

**Data Collection for Evaluation of Education, Communication, and Training (ECT)  
Activities for the Division of Global Migration and Quarantine**

**Evaluation of Adapted Health Education Materials for LEP Spanish-Speakers  
and Indigenous Migrants**

**Generic Information Collection Request  
OMB No. 0920-0932**

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**Statement B**

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LIST OF ATTACHMENTS

- Attachment A – Materials for Adaptation
- Attachment B – LEP TB QF Discussion Guide
- Attachment C – Indigenous TB Discussion Guide
- Attachment D – LEP 3 Flu Discussion Guide
- Attachment E – Indigenous 3 Flu Discussion Guide
- Attachment F – Participant Screener
- Attachment G – IRB Determination
- Attachment H – Participant Information Sheet

## Statement B. Statistical Methods

No statistical methods will be employed in this qualitative study.

### 1. Respondent Universe and Sampling Methods

Participants will be Limited English Proficient (LEP) individuals who either speak Spanish, Mixtec, or Zapotec as their primary language. The respondent universe consists of hard-to-reach groups, and the exact numbers of each stratum in the United States are unknown. There are approximately 19.3 million LEP Spanish-speakers in the United States (US Census Bureau, American Community Survey, 2010) [1]. It is estimated that there are between 500,000 – 1.25 million LEP indigenous language-speakers in the United States (2010), including individuals who speak Mixtec or Zapotec dialects.

Purposive non-probability sampling, with a focus on homogeneous sampling, will be used in order to recruit 100 Spanish-speaking individuals and 60 Mixtec- or Zapotec-speaking individuals for focus groups and in order to include the specific linguistic characteristics needed for this evaluation. This method may provide a slight sampling bias since it is not random and involves specific recruitment efforts. However, the materials being evaluated are designed for this very specific, hard-to-reach audience, and purposive non-probability sampling is needed for this type of population. The number of respondents to participate in focus groups was chosen because it will allow for 10 groups with 8-10 LEP Spanish-speakers and 6 groups with 8-10 LEP Mixtec speakers (see Table B.1), which is the number of groups that will be possible to conduct in the allotted time period in order to provide diversity in participant responses.

Table B.1:

<b>Potential Respondent Universe</b>		
<b>Entity</b>	<b>Potential Respondent</b>	<b>N</b>
Individual persons	LEP Spanish-speakers	100
Individual persons	LEP Mixtec- or Zapotec- language speakers	60
<b>Total Universe of Potential Respondents</b>		<b>160</b>

### 2. Procedures for the Collection of Information

The contractor will work with community based organizations and stakeholders to use venue-based strategies to recruit members of the target audience for the focus groups. The community based organizations regularly interact and serve members of the target audience, and have the expertise in knowing the appropriate strategies for contacting participants. Therefore they will

advise the evaluation team on best practices for establishing contact to identify potential participants. Once the community based organizations have identified potential participants, they will use a screening tool, provided to them by a contractor, to carry out the recruitment (Attachment F). In the event participants have additional questions concerning the evaluation, the community based organization can distribute a copy of the participant information sheet (Attachment H) in advance of the focus groups. Standard recruitment procedures estimate that twice the number of respondents needed must be screened in order to yield the desired number of respondents. Therefore, 320 respondents will be screened before participation.

Focus group discussions are an appropriate method for gathering qualitative feedback on educational materials. Information will be collected from 100 LEP Spanish-speaking respondents in 10 focus group discussions and 60 indigenous Mixtec- or Zapotec-language speakers in six focus group discussions (Table B.1) which will last 120 minutes. Half of the LEP Spanish-speaking focus groups will review one set of materials and the other half will review a second set of materials (Attachment A). The same is true for the indigenous focus group discussions.

Semi-structured focus group discussions will be conducted by a trained moderator from the contracted agency using discussion guides (Attachments B-E). The focus groups will be conducted in Spanish, however during the focus groups with the indigenous language populations, a certified interpreter will be present to ensure the moderator's words are appropriately communicated to discussion participants and that the words of the participants are also appropriately captured. The discussions will be audio-recorded and transcripts will be prepared from these recordings. Notes will also be taken during the discussions to ensure that records of the focus groups exist in the case of audio equipment malfunction.

Analysis will begin after the final discussion has been transcribed. A final summary report will be provided to DGMQ and will include aggregate data showing common themes in the data and recommendations for how to improve the evaluated materials, therefore in-depth qualitative analysis is not necessary.

### **3. Methods to Maximize Response Rates and Deal with Nonresponse**

The following procedures have proven effective in previous evaluations and will be used when possible to obtain at least an 80% response rate for this evaluation:

- Informing respondents of what the project is asking, why it is being asked, who will see the results, and how the results will be used, as well as discussing how respondents will benefit from the results and how the findings will be put into action (Attachment H).
- Using bilingual and bicultural interviewers and culturally and linguistically appropriate data collection instruments.
- A token of appreciation for a respondent's time and interest will be given to research

participants through the community based organizations in the form of a \$35 gift card.

- Addressing data security and confidentiality with respondents, since respondents who know their answers will not be linked to them in any way will be more likely to respond and more likely to provide truthful responses
- Minimizing the time needed for participation in the project.
- Informing respondents how much time the project will take so that they know what to expect.
- Utilizing deadlines, reminders, and follow-ups to remind respondents about the focus groups and encourage participation.
- Potential respondents will be informed about the importance of this project

#### **4. Test of Procedures or Methods to be Undertaken**

##### *Focus Groups, Large Group Discussions, and Interviews*

The discussion guides are organized by topic (Attachments B-E). The topics that will be covered are knowledge, attitudes and beliefs about influenza, TB and unsafe *queso fresco*; health information needs and trusted sources of information; preferred channels of communication; and impressions of the materials presented for feedback. All questions are semi-structured and open-ended.

#### **5. Individuals Consulted on Statistical Aspects and Individuals Collecting and/or Analyzing Data**

No statistical methods will be employed in this qualitative study.

The protocol, screeners, and discussion guides were developed in collaboration with the Oak Ridge Institute for Science and Education and were reviewed by staff of the Division of Global Migration and Quarantine.

#### **WORKS CITED**

[1] US Census Bureau, 2010. American Community Survey, “Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over.”

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>. (Retrieved 20 Dec 2011).