

NOAA Education Council Meeting

Date/Time: June 16, 2010 (1:00–4:00 pm)
 Location: SSMC3, Room 14836
 Dial-in: 866.901.0711
 Passcode: 8134683
 Contact: Luis Leandro - work: (202) 482-3139

AGENDA

- 1:00 Welcome/Opening Remarks
- 1:10 Next year's Blue Book discussion – Courtney Barry and Luis Leandro (*input request*)
(15 min presentation/25 min discussion)
- 1:50 PK20 working group report out – Peg Steffen and Irelene Ricks (*informational*)
(5 min presentation/10 min discussion)
- 2:05 15 min stretch break!
- 2:20 Climate working group report out – Frank Niepold (*informational*)
(5 min presentation/10 min discussion)
- 2:35 Teacher at Sea Program Evaluation – Jennifer Hammond (*informational*)
(15 min presentation/15 min discussion)
- 3:05 NGSP update – Marlene Kaplan (*informational*)
(5 min presentation/10 min discussion)
- 3:20 Updates & Announcements

Upcoming Council Meetings:

NOTE: There will be no July meeting.
August 11, 2010
September 15, 2010
October 20, 2010

Attendance

In person: Louisa Koch (LK), Marlene Kaplan (MK), Jeremy Andrucyk (JA), Courtney Barry (CB), Thanh Vo Dinh (TVD), Karen Eason (KE), Jennifer Hammond (JH), Molly Harrison (MH), Judy Koepsell (JK), Luis Leandro (LL), Chelsea Lowes (CL), Elizabeth McMahon (EM), Jeannine Montgomery (JM), Bruce Moravchik (BM), Maria Murray (MM), Frank Niepold (FN), Bronwen Rice (BR), Irelene Ricks (IR), Peg Steffan (PS), Kate Thompson (KT), Audrey Trotman (AT).

On the phone: Claire Fackler (CF), Atziri Ibanez (AI), Nina Jackson (NJ), Paula Keener-Chavis (PKC), Bora Simmons (BS), Shannon Sprague (SSp).

Announcements (MK/LK)

- Audrey Trotman replaces Jacqueline Rousseau as the Council Office of Education--EPP representative.
 - AT was previously at USDA in higher education programs and human capital development and at Tuskegee University as faculty researching human exploration of space.
- The next Ed Council meeting will be August 11th.
- There was a request from Larry Robinson to look at the role of education in oil spill response and restoration. He is also interested in how the OEd-EPP Centers will fit in. Anyone is welcome immediately after this Ed Council meeting.

Next year's Blue Book discussion – Courtney Barry and Luis Leandro (*input request*)

CB and LL review FY11 Blue Book contents and request input for FY12 Blue Book. See PowerPoint slides.

- LK: CB, could you provide comments on what kind of feedback you received about the last Blue Book?
 - CB: Congress was really happy with having this information. They had been asking for more detail on NOAA education investments. This was a great tool for them to see everything NOAA is doing in education.
- FN: Given the extra space on program pages, can we have more data on our program pages, e.g., for audience?
 - LL: Yes, but it would have to be consistent across the board at the program or line office level.
- FN: As a follow up to regions, can we have a national category? What do we do if the program is national and does not have regional components?

- LL: We could divide the investment evenly across regions or completely omit that information.
 - FN: I like that.
- LK: OMB wants to know where NOAA's education budget is, and they want to know it down to the PPA level. This is a simple concept, but painful to generate.
 - CB: OMB absolutely wants to know the dollar amounts down to the PPA level.
- FN: If we are expecting to have an education increase in FY11 that carries into FY12, we won't know the funding until the CR closes. Is there a way to change or update amounts after the CR is lifted?
 - CB: It's my understanding that you all will be working on FY10 actual numbers for the FY12 Blue Book.
 - LL: Most programs do not know execution numbers until the end of the execution FY.
- AI: Will we move to a database for reporting data rather than Excel spreadsheets?
 - LL: This is something we've discussed. I believe we decided that the budget data call will be separate from the evaluation data call.
 - LK: Shared entry would be helpful to minimize re-entry of data.
 - LL: We should defer to budget.
 - CB: We have a shared point site. As for a database, that would be up to Education.
 - LK: Do you have some initiative in your office for having shared entry into a database type format so your office does not have to re-enter data from spreadsheets that we already entered?
 - CB: It sounds like it would be good, but it is far down the road and will not affect this data call.
- JA: We have no object class code to track specific education activities. However, I believe you can have sub-object codes using the last 4 digits of the object code to track specifics like audience, etc. The community is small enough that you could establish sub-object codes. I don't know how many sub-categories you would have. Too much complexity might lead to error.
 - CB: I will bring this idea back to the office, but I'm not sure if they will think it is worthwhile.
- NJ: Should we include the Data Centers in this data call for NESDIS?
 - CB: Yes, if the Data Centers are included in activities that fall under the STEM education label.
 - LK: I think you will be okay for FY10.
- AI: Are we asking our individual Reserve sites to report these data?
 - LK: It's your call. If you know the NERRS education budget without going to the individual Reserves, that's fine.
 - LL: If you have the information and want to include it, you can.
- LK: We got a lot of negative feedback on the amount of time that it takes to respond to the data call. However, the Blue Book was a very powerful resource for me when I briefed various offices. It was very helpful to have a consolidated, integrated, and clear picture to present. Do we want to take another big step and show the additional breakout to NOAA regions, strategic goals, and audiences? We need to know from you all what would be easiest and hardest to provide a full response.
 - FN: I believe audience would be the most difficult and maybe regions. Strategic Goals is the most useful.
 - AI: The easiest for me would be NOAA regions. By getting this information now, I can get it into the guidance for our Management Plans, but it wouldn't take effect until next year, FY13 Blue Book.
 - LK: So you could see stepping up to regions in the FY12 Blue Book and then further to audiences and strategic goals next year for the FY13 Blue Book.
 - CL: For Sea Grant, NOAA regions would probably be easiest because we collect information at the state level. Audience and strategic goal would be the most difficult. We do not have strategic goals because we technically don't belong within OAR.
 - LL: Let's clarify that strategic goal categories are asking how much you spend on climate, weather, oceans, Great Lakes, and coasts.
 - JH: I thought we collected this information for the Matrix. We delivered the information from the Matrix into the budget call. The Matrix included audience and content breakdowns.
 - MH: The only issue for Fisheries would be dividing oceans from coasts.
- JA: How is this information going to be used by the Blue Book audience? For Congressional use, regions might be helpful. For educators, strategic goals might be best. You have to look at it from this angle, not from the view of how easy it is to collect the data.
 - MK: One issue was the Academies report saying that our investment is skewed toward oceans and not enough to atmosphere. This would allow us to be more responsive to that question. Congress cares more about audience and where the money is going.
- JK: The region definitions do not match with all line offices, like NWS.
 - LL: These were picked based on PPI's definition.
 - LK: If you input the data by state, we can parse it into the regions.
- LK: Let's leave the record open for 1-2 weeks. What I'm hearing is that the order of ease to collect data is: regions first, then audiences, then strategic goals. If we reverted to what we did in the Matrix last year, it would make it easier.
- FN: We should remove the catch-alls. There would be some work to get there.
- CB: The previous content area breakdown is confusing to the Hill for the Blue Book purposes. The proposed strategic goals would be less confusing.
- AI: In terms of the strategic goals, I think it is important to capture education, per se. Some of the goals in our Education Strategic Plan are useful and resonate with Congress.
 - LK: There might be some things that should be added to the list.
- KT: My Matrix was not fully reflective of all the things we do because of the \$50K breakout.
 - LL: We will not be asking for a \$50K breakdown.
 - CB: The PPAs will not be in the Blue Book at all. They provide the background evidence to validate the numbers in the Blue Book to the actual budget.
- KT: Are we going to do the Matrix every year?

- LL: We want to reduce redundancy. We would like to have one data call each year for budget that will serve all our purposes, Blue Book and Council purposes.
- KT: What about the STEM data call? That was very different.
- LL: All of the breakdowns we have should be STEM related.
- FN: The number we use for the office and to backup the Blue Book will be down to the dollar, not in \$50K units.
- KT: The issue is that all of our Federal funding is for staff. The programs are run by soft funds. There is no way to reflect this.
- JK: Could we add water to the Goals to cover hydrologists? It's one of our strategic goals, but not reflected here.
- FN: Why don't we have a small working group off of the Council to come to a conclusion and report back to the Council in August? It seems like the Strategic Goals is the most difficult one for us.
- LK: I'd like to throw this to the Coordinating Committee because I hear a variety of opinions. Let's have that group come back in August and report.

PK20 working group report out – Peg Steffen and Irelene Ricks (*informational*)

See PowerPoint slides.

- KT: Can Connects add their informal partnerships to your partnerships data call?
 - PS: Yes, we can coordinate on this so there will be a single data call.
 - KT: Are you defining partnerships?
 - PS: Yes, but we can work to accommodate your group's needs.
- CF: For your data call related to NOAA speakers, are you going to do this nationally or just in your neck of the woods?
 - MH: This is something we will pilot locally and then send out nationally.
 - CF: Will this tie into National Lab Day?
 - MH: We've been talking about this possibility, but haven't made a final decision.
- LK: Can we test out the partnership data call to focus the information on how the information will be useful to us, e.g. partnerships in a particular area or partnership size? We should do a test run.
- FN: I think the real value for the use for students is ensuring as many students see the list of student opportunities as possible. I'm looking for a marketing response to promote the site and access to it.
- LK: IR, do you know how many hits there are to the present site?
 - IR: No. Data from the OEd website is slightly different from opportunities listed from each line office.
 - LK: This should be updated regularly on the Ed website. I am glad these data are designed to do this. We should track the number of visitors at the current website now and then compare and track visitorship to the new website. We should see if we can market it better.
- PKC: Our website is being updated and will be featured in Currents during the summer of next year.
- PS: We'd like to post photos of NOAA-related things on which kids can put captions. This is something kids love to do.

Climate working group report out – Frank Niepold (*informational*)

See PowerPoint slides.

- LK: There is an NRC Climate Change Ed panel going on. One thing to figure out is what people need to know, why they need to it, and how it will be delivered so that people remember it. Is there any focus on this in your metrics?
 - FN: We have a quality relationship measure focused on whether we meeting educators needs in a reliable and trustworthy way. We already know that NSF is looking at climate literacy as fitting into sustainability. We are aligning climate literacy principles back to the benchmarks for science literacy. Too many people look at the climate literacy principles as what to teach verbatim and as a step-by-step guide of things to say.
 - KT: I disagree. We use the ocean and climate literacy principles as talking points.
 - CF: We have reworked some of the principles to relate it to Sanctuaries and to make it meaningful for us. We did feel it was not our place to rewrite the principles, but to rework them for our purposes.
- FN: This is a difficult topic to teach because it is dynamic, complex, and controversial.
 - CF: There was a recent Columbia University study looking at the psychology of how to teach and communicate a complex and controversial topic like climate change.

Teacher at Sea Program Evaluation – Jennifer Hammond (*informational*)

JH reports out on her process of going through the evaluation of her program. See PowerPoint slides.

- JH: Bora Simmons, the external evaluator, is calling in. She has over 30 years experience in environmental education evaluation.
- JH: I had to move beyond excuses, especially for how difficult it is to evaluate environmental education programs. I had to find a way to validate the Teacher at Sea program through evaluation. My management at the time wanted to know how many employees hired at NOAA had previous Teachers at Sea. The main goal of the evaluation was to see if we were building an understanding of earth system science among teachers and students to support NOAA's mission. Other goals of the evaluation were: do teachers:
 - Understand how NOAA science is linked to education standards, national standards, and ocean literacy principles?
 - Understand the training and education paths required to support NOAA careers?
 - Use NOAA data and resources in the classroom?
 - Share career information in the classroom?
- JH: ExpectMore.gov lists the government programs that are performing according to OMB. I used the MEERA website to find the evaluator. The full evaluation process took two years; some of this was due to the Paperwork Reduction Act (PRA), but not most of it.

- The PRA process is not difficult, but it takes time and there is a lot of paperwork to complete. NOAA has a really good staff person; Sarah Brabson, to assist in the PRA process.
 - We need descriptive data: we need to be able to count and characterize. We need to search for the success, especially if it is replicable. We need to identify what is not working.
- MK: How did you structure this, and what are some of the issues with how to structure an evaluation like this?
 - BS: A lot of it came out of a back and forth with JH to find out what she wanted from the evaluation. We decided to focus on the goals and tailor questions to determine how the Teacher at Sea program was meeting those goals. One thing that worked nicely was to start with initial interviews with very open-ended questions. This fed into the survey, which allowed more quantitative data. The first phase helped to give JH some very good quotes. One thing that worked with the second phase was a pre-/post- retrospective, which asked people to compare their pre- and post- participation. The third phase was another follow-up interview stage with open-ended questions. This allowed us to build on the previous phases and allowed flexibility to incorporate additional questions.
- CF: What was the cost of the evaluation over several years? Also, were there results that will change things that you do?
 - JH: The original subcontract was for \$10,000 for all three phases. This was 20% of the Teacher at Sea operational budget for a single year. I didn't have any big surprises, but I thought I would get more negative feedback on the program operations. The changes include that there is now a survey instrument to administer along the process of participation and that I have some performance measures.

NGSP update – Marlene Kaplan (informational)

Marlene provides an overview of the Next Generation Strategic Plan (NGSP) structure using the version that went to the NEC. See NGSP_v3 Word document.

- MK: Please take a look at the new vision and mission statements, the four goals, and education pieces. Climate is the only goal with a literate public objective. They have tried to structure the NGSP along line offices more than in the past. The larger education piece sits in Enterprise Engagement. We are one of the cross-cuts. Under Enterprise Organization and Administration, there is a workforce objective. The Mission statement now has a clause for sharing knowledge with others. People should provide comments related to the education portfolio.
- LK: How long will the public comment phase last?
 - TVD: 60 days.
- JH: When will this happen?
 - LK: The clock for the 60 days starts in the next two weeks.
- TVD: PPI tried to incorporate all the NEC comments.

Updates and Announcements

- AI: Thanks to everyone for completing the Readiness Assessment Questionnaire. If you haven't, please do that now.
- SSp: The Chesapeake Bay Executive Order strategy was released May 12. MK and BR are helping me develop an elementary and secondary environmental literacy strategy by Dec. 2011. We are looking to NOAA for input if you have programs that can be incorporated into the strategy (particularly NERRS, Sanctuaries, Sea Grant, and Climate). Please contact me for more information. People can send input to me by email. Glenn Cummings from U.S. Dept. of Education will participate at the Federal leadership committee level to look at the overarching strategy and will provide a couple staff members as participants. Thanks to MK for using her influence to get his participation.
 - MK: This is the first time Dept. of Education has agreed to participate in any of our issues.
 - SSp: I will work with LL to send the information on participating to the Council.
- KT: Thanks to those who helped with the Busch Gardens event. We have 116 American Samoa teachers participating in our workshop down there in July. We will be doing an Aquarius mission in Oct. for two weeks with live programming in Spanish and English. A teacher, who is a member of the National Association of Black SCUBA Divers, will participate.
- JA: We had an opportunity to add some questions to a survey that went to all hiring managers and rating officials looking at usage of the intern programs and how managers feel about the programs. Thanks for the feedback you've given; it was helpful for connecting with this opportunity. We'll report back on the results we get.
 - LK: We'd like to have you brief us with the results either to the Council or to OEd.
- AT: The EPP and Student Opportunities were very pleased with the student events and orientation from the past weeks.
- BM: We have good movement in the Climate Stewards program. We have been moving forward with ideas, projects, and plans for the program. We are also looking to do some online queries. Our Interagency Climate Ed working group is working on a follow-up Climate Change Educators toolkit, which is going well.
- PS: You should have gotten a message on participation in the Project Morry Teachers program. This is a good way to disseminate your resources. This will be July 20. The Conceptual Framework for the new National Science Education Standards will be out soon. The regional review for us is in Dover, DE. The International Society of Technology Educators will be meeting in Denver at the end of the month.
- FN: At the end of July we have the first review camp for the Clean Proposal working on the National Voluntary Climate and Energy Curriculum. This is targeted to be transitioned to NOAA beginning this fall. I will send out a query for any climate change and energy internet resources for grades 6-16 that should be reviewed.
 - KT: Can you send the standards that people will be using?
 - FN: It is not complete, but as soon as I get it, I will send it to the Council.
 - LK: Maybe we can have that briefed to the Council.
 - FN: This could be a climate project.

- JH: Teacher at Sea and OEd are spearheading the Teacher Research Experience Conference in Oct. Invitations went out last week to 53 programs across the country that do teacher research experiences. I want to give Liz a lot of credit. We have had difficulty placing teachers now with the oil spill in the Gulf. Three have been displaced. I will send an article regarding whether there really is a need for more scientists and if there really is a gap like The Gathering Storm suggests.
- MH: We will launch the Quest to Nest game at the International Society for Technology in Education. The game meets one of the recovery actions under the loggerhead recovery plan. This is the first time education has been included in a recovery plan. We will present the game at the playgrounds portion of the conference, which includes big dollar gaming.
 - LK: Will you be tracking usage?
 - PS: Yes.
- LL: There are two Ed Council email distribution lists. One for the large group, and one just for Ed Council members and alternates. If you would like to be added to the second, it is not exclusive. Let me know if you want to be added. Also, we will be keeping track of time for presentations and not discussions.
- LK: There will be no July meeting. The next meeting will be in August. I would like to hear from every component that is represented in the Blue Book pie chart to respond in writing with your vote on whether to add the proposed components and which ones. Also please provide brief summary of your logic.
 - LL: I will follow up with an email. I will also send the deadline.
 - LK: There will be a post-Ed Council caucus for the role education should play post oil spill.
- KE: There is some good material on the web educating about the lionfish. They are interested in translating it to French and Spanish. If you have any information on how to do this, please email me.
 - LK: AI would be good for this.
 - KT: We have a couple people that might be able to help with this.
 - KE: At the Environmental Evaluators meeting, I learned that there is a big conference in Nov. for the American Evaluators Association. Their website is www.eval.org. This is a really good resource.