



Sharing Voices, Sharing Truths: Evaluation Capacity Building through a Living History Service Learning Partnership

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L A F A Y E T T E

The Vermilionville Education Enrichment Partnership (VEEP)

The Program (and Partnership) as Evaluated

- Academic service learning partnership between Vermilionville, the University of Louisiana at Lafayette (UL Lafayette), and the Lafayette Parish School System (LPSS)
- First iteration occurred in Fall 2012
- Initial goal: develop standardized tour information and lesson plans as an educational initiative

The Vermilionville Education Enrichment Partnership (VEEP)

The Program (and Partnership) as Evaluated

- Pre-service elementary and secondary school teachers in social studies and English/language arts (ELA)
- Elementary and secondary students and their teachers from high-needs schools
- Development and implementation of, and reflection on, immersive cross-curricular lessons

Why Use Evaluation Capacity Building with VEEP?

Shifting to a More Structured Process

- Continued growth of program
- Changes in anticipated outcomes
- Planning for future iterations and innovations
- Sharing lessons outside of Acadiana
- Developing a model for other museum education programs
- Need for a more formal approach

Defining Capacity Building

Using a Common Language

Capacity building “refers to increasing the skills of program staff and managers not only in conducting evaluations but also in thinking in an evaluation, or inquiry, mode” (Fitzpatrick, Christie, & Mark, 2009, p. 180).

“Evaluation capacity building (ECB) is an intentional [emphasis in original] process which aims to increase motivation, knowledge, skill, or structural resources to conduct or use evaluation activities. ECB can seek change at the individual, organizational, or community level” (Labin, Duffy, Meyers, Wandersman, & Lesesne, 2009).

Research Questions

Studying VEEP and ECB

1. What formative, summative, and developmental evaluation processes are currently in place for VEEP?
2. How can a logic model represent the original intent of the VEEP program? How might this logic model have changed over time?
3. What are additional areas in which the VEEP program may benefit from evaluation capacity building?

Existing Evaluative Processes

How has VEEP been historically evaluated?

Formative	Summative	Developmental
<ul style="list-style-type: none">▪ Development, sharing, and revising of lesson plans▪ Observations of pre-service teachers' lesson implementation▪ Informal conversations during "VEEP Days" among Vermilionville staff and UL Lafayette faculty	<ul style="list-style-type: none">▪ Student survey: eight Likert-type scale items to rate how much they learned about the cultures and the village▪ Teacher survey: ten open-ended questions about the lessons and their curricular impact, relevance, and quality▪ Pre-service teacher survey: eleven open-ended questions about the lesson planning, implementation, and revision process▪ Assessment of completed lesson plans by UL Lafayette faculty	<ul style="list-style-type: none">▪ Debrief meetings with Vermilionville staff, UL Lafayette faculty, and LPSS staff (e.g., instructional strategists)▪ Review and discussion of formative and summative data▪ Planning together for next steps for VEEP Days and program as a whole

The Value of Logic Models

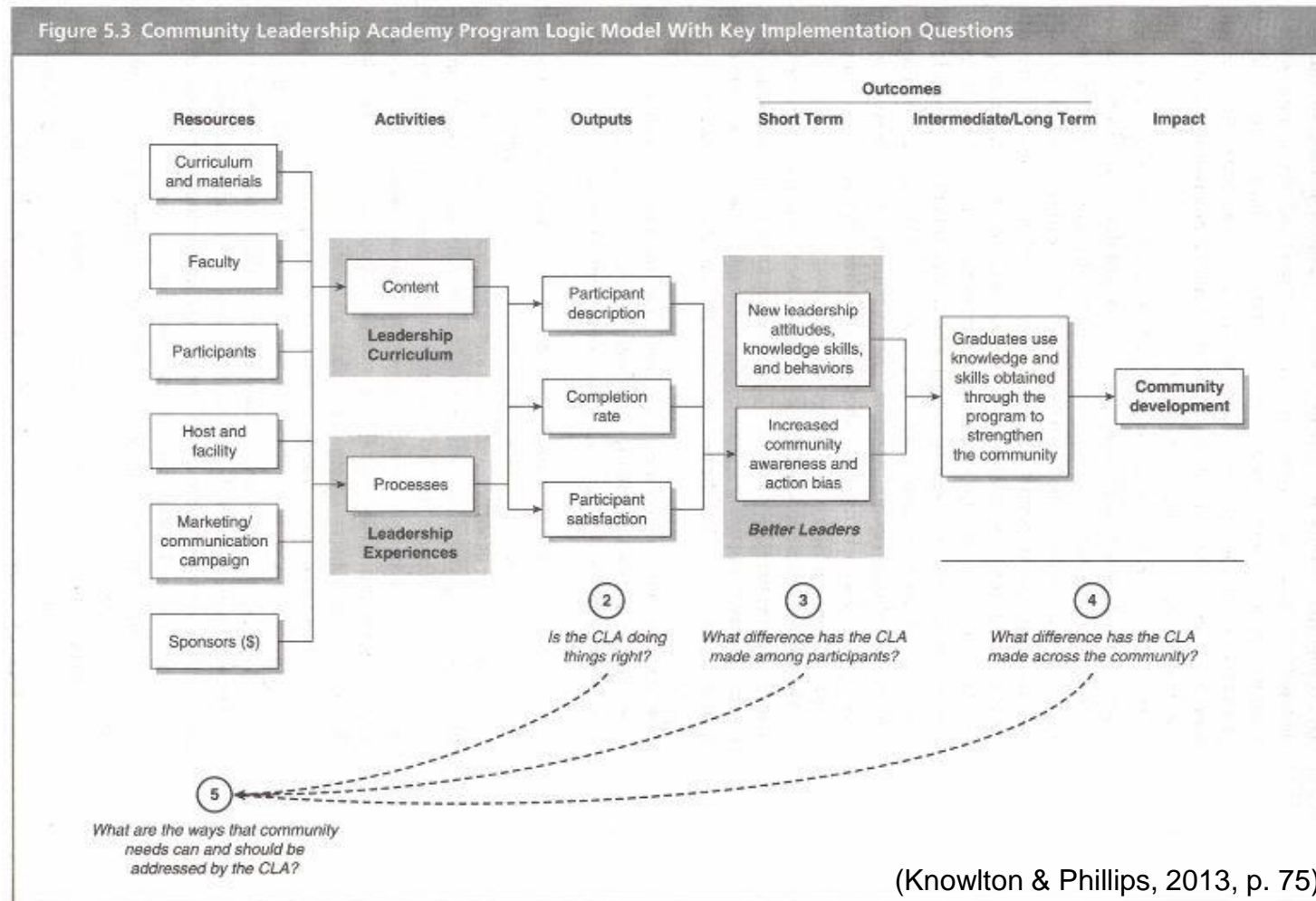
Mapping out VEEP and Its Processes and Plans

Logic models:

- allow stakeholders to have a shared understanding of a program in a dynamic format that reflects their knowledge, practice, and beliefs (Knowlton & Phillips, 2013)
- help to organize data that have been or will be collected, provide a framework through which data results can be interpreted, and focus the program leaders on important inputs, expectations, and outcomes (Cooksy, Gill, & Kelly, 2001)
- function as tools that enhance programmatic development, revision, and growth through a conceptual basis for capturing and measuring system impacts (Julian, 1997)

Initial Logic Model Discussion

Mapping out VEEP and Its Processes and Plans



Initial Logic Model Discussion

Mapping out VEEP and Its Processes and Plans

- **Resources:** initially wanted to improve educational initiative *[now have full-time Education Coordinator]*
- **Activities:** development and implementation of site-based lessons for groups from high-needs schools *[consistent]*
- **Outputs:** lesson delivery, lesson plans on Vermilionville website, surveys *[evolving]*
- **Outcomes:** student and pre-service teacher experiences *[expanding]*
- **Impacts:** *becoming broader in scope and reach*

Next Steps

How is ECB with VEEP anticipated to continue?

- IRB approval recently obtained: inclusion of extant, de-identified and aggregated student, teacher, and pre-service teacher survey data
- Continued development of logic model
- Determining questions VEEP primary stakeholders (UL Lafayette faculty, Vermilionville staff) want to pursue
- Inclusion of input from other VEEP stakeholders
- Meeting other needs as they emerge

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