

## NOAA Education Council Meeting

Date/Time: March 21, 2012 (1:00–4:00 pm)  
 Location: SSMC3, Room 14836  
 Dial-in: 866.901.0711  
 Passcode: 8134683  
 Contact: Erin Sams (202) 482-9183

Adobe Connects Link to Meeting: <http://connectpro46305642.adobeconnect.com/edcouncil/>

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## AGENDA

- 1:00 Welcome/Opening Remarks
- 1:10 NOAA STEM Education Portfolio - Louisa (*Decisional*)  
(10 min presentation/20 min discussion)
- 1:40 NOAA Education Strategic Plan Next Steps - Christos Michalopoulos (*Input Requested*)  
(30 min presentation/1 h 20 min discussion)
- 3:30 Updates & Announcements

## Next Council Meetings:

April 18, 2012  
 June 20, 2012

## Attendance

**In person:** Louisa Koch (LK), Marlene Kaplan (MK), John Baek (JB), Ron Gird (RG), Nina Jackson (NJ), Judy Koepsell (JK), Christos Michalopoulos (CM), Rochelle Plutchak (RP), Bronwen Rice (BR), Peg Steffen (PS), Steve Storck (SSt), Kate Thompson (KT), Chelsea Lowes (CL), Wan-Jean Lee (WJ), Atziri Ibanez (AI), Liz McMahon (LMc), Frank Niepold (FN), John McLaughlin (JMc), Molly Harrison (MH), Michelle Moore (MM), Jennifer Hammond (JH), Judy Koepsell (JK)

**On the phone:** Sarah Yue (SY), Lisa Iwahara (LI), Paula Keener-Chavis (PKC), Eric Hackathorn (EH), Paula Keener-Chavis (PKC), Maria Murray (MMu), Eric Hackathorn (EH), Carrie McDougall (CMc)

## Announcements (LK)

- Discussion of what people are saying about NOAA and the cuts that have been made
  - People think NOAA made some bad decisions and that NOAA should have had a better strategy to protect programs important to constituents
  - Also, satellites are expensive (some people say we can't afford them); the budget had to be adjusted to make up for that cost and the money spent on satellites in FY13 have been well scrubbed to reduce any extra pennies that may have been left
  - There has been a large shift in how budget decisions are made
    - At the NEC last week, NOAA was told they have to tell NEC what they're willing to give up to get additional funding
    - Structural deficit with the NWS; Budgets are not capable of funding current staff because they have had to use money for [payroll, etc.] to maintain other programs and now there is nothing left.
  - The investments in satellites are necessary for NOAA to make, but education has to take a toll for now, through FY14
    - Lubchenco's most difficult cuts are those in education priorities
    - Optimistic in the role of education in NOAA in FY15 and beyond
  - MK: Does that mean satellite funding supposed to end in FY14?
    - LK: No, satellites will be a continuing cost but there will be a break in FY15 and soon after.
  - Talking points for congressional interest to Erin by COB tomorrow (March 22)

## NOAA STEM Education Portfolio – Louisa Koch (Decisional)

See PowerPoint.

- MK: Shift to first 2 years...is the expectation that you support for the first two years but still have to track and determine the outcome of that support for the student?
  - LK: The rate of decline of STEM majors from the first two years of college to the last two years is high, even without much teacher support
- MK: The shift is problematic because you still have to invest in tracking the students
- FN: Another part might be the Associate's degree, which is only 2 years
  - LK: focus is on 4-year degrees
- RP: has there been any discussion about the inability for STEM-trained students to get jobs?
  - LK: There was a discussion about that (without a lot of heeding to the NOAA 'voice') but the decision by CoSTEM was that this is the best way to go forward.
- PS: The limiting factor seems to be the faculty who actually do all they can to keep them out; I'm concerned that this is a priority that we will be able to do very little to change
- CM: I think that it's up to us to decide how to approach and support this STEM effort; once we decide how we can best play in this arena we can sell our efforts effectively. It does not make sense for us to change our objectives as the wind blows but rather to maintain our direction.
- LK: Maybe STEM careers fit into 'Learning' category last year, but placing them into 'Engagement' makes more sense because it is a priority; this is one perspective that needs to be considered
- PKC: Tracking in and of itself is extremely difficult, and it's another level of investment that we don't have the resources or expertise to do.
  - LK: Here you can use an indirect argument explaining that you anticipate a similar outcome.
  - PS: A lot of have talked about how we can use NOAA science to talk to teachers and faculty and have them track their own students; but maybe it's not the students...
  - CL: Sea Grant counts the number of grad students that are currently supported by SG grants, but nothing beyond that.
- FN: Pointing out "must have one of the following..."; is there a necessary proportionality of what that one priority/objective is?
  - LK: You will have to be able to demonstrate that you have applied the necessary principles to your program
  - FN: And you can only have one primary objective?
    - LK: Yeah, because once you master one set of design principles you don't want to buy into a second set
- [back to presentation]; Most NOAA education programs do not have over \$300K dedicated to education (excluding salaries and expenses costs)
  - AI: NERRS and CRCP might have this
  - KT: ONMS does not have anywhere near \$300K
  - CM: Term "dedicated" is fuzzy
  - LK: Ron, what about NWS?
    - RG: I don't think we have that...
  - FN: "Dedicated" piece; I get most of my money out of discretionary money...
    - LK: But if there's consistency in you getting that money, they're looking for that consistent allocation of funds
  - CM: For B-WET, we considered travel a programmatic expense as much as possible to avoid including it as education funds.
- LK: Please send Erin an email explaining your dedicated education budget to explain how much of your funding goes to salaries, how much goes to education, expenses, etc. by April
- [discussion of NPS not being included in inventory]
- MK: NPS doesn't aggregate, so they could look at each individual park as a separate program and say that they are under \$300K
  - KT: From what Louisa said, we should avoid waving the flag to say "Hey, get rid of us because we're over \$300K!"
  - LK: What this says is that if OSTP is going to remove programs from the inventory, they need to have a clear rationale; That rationale came with the decision to put the line at \$300K.
    - There's no question that the inventory brings good & bad visibility; the staff investments provide incentive for each program to be included in the Blue Book
    - NOAA investments play a large role in STEM, but keeping programs from being swept away is important also
- CM: Realistically speaking, if they want to do this it's going to be next to impossible for OMB to pull out a portion that changes from year to year
  - AI: But they did do that; that's how we lost the NERRS graduate fellowships
- PKC: Why the \$300K figure?
  - LK: OMB just thought that is was significant enough to be scrutinized in budget considerations; just NOAA money
- FN: I was told to only count the budget I have that is education; Non-staff is well below \$300K, but if I include the communication portion of the whole Climate program, then we are well over that \$300K cutoff

- LK: Comm & Education is a portion of the CPO; this isn't the time to revisit that decision to look specifically at Education rather than Education & Communication.
- KT: Is GAO the same as the CoSTEM definition?
  - LK: I don't know whether they're going to do another inventory; When you send that email to Erin that will be the beginning of a new conversation; we probably won't do another STEM inventory (for GAO) in 2012
- SS: Which inventory excluded place-based?
  - FN: GAO.
- PS: But we still follow the NOAA Blue Book?
  - LK: We won't fall out of the Blue Book; NOAA will advocate for no changes to the Blue Book even if a program drops out of the inventory; Given this changed definition, we can argue strongly that we do not belong in the OSTP survey and that our programs add value and should continue to be represented in the Blue Book. You're all in the FY13 Blue Book. FY14, we'll have to make the case.
- CM: What is the likelihood that OSTP would change their definition to include us next time if we opt out of this inventory?
  - CL: Last year we said we didn't fit but they said we should really be in it
  - LK: I think that this definition will stick; NASA, DOEnergy & NIST supported it
- CL: Counting money as stipend/research/education for graduate students?
  - LK: don't change your definitions because we don't want additional scrutiny as programs seem to duck out to avoid the inventory
  - LK: When you send your data, include FY11 data
    - **Send it to Erin by a week from today, by COB March 28<sup>th</sup>; if you can't get details (numbers) by then but you think you're under \$300K, send an email anyway and get your numbers to Erin by Friday**
    - Programs with dedicated education funds >\$300K
      - If you come below \$300K, provide a line-by-line explanation of how your budget falls under the inventory cut-off

#### **NOAA Education Strategic Plan Next Steps - Christos Michalopoulos (Input requested)**

*See PowerPoint.*

- LK: I think the Ed Council has gone through logic modeling & planning before
  - CM: Yes, we have, but now we have an evaluator to help guide us. Although we are revisiting the logic modeling and planning phases, we have John Baek to help inform our decision.
    - LK: So we're looking at a new round in the circle with a logic model driven by evaluation.
    - JB: The SP didn't have a clear direction, so what we're doing (M&E Group) is improving our final stage of the process.
- CL: So what's happening after the CoComm meeting?
  - CM: June Council meeting will explain outcome of CoComm meeting.
  - FN: We have the steps of the process (timeline), but the time it takes to accomplish each step is still not even clear to the CoComm team (based on Valerie Williams' planning process).
- CM: We're not starting from scratch at all, but we're taking what we have and infusing new components into the current plan. This increases the level of complexity, so we need everyone on board to go forward with this effort.
- LK: This means *only* the CoComm meets for the May 1-3 retreat if no one has any objections.
- [no additional comments from the Council]

#### **Updates and Announcements**

- Frank Niepold: Energy Literacy Principles

NOAA Education Council,

I wanted to announce release of the Energy Literacy: Essential Principles and Fundamental Concepts for Energy Education. This new framework presents energy concepts that, if understood and applied, will help individuals and communities make informed energy decisions, <http://library.globalchange.gov/products/other/energy-literacy-essential-principles-fundamental-concepts-for-energy-education-high-resolution-booklet>.

NOAA supported DOE in the development of the guide that began at a workshop sponsored by the Department of Energy (DOE) and the American Association for the Advancement of Science (AAAS) in the fall of 2010. Multiple federal agencies (including significant involvement from NOAA), non-governmental organizations, and numerous individuals contributed to the development through an extensive review and comment process. Discussion and information gathered at AAAS, WestEd and DOE-sponsored Energy Literacy workshops in the spring of 2011 contributed substantially to the refinement of the guide.

NOAA in partnership with the CLEAN project have already tagged all the relevant CLEAN content with the new Energy Literacy: Essential Principles and Fundamental Concepts for Energy Education. Additionally, CLEAN has funded AAAS Project 2061 to align the Energy Literacy concepts to the AAAS Project 2061 Benchmarks for Science Literacy. This work

with inform how Climate and Energy Literacy intersect and complement each other. We expect this work to be complete in the next few months.

Frank