



## Florida Literacy Coalition Health Literacy Project Summary Report

**Agency Name: Florida Literacy Coalition**  
**Project: Health Literacy Project**  
**Funded by: Florida Department of Education**

June, 2008

*“Staying Healthy: An English Learner’s Guide to Health Care and Healthy Living”* is a 102- page student resource book, printed professionally in full color and perfect bound.

Written at the 4th-5th grade reading level, this resource book has numerous photographs and illustrations to help English learners better grasp the concepts and vocabulary presented in the publication. Suitable for high beginning/low intermediate level ESOL learners and above, it is correlated to CASAS and Florida Adult ESOL Course Standards.

With easy-to-read charts, tables, practice dialogs, and “how to learn more” sections, students are encouraged 1) to seek additional information and assistance from expert healthcare professionals; 2) to locate free and low-cost healthcare facilities; 3) to engage in open communication, and 4) to take on a more active role in their own health care management and healthy lifestyle.

*“Staying Healthy: An English Learner’s Guide to Health Care and Healthy Living – Teacher’s Guide”* is a 111-page publication for teachers printed in two colors, three-hole-punched for binder use, and individually wrapped. The teacher’s guide includes ideas for lessons, activities, and ways to facilitate learning. Suggested activities include Pronunciation, Grammar, Math, Hands-on Learning, Comprehension, and Technology allowing teachers to adapt their lessons to their students various learning styles. The teacher’s guide also includes suggestions for teaching health content, including points to emphasize, ideas on how to discuss cultural commonalities, and differences regarding health care and common health-related misconceptions.

The curriculum was pilot tested for a period of eight weeks by a diverse group of 150 adult ESOL students of high beginning/low intermediate levels. These programs were located in Clearwater, Orlando, and Apopka.

Thanks to the student and teacher feedback, changes were made to the student resource manual and teacher’s guide to better serve the needs of the Florida adult ESOL student population. The pilot programs produced excellent final projects, showcasing the newly acquired knowledge and skills. Examples of such projects are available for downloading on the FLC website.

## **Student Questionnaire**

At the end of the eight-week long pilot program, students completed an Evaluation Questionnaire. The summary of responses is as follows:

Respondents shared the student resource book with others: 96%  
Avg. of 5 people reached indirectly per student.

Students indicating that they learned:

How to find free or low-cost health care: 92%

Vocabulary necessary when talking to a doctor: 92%

Vocabulary necessary when buying medicines and reading instructions on how to take them: 90%

What foods keep them healthy: 92%

About patients' rights and responsibilities: 92%

About chronic diseases: 94%

## **Student Feedback on Materials/Design**

Photographs in the book were helpful in teaching them the information and vocabulary: 92%

Theme pictures were "easy to understand": 100%

Dialogs used in the chapters were "useful and realistic": 98%

Information presented was "just right": 87%

Activities done in class were "helpful": 98%

## **Pre and Post Health Literacy Assessment**

At the end of the eight week-long pilot program:

64% of the students were able to write a question they would ask their doctor (up 14% from the pre-test)

64% of the students were able to name two chronic diseases (up 55% from the pre-test)

63% of the students were able to name three things they can do to stay healthy (up 6% from the pre-test)

39% of the students could name an organization or website they could go to for health information (up 26% from pre-test)

43% of the students could name a place they could go to for free or low cost health care (up 22% from pre-test)

85% of students stated that “you should not see a doctor only when you are sick” (up 42% from pre-test)

59% of students understood that “you do not need a prescription to buy over-the-counter medicines” (up 19% from the pre-test)

73% of students understood they “had the right to ask the doctor to repeat, if they did not understand” (up 9% from the pre-test)

45% of students recognized that “people generally do not eat enough fiber” (up 15% from the pre-test)

68% of students stated they “know where to find free or low-cost health insurance (up 25% from the pre-test)

81% of students recognized that “another word for salt is sodium” (up 12% from pre-test)

68% of students recognized that “wheezing, trouble breathing, and a tight feeling in your chest are symptoms of asthma” (up 14% from the pre-test)

44% of students recognized that “another word for checkup is well visit” (up 26% from pre-test)

### **Addendum: (October 2010)**

The *Staying Healthy* curriculum was not designed in the context of a formal research project. A project of this nature would have required significantly more resources than were available.

FLC engaged in a more evidence-based approach, employing certain measures to help ensure the quality, effectiveness, and relevance of the materials developed.

These included:

- 1) Focus Group: A focus group of adult learners was convened at the beginning of the development process to get feedback from students regarding their needs, interests, and existing knowledge related to health, nutrition, and health care services.

2) Development Team: FLC assembled a development team with a proven track record in developing ESOL and health literacy instructional materials.

3) Field Testing: The draft materials were field tested by teachers and students in three ESOL programs, and their feedback was used to inform the development of the final curriculum. Students were asked to complete a questionnaire and pre- and post- health literacy assessments, the results of which are included in this report.

### **Addendum: (May 2012)**

#### **Data from the Health Literacy Initiative: Funded by Florida Blue**

Grants distributed: 62 grants to 29 organizations



Students Served:

- To date as of December 2011: 4,870 students and families served
- May-November 2011: 690 students served

Pre- and Post-Assessment Results:

#### FIRST YEAR ASSESSMENT RESULTS

##### **Pre- and Post- Student Health Literacy Assessment Results**

Percentage of students improving their health literacy knowledge: 85%

Average increase in health literacy scores: 42%

Number of students pre and post tested: 549

#### SECOND YEAR ASSESSMENT RESULTS

##### **Pre- and Post- Student Health Literacy Assessment Results**

Percentage of students improving their health literacy knowledge: 71%

Average increase in health literacy scores: 31%

Number of students pre and post tested: 671

### THIRD YEAR PRELIMINARY ASSESSMENT RESULTS

#### **Pre- and Post- Student Health Literacy Assessment Results**

Percentage of students improving their health literacy knowledge: 82%

Average increase in health literacy scores: 42%

Number of students pre and post tested: 254

#### Student Survey Results:

#### FIRST YEAR STUDENT SURVEY RESULTS

1) <b>Number of students who shared the information learned with friends or family:</b>	91%
2) <b>Number of students who would recommend the program to someone they know:</b>	92%
3) <b>Number of students who individually or as a family:</b>	
A) Applied for or enrolled in one or more insurance plans (Private health insurance, Medicare, Medicaid and Florida Kid Care)	50%
B) Applied for WIC (Supplemental Nutrition Program for Women, Infants and Children)	23%
C) Applied for Florida Discount Drug Card	13%
D) Changed eating habits	40%
E) Started exercising regularly	45%
F) Visited one or more health-related websites	36%
4) <b>Number of respondents who indicated that the health information learned in class helped them in their everyday life:</b>	93%

## SECOND YEAR STUDENT SURVEY RESULTS

<b>1) Number of students who shared the information learned with friends or family:</b>	86%
<b>2) Number of students who would recommend the program to someone they know:</b>	94%
<b>3) Number of students who individually or as a family:</b>	
A) Applied for or enrolled in one or more insurance plans (Private health insurance, Medicare, Medicaid and Florida Kid Care)	63%
B) Applied for WIC (Supplemental Nutrition Program for Women, Infants and Children)	14%
C) Applied for Florida Discount Drug Card	14%
D) Changed eating habits	54%
E) Started exercising regularly	39%
F) Visited one or more health-related websites	26%
<b>4) Number of respondents who indicated that the health information learned in class helped them in their everyday life:</b>	91%

## THIRD YEAR PRELIMINARY STUDENT SURVEY RESULTS

<b>1) Number of students who shared the information learned with friends or family:</b>	77%
<b>2) Number of students who would recommend the program to someone they know:</b>	84%
<b>3) Number of students who individually or as a family:</b>	
A) Applied for or enrolled in one or more insurance plans (Private health insurance, Medicare, Medicaid and Florida Kid Care)	58%
B) Applied for WIC (Supplemental Nutrition Program for Women, Infants and Children)	16%
C) Applied for Florida Discount Drug Card	10%
D) Changed eating habits	43%
E) Started exercising regularly	41%
F) Visited one or more health-related websites	31%
<b>4) Number of respondents who indicated that the health information learned in class helped them in their everyday life:</b>	91%