

Seattle Goodwill

DIGITAL LITERACY INITIATIVE



Internet Access & Technology Usage: Survey Results

October 2014

Goodwill
Because jobs change lives

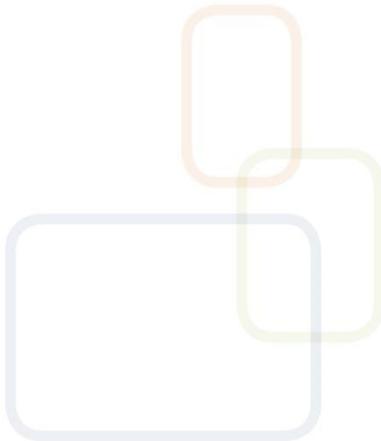


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Generous support from Comcast allows Seattle Goodwill to provide vital digital literacy access and training to help those job seekers facing significant barriers in our community find and secure employment. Goodwill’s unique digital literacy program provides training on mobile devices, in addition to desktop or laptop computers, to provide students the opportunity to practice and build skills needed for work and further education.

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Internet Access and Technology Usage Survey Results

Executive Summary

As part of Goodwill's digital literacy initiative, surveys were administered to Job Training and Education department students and staff to provide more information about access to internet, technology device usage, and the types of activities participants do with devices. Surveys were completed by 85% of active students and 90% of staff during the survey administration period.

Student Survey:

Access to Internet: Student access is higher than assumed, with a high percentage (83%) of students accessing the internet at home and/or by smartphone.

- 94% access the internet from some location
- 75% access the internet at home
- Only 4% do not access the internet at all
- 67% access internet daily from at least 1 location
- 27% only access internet weekly from some locations and monthly from other locations (no daily access)

Device Usage: Overall, 92% of students use at least 1 internet capable device in personal or public setting like Goodwill.

- Over half the students use a laptop computer, and about half use a desktop computer
- 43% use a Smart Phone
- 22% use tablets

Activities: For the most part, students have used technology to perform communication and entertainment related tasks more than employment and education related tasks.

- About 70% of all surveyed students use these devices to send email, watch videos, or listen to music
- Just over 50% have applied to jobs online
- 32% have used an internet capable device at a job
- 45% have used an internet capable device to do school work outside of class
- There are significant differences (10%-33%) between native and non-native English speakers for many of the activities and tasks surveyed such as using a computer on the job, applying for jobs online, doing classwork outside of class, shopping online and sending email.

Attitudes: Overall, most students reported positive feelings toward using technology and expressed a desire and understanding of the necessity to build their skills.

Staff Survey

Of staff who completed the survey, 80% work in the classroom with students. Staff were asked about their internet usage outside of work, and most respondents (79%) indicated using a smartphone to access the internet on a daily basis. Most staff who use tablets either use them daily or not all. Instructors are already using a variety of technology tools and resources in the classroom, but express a need for additional training, support, and professional development to stay up to speed. Instructors feel students need more access, a better understanding of the necessity of technology skills, and stronger critical thinking and problem solving skills.

Conclusions

These results are being used to inform the digital literacy initiative so that Goodwill's programs, services, and job training centers can better support the needs of our students. Goodwill will work to build on the technology access and exposure that students have already had while continuing to address students' needs for better access and more marketable skills. The survey pointed out the tasks that students have or have not completed using technology, and not their level of skill or comfort in completing these tasks. Consistent enrollment in Goodwill's computer classes demonstrates the community's desire to attain the skills needed to compete and succeed in work and further education.

Due to the disparities between native and non-native English speakers in having ever completed many of the tasks surveyed, Goodwill will focus first on integrating more technology and digital literacy into our ESOL classes. As mobile devices are becoming more and more common and in some cases serve as a substitute for a laptop or desktop computer, Goodwill will work to implement a tablet program to help provide more exposure and skill building opportunities for students with mobile technology. Supporting staff through professional development will be important for successful integration. In addition to exposure and foundational skill building using technology, in the long term Goodwill seeks to increase our student's 21st century work readiness skills like collaboration, critical thinking, and problem solving through the digital literacy initiative.

Survey Methodology

Surveys were administered to provide more information about access to internet, technology device usage, and the types of activities participants do with devices. The staff was surveyed in March 2014 using an online survey platform, with a return rate of over 90%. The student survey was administered between March and April 2014, using an online platform for most students, and a paper version for use when the computer was unfeasible. Staff were advised on ways to assist students; some classes had extra staff help or higher level students to assist. Goodwill's students take classes at the ten job training and education centers around Puget Sound, spanning from Burien to the Kitsap Peninsula, to Bellevue and Bellingham and represent a diversity of ages and language backgrounds. The return rate was nearly 85% or just under 1400 active students during that period.

The staff and student survey questions were somewhat different, with student questions geared toward gauging levels of technology use or participation, while staff questions were more geared toward their use of technology with students as well as perceptions about student and personal digital literacy needs. The staff survey included more open-ended comment-based questions, while student survey consisted of simple

multiple choice type answers. These format decisions were made to balance data needs as well as to keep the survey concise and easy to complete for students. (See Appendix I and II for actual survey questions.)

Student Survey Result Details

The majority of survey participants take computer and ESOL (English for Speakers of Other Languages) classes, but students also participate in GED, Cashiering or Customer Service classes, Career Pathways, Retail Customer Service Program, or the Youth Program. 58% of the survey participants are aged 41 or older, 28% are aged 26-40, and 14% are 15-25. The native languages most represented include English (35%), Spanish (25%), Chinese (10%), Amharic (4%), and other languages comprised 26%.

We have divided the topics into three main categories: internet access, device usage, and tasks. Within each category below, we include results for the survey respondent group overall as well as notable differences among results for native English/non-native English speakers and age groups.

Access to Internet

The information in this section came from a question asking, "Where do you use the internet and how often?" The answer choices were "home," "other's home," "job," "community center like Goodwill," or "on the go with cell phone" for location, and "never," "monthly," "weekly," or "daily" for how often.

- 94% access the internet from some location
- 75% access the internet at home
- 83% of students access the internet at home and/or via smartphone
- 68% access internet at an outside location (job, others' homes, community center)
- 6% access it **only** at job, other's home, or community center but not at home or via cell
- 4% said they do not internet access at all

Frequency:

- 67% access internet daily from at least 1 location
- 27% only access internet weekly from some locations and monthly from other locations (no daily access)

Goodwill Student Internet Access Differences by County (includes King, Snohomish, Kitsap, Skagit, and Whatcom)

- Whatcom County had lower levels accessing at home and by smartphone access than the other center counties (7% & 22%)

Non-Native English speakers

This population represented 65% (904) of survey respondents. Within this group, the levels of access were similar to the overall numbers above.

- 75% access the internet at home
- 82% of students access the internet at home or via smartphone (or both)

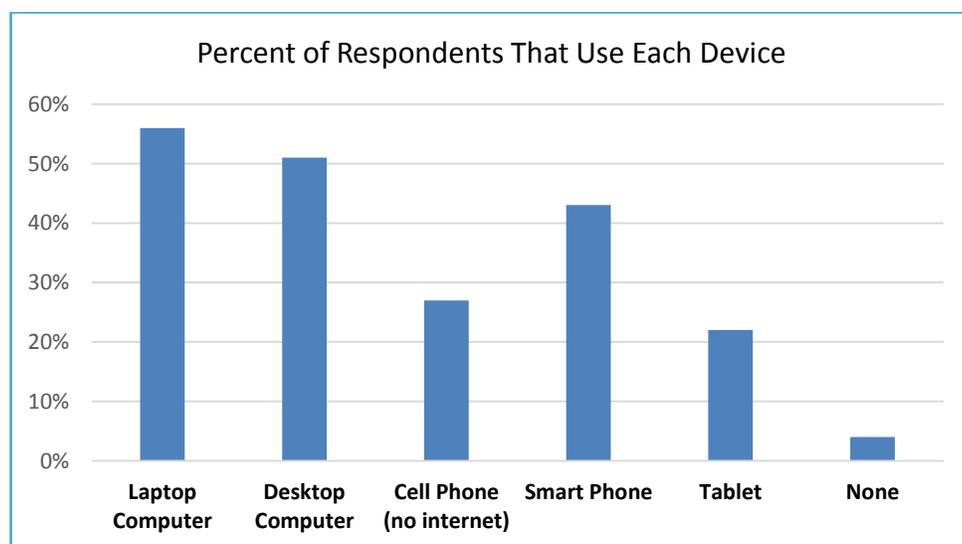
- 64% access internet at an outside location (job, others' homes, community center); 4% access it **only** at job, other's home, or community center but not at home or via smartphone
- 5% said they do not access the internet at all

Some Age Group Access Differences

- Home: all groups accessed internet from home at similar rates (within 5% of overall)
- Home and/or Smartphone: younger groups access internet significantly more than older groups (41-55 at 77% and 56+ at 76%, while 91% of 26-40 year-olds and 94% of 15-25 year-olds access it)
- Outside Location (job, others' homes, community center): all groups were similar to overall (68%) except for 15-25 year-olds, 76% of whom accessed internet from these locations
- Never: 7% of 56+ year-olds explicitly said they never access the internet; other groups were lower

Device Usage

The information in this section came from a question asking, “What devices do you use?” There was no distinction made between devices that students own and devices that students use in public places like Goodwill. The intention of the question was to get an accurate gauge of device usage in general. The responses are outlined in the table below:



- Laptop: 56%
- Desktop: 51%
- Cell without internet access: 27%
- Smart Phone: 43% (Non-native English speaking students: 44%)
- Tablet: 22% (Non-native English speaking students: 21%)
- **92% use at least 1 internet capable device**
- The majority of respondents use between 1 and 2 devices

Device Differences by JTE Class Subject

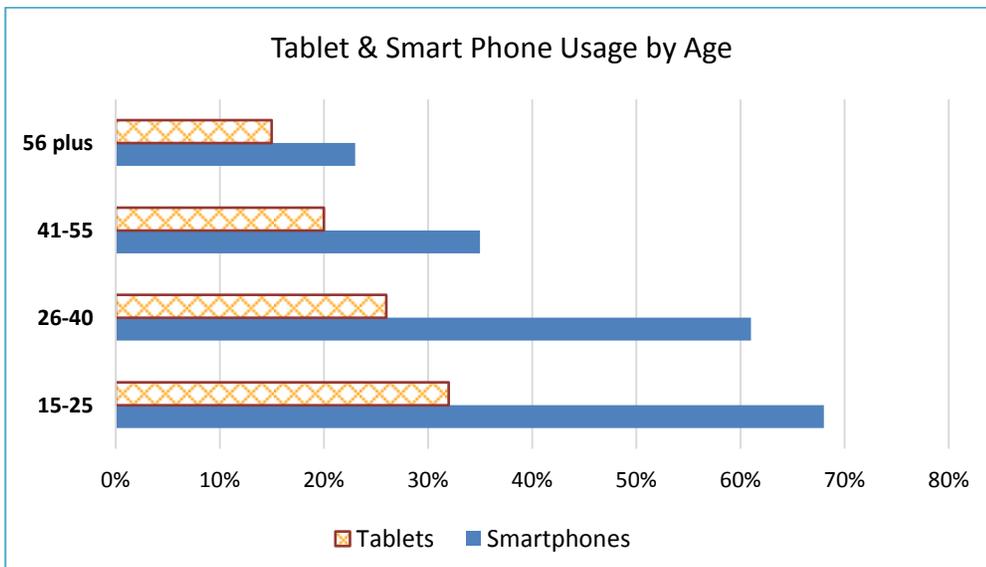
The table below shows that more of the youth students tend to use laptops, smartphones, and tablets than other class groups. ESOL students use laptop and desktop computers less than other class groups, in part because their classes do not currently include as much computer access or usage.

Device Usage by Subject Area							
Device	ESOL	Computer	Retail	Youth*	GED, Math, or Writing	College 101*	Cashiering or CS
Laptop Computer	52%	59%	63%	80%	63%	64%	65%
Desktop Computer	43%	63%	51%	49%	49%	64%	56%
Cell Phone (no internet)	29%	28%	23%	26%	21%	31%	32%
"Smart" Cell Phone	43%	38%	44%	77%	56%	39%	43%
Tablet	22%	20%	23%	37%	27%	25%	24%
None	6%	1%	1%	0%	2%	0%	2%

*Note: These groups were small (20-40 students each)

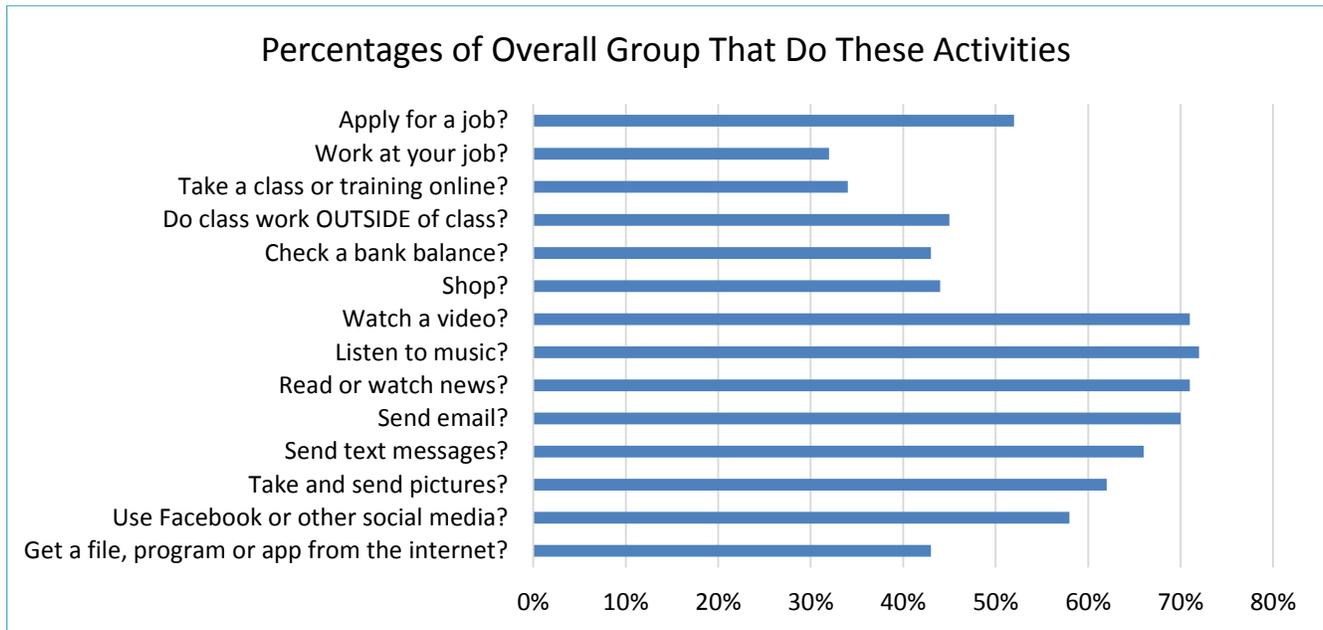
Some Device Usage Differences by Age

While there is less difference between ages with other devices, the chart below shows, tablet usage decreases gradually as age increases. Smartphone usage is significantly higher for the 15-40 year old age groups.



Activities

The information in this section came from a question asking if students had ever used a device to complete a certain task or activity. The intention of the question was to determine what tasks and activities students have or have not done, and not their level of skill or comfort in performing these activities. The chart below shows that more survey respondents have done entertainment and communication related technology tasks than those related to job or school.



Differences by Native Language

- For entertainment and some communication tasks (video, music, news, texting, sending pictures) both native and non-native English speakers were fairly similar.
- There were **significant** gaps between the groups for many of the other tasks, some of which are more related to jobs and education and therefore important to career advancement.

Activity	Native English Speakers	Non-Native English Speakers
Apply for Jobs	73%	40%
Work at Jobs	49%	23%
Take class/training online	42%	29%
Do class work outside of class	61%	37%
Check a bank balance	49%	39%
Shop online	61%	35%
Send email	84%	62%
Facebook or other social media	65%	54%
Get a file/app from internet	57%	36%

Differences by Age Group

- **56+** (380 or 27% of overall total): Percentages of those who have done many job, school, financial tasks, along with email and getting news online, are within 5% of the overall group percentages. The differences increase to 10-17% for tasks such as texting, taking/sending pictures, social media, and downloading apps/files
- **41-55** (435 or 31% of overall total): Differences for all tasks compared to overall are within 6%
- **26-40** (384 or 28% of overall total): Percentages of those who answered "yes" were higher for every task on the list. This group exceeded the overall group entertainment and communication tasks by the most (watching videos, listening to music, texting, taking/sending pictures, using social media, and getting apps/files)
- **15-25** (193 or 14% of overall total): This group also exceeded the overall percentages for every task. In addition to the most exceeded tasks for ages 26-40, this group *also* has a much higher number who have done class work outside of class, checked bank balances, and shopped online

Internet Search Topics*

Percentages of respondents who said they have used the internet to search for information about:

- Jobs: 58%
- School for self or child: 46%
- Health or medical needs: 47%
- Transportation, maps, directions: 68%
- Community resources: 46%

**Survey question offered this list of topics to choose from*

Differences by Native Language

Search Topic	Native English Speakers	Non-Native English Speakers
Jobs	82%	45%
School	57%	40%
Health	59%	40%
Transportation	81%	61%
Community Resources	64%	36%

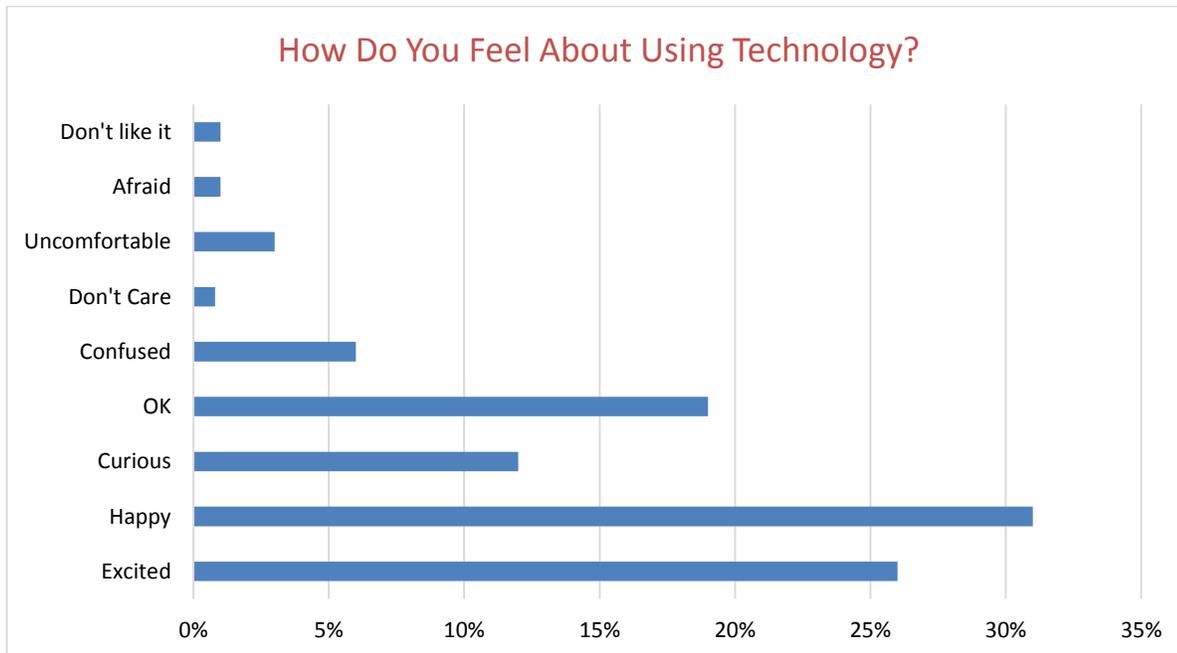
Attitudes

Examples of Technology Related Student Comments

- "If I had more resources for computers and more hands on with tech I would feel better about the workforce today"
- "Technology is the best! makes life more easy :)"
- "Technology is wonderful, but sometimes can be frustrating and confusing."
- "I would like to know more about technology it helps to communicate with my family and friends around the world."
- "I want to learn how to protect myself in technology identity theft about anti-virus or encryption"
- "At times it is difficult to take the information used in the class and be able to do that task on my computer at home. Need to be able to bring those questions to class."
- "While today's technology is confusing for me, I'm still fascination by it and glad there's opportunity to learn how to use it. Right now I cannot afford it but hoping that in future months this will chance - this year!!!!!"

Miscellaneous

- Several comments about needing a computer
- Several comments about wanting to learn devices: laptops, cell phones, tablets



Overall Feelings about Technology

Positive Feelings: 70%

Negative Feelings: 5%

"So-So" Feelings: 25%

Staff Survey

Of staff who completed the survey, 57% were instructors, 21% included case managers and employment specialists, and the rest were administrative/supervisory staff. 80% work in the classroom with students. See student survey introduction above for list of subjects taught by instructors. Participating staff work at all ten Puget Sound job training centers, with the bulk of administrative staff located at the Seattle center. (See Appendix for actual survey questions.)

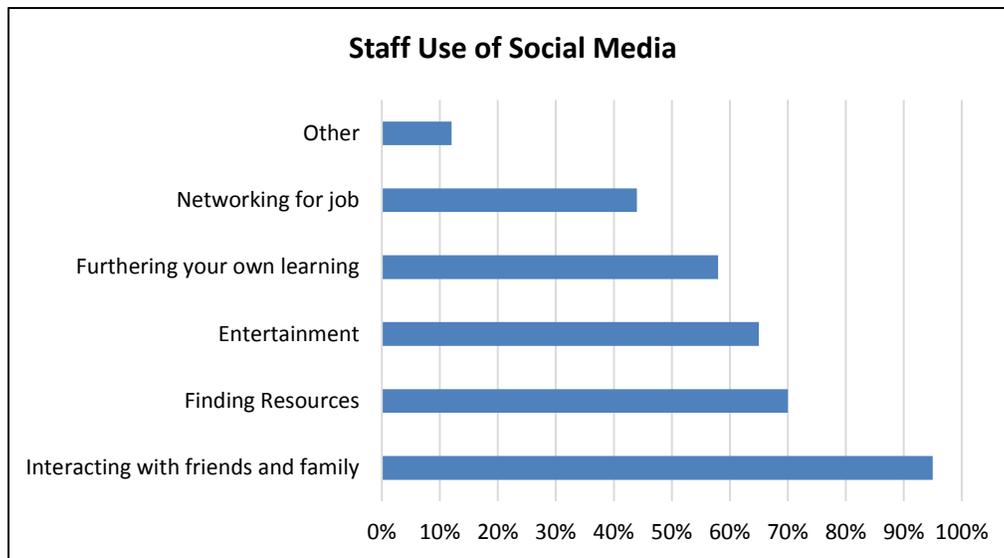
How Internet is Accessed (when not at work):

Most staff reported using Smart Phones on daily basis (79%), while the use of personal desktop computer is declining. For the most part, tablets are used either a lot (daily) or not at all; most ESOL instructors surveyed had not used tablets before. Most staff never use public computers (72%).

ESOL Instructors (18): Use Smartphone: at least 61% Use Personal Laptop: at least 89% Use Tablet: at least 28%	Computer Instructors (14): Use Smartphone: at least 79% Use Personal Laptop: at least 86% Use Tablet: at least 43%
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Social Media Usage (66 of 89 responded)

74% of staff say they use social media, more for interacting with friends and family (95% of those who use social media) than for furthering their own learning (58%) or job networking (44%). However, 70% of those who use social media do so to find resources.



How staff use technology with students:

- Most instructors do internet searches for lesson ideas & resources, while case managers search for resource providers. Teachers and employment specialists also use software and tools for demos and presentations (PowerPoint, SMART boards, videos, images, document camera). Staff also listed other technology examples, such as blogs and online games.

How staff help students use technology in the classrooms:

- Hands-on practice with Microsoft applications, Rosetta Stone, and online resources
- Internet searches for jobs, schools, and careers
- Online applications for job, school, and social services

Staff Technology Needs (self-reported):

- More Training: classroom and administrative tools (SMART boards, iClickers, SharePoint)
- Approaches and Strategies with Students: presenting technology positively, online networking, addressing learning styles
- Materials/Resources: examples included mobile apps for the classroom, creating better handouts

Perceived Student Technology Needs:

- Increasing access to devices and internet services
- Understanding the value, importance, relevance of technology for them
- Developing Skills:
 - Critical thinking (safety, privacy, info quality)
 - Navigating, searching, networking, managing files, problem solving, completing online forms
 - Ability to create and share products: resumes, cover letter, emails, etc.

These results are being used to inform professional development activities and student lesson development as well as stimulate meaningful discussion among staff about student needs and services.

Conclusion

Though our survey showed more access than we expected, the device usage was lower than overall local, state, and national rates, and there were some significant gaps in types of activities performed, especially between our native and non-native English speakers. Many of these activities relate to work and education tasks needed to advance and be successful in this society. This finding challenges us to better utilize current student access and build on their existing technology exposure to increase digital literacy. Therefore, lesson development and staff training will initially focus on integrating more technology skills and digital literacy into existing ESOL classes. Many of the class activities will provide more technology exposure and foundational skill building so that ESOL students become more job ready. However, though foundational skill building is important, our vision of digital literacy is broader, including problem solving and higher order skills needed to succeed in technology rich environments. Goodwill plans to build on the experience of the ESOL pilot and work to better integrate digital literacy and technology into all of our program offerings. Over the long term we aspire to go beyond basic computer literacy and promote "21st century skills" such as collaboration, communication, and critical thinking using digital technology on real world tasks.

Appendix I: Student Internet Access and Technology Usage Survey

This survey was primarily delivered via Survey Monkey. Starred questions indicate which questions were required.

*1. Goodwill location:

- Bellevue
- Bellingham
- Burien
- Bremerton
- Everett
- Marysville
- Seattle
- Mt. Vernon
- Silverdale
- Shoreline

*2. Which classes are you attending? (select all that apply)

- Computer
- ESOL
- GED, Math, or Writing
- Retail & Customer Service Training Program
- Cashiering or Customer Service Class
- Youth Programs
- College 101
- Other

*3. Where do you use the internet and how often? (select all that apply)

	Never	Monthly	Weekly	Daily
Your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other person's home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community place (like Goodwill or library)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On the go with cell phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***4. What devices do you use? (select all that apply)**

Laptop computer

- Desktop computer
- Cell Phone (no internet access)
- "Smart" cell phone (with internet access)
- Tablet (like iPad, Kindle, or Nook)
- None

Other (please describe)

Examples of devices (1. laptop computer, 2. desktop computer, 3. cell phone, 4. smart phone, 5. tablet)



***5. Have you ever used one of these devices to..(select all that apply)**

	Yes	No	I want to learn more about this
Apply for a job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work at your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watch a video?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listen to music?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Read or watch news?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check a bank balance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Send email?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Send text messages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take and send pictures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use Facebook or other social media?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do class work OUTSIDE of class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get a file, program or app from the internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take a class or training online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***6. Have you ever used one of these devices to find information about? (select all that apply)**

	Yes	No	I want to learn more about this
Jobs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School for yourself or child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health or medical needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Get a file, program or app from the internet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please describe)

Examples of devices (1. laptop computer, 2. desktop computer, 3. cell phone, 4. smart phone, 5. tablet)



***7. How do you feel about using technology? (such as the tasks in question 4)**

- Excited
- Happy
- Curious
- OK
- Confused
- Don't care
- Uncomfortable
- Afraid
- Don't like it
- Other (please describe)

8. I need help using technology to ... (please complete statement)

***9. What is your native language?**

***10. Please choose your age group below:**

- 15-25
- 26-40
- 41-55
- 56 or older

11. Do you have other comments?

Appendix II: Staff Internet Access and Technology Usage Survey

This survey was primarily delivered via Survey Monkey. Starred questions indicate which questions were required.

*1. Your job role in JTE:

- Case Manager / Employment Specialist
- Administrative
- Instructor

2. If you are an instructor, your primary subject area:

- Computer
- ESOL
- GED / ABE
- Retail & Customer Service Program
- Youth
- Career Pathways
- Other (please specify)

*3. How do you access the internet when you are not at work and how often?

	Never	1-2 times a month	1-2 times a week	Daily
Smart Phone				
Personal laptop computer				
Personal desktop computer				
Public computer				
Tablet				
Other				
Other (please specify)				

*4. Do you work with students in the classrooms?

- Yes
- No

5. If Yes, which tools do you use in the classroom?

	Never	12 times a month	12 times a week	Daily
Instructor laptop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Document camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IClickers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SMARTboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosetta Stone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oxford Picture Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class website / blog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How do you currently use technology with students? (include technology used in preparation of class materials or other resources as well as during class with students tools, your approach, skills focus, etc.)

***7. Have you ever attended an online webinar or meeting?**

- Yes
- No

8. If YES, how recently?

- Within the last week
- Within the last month
- Within the last 6 months
- Within the last year
- Over a year ago

9. If NO, would you be interested in attending an online webinar or meeting?

- Yes
- No

***10. Have you ever attended a blended course (combination online and face toface format)?**

- Yes
- No

11. If YES, how recently?

- Within the last week
- Within the last month
- Within the last 6 months
- Within the last year
- Over a year ago

12. If NO, would you be interested in attending a blended format course?

- Yes
- No

***13. Do you use social media (such as Facebook, LinkedIn, Pinterest, Twitter, etc.)?**

- Yes
- No

14. If YES, for what uses? (click all that apply)

- Interacting with friends and family
- Networking for job
- Furthering your own learning
- Finding resources
- Entertainment
- Other

Other (please describe)

15. IF NO, why don't you use social media?

***16. Please rate your overall comfort level using and learning technology:**

	Not comfortable/difficult for me	Somewhat comfortable	Quite comfortable
Social Media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(websites, services, applications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SharePoint	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Devices (class tools, tablets, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Software	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. I need help with using technology to...

18. What do you see as the most important technology related need(s) among Goodwill's students?

***19. In your opinion, what are the skills or attitudes necessary to be "digitally literate"?**

20. Any other comments?