



**Little Brothers Friends of the Elderly**  
**“Digital Dividends”**  
**A Program Evaluation Plan**

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## **I. Introduction**

Little Brothers Friends of the Elderly (LBFE) (hereinafter referred to as "evaluand") established the "Digital Dividends" program out of operational necessity during the COVID-19 pandemic, as the organization halted in-person events to mitigate the spread amongst a vulnerable population. The overall goal of the program is to combine students from partner organizations with selected senior public housing residents for computer training and equip the seniors with laptop computers and six months of free internet access. Historically, the program's primary goal was to build intergenerational relationships between clients and younger, mostly college-aged volunteers through social events such as poetry readings, storytelling, and art workshops.

Evaluators intend to answer the technological demands and capacities of program participants. Technology benefits evaluand in various ways, including connecting seniors with loved ones, providing an extra outlet to battle loneliness, and providing a means of communication in the context of any language hurdles. This evaluation tries to substantiate the impact of technology on evaluand and how it supports organizational growth. The evaluation findings could result in increased financing from donors to purchase more Chromebooks for seniors, as well as future collaborations with other organizations or programs. Highlighting evaluand's strengths and areas for improvement can help increase its effectiveness and efficiency in how it operates daily.

## **II. Intended Use and Users**

### **Primary Stakeholders**

The evaluation stakeholders can be divided into three categories: evaluand staff, program participants, and volunteer partners. The table below further contextualizes each stakeholder category.

<b>Evaluand Staff</b>	<b>Program Participants</b>	<b>Volunteer Partners</b>
1. Five full-time staff members	Low-Income Elderly community members, often in need of language services.	Students from partner universities in the Boston area.
2. Board of Directors		

Evaluand Staff will be able to use the results of this evaluation to determine which aspects of Digital Dividends have proven successful, and which require further attention. Evaluators will be most useful to the evaluand staff who are directly responsible for developing, designing, and implementing the program, with specific importance to Program Director Cynthia Wilkerson who has acted as evaluand's liaison with evaluators. The results will assist the staff in their search for additional volunteer partners whose skills align with the program participants' needs and values in an increasingly diverse community.

The evaluation results will also serve the Board of Directors who may use the findings to consider additional avenues for future program funding. Ensuring that the board of directors has

a clear understanding of the program's trajectory will allow them to better understand the needs of all relevant stakeholders and seek out likeminded donor organizations accordingly.

### **Purposes of Evaluation**

According to the evaluand, the primary purposes of the evaluation are to 1) Assess the effectiveness of the program "Digital Dividends" in its effort to train program participants in basic computer skills; 2) To determine to what extent language services should be included and emphasized in the program; and 3) to better align volunteer partners with program participants based on technical abilities as well as language proficiencies. The evaluand would like evaluators to answer the following questions:

1. *For what purpose(s) do evaluand's clients want to improve their computer skills, and have they substantially improved over the course of the program?*
2. *What materials and training does the evaluand provide and how well does it serve the volunteer partners?*
3. *What are the existing obstacles for adding community partners?*
4. *How has the language diversity of participants affected communication with volunteers?*
5. *Have participants and volunteers been appropriately paired based on technological ability?*
6. *How can the program expand operations to a capacity of five sessions or meetings per week?*
7. *How can the program expand additional sources of funding?*

### **III. Program Description**

Evaluand was established in post WWII Paris by Armand Marquiset who originally set out to visit families who had lost their sons in the war. He put the project on hold to help relocate children of active soldiers out of Paris to safer areas of France, but after the war he resumed his plans to launch Little Brothers friends of the Elderly. Marquiset's original headquarters were humble, setting up his operation in a rented apartment in a low income area of the city and shared his time, meals, and resources with the lonely elderly community. His philosophy "the greatest poverty is the poverty of love" exemplifies the mission the current organization aims to fight against. Evaluand's motto "flowers before bread" reflects their belief that "man cannot love by bread alone". Currently, evaluand has chapters across seven cities in the United States: Boston, Chicago, Cincinnati, Upper Michigan, New York City, San Francisco, and Minneapolis/St. Paul as well as a number of locations in Quebec, Canada, and Western Europe. Chapters collaborate and have a core mission but fundraising and activities are carried out independently.

Organization chapters survive through volunteerism. Serving 1000 older adult clients each year, evaluand has established partnerships with 9 universities and has 17 Intergenerational CitySites programs across Boston. Additionally, evaluand works closely with housing providers, notably the Boston Housing Authority and privately funded housing groups. Evaluand has a team of five full time staff members and a board of directors. The staff include an executive director (Nikki Shults), Director of Development (Robert Guthrie), Program Director (Cynthia Wilkerson), Intergenerational Program Manager (Stephanie Hou), Digital Dividends Program Manager (Teresa Yao), and Northeastern Co-op Program Assistant Interns (Xinru “Isaac” Lee and Gabi Romero).

Evaluand has several program areas. The program being evaluated, “Digital Dividends” established as a result of the COVID-19 pandemic. This program pairs students from partner organizations with selected residents of public senior housing to provide computer training as well as provide the residents with laptops and six-months of free internet connectivity. Program participants have demonstrated an increased need for language services as part of this program due to limited publicly available options resulting from the COVID-19 pandemic. Another program, “Intergenerational CitySites” aims to partner students from area colleges and universities with senior housing, adult day programs, and senior centers to collaborate in intergenerational activities such as language classes, ESL adjacent work, arts and crafts, poetry, storytelling, etc. The most important aspect of the program is to build intergenerational relationships. Another program “Community Connections” pairs volunteers with elderly clients for one-time and short-term opportunities for engagement, such as art courses and ice cream socials. Partnership with local schools and nearby assisted living facilities is emphasized. Finally, evaluand hosts two picnics at Larz Anderson Park in Brookline for volunteers and clients to spend time in groups and promote social engagement.

### **Contextual Factors and Social Problem**

Cynthia Wilkerson expressed a desire to conduct an evaluation that would help the evaluand’s efforts to adapt the program focus. She stated that as the program participant base grew increasingly diverse, with regularly available language services suspended or limited due to the pandemic, it was important for Digital Dividends to fill the gaps.

Loneliness and social isolation among the elderly are severe public health concerns affecting millions across the United States. Chronic loneliness and isolation place the elderly at an increased risk of developing dementia and other serious illnesses (*Dahlberg et. al, 2021*). Additionally, because the elderly are more likely to confront circumstances such as living alone, the death of relatives or friends, chronic disease, and loss of hearing or seeing abilities, they are more likely to experience loneliness and social isolation. However, people are social beings by nature, and strong social bonds often help them live extended, healthier lifestyles. Evaluand aims to relieve isolation within this vulnerable group through its Digital Dividends program. This program works to reduce loneliness and social isolation within the program's elderly participants by building a community across an inclusive, multi-generational volunteer network.

Evaluand aims to serve individuals in the elderly community who have expressed a desire for interpersonal interaction and, increasingly, technological resources/training. Each year, evaluand provides services to approximately 1,000 adult clients. Historically, the key focus of the program was to foster intergenerational relationships between the clients and younger (typically college-aged) volunteers through social activities like poetry reading, storytelling, or art classes. However, lately, evaluand expanded their focus to offer other services that directly align with the contextual and cultural circumstances from which their clients come. For example, the increased cultural diversity of the client base has required evaluand to increase their ESL activities and interpreting services. Digital Dividends was borne out of necessity due to the COVID-19 pandemic and has sought to pair students from partner organizations with lower income clients to provide computer training and resources. Evaluand recognizes that there are social and cultural hurdles that many of their clients struggle with and has adapted their operation accordingly to ensure a more equitable outcome.

Northeastern University's Public Evaluation Lab (NU-PEL) under Dr. Tiana Yom, first conducted a comprehensive evaluation plan for evaluand three years ago. Following years of adjusting to the COVID-19 pandemic and other changes in program delivery and focus, evaluand needs an updated evaluation plan. The primary objectives of this evaluation are to: 1) Update the existing 2019 evaluation plan from NU-PEL 2) Create supplementary evaluation of evaluand's new technology-centered initiatives.

Evaluand added technology-centered initiatives like a program where seniors are given Chromebooks and taught to use them through "internet café" events and teaching modules. This initiative formed to address the program's core mission, reducing elderly loneliness, in light of the increased physical isolation seniors (an inherently immunocompromised group) experienced during the pandemic. As a result of the pandemic's sudden and rapid pace, this program was a completely new shift for evaluand and was rapidly implemented. This evaluation will need to determine whether this initiative is effectively combatting loneliness and whether it is most effectively using the substantial, expensive technology resources being employed to accomplish it. What is the evaluation's purpose and benefits? The motivation behind the evaluation is to assess where the evaluand currently stands since their previous plan from 2019, and how it can be improved. Since there were technological improvements made to the evaluand, further evaluation is required to understand how this technology has and will impact the seniors and the evaluand's goals. Evaluating the effects that the newly established program has had on seniors can help evaluand adapt their mission moving forward. Technology is beneficial to evaluand for many different reasons; connecting seniors to loved ones, an additional outlet to combat loneliness, and a way to communicate in the presence of possible language barriers. Evaluators seek to substantiate the influence technology has had on evaluand and how it supports growth in the organization. Evaluation results could potentially lead to increased funding from donors to purchase more Chromebooks for seniors as well as increased collaborations with likeminded organizations or programs. Highlighting the strengths and areas of improvement of evaluand will assist in increasing its effectiveness and efficiency.

## **Target Population**

Evaluand partners with 9 universities and seeks to expand their volunteer outreach. While cross-generational partnerships have historically been the primary goal, volunteers with technological proficiency and/or language skills are becoming especially valued. Once accepted into the program, volunteers are partnered with elderly participants to teach basic computer skills. Participants come from a wide range of cultural and ethnic backgrounds. Multiple languages are spoken by participants, and it is important to ensure that they can effectively communicate with volunteers. Technology can be used as a communication tool and participants involved in the Digital Dividends program will receive assistance in using those tools. There are no requirements for prior technological skill/abilities.

## **Stage of Development**

While evaluand has operated for several years, the evaluation focuses on Digital Dividends which has only existed during the pandemic and has only been evaluated on a very rudimentary level. Currently, the program is working to increase its participant and volunteer base as well as fine tune training and resources to expand on its initial mission (*LBFE Boston – Programs*). The next Digital Dividends session begins in June-July of 2022, with surveys and interviews to begin circulation in May 2022.

## **Digital Dividends Logic Model**

At the onset of the COVID-19 pandemic, evaluand found its programming in a state of uncertainty. A key focus of evaluand's programming is to reduce isolation and loneliness in the elderly. The coronavirus continues to take a devastating toll throughout society, especially in the lives of the elderly population. This high-risk group has needs that make in-person programming challenging in the face of a public health crisis. As in-person events became increasingly unsafe, evaluand shifted programming to a virtual format while continuing to foster the intergenerational relationships at the core of the organization's mission. The challenges evaluand faces to reduce loneliness and isolation were exacerbated through the pandemic. The logic model below provides a substantive basis to evaluate the organization's digital programming effectiveness. Further, the logic model aims to set the stage for how the organization can better combat loneliness and isolation within the population it serves.

### *Activities*

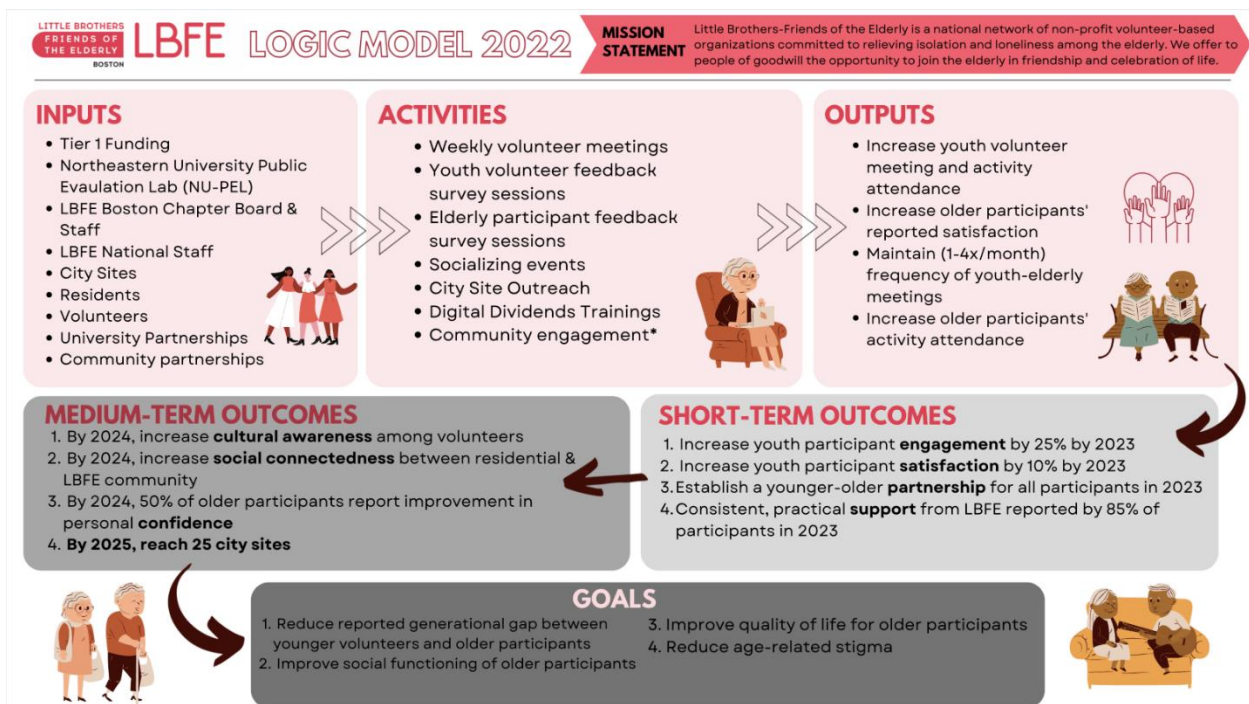
\*The logic model includes program activities that are expanded upon in this accompanying narrative. Community engagement describes all the recruitment, fundraising, and partnerships that LBFE maintains with outside organizations to recruit volunteers, secure space for events, and make connections for the elderly participants. Youth and elderly feedback survey sessions are the case discussion groups run by LBFE for feedback on the program's impact. This also includes the virtual surveys sent to volunteers and participants outside of feedback discussion sessions. Socializing events are separate from the digital dividends training which prepare elderly participants to use technology. These socializing events are simply to forge connections between volunteers and participants through games, food, and fun activities.

### *External factors and assumptions*

The external factors influencing this logic model are the situational, unchangeable obstacles that impact the program delivery. Unforeseen public health emergencies (like the COVID-19 pandemic) were considered in the development of this model, but extreme emergencies may unpredictably alter the program’s capacity to function. The willingness of program partners who provider volunteers, offer programming space, and funding will also influence the ability for the program to proceed.

The logic model is rooted in the following assumptions:

- LBFE program resources and funding are available and adequate
- Volunteers are willing to actively contribute to program evaluation and growth
- Elderly participants are willing to actively contribute to program evaluation and growth
- Open, accepting dialogue exists between LBFE administrators and volunteers
- Volunteers are dedicated to the LBFE mission and want to see positive development for the elderly participants
- LBFE is the only, or one of few, social services programs that the elderly participants have to address isolation and loneliness



#### IV. Evaluation Focus and Design

The evaluation design is a mixed-methods assessment that seeks to answer the following questions, which have been created in accordance with the proposed criteria for success in the program:



1. *For what purpose(s) do evaluand's clients want to improve their computer skills, and have they substantially improved over the course of the program?*
2. *What materials and training does the evaluand provide and how well does it serve the volunteer partners?*
3. *What are the existing obstacles for adding community partners?*
4. *How has the language diversity of participants affected communication with volunteers?*
5. *Have participants and volunteers been appropriately paired based on technological ability?*
6. *How can the program expand operations to a capacity of five sessions or meetings per week?*
7. *How can the program expand additional sources of funding?*

## **V. Data Collection Methods**

The evaluators plan to address the technological needs and capabilities identified by program participants. This is important because while some clients have expressed a desire for computer training simply to communicate with family/friends, many clients have shown the need for language translation/interpretation resources. Given the evaluand's increasingly diverse participant pool, evaluators must address the practicality of Digital Dividends acting as a language service in addition to computer training. To collect this information, evaluators' plan is to conduct surveys with a randomly selected sample of 50 program participants by regular mail or by telephone before their first session and again after six months. The sampling method utilized will be a simple random sample. This sample will be collected by inviting all participants to the sample and enrolling a randomization selection of participants. If there are significant demographic differences between those enrolled in the survey and the rest of the program (e.g., persons who chose to be surveyed are unemployed and have more time to respond, vs. those that do not enroll) these confounding variables will be adjusted for using logistic regression on the quantitative variables. This will give evaluators the best chance of collecting information that is representative of the population of program participants.

Additionally, evaluators plan to analyze the teaching framework and methodology. This is important because it will provide insight into the program's organization and structure. The evaluators want to know if the evaluand is setting their volunteer partners up for successful working relationships with participants and seek to gauge volunteer support satisfaction. The evaluators plan to address these questions by conducting interviews and issuing surveys to a clustered sample of 25 volunteers, ensuring that each partner university is represented.

The evaluators plan to collect information on existing community partners and current obstacles for expanding additional partnerships. An evaluation will be done to account for available resources provided by current community partners and necessary resources that would be

acquired with additional community partners. Strengthening partnerships in the community is integral to evaluand's future success, and evaluators are interested in any potential obstacles to expansion. Examples of newly established community partners are long term retirement communities, nursing homes, and public housing. Evaluators will interview board members via telephone interviews to collect relevant information. Criterion sampling will be used for a sample of 10 board members. This data will be collected over a 6-month span. The evaluators will have an initial data collection and then again in 6 months. This is to provide an extensive summary of current resources and what difficulties arise in pursuing additional resources from adding community partners. For partner expansion, program participants and staff will be polled to gauge demand. For best results, it is recommended that a cross-sectional survey be supplied to the program's existing participants. Cross-sectional surveys would work well in this scope because they are primarily observational studies, wherein the primary goal of the evaluator is to collect data from a subset of the target population at a specific point in time.

Evaluand boasts participants from diverse cultural backgrounds, and many are non-native English speakers. These individuals experience conversation barriers that result in language isolation and prevent them from fully expressing themselves to native English speakers. Evaluators plan to address these barriers and measure the severity of these communication issues. In-person interviews will be conducted with participants and volunteers to evaluate this issue's scope. Sampling methods will include homogenous sampling of 15 participants who are non-native speakers and 15 volunteers who frequently interact with non-native English speakers. These interviews will occur 3 times over the course of 3 months, one per month. They will be conducted on-site where language resources are available to help with any necessary interpretation.

The evaluators plan to assess how successful the Digital Dividends program has been with appropriately pairing participants and volunteers based on their technological abilities. Since this is a new program, it is important for individuals to work with those who can best accommodate their needs. This requires participants and volunteers of the evaluand to effectively work together when learning about technology. Persistent observations will be made during the Digital Dividends program by evaluators to assess how well participants and volunteers are working together. Evaluators will be observing nonverbal communications, program activities & behaviors and informal interactions between participants and volunteers. These observations will give the evaluators a more intimate understanding of how well people are paired. The evaluators will be observing the program over a 3-month period with weekly observations of once per week. A survey will also be administered over a 3-month period, once at the beginning of the 3 months and again at the end to assess how participants and volunteers rate their feelings on the program. The sampling method will consist of a simple random sample of 15 pairs of participants and volunteers. Offering more options during weekend hours will create time for the program to host additional sessions. The evaluators seek to identify the times best suited to the participants' and volunteers' schedules. Convenience sampling would be an effective research strategy in which the program can collect data from a pool of respondents who are easily accessible to them. It is the most often used sample technique because it is swift, simple, and cost-effective. These attributes are beneficial for considering the time required and the assumed budget of this evaluation.

Funding is more likely to be successfully secured when the program can create a narrative around its successes while anticipating the future needs of its participants. Obtaining measurable outcomes is key when seeking outside funding for which record tracking is important. Consistently measuring participant progress will give the evaluand a better understanding of its impact, increasing its ability to articulate its merit for additional funding. To expand Digital Dividends scope, the evaluand should utilize survey data from the first evaluation question measuring purpose(s) that participants and volunteers want to expand abilities. For example, are there any specific computer applications that should be taught as priorities? Are there specific skill sets the program looks to help participants understand? Gauging needs of participants will provide the evaluand with a roadmap of which program growth aligns with the needs and expectations of volunteers and participants.

**Evaluation Design Table**

<p>Evaluation Question(s) <i>What questions will be answered by the data you collect?</i></p>	<p>Evidence <i>What will be measured to determine if change occurred?</i></p>	<p>Method(s) &amp; Measurement Tool(s) <i>How will data be collected?</i></p>	<p>Sample <i>Who will be the source of information and how will they be selected?</i></p>	<p>Time Frame <i>When will data be collected?</i></p>
<ul style="list-style-type: none"> <li>• For what purpose(s) do evaluand’s clients want to improve their computer skills, and have they substantially increased their capacity over the course of the program?</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the technological needs and capabilities of evaluand’s clients.</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone interviews with program participants.</li> <li>• Surveys conducted by a randomly selected sample.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple random sample of 50 program participants</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 months before each Digital Dividends Program Period, beginning in June 2022. (conducted each year)</li> </ul>

<ul style="list-style-type: none"> <li>• What materials and training does the evaluand provide and how well does it serve the volunteer partners?</li> </ul>	<ul style="list-style-type: none"> <li>• Review the teaching framework and methodology.</li> </ul>	<ul style="list-style-type: none"> <li>• In-person interviews at universities.</li> <li>• Structured video interviews with volunteer partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Clustered Sample of 25 volunteers from partner universities.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 months before each Digital Dividends Program, beginning in June 2022, and again 3 months into the program in September 2022. (conducted each year)</li> </ul>
<ul style="list-style-type: none"> <li>• What are the existing obstacles for adding community partners?</li> </ul>	<ul style="list-style-type: none"> <li>• Assess current community partners and future partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>• Telephone interviews with evaluand board members.</li> <li>• Randomized cross-sectional sample conducted via interview.</li> </ul>	<ul style="list-style-type: none"> <li>• Criterion sampling of 10 evaluand board members.</li> <li>• 50 percent of the program active participants.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-6 months with initial evaluation on first month in July 2022 and then at the end of the 6 months in January 2023.</li> <li>• Data collection should be complete by 2-3 months, with areas of demand identified prior to the end of 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• How has the language diversity of participants affected communication with volunteers?</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions with participants and volunteers to understand communication limitations between both parties.</li> </ul>	<ul style="list-style-type: none"> <li>• In-person on-site interviews with participants and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Homogenous sampling of 15 participants who are nonnative English speakers and 15 volunteers who work with these participants.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 months with once every month for a total of 3 times, starting in June 2022.</li> </ul>

<ul style="list-style-type: none"> <li>• Have participants and volunteers been appropriately paired based on technological ability?</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing behavior between participants and volunteers in Digital Dividends program.</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys conducted in person and online. Observations will be made during Digital Dividends program sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple random sample of 15 pairs of participants and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-3 months with observations done weekly and surveys administered twice. Once at the beginning of 3 months in June 2022 and once at the end in September 2022.</li> </ul>
<ul style="list-style-type: none"> <li>• How can the program expand operations to a capacity of five sessions or meetings per week?</li> </ul>	<ul style="list-style-type: none"> <li>• Determine viability of weekend sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a convenience sample among program participants/volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Convenience sample survey conducted on a rolling basis at in-person programming event.</li> </ul>	<ul style="list-style-type: none"> <li>• Over the next 3-6 months, convenience sample surveys should be administered at in-person program.</li> </ul>
<ul style="list-style-type: none"> <li>• How can the program expand additional sources of funding?</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing potential growth areas from the program.</li> </ul>	<ul style="list-style-type: none"> <li>• Randomized, in-person interviews with participants and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Randomized sample of 20-25 pairs of participants and volunteers.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant funding for many organizations begins at the beginning of the fiscal year. Data should be collected by Fall of 2022, with an in-depth analysis prepared by the beginning of Winter 2022.</li> </ul>

## Data Collection

Type and Source of Information	Qualitative, quantitative, or mixed data	Resources needed to analyze the information	Standard of comparison
<ul style="list-style-type: none"> <li>• Telephone Interviews</li> <li>• In-person interviews</li> <li>• Survey and observations</li> </ul>	<ul style="list-style-type: none"> <li>• Qualitative</li> <li>• Qualitative</li> <li>• Mixed data</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluators will record phone conversations and document essential information -Computer and telephone needed.</li> <li>• Evaluators will be conducting on-site interviews and documenting conversations. Computer needed.</li> <li>• Evaluators administering surveys and on-site observations- construction of survey on paper and online - Computer needed.</li> </ul>	<ul style="list-style-type: none"> <li>• To analyze increases in volunteerism, evaluators will compare volunteer rates from 2021 to rates of confirmed 2022 volunteers.</li> <li>• To analyze increases in technical abilities, language diversity challenges, and volunteer satisfaction, evaluators will compare survey answers before program start date in June 2022 with answers collected at 3month benchmarks and final assessments made at the end of one year (June 2023).</li> </ul>

## VI. Analysis and Interpretation

### Measures and Indicators

This evaluation will utilize a mixed-methods design through quantitative and qualitative data collection. Incorporating both methods into evaluation plan will allow for a more comprehensive understanding of the program operations, logistics, and experience. This will ultimately ensure that evaluators properly determine what aspects of the program are successful and what aspects need improvement. Evaluators will focus on training and resources as well as volunteer and partner experience to gain a well-rounded perspective. By identifying successes and areas for improvement, evaluand can adapt to ensure more efficient and harmonious partnerships for all relevant stakeholders.

The majority of the data collected among volunteers and participants will be through surveys, and individual interviews. The survey results will be analyzed based on the randomly selected individual's score and will be a traditional Likert scale survey. For example, a volunteer will be asked after 3 months of collaboration how prepared they felt to assist their program counterpart in basic computer functions like email, Microsoft word, or general internet usage given the training and resources provided by evaluand. The responses will be measured on a scale of 1 (Strongly Disagree) to 5 Strongly Agree). The participants will also be surveyed to gauge their initial interest in the program and to what extent their expectations have been met. This survey

will be formatted similar to that of the volunteer survey. For example, program participants will be asked to write the reason for joining the program and then determine to what extent they are satisfied. The results from these surveys will be coded and analyzed separately for common themes. Because this is the first true evaluation of the program, the information is limited to pre-evaluation responses and responses after the first three months of the evaluation. Ideally, performing this evaluation each year would provide evaluand with a clearer view of the program trajectory.

*\*It should be noted that program participants that require translation/interpretation assistance to complete the surveys and interviews will be connected with the necessary services.*

### **Criteria for Success**

To understand the program's effectiveness, evaluators will determine if the evaluand met the volunteers needs and expectations, and similarly if the volunteers met the needs and expectations of the program participants.

### **VII. Use, Dissemination, and Sharing Plan**

#### **Sharing with Evaluand Staff**

The evaluation plan is an internal outcome evaluation. Evaluators will share results of Pre-Evaluation surveys with evaluand staff so that necessary adjustments can be made before program implementation. Additionally, after three months of program operations, evaluators will conduct interviews with staff, and share survey results of both volunteers and participants through an emailed report. This will give evaluand an opportunity to provide feedback and apply suggestions for program improvement. Clarity and organization are highly important as future evaluations will rely on current findings to measure success.

### **VIII. Conclusion**

Because of the pandemic's unexpected and rapid onset, evaluand had to adjust by quickly adopting programs that accomplished its goal of establishing connections without jeopardizing the health of its participants. This evaluation will be used as a tool to determine whether this program is effectively combating loneliness and whether it is making the best use of significant, expensive technology resources.

Measuring participant progress and experience within the program will give the evaluand a better understanding of its impact, increasing its ability to articulate program merit and helping to identify potential shortcomings. Gauging the needs of participants will provide the evaluand with a roadmap of which programmatic areas align with the needs and expectations of volunteers and participants. As this program is new within the organization's timeline, the evaluand must access the prevailing trends resulting within the programs first years. Understanding these trends to a greater extent will enable the program to ensure effective resource distribution.

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**X. Appendices**

**Appendix 1: Pre-Evaluation Survey for Program Participants**



*Pre-evaluation Survey for Program Participants*

Date: \_\_\_\_\_

The following questions are being asked of you to assist with the development of the Digital Dividends program for LBFEBoston. We are interested in your current technological skill set and how the program might be improved.

**Please answer the questions below by either filling in your answer or checking the most appropriate box:**

1. Age \_\_\_\_\_

2. Gender

Male

Female

Other

Prefer not to answer

3. How long have you been affiliated with LBFEBoston?

0-1 year

1-2 years

2-3 years

3+ years

4. How often do you attend LBFEBoston sponsored activities?

Weekly

Bi-Weekly

Monthly

Other: (Please specify) \_\_\_\_\_

5. What is your native language?

English

Spanish

Mandarin

Cantonese

Vietnamese

Japanese

Other (please specify) \_\_\_\_\_

6. What device(s) do you currently own?

Smartphone (not a flip phone)

Tablet (iPad or android device)

Computer/laptop

Other (please specify) \_\_\_\_\_

**Please answer the following questions by rating your agreement to the statements below from a scale from 1-5. “Technology” includes mobile devices, tablet, and laptop/computer.**

Statements	1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree
<b>I am comfortable using technology.</b>					
<b>I use technology on a daily basis.</b>					
<b>I can connect with family and friends using technology.</b>					
<b>I am comfortable asking questions</b>					

<b>about how to use technology.</b>					
<b>I am interested in learning different types of technology.</b>					

**Please answer the following questions in your own words:**

7. Why do you want to participate in the Digital Dividends program?

8. What do you hope to achieve while in the Digital Dividends program?

Add any other comments below:



*Thank you so much for completing this survey. Please feel free to reach out with any further questions or concerns.*

## Appendix 2: Pre-Evaluation Survey for Volunteers



### *Pre-evaluation Survey for Volunteers*

Date: \_\_\_\_\_

The following questions are being asked of you to assist with the development of the Digital Dividends program for LBFE. We are interested in your current technological skill set and how to improve the program for participants.

**Please answer the questions below by either filling in your answer or checking the most appropriate box:**

1. Age \_\_\_\_\_

2. Gender

Male

Female

Other

Prefer not to answer

3. How long have you been a volunteer with LBFE?

0-4 months

4-8 months

8-12 months

Over a year

4. How often do you participate in LBFE sponsored activities?

Weekly

Bi-Weekly

Monthly

Other: (Please specify) \_\_\_\_\_

5. What is your current level of education?

Undergraduate Freshman or Sophomore

Undergraduate Junior or Senior

Graduate Freshman or Sophomore

Graduate Junior or Senior

Other (please specify): \_\_\_\_\_

6. What is your native language?

English

Spanish

Mandarin

Cantonese

Vietnamese

Japanese

Other (please specify) \_\_\_\_\_

7. What device(s) do you currently own?

Smartphone (not a flip phone)

Tablet (iPad or android device)

Computer/laptop

Other (please specify) \_\_\_\_\_

**Please answer the following questions by rating your agreement to the statements below from a scale from 1-5. "Technology" includes mobile devices, tablet, and laptop/computer.**

Statements	1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree
<b>I am comfortable with technology.</b>					

<b>I feel confident in teaching others how to use technology.</b>					
<b>I have patience when teaching others.</b>					
<b>I can use different types of technology.</b>					
<b>I am comfortable asking questions.</b>					

**Please answer the following questions in your own words:**

8. Why do you want to volunteer for the Digital Dividends program?

9. What do you hope to achieve while volunteering in the Digital Dividends program?

Add any other comments below:

*Thank you so much for completing this survey. Please feel free to reach out with any further questions or concerns.*



### Appendix 3: Mid/Post Evaluation Survey for Program Participants



#### *Mid/Post Evaluation Survey for Program Participants*

Date: \_\_\_\_\_

The following questions are being asked of you to assist with the development of the Digital Dividends program for LBFEBoston. We are interested in your overall experience while in the program.

**Please answer the questions below by either filling in your answer or checking the most appropriate box:**

1. Age \_\_\_\_\_

2. Gender

Male

Female

Other

Prefer not to answer

3. How long have you been affiliated with LBFEBoston?

0-1 year

1-2 years

2-3 years

3+ years

4. How often do you participate in LBFEBoston sponsored activities?

Weekly

Bi-Weekly

Monthly

Other: (Please specify) \_\_\_\_\_

5. What is your native language?

- English
- Spanish
- Mandarin
- Cantonese
- Vietnamese
- Japanese
- Other (please specify) \_\_\_\_\_

6. What device(s) do you currently own?

- Smartphone (not a flip phone)
- Tablet (iPad or android device)
- Computer/laptop
- Other (please specify) \_\_\_\_\_

**Please answer the following questions by rating your agreement to the statements below from a scale from 1-5. “Technology” includes mobile devices, tablet, and laptop/computer.**

Statements	1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree
<b>I am comfortable using technology.</b>					
<b>I use technology on a daily basis.</b>					
<b>I can connect with family and friends using technology.</b>					
<b>I am comfortable asking questions about how to use technology.</b>					
<b>I am interested in learning different</b>					

types of technology.					
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**Please answer the following questions in your own words:**

7. How has the Digital Dividends program helped you?

8. What other skills (if any) were you still hoping to learn from the Digital Dividends program?

Please add any other comments/suggestions below:

*Thank you so much for completing this survey. Please feel free to reach out with any further questions or concerns.*

## Appendix 4: Mid/Post Evaluation Survey for Volunteers



### *Mid/Post Evaluation Survey for Volunteers*

Date: \_\_\_\_\_

The following questions are being asked of you to assist with the development of the Digital Dividends program for LBFE. We are interested in your experience volunteering in the program.

**Please answer the questions below by either filling in your answer or checking the most appropriate box:**

1. Age \_\_\_\_\_

2. Gender

Male

Female

Other

Prefer not to answer

3. How long have you been a volunteer with LBFE?

0-4 months

4-8 months

8-12 months

Over a year

4. How often do you participate in LBFE sponsored activities?

Weekly

Bi-Weekly

Monthly

Other: (Please specify) \_\_\_\_\_

5. What is your current level of education?

Undergraduate Freshman or Sophomore

Undergraduate Junior or Senior

Graduate Freshman or Sophomore

Graduate Junior or Senior

Other (please specify): \_\_\_\_\_

6. What is your native language?

English

Spanish

Mandarin

Cantonese

Vietnamese

Japanese

Other (please specify) \_\_\_\_\_

7. What device(s) do you currently own?

Smartphone (not a flip phone)

Tablet (iPad or android device)

Computer/laptop

Other (please specify) \_\_\_\_\_

8. Did you feel prepared by the materials and training for the Digital Dividends program?

Yes

No

Unsure

**Please answer the following questions by rating your agreement to the statements below from a scale from 1-5. "Technology" includes mobile devices, tablet, and laptop/computer.**

Statements	1-Strongly Disagree	2-Disagree	3-Neutral	4-Agree	5-Strongly Agree
I am comfortable with technology.					
I feel confident in teaching others how to use technology.					
I have patience when teaching others.					
I can use different types of technology.					
I am comfortable asking questions.					

**Please answer the following questions in your own words:**

8. How was your experience volunteering for the Digital Dividends program?

9. How would you improve the Digital Dividends program?

Please add any other comments/suggestions below:



*Thank you so much for completing this survey. Please feel free to reach out with any further questions or concerns.*

## **Appendix 5: Terminology Appendix**

### Subjective Terminology

**Elderly:** Persons aged 65 and older.

**Efficiency:** Following a clear plan and organizational structure to ensure stakeholder collaboration yields best results.

**Expansion:** Using program results to improve operations and open the program to additional participants and volunteer partners.

**Diversity:** An increased percentage of stakeholders from a range of different social and ethnic backgrounds.

**Technical/technological Abilities:** Skills that are associated with technology. This includes, but is not limited to computers, mobile devices, and program applications (Google translate, video chat, etc.).

**Interpersonal Interaction:** Socializing or communicating with others for enjoyment and recreational purposes.

**Resources:** Additional supports that are available to assist with programs and organizational needs.