

APPENDICES: Evaluation of an Australian Health Literacy Program Delivered in Adult Education Settings.

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Appendix 1. Australian Core Skills Framework Level 2 skills

LEARNING LEVEL 2			
2.01	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts	Simple familiar texts with clear purpose	Explicit tasks involving a limited number of familiar steps
	Limited range of contexts	Familiar vocabulary	Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:	PERFORMANCE FEATURES INCLUDE:		
Learner identity	Identifies some strengths and weaknesses as a learner Identifies preferred learning modes/styles, e.g. hands-on, observing or copying Takes responsibility for some aspects of learning in familiar contexts Takes limited risks within a supportive environment Demonstrates some persistence in own approach to learning		
Goals and pathways	Identifies and clarifies a goal and associated learning needs Selects from some relevant learning pathways Develops a simple plan to achieve goals with short term objectives Identifies potential barriers to learning and suggests some possible solutions		
Planning and organising	Attempts new tasks/activities with an explicit purpose containing a limited number of steps Identifies the main steps required to complete a familiar task Identifies and accesses a small range of support resources Uses some ICT based tools with assistance, e.g. a DVD guide or online self assessment		
LEARNING LEVEL 2			
2.02	Applies a limited range of learning strategies in structured and familiar contexts		

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:		PERFORMANCE FEATURES INCLUDE:	
Locating, evaluating and organising information	<p>Begins to pose simple questions to help focus information search</p> <p>Uses simple web search queries to locate information on the internet</p> <p>Recognises that some texts are more appropriate for a purpose than others</p> <p>Uses a small range of strategies to assess the potential of a text, e.g. scans the cover, title or illustrations</p> <p>Begins to evaluate relevance of information on familiar subjects</p> <p>Uses simple organising methods to manage reference material, e.g. labels a file box or a Word folder</p>		
Using prior knowledge and scaffolding	<p>Applies some prior knowledge, skills or familiar learning processes to a new task, but not always with appropriate adaptations</p> <p>Uses familiar scaffolding provided by others to support learning process, e.g. illustrated guidelines, templates, checklists or 'how to' DVDs</p> <p>Uses simple strategies to clarify and remember main points or reinforce elements of a skill, e.g. copying, underlining, reciting or practising a set procedure</p>		
Learning with and from others	<p>Fulfils the basic roles of a group member, e.g. contributes to discussion or accepts allocated tasks</p> <p>Asks questions of a teacher/trainer, mentor or expert in the field</p> <p>With assistance, identifies some cultural similarities and differences in individuals' perspectives, such as approaches to work and learning</p>		

READING LEVEL 2

2.03

Identifies and interprets relevant information and ideas from texts on familiar topics

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:		PERFORMANCE FEATURES INCLUDE:	
Purpose	<p>Identifies texts in the immediate environment that are relevant to own needs and interests</p> <p>Recognises that some texts are more appropriate for a purpose than others</p>		

	With assistance, identifies one or two questions that reading a text may answer
Complexity	Understands the main ideas in at least two types of short, unambiguous texts, including simple non-linear web based texts Understands texts incorporating sentences of one or two clauses linked by simple cohesive devices such as and, but, then Comprehends texts incorporating adjectives, pronouns and prepositions
Prediction and prior knowledge	Makes content predictions on the basis of prior knowledge of the subject and emerging understanding of text structures, e.g. layout and headings Identifies connections between prior knowledge and some information and ideas in a text on a familiar subject
Critical reading and text analysis	Compares and contrasts information within short, unambiguous texts Interprets ideas and information in a prose text appropriate to the level, e.g. a narrative or a newspaper article Recognises the difference between formal and informal registers in simple familiar texts Understands that the meaning of some familiar words and phrases may change in different contexts Shows some awareness of how a text may reflect the author's position and begins to recognise bias, e.g. in a how to vote card published by a political party

READING LEVEL 2

2.04

Uses a number of reading strategies to identify and interpret relevant information within familiar text types

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts	Simple familiar texts with clear purpose	Explicit tasks involving a limited number of familiar steps
	Limited range of contexts	Familiar vocabulary	Processes include identifying, simple interpreting, simple sequencing

FOCUS AREA:

PERFORMANCE FEATURES INCLUDE:

Text navigation

- Recognises that texts have different structures and identifies some distinguishing features of those with personal relevance, e.g. the sequential nature of instructions
- Recognises some features of diagrammatic texts, e.g. grid references, dot points or arrows
- Begins to skim and scan familiar texts, using pictures and graphics to help locate specific information
- Begins to use hyperlinks in online texts

Comprehension strategies	Applies a small set of strategies to aid comprehension, e.g. identifies some key words, chunks information and searches surrounding text, re-reads or slows down when meaning is lost
Decoding and fluency	Uses a small set of decoding strategies to identify unknown words, e.g. phonic and visual letter patterns, knowledge of everyday word families, prefixes, suffixes or common stems
Syntax and language patterns	Uses understanding of simple sentence structure and word function to predict the meaning of some unknown words and phrases in familiar contexts Recognises the function of most common punctuation marks, e.g. a comma is used to divide two parts of a sentence or quotation marks signal someone's words being presented as if spoken
Vocabulary	Has an expanding bank of words associated with personally relevant contexts, incorporating some compound words, abbreviations and acronyms Is aware that words can have more than one meaning and recognises some everyday examples Uses a dictionary or online resource to check word meanings

WRITING LEVEL 2

2.05 **Conveys intended meaning on familiar topics for a limited range of purposes and audiences**

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

FOCUS AREA: PERFORMANCE FEATURES INCLUDE:

Range	Creates at least two text types, e.g. a personal history, a recipe or an email message Focuses on topics relevant to personal needs and interests Writes at least one paragraph (prose text) Writes factual or personal information using notes or dot point lists
Audience and purpose	Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose Makes some connections between own knowledge and experience and the ideas, events and information in written texts
Structure and cohesion	Recognises that texts have a structure, e.g. beginning, middle and end Begins to sequence writing with some attention to organising principles of time and importance

Register	Recognises some differences between the formal and informal registers of familiar written texts
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Plan, draft, proof and review	Begins to plan writing, using strategies such as listing to organise information Begins to review writing, incorporating teacher/mentor comments into the drafting process
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WRITING LEVEL 2

2.06 **Produces familiar text types using simple vocabulary, grammatical structures and conventions**

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

FOCUS AREA: PERFORMANCE FEATURES INCLUDE:

Vocabulary	Extends key vocabulary to include personal details of self, family and relevant others, most aspects of everyday life and other vocabulary of personal significance
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Grammar	Uses action words and simple verb tenses in sentences of one or two clauses Uses adjectives, pronouns and prepositions to describe people, places, things and events Uses simple cohesive devices such as <i>and, but, then</i> Uses time/location markers such as <i>first, then, yesterday, in, at</i>
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Punctuation	Uses basic punctuation, e.g. capital letters, full stops and commas
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Spelling	Attempts spelling by using familiar letter patterns, including phonic letter patterns, common stems, suffixes and prefixes Uses a spellchecker with support Refers to a dictionary to check spelling or vocabulary choices Shows some variation in spelling that does not interfere with the overall meaning
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Legibility	Writes legible script Consistently uses upper or lower case, and print or cursive script
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ORAL COMMUNICATION LEVEL 2

2.07 **Uses everyday language to provide information or maintain a conversation in familiar spoken contexts**

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is	Familiar and predictable contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps

available if requested	Limited range of contexts	Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:		
PERFORMANCE FEATURES INCLUDE:		
Range and context	Demonstrates language use appropriate to some different interactional purposes, e.g. gives an opinion or explanation, makes an enquiry or seeks clarification	
Audience and purpose	Begins to provide key information relevant to an exchange Recognises that words and grammatical choices may vary to meet the requirements of the audience and purpose	
Register	Begins to demonstrate a recognition of the differences between formal and informal registers	
Cohesion and structure	Makes connections between own knowledge and experience, and ideas, events and information when speaking Uses simple questions and instructions in order to exchange or obtain goods or services, or gather and provide information	
Grammar	Refines conversational skills by using common openings and closings Uses adjectives, pronouns and prepositions to describe people, places, things and events Uses simple verb tenses in sentences with one or more clauses	
Vocabulary	Extends key vocabulary to include personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance	
Pronunciation and fluency	Produces mostly intelligible pronunciation, stress patterns and intonation. Some variations may require clarification Speaks slowly and pronounces key words deliberately	
Non-verbal communication	Relies on facial expressions and gestures to clarify or confirm meaning	

ORAL COMMUNICATION LEVEL 2

2.08	Listens for relevant information in oral texts across familiar contexts		
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
FOCUS AREA:			
PERFORMANCE FEATURES INCLUDE:			
Range and context	Comprehends language used in a limited range of contexts Makes connections between own knowledge and experience and the purpose of oral texts		

Audience and purpose	Begins to demonstrate a recognition of the differences between formal and informal registers
Structure and grammar	Follows the use of adjectives, pronouns and prepositions to describe people, places, things and events Comprehends the use of simple verb tenses in sentences with one or more clauses Comprehends oral texts which have a predictable structure and familiar vocabulary
Comprehension	Comprehends straightforward questions and instructions in order to exchange or obtain goods or services, and gather and provide information Responds to questions and takes turns to maintain simple conversations Begins to identify key information relevant to an exchange Asks questions to clarify meaning when listening Indicates the need for repetition
Vocabulary	Recognises vocabulary related to personal details of self and family and relevant others, most aspects of everyday life, and other vocabulary of personal significance
Rhythm, stress and intonation	Recognises changes in stress and intonation
Non-verbal communication	Interprets facial expressions and gestures to refine or confirm meaning

NUMERACY LEVEL 2

2.09 **Identifies and comprehends relevant mathematical information in familiar activities or texts**

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

FOCUS AREA: PERFORMANCE FEATURES INCLUDE:

Explicitness of mathematical information	Identifies and interprets simple mathematical information in familiar and simple oral instructions and written texts where the mathematics is partially embedded
Complexity of mathematical information	Identifies and interprets: whole numbers, including numbers into the 1000s, money and simple, everyday fractions, decimals and percentages, e.g. 1/4, 1/10, 50%, 25% or 0.25 analogue and digital times and dates

common 2D shapes and some common 3 dimensional (3D) shapes, e.g. spheres or cubes

familiar and simple length, mass, volume/capacity and temperature measures

familiar and simple maps/street directories/plans

familiar data in simple graphs and tables

NUMERACY LEVEL 2

2.10 **Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts**

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with an expert/mentor where support is available if requested	Familiar and predictable contexts	Simple familiar texts with clear purpose	Explicit tasks involving a limited number of familiar steps
	Limited range of contexts	Familiar vocabulary	Processes include identifying, simple interpreting, simple sequencing

FOCUS AREA: PERFORMANCE FEATURES INCLUDE:

Problem solving processes including estimating and reflecting Relies substantially on hands-on (concrete) and real life materials, personal experience and prior knowledge to:
decide on an appropriate method of processing, using one or two familiar mathematical steps to solve the problem
make estimations and check reasonableness of processes and outcomes in relation to the context

Mathematical methods and use of tools Uses personal and informal 'in-the-head' methods and pen and paper methods to calculate or uses calculator/technological processes and tools to calculate
Identifies appropriate tools and uses them in familiar applications, e.g. uses a familiar measuring instrument, such as a tape measure, to measure length in cm or records workplace data on a simple hand-held device

Mathematical knowledge and skills: number and algebra Identifies and uses whole numbers, including numbers into the 1000s, money and simple everyday fractions, decimals and percentages, e.g. $\frac{1}{4}$, $\frac{1}{10}$, 50% or 0.25
Performs a limited range of familiar and predictable calculations with the four operations (+, -, \times , \div) with division and multiplication related to small whole number values
Begins to understand the order of the four arithmetical operations

Mathematical knowledge and skills: measurement and geometry Orders and groups shapes and measurements, explaining any simple relationships or patterns, e.g. four-sided shapes or quantities from smallest to largest
Identifies, draws and describes common 2D shapes and some common 3D shapes, e.g. sphere, cube or cylinder

Measures and estimates length, mass, capacity/volume, time and temperature, using simple instruments graduated in familiar units, e.g. cm, m, ml, °C or hours/min/sec

Uses knowledge of direction and location (e.g. N, S, E, W or clockwise), including simple coordinates to read familiar and simple maps, street directories or plans

Mathematical knowledge and skills: statistics and probability

Orders, where appropriate, and uses familiar data to construct simple charts and tables based on provided scales and axes with gradations of 1s, 5s or 10s

NUMERACY LEVEL 2

2.11 Uses informal and some formal oral and written mathematical language and representation to communicate mathematically

SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
May work with expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

FOCUS AREA: PERFORMANCE FEATURES INCLUDE:

Written mathematical language Uses a combination of mainly informal and some formal written mathematical and general language to represent the mathematical and problem solving process

Oral mathematical language Uses a combination of mainly informal and some formal oral mathematical and general language to report on and discuss the mathematical and problem solving process

Complexity of mathematical symbolism, representation and conventions Uses a combination of mainly informal and some formal symbolism, diagrams, graphs and conventions relevant to the mathematical knowledge of the level, e.g. $\frac{1}{4}$, $\frac{1}{10}$, 50%, 0.25

Note. Adapted from Department of Industry, Innovation, Science, Research and Tertiary Education. Australian Core Skills Framework [Internet]. Canberra: Australia; 2012 [cited 2017 December 5]. Available from: <https://docs.education.gov.au/node/37095>

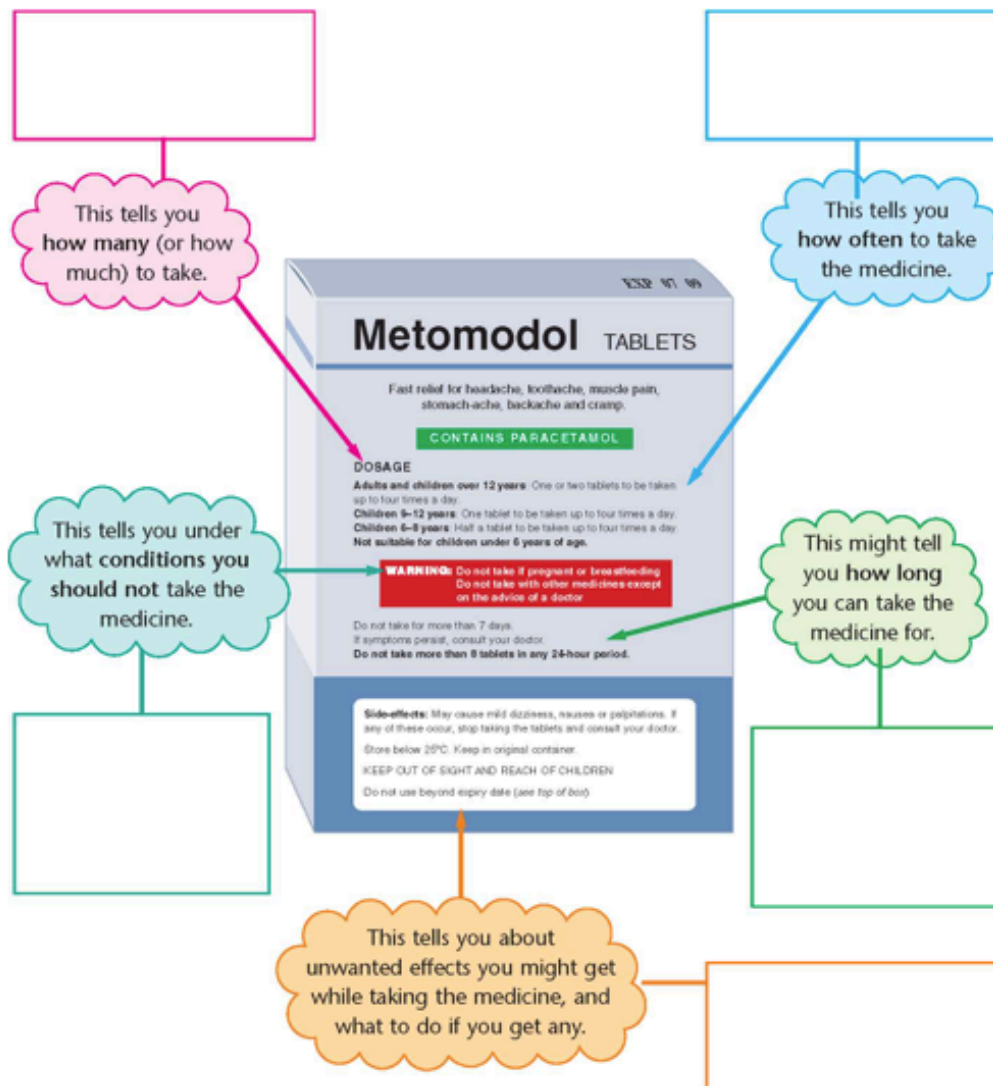
Appendix 2. Health literacy intervention: examples of teaching resources

DOSAGE AND TIMING

RESOURCE 1

For a medicine to work, it is important that you take it according to the instructions. You also need to be aware of possible side-effects.

Medicine packets and labels provide information about how to take the medicine correctly and safely.



NUTRITIONAL INFORMATION

RESOURCE 3

Most food labels have a nutrition table to help you find out what the food contains.

Check that you know these words:

- nutrition
- kilojoules
- protein
- carbohydrate
- fat – saturated
- fat – monounsaturated
- fat – polyunsaturated
- fibre
- sodium
- equivalent

Garlic Bread

Ingredients: **wheat flour** (vitamins (thiamine, folate)), water, margarine (animal fat, vegetable oil, water, salt, **milk solids**, emulsifiers (472e, **322-soy lecithin**), antioxidant (320), flavour, colour(160a)), rehydrated garlic (3%), **unsalted butter (1%)-milk derivative**, animal fat, vegetable oils (contains soybean oil), yeast, salt, sugar, **sesame seeds**, bread improver (soya flour, emulsifiers (472e), enzyme (amylase), flour conditioner (300), dried parsley.
Contains Milk, Soy, Wheat, Sesame Seeds

NUTRITION		
	Per serving	per 100g
servings per pack: 9		
servings per pack: 9		
Energy	368kJ	1470kJ
Protein	2g	8g
Total Fat	4.3g	17g
- Saturated	1.3g	5g
- Monounsaturated	1.2g	4.7g
- Polyunsaturated	1.3g	5g
- Trans	<.1g	0.2g
Carbohydrate	10.5g	42g
- Sugars	.9g	3.7g
Sodium	136mg	544mg
Fibre	.2g	0.6g

Store at or below -18 degrees Celsius. Once thawed refrigerate and use within 1 day.
DO NOT RE-FREEZE

225g

Place frozen bread in foil wrapper in the oven at 180° C for 21-24 minutes. Serve immediately. If thawed reduce baking time by 12 -14 minutes. Enjoy!!!

There are 1000 grams in 1 kilogram.



500 grams is ½ a kilogram.



100 grams



50 grams






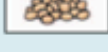
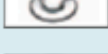

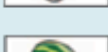





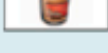
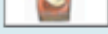

25 grams









5 grams



Serves Quiz

	Is this a serve?	Yes / No
a	 1 tablespoon of raspberry jam = 1 serve of fruit	<input type="checkbox"/>
b	 1 cup tea with milk (but no sugar) = 1 serve of dairy	<input type="checkbox"/>
c	 1 glass of banana milkshake = 1 serve of dairy	<input type="checkbox"/>
d	 1 cup of cooked beans = 1 serve of protein	<input type="checkbox"/>
e	 1 cup of coffee made with freshly ground coffee beans = 1 serve of protein	<input type="checkbox"/>
f	 1 small (200g) yoghurt = 1 serve of dairy	<input type="checkbox"/>
g	 ½ glass of grapefruit juice with no added sugar = 1 serve of fruit	<input type="checkbox"/>
h	 1 whole watermelon = 1 serve of fruit	<input type="checkbox"/>
i	 2 large eggs = 1 serve of protein	<input type="checkbox"/>
j	 1 cup of canned pineapple = 1 serve of fruit	<input type="checkbox"/>
k	 ½ cup of green peas = 1 serve of vegetables	<input type="checkbox"/>
l	 ½ glass of red wine = 1 serve of fruit	<input type="checkbox"/>
m	 Vegetables in a takeaway meal count towards your 'Go for 2 & 5' total	<input type="checkbox"/>
n	 Peanut butter counts towards your intake of 'dairy'?	<input type="checkbox"/>
o	 1 packet of barbecue chips = 1 serve of vegetables and 1 serve of protein	<input type="checkbox"/>

<p>1. Jess is 18 years old. How many doses has she had against tetanus?</p> 	<p>2. Emin is 15 years old. He is going to be immunised against diphtheria, tetanus and polio. How many injections will he be given?</p> 	<p>3. George is 69. Last year he had an injection to protect him against flu. Will he need another this year?</p> 
<p>4. Gavin is 6 months old. How many injections should he have had up to now?</p> 	<p>5. Lisa is 4 ½ years old. Should she have an MMR injection before she goes to school?</p> 	<p>6. Janal is just 10 weeks old. He has come to live in Australia. He has not been immunised. How many injections has he missed?</p> 

Appendix 2

Supplementary Table 1. Demographic characteristics of the randomized sample only, for whom both baseline and immediate follow-up data available for at least one primary outcome measure (n = 92).

Variable	Health Literacy		Standard LLN		All participants	
	N	M (SD) / %	N	M (SD) / %	N	M (SD) / %
Age (years)	52	49.8 (12.3)	40	46.6 (14.8)	92	47.4 (14.5)
Gender (female)	42	81%	30	75%	72	78%
Region (metropolitan / regional)						
Metropolitan	44	85%	32	80%	76	83%
Language spoken at home						
English	13	25%	14	35%	27	29%
Longstanding illness / disability						
Yes	40	77%	25	63%	65	71%
Baseline health literacy (HL)						
Newest vital sign (NVS)						
Inadequate HL* (≤ 3)	41	79%	29	73%	70	76%
Self-rated reading ability						
Limited HL [^]	34	65%	26	67%	60	66%
Single-item literacy screener						
Limited HL [#]	37	71%	30	75%	67	73%

Inadequate or limited health literacy designated by scoring * ≤ 3 on the NVS, or responding with [^] “okay” (3) or worse on self-rated reading ability, or [#] “sometimes” (3) or more on the single item literacy screener

Supplementary Table 2. Descriptive statistics for primary and secondary outcomes for randomized participants only included in adjusted analyses of immediate follow-up data only. Analyses were adjusted for baseline health literacy and baseline values of each measure (where available), clustered by class group.

Variable	Health literacy		Standard LLN		Absolute Difference	P-value	
	N	M (SD) or %	N	M (SD) or %		Comparison	Change from baseline
Functional health skills							
Reading a thermometer (Pass)							
Baseline	49	44.9%	38	55.3%	-10.4%		
Immediate follow-up		57.1%		60.5%	-3.4%	0.80	0.17
<i>Change from baseline</i>		<i>12.2%</i>		<i>5.2%</i>	<i>7.0%</i>		
Medicine Label (Pass)							
Baseline	48	35.4%	39	53.9%	-18.5%		
Immediate follow-up		35.4%		41.0%	-5.6%	0.62	0.25
<i>Change from baseline</i>		<i>0.0%</i>		<i>-12.9%</i>	<i>12.9%</i>		
Food Label [0-10]							
Immediate follow-up	51	6.31 (2.18)	40	5.40 (2.00)	0.91	0.045	-
Secondary outcomes							
Confidence [1-5]							
Baseline	50	2.35 (0.62)	38	2.34 (0.89)	0.01		
Immediate follow-up		2.83 (0.62)		2.57 (0.67)	0.26	0.014	<0.001
<i>Change from baseline</i>		<i>0.48</i>		<i>0.23</i>	<i>0.25</i>		
Patient Activation (PAM13) [0-100]							
Immediate follow-up	53	54.6 (11.9)	25	55.2 (19.0)	-0.6	0.98	-
<i>Health Literacy Questionnaire</i>							
Having Sufficient Information to manage health [1-4]							
Baseline	51	2.80 (0.53)	23	2.86 (0.55)	-0.06		
Immediate follow-up		2.98 (0.44)		2.95 (0.55)	0.03	0.59	0.18
<i>Change from baseline</i>		<i>0.18</i>		<i>0.09</i>	<i>0.09</i>		
Actively Managing Health [1-4]							
Baseline	52	2.85 (0.49)	22	3.04 (0.45)	-0.19		
Immediate follow-up		2.94 (0.37)		3.03 (0.45)	-0.09	0.89	0.98

<i>Change from baseline</i>		<i>0.09</i>		<i>-0.01</i>	<i>0.10</i>		
Active Engagement with healthcare Providers [1-5]							
Baseline	50	3.50 (0.70)	22	3.55 (0.68)	-0.05		
Immediate follow-up		3.55 (0.67)		3.48 (0.70)	0.07	0.32	0.92
<i>Change from baseline</i>		<i>0.05</i>		<i>-0.07</i>	<i>0.12</i>		
Navigating the Healthcare System [1-5]							
Baseline	51	3.52 (0.61)	22	3.59 (0.66)	-0.07		
Immediate follow-up		3.56 (0.71)		3.42 (0.69)	0.14	0.40	0.90
<i>Change from baseline</i>		<i>0.04</i>		<i>-0.17</i>	<i>0.21</i>		
Understanding Health Information enough to know what to do [1-5]							
Baseline	50	3.32 (0.72)	23	3.54 (0.67)	-0.22		
Immediate follow-up		3.52 (0.66)		3.54 (0.64)	-0.02	0.50	0.40
<i>Change from baseline</i>		<i>0.20</i>		<i>0.00</i>	<i>0.20</i>		

Supplementary Table 3. Descriptive statistics of six-month outcome measures for randomized participants only included in the analyses, adjusted for baseline health literacy and baseline values of each measure, clustered by class group.

Variable	Health literacy		Standard LLN		Absolute Difference	P-value	
	N	M (SD) or %	N	M (SD) or %		Comparison	Change from baseline
Confidence [1-5]							
Baseline	34	2.32 (0.68)	63	2.14 (0.87)	0.18		
Six-month follow-up		2.91 (0.74)		2.63 (0.79)	0.28	0.28	0.001
<i>Change from baseline</i>		<i>0.59</i>		<i>0.49</i>	<i>0.10</i>		
Health Literacy Questionnaire							
Having Sufficient Information to manage health [1-4]							
Baseline	35	2.85 (0.56)	24	2.74 (0.58)	0.11		
Six-month follow-up		2.95 (0.57)		2.91 (0.49)	0.04	0.94	0.17
<i>Change from baseline</i>		<i>0.10</i>		<i>0.17</i>	<i>-0.07</i>		
Actively Managing Health [1-4]							
Baseline	35	2.86 (0.50)	23	3.03 (0.56)	-0.17		
Six-month follow-up		2.92 (0.50)		3.10 (0.45)	-0.18	0.44	0.96
<i>Change from baseline</i>		<i>0.06</i>		<i>0.07</i>	<i>-0.01</i>		
Active Engagement with healthcare Providers [1-5]							
Baseline	34	3.53 (0.73)	23	3.37 (0.82)	0.16		
Six-month follow-up		3.59 (0.69)		3.47 (0.68)	0.12	0.87	0.63
<i>Change from baseline</i>		<i>0.06</i>		<i>0.10</i>	<i>-0.04</i>		
Navigating the Healthcare System [1-5]							
Baseline	34	3.55 (0.63)	23	3.41 (0.77)	0.14		
Six-month follow-up		3.64 (0.72)		3.39 (0.74)	0.25	0.25	0.35
<i>Change from baseline</i>		<i>0.09</i>		<i>-0.02</i>	<i>0.11</i>		
Understanding Health Information enough to know what to do [1-5]							
Baseline	34	3.30 (0.77)	24	3.35 (0.65)	-0.05		
Six-month follow-up		3.65 (0.78)		3.33 (0.66)	0.32	0.006	0.06
<i>Change from baseline</i>		<i>0.35</i>		<i>-0.02</i>	<i>0.37</i>		
Healthy lifestyle							
Meets guidelines for recommended fruit intake (2 serves per day)							

Six-month follow-up	34	58.8%	32	81.3%	-22.5%	0.017	-
Meets guidelines for recommended vegetable intake (5 serves per day)							
Six month follow-up	34	20.6%	31	12.9%	7.7%	0.63	-
Walking for at least 10 mins (Number of sessions per week)							
Median (IQR)	30	4 (2-7)	27	5 (2-7)	-1	0.66^	-
Vigorous physical activity for at least 20 mins (Number of sessions per week)							
Median (IQR)	31	2 (0-4)	29	1 (0-2)	1	0.77^	-
Moderate physical activity for at least 30 mins (Number of sessions per week)							
Median (IQR)	30	2 (1-4)	31	1 (0-4)	1	0.79^	-
<i>Health knowledge</i>							
Health and Servings quiz [0-12]	29	8.00 (2.60)	27	6.33 (2.27)	1.67	0.015	-
