

## NOAA Education Council Meeting

Date/Time: November 18, 2009 (1:00–4:00 pm)  
 Location: SSMC3, Room 14836  
 Dial-in: 866.901.0711  
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 Contact: Luis Leandro - work: (202) 482-3139

### AGENDA

- 1:00 Welcome/Opening Remarks
- 1:10 Education Section in FY11 NOAA Blue Book – Julie Hite and Marlene Kaplan (*input request*)  
 (15 min presentation & discussion)
- 1:25 Implementation Plan working group leads report back to Council on progress (*input request*)  
 (45 min presentation & discussion)
- 2:10 Implementation plan Steering Committee recommendations and outstanding issues – Christos Michalopoulos  
 (*input request*) (40 min presentation & discussion)
- 2:50 Nat'l Environmental Literacy Assessment study –Bill McBeth (*informational*)  
 (30 min presentation/15 min discussion)
- 3:35 Updates & Announcements

### Upcoming Council Meetings:

**December 16, 2009**

**January 20, 2009**

### Attendance

**In person:** Louisa Koch (LK), Paula Keener-Chavis (PKC), Julie Hite (JH), Marlene Kaplan (MK), Heidi Keller (HK), Luis Leandro (LL), Paulo Maurin (PM), Liz McMahon (LM), Frank Niepold (FN), Rob Ostheimer (RO), Bronwen Rice (BR), Irelene Ricks (IR), Steve Roda (SR), Jaqueline Rousseau (JR), Stacey Rudolph, Leesha Saunders (LS – for Nina Jackson), Sarah Schoedinger (SS), Peg Steffen (PS), Kate Thompson (KT), Sharon Walker (SW).

NELA folks: Bill McBeth (BM), Karen Cifranik (KC), Trudi Volk (TV), Tom Marcinkowski (TM); EPA folks: Ginger Potter (GP), Drew Burnett (DB), Ruth McCully (RM).

**On the phone:** Christos Michalopoulos (CM), Steve Storck (SSt), Carla Wallace (CW)

### Announcements (LK)

- The House Natural Resources Committee held a markup this morning on H.R. 3644, a bill to authorize the National B-WET and ELG programs. This legislation passed Committee today.
- FY10 House and Senate NOAA appropriation bills passed last week. Senate and House CJS Appropriation Committees are planning on conferencing the bill sometime this or next week, so we should hopefully have a budget soon for 2010.

### Education Section in FY11 NOAA Blue Book – Julie Hite and Marlene Kaplan (*input request*)

- JH: Education section in Blue Book would include FY11 budget (future) and accomplishments from FY09
- KT: What we do isn't necessarily reflected in budget amounts. We do a lot with little resources, but don't want it to seem like that little amount is enough/adequate. Not close to budget needed to support what we do in education. How can we communicate that in the Blue Book?
- JH: Frame it as 'here is what we are doing, but we could be doing more.' How we could expand.
- KT: Can we also think about doing it by topic? Specific challenges?
- JH: We can pick whatever subject or theme we want.
- FN: A lot of what we are doing is hidden in the way things are reported, topic vs. goal etc.
- PKC: should look at what is resonating in Congress for the topics we should focus on. For example, STEM/workforce development. We can re-work the wording of what we do to align with priorities of Congress.
- LK: Julie, what are the three most important things we should capture?
- JH: What students are you hitting? (audience) Who and how many? By region – this would be really hopeful as well. Also by topic/theme.
- MK: So for this year, we can do Climate, Ocean, Weather, Great Lakes. We will get budget numbers broken down by audience, theme and NOAA region. Exercise will be to fill this out to the best of our ability. We also want accomplishments.

- SS: Accomplishments and definitions of the percentages on the pie charts.
- SW: Can we do this over survey monkey so we are all answering the same questions?
- FN: We should have a national pot, and break it down by region from there.
- SW: Would be helpful for SG if we can do it by region.
- JH: Region works fine for Budget.
- MK: Yes, if we collected by state we would roll up into region anyway.
- PS: We need to be very specific for what we are requesting for this data call. Should also include Salaries
- KT: Would like to think about other changes we might need on this data call. How much is internal vs. external (i.e., through partners).
- LK: For this exercise we would be talking about NOAA dollars only.
- LL: You all should start working your budget analyst for the numbers. The data call will come from NOAA budget and will go through the line offices.
- PS: should this go by line office as opposed to program?
- JH: That's how we usually report.
- LK: We could break line office sections down into programs, or just highlight these in the text.
- PS: Would be nice to see what percentage of line office budget is dedicated to education
- LK: We should be able to do this. LO or Program? Line AND Program.
- JR: OEd would be under Program Support?
- LK: Yes
- CM: We need to collect the info by program, even if we decide to report by LO. We will put together a sample data call spreadsheet next Monday. If some Council members want to help and comment, please let us know. Just please keep in mind that we have a very tight schedule for getting this done. We need to have a final data call ready before Thanksgiving.
- LK: We are talking about collecting/reporting funding by LO and program, funding by audience, funding by region, funding by topic and an accomplishment section.
- CM: Also need to determine what regions we are going to use so we are consistent. I would recommend using the NOAA regions.
- **Vote 1 (LK): Are there any objections to using the NOAA regions? Any objections on the types of information we will be collecting: 2009 education budget/program, further broken down by audience, theme/content and NOAA region and having an accomplishments section? No objections!**
- FN: If there are elements in the budget that are new, where would these be reflected in the Blue Book?
- JH: If it's 500k and above, would be highlighted in the program sections. We want to provide an overview on education. Specific budget Increases will show up in the program sections.
- LK: Who is willing to look at data call early next week with a short turnaround time of 1day? Frank volunteers.
- CM: It would be great to also get insight from Sea Grant, NERRS and Sanctuaries.
- JH: Remember, this doesn't have to be perfect this year. We can also build on this next year when we have more time to work on things.
- MK: We cannot point out that education is underfunded via PPBES in writing.
- FN: A bar graph of education compared to NOAA budget could tell that story, as a percent of NOAA budget investment in education.
- PKC: The two pager that Luis is working on. Do you have any intel on what might make that doc more effective?
- JH: We issue one pagers when we go to the hill. Having an education one pager can be part of this package.
- LL: Blue book could use similar layout as on the two pager. We can expand it to include accomplishments and the budget info.
- MK: Trying to convey that it's not just office of education and that education is spread across the agency
- JH: Goal is to spark their interest, bring programs to their attention on the hill.
- LL: We will obviously include NOAA Budget and Legislative Affairs in the review of the 2-pager before finalizing it.
- KT: Can we do an education accomplishments report?
- LK: If we want to take the 2-pager up a notch, we would do accomplishments by program and by region. This is additional work. We are making progress. Before we did not have anything, so this is a good start.
- MK: We have tried to account for grants by state, but we could expand and include what you are spending by state as well.
- LL: Some of this will come out of the implementation plan and its reporting.
- MK: We can talk about next steps.
- LL: Blue Book is the top priority right now. And we have a very short timeline for making this work.
- FN: How many accomplishments are we talking about?
- LL: We need to figure this out based on how long the education section will be. We will send clear instructions on this next week when the budget data call is submitted as well.
- LK: We may go by number of lines or have a word limit by program.

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#### **Implementation Plan working group leads report back to Council on progress (input request)**

- BEC

- SS: We need to be thoughtful about leveraging what our partners can do, i.e. NSTA partnership that Peg is working on, for internal capacity building.
- Connects
  - KT: Need to 'connect' with PK-20 to align activities, e.g. the issue of technology
  - MK: In December maybe we can have another report-out on this topic after these two groups meet up
- LK: We are running out of time for this section. Leadership and PK-20 report out will be moved to December

#### **Implementation plan Steering Committee recommendations and outstanding issues – Christos Michalopoulos (input request)**

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- LM: When you are writing the strategies/tasks/indicators use the plainest language possible, you can end up in the weeds really easily (after experience editing the Fisheries plan).
- PM: We shouldn't try to force fit links to strategic plan. Some things may not align easily.
- CM: Agree, we had limited time at retreat. We have authority to modify/change as needed and call out items that do not align well with the strategic plan. The groups should have ownership over the tasks they have identified, and should feel free to make changes as they see fit.
- KT: I like the programmatic information (on slide 9) and would like to see it kept.
- SS: Some synopsis information – we will rely on programs to review and include most appropriate information.
- CM: Want to maintain the pages on slide 7, and also instead of the two pages on slide 8, the example from slide 9 (small paragraph of info, right hand bottom half).
- PKC: Are we losing detail by lumping?
- SS: No
- FN: I like the slide 8 pie chart piece.
- CM: Council will review plan at the December meeting before leadership review.
- SS: Will need to solicit info from programs for this, ok?
- [general agreement]
- PKC: Email from Paul Sandifer related to administration request for education council programs to develop activities related to ocean acidification.
- PM: Corals took care of this, believes ocean acidification falls under climate change.
- **Vote 2 (LK): Accepting proposal to focus on climate change and add other administration priorities in the future (slide 11 of presentation). Passed!**
- LS: NESDIS wanted to look into this more before making a decision.
- After discussion, agreement to accept proposal.
- **Vote 3 (LK):**
  - **Slide 12: include some but not all of “engaging leadership” actions? Passed!**
  - **Slide 13: NEP/NEC informational? Yes (KT- make sure implementation plan is well connected to strategic plan)**
- KT: Out group needs to meet again before finalizing our objectives and sub-objectives. We can get these to OED the first week of December.
- LK: We need to revisit the timeline and extend it.
- CM: We can go to virtual approval of Ed Council if we need more time and still meet the NEP/NEC review timeline.
- MK: Our next Coordinating Committee meeting is Dec 2. We can also discuss this more then.

#### **Nat'l Environmental Literacy Assessment study –Bill McBeth (informational)**

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- TM: See appendices of report for the types of data requested from the schools.
- TM: N size increased x4 in phase 2, larger data set and more analyses
- DB: What is the next step after analysis, and at what point is it useful to engage practitioners? And how are we going to use the results of this to influence practice?
- BM: Good idea once analysis is complete.
- TM: Prolonged engagement. Researchers become familiar in school community, sit in on classes, surreptitious data collection.
- FN: Ecological knowledge happens in many places, with climate it isn't just ecological, it's interaction. How is that handled? In skills section? Hard to know without seeing the instrument.
- TV: Cognitive skills section?
- TM: Instrument designed for 1 or 2 50 minute periods.
- BM: Clarify the human interaction aspect of question?
- FN: Human interaction and decision-making with regard to climate.
- BM: Different angles of literacy. We don't ask the questions directly, but I think there is transference.
- SW: What kind of analysis do you intend to do on info on teachers/schools?
- TM: level of exposure, interest, involvement, correspond to certain scales in MS instrument, could compare student scores to teachers to see if there is a correlation (simple level); conceptual model: to allow to test certain variable sets as they relate to student outcomes.
- TV: Hopeful to find common practices among higher performing schools so we can make recommendations and compare and contrast high and low performing schools

- TV: Do students who have been exposed to environmental literacy perform differently than students across the U.S.? Looks like yes, and better, (but keep in the room).
- BM: Instrument needs to stay proprietary until after phase 2, to avoid influencing results.
- TM: Differences between 6<sup>th</sup> and 8<sup>th</sup> graders, small differences in score may be statistically significant, but is it significant practically or instructionally?
- TV: Data was cohesive.
- TM: Too early to say if we will see the same pattern in phase 2. And what will happen with phase 2.
- BM: Phase 1 external factors not an issue because of random sampling. The purpose of year 2 is to look at the best programs out there, will look at this in phase 3 – what are the external factors influencing environmental literacy.
- TM: Can make some inferences about this based on environmental sensitivity measure in phase 1. Can return to pattern of responses from phase 1 for this.
- LS: If you did have to choose a grade level for changing behavior, would you say it would be 6<sup>th</sup> grade?
- BM: Gut instinct says it should start earlier, in the family setting. Can't really say from this study. An intervention in middle school alone may not stick. Needs to be continued reinforcement.
- TM: Historically these programs have targeted 5<sup>th</sup> grade students. But hard to say concretely that this is the age to emphasize.
- JR: Will you factor in the preparation of the teacher?
- BM: Yes, in teacher survey. Haven't analyzed this yet. This will look at training and experience.

#### **Updates and Announcements**

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- PM : Peg and I returned from Middle School teacher conference in Annapolis. Was great. We should be sure to attend next year's in Baltimore.
- FN: Line Offices working on Web seminar series, 2 of 8 completed, working great, topic is climate, all varieties. Dec 15<sup>th</sup> is eyes from space on corals and climate change. Mark Akins.
- SW: 47 Knauss fellows are currently in DC for the selection process.
- MK: Returned from ORRAP, Disney is using literacy principles, and quoting Ocean Project data, involved with AZA