**WorkforceGPS**

**Transcript of Webinar**

**Strengthening Community Colleges Training Grants, Third-Party Evaluations**

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JON VEHLOW: Welcome to Strengthening Community Colleges Training Grants, Third-Party Evaluations. So without further ado, I'd like to kick things off for our moderator today, Eugenie Agia, SCC program lead, Division of Strategic Investments, U.S. Department of Labor Employment and Training Administration. Eugenie, take it away.

EUGENIE AGIA: Thank you, Jon, and welcome everyone. We're so glad you could join us for today's webinar. It was really nice meeting so many of you during our recent performance outcomes calls and I see your names [inaudible]. Before getting started, we wanted to acknowledge that our DOL colleagues in the chief evaluation office or CEO and the office of policy development and research, or OPDR were instrumental in developing this webinar.

In particular, we'd like to recognize Deborah Martierrez from CEO and Gloria Salas-Kos from OPDR who have joined us here and can answer any questions that may be best suited to them. We will continue to consult with CEO and OPDR as we coordinate technical assistance on your third-party evaluations. So please send any questions about your evaluation to the SCC program office@sccatdol.gov, copying your FPO.

So by now all of you know that a third-party evaluation is required. As a reminder here's the main evaluation deliverables and deadlines. You're now in the procurement phase which should be complete by month six which is July. As the follow makes clear, an important aspect of this demonstration program is to document the capacity that you build and the systems change that you achieve and to share information of your successes, challenges and lessons learned.

The third-party evaluation is a key vehicle for commencing evidence on effective workforce, education and training strategies that your projects will generate. The former requires applicants to conduct an implementation evaluation and permits and encourages a developmental evaluation. A key reason for this is that a developmental evaluation, as you will learn in a moment, will allow you to obtain benefits from the evaluation throughout the life of your project.

So now, I'd like to introduce today's speaker Dr. Kavita Mittapalli. Kavita is the CEO of MN Associates Incorporated, a research and evaluation firm based in Northern Virginia which she founded in 2004. MNA provides research and evaluation, technical assistance, grant writing support and other services to K through 12 systems, community colleges, and universities across the country.

In addition to evaluating projects funded by the Department of Labor's Employment and Training Administration, such as [inaudible] and the Office of Disability Employment Policy, MNA also evaluates initiatives supported by the U.S. Department of Education, NASA, the Department of Defense Education Activity, the National Science Foundation, and several private foundations. Today, she will be presenting on evaluating SCC grants. So welcome Kavita and please take it away.

DR. KAVITA MITTAPALLI: Hi, everyone. Thank you so much Eugenie, thanks Jon, for the introduction, and also thanks to all of you who are spending the morning or afternoon with us to learn a bit more about evaluating the SCC grants and thanks also to all the organizers for giving me this opportunity.

In terms of the topics that I'm going to cover today, I know we have a lot of topics and subtopics. We will spend about 40, 45 minutes going over these topics and subtopics. In addition, I have a few polling questions that I usually have very kindly offered to take care of. And also, we have a few cartoons just to kind of keep the session a little light. And at the end of the webinar, we have some Q&A sessions, an opportunity there you can ask questions about the evaluation, procuring, and evaluator, so on and so forth. So then, let's begin the session.

MS. AGIA: Thank you, Kavita. So in this poll, we'd like to learn about your current levels of familiarity with grant evaluation. Answer one, if you're at the beginner's level, two, if intermediate, three advanced, and four if you're new to the grant field. So we see some answers coming in. It looks like it's a ties between, well, beginning, intermediate, but, yeah, some are new to the grant field, so welcome everyone. That looks like intermediate. Most of you are at the intermediate level. That's great.

OK. So I think we can move to the next poll which is, so in this one, we'd like to know whether you'd started the procurement process to hire an evaluator? Answer one if no, not yet, two, if you're in the procurement and selection process, or three, if you've completed the process and you have an evaluator. Yay. OK. Let's see.

It looks like most of you are in the procurement and selection process which makes sense because that is where we expect you to be right now. So great. OK. But some of you, two of you have hired already an evaluator, so that's wonderful. OK. So I think from there, we can go back to Kavita. Thank you.

DR. MITTAPALLI: Thank you, Eugenie. Thank you. So before I go into some of the SCC grants specific evaluation needs, and also procuring an evaluator for your respective grants, so I'd like to spend some time going over a few basic facts about evaluation and the types of evaluation. Well most of you probably know a lot of the information that I'm going to share today. Look at it at a refresher course.

And also as a side note, DOL ETA also has several useful resources including PowerPoints and recorded webinars on evaluation 101 which are posted on WorkforceGPS, so please be sure to check those out. They're excellent, excellent resources. So often times, people confuse evaluation with these tasks and activities.

For instance, I've heard some of, you know, people in my own circle talking about, we need just compliance checks as part of our evaluation, or we just want some auditing to be done and we don't need an evaluations, or we just want to hire a data analyst to conduct data analysis for the data that has already been collected, or we just want the performance reporting to be done at the end of the project.

Or they would say that we just want monitoring to be done. So in a sense, what happens is that evaluation gets conflated or gets confused with these [inaudible]. So basically, in a sense, evaluation is simply not just these activities or just completing these activities to stay compliant with the grant requirement.

Well, I'd like to spend a minute or two to talk about the general quick facts about evaluation. Most of you are already aware of these for [inaudible] as a quick refresher. An evaluation process generally assesses the fidelity of a program or initiative we know that, and it has both formative and summative users.

It also assesses the processes, outputs and outcomes. The processes and outputs usually measure the efficiency of a program, while the outcomes and impacts determine whether the program has had its intended impact on its stakeholders. And in terms of outputs, you may also, what do you mean by output and what you mean by outcomes?

So outputs are generally the numbers in terms of participation in terms of engagement of the participants. It could be enrollment, it could also be the number of people, the number of participants who are persisting in the program. It could be the incumbent or non-incumbent participants. So in terms of the numbers, those constitute the output. And in terms of outcomes, these are capacity building outcomes, especially in terms of the SCC Grant or this could be around the core elements of one through four in your grant as you may proposed based on an evidence-based design or set of strategies, what have you.

And in a sense, what I want to say also is that, context really matters for the evaluation depending on the stage at which your project is, you may have to decide, well, what kind of evaluation is more appropriate or viable for your project for choosing the type of evaluation for your SCC Grant.

And this is where the evaluator should be able to make a decision, collaborate with you on what type of valuation is most appropriate and also meaningful for your grant. Well, this is a cartoon that comes from a good friend of mine who's also an evaluator and who really draws extremely well. It's [inaudible], you should all check him out and has cartoons at freshspectrum.com.

So he says that evaluations really is about accountability and we know that. And also beyond the accountability, it's also about the client and evaluate the relationship. We are trying to keep each other honest, the evaluators informing the clients of the things that are happening in the program, but at the same time, the client is also informing the evaluator about the things that are happening in the program so that the evaluator is able to evaluate them.

Now, let's talk a little bit about the types of evaluation. As I mentioned earlier, most of you are likely very familiar with formative and summative evaluation. And then obviously, there is another one which is called the developmental evaluation. And one of the aspects that I'm going to talk in much more details, and I usually also reiterated about the importance and feasibility of this type of evaluation for your grant.

I promise they won't be too many cartoons but this is just the beginning. So [inaudible] often use analogies for formative and summative evaluation is discounting again for my friend, Chris. So if, for instance, if you are at a restaurant and you have the scoop, while cooking, the chef -- then the chef taste the food before serving it to you and the other guests, then that's considered formative assessment or evaluation of the dish.

However, once the guests have tasted the food and they have also provided their opinion about the food, that constitutes summative assessment of the food that has been served to them. And developmental evaluation on the other hand, which is on the right hand side, is even before these two can even happen when the chef or someone from the restaurant goes to the farmer's market to even select ingredients for the dishes to be made, that constitutes development evaluation. Again, this is all to just put it very simplistically.

Formative evaluation is also known as process or implementation evaluation. The reason why we call this formative is because this is fairly conducted in the very initial phases of the evaluation process. If it's a [inaudible] grant, usually the first year. If it's a five-year grant, usually first and second years constitute the formative process or implementation.

The reason being that obviously the grant is in initial phases, it has just been rolled out. It has been planned, and you have the plans in place for the initial roll out of the project. The focus on the formative process implementation evaluation obviously is on the process and the planning aspects of the project.

Most of you already have logic model or theory of change. So that theory of change or logic model serves as a blueprint for the project. Well if you have inputs and activities, what outputs can you expect and what are some of the intended outcomes or impacts of the project. So there are some other aspects also in the formative evaluation. A future summative evaluation generally follows informative evaluation but predetermined goals.

Again, there might be an exception depending on the grant, depending on the goals and objectives as the intended outcomes of the grant. So in a sense, there is a singular feedback loop that is tied into formative aspect because the idea is that the evaluator provides feedback in a much faster format, so that if there are any changes that are required in the program that happens during the formative phase of the project and evaluator doesn't wait until the end to provide feedback in terms of lessons learned in terms of good practices and recommendations.

So I'll just wait here for five seconds. I don't want to read the slides, give you five seconds to just go through some of the main, salient features of formative process and implementation evaluation.

So moving on this is just [inaudible] what might be the main differences between formative, summative and developmental evaluations. Before I go into developmental evaluation, a little bit of more details. This actually comes out from extensive work that is done by a non-profit organization called Informing Change. And there is a reference out at the end so please be sure to check this reference and this [inaudible] actually comes from there.

The formative evaluation is really testing and stabilizing a model during a pilot phase. Summative evaluation is towards the end and development evaluation is really a model testing which meets the needs of different people at different points. So I'm going to talk a little bit more in the [inaudible]. So moving on to development evaluation -- back to you, Eugenie.

MS. AGIA: Thank you, Kavita. So in this poll, we'd like to know whether you have decided to conduct a developmental evaluation, excuse me, for your project. So answer, yes. Answer one if yes, two if no, three if you're undecided or four if you're thinking, what is developmental? OK. So we have undecided, a couple. Yeah. You're wondering what developmental is. So that's great. That's why we're here in part. So, but four undecided. Okay, perfect. So that's good to know. Thank you. So Kavita, back to you.

DR. MITTAPALLI: That's great. So now it's a teachable moment [inaudible] don't really think so?

MS. AGIA: Absolutely.

DR. MITTAPALLI: So just a bit of a definition, I know we're going to talk a little bit more about it. So it really collects the developmental evaluation or DE for short, collects and uses data, identify how a process model or the initiative is meeting the needs and demands of different people which would be stakeholders at different points in time for the grant.

And this definition comes from Patton's work. He actually has a full book on that. And similarly, he also talks about -- and some of the key attributes of developmental evaluation from this slide, I know it's a bit of a heavy slide, but in a sense, what he is saying is that a developmental evaluation is a true partnership between evaluators and the stakeholders, the key players. The program is on an emergent path, therefore there are high levels of iterations.

So the emphasis is really on emergent path and also iterations to the program is expected. Evaluation is an integral part of developmental evaluation process and the team immerses in the evaluation process to enable database decisions as the program develops and evolves. So some of the key ideas of developmental evaluation is that one is a true partnership. The evaluator is not an outside entity, but actually it's an immersive and integral part of the whole process and the team has also emerged in the evaluation process from the start to the end.

And now the evaluators and also as educators, we like different terms. We like to use different terms so the developmental evaluation is also known by other names such as real-time evaluation or emergent evaluation, even action evaluation. Mind you, it's not the same as action research. This is action evaluation and adaptive evaluation.

So if you see any evaluator or even a program person or even in the SCC FOA, there might be some interchangeable terms. They're pretty much talking about developmental evaluation. Now this figure actually comes from another really good source. If you have some time, please check this out. betterevaluation.org is an organization that actually collects resources and several white papers and concept papers on emerging areas within evaluation and developmental evaluation is one of their areas of study.

The traditional evaluations or process or formative evaluations, they generally do a single loop for learning while the developmental evaluation use double loop. Although things very linear, but we know that evaluation process is seldom linear. And also in this figure, you can see that in the traditional approach, the plan, and then there's the act, and then the evaluator, they seem to be following each other.

But in the developmental, what happens is, there is a lot of overlap between the planning, the acting and evaluating. A lot of these activities are going to happen concurrently. And that is also the purpose of developmental evaluation because it's not linear, that is sometimes double loop, that is even sometimes triple loop. And that goes back also to my earliest slide about the process of developmental evaluation in an extremely intensive and an immersive process in itself.

So talking a little bit further about the developmental evaluation process, a developmental evaluator, evaluation evaluator, they'll likely design the evaluation to capture some of the system dynamics even interdependencies models and emergent interconnections. So the developmental evaluation process is highly participatory and collaborative in nature. And as I've been talking about this, also stakeholder is very stakeholder centered and very context specific.

And when I talk about context, it means context about your program. It could be the context within which your grant is situated. It could also be the policy and the social economic context that would also play a very high dependency on the type of program. Developmental evaluation process is also very iterative and informative. We've already mentioned about that. And the stakeholders learn to respond to the lack of control and stay in touch with what's unfolding and therefore they also respond strategically.

The evaluator on the other hand also is collaborating with the stakeholders from start to end. All the stakeholders who are engaged in the change effort to design an evaluation process that also matches with the organization's or your institution's principles and objectives. Again, it's not a linear process, but this is what I'm trying to depict in this figure.

As we all know, there is a method to [inaudible] and there is also a method to conducting an evaluation. But in grad school, this is the first thing that you're taught, well, what is the goal of your project? What are the objectives of your project? What kind of literature have you come across which informs your goals and objectives and [inaudible] evaluation questions? And once you have those evaluation questions, what is the study designing approach?

What data collection are you going to -- what data collection sources are you going to use? What are the analytical techniques that you're going to use and how are you going to report and disseminate? So once you have figured out the goals and objective of your project, which you already have, that's how you got the grant, and the evaluation questions, which some of you may have evaluation questions while some of you may actually want to engage your evaluator to develop the evaluation questions, they follow a much, pretty much a linear process about what this study design might be.

Are you going after a developmental evaluation or are you going after the implementing -- implementation evaluation or in some cases even an impact evaluation? What kind of data sources are you going to use? What are the analytical techniques that you're going to use? How are you going to report them? And what is your dissemination of presentation strategy for the same?

I know the slide is a little heavy, but I think it's a very important slide. So the kind of questions for implementation evaluations are generally focused on the design and process of the program and measure the perceptual features of the initiative. In your case, it's going to be your grant, which are very much in the implementation stage of the project.

And in case of the developmental evaluation, the focus is on learning design thinking process that may have a role in the initiative or even in the interests of the stakeholders. So if your project calls for an implementation evaluation, then the kind of questions that your evaluator might be developing looks like on the left side of the slide.

And if your project calls from a developmental evaluation, then the type of questions that the evaluator would like to be investigating are on the right side of the slide. So, since I already mentioned, the slide is a little heavy, I'm going to give you a hot minute to check out the salient features of the type of questions that may be needed for the kind of evaluation your program need.

OK. So moving on to the next slide, what might be some of the foci of developmental evaluation, and at the same time, what is the role of an evaluator if they're choosing to complete a developmental evaluation for your grant? As I mentioned earlier, when it is related to the evaluator who will be conducting a developmental evaluation, the focus is really on the adaptive learning process of the initiative or the program.

While they're also providing real-time feedback to your project, they also have a good understanding of the system dynamics. They're very flexible. It's like an image comes to my mind when I talk about developmental evaluation with some of my clients is, flying a plane while building it. So it's very iterative. The feedback loop is very, very active.

And in terms of, if we have any evaluators on the call today, the urgency for evaluators who are conducting developmental evaluation is the ability to develop new measures and also monitoring mechanisms as the goals, objectives are emerging or they're also changing. The program is progressing and evolving across the grantees. For instance think of -- I mean, they might want to think of better ways to capture an idea or a thought process and changes that are being made to the initiative, what kind of data sources could be used?

For example, maybe focus groups are a better way to collect the data than conducting a survey because they always take time and they may not be able to capture the kind of information that the grant people may want instantly. So the data sources could be focus groups. They could be small group interviews perhaps, so that they can capture the group dynamic as it happens. So that's the main thing about developmental evaluation is really instantaneous feedback as the program is evolving as a program, as the program is actually happening on the ground.

So a few more points on the focus of developmental evaluation and some other similar attributes of the evaluation process is again, the ability to do some capacity building. Evaluation also happens in real-time and I've mentioned this several times, there's continuous feedback to be able to make changes to the program. It's very team-oriented and it is highly adaptive.

So we had one of the questions as well, what is developmental evaluation and when might this be appropriate? So I've pretty much read your mind and here's the slide and the responses to that. So one of the important decision-making points for conducting an evaluation of your project is to first assess if developmental evaluation is even appropriate for your grant. This is something that the project director or the main staff members will be able to decide, well, where exactly is our program right now?

I'll be in the very initial stages of planning, obviously, kind of setting up the stage. What is the contribution that we want the evaluator to bring in? What is the role of the evaluator while they're still setting the stage? So again, going back to my slide on context really matters. So depending on where your program is, which stage of development or implementation, or even impact that will help decide what kind of evaluation is the most appropriate one for you.

And this would be the time, as soon as you have your evaluator on board, it would be an opportunity for you to talk and tell them this is where the program is and what is it that you bring to the table so that you do either a developmental evaluation or an implementation or even impact evaluation based on the stage of your program.

Again, I don't want to go into prescriptive mode, but if I were doing a developmental evaluation for any of the projects, some of the general competencies of a development evaluator that a grantee such as yourself might be looking for is an evaluator who is a true collaborator, would also act as a facilitator. One of the important aspects that you may also need as a developmental evaluator is to what extent is the evaluator also able to be a facilitator in the sense that they're just not collecting data on and off of the project, but actually are immersed in the program from the very beginning. They are a partner.

If you have project meetings -- if you have collaborative meetings at much more high level, you may want the evaluator to be a part of that process. Typically, you need an external evaluation situation. The evaluator jumps then into meetings, once in a while, once a month, once a quarter, they're just doing their observations, taking some notes, providing some feedback and they are -- they move on.

But in the developmental evaluation process, you may want the evaluator to be a part of that planning team, because they are not only just there in attendance, but they're actually collecting data. Remember they're also facilitating the process. They're also understanding the dynamics, the group dynamics of the project. So that's really critical for a developmental evaluator.

They're also very flexible and resourceful in the sense that they're bringing in their knowledge. They're also transferring the knowledge from the other projects and from the other initiatives and they are bringing that expertise to the group dynamics too. One of the other things that I also emphasize is that it's useful to have an evaluator who is more of a generalist in terms of who understands both qualitative, quantitative aspects, who also kind of understand the systemic that the system design approach and how that is useful and can be utilized in the developmental process.

The system design approach is really -- it looks at the holistic multi-level in a very pluralistic perspective of any program or any grant or initiative. Not just looking at the components or some of the core elements, but really looking at the policy, the practice, the research, and all the aspects, which are in that system, in that [inaudible] system and how do they affect and inform each other. So that is really important, at least I think so.

The other thing is also, every evaluation has its ups and downs and there are some tradeoffs and there's a lot of debate going on in terms of, well, what are some of the challenges with developmental evaluation? One, we understand that it's a very immersive process. It involves time. It involves money. The labor that is involved for developmental evaluation is really high compared to conducting an evaluation which is mostly implementation process or even impact because evaluator is really immersed in the process.

So one of the challenges of developmental evaluation is the threat to objectivity because the evaluator is part and parcel of that group, is part and parcel of that -- the stakeholders. So they are bringing in their personal biases. So there are ways of checking those personal biases. Any researcher evaluator who has had some training, they would say that there are different ways of checking personal biases and these could be done in a much more methodological way by member check ins or by using triangulation, also engaging more people from the evaluator team so that there is more consensus building and the dependency of one person is minimized.

At the same time, developmental evaluation is such a dynamic process that it's a little difficult scoping out the work for the evaluator. For instance, the evaluator might say, well, what do you expect me to produce at the end of say four months, say at the end of six months, because there is a lot of ambiguity and uncertainty about the process itself. There are so many changes happening on a pretty much day to day basis. The program is changing maybe.

The core elements are being tweaked, maybe. The insights that are being brought by the people are also changing. So for the evaluator, it becomes a little difficult to pinpoint, well what do you want to expect me to deliver. At the same time, they also have a lot of data because they are part of that process. So they are collecting, they're observing, they're facilitating, they're participating. So they collect a lot of qualitative kind of data at the same time, if they wish to do surveys, that data is also being collected.

So the volume of data also is very high in a developmental evaluation process. The time allocation, again, goes back to deliverables and also scope of work. So I'm presenting all these because as you're working on procuring an evaluator and also writing the scope of work for your project, these are some of the considerations in terms of the labor, in terms of the kind of work the evaluator is able to do and provide.

One of the other things is also keeping results and outcome focus is a little hard because that's not really the purpose of the developmental evaluation because the focus really is on the process and the learning aspects. And one of the challenges, sustainability and building the evaluation capacity, that also becomes difficult because once the evaluator leaves the field or completes the project or the grant, then how do we make sure that some of the activities that are still there are still being evaluated so that becomes a challenge. And last but not the least, budgetary concerns are also one of the issues with developmental evaluation.

So how do you locate an evaluator for your grant? Most of you in the poll had said that you already have an evaluator which is great, or you're in the process of selecting an evaluator which means that you have a few systems in place. Well, for those who are still thinking about are there other places and resources, so way can locate an evaluator that just a general high-level idea here is that American Evaluation Association eval.org/jobs. If you click on locate an evaluator, there are several evaluators across the country.

They have a short bio and you can actually read through their bio and see if the kind of work that they have done or have been doing might be suitable for your work. Obviously, this is the most common competitive procurement process at your institution. Then there are also vendors' lists which are maintained by your institution that's also fairly common, and then third party apps and job sites and several other sources. Well, looks like that was my last slide and if we have any questions and comments here we go. And I open it up to my colleagues and my friends and organizers. Thank you so much.

MS. AGIA: Thank you, Kavita. Are there any questions? You can put it in the chat or even -- okay, let's see. OK. We do have one question about complying with PFOA guidelines regarding the amount of the grant total that is allowed for the cost, the budget. So is it feasible to do an allocation and high level detailed analysis? So let's see. Who would like to -- I mean, Kavita, would you like to maybe elaborate on -- so just to let you know, for a consortium grantee they have about $250,000. For a single grantee, they have about $80,000 so if you might want to elaborate.

DR. MITTAPALLI: Yeah, sure. Thank you, Eugenie. So yeah, this is one of the questions it's like well, we have this much of money, what can you do for this much of money? So this would be an opportunity to sit with your evaluator or at least chart out some of the things that you would want the evaluator in terms of number of touch points.

Again, going back to where the evaluator is located, what might be their own internal capacity to conduct the kind of evaluation that you would want for your program, you can chart out the scope of work. We want seven touch points. So the touch points could be virtual meetings or they could be virtual data collection because obviously travel time all those things, add to the labor cost, and you want to be also mindful of the scope of work that would like to -- like the evaluator to perform.

So if I were to do this evaluation, the scope of work would be as follows. It will be a few touch points with very brief information as to what those touch points are really going to be about. What kind of data collection activities or opportunities are there for the evaluator? So the evaluator you would expect them to not only observe, but also really actively participate because if they are doing developmental evaluation that's a requirement.

And also if kind of utilize the time that they are using for participation also to set aside 15, 20 minutes to maybe do a focus group so that they can collect some information and when you have the captive audience. So kind of being creative in that amount of money and at the same time making use of the expertise is I think really critical.

And this is where that collaborative partnership is really critical when you're talking to the evaluator to make sure that your work is done. They get the data that is required to do a really solid evaluation.

MS. AGIA: Thank you, Kavita. That's really helpful. And so I hope that answers [inaudible], I believe that was your question but please follow -- feel free to follow up with any additional questions. Kavita, we do have another one, which is I have used internal audit as a proactive partner for major projects. Is the evaluation process for this corporate internal audit process similar to the developmental process?

DR. MITTAPALLI: Great question. There was one slide where I said it does not just audit, right? So it really depends on what kind of work the auditor might be doing if the auditor also is, for instance, an institutional research person. They are awesome. The institutional research people really know research, they know evaluation, and they tend to be really good facilitators.

But I would also suggest that in addition to having an auditor come in and do some compliance checks, you would also want to engage an outside evaluator who is working in tandem with that auditor so there is no duplication of data collection, but they're also supplementing and really supporting each other so that there is a holistic evaluation. This is a great question. Thanks for asking.

MS. AGIA: Thank you, Kavita. Let's see. We see there are a few of you typing. So if you -- I don't know, Jon, if they can unmute themselves too, if that's possible, if they just wanted to ask a question, but otherwise they can feel free to -- well, I don't see anybody typing now, but please, if you have any questions, put them in the chat or -- and also know that, you can always send them your questions to the SCC mailbox and we will certainly get you an answer. So yeah, if you are dialed in, then you can unmute yourself and ask a question. So you press star six to unmute. So feel free to do that if you are dialed in. Otherwise --

DR. MITTAPALLI: [Inaudible] response from Gloria about auditing. Eugenie, would you go over that?

MS. AGIA: OK. I'm sorry, where I don't see the question? Do you want to go ahead and take it if you see that?

DR. MITTAPALLI: No, it's a response from Gloria in the presenter [inaudible].

MS. AGIA: OK.

DR. MITTAPALLI: Yeah. She writes it very well. Yeah.

MS. AGIA: OK. Well, Gloria, would you like to chime in? Feel free. I see that there is -- let's see. OK.

Gloria: I'm unmuted?

MS. AGIA: Oh, great. Gloria. Welcome. Thank you.

Gloria: So thanks. Just pointing out that internal auditors generally are brought in our work within an organization to assess the predefined -- assess the program processes and operations as predefined in standards or procedures that have been set up around financial irregularities usually. Whereas evaluators are looking at objectives and strategies and goals of the program itself and the services being provided. So maybe that helps in addition to Kavita's response.

MS. AGIA: Thank you, Gloria. And again, that's Gloria Salas-Kos from the Office of Policy Development Research at DOL. So any other questions for Kavita? If not, then I think we can go ahead to -- let's see. I can advance apply (ph) so then -- but Kavita, do you want to speak about the resources here that you've compiled?

DR. MITTAPALLI: Yep. Sure. Thank you, Eugenie. So these are some of the resources that have been used by myself as an evaluator, practicing evaluate. And also these come from some of the research work and evaluation work that's been ongoing that covers the topics of formative evaluation or implementation evaluation, summative, as well as developmental evaluation.

So if you have time and you have resources to go through these, as you're developing the scope of work for the evaluator, and also share these with your evaluator as they're developing evaluation questions and modifying or tweaking the valuation questions and coming up with the data collection plan over the plan period, please, be sure to check these out. They're really good resources, do it in a comprehensive way because they're written by practitioners and not necessarily only the academics. So it's very easy to understand. They have great illustrations so check them out.

MS. AGIA: OK. Well, thank you. Thanks so much Kavita. So if you have any questions about your third party evaluations, please contact us at SCC mailbox, scc@dol.gov and be sure to copy your FPO and we will get you the information that you need. So finally, this is a thank you.

So we'd like to give a very special thanks to Dr. Kavita Mittapalli for this very informative and interesting presentation on third party evaluations. Thank you also to our [inaudible] colleagues for their support and finally a very big thanks to all of you for joining us today. Have a great rest of the day everyone. So now, I will turn it back over to Jon.

(END)