

CITY OF RICHMOND

DIGITAL HEALTH LITERACY PROJECT

SUMMARY OF FORMATIVE EVALUATION

COMMUNITIES IN COLLABORATION | COMUNIDADES EN COLABORACIÓN

MARCH 24, 2016

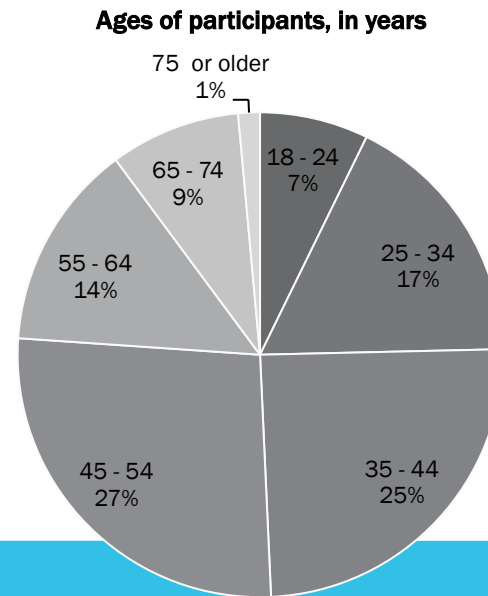
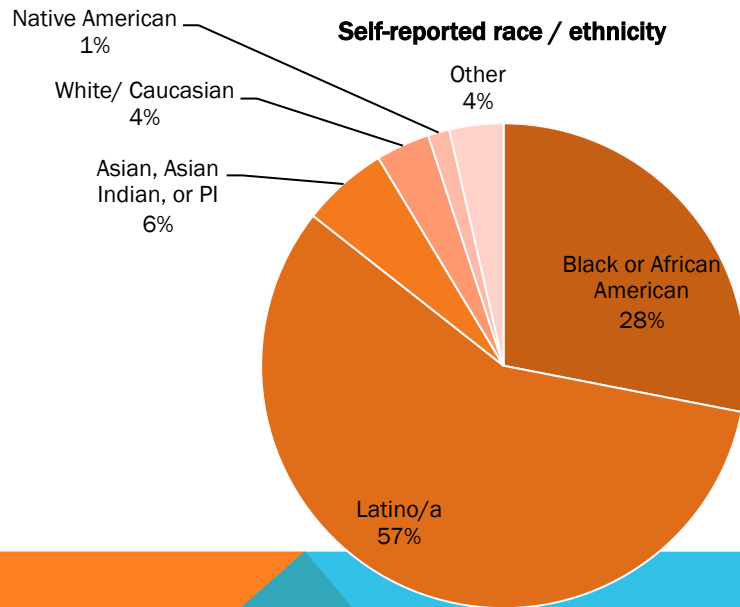
FORMATIVE EVALUATION

Evaluation of 6-month pilot period (September 2015 through February 2016), based on a number of resources:

- Pre- and Post Assessment surveys received as of February 29, 2016.
Data largely reflects trends seen with earlier sample
 - 140 pre-assessment surveys and
 - 89 post-assessment surveys
- Focus groups with class participants representing a variety of cohorts:
 - English-language group – 6 participants
 - Spanish- language group – 5 participants
- Data from the LearnerWeb platform


WHO ARE WE SERVING?

- Richmond residents. 86% of the participants reported living in Richmond
- Mostly women. 80% of participants identified themselves as female
- Half of participants reported having a school-aged child at home
- Primarily Latinas and African Americans from a broad range of age groups:



Half of the participants elected to use Spanish language materials

HOW DO THEY ACCESS THE INTERNET?


- Only 30% of participants reported having a working laptop or desktop at home prior to the program
 - However, 60% reported having access to the Internet at home, usually through Comcast or AT&T
 - Cost is by far the most common reason for not having Internet in the home
 - 51% of participants use smart phones and many reported using their smart phones for Internet access
- 

PARTICIPANT GOALS FOR THE PROGRAM

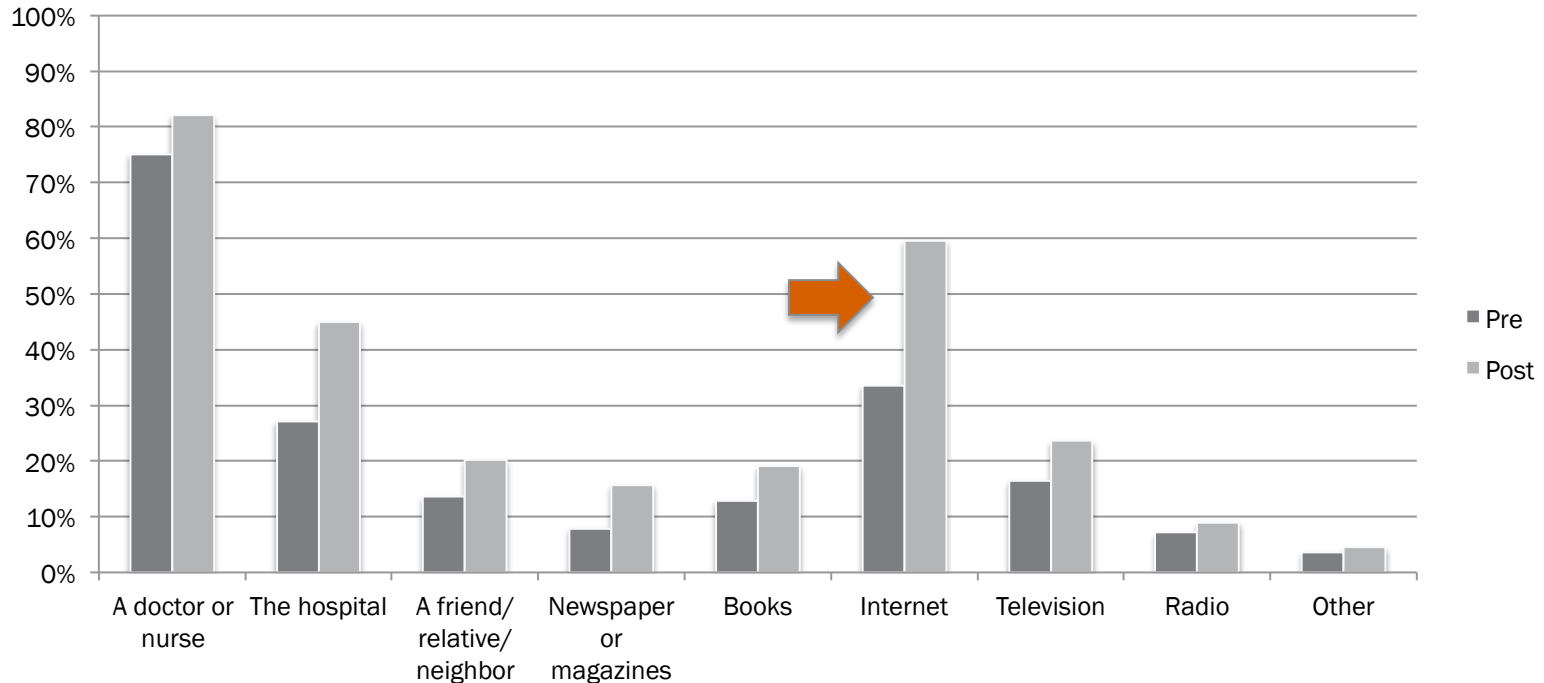
Health-related goals included:

- Finding quality health care for themselves and their families
- Maintaining a healthy lifestyle
- Answering questions regarding health care coverage

However, most participants identified learning goals outside of the basic health information offered in the program, these included:

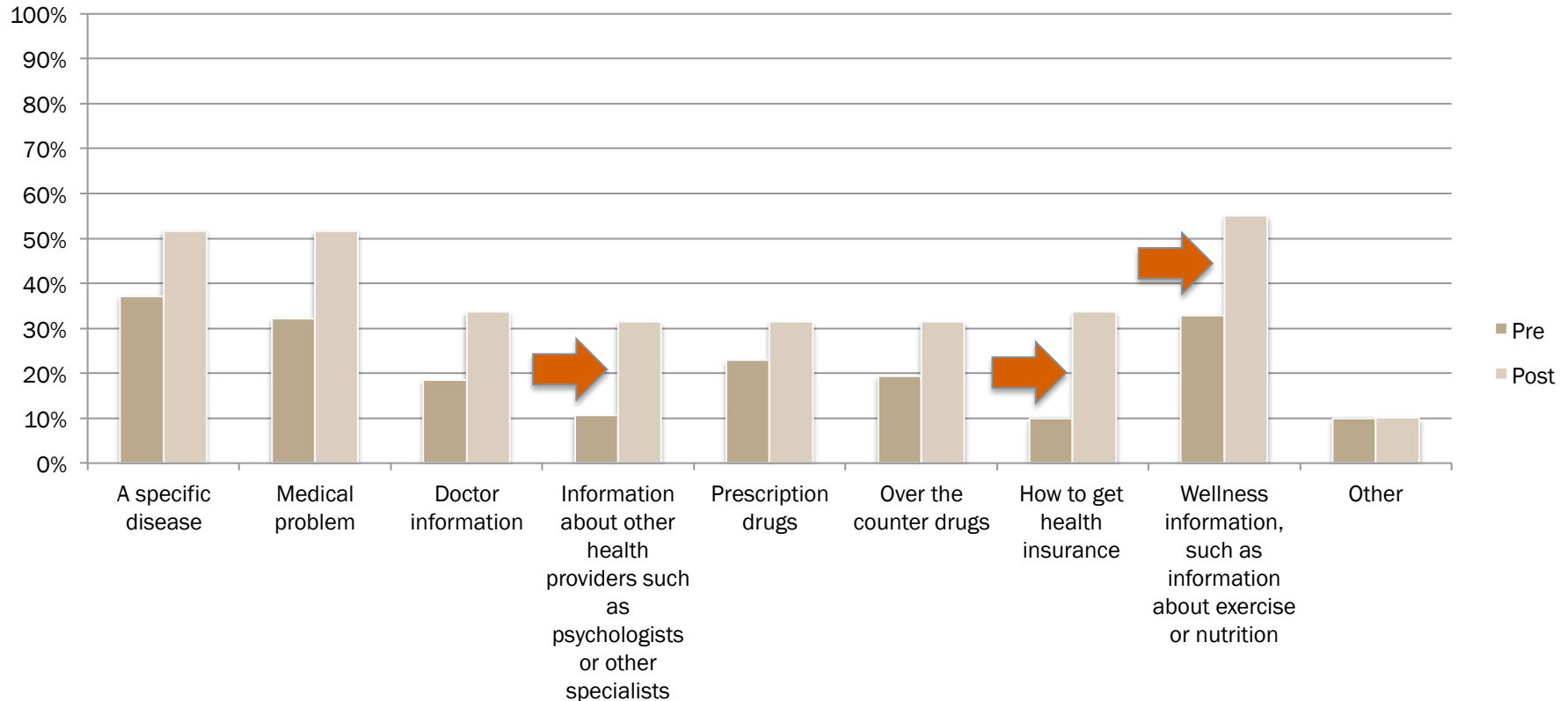
- Learning to use the computer, email, or the Internet
 - Gaining skills and information to find employment
 - Improving English language skills
 - Identifying and avoiding online scams and other security risks
- 

WHAT ARE THEIR SOURCES FOR HEALTH INFORMATION?



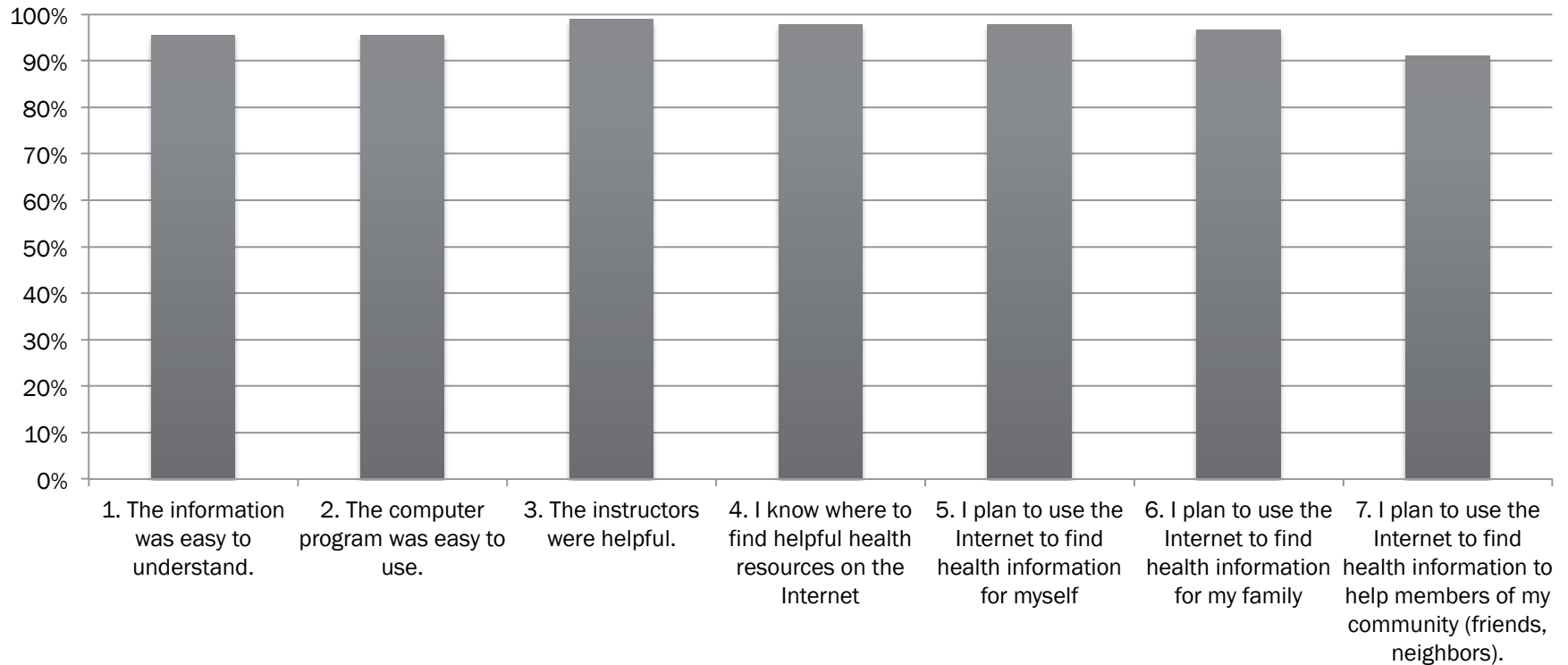
The number of participants who are likely to use the Internet to get health information nearly doubled after completing the program.

WHAT HEALTH-RELATED INFORMATION DO THEY RESEARCH ON THE INTERNET?



Participants report being far more likely to use the Internet to look up a wide variety of health and wellness information – especially about insurance and specialists – after completing the program

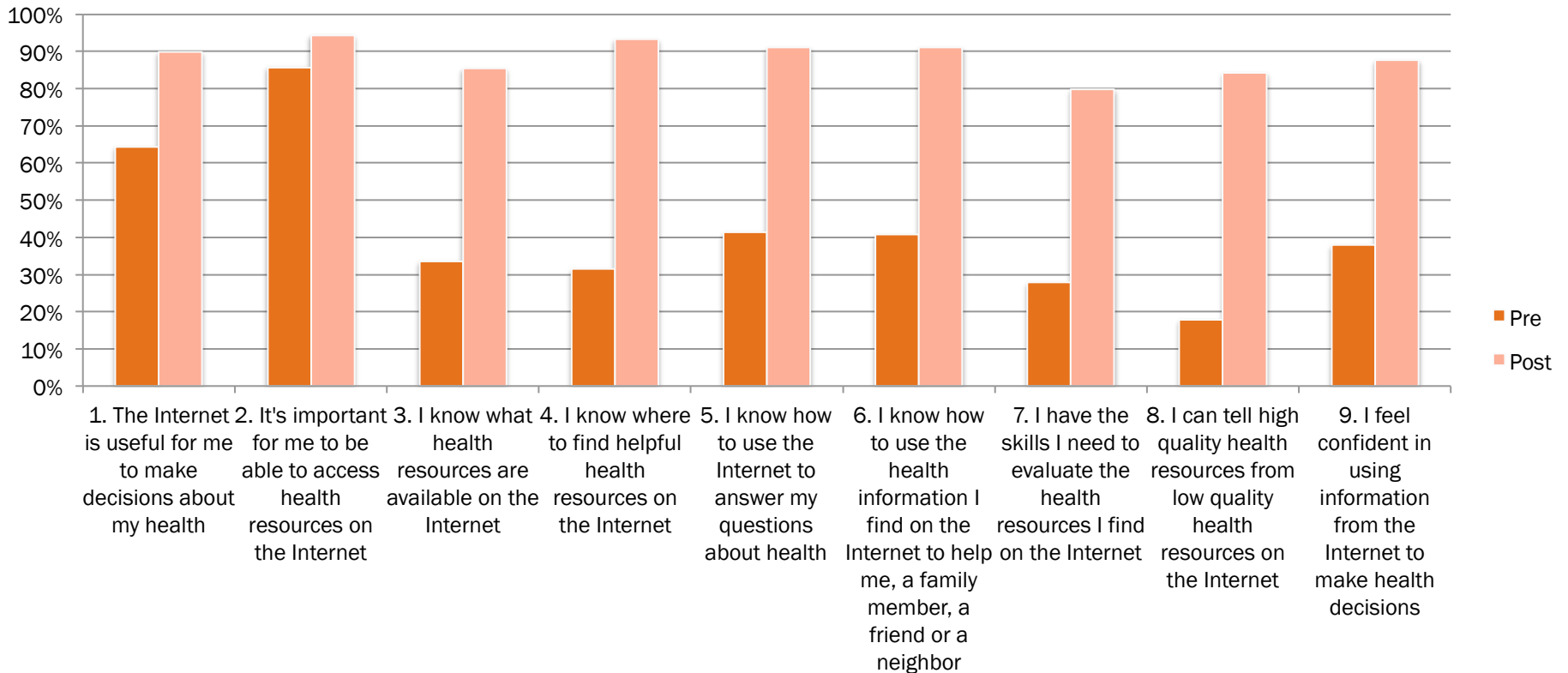
DID PARTICIPANTS FIND THE PROGRAM USEFUL?



The program was universally found to be useful.

- **94% would recommend it to a friend**
- **74% of participants said they learned about additional programs in the City of Richmond during the class**

WHAT DID PARTICIPANTS LEARN?



Participant's confidence in their ability to use the Internet in support of health skyrocketed.

IN THEIR OWN WORDS

This program was amazing. I learned so much only in one day it is very useful.

Saber que si hay diferentes seguros médicos y algunos son gratuitos. Información sobre enfermedades y servicios que tiene la ciudad de Richmond.

Que es un programa donde aprendes mucho como encontrar sitios web seguros acerca de salud y cada vez aprendes más.

I've already started telling family and friends about this program.

Les diría que es una fuente de información muy amplia y esta al alcance de todos.

FOCUS GROUPS

Conducted in February, in Spanish and English, to explore:

- How have participants integrated the curriculum into their lives?
- How have participants have integrated computer and Internet use into their home lives?
- What, in particular, did they learn most about?
- What did they find was the most valuable?
- Would they recommend the course, regardless of incentives?


The focus groups were kept small to ensure all participants had an opportunity to share.

Participants were compensated for their time and represented all cohorts.

Focus groups were held at community partner site, the Nevin Center.

FOCUS GROUPS

LEARNING AND INTEGRATION

- Participants felt they learned a lot from the program and were happy they participated.
 - All said they were using the information they learned on a daily basis.
 - Their self-confidence was high when speaking of what they could now do with the Internet.
 - Participants felt comfortable googling information and were able to then discern from accurate informational websites (.org) and those that were not (.com).
- 

FOCUS GROUPS

TECHNOLOGY


- All participants were using the laptop at home on a regular basis. None reported problems, however, many agreed that additional support (a final class for computer set-up as a group, for instance) would have been welcome.
- All were able to connect to wifi – if Internet was not available at home, participants knew where to go to connect, for example Starbucks.
- In addition to using the computer for health information (researching symptoms, looking up diet and nutrition information, getting information about diagnoses).
- Participants also used the computers for social media and to check on children's grades.

Note: program-provided wifi service was not available during the pilot period.




FOCUS GROUPS

VALUE

- All participants said they would recommend the program to a friend and many had already.
 - They said that there were a lot of new things to learn and even if you consider yourself knowledgeable, the program contains valuable information.
 - Nonetheless, the laptop incentive was very important. Participants were not certain people would take the course without the incentive.
- 

FOCUS GROUPS

OTHER

- Spanish language participants were not aware of the the health focus of the material before taking the course. English speaking participants were less surprised, but did not seem fully informed about what they were going to learn.
 - All participants, regardless of skill level, learned more about how to use the computer and they all agreed this was perhaps the most important thing they learned.
 - English participants, in particular, wanted to learn more advanced computer skills – like using excel and searching for jobs. All participants expressed a desire for more access to computer training programs.
- 

FOCUS GROUPS


STORIES

Participants were able to google information about their health and a wide range of health issues, the simple act of searching and researching empowered the participants.

- One said she googles the symptoms her baby is showing and from the information she finds she can decide if she has to call the doctor or not.
- Another shared that she had recently been diagnosed as pre-diabetic. She used her class time and computer to conduct her own research to understand more about her diagnosis and how to manage her condition.
- Another participant found information on safe exercise for seniors.

FOCUS GROUPS

STORIES, continued

- Participants in both groups, but particularly Spanish speakers, valued the information about ObamaCare.
 - Members of both groups remarked on the usefulness of google maps – and reported using the tool frequently for navigation.
 - Participants also remarked on the ease with which they could find information online, which they previously would have made a trip to a hospital, clinic, or other health resource to receive.
 - Many participants appreciated the mental health unit – and the discussion of that unit led to more information and resource sharing among participants.
 - Discussions among participants also revealed occasional gaps in understanding of some information that had been read online.
- 

LEARNERWEB DATA

Two iterations of LearnerWeb assessments

1. Comprehensive assessment: each assessment customized to learning module, each included several multiple choice questions, several open ended questions.

- Primarily positive feedback (for instance, almost all reported learning something useful)
- Answers to open-ended question about what was useful provided good insights (results vary by learning module)
- Significant variability (and therefore perhaps more useful data) in responses to multiple choice questions about what sections of each lesson were not useful

2. Simplified assessment: very brief questionnaire asking was module useful, how soon will you use the information.


- Uniformly positive feedback. So much so, that it appears participants were likely checking the positive box simply to get to the next unit.

Opportunity for a revised online assessment that strikes a balance between the two approaches.



OPPORTUNITIES FOR GROWTH

The findings point to a number of refinements that can be made to further strengthen this demonstrably effective program. These include:

- Being mindful about engaging more diverse populations
 - Better communicating the purpose of the program to all participants
 - Incorporating blended learning, so that participants may learn from each other and program leaders can monitor comprehension
 - Providing wifi immediately, and supporting students in computer and network configuration
 - Revisiting the LearnerWeb assessments to glean better information
 - Planning now for sustainability, replicability, and opportunities for scale
 - Seeking partners or funding to fill the gap in computer skills classes – free classes are rare and in demand
- 

THANK YOU!

COMMUNITIES IN COLLABORATION | COMUNIDADES EN COLABORACIÓN

Susana Morales Konishi | susana@communitiesincollaboration.com

Heather Imboden | heather@communitiesincollaboration.com