

## NOAA Education Council Meeting

Date/Time: February 20, 2013 / 1:00–4:00 pm  
 Location: SSMC3, Room 14836  
 Dial-in: 866.901.0711  
 Passcode: 8134683  
 Contact: Lisa Iwahara (202) 482-3139, Sepp Haukebo (202) 482-9183

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

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## AGENDA

- 1:00 Welcome/Opening remarks - Louisa Koch (10 min)
- 1:10 M&E Outcome Measures (*Input Requested*) - M&E Working Group (10 min presentation/ 20 min discussion)
- 1:40 How we do business: Pathways Program (*Input Requested*) - Marlene Kaplan (10 min presentation/ 10 min discussion)
- 2:00 Break (15 min)
- 2:15 An overview of the Cooperative Institute for the North Atlantic Region (CINAR) (*Input Requested*) -- Michael De Luca/sponsor Rochelle Plutchak (15 min presentation/ 15 discussion)
- 2:45 Working Group updates (*Input Requested*)
- NGSS – Peg Steffen, Molly Harrison (8 min)
    - *Members:* Solicit and confirm
    - *Initial Charge and report back:* WG will coordinate review process in January, but will also come back to the Council in February with remaining milestones and recommend at what points will they report back to the Council through the year
  - Data in the Classroom – Atziri Ibanez, Dan Pisut (8 min)
    - *Members:* Solicit and confirm
    - *Initial Charge and report back:* Indicate by February which of the milestones can be accomplished with no new resources and which will have to wait until we have a budget. Come back with modified milestone/timeline one month after we have a budget
  - Partnerships – Kate Thompson, Frank Niepold (8 min)
    - *Members:* Solicit and confirm
    - *Initial Charge and report back:* Diana Payne from CT Sea Grant is interested in coming on a detail as the evaluation lead for a Portfolio Review; modify proposed accomplishments taking this recent development into account; WG will determine the scope and timeline of the study and recommend in February at what points will they report back to the Council through the year
  - Distance Learning – Peg Steffen, Bruce Moravchik (8 min)
    - *Members:* Solicit and confirm
    - *Initial Charge and report back:* WG will come back to the Council in February and recommend a timeline to include modified vision, scope, process, and when they will report back progress to the Council
- 3:25 Update on Environmental Literacy Grants FFO (*Informational*) - Carrie McDougall/sponsor Christos Michalopoulos
- 3:35 Updates and announcements
- 4:00 Adjourn

## Upcoming Council Meetings:

March 20, 2013 (Tentative)

- Ocean Project update (*Input Requested*) – Bill Mott/sponsor Frank Niepold
- Update on CSC/OCRM Transition (*Input Requested?*) – Speaker TBD (15 min presentation/ 15 min discussion)
- B-WET Evaluation update (*Informational*) – Speaker TBD
- Discussion of NOAA Citizen Science Efforts (*Input requested*) -- John McLaughlin/Christos sponsor (15 min presentation / 10 min discussion)
- WG update: Regional (15 min)

April 17, 2013

May 15, 2013

June 19, 2013

July 17, 2013

- M&E: Approve new outcome and output measures (July or August)

August 21, 2013

September 18, 2013

October 16, 2013

November 20, 2013

December 18, 2013

- M&E: Present data summary

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## Attendance

**In person:** Louisa Koch (LK), Bree Murphy (BMu), Bronwen Rice (BR), Bruce Moravchik (BM), Carrie McDougall (CMc), Christos Michalopoulos (CM), Emily Sesko (ESe), Frank Niepold (FN), Jennifer Hammond (JH), Judy Koepsell (JK), Kate Thompson (KT), Lisa Iwahara (LI), Liz McMahon (LMc), Maria Murray (MMu), Marlene Kaplan (MK), Molly Harrison (MH), Osaretin Obaseki (OO), Rochelle Plutchak (RP), Ron Gird (RG), Sepp Haukebo (SHA), Steve Storck (SSt), Valerie???, Victoria Dancy

**On the phone/chat:** Atziri Ibanez (AI), Chelsea Berg (CB), Carla Wallace (CW), Dan Pisut (DP), John McLaughlin (JMc), Nina Jackson (NJ), Sarah Schoedinger (SSc), Seaberry Nachbar (SN), Shannon Sprague (SS),

**Presenters/guests:** Michael De Luca (CINAR)

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## Welcome/Opening Remarks (LK)

- Sepp Haukebo is our new Knauss Fellow in the Office of Education.
- OMB Passback – The passback contained language on STEM Education. The policy is still being debated in the OSTP/OMB world. Clearly this is administratively confidential at this point.
- Of course Congress will have its say on these proposals. This was not just a NOAA proposal, but a broad statement on mission science agencies' role in STEM education. Argument is that there has been a proliferation of STEM Education programs, too many small programs and value is difficult to measure.
- We will continue to work hard to present benefits of the investment and we will support the president's budget no matter how it comes out.
- Michael Feeder - who has been our primary contact at the Office of Science, Technology, Policy - will be there 2 more weeks then he's headed back to the academy.
- The strategic plan that many of you helped me work on and helped deliver NOAA comments on has been put on hold. The concern is that the COSTEM strategic plan is not consistent with the president's budget and therefore it will need to be dramatically revised in order for it to be sent up. America COMPETES does require a strategic plan to be delivered with the president's budget and OSTP has been alerted to the expectation of congressional staffs and that the strategic plan will be forthcoming. It happens that NOAA actually has been placed on the COSTEM by statute. America COMPETES literally calls out NASA and NOAA as members of the committee on STEM Ed. It will be very interesting to see how that evolves so stay tuned. NSF has found alternative staff, I expect they will be coming together after the budget has solidified and coming together with a new plan.
- Moving on. M&E has been working hard on this. I continue to think this is a very strategic investment and exactly the kind of thing we are supposed to be doing. No matter what is happening at interagency level.

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## M&E Outcome Measures (Input Requested) – M&E Working Group (10 min presentation/20 min discussion)

See powerpoint

- SSt – Data call in October working on outputs, now shifting gears to outcomes. Latest updates since October. Hopefully recruit some of you all. Contact those people on the slides that are working on each outcome, except John as he'll be out of the office for 2 weeks.

- FN – (after reading outcome #1) If you want to be included in writing sessions, we sit down and write these and let me know if you want to join in, this is a critical outcome for us.
- SSSt – The knowledge outcome is not something we currently address in the outputs. 60% of outcomes deal with this.
- SN – (after reading outcome #2) This is the outcome dealing with scholarship programs including Hollings, EPP, and Sea Grant. This needs some changing, just the act of pursuing degrees isn't the story we want to tell. This will be a valuable outcome measure. We're asking: how many students are going into STEM sciences, look at the audiences, how long do we track them. We need help on this if anyone is interested.
  - LK – Chelsea, given that Sea Grant is largest contributor of our metric, may want to have a Sea Grant representative on that panel
- AI – (outcome #3) On this third one this is not directly tied to an output measure. However, we highlighted this as a measure to protect marine resources. We are particularly interested in measuring stewardship. This is an interesting challenge, what kind of stewardship behaviors are we trying to advance here. We're looking for programs and activities that are designed with intent of influencing and changing behaviors. We still have a lot of work to do on this and I invite any others to join and help.
- SSSt - Names of folks who presented serve as coordinators for those groups so if there is interest contact those folks. John is willing to work with you once he gets back. Questions or issues with any of the outcomes we mentioned here? – none

### **Action**

**Please sign up for the groups you may be interested in with the primary POC.**

Group 1 - Educators increase their knowledge of climate, weather, ocean, Great Lakes, and coastal sciences  
POC – Frank Niepold

Group 2 - Postsecondary students pursue degrees in climate, weather, ocean, Great Lakes, and coastal sciences  
POC – Seaberry Nachbar

Group 3 - Lifelong learners increase their environmental stewardship behaviors  
POC – Atziri Ibanez

### **How we do business: Pathways Program (Input Requested) - Marlene Kaplan (10 min presentation/ 10 min discussion)**

See powerpoint

- LK – Marlene is here to tell us about the Pathways program that OPM rolled out last fall and how we need to deal with it.
- MK – Purpose today is to outline Pathways ways to move forward. Let me say upfront I'm not an expert, refer to your HR person for more info or look online. There are a number of challenges that Pathways presents for most folks who used to work under the STEP and SCEP authorities. Victoria just walked in, can you give a quick overview of the application you've received.
- Victoria - 469 applications assigned to 300 volunteer reviewers helping with Hollings and EPP apps. Selections will be made 1st week in April. Thanks to all who are helping and have signed up for internship opportunities.
- Back to slides
- CW – I had a quick question. Students already in SCEP program, will they be able to be hired? Once they finish SCEP they have FPEs open that promise them a job. Under pathways I noticed that it says they will not be guaranteed a job once they finish the SCEP program.
  - Victoria – Students who were under those programs should have been transitioned as of Jan. 6th. HR tried to reach out to line offices hosting SCEP and STEP appointments and those offices should have started that conversion process, as we did with our GSP participants. In our program they were able to convert to pathways and commitments to full time positions are being honored.
  - CW – But a new pathways student will not be honored that position.
  - MK – A new student has to come in under pathways program, STEP and SCEP are gone. Under Pathways there is the option to hire non –competitively, that's one good thing but we'll discuss more in the next slides.
- Back to slides
- MK – Under Pathways you cannot close the application after a number of days, you can however set a limit on the number of applications, so for instance after 150 applications you cannot accept any more. Another issue, this must be part of the line office's HR plan. Victoria, do you know any more about this?
  - Victoria – You need a funded billet if you are bringing a student in.
  - MK – So even though you don't have to necessarily hire the student after their position, you do have to have a funded billet.
- MK – Pathways is also difficult if you are trying to focus on an underrepresented group. Veteran's preference also applies. Options for discussion: what do we want to do under this program? Should we use blanket announcement across programs. NASA worked with 3rd party arrangements and posted intern opportunities based on their various centers around the country. As a student you apply to specific center and their system is all very organized. Or do we try pathways?

- MK – Our first question is: Do you know what is going on in your organization as far as STEP and SCEP students you have had in the past and what kind of options do you have to move forward?
  - MH – Fisheries is using different angles. Each science center and line office is gauging what they are going to do. In order to get students on this summer a couple centers have hired students on under contracts.
    - MK – What kind of contracts?
    - MH – Under a third party group.
  - Our OMI's (staff budget leads) are trying to figure out best option, but this has been the topic of discussion for 3 months now. There is one center that is pursuing actual Pathways route, but HR is so backed up they are not sure if they will get it out.
  - MK – If you have a student in the field it is a long process and it doesn't work well with full time long term position much less summer students.
  - KT – NOS only got 2 positions through this year. It took a year to get our deputy hired HR is so backed up.
  - MK – This is the issue, how can a lab do this even for a summer program.
- MH – The billet issue is real problem for long term planning.
- CW – Weather service – We have hired students in the past for the summer and it was hard to get billets for that. The problem now is that field offices will have to change whole format from SCEP to Pathways. Long process just getting to know pathways and getting folks in the field that really want to work.
- MH – Last week seminar with speakers from NASA, Energy, and Treasury who started on this years ago and they are ahead of the curve.
  - LK – NASA wanted to shut down little internships and they wanted to centralize the process. Did Energy or Treasury have a system that is working?
  - MK – Let's go back to NASA. The big system is the 3<sup>rd</sup> party system and its working fine. Pathways is the little method. HR says they know how Pathways works now. Either way they made a huge investment. Now they're posting intern options, location, time, position, time, field you are interested in, and search runs well but took a lot of funds to get where they are now. They are only at 10 centers where we have 122 weather forecast offices, so it's a bit different.
  - RG – Some of these offices use universities as their pipeline such as with Penn State.
  - MK – And you cannot specify which university your students will come from. You have to hope that HR sifts through 200 applications and provides you with some to look at.
  - MH - In fisheries the idea of a blanket application did not resonate well.
  - MK – So maybe 3rd party may work better? There is not a good understanding even from HR.
  - LK – You're sending out an email asking for people to update their opportunities on the student website?
    - OO – On march 1st it will go out
    - LK – When we send out this email we should also inform the folks of the current Pathways program and that the STEP/SCEP program is no longer.
- LK – I would hate to see internship opportunities being shut down by Pathways. It seems to me that we should work together to share what is working. I want to salvage as much of this as we can. HR is the place to go for Pathways information. But we want to hear from people who are staying in the conversation and looking for solutions.
  - MK – When I asked folks from OPM, are you going to be evaluating how well Pathways works? Will you look at data and how many students under the STEP/SCEP vs. how many students under the Pathways? And they said no. Although there is a reporting requirement required in Pathways. So there should be some difficult numbers coming out under this Pathways, you know here's the number of students under STEP and SCEP and now we're down to barely any under Pathways. Should be enlightening. Who knows if they will respond accordingly? The response that our HR folks had for us when we mentioned that we wanted to focus on underrepresented groups at minority serving institutions was, there is no current way to do that. There may be a way to do that in the future, but right now you can't do that so we're going with the 3<sup>rd</sup> party.
- OO – Are there other offices that have a 3rd party program that works well?
  - MK – Hollings, EPP, Sea Grant, anybody that fisheries come up with. There's no way to really make the Pathways program work. Even when we were looking at the recent graduates program there's no way to focus that either.
- SSt – Are volunteer internships still fine and how long does it take to set up 3rd party?
  - MK – Yes people can still do that. I also wanted to mention for everyone to please post internships to our site.
  - CMc – As for volunteer opportunities, how will this work for each line in the agency?
  - KT – NOAA is mandated under regional officing, agency wide, to have volunteers.
- SSt – Is there a way for some lines to jump on other line's 3rd party?
  - MK – Our contractor is for managing scholarships. It is well defined and there is a limit so you would have to do an amendment to support internships, I would guess.
  - CM – We need to find out what is needed first. With the update of this opportunities page maybe we can get an inventory and ask who is not able to offer opportunities because of Pathways and see from there if a NOAA wide vehicle will make sense for all.
  - MK – That is a good way forward. Osa and I will get together and there is an email going around that says here are the opportunities you had listed in the past and tell us what the status is. Maybe we can ask for more information such as are you going to continue with the program and if not what are you replacing it with? I know Louisa is willing to look at this but there are costs associated with a contract. This is a lot of work. We have the online system where you register internship opportunities and this is a lot of work.
- FN – Why is this so hard? Things will be greatly reduced and so I would like to know, why is Pathways so difficult?
  - MK – Under Pathways the idea is that these opportunities should be open to everyone and not just the student down the street. It also applies to veterans. Overall it makes it a more fair process. Now everyone has access. That's why they did this, but I'm not sure if they walked it through and determined the impact on existing programs.
  - KT – My opinion is to crack the HR nut
  - MK – If we were NASA, if there was greater capacity in HR, to get this together and lead the way forward but we just don't have the capacity.

- NJ – I have a question. What do the other SESers think about this? Has it been brought to their attention?
  - MK – The SESers are focused on the broader issue of being able to hire people, I'm sure that they have had conversations about Pathway in the Human Capitol Council and even the NEP, but I'm not sure if they understand the nature of the issue. Louisa any input?
    - LK – No, there is a lot of concern about HR work at NOAA in general and this just adds insult to injury. We're just getting to know Pathways. Our initial focus is to transfer students under the SCEP/STEP authority, to make sure we didn't lose students we have already made a promise to. And the concern about Pathways has made it to the interagency level. There have been a number of meetings including on at DOC on how to work with NOAA. Basically they said this will be difficult and there will be growing pains but this is the way forward, only way to have truly competitive internships.
- LK – The two easiest ways to solve the problem are to not pay the interns or use the 3<sup>rd</sup> party system, which costs money. Although if you have a university as the 3<sup>rd</sup> party and you can sweep it into a current personnel arrangement or another kind of research connection, but this is basically a different way of dealing with friends. Thank you Marlene for presenting this and next time we look forward to your bringing solutions to the table (laughs around the room).
  - MK – We determined that when we send the data call around we'll take another look at that and determine what type of questions to ask. We'll send it to this group and directly to folks listed as the POC on specific internship programs. We'll see where we are at. Thank you.

### Action

**Marlene and Osa will send out an email to each line office with a list of that office's previous student opportunities. In return Marlene and Osa request the current status of each opportunity and the primary POC.**

Break

### **An overview of the Cooperative Institute for the North Atlantic Region (CINAR) (Input Requested) – Michael De Luca/sponsor Rochelle Plutchak (15 min presentation/ 15 discussion)**

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- LK – Rochelle thank you very much for organizing our next talk.
- RP - (introduction to Mike De Luca, reading his CV) He has an impressive CV and now he is going to talk to you about CINAR and opportunities for partnership and engagement with NOAA.
- Mike – I wear many hats now and I used to work as a fed here at NOAA but the greatest reward was when I had my science educator hat on. So I want to focus on some of the things that are available through CINAR and partners, with a specific discussion on New Jersey because that is where I am.

See powerpoint

- Mike – One of the items I wanted to mention that is not on the slides is other networks that exist throughout the CINAR region is NAML, the National Association of Marine Labs. This has about 100 labs throughout the US. They will be in town in 2 weeks for their annual winter meeting. But they provide a great avenue for student opportunities as well as NOAA staff training and workforce development. As for my last slide I would like to open up discussion for opportunities between CINAR and NOAA.
- LK – Thanks for coming, you're the first cooperative institute to present here at Education. There is clearly a deep partnership here and we appreciate your focus on education. One of the hallmarks of NOAA education is engaging students in hands on, locally relevant stewardship and this is the perfect opportunity to do this. Thank you.
  - Mike – I forgot to mention that Redbank Model. Locally relevant sea level rise, what does it mean if you are studying this in the Gulf or in Africa, but to incorporate locally relevant data can really engage kids.
- FN: Given the restrained finances other funding sources combine local expertise with federal institutes. We are looking at this exact model right now. This is a valuable hand to play and I applaud you for suggesting partnerships in order to accomplish educational goals.
  - Mike – There is a recent coastal sea level rise viewer that is coming online and it is focused on New Jersey shoreline. It's based on what CSC in Charleston has done and that is the kind of tool that could get a bigger bang for the buck if we were to partner on it.
  - FN – I would be interested to explore Jamaica Bay piece. It offers an opportunity to prototype this model and explores issues to make sure we get it right because we are going to have to reposition our portfolios.
  - Mike – That is an assemblage of marine protective services, Fish and Wildlife Services, National Parks, City of NY, and would be great if NOAA had a presence in there as well. I mentioned that nearby JFK is to extending their nearby runway and will increase mitigation efforts in Jamaica Bay making this a particularly important time. Although the focus is Jamaica Bay the intent is to develop models to implement in other urban systems.
- MK – First, I hope you're sending students to our Hollings program. We have an educational partnership program that partners with minority serving institutions. The City University of NY is a good example of underrepresented colleges. We are looking for further opportunities for those students and developing opportunities other than what NOAA has available. I would like to connect you with that group and I'm willing to help with that.
  - Mike – I definitely want to reconnect with that group. I made a presentation about a year ago with CINAR so I'm familiar with and need to learn more about CREST, Maryland Eastern Shore, and Howard. But they were having some issues with financing.
  - LK – They were just finishing up with a 5-year cycle and now they are fully engaged in the next 5-year cycle.
  - Mike - This is great time for us to do that.

- MK – Can you tell us, what are you doing to represent underrepresented groups?
  - Mike – It is a challenge. But the nice thing about working in an urban setting is that you have good role models to follow. Science is perfect for this, doesn't have to be NOAA or marine related, it could be pharmaceutical or energy industry to get these folks excited. Urban schools perfect for ethnically diverse areas. Special needs districts and increased requirements allow us to fit something new into science curricula. Definitely a challenge but with teachers and administrative support it can be done. Including history, English, math (what we did with Redbank) and we have learned a number of strategies through Redbank and we hope to scale up. One of the primary reasons for working with Redbank is that they were in the process of revamping their material and so we could incorporate climate change and ocean issues into that material.
- CMc – How much is education and outreach an emphasis of this cooperative institute?
  - Mike – We were advised by NOAA to pay attention to these areas and that is why it is one of our 6 themes and why I'm here today. When we were submitting a proposal we were advised that EPP is important and to bring in a member to go on the steering committee. This is a big requirement for us.
- LK – Thank you very much for coming. Rochelle will share your contact info, thank you.

### Action

**Rochelle will send out Mike's contact information.**

### **Working Group updates (Input Requested) -- WG -- NGSS – Peg Steffen, Molly Harrison (8 min)**

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- LI – I wanted to keep up with this model of updating slides for each working group during each council meeting, does anyone object to this? Okay on to our first working group.

**Decision – WGs are responsible for updating slides as appropriate with each monthly meeting. Lisa will coordinate this.**

See powerpoint

- MH – Unlike past projects where students had to graph sea surface temperature, there is a shift within the NGSS towards inquiry based learning. One example Peg and I discussed outside the group was an oyster project in the Chesapeake Bay. And posing a question around that which could bring in data from all different parts of NOAA. An example provided during a meeting Peg had with other NGSS talk was, that teachers could pose the question: How healthy is my stream? From there the students would incorporate several different aspects of stream health and figure out what evidence is needed, how do they collect the evidence, what does the evidence support, what does it not support, and how do they communicate this. This won't be as easy as mapping to standards. We can map our current products to ideas. This will be more complicated. We will have to match parts of products to NGSS standards but we won't have a single activity to match to a single NGSS standard like we did before.
- MH – At the same time as the demo projects we would like to get a writing group together with anyone who is interested, teachers, we would like to get a Hollings fellow to work with us.
  - LK – Molly you should talk to Marlene or someone similar to get the Hollings because time is running out on that.
    - MH – Yes, I have.
- FN – We have a very robust partnership with NSF funded climate change education partnership in MA and DE, Maryland wants to move fast. One thing is to see if topic you chose would be valuable to them and if they would highlight it. I highly suggest we stay in touch so we and allow partnership on this. MA will move fast on NGSS tables
  - SS – Are you suggesting they contact Gary Hedges in MSDE or the Made Clear folks. Because the topic they chose is palatable to the broader group but not necessarily the Made Clear group.
    - FN – As long as there is implementation connection to this, then that is best way to move forward, ecosystem climate space is where they are headed
    - SS – I'm happy to make the connection.
    - FN – I know Made Clear is developing modules around mission science standards in the widest sense of climate.
    - MH – I think it is a good discussion to have.
    - FN – Good, then you should get in touch with Shannon to see where that discussion goes.
- LK – Shannon can you clarify why this might not be the best fit for that?
  - SSc – In general I think Made Clear is doing exactly what Frank suggested, they're working on something similar to what Molly mentioned. Molly said specifically they were thinking about oysters in the bay. It may be a good tie, but it should be distribution related to salinity so they may not bite on that connection, climate may not be best connection. But another group may be a good fit.
  - LK – Some of the work you have been doing to come up with projects to fit the environmental education curricula might be better fit then?
  - SSc – Either way. It might look different if it goes through Made Clear, but certainly very relevant. They're already doing something like that. Our Chesapeake exploration looks at striped bass and questions of inquiry similar to what Molly

mentioned. We look at the bass distribution based on salinity and temp. We could come up with good topic and look forward to this opportunity.

- LK – I think both of these points are good to the extent that we might not only be able to inform ourselves on how to best deal with new standards but we can use efforts to create this model and help move others forward. And therefore we pick a project that is targeted to the needs of these external efforts. The state of Maryland is definitely moving fast on this, Made Clear has one angle on that and connection to the new environmental education requirement. If we chose a win win win effort vs. just a win win, this would be good for us.
- MH – The oyster idea was just Peg and I talking as teachers.
- SSc – And people love oysters!
- LK – Very good.

### **WG -- Partnerships – Kate Thompson, Frank Niepold (8 min)**

See powerpoint

- KT – As Mike said partnerships are how we survive.
- FN – which case studies will we do detailed analysis on , ability of programs like sanctuaries to characterize,
- High return partnership, how do we improve models, must event. Look at the impact; map out the work because this must be a working, working group. This is map of plan and division of labor. (49.00)
- LI – When will you be back to update the council?
  - KT – June July timeframe. After Results from Partnerships return. Final report in October or November
- LK – This is a significant academy recommendation and we haven't grappled with it so I appreciate you answering that as one of the primary objectives. Great.

### **WG -- Data in the Classroom – Atziri Ibanez, Dan Pisut (8 min)**

See charge below

Initial Charge and report back: Indicate by February which of the milestones can be accomplished with no new resources and which will have to wait until we have a budget. Come back with modified milestone/timeline one month after we have a budget

- DP – We had a good WG meeting yesterday with 14 people spread across NOAA. Some of the things we tried to assess who is using NODE, in what ways, and how we can help. We decided to define these as 2 separate items. There is the getting Node project in the datainthe classroom.org up and running in NOAA domain and also look at similar classroom projects that can be integrated in to larger framework. We drafted our charter yesterday; it is still out to comment. Some interesting items that making this larger than formal ed use. We're finding that several informal ed groups are using these types of classroom data projects for some of their additional programming. We are looking at creating ability for members in each group to train others how to use Node, identifying similar projects to Node that have been developed or are in development in NOAA, and looking for long term funding for this project. Action plan is to transition Node to NOAA domain and expand modules in its current construction. May 2013 transition to NOAA.gov. Working under the University of Wisconsin will cease then. We're working on next module for coral bleaching Node, funded through the Coral Program. So using this same kind of pedagogy that is in current Node framework and doing a version on coral bleaching. We have a Statement of work and vendor for this, now we are in negotiations of cost with them. After that we're looking at larger NOAA classroom data activities, we want to develop an entry portal to access all these different cases. No firm dates on this but we are assigning leads to these and formalizing dates on these. And then developing how to perform these types of webinars on how to use Node modules. And also developing presentations for folks going to conferences that have an education component to it. We're looking at developing a Google site to house all these training modules, documents, and presentations for group members. Final comment and assignments will be in by next week. Will have more to report then.
- CM – I know there is some talk of expanding the name to include atmospheric data, not just ocean data. Has that been discussed in the group?
  - DP – Node acronym to fall to the wayside. Data in the classroom will be the overarching theme for it. So climate, coastal, ecosystem, weather, and others are being picked up.
- FN – One thing Molly mentioned in her presentation is that if we move out on NODE, which ranked well in review. That said there are some implications of NGSS that should be considered when developing NODE. It will require some effort.
  - DP – The inquiry based concept works well with node. You go through your first 4 steps then we have capability to develop more inquiry based, dig into the data and create conclusions from your own observation. Right now we just need to develop structure for teacher to be included. This also ducktails into Carrie's presentation coming up. Increased interest in ELG process for developing items like this.
  - FN – As soon as we can find a template for how to develop materials in the NGSS, everyone is starting to struggle here. As soon as we find that out, when someone has developed one. You can't make a product in this space, you'll be better off as far as NGSS related once we get this template.

### **WG -- Distance Learning – Peg Steffen, Bruce Moravchik (8 min)**

See presentation

- BM – We have not yet had our first WG meeting. Still focusing on the first charge. 1st meeting planned in March, now focusing on initial charge.

- LI – We'll add you to the March meeting.
- LK – I wanted to commend you all, I'm seeing new names all very good, fresh blood, broader outreach outside the beltway. This is all very good.

### **Update on Environmental Literacy Grants FFO (Informational) - Carrie McDougall/sponsor Christos Michalopoulos**

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See presentation

- CM – ELG is out and active. You can find it on the OEd website. It closes on March 12th. You may be getting a number of calls on these.
- SS – What about our role if we are partnering? In the language about us, are there limitations about giving the application a look over and thoughts on their projects.
  - CM – See slide 5 on the ppt. Essentially you can be fully involved, able to give feedback, go over ideas with them, you can play a major role in development of proposal because you are not involved in the review process.
  - BMu – Good to see this outlined because we had these very questions coming though.

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- FN – The ceiling on the grant, is that including the NOAA budget?
  - CMc – No it is not. Let me also add that we will attempt to fully fund the awards with FY13 dollars, or atleast fund the majority. Any of the NOAA coasts will be funded in the year that the activity is occurring. If our office has budget problems in that year we cannot support NOAA costs. Subject to the availability of funds.
  - CMc – The 10% NOAA partner cap can be used for travel.
  - LK – Whose travel allocation are these scored against?
  - CMc – Ours, the Office of Education. This is evolving on a daily basis and we are thinking about this very actively. In the future this may be applied to the specific line office's cap.
    - KT – I think it's fair for it to count against our travel.
    - CMc – We hope that there will be some in kind support from the NOAA partner.
    - KT – I like that the 10% is in there but think it is only fair
- SS – Is there template to show applicants how to handle this NOAA fund?
  - CMc – It is in the solicitation.
  - SS – The section on NOAA's FFO is on page 22 – Description of NOAA Involvement

Back to slides

- JMc – On the right note with directing folks to list of funded awards, however we used to fund proof of concept awards and therefore see smaller scale projects on this site, those small scale projects most likely won't be funded this year.
- CMc – If you would like to be added as a POC on the website, please let me know. This is a list I compiled from an email I sent out last year.
- BMu – Great to see the partnership piece. It will be interesting to track this process to see how well it works out. Do you have data on how those partnerships are broken down and how to evaluate the effectiveness?
  - CMc – Each funded project has to have a formative and summative evaluation with a professional evaluator on board. And we get those reports back to us and we're happy to provide those to anyone interested when they become available. Because this isn't a partnership funding opportunity. We're not focused on how they are working. The question is not if the partnership is effective, but the question is how well are NOAA assets used.
- BMu – Bronwen, did you do something similar with B-WET? Where you had a chart with partnerships?
  - BR – Atziri collected a list of NERRS partners, and didn't capture smaller partnerships. It focused on large projects and didn't capture the smaller partnerships.
- LK – The NOAA partnership component is an important aspect of this, we're trying to figure out how to strengthen it. In some cases the NOAA partner was invited to first meeting of Ed office and grantee. The hope is that all partners will participate.
  - CMc – Once a project is funded we invite NOAA partners to orientation call and strongly stress to partner that the involvement of NOAA partner is imperative and that we will be checking in to make sure it is happening.
- BMu – Carrie getting back to this learning process. Early on some partnerships worked out better than others. How can we compare if this is a better partnership than others previously?
  - CMc – That is the Partnerships WG's challenge. It's not within the pervuew of ELG.
  - SSc – What you are talking about is determining how the project is evaluated. But we have to be careful in the how much we prescribe the project is evaluated. We're trying not to cross a line that would include OMB with the Paper Reduction Act.
  - LK – Sarah is talking about the formal evaluation. While this aspect is not part of the formal analysis, it has been a focus and the grants team has made this an important part of the FFO. The grants team is continually working to perfect it.
- CMc – I caution it because this is highly variable and some partners are more involved than others.
- FN – There are also times when you were listed as a partner when you didn't even know you were on the proposal.
- LK – As the partnership works, we need to look at elg and strengthen these partnerships, such as NERRS. this is fruitful conversation for us to continue.

### **Updates and Announcements**

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