

NOAA Education Council Meeting

Date/Time: December 18, 2013 / 1:00–4:00 pm
Location: SSMC3, Room 14836
Dial-in: 866.901.0711
Passcode: 8134683
Contact: Lisa Nakamura (202) 482-3139, Sepp Haukebo (202) 482-9183

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

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http://www.oesd.noaa.gov/leadership/edcouncil/docs/Audio_AdobeConnects.pdf

AGENDA

1:00 Welcome/Opening remarks - Louisa Koch

1:10 Education Council Work Group review (*Decisional*)

Each WG will have 10 min to present and 10 min for discussion & decision to adopt or modify WG recommendations for FY14.

- Setting the stage - Lisa Nakamura (5 min)
- M&E - John Baek (10 min presentation / 10 min discussion & decision)
- Regional - Shannon Sprague (10 min presentation / 10 min discussion & decision)
- NGSS - Molly Harrison (10 min presentation / 10 min discussion & decision)
- Data in the Classroom - Atziri Ibanez (10 min presentation / 10 min discussion & decision)

2:35 Holiday Cookie Break (15 min)

2:50 Education Council Work Group review continued (*Decisional*)

Each WG will have 10 min to present and 10 min for discussion and decision to adopt or modify WG recommendations FY14.

- Partnerships - Frank Niepold? (10 min presentation / 10 min discussion & decision)
- Distance Learning - Peg Steffen (10 min presentation / 10 min discussion & decision)
- Proposed new activities? (15 min total)
- Recap of next steps (5 min)

3:50 Time allowing - Updates and announcements

4:00 Adjourn

Attendance

In person: Louisa Koch (LK), Atziri Ibanez (AI), Bronwen Rice (BR), Chelsea Berg (CB), Frank Niepold (FN), John Baek (JB), John McLaughlin (JMc), Kristin Anderson (KA), Lisa Nakamura (LN), Marlene Kaplan (MK), Molly Harrison (MH), Nina Jackson (NJ), Peg Steffan (PS), Rochelle Plutchak (RP), Ron Gird (RG), Sarah Schoedinger (SSch), Sepp Haukebo (SHa)

On the phone/chat: Carrie McDougall (CMc), Christopher B. Nelson (CBN), Christos Michalopoulos (CM), Judy Koepsell (JK), Kate Naughten (KN), Leah Henry (LH), Maria Murray (MMu), Paula Keener-Chavis (PKC), Seaberry Nachbar (SN), Shannon Sprague (SS), Stephanie Bennett (SB), Steve Storck (SSt), Tanja Fransen (TF)

Presenters/guests: DaNa Carlis

Online presenter: n/a

Summary of Action Items and Decisions:

ACTION: none

DECISION: none

Welcome/Opening Remarks (LK)

- LK - The Senate is expected to pass a budget agreement that avoids sequester for two years and gives the topline funding to the Appropriations Committee for 2014 and 2015. This will allow the Appropriations Committees to provide appropriations to avoid another government shutdown by the January 15, 2014 deadline. However, we are expecting another tight budget this year.
- OMB has continued to extend the expected date when agencies will be provided with a passback. The latest is to expect the passback sometime in January.
- We just got word that the Committee on STEM Education is re-writing the charter for the federal coordinating group. This is good because the purpose of that group was to create a strategic plan and the strategic plan was finished in May. We now require a different structure with a purpose to facilitate the implementation of the strategic plan. They have not shared that draft but when they do I will share it with you all.
- I would like to welcome DaNa Carlis from the National Weather Service. He is one of our great success stories from the Educational Partnership Program. He is observing today and we welcome his presence.

Setting the stage - Lisa Nakamura (5 min)

- LN - Thanks everyone for preparing your report outs. I just wanted to remind everyone that we are working on a new strategic plan. I was not with the Education Council when everyone was working on our current plan, but I understand that it was a tremendous improvement. There were some lessons that we learned from the previous plan however in that it was too broad and certain working groups and individuals programs could not connect very well to it. As a result some working groups sunsetted with the implementation of the current strategic plan and that was when I came on board. Our current working groups are much more cross cutting and there is a much different feel from the old working groups. Overall the efforts of the current working groups have transitioned to a much more involved participation with effective results which we will hear about today.
- We have 12 months before the full published version will be available to the public and hopefully by the summer we will have our new set of goals and objective finalized. As a result I want everyone to start thinking about their current work and respective alignment with the next strategic plan. We will continue this conversation through the summer but I wanted everyone to begin thinking about the transition.
- Moving forward, hopefully we can retain the relevance to our program responsibilities but also become more systematic about our approach to defining an Ed Council working group. Ultimately these working groups are tools for us all to reach our strategic goals. Currently the working groups are ad hoc, structured

around interests. I want us all to start thinking about how we can maintain the interest component while also structuring the WGs in a more systematic manner.

M&E - John Baek (10 min presentation / 10 min discussion & decision)

See presentation

- JB - Any questions?
- FN - Just a comment. One of the key differences in this round of working groups is the expansion beyond the council to include the community members at large. For us this has been very valuable.
 - PS - I agree, you also get better buy in when you go out to find data. This is a collective group effort to explain what we are doing within our communities but also with the external audiences like the Hill. We need buy in from the field in to help them understand why we need the data and involving the field allows for better buy in.
 - AI - As for your timeline and future endeavors, some of the working groups may need to connect the dots better. For example, an outcome measure for the teacher development aspect of the Data in the Classroom would be very useful. It would be useful for the evaluation WG to know that some of the other WGs will need your support.
 - JB - That fits into the evaluation of the strategic plan. The WGs are a major implementation tool of the strategic plan, so I think we want to include not just our programmatic activities but also our efforts at the enterprise level.
- LK - I think it is also important to have those field members use the metrics and promote their work with the metrics they are using.
 - JB - In my interaction with climate studies, the field educators and the grantees are on board with our evaluation efforts and they want to help.

Regional - Shannon Sprague (10 min presentation / 10 min discussion & decision)

See presentation

- SSp - Any questions?
- FN - In our work with Maryland and Delaware with NGSS implementation we've found that the key decisions are very early in the overall process. With regard to your timeline, it may be too late to influence the key decisions that affect our efforts. For example, in high school do they require 3 or 4 years of science? Do they require a highly qualified earth science teacher? Those are state policy decisions that are being discussed right now. How they turn out will greatly affect our efforts in the partnerships with the states. Those decisions are happening as we speak.
 - SSp - I agree but I must say that Maryland and Delaware are on a quick timeline for this while others are much slower. It is different in every state and I think that even if we miss an early window in the early adopting states, we have an opportunity to infuse content by working with local education agencies on how they are going to implement NGSS. I agree though that we need to work on the early issues now.
 - FN - What I was also getting at was the need for regional flexibility while working with policy. Some areas will move faster than others.
 - SSp - I agree and think this is a good example of where the intersection of other WGs and this WG are important to understand. If there are some states that are moving forward at a rapid rate and we need to pull our educators together to talk about that, we may not be aware of that. If the NGSS WG knows what is happening in Minnesota, for example, we need to talk between WGs to develop a plan. I think in the next phase of planning, we need to ensure cross talk between these WGs.

- LK - Shannon you mentioned that you were interested in hearing from the NGSS WG on which states need to be targeted earlier in the queue. I'm not sure if the NGSS team has that radar turned on. I think that this is a gap that needs addressing.
 - SSp - I agree and I think this process today has been helpful for me to learn what all the WGs are up to.

NGSS - Molly Harrison (10 min presentation / 10 min discussion & decision)

See presentation

- MH - Life science has been the unifying Disciplinary Core Ideas (DCI) of this learning sequence.
- LK - What does that mean that life science is the focus?
 - PS - We're focusing on ecosystems and ecosystem dynamics. One of the major DCIs is ecosystems. We're also working with Science and Engineering Practices, Analyzing and Interpreting Data, and Developing Investigations. We're basically taking a small slice of the many DCIs in the NGSS and focusing specifically on Life Sciences for this learning sequence from K-12.
 - LK - Aha, so the place where the oyster materials fit in best within the NGSS is in the Life Sciences?
 - PS - Yes. As a topical approach, it's difficult to connect to oyster biology in the 1st grade.
 - MH - Exactly, so we're looking at pollution in Kindergarten with a focus on ecosystems as a whole.
- FN - Did you discuss going across disciplines to include other subjects such as earth systems with the life sciences?
 - PS - Yes, we incorporate one of the Earth System DCIs in high school and another in elementary.
 - MH - Life sciences is the primary focus.
- SSch - In addition to developing lessons and activities, I recall you were developing an assessment of the level of NGSS knowledge gained. Are you still writing up what those assessments will look like?
 - MH - At the elementary and middle school level, we're not getting into structure assessments. We're making sure that the lessons we present will feed the higher levels of the learning sequence.
 - PS - At the high school level we are discussing assessments along the way to determine what the students are thinking as far as concept mapping. In terms of an evaluation strategy, we'll find out at the end of 12th grade, this will be a 12 year evaluation effort. Still we don't know how this learning chain will be implemented and therefore don't know yet how it will be evaluated. The idea right now is to help teachers see where their students stand in the learning sequence.
 - SSch - That's what I was getting at, how does the teacher know what their students are understanding and retaining through the process. Thank you.
- PKC - Rodger Bybee with NSTA Press has just released Translating the NGSS for Classroom Instruction and it is a great document. It has great tables and rubrics to help evaluate certain materials. I think it would help a lot with what you're working on.
 - MH - Thanks Paula.
- MH - To wrap up here, we do think that we should continue because we are not finished with what we started. In addition to the future activities listed on the presentation we will begin discussing the next topic for the learning sequence in April, we're currently thinking that the subject will be corals.
 - SB - That sounds interesting, are you focusing on a particular grade for corals?
 - MH - Nope, we'll look at the whole spectrum like we did with oysters.
 - SB - Please let me know when you get started because I'd like to be involved in that process. We just launched 125 lessons in K-5 and 9-12 comes out in August so I would really like to work with you on those.
- FN - How did you come up with corals because we were not involved in choosing that next topic?

- MH - We haven't set anything in stone, it was just an idea that we had. We're definitely open to suggestions. It was something that we knew we had a lot of resources on already.
- PS - We need something that can be incorporated into K-12, the whole spectrum.
- PS - One final note, we're hoping to post this to the NOAA.education.gov webpage as a learning sequence that can serve as a model for other to look at. Also, we hope this can show teachers how one federal agency is putting these lessons into a learning sequence. I've talked at length with the folks at NASA Wavelength and they have several strand maps to activities but they do not map through a set of Cross Cutting Concepts and DCIs within the NGSS like our work will do. We're hoping that teachers will start to see that activities need to be packaged together and that single activities are difficult to nest within the broader NGSS. We hope that this will move the community into a new paradigm, it just takes time.
 - LK - It is exciting and I know the teachers across the Chesapeake Bay area would be delighted to have help in this subject. When the NSTA presented to us they provided some data that the majority of teachers were confident that NGSS would be adopted in their state and that they would not be provided the materials or professional development to implement it.
 - PS - Once we get this packaged well we will pitch it to the state science supervisors.
- SSt - Louisa, I know you mentioned the link to Goal 5 and I think it relates to what Shannon was mentioning. The process in that domain as far as working with partners is definitely educational excellence. The product though, for this WG, is providing very strong Goal 1 support with some links to Goal 2 and Goal 3. In the current draft I can certainly see some direct connections.
 - LK - I agree and depending on the next topic of their second learning sequence, it could fit into any of the Goals. I think M&E will remain within Goal 5 and I think that regional will have to work through a couple more layers before they move out of Goal 5 but they are there.
 - LN - After Atziri presents, I wanted to allow you some time to link some of these WGs to strategies.
- SH - As I understand this was a regionally based pilot but I could see it applied to areas throughout the nation, especially the Gulf and parts of the West Coast. While the Oyster Wars component of the learning chain is more specific to the Chesapeake, the other resources could be usable in those other regions. So, I was curious what your ideas are for disseminating the learning sequence to the other regions?
 - MH - It would be great to connect to New York, there is a high school there that focuses on oysters in their curriculum.
- PKC - Looking at this broader dissemination piece, I remember we were working with NSTA and they are very involved in the NGSS. Would it be productive to have these conversations with NSTA? I just received another email that there is an e-Quip rubric being developed for NGSS.
 - PS - We have been talking with NSTA but unfortunately we need more funds to get our material on their e-library and other resources for dissemination.
 - FN - To add to this, we are working on this very subject in the Partnerships WG to explore how we can form partnerships without having money.

Data in the Classroom - Atziri Ibanez (10 min presentation / 10 min discussion & decision)

See presentation

- AI - Any questions or comments?
- JMc - It's good to see you mention connections to the NGSS WG and the NGSS focus on authentic inquiry as a tool for science learning. It would be useful for us to include Data in the Classroom in our learning sequences that are put together by the NGSS WG.
 - FN - I think this is an effort that we across the Council should try to make more connections to. Also, I think your first priority to *promote* is an effort that we as a community have never perfected, most of our material is unknown by our target audience. Unless we focus on this intently, we will not make progress except for on the edge. We have done a great job of promoting in some cases, but those examples are not widely shared and often not widely replicable.

- AI - There will be some lessons learned. We are trying to put together a communications strategy. We are also discussing a full re-launch of the Data in the Classroom website, now that it has been moved to .gov domain.
- FN - The communications plan for education is the key.
- PS - I would consider it dissemination.
- FN - Regardless, I've never seen this done well so I am looking for an effective model.
- PS - We'll have to do the same for NGSS. We're not great at marketing so we'll need to learn some lessons.
- SB - One of the things that we've learned in getting the word out is that it requires constant delivery; you cannot just have a one-time grand opening and expect people to continue filtering in. You need to focus on both in-service and preservice teachers.
- FN - We are also look at education system leaders as an audience. If we work that angle we may get greater buy-in than working with individuals. Maybe this would be a good sub-working group of the council because we don't do a great job of marketing this.
- AI - If you have any recommendations, please share them with us.
- LK - To follow up on John McLaughlin's question, is there some aspect of the Data in the Classroom that will be included in the oyster learning sequence?
 - PS - We have not finished the high school and water quality will be a major focus there.
- LK - Also to follow up, Peg you mentioned that when the NGSS learning sequence is done you wanted to present to the Council for Science State Supervisors (CSSS). Would it be appropriate for Data in the Classroom to give a briefing in the spring?
 - PS - Yes, that would work out.
 - LK - As I understand it Data in the Classroom can be important to the NGSS, but how that can be executed still to be determined. Getting some good quotes from state science supervisors is important as well. One thing you want with marketing a product is to get key endorsements and those would be good endorsements. Also, I know you mentioned that weather would be an area where you would like to see a module. Is that in the works?
 - AI - We have had discussions but not set anything in motion yet.
 - RG - There is the WeatherBug group that puts weather instruments in classrooms across the nation. That is a good starting point.
 - FN - Isn't money an issue? The development of a NODE module is an expensive endeavor. Money is the largest barrier by far.
- TF - A lot of light bulbs are going off as I learn about all the WGs. I want to chat a lot about this at some point because although I am not a teacher, I do a lot of marketing and I do promote.
 - LK - Thank you Tanja.
- LN - Before we take a break I wanted to bring everything back together. It looks like the WGs are cross cutting considering the draft goals we have put together. In terms of thinking about the transition to the next strategic plan, we could align our efforts in several ways such as dedicating a group for each goal. That may not be the best way though. An idea was brought up during the strategic planning process that digs into the strategies piece. Maybe we can start to think about cross cutting strategies to push forward all of the goals. Does anyone want to expand on this?
 - SSt - I think it is telling that most of the WGs are cross cutting. What we have found is that traditional strategic plans utilize a strategy next to each objective. I think that would serve us well but it would be a large effort. These cross cutting strategies of our efforts as a community can do a good job. We need to balance our internal strategies with the wishes of our external communities. What has been presented today does a good job of validates our work so far. What we need to do next is to parse out some of the other cross cutting strategies that have and have not been discussed here.
- FN - On a wider note, I wanted to add that the WGs do not represent all of the work of the Council nor the broader NOAA education community; they are a subset for a purpose. The totality of what we do as a council may not be lining up to every WG, the other activities should line up to each goal.

- SSt - Some of the things that are missing are the grants, scholarships, student opportunities, teacher opportunities, and partnerships. As far as cross cutting strategies these are all ideas that may not be captured in existing WGs but are captured in existing work.
- PS - I'm not worried about the WGs covering all the strategic objectives, I think the WGs leverage everyone's interests and opportunities to create a larger impact.
- LK - I see this as a forum for our educators to come together and share best practices or common strategies that we can all use for a greater impact. I'm confident that we are connected well to the goal activities of NOAA.

Break

Partnerships - Frank Niepold (10 min presentation / 10 min discussion & decision)

See presentation

- FN - Any questions?
- LK - You point to the strategic plan as the connection for this but for me the place where this has the largest impact is with the people who have partnerships to assess those partnerships and for those that are developing new partnerships to think about their approach in a new context. That is what the Academy of the Sciences suggested, we need to do better work with our partnerships. Do you see yourselves creating a tool? How do you plan to get to your goal?
 - FN - The training component is still to be determined including who does it and how it is disseminated.
 - JB - We scoped this first year as a study piece. Year two would be the training and dissemination. Those efforts would include a different group of members.
 - SN - After our last meeting, we had a real life example come to the doorstep here in Monterey where someone complained that a partner was no longer contributing in the way that was needed and there was a shift in values between the two entities. She came to me asking if we had a rubric to justify to her partner why they would be pulling out of the partnership which was very advanced. As Frank mentioned, this rubric will be a valuable internal tool.
 - SB - I worry about having a strict rubric for partners. When you measure the return on investment is it a short term investment or long term? Some partnerships may be of value later in the game vs. earlier.
 - FN - The best way to look at this is that there are different styles and time scales for partnerships. The criterion we're creating isn't a hard line, it is a just a guidance of how to be more intentional in a high return partnership.
- PS - What percentages of the current partnerships are funded? It's easy to lay out the rules of engagement when you're handing out money.
 - FN - The partnerships that have remained over time have evolved through many mechanisms, different forms of funding, and some have moved to non-funding.
 - PS - We had a meeting with Roberta Johnson with the Earth Science Teacher Association and we have a grant with them for a partnership. We're basically paying them to be nice to us. She made a comment though, that things have changed in the non-profit world. She said that non-profits are less anxious to work with us on a pro-bono basis because funding is tight.
 - FN - And we are looking at that. The value in a partnership is involving less money. We're also looking at a repository of MOUs. Is there some value in how those partnerships are made?
- LN - Partnerships is presenting again in February and they should have a more detailed outline then.
- SB - Frank, can you send out the white paper on that?
 - FN - Yes, as soon as we have it finished.

Distance Learning - Peg Steffen (10 min presentation / 10 min discussion & decision)

See presentation

- PS - Any questions?
- LK - Have you seen the analytics from the digital badge system?
 - PS - Not yet, the teachers have not gone through an entire year yet.
 - LK - Do you know if any students have used this platform?
 - PS - We had a pilot in the spring semester with 10 teachers and we found some glitches that needed fixed.
- PS - We have 195 quests tied to 15 badges in career pathways.
- LN - NASA is providing a platform for dissemination?
 - PS - Yes, through their digital learning network and that is used to connect with teachers and students. The badging is used by teachers to connect with students.
 - LN - Are these types of distance learning that the WG has chosen to focus on?
 - PS - Yes. We're already doing lots of webinars but everything in distance learning is money dependent. As for the digital badging, \$150,000 came from the McArthur Foundation to build that.
- FN - One of the distance learning efforts that I'm interested in is the NSTA SciObjects and SciLearning Center which we have historically invested in. The largest share of professional development outputs is coming through NSTA's learning center if I remember right. That scaling without further investment is quite valuable. Are we still looking at the learning center within this working group?
 - PS - NSTA is happy to expand when we shell out some money and we want to expand, because that is an easy win for us. But if we can get 10 NASA centers to deliver our materials for us without spending money, it is as good as the NSTA learning center.
 - AI - It is a good question to ask. If we invested money at the front and we need to keep investing money to get any sort of benefit, is that a good partnership?
- SB - The partnership with NSTA was strictly for exposure and dissemination because there is no way to evaluate the use. Essentially there is no outcome to measure since it is strictly an output. Is this correct?
 - PS - We did get extensive analysis data with the number of teachers and hours they used out resources.
 - AI - The exposure has been great as well.
 - LK - They even gave us comparative analytics such as the ranking of our sci objects in the top 10. They let us know how we stacked up to the rest of the sci objects.
 - FN - It is just very expensive.
- AI - From the NERRs prospective, we are approaching distance learning in a different way and there is a need for technical literacy. I'm interested in how we can get our product on the ground.
 - PS - When this group transformed from the Connects group, which was technology focused, we discussed this. The Distance Learning WG though is more specific so this might be a good question for the Data in the Classroom WG on how to incorporate technology into the classroom. Teach the students not only how to use our data but also how to gather their own data.
- JMc - With the distance learning efforts there is 100% distance learning. There are also some efforts that use a hybrid of field and distance learning. Will this group touch on that blended model?
 - PS - We have not discussed it but blended learning has a lot of evaluation data behind it so it would be something we could move into.
 - FN - It is a natural progression of professional development with blended learning.
- LN - Beyond the two talks you are working on, what are your plans after that?
 - PS - We're looking at several other types of distance learning such as massive open online courses (MOOCs) and online gaming. I think that we should continue to work and will continue to work on new platforms.

- SB - Did you work a lot on the needs of the teachers when you started? We've been testing our PD with the teachers and the skillsets are quite diverse. Some teachers needed help with logging on to a Google account.
 - MH - That is what we have dealt with in Climate Stewards, the skill disparity is enormous. It is a challenge for everyone.

Proposed new activities (15 min total)

See presentation (Diversity and Professional Advancement WG)

- MK - Any comments or questions?
- FN - One of my program officers in my office is keenly interested in increasing internships within NOAA as part of a science enterprise with undergraduate and graduate students. We're looking at bringing more people in. This is coming from the science side of the agency and what you are proposing is within the education side.
 - MK - I do think that the group could reach out to more students into NOAA.
- RP - You mention in your slide that you plan to identify a pathway for advancement once they are in NOAA, is that something that is within the scope of the Education Council?
 - KM - My view is that we have made a lot of investments to get these students here and while it overlaps with the human capital council, it is still within our purview to help them identify student opportunities.
 - RP - Will someone from the Human Capital Council sit on the WG?
 - MK - We will definitely engage workforce management.
- AI - If you are interested in looking at data for this, you are more than welcome to our NERRs graduate data.
 - MK - Yes we are looking for data.
 - LK - We are also looking for representatives that come from NOS. I'm not sure if there is a scientist there from a diverse background.
 - AI - Another good contact is Anne Marie Tipton, the Education coordinator for the Tijuana NERR. She is also the lead for NAAEE's diversity working group.
- PKC - Regarding internships in science based programs, are we going to collect data on them like EPP does?
 - LK - NOAA leadership asked us to ensure that all the metrics for NOAA education in higher ed captures all of NOAA's contributions, including cooperative institutes. We've been working with the Research Council to do this and while the pots of money for the programs are different, the metrics we are trying to aggregate.
- CB - Will this be focused only on internships or will it also include fellowships and research assistants?
 - MK - It can include all of those and we'll present more on that in January.

See presentation (Weather Ready Nation WG)

- TF - This review today had been a good introduction for me to all the WGs and the more I think about it I realize that Weather Ready Nation may not need to be its own WG but I could see it integrated into each of the WGs. As a result I wanted to talk about some initiatives for NOAA's overall Weather Ready Nation efforts. If anyone is interested in teaming up on any of the efforts I mentioned in the presentation please contact me.
- LN - Do you want to discuss any of the specific tie ins that you see?
 - TF - In listening to the presentations today I'm very interested in several of the existing efforts. For one, the NOAA Planet Stewards seems like the right kind of large scale program to incorporate Wise Guys.

- FN - A little history here, we had a cross cutting WG on climate because it touched on several efforts across the agency and I'm more than happy to talk more about the structure and how we ran that in the past. The intersection between the climate and weather is a natural conversation; does that fit with your vision?
 - TF - Absolutely.
 - FN - This is not a new conversation for Ron and me either.
 - PS - But that WG does not exist anymore and that is what I'm struggling with. This is very topic focused but it is also high need. Can we work it into some of the existing WGs? Would it make more sense and allow more leverage if this WG was dispersed into the existing WGs?
 - CB - It's more difficult to coordinate if they never get to meet as a group. You would almost need a sub-working group.
 - FN - I could see that. If you look at the other WGs, weather is not consistently represented. It could benefit from a coordinating group. We do need some structure that facilitates that. Also, because Safety and preparedness is such a new goal focus for the council, some sort of coordinating group would be beneficial. How we do this may be the question now, but I support this as a variant.
 - CB - I certainly support this too and Sea Grant does a lot of this work, although it may be less related to weather and more about the coasts. There is still the question of how we will implement this. I would like to vote for Safety and Preparedness over Weather Ready Nation, we could tie in more smoothly to the former.
 - PS - If that was the title of the WG you could include more people from across NOAA.
- TF - If any of you have questions please call me in the next month before the next meeting.
- LK - I just want to say these are both great ideas and there is certainly a need for them both.

Updates and announcements

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