NARROWCAST CAMPAIGN GUIDE FOR COMMUNITY PROGRAMS: Creating health messages for targeted media campaigns
NARROWCAST CAMPAIGN GUIDE FOR COMMUNITY PROGRAMS: Creating health messages for targeted media campaigns

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Next time you are out in your community, look around you. What do you see? If you live in most areas of the country, you are likely to be surrounded by advertising. Most advertising promotes products or political viewpoints, while some promotes socially conscious products or positive behaviors.

Whether commercially driven, for political gain, or for social good, one type of advertising campaign increasingly used is the narrowcast campaign. Narrowcast campaigns target specific, narrowly defined, segments of a population, often in one geographic area.

One of the ways communities have adopted the narrowcast strategy is by developing locally sponsored campaigns that may reach selected types of people or segments of the population with information about a specific issue or need. These focused campaigns are usually less expensive and more feasible at the community level than larger campaigns using broadcast media. Because of their targeted nature, they also may be more effective.

This campaign guide was inspired by our participation in two campaigns in Southern California using the narrowcast technique. One campaign targeted teens and the other campaign targeted young women who lived in specific geographic areas. Both campaigns warned audiences about the dangers associated with drinking alcohol during pregnancy.

We learned a great deal in the process of producing, implementing, and evaluating these narrowcast campaigns, and found the narrowcast strategy to be ideal for community-based organizations, nonprofits and governmental agencies. Our hope in writing this guide is to make you aware of the narrowcast approach and provide you with the tools and skills necessary to develop and implement your own campaigns.

Guide Framework

This guide is divided into five main sections, which represent the five major components of implementing a narrowcast campaign:

1. Planning Your Narrowcast Campaign
   This section introduces the concept of narrowcasting, and guides you in determining whether it is an appropriate strategy for your community and the issue you want to address. This section also provides guidelines for writing clear and attainable program objectives and suitably choosing your target audience.

2. Formative Research and Materials Development
   This section focuses on conducting formative research and producing campaign materials. After reading this section, you will have a richer understanding of the types of formative research and how each type can assist you in producing the most effective narrowcast campaign for your target audience. Examples from our own formative research are used to demonstrate the attention to detail necessary in developing a narrowcast campaign. Finally, this section will give you guidance in determining what kind of materials to produce and how many you will need.
3. Management and Administration
This section focuses on the management and administrative aspects of producing and implementing a narrowcast campaign in your community. We address the crucial “behind the scenes” activities such as forming partnerships, creating your budget, and choosing a marketing company, all of which happen concurrently with the activities discussed in the first two sections.

4. Implementation and Tracking
This section will guide you in implementing your narrowcast campaign, highlighting lessons learned from our campaign. Primarily, we focus on staffing your project, where to distribute your campaign materials, interacting with your community, and the importance of maintenance and tracking.

5. Evaluation and Follow-up
This section focuses on determining the impact of your campaign. That is, how do you know your campaign was effective in your community? This section provides an overview of evaluation: why it is important, strategies that are particularly effective for narrowcast campaigns, developing questionnaires, managing your data, and the differences between exposure and impact.

Who is This Guide for?
The Narrowcast Campaign Guide for Community Programs is for anyone who works in the community and is considering producing or implementing a narrowcast campaign. This includes, but is not limited to:

- Community-based organizations (CBOs),
- Nonprofit agencies,
- Public health professionals,
- Governmental agencies,
- Health promotion professionals, and any
- Group or agency with limited funds.
Using This Guide

You may want to use this manual in its entirety to guide in the development, production, implementation and evaluation of your narrowcast campaign. Alternatively, you may choose to use specific sections to assist with your needs.

As you read this guide, keep in mind that the production, implementation and evaluation of a narrowcast campaign are not linear—many of the processes discussed overlap. Refer to the timeline below for a depiction of how the activities that make up a narrowcast campaign overlap. Note that the project in the timeline is a two-and-one-half-year project, with one year of campaign implementation. Your narrowcast campaign timeline will differ depending on your needs, but the activities should be in the same relative order.

![General timeline of Narrowcast Project Activities](image)

You will find many useful tools to help you understand the information presented in this guide:

- **Section objectives** are listed at the beginning of each section. These objectives introduce you to the topics to be discussed and provide you with a framework for the skills you should take away from reading the section.
- **Case studies** are provided throughout the guide. We hope these examples bring the concepts discussed to life for you.
- **Definitions** of new terms can be found in boxes near the text and also in the glossary in Appendix J.
- **Text boxes** are used throughout the guide to highlight examples, helpful hints, lessons learned, and other important details.

The appendices provide additional information that may help you with your campaign. Refer to the appendices for websites for population statistics, calculating personnel and indirect costs, a sample budget and budget justification, tips for holding focus groups, a sample focus group guide, a process tracking form, and a glossary.

We welcome your feedback regarding how you use this guide. Please contact the authors if you would like to provide us with feedback or if you would like additional information about conducting a narrowcast campaign in your community.
PLANNING YOUR NARROWCAST CAMPAIGN

This section introduces the concept of narrowcasting and guides you in determining if it is an appropriate strategy for your community and the issue you want to address. It also provides guidelines for writing clear and attainable program objectives. This section, as well as Section III, Management and Administration, will be particularly useful to you as you develop grant proposals to fund your campaign.

Section Objectives
After reading this section you should...

Understand:
1. what a narrowcast campaign is and how it differs from a broadcast campaign

Determine:
2. if a narrowcast campaign is appropriate for your community
3. the problem or issue on which to focus
4. your target audience

Be able to develop:
5. SMART program objectives

What is a Narrowcast Campaign?

A narrowcast campaign is a marketing and communication strategy that uses highly focused messages targeted to specific populations, often in defined geographic areas.

Example

You create a narrowcast campaign to increase the awareness of fetal alcohol syndrome in African American and Latina women of childbearing age in Compton, California. You put up posters in health clinics, physicians’ offices, restaurants, nail salons, and neighborhood stores that cater to women in Compton. Your campaign message is “I’m a mama-to-be, no drinks for me!” with the tagline “No wine, no beer, no liquor, no way!”

Specific target population(s)
Geographic area
Focused message developed through formative research with women of childbearing age in Compton, California

Similar to traditional health communications campaigns, narrowcast campaigns designed to improve health and social well-being aim to create an impact within the target population in several ways, including:

- Increasing awareness of health and social issues,
- Setting health and social agendas to address specific community needs,
- Increasing knowledge of a specific health or social topic,
- Changing attitudes toward the targeted topic, and
- Promoting voluntary, positive behavior change.

Understanding your audience by conducting audience and formative research is key to developing a successful narrowcast campaign. From the very first planning sessions, you will ideally involve your community members in campaign development through planning meetings, community advisory groups, focus group

Formative research includes all research, both formal and informal, that is conducted to assist in the creation of your campaign. You should assess the needs, knowledge and attitudes of your target audience as well as their likes and dislikes regarding your potential campaign materials and concepts.
Interviews, and meetings with partner agencies. Use these varied sources to help shape messages that conform to your community’s needs and values. Involving your audience and community gatekeepers at the first stage of the narrowcast campaign helps ensure that the messages and images you produce are relevant and noticed by your target population, and are acceptable to your community (Halpert-Schilt et al., 2001).

Narrowcast vs. broadcast campaigns

Narrowcast campaigns are often described as the opposite of broadcast campaigns, which are designed to reach and appeal to the general public. The basic differences between narrowcast and broadcast campaigns involve audience scope and media use. Broadcast campaigns use broadcast media (television, radio, etc.) to reach a broad and widely scattered audience. Narrowcast campaigns, in contrast, use local media (usually in the form of print materials) to reach narrow and specific audience segments with a message or subject matter specifically designed to appeal to that segment (Mendelsohn & Nadeau, 1996). Increasingly, however, narrowcasting is being used within traditional broadcast media, such as cable television and “ethnic” television, radio and newspapers (Reitman, 1986; Fetto, 2002).

Audiences best suited for narrowcast campaigns

Narrowcast campaigns are an effective strategy for reaching groups whose beliefs, customs or interests may be different from the mainstream, or those who are in hard-to-reach groups (Freimuth, 1990). By targeting a particular group and creating messages and materials specifically for them, group members are more likely to notice, and take interest in your messages (McGuire, 1989).

Because of their focused appeal, narrowcast campaigns can be effective even in communities that are saturated with commercial advertising (Fetto, 2002; Glik & Halpert-Schilt, 2001; Mendelsohn & Nadeau, 1996).

DID YOU KNOW? In health promotion, narrowcast campaigns are sometimes referred to as targeted social marketing campaigns, targeted communication programs or behavior change communications.

Nichefication

The Lifetime cable network was created to appeal to adult women; ESPN was created to appeal to male sports enthusiasts (Reitman, 1986). These cable networks have been successful, despite competition from long-established broadcast television networks, because each fills a niche left out by the broadcast media. The success of these special interest outlets has given rise to term “nichefication” of the media. With the growth of cable television and the Internet, audiences are becoming accustomed to media specific to their individual tastes and preferences.

A recent study of California residents found that Latinos, African Americans, and Asians are more responsive to advertising in racially or ethnically targeted media than to advertising in general mass media outlets (Fetto, 2002). As a result of nichefication, in today’s media-saturated world, audiences appear to tune out non-targeted messages.
Identifying the Need for a Narrowcast Campaign

Before launching your narrowcast campaign, you must have a clear understanding of the issue or problem you would like to address in your community. Ask yourself the following questions:

- How do you know there is a problem?
- Who is the target audience? Are they the ones who are actually affected by the problem?
- What factors in the community influence the problem you want to address?
- Is there a changeable belief or behavior linked to your community problem?

How do you know there is a need for a narrowcast campaign in your community?

You are probably already familiar with the process of conducting a needs assessment for your community. As with any needs assessment, you will need to utilize varied information to help define the problem that your narrowcast campaign will address. Population data and local statistics can help document the existence of the issue or problem in your community. Other ways to explore your issue include attending community meetings, conducting group interviews or focus groups, and interviewing members of your community. Refer to the example below for strategies to verify a community need.

Example: Verifying a problem in your community

You would like to conduct a narrowcast campaign promoting the prevention of underage tobacco use in your community. To verify that there is high tobacco use in your community among youth under age 18, you could:

- Examine local statistics and population data and compare the local prevalence of smoking among youth to state or nationwide data.
- Hold focus group interviews with teenagers in your community to obtain information on norms, attitudes, knowledge and behavior related to tobacco use among youth.
- Hold focus groups with parents, educators and community groups to determine perceptions of the problem among adults and what programs are available in the community to prevent youth from using tobacco products.
- Observe where the youth in your community get their tobacco products.

Sources for population statistics

Sources for population statistics that may be relevant to your campaign include the National Institutes of Health (www.nih.gov), the Centers for Disease Control and Prevention (www.cdc.gov), the Substance Abuse and Mental Health Services Administration (www.samhsa.gov) and the U.S. Census Bureau (www.census.gov). Local statistics may be available through your state, county or city public health department, hospitals and clinics, schools, and university research institutions. See Appendix A for additional resources.

A needs assessment is a study conducted to determine what services are lacking in a community. The size and scope of the assessment will vary with the size and scope of the agency carrying it out. For example, an agency focusing on elder care will not assess the availability of pediatricians in the community. Likewise, an agency focusing on prenatal health will not assess the availability of gerontologists or care for arthritis.

BE AWARE! Your community may decide that a particular issue represents a local problem or need, regardless of data available to confirm that particular need. Conversely, your community may decide that there is not a problem when data indicate that there is. It is difficult to develop an effective narrowcast campaign without community support. Consider these issues carefully when deciding whether a particular narrowcast campaign is feasible in your community.
You may find that local data on a specific disease or behavior prevalence are not available. For example, national data may reveal that Latinos have had the highest increase in the incidence of Type 2 diabetes in past years, but your community may not yet have local data to verify this national trend. In this case, qualitative data can help document the presence of a health problem in your community. For instance, focus group interviews with physicians in your area may show concern in the local medical community that Latinos are at risk for Type 2 diabetes because of genetic risk and lifestyle patterns.

**Who is your target audience?**

Now that you know there is a need to be addressed in your community, you must determine the recipient of your message—your *target audience*. Is your target the person actually confronting the problem? Is it someone who can influence that person? Or is it someone else?

Choosing your target audience

The best audience for your message is not always immediately obvious. One campaign objective can be attained through various means. For example:

1. Your target audience for a narrowcast campaign promoting the consumption of fruits and vegetables among children could be parents and caretakers, rather than children themselves.
2. Your target audience for a campaign to increase the number of vasectomies performed could be men (to increase awareness of the procedure), or it could be physicians (to increase the promotion of the procedure among their patients).
3. The NIH’s “Back to Sleep” campaign to promote placing babies on their back to sleep had multiple audiences. It targeted parents and caretakers (to promote use of the back-to-sleep position) as well as physicians (to encourage them to educate parents and caretakers about the back-to-sleep position).

**Remember:**

- Your campaign materials should be shaped by and customized for the target audience you choose.

When developing your campaign message, consider the following characteristics of your target audience:

- **Age.** Are you targeting children, teenagers, adults, or the elderly? Your message must be age-appropriate, which includes choosing language and graphics appealing to the target age group.
- **Literacy and educational level.** The literacy and educational levels of your target audience will help determine the level of language you should use in your message.
- **Language.** Your message will be communicated most effectively in the preferred language of your target audience.
- **Cultural background.** The cultural background of your audience will influence a variety of issues related to both the content and imagery of your campaign.

These sociocultural and linguistic issues reinforce the importance of conducting formative research with your target audience to develop your campaign messages. This research can be formal (such as focus group and key informant interviews) or informal (such as attending community meetings). Section II, *Formative Research (see page 16)*, expands on these ideas and provides more detail on the cultural and linguistic issues involved in message production.
What community factors influence your community problem?
In the process of clarifying the issue you want to address, it is important to consider the context of the problem. What community factors influence your issue in either a positive or a negative way? How well you identify and address those factors will help determine the success of your campaign.

Once you identify the factors in your community that contribute to or exacerbate the problem, you can develop your campaign messages to directly address these factors. For example:

<table>
<thead>
<tr>
<th>Addressing factors contributing to your community’s problem</th>
</tr>
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<tbody>
<tr>
<td>• You decide to produce a narrowcast campaign focused on reducing childhood obesity. Your formative research has shown that one factor contributing to obesity among your community’s children is the presence of soda machines on school campuses. Your campaign, therefore, might address the issue of soda consumption among children, and might even advocate for the removal of soda machines from schools.</td>
</tr>
<tr>
<td>• You decide to produce a narrowcast campaign to prevent the use of chewing tobacco. When developing your campaign message, you will want to consider the messages tobacco companies communicate through their own advertising campaigns. For instance, they may target young adult baseball players by suggesting that major league players use chewing tobacco. Your challenge would then be to counteract these messages. One approach might be to focus on the consequences of chewing tobacco, with the message that gum cancer is not macho.</td>
</tr>
</tbody>
</table>

It is also important to be aware of factors in your community that may reinforce your efforts. For example:

<table>
<thead>
<tr>
<th>Recognizing messages that work toward your campaign goal</th>
</tr>
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<tbody>
<tr>
<td>If your project goal is to increase childhood immunizations in your community, look for reinforcing factors. Children in most areas are required by law to have various immunizations before they enter school. Because immunizations are required to attend school, rather than focusing on vaccinating children as they enter school, focus more specifically on timely vaccinations for younger children at the correct ages.</td>
</tr>
</tbody>
</table>
Is there a changeable behavior linked to your community problem?

The last major consideration in examining your community problem is determining whether the problem is linked to a behavior that can realistically be changed through a narrowcast campaign. Remember that a narrowcast campaign is geared toward increasing awareness and thereby changing a person’s beliefs, attitude, knowledge, and ultimately, behavior regarding a particular issue. For a narrowcast campaign to have impact, it must address a realistic, measurable behavior change that will result in improved health. Narrowcast campaigns are not appropriate for changing severe problems that may need intensive intervention or for dealing with structural or systematic barriers to health, as explained in the examples below:

**Structural problem: Hepatitis B immunization low in Chinese community**

Before deciding how to increase rates of Hepatitis B immunization and screening among recent immigrants from China, you must determine the source of the problem. If the problem is that there are few affordable services available for immunization and screening, then a narrowcast campaign alone cannot solve this structural problem. However, if the problem is that recent immigrants from China are not aware that they should be immunized or screened, then a narrowcast approach might be suitable. Similarly, if the structural issues were resolved and services became available, then a narrowcast campaign could help to market these newly available services. This approach would utilize narrowcasting as one strategy within a larger campaign to increase Hepatitis B immunization and screening.

**Structural problem: Mammogram rates are low**

A narrowcast campaign would be ineffective in promoting receiving timely mammograms in a low-income community if there were no opportunities for women in the community to get an affordable or free mammogram. In this case, it would be best to pair a narrowcast campaign with a program focusing on creating opportunities for women to receive affordable mammograms by increasing the number of local service providers who provide them.

**Severe problem: Heroin addiction**

The problem of heroin addiction in your community would not be best addressed by a narrowcast campaign. Addictive behaviors usually require direct intervention, so a narrowcast campaign geared toward raising the awareness of the problem of heroin use would not directly help the user. However, if your goal is to increase the awareness of the problem in your community, then a narrowcast approach highlighting warning signs of heroin use or providing resources for family members may be effective.

Is a Narrowcast Campaign Right for Your Project?

Before investing any time into formative research, carefully consider whether a narrowcast campaign is right for your project. A narrowcast campaign, like any other public health intervention, is not a one-size-fits-all answer to addressing health problems. Your method of intervention must be consistent with your goals and objectives.

Narrowcast campaigns are designed to reach specific priority populations with targeted messages to change particular attitudes or behavior. Because campaign materials are placed in locations where members of the target audience spend time, narrowcast campaigns are ideal for geographically contained groups who may not be reached through mainstream channels.

BE AWARE! If your target audience is small and/or in need of intense or personalized intervention, a narrowcast campaign might not be effective in helping you reach your goals and objectives.
Consider the following questions in deciding whether a narrowcast campaign is the appropriate intervention for your organization:

- Are you trying to raise awareness of a problem? **NO**
- Are you targeting a specific priority population? **NO**
- Are you targeting people in a specific geographic area? If not, is there a common area where community members tend to congregate despite living in scattered locations? **NO**
- Do members of your community (and in the priority population) want to work with you? Do you have the support of your community? **NO**
- Do you have staff or volunteers who can implement your campaign? (This includes placement, maintenance, and tracking of campaign materials.) **NO**
- Is there a changeable behavior you can realistically affect? **NO**

*A narrowcast campaign may not be suitable to address this issue.*

- Are there changeable behaviors you can realistically affect? **YES**

*A narrowcast campaign may be an effective strategy to address your community issue.*
If you responded “yes” to each of these questions, then a narrowcast campaign might be the right approach for you.

**BE AWARE!** A narrowcast campaign may not be the right approach if (1) your problem is severe and requires a personalized intervention; (2) your target audience is very small and/or geographically spread out; (3) you do not have community support; and/or (4) you cannot guarantee exposure to campaign materials.

**DID YOU KNOW?** A narrowcast campaign can be designed as a stand-alone campaign or as a supplement to a larger campaign or program. The following example is of a narrowcast campaign conducted as one element of a larger program:

Jenkins (1999) used elements of narrowcasting within a larger program to increase awareness and screening for breast and cervical cancer among Vietnamese-American women. The program consisted of distributing health education materials (including pamphlets, booklets, posters and calendars) throughout the community, printing news articles and advertisements in Vietnamese-language newspapers, posting billboards, and airing both brief and long television spots on a Vietnamese-language television station. The campaign provided information on locations where free screening services could be obtained by low-income women.

### Setting Campaign Objectives

After you have decided that there is a need for a narrowcast campaign in your community and have a clear understanding of your target population, the next step is to decide what changes you anticipate as a result of your project. These changes are usually described in terms of project **goals** and **objectives**. The formulation of goals and objectives gives you the opportunity to fine-tune your project’s expectations, and also sets the stage for evaluation.

**The difference between goals and objectives**

A **goal** is a statement that expresses what the narrowcast campaign intends to accomplish. Goals are usually defined early in the campaign design and are written in broad terms with which most of the stakeholders would agree. Goals are often influenced by community data, but they may also emerge from the viewpoints and values of the campaign planners. A goal can serve as a source of direction and inspiration, and can address short- or long-term changes. For example:

**Short and long-term goals**

**Short-term:** By the end of our community narrowcast campaign, there will be a reduction of risk behaviors for Fetal Alcohol Syndrome.

**Long-term:** By the end of our community narrowcast campaign, there will be a reduction of Fetal Alcohol Syndrome.

Remember:

- Short-term goals have long-term implications.

An **objective** is usually written in very specific terms. **Outcome objectives** define specific outcomes, times, and amount of change in knowledge, attitudes, behavior or health as a result of the campaign. **Process objectives** relate to processes that the program staff performed (such as the number of materials distributed) or the number of people reached. Examples of different types of objectives are provided in following pages.

An **objective** differs from a goal in that it is specific and measurable. An objective can describe a behavioral or attitudinal change to be achieved as a result of your campaign (**outcome objective**) or an activity you intend to accomplish through the implementation of your campaign (**process objective**).
Forming objectives

Because of the effort involved in data collection and evaluation, it is important to choose objectives carefully to document the outcomes and processes most closely related to your campaign goal. Campaign designers frequently use an if-then approach to guide the objective formulation process. For example:

If Fetal Alcohol Syndrome is caused by the consumption of alcohol during pregnancy, and consumption of alcohol is partly affected by attitudes and knowledge about alcohol consumption during pregnancy, then a program that changes knowledge and attitudes about alcohol consumption during pregnancy should reduce alcohol consumption during pregnancy, which would result in the reduced incidence of Fetal Alcohol Syndrome.

From this if-then approach, it becomes clear that objectives related to altering knowledge, awareness and attitudes should influence behavior, which in turn should impact the incidence of Fetal Alcohol Syndrome. By constructing an if-then model, your objectives will be easier to define.

Once you have developed your if-then model, you are ready to define objectives consistent with your model. The SMART method of developing objectives can provide helpful guidance at this point. The following five factors are key to well-defined objectives:

<table>
<thead>
<tr>
<th>Is Your Objective SMART?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
</tr>
<tr>
<td>What exactly are you trying to change or affect?</td>
</tr>
<tr>
<td><strong>Measurable</strong></td>
</tr>
<tr>
<td>Is what you are trying to change measurable? How much change are you anticipating?</td>
</tr>
<tr>
<td><strong>Appropriate</strong></td>
</tr>
<tr>
<td>Is what you want to do appropriate from a social, cultural and/or legal standpoint?</td>
</tr>
<tr>
<td><strong>Realistic</strong></td>
</tr>
<tr>
<td>Can you realistically expect to achieve the type of change you want through the type of campaign that you are planning to conduct?</td>
</tr>
<tr>
<td><strong>Time-specific</strong></td>
</tr>
<tr>
<td>When are you expecting to see this change?</td>
</tr>
</tbody>
</table>

In creating your campaign objectives, you must determine not only what you will change, but also the magnitude of the change. This can be difficult to do. If you can find similar programs with a population that is similar to yours, you might be guided by their experience. Otherwise, the expected change defined in your objectives may be simply your best guess. However, it is essential that you have baseline information about the need or problem in your community that is linked to each of your objectives. Without this information, you cannot (1) make the case that your program is really needed and (2) determine what changes occurred. Refer to Section V, Evaluation and Follow-Up, for a more detailed discussion of baseline information.

**Developing and evaluating objectives**

The following examples show the process of developing objectives for a Fetal Alcohol Syndrome (FAS) prevention campaign implemented by the authors of this manual.

One of the first questions that we asked ourselves was which type of drinker we should target. We realized that we probably could not impact chronic and heavy alcohol consumers, so we targeted women who were occasional consumers of alcohol, who were sexually active, and who could become pregnant.
From focus group interviews and our review of the literature, it was clear that there was a gap in knowledge within our target population related to the fact that all types of alcohol (beer, wine, wine coolers, liquor, etc.) could cause FAS. Another gap in knowledge was identified related to the “safe” amount of alcohol that could be consumed during pregnancy. From this information, we constructed the following knowledge objective:

**By the end of our narrowcast campaign, the women of childbearing age exposed to our campaign who can correctly identify that all types of alcohol can potentially cause FAS will increase from 60% to 80%.

Let’s analyze this objective using the SMART system:

- **Is the knowledge objective specific?**
  - Yes, it is focused on being able to identify that all types of alcohol are associated with FAS.

- **Is the objective measurable?**
  - Yes, we could construct questions to collect this information.

- **Is the objective appropriate?**
  - Yes, it is appropriate to work toward changes in behavior related to drinking during pregnancy.

- **Is the objective realistic?**
  - Yes, the amount of change from 60% to 80% seems achievable.

- **Is the objective time-specific?**
  - Yes, it specifies that the change will be achieved by the end of the program.
  - We could have also included a specific date.

We also knew that alcohol consumption is related to attitudes toward drinking in general as well as attitudes toward drinking during pregnancy or when at risk for becoming pregnant. So we constructed the following attitude objective:

**By the end of our narrowcast campaign, the women of childbearing age exposed to our campaign who have attitudes against alcohol consumption during pregnancy will increase from 70% to 85%.

Let’s evaluate this objective using the SMART system again:

- **Is the attitude objective specific?**
  - Yes, it is focused on attitudes related to avoiding alcohol during pregnancy or when at risk of becoming pregnant.

- **Is the objective measurable?**
  - Yes, we could construct questions asking about women’s attitudes toward alcohol consumption and pregnancy.

- **Is the objective appropriate?**
  - Yes, changing attitudes toward alcohol are key to changing behavior.

- **Is the objective realistic?**
  - Yes, the amount of change from 70% to 85% seems achievable.

- **Is the objective time-specific?**
  - Yes, it specifies that the change will be achieved by the end of the program.
  - Again, we could have also included a specific date.
In this example, the key factor in preventing FAS is avoiding alcohol during pregnancy. When constructing behavior-related objectives, we could have focused on complete abstinence from drinking, reducing the number of drinks pregnant women consume, or reducing the frequency of consumption. However, we had decided that we wanted a clear and safe message that no amount of any alcohol was safe during pregnancy. Therefore, we made the decision to focus on abstinence because it made the most sense for our campaign. In other campaigns, however, different choices might have been made. With this in mind, we constructed the following **behavioral objective**:

By the end of our narrowcast campaign, the proportion of women of childbearing age exposed to our campaign who are at risk of becoming pregnant who report the consumption of alcohol during the last 30 days will decrease from 40% to 32%.

To evaluate this objective with the SMART system:

- **Is the behavior objective specific?**
  - Yes, it is focused on whether women consumed any alcohol during the last 30 days.

- **Is the objective measurable?**
  - Yes, we could ask women if they had consumed alcohol.

- **Is the objective appropriate?**
  - Yes, it is appropriate to address the problem by reducing the proportion of women who are at risk of drinking.

- **Is the objective realistic?**
  - Yes, from our experience with the community, it seemed to be realistic.

- **Is the objective time-specific?**
  - Yes, it specifies that the change will be achieved by the end of the program. Again, we could have also included a specific date.

When key processes must take place before any changes can occur in your population you should consider constructing **process objectives**. For example, saturation of your community with your campaign message is critical to ensuring that your target audience is adequately exposed to your campaign. Without sufficient exposure to your campaign, there is little chance that your effort would result in any changes in knowledge, attitudes or behavior. With this in mind, we constructed the following **process objective**:

By the end of our narrowcast campaign, 70% of women of childbearing age living in our intervention community will report seeing our campaign message at least one time.

Using the SMART system again:

- **Is the process objective specific?**
  - Yes, it is focused on whether women remember seeing our campaign message at least once.

- **Is the objective measurable?**
  - Yes, we could ask women if they saw the campaign materials and ask them to describe what they saw.

- **Is the objective appropriate?**
  - Yes, since the point of the campaign is to saturate a specific geographic area with campaign materials and we know that women must be exposed to the materials for them to make a difference.
Is the objective realistic?
☑ Yes, from our experience with the community, it seemed to be realistic.

Is the objective time-specific?
☑ Yes, it specifies that the change will be achieved by the end of the program. Again, we could have also included a specific date.

Constructing well-written objectives can be time consuming and challenging, but it is worth the effort, since it will lead you to carefully define what you believe your narrowcast campaign can achieve. Writing objectives is a skill, and as with many skills, it develops over time. The examples and strategies provided in this chapter will help prepare you to create well-constructed objectives. With continued practice, you will be able to define clear, attainable objectives that form the foundation for your campaign and its evaluation. Some final guidelines are provided below:

BE AWARE! Without sufficient exposure to your campaign, there is little chance that your effort will result in any changes in knowledge, attitudes or behavior related to your message.

Hints for Writing Objectives

- Keep objectives as simple as possible. Avoid excess words.
- Design objectives so that they lead directly from your needs assessment.
- Limit the number of objectives (aim for five to seven).
- When listing objectives, proceed from the most general to the most specific.
- Think about evaluation when defining objectives. Consider the ease of measurability.

The following case study offers an example of setting objectives consistent with appropriate outcomes. The goal of the narrowcast campaign described below was not to eliminate sexual assault (which, while ideal, was beyond the feasible scope of the campaign), but to educate women on what to do if they become victims of sexual assault, and to create a supportive legal and social environment. Therefore, the campaign planners developed objectives focusing on women's knowledge, attitudes and behaviors relating to reporting sexual assault, while also improving community response to the women's reports.

Case Study: Sexual Assault in Israel

Boehm and Itzhaky (2004) developed a narrowcast campaign that was effective in raising awareness and increasing reporting of sexual assault in an ultra-orthodox Jewish community in Israel. The community experienced several cases of sexual assault within a short period, prompting a group of social workers and other counseling professionals to develop a narrowcast campaign in collaboration with the community to address the problem. Messages that advocated reporting and treatment of sexual assault were developed and distributed through a variety of channels such as schools, synagogues, family homes and small groups. This narrowcast campaign was successful in increasing community dialogue about this sensitive issue, increasing reporting of sexual assault to the local welfare department, and increasing community support for reporting, as well as treatment for both perpetrators and survivors of sexual assault (Boehm & Itzhaky, 2004).
FORMATIVE RESEARCH AND MATERIALS DEVELOPMENT

This section focuses on conducting formative research and producing campaign materials. After reading this section, you will have a richer understanding of the types of formative research and how each type can assist you in producing the most effective narrowcast campaign for your target audience. As the saying goes, a picture is worth a thousand words, so we show images of campaigns we did not use to make our points. Finally, this section will guide you in determining what kind of materials—and how many copies—to produce.

Section Objectives
After reading this section you should...

Understand:
1. the importance of formative research
2. the three stages of formative research: initial, pretesting and post-production

Determine:
3. the number of audience segments you want to reach
4. approximately how many materials you should produce

Be able to develop:
5. your plan for conducting formative research with your community members

Conducting Formative Research

As discussed in Section I (see page 4), formative research is critical to the success of any narrowcast campaign. This type of research involves collecting information on the knowledge, attitudes, beliefs and behaviors of your target population about the topic your campaign will address. The information you collect through the formative research process will guide the development of your campaign messages and materials, and help ensure that they communicate your messages appropriately and effectively.

Stages of formative research

Formative research and evaluation, which have been adapted from the field of social marketing, help create more effective and culturally appropriate interventions. The three stages of formative research in campaign development—all of which are completed prior to the full-scale rollout of the campaign—are described below.

Social marketing capitalizes on marketing techniques to “sell” social ideas. It involves the design and implementation of programs created to make specific ideas or behaviors more acceptable to people. Project planning, pricing, communication, distribution and marketing research are important components of social marketing (Walsh, et al. 1993).

Stage 1: Initial formative research

Your initial formative research should assess how your target audience thinks, feels and acts in regard to your specific health topic, idea or issue of interest. The information you gather through this phase of research can be used to create health messages, materials and narrowcast campaign themes. You can also use your formative research at this stage to develop questionnaire items for your outcome evaluation. This initial research is conducted before developing the draft materials that illustrate your campaign concepts.

Stage 2: Message and materials pretesting

The second stage of formative research is message and materials pretesting. Pretesting is the process by which you show members of your target audience potential narrowcast campaign materials and solicit their feedback. This crucial step ensures that materials are understandable, effective, appealing, culturally appropriate and acceptable for your target audience.
You may also want to subject your messages and materials to expert review and **readability testing**, an analysis of the literacy level required to read and understand the printed material. Pretesting will help guide you in revising and finalizing your messages, slogans, images or other campaign components, either with multiple versions of one message or multiple concepts to narrow down an idea prior to final testing.

**Stage 3: Post-production delivery system evaluation**

You can conduct formative evaluation even during the initial stages of your campaign rollout. In this stage of research, you can assess the **delivery system** for your campaign—the context and environment in which the messages are delivered. This stage of evaluation can include **organizational analysis**, **channel analysis**, **gatekeeper review**, or **observational studies**, each of which is described in the box at right.

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**DID YOU KNOW?** Details of your narrowcast campaign materials that may seem very minor to you (such as colors used, body language and specific words) may be offensive to your target audience. To avoid producing materials that are not culturally appropriate, it is crucial to pretest all your materials before producing the final copies.

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**Lessons learned through pretesting**

As the saying goes, a picture is worth a thousand words. Examine the following examples of campaign concepts and materials that did not advance past the formative research stage for our FAS narrowcast campaign. When you look at each concept, first try to determine why it was not appropriate for our community, and then read our explanation of why the concept was not used. Keep in mind the attention to detail that is so important in creating culturally appropriate campaigns.

---

**Organizational analysis** involves assessing the capacity of organizations to determine if they would be valuable partners in your campaign. **Channel analysis** is the study of how different media channels—such as print materials and collateral materials—are used in your campaign and how effectively each channel reaches the target audience. **Gatekeeper review** is the study of the individuals who decide whether to allow your narrowcast campaign materials in their business or institution. Are gatekeepers willing to allow your campaign in their business or institution? Keep in mind, a gatekeeper can also be a campaign sponsor. **Observational studies** are research studies in which the researcher watches, or observes, the target audience’s interaction with the narrowcast campaign materials and notes specific details. Details tracked may include gender, ethnicity, estimated age of individuals who stop to review the campaign materials, length of time individuals take to review materials, etc.

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**BE AWARE!** If you place too much information on your posters, people may not read them. Of course, that would defeat the purpose of your campaign. One effective approach you may consider is to have an eye-catching main product (such as a poster) with your main message, and supplement it with additional materials (such as take-one cards or t-shirts) that elaborate on your main message.

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**DID YOU KNOW?** The reading level of your materials should be at a 4th grade reading level or lower.

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Flaw: Bad fit with target audience
This campaign concept was one of our favorites! However, we found that our opinions did not represent those of our target audience. Women in our focus groups did not think highly of it. Some African American women did not like it because they felt that the poster should focus only on the woman, not the man as well. While the Latina women liked having both the mother and father in the picture, the concept did not translate well into Spanish.

Flaw: Message
The main problem with this poster was that while the message “If you party when you’re pregnant, better plan on getting drunk on compliments” was cute, nobody “got it.”

We also found that our target audience wanted real images, not cartoon images. However, do not let this deter you from using cartoon images—pretesting might show that they work well in your community. Pretest a variety of materials and styles to see what works best among the members of your target audience.

Flaws: Guilt trip and image
Our project goal was to raise the awareness of the dangers of drinking during pregnancy in the hopes of reducing Fetal Alcohol Syndrome. However, we did not want to make women who did drink feel guilty, and we did not want to scare women into not drinking. The problem with fear campaigns is that they can deter people from thinking about the message. Our greater message was that it is never too late for pregnant women to stop drinking. This poster would not get that message across.

In addition to pointing blame, this concept was not acceptable to us because the image of a sick baby has been used in so many campaigns. We wanted to create fresh imagery that would catch people’s attention so they would notice our message.

Flaw: Wording
Focus group participants were satisfied with this image, but not with the wording “I’m pregnant, not ignorant.” Participants found the word ignorant offensive, even though the woman was saying she was not ignorant.

In the final poster for our narrowcast campaign in Compton, California, we used the concept of writing on a hand but used the phrase “I’m a mama-to-be, no drinks for me!”. To create an empowered image, we conducted a photo shoot at which our photographer took hundreds of pictures, and we chose the ones that best depicted motherly strength.
Flaw: Loaded image

Our creative team wanted to express the beauty and fragility of a fetus to warn women against drinking during pregnancy. However, because the image of a fetus is so closely aligned with the abortion debate, we avoided it because we did not want to confuse our message about drinking during pregnancy. In addition, we did not want to turn people off of our poster for reasons having nothing to do with our campaign.

Flaw: Mood of image

We used this campaign message on posters in Kern County and San Bernardino County, California since it was well received by our target audiences. However, we replaced the image because focus group participants indicated that the woman in this concept poster was seen as too passive and unhappy.

We produced four versions of this campaign, one with a Caucasian woman, one with an African American woman, and English and Spanish versions with a Latina woman.

Flaw: Confusing, and people couldn’t relate

This campaign concept is not very straightforward. Further, in Compton, where we tested this concept, people could not relate to it. Even though Compton is only about 20 miles from the ocean, most community members do not spend time at the beach. They did not relate to the beach scene and were not worried about the shark scare that overtook the local news in 2001. This is a clear case of needing to know your audience.

Methods for conducting formative research

While the purposes for conducting formative research and evaluation vary with the stage in the campaign in which they are being used (pre-campaign planning, materials development or initial campaign stages) the actual methods used are quite similar. Ideally, formative research, pretesting and formative evaluation include a mix of qualitative (data gathering methods that cannot be quantified but can be conceptualized, analyzed, and otherwise interpreted such as focus group interviews and key informant interviews) and quantitative (data gathering methods that can be tallied and analyzed statistically such as surveys, structured observations, and records) data collection techniques. Multiple methods of data collection give a much richer view of the communications issues and dynamics in play.

For narrowcast campaigns, focus group interviews are well adapted to formative research, since this method is both flexible and allows for quick turnaround. The dynamic nature of focus group discussion often elicits insights into the target group. Specifically, the format of focus group interviews allows ideas, issues, and points of view to emerge freely from the participants based on their personal knowledge and experience. Therefore, using this technique encourages campaign designers to listen and
learn from the audience and not base campaign design on their own preconceived ideas about what will or will not work in their community. (See Appendix H for a sample focus group interview guide and Appendix G for tips on conducting focus group interviews.)

Surveys, individual interviews, and observations are alternative methods to focus group interviews for obtaining formative data. However, they tend to be more time consuming and expensive and not necessary for formulating messages.

Surveys are a good way to assess the degree to which people are concerned with specific health issues, what their priorities are, and through which channels they get their information. When conducting formative research through surveys, you can use quota samples (collecting “X” number of surveys) or convenience samples (collecting surveys from the audience available to you). However, sufficient numbers of surveys (at least 20 per audience segment) must be collected for the survey results to be valid.

If your target audience is difficult to reach or gather into a group (such as busy professionals), or if the topic to be discussed is of a sensitive nature (for example, sexual assault), individual interviews may be preferable to focus group interviews. The individual interview method is also excellent if organizational capacity or partnership development is an important aspect of your campaign, since these interviews can help you gain an understanding of the organizations currently working in a certain area, how effective they are, and how collaborative work gets done.

**Example: Using observational research methods to aid in counter-advertising narrowcast campaigns**

By assessing (or observing) the content of tobacco ads, you can create powerful counter-advertising narrowcast campaigns in your community. In California, a popular and effective advertising campaign parodied the famous Marlboro ads. Rather than showing a macho cowboy riding off into the sunset, the counter-ads showed the “Marlboro man” voicing regret about his smoking and the damage it had done to his body. One ad shows two cowboys riding along a trail, with one saying, “I miss my lung, Bob.” Counter-advertising is an effective means of bringing attention to the myths created by commercial advertising.

**Observations** can be used to document external actions or behaviors such as eating, exercising, or wearing certain products or protective devices. Observations are also a useful technique if you are trying to assess the content of competing messages. Finally, observations can be used to determine where people get their messages and what areas of a community get the most traffic. The latter is particularly important in a narrowcast campaign in order to determine where to post messages for the greatest impact.

**Audience segmentation**

Before conducting formative research, consider the composition of your target audience. Are members of your target audience the same age? Ethnicity? Gender? Do they have common beliefs or attitudes? You may find that your target audience, while sharing many similarities, is diverse in other ways. Consider whether different groups within your target audience have unique perspectives on your campaign issue. If they do, you will need to conduct independent formative research on each group, or segment, within your target audience. You may find that one campaign will work with all audience segments, or you may find that each audience segment will need its own campaign.

**Audience segmentation** is the process of splitting your audience based on specific criteria, such as demographic factors, attitudes, behaviors, or stage of readiness to adopt a new behavior. Audience segments must be substantial enough and accessible enough so that marketers can “identify, tap, and amplify” the values and beliefs that motivate behavior among their members (Walsh et al., 1993). At the same time,
the more culturally specific and socially acceptable each message is to the segment it targets, the more impact the message will create (Rimal et al., 2003; Walsh et al., 1993; Lefebvre et al., 1988). Successful segmentation allows you to fine-tune messages for specific population groups based on your audience research and formative research.

**Example: Audience segmentation**

You decide to conduct a narrowcast campaign aimed at preventing pre-teens and young teens from using drugs. There are various ways you could segment your audience, such as by gender or by age or both. If you decide to segment only based on gender, you will have two market segments: girls and boys. You could obtain adequate input on messages by conducting two or three focus group interviews with boys and two or three with girls.

Rule of thumb: Conduct two to three focus groups interviews or collect 20-30 surveys per audience segment.

However, you may decide that you need to segment both on age and on gender. In this case, you would need to conduct focus group interviews among four audience segments: girls aged 10-12, girls aged 13-14, boys aged 10-12, and boys aged 13-14, for a total of eight to 12 focus group interviews.

BE AWARE! The formative research required for your campaign will increase considerably with each additional audience segment.

**Translating your formative research into narrowcast campaign messages**

Pretesting your campaign materials is particularly important if your target audience consists of non-native English speakers or culturally diverse groups. Use the information gathered through pretesting to create messages, materials or even distribution strategies that are culturally appropriate for your audience.

**Language considerations**

- Your message must reflect the subtleties and variations of language. It is not enough to know what language your target audience speaks. You must know the variants of the language your audience speaks, as there may be differences in word use and vocabulary among speakers from different regions or countries.

For example, in Guatemala, pisto is slang for money, while in Mexico it is an alcoholic drink.

- If you are conducting a bilingual campaign, the most effective messages will probably not be a literal translation from your English messages.

For our bilingual campaign in Compton, we used the same visual imagery on our Spanish and English posters: a pregnant woman motioning “Stop!” with the campaign message written on her outstretched hand. The message in Spanish “¡Por mi bebé, no beberé!” (For my baby, I will not drink!) was not a literal translation of the English, “I’m a mama-to-be, no drinks for me!” However, the connotation (I will not drink during pregnancy) and feeling of empowerment in both posters was consistent.

Remember:

It is more important for your message to be clear and catchy than for the translation to be exactly the same.
- When conducting bilingual campaigns, it is best to have separate materials for each language. When messages in more than one language are combined on one poster, the poster can easily become too crowded visually, which may deter people from reading the poster and receiving your message.

_Cultural considerations_

In working with different cultural groups, take into account specific cultural views or beliefs about the problem you are addressing. This includes but is not limited to:

- **Religious beliefs associated with the problem.** For example, in conducting a campaign promoting condom use among Mexican immigrants, the majority of whom are likely to be Catholic, the Catholic teachings regarding contraceptives must be considered when developing the message.

- **Attitudes toward food.** In the case of messages targeted toward reducing obesity in children, consider the cultural background of the group you are addressing. The target audience may hold a cultural value for feeding children large portions, may have different standards of what constitutes extra weight, or may not perceive extra weight as a problem. In this case, the message must be designed to address these cultural views of food and weight.

- **Gender relationships.** For example, in promoting contraceptive use among Chinese immigrant women, one must consider the negotiating power a woman has in her sexual relationships based on cultural views of gender. In this situation, the message must consider the issue that it may be culturally inappropriate in Chinese culture for a woman to demand that her partner use a condom or to decide without her partner’s consent to use a form of contraception.

- **Words can have different meanings** to members of different cultural groups. In our prenatal alcohol use prevention campaign, the final focus groups and community meetings held before we printed posters with the message “I’m a mama-to-be. No drinks for me!” revealed that not all women were happy with our wording. Women in African American focus groups preferred “mother-to-be” to “mama-to-be.”
Case Study: Addressing Cultural Issues through Formative Research

Our recent campaign warning women against drinking during pregnancy highlights the importance of audience segmentation and addressing cultural issues.

In our campaign in Compton, a predominantly Latino (70%) and African American (30%) city south of Los Angeles, we had three audience segments based on ethnicity and language spoken:
1. African American English-speaking women,
2. Latina English-speaking women, and

We would have liked to segment further by age, but funding limitations (for formative research as well as for poster development and production) only allowed us to work with three groups.

As focus groups were held among these three segments, a common theme emerged: that of the “I'm a mama-to-be” campaign. Women in all three segments liked the empowering message. However, a few women in the African American groups mentioned that they would prefer “mother-to-be” to “mama-to-be” on the posters. Because we were hearing conflicting messages on the wording within the African American community, we asked our advisory board members for advice. They also preferred the change to “mother-to-be,” so the following two English posters and one Spanish poster were created:
Materials Production

Because your campaign materials are central to the success of your narrowcast project, the materials production process represents a critical part of program development. Generally speaking, the more professional your materials, the more attention they are likely to draw from your target audience. However, whatever the size of your budget, there are materials production strategies that can work for you.

Cost: How low can you go?

Narrowcast campaigns can be very inexpensive or very costly to produce. Factors that influence cost include, but are not limited to: who produces the materials, the number of audience segments you are targeting, the size of your campaign (how many materials you need to print), supplemental materials, and the quality of materials produced.

Professionally produced campaigns are typically more successful than less professional campaigns because in the media-saturated world in which we live, people often ignore materials do not look professional. But don't be discouraged if you cannot afford a professional campaign. Any type of campaign can be successful if the messages and images are ideally suited to your community.

Factors influencing the cost of your narrowcast campaign

<table>
<thead>
<tr>
<th>Cost</th>
<th>Who produces the materials?</th>
<th>Types of materials</th>
<th>Segments</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Community members</td>
<td>Posters, Flyers</td>
<td>One</td>
<td>Children create posters that are reproduced and displayed in malls and other community gathering points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Paper Fans</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tote bags</td>
<td>Two</td>
<td>English and Spanish-language tote bags are produced and handed out at community centers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professionally produced posters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Marketing company</td>
<td>Multiple types of materials, T-shirts</td>
<td>Three or more</td>
<td>Numerous focus groups are conducted with Asian, Native American and African American men and women to develop messages that are included on professionally produced posters and tote bags</td>
</tr>
</tbody>
</table>

Helpful hint:

When funds are limited, get creative! Think of materials that might be appreciated by your target audience. Put a message about drinking and driving on key chains. Put messages about safe sex on condom wrappers. Put messages about eating healthy on bag clips. To save money, seek donations of materials on which you can print your message!

BE AWARE! Throughout this manual, we have most often discussed narrowcast campaigns in terms of posters, which represent the classic narrowcast campaign approach. However, there are an endless number of materials that can be produced to communicate your message, including calendars, flyers, tote bags, t-shirts, nail files, fans, mirrors, hats, pens, key chains, and more.
The following case study offers an example of using multiple channels and materials rather than a single approach (such as a poster) for promoting a narrowcast campaign message:

**Case Study: Emergency Contraception in Mexico**

Ellertson et al. (2002) described a narrowcast campaign used to inform women and their partners of the existence of emergency contraception (EC) in Mexico. The campaign used a variety of media channels, from theater performances to printing on condom packages. Tear-off cards and postcards with messages about the availability of EC, which also included a toll-free hotline number to call and web address to visit for more information, were placed in bars, restaurants, malls, movie theaters and gyms. The successful three-year campaign was linked to increased call volume to the hotline and more website hits. In addition, comparison of baseline and follow-up surveys showed that following the campaign, more women had heard of EC, fewer women indicated concerns about utilizing it, and more women were supportive of EC (Heimburger et al., 2002).

**Visual images: Stock images versus original art**

*Stock images* are copyrighted visual images (photographs or artwork) that can be licensed for use on your campaign materials for a specific period of time, as outlined in a licensing contract. The benefit of using stock images is that they are ready for you to use. However, because you are, in effect, leasing the images, they will expire. You can only use the images for the length of your agreement, often two or three years. While stock images are readily available, you have less flexibility in your choice of images. This can be a problem if you want to convey a particular mood or tone in your visuals. Therefore, we conducted a photo shoot for our own campaign in Compton, rather than using stock images.

*Original photos or art* can also be used. In this case, you hire someone to produce the artwork—either a photographer who works with a model or an artist who can create the desired images. The benefits of using original art include having creative control over the image produced, ensuring that the images are consistent with your formative research, and ownership of the images. Another benefit of working with models for health promotion is that they are often willing to work at minimal cost because your work is for a good cause. The main hurdle you are likely to encounter is finding a photographer and/or a graphics artist who understands the purpose of your campaign and your community’s needs. We recommend creating original art for your campaign whenever possible.

**LESSON LEARNED**

If you create a poster campaign, consider framing the posters that will be in physician or clinic offices to make your materials last longer and look more professional. Due to the added expense and the preference of the gatekeeper in each location, you may not be able to frame all materials. Work with community gatekeepers to see what they would prefer.

**DID YOU KNOW?** Creating original art can be comparable in price to leasing stock images.

**BE AWARE!** If you do a photo shoot with models, make sure you have the models sign a waiver releasing their ownership rights to the images. This allows you to use and reuse the images as you see fit. Refer to our sample waiver in Appendix B.
**Production timeline**

Your production timeline will depend on the size of your campaign and the number of segments of the population you want to reach. A guideline for campaign production is illustrated below. Keep in mind that this timeline represents *ideal conditions*. Therefore, you may want to cushion your timeline to allow extra time for each stage.

| Month 1 | Choose a marketing company.  
|         | Develop a focus group guide.  
|         | Hire and train moderators and note takers for focus groups.  
|         | Determine locations for focus groups.  
|         | Meet with marketing company to discuss project goals and objectives and familiarize the company with your target audience.  
| Month 2 | Recruit participants for initial (Round 1) focus groups.  
|         | Hold initial focus groups (background information).  
|         | Analyze initial focus group data.  
| Month 3 | Meet with marketing company, discuss initial focus group findings.  
|         | Marketing company creates concepts (draft materials).  
| Month 4 | Recruit focus group participants for Round 2 focus groups.  
|         | Test campaign concepts through focus groups.  
|         | Analyze Round 2 focus group data.  
|         | Share campaign concepts and materials with community groups, your advisory board and key stakeholders.  
| Month 5 | From focus group testing and community input, marketing company creates final campaign materials.  
| Month 6 | Share materials with community members and stakeholders prior to printing and make revisions if necessary.  
| Month 7 | Print materials.  

This section focuses on the management and administrative aspects of producing and implementing a narrowcast campaign in your community. Unlike the previous section on planning and conducting formative research and the upcoming sections on implementing and evaluating your narrowcast campaign, this section deals with the “behind the scenes” happenings: project management and administration. We focus primarily on forming partnerships, creating your budget, and choosing a marketing company—all of which occur at the same time as the activities discussed in the first two sections.

**Section Objectives**
After reading this section you should...

**Understand:**
1. the importance of community partnerships in developing, implementing and evaluating your narrowcast campaign
2. the steps involved in choosing a marketing company that will be able to create cost-effective and culturally appropriate narrowcast campaign materials

**Determine:**
3. staffing needs for your project
4. effective partnerships in your community
5. a realistic budget for your overall narrowcast campaign as well as estimated budgets for your partner agencies

**Partnerships**
A narrowcast campaign offers an excellent opportunity to develop community partnerships because it is a defined, tangible project that requires the involvement of multiple entities. A narrowcast campaign is also a perfect first-time project for already-established coalitions or collaboratives because it is relatively inexpensive, has a clear deliverable, and naturally involves the input of collaborative members.

The feasibility and eventual success of your narrowcast project will depend in part on your ability to develop effective partnerships with one or more of the following entities: funders, academic institutions, a marketing firm, other community-based organizations (CBOs), and local businesses. In some cases, your CBO or a collaboration of organizations may receive the funding, and you would then reach out to other organizations to build a partnership. In other cases, other entities may initiate a partnership with you. For instance, an academic institution may receive funding for a project in which they would like you to be involved, so the academic institution would therefore initiate the partnership.

**Types of partnerships**
There are three main types of partnerships you are likely to need for your campaign: 1) partnerships to **develop** the project, 2) partnerships to **implement** the project, and 3) partnerships to **evaluate** the project. Refer to Appendix C for the nine principles of partnerships identified by the Community-Campus Partnerships for Health (*Partnerships Perspectives*, Volume I, Issue II, Summer 2000).

**Partnerships to develop your project**
Development of your project includes securing funding and creating a scope of work and evaluation plan. To complete this process, you will need to develop partnerships with some or all of the following entities during the development stage:
- **A foundation or government funder.** The best places to look for funding for a narrowcast project usually are foundations or government agencies. To improve your chances of obtaining funding for your campaign, it is most productive to focus on a health topic in which your organization has expertise or a natural interest in pursuing, based on your mission.

- **A university or evaluation consultant.** Universities and evaluation consultants can provide the expertise needed to develop both the scope of work for your project and a compelling evaluation plan for your campaign. Evaluation and research staff can assist in developing the tools for and conducting the formative research during the development stage of your project.

- **A marketing company.** The marketing company will be responsible for helping to develop the message and designing the materials for your campaign, which includes providing expertise in choosing appropriate images and text. Your marketing company must be able to effectively create the campaign messages and materials based on data from your formative and pretesting research.

- **A community-based organization, grassroots organization, school district, or hospital/clinic.** Partnership with these entities may be useful in conducting formative research for your campaign. CBOs, school districts or hospitals/clinics can provide a personal connection to your target community. They can provide access to participants for focus groups to test your messages, as well as access to the target audience for data collection.

- **An established collaboration with other agencies or coalitions.** Partnerships with other groups or coalitions may give you access to a variety of organizations, including school districts, other CBOs, hospitals/clinics, and government entities, that could participate in formative research for your campaign. As with an individual partnership with a CBO or a clinic, for example, a partnership with an agency collaboration or coalition can help provide access to participants for focus groups and baseline data collection.

**Partnerships to implement your project**

The implementation stage of your project involves the distribution and maintenance of the project messages, as well as tracking of the implementation activities. As a CBO, you will most likely be responsible for providing the staff to conduct the distribution and maintenance of the message and to track these activities. You will need to develop partnerships with the following entities in order to complete this stage of your campaign:

- **Places and organizations that cater to your target audience.** You will need to develop partnerships with other CBOs, clinics, schools and local businesses at which you would like to post your message. These partnerships will likely not be as formal as the partnerships from the development stage. Keep in mind that there may be a coalition or collaboration of organizations that already work with your target audience. Developing a partnership with an existing coalition or collaboration is a time-and energy-efficient method of creating partnerships with multiple entities at once.
**Partnerships to evaluate your project**

The evaluation stage of your project involves collecting **process** and **outcome data**, which we will discuss in greater detail in Section V, *Evaluation and Follow-Up*. **Process data** includes tracking what has been done to develop and implement your project. **Outcome data** is collected from the target population and allows you to see what impact your campaign has had in terms of audience knowledge, attitudes and behavior.

Because specific skills are required to conduct an evaluation, it is advisable to partner with an evaluation consultant or university-affiliated group to assist with your evaluation. Your evaluation partner will be responsible for the following activities:

- Creating the process tracking instruments and training outreach personnel to use them.
- Working with your organization to develop evaluation and analysis plans as well as associated research instruments, such as pre- and post-test questionnaires. These tools will be used to measure the attitudes, knowledge, beliefs and behaviors of members of your target audience both before and after campaign implementation.
- Pilot-testing evaluation materials.
- Obtaining approval from an Institutional Review Board (IRB), if necessary. This approval is required when universities (and often, health departments) are involved in conducting research and/or analyzing research data, as a safeguard to protect the rights of research participants. The process includes describing your research plan and providing the IRB with all the questionnaires and research instruments you will use in your study.
- Data collection. Depending on your agreement, this may or may not be the responsibility of the evaluation partner. If your evaluation partner does not conduct the data collection, they may train your staff to do so.
- Data analysis and reporting. The evaluation partner most often is responsible for writing an evaluation report. The lead agency should consult with the evaluation partner and funder to determine the format of the report and ensure that it addresses your main research objectives. A successful evaluation partner will be able to provide you with an accurate interpretation of the impact of your project in a user-friendly report.

While the evaluation partner will conduct the bulk of the evaluation, it is important for this partner to work closely with your organization and other relevant partners to conduct the most effective, appropriate and meaningful evaluation. It is important to keep in mind that while the evaluation partner has expertise in evaluation, your organization has expertise in working with the target population. The information you can provide about the target audience is crucial to guiding your evaluation partner in developing evaluation tools and collecting data. In addition, your organization can best determine where to place campaign materials and where to find the target audience to participate in data collection activities.
Structure within partnerships

In a partnership, one group should be considered the *lead agency*. This most often will be either a CBO or a research institution. The lead agency will typically be the recipient of funding for the campaign, and may also be responsible for identifying possible partnerships for the campaign and taking care of administrative details of the grant. Identifying the lead agency should be done in the planning stages, before writing your grant proposal. In your grant proposal, the scope of work should identify each of the partners and their respective responsibilities so that each partner’s role is clear. The project budget should also reflect this division of responsibilities. Upon receiving funding, the lead agency should take the initiative to coordinate ongoing project meetings with the campaign partners and provide guidance on each step of the campaign.

Depending on your community, you may find that there are multiple agencies with which you can partner, or there may be only one logical partner per community in which you are working. There is no single partnership structure that will work universally. Your goal should be to work with the appropriate groups within your community to meet the needs of your community, following the partnership structure that works best for all of its members.

Creating a Realistic Budget

There are many reasons to be concerned with the budget and related issues in your narrowcast campaign. First and foremost, narrowcast campaigns cost money, and you need to know exactly how much your project will cost. Once you have a good understanding of the costs associated with your campaign, you can seek funds to support it. Generally, securing project funding is accomplished through a grant making process or by negotiating for internal funds from your organization.

If you and your organization are new to narrowcasting, you must be aware that even the most experienced fund manager may not understand the complexity of the various components of such a program. If your experience has been primarily with traditional community health and social programs, then the majority of the program budgets that you have managed were probably heavily allocated toward human resources. While human resources are important to any campaign, narrowcast campaigns involve many other budgetary factors that are not traditional (such as formative research, creative costs, printing and evaluation). If these factors are not properly planned for and incorporated into the project budget, you are likely to run into financial difficulties during your campaign. Since these costs are so specific to the campaign, it may be impossible to absorb them in other areas.

In this section you will find the following information to guide you in developing your narrowcast campaign budget:

- Basic description and general categories of the standard line item project budget,
- Typical expenses associated with a narrowcast campaign, and
- Budget justification.

The line item budget

The *line item budget*, the most common budget format, is practical for those who are either inexperienced with the budgetary process or who are designing budgets for programs new to them, such as a narrowcast campaign. In this format, budget items are presented line-by-line in fairly standard categories.

BE AWARE! Plan your budget carefully before submitting a proposal for funding, because it may be difficult to make changes later.
A well-prepared budget is closely aligned with your project narrative. It is easy to read, contains no surprises, includes all planned expenses, and follows any required or recommended guidelines.

The following table lists the budget categories most commonly applicable to a narrowcast project:

### Line Item Budget Categories for Narrowcast Campaigns

<table>
<thead>
<tr>
<th>Personnel Costs</th>
<th>Operating Expenses</th>
<th>Indirect Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salaries and Wages</strong></td>
<td><strong>Travel</strong></td>
<td></td>
</tr>
<tr>
<td>• Part time</td>
<td>• In-state</td>
<td></td>
</tr>
<tr>
<td>• Full time</td>
<td>• Out-of-state</td>
<td></td>
</tr>
<tr>
<td><strong>Fringe Benefits</strong></td>
<td><strong>Office expenses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Phone/fax</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Photocopies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Space (rent/utilities)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Supplies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Postage</td>
<td></td>
</tr>
<tr>
<td><strong>Consultants</strong></td>
<td><strong>Equipment</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Computer(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Printer</td>
<td></td>
</tr>
<tr>
<td><strong>Subcontracts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Community-based organization(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Materials development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Materials production</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Personnel costs – salaries and wages**

Two important questions to ask when determining personnel costs are:

1. What type of staff does the project need?
   - Qualifications and preparation
   - Work experience
   - Special skills or life experience such as language and culture

2. How much time of each staff person is needed for the project?
   In a line item budget, staff time is usually expressed in terms of **full-time equivalence**, or **FTE**. For instance, if a project coordinator will work on the project 20 hours per week, which is 50% of a typical 40-hour work week, that person will be .5 FTE on the project. If you hire three full-time outreach workers, that represents 3 FTEs. If you hire six outreach workers, each of whom will work 20 hours a week (half time), that would also represent 3 FTEs.

**BE AWARE!** It is important to distinguish between full-time and part-time employees when the fringe benefits are calculated, since full-time employees often receive more benefits than part-time employees.

**Personnel costs – fringe benefits**

For the most part, program planners do not need to know how to calculate actual fringe benefits costs, but it is important to understand how to apply fringe benefits information to your program budget. The typical fringe benefits package might include:

- Health, mental health and dental health insurance,
- Retirement fund, and
- Life insurance.
Your fiscal/accounting department estimates what these costs will actually be and usually expresses them in terms of a percentage of an employee's salary, often in the range of 25% to 35%. Keep in mind that most agencies provide different fringe benefits for employees who work half time or more (greater than or equal to .5 FTE) as compared to employees working less than half time. The fringe benefits cost for part-time employees generally ranges from 5% to 10% of their salaries.

To create the personnel portion of a line item budget for your narrowcast campaign, you must first determine your staffing needs in terms of both types of personnel and level of effort required, and then determine each staff member's salary. Further guidelines on determining staff needs are included in Appendix D.

**Operating expenses**

In addition to personnel costs, your project will also include several items related to the operation of the narrowcast campaign, or operating expenses. These are also referred to as non-personnel expenses.

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**Example: Calculating Salary and Fringe Benefits**

Your agency's fringe benefits rate is 32%.

Project coordinator: 1 FTE, annual salary is $38,000

\[
\text{Fringe benefits} = 32\% \times 38,000 = 12,160
\]

\[
\text{Total cost for salary + fringe} = 38,000 + 12,160 = 50,160
\]

Therefore, the cost of hiring this project coordinator is $50,160.

---

Operating expenses are costs that are directly tied to the project, which your agency would not otherwise incur. Some of these expenses are specific and fixed, such as the cost of printing the campaign materials. However, other expenses represent general operating costs. These costs include fixed expenses such as office space or equipment, as well as costs that vary and therefore cannot be precisely determined when preparing a budget, such as telephones, photocopying, postage and travel.

For the most part, operating expenses will be obvious and self-explanatory, such as equipment (computer, fax machine), office supplies, telephone, travel (both local and out of town), rent and utilities. Your agency's fiscal administrator should be able to provide you with estimates for these costs. However, you may have to do some research to determine costs specific to a narrowcast campaign (such as formative research and materials development and production).

**Materials development costs**

Consider your materials development costs carefully when developing your budget. These costs vary widely depending on the scope of your project and the materials you wish to create. See page 24 of Section II, *Formative Research and Materials Development*, for examples of low- and high-cost campaigns.

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**BE AWARE!** The following expenses are crucial to producing and implementing your narrowcast campaign. Because these costs are unique to your project, they are easy to overlook. Make sure your narrowcast campaign budget includes:

- Materials development and production
- Evaluation costs (10-15% of your total budget)
- Subcontracts for CBO and/or university partners
Indirect costs

The personnel and operating expenses discussed above comprise *direct expenses*, which are costs that can be directly associated with a specific program. There is another category of expenses, known as *indirect costs, overhead* or *administrative costs*, which are not directly tied to one specific project but to the overall operation of the organization, such as human resources and accounting. Of course, it is possible to directly tie a portion of any expense to the project involved, but the detailed calculations required to do so are impractical for most organizations; therefore, a flat indirect cost rate is determined.

Perhaps the greatest mystery of budgeting is the calculation of indirect costs. The good news is that the indirect cost rate, like the fringe benefits rate, is usually determined by your organization’s fiscal/accounting department. For most nonprofit organizations, the indirect rate usually represents 10% to 15% of the project budget, although it can be as high as 30%. For hospitals and universities, however, the indirect rate often reaches much higher, to 50% or more of project expenses. Refer to Appendix E for more detailed information on calculating indirect costs.

Subcontracting

The budgeting process can be difficult enough when you are concerned only with your own organization. This process becomes more complex if your organization is the lead agency and therefore the fiscal agent of the grant. As the fiscal agent, your organization will need to form subcontracts with your partner agencies. You may be able to create Memoranda of Understanding to define the fiscal terms of your subcontracting agreements, but it is more likely that you will need to develop formal subcontracts. Talk with your organization’s budget officers as well as your funder and your partner agencies to be sure everyone understands the process by which you will enter into these agreements. Be aware that each partner agency will likely have a different formula for calculating overhead costs. Also keep in mind that as the lead agency, you may not have to calculate overhead on your subcontracting costs.

<table>
<thead>
<tr>
<th>Example: Operating Expenses</th>
<th>Amount</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment (computer, printer)</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Office supplies</td>
<td>$100/month</td>
<td>$1,200</td>
</tr>
<tr>
<td>Telephone (including modem)</td>
<td>$100/month</td>
<td>$1,200</td>
</tr>
<tr>
<td>Local travel</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Non-local travel</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Rent</td>
<td>$200/month</td>
<td>$2,400</td>
</tr>
<tr>
<td>Materials development and production</td>
<td>$40,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td></td>
<td>$50,800</td>
</tr>
</tbody>
</table>

**BE AWARE!** Each organization will have its own internal indirect cost rate (sometimes called overhead or facilities and administrative costs). Find out each partner’s indirect cost rate and guidelines for calculating it before you prepare your budget.

The **fiscal agent** is the agency responsible for overseeing the fiscal administration of the grant. This includes forming subcontracts, requesting continued funding, preparing budget revisions, and serving as the liaison between the funder and the subcontractors.
Budget justification
In addition to the project budget, most funders require that you prepare a budget justification, which is a narrative description of each of the items in your line item budget. People often struggle with writing the budget justification because it seems so obvious—and it is. Justifying your budget involves stating each of the factors you considered when calculating your project costs. For example, when justifying a staff position, include the qualifications of the person who will fill that position (whether or not you already know who that person is), how much time they will work on the project (level of effort), and what they will be doing.

**Example**

**Outreach Coordinator:** This staff person will work full time on the project and will be responsible for overseeing the day-to-day operations of the narrowcast campaign. This person will have a bachelor's degree in health or a related field and one to two years of professional experience. The outreach coordinator will hire, train and supervise the four part-time outreach workers. This person will be responsible for ensuring that campaign materials are posted and maintained. This position is budgeted at $38,000, with fringe benefits calculated at 32%.

Some of the non-personnel expenses—such as telephone—are obvious, so you do not have to do much justification.

**Example**

**Telephones:** The project will use two telephone lines, estimated at $75 per phone per month for telephone equipment and use, for a cost of 2 telephones x $75/month x 12 months = $1,800 per year.

The justification is especially important for expenses that appear high or unusual. For example, the sample budget includes an item of $40,000 for materials development and production. In the justification, it will be crucial to explain this high cost in detail.

**Example**

**Materials Development:** The marketing company will provide typesetting, art buying and production management services to produce three posters (African-American, Latino English and Latino Spanish) to promote abstinence from drinking during pregnancy within the Compton community. The marketing company will also provide strategic counsel, typesetting and art buying services and printing supervision to produce two t-shirt designs (English and Spanish). The marketing company will also oversee creative execution (including preparing mechanical executions and negotiating licensing of images) and production supervision and management. A total of 3,500 posters and 4,000 t-shirts will be produced and delivered.
Choosing a Marketing Company
As discussed in Section II, narrowcast campaigns can come in all sizes and shapes, varying dramatically in cost. We suggest you work with your community and a marketing company to produce a professional narrowcast campaign, if possible.

It is a good idea to meet with at least two or three marketing companies to evaluate which best fits the needs of your campaign. You will want to see the company’s portfolio and a proposal for their services, including a budget and budget justification. The companies you meet with may or may not have experience creating narrowcast campaigns, but their level of experience in the narrowcasting medium is only one of the factors you should consider. **What is most important is that the company you choose is open to learning about and working with your community to create effective materials that will address your needs.**

The following factors should be taken into account when choosing your marketing company:

- **Understanding of the community’s role in creating the campaign.** Your marketing company must be able to work collaboratively with the campaign partners. Narrowcast campaigns are community-driven, and your marketing company should understand that it is being hired not to place its ideas on a community with which it is unfamiliar, but to combine its particular expertise in marketing with your expertise in working with the community.

- **Experience creating culturally diverse campaigns.** The goal of a narrowcast campaign is to create a targeted campaign for a specific community, not a generic population. Therefore, it is important to choose a company that is comfortable working with diverse populations and able to create targeted messages to reach your specific target audience. (In this case, diverse populations could refer to any subgroup.)

**HOW GOOD IS YOUR BUDGET?**
You may create a budget for a variety of reasons, such as to propose a project internally to your organization or to an outside grantmaking organization. Regardless of your purpose, it is essential that the budget be well done, complete and easy to follow. The following checklist to help you develop a high quality, well prepared budget is adapted from Lauffer (1999):

- Is the budget reasonable and realistic?
- Have all items been adequately justified?
- Is the budget well organized and logical, and does it use a standard or recommended format?
- Is the math correct?

Helpful hint:

◊ If you cannot afford a marketing company, do not despair! Community-generated art is less costly and can be powerful. To increase interest in your topic, get creative and hold a contest in your community or through local schools to create narrowcast campaign materials.
Knowledge of the community/target audience. Your marketing company should have some knowledge of the community with which you are working. This includes familiarity with cultural norms as well as the education level and language used (i.e., slang) among the target audience. If unfamiliar with these facets of your community, your company should be open to learning more and working with the community to create appropriate and effective materials.

Open to learning about your campaign topic. While the marketing company does not need pre-existing knowledge of the topic of your campaign, it should be open to learning all about your topic. This way, it will be able to create materials that are factually correct and focus on the main points you want to make.

Experience with nonprofits. It is helpful for the company you choose to have experience working in the nonprofit sector. Nonprofits often have fewer resources (budgets, personnel, etc.) than businesses in the private sector. The marketing company you hire must understand those limitations and be able to work with you to keep costs as low as possible while adequately meeting your needs.

Cost-effective. Your marketing company must be able to work within your budget. Before meeting with the company, estimate the number of posters or other materials you want printed and the number of versions you need (e.g., English/Spanish, teen/adult, male/female, etc.). Be aware that you may have to adjust your numbers when you receive the cost estimates.

An all-encompassing company is not necessary. In addition to creating materials, some marketing companies also place the materials in the community and track and maintain the campaign. From a community empowerment perspective, it is best to avoid these companies (or to have them create the campaign but not implement it). Because narrowcast campaigns are community-driven, you do not want to miss an opportunity to have community members—who know their community best—implement your campaign on the front lines. However, as shown in the case study below, there are circumstances in which an all-encompassing marketing company has a greater capacity than your organization to conduct the distribution and maintenance of the messages.

Case Study: The All-Encompassing Marketing Company

In 2001, the Perinatal Advisory Council of Los Angeles County (PAC/LAC) received funding from the March of Dimes to conduct a narrowcast campaign focused on increasing pre-conception folic acid consumption rates in Los Angeles and Ventura Counties. Latino women, specifically those of Mexican descent, were selected as the target audience for this campaign because of a higher incidence of neural tube defects among this population. Based on its needs assessment of demographics and neural tube defect rates in Los Angeles and Ventura Counties, PAC/LAC chose to focus its campaign on the city of Oxnard, the San Fernando Valley, and East Los Angeles. Because PAC/LAC was not located in any of these target areas and did not provide direct services in these areas, the agency decided to hire a marketing company, Educational Message Services, Inc. (EMS) that would not only help develop the messages, but would also track and maintain the campaign. Using focus group data and data from the needs assessment, EMS worked with PAC/LAC to develop a campaign message focused on both educating women of childbearing age about the importance of folic acid consumption in preventing neural tube defects, and on encouraging women to “ask your provider today why you should be taking folic acid.” EMS then identified providers in each of the target communities who would be willing to post the campaign message in their waiting rooms and examination rooms. EMS then conducted all of the distribution and maintenance of the messages throughout the campaign.
CAMPAIGN IMPLEMENTATION AND TRACKING

Finally, after all your formative research and planning, you are ready to implement your narrowcast campaign! This section will guide you in these processes, highlighting lessons learned from our own campaign. We focus on staffing your project, where to distribute your campaign materials, interacting with your community, and the importance of maintenance and tracking.

Section Objectives
After reading this section you should...

Understand:
1. the type of staffing required by a community narrowcast campaign
2. the crucial nature of tracking and maintaining your campaign

Determine:
3. a strategy for saturating your community with campaign materials

Be able to develop:
4. a list of businesses in your community that may be willing to host your campaign
5. tools for tracking your campaign implementation

Staffing Your Project

Adequate staffing—in terms of both the number of staff and their qualifications—is key to the success of any campaign. A typical narrowcast campaign will require staff to fulfill three key roles: total project oversight, implementation oversight, and outreach. Each of these roles is described in detail below.

Oversight of the entire narrowcast project
The narrowcast project must have a lead agency and lead person to oversee the entire campaign, including the overall development of the message, the implementation of the campaign, the evaluation of the campaign, and the overall program budget. As discussed in Section III, the lead agency that fulfills this role will most often be a CBO or a research institution.

The lead agency will typically be the recipient of funding for the campaign and may also be responsible for identifying potential partner agencies and taking care of administrative details of the grant, including setting up subcontracts with other partners. Upon receiving funding, the lead agency should take the initiative to coordinate ongoing project meetings with the campaign partners and provide guidance on each step of the campaign.

Oversight of implementation
Your program must be staffed by a person who can ensure that your message is properly distributed and maintained in your community. This role must be filled by someone who can effectively supervise the person(s) in charge of outreach for the program, and who has the expertise to oversee the data collection for the campaign. In addition, this person is responsible for communicating consistently and effectively with the lead person who oversees the entire project. This person most often will be a member of the CBO involved in the campaign.

Outreach
The staff member(s) in charge of outreach is responsible for distributing and maintaining the narrowcast message in the community. This person must be dependable, organized, enthusiastic and able to communicate effectively with members of the community. The importance of these characteristics cannot be overstated, since distributing and maintaining the messages in the community requires a person who can convince business and other local leaders of the importance of their participation in the campaign. In effect, this person needs to be able to “sell” the campaign.
This role must be filled by someone who understands the cultural climate of the community and is able to build trust with establishment leaders. It is helpful if this person is familiar with the community before the project begins. If not, a willingness to quickly become acquainted with the community is required. Finally, this role requires an ability to deal professionally and effectively with skepticism from local leaders regarding the campaign.

**Helpful hint:**

If you are unable to hire outreach workers to implement your campaign, create a network of volunteers to help post, track, and maintain your campaign. Contact high schools, colleges, senior citizens’ groups and other local volunteer organizations to assist with your campaign. High schools and colleges are particularly good places to seek out volunteers, since they often have service learning requirements for graduation.

**Example: Staffing your project**

In its prenatal alcohol use prevention campaign, the UCLA Health and Media Research Group received the funding for the campaign, and therefore served as the lead agency. One of its staff fulfilled the role of overseeing the entire campaign, in the position of **Project Coordinator**. The Project Coordinator was responsible for establishing formal partnerships with CBOs that would help with the formative research for the campaign and be responsible for implementing the campaign in their communities. One of these CBOs, INMED Partnerships for Children/MotherNet L.A., then provided the staff person to oversee the implementation of the campaign in the local community, the **Director**, and the staff person to fulfill the outreach role of the campaign, the **Outreach Coordinator**. While the titles of the staff fulfilling the roles needed for each narrowcast campaign may vary, the basic roles and responsibilities of its staff will not.

**Where to Distribute Your Message**

Your message must be distributed and maintained in locations that are highly accessible to your target audience. For instance, a message focused on encouraging children to brush their teeth daily may be best located in the school setting or in pediatricians’ offices. A message focused on encouraging women over 35 to receive their annual mammograms may be best located in grocery store windows, gym bathrooms, clinic offices or beauty parlors. Within the chosen location, it is best to place the materials in “public/private” spaces—that is, spaces that are in public locations but in areas that are more private, so people have a chance to take in the message (for example, a bathroom stall or examining room). However, your community may tell you that it wants the campaign in more public than public/private spaces. Because these campaigns are to be community-driven, be flexible and allow the community to dictate where the posters are placed.

Other issues to consider in the placement of the messages include:

- **Level of visibility.** Highly visible locations such as bus stops and store windows are ideal.
- **Frequency of quality exposure.** As mentioned in Sections I and V, research has shown that audiences need to be exposed to campaign materials at least three to six times before messages have an influence (Steward & Ward, 1994), so be sure to choose locations that will allow the target audience to repeatedly see your message.
- **Captive audience.** Locations in which the target audience is captive to the message for a period of time, such as waiting rooms, examining rooms and restrooms, allow the audience to absorb the message more thoroughly.
- **Eye level.** Placing materials at the audience’s eye level is ideal for allowing easy reading. Eye level will vary depending on whether people will be sitting or standing when they encounter your materials.

- **Congruence between materials and locations.** If you have multiple versions of the same general campaign, match the versions with the locations in which they are placed. For example, if you are conducting a bilingual (English/Spanish) campaign, put the English versions in locations frequented by mostly English-speaking people, and put the Spanish versions in locations frequented by mostly Spanish-speaking people. In some cases, however, you may find it most appropriate to place multiple versions of your campaign materials in a single location.

**Interacting with Business Owners and Community Leaders**

A crucial element in a narrowcast campaign is to convince local leaders of the value of your project in the community. Logic is on your side because you are promoting healthy, positive behaviors. However, business leaders, clinics, hospitals and public officials may not initially be interested in posting your campaign message in their establishments. They may be suspicious about the intent of your project or simply be hesitant to allow your messages to be posted in their working environment. You may be able to encourage them to participate in the campaign as a part of their “corporate responsibility” or community involvement.

When approaching a business or organization for the first time regarding the project, it is helpful to bring along a handout containing a short description of your agency and the narrowcast project, written in laymen’s terms and printed on your agency’s letterhead. In some cases, in may be helpful to also present support letters from other reputable organizations or businesses regarding the campaign, in order to add a sense of community support. Inevitably, there will be community leaders who do not want to participate in the campaign, despite a compelling argument of its importance. There may also be gatekeepers who seem interested in the campaign and allow the messages to be posted in their establishment, but who will take the messages down as soon as you leave the premises.

You may find it easier to solicit the involvement of locally owned businesses (“mom and pop” stores) than corporate chains because larger businesses or franchises typically require you to work through their corporate office, which can be challenging and slow paced. In a locally owned business, the manager or owner tends to be more accessible than those in corporate chains. However, it is important to have your messages posted in a variety of areas, and some of the most valuable areas for posting may be the most difficult places to obtain permission to post the message. For example, in a campaign focused on preventing prenatal alcohol use, a liquor store may be one of the best—but most difficult—locations to post your message.
How Many Posters are Needed to Reach Market Saturation?

Market saturation is determined by the number of locations where you distribute posters in the community, and the number of posters you post during your campaign. The following are factors to consider in estimating your saturation levels:

- **The size and density of the target area.** Both the geographic size of your community and the density of the population will help determine the number of posters to distribute. For instance, a highly populated geographic area of 10 miles by 10 miles may require more posters than a geographic area of 30 miles by 30 miles in which population density is low. Poster density should be proportional to the population density of your area.

- **The density of locations that cater to the target population in your target area.** Your campaign will require more posters if there are numerous locations in your target area that cater to your target audience, and vice versa. For instance, in a community that is primarily composed of young families, there would be more appropriate locations for distributing posters targeting children than targeting senior citizens.

- **The size of your project budget.** The amount of funding you have for the printing of posters will initially determine the number of posters you can place in the community.

- **The frequency with which you have to replace your posters** due to vandalism of the poster or the poster being removed. It is more likely for posters to be vandalized or removed in public locations, such as a bus stop, than in more private locations, like a clinician’s office.

A Day in the Life of an Outreach Worker

A typical day for the outreach worker in charge of distributing and maintaining the messages will involve driving and walking to multiple locations and interacting with a wide variety of people. It is helpful for the outreach worker to look professional, but also to be wearing comfortable shoes for walking. To promote the outreach worker’s safety, it is best for this person to carry a cell phone and to check in with his/her supervisor or another program staff member at the beginning and end of each day. The outreach worker should also bring along a handout with background and contact information about the campaign to be given to each site, proper company identification (such as a business card or badge), a tracking sheet (discussed below), enough materials for the sites being visited that day, and tape or thumbtacks for posting the messages. If the outreach worker will be doing a lot of walking that day, it may help to carry the materials in a cart. During the hot months, the outreach worker may want to bring along a bottle of water as well.
The Importance of Maintenance

Maintaining your narrowcast message in the community is critical to the success of your campaign. Clearly, if the posters are vandalized or removed, the message will not reach the target audience. For this reason, the outreach worker must consistently check on the status of the posters in each location. Typically, the outreach worker should return within a week of the initial posting of a message in a location to check on the status of the posters. If any posters have been removed or vandalized, the outreach worker should replace the posters, and if appropriate, ask the location owner or manager if he/she knows what happened to the poster.

After this initial maintenance visit, the outreach worker should return within one to two weeks to check the status of the poster again. At this point, the outreach worker will get a sense of the frequency of maintenance visits required for each site. If, for instance, the poster has been removed or vandalized at each of the first two visits, the outreach worker may assume that the location will require weekly maintenance. However, if the posters are found in good condition at the first two visits, the outreach worker may assume that the location will require only monthly visits.

Helpful hint:

 Bring more materials than you think you will need just to be prepared. It’s better to have extra than not enough!
**Process Tracking**

Process tracking data should be collected regularly and recorded in a spreadsheet or database. These data are crucial not only for keeping track of when maintenance is needed but also for understanding the reach of your campaign. Many software programs will allow you to map addresses for a visual depiction of your campaign saturation.

**Helpful hint:**

The UCLA Policy Forum, a research group within the UCLA School of Public Policy and Social Research, offers a free online database called Neighborhood Knowledge California (NKCA). NKCA (http://nkca.ucla.edu) allows you to map sites from your own database and find associated census level information. By uploading the addresses of your campaign sites, you can see your campaign’s reach. While this program is only helpful for locations within California, check your local resources to see if a similar program is available in your state and/or city.

Process tracking for your campaign should include collection of the following information:

- Whether the visit is an initial or maintenance visit
- The date of the visit
- The contact name (e.g., the owner or manager) at the location
- The name of the location
- The type of the location (e.g., nail salon, restaurant, clinic, pharmacy, school, etc.)
- The address of the location, including zip code (In your tracking database, create separate fields for street address, city, and zip code of your campaign sites. This will allow for easier exportation into mapping software.)
- The phone number of the location
- The number and type of materials distributed at the location (If you have multiple versions of your poster (for example, an English poster and a Korean poster), track the number of each type of poster you distribute.)
- The name of locations that would not let you place your posters. It is worth going back to these locations a second time and/or talking to a manager. If you are told no twice, then you can generally assume that the location will not be interested.

See Appendix I for a sample process tracking form.
EVALUATION AND FOLLOW-UP

This section provides an overview of factors to keep in mind when evaluating the impact of your campaign. It is not intended as an all-encompassing guide to evaluation; rather, it offers an overview. We suggest you work closely with a university or research consultant to develop and implement your evaluation plan.

In addition to providing you with an understanding of how your community has benefited from your campaign, your impact evaluation can inform you of how to improve your methodology and/or implementation for future interventions, and can provide justification for further funding.

Before discussing specific evaluation strategies for your campaign, it may be helpful to review the underlying principles of evaluation.

The Logic of Measuring Change

The purpose of your impact evaluation is to uncover any changes in your target audience’s knowledge, attitudes, and behavior that are attributable to your campaign. Unfortunately, measuring change is not as simple as it may seem. It is difficult for people to objectively identify and assess in what ways they have changed and how much. Therefore, rather than simply asking if they have changed, it is best to conduct a systematic evaluation, through which you will be able to examine the relationship between your campaign and your outcome objectives.

Comparison groups

In order to determine if there were any changes in your target audience due to your campaign, you must measure the knowledge, attitudes, and behavior of your target both before and after you implement your campaign. This first measurement (pre-test) will be the baseline with which further measurements (comparison or post-test) will be compared. The figure below shows the order of these events.

<table>
<thead>
<tr>
<th>Data Collection Time 1:</th>
<th>Data Collection Time 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (pre-test)</td>
<td>Intervention (campaign)</td>
</tr>
<tr>
<td></td>
<td>Comparison (post-test)</td>
</tr>
</tbody>
</table>
How many data collection points do I need?
At minimum, you will want to collect data (knowledge, attitudes, and behavior related to your campaign) at two time points: prior to campaign implementation (baseline) and after campaign implementation (post-test). You can collect data at additional points as well, but it is important to balance the number of times you collect data with the benefit you think you will get from each additional assessment. Data collection is time consuming for both the researcher and the participant, so you do not want to collect more data than you will need to determine campaign impact. A good balance may be achieved by collecting data at three time points: baseline, post-test, and follow-up post-test. The post-test will allow you to see the initial change due to your campaign, while the follow-up post-test will allow you to see if that change has staying power.

How long should I wait between the different waves of data collection?
The length of time between the baseline and comparison measurements will depend on the nature of your program. You should conduct your baseline data collection just prior to campaign implementation. That way, you limit the time in which an intervening event that might affect your baseline results could occur. Your second data collection (your post-test) should occur at the end of your campaign, typically six to 12 months after initial data collection. If you do have a third data collection point (the follow-up post-test), it is often conducted three to six months after the initial post-test. Take into account the limitations of your campaign before you decide to do a third data collection. On the other hand, if you continue to “refresh” your campaign with new materials and messages, it is important to continue to collect data for accurate conclusions about the impact of the campaign to be drawn.

Do I need to use the same data collection instrument at baseline and comparison?
Yes! It is very important when comparing knowledge, attitudes, and behavior from one time point to another that you are sure you are asking the same questions. That is, you must obtain your data in the same way at Time 1 as at Time 2 or Time 3, etc. While the main set of questions you ask at each time point should be the same, you can supplement your core questions with additional questions at different time points. But remember, you cannot measure change due to your campaign unless you ask the same questions at each time point.

Will measuring change at two time points allow me to attribute change to my campaign?
By collecting baseline and comparison data, you will be able to examine changes that occur. However, this alone will not tell you if the change is due to your campaign; the change could also be due to time or an external event. To attribute change to your campaign, you will need to collect data from a comparison group.

The term comparison group describes a group to which another is compared. In narrowcast campaign evaluation, this can take on many meanings. It can describe:
1. the baseline group (Time 1) to which the post-test group (Time 2) is compared.
2. a group of participants who live outside the campaign area but who share similar sociodemographic characteristics with the target audience. This group offers a comparison to the target audience.
3. participants in your target audience who were not exposed to your campaign at Time 2. This group is a comparison for those who were exposed at Time 2.

The comparison group will not be exposed to the intervention (the campaign) but will be evaluated with the same measures and at the same times as the intervention group. A comparison group should be chosen that is similar in age, demographics, and knowledge, attitudes, and behavior to the intervention group. This way, you can compare the intervention group to the comparison group. You would expect to see change in your intervention group, but not in your comparison. If this occurs, you can attribute change to your campaign. See the figure below for an example of a research design with comparison and intervention groups.
Do I need to measure exposure at both times?

It is helpful to measure exposure to campaign materials both at Time 1 and at Time 2 so that you can see if participants at baseline have been exposed to any campaigns related to your health topic before your campaign implementation. You would anticipate that regardless of your baseline exposure rates (to the topic, not necessarily to your campaign), there would be an increase in exposure at post-test. Obtaining exposure rates is discussed in more detail below.

Evaluation Strategies

Because evaluation is so important in documenting the success of your campaign—which can help you gain additional support and funding to continue your work—it is critical to select the most appropriate evaluation strategies for this type of project. Choosing the right evaluation strategies will also help you make the most of the funding you have available for evaluation.

Level of analysis

Because narrowcast campaigns are targeted campaigns, it is most appropriate to focus your evaluation on the specific population targeted rather than on the general population, which is more traditional in health communications research. This was a key lesson we learned in conducting our narrowcast campaign. One of our objectives was to assess the suitability of a community evaluation as opposed to a population survey. We found that our community-led, clinic-based evaluation was far more informative than our population-based evaluation. Why? Simply because the participants surveyed in our clinics were members of our target audience and were exposed to our campaign, while the general population participants surveyed by random telephone interviews were not.

LESSON LEARNED

In our narrowcast campaign, we used two evaluation methods: a population-based random digit dial (RDD) telephone interview and a clinic-based sample. The clinic-based sample was much better suited for our needs, since women in the clinics were far more likely to be (a) in our target audience and (b) exposed to our campaign than women in the general population as measured by the RDD survey.

Unlike a traditional mass media campaign, a community-driven narrowcast campaign is created not for the general public, but for a very specific audience. Be sure to sample your target audience when conducting your evaluation. We found conducting an RDD survey of the general public to be considerably more expensive and less useful than conducting a clinic-based evaluation among members of our target population.
Special population change
Narrowcast campaigns are ideal for reaching special populations. Special populations can include any subset of the general population, such as teenagers, the elderly, parents of young children, the gay community, the faith-based community, an ethnic community, or an occupational group. When working with special populations, particularly if the population is small or scattered, it does not make sense to conduct a general population survey. Instead, use methods that are aimed at your particular target audience regardless of the type of survey you conduct (in-person interviews, self-administered questionnaires or a mailed survey).

Consider the following strategies for collecting data among a special population:

- Determine if your sample is representative of your larger target population. First, find out the demographic characteristics of your target population before you begin data collection, then compare your sample to the larger population. Your sample should be similar to your target audience. If not, make adjustments in your data collection methods so that you collect enough data from each segment of the target audience.

Example:
You want to promote exercise in an older adult community of 1,000 people. You will not be able to survey all community residents, so you collect data from a sample of 200 residents. To make sure that you are collecting data from a representative sample, compare the demographic characteristics of your 200 participants to the 1,000 members of your community.

If, for example, 60% of community members are women but only 45% of your sample consists of women, you may want to make an effort to collect more data from women.

- Data collection can be accomplished at central locations within the special population. For example, teenagers can be surveyed at school, nurses at clinics or hospitals, and members of any community at their community center.

- Be sure your evaluation materials are available in all languages appropriate for your target population. Also be sure that your interviewers speak the appropriate languages.

It is crucial to choose an evaluation strategy that matches your program objectives. Take into account your target audience and the changes you wish to make in their knowledge, attitudes and behavior. Construct your evaluation so that it addresses these objectives.

BE AWARE! If your sample size is very small, specific or geographically scattered, you should not choose a narrowcast campaign as a public health intervention. In this case, you should consider whether providing health messages through other channels may be more effective than a narrowcast campaign.
Data Collection in the Community Setting

As we just learned, it is crucial to collect data from participants who are members of your target audience. Are there common places your target audience can be found? For example, if your audience is teenagers, you could collect data at high schools or movie theatres. Similarly, if your target audience consists of men age 65 and older, you could go to a senior center. Take time to carefully consider where you are most likely to find your target audience. And remember, you can collect data from more than one type of place.

Use the following guidelines when collecting data:

- Before you begin data collection, be sure all evaluation materials have been approved by your or your evaluation partner’s IRB (see page 29).
- Meet with institution heads to see if they will allow you to collect data at their site. Bring a copy of your IRB protocol, a one-page summary of your evaluation, data collection instruments, and agency contact information.
- Schedule appointments at data collection sites ahead of time. Make an effort to arrive at sites on time.
- Dress professionally and act in a professional manner at all times.
- Before leaving for your data collection site, make sure you have all the materials you will need.
- If you have different versions of your questionnaire (for example, one for men and one for women), color-code your questionnaires to make it easier to identify the appropriate survey to give participants.
- Give participants a one-two page information sheet describing the evaluation in which you would like them to take part.
- Stress to participants that their responses are confidential and you will not share them with others. This is particularly important in a clinic or school setting.
- If members of your target audience have low literacy skills, give participants a choice between completing the survey as an interview or a self-administered questionnaire. Phrase it in terms of a **choice** to avoid making potential participants feel uncomfortable.
- If you are doing an interview, make sure to do it apart from others so that no one can hear the participant’s responses.
- If the survey is self-administered, provide participants with clipboards and pens for filling out the surveys and give them space so they don’t feel like you are watching what they write down.
- You can clarify any questions that participants have. However, do not give participants answers or hints at how they should respond. If a participant asks what you think, tell him or her that you are really interested in what he or she thinks.
**Questionnaire Development**

A common tool for measuring change is the *questionnaire*, a group of questions or statements in written form. Questions (also called *items*) can be multiple choice or open-ended, and are developed to assess participant knowledge, attitudes, beliefs and self-reported behaviors.

In developing a questionnaire for your impact evaluation, take the following steps:

- **Review campaign objectives.** The questions you develop should match your objectives. Items should assess knowledge, attitudes and behavior, as well as other *constructs* that you believe could have an impact on how your campaign message is received and applied by the target audience. There is no need to reinvent the wheel. Do a bit of research and see if you can find standardized questionnaires that will meet your evaluation needs. You may need to adapt these questions to better suit your objectives, but whenever possible, it is a good idea to use questions that have already been tested through use in other evaluations.

- **Limit your questions to only those that are important to your evaluation** (i.e., in line with your objectives). When drafting a questionnaire, you may initially come up with questions that are peripheral to the objectives of the campaign. Keep in mind that each additional question increases the burden on the research participant and the cost of your evaluation.

- **Keep the questions as short and as simple as possible.** After developing your questions, conduct a readability test. See *Making Health Communications Work, A Planner’s Guide* (The National Cancer Institute, available at http://cancer.gov/pinkbook.) Questions should be written at a fourth- to sixth-grade reading level, depending on the general literacy level of your target population.

  **Instead of:** How many glasses of milk do you consume in a week?
  **Ask:** How many glasses of milk do you drink in a week?

- **Avoid asking leading, loaded or double-barreled questions.** Give thought to how each question is asked, because small differences in how you ask a question can lead to dramatically different results. *Leading questions*, by virtue of the way they are asked, solicit biased responses. The tone or the manner in which you ask a question can lead a participant to feel uncomfortable about giving an honest response. In the first example right, a participant may feel judged by the researcher if he answers yes, that he “abuses” drugs. *Loaded questions* include words that are emotionally charged. In the example below, the word “beat” holds a much more negative connotation than “hit,” even though hitting is a form of beating. For that reason, using the word “hit” would likely solicit a more honest response than using the word “beat.” Finally, *double-barreled questions* ask more than one thing in one question. In the example below, by asking participants if they eat three meals a day and exercise, you cannot tell if they eat three meals a day, or if they exercise, or if they do both. Instead, ask one question per behavior, attitude or belief.
**Offer questionnaires to participants in their (native) language.** Translate and back translate all materials for non-English speakers. If you are creating English and Spanish materials, this would involve translating English materials into Spanish, then having someone else “back translate” the Spanish materials into English. If the two English versions (the original and the back translated) are not similar, you may need to review your translation. Be aware of subtleties of language, and avoid using idioms whenever possible.

**Ask for relevant demographic information.** These questions are often forgotten when the focus of the questionnaire is on the knowledge or behavioral change. Important demographic information includes, but is not limited to, age, ethnicity, education level, gender, where the participant lives, etc. Remember, demographic information can be sensitive, so limit your demographic questions to those that are relevant to your evaluation.

**Pilot-test questionnaires with members of the target audience.** Make sure your audience understands the questions the way you intend them to and that the questions are clear.

<table>
<thead>
<tr>
<th>Instead of:</th>
<th>You don’t abuse drugs, do you? (Leading and loaded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask:</td>
<td>Have you ever used drugs?</td>
</tr>
<tr>
<td>Instead of:</td>
<td>Do you beat your wife? (Loaded)</td>
</tr>
<tr>
<td>Ask:</td>
<td>Have you ever hit your wife?</td>
</tr>
<tr>
<td>Instead of:</td>
<td>Do you eat three meals a day and exercise? (Double-barreled)</td>
</tr>
<tr>
<td>Ask:</td>
<td>Do you eat three meals a day?</td>
</tr>
<tr>
<td>And:</td>
<td>Do you exercise?</td>
</tr>
</tbody>
</table>

**Steps for pilot-testing questionnaires**

- Create your questionnaire.
- Have 10-20 members of your target audience complete your questionnaire.
- Ask participants to explain what they were thinking when they read and responded to different questions. Probe to get a sense of whether the questions were understood as you meant them to be.
- Revise your questionnaire to address the issues brought up in pilot testing.
- Have 10 more members of your target audience review your revised questionnaire and offer feedback.
- Finalize your questionnaire, taking into account all feedback received from pilot testing.

**Ask multiple questions to fully explore each concept in the questionnaire.** On a basic math test, you would not ask one question to determine if a student has mastered addition, subtraction, multiplication and division. Rather, you would present multiple math problems. If, for example, you want to assess participant behavior about a healthy diet, ask multiple questions about the types of foods they eat. Similarly, if you want to determine participants’ attitudes about the extent of their self-efficacy (their feeling of mastery over the given issue), ask multiple questions related to the same core issue.
**Example: Multiple items to explore self-efficacy regarding caring for diabetes**

Instructions: Indicate the extent to which you agree or disagree with the following statements.

**Instead of:** I can take care of my diabetes on my own.

**Ask:**
- I can make the right decision about when to test my blood sugar.
- AND: I can test my blood sugar on my own.
- AND: I can test my ketone levels on my own.
- AND: I can make the right decision about whether to call my doctor when my blood sugar is too high.
- AND: I can avoid eating certain foods with a lot of sugar in them.
- AND: I can exercise regularly.

**Example: Collecting information to measure change**

As shown in the example below, the way you collect information can either highlight or mask change. Pay careful attention to how you measure change. In both of the following examples, researchers developed a questionnaire that asked participants about their exposure to secondhand smoke.

**Sample Question A:**
In the past week, have you been exposed to secondhand smoke at the following places? (Circle “yes” or “no” for each location.)

- Work Yes / No
- Home Yes / No
- Restaurants Yes / No
- Bars Yes / No
- Sports events Yes / No

**Sample Question B:**
In the past week, how many times have you been exposed to secondhand smoke at the following places? (Write the number of times you have been exposed, or put a zero if you have not been exposed.)

- Work ________ times
- Home ________ times
- Restaurants ________ times
- Bars ________ times
- Sports events ________ times

Which sample question, A or B, gives you more information? Consider John Doe. In the week preceding Time 1 he was exposed to secondhand smoke 30 times (15 times at work, 10 times at restaurants, and 5 times at sports events). In the week preceding Time 2 he was exposed 5 times (three times at work, one time at a restaurant, and one time at a sports event).

Using Sample Question A, John Doe was exposed in three locations at Time 1 and in three locations at Time 2, suggesting his exposure remained the same. Sample Question A measures if there was exposure, not how much exposure there was.

Using Sample Question B, however, we can see that John Doe was exposed 30 times (in three locations) at Time 1 and five times (in three locations) at Time 2, suggesting a decrease in exposure from Time 1 to Time 2.
Exposure vs. Impact

In order for your campaign to have an impact, it must be adequately implemented. That is, without sufficient exposure, there will be no impact. Narrowcast campaigns rely on market saturation—the idea that the audience must be exposed to or see campaign materials at least three to six times before messages have an influence (Stewart & Ward, 1994).

In developing your evaluation tools, it is important to include questions that assess the level of exposure your target audience has had to the campaign. Assessing exposure includes asking audience members if they have seen a campaign, and if so, how many times, where, what the messages were, and what the materials looked like. For example:

<table>
<thead>
<tr>
<th>Example: Exposure questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you remember seeing any small posters on a wall or door about drinking alcohol during pregnancy?</td>
</tr>
<tr>
<td>If yes:</td>
</tr>
<tr>
<td>a. What did the picture look like?</td>
</tr>
<tr>
<td>b. What color or colors was the poster?</td>
</tr>
<tr>
<td>c. What message or words were on the poster?</td>
</tr>
<tr>
<td>d. Where did you see the poster?</td>
</tr>
<tr>
<td>e. How many times did you see it at this place?</td>
</tr>
</tbody>
</table>

Notice in the above example that the exposure questions do not include information about a specific campaign message: they are general and open-ended. This is important so that you do not cue participants to falsely recall your campaign. When determining levels of exposure, distinguish between exposure to a campaign and exposure to your particular campaign.

**General campaign exposure**

Question 1 in the example above (Do you remember seeing any small posters on a wall or door about drinking alcohol during pregnancy?) assesses exposure to any materials having to do with your campaign topic (in this case, drinking alcohol during pregnancy). Two categories of participants will emerge from this question: those who saw a campaign and those who did not. You can then analyze differences in knowledge, attitudes, and beliefs due to exposure to a campaign. That is, you can compare persons who said yes they saw a campaign with those that said no they did not see a campaign. Level of exposure will determine whether your campaign was strong enough to even have an impact.

**Exposure to your specific campaign**

Questions a-e above solicit details about the campaign(s) participants recall seeing. Through these open-ended questions, you can determine whether participants saw your materials or other campaign materials. By comparing participants who saw your campaign to participants who saw another campaign, you can determine whether there is an impact due specifically to your campaign or to a campaign in general.
Data Management and Analysis

In addition to designing the evaluation for your campaign, your evaluation partner should be responsible for data management and analysis. Because data management and analysis is often more cumbersome than it might seem, it is best left to the experts. Data management includes creating a database with a systematic coding scheme and making sure that all data has been accurately coded and entered into the database. Depending on the scope of your evaluation, data analysis can be very straightforward or very complex. The most straightforward analyses can be done in a spreadsheet program such as Microsoft Excel, while more complex analyses should be conducted using statistical programs such as SPSS or SAS.

Work with your evaluation partner to find the best strategy to fit your needs and your budget. You may not have enough funds to have your evaluator do all aspects of data management, so look for ways to make the evaluation less expensive. Some suggestions for reducing your evaluation costs are described below.

Low-Cost vs. High-Cost Evaluations

Evaluation costs vary widely depending on research methods, goals and objectives. Since funding is often limited, you probably will not be able to implement a perfect experimental design to test the impact of your campaign. However, even with limited funds, you can gain valuable information. The goal is to make the most of the funds that are available for your evaluation.

Evaluation costs vary due to the following factors:

- **Scope of the project.** If your campaign is very widespread, you may not be able to evaluate all aspects of or sites involved in your campaign.
- **Methods of data collection.** Random telephone interviews cost considerably more than hiring staff to conduct in-person interviews, which in turn costs more than hiring staff to collect self-administered questionnaires.
- **Length of survey instrument.** The longer a questionnaire or interview takes to administer, the higher the cost of your evaluation will be. Limit your survey to only those questions that are related to your objectives.
- **Incentives.** It is recommended that you offer incentives for participation in your evaluation. Even small incentives, such as $5 gift cards/certificates, food, small stuffed animals for the participants’ children, t-shirts, etc., go a long way to entice participation.

Keep in mind that some costs cannot be cut. For example, if your target population has a very low reading level, it would be ineffective to ask them to fill out a self-administered questionnaire. In this case, one-on-one contact would be necessary, even if you are trying to limit your evaluation costs.

**Suggestions for keeping your evaluation costs down:**

- Use self-administered questionnaires at targeted sites rather than telephone interviews.
- Hire members of your community to collect data rather than hiring a survey research company.
- Data coding and entry can be done by CBO staff or volunteers instead of evaluation staff.
- Secure donations for participant incentives instead of providing cash to participants.
Case Study: Adolescent Alcohol Use and Pregnancy

Halpert-Schilt, et al. (2001) developed a narrowcast campaign to communicate the risks of alcohol use during pregnancy to adolescent African American and Latina girls. The campaign used posters with tear-off cards, placed in public and private spaces including restrooms, fitting rooms, elevators, doctor’s office waiting rooms, and beauty parlors. In these locations, adolescents were likely to be alone for a few minutes, with “little to do but read the message,” (Halpert-Schilt et al., 2001). Evaluation of the narrowcast campaign using repeated cross-sectional surveys showed that adolescent African American girls’ knowledge of the dangers of drinking alcohol during pregnancy increased significantly from baseline. While Latina teens’ knowledge also increased from baseline, the increase was not statistically significant (Halpert-Schilt et al., 2001).

Much of the success of this campaign can be attributed to careful and comprehensive formative research. This campaign offers an example of utilizing multiple forms of formative research effectively: consulting key community leaders to assist in choosing a marketing company that was respected by the target community, utilizing these leaders to help recruit the target population for focus groups and conduct focus groups among the target population, and conducting baseline surveys at local schools and community-based organizations to establish a solid understanding of attitudes toward prenatal alcohol use.
CONCLUSIONS

Many groups and organizations want to create campaigns to improve health in their communities. Traditional health communication campaigns, however, are costly and time-consuming. Narrowcast campaigns offer a valuable and cost-effective approach to health communications for nonprofit organizations.

This manual provides concrete resources for you so that you can create your own narrowcast campaign. In doing so, you will learn about your community, develop lasting partnerships, empower members of your target audience, and work towards improving the health of your community.

In addition to using this guide as a tool for producing and evaluating a narrowcast campaign, use it to assist you with your other programs. Recognize your organizational capacities and build on them to impact your community with the means available to you. Remember, a little creativity can go a long way in helping you achieve your goals.

We hope that we have provided you with a useful tool. Good luck in your pursuit of improved community health!
REFERENCES


## APPENDIX A: WEBSITES FOR POPULATION STATISTICS

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>WEBSITE</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Census Bureau</td>
<td><a href="http://www.census.gov">www.census.gov</a></td>
</tr>
<tr>
<td>National Institutes of Health (NIH)</td>
<td><a href="http://www.nih.gov">www.nih.gov</a></td>
</tr>
<tr>
<td>Centers for Disease Control and Prevention (CDC)</td>
<td><a href="http://www.cdc.gov">www.cdc.gov</a></td>
</tr>
<tr>
<td>Morbidity and Mortality Weekly Report</td>
<td><a href="http://www.cdc.gov/mmwr/mmwr.html">www.cdc.gov/mmwr/mmwr.html</a></td>
</tr>
<tr>
<td>Substance Abuse and Mental Health Services Administration (SAMHSA)</td>
<td><a href="http://www.samhsa.gov">www.samhsa.gov</a></td>
</tr>
<tr>
<td>American Cancer Society</td>
<td><a href="http://www.cancer.org">www.cancer.org</a></td>
</tr>
<tr>
<td>Healthy People 2010</td>
<td><a href="http://www.healthypeople.gov">www.healthypeople.gov</a></td>
</tr>
<tr>
<td>California Health Interview Survey</td>
<td><a href="http://www.chis.ucla.edu">www.chis.ucla.edu</a></td>
</tr>
<tr>
<td>The National Association of Local Boards of Health</td>
<td><a href="http://www.nalboh.org">www.nalboh.org</a></td>
</tr>
<tr>
<td>The National Association of County and City Health Officials</td>
<td><a href="http://www.naccho.org">www.naccho.org</a></td>
</tr>
<tr>
<td>Local/county Departments of Health Services</td>
<td>Varies by community</td>
</tr>
</tbody>
</table>
APPENDIX B:
SAMPLE RELEASE WAIVER

In consideration of my engagement as a model, upon the terms herewith stated, I hereby give to [photographer’s name goes here] his/her heirs, legal representatives and assigns, those for whom [photographer’s name goes here] is acting, and those acting with his/her authority and permission:

a) the unrestricted right and permission to copyright and use, re-use, publish, and republish photographic portraits or pictures of me or in which I may be included intact or in part, composite or distorted in character or form, without restriction as to changes or transformations in conjunction with my own or a fictitious name, or reproduction hereof in color or otherwise, made through any and all media now or hereafter known for illustration, art, promotion, advertising, trade, or any other purpose whatsoever.

b) I also permit the use of any printed material in connection therewith.

c) I hereby relinquish any right that I may have to examine or approve the completed product or products or the advertising copy or printed matter that may be used in conjunction therewith or the use to which it may be applied.

d) I hereby release, discharge and agree to save harmless [photographer], his/her heirs, legal representatives or assigns, and all persons functioning under his/her permission or authority, or those for whom he/she is functioning, from any liability by virtue of any blurring, distortion, alteration, optical illusion, or use in composite form whether intentional or otherwise, that may occur or be produced in the taking of said picture or in any subsequent processing thereof, as well as any publication thereof, including without limitation any claims for libel or invasion of privacy.

e) I hereby affirm that I am over the age of majority and have the right to contract in my own name. I have read the above authorization, release and agreement, prior to its execution; I fully understand the contents thereof. This agreement shall be binding upon me and my heirs, legal representatives and assigns.

Dated: ______________________________
Signed: __________________________________________________________________________________
Address: __________________________________________________ Phone: ________________
City: ______________________________________ State: _________ Zip: ________________
Witness: _________________________________________________________________________________
APPENDIX C:
PRINCIPLES OF PARTNERSHIP

The Community-Campus Partnerships for Health (*Partnerships Perspectives*, Volume I, Issue II, Summer 2000) identified basic principles that can help you develop a successful partnership with any type of organization. While each principle is important, the first provides a particularly helpful guide for developing a partnership to support a narrowcast campaign.

Keep in mind that your partnership might not adhere exactly to all of the principles described. Partnerships can take many different forms, so view these principles as a guide, rather than a prescription, for developing effective partnerships.

1. **Partnerships have agreed-upon mission, values, goals and measurable outcomes.** Reaching the point where a partnership includes these agreed-upon elements includes three stages: *identification*, *development*, and *maintenance*.

   The *identification* stage involves meeting with potential partners to determine the scope of work of the partnership and decide on a common goal. An important component of this stage is conducting an honest assessment of whether it useful to work together as partners.

   The *development* stage involves continuing to negotiate the agreed-upon mission, values, goals and measurable outcomes. The end result of this stage is a well-defined mission statement and a plan of how to fulfill the mission, whether through continued knowledge- and skills-building as a partnership, or by applying for funding to implement a project that fulfills some part of your mission. In the case of a narrowcast campaign, you may begin your partnership at the development stage, since you have already identified the goal and end product of the campaign. It is during the development stage that partners will determine whether they are truly committed to the partnership for the long term.

   In *maintenance*, the final stage, the partners determine how the partnership can further benefit their constituents, and how they must collaborate in order to reach their common goal. This stage can involve finalizing the mission of the partnership, reaffirming a commitment to the agreed-upon values and goals, and determining the short- and long-term outcomes for the partnership.

2. **The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.**
3. The partnership builds upon identified strengths and assets, but also addresses areas that need improvement. It is important to identify the role that each partner is best suited to fulfill in your partnership. The defining and assigning of roles should be based on the strengths and assets of each partner.

4. The partnership balances power and enables resources to be shared among partners. Each partner may have a different kind of resources to share, such as financial contributions, in-kind donations, specific knowledge or skills, or personnel time.

5. There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the measuring of terms.

6. Roles, norms, and processes for the partnership are established with the input and agreement of all partners.

7. There is feedback to, among and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.

8. Partners share the credit for the partnership accomplishments.

9. Partnerships take time to develop and evolve over time.
APPENDIX D: CALCULATING PERSONNEL COSTS

To create the personnel portion of a line item budget for your narrowcast campaign, you must first determine your staffing needs and level of effort required for each staff member. Then, you must also determine each staff member’s salary. Each of these steps is described in detail below.

1. Determine staffing needs.
   - **Project director** to provide general oversight to the program. This person should be at a senior management level. He/she needs to work approximately eight hours per week on the project (8 hours per week = 8/40 = 20% or .2 FTE). Remember that even though the project director will work part time on your project, the project director might be a full-time employee of the agency.
   - **Outreach coordinator** to provide day-to-day supervision and implementation activities. He/she needs to work 40 hours per week on the project (100% or 1 FTE). The outreach coordinator should have a bachelor’s degree or at least five years of relevant experience.
   - **Outreach workers** to develop relationships with community and to post and maintain campaign materials. If, for example, you determine that you want to hire four part-time employees, each of whom will work 10 hours per week, then 10 hours per week x 4 outreach workers = 40 hours, or 1 FTE, but remember when calculating fringe benefits that these are part-time employees.

2. Determine staff salaries.
   - Staff salaries can be presented in a variety of ways: annual salary, monthly or weekly salary, or hourly wage. When preparing a project budget, it is best to be consistent in the salary format you use, and in most cases, it is easiest to work with the annual salary. If you have calculated an hourly rate, it is easy to convert to an annual salary by multiplying the hourly wage x 2,080 hours (40 hours per week x 52 weeks) per year. For example, if you pay someone $12.50 an hour and they work 40 hours per week, then:
     
     \[
     \begin{align*}
     \text{Annual Salary} &= \text{Hourly Wage} \times \text{Hours per Week} \times \text{Weeks per Year} \\
     &= 12.50 \times 40 \times 52 = 26,000
     \end{align*}
     \]
   - If your project will employ existing agency staff, then salaries for your project will most likely reflect these staff members’ current salaries.
   - If hiring new staff, it is suggested that you assess current salaries for similar positions in your community. Some agencies, such as the Center for Non Profit Management (www.cnmsocal.org), periodically publish local salary surveys, or you can check with other agencies or review classified ads for more information.
### Personnel Costs Example

<table>
<thead>
<tr>
<th>Full-time employees</th>
<th>Period</th>
<th>Annual Salary</th>
<th>% Effort (FTE)</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>12 mos.</td>
<td>$50,000</td>
<td>20% (.2 FTE)</td>
<td>$10,000</td>
</tr>
<tr>
<td>Outreach Coordinator</td>
<td>12 mos.</td>
<td>$38,000</td>
<td>100% (1 FTE)</td>
<td>$38,000</td>
</tr>
<tr>
<td>Total FT employee salaries</td>
<td></td>
<td></td>
<td></td>
<td>$48,000</td>
</tr>
<tr>
<td>Fringe (32%)*</td>
<td></td>
<td></td>
<td></td>
<td>$15,360</td>
</tr>
<tr>
<td><strong>Total FT employee cost</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>$63,360</strong></td>
</tr>
</tbody>
</table>

| Part-time employees                  |          |               |                |          |
| Outreach workers                     | 12 mos.  | $20,000       | 4 x 25% (1 FTE) | $20,000  |
| Fringe (5%)*                         |          |               |                | $1,000   |
| **Total PT employee cost**           |          |               |                | **$21,000**|
| **Total Personnel Costs**            |          |               |                | **$74,360**|

*In this example, the agency’s fringe benefits rate is 32% for full-time employees and 5% for part-time employees.
APPENDIX E: CALCULATING INDIRECT COSTS

From a program perspective, it is important to know what the indirect rates are for your organization and any partner organization with which you are working. Additionally, if you are seeking funds from an outside organization, you should also check their limitations for indirect costs, since many funders do place a cap on the indirect costs they are willing to pay. You should also check with your organization and potential funder for specifics on how the indirect cost is calculated. In some cases, it is based solely on personnel costs (salaries and fringe), while in other cases, it is based on the total program budget (personnel and operating costs). Occasionally, however, the indirect rate may be based on specific budget items (for example, personnel and all operating expenses except for equipment). It is important to know how the indirect costs are calculated, since the formula you use can make a significant difference in your total budget, as shown in the example below.

Example: Calculating Indirect Costs

Our budget examples in Section III and Appendix C showed the following calculations:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Costs (salaries and fringe)</td>
<td>$74,360</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$50,800</td>
</tr>
<tr>
<td><strong>Total Personnel + Operating</strong></td>
<td><strong>$125,160</strong></td>
</tr>
</tbody>
</table>

If, for example, your agency has an indirect rate of 12% and the policy is to calculate the indirect cost based on personnel costs, then the indirect costs would be equal to 12% of $74,360, or $8,923. The grand total for the budget would be calculated as follows:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Costs</td>
<td>$74,360</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$50,800</td>
</tr>
<tr>
<td><strong>Total Personnel + Operating</strong></td>
<td><strong>$125,160</strong></td>
</tr>
<tr>
<td>Indirect (12% of personnel)</td>
<td><strong>$8,923</strong></td>
</tr>
<tr>
<td><strong>TOTAL BUDGET</strong></td>
<td><strong>$134,083</strong></td>
</tr>
</tbody>
</table>

However, if the indirect cost is calculated based on the total operating budget, then the indirect rate would be equal to 12% of $125,160, or $15,019.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Costs</td>
<td>$74,360</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$50,800</td>
</tr>
<tr>
<td><strong>Total Personnel + Operating</strong></td>
<td><strong>$125,160</strong></td>
</tr>
<tr>
<td>Indirect (12% of total expenses)</td>
<td><strong>$15,019</strong></td>
</tr>
<tr>
<td><strong>TOTAL BUDGET</strong></td>
<td><strong>$140,179</strong></td>
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</table>
## Sample Budget

### PERSONNEL

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE ON PROJECT</th>
<th>MONTHS</th>
<th>% EFFORT ON PROJECT</th>
<th>SALARY REQUESTED</th>
<th>FRINGE BENEFITS</th>
<th>TOTALS</th>
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<tbody>
<tr>
<td>J. Doe</td>
<td>Investigator</td>
<td>12</td>
<td>5%</td>
<td>$5,000</td>
<td>$1,250</td>
<td>$6,250</td>
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<tr>
<td>M. Narrow</td>
<td>Co-investigator</td>
<td>12</td>
<td>3%</td>
<td>$2,400</td>
<td>$600</td>
<td>$3,000</td>
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<tr>
<td>C. Cast</td>
<td>Coordinator</td>
<td>12</td>
<td>67%</td>
<td>$33,613</td>
<td>$8,403</td>
<td>$42,016</td>
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<tr>
<td>TBD</td>
<td>Biostatistician</td>
<td>12</td>
<td>20%</td>
<td>$9,738</td>
<td>$2,435</td>
<td>$12,173</td>
</tr>
<tr>
<td>TBD</td>
<td>Project Asst</td>
<td>12</td>
<td>5%</td>
<td>$1,856</td>
<td>$464</td>
<td>$2,320</td>
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<tr>
<td>TBD</td>
<td>Interviewer</td>
<td>2</td>
<td>100%</td>
<td>$5,237</td>
<td>$523</td>
<td>$5,760</td>
</tr>
</tbody>
</table>

**SUBTOTALS**

| TOTALS | $63,081 | $14,198 | $77,279 |

### CONSULTANT COSTS

| CONSULTANT COSTS | $0 |

### EQUIPMENT (Itemize)

| EQUIPMENT | $0 |

### SUPPLIES

<table>
<thead>
<tr>
<th>SUPPLIES</th>
<th>TOTALS</th>
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</thead>
<tbody>
<tr>
<td>Phone/fax</td>
<td>$1,100</td>
</tr>
<tr>
<td>Mail/photocopying</td>
<td>$1,100</td>
</tr>
<tr>
<td>Equipment insurance/maintenance</td>
<td>$585</td>
</tr>
</tbody>
</table>

### TRAVEL

<table>
<thead>
<tr>
<th>TRAVEL</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-state travel</td>
<td>$1,500</td>
</tr>
<tr>
<td>Out-state travel</td>
<td>$3,000</td>
</tr>
</tbody>
</table>

### OTHER EXPENSES (Itemize)

| OTHER EXPENSES | $0 |

**SUBTOTAL DIRECT COSTS FOR NEXT BUDGET PERIOD**

| TOTALS | $84,564 |

### CONSORTIUM / CONTRACTUAL COSTS

| TOTALS | $112,150 |

**TOTAL DIRECT COSTS FOR NEXT PROJECT PERIOD**

| TOTALS | $196,714 |

### F&A COSTS FOR NEXT PROJECT PERIOD (IDC RATE: 31% OF PERSONNEL)

| TOTALS | $23,956 |

**TOTAL COSTS FOR PROJECT PERIOD**

| TOTALS | $220,670 |
Sample Budget Justification

**Personnel**

**J. Doe, Principal Investigator.** Oversees all programmatic aspects and ensures compliance with proposal outline. Responsible for overseeing evaluation design, data collection and analysis, and supervision of program staff. The Principal Investigator will also be involved in the review of progress reports and the final project document as well as submitting articles for publication. She is budgeted at 5%. Fringe benefits for this position were calculated at the faculty rate of 25%.

**M. Narro, Co-investigator.** Supervises the development of survey instruments and technical assistance trainings, recruitment of subjects, and data entry. He will work with the project investigators on statistical analysis, provide technical oversight to evaluation activities, and help prepare manuscripts and final reports for the project. He is budgeted at 3%. Fringe benefits for this position were calculated at the faculty rate of 25%.

**C. Cast, Project Coordinator.** Coordinates the design and implementation of the project, including instrument development and obtaining IRB approval. Responsible for communication with collaborators and potential advisors. Also responsible for design solutions for all methodological elements of data collection and analysis and adherence to timelines. Will provide programmatic assistance as needed. This position is budgeted at 67%. Fringe benefits for this position were calculated at the career staff rate of 25%.

**TBA, Biostatistician.** This person will analyze data and offer technical assistance to project staff on the coding and analysis of data. This position is budgeted at 20%. Associated fringe benefits have been calculated at the career staff rate of 25%.

**TBA, Project Assistant.** This person will provide administrative support to project staff. This position is budgeted for 5% with associated fringe benefits calculated at the career staff rate of 25%.

**TBA, Interviewers (2).** Two individuals will be hired to conduct interviews for data collection purposes in survey locations. These individuals must be bilingual (English, Spanish). Each interviewer will be hired for two months at 100% time. Fringe benefits for these positions were calculated at the limited staff rate of 10%.
Office Expenses

Telephone and fax costs for general use related to the project.

Postage for general correspondence and mailings.

Copying of materials, evaluation questionnaires, regular correspondence, research protocols, etc. Printing of documents such as questionnaires, routine correspondence, and special mailings to persons involved in the project (questionnaires, contracts, compensation).

Equipment insurance and maintenance includes funds to cover repair and service agreements on computers, printers, fax and scanner.

Travel

The cost of travel includes in-state travel by project staff to and from program sites for trainings, interviews, meetings, and as needed. Out-of-state travel includes costs associated with traveling to and from Washington, DC for semiannual meetings with funders as well as for project-related conferences.

Subcontracts

Health Collaborative. Responsible for overseeing project implementation and maintenance in Compton and Long Beach, CA.

Health Alliance. Responsible for overseeing project implementation and maintenance in Bakersfield, CA.

Marketing Group. Responsible for developing the materials for the campaign in Compton, CA.

Other Expenses

There are no items under Other Expenses.

Facilities and Administrative Costs (F&A)

F&A costs were calculated at 31% of the total personnel costs.
APPENDIX G:
TIPS FOR HOLDING FOCUS GROUPS

As discussed in Section II, focus groups are an important part of the formative research for any narrowcast campaign. Review these guidelines before conducting your focus group interviews, then refer to Appendix H for a detailed guide on leading a focus group.

- Focus group interviews should last between one and a half and two hours. The moderator should prepare by reviewing the focus group interview guide (See Appendix H) and determining how long to spend on each section.
- Each focus group interview should have between eight and 12 participants. Because people often do not show up, it is a good idea to schedule up to 15 participants (or fewer if you are sure your group is reliable).
- The day before their scheduled focus group interview, call participants to remind them about the group and what time to arrive.
- Hold focus group interviews in a convenient location for your participants.
- If your focus group interview participants are parents, offer childcare so your participants will not need to hire a babysitter.
- Provide beverages and snacks for your focus group interview participants. Refreshments will make the participants more comfortable, which will make them more likely to provide you with more information.
- Provide your participants with an incentive for their participation. Gift certificates or cash are always appreciated.
- Make sure to audiotape focus group interviews. Explain to the participants that you will be taping them before you begin.
- Remind participants that everything said in the focus group will be held in confidence and that participants’ names will not be shared or recorded in the audiotape or group transcription.
- Start with an introduction. Ask participants to tell one thing about themselves, their pets, their children, or their favorite thing to do. The introduction is important as an icebreaker, so make sure to ask something innocuous and not of a very personal nature.
- The moderator should ask for feedback from all participants. It is the moderator’s job to keep overbearing participants from taking over the group and to make sure that quiet participants have an opportunity to share their opinions. This can be one of the most difficult parts of running a focus group.
- Probe participants’ responses by asking follow-up questions in order to obtain more in-depth or detailed information when necessary.
APPENDIX H:
SAMPLE FOCUS GROUP GUIDE

Moderator’s Discussion Guide:
Initial Focus Group Interviews on Alcohol and Pregnancy

The authors of this manual used the following discussion outline in conducting focus groups in our own narrowcast campaign on prenatal alcohol use prevention. Even if your narrowcast project addresses a different topic, you will be able to use many of these activities, questions and guidelines in your own focus group interviews.

Introduction and Warm-Up/Setting the Mood (15 minutes)

General Introduction of Focus Groups
Hi, our names are [name] and [name] and we are from [organization]. We have come to talk with you and ask you some questions about the different issues involving women and their health and your opinions on different health messages. Our purpose today is to get your feedback on what you think of different posters that we will show you, if you think they are effective, what you notice, and what you like and do not like about them. We would also like your opinions on how you think the posters we show you could be improved.

We will be tape recording our conversation, but that is just to help us remember what we talked about. We will summarize what you said for a report but your names will not be included in the report. We hope that what we learn from you today will let us create an effective health campaign that addresses your concerns. We hope you will feel comfortable in critiquing the different posters you will see.

Before we begin, do you have any questions?

Self-Introduction
We’ll go around the table. Please tell us your first name (you can make up a name instead of using your real name) and something interesting about you. It doesn’t have to be personal in nature, you can tell us about your favorite place or your favorite thing to do.

Health (10-15 minutes)

Good health practices/Healthy living
When we say good health practices and healthy living, what does that mean to you?

- What should you do to stay healthy?
- What should you not do to stay healthy?
- Where do you find out about these things? Do you talk about these things often?
Alcohol – Let’s talk about drinking alcohol.

Different people have different beliefs about how much alcohol is safe to drink and some people are unclear about how much alcohol is safe to drink.

- What amount of alcohol would you say most people drink?
- Do you believe that drinking is healthy or unhealthy? Why do you feel that way?

Pregnancy (25 minutes)

Now let’s talk about health and pregnancy.

What are some of the health concerns that women have when they become pregnant?

- Do you think doctors address these concerns?
- Who else besides doctors address these concerns?
- How can women can get more information when they have these concerns?

What are the things a pregnant woman should not do?

- Why?
- What could happen if she does this?
- How do you know this? (Where did you get this information?)

Do you think women who are pregnant drink alcohol? How much alcohol do you think they drink?

Do you know of any advice (or recommendations) for drinking alcohol during pregnancy?

- What are the recommendations?
- Where did you learn about them?
- Are the recommendations clear or unclear?
- Do you think women get different messages about drinking during pregnancy from different people?

Is there any time during a pregnancy when it is OK to drink?

- At the beginning? In the middle? At the end? Why do you think that?
- Is there any time during pregnancy when you have to be especially careful about drinking? When? Why?

Is there any kind of alcohol that is OK to drink while you’re pregnant? Are there any kinds that are worse than others?
Do you believe that drinking alcohol during pregnancy can hurt the baby?

- Why/Why not?
- If you think it can, will it always, or only sometimes, harm the baby?
- How much alcohol can you drink safely while pregnant before it can affect the baby?

Do you know of any risks associated with drinking during pregnancy?

- What are they? Describe…
- Are they risks for the mother? For the baby?

Do you think:

- That drinking any amount of alcohol when you’re pregnant can cause your baby to have problems?
- That problems caused by drinking alcohol can happen at any time during pregnancy or do they happen more at during a particular trimester?
- That problems caused by a pregnant woman drinking alcohol can happen before she even knows she is pregnant?

Messages (25-30 minutes)

What words would you use to describe what can happen to the baby if the mother drinks alcohol during her pregnancy?

How can we tell women like you about these problems caused by drinking during pregnancy?

- What words would make the strongest impression on you?
- What kind of picture would make women like you really think twice before drinking when pregnant?

If we put these messages on posters, where are the best places to put these posters so that women like you will see them? Where should we not put them? (Probe for detail and suggest specific places and get reactions, to places they mentioned at the beginning of the discussion as places they go.)

Wrap-Up (5 minutes)

Reiterate points. Thank participants for their attendance and input.
## Sites that refused campaign materials

<table>
<thead>
<tr>
<th>Ex.</th>
<th>Initial Date</th>
<th>Return Date</th>
<th>Contact</th>
<th>Location Type</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone</th>
<th>1st Visit</th>
<th>2nd Visit</th>
<th>Take-In Materials</th>
<th>Don’t go back</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2/03/04</td>
<td>2/18/04</td>
<td>Cindy Smith</td>
<td>Clinic</td>
<td>123 N. Hill St.</td>
<td>Arvin</td>
<td>93203</td>
<td>555-3311</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>B</td>
<td>2/03/04</td>
<td>2/18/04</td>
<td>Susan Jones</td>
<td>Nail salon</td>
<td>456 Bear Mt. Blvd.</td>
<td>Arvin</td>
<td>93203</td>
<td>555-6679</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>C</td>
<td>2/12/04</td>
<td>3/07/04</td>
<td>Mary Doe</td>
<td>Clinic</td>
<td>789 Jefferson St.</td>
<td>Delano</td>
<td>93215</td>
<td>555-6723</td>
<td>X</td>
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<td>X</td>
</tr>
<tr>
<td>D</td>
<td>2/12/04</td>
<td></td>
<td>Gloria Smith</td>
<td>Restaurant</td>
<td>1001 Main St.</td>
<td>Delano</td>
<td>93215</td>
<td>555-7424</td>
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</tr>
<tr>
<td>E</td>
<td>2/12/04</td>
<td></td>
<td>Jane Doe</td>
<td>Restaurant</td>
<td>3443 Garcia Hwy.</td>
<td>Delano</td>
<td>93215</td>
<td>555-4856</td>
<td></td>
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</tr>
</tbody>
</table>

In Examples A and B, the sites refused to post materials on February 3 and again on February 18. Because these sites refused materials twice, do not go back to them.

In Example C, the site refused to post materials on February 12. However, on March 7 they did agree to post materials. Persistence pays off! In this case, the outreach worker should visit the location soon after they posted to make sure the materials are still in place.

In Examples D and E, the sites refused to post materials on February 12. These sites have not yet been revisited.
APPENDIX J: GLOSSARY

Audience segmentation: the process of splitting your audience based on specific criteria, such as demographic factors, attitudes, behaviors or stage of readiness to adopt a new behavior.

Broadcast campaigns: campaigns that appeal to large, scattered, “generic” audiences through mass media channels.

Budget justification: a narrative description of each of the items in your line item budget.

Channel analysis: the study of how different media channels are used.

Comparison group: a group to which another is compared. In narrowcast campaign evaluation, this can take on many meanings. It can describe:
   1. The baseline group (Time 1) to which the post-test group (Time 2) is compared;
   2. A group of participants who live outside the campaign area but who are similar in sociodemographic characteristics to the target audience. This group offers a comparison to the target audience; and
   3. Participants in your target audience who were not exposed to your campaign at Time 2. This group is a comparison for those who were exposed at Time 2.

Construct: a hypothetical entity that cannot directly be observed; it is measured though questions that act as a proxy for the entity. For example, self-esteem, unlike height or blood pressure, cannot be measured directly. However, by asking a number of questions, you can get a sense of an individual’s level of self-esteem.

Convenience sample: a survey sample chosen from the audience available to you. This sample is often not representative of the greater population.

Direct expenses: those expenses that can be directly associated with a specific program.

Double-barreled question: a question that asks about more than one attitude, belief or behavior at a time. Because of the unclear meaning of the question, it is impossible to determine to which part of the question the participant is responding.

Fiscal agent: the agency responsible for overseeing the fiscal administration of the grant. This includes forming subcontracts, requesting continued funding, budget revisions, and serving as the liaison between the funder and the subcontractors.

Focus group interview: a group interview led by a moderator. The moderator asks the group numerous questions about the topic of interest to learn about the group’s knowledge, attitudes, beliefs, behavior, and opinions related to the topic. The moderator solicits input from all members of the group and guides (or focuses) the discussion to obtain information.
Formative research: includes all research, formal and informal, conducted to assist in the creation of your campaign.

Gatekeeper: an individual who has stature in the community and can allow your messages to reach your intended audiences. Clinic administrators, doctors, and storekeepers are examples of gatekeepers.

Gatekeeper review: the study of the individuals who decide whether to allow your narrowcast campaign materials in their business or institution.

Goal: a statement that expresses what the narrowcast campaign intends to accomplish.

Indirect costs: program costs that are not directly tied to any specific project but to the overall operation of the organization, such as human resources and accounting. (Also called overhead or facilities and administrative costs.)

Leading question: a question that by virtue of the way it is asked solicits biased responses.

Line item budget: the most common budget format. In this format, budget items are presented line-by-line in fairly standard categories.

Loaded question: a question that includes words that are emotionally charged and carry weight. Responses to loaded questions are often biased toward socially desirable responses.

Narrowcast campaign: a marketing and communication strategy that uses highly focused messages targeted to specific populations, often in defined geographic areas.

Nichefication: the process by which marketers target specific audiences (niche markets) to sell their products or ideas.

Needs assessment: a study conducted to determine what health (or other) services are lacking in a community. The size and scope of the assessment will vary with the size and scope of the agency doing the needs assessment.

Objective: a specific change anticipated due to the campaign or other intervention.

Outcome objective: an objective regarding a specific change in knowledge, attitudes, behavior or health anticipated as a result of the campaign.

Process objective: an objective regarding the processes to be performed by program staff anticipated as a result of the campaign. For example: Give out 500 t-shirts to children in a clinic during the duration of the project.

Knowledge objective: an objective regarding the expected increase in knowledge due to your narrowcast campaign.

Attitude objective: an objective regarding the expected shift in attitudes due to exposure to your narrowcast campaign.

Behavioral objective: an objective regarding the expected shift in behavior due to exposure to your narrowcast campaign.
**Observational study:** a research study in which the researcher watches, or observes, a behavior and records what he or she sees. This could be very basic (e.g., recording the number of cars that pass through an intersection) or more complex (e.g., recording the gender, estimated age and ethnicity of individuals who stop to review your campaign materials, length of time individuals spend reviewing materials).

**Operating expenses:** the costs associated with the operation of your narrowcast campaign. This includes office expenses, travel, equipment, and subcontracts.

**Organizational analysis:** an assessment of the capacity of organizations involved in your campaign.

**Original photos or art:** images created specifically for your campaign. The lead agency (or an agency determined in the contract) should own the original art.

**Pretesting:** the process by which potential materials and/or evaluation tools are shared with members of your target audience to solicit their feedback; a key process in formative research.

**Questionnaire:** A common tool for measuring change; a group of questions or statements in written form to which research participants respond.

**Quota sample:** a sample consisting of a set number of participants from each of your audience segments.

**Readability testing:** an analysis of the literacy level required to read and understand the printed material. Both campaign materials and evaluation tools should be at a 4th-6th grade reading level.

**SMART:** an acronym describing the elements of a meaningful objective; **Specific, Measurable, Appropriate, Realistic, Time-specific.**

**Social marketing:** using marketing techniques to “sell” social ideas. It involves the design and implementation of programs created to make specific ideas or behaviors more acceptable to people. Project planning, pricing, communication, distribution, and marketing research are important components of social marketing.

**Special population:** a subsample of the general population.

**Stock images:** images (photographs or artwork) that can be licensed for use on your campaign materials for a specific period of time, outlined in a licensing contract.

**Target audience:** the intended recipient of your message.
Acknowledgements

The authors would like to thank the following organizations and individuals for their invaluable support in the creation of our narrowcast campaign and this campaign guide:

The Center for Disease Control and Prevention (CDC) for funding our FAS prevention campaign and this narrowcast guide. In particular we would like to thank Mary Kate Weber and Louise Floyd who provided support and feedback on our project.

INMED Partnerships for Children/MotherNet L.A. for assisting with the formative research and implementing the campaign in Compton. Thanks also for providing access to the communities of Compton and Long Beach, California. Special thanks to Elena Halpert-Schilt, Patsy Adams, Veronica Trigueros, and Mary-Lynne Lasco.

The Southern California March of Dimes for their assistance with the formative research and campaign implementation and tracking in Bakersfield and San Bernardino, California. Special thanks to Barbara Rosen, Vicki Lombardo, Juli B. Coulthurst, Tamarra Jones, Victor Amezcua, and Candi Dunbar.

Thanks also to the First 5 Commissions of Kern and San Bernardino Counties for funding the narrowcast campaign development in Bakersfield and San Bernardino and the implementation and evaluation in San Bernardino.

Our campaign materials would not have been nearly as dynamic or professional without the masterful work of Rex Wilder (creative design), Elke Dobrowolski (art design), and David Kramer (photographer). Many thanks.

Thanks also to Dee Wells for dropping everything to proofread this guide, to Kathleen Marinaccio at fishbrain…graphic design for designing the layout of this guide, and to Leah Maddock for helping in numerous capacities.

Finally, our campaign would not have been possible if it were not for the support of the communities of Compton, Bakersfield, and San Bernardino. Thank you for allowing us to work with you to create and spread our very important message!

This work was supported by Centers for Disease Control and Prevention grant #S-1868-21/23, San Bernardino County First Five Commission via the March of Dimes grant #0113855, and Kern County First Five Commission via the March of Dimes grant #02014753.