

Welcome to today's webinar, ***Outreach to Individuals with Low Literacy Skills.***

Before we begin, please answer the poll question that will appear on the lower right corner of your screen at 2:55. Click submit.

Please also note the Q & A window above the poll. If you have a question during the session, please select "All Panelists," type your question, and click Send.

Welcome

- Importance of literacy in outreach to enroll in Medicaid and CHIP
- Introductions
 - Trina Stevens, RTI International
 - Hager Shawkat and Priscilla De Jesus, Public Health Solutions

Tips for Strengthening Outreach to Individuals with Low Literacy Skills

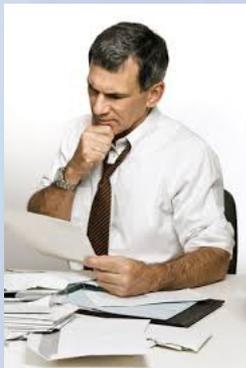


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Understanding Application Concerns of Adults With Low Literacy

Challenges Faced by Low Literacy Adults

- Materials with too high of a reading level
- Language barriers
- Complexity of applications
- Lack of documentation
- Competing priorities and limited time
- Misperceptions and fears
- Poor and/or insufficient support



One study showed that 2,000 applicants confused by eligibility rules were 1.8 times less likely to apply for Medicaid services.*

*Stuber, J. P., Maloy, K. A., Rosenbaum, S., & Jones, K. C. (2000). *Beyond stigma: What barriers actually affect the decisions of low-income families to enroll in Medicaid?* George Washington University Center for Health Policy Research, Washington, DC.

Concerns about Applying for Medicaid and CHIP

- Fear of embarrassment and shaming
- Fears related to residency status
- Perceived stigma (Is it “welfare”?)
- Will this be another fruitless hassle?
 - Documentation challenges
 - Previous application attempts without success
 - Difficulty finding accessible, accepting providers
- How long will it take to apply?
- Where does this rank on my importance scale?
- Ability to successfully navigate the system



Identifying People with Low Literacy Skills

Identifying a person with low literacy skills can be a challenge for two main reasons:

1. Coping strategies

Most adults with low literacy skills have developed coping strategies that mask their condition (e.g., having others sign in for them, offering excuses).

2. “I can read.”

Many adults with low literacy skills view their skills as adequate and don't view themselves as being poor readers or having a significant problem.

In one study, 2/3 of those who admitted having reading difficulties had never told their spouse; 19% had never told anyone. Because of the stigma associated with poor reading skills, most people won't.*

*Parikh, N., et al. (1996). Shame and health literacy: The unspoken connection. *Patient Education and Counseling*, 27(1), 33–39.

Quick question

- See poll on lower right side of your screen.
- Do you feel confident recognizing someone with low-literacy skills?

Clues to Help Recognize Low Literacy

Adults with low literacy want to appear just like everyone else. You may see them holding and appearing to read a newspaper like everyone else in the room. But here are some clues that may be covering an inability to read or write well...

Clues to Help Recognize People with Low Literacy Skills

- **Avoiding or only glancing at written material** placed in front of them
- **Offering excuses** for not completing applications or needing assistance:
 - *“I need to take the application home and think about it, then I’ll mail it back.”*
 - *“I left my glasses at home and everything’s a blur. Can you read that to me?”*
 - *“My arthritis is bothering me; can you sign me in?”*
 - *“I don’t write very well; my handwriting is hard to read.”*

Clues to Help Recognize People with Low Literacy Skills (continued)

- **Read one word at a time.**
 - Eye-tracking tests show that most people scan text, fixing on one word out of every three or four. However, individuals with low literacy skills fixate on every single word. By spending all their cognitive resources on word recognition, they're often left with very little to interpret what they've read.
- **Take things literally.**
 - Individuals with low literacy skills tend to think in concrete terms and find it difficult to apply what they've read to their situation. They may not realize that stories or examples used in written text to illustrate a point actually apply to them.

Clues to Help Recognize People with Low Literacy Skills (continued)

- **Avoid reading altogether.**
 - Individuals with low literacy skills will often decide whether attempting to read something is even worth their time.
- **Satisficing (satisfy and suffice)**
 - “Satisficing” refers to the tendency of people with poor or limited reading skills to stop reading as soon as they’ve found the first plausible answer to what they were looking for, even if it’s not the best answer or even the correct one.
- **Have difficulty recalling what they’ve just read.**
 - Studies have shown that adults with adequate literacy skills can retain about 7 independent chunks of information in their short-term memories. For people with low literacy skills, this drops to 5 or fewer chunks, so it’s important to avoid information overload.

Clues to Help Recognize People with Low Literacy Skills (continued)

How confident are you in filling out medical forms?

- 1) Not at all
- 2) A little
- 3) Somewhat
- 4) Quite a bit

The S-TOFHLA (Short Test of Functional Health Literacy in Adults) was conducted by the San Francisco Department of Public Health with support from the Agency for Healthcare Research and Quality (AHRQ). Researchers found that this single question, and respondents' answers between 1 and 3, most accurately predict an individual's having low or moderate health literacy skills.

What do they need to know?

Address Key Concerns/Reassurance

- **Your family's welfare matters to me.**
 - *“People don't care how much you know until they know how much you care.”* —John C. Maxwell
- **How will Medicaid or CHIP benefit my family/make our lives easier?**
 - You work hard and love your children. Medicaid or CHIP can support you in providing for their health care needs.
- **Time/complexity?**
 - This is an easy process, and I'll help you every step of the way.
- **What's the likelihood of success?**
- **How much time will it take?**

Example: Benefits of CHIP for Your Family

- CHIP provides health insurance coverage for your children.
- You will have to pay only \$3 every time your child sees the doctor.
- You won't have to be worried about the cost of taking your child to see the doctor.
- You will be able to get early care for any health problems.
- You will be better able to manage problems like asthma and allergies.

Tips for completing the application

Make It Easy

- **Speak as if talking with a friend (conversational).**
- **Focus on what they need to know or do.**
 - How long will this take?
 - Will I be approved?
 - What are the benefits?
 - Dispel myths; address concerns.
- **Be an application tour guide.**
 - For example, “The first part of the application asks about basic information, such as your name and address.”
- **Stick to one section at a time.**
 - Before moving on, ask questions.
 - Recap.
 - Introduce the next section.
- **Don't rush; they'll feel rushed.**

Make It Easy (continued)

- **Use plain language** (no medical or technical terms).
 - **Too much:** *“Your out-of-pocket deductible will be limited to \$3 per visit to your child’s health care provider.”*
 - **Better:** *“Each visit to your child’s doctor will cost only \$3.00.”*
- **Make it *look* easy to read.**
 - Including lots of white space, using 12–14-point font, and using headings that provide visual clues about the content will make it less intimidating for individuals with low literacy skills.
- **Sit with them; don’t stand or lean over them.**
- **Ask questions as you go.**
 - Does this sound like something you’d be interested in?
 - What’s most interesting to you about it?
 - What’s your biggest concern?

After Completing the Application

- What's next?
- When will I know if I'm approved?
- Can I bring you letters or other information that I don't understand?
- Who will help me find a doctor?
- How do I choose a doctor for my child?

Tips for strengthening literacy of outreach materials

Simplify Content

- **Keep it short.**
 - 1- or 2-syllable words (e.g., “signup” instead of “registration”)
 - 8–10 words per sentence
 - No more than 3–5 sentences per paragraph
 - Focus on what they need to know or do.
 - No long lists (hard to remember)

Simplify Content (continued)

- **Use general terms instead of statistics.**
 - For example, “8 out of 10 people who apply for CHIP are approved,” instead of “80% of applicants are approved.”
- **Illustrate words with images.** 
- **Use 12–14-point font.**
- **Avoid ALL CAPS.**

Use More Visuals and Less Text

- Photographs work best for real-life events, people, and emotions.
- The right photo can communicate a message better than text for low literacy adults.
- Do images reflect your audience?
 - Can applicants identify with the images/photos (e.g., minorities, family scenes, similar work, neighborhood)?
 - Photos can be found on Google Images or stock photography sites.

Examples

Questions?

- Please use the Q & A window to send your questions to “All Panelists”

Quick question

- See poll on lower right side of your screen.
- Do you currently conduct outreach to populations with limited English proficiency?

Public Health Solutions

Connecting Kids To Coverage

Outreach to Individuals with Low
Literacy Skills in Queens, New York

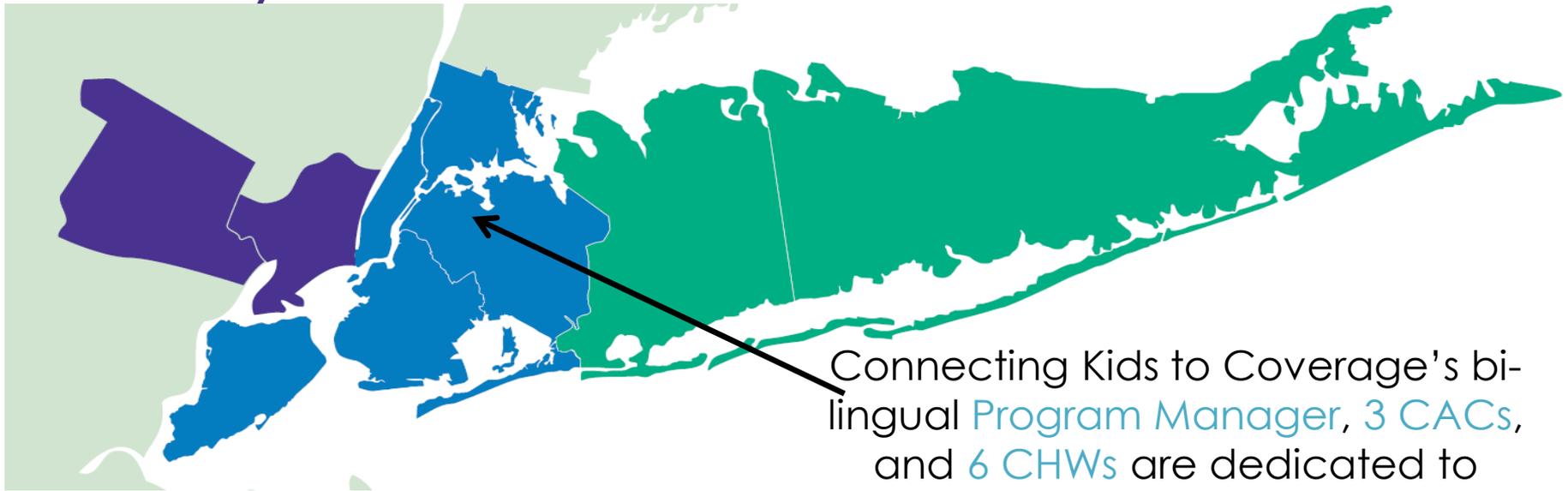
August 13, 2014

Priscilla De Jesus

Hager Shawkat

PHS Access to Health and Food Benefits Navigator Program

Our 25 Navigators are located in **New York City's five boroughs**, **Nassau and Suffolk Counties in Long Island**, and **Hudson and Essex Counties in New Jersey**



Connecting Kids to Coverage's bi-lingual **Program Manager**, **3 CACs**, and **6 CHWs** are dedicated to reducing disparities in enrollment among Hispanic populations in Northern Queens

Connecting Kids To Coverage Program

Bridging health coverage disparities by reaching out to Hispanic youth and their families in Northern Queens

Co-locating CACs/Navigators at partner sites allows families to access Navigator services at trusted locations where they go for other services and activities



NEIGHBORHOOD WIC

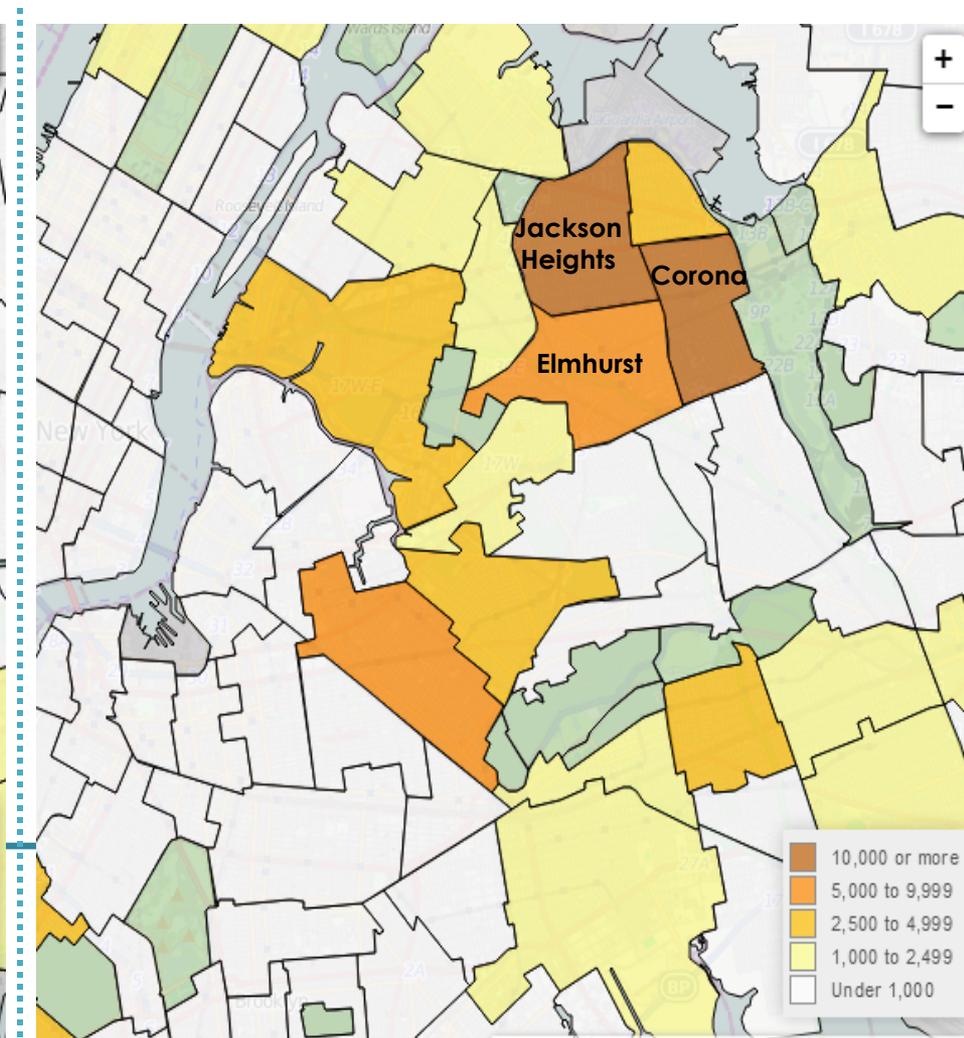
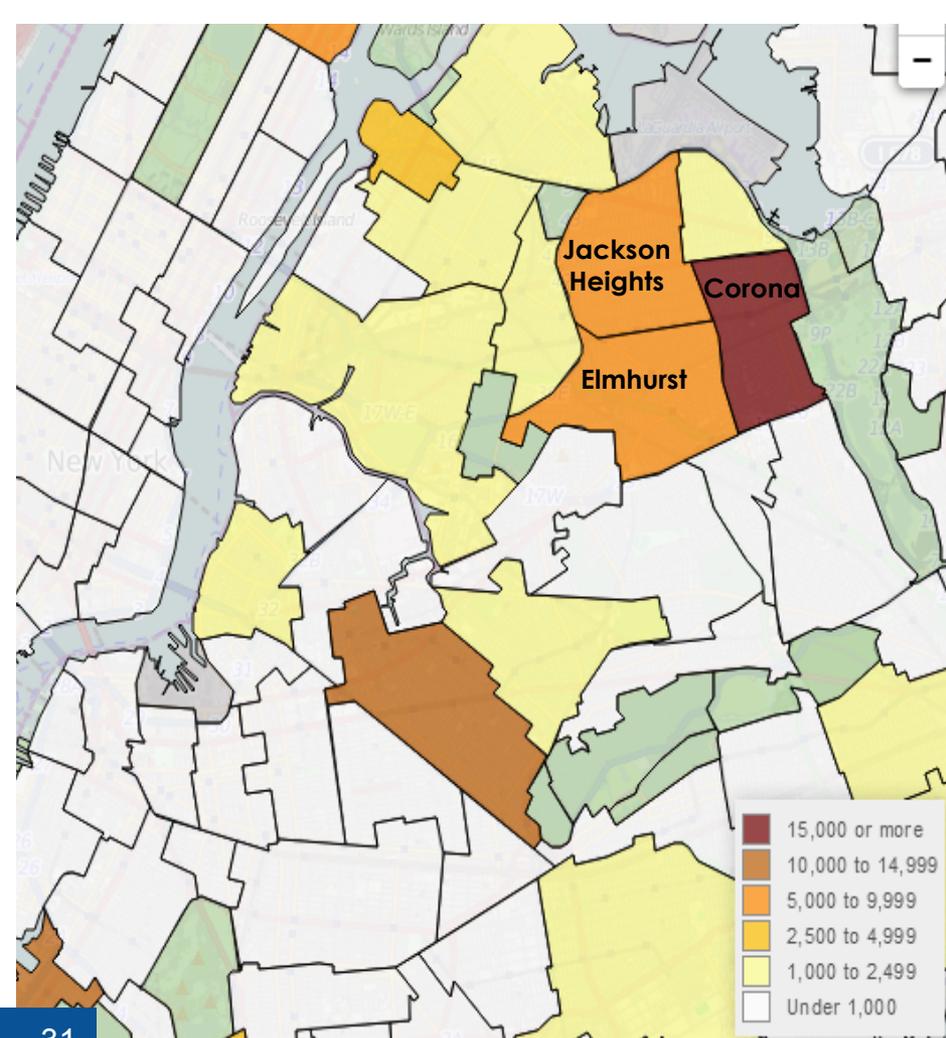
A Program of Public Health Solutions

A Snapshot of Target Communities in Queens

More than 400,000 live in target communities and
More than 50% speak Spanish at home

Residents Born in Mexico

Residents Born in Ecuador



Past, Current, and Planned Strategies



Outreach Materials



Back to School Campaign



One-to-One CHW Outreach/Education



Social Media



Targeted Marketing

Outreach Materials

Knowing Your Audience

Community Based Organizations

- **Formal** folder with PHS background letter, business cards and English/Spanish flyers:
 - Customized *Connecting Kids to Coverage* flyer
 - *NY State of Health* flyer
 - PHS in-house flyer

Workshops

- **Informal** Presentation
 - 5-7 minutes on PHS, ACA background
 - Audience Q&A's used to tailor presentation
 - *NY State of Health* flyer

Community Outreach and Canvassing

- **Basic** contact and service information
 - Customized *Connecting Kids to Coverage* flyer

One-to-One Education

- During all phases of application process consumer is provided with one-to-one education
 - Eligibility Screener

Key Elements of Outreach Materials

- Plain language
- Spanish/English
- Customized with PHS program information and contact information
- Call to Action

Outreach Materials

Disseminating a Clear and Consistent Message

- Spanish dialect
- Word density on page
- Brand recognition (State Marketplace CKC materials)
 - Build on outreach messages and images
- Coverage requirements and options
 - Do I already have “Obamacare”?
 - Medicaid Program vs. Medicaid Managed Care Plans
- Immigration status
 - Myths and misconceptions
 - Mixed immigration status households



Back to School Campaign Using a 3-Step Approach



1. Back Pack Flyer:
Each student will receive customized Connecting Kids to Coverage flyer.



2. Outreach:
Workers will be posted at designated school exits during dismissal to promote the Affordable Care Act workshop for the upcoming PTA meeting.



3. PTA & Enrollment:

- * CHW's will provide ACA/Medicaid Workshop
- * Eligibility Screener filled out
- * Set appointment for application

September

October

November

Mapping and Tracking

Staff use a shared outreach map for real-time data entry and updates, resulting in comprehensive understanding of neighborhood needs



Community Health Workers

CHWs carry our message by participating in community board fairs, partner-sponsored events, health fairs, cultural celebrations, etc.

“Speaking the Same Language”

- Country of origin often matters
- Common experience – “I’ve been there”
- Training background (e.g. CHW certified)
- Meeting clients where they are
- Presentation vs. engagement (e.g. PowerPoint vs. games and Q&A)
- Matching strengths with audience needs
- Addressing most common concerns first (e.g. immigration status)



Amplify Outreach Messages Through Media and Social Media Presence

Choosing best platform for target population and using media to reach them



Facebook

Messages will be geared toward low literacy population with interactive approach

- Meet our Navigators with photos/bios
- Client Success stories (including audio feed) and “*I am happy I got insurance because...*”
- *Did You Know?*
- Coverage Trivia
- The YouToons *Get Ready for Obamacare* video



Univision

Online and radio to connect with Digital Hispanic Consumers

- Radio stations
 - 93% of Univision Radio's weekly audience owns a cell phone
- Univision.com and UnivisionNuevaYork.com

Questions?



WONDERING
WHAT THE NEW
HEALTH CARE
LAW MEANS
FOR **YOU?**

We can
help.



The new health care law makes health coverage more affordable for millions of people who are uninsured. It also requires most Americans to have health insurance by 2014.

FINAN
NEW PLANS

**Public Health
Solutions**
MERGING RESEARCH AND ACTION