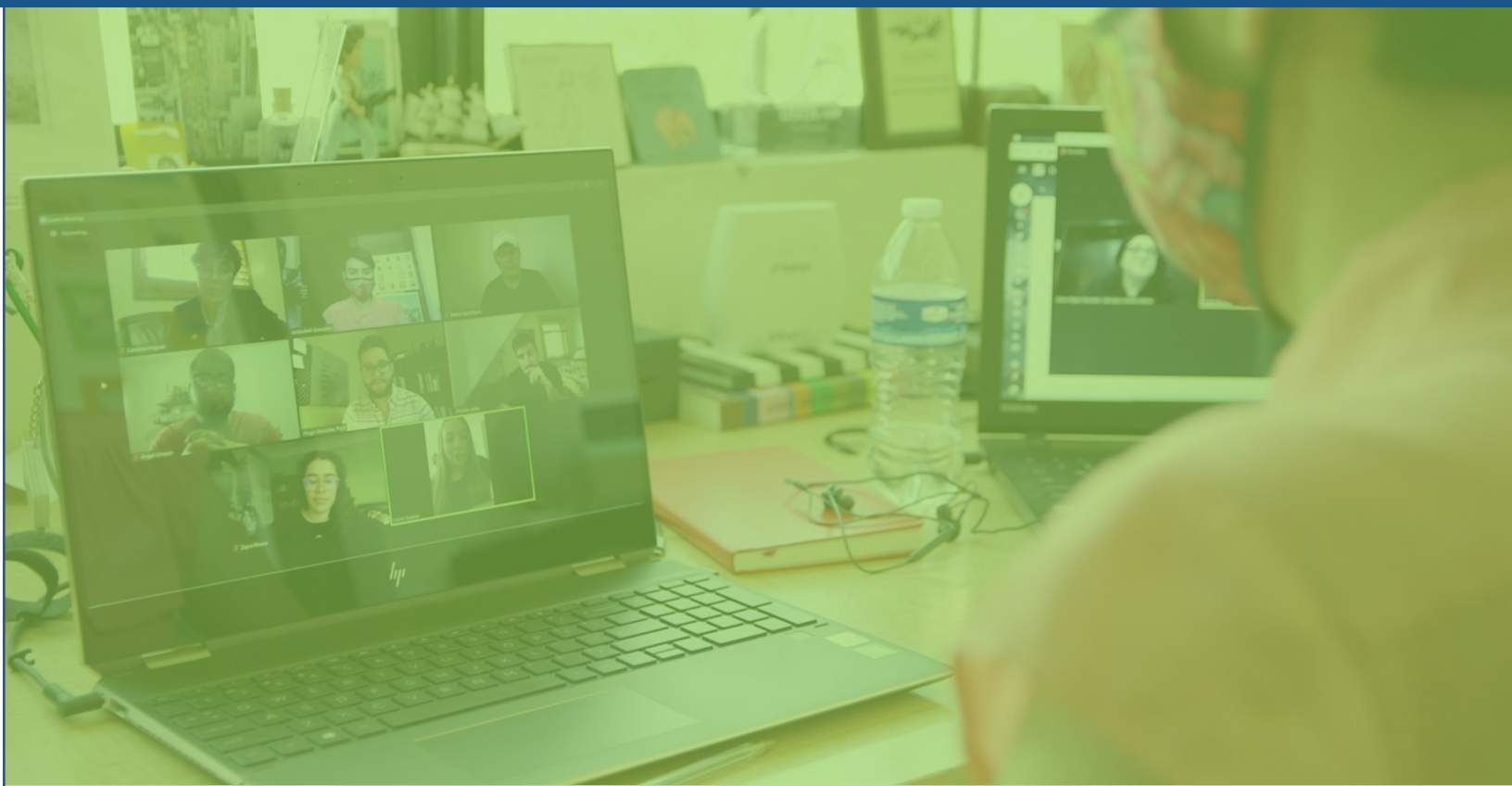# Border Youth Tennis Exchange

2020 Program Evaluation Report

This report was commissioned by Border Youth Tennis Exchange (BYTE)

BYTE thanks its generous supporters

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Executive Summary

Introduction

Border Youth Tennis Exchange (BYTE) is a binational youth development organization that uses a combination of sports and academic instruction to support vulnerable youth on both sides of the US-México border in Nogales, Arizona and Nogales, Sonora, Mexico. Together, these border sister cities are known as Ambos Nogales. BYTE's stated mission is to empower youth through tennis, educational programming and cross-border exchange to build leadership, strong communities and a positive appreciation of the US-México border region.

In response to the Covid-19 pandemic, BYTE transitioned to an all-virtual delivery model in order to continue offering youth programming and to support youth and families during stay-at-home orders. The initial spring 2020 virtual model was asynchronous, meaning BYTE staff sent activities to youth participants, who completed activities on their own and reported back with photo evidence and received instructor feedback. To elicit greater participation and impact BYTE developed a synchronized summer 2020 virtual model, meaning course lectures were offered live via zoom video chat, with accompanying materials managed through Google Classroom. BYTE summer 2020 virtual instructors designed and delivered three virtual courses to five cohorts of children during the summer of 2020. Course topics included: Stop-Motion/Animation, Modern Dance, and Digital Storytelling. Of the five cohorts to receive virtual programming, three courses were open to public registration in Ambos Nogales while two were offered privately to two in-residence Nogales, Sonora youth shelters.

The following evaluation was conducted with participants and their parents/caretakers from the three public summer 2020 virtual BYTE courses. Covid-19 facility restrictions made surveying within the youth shelters untenable, therefore the results of this evaluation highlight responses to the efficacy and impact of BYTE's public courses.

Methodology

A contract evaluator, BYTE staff, and a summer graduate fellow designed and deployed online surveys using the application Google Forms in order to evaluate this inaugural synchronized virtual programming. Staff distributed course surveys via social media platforms and responses were input and analyzed digitally via tablet and laptop devices. A total of 52 surveys were completed by 41 youth participants. These 41 youth participants constitute a 98% response rate among those enrolled in BYTE public summer 2020 programming and 54% of all summer participants. As stated previously, no surveys were administered to youth in the two private, shelter-based programs due to inefficient capacity during Covid-19 restrictions. 18 parents/caretakers of participating eligible youth (90% response rate) completed 33 online surveys. Surveys collected demographic information and included both quantitative questions with responses ranging from Strongly Disagree (1) to Strongly Agree (5), and open-ended qualitative questions.
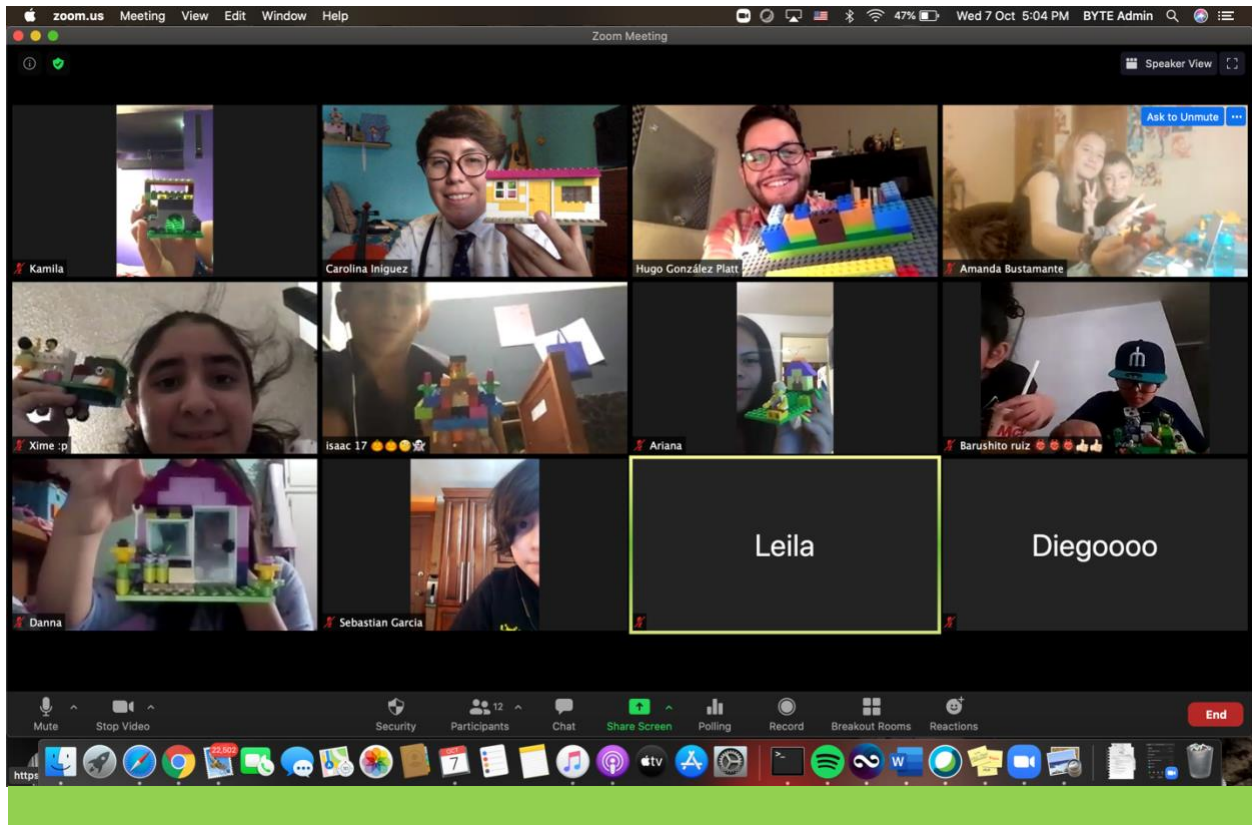
Results

The demographic profile for youth respondents and parent/caretaker respondents were very similar. 77% of youth respondents were female with an average age of 11; 77% of youth had participated in BYTE before taking a summer virtual course; and 33% had taken some type of virtual course before. Two thirds (68%) of youth participants completed one virtual course and one third (32%) completed two courses. The majority (54%) of youth respondents completed Modern Dance, 33% completed Stop-Motion/Animation and 13% completed Digital Storytelling. Finally, 87% of all summer virtual BYTE participants accessed course materials through a loaned BYTE tablet and 77% of those that took BYTE's three public courses.

HIGHLIGHTED FINDINGS

Youth

(4 = Agree, 5 = Strongly Agree)

- Digital Storytelling scored highest overall (4.60), followed by Modern Dance (4.11), and Stop-Motion/Animation (4.05)
- Respondents "Strongly Agreed" that…
    - Overall access to course applications was successful (4.60)
    - They enjoyed using the zoom platform (4.60)
    - Guidance from BYTE staff was helpful to their access to programs through the BYTE tablet (4.57)
- Respondents "Agreed that…"
    - They enjoyed using Google Classroom (4.40)
    - They enjoyed learning in this virtual way (4.29)
    - BYTE virtual activities helped them express themselves (4.25)
    - Their instructors cared about them (4.25)
    - Their virtual courses were fun (4.21)
    - BYTE courses supported them during Covid-19 (4.20)
    - Their BYTE virtual course experience built their confidence to study and learn online (4.12)
    - Internet connectivity/reliability speed was a challenge (4.00)

Parents/Caregivers

(4 = Agree, 5 = Strongly Agree)

- Stop-Motion/Animation scored highest overall (4.89), followed by Modern Dance (4.85), and Digital Storytelling (4.60)
- Respondents "Strongly Agreed" that…

- Their child was able to access all applications needed to participate in their virtual course (5.00)
- Guidance from BYTE staff was helpful to their child's access to programs through the BYTE tablet (5.00)
- BYTE staff helped their child when she/he had issues with technology or connectivity (5.00)
- BYTE is a strong community which their children value being a part of (4.97)
- BYTE is a support for their family during the Covid-19 pandemic (4.97)
- They feel personally supported by the BYTE team (4.97)
- They would like to enroll their child in future BYTE virtual courses (4.94)
- Virtual classes kept the BYTE community strong while in-person programming was suspended due to Covid-19 (4.91)
- Sharing course content with their child has improved communication between them (4.91)
- Their child enjoyed learning in this virtual way (4.89)
- They would feel comfortable asking a BYTE team member if they, their child or their family needed help during Covid-19 (4.88)
- This type of course is helpful to their children's future (4.85)
- BYTE's virtual courses helped their children feel connected with old friends and mentors during Covid-19 (4.76)

Parent/Caretaker Focus Group

Focus group responses echoed the surveys' qualitative short answer responses, indicating sincere appreciation for BYTE's interest in their children, the quality of the virtual summer courses and consistent staff support. They expressed gratitude for an educational alternative for their children during Covid-19 that was both instructive and active, preparing both students and parents/caretakers for future online learning in school.

Strengths, Limitations, & Lessons Learned

Google Forms was an adequate platform for digital survey execution and Zoom/Google Classroom were successful platforms for virtual course facilitation. It would be ideal for evaluation design to be integrated into initial program development, to allow for pre/post methodologies and more time for administration and reporting. A limitation in evaluation data was the inability to procure survey responses from participants/caretakers at the two in-residence youth shelters.

Conclusion

Both youth and parent/caretaker respondents provided overwhelmingly positive feedback about their experience participating in BYTE's virtual summer courses, especially during Covid-19 disruptions. Parents/caretakers generally scored elements higher than youth respondents, possibly indicating less familiarity with program content and more appreciation of access to the opportunity. Younger youth responded more positively overall, as well as male youth and those that received loaned BYTE tablets. Overall, this evaluation demonstrates that the deployment of BYTE virtual courses was effective and accessible, in large part due to the investment of staff time to support students' technology and connectivity challenges. Desire was demonstrated for future virtual courses, even after the resumption of in-person classes.

Recommendations & Next Steps

RECOMMENDATIONS FOR QUALITY IMPROVEMENT

- Ensure youth and parents/caretakers from all program sites can participate in future survey evaluations.
- Consider evaluating disparities in responses by youth of varying ages and between youth and parents/caretakers.
- Refine focus-group methodology to ensure maximum participation and efficiency
- Consider creating age-specific courses as well as content-specific courses.

NEXT STEPS

- Share evaluation findings with staff and board members for quality improvement.
- Utilize evaluation findings to demonstrate effectiveness of BYTE as worthy investment for private and public funders.
- Share results with USTA Foundation to demonstrate how BYTE adapted to the Covid-19 pandemic through the design and delivery of virtual programming.
- Share results with local community partners and other stakeholders in Ambos Nogales to demonstrate BYTE's ability to respond and adapt to meet community needs.
- Disseminate results to contribute to the field of positive youth development, particularly among Hispanic/Latino and US-México border youth.

Introduction

Border Youth Tennis Exchange (BYTE) is a binational youth development organization that uses a combination of sports and academic instruction to support vulnerable youth on both sides of the US-México border in Nogales, Arizona and Nogales, Sonora, Mexico. Together, these border sister cities are known as Ambos Nogales. BYTE's stated mission is to empower youth through tennis, educational programming and cross-border exchange to build leadership, strong communities and a positive appreciation of the US-México border region.

Organization History

BYTE was founded in June 2015 and operated under the fiscal sponsorship of the Border Community Alliance until 2017, when it obtained 501c3 status. BYTE is led by a Board of Directors and an Executive Director, supporting a team of 2-full time and 13 part-time employees and contractors who provide services in both sister cities, with much support from community volunteers and parents. Close to 40% of BYTE's budget is raised from individual donors and its in-person services have historically been offered at sites provided for free by

community partners. In 2019, 360 unique student-athletes attended BYTE weekly programs consistently across five sites that spanned both sides of the border (2 in AZ, 3 in MX).

BYTE is one of 250 youth-serving, community tennis nonprofits across the US that offer free and subsidized sports and education programming and make up the US Tennis Association Foundation's (USTAF) National Junior Tennis & Learning (NJTL) Network. BYTE is one of few NJTL organizations to operate in the border region and the only NJTL to operate internationally. In 2017, BYTE was selected by the USTAF for a 3-year capacity building program, including both financial and technical support.

Organizational highlights include winning USTA Southwest NJTL Chapter of the year in 2017; being highlighted nationally in 2018 by CBS in the Morning and ABC News; being selected in 2019 for a David and Lucile Packard Foundation Presidents' Award and a Community Foundation of Southern Arizona CORE grant; and winning the Robert Wood Johnson Foundation Sport Award in 2020.

Program Description

On March 15th of 2020, BYTE was forced to indefinitely shut down all in-person programming in response to the outbreak of Covid-19. On April 8th, BYTE transitioned to an all-virtual asynchronous delivery format, in order to continue offering youth programming and to support its student-athletes and their families during mandated stay-at-home orders. Asynchronous digital activities were distributed to student-athletes via email and social media, to be completed on their own time schedule. Asynchronous content included photography, dance, tennis, gardening, and wellness activities, with photo evidence of completed lessons returned to BYTE instructors at the end of each week. On May 15th, BYTE finished its improvised spring term.

After internal discussions and informal outreach to BYTE parents it was determined that, while asynchronous content provided opportunities for some student-athletes to stay engaged, it did not provide the ideal platform to maintain BYTE's active community or provide access and mentorship to BYTE's most vulnerable participants. It was decided that BYTE would pursue a synchronized content delivery model for its summer term and conduct a thorough evaluation to determine the new methodology's efficacy and utility during likely continued social disruptions moving forward.

Staff designed three course topics for synchronized delivery during the summer of 2020: Stop-Motion/Animation, Modern Dance and Digital Storytelling. From these three course topics BYTE created five distinct class cohorts. Three courses—one of each— were open to public registration and promoted within BYTE's community of families on both sides of the border. An

additional two courses were coordinated privately through partnerships with two in-residence youth shelters in Nogales Sonora. These shelters—Casa Hogar para Niñas la Madre Conchita (CHMC)[1] and Desarrollo Integral para la Familia (DIF)[2]—have hosted permanent BYTE programming for multiple years and have influenced BYTE content through the development of materials for the needs of their unique populations. Both private summer courses consisted of dedicated Modern Dance instruction, which was streamed live through a loaned BYTE iPad device connected to a television or projector and displayed to all participants at once. All DIF participants and the majority of CHMC participants only participated in these dedicated courses, due to the challenge of providing and managing personalized devices inside the shelters. That said, four of the older CHMC residents were able to enroll individually in public summer BYTE offerings through loaned BYTE tablets.

Synchronized delivery means that children and instructors interact with one another live, in this case over digital video platforms. Summer course materials and homework continued to be delivered through asynchronous platforms—in this case Google Classroom—but lectures were provided in real-time by teams of BYTE instructors, managing a virtual class space.

While synchronized virtual programming was a new venture in Summer 2020, BYTE already had significant experience designing and offering digital courses on both tablet and laptop devices. Starting in 2017, BYTE offered Digital Storytelling curricula to youth and adults in person through progressive weekly courses and multiday intensive workshops. It was decided to convert BYTE's 12-session youth course to a fully virtual format and offer that as a foundational BYTE virtual offering. A tablet-based animation program and cloud-based mobile device management system had also already been in development to help facilitate in-person classes through a new partnership with the La Linea Art Studio[3] in Nogales, Arizona. Animation was seen as a creative medium that could expand the narrative and identity-focused work of BYTE's Digital Storytelling. It was also expected to appeal to youth as a summer offering that could bring new, consistent participants into the BYTE community. Finally, BYTE has consistently offered dance in its athletic programming as a supplement to tennis instruction. BYTE Modern Dance had been consistently popular with student-athletes and was identified as a more practical virtual athletic option than tennis to keep youth participants active and engaged during extended time isolated at home.

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[1] A private girls' orphanage. https://www.madreconchitafoundation.org/about_us

[2] A municipal children's shelter run by the Mexican equivalent of American Child Protective Services. https://www.facebook.com/DIFNogalesSonora/

[3] https://www.facebook.com/somoslalinea/

Course content was designed for children ages 9-11, but similar to in-person BYTE services, implementation is flexible and accommodates diverse ages, often with many participants from the same family. The entire BYTE instruction team participated in course design, beginning with group brainstorming that led to further refining of course content into outlines and detailed lesson plans for each session. Stop-Motion/Animation consisted of 10 virtual sessions over five weeks. Modern Dance and Digital Storytelling both consisted of 12 sessions over six weeks.

Course availability was marketed to existing BYTE student-athletes/families and the broader community via social media (Facebook, Instagram, WhatsApp). A digital enrollment/registration form was distributed, and a phone registration process was allowed for those without access to internet or sufficient technical capacity to enroll. Forms requested basic information about applicants. During this first offering of virtual courses, BYTE was able to accept all registrations received, but it did have selection criteria and a waitlist prepared in case applicants exceeded limited course capacity.

Two criteria for virtual course enrollment included internet access and a tablet or other device with which to participate (laptop computer, desktop computer, cell phone). Utilizing its existing Google Nexus tablet equipment and 25 iPad mini devices that had been previously acquired for the budding animation program, BYTE offered technology scholarships that included free enrollment, all required art supplies, a tablet device, and internet in a student-athlete's home. Scholarship components were distributed according to need and availability, ensuring that every registrant received enough to access the program.

In total, every summer registrant received a scholarship including free course enrollment and art supplies. In addition, 32 tablets were loaned to youth participants based on need and internet access was provided to 40 summer participants through BYTE-sponsored modems— achieved through contracts at three private homes representing eight individual participants and through two dedicated lines in the DIF and CHMC dining hall spaces.

Each course was taught by a team of three staff: a lead facilitator, a co-facilitator and a technical advisor to assist with connectivity, equipment and platform issues. A total of 42 unique youth participated in one or more of the three public courses. Youth were allowed to enroll in up to two courses each. 68% of youth respondents completed one course and 32% of youth respondents completed two courses. It is important to note that an additional 26 unique youth participated in the dedicated DIF course and 10 unique youth participated in the dedicated CHMC course, with four CHMC girls also registering for public offerings. In total, 78 unique youth participated in BYTE virtual summer programs.

It is also important to note that evaluations were only conducted in the three public BYTE virtual summer courses, due to the impracticality of accessing the shelters to provide sufficient support while they remained under Covid-19 restriction. Thus, while 78 total youth participated in BYTE summer virtual programs only the 42 youth and their parent/caretakers that participated in the three public offerings were eligible to complete evaluation surveys.

Methodology

The evaluation consultant created draft surveys for youth participants and for parents/caretakers of youth participants. Each survey was designed to assess benefit of participation in and satisfaction with the overall virtual course process, as well as benefit of participation in and satisfaction with each particular course.

The formatting of response options was similar to surveys administered during BYTE's 2019 Program Evaluation. Response options for most core questions and all course-specific questions were on a Likert scale between Strongly Disagree (1) and Strongly Agree (5). A few questions offered other multiple-choice options and open-ended, short answer questions were included at the close of each survey.

The first survey drafts were translated into Spanish by a professional translator. All BYTE staff were given the opportunity to edit questions and provide feedback on wording and order of both questions and response options. Once refined, BYTE's graduate fellow created digital survey forms using the platform Google Forms. Google Forms was chosen over another popular option, Survey Monkey, because it allowed for a smoother user experience when submitting multiple surveys from the same email address—i.e. a child and parent, or a parent submitting responses for multiple children or multiple courses. A final Zoom meeting was convened and all staff and technical assistance providers piloted test surveys in real time and again after final adjustments to content and format.

The final version of each survey, in Spanish or English, consisted of the following:

- Youth Survey (total of 33 questions) – 26 core questions, 5 course-specific questions and 2 open-ended questions.
- Parent/Caretaker Survey (total of 37 questions) – 29 core questions, 5 course-specific questions and 3 open-ended questions.

The summer evaluation survey launch consisted of a Zoom town-hall meeting with parents/caretakers to explain the evaluation's purpose and to review key aspects of survey completion. The evaluation consultant provided this overview to minimize staff bias. Parents/caretakers were encouraged to be honest and constructive in their own responses and advised to encourage their children to respond on their own to avoid introducing bias by guiding their children how to respond.

The parents/caretakers participating in the Zoom orientation received a link in the group chat box to complete the survey while remaining in the zoom session, where they could ask

questions, should any arise. Parents/caretakers who could not participate in the initial orientation were invited to a second session to complete the survey. The day following the initial parent/caretaker orientation, BYTE staff hosted a comprehensive Zoom meeting for all youth participants across the three public courses. Similar to the parents/caretakers, each child was sent a link in the zoom message box to complete the specific surveys for the courses they had taken. BYTE staff confirmed with each student individually to ensure completion and followed up with any absent youth to maximize survey submissions.

The survey process yielded 52 youth surveys completed by 41 youth. This produced a response rate of 97%, with all but one eligible youth participant completing their respective surveys. 93% of the youth respondents lived in Nogales, Sonora, Mexico and only 7% resided in Nogales, Arizona. 95% of youth respondents completed surveys in Spanish.

The survey process yielded 33 parent/caretaker surveys completed by 18 individuals on behalf of 26 children. The 18 parent/caregivers constitute a 90% response rate among the total of 20 parents/caretakers of enrolled children. 88% of the responding parents/caretakers reside in Nogales, Sonora, México and all parents/caretakers responded in Spanish.

After completion of the survey, five parent/caregivers participated in a 45-minute focus group conducted by the evaluation consultant in Spanish via Zoom. The five parent/caregivers who joined were mothers representing seven children. BYTE staff sent the Zoom invite to the focus group invitees via email and WhatsApp and once they joined turned over control of the meeting to the evaluation consultant, who acted as moderator. A BYTE staff member who had not directly interacted with the adult focus group participants or their children continued to participate in the Zoom meeting to provide technical assistance. The focus group was recorded using Zoom as well as on an external voice recorder and through written notes.

The moderator welcomed the parents/caretakers to the focus group, thanked them for their time, and ensured participants that responses would be anonymous and that no recorded material would be shared with BYTE staff. The moderator then proceeded to ask seven questions designed to stimulate discussion and feedback. These questions were approved by the BYTE Executive Director in advance but were not shared with other BYTE staff to minimize bias.

Youth and parent/caregiver survey responses were downloaded from Google Forms and translated into Excel spreadsheets for analysis. The evaluation consultant tabulated average scores for all Likert questions and sorted demographic information and multiple-choice responses. This data was then used to compare and contrast quantitative responses based on course completed, sex, age, history with BYTE and receipt of a BYTE tablet. Focus group responses were transcribed and translated for analysis and inclusion in the final report.

Results

Youth

PARTICIPANT PROFILE

A total of 52 surveys were completed by 41 youth participants. These 41 youth participants constitute a 98% response rate among the 42-youth enrolled in BYTE public summer 2020 programming, and 54% of all summer participants. As stated previously, no surveys were administered to youth who only participated in CHMC and DIF shelter programming due to inefficient capacity during Covid-19 restrictions. Table 1 provides a profile of the eligible survey respondents, ranging from 6 to 18 years of age, with 77% of youth respondents identifying as female.

Table 1. Demographics of All Youth Respondents (N = 52)

Question	Characteristic	Result
Q1	Average age and range	11 years (6-18 years)
Q2	Range in grade in school	Kindergarten to University
Q3	Percent female	77%
Q4	Participated in BYTE before	77%
Q5	Had taken a virtual course before	33%
Q8	Follows and shared BYTE on social media	51%

Three public virtual courses were offered to youth participants. More than one half (54%) of youth respondents completed the Modern Dance course, followed by Stop-Motion/Animation (33%) and Digital Storytelling (13%). When interpreting survey result averages for all respondents, it is important to consider that Modern Dance participants heavily influence results, since they account for more than one half of all respondents.

Table 2. Courses Completed by Youth Participants

Course	Number of Youth Participants	Percent of Youth Participants
Summer youth participants (public & private)	78	100%
Summer public course participants (eligible for evaluation)	42	54%
Eligible youth that completed online surveys	41	98%
Youth enrolled in Stop-Motion/Animation	17	33%
Youth enrolled in Modern Dance	28	54%
Youth enrolled in Digital Storytelling	7	13%
Number of surveys completed	52	100%

Youth participants were allowed to enroll in no more than two courses during the summer session, as sessions were offered simultaneously and in conflict with one another. Two thirds (68%) of participants completed one virtual course. Nearly one third (32%) completed two virtual courses.

Table 3. Number of Courses Completed by Youth Participants

Number of Courses Completed	Number of Participants	Percent of Participants
1 Course	28	68%
2 Courses	13	32%
Total	41	100%

Table 4 takes a closer look at the participant profile for each of the three public courses, compared to the complete sample of youth respondents enrolled in the public courses.

Table 4. Demographics of Youth Respondents by Course

	Characteristic	Total Youth Respondents (N = 52)	Youth that Competed Each Course		
			Stop-Motion/ Animation (n = 17 or 33%)	Modern Dance (n = 28 or 54%)	Digital Storytelling (n = 7 or 13%)
Q1	Average age and range	11 years (6-18 years)	13 (8-17)	11 (6-18)	12 (10-14)
Q2	Range in grade in school	Kinder to University	4th-11th grades	Kinder to University	4th-9th grades
Q3	Percent Female	77%	88%	79%	57%
Q4	Participated in BYTE before	77%	100%	64%	71%
Q5	Had taken a virtual course before	35%	47%	21%	57%
Q8	Follows and shares BYTE on social media	51%	67%	43%	43%

GENERAL OBSERVATIONS
- Modern Dance had the broadest age range among participants (6-18 years).
- Participants in Stop-Motion/Animation were older than the overall average (13 versus 11 years of age).
- A greater percentage of Stop-Motion/Animation participants were female (88%), compared to only 57% of the Digital Storytelling course participants and 77% of all participants.

- 100% of Stop-Motion/Animation students had participated in BYTE before the summer 2020 programming, compared to only 64% of Modern Dance students and 77% of all students.
- Most Digital Storytelling respondents had taken a virtual course before (57%), compared to 47% of Stop-Motion/Animation respondents, 21% of Modern respondents and 35% of all respondents.
- One half (51%) of youth respondents follow and share BYTE on social media, ranging from 67% of Stop-Motion/Animation respondents to only 43% of Digital Storytelling respondents.

QUANTITATIVE SURVEY RESULTS

As previously noted, each youth survey consisted of core questions answered by all participants, as well as a set of five questions specific to each course. Course-specific question results are presented in Tables 5, 6, and 7. The Average Score presented for each of the five questions is based on response options that ranged from Strongly Disagree (1) to Strongly Agree (5) on a Likert Scale. The composite score for each course is an average of the scores for the five specific questions for each course.

Table 5. Course-Specific Responses for Stop-Motion/Animation

Number	Question (n = 17)	Average Score
Q10	I learned new technologies to create animation.	4.65
Q11	I liked this course as much as other art classes I've taken in the past.	3.82
Q12	I learned how to tell a story by creating a personality, her/his world and her/his narrative.	3.88
Q13	I am satisfied with the animation I created as a final project in this course.	4.35
Q14	I would like to take another animation course if it is offered.	3.53
	Composite Score for These Questions	**4.05**

The 17 respondents for the Stop-Motion/Animation course provided an overall score of 4.05, just above Agree. Learning new technologies to create animation was scored highest at 4.65,

followed by their satisfaction with the animation they created as a final project in the course (4.35). Learning how to tell a story via animation (creating a personality in her/his own world with her/his own narrative) scored at 3.88, closely followed by the fact that they liked this course as much as other art classes they had taken in the past (3.82). The participants' desire to take another animation course if offered scored the lowest at 3.53, but that is still about halfway between Agree and Neither Agree nor Disagree. Two of the five questions scored above Agree.

Table 6. Course-Specific Responses for Modern Dance

Number	Question (n =28)	Average Score
Q10	Taking dance online is just as fun as taking dance in person.	4.32
Q11	I like being able to take dance classes in my house, as well as in person.	4.14
Q12	It is easier for me to practice between classes in a virtual dance course.	3.68
Q13	I am satisfied with my dance performance as part of the final class.	4.32
Q14	I would be interested in taking more virtual dance classes.	4.11
	Composite Score for These Questions	**4.11**

The 28 youth participants that completed surveys for Modern Dance provided a slightly higher composite score of 4.11, with a score of 4.0 indicating Agree. The participants provided the highest score for their perception that taking a dance class online is just as fun as taking dance in person (4.32) and their satisfaction with the dance performance as part of the final class (tied at 4.32). Enjoying being able to take dance classes in their home (as well as in person) was scored at 4.14, followed by their interest in taking more virtual dance classes (4.11). Their perception that it was easier to practice between dance classes via a virtual dance format scored 3.68. Four of the five questions scored above Agree.

Table 7. Course-Specific Responses for Digital Storytelling

Number	Question (n = 7)	Average Score
Q10	I learned how digital stories can help me tell a story about myself and help me learn about others.	4.57
Q11	Digital storytelling can help me tell a story in a new way.	4.86
Q12	I enjoyed learning to use photos, drawings, video, music and credits to bring my own digital story to life.	4.57
Q13	I am satisfied with the digital story that I created by the end of the course.	4.71
Q14	I would like to continue making and sharing digital stories.	4.29
	Composite Score for These Questions	**4.60**

The seven Digital Storytelling respondents scored this course as the highest of the three courses at a composite score of 4.60, which is closer to Strongly Agree than Agree. The perception that digital storytelling can help them tell a story in a new way ranked highest at 4.86, followed by their satisfaction with the digital story that they created by the end of the course (4.71). Learning how digital stories can help tell a story about themselves and help learn about others scored 4.57, tied with enjoying learning to use photos, drawings, video, music and credits to bring a digital story to life. In spite of the above positive scores, respondents' desire to continue making and sharing digital stories was ranked the lowest of the five course specific questions at 4.29, but still above Agree. It is important to note that the fifth question for this course asked about continuing to apply what they had learned, as opposed to taking an additional course in the same topic, as was asked for the other two courses. All 5 questions scored above Agree.

Table 8 compares the satisfaction with their learning at the end of each course. Digital Storytelling scored highest at 4.71, approximating Strongly Agree. Stop-Motion/Animation scored 4.35 and Modern Dance scored 4.32, both above Agree. The composite score for all three courses was 4.46, measuring approximately half-way between Agree and Strongly Agree.

Table 8. Comparison of Satisfaction with the Final Product at the End of Each Course

#	Course	Question	Average Score
Q13	Stop-Motion/Animation	I am satisfied with the animation I created as a final project in this course.	4.35
Q13	Modern Dance	I am satisfied with my dance performance as part of the final class.	4.32
Q13	Digital Storytelling	I am satisfied with the digital story that I created by the end of the course.	4.71
		Composite Score for These Questions	**4.46**

Table 9 compares interest in taking a similar course, or in the case of Digital Storytelling, continuing to apply learning, across the three courses. The composite score across these questions was 3.98, just below Agree. Digital Storytelling scored highest at 4.29, followed by Modern Dance (4.11) and Stop-Motion/Animation (3.53).

Table 9. Comparison of Interest in Completing a Similar Digital Course

#	Course	Question	Average Score
Q14	Stop-Motion/Animation	I would like to take another animation course if it is offered.	3.53
Q14	Modern Dance	I would be interested in taking more virtual dance classes.	4.11
Q14	Digital Storytelling	I would like to continue making and sharing digital stories.	4.29
		Composite Score for These Questions	**3.98**

In this initial evaluation of BYTE virtual programming BYTE staff wanted to learn how internet access, connectivity and technical assistance from instructors impacted participant satisfaction

and success. Table 10 represents core questions that were asked of all respondents, across all courses. It appears that internet access/speed/reliability were issues for most participants, as this question was scored as Agreed (4.00), indicating negatively that these issues proved a challenge. Modern Dance students responded with the greatest difficulty (4.11), followed by Stop-Motion/Animation (3.94) and Digital Storytelling (3.71).

Two important notes must be included when interpreting this data. First, that Modern Dance accounts for 54% of all respondents and had the widest range of participants, some being very young. Second, Modern Dance participants that requested a tablet scholarship and were not enrolled in Digital Storytelling and Stop Motion/Animation were given a Google Nexus 17 tablet, which is the older model in BYTE's inventory. In Jan 2020 BYTE invested in 25 iPad mini devices, which are newer and have higher capacity than the Nexus devices that BYTE had been using since late 2016. iPads were reserved for scholarship recipients in Digital Storytelling and Stop Action/Animation because these curricula required the use of more sophisticated applications. So, in this case, the functionality of the Nexus devices and the young age of some of the Modern Dance participants could have contributed to higher response rates for encountering access and connectivity challenges.

Table 10. Core Questions about Internet Access, Connectivity and Staff Assistance

#	Question	Average Score			
		All	Stop-Motion	Modern Dance	Digital Storytelling
Q15	Accessing/reliable/strong enough/fast enough Internet was a challenge for my participation in the course (*in this case, Strongly Agree is a negative*)	4.00	3.94	4.11	3.71
Q16	I was able to access all applications needed to participate in the course.	4.60	4.76	4.54	4.43
Q17	BYTE staff helped me when I had issues with the Internet or the course application	4.46	4.47	4.50	4.29

In spite of internet challenges, respondents suggested they were able to access all applications needed to participate in the courses, indicating a score of 4.60, which is between Agree and

Strongly Agree. Stop-Motion/Animation scored highest in this regard (4.76), followed by Modern Dance (4.54) and Digital Storytelling (4.43).

Participants responded very positively about the help they received from BYTE staff when they had issues with internet or the course applications. The question scored 4.46 overall, which is between Agree and Strongly Agree. Modern Dance scored highest (4.50), followed closely by Stop-Motion/Animation (4.47) and Digital Storytelling (4.29).

All youth survey respondents were asked about their enjoyment learning in this virtual way. Table 11 indicates that the composite score for the three courses was 4.36, above Agree. Digital Storytelling scored highest at 4.71, approximating Strongly Agree, followed by Modern Dance (4.36) and Stop-Motion/Animation (4.00). It is worth exploring why Stop-Motion/Animation students rated overall virtual enjoyment lower than the youth that participated in the other 2 courses, however, a score of 4 (Agree) still indicates a positive experience.

Table 11. Comparison of Virtual Learning Enjoyment

Question 18. I enjoyed learning in this virtual way.	
Course	**Average Score**
Stop-Motion/Animation	4.00
Modern Dance	4.36
Digital Storytelling	4.71
Composite Score for all 3 Courses	**4.36**

In addition to the efficacy of course content and methodologies, BYTE staff was also very interested to learn if and how the virtual programming offered during the summer of 2020 helped youth participants and families during social restrictions imposed by the Covid-19 pandemic. Three core questions were posed in this regard, with a composite score of 4.20. Digital Storytelling scored the highest at 4.57, followed by Modern Dance (4.35) and Stop-Motion/Animation (4.00).

Table 12 breaks down these composite scores by individual question. Results indicate that youth respondents perceived that the virtual course(s) they took helped them while they had to

stay home due to the Covide-19 pandemic. Scores averaged 4.37 and ranged from a high of 4.50 for Modern Dance to a low of 4.29 for Stop-Motion/Animation. Assessing whether the virtual course(s) helped the participants stay connected to BYTE during Covid-19, responses showed an overall score of 4.15, ranging from a high of 4.43 for Digital Storytelling to a low of 4.06 for Stop-Motion/animation.

Table 12. Core Questions about the Helpfulness of Virtual Learning During Covid-19

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q19	This virtual course helped me while I had to stay at home due to the Covid-19 epidemic.	4.37	4.29	4.50	4.43
Q20	The virtual course helped me connect with old friends, new friends and mentors.	4.08	3.65	4.14	4.86
Q21	The virtual course helped me stay connected to BYTE during Covid-19.	4.15	4.06	4.14	4.43
Composite Score for These Questions		**4.20**	**4.00**	**4.35**	**4.57**

Finally, assessing how virtual course(s) help student-athletes connect with old friends, new friends, and mentors the overall score was 4.08, ranging from 4.86 for Digital Storytelling to 3.65 for Stop-Motion/Animation. It is interesting that Stop-Motion/Animation respondents rated this question the lowest across the three courses, since 100% of these course participants had participated in BYTE before and would expectedly have enjoyed the chance to stay a part of their normal group.

As during the 2019 program evaluation, BYTE staff wanted to learn about general benefit for youth participants, as well as how their virtual course experience contributed to positive youth development. The four survey questions posed in this regard are presented in Table 13. The feeling that the instructor cares about them scored 4.25 on average, ranging from a high of 4.71 for Digital Storytelling to a low of 3.88 for Stop-Motion/Animation.

Table 13. General Core Questions about the Virtual Course Experience

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q22	I feel like the instructor in this class cares about me.	4.25	3.88	4.36	4.71
Q23	The activities that I participated in were fun.	4.46	4.24	4.64	4.29
Q24	The activities that I participated in helped me to express myself.	4.25	3.94	4.32	4.71
Q31	This experience with a BYTE virtual course built my confidence to study and learn more online.	4.12	4.12	4.07	4.43
	Composite Score for These Questions	**4.31**	**4.05**	**4.33**	**4.54**

Youth respondents Agreed that the activities they participated in were fun—average score of 4.46, in between Agree and Strongly Agree—and to a somewhat lesser extent, their experience with a BYTE virtual course helped them express themselves (average score of 4.25) for this latter element. Scores ranged from a high of 4.71 for Digital Storytelling to a low of 3.94 for Stop-Motion/Animation. Finally, respondents perceived that the experience with the BYTE virtual course built their confidence to study and learn online (overall score of 4.12, just above Agree). Scores ranged from a high of 4.43 for Digital Storytelling to a low of 4.07 for Modern Dance.

Table 14 compares youth responses for these same four general core questions by participant sex and age, and whether or not the participant was loaned a BYTE tablet for use during their BYTE virtual studies. The composite score for all participants for these four questions was 4.27, above Agree. The composite score for males was 4.68, a half point higher than for females (4.18). Participants under the age of 10 years old scored these four questions higher (4.55) than participants 11 years of age and older (4.11). Interestingly, participants who did not receive a BYTE tablet rated these four questions slightly higher (4.48) compared to youth participants that received tablets from BYTE (4.20).

Table 14. General Core Questions about the Virtual Course Experience by Sex, Age and BYTE Tablet

#	Question	**Average Score**						
		All (n=52)	**Female** (n=41)	**Male** (n=11)	**10 Yrs. and Under** (n=19)	**11 Yrs. and Older** (n=33)	**BYTE Tablet** (n=39)	**No BYTE Tablet** (n=13)
Q22	I feel like the instructor in this class cares about me.	4.25	4.15	4.64	4.47	4.12	4.18	4.46
Q23	The activities that I participated in were fun.	4.46	4.34	4.91	4.74	4.30	4.41	4.62
Q24	The activities that I participated in helped me to express myself.	4.25	4.15	4.73	4.68	4.00	4.18	4.46
Q31	This experience with a BYTE virtual course built my confidence to study and learn more online.	4.12	4.02	4.45	4.32	4.00	4.03	4.38
Composite Score for These Questions		**4.27**	**4.16**	**4.68**	**4.55**	**4.11**	**4.20**	**4.48**

Next, staff wanted feedback from youth about the primary platforms used by all three virtual courses. The four questions posed in this regard are presented in Table 15. Google Classroom and Zoom ease of use and enjoyment of use received a composite score of 4.43, with Zoom generally scoring higher than Google Classroom. Stop-Motion/Animation respondents rated these two platforms the highest (4.50), followed by Digital Storytelling (4.47) and Modern Dance (4.32).

Table 15. Core Questions about Google Classroom and Zoom Platforms by Course

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q25	The Google Classroom platform was easy to use in the course.	4.17	4.12	4.18	4.29
Q26	I enjoyed using Google Classroom for the course activities.	4.31	4.24	4.32	4.43
Q27	The Zoom platform was easy to use in the course.	4.52	4.94	4.32	4.29
Q28	I enjoyed using the Zoom platform for the course activities.	4.60	4.71	4.46	4.86
	Composite Score for These Questions	**4.43**	**4.50**	**4.32**	**4.47**

Respondents Agreed that the Google Classroom platform was easy to use (overall score of 4.17), ranging from 4.29 for Digital Storytelling, 4.18 for Modern Dance and 4.12 for Stop-Motion/Animation. The respondents were more enthusiastic about enjoying using Google Classroom for the course activities (overall score of 4.31). Scores for this question about Google Classroom ranged from 4.43 for Digital Storytelling, to 4.32 for Modern Dance and 4.24 for Stop-Motion/Animation.

Respondents rated the ease of Zoom use a bit higher than Google Classroom at 4.52 (between Agree and Strongly Agree). Stop-Motion/Animation respondents Strongly Agreed (4.94), followed by Modern Dance (4.32) and Digital Storytelling (4.29). The respondents were even more enthusiastic about enjoying using Zoom for the course activities (overall score of 4.60, approximating Strongly Agree). Scores for this question about Zoom range from a very high score of 4.86 for Digital Storytelling to a low but still great score of 4.46 for Modern Dance.

When breaking responses down further in Table 16, respondents 11 years of age and older rated platform use and enjoyment a bit higher (4.43), compared to respondents 10 years and younger (4.34), but the difference is small, especially given the wide age range of all youth respondents. Youth who received BYTE tablets scored platform use and enjoyment a bit higher than youth

who did not receive tablets from BYTE (4.46 compared to 4.19). It appears that the provision of tablets to youth without adequate computer equipment was a positive step on BYTE's part.

Table 16. Core Questions about Google Classroom and Zoom Platforms by Age and Receipt of BYTE Tablet

#	Question	Average Score				
		All	10 years and under (n=19)	11 years and older (n=33)	BYTE Tablet (n=39)	No BYTE Tablet (n=13)
Q25	The Google Classroom platform was easy to use in the course.	4.17	4.05	4.24	4.18	4.15
Q26	I enjoyed using Google Classroom for the course activities.	4.31	4.37	4.27	4.37	4.23
Q27	The Zoom platform was easy to use in the course.	4.52	4.26	4.67	4.64	3.92
Q28	I enjoyed using the Zoom platform for the course activities.	4.60	4.68	4.55	4.64	4.46
	Composite Score for These Questions	**4.40**	**4.34**	**4.43**	**4.46**	**4.19**

Of course, BYTE staff wish to know participant interest in taking any future virtual courses offered by BYTE. The two questions posed in this regard are presented in Table 17. These questions are important, given the potential continued impact of the Covid-19 pandemic on in-person learning into the near future.

Respondents were asked if BYTE should continue to offer virtual courses in addition to in-person courses, even after in-person classes begin again. The overall response was close to Agree (3.98), ranging from high of 4.57 for Digital Storytelling to a low of 3.88 for Stop-Motion/Animation. When asked if they would like to take another BYTE virtual course, the respondents scored just above Agree (4.04), ranging from 4.11 for Modern Dance to 4.00 for

Digital Storytelling to 3.94 for Stop-Motion/Animation. The range in these scores is narrow, hovering around Agree for all three courses.

Table 17. Interest in Future BYTE Virtual Courses

#	Question	Average Score			
		All	Stop-Motion/Animation	Modern Dance	Digital Storytelling
Q29	I think that BYTE should continue to offer virtual courses in addition to in-person courses, even after in-person classes begin again.	3.98	3.88	3.89	4.57
Q30	I would like to take another BYTE virtual course.	4.04	3.94	4.11	4.00
	Average Score for These Questions	**4.01**	**3.91**	**4.00**	**4.29**

To facilitate course participation among its low-income families, BYTE loaned 32 tablets to its community. Tablets were loaned to individual participants in the public courses as well as to the CHMC and DIF institutions to accommodate the private courses. Loaned tablets were both iPads (56%) and Microsoft Nexus tablets (44%).

Per survey results among the youth that participated in the three public courses, 39 survey respondents (75%) reported using BYTE tablets during course participation. Some of those respondents completed two courses, and hence, submitted two surveys. 14% of youth respondents used a cell phone (personal or borrowed) and only 4% of respondents used a desktop computer.

Table 18. Equipment Used for Course Participation
(N = 52)

Type of Equipment	Number of Respondents	Percent of Respondents
BYTE tablet	39	75%
Personal tablet or laptop	8	15%
Personal cell phone	4	8%
Borrowed cell phone	3	6%
Desktop computer	2	4%

Note: Respondents could choose more than one option.

In addition to these 32 devices that were loaned to individual program participants in the public course offerings, an additional 36 summer participants connected to virtual programming through BYTE devices loaned to the DIF and CHMC shelters. In these circumstances a single device was paired with a projector or television and used to stream the live class for a group of 10-20 children. In total, 68 of the 78 youth (87%) that participated in BYTE summer virtual programming—public and private courses included—accessed course materials and instruction through a loaned BYTE device. As stated previously, due to access challenges stemming from Covid-19, the evaluation was only conducted for the three public BYTE course offerings.

Youth respondents who were loaned a BYTE tablet were required to respond to four additional questions presented in Table 19. The positive effect of the loaned tablets is evident. The youth responded that they Agreed (4.46) that the BYTE tablet was successful in accessing program content and materials. They also Agreed (4.57) that guidance from BYTE staff helped them access programs. The responses for both of these questions are very positive, as they actually fall between Agree and Strongly Agree, and are narrow in range.

Table 19. Impact of Loaned BYTE Tablet by Course

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q7a	The BYTE Tablet was successful in accessing program content and materials.	4.46	4.50	4.31	4.57
Q7b	Guidance from BYTE staff was helpful to my access to programs through the BYTE tablet.	4.57	4.50	4.63	4.57
Q7c	I enjoyed using a BYTE tablet for activities other than the BYTE classes (that's OK!)	3.74	3.56	3.81	3.86
Q7d	Multiple members of my family used the BYTE tablet (that's OK!)	3.67	4.44	3.13	3.43

Additionally, youth respondents nearly Agreed (3.74) that they enjoyed using the BYTE tablet for activities other than BYTE and also nearly Agreed that multiple members of their family used the BYTE tablet (3.67). It is worth noting that alternate use of the tablet by the youth participants or family members outside of normal BYTE programming was allowed but may not have been widely understood by participants. Interestingly, participants from the Stop-Motion/Animation course were more likely to respond that multiple members of their family used the BYTE tablet (4.44), compared to 3.43 for Digital Storytelling participants and 3.13 for Modern Dance participants.

QUALITATIVE SURVEY RESULTS

As with the comprehensive evaluation administered to BYTE participants in 2019, youth survey respondents were asked to respond to two open-ended questions regarding what they liked best about their virtual course experience and suggestions for improvement. Complete responses with translations in English or Spanish are provided in the Appendix. Representative samples of these responses are presented in tables 20 and 21 for each of the 3 courses.

In general, youth expressed that they really enjoyed their virtual course experiences, both in terms of the course content but also in terms of using their imagination and building self-confidence.

Table 20. What Youth Liked Best about Each Course

Stop-Motion/Animation	Modern Dance	Digital Storytelling
That I could express myself with the animations that I created.	I really liked that I could still dance and have a fun time through the tough times we are facing.	My video poem.
Letting my imagination fly.	The dance movements.	Photos and drawings.

Most youth respondents (about one half to three-fourths) said that they would not change anything about the courses. Some youth offered constructive suggestions on how to improve particular aspects of each course.

Table 21. What Youth Respondents Would Add or Change about Each Course

Stop-Motion/Animation	Modern Dance	Digital Storytelling
One half (50%) said that that would not change anything.	More than half (57%) said that they would not change anything.	Almost three of four respondents (71%) said that they would not change anything.
Make the course more dynamic.	I want everybody to have their video on.	Change the videos to all photos.
Provide more material.		

Parents/Caretakers
PARTICIPANT PROFILE

A total of 33 surveys were completed by parents or caretakers of youth participants. These 33 surveys represent 18 parents, since parents/caretakers completed a survey for each participating child and for each class in which their child/children participated. The 33 surveys represent 26 youth participants. It is important to note that the number of surveys competed by parents/caretakers is much smaller than the total number of surveys completed by youth respondents because parent/caretaker surveys were not administered for the four female youth participants/respondents who live at the orphanage Casa Hogar Madre Conchita (CHMC), but took part in the public BYTE courses.

Table 22 provides a profile of the 26-youth represented by the adult/caretaker survey respondents. The average age of these youth was 11 years of age, the same as the youth that responded directly. The youth represented by parents/caretakers ranged from 7-18 years of age, while the youth that responded directly to the surveys ranged from 6-18 years of age. 67% of the youth represented by adults/caretaker survey respondents were female, a lower percentage than the youth respondents themselves (77%). This is consistent with the CHMC girls being unrepresented in the adult/caretaker evaluations.

Table 22. Demographics of All Youth Represented by Parents/caretakers (N = 26)

Question	Characteristic	Result
Q1	Average age and range	11 years (7-18 years)
Q2	Percent female	67%
Q3	Participated in BYTE before	83%
Q5	Had taken a virtual course before	33%
Q9	Follows BYTE on social media	100%
Q10	Share BYTE on social media	61%

A higher percentage of the youth represented by parents/caretakers had participated in BYTE before (83%), compared to 77% of youth respondents. One third of participants (33%) had taken

a virtual course previously (the same as for youth respondents), all of which were associated with formal school.

100% of the parent/caretaker respondents follow BYTE on social media (95% Facebook, 67% WhatsApp and 11% Instagram.) And more than one half (61%) of the parents/caretakers responded that they follow BYTE on social media.

Nearly one half (48%) of the youth represented by parents/caretakers completed the Modern Dance course, followed by Stop-Motion/Animation (39%) and Digital Storytelling (12%). When interpreting survey results for these respondents, it is again important to be aware that Modern Dance course participants again heavily influence results, since they account for nearly half of all respondents.

Table 23. Courses Completed by Children of Parent/Caretaker Respondents

Course	Number of Youth Participants Represented	Percent of Youth Participants Represented
Youth that enrolled in summer programming	26	100%
Enrolled in Stop-Motion/Animation	13	39%
Enrolled in Modern Dance	16	48%
Enrolled in Digital Storytelling	4	12%
Total number of courses completed	33	--

Almost one half (44%) of parents/caretaker respondents had only one child enrolled in a BYTE summer 2020 course. Nearly one third (31%) of parents/caretakers had two children who completed courses.

Table 24. Number of Children Enrolled in BYTE per Parent/Caretaker Respondent

Number of Children who Completed a Virtual Course or Courses	Number of Parents/caretakers	Percent of Parents/caretakers
1	7	44%
2	5	31%
3	3	19%
4	1	6%

19% of parents/caretakers had three children who participated in BYTE's summer program, and only 6% of responding parents/caregivers had four children participating in BYTE's virtual courses.

Table 25. Number of Courses Completed by Youth Participants Represented

Number of Courses Completed	Number of Youth Participants	Percent of Youth Participants
1 Course	21	81%
2 Courses	5	19%

Per the parents/caretakers who responded on behalf of their children, 81% of these children completed 1 course and 19% of children completed 2 courses. By comparison, the 32% of the youth that responded to the survey on their own behalf completed 2 courses. Again, this is consistent with CMHC youth participating in the public course surveys while not being represented by in the parent/caretaker results.

Information presented in Table 26 compares the characteristics of the 26-youth represented by the 33 parent/caretaker respondents, per course completed.

Table 26. Demographics of Youth Respondents by Course

#	Trait	Total Youth Represented (N = 33)	Youth Represented that Completed Each Course		
			Stop-Motion/ Animation (n = 13 or 39%)	Modern Dance (n =16 or 48%)	Digital Storytelling (n = 4 or 12%)
Q1	Average Age and Range	11 years (7-18 years)	13 years (8-18 years)	10 years (8-12 years)	12 years (10-14 years)
Q3	Percent Girls	67%	69%	69%	50%
Q4	Participated in BYTE before	83%	92%	75%	25%
Q5	Had taken a virtual course before	21%	23%	19%	25%
Q8	Follows BYTE on social media	100%	100%	100%	100%
Q9	Shares BYTE on social media	64%	62%	63%	75%

Overall, the demographic responses indicate that parent/caregivers represent a sample of BYTE participants that have the following characteristics:

- The largest percentage of youth (48%) completed the Modern Dance course.
- Modern Dance participants were slightly younger on average (age 10), compared to Stop-Motion/Animation and Digital Storytelling participants (13 years and 12 years, respectively).
- Stop-Motion/Animation course participants represented the widest age range, from 8-18 years of age.

- Females and males participated in Digital Storytelling equally, compared to 69% of both Modern Dance and Stop-Motion/Animation students being female.
- Roughly 20-25% of participants in all courses had taken a virtual course before. All previous virtual courses were associated with formal school.
- 100% of the parent/caretaker respondents follow BYTE on social media (Facebook, followed by
  WhatsApp and lesser use of Instagram).
- A high percentage of parents/caretakers also share BYTE on social media (62% to 75%).

QUANTITATIVE SURVEY RESULTS

Each adult/caretaker survey consisted of core questions answered by all participants and course-specific questions. Scores for the course-specific questions are presented in Tables 27, 28 and 29.

Course Specific Responses

According to adult respondents, BYTE's Stop-Motion/Animation course received the overall highest score of 4.89 for the five course-specific questions, followed by Modern Dance (4.85) and Digital Storytelling (4.60). All three composite scores are very high, approximating Strongly Agree.

Table 27. Course-Specific Responses for Stop-Motion/Animation

#	Question (n = 13)	Average Score
Q12	My child enjoyed learning new technologies to create animation.	4.92
Q13	My child enjoyed participating in this course with other children.	4.92
Q14	My child learned how to tell a story by creating a personality and her/his own world and narrative.	4.85
Q15	My child is satisfied with the animation she/he created as a final project in this course.	4.85
Q16	I believe this type of course will be useful to my child in the future.	4.92
	Composite Score for These Questions	**4.89**

The scores for the five questions specific to the Stop-Motion/Animation course are all very close for the parents/caretakers that responded for the 13 youth, ranging from 4.92 to 4.85. The

composite score was 4.89, which is very close to 5.0 (Strongly Agree). It is noteworthy that parents/caretakers nearly Strongly Agreed that this type of course will be useful to their child's/children's future (4.92). Responses to all 5 questions scored above Agree.

Table 28. Course-Specific Responses for Modern Dance

#	Question (n =16)	Average Score
Q12	My child enjoyed learning the dances presented.	4.81
Q13	My child practiced the dance steps between classes.	4.69
Q14	This dance class helped my child during covid-19 stay-at-home orders.	4.94
Q15	My child is satisfied with her/his participation in her/his presentation as part of the final course of Modern Dance.	4.94
Q16	I believe that this type of course will be useful to my child in the future.	4.88
	Composite Score for These Questions	**4.85**

Parents/caretakers also gave high ratings for the questions specific to BYTE's virtual Modern Dance course, for a composite score of 4.85. Children practicing dance steps between classes received the lowest score at 4.69, between Agree and Strongly Disagree. It is impactful to note, though, that parent/caretaker respondents almost universally Strongly Agreed (4.94) that this dance class helped their child during Covid-19 stay-at-home orders. Again, parents/caretakers believe that this type of course will be useful to their child/children in the future (4.88). Responses to all 5 questions scored above Agree.

Table 29. Course-Specific Responses for Digital Storytelling

#	Question(n = 4)	Average Score
Q12	My child learned how digital stories can be self-reflective and have a positive impact on others and the community.	4.25
Q13	My child learned that the way we tell stories has power.	4.50
Q14	My child enjoyed learning to use photos, drawings, video, music and credits to bring her or his own digital story to life.	4.75
Q15	My child is satisfied with the project that she/he created as for the end of the Digital Storytelling course.	4.75
Q16	I believe that this type of course will be useful to my child in the future.	4.75
	Composite Score for These Questions	**4.60**

Parents/caretakers gave the Digital Storytelling an overall score of 4.6, which is just above the midpoint between Agree and Strongly Agree. The question whether their child learned that digital stories can be self-reflective and have a positive impact on others and the community was scored lowest at 4.25, which is a little above Agree. Three questions scored higher at 4.75, including the belief that this type of course will be useful to their child/children in the future. Responses to all 5 questions scored above Agree.

Parents/caretakers were asked about their children's satisfaction with the product they produced at the end of the course. Parents/caretakers of children that completed the Modern Dance course rated their child's satisfaction in the form of a dance performance the highest, at 4.94, compared to a score of 4.85 for satisfaction with their animation at the end of the Stop-Motion/Animation course and 4.75 for their digital story created at the end of the Digital Storytelling course.. The composite score for their children's satisfaction with their final course product in all 3 courses is 4.85, between Agree and Strongly Agree, but approximating Strongly Agree.

Table 30. Comparison of Satisfaction with the Final Product at the End of Each Course

#	Course	Question	Average Score
Q15	Stop-Motion/Animation	My child is satisfied with the animation she/he created as a final project in this course.	4.85
Q15	Modern Dance	My child is satisfied with her/his participation in her/his presentation as part of the final course of Modern Dance.	4.94
Q15	Digital Storytelling	My child is satisfied with the project that she/he created as for the end of the Digital Storytelling course.	4.75
		Average Score for These Questions	**4.85**

Core Responses

Parents/caretakers were asked to assess the impact of equipment, connectivity, and IT support on their child's participation with their summer virtual courses. Parents/caretakers whose children took Modern dance responded that internet access posed a significant challenge (50%), citing slow speed (12%), a slow device (12%) and other issues (25%) as the source of the problem. The 46% of Stop-Motion/Animation participants that had Internet access challenges all reported slow speed as their largest hurdle and the 25% of Digital Storytelling participants that experienced connectivity challenges reported a slow device.

Table 31. Core Questions about Internet Access, Connectivity and Staff Assistance

#	Question	Average Score			
		All	Stop-Motion/Animation	Modern Dance	Digital Storytelling

Q19	My child was able to access all applications needed to participate in the course.	5.00	5.00	4.75
Q20	BYTE staff helped my children when she/he had issues with technology or connectivity	5.00	5.00	4.75
	Composite Score	5.00	5.00	4.75

In spite of Internet challenges, parents/caregivers reported that their children were largely able to access all applications needed to participate in the courses. Stop-Motion/Animation and Modern Dance respondents gave this question a perfect score of Strongly Agree (5.0) and gave Digital Storytelling a high score of 4.75. The perception that BYTE staff helped their children when they had issues with technology or connectivity was scored identically as the previous questions for all three courses. This indicates that Internet connectivity ultimately did not impact access to course applications, in some part because BYTE staff provided effective technical assistance and support.

Parent/caretaker survey respondents were asked about their children's' enjoyment learning in a virtual environment. The composite score for the three courses was 4.88, approximating Strongly Agree. Modern Dance scored highest at 4.94 (very close to a perfect score of 5), followed closely by Stop-Motion/Animation (4.85) and Digital Storytelling (4.75).

Table 32. Comparison of Virtual Learning Enjoyment

Question 21. My child(ren) enjoyed learning in this virtual way.	
Course	**Average Score**
Stop-Motion/Animation	4.85
Modern Dance	4.94
Digital Storytelling	4.75
Composite Score for all 3 Courses	**4.88**

When comparing scores by children's characteristics, scores regarding virtual learning enjoyment and overall course satisfaction did not vary much by children' sex or age, or if the children received a BYTE tablet. Both virtual learning enjoyment and course satisfaction received extremely high scores, indicating a largely successful virtual deployment across demographics.

Table 33. Core Questions about the Virtual Course Experience by Sex, Age and BYTE Tablet

#	Question	Average Score						
		All (n=33)	Female (n=22)	Male (n=11)	10 Yrs. and Under (n=15)	11 Yrs. and Older (n=18)	BYTE Table (n=25)	No BYTE Tablet (n=8)
Q21	My child(ren) enjoyed learning in this virtual way.	4.88	4.86	4.91	4.87	4.89	4.88	4.88
Q33	I am satisfied with my child's experience in this course.	4.94	4.91	5.00	5.00	4.89	4.92	4.92
	Average Score for These Questions	**4.90**	**4.89**	**4.96**	**4.94**	**4.89**	**4.90**	**4.90**

In addition to program effectiveness and satisfaction, BYTE staff also wanted to learn if and how the virtual programming offered during the summer of 2020 helped youth participants and their families during the social restrictions imposed by the Covid-19 pandemic. The four core questions posed in this regard are presented in Table 34 and received a composite score of 4.88. Modern Dance scored the highest (4.95), closely followed by Stop Motion/Animation (4.85) and Digital Storytelling as a more distant third (4.63).

Table 34. Core Questions about the Helpfulness of Virtual Learning During Covid-19 by Course

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q23	The virtual courses helped my child feel connected with old friends and mentors during Covid-19.	4.76	4.38	4.81	4.50
Q26	I feel that BYTE is a support for my family during Covid-19.	4.97	5.00	5.00	4.75
Q27	I would feel comfortable asking a BYTE team member if I, my child or my family needed help during Covid-19.	4.88	5.00	5.00	4.50
Q28	BYTE's virtual classes have kept the BYTE community strong during the time when in-person programming has been suspended due to Covid-19.	4.91	5.00	5.00	4.75
	Composite Score for These Questions	**4.88**	**4.85**	**4.95**	**4.63**

Results from these four questions presented in Table 34 clearly indicate that BYTE's virtual summer programming was a successful response to the covid-19 pandemic. Parents/caretakers Strongly Agreed that BYTE is a support for their family during the Covid-19 pandemic, scoring an almost perfect 4.97. They also responded that the virtual classes kept the BYTE community strong while in-person programming was suspended due to Covid-19 (4.91) and that they would feel comfortable asking a BYTE team member for help for their child, themselves or their family during the Covid-19 pandemic (4.88). Finally, parents/caretakers Strongly Agreed that BYTE's virtual courses helped their children feel connected with old friends and mentors during Covid-19 (4.76). It is clear that parents/caretakers consider BYTE as a resource for their children and families during the Covid-19 pandemic.

Table 35 addresses BYTE values and speaks to the importance of BYTE among the parents/caretakers and their participating children. Questions in Table 3 across all course responses indicate that parents/caretakers nearly Strongly Agree that BYTE is a strong community which their children value being a part of (4.97). Parents/caretakers also personally feel supported by the BYTE team (4.97).

Table 35. Perception of BYTE as Supportive, Valued Community

#	Question	Average Score			
		All	Stop-Motion/Animation	Modern Dance	Digital Storytelling
Q24	BYTE is a strong community and my child values being a part of it.	4.97	5.00	5.00	4.75
Q25	As a parent or caretaker, I personally feel supported by the BYTE team and community.	4.97	5.00	5.00	4.75
	Composite Score for These Questions	**4.97**	**5.00**	**5.00**	**4.75**

The two core questions in Table 36 were posed to parents/caretakers to measure the impact of BYTE's virtual course participation on indicators of positive youth development among children. These questions are consistent to materials used in BYTE's comprehensive 2019 evaluation report and follow the theoretical framework of Communities that Care[4] and the USTA Foundation Youth Constructs and Measurement Recommendations. Nearly all parents/caretakers Strongly Agreed (4.91) that sharing course content with their children improved communication between them, which scored slightly higher for males over females and younger children than older youth. Parents/caretakers of children who received BYTE tablets rated this response higher (4.92) than parents of youth who did not receive a BYTE tablet (4.75).

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[4] https://www.communitiesthatcare.net/

Table 36. Core Questions that Address Positive Youth Development

#	Question	All (n=33)	Female (n=22)	Male (n=11)	10 Yrs. and Under (n=15)	11 Yrs. and Older (n=18)	BYTE Tablet (n=25)	No BYTE Tablet (n=8)
		Average Score						
Q22	The activities that my child participated in during the course heled her or him express themselves.	4.76	4.68	4.91	4.80	4.72	4.72	4.88
Q23	Sharing course content with my child has improved communication between us.	4.91	4.86	4.91	4.93	4.83	4.92	4.75
	Composite Score for These Questions	**4.84**	**4.77**	**4.91**	**4.87**	**4.78**	**4.82**	**4.82**

Course participation also was observed as a boost to their children's ability to express themselves (4.76), with parents/caretakers of males scoring slightly higher and those representing younger youth scoring slightly higher than older youth. Interestingly, parents/caretakers of children who did not receive a BYTE tablet (4.88) scored this question a bit higher than parents/caretakers of children who received a BYTE tablet (4.72).

Table 37 displays questions that were only asked of the parents/caretakers that represented the (76%) of children that received a loaned BYTE tablet during their virtual course participation. Nearly all parents/caretakers Strongly Agreed that the BYTE tablets were successful at accessing program content and materials, as this question scored 4.92. Parents/caretakers also Strongly Agreed (5) that BYTE staff assistance was helpful in successful use of the BYTE tablet. Overall, parents/caretakers Agreed that it was helpful to use the tablet for things other than BYTE courses (4.2) but Disagreed (2.17) that multiple family members used the loaned device . It is

not clear if parents/caretakers did not want to use the BYTE device or did not know that they could.

Table 37. Impact of Loaned BYTE Tablet by Course

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q8a	The BYTE tablet my child received was successful in accessing program content and materials.	4.92	5.00	5.00	4.75
Q8b	It was helpful to use the BYTE tablet for other things besides the BYTE courses (that's OK!)	4.20	3.80	4.30	4.50
Q8c	Multiple members of my family used the BYTE tablet (that's OK!)	2.17	2.50	2.00	2.00
87d	Guidance from BYTE staff was helpful to my access to programs through the BYTE tablet.	5.00	5.00	5.00	5.00

Gauging respondents interest in enrolling their children in future virtual BYTE courses was important given the likely continued impact of the Covid-19 pandemic on in-person learning. Two core questions were posed to assess the level of interest among parents/caretakers. As presented in Table 38, parent/caretaker interest in future virtual courses is high, as all Agreed that BYTE should consider offering virtual courses even after in-person classes return (4.30) and nearly all Strongly Agreed they planned to enroll their children in such BYTE courses in the future (4.94).

Table 38. Interest in Future BYTE Virtual Courses by Course

#	Question	Average Score			
		All	Stop-Motion/ Animation	Modern Dance	Digital Storytelling
Q32	BYTE should consider offering virtual courses in addition to in-person courses, even after in-person classes begin again.	4.30	4.54	4.4	3.0
Q31	I plan to enroll my child in future BYTE virtual courses.	4.94	4.85	5.00	5.00
	Composite Score for These Questions	**4.62**	**4.63**	**4.70**	**4.00**

Of note is that digital storytelling scored the lowest (3.0) on whether BYTE should continue offering virtual courses after in-person classes return. This specific result may merit further investigation and nuanced questioning to determine if the response is truly an outlier.

QUALITATIVE SURVEY RESULTS

In addition to responding to quantified Likert survey questions, parent/caretaker survey respondents were asked to type in short answers to three open-ended questions to learn what they liked best about their children's virtual course experience(s), challenges experienced by their children during the courses and suggestions for improvement. The complete responses are provided verbatim in the Appendix, in the chosen language and translated. Representative samples of these responses to each of these three questions are presented by course.

Sample of what parents/caretakers liked best about their children's virtual course experience in Table 39, many indicating that it helped their children learn, use their imagination, interact with others, open up and exercise.

Table 39. What Parents/Caretakers Like Best About Each Course

Stop-Motion/Animation	Modern Dance	Digital Storytelling
My daughter lost some of her shyness and she opened up to new things. She/he developed their imagination.	It served him well as a timid child and now I don't know how to stop him because he likes to dance, and he makes us laugh a lot… That she/he was busy and exercising.	That she/he was reading a little more. From what I saw, interacting with other children she/he did not know.

Table 40 indicates that parents/caretakers observed technology as the most challenging aspect of their children's course participation, as well as shyness to activate creatively or to be observed on camera dancing and participating.

Table 40. What was Most Challenging for their Child During the Course?

Stop-Motion/Animation	Modern Dance	Digital Storytelling
Drawing her/his ideas. Using the applications to create the stories and sometimes activating her/his imagination.	Learning the technology. Fear that others would see her/him dancing.	When she/he did not understand something but was too embarrassed to ask. Learning to use the applications.

Table 41 indicates that parents/caretakers of course participants were largely satisfied with the courses. All Digital Storytelling respondents expressed that the course is fine as it is, as well as more than half (58%) for Stop-Motion/Animation or Modern Dance (56%). For the latter two courses, several constructive improvements were offered, such as providing more art materials, longer classes and more dynamic activities.

Table 41. What Parents/caretakers Would Add or Change about Each Course

Stop-Motion/Animation	Modern Dance	Digital Storytelling
The majority (58%) said that they liked the course as it is.	The majority (56%) said that liked the course as is or would change nothing.	All respondents expressed that the course is fine as is.
Make the course more dynamic.	Longer class time.	It is very well organized.
Provide more tools to create the scenes.	Perhaps add more dances.	This course seems perfect to me.

Overall, parent/caretaker open-ended responses indicate that the large majority of respondents were happy with the courses their children took and perceived their experience as being a valuable and high-quality opportunity.

PARENT/CARETAKER FOCUS GROUP RESULTS

To accompany quantitative and qualitative parent/caretaker survey responses, the evaluation consultant conducted a Spanish Language focus group via Zoom with a group of five parents/caretakers, whose child(ren) had participated in the summer virtual courses. Participants were selected by the staff to represent both male and female family members, new and returning BYTE participants, and parents representing children who, when counted together, had completed all 3 of the courses. Staff invited 12 parents/caretakers, of which five participated. All focus group participants who accepted the invitation were female. Four mothers, or 80% of the focus group participants, were from Nogales (Sonora) and one (20%) was from Nogales (Arizona). These five parents/caretakers represented seven children (4 females; 3 male) between the ages of 8-12 (average age of 10). Four of these children completed Modern Dance, 3 completed Stop-Motion/Animation and 1 completed Digital Storytelling. Three, or 43% of these children, were new to BYTE during the summer of 2020. Two, or 29% of the children, used loaned BYTE tablets to complete their course.

The evaluation consultant/moderator encountered several challenges while facilitating the focus group discussions. Several participants had internet and audio challenges, which impeded group discussion among participants and led to shorter responses. The moderator also had

difficulty calling on participants individually by name because Zoom identifiers on the screen did not match the names documented for each participant during introductions.

Despite these challenges, focus group feedback is summarized below for each of the seven focus group questions. All responses were in Spanish and have been translated into English for this summary. The full focus group results in Spanish with English translations are included in the Appendix.

> **How did the summer virtual course or courses that your child or children participated in help your children and your family during the stay-at-home orders due to Covid-19?**

The mothers expressed that the virtual course experience was a very positive distraction for their children who they perceived as relaxed, happy and smiling due to course participation. The virtual course experience built self-confidence, helping shy children come out of their shell and stimulating them to converse more and feel comfortable with body movement. Filling the physical activity void during stay-at-home orders was also recognized as a plus. It was observed that the children enjoyed interacting with other children and also practicing between classes. The mothers expressed that they had never experienced courses like this, which they commented were not boring, indicating that BYTE understands their families and their needs.

> **How did this experience with a BYTE virtual course or courses impact your child or children's ability to learn online? How about your own ability to connect to resources on-line?**

The mothers shared that the online course experience was something new to them and their children and that they struggled at first. Little by little they mastered the virtual skills they needed, sometimes with the help of other people. They commented that now they have the knowledge and skills to support their children while they learn virtually and that their children are better prepared to participate in virtual school. One mother said that all went very well for her son, who had no Internet problems.

How should BYTE proceed with its virtual programming during this fall and winter when in-school learning is doubtful?

Mothers agreed that they prefer in-person instruction because people have more fun together and it is also healthier for children to be able to interact with one another directly. Having said that, they support virtual classes until in-person classes are possible again. In fact, they recognized that BYTE's virtual programming helped when they did not know what to do with their children when formal classroom instruction ended, and the children were at home all the time. Again, they commented that children now possess the digital technology skills for when their schools begin formal virtual classes. One mother stated that her child enjoyed learning to use Google Classroom and would like to use it more.

Did anything surprise you about your child's/children's or family's experience participating in a BYTE summer course or courses?

Some mothers were surprised by the attention and dedication of the teachers, mentioning that they were closely involved with the students and resolved any issues as soon as possible. One mother said that her son was pleasantly surprised when he could connect to the virtual courses by himself.

What could BYTE staff do differently to improve the virtual course experience of your child, your children, you or your family?

Most mothers expressed that all was fine. Only one mother offered an observation, stating that her child really liked BYTE's previous photography course and would like to take it again and get another camera. She asked what the age ranges are for the various courses.

What other topics would you like to see BYTE offer in a virtual fashion?

Two mothers each suggested painting and drawing as topics of interest and one suggested arts and crafts. One mother said that her son is interesting in learning English.

Would anyone like to add anything else?
There were no additional comments.

Comparison of Youth and Parent/Caretaker Quantitative Survey Results

Comparison of responses from youth participants and parents/caretakers for identical or similar survey questions—as seen in Table 42—provides some interesting insights. For example, parents/caretakers tended to score their observation of their children's course enjoyment and ultimate satisfaction higher than the children themselves. Parents/caretakers rated enjoyment of the virtual learning very high at 4.89 (close to Strongly Agree), while youth rated this question at 4.29, which is closer to Agree. This differential is reduced when asked about satisfaction with the course. Parents/caretakers rated their children's satisfaction at the end of the course again at a composite 4.89, compared to the youth who rated their personal satisfaction at 4.46. It is important to note that Question 18 for the youth was worded: "I am satisfied with the (animation, modern dance or digital story) I created as a final project in this course," while question 33 for the parents/caregivers was worded: "I am satisfied with my child's experience in this course." Although these are slightly different measurements, both were used to assess comprehensive satisfaction at the end of the course.

Table 42. Comparison of Youth and Parent/Caretaker Satisfaction with Virtual Courses

#	Question	Average Score	
		Youth	Parents/Caregivers
Q18 (youth) **Q21** (parents/caretakers)	Enjoyed learning in this virtual way.	4.29	4.89
Q13 (youth)	Is satisfied with their child's experience in this course.	4.46	4.89

	Q33 (parents/caretakers)		
	Composite Score for These Questions	**4.38**	**4.89**

Per Table 43, parents/caretakers Strongly Agreed (4.92) that the BYTE tablet was successful in accessing program materials and content, while youth participants responded between Agree and Strongly Agree (4.46). It may be that parents/caretakers hold a different view due to their efforts to assist their children with this task, or the children may not be as aware or place as much value on the impact of the loaned equipment compared to the alternative available to them at home. Alternatively, the parents/caretakers may not have been as affected by or aware as their children of connectivity issues. In both cases scores remain highly positive, but it is understandable that the groups would experience technical issues differently.

Table 43. Impact of Loaned BYTE Tablet by According to Youth Participants and Parents/Caretakers

#	Question	Youth Participants	Parents / Caretakers
Q7a	The BYTE Tablet was successful in accessing program content and materials.	4.46	4.92
Q7b	Guidance from BYTE staff for was helpful to my access to programs through the BYTE tablet.	4.51	4.20

Conversely, youth participants rated the helpfulness of BYTE staff guidance in accessing programs higher than parents/caretakers (4.51 compared to 4.20). This may be due to children interacting more directly with BYTE staff when technical assistance was provided or parents/caretakers actually perceiving the quality of technical assistance differently.

Table 44 shows that parents/caretakers report more enthusiasm about future participation in BYTE virtual courses (4.62), compared to 4.01 for youth.

Table 44. Interest in Future BYTE Virtual Courses by Course

#	Question	Average Score	
		All Youth Respondents	All Parent/Caregiver Respondents
Q30 (youth) **& Q32** (parents/caregivers)	BYTE should consider offering virtual courses in addition to in-person courses, even after in-person classes begin again.	3.98	4.30
Q31 (youth) **& Q34** (parents/caregivers)	Plans to enroll in a future BYTE virtual course.	4.04	4.94
Composite Score for These Questions		**4.01**	**4.62**

Youth scored almost equally as Agree whether BYTE should continue virtual courses once in-person instruction resumes (3.98) and if they plan to enroll in a future BYTE virtual course (4.04). Parents, however, scored offering virtual classes once in-person instruction resumes at 4.30, a bit above Agree, while they Strongly Agreed (4.94) that they would enroll their children in a future BYTE virtual course. More investigation is needed to interpret the specific causes of varying responses, but it is interesting to see how parents/caretakers and their children can experience the programs differently. Of note is that, even when registering lower scores, rarely were the children or parents/caretakers dropping below agree (4.0).

Strengths, Limitations and Lessons Learned

The use of Google Forms to format on-line surveys in English and Spanish was very effective. Surveys were easy to distribute via social media with both youth and parents/caretakers. Participants seemed to complete the surveys with ease, although BYTE staff checked-in with respondents to ensure they completed all surveys associated with their participation. It is possible that this close interaction with BYTE staff could have affected responses, but given the anonymity and digital format for distribution, it is unlikely respondents felt pressured to respond a certain way. If anything, intrinsic parental bias may have influenced responses, as positive feedback could have been associated with maintenance of programmatic opportunity. Predicting this possibility, BYTE staff and the evaluation consultant consistently assured respondents that survey results were being used to improve programs and that honest responses were needed to achieve this objective.

While the response rate was very high—97% of eligible youth and 90% of parents/caretakers from BYTE public virtual courses—BYTE's inability to administer any evaluations at the DIF shelter and inability to solicit caretaker responses at the CHMC shelter limited their full representation in survey data. For example, 12 youth at CHMC completed the youth survey, with no corresponding parent/caretaker to complete the survey. This would not have affected the public course data substantially, so the data remains accurately representative, but there was some overlap with a number of older CHMC residents who participated in the public courses and youth surveys, with no similar representation from a facility caretaker. Overall, survey samples remained highly representative of the youth cohort living in home environments and their parents/caretakers, but there was a slightly missed opportunity to elicit comparative data for youth living in youth shelters. This is an area BYTE will pursue in subsequent evaluation.

The survey was formatted so that respondents could not skip questions, which was a major improvement over the written survey format that BYTE used in its 2019 comprehensive program evaluation. The ability to sort data by multiple variables, including course, age, sex, tablet loan and experience with BYTE, made analysis much less time consuming and allowed for more comparisons among subgroups. The data set can be further sorted to compare subgroups not yet analyzed in order to dig deeper on certain issues. The survey in Google Forms can be easily adapted for future use by BYTE staff and could be easily replicated by other USTA youth chapters and/or other types of youth development organizations.

One limitation is the fact that 54% of youth responses pertain to only one of the three courses—Modern Dance—and only 13% of responses pertain to Digital Storytelling. This imbalance gives heavier weight to the responses from Modern Dance youth participants and the parents/caretakers of these participants, when comparing results for all respondents.

The overall evaluation process was quite compressed, with survey design, translation, testing, training and administration being completed in about a one-month period. Analysis and reporting were completed during a second month. It would be ideal for the evaluation design process to be integrated into the program's initial development, to educate the evaluator about program context and nuances, and to offer more time for administration and reporting. Preparing for program evaluation up front will also allow for a pre/post comparison option for some issues that can provide more insight into gain or change that students acquire during virtual courses. In this instance, the urgency of adapting to the Covid-19 pandemic did not allow for the consideration of evaluation during course design. Evaluation procedures were necessarily developed and implemented once programs were underway.

A final lesson learned is to maximize the number of survey questions that have Likert-scaled response options for ease of tabulation in Excel. Most demographic information still had to be tabulated by the evaluator, as did some multiple-choice options that could have been formatted to be quantitative instead of qualitative. This was a lesson learned for future on-line survey design.

Conclusion

Youth

The 41 BYTE student/athletes that completed 52 on-line surveys provided overwhelmingly positive feedback about their experience as participants in BYTE's summer 2020 virtual courses. The composite score for each of the 3 courses exceeded Agree, ranging from 4.05 for Stop-Motion/Animation, to 4.11 for Modern Dance, to 4.60 for Digital Storytelling. The composite score for satisfaction with their final products at the end their respective digital courses was 4.46 (between Agree and Strongly Agree). Digital Storytelling scored the highest in this regard at 4.71 (approximating Strongly Agree), followed by Stop-Motion/Animation (4.35) and Modern Dance (4.32).

Youth respondents Agreed that they enjoyed learning in this virtual way, with a composite score of 4.26, and nearly Agreed (3.98) that they would like to take a similar virtual course if it is offered. It is important to note that Stop-Motion/Animation scored the lowest in this regard, between Agree and Neither Agree nor Disagree. The fact that Digital Storytelling scored highest and Stop-Motion/Animation lowest is not surprising. BYTE's Digital Storytelling youth curriculum had been used and improved through in-person deployment multiple times prior to the summer virtual courses, while Stop-Motion/Animation was designed specifically for this summer session and never fully piloted in its complete form prior to deployment. Stop-Motion/Animation had the added challenge of requiring more technical applications, the experience of which would be more dependent on high quality connectivity and higher capacity digital literacy.

Youth respondents Agreed (4.00) that internet access/reliability/speed was a challenge for course participation, however, the score for the ability to access all needed applications for course participation was substantially higher (4.60). Overcoming internet challenges appears to have been in large part due to excellent staff assistance with internet and course applications, as this question also received a comparatively high score of 4.46, between Agree and Strongly Agree. This last point is encouraging because BYTE planned for and invested substantial staff time into what it believed would be inevitable equipment and connectivity challenges. It implies that BYTE's strategy of including an extra staff member on each course, dedicated solely to troubleshooting IT issues, was successful and appreciated by youth participants. This policy was instituted under the presumption that managing a dispersed network of youth of varying ages and digital literacy would present challenges that required 1:1 support. It was determined that rather than allow children or parents to contact the primary or secondary instructors and

risk disrupting class, that they would instead be given access to an additional staff member who could provide specific help via direct WhatsApp messages and calls.

Continuing with a technology analysis, results indicate that the youth found both Google Classroom and Zoom easy and enjoyable to use, as the four questions related to these platforms received a composite score of 4.43, with Zoom scoring slightly higher than Google Classroom. While each course used a slightly different combination of applications, Google Classroom and Zoom were the foundational management tools of BYTE virtual content. Similar to its decision to invest in additional IT staffing, BYTE also invested staff time and resources into the development of an introductory digital literacy manual that walked participants through the applications that students would be using to access BYTE virtual course material. This included step by step procedures for how to register for a Gmail account and live workshops for families that needed extra assistance on how to use Gmail addresses to login and access other platforms. Achieving a high composite score across these questions proves BYTE's structural methodology effectiveness and is a testament to the planning and 1:1 personal grassroots organizing that was BYTE's baseline of support, no matter a student's prior experience. Predictably, youth 11 years of age and older found these platforms a bit easier to use than did children 10 years of age and younger.

Within the evaluation respondents, 75% of youth accessed BYTE materials through a loaned BYTE tablet. Youth who received a BYTE tablet found the Google Classroom and Zoom platforms easier to use (4.46) than youth who did not receive a BYTE tablet (4.19). It is uncertain what caused this dynamic, but potentially youth with prior experience using personal tablets had higher expectations, or potentially had used more effective applications previously. Those youth that used BYTE equipment rated a high score of 4.46 for the effectiveness of the BYTE tablet and 4.47 for the assistance from staff to use the tablet when accessing course content and applications.

Some of the most meaningful data were the youth's responses to how their virtual BYTE coursework had supported them during the Covid-19 pandemic. Three core questions were included in all youth surveys to assess this, asking respondents if the course they took had helped them during the stay-at-home order; connected them with friends and mentors; and helped them stay involved in the BYTE community more generally. The composite score for this set of questions was 4.20, above Agree, which indicates that BYTE's virtual courses were a successful support and resource to youth during the summer Covid-19 disruptions. Within the range of these questions Digital Storytelling and Modern Dance received the highest scores, which is consistent with BYTE's having had more opportunity to pilot and refine these curricula.

The youth responded between Agree and Strongly Agree that the activities that they participated in were fun (4.21). Scores were highest for Digital Storytelling (4.71); higher for males (4.91) compared to females (4.34); higher for children 10 years of age and under (4.74) compared to children 11 years of age and older (4.30); and higher for students who received a BYTE tablet (4.62) compared to students who did not receive a BYTE tablet (4.41). Feeling like the instructor in their class cared about them also scored above agree (4.25) with similar breakdowns demographically. Interestingly, students who did not receive a BYTE tablet assessed the care of their instructors higher than those who did (4.46 compared to 4.18), although both scores still indicate higher than Agree. It could be telling to dig deeper into this dynamic because it could inform a fundamental difference in how students interface with the instructors and experience materials on the different devices.

The results of the core questions addressing positive youth development indicate that youth participants agreed that their BYTE activities helped them express themselves (4.25) and built their confidence to study and learn more on-line (4.12). These important results indicate that BYTE's virtual courses provide an important avenue for youth to engage and grow, while also showing that BYTE is successfully providing a service that will contribute to the youth's well-being as virtual learning continues to be a major part of their lives. Finally, BYTE summer virtual students Agreed when given the opportunity to comment on whether BYTE should continue offering virtual courses post-Covid-19 (3.98) and their desire to take a future BYTE virtual course (4.04).

It is clear from youth's assessment of BYTE's virtual summer courses that they were largely functional, successful in achieving their objectives, and a welcome support during the challenge of Covid-19 stay-at-home orders.

Parents/Caretakers

18 parents/caretakers completed 33 surveys that represented the experiences of 26 unique children enrolled in BYTE's summer 2020 virtual courses. The parent/caretaker survey asked many of the same or similar core questions as the youth survey, with additional questions that explored for deeper analysis of the impacts of the courses on the well-being of their children, families, and community.

Parents/caretakers consistently rated most aspects of the BYTE virtual summer course experience higher than the youth participants. A higher percentage of the youth represented by parents/caretakers (83%) had participated in BYTE prior to the summer virtual sessions (88% compared to 77%), therefor their familiarity with or fondness for BYTE may have influenced the disparity between youth and adult responses.

Parents/caretakers rated the Stop-Motion/Animation course the highest (4.89) approximating Strongly Agree), followed by Modern Dance (4.85) and Digital Storytelling (4.46). Although all scores are higher than those provided by youth respondents, the order from highest to lowest course is reversed. Similarly, when rating their children's satisfaction with the final product in their virtual course, parents/caretakers provided a composite score of 4.85 for all courses, compared to the youth composite score of 4.46. The causes of such disparity were not determined, but results indicate that both groups left the experience with a positive impression of BYTE's virtual course content and impact. While parents/caretakers of males responded slightly higher (4.91) than parents/caretakers of females, parents of younger children replied with a perfect score (5) that they were satisfied with the results of their child's virtual course. It is interesting that parents/caretakers rated this question equally (4.92) regardless of whether their child used a loaned BYTE tablet.

While results are overwhelmingly positive they imply that, while youth may have had more to critique from their experience with BYTE's virtual courses, parents—especially those of younger youths—were greatly appreciative of the opportunity for their children to participate.

Further strengthening this sentiment, parents/caretakers nearly Strongly Agreed (4.88) that their children enjoyed learning in this virtual way and that the activities that their children participated in helped them express themselves (4.76). These responses imply that the parents/caretakers view BYTE's virtual courses as positive influences on their development.

It is possible that parents/caretakers had a more holistic view than their children regarding their participation in BYTE summer virtual courses. They appeared to recognize the opportunity and scarcity in their community of other such programs, which could have led them to rate their children's experience higher.

Some of the most important results of this evaluation were the parents/caretaker's responses to how BYTE's virtual courses impacted their families and children during disruptions caused by the Covid-19 pandemic. Collectively, they nearly Strongly Agreed in a general sense (4.97) that BYTE is a strong community their child values and that they feel personally supported by the BYTE team. These responses become even more prescient though when considered in light of BYTE's response to the Covid-19 pandemic. Nearly all parents/caretakers (4.88) reported that BYTE's virtual courses helped their children and family during the restrictions and this composite score was based on their responses to four core questions representing parents/caretakers of youth from all three courses. Parents/caretakers Strongly Agreed that BYTE is a support to their family during Covid-19, that the courses helped their child connect to friends and mentors while sheltered at home, and that they would be comfortable asking the

BYTE team for help if they or their family needed it. Furthermore, they strongly agreed that the virtual offerings kept the BYTE community strong while in-person programs were suspended.

In addition to high scores with regard to BYTE's impact on its families experience of Covid-19, parents/caretakers also gave high marks for course elements that support positive youth development. They indicated that the activities that their children participated in helped them express themselves (4.76) and that sharing course content with their children improved communication between them (4.91).

These responses speak highly of the impact of BYTE on its Ambos Nogales families and imply that its virtual offerings were appreciated and impactful, both in their own right and in relation to their experience of Covid-19. Interestingly, while all results were highly positive, trends showed that in general, parents/caretakers of males generally offered slightly higher response scores, as well as those with younger youth, and those whose children accessed BYTE materials through loaned BYTE devices.

Recommendations and Next Steps

This second evaluation of BYTE's programming, and first evaluation of its virtual course offerings produced extensive material that is useful for quality improvement and planning, particularly when in-person instruction is not possible. Evaluation findings can also be leveraged for fund development via direct solicitations and grantsmanship. The following recommendations for quality improvement and next steps are suggested.

Recommendations for Quality Improvement

- Ensure that youth and parents/caretakers from all program sites can participate in survey evaluations (i.e. DIF, CHMC).
- Consider evaluation objectives to dig deeper into disparities in responses by youth of varying ages and between youth and parents/caretakers.
- Refine focus-group methodology and connectivity to ensure maximum participation and efficiency
- Consider creating age-specific courses as well as content-specific courses.
- Refine Stop-Motion/Animation content.
- Continue to refine connectivity methodology to ensure all students have sufficient access to program materials.

Next Steps

- Share the evaluation findings with staff and board members for quality improvement, with an emphasis on virtual program delivery.
- Utilize evaluation findings to demonstrate the effectiveness of BYTE as worthy of investment by private and public funders.
- Share results with fellow USTA youth chapters to demonstrate how BYTE adapted to the Covid-19 pandemic through the design and delivery of virtual programming.
- Share results with local community partners and other stakeholders in Ambos Nogales to demonstrate BYTE's ability to respond and adapt to meet community needs.
- Disseminate results to contribute to the field of positive youth development, particularly among Hispanic/Latino and US-México border youth.

Appendix A

Youth Qualitative Responses by Course

(Responses are verbatim--no corrections have been made to respondent spelling or grammar)

Q32. What I Liked Best About the Virtual Course that I took…

STOP-MOTION/ANIMATION
Ver los videos que yo hice
Que podia expresarme mas con las animaciones que cree.
hacer volar mi imaginación
Everything
Que hice nuevos amigos y me gustó platicas mucho me divertía mucho
Que aprendi a usar nuevas aplicaciones
Poder aprender nuevas tecnicas de animacion y reforzar las que ya conocia
El aprender a hacer la animación
Tener nuevas compañeros
El aprender a hacer la animación
Es volver a ver a mis amigos y instructores una vez más
los movimientos de cada escena que hize
Que aprendí a usar una nueva app
Que aprendí a usar la app
Ver películas

MODERN DANCE

Hacer TikTok

los movimientos de danza

mucha diversión y los pasos de baile

Participar con mis primos

Jugar y bailar

todos los pasque nos dio la maestra Laura

Jugar con hugo

BAILE MODERNO

Baile moderno

Es poder aprender más cosas

Me diverti y aprendi mucho

Los maestros,los tipos de clases,los juegos :D

Bailar

Baile moderno

Tomar fotos y bailar

Bailar

De que pude convivir con mi amigos y mis maestros y lo más divertido fue que conosi a nuevos compañeros 💜😊

Meeting new kids on zoom

Todo

BAILE MODERNO

Que conocí a más personas

Que aprendí nuevos pasos de baile

La canción de banana y los tik toks

los pasos

Que aprendí a hacer nuevos pasos

Volví a bailar después de mucho tiempo

la diversión y las actividades de Hugo y maestra Laura

I really liked that I could still dance and have a fun time though the tough times we are facing.

DIGITAL STORYTELLING

Fotos y dibujo

Comp lo isieron

Mi video del poema

Tomar fotos

Los pasos de baile

Es que pueda hacer un vídeo

That I had the opportunity to meet new people

Q33. Something that I would add or change about the course I took is…

STOP-MOTION/ANIMATION

Estar con los maestros y amigos

Hacer volar mi imaginación

Ver los videos que yo hice

Que podia expresarme mas con las animaciones que cree.

hacer volar mi imaginación

Everything

Que hice nuevos amigos y me gustó platicas mucho me divertía mucho

Que aprendi a usar nuevas aplicaciones

Poder aprender nuevas tecnicas de animacion y reforzar las que ya conocia

El aprender a hacer la animación

Tener nuevas compañeros

El aprender a hacer la animación

Es volver a ver a mis amigos y instructores una vez más

los movimientos de cada escena que hize

Que aprendí a usar una nueva app

Que aprendí a usar la app

Ver películas

MODERN DANCE
Nada
No cambiaria nada
No nada de nada
Nada lo dejo así
Más tiempo de clase
Nada
Nd
DIBUJOS

Dibujos

Nada

nada

¯_(ツ)_/¯ no veo nada malo

Qué gracias por tomarse su tiempo

Dibujos

Todo me gusta

Nada

Todo está muy bien 😊💜

I want to change to everybody has his or hers video on

Yo no cambiaría nada porque me gustó mucho ese curso

BAILAR

Nada

Nada

Nada

absolutamente nada

Que la clase fuera más corta

Poder aprender más de dos bailes

no cambiaria nada

I would like to dance more with my friends and teachers.

DIGITAL STORYTELLING
Nada
Nada
asi estaba bien
Cambiaria los videos a puras fotos
Nada
Nada absolutamente nada
That some days we could meet in some plays

Appendix B

Parent/Caregiver Qualitative Responses by Course

(Responses are verbatim—no corrections have been made to respondent spelling or grammar)

Q35. What I liked best about my child's participation in this course was…

Stop-Motion/Animation
El le gusta la fotografía y se expresa muy bien con eso
Que experimento, utilizo y disfruto mucho la imaginacion
Desarrollo mucho la imaginación.
Aprendió a utilizar nuevas aplicaciones
Su imaginacion y ganas de aprender.
Que conoció nuevas formas de trabajo por medio de la tegnologia
Aprendió a utilizar nuevas aplicaciones
Su imaginación volo
Que ocupo su tiempo en algo educativo
Que ocupo su tiempo en algo educativo
Aprendió a desarrollarse más mentalmente

Modern Dance

Las tareas

Que mantuvo el interés y su desarrollo personal

Que se animara a bailar.

Que se divirtio

Se divirtió, aprendió y perdió un poco lo tímida.

fue muy divertido y aprendió a tener más seguridad.

Perdio el miedo a hablar en publico

Que supo bailar mejor

Se desenbulve un poko mart ..

Que difrutaba cada clase

Que estuvo ocupada y haciendo ejercicio

Fue su entusiasmo y energía ,k disfruto cada momento

Que mi hijo, participo en conjunto con sus primos y eso a él le gustaba a pesar de que es muy tímido para este tipo de eventos.

Le sirvió de mucho ya que era un niño muy tímido hora no sé cómo pararlo le encanta bailar y nos hace reír mucho con sus bailes de dady yanke.

Que le gustará participar y cumplir y siempre estar preocupada por las clases

La motivación e interés que cada dia le ponía alas clases

Digital Storytelling

Que leyo un poco mas

Que aprendio a utilizar diferentes aplicaciones

Q la veia muy interesada

Que lo vi. Convivir con otros niños que no conocia

Q36. What was most challenging for my child during this course…

Stop-Motion/Animation
Para el fueron los tiempos no pudo estar en todas las clases
No hubo impedimento para nada, yo le dije como vas a hacer eso y ella siempre tiene una respuesta para todo,
y eso me sorprende y me gusta mucho de ella.
Tomar demasiadas fotografías
Dibujar sus ideas
Nada todo estuvo claro y con herramientas k los ayudaron
Tenía ideas ,pero al momento de hacerla como se le dificultaba
Dibujar sus ideas
En pixeletion
Hacer las cuentas de aplicaciones y a veces activar la imaginación
Hacer las cuentas de aplicaciones y a veces activar la imaginación
En el proyecto final
Fue un poco acostumbrarse a las nuevas formas de trabajar

Digital Storytelling
El proceso de envio
Aprender a utilizar las aplicaciones
Cuando no le entendia a algo y le daba verguensa preguntar
No creo que batallara pero sería expresarse y bailar jaja

Q37. I think that BYTE could improve this course by changing or adding…

Stop-Motion/Animation
Todo muy bien no cambiaria nada .los felicito a todos por tan bonita dedicación con todos los niños el de enseñarles tantas cosas
muchas gracias x todo ..
Agregando mas niveles por ejemplo en los cursos de ingles, hasta llegar también a los adolecentes y adultos como los papas y de cambiar pues aparte del ingles ir variando como siempre lo han hecho y además extrañamos en si lo que es el tennis en todo su esplendor.
Haciendo el curso más dinámico.
A mi punto de vista esta perfecto así
El curso estuvo muy bien ,solo k las plataformas k utilizamos no sabíamos cómo manejarlas ,pero es cuestión de
familiarizarse con las aplicaciones y listo..
Todas las propuestas son buenas.
A mi punto de vista esta perfecto así
Dando más útiles para formar los escenarios
A mi me gustó mucho
A mi me gustó mucho
Con más herramientas para los escenarios
Todo estuvo muy bien, excepto acostumbrarnos a las nuevas formas de trabajo

Modern Dance
Si claro
BYTE podria talvez agregar mas bailes.
Esta muy completo
Poco más tiempo de clase.

Más tiempo de clase.

Todo esta bien

Nada

Esta muy bien

Nada, me parece que esta miy completo y organizado

Me gusta todo

Todo estuvo bien ,solo k hay k adaptarnos a la tecnologia

Nada Ami me gusta así, de hecho me gustaría que participarán más días pero ya van a. Entrar a clases

de las escuelas

Nada así lo dejo, así me gusta

Así me gusta, lo dejo asi

Más clases me gustaría, para desarrollo personal de ellos, ya que ahora ya les gusta bailar más y este tipo de música les encanta bailar

Digital Storytelling

Todo esta bien

Todo esta bien

Esta muy bien organizado

Me paréce perfecto este curso

Appendix C

Parent/Caretaker Focus Group Responses

(conducted in Spanish)

> 1. **How did the summer virtual course or courses that your child or children participated in help your children and your family during the stay-at-home orders due to covid-19?**
>
> *¿De qué forma le ayudó a su hijo(a), a sus hijos (as), o a su familia el curso virtual de verano de BYTE durante el tiempo de quedarse en casa por covid-19?*

Le sirvió mucho, es medio serio, pero platica mucho ahora. Le gustó practicando. Estuvo practicando, le emocionó. *(It helped him a lot, as he is rather serious, but he talks more now. He was excited when practicing.)*

Le subió la confianza. Tener esta distracción positiva le ayudó mucho, más confianza por el movimiento. Compartiendo con más niños. *(Her/his confidence increased. To have this positive distraction helped her/him a lot and she/he became more confident with movement. Sharing with more children.)*

Se desenvuelve mejor en estas actividades, es más expresiva, activa. Por la pandemia son encerrados. Distraerse un poco. *(She comes out of her shell with these activities, she is more expressive, active. Especially since they are shut in by the pandemic. Being distracted a bit.)*

Lo noté más relajado, más feliz, sonriendo, practicando las actividades. *(I noted he was more relaxed, happier, smiling while practicing the activities.)*

Están felices, nunca habido un programa así, les han gustado. *(They are happy. There has never been a program like this. They have liked it.)*

Los cursos virtuales no nos aburrieron. Nos han entendido. *(The virtual courses are not boring for us. They [the staff] have understood us.)*

2. How did this experience with a BYTE virtual course or courses impact your child or children's ability to learn on-line? How about your own ability to connect to resources on-line?

¿De qué forma influyó este curso virtual a la capacidad de su hijo(a) o hijos(as) de aprender en línea en general? ¿De qué forma influyó esta experiencia sobre su propia capacidad de conectar a recursos en línea?

A mi hija y a mí batallamos. Ya vamos a entender un poquito más. Estar aprendiendo. Estaría bien hasta las clases presenciales. *(My daughter and I both struggled. Now we're are going to understand a bit more. To be learning. It would be good [to continue the virtual classes] until the in-person classes begin.)*

Empecé ayudarlo entrar, entonces es mucho más fácil para mí en sus clases y sus tareas. *(I helped him get started online, so it is much easier for me to help him with his [virtual] classes and his homework.)*

Estaba aprendiendo un poco más y del papa de [nombre] y experimentando, y tuvieron éxito. *(He was learning a little more, and from a friend's father, but experimenting they were successful.)*

Poco a poco. Sí, era algo nuevo. *(Little by little. It was something new.)*

Ya vamos a tener conocimiento. *(Now we are going to have the knowledge.)*

Buena opción porque al niño le ha ido bien, con pocos problemas de Internet. *(It was a good option because my son did well, with few Internet problems.)*

3. How should BYTE proceed with its virtual programming during this fall and winter when in-school learning is doubtful?

¿Cómo debe seguir BYTE con sus cursos virtuales durante el otoño e invierno, sobre todo cuando no sea posible volver a la escuela?

Nos gustan los cursos presenciales mejor; nos disfrutamos juntos; esos son buenos. *(We like the in-person courses better; we have fun together; they are good.)*

Los niños interactúan [en clases presenciales], es más sano así. *(The children interact with one another, which is healthier.)*

Si no pueden presenciar sería bueno virtual. Cuándo terminaron [de la escuela] yo dije "¿qué voy a hacer ahora?" Aprovechamos del programa y le gustó y le ayuda relajarse. *(If in-person is not*

possible, virtual would be good. When in-person school ended, I said "now what am I going to do?" We took the program, she/he liked it and it helped her/him relax.)

Le extraña la actividad física, pero le ayuda mucho. (She/he misses physical exercise, to this helped her/him a lot.)

Cuando vuelva a la escuela, va a saber usarlo. *(When she/he returns to school, she/he is going to know how to use it [digital technology].)*

Seguir aprendiendo. Un detalle es que aprendió usar Google Classroom. Estaría interesado en usarlo más. *(To keep learning. One detail is the fact that she/he learned how to use Google Classroom. She/he would be interested in using it more.)*

4. Did anything surprise you about your child'/children's or family's experience participating in a BYTE summer course or courses?

¿Hubo algo que sorprendió a sus hijos(as) o a sus familias mientras participaban en los cursos virtuales de BYTE este verano?

La atención y la dedicación de los maestros; resolvieron problemas lo más pronto posible. *(The attention and the dedication of the teachers. They resolved problems as soon as possible.)*

El niño se sorprendió poder conectarse él solo. Los maestros explicaron los objetivos. Todo fue muy claro. *(He was surprised to be able to get online by himself. The teachers explained the objectives. Everything was very clear.)*

Estuvieron pendientes de los niños. Nada más. *(They paid close attention to the children. Nothing more.)*

5. What could BYTE staff do differently to improve the virtual course experience of your child, your children, you or your family? ¿Qué podría ser BYTE para mejorar la experiencia de los cursos virtuales para su hijo(a), hijos(as), usted o su familia?

El primer curso de fotografía le gustó; quería volver a tomar el curso otra vez para otra cámara. ¿Cuáles son las edades para cada curso? (She/he really like the photography course and would like to take it again and get another camara. What are the age groups for each course?)

6. What other topics would you like to see BYTE offer in a virtual fashion?
¿Qué otros temas le gustarían a usted que BYTE ofrezca de manera virtual?
Manualidades (*Arts and crafts*)
Pintura/2; *(Painting/2)*
Dibujo/2; *(Drawing/2)*
Lo que pasa es a él le llama la atención el inglés. *(He is interested in learning English.)*

7. Would anyone like to add anything else?
¿Hay alguien que quisiera agregar algo más?
[There were no additional comments.]

Appendix D

Youth Survey Samples

CORE QUESTIONS FOR ON-LINE YOUTH SURVEY

#	Question	Response Format
Demographics (total of 9/13)		
1	My age	Open to write in
2	My grade in school	Open to write in
3	I am a:	Boy Girl Other
4	I participated in BYTE before taking this SUMMER virtual course	Yes No
5	I have taken online/virtual classes prior to BYTE's spring and summer courses. (check all that apply)	Formal school classes; informal school classes; I have never taken an online/virtual class before BYTE
6	The device that I used to connect to the BYTE course is: (please rank in order of use)	Personal tablet; BYTE tablet; laptop computer; my personal cell phone; a borrowed cell phone; desktop computer.
7	I received a BYTE tablet for use in this summer course. (Note: If yes, a-d below apply)	Yes No
a	*The BYTE tablet that I used was successful in accessing program content and materials.*	Strongly Disagree to Strongly Agree
b	*Guidance from BYTE staff was helpful to my access to programs through the BYTE tablet.*	Strongly Disagree to Strongly Agree
c	*I enjoyed using the BYTE tablet for activities other than BYTE classes (that's OK!).*	Strongly Disagree to Strongly Agree
d	*Multiple members of my family used the BYTE tablet (that's OK!).*	Strongly Disagree to Strongly Agree
8	I follow and share BYTE materials on these social media platforms: (check all that apply)	Facebook, Instagram, WhatsApp, Tik Tok; I don't follow or share BYTE on social media
9	Which BYTE course did you participate in? (choose only one)	Stop-Motion; Modern Dance; Digital Storytelling
Course-Specific Questions (total of 5)		
10-14	(5 questions per each course)	
Core Questions (total of 22)		
15	Accessing reliable/strong enough/fast enough Internet was a challenge for my participation in the course.	Strongly Disagree to Strongly Agree

16	I was able to access all applications needed to participate in the course.	Strongly Disagree to Strongly Agree
17	BYTE staff helped me when I had issues with the Internet or the course applications.	Strongly Disagree to Strongly Agree
18	I enjoyed learning in this virtual way.	Strongly Disagree to Strongly Agree
19	This virtual course helped me while I had to stay at home due to the covid-19 epidemic.	Strongly Disagree to Strongly Agree
20	This virtual course helped me stay connected to BYTE during Covid-19.	Strongly Disagree to Strongly Agree
21	The virtual course helped me connect with old friends, new friends and mentors.	
22	This class made me feel connected to the BYTE community.	Strongly Disagree to Strongly Agree
23	I feel like the instructor in this class cares about me.	Strongly Disagree to Strongly Agree
24	The activities that I participated in were fun.	Strongly Disagree to Strongly Agree
25	The activities that I participated in helped me express myself.	Strongly Disagree to Strongly Agree
26	The Google Classroom platform was easy to use in the course.	Strongly Disagree to Strongly Agree
27	I enjoyed using Google Classroom for the course activities.	Strongly Disagree to Strongly Agree
28	The Zoom platform was easy to use in the course.	Strongly Disagree to Strongly Agree
29	I enjoyed using the Zoom platform for the course activities.	Strongly Disagree to Strongly Agree
30	I think that BYTE should continue to offer virtual courses in addition to in-person courses, even after in-person classes begin again.	Strongly Disagree to Strongly Agree
31	I would like to take another BYTE virtual course.	Strongly Disagree to Strongly Agree
32	This experience with a BYTE virtual course built my confidence to study and learn more on-line.	Strongly Disagree to Strongly Agree
33	What I liked best about the virtual course that I took is…	Open to write in
34	Something that I would add or change about the course I took is…	Open to write in

COURSE-SPECIFIC QUESTIONS FOR ONLINE YOUTH SURVEY

#	Question	Response Format
Animation Course		
10	I learned new technologies to create animation.	Strongly disagree to Strongly agree (1 to 5)
11	I liked this course as much as other art classes I've taken in the past.	Strongly disagree to Strongly agree (1 to 5)
12	I learned how to tell a story by creating a personality, her/his world and her/his narrative.	Strongly disagree to Strongly agree (1 to 5)
13	I am satisfied with the animation I created as a final project in this course.	Strongly disagree to Strongly agree (1 to 5)

#	Question	Response Format
14	I would like to take another animation course if it is offered.	Strongly disagree to Strongly agree (1 to 5)
Modern Dance Course		
10	Taking dance online is just as fun as taking dance in-person.	Strongly disagree to Strongly agree (1 to 5)
11	I like being able to take dance classes in my house, as well as in person.	Strongly disagree to Strongly agree (1 to 5)
12	It is easier for me to practice between classes in a virtual dance course.	Strongly disagree to Strongly agree (1 to 5)
13	I am satisfied with my dance performance as part of the final class.	Strongly disagree to Strongly agree (1 to 5)
14	I would be interested in taking more virtual dance classes.	Strongly disagree to Strongly agree (1 to 5)
Digital Storytelling Course		
10	I learned how digital stories can help me tell a story about myself and help me learn about others.	Strongly disagree to Strongly agree (1 to 5)
11	Digital storytelling can help me tell a story in a new way.	Strongly disagree to Strongly agree (1 to 5)
12	I enjoyed learning to use photos, drawings, video, music and credits to bring my own digital story to life.	Strongly disagree to Strongly agree (1 to 5)
13	I am satisfied with the digital story that I created by the end of the course.	Strongly disagree to Strongly agree (1 to 5)
14	I would like to continue making and sharing digital stories.	Strongly disagree to Strongly agree (1 to 5)

Parent/Caretaker Survey Sample

CORE QUESTIONS FOR ON-LINE PARENT/CARETAKER SURVEY

#	Question	Response Format
Demographics (total of 10/14)		
1	My child's age:	Open to fill in number
2	My child identifies as:	Boy Girl Prefers neither designation
3	My child participated in BYTE before taking this summer virtual course.	Yes No
4	My child has taken other virtual courses. (check all that apply)	Formal school; informal programs, my child has not taken online classes before.
5	This number of my children participated in a BYTE summer course.	Open to fill in number
6	My child received a BYTE scholarship that included: (check all that apply)	a BYTE tablet; Internet; art supplies; all of these; none of these.

7	The device that my child uses to connect to BYTE classes is (check all that apply)	Personal tablet; BYTE tablet: laptop computer; personal cell phone, borrowed cell phone (mom, dad, other family member); laptop computer
8	My child received a BYTE tablet for use during the summer virtual course.	Yes No (If yes, a-d below apply)
a	*The BYTE tablet my child used was successful in accessing program content and materials.*	Strongly disagree to Strongly agree (1 to 5)
b	*My child enjoyed using the BYTE tablet for activities other than BYTE virtual classes (that's ok!).*	Strongly disagree to Strongly agree (1 to 5)
c	*Multiple members of my family used the BYTE tablet (that's OK!).*	Strongly disagree to Strongly agree (1 to 5)
d	*Guidance from BYTE staff was helpful to my child's access to programs through the BYTE tablet.*	Strongly disagree to Strongly agree (1 to 5)
9	I follow BYTE on these social media platforms: (check all that apply)	Facebook; Instagram; Tik Tok; WhatsApp; I don't follow BYTE on social media
10	I share BYTE content on social media	Yes No
Course-Specific Questions		
11	Which BYTE course did your child participate in? (check only one)	Stop-Motion; Modern Dance; Digital Storytelling
12-16	(5 questions for each course)	
General questions for all courses (total of 15		
17	This virtual course helped my child stay engaged/learn something new during the Covid-19 stay at home order.	Strongly disagree to Strongly agree (1 to 5)
18	My child had difficulty accessing the Internet because:	Speeds were too slow; device was too slow; no Internet in our home; other; my child had no problem accessing internet
19	My child was able to access all applications they needed to participate in the course.	Strongly disagree to Strongly agree (1 to 5)
20	BYTE staff were responsive to my daughter'/son's needs regarding technology and connectivity issues	Strongly disagree to Strongly agree (1 to 5)
21	My child enjoyed learning in this virtual way.	Strongly disagree to Strongly agree (1 to 5)
22	The activities that my child participated in during the course helped her or him express herself or himself.	Strongly disagree to Strongly agree (1 to 5)
23	BYTE virtual classes have helped my child feel connected to friends and mentors during Covid-19	Strongly disagree to Strongly agree (1 to 5)
24	BYTE is a strong community and my child values being part of it.	Strongly disagree to Strongly agree (1 to 5)
25	As a parent or adult family member, I personally feel supported by the BYTE team and community.	Strongly disagree to Strongly agree (1 to 5)
26	I feel that BYTE is a resource to my family during Covid-19.	Strongly disagree to Strongly agree (1 to 5)

#	Question	Response Format
27	I'd feel comfortable reaching out to a BYTE team member if I, my child, or my family need assistance during Covid-19.	Strongly disagree to Strongly agree (1 to 5)
28	BYTE virtual classes have kept the BYTE community strong while in-person programming has been cancelled due to Covid-19.	Strongly disagree to Strongly agree (1 to 5)
29	Sharing course content with my child has improved our communication.	Strongly disagree to Strongly agree (1 to 5)
30	The course was organized and professional.	Strongly disagree to Strongly agree (1 to 5)
31	BYTE values the quality of its programs.	Strongly disagree to Strongly agree (1 to 5)
32	BYTE should consider offering virtual classes, in addition to its in-person programs, even after in-person programming restarts.	Strongly disagree to Strongly agree (1 to 5)
33	I am satisfied with my child's experience in this virtual course.	Strongly disagree to Strongly agree (1 to 5)
34	I plan to enroll my child in future BYTE digital courses.	Strongly disagree to Strongly agree (1 to 5)
35	What I liked best about my child's participation in this course is…	Open for a written response
36	What was most challenging for my child during the course was…	Open for a written response
37	I think that BYTE could improve this course by changing or adding…	Open for a written response

COURSE-SPECIFIC QUESTIONS FOR ONLINE PARENT/CARETAKER SURVEY

#	Question	Response Format
STOP-MOTION COURSE		
12	My child enjoyed learning new technologies to create animation.	Strongly disagree to Strongly agree (1 to 5)
13	My child enjoyed participating in this course with other children.	Strongly disagree to Strongly agree (1 to 5)
14	My child learned how to tell a story by creating a personality and her/his own world and narrative.	Strongly disagree to Strongly agree (1 to 5)
15	My child is satisfied with the animation she or he created as a final project in this course.	Strongly disagree to Strongly agree (1 to 5)
16	I believe this type of course will be useful to my child in the future.	Strongly disagree to Strongly agree (1 to 5)
MODERN DANCE COURSE		
12	My child enjoyed learning the dances presented.	Strongly disagree to Strongly agree (1 to 5)
13	My child practiced the dance steps between classes.	Strongly disagree to Strongly agree (1 to 5)
14	My child's confidence and/or ability to express her/himself through dance improved a lot during the course.	Strongly disagree to Strongly agree (1 to 5)
15	My child is satisfied with her or his dance performance as part of the final class.	Strongly disagree to Strongly agree (1 to 5)
16	I believe that this type of course will be useful to my child in the future.	Strongly disagree to Strongly agree (1 to 5)

	DIGITAL STORYTELLING COURSE	
12	My child learned how digital stories can be self-reflective and have a positive impact on others and the community.	Strongly disagree to Strongly agree (1 to 5)
13	My child learned that the way we tell stories has power.	Strongly disagree to Strongly agree (1 to 5)
14	My child enjoyed learning to use photos, drawings, video, music and credits to bring her or his own digital story to life.	Strongly disagree to Strongly agree (1 to 5)
15	My child is satisfied with the digital story that she or he created by the end of the course.	Strongly disagree to Strongly agree (1 to 5)
16	I believe that this type of course will be useful to my child in the future.	Strongly disagree to Strongly agree (1 to 5)