

NOAA Education Council Meeting

Date/Time: May 19, 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 Human Capitol Council PDM follow-up – Jeremy Andrucyk (*input request*)
(15 min presentation/15 min discussion)
- 1:40 BEC working group report out – Jennifer Hammond (*informational*)
(5 min presentation/5 min discussion)
- 1:50 Leadership working group report out – Marlene Kaplan (*informational*)
(5 min presentation/5 min discussion)
- 2:00 15 min stretch break!
- 2:15 NAS report alignment with iplan – working group leads (*informational*)
(10 min per group)
- 2:55 NAS report alignment with iplan (gap analysis) – Maria Murray (*input request*)
(10 min overview/25 min discussion)
- 3:30 Updates & Announcements

Upcoming Council Meetings:

June 16, 2010

Attendance

In person: Louisa Koch (LK), Marlene Kaplan (MK), Jeremy Andrucyk (JA), Larry Beat (LBe), Christina Durham (CD), Karen Eason (KE), Jennifer Hammond (JH), Bob Hansen (BH), Molly Harrison (MH), Chantell Haskins, Atziri Ibanez (AI), Nina Jackson (NJ), Luis Leandro (LL), Chelsea Lowes (CL), Paulo Maurin (PM), Christos Michalopoulos (CM), Maria Murray (MM), Frank Niepold (FN), Rob Ostheimer (RO), Dan Pisut (DP), Bronwen Rice (BR), Irelene Ricks (IR), Peg Steffan (PS), Kate Thompson (KT), John Tindal (JT).

On the phone: Paula Keener-Chavis (PKC), Jeannine Montgomery (JM), Shannon Sprague (SSp).

Announcements (MK/LK)

- 2009 Bronze Medal Awards:
 - AI and Amy Clark for creating a unique science program that excites teachers, helps students understand estuaries, and serves as a model for NOAA education programs.
 - NOAA Northwest Regional Education and Outreach Group for creating and managing NOAA Science Camp, a highly successful hands-on environmental educational program for middle-school youth.
 - Editors and authors of the NOAA/Smithsonian Sant Ocean Hall companion publication "Hidden Depths: Atlas of the Oceans" for exceptional service.
 - Kurt Kawamoto for creating and executing the Barbless Circle Hook Outreach and Education Program to support protected species and sustainable fishing in Hawaii.
- Report out on FY12 process for education for submission to DOC (\$9M B-WET; \$4M GLOBE; \$3M Higher Education Capacity Building initiative to fund fisheries and climate priorities and others). We were not able to put all the programs forward that we wanted.
- LL will post the final GLOBE OSTP report on the Council website (under "Reports and Other Documents").
- Amy Clark just joined the B-WET team as the new Gulf B-WET program manager. She is not present because she just delivered her baby.
- Would you like to cancel the July or August Council meeting?
 - **VOTE: A head count favors meeting in August and cancelling July meeting.**
- Chantell Haskins is the current acting director of EPP. Jacqueline Rousseau is now on detail working for Larry Robinson.
- CH is looking for volunteers for Student Summit in the beginning of June to help as chaperones or panel substantive experts.

Human Capitol Council PDM follow-up – Jeremy Andrucyk and Marlene Kaplan (*input request*)

Workforce planning collaboration between the Education Council and the Human Capital Council (HCC) is a task from the Program Decision Memorandum. See PowerPoint slides.

- BH: Isn't it a chronic problem that people leave their jobs after two years and move on to the next?
 - JA: It is a chronic problem. We have to figure out if it's a problem in particular occupations.
 - CM: Aren't there specific offices that have higher attrition? Who's responsibility is it to do this meta-analysis of attrition and particular offices?
 - JA: The offices should be looking at their occupations and trying to get at the root of specific problems. We have looked at NOAA's attrition rate. Some offices are down around 3%, others are at 10%. We need to compare these numbers to other agencies because some positions are more transferable to other agencies. My group does this kind of work. John Tindal, who is a Workforce Planning Program Manager, does this. We help offices with these issues.
- MK: Did you have input in the Next Generation Strategic Plan?
 - JA: We did. Maybe LK can take note that there has not been enough socialization of certain objectives.
 - LK: We need to know if the Line Offices are ready to hire people.
- PS: What do interdisciplinary professionals and science translators do?
 - FN: For Sea Grant, it's an extension specialist.
 - JA: They are people that bridge multiple professions in order to engage the public. They want more people that can say what the services are that we offer and how to use them to reach our goals for the public.
 - PM: In Corals, we want a science translator that can translate the science and how to use the science to resource managers. They can also go back to the scientists and tell them how to make their science more useful.
- CM: Shouldn't Teacher at Sea be listed as a high school program?
 - JH: Yes, we have two Hollings scholars that applied because of their teachers, who were in TAS.
 - BH: What about STEP and SCEP?
 - JA: They are the hiring authority or vehicle to hire.
- LK: Add Cooperative Institutes to the Academic Institutions list.
- PKC: One area to consider would be to provide professional development for guidance counselors and teachers so that they are more informed.
 - JA: I think that's a good strategy.
 - FN: Coordinating outreach effort is a first step, but it's a marketing strategy that we need. This is not a small task.
- JA: We're looking for your input to leverage current programs, make connections, and find areas that need work.
- PS: The association of guidance counselors to work with is American School Counselor Association. Is this a supply or demand problem?
 - JA: It's both. It's a K-20 problem.
- LK: We should develop direct connections between NOAA students, NOAA sponsors, and NOAA career opportunities.
 - CH: We are not doing that now. We have difficulty getting NOAA managers to identify positions for our pool of students.
 - LK: I think we need to approach this from both sides, managers and students are not seeing the opportunities.
 - JA: We are trying to do more workforce planning with the line offices.
 - MK: Does each line office have its own recruitment plan?
 - John: Each line office develops its own human capital plan. I collect them.
- MK: I will leave the record open for input over the next couple weeks. This will go to the HCC for discussion in June. Then there will be a draft, which we will send around.

BEC working group report out – Jennifer Hammond (*informational*)

See PowerPoint slides.

- LK: Are there major obstacles or opportunities BEC is facing?
 - JH: We are glad to have AI leading the evaluation piece and Sarah leading the education piece. We may need to take the evaluation piece out of the group if we end up stating our needs and not getting the resources necessary.
 - CM: There are a couple of NAS recommendations that maybe our group should address and perhaps partner with other groups to tackle them. One regards working with underrepresented groups in everything we do. The other is evaluating partnerships and if this needs to be done at the agency level.
- PKC: About the NAS study, there was a reference to NOAA data that was not NOAA data. I have not had a response back to the email I sent asking about it.
 - LK: There was a response from LL that summarized the NAS response.
 - LL: They picked the papers that were best suited for their work. We had no influence over their decisions on which papers to review.
 - LK: They did not disclose the methods they used to select which papers to review.
 - MK: Let's continue this conversation offline.

Leadership working group report out – Marlene Kaplan (*informational*)

See PowerPoint slides.

- FN: We have \$2M for Climate education in the engagement part of the FY12 budget.

- JH: Are the grants by state from Office of Education accessible?
 - MK: LL can post the files to the Education Council website.
- CM: Add the GLOBE initiative to the White House list.
- FN: The Education interagency working group for climate education is something to add to White House list.
- CM: The DOC and White House want to be able to capture NOAA's investment in education, given the recent interests in STEM education. We tried to emphasize this is difficult to capture for a present FY. The motivation is a good one. They feel NOAA's education efforts are important.
 - LK: They want the present and next FY data.
- KT: It may be useful to have the information about how much soft money goes into funding our programs.
- AI: This is great work. The group might want to tackle the idea of funding the gap and how to communicate our need for funding.
 - CM: This is an Education Council-wide discussion and not just the responsibility of the Leadership group. When the plan for SEE is put together, we can address this more strategically.
 - LK: Your line office reps will know more. We have been asked for no input.
 - LK: Let's wait to see how this plays out first.

NAS report alignment with iplan – working group leads (*informational*)

See Excel files.

- PS: PK-20 has six sub-groups: educational partnerships, best practices, speakers' bureau, demonstrations project, gap analysis, PK career matrix.
 - We will have a data call coming to the Education Council about formal partnerships.
 - KT: We were planning two data calls for technology and informal science centers. Perhaps we should get together.
 - We felt recommendation II.3 on workforce was not our job and that it was the job of the HCC. We are hitting all the other recommendations.
 - JA: The workforce planning that we are doing really gets at recommendation II.3. We have to come up with a roadmap including our anticipated attrition rate and growth and then go back to the education part to address our future needs.
 - MK: Were there any recommendations that you thought should be different or where there's a need for resources?
 - PS: We really need resources going to careers. The state of our K-12 career resources is abysmal. I have nothing to hand to guidance counselors or to specific demographic groups.
 - MK: A similar thing happened at National Lab Day.
 - PKC: Secret Oceans is a DVD produced by our office. It addresses ocean careers and is very well done. I will see what I can do to get this out for the next meeting. We might want to disseminate this for career information.
 - LK: PK-20 should make sure the recommendations they want to see are given to MK and JA.
- KT: Connects is strong in its alignment to NOAA's role, recommendation I.2 with the education.noaa.gov., and recommendation I.3 with SOS. We are weak on the approach to evaluating the effectiveness and impacts of formal science education and technology in general.
 - We are also weak on Goals and Outcomes, especially in reaching underrepresented groups and workforce development. Our needs assessment should help with reaching underrepresented groups.
 - We have some strengths in Composition & Management of Portfolio.
 - We are weak in evaluation, but we are getting there. We need to do a better job at aligning our efforts.
 - We will have a data call survey for use of technologies.
- CM: BEC group strengths include the evaluation working group effort, best practices, and Developing Education Programs under our group that match well with the recommendations.
 - Our weaknesses are II.1 (broadening participation in all that NOAA education does), which we are not sure if we should be working on this or with other groups. Another weakness is the workforce, but this does not apply to us. Another one is evaluation of partnerships.
- FN: Climate group. I would like to flag I.2 because it suggests we need to operate in a very different way than we have.
 - CM: The Education Council does not have authority to terminate programs that are less successful than others. We need to acknowledge this in our response to the report.
 - FN: Our group has addressed all of the recommendations, but has some weaknesses in NOAA's role. Our group is doing some activities at the intra-agency level and others at the inter-agency level.
- LK: The purpose of this is to get our hands around the Academies report and to see how we should adjust our workplans to make sure we have the highest priorities on our plate. We did have a conversation with the Academies' Michael Feder and Martin Storksdiack about what would happen with our response. There is a market for our response at OMB, DOC, and the Hill. However, the Academies won't be able to evaluate our response in a formal way. The members of the Academies will be able to comment as individuals on our response.
 - CM: The Academies cannot evaluate our response and how it addresses the recommendations.
 - LK: We are developing a workshop with the panel members.
 - CM: Their mandate ends with the publication of their report.
 - PS: Will we be able to put a price tag on the items in the response that will require resources? We can't address all these recommendations without more money.
 - FN: This is why I raised recommendation I.2.
 - LK: There are ways to get more from the resources we have. I have interest in getting multiple benefits from a single effort.

- CM: To what extent do we use the report as a justification to request additional funding? The first thing we need to do is to capture all the good things we are doing and that a lot of the ongoing efforts map well to the recommendations. The next step is to say that we have a great plan, and we need some resources to move forward.
- PKC: We should look at these recommendations as just that, recommendations. Leverage them as a way to get funding to address things when possible.
- LK: There are pockets of money that we can use and tighten their purposes to align better with the recommendations.

NAS report alignment with iplan (gap analysis) – Maria Murray (input request)

See Excel file.

- LK: Did you match the extent to which individual items address the heart of the recommendations?
- MM: No. There is no data to get that level of detail, just yes or no at this point. Working groups would have the information for this.
- MM: We need to talk about how to integrate any activities happening outside of the Implementation Plan that address the recommendations, for example at the program level.
- JH: What is our timeline for the response?
- LK: We want to get something out soon, before we get dinged for not addressing it. Report is coming out in final form in the next couple weeks or months, and then 6 months for us to respond and get something on the web.
 - MK & CM: We are thinking we should have the response complete in the next couple months.
- MK: We need a detailed response and a two-pager for visits to the Hill. We want to be strategic about our responses.
- PKC: The two-pager should highlight the things we are doing well, show support for our direction and strategic plan, and where we need additional resources to meet some things.
- LK: Steve Gallagher says he has used report many times already to support funding requests, that it is useful tool win resources for NOAA education. I like PKC's outline.
- MK: We want to do no harm. We must be careful about how we characterize what we're doing so it isn't used against us.
- CM: We need to figure out how to collect info about what is going on outside of the Implementation Plan that addresses recommendations. 1) We could provide spreadsheets for programs to fill out, so we can put forward programs that address objectives. 2) We can develop a matrix-like spreadsheet to collect info. There are things, like the evaluation effort, that aren't quite there yet and also imply that additional resources are needed: "NOAA currently does not have all the resources required to fully address this recommendation."
- LK: Where are we close enough that a specific amount of money could get us where we need to go for near-term definitive gaps, as opposed to the big, grand statements (pie in the sky)?
- FN: Education did well with Gallagher, but all that money is going externally. Where is the internal money to support these programs?
- LK: NOAA keeps a much higher proportion of its resources relative to other agencies. There is pressure on NOAA to get money out, but there are some internal gaps we can fill with external grants. As we go into the FY13 planning process, we need to identify gaps and how to address recommendations.
- CM: We need to let go of 100% requirement mentality based on our mandates, and instead focus on the Academies report and implementation plan to highlight our gaps so we can be successful in the [new PPBES] system. We now have an opportunity because NAS report is largely favorable and a well aligned Implementation Plan.
- LK: The Academies were very positive about how quickly NOAA education is moving forward. They recognize the report is not reflective of additional progress that has been made since completion of report. For any new budgeting system, we will use report to support our request through this system.
- CM: FY13-17 will be a big year for us, now that we have report.
- JA: The only thing I didn't hear in the two-page summary is time to achieve our objectives and follow our track. We should highlight that results will be faster with more money.
- CM: Some of this captured in MM's summary, with current versus future Implementation Plan tasks and outputs.
- JA: We will find opportunities to implement as we go, but may not be able to get to all of the items. This should be reflected in the two-pager.
- PS: In thinking about responding to this, I request to put in a plea to include something about flexibility. We need internal capacity that is flexible enough to allow us to respond to current issues rapidly, e.g. oil spill.
- LL: How should we collect info from the program level?
- LK: Can we do it by email?
- CM: There are two ways to approach: 1) The Education Council members review the Excel spreadsheets and make notes of what programs are doing to address the recommendations, or 2) OEd drafts the response document, which will then go to the Council for review.
- LK: The latter is less work for the Council. Are people comfortable with OEd taking the lead on the two-pager?
 - **Vote: unanimous thumbs up.**
 - The more we can get stuff into the plan that we have to do anyway, the more we can leverage the efforts we are already making.

Updates and Announcements

- JH: Teacher at Sea received the final evaluation report done in partnership with OEd. It found that we are meeting our short-, mid-, and one long-term goal. I will send the report. We also have 34 teachers sailing this year. They all have been placed.

- KT: National Geographic is doing a national ocean initiative. They want to know where in the U.S. are there large concentrations of large ocean stakeholders. They are getting a West Coast bias. I am going to send this to you all to respond. Our climate literacy working group is working on evaluation questions specifically for climate using the climate literacy principles. I'd like to share them with all of you. Also, our education team is going to American Samoa to impact scoping meetings to expand the site to include other MPAs. We will be hosting a dive-into-education workshop.
- FN: For America's Climate Choices Reports, three of the five were released today. You can get them off the National Academies website.
 - LK: Are there any education references within the reports released today?
 - FN: They missed education; it's tangential.
 - FN: The Climate Portal had a meeting in Nashville. We are in the phase to go from prototype to operational. Around June 16-18, we will have a NOAA workshop to figure out how we want to work in this space and how we go from prototype to operational. A lot of things have changed since our last meeting.
 - FN: We are working on a lot of internal plans for the Climate Service. There should be some education jobs.
- PM: The Coral education and communications strategy will be finalized and out for review. The performance measures for the program are now official. Two deal with education. I will send them to the Education Council. One tracks the understanding and changing attitudes of climate change to establish a baseline. The other is on fisheries to establish a baseline on awareness of how regulations affect fisheries populations. Finally, we are about to finalize our revamped database of our spending and the results.
 - CM: The evaluation working group would love to talk to you about this database.
- CM: Last week, we met with a group called Earth Knowledge. They have funds from DOE to develop a web-based module to inform environmentally responsible decision-making. What they have created is a website with components on: baseline knowledge, visualizing data sets, and collaborative decision-making. It is targeted to anybody, especially decision-makers and educators. They have done two test pilots. They are interested in working with NOAA and other partners in utilizing that capability. The website is EarthKnowledge.net. Also, last Friday was the first official meeting with OSTP on GLOBE. We are officially co-leading the Executive Board. The Board likely will reside under the National Science and Technology Council.
- LL: There is an ocean and Great Lakes acidification research plan that is being passed around. It has an education piece, but it is very West Coast-focused. I had a very good discussion with the editor. They are aware of the lack of national focus and are working on developing an implementation plan. The team will reach out to us for the education component. They are interested in what we are doing in ocean acidification. Please share your efforts with me, and I will pass them on.
 - CM: Thanks to KT for pointing out the issue.
 - KT: Our research coordinator was on a call with the task force. They asked who from our office would participate.
 - CM: If we are asked, we will ask the Education Council who is the best person to represent NOAA education.
 - PM: I am the representative for the CRCP ocean acidification strategy.
 - MK: I have some information on this. Let me pass that on.
- MH: We are on the home stretch with the Quest to Nest game and the NMFS Education Portal.
- AI: Thanks to all who responded about your use of Federal funds. I am putting it together and will send it back to those that requested it. As a reminder, please complete the Readiness Assessment Questionnaire. There is a technical issue that will be corrected in a couple of days.
 - CM: I am not sure if the Education Council listserv is the best vehicle for this email discussion because it goes to other people. We will set up a council member only listserv.
 - AI: We have been bogged down with oil spill issues. Also the whole NERRS is revising its strategic plan. Education has been raised from Objective to Goal level.
- KT: Should we get together to discuss how education can respond to the oil spill issue?
 - PS: I've put a list together of our resources.
 - RO: We have done the same. It is on www.education.noaa.gov. Send it to RO, Kirk Beckendorf, and BH.
 - LK: See the website and send your list to Kirk.
 - CM: We should have an integrated effort on how we will respond.
 - PS: I will take the lead on this. EPA is already planning a kid's webinar on the oil spill. We are way behind the curve on this.
 - LK: We should think about how we can weave this into regional NSTAs and other venues. Include BH.
 - DP: We are willing to dedicate some resources for visualization.
 - RO: This will be a collection on the new website in the fall.
- PS: Our interagency climate group will be putting together a climate change kit for educators. We want to launch this for next spring's NSTA conference. We will have a NOAA call for what we want to do with NSTA symposia. NSTA will come back with some ways that Federal agencies can have free opportunities. I will keep you posted.
 - CM: You may want to encourage NSTA to come talk to us because Michiko raised some excellent points.
- PKC: Why Do We Explore online professional development for educators will be June 21 through July 22. The Okeanos Explorer was scheduled to depart from Honolulu today.
- LK: Dr. L has been well covered. She is interested in meeting with educators in the Gulf region about the oil spill. I would love to be able to provide resources/lists of contacts for each state.