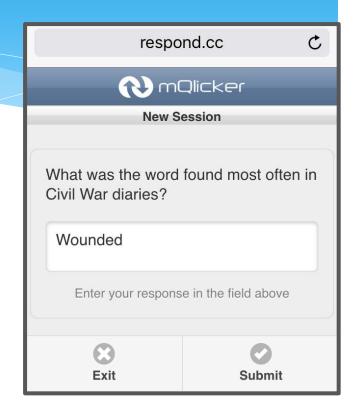
- *Open website: http://respond.cc
- *Session: 599511
- *What was the word found most often in Civil War diaries?



To enter two words include "-"

tired-feet

Retention on WIC

Impact of Online Education
And Interactive Texting
on WIC Retention

Mike Whaley
PHFE WIC Program
Irwindale, California

Smartphone Feedback

* Open website: http://respond.cc

* You will be given a SESSION #

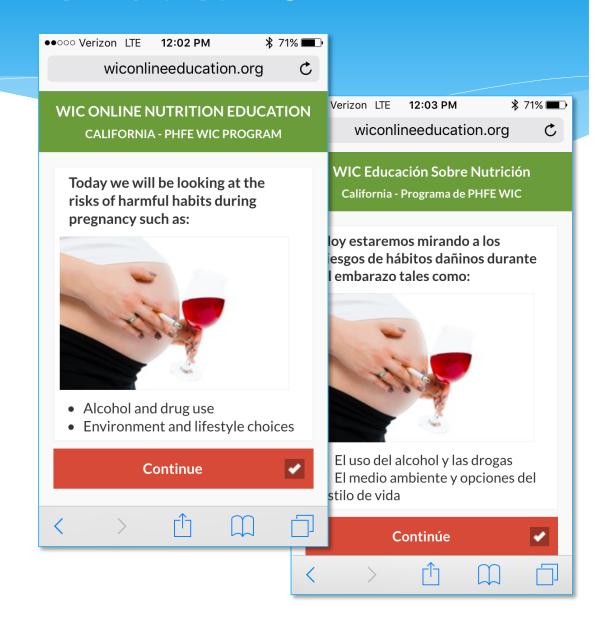
* Answer each question multiple times if you like

What are we evaluating

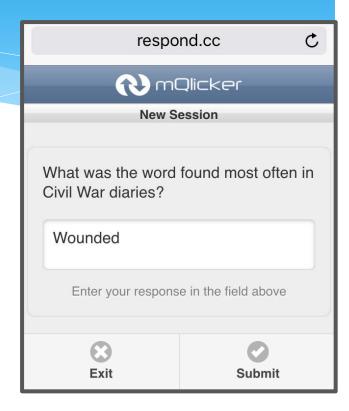
- * We are seeing over 28% of our families per month using online education.
- * 26,000 families per month.
- * A large investment in custom software and individually designed education modules.
 - * Is this effort helping?

Online Education

- Over 500
 different KINDS
 of mobile
 devices per
 month
- Connected to other PHFE systems like time tracking



- *Open website: http://respond.cc
- *Session: 350494
- *What barriers do your participants have to using online education?



To enter two words include "-"

Don't-have-phones

To be fair ... Interactive Texting

- * We are making other significant changes
- * One is interactive texting.
 - * Bi-directional texting
 - * Ask them questions in bulk texts
 - * Quick responses from a team (like phone bank)

Dataset

- * Only Children Not 5 years old, not foster kids
- * Model Outcome: Did they re-cert? March & April 2016
- * Only PHFE WIC participants in Los Angeles area
- * 49,091 children

Data Collected				Re cer	t Period		
				_			
Sept 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	March 2016	April 2016

Model – independent variables

- Captured WIC demographics in CA WIC MIS system
- * Online education usage the six months up to re-cert
- * Texting system usage -- interactive texting over 6 months

Methodology

- * SAS: Data extracted from WIC warehouse (Raptor)
 - SQL Server data warehouse
 - * 250,000 per month (1 million/month)
- * SAS: Combined with data from online education software
- * SAS: Combined with data from messaging software
- * SAS: Proc Logistic for regression analysis
 - * Categorical yes/no outcome

Logistic Regression – Impact Story

* We will incrementally build the model to show the impacts of each independent variable.

1st variable: Online Education

- * 28% of our families take online education each month.
- * 21% of the families in the model took online education two or more months.
- * Variable is the **number of months** they took online ed.
- * The basic starter model showed the following only using the one **Online Education Months** variable.

Odds Ratio Estimates					
95% Wald			ald		
Effect	Point Estimate	Confidence	Limits		
OnlineEdMonths	1.546	1.511	1.582		

54.6% additional chance for each month taken

Variable #2: Not alone on WIC

- Not alone on WIC is usually a huge impact on retention.
- * 42% are not alone
- * Dummy variable showing the child in the model had at least one other person in their family on WIC.

0	dds Ratio Estima	ites		
		95% \		
Effect	Point Estimate	Confiden	ce Limits	
OnlineEdMonths	1.505	1.470	1.540	was 1.546
NotAloneOnWIC	1.942	1.860	2.028	

Var #3: Preferred Language

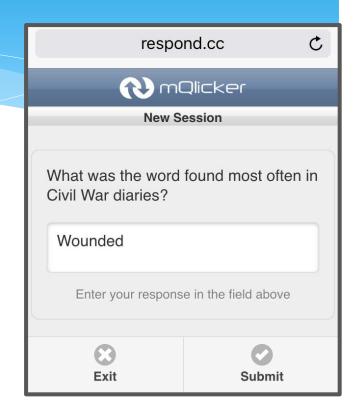
- Ethnicity, culture, neighborhood, language
- * 28% prefer Spanish 67% prefer English

Odds Ratio Estimates					
95% Wald					
Effect	Point Estimate	Confiden	ce Limits		
OnlineEdMonths	1.645	1.606	1.686		
NotAloneOnWIC	2.093	2.001	2.188		
English	0.897	0.817	0.985		
Spanish	3.390	3.058	3.758		

was 1.505

All variables significant

- *Open website: http://respond.cc
- *Session: 741682
- *Why are English speakers LESS likely to stay on WIC?



To enter two words include "-" **Have-no-cars**

The Impact of Income

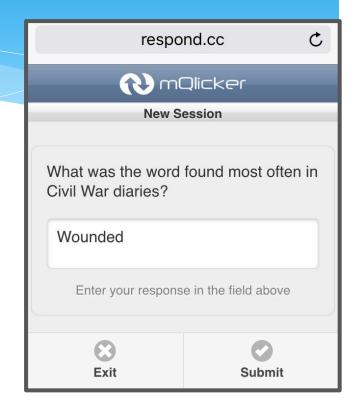
- * Income percent of federal poverty level
- * 26% are less than 50%-FPL 45% between 50%-100% FPL

Odds Ratio Estimates					
		95% Wald			
Effect	Point Estimate	Confiden	ce Limits		
OnlineEdMonths	1.644	1.604	1.685		
NotAloneOnWIC	2.096	2.004	2.192		
English	0.913	0.831	1.003		
Spanish	3.389	3.056	3.759		
PctFPLIt50	0.920	0.870	0.973		
PctFPL51to100	1.059	1.006	1.114		

was 1.645

Income does not influence online educations impact on retention

- *Open website: http://respond.cc
- *Session: 754311
- *Why are the lowest income LESS likely to stay on WIC?



To enter two words include "-"
no-cars

Post High School Education

- * Schooling level any college for the family?
- * 61% had some post high school education.

Odds Ratio Estimates					
		95% Wald			
Effect	Point Estimate	Confidence	e Limits		
OnlineEdMonths	1.650	1.610	1.691		
NotAloneOnWIC	2.096	2.004	2.192		
English	0.918	0.836	1.009		
Spanish	3.299	2.972	3.661		
PctFPLIt50	0.903	0.854	0.956		
PctFPL51to100	1.049	0.997	1.104		
School12Plus	→ 0.910	0.869	0.953		

was 1.644

Interactive Texting

- * Texting variables used in model
 - Months Messages SENT
 - * Months Messages RECEIVED from participant
- * Experimenting with *interactive* texting
- * 27% of the families had interactively texted with us
 - * Not: STOP or OK or ©

Final Model – with Texting

63.1% more likely to re-cert for every month they take online education

Texting – Months Messages SENT; Messages RECEIVED

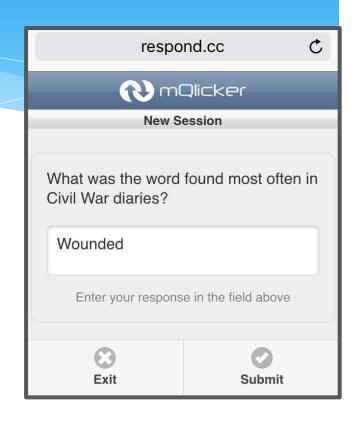
Odds Ratio Estimates				
	95% Wald		Wald	
Effect	Point Estimate	Confidence Limits		
OnlineEdMonths	1.631	1.591	1.672	
NotAloneOnWIC	2.090	1.998	2.186	
English	0.881	0.802	0.969	
Spanish	3.129	2.818	3.474	
PctFPLIt50	0.894	0.845	0.946	
PctFPL51to100	1.053	1.001	1.109	
School12Plus	0.909	0.868	0.953	
TotalMonthMessages	0.863	0.816	0.912	
TextMonthsReceived	1.597	1.525	1.672	

Months participant sends a text back to WIC

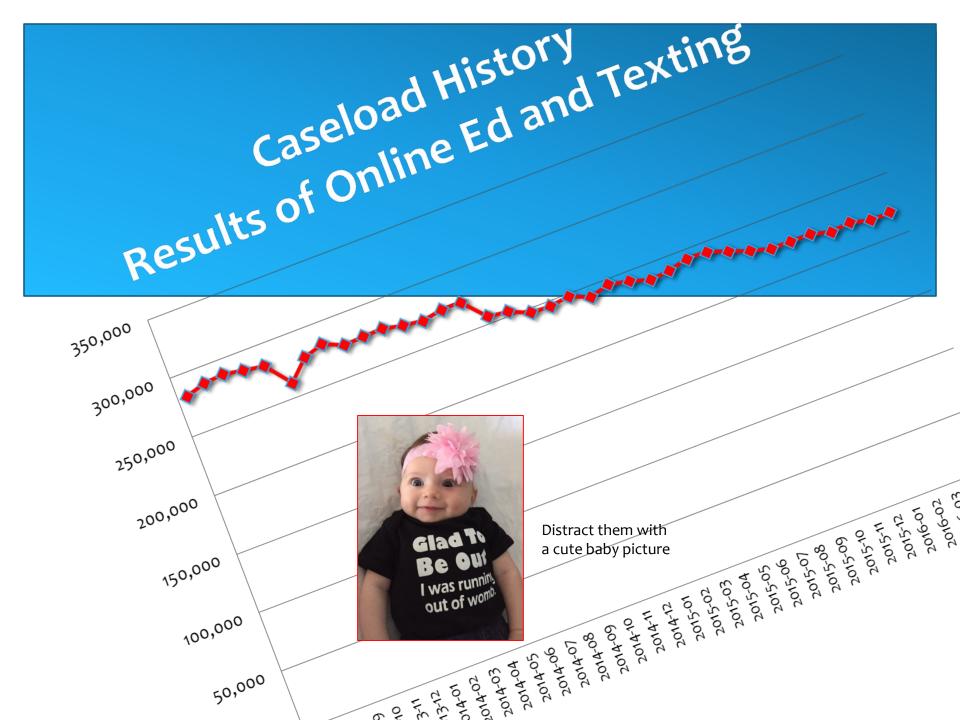
was 1.650



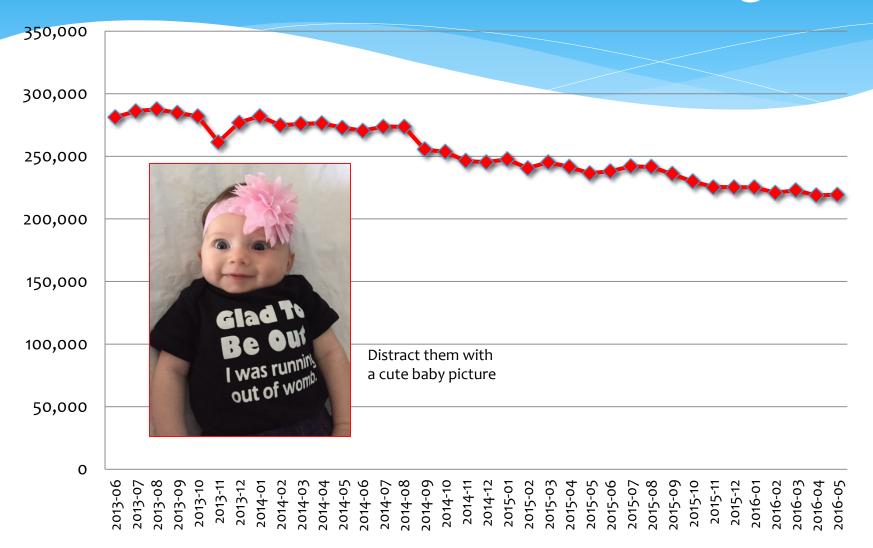
- *Open website: http://respond.cc
- *Session: 612092
- *Why if someone responds to text msgs are they more likely to stay?



To enter two words include "-"
Remember-WIC



Caseload History Results of Online Ed and Texting



*63.1% more likely to re-cert for every month they take online education