

## Oregon Zoo's ZAP & UNO Expansion Case Overview

With over one million visitors yearly, the Zoo has built a variety of outreach and educational programs. However, participants from lower socio-economic groups and diverse ethnic groups (Hispanic, Asian, Russian and African American) had been under-represented in these activities. With the arrival of a new Zoo director, programs were developed to reach and engage both young children and teenage youths in underserved segments of the community.



The UNO program (for “Urban Nature Overnight”) gives urban youth (ages 8-11) the opportunity to learn recreation skills and basic environmental concepts while camping overnight at the zoo. ZAP (for “Zoo Animal Presenter”) was developed to involve 20 teens in the underserved group in a paid summer internship program conducting community outreach and animal presentations to local community centers and schools.

The Zoo sought grant support from the Institute of Museum and Library Services (IMLS) to expand the two programs to function throughout the year, not just in the summer, and to provide a second year of internship for the teens. The proposed project also links the two: the UNO program expanding beyond the Zoo into local parks, and using experienced (second year) ZAP interns as guides and mentors. In the UNO program, the Zoo collaborated with the Bureau of Land Management (BLM) and corporate donors, to start the program for children who have not traditionally had access to outdoor experiences, giving them the opportunity to learn recreation skills and basic environmental concepts while camping. The zoo’s partners in this program have been schools, boys and girls clubs and police activities leagues in various urban communities.



The ZAP Team Program set up paid internships for underserved youth who could not afford to volunteer without pay. The program addresses two high priority education needs: to provide youth with career exploration experiences that will prepare them for the real world of work; and to improve the quality of science education through innovative, non-traditional, hands-on science learning experiences. With IMLS funding, ZAP Team members receive training from January to June on animal handling, public speaking and community outreach. From June to September, the ZAP Team is out in their own neighborhoods and the larger community making presentations and practicing communication and leadership skills.

The Oregon Zoo in Portland has as its mission “inspiring our community to create a better future for wildlife.” For further information about the Zoo and the project, see their website at <http://www.oregonzoo.org/>.

---

## Profiles of Stakeholders

*These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations.*

### Zoo Director

“ZAP has been tremendously popular during the summers and now we can offer it all year round. ZAP’s team members do a great job of bringing our conservation messages to the community. UNO gives kids a fun and safe introduction to exploring the outdoors. We want to ignite their interest in wildlife and encourage them to pursue the outdoors through school, family and even careers. These two programs really focus on the zoo’s mission to inspire the community to create a better future for wildlife. We continually seek out collaborators and funders for such vital efforts.”



### Education Director

“ZAP and UNO now support each other. All the teens qualify for federal free and reduced lunches. Many are ESL learners. The program builds and uses their communications skills, and they feel good being seen by the UNO kids as leaders and cool role models. The UNO kids see someone in addition to the chaperones who literally speaks their language. The programs not only support our mission, but I believe we’re growing the environmentalists of the future.”



### Youth Club leader

“We have witnessed how interested our kids get in the environment when they are exposed to it. After an UNO overnight, children come away from this program with a real appreciation for what they have learned and how it might impact their lives. They understand what effect they can have on the environment. And seeing big kids from their neighborhood in the ZAP program gives them a goal they can relate to.”

### ZAP intern

“ZAP is my first job and I love it. I get to meet lots of different kinds of people both on the ZAP team and out in the community. Plus I like how we are helping people do something they haven’t done before— touching animals and going camping. It’s a great opportunity to learn new things, teach others and get job skills. “

# Logic Model Worksheet

|   |   |
|---|---|
| I. Situation: program partners and stakeholders   |   |
| What is the program's <b>name</b> ?   | <p><b>The Oregon Zoo ZAP and UNO expansion project</b></p> <p>This project partners with multiple schools and community programs to provide a 2-year series of active learning experiences for urban 8-12 year-olds at academic and/or social risk, and an intensive internship program for urban 15-19 year-olds during the school year. Experiences will include overnights, conservation projects, presentations, and field trips; internships will include training, mentoring and supervision. Immediate goals include increased environmental literacy and skills for the workplace, teamwork, leadership, and experiencing the outdoors.</p> |
| What <b>partners</b> are involved?  | <p>Bureau of Land Management<br/>           Blazers Boys and Girls Club<br/>           Hillsboro Boys and Girls Club<br/>           Wattles Boys and Girls Club<br/>           Woodmere SUN School<br/>           Buckman SUN School<br/>           Portland Police Activities League<br/>           U.S.D.A. Forest Service</p>  |
| Who are the program's <b>stakeholders</b> ?<br>(Be sure to include yourself, your target audience, partners, funders and any other stakeholders.) | What does each <b>stakeholder</b> want to know?   |
| <b>IMLS and Foundation Founders</b>   | <p>How many people participated in this project or used this product? What were their important characteristics as a target audience for this project or product? What key outcomes and indicators did you use to build the project? How many of these participants or users showed the outcome you hoped for? How do you know? Did you meet the need that shaped the project or product?</p>   |

|                           |  |
|---------------------------|--|
| <b>Oregon Zoo</b>         | What resources did it require? Did it improve our program and services? How did it improve our services to underserved populations? What is the future of the project? |
| <b>Community Partners</b> | What resources did it require from staff? Did our youth get exposed to new experiences and information? What is the future of the project?                             |

## II. Program planning: connecting needs, solutions, and results

|  |  |
|--|--|
| Who are the <b>audiences</b> ?             | Low income, multiethnic teen interns<br>Low income urban youth ages 8-11<br>Children and family members served by selected community organizations.  |
| What are the <b>needs</b> of the audience? | Year-round programming needed for low-income youth who are interested and thrive in hands-on, outdoor learning. According to the results of the Zoo's 2002 Community Needs Assessment, 79% of adults who work with these children identified them as having very little environmental literacy yet 93% of these same adults say environmental education is very important for these kids. In addition to needing outside organizations to provide programming, community centers have identified the need for more opportunities during the school year. Currently many outdoor and environmental programs occur in the summer months while few opportunities are offered during the school year. Focus group results concluded that consistent interaction with the same youth over a two-year period will strengthen youth connections with the natural world and increase the impact of the Zoo's conservation message. |

|  |  |
|--|--|
| <p>What are some <b>audience considerations</b>?</p>             | <p>Audience with diverse ethnic representations including Hispanic, Asian, Russian and African American youth.</p> <p>30-50% of audience are ESL learners, age of audience (youth participants age 8-11 and ZAP teens age 15-19). 100% of teen audience and 80% of youth audience qualify for Federal free and reduced lunch</p> <p>Age-appropriate activities, prior knowledge, interests and experience, optimal meeting times.</p>                                |
| <p>What <b>solution</b> fulfills the needs?</p>                  | <p>Exposure to animals to build familiarity and interest, basic science information geared to readily available experiences and knowledge (i.e. things they can do at home or at center). Personal role in conservation.</p> <p>In addition to the above, teen audience will learn workplace skills, teaching and public presentation skills, basic ecology, conservation and biology, animal care and handling skills, leadership.</p>                              |
| <p>What will be the <b>desired results</b>?</p>                  | <p>Familiarity with urban natural areas, basic outdoor skills, familiarity with animals and interest in them, basic science information geared to readily available experiences and knowledge (that is,. things they can do at home or at center).</p> <p>In addition to the above, teen audience will learn workplace skills, teaching and public presentation skills, basic ecology, conservation and biology, animal care and handling and leadership skills.</p> |
| <p><b>II. Logic model summary: program purpose statement</b></p> |  |
| <p>We <b>do</b> what?</p>  | <p>We will provide overnight experiences in the zoo and at local natural thematic conservation projects, animal presentations, daylong field trips to local natural areas training, mentoring, and supervision in workplace skills, and work experiences in natural sciences and education.</p>  |

|                                      |   |
|--------------------------------------|---|
| For <b>whom</b> ?                    | Low income urban youth  |
| For what <b>outcome</b> /benefit(s)? | Low income urban youth ages 8-11 increase their interest in basic ecology<br><br>Teens increase their knowledge of conservation, biology, animal care, leadership |

**III. Program elements**

| <b>Inputs</b>   | <b>Outputs (or counts)</b>            |
|---|---------------------------------------|
| Community partners planning and staffing time                               | Number of hours planning and staffing |
| Oregon staff time   | Number of hours spent by staff        |
| Materials for conservation projects   |                                       |
| Donations of materials  | Number of materials donated           |
| Natural resource volunteers   |                                       |
| Camping equipment   |                                       |
| Education animals   | Number of animals involved            |
| <b>Activities</b>   | <b>Outputs (or counts)</b>            |
| Select community partners   | 600 community partners                |
| Develop curriculum and activities   |                                       |
| Hire evaluator  |                                       |
| Design project activities with partners                                     |                                       |
| Design assessment with evaluator and partners                               |                                       |
| Recruit and hire teen interns   | 30 teen youth interns                 |
| Hire program staff  |                                       |
| Train teen interns  |                                       |
| Implement project activities and assessment                                 |                                       |
| Ongoing evaluation of project activities and partnerships, modify as needed |                                       |

|  |   |
|--|---|
| Analyze evaluation information and report to IMLS, Oregon Zoo and Community Partners |   |
| <b>Services</b>  | <b>Outputs (or counts)</b>  |
| Workplace skills: year-round work experience in natural sciences and education       |   |
| Teaching and presentation skills   |   |
| Training in teamwork skills  |   |
| Training in basic outdoor skills   |   |
| Leadership roles in the community  |   |
| Youth field trips  | 12 overnights<br>24 field trips<br>180 youth ages 8-12 participants |
| Animal presentations   | 24 animal presentations   |
| Nature experiences   | 6 ongoing wildlife habitat projects                                 |

| V. Outcomes  |                        |  |  |        |
|--|------------------------|--|--|--------|
| <b>Outcome 1: ZAP teens demonstrate presentation and teamwork skills.</b>  |                        |  |  |        |
| Indicator(s)   | Applied to             | Data Source  | Data Interval                                      | Target |
| <b>Number and percent of ZAP teens who can lead a 30-minute presentation using basic ecology and conservation information taught in the program.</b><br><br><b>AND</b> | Zap teens (ages 15-19) | <b>Activity logs</b><br><b>Observations</b><br><b>Surveys Interviews</b> | <b>Ongoing activity logs</b><br><br><b>Ongoing</b> | 80%    |

|   |                        |                     |   |     |
|---|------------------------|---------------------|---|-----|
| Number and percent of ZAP teens who can describe at least 3 skills gained by working on a team based on their experience working with other ZAP teens in the program. | Zap teens (ages 15-19) | Surveys, interviews | Baseline and followup surveys administered twice yearly (March, Sept) | 80% |
|---|------------------------|---------------------|---|-----|

**Outcome 2: ZAP teens know how their actions affect the natural world.**

| Indicator(s)  | Applied to             | Data Source | Data Interval | Target |
|---|------------------------|-------------|---------------|--------|
| <b><i>Number and percent of ZAP teens who can describe at least 3 examples of how they implemented the Leave No Trace concept after participating in the program.</i></b><br><br><b>AND</b>   | ZAP teens (ages 15-19) |             |               |        |
| Number and percent of ZAP teens who, when asked to describe how their actions affect the natural world, mention at least two more effects after participating in the program than when asked this question at the beginning of the program. | ZAP teens (ages 15-19) |             |               |        |



| <b>Outcome 3: UNO youth know how their actions affect the natural world.</b>  |   |                                       |  |               |
|---|---|---------------------------------------|--|---------------|
| <b>Indicator(s)</b>   | <b>Applied to</b>   | <b>Data Source</b>                    | <b>Data Interval</b>                         | <b>Target</b> |
| <p><b>Number and percent of UNO youth who can describe at least 3 elements of the Leave No Trace concept after participating in the program.</b></p> <p><b>AND</b></p>  | <p><b>UNO youth (underserved urban youth, ages 8-11) who participate in at least 50% of program activities.</b></p> | <p>Surveys<br/>Attendance records</p> | <p><b>Baseline and follow-up surveys</b></p> | <p>50%</p>    |
| <p>Number and percent of youth who can describe how their actions affect the natural world, mention at least two more effects after participating in the program than when asked this question at the beginning of the program.</p> | <p>UNO youth (underserved urban youth, ages 8-11) who participate in at least 50% of program activities.</p>        | <p>Surveys<br/>Attendance records</p> | <p><b>Baseline and follow-up surveys</b></p> | <p>50%</p>    |