in each of the following.

What is the risk of (*insert statement*) if someone tries marijuana even once or twice?

(Respondent must enter a response to continue to the next statement. Only show the intro statement on the first screen.)

(Randomize and bold statements)

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	No Risk At All				Extreme Risk
getting in trouble with the law	-1	-2	-3	-4	-5
losing control of themselves	-1	-2	-3	-4	-5
messing up their life	-1	-2	-3	-4	-5
doing something they might later regret	-1	-2	-3	-4	-5
doing things that are very irresponsible	-1	-2	-3	-4	-5
seriously upsetting friends or family	-1	-2	-3	-4	-5
putting someone they know in danger	-1	-2	-3	-4	-5

TV AD RECOGNITION

[RESPONDENT NOW SEES AD ON SCREEN. IN PAST, THERE WAS A DESCRIPTION OF AD]

TV Ad Recognition Ad Bank

Dog Q10R
Mirror Q10S
Anne Marie Q10T
Hugging The Block Q10U
Sent Q10V
Fire Q10W
Cocoon Q10X

(Randomize all ads so that each respondent is asked a maximum of 5 of the 7 ads) Respondent must say 'yes' or 'no' at each ad to go on to the next.)

We are going to show you some pictures from ads you might have seen on TV. We are going to show a few pictures from each ad and want to know whether or not you remember seeing it.

10R. (SHOW STIMULUS.)

Have you seen this commercial on TV?

Yes -1
No -2

10S. (SHOW STIMULUS.)

Have you seen this commercial on TV?

Yes -1
No -2

10T. (SHOW STIMULUS.)

Have you seen this commercial on TV?

Yes -1
No -2

10U. (*SHOW STIMULUS.*)

Have you seen this commercial on TV?

Yes -1
No -2

10V. (*SHOW STIMULUS.*)

Have you seen this commercial on TV?

Yes -1
No -2

10W. (*SHOW STIMULUS.*)

Have you seen this commercial on TV?

Yes -1
No -2

10X. (*SHOW STIMULUS.*)

Have you seen this commercial on TV?

Yes -1
No -2

INTERNET/BANNER AD AWARENESS

Now, we are going to show you some banner ads you might have seen on the Internet and want to know if you remember seeing any of them. Banner ads are ones, usually rectangular, that appear on your screen when you visit web sites. They usually advertise information or products that you can learn more about by clicking on the banner ad and being taken to the advertised web site.

(Randomize order of ads at Q11/Q12. *Show ad centered on screen. Rotate Version 1 and Version 2 Ad banks so that 7 out of 10 see the Version 1 ad bank (ATI Banners) and 3 out of 10 see the Version 2 ad bank (Freevibe Banners).*)

**Version 1 – ATI Banners
Banner Ad Recognition Ad Bank**

Ransom
 Crumple
 Blackout
 Respect
 Tug A War
 Slingshot
 Putty
 Music Video

Version 2 – Freevibe Banners
Banner Ad Recognition Ad Bank
 Bad Idea Generator
 Paranoia
 Log Chat
 Yes No
 Smoking
 Interested

11. Have you seen this banner ad on any site on the Internet?

<i>(Continue to Q12)</i>	Yes	-1
<i>(Skip to next banner ad in rotation or Q13 if no more banner ads)</i>	No	-2

(If 'yes' at Q11, ask Q12)

12. Did you click on the banner ad? **[NEW]**

<i>(Skip to next banner ad in rotation or Q13 if no more banner ads)</i>	Yes	-1
	No	-2

13. Have you ever visited this web site? *(Show logo for freevibe.com)*

<i>(Ask Q14-17 together and then back to 13a-17)</i>	Yes	-1
<i>(Go to Q13a)</i>	No	-2

(Rotate Q13a and Q13a1 so that half of respondents get asked Q13a and the other half of respondents get asked Q13a1)

13a. Have you ever visited this web site? (Show logo for abovetheinfluence.com)
[NEW]

(Continue) Yes -1
 (Go to Q18) No -2

13a1. Have you ever visited the web site, abovetheinfluence.com? (Only ask question, do not show any visuals) **[NEW]**

(Continue) Yes -1
 (Go to Q18) No -2

14. How did you get to this web site? (Select all that apply)

- Clicked on a banner
- Used a search engine
- Typed in the URL
- Other (Specify) _____

For other specify responses—"How did you get to this web site?"

15. Did you like what you found at this web site?

Yes -1
 No -2

16. How would you rate your experience at this web site? Please choose the number below that describes how you would rate your experience at this web site. **[NEW]**

0 means you rate the experience as extremely bad, 5 means it was neither good nor bad and 10 means you rate it as extremely good.

	<u>Extremely</u> Bad						<u>Neither</u> <u>Good</u> <u>nor</u> <u>Bad</u>						<u>Extremely</u> <u>Good</u>
	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10		

(Ask Q17 of those who say punches 0 to 4 at Q16)

17. Which of the following explains why you gave a bad rating to the web site? (Randomize. Accept multiple responses.) **[NEW]**

Frustrating to use

Boring
Unappealing
Content not useful
Not what I was expecting
Other (Specify) _____

Above the Influence Belief Statements

Now we would like to ask you some questions about the influences and pressures you face in your life.

18. We would like to know how much you agree or disagree with each of the following statements. Please be honest. For each statement, choose the number that describes how much you agree or disagree.

0 means that you totally disagree, 5 means that you neither agree nor disagree and 10 means that you totally agree with the statement.

<i>Randomize</i>	<u>Totally Disagree</u>					<u>Neither Agree nor Disagree</u>					<u>Totally Agree</u>				
It's important to be above the influences that could bring you down.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
Teens can make the choice to be above negative influences rather than give in to them.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
Choosing to be above the influence can help you overcome negative influences that you face.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
It's important to stand up for yourself against influences that could bring you down.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
Listening to yourself, rather than others, can help you stand up to pressure to do things like get high.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
It's important to stand up for yourself and not let others push you into doing things that aren't really you.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
Teens don't have to give in to pressure to do things that can change them for the worse.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				
Using weed can cause you to	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10				

lose interest in things that you care about.											
Being under the influence of weed can cause some pretty negative things to happen to you.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Smoking weed can define you as someone you don't want to be.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
If you follow others' influence without thinking, you could find yourself doing things that you later regret.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
A lot of teens today are deciding to resist the influence to use marijuana.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
People can become lazy and boring as a result of smoking weed.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
You are confident that you can resist negative influence.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Teens today are smart about recognizing negative influences and the need to resist them.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
You would be better off if you stay above the influence.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Smoking weed can cause you to miss out on things.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Teens today are deciding to resist influences to do things like use weed.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
Being above the influence can inspire others to stay away from negative influences such as marijuana.	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10

19. Please choose the number below which describes how you would feel about refusing to use marijuana.

0 means you would feel extremely bad, 5 means you would feel neither good nor bad and 10 means that you would feel extremely good about refusing to use marijuana.

<u>Extremely Bad</u>						<u>Neither Good nor Bad</u>						<u>Extremely Good</u>
-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10		

Please choose the number which describes how likely you would be to make the choices below.

0 means you would be extremely unlikely, 5 means neither likely nor unlikely and 10 means you would be extremely likely to make that choice.

20. If you were faced with a choice, how likely do you think it is that (*insert statement*)?

(Randomize and bold statements. Display the above scale only on the first statement.)

you will be above the influences that could bring you down.

<u>Extremely Unlikely</u>						<u>Neither Likely nor Unlikely</u>						<u>Extremel y Likely</u>
-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10		

you will be above negative influences. -0 -1 -2 -3 -4 -5 -6 -7 -8 -9 -10

you will take a stand against being influenced to do things like smoking weed. -0 -1 -2 -3 -4 -5 -6 -7 -8 -9 -10

21. Still using a scale where 0 means you would be extremely unlikely, 5 means neither likely nor unlikely and 10 means you would be extremely likely...

How likely is it that you would (*insert statement*) if you used marijuana, even once or twice?

(Randomize and bold statements. Display the above scale only on the first statement.)

	<u>Extremely Unlikely</u>						<u>Neither Likely nor Unlikely</u>					<u>Extremely Likely</u>
have a better time with friends	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	
be more like the coolest kids	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10	

Please choose the number below which describes how likely you would be to take the actions below. 0 means you are extremely unlikely, 5 means you are neither likely nor unlikely and 10 means you are extremely likely to take that action.

22. If you found out within the next few weeks that a friend was having a problem with marijuana, how likely is it that you would (*insert statement*)?

(Randomize and bold statements. Display the above scale only on the first statement.)

	<u>Extremely Unlikely</u>						<u>Neither Likely nor Unlikely</u>					<u>Extremely Likely</u>
--	---------------------------	--	--	--	--	--	------------------------------------	--	--	--	--	-------------------------

step in to do something	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10
tell them that you thought they had a marijuana problem	-0	-1	-2	-3	-4	-5	-6	-7	-8	-9	-10

OPINIONS AND BELIEFS ABOUT DRUGS

Now we would like to ask you about some of your opinions and beliefs about certain drugs.

23. How dangerous is marijuana (weed, reefer, pot)?

- Very dangerous and should never be used
- A little dangerous but it's okay to try it once or twice
- Not dangerous at all and it's okay to use it

24. How dangerous is tobacco?
- I don't know what it is
(*Skipped question*)
- Very dangerous and should never be used
A little dangerous but it's okay to try it once
or twice
Not dangerous at all and it's okay to use it
I don't know what it is
(*Skipped question*)
25. How dangerous is alcohol?
- Very dangerous and should never be used
A little dangerous but it's okay to try it once
or twice
Not dangerous at all and it's okay to use it
I don't know what it is
(*Skipped question*)
26. How dangerous are drugs in general?
- Very dangerous and should never be used
A little dangerous but it's okay to try them
once or twice
Not dangerous at all and it's okay to use
them
I don't know what they are
(*Skipped question*)
- 26a. How dangerous is prescription drug abuse?
- Very dangerous and should never do it
A little dangerous but it's okay to do it once
or twice
Not dangerous at all and it's okay to do it
I don't know what it is
(*Skipped question*)

DRUG INTENTION

Next we are going to ask some questions about what you might do over the next year. Please be honest. Remember that no one will know how you answered any of these questions. It is important for us to know what you really think you will do.

27. At any time during the next year, do you think you will smoke marijuana?

Definitely yes
Probably yes
Probably not
Definitely not
(Skipped question)

28. If one of your close friends were to offer you marijuana, would you smoke it?

Definitely yes
Probably yes
Probably not
Definitely not
(Skipped question)

29. How do you think your close friends would feel about your using marijuana, even once or twice over the next 12 months?

Strongly approve
Approve
Neither approve nor disapprove
Disapprove
Strongly disapprove
(Skipped question)

30. Which, if any, of the following sources have you used to find out information about the dangers of using drugs? *(Select all that apply)*

Friends
Parents/family
Books
Internet
Magazine articles
Pamphlets
Teachers/school
TV programs
Radio programs
Other (specify) _____

For other specify responses—"What other sources have you used to find out information about the dangers of using drugs?"

31. How many times have you used marijuana in the past 30 days?

Never
Once
2-3 times
4-9 times

10-19 times
20 + times
(Skipped question)

32. How many times have you used marijuana in the past 12 months?

Never
Once
2-3 times
4-9 times
10-19 times
20 + times
(Skipped question)

33. In the past few weeks, have your parents talked to you about staying away from drugs? **[NEW]**

Yes -1
No -2

CLASSIFICATION

C-1. *(Accept only one response.)*

How old are you?

Younger than 12	-3
12	-4
13	-5
14	-6
15	-7
16	-8
17	-9
18	-10
19 or over	-11

C-2. What is the last grade in school you completed?

[CUT GRADES 1-4 FROM PREVIOUS TRACKER. NO LONGER NECESSARY SINCE WE TERMINATE UNDER 14

(Accept only one response.)

5 th grade	-5
6 th grade	-6
7 th grade	-7
8 th grade	-8
9 th grade	-9
10 th grade	-10
11 th grade	-11
12 th grade	-12
College	-13

(If 'yes' at C-Cx, responses should be 'yes' at Cx or C1x.)

C-Cx. To make sure that we have a fair representation of the diverse ethnic backgrounds... Are you from Spanish, Hispanic or Latino background/origin? This includes Mexican, Mexican American, Puerto Rican, Cuban and all other Spanish, Hispanic or Latino origins.

Yes	-1
No	-2

(Responses at C-3 should match back to QC or QC1).

C-3. Which one of these best describes how you think of yourself?

(Accept only one response)

White	-1
Black or African American	-2
Asian	-3

American Indian or Alaska Native	-4
Native Hawaiian or Pacific Islander	-5
Other	-6

- C-4. What sort of school do you attend? **[NEW]**
(Accept only one response.)
- | | |
|------------------------------|----|
| Public school | -1 |
| Parochial/Catholic school | -2 |
| Non-religious private school | -3 |

- C-5. **[NEW]** Do you live at home with . . .?
(Accept only one response.)
- | | |
|--|----|
| Your mother | -1 |
| Your father | -2 |
| Both your mother and father | -3 |
| Some other member of your family such as an aunt | -4 |
| Foster parent (s) | -5 |
| Other non-relative | -6 |

- C-6. Are you a male or female?
(Accept only one response.)
- | | |
|--------|----|
| Male | -1 |
| Female | -2 |

- C-7. In an average week, how many hours would you say you spend doing each of the following?
(Accept a max of 168 hours for each below)

If a respondent responds with more than 168 hours for any given activity, the following message will appear—"There are only 168 hours in a week. Please re-enter your answer."

- | | |
|---------------------------------|------------------------|
| | Record exact
number |
| Watching TV | |
| Surfing the Internet | |
| Listening to the radio | |
| Reading magazines or newspapers | |

Please enter your zip code.

That is the end of the interview! Thank you for participating in our survey today!

ONDCP PARENT/GUARDIAN SCREENER

MB # 10106762

OMB CONTROL # _____

Implementation Date: April 4, 2004

Complete ()
Term () at Q.# _____

Resp. #

Date: _____

04 05 06 07 08

09

Resp. Name: _____

Week #: _____

Resp. Address: _____

City/State: _____

Zip Code: _____ - _____

Telephone #: (_____) _____

Interv. Name: _____

Interviewer #: _____

Gender

Fips Code: _____ - _____ - _____ - _____

Male -1

Coder's Initials: _____

Female -2

Location

North East -1

Midwest -2

South -3

West -4

Ethnicity.

Hispanic or Latino	-1
Non Hispanic or Latino	-2

Race.

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

INTRODUCTION/SCREENING

Hello, I'm calling from Millward Brown Opinion Research. Let me assure you that we are not trying to sell you anything. We're only interested in your thoughts and opinions. Today we're doing a survey on anti-drug messages and advertising. Your opinions are important to help us understand how parents feel about kids using drugs. Your opinions will be kept anonymous and will not be associated with you in any way.

A. May I speak to an adult in the household who is 18 years of age or older?

(If not available or no Adult 18 or older clear with... DOES THAT MEAN THAT THAT THERE IS NO ONE 18 OR OLDER LIVING IN THE HOUSEHOLD OR DOES IT MEAN THAT THEY ARE JUST NOT AVAILABLE AT THIS TIME?)

(Go to Q.B) On phone -1
(Repeat introduction, go to Q.B) Called to phone -2
(Get best time to call back) Not available -3
(Discontinue, Q.A) No adult 18 or older in HH -4
(Discontinue, Ref.) Ref -R

<i>If code "3" circled at Q.A ask...</i> When would be the best time to call back to speak with an adult 18 years or older in the household? Who should I ask for?

B. Are you the parent or guardian of any children or teens between the ages of 11 and 18 who live at home with you at least half the time?

(Continue with Q.C) Yes -1
(Discontinue, Q.B) No -2
(Discontinue, Ref) DK/Ref. -R

C. Please tell me the number of children or teens in each of the following age and gender categories you have living at home with you. *(Read all categories and record exact number next to category.) (If "0" is stated for all groups, discontinue Q.C.)*

	Record Number
Boys 11 to 13 years old	_____
Girls 11 to 13 years old	_____
Boys 14 to 18 years old	_____
Girls 14 to 18 years old	_____
<i>(Discontinue, Ref.)</i> DK/Ref.	-R

D. Do you or any household members work for...
(Read list, pause for response after each)

	DK/Ref
An Advertising Agency? <input type="checkbox"/>	-R <input type="checkbox"/>
A marketing research company or department? <input type="checkbox"/>	-R <input type="checkbox"/>

A public relations firm? -R
 The Federal Government -R

-If code "1" circled for any, discontinue, Q.D.
 -If code "R" circled for any, discontinue, Ref.

E. Which one of these best describes how you think of yourself?
 (Read list. Accept only one response.)

<p><i>Check Quotas. If over quota, terminate and circle next number in the appropriate box below.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 20px;">Hispanic or Latino</td> <td style="text-align: right;">-1</td> </tr> <tr> <td style="text-align: right; padding-right: 20px;">Non Hispanic or Latino</td> <td style="text-align: right;">-2</td> </tr> </table>	Hispanic or Latino	-1	Non Hispanic or Latino	-2
Hispanic or Latino	-1				
Non Hispanic or Latino	-2				

D. Which one of these best describes how you think of yourself?
 (Read list. Accept only one response.)

<p><i>Check Quotas. If over quota, terminate and circle next number in the appropriate box below.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 20px;">American Indian or Alaskan Native</td> <td style="text-align: right;">-1</td> </tr> <tr> <td style="text-align: right; padding-right: 20px;">Asian</td> <td style="text-align: right;">-2</td> </tr> <tr> <td style="text-align: right; padding-right: 20px;">Black or African American</td> <td style="text-align: right;">-3</td> </tr> <tr> <td style="text-align: right; padding-right: 20px;">Native Hawaiian or other Pacific Islander</td> <td style="text-align: right;">-4</td> </tr> <tr> <td style="text-align: right; padding-right: 20px;">White</td> <td style="text-align: right;">-5</td> </tr> </table>	American Indian or Alaskan Native	-1	Asian	-2	Black or African American	-3	Native Hawaiian or other Pacific Islander	-4	White	-5
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

PARENT SURVEY

UNAIDED MESSAGE AWARENESS

Now I would like to talk with you about any anti-drug messages or advertising you may have seen.

1. Have you recently seen or heard any anti-drug messages?

Yes -1
No -2
DK/Ref. -R

ADVERTISING/MESSAGE AWARENESS

Now I would like to talk to you specifically about anti-drug advertising.

3A. Have you seen any anti-drug advertising recently?

(Go to Q.4) - Yes -1
No -2
DK/Ref. -R

3B. In which of the following have you seen anti-drug advertising?
(Read list.) (Read full question for first statement. After first statement, read "How about...")

Table with 4 columns: Response, Yes, No, DK/Ref. Rows include TV, Magazines, Newspapers, Radio, Billboard, Posters or signs on or near buses, trains, or other public transportation, and The internet or the World Wide Web.

4. You may have already mentioned this but...
 Have you seen any anti-drug messages or information in any of the following places recently?
 (Read list.) (Read full question for first statement. After first statement, read "How about...")

	(Randomize)	Yes	No	DK/Ref
	TV show	-1	-2	-R
	Movie theater	-1	-2	-R
	Bumper sticker	-1	-2	-R
	Sign or poster in a shopping mall	-1	-2	-R
	Posters or signs on walls of buildings	-1	-2	-R
	Posters on a bus or subway	-1	-2	-R
	Local community event	-1	-2	-R
	Coffee cup	-1	-2	-R
	Sign outside a movie theater	-1	-2	-R
	Popcorn bag at a movie theater	-1	-2	-R
	Brochure dispenser at a restaurant or doctor's office	-1	-2	-R
	The side of a cake mix box	-1	-2	-R
	Paper liner on a cafeteria tray	-1	-2	-R
	Paper liner in a pizza box	-1	-2	-R

- 5A. Take a moment and think about any anti-drug messages or advertising you may have seen or heard about. What anti-drug messages or advertising come to mind? What others can you think of?

(Record first mention separately.)

- 5B. Have you seen or heard anti-drug messages or advertising ...
 (Read full question for the first 2 to 3 statements and then ask "How about...?")
 (Read list.)
 (Randomize)

	Yes	No	DK/Ref
Called Truth, the anti-drug	-1	-2	-3
Called Love, the anti-drug	-1	-2	-3
Called Trust, the anti-drug	-1	-2	-3
Called Honesty, the anti-drug	-1	-2	-3
Called Communication, the anti-drug	-1	-2	-3
Called Parents, the anti-drug	-1	-2	-3
Called Questions, the anti-drug	-1	-2	-3
Called Action, the anti-drug	-1	-2	-3

ATTITUDES ABOUT PARENTING AND DRUGS
--

6. I am going to read you some statements about parents and kids. Please tell me how much you agree or disagree with each statement. How about . . . *(Read first statement.)* Would you say you agree strongly, agree somewhat, disagree somewhat or disagree strongly with that statement?

What about . . . *(read second statement. Prompt with scale when necessary.)*

(Randomize)

	<u>Agree</u> <u>Strongly</u> <u>y</u>	<u>Agree</u> <u>Somewha</u> <u>t</u>	<u>Disagre</u> <u>e</u> <u>Somewha</u> <u>t</u>	<u>Disagree</u> <u>Strongly</u>	<u>DK/</u> <u>Ref</u>
I know marijuana is around and I think it is very likely that my child has been directly exposed to it.	-4	-3	-2	-1	-R
Whether or not my child tries drugs primarily depends on what I do as a parent.	-4	-3	-2	-1	-R
I feel there are things I can do to help prevent my child from using drugs.	-4	-3	-2	-1	-R
I know if I come down really strong against drugs it will help stop my child from using them.	-4	-3	-2	-1	-R
At this stage in my child's life, being a good parent means it is more important to schedule activities for us to do together than to let him/her have activities he/she does alone or with friends.	-4	-3	-2	-1	-R
I think that smoking marijuana, even every once in a while, could lead to problems for my child.	-4	-3	-2	-1	-R
When a child sniffs household products to get high, it could be fatal	-4	-3	-2	-1	-R

(Randomize)

	<u>Agree</u> <u>Strongly</u> <u>y</u>	<u>Agree</u> <u>Somewha</u> <u>t</u>	<u>Disagre</u> <u>e</u> <u>Somewha</u> <u>t</u>	<u>Disagree</u> <u>Strongly</u>	<u>DK/</u> <u>Ref</u>
Sniffing household products to get high could cause brain damage	-4	-3	-2	-1	-R
Keeping track of what my child is doing could prevent him/her from trying marijuana	-4	-3	-2	-1	-R
Good parenting means knowing where your child is and who their friends are	-4	-3	-2	-1	-R
Keeping track of who my child is with could prevent him/her from trying marijuana	-4	-3	-2	-1	-R
Enforcing the family rules is better for me, my child and our relationship	-4	-3	-2	-1	-R
I do not know enough about the damage that sniffing household products to get high could do to my child	-4	-3	-2	-1	-R
Teens are less likely to use marijuana if they know their parents are strongly opposed to marijuana use	-4	-3	-2	-1	-R
Teens will keep smoking marijuana even if their parents attempt to discipline them	-4	-3	-2	-1	-R
I feel that I can enforce strict consequences if I find out that my child has used marijuana	-4	-3	-2	-1	-R
I feel that I can communicate clear consequences if I find out that my child has used marijuana	-4	-3	-2	-1	-R
Parents do not really have much influence over their teen's marijuana use	-4	-3	-2	-1	-R
Parents can be a powerful influence over whether or not their teens use marijuana	-4	-3	-2	-1	-R

***Questions from the MSW Copy Test**

(If respondent has boy or girl age 11-13 at Q.C ask Q.6A and 6B for tween age 11-13. If respondent has boy or girl age 14-18 at Q.C ask Q.6A and 6B for teen age 14-18. If they have both an 11-13 year old and a 14-18 year old, randomize teen or tween at Q.6A and 6B.)

6A. How likely is it that you or your partner/co-parent will limit the time that your (tween age 11-13/teen age 14-18) spends with other children without supervision? (Read list. Accept only one answer)

Very likely	-1
Likely	-2
Neither likely nor unlikely	-3
Unlikely	-4
Very unlikely	-5
DK/Ref	-R

6B. Thinking about your (tween age 11-13/teen age 14-18), please tell me how much you agree or disagree that closely monitoring your child's daily activities will make it less likely that your child will try any drug, even once or twice? (Read list. Accept only one answer)

Strongly agree	-1
Agree	-2
Neither agree nor disagree	-3
Disagree	-4
Strongly disagree	-5

6C. If you found out that your child had tried marijuana over the next few months, how likely is it that your response would include strict consequences? (Read list. Accept only one answer)

Very likely	-1
Likely	-2
Neither likely nor unlikely	-3
Unlikely	-4
Very unlikely	-5
DK/Ref	-R

6D. Over the next few months, how likely is it that you will clearly communicate your expectations to your child that he or she should stay away from marijuana? (Read list. Accept only one answer)

Very likely	-1
Likely	-2
Neither likely nor unlikely	-3
Unlikely	-4
Very unlikely	-5
DK/Ref	-R

TV AD/ PSA RECOGNITION

(Randomly ask no more than 6 TV and Print Ad Recognition questions of each respondent.)

Now I am going to read you some short descriptions of anti-drug commercials or advertisements you may have seen or heard on TV, in magazines or in newspapers. For each description I read, please tell me whether or not you have seen or heard the commercial or advertisement.

11X. Have you seen a TV commercial that shows a teenage girl passed out on a sofa at a party? The ad flashes back to instances of her drinking and smoking pot over the course of a couple of months. The ad continues back to when she was getting ready to leave for school and back to her mother finding marijuana in her coat pocket. The announcer says "life doesn't rewind. So if you know your child is drinking and smoking pot, stop them when it starts". The ad then shows the mother who says "we need to talk" to her daughter. Words on the screen say "Action. The Anti-Drug" **(Rewind)** Have you seen this commercial?

(Go to next ad description per randomization)

Yes
No
DK/Ref.

11Y. Have you seen a TV commercial that shows a husband and wife arguing and slamming the bedroom door in each other's face? Each time the door opens, one of them shouts something at the other. During the argument, the wife says "I can't believe you went through my room". He shouts "You're grounded". She says "It was just a little pot!". The announcer says "Afraid of a few slammed doors? Get over it. Because to help your kid with this problem, first you have to get over yours. Words on the screen say "Action. The Anti-Drug" **(Slam)** Have you seen this commercial?

(Go to next ad description per randomization)

Yes
No
DK/Ref.

11Z. Have you seen a TV commercial where a teenage boy stumbles out of a car, down the hallway of his house and then falls into bed? When he wakes up and looks in the mirror, he sees a note from his father on his forehead that says, "Rough night? Dad." The announcer says "If you know your kid is smoking pot or drinking, find a way to get through to them. Get tough. Get creative. Just get through." Words on the screen say "Action. The Anti-Drug" **(Rough Night)** Have you seen this commercial?

(Go to next ad description per randomization)

Yes
No
DK/Ref.

11AA. Have you seen a TV commercial where a group of teenage boys are at another boy's house and are about to smoke marijuana? When the boy opens the box where he keeps the marijuana, there is a message written on the rolling papers, "We need to talk. Mom." The announcer says "If you know your kid is smoking pot, find a way to get through to them. Get tough. Get creative. Just get through." Words on the screen say "Action. The Anti-Drug" **(Rolling Papers)** Have you seen this commercial?

NO PSAs currently in study

(Go to next ad description per randomization)

Yes
No
DK/Ref.

PRINT AD RECOGNITION

No print ads/ no other print materials asked currently

CLASSIFICATION

These last few questions are just to help us divide these interviews into groups.

C-1. May I have your age please??

(Record Exact Age)

If respondent is hesitant say:

age? Which of the following categories includes your
(Read list. Accept only one response.)

- 18 to 24 -1
- 25 to 34 -2
- 35 to 44 -3
- 45 to 54 -4
- 55 to 64 -5
- 65 or older -6
- DK/Ref -R

C-2. Are you currently . . .
(Read list. Accept only one response.)

- Married and living with your spouse -1
- Married but not living with your spouse -2
- Single and never married -3
- Divorced and not remarried -4
- Widowed and not remarried -5
- Living with an adult companion but not married -6
- DK/Ref -R

C-3. At the present time, are you employed? By employed, I mean doing something for which you earn money. (If "Yes", ask:) Is that full-time or part-time?

- Employed full-time -1
- Employed part-time -2
- Employed (ref full or part-time) -3
- Not Employed -4
- DK/Ref..... -R

C-4. Which of the following describes the highest level of education you completed?

(Read list. Accept only one response.)

- Elementary school -1
- Some high school -2
- Graduated from high school -3
- Vocational or technical school -4
- Some college -5
- Graduated from junior college -6
- Graduated from four year college -7
- Graduated from post-graduate program -8
- DK/Ref -R

C-5. Which of the following categories includes your

total annual household income?

(Read list. Accept only one response.)

Under \$15,000	-1
\$15,000 to \$25,000	-2
\$25,000 to \$35,000	-3
\$35,000 to \$50,000	-4
\$50,000 to \$75,000	-5
\$75,000 or above	-6
DK/Ref	-R

(Ask C-6 as many times as there are children indicated in QC of the Screener—even if there is more than one child in a single category. If there is more than one child in any single category, include the word "other" in the question when asking about the subsequent children in that category. If there is more than one child in any category, ask C-6 for all children in that category before moving on to the next category.)

C-6. What sort of school does your (*other*) (boy 11 to 13/ girl 11 to 13/ boy 14 to 18/ girl 14 to 18) attend?
(Read list. Accept only one response.)

Public school	-1
Parochial school/religious private school	-2
Non-religious private school	-3
Home school	-4
Other (specify)	

DK/Ref	-R

(Ask C-7 as many times as there are children indicated in QC of the Screener—even if there is more than one child in a single category.)

C-7. What grade is your (*category from QC*) in?
(Do not read list.)

1 st grade	-1
2 nd grade	-2
3 rd grade	-3
4 th grade	-4
5 th grade	-5
6 th grade	-6
7 th grade	-7
8 th grade	-8
Freshman / First year in high school / 9 th grade	-9
Sophomore / Second year of high school / 10 th grade	-10
Junior / Third year of high school / 11 th grade	-11
Senior / Fourth year of high school / 12 th grade	-12
College/Trade school	-13
Other	-14
DK/Ref	-R

C-8. Did I correctly dial area code (phone number)?

C-8A. Please record gender

Male	-1
Female	-2

C-9. To show my supervisor that I did speak to someone in your household, may I have your name please?

C-10 May I have your zip code please?

That completes my interview. Thank you for participating in our survey.

Interviewer: Record finish time in box on front page

Attachment 3: Tracking survey information sheet

(provided to parents prior to or after survey completion)

Tracking Research Information

We would appreciate if your child would voluntarily take part in a short survey asking his/her opinions about drugs and drug prevention advertisements that have been created of the Office of National Drug Control Policy (ONDCP). This study is being conducted by Millward Brown of Connecticut on behalf of the ONDCP. Your child's name will not appear anywhere on the information they provide so no one will know how he/she answered the questions. His/her answers will be combined with those of youth across America to help shape a national advertising campaign designed to help keep youth from trying drugs. In appreciation for the 15 minutes that your child will give to participate in the research, he/she will receive a cash payment of \$2.

If you have any questions about this research, please call toll free, 1-877-483-8900 to receive additional information.