

SUPPORTING STATEMENT A FOR OMB CLEARANCE

National Youth Anti-Drug Media Campaign Qualitative Research

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NATIONAL YOUTH ANTI-DRUG MEDIA CAMPAIGN

QUALITATIVE RESEARCH

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Justification

1. Circumstances Making the Collection of Information Necessary

This submission for OMB clearance is one of three data collection instrument submissions currently up for renewal for the Office of National Drug Control Policy's (ONDCP) National Youth Anti-Drug Media Campaign (NYADMC). The data collection instruments are used as part of the advertising development process as required by ONDCP's 2006 Congressional Reauthorization (Public Law 109-469) that states ONDCP must "test all advertising prior to use in the national media campaign to ensure that the advertisements are effective and meet industry-accepted standards."

All data collection instruments have been developed with input from subject matter experts in the fields of advertising and public health communication research and evaluation; have been reviewed by an Institutional Review Board (IRB) to ensure the research with human subjects is scientific, ethical, and meets Federal regulatory requirements; and are currently conducted by industry leading third-party vendors, such as Millward-Brown.

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 has 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 various audiences, including multicultural populations.

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 help 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. These include but are not limited to:

- Exploratory Research
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. Exploratory research is conducted in focus groups each comprised of approximately eight tweens (youth ages 11-13 years), eight teens (youth ages 14-16 years), eight parents/guardians of youth ages 11-16 years, or other adults. On an annual basis, an estimated 36 total exploratory research groups will be conducted. Findings are used to develop new Campaign ad approaches based on the most compelling arguments and information gathered from members of the target audience.
- Focus Groups Testing of Creative Concepts
In focus group testing of creative concepts, 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 throughout the 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 adults (parents of tweens or teens, or other adults). On an annual basis, an estimated 72 focus groups will be conducted. 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 hard-to-count (HTC) populations, such as 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. On an annual basis, an estimated 12 quali-quant focus groups will be conducted. Findings are used primarily to refine ads for regional airing.

About Sample Size

To ensure sufficient learning from qualitative research, focus groups are conducted among a wide range of unique target audiences. As an example, throughout the campaign we have learned that in a mixed group of younger teens and older teens, the younger teens will not always feel comfortable to contribute. Similar concerns have been found in a mixed group of boys and girls, or mixed ethnicities. Our goal has always been to maximize the comfort of respondents, while maximizing our learning. As such whenever we conduct focus groups we do so among a range of audiences. With every new initiative, be it Exploratory Research, Creative Concept Testing or Quali-Quant we conduct a cluster of 12 focus groups. Distinct groups may represent Caucasian, African American, Hispanic, Males, Females, Tweens (12-14 years old) and older teens. Additional groups may be mixed- i.e. boys and girls, mixed ethnicity, teens/tweens to replicate potential real world dynamics. Focus groups for parents will also be mixed among ethnicities, parents of High School vs. Middle School aged youth, parents of boys vs. parents of girls. In addition, for every new initiative we conduct focus groups in different markets. This allows us to learn from respondents in urban, suburban and rural markets. We rotate markets throughout the year.

We believe it is important to test in multiple cities as well, as urban reactions may vary from rural. As this is qualitative research we vary and rotate the groups we gather- while holding to a limit of 12 per round of new concept testing (as noted in the Supporting Statement). Different markets might require different treatment (i.e. we may not have a Hispanic group in a mostly Caucasian rural community).

As an example- for a single round of focus group testing we will travel to two markets with focus groups distributed accordingly:

Day #1 – City 1

4:00pm: Group A - Caucasian Boys 9th/10th Grade

5:30pm: Group B - Caucasian Girls 9th/10th Grade

7:00pm: Group C - African American Boys 9th/10th Grade

Day #2 – City 1

4:00pm: Group D - Mixed Ethnicity Boys 7th-8th Grade

5:30pm: Group E - Hispanic Girls 9th/10th Grade

7:00pm: Group F - African American Girls 9th/10th Grade

Day #1 – City 2

4:00pm: Group G - Caucasian Boys 9th/10th Grade

5:30pm: Group H - Caucasian Girls 9th/10th Grade

7:00pm: Group I – Hispanic Girls 9th/10th Grade

Day #2 – City 2

4:00pm: Group J - Mixed Ethnicity Girls 7th-8th Grade

5:30pm: Group K - Hispanic Boys 9th/10th Grade

7:00pm: Group L - African American Boys 9th/10th Grade

In some groups we combine ethnicities to capture this unique dynamic in situations where messages may be heard or processed in a mixed group. Often when there is a race-specific group that is clearly observed by participants and the discussion follows along that assumption. A mixed group allows for broader discussion. Therefore we do both: Single ethnicity to address the potential of uniquely racial issues, multi-ethnicity to explore broader communications implications. Note that Hispanic/Latino of any race would be included in a Hispanic group.

Our estimates allow us to conduct 3 rounds of exploratory research per year, 6 rounds of creative testing and one round of quali-quant evaluation, and assume 8 participants per focus group.

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.

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.

5. Impact on Small Businesses or Other Small Entities

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

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.

7. Special Circumstances Relating to the Guidelines of 5 CFR 1320.5

There are no special circumstances.

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

The notice required in 5 CFR 1320.8(d) was published in the *Federal Register* on April 9, 2013 (FR vol. 78, no. 68).

There have been no comments to the notice.

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 amount of this incentive will typically be \$50 – \$75 depending on the market and youth vs. adult audience. Usually adults will receive more than youth to ensure participation, and urban participants will receive payment on the higher end of the range. Harder to recruit audiences may require incentives higher than \$75. It is standard practice in commercial market research to offer recruited respondents an incentive to help assure their participation. Failure to provide a basic incentive is likely to decrease responses from individuals who are otherwise pre-disposed to be helpful. Given the anti-drug focus of the research, there is particular need for participants to be drawn from all walks of life, particularly those most likely to be at-risk for drug use.

10. Assurance of Confidentiality Provided to Respondents

Information provided by respondents will be treated in confidence and kept private. Respondents will be informed prior to participation that their responses are confidential. They will also be advised of the nature of the activity, the length of time it will require and that participation is purely voluntary and can be terminated at will. For focus groups with youth, parents will provide written consent for their child’s participation in the focus group. Youth will provide verbal assent during screening and again before the group begins. For focus groups with adults, they will sign their own assent at the

beginning of the focus group.

If the sessions are audiotaped or videotaped, the respondents will be informed. Video/audio tapes are kept in locked drawers, labeled only with the time and date of the research. Tapes will be used by the project team for reference only, and will be destroyed after use.

As a further guarantee of confidentiality, 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 saved.

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. 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. To help ensure advertising effectiveness, it is essential to understand these reactions prior to the costly process of producing 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 is stated and reinforced.

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:

Table 1. Estimates of Annual Burden by Hours and Annualized Cost to Respondents

Audience	Number of Participants	Frequ-ency	Avg. Time Per Focus Group	Annual Burden (Hours)	Hourly Wage Rate	Annual Respondent Cost
Youth (age 11-16)	656	1	90 minutes	984	* \$6.55	\$6,445.20
Adults	592	1	90 minutes	888	** \$14.96	\$13,284.48
TOTAL	1,248	-	-	1,872		\$19,729.68

* 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.

** Extrapolation based upon 2006 per capita income, 2006 Current Population Survey, U.S. Census Bureau, U.S. Department of Commerce

13. Estimate of Other Total Annual Cost Burden to Respondents or Record Keepers

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

14. Annualized Cost to the Federal Government

	# of Groups	Est. Cost per Group***	Total Cost
Exploratory Research	36	\$11,250.00	\$405,000.00
Focus Groups Creative Concept Testing	72	\$5,000.00	\$360,000.00
Quali-Quant	12	\$20,000.00	\$240,000.00
TOTAL	-	-	\$1,005,000.00

*** For Exploratory and Focus Groups research, the estimated cost per group is obtained by dividing the cost for recent Campaign research by the number of groups conducted. For Quali Quant, a campaign historical estimated cost per group has been used.

15. Explanation for Program Changes or Adjustments

There are no program changes or adjustments requested in this application

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.

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.

17. Reason(s) Display of OMB Expiration Date is Inappropriate

The OMB Control Number and expiration date will be displayed on the consent form(s) for youth and adults.

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).

Attachment 1: SAMPLE QUALITATIVE RESEARCH YOUTH SCREENER (FOR FOCUS GROUP PARTICIPATION)

SCREENER: TEEN STUDY (Boys & Girls, Grades 7-10)

RECRUIT A PRIMARY RESPONDENT WHO QUALIFIES FIRST AND THEN ASK THEM TO SUPPLY THE NAMES OF A FRIEND WHO ALSO QUALIFIES. (ALL FRIENDS MUST ALSO PASS SCREENER.)

THIS RECRUITMENT QUESTIONNAIRE CONTAINS SCREENING ELEMENTS FOR TEENS WHO ARE IN GRADES 7-10. INITIAL SCREENING FOR A TEEN MUST GO THROUGH PARENT. ESTABLISH CONTACT WITH HEAD-OF-HOUSEHOLD (EITHER M OR F), THAN BEGIN HERE: Hello. My name is _____ from _____, a consumer research company located here in (LOCATION). We are currently involved in a research study to learn how young people feel about some important societal issues. As part of our research study, we'd like to interview boys and girls who are in 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 several important contemporary social issues and how young people approach them. Some potential discussion areas are: making friends, role models, school, siblings, cigarette smoking, drug use, etc. However, the survey questions that I will ask your child in this conversation will be rather general in nature and geared more toward determining if he or she feels comfortable chatting both with same age peers as well as with an adult research analyst.

Would you consent to our interviewing your child for research purposes? 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 is a survey that is being conducted for information-gathering and analytic purposes only. In fact – at the end of my survey – I may want to invite your child to attend a panel discussion consisting of your child and 1 of your child's friends. Would you consent to our interviewing your child and perhaps inviting (him/her) to attend a panel discussion?

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

1a. Thanks very much. Now is your child a boy or a girl?

BOY GIRL SEE QUOTAS.

1b. I'd like to ask you a few brief household classification questions then actually speak directly with your child. Now, I know that your child is in 7th - 10th grade. Which grade is your child in specifically?

7th

8th

9th

10th

SEE QUOTAS

- 1c. And how old is your child?
- 12-13 (for 7th grade)
 - 13-14 (for 8th grade)
 - 14-15 (for 9th grade)
 - 15-16 (for 10th grade)

MAKE SURE AGE MATCHES GRADE IN PARENTHESIS (). IF NOT, TERMINATE.

2. Is the school your child will be attending a middle school, junior high or high school?
- Middle CONTINUE
 - Junior high CONTINUE
 - High CONTINUE

- 3a. We want to be certain that our research reflects the country's ethnic diversity. Which of the following describes your child's background?

READ LIST; MORE THAN ONE ANSWER IS ACCEPTABLE

- | | | | |
|-----------------------------|---|--|----------------|
| Are you Hispanic or Latino? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | — SEE SCHEDULE |
| | <input type="checkbox"/> Don't Know
(don't read) | <input type="checkbox"/> Refused
(don't read) | |

- 3b. Which of these best describes your child's race?

- | | | |
|---|--------------------------|----------------|
| Asian | <input type="checkbox"/> | — SEE SCHEDULE |
| Native Hawaiian or Other Pacific Islander | <input type="checkbox"/> | |
| American Indian or Alaska Native | <input type="checkbox"/> | |
| Black or African American | <input type="checkbox"/> | |
| White or Caucasian | <input type="checkbox"/> | |
| Don't Know (Don't Read) | <input type="checkbox"/> | |
| Refused (Don't Read) | <input type="checkbox"/> | |

- 3c. We'd like to collect a diverse set of opinions, so can you please tell me your family's approximate annual household income?

- Less than \$20,000 **TERMINATE**
- \$20-\$30,000 **CONTINUE**
- \$30-\$50,000 **CONTINUE**
- \$50-\$75,000 **CONTINUE**
- \$75-\$100,000 **CONTINUE**
- More than \$100,000 **CONTINUE**

- 4a. When – if ever – did your child last participate in an in-person consumer research panel discussion or individual interview? Was it ... READ LIST

- Within the past 6 months ← **TERMINATE**
- More than 6 months ago ← **CONTINUE AT Q4b.**
- 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

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

- | | | | |
|-------------------|----------------------------|------------------------------------|----------------------------|
| Very talkative | <input type="checkbox"/> * | Very imaginative | <input type="checkbox"/> * |
| Tends to be quiet | <input type="checkbox"/> | Prefers to spend time alone | <input type="checkbox"/> |
| Friendly | <input type="checkbox"/> * | Gets along with other kids even if | |
| Intelligent | <input type="checkbox"/> * | (he/she) doesn't know them | <input type="checkbox"/> * |
| Has a pretty good | | | |
| attention span | <input type="checkbox"/> * | | |
| Shy with | <input type="checkbox"/> | | |
| strangers | | | |

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 YOU USE THE QUESTIONS YOU ASK THE CHILD TO DETERMINE IF HE/SHE IS APPROPRIATE FOR ONE OF THE SESSIONS. FINALLY, TELL PARENT THAT YOU WILL ASK TO SPEAK TO HIM/HER (THE PARENT) ONCE AGAIN AFTER SPEAKING WITH THE CHILD TO CONFIRM LOCATION OF FACILITY, DATE AND TIME OF SESSION, ETC.

6.

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7. ASK ALL: How do you like to spend your free time? READ LIST

Intellectual activities such as: reading, writing,
doing homework, etc.

Creative activities such as: doing crafts, sewing
Painting, etc.

Social activities such as: “hanging out with friends,
talking in the phone, dating, etc.

Physical activities such as: playing sports,
working out at the gym, etc.

Community activities such as: going to religious
functions, volunteer work, etc.

RECRUIT A MIX OF PRIMARY RESPONDENTS WHO SPEND THEIR TIME IN DIFFERENT WAYS.
RECRUIT “FRIENDS” AS THEY FALL.

8. Which of the following statements would you say best describes the situation at your school?

Most of the kids in my school **have not** smoked cigarettes.

Most of the kids in my school **have** smoked cigarettes at some point.

Most of the kids in my school **have not** experimented with
beer/wine/liquor.

Most of the kids in my school **have** experimented with beer/wine/liquor.

Most of the kids in my school **have not** experimented with marijuana. *

Most of the kids in my school **have** experimented with marijuana. *

*RECRUIT A MIX OF PRIMARY RESPONDENTS WHO ANSWER “HAVE” AND “HAVE NOT” FOR
THE ASTERISKED (*) QUESTION IN EACH MARKET. RECRUIT “FRIENDS” AS THEY FALL.

9. ASK ALL: If Nike were to decide to go into the music business, what type of music would they
produce? What would the style be called? How would it be different from other types of music?

USE THIS QUESTION TO DETERMINE WHETHER OR NOT TEENAGER CAN CLEARLY
ARTICULATE HIS/HER THOUGHTS AND FEELINGS. IF RESPONDENT SAYS “I DON’T
KNOW,” “I DON’T REMEMBER,” SEEMS UNWILLING TO SHARE HIS/HER IDEAS WITH THE
RECRUITER, OR SEEMS TO EXHIBIT ANY SPEECH OR HEARING DIFFICULTIES, DO NOT
INVITE. LOOK FOR RESPONDENTS WHO ARE VERY ARTICULATE FOR THEIR AGES.

IF CHILD HAS QUALIFIED TO THIS POINT, ASK HIM/HER ABOUT PARTICIPATING IN A GROUP
DISCUSSION WITH OTHER SAME GRADE/SAME GENDER KIDS. IF HE/SHE INDICATES THAT HE/SHE

WOULD LIKE TO PARTICIPATE, ASK 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. ALSO, EXPLAIN THAT THESE GROUPS ARE "FRIENDSHIP PAIRS" GROUPS AND GAIN AGREEMENT TO CONTACT CHILD'S FRIEND TO SEE IF THEY QUALIFY (GET PHONE NUMBERS AS WELL). BE CLEAR THAT CHILD'S PARTICIPATION IS DEPENDENT UPON GETTING "QUALIFIED FRIEND" TO PARTICIPATE. ONCE FRIEND IS RECRUITED, CONFIRM DETAILS WITH PARENT.

FRIEND'S NAME: _____ **PHONE #:** _____

Attachment 2: Sample Qualitative Research Parent/Guardian Screener

SCREENER: 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 is between 14-16. What percent of the time does your child reside inyour 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. Allow multiple responses.)

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. Allow multiple responses.)

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.

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

Attachment 3. Sample Questions for Formative Creative Evaluation Panels (FCEPS)

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.

Attachment 4. Sample Qualitative Questions for Quali-Quant Research

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?

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

(Should come up in general discussion)

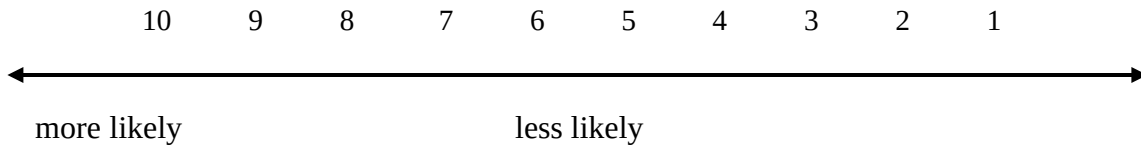
- **TE QUIERO:**
 - Did respondents understand the double meaning of 'I want/I love?'
 - Did they understand the line 'Te quiero' to mean 'I love you, but...?'
- **CENA:**
 - Did they understand that Hispanic parents are sometimes a bit blind when it comes to their children and marijuana
- **AMORES QUE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

Attachment 5. Sample Quantitative Questions for Quali-Quant Research

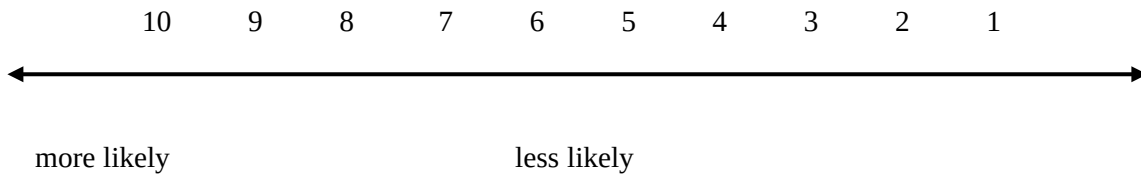
Based on the ads you just saw, using a 10-point scale, where 10 means ‘more likely’ and 1 means ‘less likely, please rate the following statements.

Circle the number that best describes how you feel.

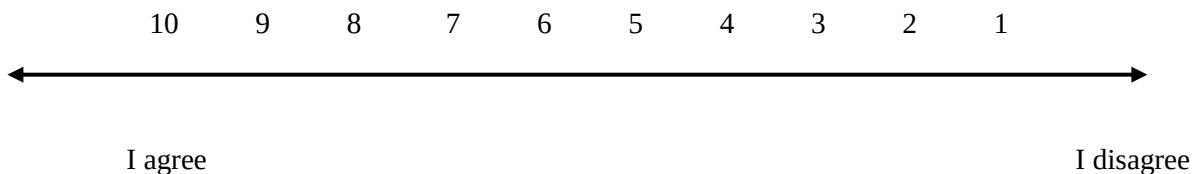
1. Based on the ads you just saw, do you think you would be more or less likely to monitor your child for symptoms of marijuana use in the next few months?



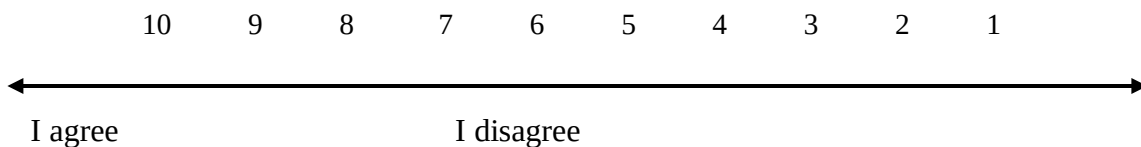
2. Based on the ads you just saw, do you think you would be more or less likely to take action if you suspect your child is using marijuana?



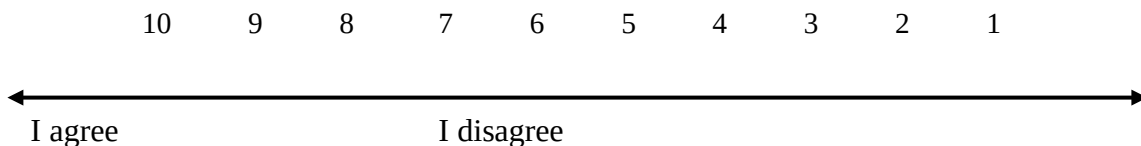
3. Knowing what symptoms to look for can help me keep my child from using marijuana



4. Even if I just have a suspicion, I must take action early to keep my child from using marijuana.



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



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

10 9 8 7 6 5 4 3 2 1

←-----→
not believable believable

10 9 8 7 6 5 4 3 2 1

←-----→
not persuasive persuasive

10 9 8 7 6 5 4 3 2 1

←-----→
not realistic realistic

Consent for Participation in a Focus Group

IRB# 00005850, OMB# 3201-0006

Your teen is invited to participate in a research focus group for the National Youth Anti-Drug Media Campaign, a large social marketing effort led by part of the White House called the Office of National Drug Control Policy. Taking part in this research is voluntary.

Why is this study being done?

Your teen is being asked to take part in this study to obtain insights to help develop new advertising for the campaign. Information about the experiences, attitudes, and beliefs of youth obtained during focus groups will be used to strengthen the social marketing effort described above.

What is involved in this study?

Your teen will attend a focus group. During this focus group, a trained moderator will lead a discussion with a group of about eight teens about a variety of topics. Your teen may be asked to watch advertising and give his or her impression of it. He or she may also be asked to give her opinions on aspects of teen life such as friends, schoolwork, and parties. The information provided by your teen will be combined with information from many other teens in other cities. The total amount of time your teen will spend in connection with this study is approximately 3 hours.

What are the risks of participating in this study?

There are no physical risks associated with this study. There is, however, the possible risk of loss of confidentiality. However, no names or other identifying information will be recorded. Every effort will be made to keep your teen's information confidential.

How will my teen's privacy be protected?

If results of this focus group are reported in journals or at scientific meetings, the people who participated in this study will not be named or identified. We will request that no individual in the focus group repeat what was discussed during the group.

Are there benefits to taking part in this study?

Your teen may receive personal satisfaction from participating in research. There may be an overall benefit to society from helping to shape new advertising to prevent risky behavior in teens.

What are my and my teen's options?

You do not have to provide permission for your teen to participate in this study if you do not want to. Your teen may refuse to answer any of the questions or take a break at any time during the study. Your teen may leave the group at any time without penalty.

Will my child receive payment for being in this study?

Your teen will receive a payment of \$_____ in appreciation for his or her participation. If your child decides to leave the group before it is completed, he or she will still be paid.

This focus group will be videotaped

This focus group will be videotaped. The videotape will be used to create a report of the focus group. Videotapes will be protected carefully. Videotapes are kept in locked drawers, labeled only with the time and date of the research. Tapes will be destroyed after one year, and only members of the project team will see the tapes. Tapes are used as reference only. No images are taken from them for any other use.

Problems or Questions

If you have any questions about this research study, please contact _____.

Please keep a copy of this document in case you want to read it again.

If you agree to allow your teen to participate in this study, please sign below:
I understand the information printed on this form. I have discussed this study and its risks and potential benefits with my teen. My signature below indicates my consent for my teen to participate in the focus group and my acknowledgement that I am the parent or legal guardian of the teen named on the line above my signature. My signature also indicates that I understand my teen will be videotaped as part of this focus group.

Teen’s Name (printed) and Signature Date

Name (printed) and Signature of Teen’s Parent/Legal Guardian Date

Principal Investigator’s Signature Date

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