

# Urban Wildlife Conservation Program

## Evaluation



Welcome to the Urban Wildlife Conservation Program (UWCP) Planning Assessment. This tool was designed to help stations plan, monitor, and evaluate their efforts to achieve the UWCP **Standards of Excellence**. It is part of meeting the UWCP Policy **(110FW1)** directive to continually evaluate our achievement of objectives and to modify practices to ensure success. The assessment was designed to be relevant to stations and feasible to complete. We hope it promotes the development and evaluation of your UWCP activities and is useful for making decisions, no matter where you are in the process.

We want to ensure our actions contribute to cultivating an engaged and inspired urban conservation constituency so that together we can leave a legacy of abundant and healthy wildlife and wild lands for future generations to enjoy.

**BEFORE YOU BEGIN, PLEASE TAKE THE TIME TO READ THROUGH THE FOLLOWING INFORMATION ABOUT THE ASSESSMENT, CONSIDERATIONS FOR COMPLETING IT, AND THE OVERVIEW.**

### GENERAL INFORMATION

#### *What is the purpose of this assessment?*

This assessment is intended to:

- 1.) Guide your station through a review of your efforts to achieve the Standards of Excellence. It will help you reflect on what you have done, assess progress, and identify gaps and needs for future efforts.
- 2.) Serve as a road map for your station's UWCP implementation. It will help you set reasonable objectives, prioritize, and move forward with implementing UWCP activities.
- 3.) Build a shared understanding of the UWCP among your staff.
- 4.) Create a record and reference of UWCP implementation at your station. Along with annual follow-up assessments, this will increase consistency over time and particularly during staff transitions.
- 5.) Provide regional and headquarters leadership with a better understanding of ongoing efforts and help them understand what support refuges need in order to progress.
- 6.) Assess our capacity as an agency to implement the UWCP and examine factors that may affect our ability to achieve our goals.
- 7.) Gather lessons learned from individual stations and share them Service-wide. Learning from each other's successes and failures will increase our ability to achieve our collective goals.

#### *Is this just another data call?*

No! It may seem like another data call, but this is more for your station's benefit than for reporting to regional offices or headquarters. We want the process of completing the assessment to provide you with clarity and direction on how to proceed with implementing the UWCP, and to provide leadership with a better understanding of how to support you in doing this.

#### *What if we haven't started our UWCP implementation or are just starting out?*

We know that stations are at different stages in UWCP planning and implementation. You may be thinking, "We haven't even thought about our refuge activities in relation to the Standards of Excellence," and that's OK. This will kick-start discussions about first steps and strategic planning.



### *What if we already have a plan for our UWCP efforts and implementation is well underway?*

If you have already gone through a strategic planning process for the UWCP at your station, that's great! This assessment can help you identify gaps, refine objectives, and prioritize work to ensure that planned activities propel you toward achieving the goals of the UWCP.

### *Is our station required to do this?*

It is a requirement for the two priority urban refuges identified by each region. Your region's leadership can extend the requirement to other stations. If you are unsure if you are required, contact your regional UWCP evaluation representative (listed below). If you are not required to complete this assessment but would like to, please feel free to do so. Either way, keep in mind that you are required by the [UWCP Policy](#) to evaluate your programs and facilities in comparison with the [Standards of Excellence](#).

### *Who should complete the assessment at our station?*

We believe your station will get the most value out of this process if you involve all refuge staff as well as other key stakeholders such as community members, volunteers, Friends, and partners. Refuges that piloted the assessment shared the following benefits and outcomes of widespread involvement:

- Kick-started discussions about efforts to achieve the Standards of Excellence at the refuge
- Built a shared understanding of the UWCP among staff and partners
- Ensured that everyone was on the same page with how the refuge would move forward with implementing the UWCP
- Increased buy-in and support for the UWCP at the refuge and in the community
- Helped identify ways that all staff, volunteers, partners, etc., can work together and contribute to meeting the Standards of Excellence
- Brought more perspectives, knowledge, and ideas to the table

### *How should we complete the assessment at our station?*

We encourage stations to take the time to plan an integrated approach to completing the assessment. Remember, this is primarily intended to help stations progress with the implementation of their UWCP efforts. We believe a more deliberate and thoughtful process will reap the most benefits for your station and for the UWCP overall.

Here is what we recommend:

- 1.) Identify an individual or core team who will coordinate and organize the group.
- 2.) With the core team, identify whom you want involved in the process. This should include refuge management, law enforcement, biology, fire, visitor services, maintenance, and other staff; and Friends, volunteers, interns, and partners.
- 3.) Schedule an initial meeting with the group to discuss the assessment and the process you will use to complete it. This may involve planning multiple half-day or day-long work sessions, assigning tasks, and developing a timeline for completion.
- 4.) Throughout the process, engage additional internal and external stakeholders who may contribute.

### *What if we have questions about the assessment or need assistance?*

Each region has a point of contact for evaluation-related efforts for the UWCP. Stations can contact their region's representative if they need guidance or support or have any questions.

**REGION 1:** Charlie Pelizza – [charlie\\_pelizza@fws.gov](mailto:charlie_pelizza@fws.gov)

**REGION 2:** Ken Garrahan – [ken\\_garrahan@fws.gov](mailto:ken_garrahan@fws.gov)

**REGION 3:** Suzanne Trapp – [suzanne\\_trapp@fws.gov](mailto:suzanne_trapp@fws.gov)

**REGION 4:** Kevin Lowry – [kevin\\_lowry@fws.gov](mailto:kevin_lowry@fws.gov)

**REGION 5:** Chelsi Burns – [chelsi\\_burns@fws.gov](mailto:chelsi_burns@fws.gov)

**REGION 6:** Delissa Padilla Nieves – [delissa\\_padilla@fws.gov](mailto:delissa_padilla@fws.gov)

**REGION 8:** DC Carr – [derek\\_carr@fws.gov](mailto:derek_carr@fws.gov)



*Is there anything we should review in preparation?*

Refuge staff should be familiar with the **Standards of Excellence** and the **UWCP Policy**. It would be beneficial for external stakeholders to review these documents as well. Other information and resources for the UWCP can be found on the urban hub [www.fws.gov/urban](http://www.fws.gov/urban).

*Do we need to complete the assessment in order?*

Part I, sections 1 and 2, are foundational, so we recommend starting there. After that, it's not necessary to go in any particular order. Feel free to skip around—you can always go back and revisit, revise, and update responses.

*What will happen once we submit our completed assessment?*

Once your assessment has been submitted, your region's evaluation representative and headquarters will review it. Following their review, your region's rep will reach out to discuss areas of interest and to support your station where needs are determined. Individual station ratings will not be shared broadly; that information is for your station's use and benefit; however, headquarters will collect and summarize data from across stations and share stories of success and lessons learned.

*How often do we have to complete the assessment?*

It depends. This assessment is intended to be completed once, with a shorter follow-up assessment to be completed annually thereafter. However, you may choose to complete the assessment again at any point to get back on track or set new objectives, or a regional office may request that stations revisit the full assessment.

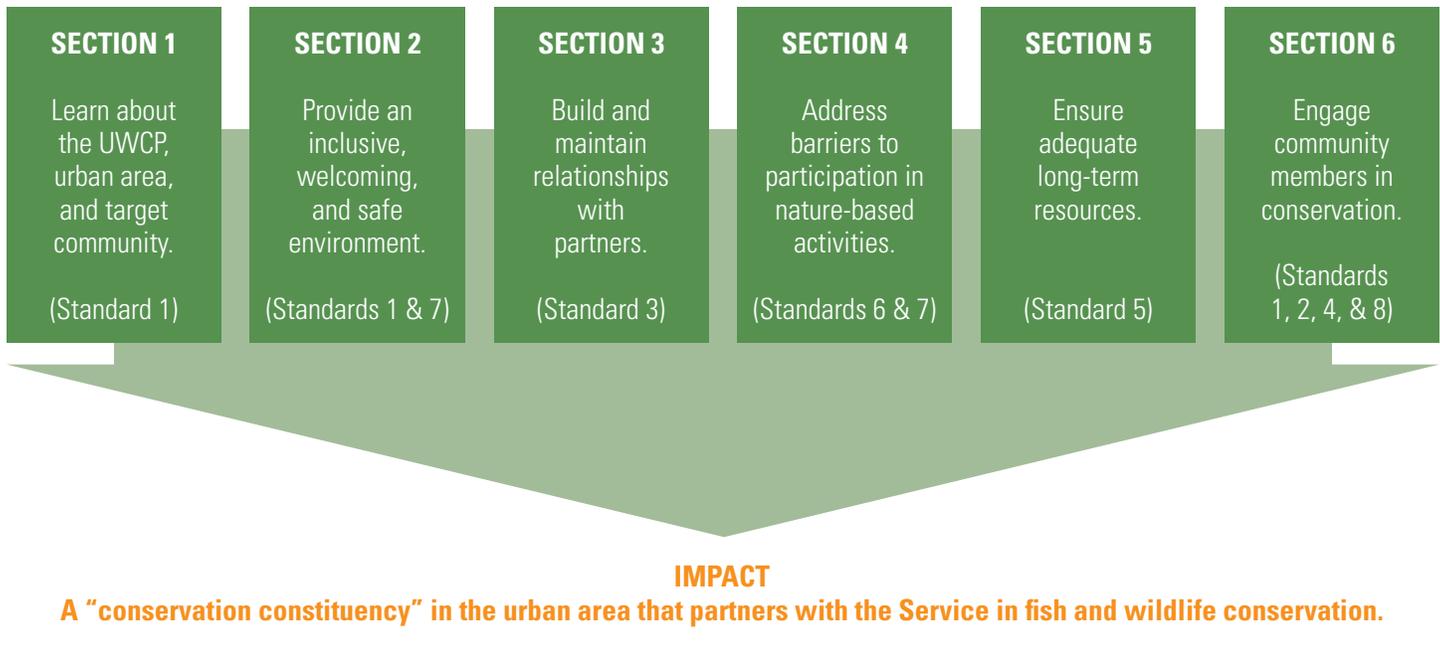


## ASSESSMENT OVERVIEW

### Part I: Meeting the Standards of Excellence, Sections 1 – 6 (See Figure 1.)

Part I contains six sections that cover areas of implementation for meeting the **Standards of Excellence**. The sections are organized in a logical progression for implementing the UWCP, but *the order is not hard and fast and is not viewed as a linear process*. **Activities in various sections may happen simultaneously or out of this order entirely.**

(Figure 1) Part I of the assessment covers areas of implementation for meeting the Standards of Excellence in six sections.



Each section contains the following:

### Actions/Activities Progress Ratings

Tables in each section list key actions and activities that stations may implement to meet the Standard(s) of Excellence represented in the section. You are asked to assess your station's implementation by selecting the rating from the scale provided that best describes your current progress for the actions/activities listed. For some items and subsections, additional information is requested to further describe what was done at your station. The purpose of the implementation ratings is to help you assess which activities have received attention and what you may need to focused on in the future. This will help inform your refuge's planning and objective setting.

- It is expected and completely acceptable for your station to not have made progress on every item.
- It is also acceptable to select "not applicable" if an item is not relevant to the way you have designed and prioritized your efforts.

Here is the progress rating scale:

RATING	DESCRIPTION
<b>1</b>	<b>Not implemented:</b> No discussion about implementation has occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.



## Overall Progress Ratings

Based on your station's ratings for specific actions and activities, an overall progress rating is calculated. Once the assessment is completed, this will allow you to quickly see the areas where you are making progress and where more attention may be needed.

### *Are we expected to have made progress in all of these areas?*

No! We know that many stations are just starting to think about the UWCP. Your progress ratings may be low, but you can use the assessment as a road map to plan and prioritize your activities. Also, activities should be customized for your urban area with the needs of the community in mind, so some may not be applicable to your setting.

### *What if our progress ratings are low?*

That's totally understandable. This is not intended to be a test, and you are not being graded. The action/activity and overall progress ratings should provide a frame of reference for what implementation currently looks like at your station. They should serve as a catalyst for conversations about what you want the implementation of the UWCP to look like in the future, and how you are going to get there.

### *Should we rate our current progress or where we'd like to be?*

It is great to have goals for where you would like to be. However, in order to provide a snapshot of your current implementation progress, we want you to rate your actual progress to date.

### *What if we don't have the resources or expertise to accomplish some of the activities described?*

We understand that your station may be understaffed and that we're in times of tight budgets. Additionally, staff may not have experience conducting the types of activities described in the assessment. This is why we provide multiple opportunities for you to articulate your needs. Use these opportunities to share the trainings, guidance, resources, staff, and funds you need to be able to progress on any given activity. By sharing these needs, leadership can strategize about the best way to provide this support. Additionally, it is equally important to assess our capacity as an agency to implement the UWCP, not just the capacity of individual stations.

## Narrative Responses

At the end of each section you have the opportunity to add, expand upon, or clarify section responses. For example, you may want to explain why certain sections or activities are not relevant at your station or describe other activities you are implementing that are not listed. This is helpful for providing context to others who may review your assessment (regional offices, headquarters) and for your station's own record.

### **Part II: Sharing UWCP Successes, Challenges, and Lessons Learned**

Open-ended questions in Part II provide you the opportunity to more fully describe your activities thus far, document effective approaches, share lessons learned, and point to any challenges to implementation. Responses collected from all refuges will be synthesized in order to increase shared knowledge of best practices and to determine where support is needed to address common challenges.

### **Part III: Setting Objectives and Identifying Potential Support**

In this section, you are asked to develop one specific, measurable, achievable, results-oriented, and time-fixed (**SMART**) objective that will further your progress in each section and toward achievement of the Standards of Excellence. You are also asked to indicate ways in which your regional office can support your refuge's efforts to achieve these objectives over the year.

### **Part IV: Audience Engagement Reporting**

The **UWCP Policy** states that Urban Wildlife Refuges (and other offices, as appropriate) must analyze the people they are reaching, monitor changes, and track audience engagement. Part IV is intended to gather some of this data for programs, activities, projects, etc. It will also serve as a record of activities at your refuge and help build a better understanding of the efforts across refuges, regions, and the nation. Additionally, we want to look at what we are investing to accomplish these activities. This information will be collected annually. Other efforts, like the National Wildlife Refuge Visitor Survey, will also contribute to meeting the policy directive.



**TO COMPLETE AN ASSESSMENT FOR YOUR REFUGE GO TO THE URBAN WILDLIFE CONSERVATION PROGRAM EVALUATION WEBSITE: <https://www.fws.gov/urban/evaluation/>**

- To request an account for a new user, or add someone to an existing refuge or group on the site, go to <https://goo.gl/forms/MBJffzCvJr8ZCK632>. You will need to be signed in to your Bison Connect account to access this form.
- If you run into any problems or have any questions, contact:
  - **Danielle Ross-Winslow**, Branch of Human Dimensions, National Wildlife Refuge System  
[danielle\\_ross-winslow@fws.gov](mailto:danielle_ross-winslow@fws.gov), (970) 266.2947
  - **Angelina Yost**, National Urban/Vision Coordinator, National Wildlife Refuge System  
[angelina\\_yost@fws.gov](mailto:angelina_yost@fws.gov), (703) 358.2432
  - Or your region's UWCP evaluation representative



**SECTION 1: Learn about the UWCP, urban area, and target community**

*Standard 1*

Here is a reminder of the *Big Picture Questions* from the Standards of Excellence relevant to learning about the UWCP, urban area, and target community. This section will help you assess your progress toward addressing these questions.

- 1.) Is Service staff regularly conducting an analysis of the demographic characteristics (ethnicity, culture, language, economic status, religion, age, social status, education, etc.) and needs of the urban area?
- 2.) Is Service staff using the results of the urban area analysis to identify target communities and engage community leaders from underserved audiences?

**Actions/Activities Progress Ratings**

Using the scale provided, choose the rating that best describes your current progress in implementing the actions/activities listed. It is expected and completely acceptable that stations will not have made progress on every item. It is also acceptable to select “not applicable” if an item is not relevant to the way you have designed and prioritized your efforts.

RATING	DESCRIPTION
<b>1</b>	<b>Not implemented:</b> No discussion about implementation has occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.

**a.) Learning about the UWCP**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge staff, volunteers, and interns have participated in activities (meetings, training, dialogue, etc.) to learn about the UWCP.						
a.) Indicate who has participated in trainings/activities in the past 12 months:						
<input type="checkbox"/> Refuge management <input type="checkbox"/> Refuge visitor services staff <input type="checkbox"/> Refuge biology staff <input type="checkbox"/> Refuge law enforcement staff <input type="checkbox"/> Refuge maintenance staff <input type="checkbox"/> Refuge administrative staff <input type="checkbox"/> Refuge fire management staff <input type="checkbox"/> Refuge volunteers <input type="checkbox"/> Refuge interns <input type="checkbox"/> Refuge Friends <input type="checkbox"/> Other partners (please list): <input type="checkbox"/> Other (please list):						



**a.) Learning about the UWCP (Continued)**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
2.) List up to three relevant trainings or activities that individuals have participated in:						
3.) All refuge staff are familiar with the Standards of Excellence.						
4.) Refuge partners, volunteers, and interns are familiar with the Standards of Excellence.						
5.) All refuge staff are familiar with the UWCP Policy.						
6.) Refuge partners, volunteers, and interns are familiar with the UWCP Policy.						

**b.) Learning about the urban area**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge identified the geographic area to research in order to prioritize UWCP implementation efforts (this is broader than a specific community and may be an urban area, county, region, etc.).						
2.) Refuge conducted a current analysis of the demographic characteristics within the geographic area (e.g., ethnicity, culture, language, economic status, religion, age, education).						
3.) Refuge conducted current analyses of other characteristics of the geographic area (e.g., political, recreational, environmental).						
a.) List the other characteristics you researched:						
4.) Refuge assessed how well different neighborhoods and populations within the geographic area are able to access the resources and opportunities provided by the refuge (based on infrastructure and existing transportation).						
5.) Provide a brief summary of information you gathered about the geographic area in the analyses described in Statements 2-4.						
6.) Based on what was learned, the refuge strategically identified a priority target community where staff will focus their efforts to reach new audiences (a target community may be a neighborhood, ethnic population, age group, school district, etc.).						
7.) We know that you may be focusing your UWCP efforts on more than one distinct community. That's great! However, your ratings and work in this assessment will be more meaningful if you choose one priority target community to consider while completing the assessment and setting objectives. You are welcome to complete this assessment more than once if you would like to have a version relevant to each of your target communities. <b>Any subsequent reference to "target community" in this assessment refers to the community you describe below.</b> Briefly describe your priority target community:						
8.) In addition to the priority target community described above, do you plan to focus on other communities in the future? If so, please describe.						



**c.) Learning about the priority target community**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge researched the history of the priority target community in the urban area, especially as it relates to past experience with conservation and environmental movements.						
2.) Refuge researched key issues or concerns affecting the priority target community (these may or may not relate to environmental conservation).						
3.) Refuge researched the primary needs, interests, and priorities of the priority target community (these may or may not relate to nature-based activities or environmental conservation).						
4.) Refuge researched the ways that different people in the priority target community are affected by their environment, including health and safety-related impacts.						
5.) Refuge researched how people in the priority target community perceive and interact with the natural environment.						
6.) Refuge researched barriers to participation in nature-based education and recreation experienced by members of the priority target community.						
7.) Refuge identified existing programs and initiatives related to community well-being and conservation in the target community.						
8.) Refuge researched traditional/local knowledge about the environment held by members of the priority target community.						
9.) Refuge researched how members of the priority target community receive their news and information.						
10.) Refuge identified key stakeholder groups and individuals within the target community.						
11.) Refuge researched other information about the priority target community.						
a.) List the other types of information you researched:						
12.) Please indicate how your station learned, or plans to learn, about the priority target community:						
a.) <i>Check all that apply.</i> <input type="checkbox"/> Informal communications with priority target community members currently engaged with the refuge (e.g., visit the refuge, attend programs, volunteer at the refuge) <input type="checkbox"/> Informal communications with priority target community members NOT currently engaged with the refuge <input type="checkbox"/> Primary research to collect data from members of the priority target community <input type="checkbox"/> Review secondary research about the priority target community <input type="checkbox"/> Other (please describe):						
b.) If primary research was checked, briefly describe the research questions, methods, and results:						
c.) If secondary research was checked, list some of the key references, research, data, etc. you reviewed or plan to review, and briefly describe what was learned:						
13.) Refuge assessed their readiness for engaging the target community.						



*ASSESSMENT PART I:*

**SECTION 1: Learn about the UWCP, urban area, and target community**

*Standard 1*

Overall Progress Ratings

Based on your responses above, your overall progress rating for identifying and learning about the urban area and target community is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

Narrative Responses

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



ASSESSMENT PART I:

**SECTION 2: Provide an inclusive, welcoming, and safe environment**

*Standards 1 and 7*

Here is a reminder of the *Big Picture Questions* from the Standards of Excellence relevant to providing an inclusive, welcoming, and safe environment. This section will help you assess your progress toward addressing these questions.

- 1.) Are the results of community analyses, cultural competency training, and feedback from target communities being used by Service staff to understand cultural nuances and prevalent perceptions and to ensure an inclusive environment that is hospitable and culturally sensitive?
- 2.) Do all members of the community—regardless of race, ethnicity, religion, sexual orientation, or cultural affiliation—feel welcome at the refuge?
- 3.) Is the Service providing safe and appropriate opportunities for visitors of all skill levels from all demographic groups in the surrounding communities to engage in place-based outdoor education activities?

**NOTE: This section is not focused on the priority target community. We want to provide an inclusive, welcoming, and safe environment for everyone and ensure that all have the chance to participate in and benefit from the UWCP. When responding, consider how the refuge is implementing the listed activities to be more inclusive and welcoming to all.**

*Actions/Activities Progress Ratings*

Using the scale provided, choose the rating that *best* describes your *current* progress in implementing the actions/activities listed. It is expected and completely acceptable that stations will not have made progress on every item. It is also acceptable to select “not applicable” if an item is not relevant to the way you have designed and prioritized your efforts.

RATING	DESCRIPTION
<b>1</b>	<b>Not implemented:</b> No discussion about implementation has occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.

**a.) Providing an inclusive and welcoming environment**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) All refuge staff can articulate why diversity, equity, and inclusion (DEI) are important to the Service’s success.						
2.) Refuge partners, volunteers, and interns can articulate why diversity, equity, and inclusion (DEI) are important to the Service’s success.						



**a.) Providing an inclusive and welcoming environment (Continued)**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
3.) Refuge staff, volunteers, and interns have participated in trainings and other activities to build cultural competence.						
a.) Indicate who has participated in trainings/activities in the past 12 months:						
<input type="checkbox"/> Refuge management <input type="checkbox"/> Refuge visitor services staff <input type="checkbox"/> Refuge biology staff <input type="checkbox"/> Refuge law enforcement staff <input type="checkbox"/> Refuge maintenance staff <input type="checkbox"/> Refuge administrative staff <input type="checkbox"/> Refuge fire management staff <input type="checkbox"/> Refuge volunteers <input type="checkbox"/> Refuge interns <input type="checkbox"/> Refuge Friends <input type="checkbox"/> Other partners (please list): <input type="checkbox"/> Other (please list):						
4.) List up to three relevant trainings or activities that individuals have participated in:						
5.) Refuge leadership has invested resources and staff time to further DEI-related learning and competencies (e.g., encouraging cultural competency courses in Individual Development Plans (IDPs) and personal experiences in the community such as volunteering or assisting with a community event).						
6.) Refuge communications (including in-person interactions, refuge website, refuge/program brochures, signs, etc.) are designed to demonstrate linguistic competence.						
a.) Check all criteria currently applied to communications:						
<input type="checkbox"/> Designed for the intended audience (e.g., issues framed within the context of the concerns and needs of audience, messages that resonate) <input type="checkbox"/> Use plain language that the audience knows and feels comfortable with <input type="checkbox"/> Avoid acronyms and technical terms <input type="checkbox"/> Translated into appropriate languages <input type="checkbox"/> Demonstrate cultural competence <input type="checkbox"/> Represent the experiences and stories of a diversity of cultures						
7.) Refuge has developed communication strategies/materials (in-person interactions, refuge website, refuge/program brochures, signs, etc.) to help prepare first-time visitors for a visit to the refuge.						
8.) Refuge has staff, volunteers, or interns available during normal business hours to greet and orient visitors as well as answer their questions.						
9.) Refuge has recruited and staffed so collectively, the demographics of refuge staff, volunteers, interns, and partners are representative of the demographics of the urban area.						



**b.) Providing a safe environment**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge staff, volunteers, and interns have participated in trainings and other activities related to visitor safety.						
a.) Indicate who has participated in trainings/activities in the past 12 months:						
<input type="checkbox"/> Refuge management <input type="checkbox"/> Refuge visitor services staff <input type="checkbox"/> Refuge biology staff <input type="checkbox"/> Refuge law enforcement staff <input type="checkbox"/> Refuge maintenance staff <input type="checkbox"/> Refuge administrative staff <input type="checkbox"/> Refuge fire management staff <input type="checkbox"/> Refuge volunteers <input type="checkbox"/> Refuge interns <input type="checkbox"/> Refuge Friends <input type="checkbox"/> Other partners (please list): <input type="checkbox"/> Other (please list):						
2.) List up to three relevant trainings or activities that individuals have participated in:						
3.) Refuge assessed and documented potential visitor safety concerns, including those related to crime, vandalism, refuge conditions, etc.						
4.) Refuge addressed urgent and high-risk threats to visitor safety.						
5.) Refuge addressed all threats to visitor safety.						
6.) Refuge is staffed so law enforcement is a visible presence and is consistently seen by refuge visitors.						
7.) Refuge implemented communication and outreach strategies to increase awareness and understanding of safety measures at the refuge.						



*ASSESSMENT PART I:*

**SECTION 2: Provide an inclusive, welcoming, and safe environment**

*Standards 1 and 7*

Overall Progress Ratings

Based on your responses above, your overall progress rating for providing an inclusive, welcoming, and safe environment is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

Narrative Responses

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



ASSESSMENT PART I:

**SECTION 3: Build and maintain relationships with partners**

*Standard 3*

Here is a reminder of the *Big Picture Questions* from the Standards of Excellence relevant to building and maintaining relationships with partners in the target community. This section will help you assess your progress toward addressing these questions.

- 1.) Do your partners reflect the demographics and culture of the neighboring community?
- 2.) Are your relationships with partners mutually beneficial?
- 3.) Are your relationships with partners helping achieve the land stewardship and conservation goals of the Service?

**NOTE: Partners are defined generally as any individual, group, or institution whose participation or contribution supports the implementation of an activity, project, program, etc. They may be federal, state, or local government institutions or individuals, NGOs, and community groups or representatives. Relationships with partners may be as informal as phone calls, e-mails, and social visits, or as formal as written, signed agreements.**

*Actions/Activities Progress Ratings*

Using the scale provided, choose the rating that *best* describes your *current* progress in implementing the actions/activities listed. It is expected and completely acceptable that stations will not have made progress on every item. It is also acceptable to select “not applicable” if an item is not relevant to the way you have designed and prioritized your efforts.

RATING	DESCRIPTION
<b>1</b>	<b>Not implemented:</b> No discussion about implementation has occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.

**a.) Building and maintaining partnerships**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge identified potential partners that are best suited to help achieve UWCP goals.						
2.) Refuge developed relationships with “formal” partners (e.g., nonprofits, schools, faith-based organizations) within the priority target community.						
3.) Refuge developed relationships with “informal” partners (e.g., leaders of neighborhood groups, influential community youth, community elders) within the priority target community.						
4.) Refuge developed relationships with partners that focus on environmental/conservation work and are trusted and respected in the priority target community (e.g., environmentally focused charter schools, nonprofits promoting youth outdoor recreation in underserved communities).						
5.) Refuge developed relationships with partners that are trusted and respected in the target community but do not focus on environmental/conservation work (e.g., faith-based organizations, after-school programs, immigrant aid societies).						



**a.) Building and maintaining partnerships (Continued)**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
6.) Refuge developed relationships with partners that share the goal of partnering with urban communities in conservation but are not embedded in the target community (e.g., other federal agencies or nonprofits working to provide opportunities for urban communities to connect with nature, but do not yet have strong relationships in urban communities).						
7.) Refuge identified ways to strategically involve long-standing partners (such as Friends groups) in their efforts to connect with the target community.						
8.) Refuge has allocated sufficient staff support to maintain relationships and execute work with partners.						
9.) Refuge has allocated sufficient funding to maintain relationships and execute work with partners.						
10.) Refuge staff, volunteers, and interns have the skills needed to maintain relationships and execute work with partners.						
11.) Refuge has a plan to ensure the continuity and endurance of relationships with partners in the event of staff turnover.						
12.) Refuge has collaborated with partners to create a plan to monitor and evaluate how the collaboration is working.						

**b.) Relationships with partners**

This section asks about elements of your relationships with UWCP partners. It will give you a sense of areas where your relationships are strong as well as areas that need work. When answering these questions, consider all partners, newly established or long-standing, whose participation or contributions support the implementation of the UWCP. Choose the response that best represents the average for all of these partners.

INDICATE HOW STRONGLY YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS:	RATING					
	Strongly Disagree	Moderately Disagree	Neutral	Moderately Agree	Strongly Agree	NA
1.) Refuge staff understand partners' missions and interests.						
2.) These partnerships are mutually beneficial for the refuge and the partners.						
3.) There is a clear understanding of the roles and responsibilities between the refuge and its partners.						
4.) Partnerships have clearly defined goals and objectives.						
5.) There is regular communication between partners and refuge staff.						
6.) There is mutual respect between refuge staff and partners.						
7.) There is a mutual commitment to the success of the work done in collaboration with partners.						

A Partner Assessment was developed for you to use to evaluate relationships with specific partners. You can learn more about the Partner Assessment and access it [on the UWCP evaluation website.](#)



*ASSESSMENT PART I:*

**SECTION 3: Build and maintain relationships with partners**

*Standard 3*

Overall Progress Ratings

Based on your responses above, your overall progress rating for building and maintaining relationships with partners in the target community is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

Narrative Responses

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



*ASSESSMENT PART I:*

**SECTION 4: Understand and address barriers to participation in nature-based recreation and activities in the target community, both on and off the refuge**

*Standards 6 and 7*

Here is a reminder of the *Big Picture Questions* from the Standards of Excellence relevant to addressing barriers to participation in nature-based recreation and activities in the target community. This section will help you assess your progress toward addressing these questions.

- 1.) Is the refuge accessible to all residents of the urban area?
- 2.) Are refuge programs and events accessible to all residents of the urban area?
- 3.) Is the Service creating an environment to reduce the perception of danger in natural settings?

*Actions/Activities Progress Ratings*

Using the scale provided, choose the rating that *best* describes your *current* progress in implementing the actions/activities listed. It is expected and completely acceptable that stations will not have made progress on every item. It is also acceptable to select “not applicable” if an item is not relevant to the way you have designed and prioritized your efforts.

<b>RATING</b>	<b>DESCRIPTION</b>
<b>1</b>	<b>Not implemented:</b> No discussion about implementation has occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.

**a.) Understanding barriers for the priority target community**

<b>ACTION/ACTIVITY</b>	<b>RATING</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>NA</b>
1.) Research was conducted in the priority target community to identify barriers to participation in nature-based recreation and activities, specifically with individuals who are not currently visiting the refuge or participating in refuge programming.						
2.) Research was conducted in the priority target community to identify barriers to participation in nature-based recreation and activities, but not specifically with individuals who are not currently visiting the refuge or participating in refuge programming.						
3.) A review of secondary research was conducted to identify barriers to participation in nature-based recreation and activities for the priority target community.						



**PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY AND REVIEW THE MODIFIED RATING DESCRIPTIONS FOR THE NEXT SUBSECTION!**

### Addressing Barriers Progress Ratings

This next table lists barriers to participation in nature-based recreation and activities that are common in the literature. They may or may not be barriers for your priority target community.

First, identify how each barrier affects your target community's participation by checking all of the descriptions that apply, choosing at least one.

Then, choose the rating that *best* describes your *current* progress in implementing actions/activities to address the barrier described. Do this for all of the items checked in step one. For example, safety concerns may be a barrier for the community to visit the refuge and to participate in activities off-refuge. If so, indicate your progress addressing this barrier in both settings. Use the scale provided below. It is nearly identical to the others in the assessment, but applies to activities addressing barriers.

RATING	DESCRIPTION
<b>1</b>	<b>Not implemented:</b> No discussions about implementing activities to address this barrier have occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred about implementing activities to address this barrier and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementing activities to address this barrier have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementing activities has been made, but we are still working to address gaps and other issues to addressing this barrier.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> Addressing this barrier is not relevant to designing and implementing the UWCP for out station.

### b.) Addressing barriers for the target community

BARRIERS	IMPACT ON TARGET COMMUNITY PARTICIPATION (Check all that apply.)	RATING					
		1	2	3	4	5	NA
1.) Accessibility issues for people with disabilities or limited mobility	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
2.) <i>Perceived</i> safety concerns (concerns that have no or very low probability of happening, but are perceived to have greater probability)	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					



**b.) Addressing barriers for the target community (Continued)**

BARRIERS	IMPACT ON TARGET COMMUNITY PARTICIPATION <i>(Check all that apply.)</i>	RATING					
		1	2	3	4	5	NA
3.) <i>Actual</i> safety concerns (concerns that are aligned with the probability of them happening)	Identified as a <b>barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as a <b>barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
4.) Lack of amenities (e.g., restrooms, picnic facilities, education facilities, benches)	Identified as a <b>barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as a <b>barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
5.) Wayfinding challenges	Identified as a <b>barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as a <b>barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
6.) Unsuitable hours of operation (e.g., visitor center hours, days/times programs are offered)	Identified as a <b>barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as a <b>barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
7.) Lack of programs or services for persons with Limited English Proficiency (LEP)	Identified as a <b>barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as a <b>barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					



**b.) Addressing barriers for the target community (Continued)**

BARRIERS	IMPACT ON TARGET COMMUNITY PARTICIPATION <i>(Check all that apply.)</i>	RATING					
		1	2	3	4	5	NA
8.) Lack of transportation/ accessibility	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	NA					
9.) Associated cost (e.g., entry fees, transportation, or equipment-associated)	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	NA					
10.) Feeling unprepared (e.g., lack appropriate equipment and/or skills)	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	NA					
11.) Limitations on allowed activities (perceived or actual)	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	NA					
12.) Fear of nature	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	NA					



**b.) Addressing barriers for the target community (Continued)**

BARRIERS	IMPACT ON TARGET COMMUNITY PARTICIPATION <i>(Check all that apply.)</i>	RATING					
		1	2	3	4	5	NA
13.) Fear of encountering other people in nature	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
14.) Fear or distrust of law enforcement or federal employees (may think refuge staff are Immigration and Naturalization Service (INS) agents or generally distrust law enforcement officers)	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
15.) Lack of diversity represented among refuge staff, volunteers, partner staff, visitors, etc.	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
16.) Not "normal" or acceptable among peers to participate in nature-based recreation	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
17.) Other (Please describe.):	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					



**b.) Addressing barriers for the target community (Continued)**

BARRIERS	IMPACT ON TARGET COMMUNITY PARTICIPATION <i>(Check all that apply.)</i>	RATING					
		1	2	3	4	5	NA
18.) Other (Please describe.):	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					
19.) Other (Please describe.):	Identified as <b>a barrier</b> to participating in recreation and activities <b>on-refuge</b> for the target community						
	Identified as <b>a barrier</b> to participating in activities <b>off-refuge</b> for the target community						
	<b>Potentially a barrier</b> for the target community, but not confirmed						
	Determined that this is <b>not a barrier</b> for the target community	<b>NA</b>					



*ASSESSMENT PART I:*

**SECTION 4: Understand and address barriers to participation in nature-based recreation and activities in the target community, both on and off the refuge**

*Standards 6 and 7*

*Overall Progress Ratings*

Based on your responses above, your overall progress rating for working with communities to identify and address barriers to participation in nature-based recreation and activities both on and off the refuge is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

*Narrative Responses*

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



ASSESSMENT PART I:

**SECTION 5: Ensure adequate long-term resources**

*Standard 5*

Here is a reminder of the *Big Picture Questions* from the Standards of Excellence relevant to ensuring adequate long-term resources. This section will help you assess your progress toward addressing these questions.

- 1.) Does an individual urban refuge have adequate resources (staff, volunteers, partners, facilities, and programmatic/operational funding) necessary to sustain a credible presence in the community while meeting the Standards of Excellence?

**NOTE: We understand that it may be beyond your control to make funding allocation and workforce decisions. However, staff completing this assessment should be in the best position to reflect upon whether efforts to achieve the Standards of Excellence at their station are sustainable long-term. Refuge System leadership understands that most refuges are understaffed, with budget and staffing shortfalls likely for the foreseeable future. In spite of this, many things are being done and can be done. This assessment will identify the current investment of staff time and allow us to understand necessary future investments to reach new audiences and achieve the Standards of Excellence.**

*Actions/Activities Progress Ratings*

Using the scale provided, choose the rating that *best* describes your *current* progress in implementing the actions/activities listed. It is expected and completely acceptable that stations will not have made progress on every item. It is also acceptable to select “not applicable” if an item is not relevant to the way you have designed and prioritized your efforts.

RATING	DESCRIPTION
<b>1</b>	<b>Not implemented:</b> No discussion about implementation has occurred.
<b>2</b>	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
<b>3</b>	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
<b>4</b>	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
<b>5</b>	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
<b>NA</b>	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.

**a.) People: refuge staff, volunteers, interns, etc.**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge strategically identified staffing needs related to implementing the UWCP.						
2.) Briefly describe your top three staffing needs:						



**a.) People: refuge staff, volunteers, interns, etc. (Continued)**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
3.) Refuge incorporated skills necessary for urban refuge staff in position descriptions.						
a.) Indicate which skill sets are currently represented in position descriptions:						
Urban refuge/park/natural area management Volunteer management Partnership building and management Communication Community outreach and engagement Environmental education Interpretation Cultural competency Other (please list):						
4.) All refuge staff have UWCP-related learning and developmental activities in their IDPs.						
5.) Refuge incorporated achieving relevant UWCP activities into performance plans.						
a.) Indicate which staff members have UWCP learning needs and activities as part of their performance plans:						
Refuge management Refuge visitor services staff Refuge biology staff Refuge law enforcement staff Refuge maintenance staff Refuge administrative staff Refuge fire management staff Other (please list):						
6.) Refuge makes available and fills detail positions that focus on conducting UWCP projects and activities on a regular basis.						
7.) Refuge Friends are actively engaged in UWCP projects and activities.						
8.) Refuge maintains an active volunteer program with well-trained volunteers.						
9.) Refuge uses volunteers and interns where appropriate to assist with and/or conduct projects and activities that advance achievement of the Standards of Excellence.						
10.) Refuge has a plan in place to ensure the continuity and endurance of established programs within the community in the event of staff turnover.						



**a.) People: refuge staff, volunteers, interns, etc. (Continued)**

Please answer the following questions about current refuge staff involvement in the UWCP. There are no “right” answers! It is helpful for your station, regional office, and headquarters to understand the current staffing situation and where there are gaps and needs.

11.) Please provide the following information for anyone dedicated to the management and execution of UWCP activities for **75% or more of their work time**.

No one at our station dedicates  $\geq 75\%$  of their time to the management and execution of UWCP activities. *(If you checked no, skip to question 12.)*

POSITION TITLE	POSITION INFORMATION			OTHER INFORMATION
	Select One:	Select One:	Select One:	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	

**If you have additional entries, please provide the information for those individuals in question 1 of the narrative responses for this section.**



**a.) People: refuge staff, volunteers, interns, etc. (Continued)**

Please answer the following questions about current refuge staff involvement in the UWCP. There are no “right” answers! It is helpful for your station, regional office, and headquarters to understand the current staffing situation and where there are gaps and needs.

12.) Please provide the following information for anyone dedicated to the management and execution of UWCP activities for **less than 75% of their work time**.

No one at our station is dedicated to the management and execution of UWCP activities for <75% of their time. (If you checked no, skip to table B question 1.)

POSITION TITLE	POSITION INFORMATION			OTHER INFORMATION
	Select One:	Select One:	Select One:	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	
	Service Staff Friend Partner Volunteer Intern Other	Permanent Term Temporary	Full Time Part Time	

**If you have additional entries, please provide the information for those individuals in question 1 of the narrative responses for this section.**



**b.) Funding**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge strategically identified priority funding needs for its UWCP.						
2.) Refuge actively seeks partnerships, grants, corporate support, and other traditional and nontraditional sources of funds for UWCP work.						
3.) Refuge updated Friends Partnership Agreements and/or relevant Cooperative Agreements that allow partners to raise funds in support of the UWCP and comply with Service policies.						



*ASSESSMENT PART I:*

**SECTION 5: Ensure adequate long-term resources**

*Standard 5*

Overall Progress Ratings

Based on your responses above, your overall progress rating for ensuring adequate long-term resources and planning:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

Narrative Responses

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



## ASSESSMENT PART I:

### SECTION 6: Become a trusted partner in the target community and engage community members in conservation through relevant programming

#### Standards 1, 2, 4 and 8

Here is a reminder of the *Big Picture Questions* from the Standards of Excellence relevant to becoming a trusted partner in the target community and engaging community members in conservation through relevant programming. This section will help you assess your progress toward addressing these questions.

- 1.) Is Service staff using the results of community analyses to engage community leaders from underserved audiences and inform planning and programming to remain relevant in the community?
- 2.) Is the Service consistently engaging with community members who reflect a broad diversity of the local area? Is the Service reaching the “whole community”?
- 3.) Is the Service providing a full spectrum of engagement that includes multidisciplinary opportunities for all levels of interest—i.e., for “nature novices” as well as “nature enthusiasts”?
- 4.) Is the Service helping urban residents find, recognize, and care for natural environments in their own backyards, communities, and beyond?
- 5.) Is the Service providing services, resources, and expertise to the urban community in a way that contributes to the health and welfare of the community as a whole, while supporting the mission of the Service?
- 6.) Is the Service showcasing sustainable practices in overall site operations?
- 7.) Is the Service offering opportunities for the community to engage in sustainability efforts on and off the refuge?
- 8.) Is the Service communicating its approach to sustainability in relevant, meaningful ways that educate and inspire visitors to do their part at home?
- 9.) Is the Service promoting the benefits of nature and sustainable practices for the wellness of people as well as wildlife?

Using the scale provided, choose the rating that *best* describes your *current* progress in implementing the actions/activities listed. It is expected and completely acceptable that stations will not have made progress on every item. It is also acceptable to select “not applicable” if an item is not relevant to the way you have designed and prioritized your efforts.

RATING	DESCRIPTION
1	<b>Not implemented:</b> No discussion about implementation has occurred.
2	<b>Planning implementation:</b> Discussions have occurred and we are in the planning stages.
3	<b>Beginning implementation:</b> Initial steps for implementation have been taken.
4	<b>Partially implemented:</b> Progress in implementation has been made, but we are still working to address gaps and other issues.
5	<b>Full/sustained implementation:</b> Gaps and other issues have been addressed, and any ongoing work is an integrated part of regular operations/culture.
NA	<b>Not applicable:</b> This action/activity is not relevant to how we are designing and implementing the UWCP at our station.

**NOTE: By design, each subsection below has an overall progress rating and narrative questions section to gather more information about these important areas of implementation.**



Actions/Activities Progress Ratings

**a.) Building familiarity and trust in the target community**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge staff, volunteers, or interns are dependably available to target community contacts and partners.						
2.) Refuge identified specific ways that staff can help the target community on its priority projects, issues, or needs.						
3.) Refuge provides the target community with appropriate opportunities (i.e., the days/times, locations, language needs, etc., are accommodating) to give input on needed or desired programming.						
4.) Refuge has created opportunities for target community members to participate in Refuge activities.						
5.) Refuge staff, volunteers, or interns have attended community partner events off the refuge in the target community's neighborhoods (e.g., community heritage days, science or other fairs, festivals).						
6.) Refuge staff, volunteers, or interns have participated in community partner events off the refuge in the target community's neighborhoods (e.g., community heritage days, science or other fairs, festivals).						
7.) Refuge staff, volunteers, or interns have helped plan/organize community partner events off the refuge in target community's neighborhoods (e.g., community heritage days, science or other fairs, festivals).						
8.) Refuge staff, volunteers, or interns participate in community projects (which may or may not relate to environmental conservation).						
9.) Refuge makes effort to recruit individuals from the target community for staff, intern, and volunteer positions.						



*ASSESSMENT PART I:*

**SECTION 6: a.) Building familiarity and trust in the target community**

*Standards 1, 2, 4 and 8*

Overall Progress Ratings

Based on your responses above, your overall progress rating for <b>building familiarity and trust</b> in target community is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

Narrative Responses

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



**b.) Engaging the target community through relevant conservation programming**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge engaged target community members to inform planning and programming that is relevant to the community.						
2.) Refuge periodically reviews all refuge programming and community interactions to ensure they are helping meet the target community's needs (e.g., health and well-being, youth employment, adult education, science education, food security).						
3.) Partner organizations and target community members aid in the development and execution of refuge programming, activities, and outdoor recreation opportunities to ensure relevance to the target community.						
4.) Refuge coordinates its environmental education efforts, recreational opportunities, and events in the target community with existing environmental education programs in the area.						
5.) Refuge UWCP activities complement, but try not to duplicate or compete with, the efforts of other conservation actors in the community.						
6.) Refuge-sponsored activities, programming, and recreation opportunities occur in the built environment (e.g., in a housing community or school building).						
7.) Refuge-sponsored activities, programming, and recreation opportunities occur in the natural environment (e.g., on the refuge or in a city park).						
8.) Refuge offers opportunities to experience nature for people with different levels of comfort with and interest in the outdoors.						
9.) K-12 environmental education geared toward youth in the refuge's target community helps schools meet established state and national learning standards in multiple disciplines (e.g., science, math, English, social studies, art).						
10.) K-12 environmental education geared toward youth in the refuge's target community is curriculum-based with measurable goals and objectives.						
11.) Environmental education for youth in extracurricular settings in the target community (e.g., after-school clubs, nature camps) has measurable goals and objectives.						
12.) Environmental education for adults in the target community (e.g., in ESL or GED classes) is curriculum-based with measurable goals and objectives.						
13.) Refuge activities, programming, and recreation opportunities teach members of the target community the skills they need to recreate outdoors on their own.						
14.) Refuge activities, programming, and recreation opportunities geared toward the target community involve repeated contact with the same members of the target community.						
15.) A variety of refuge staff (e.g., management, biology, law enforcement, visitor services, interns, and maintenance personnel) have direct interaction with the target community by aiding with refuge activities, programs, or recreation opportunities for urban audiences in order to showcase the variety of career paths available in natural resources.						
16.) Refuge-sponsored activities, programming, and recreation opportunities are successful in reaching the target community (i.e., participants are from the target community).						
17.) Given your station's location, accessibility to the target community, and other relevant factors, what percentage of activities intended for the target community <i>should ideally</i> occur on the refuge versus off the refuge in the neighborhoods of the target community? Consider this question when setting objectives in Section 8.						
a.) % should occur on the refuge in the next year.						
b.) % should occur in the target community in the next year.						



*ASSESSMENT PART I:*

**SECTION 6: b.) Engaging the target community through relevant conservation programming**

*Standards 1, 2, 4 and 8*

*Overall Progress Ratings*

Based on your responses above, your overall progress rating for <b>engaging the target community</b> through relevant conservation programming is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

*Narrative Responses*

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?



**c.) Fostering sustainability and habitat enhancement on the refuge and in the target community**

ACTION/ACTIVITY	RATING					
	1	2	3	4	5	NA
1.) Refuge adapted its practices to increase facility and site sustainability.						
2.) Refuge communicates about its sustainable practices in refuge exhibits, on refuge signs, and on the refuge website.						
3.) Refuge integrated communication about sustainable practices into interpretive and educational programs that occur on the refuge.						
4.) Refuge integrated communication about sustainable practices into interpretive and educational programs that occur off the refuge.						
5.) Members of the target community participate in relevant and desired projects that improve sustainability and enhance the quality of habitat on the refuge.						
6.) With support from the refuge, members of the target community participate in relevant and desired projects that improve sustainability and enhance wildlife habitats in and around their neighborhood(s).						
7.) Ideas to revitalize or enhance habitat and green space in the neighborhoods of the target community have originated with community members and partners (e.g., school in target community requests a schoolyard habitat), and community members are supportive and participatory.						
8.) Refuge staff, volunteers, or interns advise community planners and leaders on appropriate ways to create wildlife habitat in their neighborhoods.						



*ASSESSMENT PART I:*

**SECTION 6: c.) Fostering sustainability and habitat enhancement on the refuge and in the target community**

*Standards 1, 2, 4 and 8*

*Overall Progress Ratings*

Based on your responses above, your overall progress rating for <b>fostering sustainability and habitat enhancement</b> on the refuge and in the target community is:		
<b>HIGH / (3.75 and above)</b>	<b>MEDIUM / (2.5 to 3.74)</b>	<b>LOW / (less than 2.5)</b>

*Narrative Responses*

1.) Is there anything that you want to expand upon or clarify about the responses you provided in this section?

2.) What are the top two needs for your station to increase your overall progress in this area?





*ASSESSMENT PART III: Setting Objectives and Identifying Potential Support*

The purpose of this section is to set goals to advance your UWCP. Based on your responses in sections 1-6, other strategic planning exercises, and discussions with refuge staff and community partners, please create **SMART** objective(s) for each section in this assessment that describe a path forward to further your refuge’s achievement of the Standards of Excellence. You need only write one objective for each section, but you may write more than one – whatever is most appropriate for your refuge’s path forward. If your refuge already has an urban strategic plan in which you have laid out SMART objectives, you may copy and paste those to an appropriate section here. However, you may wish to revise these objectives in light of your responses in this assessment.

Some other things to keep in mind:

- 1.) Set your objectives with refuge staff, UWCP staff, and community partners.
- 2.) You can choose not to set objectives for a section if you aren’t ready to address that stage of implementation.
- 3.) Not everything with a low progress rating requires attention or can receive attention.
- 4.) This is as much about prioritizing as writing the objectives.
- 5.) Consider building off your refuge’s Comprehensive Conservation Plan goals and any other relevant refuge plans or strategies.
- 6.) For resources on writing SMART objectives, see the Service’s **Writing Refuge Management Goals and Objectives Handbook**. Remember, SMART objectives by definition must include a clear timeline (e.g., we aim to accomplish this objective in two years).
- 7.) Review the goals and objectives developed as guidance in the **Standards of Excellence**. They are collated [here](#) for easy reference. You may use objectives straight from the Standards, adapt them to better suit your needs, or develop alternative objectives. They may also just serve as a jumping-off point for discussions with refuge staff and partners.

<b>ASSESSMENT SECTION</b>	<b>SMART OBJECTIVES</b>
<b>SECTION 1: Learn about the UWCP, urban area, and target community</b>	Objective 1.1:
	Objective 1.2:
<b>SECTION 2: Provide an inclusive, welcoming, and safe environment</b>	Objective 2.1:
	Objective 2.2:
<b>SECTION 3: Build and maintain relationships with partners</b>	Objective 3.1:
	Objective 3.2:
<b>SECTION 4: Address barriers to participation in nature-based activities</b>	Objective 4.1:
	Objective 4.2:
<b>SECTION 5: Ensure adequate long-term resources</b>	Objective 5.1:
	Objective 5.2:
<b>SECTION 6: Engage community members in conservation</b>	Objective 6.1:
	Objective 6.2:

- 1.) List the top four things your station needs to achieve your objectives for the next year. These might include: training, policy changes, best practice guidance, funding, etc. Please be as specific as you can.
  - 1.
  - 2.
  - 3.
  - 4.
- 2.) In light of the SMART objectives you developed and needs you identified, what are your top three requests to your regional office? Briefly describe each request and how it would help you meet one or more objectives.
  - 1.
  - 2.
  - 3.



#### *ASSESSMENT PART IV: Audience Engagement Reporting*

As you move forward with UWCP implementation, we would like you to record information about activities (e.g., projects, events, programs, etc.) that engage members from the urban community. To make annual reporting less burdensome, we suggest making it a routine to note this information and update this table *when an activity occurs* rather than waiting. **This information will be requested each fiscal year moving forward.**

You are asked to provide the following information about programs, events, projects, etc. on the [UWCP eval website](#):

- Name
- Whether it is a one-time event or recurring program
- Date
- Short description
- If the program involved habitat restoration and number of acres restored
- Number of participants
- If participants were from the target community and how you ascertained this

