

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant name: **Woodland Park Zoo**_____

Applicant address: **601 N. 59th St. Seattle WA. 98103**_____

If applicable, Web address: **www.zoo.org**_____

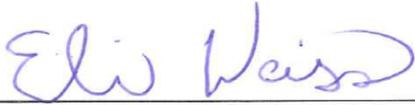
Contact Information:

Contact person: **Eli Weiss**_____
(please print clearly)

Title: **Youth Programs Supervisor**_____

Mailing address: **601 N. 59th St. Seattle WA. 98103**_____

Day/Work phone: **206-548-2518**_____ Email address: **eli.weiss@zoo.org**_____

Signature:  Date: 10/17/2012

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

_____ **Washington State non-profit 501c3** _____

Section 1: Key People

The Woodland Park Zoo employs full time youth program staff to support and run our middle school ZooCrew Programs.

Eli Weiss M. Ed., Youth Programs Supervisor, is the Woodland Park Zoo's lead staff in managing and supporting the ZooCrew program. He brings twelve years of professional experience working with diverse youth populations in both the informal and formal setting as a science teacher and youth program manager. With an extensive background in program management, science education, and youth development, Eli brings strong leadership in the design and implementation of engaging and meaningful STEM educational programs for middle school students through the ZooCrew program model.

Rob Goehrke, Youth Programs Specialist, is the primary instructor for our ZooCrew programs at middle schools and community centers around Seattle. Rob has a background in youth development and has four years experience working with diverse youth populations including low-income, minority, and ELL students in an informal science education setting. He is trained in leadership development and best practices in youth work.

Kathryn Owen M. Ed., Audience Research Supervisor oversees development of assessment plans, tools and methods. Audience Research Coordinator, **Mary Jackson**, works with the Youth Program Specialist to implement assessment instruments and create reports.

Other zoo staff from various departments including Education, Animal Management and Conservation will provide presentations, resources and mentoring for student led projects.

Section 2: Previous Experience Improving Student Outcomes

1. Who We Serve

The Woodland Park Zoo's (WPZ) ZooCrew Program was developed to support middle school students from traditionally underserved and low-income communities in the Seattle area. The focus of our Middle School Expanded Learning Opportunity program is to reduce the achievement gap and help students achieve academic success. Over the past year we have implemented ZooCrew in partnership with several community organizations. At the YMCA Community Learning Center (CLC) at Madison Middle School we worked closely with school intervention teams to identify and engage students with low MSP scores, attendance and behavior concerns. In partnership with Neighborhood House at High Point Center we collaborate with youth development staff and mentors to serve low-income students, students of color, and English Language Learners from the High Point Neighborhood and surrounding area. Neighborhood House staff helped recruit and support students for our weekly after-school program for

middle school students. We also partnered with Refuge Women’s Alliance (ReWA) to run ZooCrew at the Seattle World School where we served students who were recent immigrants to the US, 91% of whom qualifying for free/reduced lunch.

2. Challenges and Barriers

To address challenges and barriers that our students face, our youth programs staff bring both a youth development perspective and a background in formal education that allow us to support students in overcoming these challenges on an individual basis. Our staff collaborates with partner organizations to understand the unique needs of youth in our programs and to create a strong link to school professionals working with participating students during the school day.

Challenges and Barrier for Students	WPZ ZooCrew Activities to Address Challenges
Students are not academically prepared for their grade level.	We focus on hands-on and group activities in order to be inclusive of students who have literacy challenges.
Students are not motivated or interested in science and other STEM fields of study.	Focus of our ELO is to engage students in relevant and interesting science activities and projects and connect them with professionals in a variety of STEM careers.
Students are challenged in getting to school on time and attendance.	We encourage consistent attendance in our program and require students to come to school in order to participate in our ELO.
Low level of academic engagement	Emphasize stimulating 21 st century activities that utilize current educational technologies, such as ipads, to promote academic engagement.
Poverty/hunger/financial barriers	Provide healthy snack each session, and offer the program and fieldtrips for free.
Lack of family support and involvement	We host family engagement events at the zoo and offer free zoo passes to program participants so they can visit the zoo with their families.

3. Result of Our Actions

Our program is aligned with Common Core Standards and is designed to both engage youth participants and promote direct academic achievement. Our partnership model promotes students’ success through ongoing communication and collaboration between zoo staff and partner organization staff, who work directly with youth in schools and the community on a daily basis. Through sharing student information including learning

plans, academic progress, and individual barriers to success, staff are able to differentiate instruction to best support each student. Our partners, such as the YMCA, also track student data including school attendance, grade promotion, and standardized test scores and we utilize this and our own data to better understand our participants, measure program impacts and make program adjustments. Participating students have demonstrated gains in understanding of science content, problem-solving skills and interest in STEM opportunities, as evidence in the following areas:

- An average of 25% pre/post gains in understanding of vocabulary concepts relevant to the understanding of ecosystem relationships.
- 91% of students in 2012 programs demonstrated the ability to identify and implement a design solution to a problem related to the conditions of animals in captivity, based on weekly assessment scores and final end-of-project presentations.
- 84% of students who enrolled in our Summer 2012 YULearn science class successfully completed the academic and participation requirements of the program.
- 61% of the participants in 2012 agreed that they would be interested in volunteering with ZooCorps, the zoo’s science and conservation focused teen volunteer program.

Section 3: Tracking to Success

1. Data Drives our Work

Woodland Park Zoo staff use the following data to identify students, needs, assess programs, make program modifications, and collaborate with partners to meet outcomes and indicators.

Data/data source	Use by WPZ Youth Programs
ZooCrew Attendance	Assess attendance for participating students and increase the number of students who attend the program weekly.
Pre and Post Knowledge and Attitudes Surveys -completed by participants	Staff uses pre and post tests to measure student gains in critical thinking skills and science vocabulary (EALR 4: Life Science), to assess program climate and student attitudes and interests, and to inform program design.
Weekly Formative Assessment of Student Progress and Technology Skills.	Solicit and incorporate weekly student feedback on what they learned/enjoyed from session into planning for the following lesson.
Youth Program Quality Assessment	Continuous program quality improvement. Assess program quality, identify areas for

	improvement, implement changes, re-assess.
MAP/MSP Scores	Partner organizations track and communicate these results to help us assess the effectiveness of our programs each year.
School Day Attendance	Partner organizations track, we require school attendance for students to participate in our ELO to promote increased school attendance.
Presentation and Social Competency Rubrics	Performance-based rubric used to assess student's ability to engage in research and design process (EALR 3), and to assess social skills including; self-confidence, assertiveness, and self-efficacy.

2. How We Manage Data

Since ZooCrew staff meet with students one day per week we communicate at least weekly with our partners (i.e.YMCA CLC) to gain insight on daily student attendance and academic progress. We also work with partners to access MAP/MSP test scores to assess the impact of our program on direct academic achievement. Based on this information we are able to reinforce weekly programming to meet individual learning plans and participant goals. In addition, ZooCrew conducts ongoing assessment (including pre/post tests, performance rubrics, mind maps and journals) of program impact and participant satisfaction. The zoo's Education Research team oversees this work, and utilizes the highest professional standards and protocols to ensure respondent privacy and integrity of the data collected.

3. How We Routinely Use Data to Inform Our Work

Utilizing data is an integral part of our program planning and ongoing improvement process. At each program site, WPZ staff work with school and community partner staff to identify focus students and specific interventions to help best support individual student needs. We meet regularly with partner organization and make adjustments to our plans and curriculum as appropriate. Examples of how we routinely use data to inform our program include:

- We utilize daily school attendance data of our students to track barriers to success, measure program impacts, and address ELO participation attendance requirements of our program sites.
- Analysis of weekly internal formative assessments and rubrics which measure student understanding and lesson effectiveness allows us to continually improve programming to meet student needs.

- Access to information on student learning needs (ex. diagnosed learning disabilities, behavioral challenges, behind grade level expectations in reading) from in-school partner staff has enabled us to incorporate strategies for best supporting individual students in our program.
- Shared student data on religious and cultural backgrounds enables us to make adjustments such as reducing physical activity during Ramadan if there are Muslim students in the class.

4. How We Have Used Data to Make Program Adjustments

Front-end and formative evaluations of the ZooCrew program have been used to identify program strengths and weaknesses and to continuously improve program design. For example, front-end interviews conducted with middle school students in 2011 identified specific program design elements that motivate students to attend an afterschool program. As a result, program curriculum incorporated hands-on elements that provided students the opportunity to be active and express their creativity. In addition, results from a formative assessment conducted with students at the Seattle World School, showed the student's language and writing skills were, on average, well below Washington State's academic standards. Program staff revised the curriculum to place a stronger focus on the students' English language competency, incorporating activities with an emphasis on writing and vocabulary. Weekly data has been used to track student progress in a number of areas. For example, program staff tracked students' understanding of the program content and concepts through weekly journaling assignments. From these written reflections, topic areas that required additional attention were identified.

Section 4: Woman and Minority Inclusion; Non-discrimination

If there is a high level of requests for our program we will hire additional employees. Woodland Park Zoo is an Equal Opportunity and Affirmative Action employer. We are strongly committed to ensuring nondiscrimination and equal opportunity in all areas of employment. WPZ does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, marital status, political ideology, creed, ancestry, veteran's status, gender identity/ expression or any other characteristic protected by law. Further, WPZ takes affirmative action in support of this policy to employ, and advance in employment, applicants and employees who represent the cultural and ethnic diversity of the zoo industry and our community. Job openings are posted to over thirty sites including; South Seattle Community College, Renton Technical College, Asian Counseling and Referral Service, Council of Negro Women, El Centro de la Raza, Chinese Information and Service Center, and Pride Foundation, to encourage a diversity of applicants from all backgrounds.

Attachment 2- Data Samples:

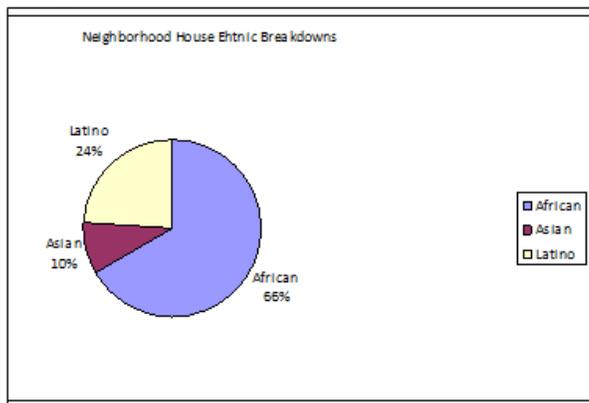
- 1. Sample Participant Demographics and Attendance Form-** Used at each site to track student information and attendance.
- 2. Pre and Post Science Content Scores-**Pre and post student data documenting student growth and achievement in science knowledge.
- 3. Weekly Presentation Scores and Rubric-** Data and rubric used to evaluate student progress on project design and presentation
- 4. Youth Program Quality Assessment (YPQA) Report-** ZooCrew program quality scores on YPQ indicators using YPQA assessment tools.
- 5. Program Improvement Plan/Goals-** Used for program improvement planning based on results from YPQA Report.

1. Sample Participant Demographics and Attendance Records:

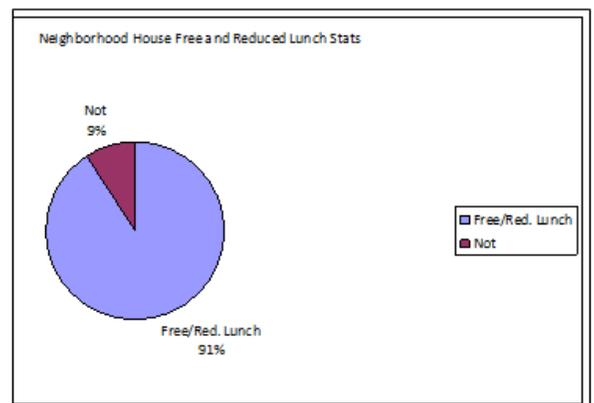
Neighborhood House

Last	First	Primary Language	Ethnicity	9.28	10.12	10.26	11.02	11.09	12.07	12.14	1.04	1.11	1.25	Frequency	Free/Red. Lunch
		Somali	African	1		1	1							3	1
		Somali	African	1	1	1	1	1	1		1		1	8	1
		Somali	African	1	1	1	1		1		1	1	1	8	1
		Somali	African	1										1	1
		Somali	African	1	1		1	1	1	1			1	7	1
		English	Latino	1		1	1			1			1	5	1
		English	Asian	1	1		1	1	1	1				5	1
		English	Latino	1	1		1	1	1	1		1	1	8	
		English	African	1	1	1	1	1	1		1	1	1	9	1
		English	Latino	1										1	1
		Somali	African		1									1	1
		English	African		1	1		1	1		1	1	1	7	1
		English	Latino	1										1	1
		English	African	1	1	1	1			1	1	1	1	8	
		Arabic	African	1	1	1		1	1	1	1		1	8	1
		Arabic	African	1	1	1		1	1	1	1	1	1	9	1
		English	African		1									1	1
		English	Latino	1	1	1	1	1	1	1	1	1	1	10	1
		Somali	African	1		1								2	1
		English	African	1		1		1			1			4	1
		English	African	1										1	1
		Arabic	Asian	1	1	1							1	4	1

Neighborhood House Ethnic Breakdowns



Neighborhood House Free and Reduced Lunch Stats



2. ZooCrew/ YULearn- Pre and Post Science Content Scores

Last Name	First Name	Gender	Current School	Sci Pre Raw	Max Pts	Sci Pre %	Sci Post Raw	Max Pts	Sci Post %	% Change
		M	Denny	6	15	40	OUT	15	Absent	
		M	Madison	3	15	20		15	Absent	
		F	Aki	10	15	66.66667	11.5	15	76.66667	10
		M	Washington	0	15	0	9	15	60	60
		F	Washington	8.5	15	56.66667	11	15	73.33333	16.66667
		M	Aki	0	15	0	OUT	15	Absent	
		M	Madison	6	15	40		15	Absent	
		M	Hamilton	5	15	33.33333	9	15	60	26.66667
		F	Hamilton	5	15	33.33333	7	15	46.66667	13.33333
		F	Washington	11	15	73.33333	13	15	86.66667	13.33333
		M	Aki		15	0	OUT	15	Absent	
		M	Washington	6	15	40	12	15	80	40
		F	Aki	5.5	15	36.66667	7	15	46.66667	10
		M	Washington	10	15	66.66667	13	15	86.66667	20
		M	Orca	8	15	53.33333		15	Absent	
		M	Hamilton	9	15	60	11	15	73.33333	13.33333
		F	Washington	4.5	15	30	6.5	15	43.33333	13.33333
		M	Hamilton	2.5	15	16.66667		15	Absent	
		F	Aki	6	15	40	OUT	15	Absent	
		F	Madison	8	15	53.33333	12	15	80	26.66667
		M	Mercer		15	0	9	15	60	60
		F	Hamilton	6	15	40	11	15	73.33333	33.33333
		F	Hamilton	4	15	26.66667	11	15	73.33333	46.66667
		F	Washington		15	0			Absent	

Average % Change from Pre-Post Content Assessment= 26.88889%

3. Weekly Student Presentation Scores and Rubric

Week 3 Presentation Scores

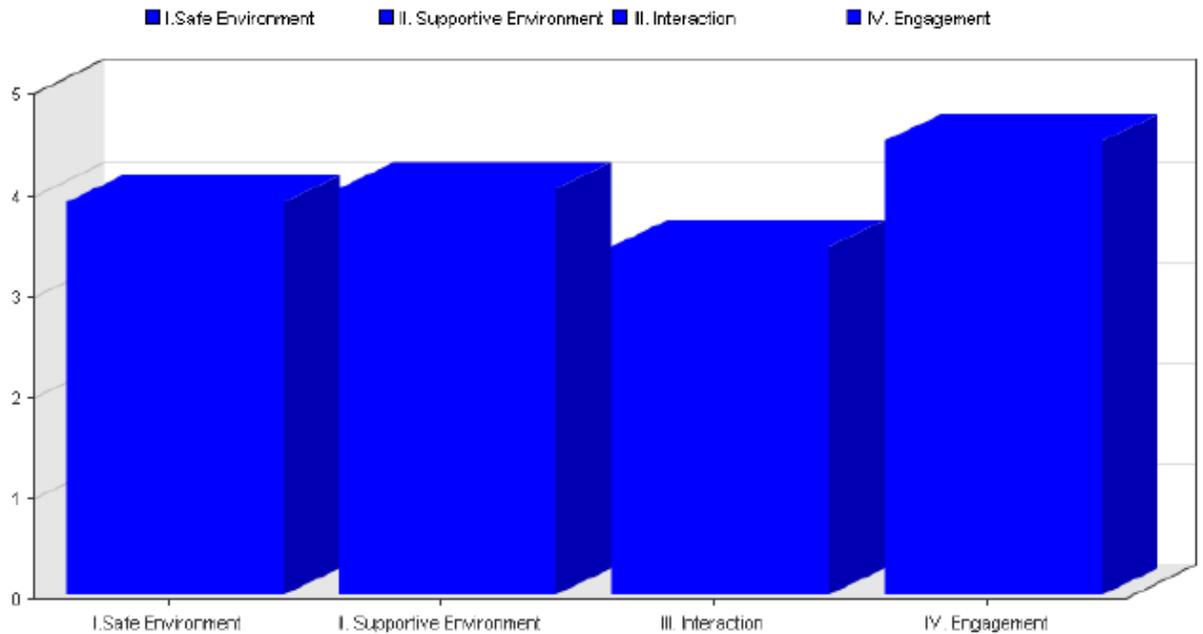
Last Name	First Name	Period	Sci Raw	Max Pts	Sci Pre %
		2	5	8	62.5
		3	7	8	
		3	8	8	100
		2	7	8	87.5
		3	7	8	87.5
		2	8	8	100
		2	8	8	100
		3	7.5	8	93.75
		3	8	8	100
		2	7.5	8	93.75
		2	8	8	100
		2	7.5	8	93.75
		2	7.5	8	93.75
		3	7	8	87.5
		2	8	8	100
		3	4	8	50
		3	8.5	8	106.25
		2	7	8	87.5
		3	7	8	87.5
		3	8	8	100
		3	8	8	100
		3	8	8	100
		3	7	8	87.5
		2	5	8	62.5

ZooCrew RUBRIC (below) for culminating design and presentation- Week 3

	1	2	3	4
Object Design	Enrichment item is not safe for the animal.	The item is safe for the animal. The object design doesn't address either a psychological, physical, or social need of the animal	The item is safe for the animal. The object design adequately addresses either a psychological, physical, or social need of the animal.	The object design adequately addresses either a psychological, physical, or social need of the animal. Feedback from the collection managers is incorporated.
Presentation	Presentation is unorganized. ≤4 categories are addressed. Lacks science based justification for the enrichment item, Not all members present.	Presentation is unorganized. ≤6 categories are addressed. Science based justification for the enrichment item.	Presentation is organized and uses multiple media types. ≤8 categories are addressed. Science based justification for item	Presentation is organized and uses multiple media types. All categories are addressed. Science based justification for the enrichment item.

4. Youth Program Quality Assessment (YPQA) report

Woodland Park Zoo Youth PQA - Site Level Self Assessment



Network: Raikes King County
 Organization/Grantee: Cohort 3 King
 Site: Woodland Park Zoo
 Name of programming: Zoo Crew Summer program at Neighborhood House
 Number of Forms: 1

Item/Scale/Domain

I. Safe Environment	3.89
A. Psychological and emotional safety is promoted.	2.00
B. The physical environment is safe and free of health hazards.	5.00
C. Appropriate emergency procedures and supplies are present.	3.80
D. Program space and furniture accommodate the activities offered.	5.00
E. Healthy food and drinks are provided.	3.67
II. Supportive Environment	4.02
F. Staff provide a welcoming atmosphere.	5.00
G. Session flow is planned, presented, and paced for youth.	3.80
H. Activities support active engagement.	4.50

I. Staff support youth in building new skills.	4.00
J. Staff support youth with encouragement.	4.33
K. Staff use youth-centered approaches to reframe conflict.	2.50
III. Interaction	3.46
L. Youth have opportunities to develop a sense of belonging.	3.50
M. Youth have opportunities to participate in small groups.	3.67
N. Youth have opportunities to act as group facilitators and mentors.	3.67
O. Youth have opportunities to partner with adults.	3.00
IV. Engagement	4.50
P. Youth have opportunities to set goals and make plans.	4.00
Q. Youth have opportunities to make choices based on their interests.	5.00
R. Youth have opportunities to reflect.	4.50

Detailed Report

I. Safe Environment	3.89
A. Psychological and emotional safety is promoted.	2.00
A1 The Emotional Climate	3.00
A2 Evidence of Bias	1.00
B. The physical environment is safe and free of health hazards.	5.00
B1 Health and Safety Concerns	5.00
B2 Sanitary Concerns	5.00
B3 Ventilation and Lighting	5.00
B4 Temperature	5.00
C. Appropriate emergency procedures and supplies are present.	3.80
C1 Emergency Procedures	5.00
C2 Charged Fire Extinguisher	3.00
C3 First-aid Kit	3.00
C4 Other safety or emergency equipment	X
C5 Indoor entrances	3.00
C6 Outdoor program space	5.00
D. Program space and furniture accommodate the activities offered.	5.00
D1 Program Space for number of people	5.00
D2 Program Space for activities	5.00
D3 Furniture Quality	5.00
D4 Physical Environment	5.00
E. Healthy food and drinks are provided.	3.67
E1 Drinking Water	3.00
E2 Food and Drinks	5.00

5. Program Improvement Plan/Goals

Raikes Foundation Youth Program Quality Initiative Action Plan 2012-2013

Date: Fall 2012

Organization Name: Woodland Park Zoo

Program (or Site): ZooCrew

Site Lead(s): X

Coach: X

GOAL 1: Foster an environment of respect and inclusion **LEAD:** x

What YPQA Item(s) does your goal address? I-A. Psychological and emotional safety is promoted; III-L2

Fully Inclusive Relationships

Tasks	Responsible	Support	Deadline
Find a workshop on creating an inclusive environment for youth; or have x (co)lead	x	x	2/15
Facilitate discussion at staff meeting on how to respond to intolerant behaviors and language	x	x	11/15
Assign project-based groups based on youth's interest to avoid choosing based on existing friendships	x	x	10/15
Continue to incorporate community building activities	x	x	12/15
Explain my expectations (for directions and rules and after conflict)	x	x	12/15

GOAL 2: Include (appropriate and varied) planning and goal-setting activities **LEAD:** x

What YPQA Item(s) does your goal address? IV-P. Youth have opportunities to set goals and make plans

Tasks	Responsible	Support	Deadline
Pick 2 planning/goal-setting moments for each project day	x	x	12/15
Learn about and incorporate 3 different planning strategies	x	x	11/15

GOAL 3: Employ groupings purposefully and consistently **LEAD:** x

What YPQA Item(s) does your goal address?

III-N. Youth have opportunities to participate in small groups

Tasks	Resp.	Support	Deadline
Employ 3 groups (full, small or individual) each day	x	x	12/15
Put 4-5 students in each project-based group (instead of 3-4), to reduce chance of any student working alone	x	x	10/15
Include time for youth to reflect on their group's process at least once/day	x	x	12/15