Evaluation of Welcome to the Digital Age

Waltham Connections for Healthy Aging
Waltham, MA
August 27, 2021

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Acknowledgements

Welcome to the Digital Age (WDA) was a Waltham Connections for Healthy Aging (Connections) program that brought free computers, internet, and training to 20 low-income seniors in Waltham, MA. We wish to express thanks to McLean Hospital for the grant that made WDA possible, to the Waltham Housing Authority and tenant leaders for their support in marketing to tenants, and to WDA paid staff and older-adult volunteers for designing and implementing the program. The Connections team included Zoila Carrillo, Kyra Frazier, Betsy Leutz, Walter Leutz, Laura San Juan, and Bill Wade. The evaluation was conducted and written by Walter and Betsy Leutz.

Executive Summary

In this report we have detailed all aspects of WDA using a process/outcome/impact evaluation method that documents what we did and achieved. We hope the extensive detail will aid replication by our own Connections organization and others. In this summary we provide the highlights in four key areas: creating the program, marketing and enrollment, curriculum and training, and outcomes and impact. We present them in that order in the main report but in reverse order here.

Outcomes and Impact: The WDA budget allowed 20 low-income Waltham seniors to participate.

To be eligible for WDA, seniors could not have a working computer or internet and had to attest that they could not afford these. Most of those we enrolled had little or no computer experience. By the end of the six-week training, all 20 who started showed they could use their Chromebooks to access the internet and email, and by completing the program (graduating) they could keep the computers for the life of the device and were offered 12 months of free wifi access (through hotspots).

A few of the participants had computer and internet experience, but some were entering a whole new world of terminology, keyboards, and manual tasks (using a mouse was new territory to most). At the end of the training, some still needed and wanted more help and practice with applications, including Gmail, Zoom, and in general, with using their computers. Almost all, however appeared to be accessing the internet for appointments, shopping, leisure, communication, and/or information. They universally reported their pleasure at being part of the digital age.

Training: We had planned to hold classes remotely via Zoom, but we were aware that we would need to provide in-person assistance initially. In the end, we realized that more in-person sessions were needed by most participants.

We started planning for WDA at the height of the COVID pandemic – in December 2020. Having just developed a Waltham Senior Civic Academy on Zoom, we had experience in adapting curricula from in-person to an on-line medium. Our plan was to make one visit to participants' homes prior to the first Zoom class to show them how to open their computers and connect to their new hotspots, Gmail accounts, and Zoom (for class sessions). Then the classes would proceed online. Not surprisingly, the build-in contradiction in the plan – using remote communication to learn how to use remote communication – was realized, and we needed to provide much more assistance in participants' homes and later (when vaccines kicked in) in face-to-face group sessions.

Marketing: We reached and enrolled our targets for low-income seniors, including Spanish speakers.

Our goal was to reach and enroll low-income seniors, half of them Spanish speakers. Two of our trainers were Spanish speakers. We reached potentially thousands of seniors by announcing WDA in the Council on Aging (CoA) newsletter, which is mailed and posted around the community in both English and Spanish. We also leafletted (with an English/Spanish flyer) in a large low-income senior housing site, leafletted and knocked on doors in two Waltham Housing Authority sites, marketed in-person to Latinx seniors in the Healthy Waltham food pantry waiting line, and asked for referrals from partner agencies. We learned that the trusted CoA newsletter and in-person marketing are much more effective than leafletting alone. We received three referrals from partner agencies, but none was eligible. In the end, we received 48 inquiries, 22 of whom were eligible and registered. Forty-two percent of the inquiries and 55% of the registrants lived in subsidized housing. Forty-two percent of the inquiries and 45% of those registered were Latinx.

Creating the program: A small team of senior volunteers created and delivered WDA, assisted by two paid staff and a contract with non-profit Tech Goes Home (TGH) for the computers, internet, technical assistance and training for our instructors.

Four senior volunteers planned and created the program, developed lesson plans for the online curriculum, reached out to and enrolled applicants, and trained the participants to use their new Chromebooks and hotspots, web-based applications (including Gmail and Chrome browser) and cyber security (internet safety) and protections. The volunteers included a technical expert with professional experience in training seniors to use computers and internet, a project director with extensive management experience, a liaison to Connections' leadership with non-profit management experience, and a retired gerontologist leading marketing. The first three took the TGH course to learn how to teach participants to use their new technology. Over the course of six months, we estimate that the four averaged 4.5 hours a week - more for some than others. The volunteer team was assisted by a fourth trainer (a Spanish speaker) and a marketing assistant both of whom were paid hourly. The contract with TGH cost $589 for each of the 20 senior participants. Total direct and indirect costs totaled $16,675, or about $835 per participant.

Background on Internet Access for Low-Income Seniors

It has been known for some time that older adults are less likely than younger adults to have access to computers and the internet. According to the Aging Connected study sponsored by AARP that used 2018 American Community Survey data[1], 58% of those over 65 had broadband vs 73% of 18-65. Within the older adult group, the following factors were associated with <u>not</u> being online:

- Income below $25,000 (10 times more likely than higher income)
- Less than high school education (10x)
- African American (2.6x)
- Latino (3.4x)
- Living in census tracts with high poverty (6.7x) or with more than 50% African American (3.7x) or rural (1.6x)
- Poor to middling health (2x)
- Medicaid enrollment (2.7x)
- Single (2.7x)

The physical isolation imposed by the COVID pandemic highlighted the problems that are associated with lack of digital access, including difficulty accessing medical care and advice, social isolation from family and friends, challenges conducting online shopping, and reduced access to entertainment, intellectual material, and physical conditioning programming.[2]

Well before the pandemic, people and programs serving older adults were aware of the digital divide and offering ways to help seniors become connected. Large programs covering whole municipal areas were available in Austin TX (https://austinfree.net), San Francisco CA (https://www.sfhsa.org/services/connection-community/sf-connected), and NY City (https://oats.org), among others. However, a check of the websites of these and other organizations serving seniors shows that in-person programs were shut down during the pandemic. An alternative to in-person learning is on-line sites such as GCF Global (https://edu.gcfglobal.org/en/computerbasics/connecting-to-the-internet/1/), but of course using such a site requires access to a computer and internet.

The types of things that inexperienced seniors need to learn to gain access are quite basic but also numerous. A qualitative study of tutors helping seniors to learn to use computers and wifi[3] found that

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[1] https//agingconnected.org/wp-content/uploads/2021/05/Aging-Connected_Exposing-the-Hidden-Connectivity-Crisis-for-Older-Adults

[2] Ibid.

[3] *D.L. LoBuono, S.N. Leedahl, E. Maiocco. Older adults learning technology in an intergenerational program: Qualitative analysis of areas of technology requested for assistance. Gerontechnology 2019;18(2):97-107.* (https://doi.org/10.4017/gt.2019.18.2.004.00)

"many older adults needed help learning basic functions of technology, which included an orientation to devices and programs, making tactile functions easier, creating accounts, setting and restoring passwords, and understanding basic cyber security.… Examples included: turning devices on and off, charging devices, and learning the function of different buttons, icons and programs. For many participants learning the technology basics was necessary to use technology for more advanced purposes."

This background frames the importance of increasing digital access for seniors, as well as the challenges we faced in designing the WDA while the pandemic was still raging in late 2020: marketing the program to low-income seniors, delivering the computers and internet connections to them, providing the basic training necessary for them to get online for classes, and providing training in more advanced skills via online media, all proved both more challenging than we had imagined.

Program development, descriptions, and objectives

Connections is a coalition of older-adult volunteers and public and private agencies serving Waltham seniors. Connections has been promoting healthy aging in Waltham for more than four years. Connections started work on WDA in late 2020, while the pandemic was raging and vaccines were not yet available.

The objective of WDA was to provide free Chromebook computers, free high-speed internet, and training to use both to low-income Waltham seniors who wanted to get online. WDA was funded by $12,958 in grant funds from McLean Hospital, with $3,737 in additional support from Connections' grant from the Tufts Health Plan Foundation. The funds were sufficient to cover 20 computers at no cost to the seniors.

We developed and offered WDA under a contract with Tech Goes Home[4], a non-profit with expertise in bringing computers and internet to school-age youth during the pandemic. TGH trained four of our team to teach the required 15-hour course within TGH parameters. TGH also supplied a Chromebook, a year's free wifi, and the train-the-trainers component for $589 per participating senior. As part of the contract TGH also gave each of our instructors a free Chromebook so they could learn and teach with the same equipment as the participants, plus a small stipend at the end of the course.

WDA had several operational pieces: marketing to find seniors who were both interested and qualified; configuring the new computers with the appropriate software; setting up wifi connections; familiarizing participants with their new devices; and instruction on how to use the devices, including accessing email and the internet.

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[4] (https://www.techgoeshome.org)

Evaluation Design

We conducted an evaluation that includes process, outcome, and impact components. For process, we detail what happened in four program areas:

1. Program development –What were the goals? What was the creative process? Who did what? What were the products? What were the levels of effort and costs?
2. Putting content into online formats – What were the challenges? What tools were used? What skills were needed?
3. Outreach and marketing to seniors – How were the target senior populations defined/segmented? How did the information about the program get to seniors in these segments (e.g., flyers, announcements, help from agencies and individuals)?
4. The program in action – What were the major challenges to setting up and delivering the program, and how were these addressed?

In addition to process, we assessed the outcomes and impacts of our efforts. We defined and evaluated outcomes in terms of the immediate program goals. For example, what were our targets for enrollment, diversity, and completion of courses; did we reach the targets; and why/why not?

We defined impact as the longer-term effects of the programs. Key questions for WDA were:
- How widespread would interest in getting online be among low-income seniors?
- How would seniors use their new skills and equipment to connect online, e.g.making social connections, and participating in online programming offered by the Waltham CoA and others?

We report on the answers to these questions as first-hand participants in the teams that created and managed WDA. We kept records of our meetings, our roles, our outreach efforts and materials, our products, and numbers and characteristics of participants. We collected data on participants' knowledge and behavior at the start and end of the program. We also asked participants for written feedback at the end of the program and an interview a month after it ended. The report was written by a retired gerontologist, who leads the evaluations of Connections' programs for a small annual stipend. His volunteer time working on this evaluation is not included in the reports of volunteer time reported herein.

Findings: Process Evaluation

Program Development

This section provides an overview of the composition of the Connections team offering WDA, the curriculum for teaching seniors to use the computers and internet, and the marketing to reach low-income seniors.

The WDA team: To assemble the WDA team, we drew heavily on the Connections team that offered a Waltham Senior Civic Academy to 13 Waltham seniors via Zoom in February and March of 2021[5]. This included the Academy coordinator (bi-lingual in English and Spanish), the technology expert, and another senior (all volunteers), all of whom had been trained by TGH as instructors.

Because of the time overlap of WDA with the Academy we soon realized that we needed to expand the team to include a bi-lingual worker to take on enrollment of, and communications with senior participants. We hired the worker in February.   She was bi-lingual in English and Spanish, which facilitated our outreach. She also trained and was certified as a TGH instructor .

The Curriculum: The broad parameters of the curriculum and many resources for teaching participants how to use their computers and the internet were established by TGH. The curriculum used for our classes was developed by our technology expert and based upon his work with the Waltham Marist Skills for Life program[6].   English and Spanish resources were available from TGH. Our WDA adaptation was translated from English into Spanish by one of our team members.

After the lesson plans for each session were completed, our technology expert created a shortcut to a Google-based website for participants, which he named "Z drive." The Z drive icon appeared on the participants' desktops when they opened their computers and allowed them to easily access the links to "Reference Material English" and "Material de Referencia – Español," "housed" on the website. When participants clicked on this reference material link, they were brought to a list of 40 active links to information about Chromebooks, the keyboard, the mouse, ports, email, websites, scams, privacy, passwords, the cloud, and a series of exercises (Attachment 1). The links included information in text and outline form, instructional videos, illustrated verbal guides, and games.

Outreach and marketing to seniors: Most of our marketing focused specifically on low-income seniors. Another senior volunteer led the marketing effort, assisted by a Brandeis undergraduate with expertise in creating outreach materials. The bi-lingual outreach worker helped with the outreach to Spanish speakers. We employed four methods for outreach and marketing: The CoA's monthly newsletter, leafletting senior subsidized housing sites, talking to seniors in the Healthy Waltham food pantry line, and asking for help from Connections partner agencies.

An announcement about WDA was placed in the English version of the Waltham CoA's February and March newsletters, which were mailed to about 2,000 seniors and posted on the City website. Copies were also distributed to places around the city where seniors might pick them

Commented [WL1]:

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[5] Interim Evaluation of Waltham Senior Civic Academy, Betsy Leutz & Walter Leutz, Waltham Connections for Healthy Aging, April 26, 2021.

[6] http://www.maristskillsforlife.org

up, e.g., grocery stores, the library, places of worship, congregate housing, and City Hall. There was also a Spanish version of the newsletter, which was not mailed but was also posted on the website and similarly distributed around the community.

We also distributed flyers (English on one side, Spanish on the other – see Attachment 2) to 70 units at the St. Mary's low-income senior housing building and to two sites (92 units) of senior/disabled housing of the Waltham Housing Authority. In both cases, management of the housing enlisted staff to put flyers under residents' doors and also to post flyers on bulletin boards. To further understand the market, we knocked on doors at the Housing Authority sites to ask tenants what they thought about the offer and to encourage them to consider it.

As mentioned above, two of our instructors were Spanish speakers and were prepared to conduct the classes in Spanish. When the CoA newsletter and leafletting failed to produce enough Spanish-speaking applicants to fill a full class (10), we decided to send our Spanish speaking instructors to distribute flyers in person to people waiting in line for the Healthy Waltham food pantry, where we knew there were many Spanish speaking residents from the nearby St. Mary's subsidized senior housing site.

In addition to the CoA newsletter, leafletting and the pantry line, we asked agency partners serving low-income seniors to distribute flyers and promote the program among their senior constituencies. Agencies included the WATCH Community Development Corporation, which serves many immigrant seniors; Africano, which serves African (mainly Ugandan) immigrants; Jewish Family and Children's Service; and Springwell, the Area Agency on Aging.

Both the CoA newsletter and the flyers asked interested seniors to phone the CoA message line, leave a phone number, and expect a call back from a member of the WDA team. The CoA emailed names and contact information of people who called to the bi-lingual WDA coordinator. The coordinator and the bilingual outreach worker then called back interested seniors and asked a series questions to confirm both interest and eligibility. Applicants had to affirm they did not have a computer or internet, could not afford them, would be willing to take 15 hours of online training, were able to read, and were residents of Waltham.

Findings: Outcome Evaluation

Overall Results of Marketing the WDA

Table 1 below shows the overall results of our marketing. We received 48 inquiries: 22 were eligible, interested and registered (their names were sent to TGH to get a computer and they received an acceptance letter – see Attachment 3). Seven others who were eligible and interested were put on a waiting list. Women outnumbered men by a small margin among both inquirers and registrants. Residents of subsidized housing were 42% of inquiries and 55% of those registered. Those with Spanish surnames were 42% of inquiries and 45% of those registered. The CoA newsletter was the biggest source of inquiries. The next biggest sources of

inquiries and registrants were leafletting, door knocking, and talking to Latinx seniors in the food pantry line. Only three inquiries were from seniors who heard about WDA through partner agencies other than the CoA (all from Africano), but none of those seniors made it to registration.

Table 1: Inquiries and Participants in WDA

	Inquiries (N=48)		Registered (N=22)		Wait List (N=7)	
	Number	Percent	Number	Percent	Total	Percent
Gender						
- Male	21	44%	10	45%	5	71%
- Female	27	56%	12	55%	2	29%
Subsidized housing						
- Yes	20	42%	12	55%	1	14%
- No	28	58%	10	45%	6	86%
Spanish surname						
- Yes	20	42%	10	45%	0	0%
- No	28	58%	12	55%	7	100%
How they heard						
- CoA newsletter	26	54%	12	55%	6	86%
- Leaflet &/or door knocking	9	19%	5	23%	1	14%
- Referral from partner agency	3	6%	0	0%	0	0%
- Food pantry line	7	15%	5	23%	0	0%
- Other	3	6%	0	0%	0	0%

Fourteen seniors inquired about WDA but for a variety of reasons were not eligible: Two did not live in Waltham; one was not able to read; two never returned follow-up phone calls; two were working and could not attend the scheduled classes; and six already had computers and/or

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internet. We referred those who had computers and internet but wanted more training to the Marist Skills for Life classes.

Comparative effectiveness of marketing methods

This section describes and compares the effectiveness of several marketing methods covered in Table 1. We report on the door knocking first because our conversations with tenants provided data about residents' reactions to the offer.

Door knocking: In March we did a small market research study at two WHA sites with a total of 92 units. A week after Housing Authority staff put the leaflets under doors in these units and also posted them on bulletin boards, we knocked on doors to see what residents thought of the offer, whether they qualified, and to encourage them to enroll.

A team of two from Connections (a senior volunteer and a college intern) went door-to-door to talk to residents about the offer. We chose these sites for safety reasons during the pandemic: The units in both have front doors that open to the outdoors. The WHA put us in contact with the leader of the tenants association at each site, and they were helpful in welcoming us to the sites and in some cases recommending individual tenants as good candidates.

We used a script to guide the conversations to find out how many of the residents had internet access, a computer in their home, computer experience, and any interest in the program if they did not already have a computer and wifi. We answered questions about WDA and encouraged eligible individuals to sign up. The next week a team that included a Spanish speaker returned to talk with a few Spanish-speaking tenants.

Table 2 shows that at one of the sites we knocked on 52 doors, and 36 people answered. At the other site we knocked on 31 doors, and 18 people answered (we didn't get to all 92 doors). Nine of the 54 who answered at the two sites did not engage in conversation either because they did not want to talk to us or could not because of language barriers (a few spoke only Haitian Creole.)

We asked each person with whom we had a conversation whether they already had a working computer and wifi. Of the 45 people with whom we talked at the two sites, 8 people (18%) answered yes to already having access to a computer and wifi, which made them ineligible for WDA. The remaining 37 (82%) did not have internet access through a computer.

		Table 2					
		Results of Door knocking at Two WHA Sites					
		March 4, 5, & 10, 2021					
		Site 1		**Site 2**		**Totals**	
		N	%	N	%	N	%
Doors knocked on		31	100%	52	100%	83	100%
- Answered?							
Yes w/conversation		14	45%	31	60%	45	54%
Yes w/o conversation*		4	13%	5	10%	9	11%
No		13	42%	16	31%	29	35%
- Has computer/wifi?			% of answered w/conver-sation		% of answered w/conver-sation		% of answered w/conver-sation
yes		3	21%	5	16%	8	18%
no		11	79%	26	84%	37	82%
- Interested in offer?			% of answered w/conver-sation		% of answered w/conver-sation		% of answered w/conver-sation
yes		4	29%	10	32%	14	31%
no - has computer		3	21%	5	16%	8	18%
no - no computer		7	50%	16	52%	23	51%

Of the 45 people we talked with, 14 (31%) were interested in the WDA program and seemed to qualify. Four of those interested were Spanish speakers. For most who expressed interest, we took down their names and phone numbers so that a WDA enrollment representative could call them to enroll. For those who did not want to share their information, we encouraged them to phone the COA number on the leaflet.

Of the 45 people we talked to, 23 (51%) were not interested in our program even though they did not own a computer. We asked why. Here are the responses from those who answered:

"Gives me a headache. I do the wrong thing and don't feel good."
"I'm 86 years old. I'm not interested."
"I can't read small print. I have MS."

"My daughter does it. I love being spoiled."
"I worked on computers all my life. Glad to be rid of them."
"I don't want to learn. I'm 71. Cell phone is hard enough."
'I don't want a computer."
"I never used. English not good enough."(Chinese male)
"My daughter takes care of it for me."

In summary, just over half of people who did answer the door and were willing to talk to us were not interested in the WDA program, even though they did not have a computer or wifi. Only 31% were interested. A significant proportion attributed their lack of interest to not having a computer or not knowing how to use a computer and had no desire to learn. Others attributed their lack of interest to being too old and/or to medical conditions that would prevent computer use like poor sight or MS (contributing to lack of dexterity to operate a computer). In addition to these reasons, some residents had family members who were able to help them.

It is also worth commenting on the fact that no one answered the door at 35% of the units we knocked on. We believe that many were not home; some were said to be working. At Site 2, we went in the morning and 70% opened their doors; whereas for Site 1 it was later in the afternoon and only 58% opened. Another impression we had was that some people had not looked very closely at the flyer. When we knocked on doors, we held it up to help identify ourselves. Many tenants gave a puzzled look, as if they had not seen it before.

CoA newsletter: As described above, a description of the WDA program and how to apply appeared in both the English and Spanish versions of the CoA's February and March newsletters. As shown in Table 1, the newsletter was responsible for 26 (54%) of the inquiries and 12 (55%) of the registrants. Our records show that there were responses to the CoA newsletter from 5 housing authority residents who were not at the sites where we leafletted and knocked on doors.

Canvassing the food pantry line: By the middle of April we were below our target of ten Spanish-speaking registrants, so we decided to do more face-to-face marketing to Latinx seniors and to focus on those waiting in line for the Healthy Waltham food pantry. Two Spanish-speakers from the WDA team walked along the line on two different pantry days, looking for and engaging Spanish-speaking seniors. Many were reluctant at first, but the outreach workers kept encouraging them and several changed their minds. This work yielded 7 of the 13 total Latinx inquiries into WDA and 7 of the 10 Latinx registrants. It was clearly an effective method. Five of the Latinx registrants lived at the St. Mary's apartments, which is interesting since several weeks prior to the outreach on the food pantry line, St. Mary's management had put our leaflet under the doors of all 70 units and also posted it on bulletin boards. We received no inquiries at all from that earlier leafletting.

<u>Selection of applicants</u>:

Sorting through inquiries to determine eligibility and interest took the team considerable time. We had to reach people on the phone, go through TGH's and our required questions about residence, income, whether they had computers and wifi, skills, and their willingness to participate in the classes. Barriers like medical care and work had to be explored, as did level of interest. In the end we registered 22 of the 48 who inquired.

<u>Thoughts on marketing</u>

Five conclusions seem clear from our marketing experience. First, the trusted and widely distributed CoA newsletter was a good source of inquiries, including a few Spanish speakers. Second, face-to-face marketing is time consuming but effective. Third, just handing out and posting leaflets is a weak marketing method with this population. Fourth, the data gathered in knocking on doors show that for a variety of reasons, about half of the low-income seniors with whom we spoke did not have internet or a computer but did not want them. Perhaps more persuasion (which we used in the food pantry line) would have changed some minds, but it appears that a significant proportion of older people are not clamoring to become part of the digital age. Finally, we were successful in reaching low-income seniors and Spanish-speaking seniors. It helped to have help from the Housing Authority and tenant leaders, and it was crucial to have Latinx outreach workers. Among the nine Spanish-speakers who finished the course, six countries of origin were represented: Guatemala (2), El Salvador (2), Venezuela (2), and one each from the Dominican Republic, Ecuador, and Puerto Rico.

If we offer the program again (we have applied for funds to do so), we know how to reach more housing authority residents and others who live in multi-unit senior apartments:
- Knock on doors at other WHA sites (there are 12 in Waltham).
- Knock on doors at Waltham's Cabot Mill apartments. Mill management agreed to hand out leaflets while we were the marketing to the housing authority and St. Mary's, but we held back at the Mill since we had reached our targets.

There is clearly more need for WDA among Waltham seniors and room to expand.

<u>The computers, the wifi and the classes</u>

Our plan was to start classes in early May with graduation in mid-June. Under our contract with TGH, they would send us Chromebooks one to two weeks after we sent them the names and addresses of registrants. While waiting for the computers, we set up temporary Gmail accounts for all registrants. When we received the computers, we had to download and install relevant software as well as the Z drive shortcut to the course materials, set up internet connections, and get each participants' computer communicating with his/her wifi. Then the computers had to be handed off to the participants, who would be taught at the handoff how to turn on the computer and access the link to Zoom and their classes. Then came five weeks of classes

conducted on Zoom – 90 minutes, 2X/week. This was the plan, but as described below, we had to modify it as things unfolded.

First, the 21 Chromebooks acquired from TGH were configured and updated. All 21 had to be connected to a power source, opened, linked to software sources on the web, and connected to their temporary Gmail account. The account had to be temporary so that the instructors could access the accounts while the participants were learning to do so. The team had to wait for the downloads and set up the desktops for easy access. The computer and wifi setup were led by the tech specialist.

Second, the initial plan called for wifi equipment to be installed in participants' homes and connected to the Chromebook. For this step we changed from in-home modems to "hot spots," which access the internet through cellular networks, like cell phones. We made this change because for the first participant to go through WDA in the pilot, it took our tech specialist and a Verizon technician more than an hour to set up her cable and modem. We did not have the time to do this for 21 new participants. Fortunately, TGH agreed to supply us with hotspots, which do not require installation. The hotspots were charged at the same time as the Chromebooks, and the last step of the set up was to get each computer communicating with its hotspot.

The classes

Between acquiring the computers and setting them up, we lost three registrants to medical conditions – two in the English class and one in the Spanish class. We took one person off the English waiting list, which left the English class with 10 participants. The Spanish class started with 9. With two participants fewer than were registered, we had to return two Chromebooks and hotspots to TGH.

Before classes started, team members brought the computers and hotspots to each of the 19 participants' homes. At the hand-off they ran through basics of use so participants could open the Chromebooks and emails that allowed them to access the course. This step was in late April to early May, so we had to do this with masking and social distancing. The instructors also handed out a printed copy of basic instructions we had created for getting started and joining the first Zoom class.   The team also created, translated and printed the participant agreement document (2 copies per participant), which participants signed (keeping one copy) when they received the equipment.

The training began on a Monday in mid-May. Prior to the first class meeting it was clear that many participants needed more than the initial visit to be able to attend their first class online. The two Spanish trainers visited 7 participants again before the class. As a result, only 1 of 9 had difficulty getting into the class, but another had difficulty muting and unmuting herself. One of the trainers had to visit her at home during the class to help her. There were 2 participants in the first English class who could not get into the class. Both were visited

individually after the class for further instruction. However, there were also difficulties getting the English participants onto the same page as their instructor. After the class the instructor reported: "On a rating of 1-10 with 10 best, it was a zero."

The team met after this to strategize how to handle these significant problems. They decided to visit in person with all but two of the participants before the second Zoom class to provide further instruction on the basics: the keyboard, tabs in windows, moving between desktops, and whatever barrier a participant was facing. They divided the list of participants and gave individualized one-on-one instruction. They also scheduled a two-hour make-up class due to the problems encountered in the first session.

By early June, pandemic rules were loosening, and we were able to add in-person, small group sessions. This required the team to arrange (and sometimes provide) transportation to a site for some participants. For the Spanish group, the management of St. Mary's apartments offered its community room for St. Mary's resident participants and two St. Mary's maintenance staff participants, who together were the core of the Spanish class. All but one of the class could attend. A week later the CoA offered group instruction, under a tent, outside the Senior Center, for both the English and Spanish classes. Unfortunately it was pouring rain that day but the class was able to move to the Center's auditorium and continued to meet there until the classes were over.

In summary, the final weeks of instruction were an "all-hands-on-deck" experience. We moved the Spanish class to the afternoon, so the Spanish trainers could help in the English class in the morning and the English trainer could help in the Spanish class. A 4th instructor, whose participation had not been needed earlier, was asked to also work with the participants to insure that everyone received needed help. The classes were also extended to two hours, and three classes were added on the end. There was extensive one-on-one instruction for participants who were still having trouble with the basics.

The final week's schedule included helping each participant to set up a Gmail account and transfer pictures from their computer to Gmail. The students also received instructions for their final projects, which consisted of creating a document with an image to be emailed to instructors. Instructors also introduced them to polling in Zoom, helped them complete and submit evaluations, and started transferring the Chromebooks to the participants. During an informal graduation, the team also handed out certificates of completion to the participants. The final session (on Zoom) included a comprehensive review, a Q&A Session, explaining the equipment warranty and whom to call when encountering equipment problems, tips on how to continue to increase computer skills, and what to do when the hotspot expires.

To pull off this training the instructors put in about twice as much time as they had expected. The 5 weeks of training took approximately 40 hours of volunteer training time for each of two lead instructors, 12 hours for the third volunteer, and 40 hours of contract time for the paid instructor.

In the end the training was successful: All 20 of the seniors who started training (the "pilot" participant in January and the 19 in WDA in May-June) graduated and kept their computers and hotspots.

Post-program Survey findings

One piece of the planned outcome evaluation was a Pre/Post assessment of participants' computer skills and wifi knowledge (see Attachment 4). Due to the rough and unequal start getting the participants onto the internet and zoom classes, the Pre survey was not administered before the start of the classes. However, we did collect some data in the screening process. Prior to the start of classes, 19 of 22 registrants had no device (2 had old tablets, and one had an outdated computer). None of the registrants had a modem for wifi, although some were able to connect to the internet through their cell phones. Ten had no computer skills; 3 had some; and 9 were unknown.

The results of the Post survey (Table 3), which was administered at the end of classes, provide a similar picture of participants' knowledge and use of computers and internet before WDA, plus their reports of knowledge and skill after the WDA classes were complete. Note that this table includes 20 participants: We also administered the WDA Post survey to the "pilot" participant 8 months after she completed the program. The data show that participants made progress, but most still have more to learn.

Similar to the screening data, only three had a device before the classes – all of them in the English group. Five reported that they had wifi before the WDA, likely reflecting their access through cell phones (the survey did not distinguish). Ten of the 20 had email accounts before WDA, including 73% of the English class but only 33% of the Spanish. Members of the Spanish group were more likely than the English group to access email through their cell phones.

The answers to the last three questions in Table 3 show how well WDA prepared the participants to use their new computers and the internet. No one in either the Spanish or English reported being "very skilled" at using their computer; but 55% reported "some" skill.; 35% reported "little" skill; and only one person (5%) reported no skill. Participants reported somewhat higher levels of skill using the internet, but this may reflect their prior use of the internet on cellphones. More than half reported that they knew how to avoid internet scams, but two people (10%) said they had no skill in this area.

Given how far most of the participants had to come from little or no base in the world of computers and internet, it is not surprising that the participants made only modest progress. Even some or little skill is a start. But it is also clear that many of the participants are going to need more support to keep that start from becoming a stop. We are working on ways to offer continuing support.

Table 3: Results of Post Survey							
	Spanish (n=9)		English (n=11)			Total (n=20)	
Did you have a computer before WDA?							
• yes	0	0%	3	27%		3	15%
• no	9	100%	8	73%		17	85%
Did you have wiifi before WDA?							
• yes	2	22%	3	27%		5	25%
• no	7	78%	8	73%		15	75%
Did you have an email account before WDA?							
• yes	3	33%	8	73%		10	50%
• no	5	56%	3	27%		9	45%
• missing	1	11%	0	0%		1	5%
Do you access the internet on your cellphone?							
• yes	5	56%	5	45%		10	50%
• no	2		6	55%		8	40%
• missing	2	22%	0	0%		2	10%
Do you access email on your cellphone?							
• yes	5	56%	1	9%		6	30%
• no	4	44%	6	55%		10	50%
• missing	0	0%	4	36%		4	20%
How skilled are you using a computer?							
• very	0	0%	0	0%		0	0%
• some	4	44%	7	64%		11	55%
• little	3	33%	4	36%		7	35%
• none	1	11%	0	0%		1	5%
• missing	1	11%	0	0%		1	5%
How skilled are you using the internet?							
• very	2	22%	3	27%		5	25%
• some	2	22%	5	45%		7	35%
• little	4	44%	2	18%		6	30%
• none	1	11%	1	9%		2	10%
• missing	0	0%	0	0%		0	0%
Do you know how to avoid scams?							
• yes	4	44%	7	64%		11	55%
• sort of	4	44%	3	27%		7	35%
• no	1	11%	1	10%		2	10%

Post-program interview findings

To better understand the seniors' experiences with WDA, we conducted brief interviews with 11 seniors and all four trainers. Some interviews were done in person near the end of the

classes; some were done by phone about a month after the end; and one was done 7 months later (the "pilot" participant). We mix the reports from the several times and sources here.

In the interviews we asked what was most difficult about learning to use the Chromebook, search the internet, and use Gmail, and whether the WDA training was helpful. We also asked the seniors how they were using the internet and Gmail. The respondents had different levels of knowledge and experience going in, and that made a difference in how difficult the course was for them.

As we will see below, the problems with learning to use Chromebooks and the internet were amplified by trying to do it on zoom, but there would still have been challenges for most of the participants. We found both specific-detail and big-picture challenges. The challenges at the level of details were numerous:

- The keyboard – Many of the participants had never typed and did not know the special keys or what they did, e.g., shift, tab, function, space, control, arrows, return, delete, etc. The seniors taking the course in Spanish had the additional challenge of missing keys for typing in Spanish, e.g., á, é, í, ó, ú, ñ.

- Terminology – Most participants had heard of - but fewer understood - the meaning of common internet and computer terms, e.g., copy, paste, send, open, tab, app, highlight, webpage, mouse, touchpad, click, right-click, hotspot, wifi, modem, the web.

- Physical/motor movements – Holding and maneuvering the mouse and clicking were particular challenges, especially for those with arthritis, lack of sensation (numbness), or the ability to control hand movements. Typing was another problem. Almost all developed the "hunt and peck" method. A few participants had vision deficits.

In the big picture, these physical, visual, language, and conceptual challenges with their Chromebooks and the internet composed a largely new world for most of the participants, and it was not a world in which they could quickly get their bearings.

Here are some responses from seniors and instructors on the questions outlined at the start of this section.

- What was most difficult learning about the Chromebook?

  Here are some of the difficulties:

  - "Copy and paste using the mouse. It's two things in one. Highlighting, etc."
  - "Using the mouse."
  - "To know how to use it, the keyboard, the mouse, etc."
  - "The computer was not waiting and sometimes had to go back to start what it was doing." (Instructor comments: When he was entering his password, he spent

a lot of time locating the letters, on the keyboard, using capitals and the time expired, thus requiring him to go back to the start.)

- o "It was not that difficult if you knew computers. After the class ended I contacted (one of the trainers). I was using it as a guest and I went to (the trainer's house and s/he fixed that. I couldn't save anything. A couple of weeks after that when I tried to do Zoom at a church service, I couldn't get the audio. It was very slow. This time Chrome fixed it. They sent me a message to restart it. So they fixed it via Chrome itself."
- o Instructor: "She is so eager to learn that she gets into trouble very quickly by going into other pages/apps and then she thinks she lost her work."
- o Instructor: "It's not just the vocabulary. It's 'What you get when you wiggle this.'"
- o Instructor: The mouse. She had her mouse backwards. I turned it around for her, but I had to put my hand over hers to get her to feel how to hold and click it. And also to keep her hand off the finger pad when typing."

Instructors also spoke to problems related to aging:

- o "(Another instructor) met individually with one very eager-to-learn participant two or three of times. S/he is doing a great job with them, although, we are a little concerned about their ability to retain information."
- o "The oldest have trouble coordinating their hands. Many are afraid they'll break the computer. They need reassurance on that but also caution they will mess up something else. Where are they going to find human support in the summer?"
- o "The men seem more defensive and frustrated. People are different. Some have learning and emotional reactions to things that are like school. Learned reaction: walk out when frustrated. They come back but can they stay long enough to learn?"
- o "We taught them to put in a dash for their password, but some can't read it back/repeat it."

Some participants didn't have such big problems and still found the course helpful:

- o "I used to work on old-fashioned computer. Microsoft. Keyboard was Windows. So the keyboard was a little different but not foreign to me. I have looked at laptops in the past and thought I wouldn't know what to do with it. Would have to hire someone…. So I was thrilled to see the CoA offering it. The timing was so good. I didn't have a computer to sign up for vaccine. I went to Staples for their computer. I was worried whether it was secure. I was thrilled to get the computer." Helpful. Sharpened skills I already had."
- o "I had to get used to emails. They broke it down pretty simple. Got through to everyone. He came here and saw my setup. One problem.: My eyes aren't what they used to be. I can make it bigger but then I run out of screen. I hooked it into

19

an old monitor. He explained things very well. He said, 'You don't have troubles.'"

- o Participant: "The Chromebook was not difficult, but it does drive differently. A couple of hot-keys that were different. Icons moved differently. I worked in special ed in schools. I had been using Google documents."

- What was the most difficult thing learning about the internet and Gmail?

  Here are some participants with difficulties as well as their comments about whether the course was useful:

  - o "The virtual classes via Zoom. I don't think I know how to connect via Zoom, yet."
  - o "The classes were difficult - not the same as personal classes. I'm not using my electronic mail, but I would like to learn to use it better." Useful? "Yes, very useful. Very useful. I know what electronic mail is."
  - o "I didn't have problems (with the browser) because I knew how to do it on my cellular. I have not used Gmail on my computer. I access Gmail from my phone." Useful? "Yes. Very useful'
  - o "I need to learn more about Google Mail. I've used it very little." Useful? "Yes, it helped me a lot. It was a new experience."

  Again, some didn't have problems:

  - o "Not difficult if you know a keyboard. The course was basic enough to handle even if you didn't know much coming in."
  - o "Along with Yahoo. Gmail for some things. Others had more problems. The trainers were exceptional. They straightened my email."
  - o "Nothing difficult. I had learned Zoom in the Civic Academy."

- How are you using the Chromebook, the internet, and Gmail now?

  - o "Pay bills. Mobile apps. Communicate with my family in Guatemala."
  - o "Technology has helped us. Put it in our own hands. I can do things from home rather than getting a taxi or asking for a ride."
  - o "So far it's been a pleasure. I'm so grateful. They keep helping us. I had some knowledge of computers. I know you will help us in the future. I'll do more practice on my own now. "
  - o "I entertain myself and stay informed. I'm not using my electronic mail, but I would like to learn to use it better."
  - o "Every so often. Once every week or two. I just nose around. I have a problem with my hands. It would be more helpful if I wouldn't have problems with my hands."
  - o "I use Google quite often. Daily and sometimes at night and fall asleep while using it. I look for information in YouTube, such as recipes, etc."

- o "Walmart and Amazon. News Tribune obits. News. Weather. What's going on in the world. Interesting articles. Games. Checkers. Solitaire. Games give confidence in the mouse."
  - o "I always went to the Waltham library to use their computers, but it closed for a year. Now I'm back on Facebook. I have family all over the country, including my son out west. They're all on Facebook. That's how I stay connected. I also can now go to church Zoom meetings. And my women's singing group."
  - o "I'm a card player. You're never alone when you have a computer. My doctor will give me names and I get home and look at web MD."
  - o "I took the free internet. The Hotspot. I like it."
  - o Instructor – "There is a guy who is using his spouse's email address, but she (who is older) doesn't know how to use it. He's going to teach her."

- Do you still need help?
  - o "No. But I want to learn Zoom."
  - o "I'd like to learn how to use Zoom. Also, when I'm looking at a document and I'd like to attach another document to it."
  - o "I'd like to know my computer better."
  - o "No. Well squared away."
  - o "No. I'd be willing to help others."

- Do you have any final comments to share?

  - o "I actually did it! I never thought at my age I'd do it. All my life I'd see people on computers. It's a dream. Use it. Learn about things. Communicate."
  - o "Big opportunity. Seniors stay back without this."
  - o Participant (to instructor) – "Anytime I open the computer I think of you. I feel more youthful. More motivated."
  - o "We have had calmness and patience. We weren't talked down to. You trusted in us to do it. We were not shy to ask. In other cases, students feel not to ask. We appreciate this."
  - o "Really grateful they had this program. I connected with my family, my church… Nice to be able to have that during this pandemic. And to do a class. All the places I would normally do a class are closed. I also got to talk today to my new PCP today on zoom."
  - o "Make it more intensive. More time."
  - o "I'd like to learn Zoom more, how to invite another person, how to have meetings with others."
  - o "Very kind and generous program."
  - o "Keep (the lead instructor) around. He's very patient. Like the SNL computer guy."
  - o "I feel they did a hell of a job. Equipment was good except I couldn't see it. I go up to Maine and I take it with me."
  - o Instructor (4th week of classes – first class in person): "They really like these in-person classes and are asking for more. They said: And after this class, what else?

They went on saying that they want to learn more and visualized having zoom meetings with friends, meeting with their physicians, etc., etc. This is a very good discussion topic."

Resources used to create and deliver WDA

The final topic in this evaluation report is to give a sense of the resources it took to carry out WDA. As discussed above, most of the work of WDA was carried out by senior volunteers – the coordinator/trainer, the tech expert/trainer, another senior trainer, and the marketing leader. They formed a team, which met pretty much weekly via zoom from January through early July, plus other time outside meetings, e.g., attending TGH mandatory trainings, setting up online curricula, keeping the Connections Coordinating Committee informed, etc., as detailed above. A modest estimate is that outside the actual training, on average they worked three hours a week each putting together and running the program. That's about 336 hours total over the six months. As discussed above, the training itself took another 92 hours, plus 10 earlier for marketing. Altogether that's about 448 hours of volunteer time over a six-month period, or about 4.5 hours a week for each of the four volunteers. Of course, there was variation by time period for each volunteer as well as differences in total time between them.

Beside volunteer time, we had actual costs in two areas: paid staffing costs were about $3,000 for 150 hours from the paid trainer and the marketing assistant. The largest cost was $589 per participant for the Chrome book, hotspot and training from TGH ($11,720 total). Adding supplies, printing and indirect costs, the total budget was $16,675.

Lessons/Discussion

Here are some final thoughts about WDA regarding outcomes/impact, classes, and marketing.

Outcomes and impacts: All of the 20 participants completed the class and were able to keep their Chromebooks and hotspots. It was easier for some than others, but all found a way to learn enough to pass the curriculum. Almost all are using their new computers to access the internet for a range of activities and resources. Fewer are using the Chromebooks to access email/Gmail, but some use their phones as an alternative. The graduates are very happy with their new equipment and skills and grateful to have been part of the program. Many still need and want help to learn to do more. We are looking into arrangements for ongoing technical assistance, which we know some graduates need.

Classes: In retrospect it was not a surprise that starting the classes on Zoom was a challenge for both instructors and most participants. The knowledge and skill sets needed to learn to use a computer and navigate the web were too difficult for most of the WDA participating seniors to learn via on-line (Zoom) classes that many had difficulty accessing.   The instructors had to make multiple visits to most participants' homes to get them online and navigating the web. Fortunately, the instructors were willing to provide the upfront and ongoing tutoring, and

fortunately, COVID vaccines were increasingly available and we were able to use two different venues for some in-person classes. If we offer WDA again, we will hold most if not all classes in person.

Marketing: We identified and reached the people we wanted: low-income seniors, including Spanish speakers.   The most effective marketing approaches were the trusted CoA newsletter and in-person outreach. Leafletting alone was a weak method. From talking to seniors, we learned that there are many low-income Waltham seniors without computers and internet who, for a variety of reasons, seem not to be interested in digital access. But there are also many who are interested, who are able to learn, and who are happy to join the digital age.

Attachment 1: Material on the WDA "Z Drive"

Waltham Connections for Healthy Aging
Presents
Welcome to the Digital Age
Reference Material

Item description

1 Learner Responsibilities

2 Chromebook Overview

3 Chromebook Keyboard

4 Keyboard Commands (shortcuts)

5 Chromebook Glossary

6 Reference Guides

7 Introducing The Mouse

8 Mouse Instructions

9 Mousing Around Tutorial

10 Mouse Exercises

11 The (102 key) Keyboard

12 Ports

13 Introduction to email 1 - the basics

14 Introduction to email 2 - Beyond the basics

15 Email Quiz

16 Navigating a Website

39 TGH Survey Link

40 Chromebook Reset

26

Attachment 2: WDA Flyer

Waltham Connections
for Healthy Aging

TGH
tech goes home

Waltham Connections In Partnership with Tech Goes Home

WELCOME TO THE DIGITAL AGE!

FUNDED BY MCLEAN HOSPITAL AND TUFTS HEALTH PLAN FOUNDATION

WALTHAM CONNECTIONS FOR HEALTHY AGING, AN AREA NON-PROFIT ORGANIZATION, INVITES YOU TO PARTICIPATE!

Welcome to the Digital Age provides free computers, home internet connections, and training to adults. The program is available to Waltham residents age 60 and up who cannot afford to purchase this equipment. Participants get to keep their computer when they complete this 15-hour training. Wi-fi internet is also free for 12 months and available for purchase after that for a small fee.

TRAINING WILL TAKE PLACE IN EARLY MAY -- EXACT DATE TBD!

TO APPLY

Call the Waltham Senior Center at 781-314-3499 and leave your name and contact information to receive a call back from Zoila Esperanza Carrillo or Laura San Juan, the Welcome to the Digital Age Coordinators.

Por favor vea el otro lado para Español

Waltham Connections
for Healthy Aging

TGH
tech goes home

Waltham Connections en Asociacion con Tech-Goes-Home

¡BIENVENIDOS A LA ERA DIGITAL!

FINANCIADO POR MCLEAN HOSPITAL Y LA FUNDACION DEL PLAN DE SALUD TUFTS.

¡WALTHAM CONNECTIONS PARA UN ENVEJIMIENTO SALUDABLE, UNA ORGANIZACION SIN FINES DE LUCRO, LO INVITA A PARTICIPAR!

"Bienvenidos a La Era Digital" ofrece computadoras, Internet en el hogar, conexiones y capacitación gratuitas para personas de tercera edad. El programa está disponible para los residentes de Waltham mayores de 60 años que no pueden permitirse comprar este equipo. Los participantes pueden quedarse con su computadora cuando completan esta capacitación de 15 horas. La conexión inalámbrica a internet también es gratuita durante doce (12) meses y está disponible para su compra a partir de ese momento por una pequeña tarifa.

La capacitación tendrá lugar a principios de Mayo, pero la fecha exacta está por determinarse.

PARA APLICAR

Lláme al Waltham Senior Center al 781-314-3499 y deje su nombre e información de contacto para recibir una llamada de Zoila Esperanza Carrillo o Laura San Juan, las coordinadoras de "Bienvenidos a La Era Digital".

Please see the other side for English

Attachment 3: WDA Acceptance Letter

Waltham Connections
for Healthy Aging

510 Moody Street
Waltham MA 02453
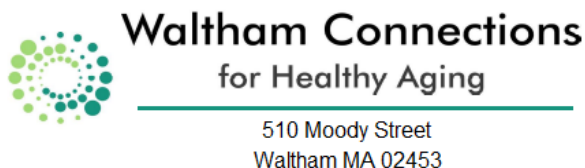
April 24, 2021

Dear Learner,

Congratulations! We are pleased to inform you that you have been accepted and registered in the virtual "Welcome to the Digital Age" program.

Classes will be as follows:
Monday, May 17th, 10:00 am– 11:30am
Friday, May 21st, 10:00am – 11:30am
Monday, May 24th, 10:00am – 11:30am
Friday, May 28th, 10:00am – 11:30am
Monday, May 31st - Memorial Day - no class
Wednesday, June 2nd, 10:00am – 11:30am
Monday, June 7th, 10:00am – 11:30am
Friday, June 11th, 10:00am – 11:30am
Monday, June 14th, 10:00am – 11:30am
Friday, June 18th, 10:00am – 11:30am
Monday, June 21st, 10:00am – 11:30am

Should you happen to miss one class, we have made arrangements for you to make it up on:
Wednesday, June 9th, 10:00am – 11:30am

Learners are required to meet 15 hours of computer training; therefore, should you miss a class, we will help you to make it up; otherwise, we will need to claim the equipment (chromebook and hotspot) from you. Unfortunately, we can only offer one make-up class. Please schedule your appointments in such a way that you don't miss more than one class.

As part of this program, for as long as you meet the requirements (you don't have a computer, no access to wifi due to cost, and you want to learn computer skills) and 15 hours

of training, you will receive a chromebook (computer) and hotspot (wifi) to keep. The hotspot will shut off 12 months from the date we give it to you; however, you will receive a notice three months prior it shuts off. Then, you may acquire wifi service from Comcast at the rate of $9.95 a month.

Before May 17th, we will be calling you to set up a brief appointment to come to your home to give you the chromebook and hotspot. The equipment will be completely programmed for you, but we will show you how to turn the chromebook on. This task will only take about 15-20 minutes at the most.

Should you have any questions, please call the Waltham Senior Center at (781) 314- 3499 and leave a message for either Zoila Carrillo, Barbara Perry, or Laura San Juan.

The "Welcome to the Digital Age" Program Team

Waltham Connections
for Healthy Aging

510 Moody Street
Waltham MA 02453
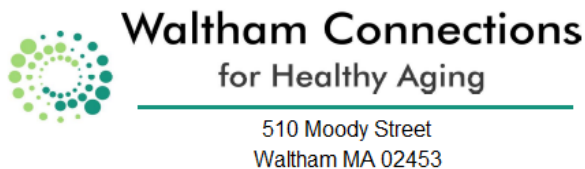
Abril 24, 2021

¡Felicitationes! Nos complace informarle que Ud. ha sido aceptado y registrado en el programa virtual "Bienvenido a la Era Digital".

Las clases serán las siguientes:
Lunes 17 de Mayo, de 10:00 am a 11:30 am.
Viernes 21 de Mayo, de 10:00 am a 11:00 am
Lunes 24 de Mayo, de 10:00 am a 11:30 am
Viernes 28 de Mayo, de 10:00 am a 11:30 am
Lunes 31 de Mayo - Memorial Day - no hay clases
Miércoles 2 de Junio, de 10:00 am a 11:30 am
Lunes 7 de Junio, de 10:00 am a 11:30 am
Viernes 11 de Junio, de 10:00 am a 11:30 am
Lunes 14 de Junio de 10:00 am a 11:30 am
Viernes 18 de Junio de 10:00 am a 11:30 am.
Lunes 21 de Junio de 10:00 am a 11:30 am.

Si alguien no pudiera asistir a una clase, hemos hecho arreglos para que la recupere en: *Miércoles 9 de Junio, de 10:00 am a 12:00 del dia.*

Los estudiantes deben cumplir con 15 horas de capacitación en computación; por lo tanto, si pierde una clase, lo ayudaremos a recuperarla; de lo contrario, tendremos que reclamarle el equipo. Desafortunadamente, solo podemos ofrecer una clase de recuperación. Programe sus citas de tal manera que no se pierda más de una clase.

Como parte de este programa, siempre que cumpla con los requisitos (no tiene computadora, no tiene acceso a internet porque se le hace dificil economicament y quiere aprender a manejar una computadora) y 15 horas de capacitación, recibirá un Chromebook (computadora) y un punto de acceso al internet (hotspot). El hotspot se apagará 12 meses a partir de la fecha en que se lo proporcionemos; sin embargo, recibirá un aviso tres meses antes, para que Ud. haga los arreglos necesarios. Luego, puede adquirir el servicio wifi de Comcast a una tarifa de $ 9.95 al mes.

Antes del 17 de Mayo, llamaremos para concertar una breve cita para ir a su casa a darte el Chromebook y el hotspot. El equipo estará completamente programado para Ud. Cuando lleguemos a su casa, le mostraremos cómo encenderlo. Esta tarea solo tomará entre 15 y 20 minutos como máximo.

Si tiene alguna pregunta, llame al Waltham Senior Center al (781) 314-3499 y deje un mensaje para Zoila Carrillo o Laura San Juan.

El Equipo del programa "Bienvenido a la Era Digital"

Attachment 4: Pre/Post Survey.

-

WDA Learners' Pre/Post-Program Survey

Did you have a working computer before the WDA? ¿Tenías una computadora en funcionamiento antes del programa WDA?

( ) Yes - Si ( ) No - No

✳ Did you have a wi-fi connection at home before the WDA (Say 'no' if it is only for using your phone)? ¿Tenías una conexión wi-fi en casa antes del programa WDA (di que "no" si el wi-fi era solo para usar tu teléfono)?

( ) Yes - Si ( ) No - No

Did you have an email account before the WDA?   ¿Tenías una cuenta de correo electrónico antes del programa WDA?

( ) Yes - Si ( ) No - No

✳ How skilled are you at using a computer? ¿Qué tal hábil eres en el uso de una computadora?

( ) Very skilled – Muy hábil

( ) Some skill - Más o Menos hábil

( ) Little skill - Un poquito hábil

( ) No skill – Nada hábil

✳ How skilled are you at using the internet? ¿Qué tan hábil eres en el uso del Internet?

( ) Very skilled – Muy hábil
( ) Some skill - Más o Menos hábil
( ) Little skill - Un poquito hábil
( ) No skill - Nada hábil

Do you access the internet on your cell phone? ¿Tienes acceso al internet en tú teléfono cellular?

( ) Yes   ( ) No

Do you access email on your cell phone? ¿Tienes acceso a correo electrónico en tú teléfono celular?

( ) Yes - Si   ( ) No - No

✸ Do you know how to identify and avoid internet scams? ¿Sabes cómo identificar y evitar las estafas en Internet?

( ) Yes - Si   ( ) No - No   ( ) Sort of… Algo asi como……