



An Evaluation Plan for Brookline Interactive Group's Custom Class Program

PPUA 6509- Techniques of Program Evaluation

Dr. Tiana Yom

Submitted by: Evelis Cruz, Alexis McLean, Sadaf Mehdi, Nosariemen Nosakhare

Created in collaboration with Lex Lalande, Community Engagement & Education Manager at
Brookline Interactive Group

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Background

Description of Organization

Brookline Interactive Group (BIG) is a nonprofit organization that serves Brookline and the surrounding Boston area with a mission to give Brookline residents access to media-making technology; amplify community voices by providing residents with opportunities to share their experiences through media; develop media literacy skills; and sustain a transparent democracy. Within the community BIG functions as an integrated media and technology education center and offers a wide range of education programs and initiatives, serving over 500 youth and adults every year.

As part of its initiatives and programs, BIG offers extensive multimedia training, access to high-quality equipment, and cohort-based education programs to both those who are experienced with a digital background and those seeking to develop new digital media skills. This includes students, teachers, and young professionals. The organization holds strong partnerships with other community organizations and most specifically schools within the Brookline community. BIG provides access to local government coverage and low-cost professional media services for non-profit organizations, education partners, and businesses.

Through their education services, BIG has trained over 1,000 local residents, including youth, educators, and other non-profit organizations' staff. BIG provides evening classes, kids' workshops, and on-site after school and in-school digital media programs for youth. For educators, BIG provides professional development courses, media and technology literacy and video production curriculum, experienced program guidance, and staffing.

The organization serves as a community media hub, facilitates diverse community dialogue, and initiates and funds various projects in the following areas: hyperlocal storytelling, arts, journalism, media literacy, and emerging technologies such as virtual reality.

Social Problem

BIG's education programs, including the evaluand program, aim to address unequal access to creative media education and media technology within Brookline and the larger Massachusetts community. By providing free or low-cost class-based programs to the public, BIG ensures financial status is not a barrier to aspiring visionaries, while also providing a safe space for students during after school hours. These class program offerings help the organization serve its mission of being a hub for technology and learning. The programs allow youth to tap into a network of resources to inspire their innovativeness and set a path for their professional development through strengthening their skills, comfortability, and knowledge in relevance to digital literacy.

Evaluand Description and Context

Program Description

The evaluand program within this evaluation is Brookline Interactive Group's custom class program, which is an after-school program currently hosted on-site at BIG's location within the Brookline High School campus. This program is offered to middle school students in the

Brookline Public School District. The curriculum and syllabus present the program session schedule over the typical 10-week long session duration and include information on the topic and projects for each week as well as the various media tools and Adobe programs to be utilized within each respective session. Topics include planning, graphic design, video editing, sounds, scriptwriting, storytelling, and animation. Full samples of previous schedules and syllabi used may be found in Appendix B.

Target Population

BIG maintains a notable partnership with Brookline Public Schools through which they're able to provide professional development and educational training to Brookline's students and educators. The evaluation program is offered to a target population of Brookline middle school students interested in graphic design, animation, and other media skills. Parents could also be considered a targeted population as interested parents are the stakeholders who take action to enroll their children as participants in the evaluation program.

Stakeholders

The stakeholders involved in this evaluation are BIG board members and staff; the public school system of Brookline; and Brookline students, parents, and families. These are the identified stakeholders interested in the evaluation and who are most directly impacted by the program. The intended users of the evaluation are BIG staff including the administrators of the custom class program. The users may also be Brookline parents who will learn about the custom class program and decide whether to enroll or continue enrolling their children in BIG's education services.

Major Contextual Factors

One of the main goals in creating an evaluation plan for BIG's custom class program is to evaluate students' learning outcomes, including level of engagement and their understanding and application of graphic design, animation, and other media skills. An evaluation of the program's learning outcomes for participants would help the organization's staff members and Board leadership to understand the depth of student understanding of the program's subject matter, and their respective ability and confidence to apply learned skills from the program in real-world contexts. Soft skills gained from the program such as communication and professionalism could be captured as well.

BIG's education programs staff has expressed interest in expanding the custom class program. As this program has only been consistently run for two sessions, new data collected from an evaluation would provide significant insight into how the program could be effectively further developed in order to be offered to a wider audience while still mindfully working within the context of the organization's feasible capacity. Thus far, the classes seem to have gained positive feedback and interest from parents; the evidence being that the second session was immediately requested upon the first session's conclusion. Within the session the program also grew from having one enrolled student to six students, demonstrating increasing interest from both parents and students. An evaluation could inform potential decisions to make improvements to this program in order to maximize educational outcomes. This would also ensure the program and classes offered remain aligned with the organization's mission to empower students through media literacy and through teaching skills such as graphic design and animation.

An evaluation of BIG's custom class program is sought after by the organization's board members and staff, including Community Engagement and Education Manager, Lex Lalande and Interim Executive Director, Heather Hamilton. The evaluation will benefit a wide range of stakeholders. Educators will receive valuable feedback on instructional methods and student engagement & learning. An evaluation would also be beneficial to the organization's staff to better understand the different resources input to the program and the resulting outcomes to assess the program's resource allocation and long-term impact. The program administrators can use the findings to refine the curriculum, increase enrollment, and demonstrate the program's effectiveness to their many partner schools and organizations. Decisions and actions taken by the organization to improve learning outcomes will benefit the students that enroll in the program. Lastly, the broader community benefits from an empowered youth with learned skills and enhanced media literacy.

An organization may choose to undertake outcome and impact assessment for a variety of purposes such as "evaluating effectiveness, satisfying external accountability expectations, and guiding organizations in improving their actions" (Mayhew, 2011). BIG's programs including the custom class program are generally funded by registration fees, partner organizations, and grants sourced from Brookline Community Foundation's Community Grant Program. Measuring performance and evaluating programs can illuminate ways for an organization such as BIG to improve asset allocation and increase buy-in from donors and participants that help fund these programs. Positive evaluation findings could help justify program costs to parents and other stakeholders. Program evaluation can be used as a tool to externally display accountability and internally support program improvements by providing insight that can be used to make adjustments to program structure and operation to increase efficiency and effectiveness. This can lead to more effective achievement of program objectives and the organization's larger mission. Funding entities rely on program evaluation and its results to measure organizational effectiveness and accountability as a potential recipient of financial support (Ebrahim & Rangan, 2014).

Findings of program evaluation such as performance and outcomes help inform the impact that the program and organization can have on their community while also capturing pertinent data on who the organization serves and how efficiently they are doing so. The information and data collected through program evaluation function to provide context to potential private and public funders of the intentions and capabilities of the organization and speak to the organization's impact and ability to fulfill its mission. Additionally, the internal decision to conduct a program evaluation speaks to the ethical standing and accountability of the organization making it trustworthy, transparent, and dependable. Such information made available through program evaluation can also be relevant to participatory stakeholders within Brookline such as potential education partners. Through evidence-based program evaluation and the data collection, the organization can demonstrate its commitment to making a difference, respect for all stakeholders, transparency, openness to learning and improvement, and accountability for results and impact.

Program Logic Model

To gain a better understanding of the different variables that contribute to the execution of the evaluand, a logic model of Brookline Interactive Group's custom class program was created (see Appendix A). The model includes inputs, key activities, outputs, outcomes at different

timescales, and the identified assumptions and external factors that influence the different components of the model.

There are many different inputs that contribute to the delivery of this recently developed program. Some notable strengths of the program include the expertise of program staff in all audio and visual (A/V) fields and the instructors' teaching experience. Program funding is provided in part by individual program participants, who each pay a registration fee of \$200 for the 10-week session. However, this registration fee is waived if the participating student or parent is affiliated with the organization or it's community partners in which case the program delivery is funded by grants and partner organizations. This program uses a lab space within Brookline High School and is in-house to BIG. This reduces staff time spent traveling to different locations when work and activities are conducted on-site.

There are several activities involved leading up to the delivery of the custom class after school program. First, BIG staff work on marketing the program and conducting email outreach to parents and school communities to recruit students interested in participating in the program. Then, the instructors for the program work on creating a custom curriculum and syllabus shared with the parents and participants before the program starts. The syllabus enumerates the topics, projects, and Adobe Programs used throughout the session. Finally, the custom classes are delivered once a week for a span of 10 weeks minimum; occasionally additional sessions may be scheduled at the request of parents and students.

The results of these activities are reflected in the outputs. The marketing of the program and outreach to parents helped garner interest from both parents and students and increased the number of students enrolled in the program from just one student in the first initial session, to six students in the second. Within the program, a total of ten classes are hosted in which students showcase their newly learned graphic design and animation skills by creating between 3-5 projects, each with its own theme and relevance to the program's overall objective to increase digital literacy for local youth.

Collectively, the inputs, activities, and outcomes are intended to produce a desired change among participants and the larger community, contributing to BIG's mission of providing access to media-making technology and developing media literacy and skills. Outcomes are divided into short-term, intermediate, and long-term, depending on the timescale of the change that occurs as a result of the program. On a short-term scale of 3-6 months, participants' skills in video production, graphic design, and animation are developed or improved and can be measured by comparing work from earlier sessions to the work composed in later sessions if students participate in multiple sessions of the program. On a 9-12-month scale, the primary outcome is growth of the custom class program in terms of being able to offer more on-site sessions at BIG's location and catering to more students. Lastly, outcomes on a long-term scale beyond one year include an increase in youth involvement in media-making and an increase in technical knowledge within Brookline schools and the broader community.

There are several factors external to the evaluand that influence its outputs and outcomes. First is that there is a general lack of awareness of the organization which can sometimes impact student expectations from instructors. Many students are not aware that instructors of the evaluand have many other programs that they teach at other sites. BIG also has a small team delivering all educational programs, therefore if there are any other organizational needs of higher priority this

can result in the evaluand being short staffed. The physical location of the classes has also been identified as difficult to find, requiring instructors to meet students at a designated location within Brookline High School.

Evaluation Purpose

The primary purpose of an evaluation of Brookline Interactive Group's custom class program is to generate action items to increase student participation in these programs and identify opportunities to refine the program to efficiently cater to a growing audience. Ultimately, BIG's staff and administrators aim to expand the custom class program and focus more on providing on-site afterschool classes at BIG's current location rather than at offsite locations to maximize the organization's resources including space, labor, and time. Through this evaluation, administrators aim to identify what components, such as activities and outputs, parents find most impressive and valuable to strategically grow the program in a way that meets the needs and expectations of these key stakeholders.

Some of the main challenges faced by the organization are limited staffing and time. Program staff are currently delivering the organization's other after-school programs at external school locations. This increases time spent traveling to different locations where the classes are offered. One of the main focuses of the evaluand's administrators is the advantage that on-site classes at BIG's location within Brookline High School create for the program administrators and BIG staff. Considering these elements and program goals, a logic model was created to represent how the evaluand currently operates. The logic model (see Appendix A) captures some goals and outcomes of the evaluand which may help the organization expand the program to better meet the capability and needs of internal and external stakeholders.

Evaluation Questions

The overarching goal of the evaluation of BIG's custom class program is to inform the development of action items that will enable the organization to expand this after-school program and offer more on-site classes at BIG's location in Brookline High School.

As such, the evaluation seeks to answer the following questions:

- 1) What aspects of the program do parents and participants find most impressive and attractive?
- 2) What communication methods and strategies have proven most effective for engaging parents and students, and how can these be optimized for better outreach?
- 3) What are non-participants' general awareness and impressions of the program?
- 4) To what extent does involvement in the program influence students' self-assessment of their skills and media literacy?

Evaluation Design

The evaluation would employ a mixed methods approach of both qualitative and quantitative methods to gain a holistic understanding of the program's impact. However, due to the program's size and organizational capacity to perform an evaluation, measures of changes within the evaluation design are mainly qualitative.

Data Collection Methods

The quantitative data will be collected via a pre- and post- program survey to assess changes in students' digital literacy skills. These surveys will be distributed to students at the beginning of each program cycle in October for the Fall semester and again at the end of the program cycle in December. There is a four-week break in between sessions, with the Spring session beginning in February and ending in April. These schedules, however, are subject to change depending on school calendars and instructor availability. Each survey will have two sections, each completed by the student participant and one parent. Indicators and evidence of improvement and change will be gathered by including questions on what parent expectations of the program are, and whether these expectations are met by the end of the program. Students will also be asked about their perceptions of the skills learned during the program, and whether they feel that that program has made an impact on their media literacy. These surveys will provide insights to answer evaluation questions 1 and 4.

Sample pre- and post- survey questions for parents of current students are provided in Appendices D and E. We recommend distributing all surveys online for ease of tracking responses. The survey should have a disclosure at the beginning of how the information will be tracked and used. Online platforms such as Qualtrics or SurveyMonkey may be used to administer the survey. However, these sites have a fee that would require a budget. The best recommended free survey platform to look into is Google Forms. Surveys will be kept brief and focused to increase response rates. Surveys that take longer than twelve minutes to complete result in lower response rates and can make respondents lose interest (Carpenter, 2023).

The qualitative data will be gathered primarily via interviews. Interviews will be conducted during the beginnings of program cycles in October (Fall semester) and February (Spring semester) with a subgroup of students, parents, non-participants, and educators at Brookline middle schools that BIG has partnered with. The aim of these interviews is to gain insights on the awareness of the program, perceptions of the program's communication effectiveness and broader community impact (see Appendix F). Insights from the interviews will inform the development of an online survey that will be administered before the halfway point of the program cycle in to test the generalizability of the findings. These interviews and online surveys will provide insights to answer evaluation questions 2 and 3.

Qualitative data from conversations and interviews would be collected and analyzed with Fora—an AI listening tool that enables the powerful combination of deep human listening and pattern detection. The tool can be used in person, online, and remotely. Utilizing the tool, a prompt is first entered, such as a discussion question or topic to which participants must respond (see Appendix G). Trends in responses are identified and can be used to create a whiteboard to share common thoughts and feedback (see Appendix H). Fora enables BIG to make sense of the conversations they collect while maintaining levels of transparency and authenticity that transcriptions and data reports from surveys and focus groups cannot.

Additionally, data on email response rates, social media reach and communication preferences would be gathered to supplement the qualitative insights into the most effective communication methods and strategies for engaging students and parents.

Sampling Strategies

Two main sampling strategies: purposeful and snowballing sampling will be utilized for this evaluation. The objective of the selected sampling strategies is to target/involve the relevant program stakeholders such as student evaluand program participants, parents of both BIG program and specific evaluand program participants, and the external community of Brookline middle school students and their parents.

For the pre- and post- survey, purposeful sampling will be utilized to build the final sample by identifying and selecting respondents that meet the predetermined criterion; students that have attended at least one custom BIG after school program class and a parent of each student. The purposeful sampling strategy is compatible with mixed methods implementation where qualitative and quantitative methods are both applied simultaneously and with equal importance during evaluation. This strategy can also be used again following the initial data collection to identify cases from the administered survey that may present criterion that makes them suitable for in- depth follow up.

For the interviews and online survey, snowball sampling strategy; a non-probability sampling technique that relies on key informants to recommend others in gaining access to the population of interest will be utilized. Parents, students and facilitators of the evaluand program can connect to other parents, students and facilitators of other BIG programs outside the evaluand program. While snowball sampling may not yield a sample that's fully representative of the broader population, it remains an effective strategy, particularly when individuals possessing the desired characteristics are scarce and challenging to locate. By employing this method, the limited number of parent and student contacts initially reached at BIG can serve as a foundation to assemble a more extensive group of engaged parents and students across Brookline schools. This approach facilitates the gathering of data from a broader and more engaged participant base.

Sample and Data Sources

For this evaluation, different target population groups including participants who completed the custom class after school program, their parents, parents of participants in other BIG after school programs, and any middle school community in Brookline that BIG has partnered with.

For the pre- and post- survey, a random sample of parents and participants would be selected. The selection criteria include those that have completed a custom class after school program session. Informed consent will be obtained for all participants, confidentiality and anonymity are ensured for all respondents.

For the interviews and online survey, a random sample that consists of students, parents of program participants, parents of students in other BIG programs, faculty at any middle school in Brookline that BIG has partnered with etc. will be used.

Data Analysis & Criteria of Success

The data analysis will integrate both qualitative and quantitative approaches to provide comprehensive understanding of the program's impact. Quantitative data from pre- and post-program surveys will be analyzed using statistical methods to identify significant changes in a students' digital literacy skills, employing indexing for the main variables to compare results

before and after program participation. For example, questions on participants' perceptions of the program will be grouped together to form a perception index, participants' responses will be measured on a scale of 1; strongly disagree to 5 strongly agree). The total scores of the perception index of each participant from their pre-test survey will be compared to the results on their post-test survey. This analysis will highlight the program's effectiveness in meeting its educational objectives.

Qualitative data from interviews will be subjected to thematic analysis to uncover patterns and themes related to program perception, communication effectiveness, and community impact.

The criteria for success will be established based on the achievement of measurable improvements in students' digital literacy skills, as evidenced by the quantitative data, and the positive reception of the program's communication strategies and community impact, as reflected in the qualitative findings. Success will also be gauged by the program's ability to meet or exceed parent and student expectations, alongside evidence of broader community engagement and awareness.

Dissemination and Use of Findings

Goals

After completing an evaluation, findings would be disseminated with goals specific to external and internal stakeholders of BIG. For external stakeholders such as parents, Brookline High School administrators, and other schools within the Brookline School District, the evaluation findings can be used to raise awareness, understanding, and interest in the custom class program. Evaluation findings can be used to market the program to external parents and students through sharing how program participants felt impacted and/or affected by participation in the program. For internal stakeholders, the findings of the evaluation can be used to inform and build a strong understanding of the program's function and impact on participating youth as well as the broader Brookline community. The use of evaluation findings may be classified as instrumental as they will influence decision-making within the organization, and externally among stakeholders (Mertens & Wilson, 2019). Findings can be used to identify areas where the program may need to evolve in order to better meet the needs of the community while still effectively upholding the mission and values of BIG as an organization. Findings could ultimately determine whether to continue investing in and offering the program.

Target Audience

There will be both external and internal audiences of the evaluation results and findings. Dissemination activities will be customized for each identified target audience. Internal stakeholders include the Board of Directors of Brookline Interactive Group as well as staff, particularly those in the Education Programs team. Reporting findings to the Board are intended to inform their understanding of the performance of this newly developed program. Decisions whether to continue the program and further develop the curriculum and increase participation would also rely on these findings. Instructors would gain insight as to what improvements could be made.

Target audiences external to the organization include parents of students in the Brookline School District and Brookline High School administrators. Sharing evaluation findings with parents would inform them of the learning outcomes of the program. Positive results could lead to

an increase in registrations. Lastly, Brookline High School administrators would also be affected by decisions regarding the evaluation as facilities are being used by students external to the school.

Dissemination Activities

BIG's staff is organized into Production, Public Access, Educational Programming, and Governance departments or teams. After data analysis is performed, the Educational Programming team, comprised of the Community Engagement & Education Manager, other instructors on staff, and interns, will be responsible for disseminating the results of the evaluation.

When disseminating findings to BIG's Board of Directors, information will be shared in the format of a summative PowerPoint presentation. The goal of this activity will be to concisely describe the findings as well as the context and implications of the findings on the performance of the custom class program and the achievement of the organization overall in upholding its mission.

Similarly, a summative PowerPoint and discussion will be the method of communicating findings to internal staff of BIG. Noting that program staff operate to support the BIG custom class program it is important to disseminate the findings of the evaluation with an onus on utilizing the findings to better shape and operate their programs based off the impact that the custom class program was able to have on targeted populations within BIG's Brookline Community.

Social media and email marketing campaigns will be planned and executed to share the results of the evaluation with parents, both those with students enrolled in the program and those without. This will require creating graphics to share and will likely be made using Canva. Videos will also be utilized to increase engagement with content. The organization has a presence on Instagram, Facebook, Twitter, and YouTube. The Educational Programming team would make decisions on which platforms would best reach the target audience according to data collected. Content would be tailored to each social media platform. Findings could also be shared on platforms that may not have as much of a following from parents for the purposes of sharing the results to the broader Brookline community.

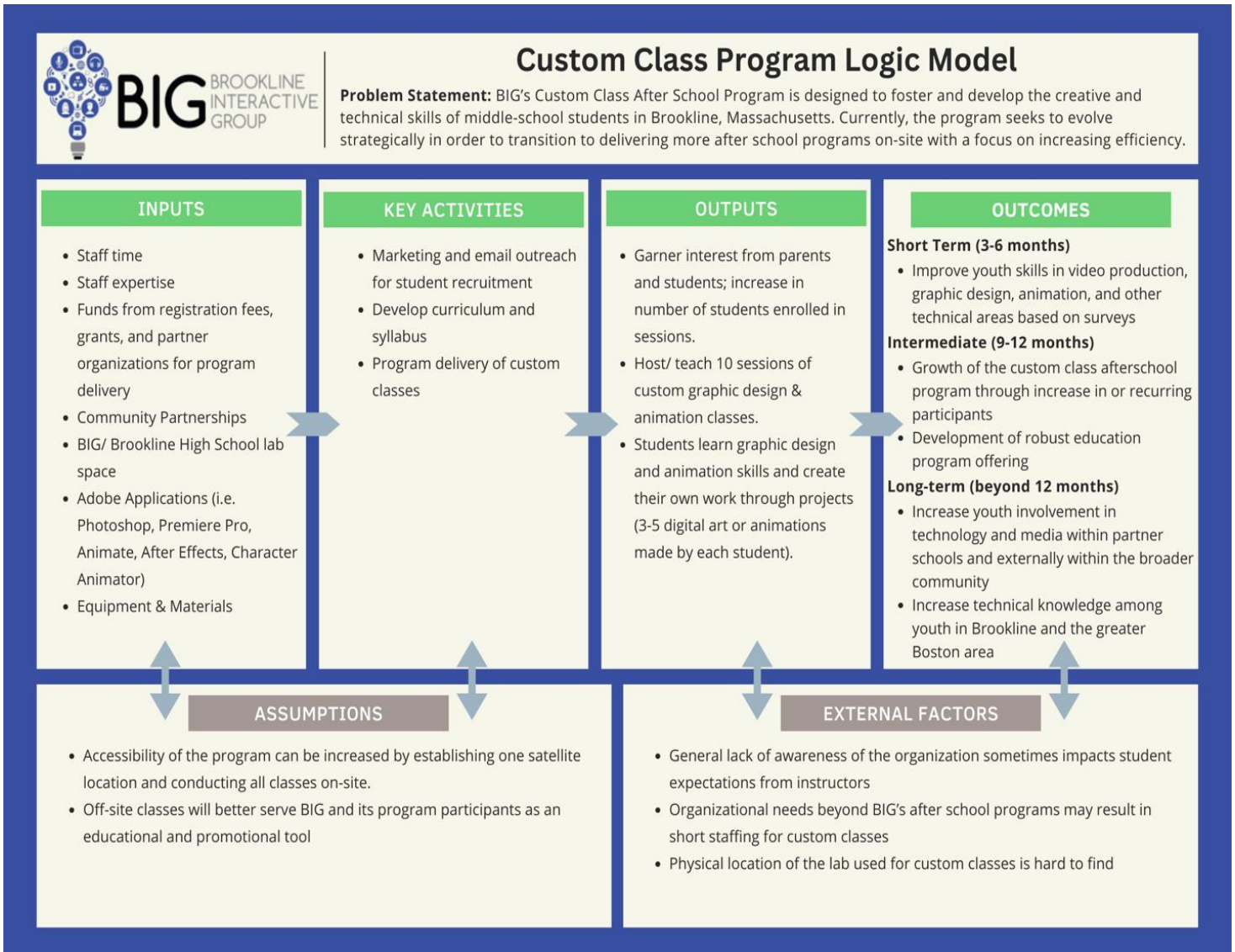
The evaluation plan results will be disseminated to Brookline High School (BHS) lead staff and faculty through email communication. The goal of this dissemination is to improve partnership with the school by allowing the findings to inform what students need. The email will highlight aspects of the surveys, interviews, conversations, and Fora AI that inform student participants' impressions of the program and how to reach more potential participants and their parents. The BHS team should use this information to come up with new recruitment methods to reach more students and their parents. BHS can follow up with BIG by email regarding any questions or to schedule a meeting to discuss the findings further.

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Appendices

Appendix A: Program Logic Model



Appendix B: Sample Syllabi

Brookline Interactive Group- Graphic Design and Animation Classes [Session 1]				
Instructor	Lex Lalande			
Meeting Times	3:30pm-4:30pm			
Location	Red Lab- 3 rd Floor United Arts Building, Brookline Interactive Group			
Week	Date	Topic	Adobe Program	Project
1	Nov. 7, 2023	Introduction to Design	Photoshop	Nametag/ Logo
2	Nov. 11, 2023	Design: Arrangement	Photoshop	Promo Poster
3	Nov. 21, 2023	Design: Photo Editing	Photoshop	Collage
4	Nov. 28, 2023	Design: Arrangement	Photoshop	Social Media Post/ Album Cover
5	Dec. 5, 2023	Transition to Animation	Animator	Album Cover/ Rotoscope GIF
6	Dec. 19, 2023	Animation: Rotoscope	Animator	Rotoscope GIF (cont'd)
7	Jan. 2, 2024	Animation: Loop	Animator	Spotify Canvas (Loop Animation)
8	Jan. 9, 2024	Animation: Character	Character Animator	Character Animation
9	Jan. 16, 2024	Animation: Character	Character Animator	Character Animation
10	Jan. 23, 2024	Animation: Character	Character Animator	Character Animation

Brookline Interactive Group- Graphic Design and Animation Classes [Session 2]				
Instructor	Lex Lalande			
Meeting Times	3:30pm-4:30pm			
Location	Red Lab- 3 rd Floor United Arts Building, Brookline Interactive Group			
Week	Date	Topic	Adobe Program	Project
1	Jan. 30, 2024	Mid-session Slideshow	All	Session 1 Projects Wrap-up
2	Feb. 2, 2024	Storyboard/ Planning	Animate/ Premiere Pro	Opening Credits (Motion Graphics)
3	Feb. 6, 2024	Text Animation	Animate/ Premiere Pro	Opening Credits (Motion Graphics)
4	Feb. 13, 2024	Editing/ Syncing	Animate/ Premiere Pro	Opening Credits (Motion Graphics)
5	Feb. 27, 2024	Editing/ Syncing	Animate/ Premiere Pro	Opening Credits (Motion Graphics)
6	Mar. 5, 2024	Storyboard/ Planning	After Effects	Music Video/ Independent Project
7	Mar. 12, 2024	Elements 1	After Effects	Music Video/ Independent Project
8	Mar. 26, 2024	Elements 2	After Effects	Music Video/ Independent Project
9	Apr. 2, 2024	Editing/ Syncing	After Effects	Music Video/ Independent Project
10	Apr. 9, 2024	Editing/ Syncing	After Effects	Music Video/ Independent Project

Appendix C: Evaluation Design Table

Evaluation Questions	Evidence	Methods & Measurement Tools	Sample	Time Frame
<p>What aspects of the program do parents and participants find most impressive and attractive?</p>	<ul style="list-style-type: none"> ○ Expectations of before and after program, whether expectations were fulfilled. ○ Satisfaction scale 	<ul style="list-style-type: none"> ○ Pre - and Post- Surveys 	<ul style="list-style-type: none"> ○ Parents ○ Program Participants 	<ul style="list-style-type: none"> ○ Pre-survey could be administered as part of registration in September-October ○ Post-survey will be administered at the end of the sessions in December and April
<p>What communication methods and strategies have proven most effective for engaging parents and students, and how can these be optimized for better outreach?</p>	<ul style="list-style-type: none"> ○ Engagement on each platform (ex: number of emails responded to vs. social media reach) 	<ul style="list-style-type: none"> ○ Survey 	<ul style="list-style-type: none"> ○ Parents of program participants ○ Parents of students in other BIG programs outside of the evaluand 	<ul style="list-style-type: none"> ○ At the beginning of program sessions October and February
<p>What are non-participants' general awareness and impressions of the program?</p>	<ul style="list-style-type: none"> ○ Familiarity with the program ○ Ways in which the non-participant has heard about the program. 	<ul style="list-style-type: none"> ○ Interviews/ Qualitative data from conversations ○ Fora Listening AI ○ Online survey 	<ul style="list-style-type: none"> ○ Students, Parents, and Educators at Brookline [Middle] School that BIG has partnered with 	<ul style="list-style-type: none"> ○ Interview - during registration for other programs offered by BIG in September 2024 ○ Online Survey – Midpoint of school year in January (break between Fall and Spring sessions)

<p>To what extent does involvement in the program influence students' self-assessment of their skills and media literacy?</p>	<ul style="list-style-type: none"> ○ Students' perception of any changes in confidence, skills, comfortability, and interest in media and digital literacy. 	<ul style="list-style-type: none"> ○ Pre- and Post-Surveys 	<ul style="list-style-type: none"> ○ Participants who complete the program 	<ul style="list-style-type: none"> ○ At the beginning and end of each program cycle. ○ Pre- survey distributed during the first week in October and February ○ Post- survey distributed during the final week in December and April
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Appendix D: Pre-Survey Sample Questions for Parents of Participants

1. On a scale of 1 to 5, how likely do you think your child's digital media skills will improve after taking this class?
1-Very unlikely 2- Unlikely 3- Neutral 4- Likely 5- Very likely
2. On a scale of 1 to 5, how comfortable is your child using digital media software (i.e Photoshop, Premiere Pro, other photo or video editing software)?
1-Very unfamiliar 2- Unfamiliar 3- Neutral 4- Familiar 5- Very familiar
3. What are you or your child most looking forward to about this class?
4. What skills is your child hoping to gain from this class?

Appendix E: Post- survey Sample Questions for Parents of Participants

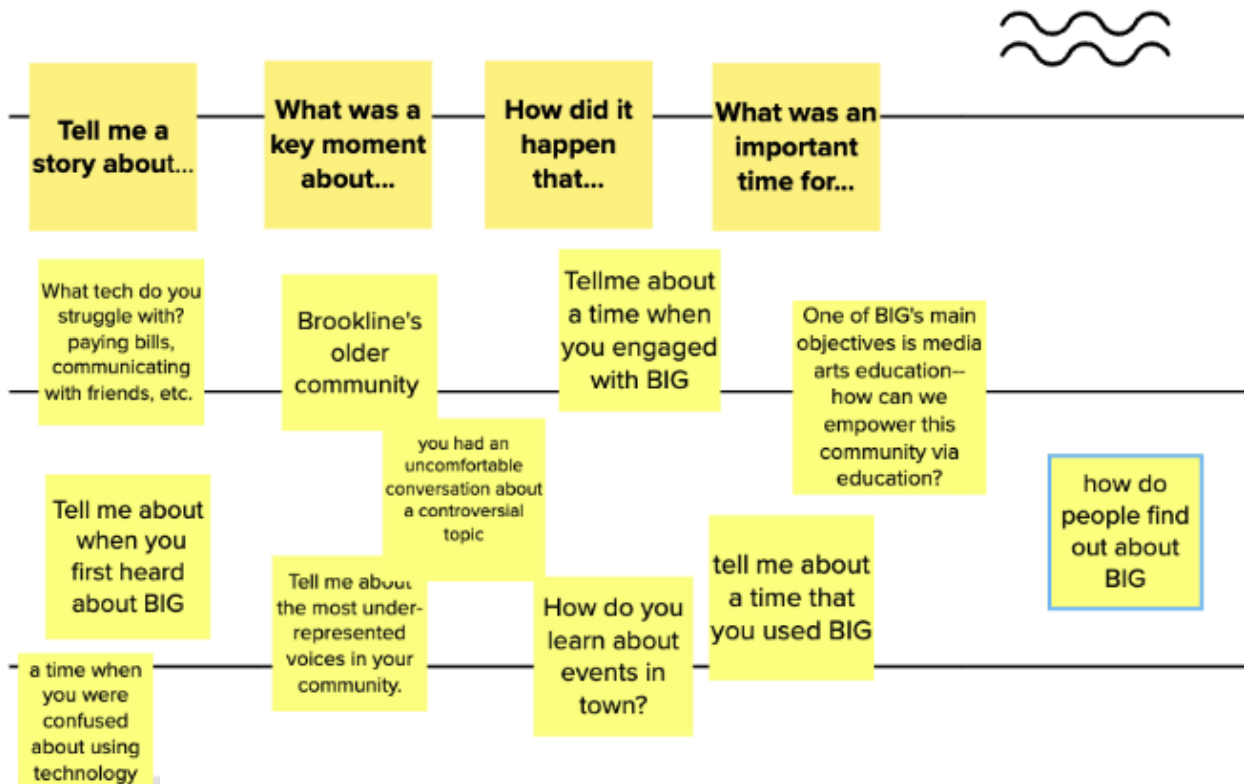
1. On a scale of 1 to 5, how much improvement do you feel there has been in your child's digital media skills?
1- None 2- Almost none 3- Neutral 4- Some improvement 5- Significant improvement
2. On a scale of 1 to 5 how likely are you or your child to attend future BIG classes?
1-Very unlikely 2- Unlikely 3- Neutral 4- Likely 5- Very likely
3. What, if anything, did you or your child like most about this program?
4. What, if anything, did you dislike most about this program?
5. What improvements or changes would you or your child like to see in this program?

Appendix F: Interview Sample Questions:

1. Are you or your child currently enrolled in any classes at BIG? Why or why not?
2. How did you find out about the custom class program?
3. What do you or your child find most appealing about this program?
4. What is the best way to communicate with you online?
5. What kind of future educational programming would you like your child to participate in at BIG?

Appendix G: Sample Prompts on Fora

Journey and Event Forms



Appendix H: Sample Output from Fora for Sharing Results

Discovery Board

What do we really want to find out?

- how accessible is BIG to you? How can people utilize BIG?
- what do people in Brookline want to learn about? how can BIG assist them?
- how do people find out about BIG
- What BIG can become and what Brookline needs from it—how can new programs meet the needs of the community
- What do Brookliners find important and want to know more about?
- how are news stories/stakeholders where they are?
- Who are we serving/reaching? Who are we not?
- What tech do you struggle with? paying bills, communicating with friends, etc.
- Is BIG utilized? And for what?
- Do you feel part of a specific community within Brookline? Why? why not? Which one?
- What are the objective barriers to entry - how much is it tech access, how much is it trust in the curator, how much is it simple interest
- How can those that struggle with technology assistance or accessibility feel more supported? What can we do to help you with your digital literacy?

Why is it important?

- One of BIG's main objectives is media arts education—how can we empower this community via education?
- Why does BIG need to continue to exist? Who do we serve and why?
- We need a more open public conversation about controversial topics
- We want to understand the different communities within Brookline, how they communicate, so we can learn how to better serve them, co-create with them, etc.
- People change. Communities change. If the tools a community represents itself with don't change, we can't meet people where they are at
- If we don't ask these questions, we won't be able to grow ourselves
- We need the DATA (b/c cable companies do not share data)

Who do we want to hear from?

- Everyone who wants to and needs to learn about navigating/creating media
- Young people
- People who can't afford cable
- Underrepresented Voices
- People who need extra support when it comes to technology
- Brookline's older community
- Folx who c not know BIG at ALL
- Folx who do not know BIG at ALL.
- Parents/families
- Those who are not on cable
- youtube, tiktok and other media creators
- For those who didn't just get the Press Release Email from the Town!!!

What are some challenges?

- resources, creating content/classes that are in demand
- People who don't even have or want to engage online - is there a paper publication from BIG?
- People don't have access to media access
- there are so many online platforms to engage, it can be frustrating to be on the same page
- Income inequality and disparities in resources
- People are too "severely gifted" to take a moment to listen