



Funds Distribution Report

Recipient Organization:
Woodland Park Zoo

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Organization's General Goals:
Founded in 1899, Woodland Park Zoo has sparked delight, discovery and unforgettable memories for generations of Northwest families. People who experience the wonders of the natural world are inspired to protect it. That's why every year we lead more than 1 million people on a journey that inspires a lifelong love of animals, makes science come alive, and gives people the tools to take conservation action.

Date of Award:	Level:
2022 Q1	\$5,001 to \$7,500

For more information, please read the attached report from Woodland Park Zoo.

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TulipCares.org

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FINAL REPORT

TULALIP TRIBES Q1 2022 14.2

January 2023

PROJECT OVERVIEW

In 2022, Woodland Park Zoo (www.zoo.org) relaunched our field trip program after a nearly two year hiatus with the goal of bringing up to 25,000 students on zoo grounds for valuable learning experiences. We first had to work cross-departmentally to retrain staff and redevelop the policies and infrastructure necessary to register and host tens of thousands of students. Relaunching the field trip program also gave us the opportunity to use Discovery Den, our online learning management system, to enhance the field trip experience, adding resources for teachers to prepare their students for the visit in advance and strengthen the trip's connection to classroom learning before, during and after the visit. With the generous support of Tulalip Tribes Charitable Fund and other funders, **we were able to engage 22,790 students, the majority of whom received full subsidies to cover their admission fee, through field trip visits in 2022.**

STAFF TRAINING AND DEVELOPMENT

After a nearly two-year hiatus for the field trip program, it was crucial for key staff to be fully prepared to implement all aspects of field trip visits, including registration and orienting schools upon arrival. In early 2022, Learning Coordinator Dylan Wambold participated in training and ongoing coaching on how to use Ungerboeck event registration software from the company's trainers. The zoo uses Ungerboeck to effectively manage the processes behind registering hundreds of school groups for field trips annually, including processing payments, tracking Title I status through promo code utilization and generating the attendance reports used to greet and check groups in.



Photo Credit: Jeremy Dwyer-Lindgren | Woodland Park Zoo

Dylan and Hannah Tilden, Business & Operations Manager for Learning & Innovation, worked closely with the Admissions team to streamline the procedures related to preparing school groups for their visit upon arrival and create a pre-visit video resource that provides an overview of the zoo visit and addresses common questions. In addition, the field trip team implemented timed entry for field trip bookings, allowing for group arrivals every 15 minutes. This procedure helps encourage social distancing for school groups during times of ongoing caution related to the pandemic and helps organize and streamline the arrival process for all involved.

Dylan has trained two Learning Coordinators in the procedures required to greet field trip groups and check them in once they arrive onsite at the zoo. In addition, the zoo purchased a new POS (point of sale) system, which will streamline and enhance the registration process for both teachers and zoo staff. The system will allow for self-service field trip booking, making the process quicker and easier for busy teachers. The new registration launched on October 17.

Learning the new system and building it out for our field trip program required a significant investment of staff time, but this behind-the-scenes work was crucial to building an easy to navigate, end-to-end experience for teachers. Feedback from teachers illustrated that they valued these logistical and procedural changes. One wrote, “Thank you for making it such an easy and quick process to register and enter on the field trip day!” Another noted that “the greeting and group entry process was the best experience this year compared to the process in years past.”

VIRTUAL COMPANION RESOURCES

Learning Coordinator Janel Kempf designed an initial set of Teacher Resource Materials for the K-2 grade band on the theme of *Forests Near and Far*. Grades K-2 are common ages for our field trips. Learning & Innovation chose a theme of comparing forest habitats for the pilot materials for two main reasons. First, making comparisons is a requirement of both Next Generation Science Standards (NGSS) and Common Core math standards. Second, teachers have reached out to the zoo in the past specifically to request programming or materials on tropical rainforests and Pacific Northwest wildlife and habitats.



The *Forests Near and Far* resource suite includes:

- A teacher guide, for use before a field trip and/or on zoo grounds, that provides background information for educators on the focus topics in *Forests Near and Far* that helps them scaffold field trip learning.
- A scavenger hunt activity called Bigger and Smaller, for use on zoo grounds, which helps to direct student interest toward early math skills by spotting pairs of animals that are different in size.
- A scavenger hunt activity called Lives in the Layers, for use on zoo grounds, which illustrates a grade-appropriate NGSS standard related to biodiversity.
- An activity called Sweet Treats for Wildlife, for use in-classroom before or after a field trip, which supports two academic standards related to sustainability and math, by discussing and sorting candies made with sustainable vs. unsustainable palm oil.
- A bee-box-building activity for use in-classroom before or after a field trip that supports multiple NGSS standards and Washington State Integrated Environmental and Sustainability Learning Standards.
- In addition, teachers had the option to register for a *Forests Near or Far* Ambassador Animal program, in which a zoo educator shares stories and teaches standards-aligned content on the topic through pictures, props, biofacts (e.g., furs and feathers) and a visit from one or more Ambassador Animals. Teachers could sign up for their students to participate in this program as a distance learning experience before or after a field trip, or as a live experience held in a zoo classroom during the field trip.

Zoo educators are currently completing a final resource to add to the suite, which will be a video comparing Issaquah the rubber boa (a Pacific Northwest temperate forest native species) with Obi the ball python (an African tropical rainforest species). Both snakes are in the family Boidae, but they reside in very different habitats and have very different ways of life.

Forests Near and Far is aligned with educational standards including NGSS and Common Core mathematics standards. The materials also integrate language designed to build empathy for wildlife and Universal Design for Learning (UDL) principles. UDL is a framework that guides educators in creating immersive activities and spaces that benefit learners of all abilities; the zoo has been working to integrate UDL into all of its programming and resources.

The *Forests Near and Far* pilot materials were posted as resources to Discovery Den, the zoo's online learning management system. Upon registration for field trips, teachers were sent a link to Discovery Den to access these materials; the platform was also linked through the zoo's field trips webpage. In the spring, the zoo's Distance Learning Specialist who was responsible for managing Discovery Den departed the zoo. Although the resources were successfully housed on Discovery Den, and the platform's analytics indicate that the *Forests Near and Far* resources have been accessed 40 times as of September, we know that there is room for improvement in using Discovery Den to its full organizational capability. In September, the zoo hired Allison Weber as our new Multimedia Instructional Design Specialist (renamed from the position's original title). One of Allison's priority tasks is to reorganize Discovery Den to make teacher resources easier to locate and use. She will also begin to explore and implement several strategies to make the resources more attractive and accessible, and increase their use, including: linking educational resources to essential logistical information, such as the pre-visit video developed this spring, to ensure teachers see what resources are available to them; integrating Discovery Den resources with online platforms teachers already use with their classrooms, such as Kahoot! and Canvas; and adding accessibility features such as ensuring that resources are compatible with screen readers.

Zoo educators have been developing a second set of materials focused on the water cycle. The materials are designed for the 3-5 grade band, aligned with NGSS and being developed through input from teachers on the background information they need to effectively teach this concept. The resource guide will tell the story of the water cycle, how it relates to the zoo and how it impacts local wildlife at the zoo. At its centerpiece will be an interactive game that invites students to take on the role of a raindrop and follow its path through the zoo. The game will be simple to facilitate and flexible, allowing for teachers to lead it prior to a trip to the zoo or while on zoo grounds. After the completion of this water cycle-focused resource guide, the zoo will begin to create materials on the theme of endangered species (tentatively called *Built to Survive*) for middle school teachers and students.

We anticipate that these virtual field trip support resources will have a long lifespan for teachers, scaffolding and extending the on-ground field trip experience for tens of thousands of students or more into the future.

FIELD TRIP ATTENDANCE

Although field trip attendance was impacted by the ongoing pandemic and related public health guidelines (for example, Seattle Public Schools did not allow classrooms to attend field trips prior to June 1), we came close to reaching our goal of 25,000 field trip participants: from January 1 through December 31, 22,790 students from 354 schools or organizations attended field trips. 14,840 of these students attend Title I schools in King County; registration fees were waived for these students.

PROGRAM EVALUATION

As described above, metrics from Discovery Den indicate that some teachers have accessed and used the new virtual pre-, mid- and post-field trip virtual resources. We are optimistic that by prioritizing the reorganization of Discovery Den and its integration with existing teacher tools, many

more teachers will be using the resources moving forward. From survey data, we do know that teachers are taking advantage of online zoo resources generally; 73% of teachers responding to the post-visit survey reported using “any of Woodland Park Zoo’s online resources before, during or after [their] visit.” Although teachers did not specify precisely which resources they used, we believe that they are referring to a mix of Discovery Den resources, activity sheets available on the zoo’s website, and other resources such as the zoo’s digital map.

Overall, feedback from post-visit teacher surveys illustrates the value of these visits for students and teachers in providing fun experiences that support student learning. 82% of responding teachers agreed that “students engaged in science learning while at the zoo,” and most teachers reported seeing somewhat of a connection or a strong or very strong connection between the visit and their curriculum in science (93%), math (64%), English language arts (90%), social studies (83%) and social emotional learning (88%). Comments from the surveys included:

Our field trip was amazing even with pouring down rain, the students and adults had so much fun and learned so much!

We enjoy this trip so much. Many of our children have never been to the zoo so it is such a privilege to bring them after our science unit.

Right before our trip we finished a unit on animal needs and habitats, so it was awesome for [the students] to see many of the concepts we studied and how it applies.

Our K reading and writing curriculum is all about zoology, entomology, and ecology. The students learned about almost every animal we saw at the zoo at some point this year. This helped connect the dots about what animals need, how they survive, and what they look like compared to all the work we did this year.

Thank you for funding our trip. Without that support, our students would NOT have been able to go. It is so amazing to be able to take them each year!

THANK YOU!

We are so grateful for the generous support of the Tulalip Tribes Charitable Fund for your support of the relaunch of our field trip program and your many years of support of our educational programming. We look forward to continued partnership. For any questions on this report, please contact Anna Johnson, Grant Writer, at anna.johnson@zoo.org.



Photo Credit: Jeremy Dwyer-Lindgren | Woodland Park Zoo