Institute of Education Sciences

Integrating Program Evaluation Into Your School Improvement Work: Exploring the Program Evaluation Toolkit

Regional Educational Laboratory Central

From the National Center for Education Evaluation at IES

Overview

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Transcript

JEANETTE JOYCE: All right, it seems like most of us have made it from the waiting room successfully into the webinar. So I'll go ahead and get started. My name is Jeanette Joyce. I'm a senior researcher here at Marzano Research for REL Central. And today's webinar is about integrating program evaluation into your school improvement work, exploring the newly released program evaluation toolkit.

So let's just go ahead to the next slide and I wanted to let you know that this webinar is being live captioned in the chat. You will find a link that you can cut and paste and it will take you to a sign in page where it's pre-populated, all you have to do is click Register. There's no need to fill in any information.

To reduce background noise, because we are expecting a lot of participants, we've muted all participants. And you can communicate via the Q&A box and we'll be monitoring that throughout the presentation. So please feel free to use it any time for comments or questions and just click on that Q&A box panel at the top left corner of your screen to send us your question.

So for those of you who are not familiar REL Central is one of the 10 regional education labs, which is a federal program, to address data use for solving problems of practice. And we are focused on Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. But this toolkit is nationally available so everyone is welcome to use it. And there's, of course, no charge to the user.

All of the work done by REL is through partnerships and this particular toolkit was developed through the Colorado School Improvement Research Partnership, which focuses on program evaluation, cost analysis, and data use. And now it's time to meet the other members of the team here. I'm going to let them unmute and introduce themselves. Josh, you're up.

JOSHUA STEWART: Hey everybody. I'm Josh Stewart, a senior researcher at Marzano Research and the applied research lead for REL Central.

DAVID YANOSKI: Hello, everybody, David Yanoski. I'm a researcher at Marzano Research. In addition, I coordinate all of the partnerships that we have.

MCKENZIE HAINES: Hi, Everyone. I'm Mackenzie Haines. I'm a research associate at Marzano Research.

JEANETTE JOYCE: Great. Thank you team. And now it's time to get to know who you are on the other end of the screen here. So let's go ahead to the next slide. And we're going to have a poll-pop up just to see who is out there. I'll give you a minute to do that.

All right, how's it looking? Do we have some results to share back? All right, it looks like we have a whole bunch of others, about half of the group here doesn't fit neatly into these categories, which is always fun. We have some program evaluators, school and district leaders, state administrators, and either a school board member or local education agency member. So we've got a great diversity of folks out there. And we also think that this is great because we think you're going to find this toolkit useful no matter what your role is. So we will be talking about that throughout our presentation.

With that, I'm going to go ahead and pass off to my colleague-- oh, first of all, I'll introduce these goals, which I just previewed here for you that we're going to be talking about how the toolkit can be used in a variety of contexts. And we're just going to show you some basic navigation. In 45 minutes, we don't have time to delve too deeply into any of these areas. But you can certainly reach out with any questions that we weren't able to answer here and we'll circle back to you. And now I will hand over to Josh, who's going to give you that quick overview of what's where.

JOSHUA STEWART: Great. Thanks, Jeanette. So we just wanted to provide a quick overview and then we'll go through each component of the toolkit during the rest of this webinar. So one of the entry or I would say the entry documents as Jeanette mentioned is a wide swath of materials and [INAUDIBLE] within the quick start guide that will introduce you to basically the entire program evaluation toolkit. Again, we think that this toolkit is accessible and adaptable to folks from across the evaluation spectrum. So if you're just getting started or if you're an expert, we feel like you will get some use out of this guide or out of this resource. And the quick start guide provides that entry point. So it gives you a little bit of information on what the toolkit is, what program evaluation is, and how you might engage with the toolkit.

Now, there are a number of resources organized within each module of the toolkit and you don't have to feel like you've got to go through each sequentially from start to finish. It does start with logic models and it takes you all the way through dissemination of approaches, things like blogs, things like full research reports or evaluation reports. But you can also engage with the modules or with the toolkit in specific ways.

So this quick start guide helps you figure out which of the modules is best for you or if going from start to finish is going to be the best approach. It also gives you some insight into the team you might want to bring. Obviously, you can engage with it individually, but we also encourage you to think about colleagues that are associated with a program or an intervention you're trying to assess and how they might be able to add value to that team, so program staff, individuals who are collecting data, individuals who are responsible for administering the program or implementing the program are all good individuals to consider. So the quick start guide really helps orient you to the toolkit and gives you a sense of how you can use it to best fit your needs.

So I want to next take us to the website, which houses the majority of the toolkit resources. So you'll see here hosted on the IES website is the actual program evaluation toolkit. Now, the quick start guide that I just shared is available here. And once you click on this link, you'll be able to download the PDF and this is the guy that I was just talking about. It has some prompting questions in it that will guide you through how best to engage with the toolkit.

Going back to the website, you can see we have an introduction section and that just gives you a little bit more information on what you would expect to find on the website and how you might engage with the resources. Now, as I talked about from logic models all the way to dissemination, we have content to help guide your evaluation journey. So you can click on each one of these and what you'll get is the resources associated with that particular module.

So here we first start with the logic models. David will talk a little bit more about that shortly. And when you go to the logic model subsection, you'll get a video that provides an introduction to what logic models are and takes you through the process of developing your own logic model. These are all voice casted videos, so we find them to be really helpful in introducing you to the content and then helping you leverage the content to meet your own evaluation needs.

You'll also see that there are several different resources under here. We give you an example logic model to start with. We also give you some definitions of the components and a template to build your own logic model. Now, each one of the modules within the toolkit has a set of resources associated with it. And as you click through each one of these, you'll be able to get the resources associated with that module. But you can also go to the Resources tab and you can access all of the materials from the website in one place.

So as you go through-- when you click on the chapters in this section, it's just the PowerPoints associated with it, not the screencast videos. But this will allow you to take the content, the PowerPoint content, and perhaps use it in your own presentations or for your own purposes.

Now, another thing to know quickly is that the videos are in the process of being approved and loaded onto the website by IES, so check back over the next couple of weeks because you'll find that some, for example, evaluation questions don't have the videos loaded yet, but they will be coming soon. And so I just wanted to note that you should expect to see those in the next coming-- over the next several weeks.

So back to the website here-- I'm sorry, back to the PowerPoint here from the website, we just wanted to provide that introduction to the content and where you get access it. You should be able to see both the quick start guide in the chat as well as a link to the website so you can engage with it after the presentation.

So a little bit of context for how you might want to use this toolkit. I know a lot of folks who have jumped on to the webinar today are joining because they're affiliated with evaluating or using programs, but we encourage you to think about using this toolkit if you are developing programs, thinking about something you're building from the ground up, and how you might want to evaluate that over time, how you might want to assess whether or not you're meeting your milestones. We also encourage you to think about this. If you're an evaluator for a program or if you're a part of a team evaluating a program.

You might also use this if you're charting implementation, making sure that your program is being used in the correct way, making sure that folks are putting it putting it into practice. And then also you might think about it, even if you're not at the stage where you want to conduct your own evaluation, but perhaps you're going to hire an evaluator, it can also help make you a more informed consumer of evaluation products and services as you wade into the content here. So don't feel like by the time you get to the end you have to be an expert. It can really help hone your experience and understanding of evaluation services.

So what's included in the program evaluation toolkit? I just provided that overview, but we wanted to give you a taste of each one of the modules. So you get a sense of how you might want to engage with it and what the content could do for you to make your own evaluations.

So, at this point, I'm going to go ahead and turn it over to my colleague David Yanoski, who will introduce our first module, which is logic models.

DAVID YANOSKI: Thanks, Josh. So I'm going to just to-- provide a very brief, quick overview of the first two modules here. Module 1 being about logic models and number two being about evaluation questions. And to let you know that the way we've organized the toolkit is we did it around the evaluation of a fictitious program, a program that we made up called AMMP!, After-School Middle Grades Math Program, so just an after school program.

And we used this AMMP! Program as an example throughout. So, for example, in Module 1, we'll go through the process of how we created a logic model for AMMP! or how the evaluation team at this school that implemented this program created this created the logic model. And then we'll use this AMMP! example all the way throughout the toolkit. And so not only present the content but show an example of how that content might be used, if a school is trying to implement in evaluation.

So then not-- in Module 1, we talked specifically about the development of a logic model. And the template we use-- there are many, many thousands of different templates for logic models in different ways and ideas for how to construct these. We use a relatively simple version of it, knowing that the idea here is to introduce people to the idea of logic models and how to use them. And Module 1 is divided into three chapters.

In the first chapter we talk about the purpose-- why develop a logic model? What's the point of having it? And then what are the components? What are the key sections of that logic model?

In chapter 2 we talk about writing a problem statement, so you can fairly firmly ground yourself into why you need this particular intervention. And then in chapters 3 and 4, we go deeply into each one of those components. The resources, activities, and outputs, which describe the program or the intervention, and then the short, mid, and long-term outcomes that you expect. And some of the resources associated with this we have the example logic model, which we'll actually show you in the next slide. We have definitions of each of those pieces and then we have that blank template that you can use, that you can download and fill out. So if we just go ahead and jump ahead.

So this is the logic model template. This is the logic model that we put together for the AMMP! program, the example that we're going to be walking through all the way throughout the toolkit. And you'll see it starts with the problem statement at the top and then we have resources, activities, and outputs, which describes the program on the left hand side and the outcomes on the right hand side. And then some additional considerations. Again, there are many thousands of ways to put together a logic model. We chose this one to be a really good, simple, basic entry into logic model development. Next slide, please.

Then in Module 2 we go into taking that logic model and using it to develop evaluation questions. And so we first talk about the difference between process and outcome evaluation questions or another way of saying that would be formative and summative evaluation questions. And understand how you can pull those process and outcome questions directly out of the logic model, that a bullet point in your logic model can directly become an evaluation question. And then we introduce a systematic framework that you can use to write, review, and modify your evaluation questions. We call it the parsec model. In that parsec model is a way of looking in evaluating your questions to make sure that they're high quality questions.

And then in chapter 3 we get into prioritizing questions. Chances are you're going to come up with a list of questions that's way too big and you need to narrow that down and so we talk about that process of prioritizing. And then some of the resources that you can-- that you come up that we've included here are, again, that AMMP! logic model. And then we have a set of worksheets to help you identify evaluation questions, to assess them, and prioritize them. So just different tools to help you think through that process of developing evaluation questions.

And then the final thing I want to share here is just a couple of examples that we've included in the-- in Module 2 if we go to the next slide. And so in the process of in-- throughout Module 2 we showed this AMMP! evaluation team, come up with a list of 25-some questions, if I remember correctly. And then slowly but surely, by applying that parsec framework, and by prioritizing questions, narrowing them down to two or to three specific questions here, some process questions, looking at the implementation of the AMMP! program, and then an outcome question related to those long-term outcomes.

So that's Modules 1 and 2. And with that, we put a question in the chat just thinking about how you could use logic models in other areas in other ways to besides doing program evaluation. We think it's a valuable tool. So you just take a moment to jump on the chat and dump in some ideas about some other ways that you might think you could use these tools.

And then I'm going to go ahead and turn this over to McKenzie to go on to Module 3.

MCKENZIE HAINES: Thank you, David. So once you have your evaluation questions in place, the next step is to develop an evaluation design that will help you answer those evaluation questions. So in chapter 1 you're going to consider different evaluation design categories, including no descriptive, correlational, quasi-experimental, and randomized controlled trials and the uses of each of those. In chapter 2, you'll review threats to validity that you should consider when designing an evaluation. And then in chapter 3, like it says here, you inform your evaluation design with evidence guidelines and that means the ESSA tiers of evidence and the What Works Clearinghouse design standards.

In the resources you'll see a few things, including the evaluation design selection worksheet, which will help take you through the process of developing an evaluation design to, again, go back and answer those evaluation questions. You'll hear me repeat again and again that we'll go back to those evaluation questions, back to the logic model because it's all a process, and it's all connected.

And in the PowerPoints and videos for each of those chapters, we take you, again, through an example of each of the design categories related back to AMMP! And this is a descriptive evaluation design example for AMMP!

In Module 4, you'll review evaluation samples. In chapter 1, understanding the purpose of sampling. Chapter 2, considering different sampling techniques. And then chapter 3, using what you've learned in chapter 1 and chapter 2 to develop a sampling plan to, again, answer those evaluation questions. And the resources-- again, lots of resources, but the sampling plan for evaluation questions will help you think through developing a sampling plan that will help you answer your evaluation questions. And if you move to the next slide, you'll also find the sample size workbook which is an Excel tool. And it's accompanied by the sample size workbook user guide and lots of examples, again, in the PowerPoints and videos that will help you think through how you might use the sample size workbook to determine a sample size.

Now, for this module and also the previous module it does require some statistical expertise. And if you don't have that expertise or you lack that expertise, that's OK. We just recommend that you might want to work through it with a colleague who does have that expertise or someone you know just so you get a better understanding of what's actually going on in those two modules.

Right, so then in Module 5 they'll start connecting the data that you need to answer-- again, going back to your evaluation questions. So in chapter 1, identifying the two major types of data, which I think probably most of us know qualitative as non-numeric and quantitative as numeric data. And then we hope you understand how you might use each of those together and your evaluation.

In chapter 2, you will evaluate the quality of your data using six key criteria and that includes reliability and validity among others. And then in chapter 3, again, you'll connect your data to your evaluation questions.

And if we move to the next slide, the evaluation matrix is a really helpful tool to think about how your data connect to your evaluation questions. So you put in your evaluation questions, the type of sampling-- sample size you need to answer them, the data that you plan to use, how do you plan to collect the data or how the data are collected, and the time frame for collecting the data. With this you'll notice that the analysis method and interpretation are blank, that's because you'll learn how to fill that out in future modules.

Also with this, if you don't currently have a way to collect data at the moment or are unsure how to get the data you need for your evaluation question, you might go to the next module, which is on data collection instruments. It covers four different data collection instruments. And chapter 1 is interviews and focus groups, and chapter 2 is observations, and then in chapter 3 is surveys.

And in each of these chapters you'll learn the purpose of the instruments and a step-by-step process for developing them and also using them. There's an example AMMP! protocol for each of these, so an example related to AMMP! for an interview, or focus group, observation, and survey. A lot of resources here, but let's point some out.

The interview, focus group, observation, or survey resource is helpful for determining which data collection instrument will best meet your needs among other things. So help you think through which tool is best for you to use. We also have the data collection instrument draft which is a blank template that you can use to develop one-- one of these data collection instruments. And then we also have the existing observation and survey instruments resource, which obviously isn't exhaustive but it includes a list of already valid instruments that are developed, have been used in the past, that you can take and not reinvent the wheel and use for your purposes.

JOSHUA STEWART: Thanks, McKenzie. So I can—

MCKENZIE HAINES: Oh, sorry. And then in the next slide that just shows an example of a focus group for AMMP! And there's an example for each of the different data collection instruments. But like Jeanette said in the chat, the goal of these modules, and Josh said this earlier. The goal is not to making you an expert in program evaluation, so why do you think you might use these methods even if you plan on not using them directly for your evaluation. And [INAUDIBLE]. Handing it over to Josh now.

JOSHUA STEWART: Great. Yeah, we just have a couple of guiding questions here and as you consider those. I'll talk through one of our next modules, which is Module 7. So we've progress through these I feel like we're getting more and more resources included, which is a good thing, but it can also be overwhelming. So I'll talk through each of these chapters and then also talk through a couple of examples. But certainly feel free to explore the website and send us questions. And we're happy to provide more detail or more information on each one of the resources, should you have questions.

So like McKenzie said for Module 4, this module is also a little bit more technical than some of the others. Now, we really try to focus on using plain language, so it should be accessible whether or not you just starting out in your program evaluation journey or whether or not you're an expert. But we start this module by presenting some common approaches to cleaning and coding data. So oftentimes the data that we're getting through our program evaluation is messy. As McKenzie talked about it earlier, we're thinking about elements of data quality, sometimes there's data that were entered in incorrectly, sometimes there's missing data, sometimes there's unexpected anomalies that we're seeing. And so we give you a couple of tools like an Excel resource book that allows you to kind of go through and do some basic checks to make sure that the data that you have are of the highest quality they can be.

We also provide a couple of approaches for conducting basic analysis. So McKenzie shared earlier there's some descriptive examples in here thinking about averages, counts, things that you would be interested to know based on your program, like the number of students participating, in this case, the AMMP! program, or perhaps the number of teachers that you've enlisted to be tutors, or other individuals that have been enlisted to be tutors. But we also take you through some more advanced approaches thinking about, for example, regression multiple regression. And because of that we've included in this resource list a calculator that will allow you to do some of those basic analysis or more complex analyses as you wade into different needs related to your program evaluation.

And then finally the last chapter helps build an understanding of the implications for those findings and make justifiable recommendations. So when you're thinking about, for example, some of you might be interested in the Every Student Succeeds Act tiers of evidence or the What Works Clearinghouse standards and so we use those as a reference point in terms of drawing conclusions. And I think it's important to note here too that you don't always have to meet the highest level of those standards in order to have a meaningful evaluation. Oftentimes, some descriptive information about how the program is being implemented can be extremely powerful.

So just drawing your attention here to a couple other things. Like I mentioned, we have a calculator. We also have a couple of activities here that walk you through the process of cleaning and coding data, just to give you some opportunities to practice with your team or by yourself. And as I mentioned as well, there's also some resources for using Excel functions in order to track down some problematic data, like unexpected values.

So McKenzie introduced the program evaluation matrix and I just wanted to circle back around to that where we're filling in these last two columns. So really one of the more powerful templates that we have is the evaluation matrix where, again, you're linking up an evaluation question to a sample that you've chosen to a data set that you're going to use. You have a collection method in mind, maybe it's collecting data at the end of the year, maybe it's using a survey maybe it's doing an observation, a time frame when that's going to happen they can really help you consider will I get the data before my reporting window ends before I need that information.

And here now we're really looking at the analysis methods. So we're encouraging folks to put some ideas to paper regarding what they want to do with that data, maybe it's just calculate the number of people who attended a particular program or training for a program, maybe just looking at math scores, maybe it's looking at a number of different approaches or a number of different lenses on how your program is meeting its outcomes. And then the last column your interpretation gives you a sense of how you can make meaning from those results and use them to either change course, perhaps overcome barriers in implementation, or demonstrate to the program is effective, or areas for improvement for that program.

And as my colleagues mentioned three you can see our evaluation presented as an example. But, again, when you use this totally blank document, we encourage you to really track and make sure that you're adding in all the information here, so that you get the most out of your evaluation. So I will now turn it over for the final module of dissemination and my colleague David Yanoski will talk a little bit about after you've interpreted those results, how you can share with colleagues, with stakeholders, and different approaches that can meet those ends.

DAVID YANOSKI: Thanks, Josh. So Module 8 is built on the idea that unless you share the results of your evaluation, really that evaluation is useless, unless you share that among the people who whom the results matter. And so Module 8 talks about disseminating your results. In chapter 1 we talk about developing a dissemination plan, who are you going to share the information with, how are you going to share the information, who is your audience? And then we also provide a number of different templates for things like creating a media release, creating a summary of your results. And then we've talked, unfortunately, we get a little bit into the weeds here and talk about federal plain language guidelines and how to check what you're writing to make sure that it really is in the plainest language possible.

We also talked a little bit about accessibility here, the importance of making sure that how you choose to disseminate your results are accessible to the widest variety-- or the widest widest audience possible. And then the second chapter in Module 8 is data visualization, knowing that sometimes a picture is the best way to share your results. What are the main key ways to visualize data? Again, this is a pretty high level overview of the key ways to visualize data and really draws heavily on an IES resource called the form guide to data visualization, a resource for education agencies, which is a dense but highly-- a lot of really, really good important information is contained within that guide and that's included as a resource as well.

And then, finally, we provide a checklist for thinking about making sure that how you've chosen to visualize your data is the best way to do that. So Module 8 is all about sharing your results, not only disseminating with the dissemination plan, but also visualizing data in such a way that it's accessible to the widest variety-- the widest audience that is available there.

And with that-- that's our quick overview. Oh, just a couple of things here. Dissemination plan asks you to think about who is the audience, what message you want to send to a specific audience, how you want to send that message, what approach do you want to use, and then things like timing and responsible party? But the key things here being you've got to identify your audience, you have to identify what message that audience needs to receive, and the approach that is best suited for that particular audience. Next slide.

So this was a pretty high level overview and we threw another question into the chat for you to respond to if you would like. But, at this point, we'd like to open it up to questions from the group. So if you want to use that QA box up in the upper left hand corner or use the chat, we would-- there's any questions about what's contained within the toolkit or the kind of information that we have here, we'd love to we'd love to respond.

JEANETTE JOYCE: Right. And just a couple of repeated questions that I've noticed in the chat as we went along-- yes, this is being recorded, and a copy of that recording will be out in a couple of weeks and sent to anybody who registered. So those who did-- if you know of folks who registered but weren't able to attend, they will get the full recording so they will have the opportunity to explore.

And we talked a lot in the beginning in the chat-- I don't know if you were keeping your eye on it as we were going through all these rich resources-- but the idea that developing a logic model, which can also be known as a theory of action or theory of change, really helps you think through two things-- what you're doing and what you're hoping to get out of it in a sort of linear way, and also, where the holes are, where are things that you haven't paid attention to. So it's useful.

We have, in the chat, a conversation about-- you don't have to do it before starting. You can do it while something is in progress, to monitor what's going on, what might need to be changed. And you can also use it after a program is finished to figure out if we're going to do this again, should we do it the same way, did we achieve our results.

So I see we have a couple of questions here-- a great question about whether it's ever been utilized by a district. I think maybe I'll let David answer that question, because we certainly have had that experience.

DAVID YANOSKI: Yeah. I will say this-- I don't know that we've taken a district through the entire thing, from the very beginning all the way through. But I will say this-- every single piece of this has been used and vetted by a wide variety of stakeholders.

This whole toolkit, the genesis of it was with work we did with the Colorado Department of Education, where we were helping them. They wanted to come-- they wanted to introduce program evaluation in a very accessible way to school districts in the state of Colorado. And so we-- that's where all of this work started, through CDE and the work we've done with them.

But again, in school districts in North Dakota, Nebraska, Kansas, Missouri, we've actually used pieces of this throughout. Not the whole thing, all clustered together, but all these pieces have been used at various times with a number of different stakeholders.

JEANETTE JOYCE: That's the nice thing about this set of modules, is there's multiple entry points. If you're done with a whole process and you're thinking, hey, I need to think about dissemination-- you can just dive in there, right? Or if you're at the beginning and just trying to put together a logic funnel, you can dive in there. So it's meant to meet your needs in wherever you are.

And one of the things that we didn't talk specifically about today-- which is in the logic model-- is that situation or problem statement. So there's a question in the chat saying, "How important is it to have a theory of action as an if-then?" And that problem or situation statement-- deceptively simple. It's coming up with three to four sentences that says, "What's going on that necessitates a change or to taking action?"

And doing that exercise is pretty useful, to sort of stop and go through the journalistic questions of what, where, why, when, who, how, and taking the time to craft those couple of sentences. And then, again, yes, the logic model is taking you from, if we have these things in place and we take these actions, we can expect these changes in the short term, these changes in the long term. So it is really useful, in that way.

A question in the chat about module 7 and 8 not being up yet-- yeah, the materials are still in that lengthy approval process that is federally mandated, and we are uploading them. They're all finished, of course, and they're being uploaded. So keep checking back at that link, and you'll see new materials on weekly basis, I imagine.

The logic model toolkit-- and I wanted to say, we had this question at some point-- is not meant to make you a program evaluator. So you don't hang a sign on your door going, I've completed this and I'm now ready for anything. It's to make you maybe an informed consumer or an informed participant in the program evaluation process.

So in terms of meeting the WWC standards, I think I'll let Josh answer that question. If we go all the way through all the modules, will we be in a good situation to meet the WWC standards?

JOSHUA STEWART: Yeah, that's a great question. So we provide some parameters on how you can meet the standards. And we also provide some guidance on other approaches, other designs, that might not meet standards for ESSA or for What Works Clearinghouse, but they would meet your needs.

And so we tried to have a broad range of perspectives represented in the modules. So it takes you all the way through-- if you wanted to design your own randomized control trial, implement it, there are those resources in there and there are some connections to those standards. But you don't have to follow that through.

So yes, in the sense that you can use it as a guide. But also, it's open to include less rigorous-- but perhaps more meaningful to you-- analyses and designs. Hopefully that helps.

And I know, I saw there were a few questions here around examples using the modules with districts. So as David mentioned, we really started this with a collaboration with the Colorado Department of Education. And underneath that, we did a state tour where we were hosting these daylong introductions to the modules, and then helping folks, over time, put what they learned into practice.

And so I think we did about eight trainings around the state with district folks. And folks ranged in terms of how they wanted to engage with it, from doing something like evaluating professional learning community in their school district, to just wanting to have a better understanding of how to understand a program evaluation in order to better vet proposals or other services that they were looking to hire an external evaluator for. So it kind of ran the gamut.

And I think David and Jeanette might be able to talk a little bit more about a couple of the schools we were working with. I will say, some of the programs that folks were-- that we were helping them study-- ended up kind of taking a backseat during the pandemic. We ended up doing a lot of these trainings in the winter of 2019 into the spring of 2020. And so, obviously, some of those things were a bit disrupted.

JEANETTE JOYCE: Yeah. And I just want to jump in here and say that, over the four years that we've been in the process of developing and tweaking and finalizing these modules, we've used them at the school level-- with a school that wanted to know more about an innovative program that they had started-- all the way up to a state level, where they were looking to report to the legislature on grant initiatives. So we find that it's very flexible.

Again, you can take the pieces that you want or need. But just having them at your hand to say, OK, I have this sort of logical approach to what I'm doing and what I think is going to happen-- and by the way, a lot of folks find it easier when they're doing the logic model work to start with, hey, this is the North Star objective. This is what we want to see two, three, four, or five years out-- but then going, well what do we have to do to get there?

And what do we need to know in order to do that? And what do we need to have on hand or put into place? So the great thing about the logic model work is, it can be done right to left or left to right, whatever. Or both is often really rewarding, to check your thinking. But again, flexibility is what this is all about.

All right. We have about one more minute. We want to thank everybody for having taken the time to join us here today. And we want to just leave one last minute for final thoughts, questions. Of course, you can always reach out to us, and we'll be happy to help.

All right. Have a great weekend, everybody, and we'll talk to you soon.

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