

## NOAA Education Council Meeting

Date/Time: July 17, 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
- 1:15 Strategic Planning update (*Discussion and decisional*) - Steve Storck (20 min presentation/ 25 min discussion)
- 2:00 Ocean Health Index Initiative (*Input requested*) - Debra Zeyen and Steven Katona/sponsor Louisa Koch (20 min presentation/ 10 min discussion)
- 2:30 Break (15 min)
- 2:45 Sponsor NOAA National Education Interpretation award to be presented at National Association for Interpretation (*Input requested*) - Kate Thompson and Steve Storck (10 min presentation/10 min discussion)
- 3:05 Climate Literacy and Energy Awareness Network (CLEAN) and NOAA's Climate.gov Portal (*Informational*) - Tamara Ledley, Susan Buhr Sullivan, Anne Gold/ sponsor Frank Niepold (20 min presentation/ 10 min discussion)
- 3:35 Updates and announcements
- 4:00 Adjourn

### Attendance

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**In person:** Louisa Koch (LK), Bruce Moravchick (BM), Chelsea Berg (CB), Frank Niepold (FN), John Baek (JB), John McLaughlin (JMc), Kate Thompson (KT), Lisa Iwahara (LI), Molly Harrison (MH), Peg Steffan (PS), Rochelle Plutchak (RP), Ron Gird (RG), Sepp Haukebo (SHa), Steve Storck (SSt),

**On the phone/chat:** Atziri Ibanez (AI), Bronwen Rice (BR), Carrie McDougall (CMc), Christopher B. Nelson (CBN), Jennifer Hammond (JH), Judy Koepsell (JK), Maria Murray (MMu), Nina Jackson (NJ), Paula Keener-Chavis (PKC), Sarah Schoedinger (SSch), Seaberry Nachbar (SN), Shannon Sprague (SS), Stephanie Bennett (SB), Tracy Hadjik (TH)

**Presenters/guests:** Debra Zeyen (Conservation International) and Steven Katona (Conservation International)

**Online presenters:** Susan Buhr Sullivan (CLEAN), Tamara Ledley (TERC), and Anne Gold (University of Colorado)

**Summary of Action Items and Decisions:**

**ACTION:** All Education Council Members, please complete the Strategic Plan Survey and return to Steve Storck by Aug. 8<sup>th</sup>.

**ACTION:** Steve Storck will send out a virtual vote to determine the definition adopted for Environmental Literacy.

**ACTION:** Lisa Iwahara will share Deb Zeyen's contact information with the Education Council.

**ACTION:** Kate Thompson will present in December on the process that Sanctuaries used in the National Education Interpretation Award.

**DECISION:** The Education Council agrees to explore participating in a NOAA-wide interpretation award at the 2014 National Association for Interpretation Conference based on Kate Thompson's presentation at the December Council meeting.

**Welcome/Opening Remarks (LK)**

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- LK – The Report language from the House Appropriations Committee is the best language I've seen in a long time. I think we will see the same kind of position from the Senate. Now we need to begin preparing for the Administration's proposal for next year so we don't repeat this all over again.
- KT - Just to be clear there is a whole new staff up there at OMB right? Are the people that wrote that proposal still there?
- LK - The team that wrote the proposal are still in place. Kathy Stack started this whole process and she brought in Mary Cassell to help with this. Jeffrey Zients, the only one who has left government, was the director of OMB and he was the management consultant who had an affinity for grand proposals. We now have different leadership in OMB but the people dealing with education at OMB are still there and will likely be pushing a similar agenda. The Commerce branch has changed over so we have not had an examiner that has represented us for a while, but OMB has the stronger voice. Interestingly, when Michael Feeder left OSTP they have since said they don't want to run another inventory.
- I will also say that we've made some good connections with OMB. Mary Casell who is on extended family leave is drafting a letter that states NOAA has an important role in STEM education. She is the one that offered the letter and she wants it signed by her political leadership. Atziri, I hope that you can use the House language to exhibit the importance of education in the NERRs. I sent an email to Paul Doremus to lock in protection of the Teacher at Sea program and I'm happy to meet with anybody one-on-one to exemplify the importance of education in NOAA's mission. I want them all to know that the House Appropriations Committee has rejected this. Remember also that this is public language and can be sent to anyone. It is however just the House Appropriations Committee and we still need to see language from the Senate Appropriations Committee. What I'm hearing is that they will likely be unable to produce a CJS appropriations bill so we will end up with a full year CR.
  - CB - Does that include the 7% cut?
  - LK - Worse, it will likely be compounded by a follow on reduction, another percent reduction to the 2013 mark, but the exact percent could vary by bill.
- As for other updates, we have no August meeting and we will return in Sept.

**Strategic Planning update (Discussion and decisional) - Steve Storck (20 min presentation/ 25 min discussion)**

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- SSt – Think of this strategic plan as a common goal framework. We have the existing strategic plan, which does this but we're trying to improve on that. Next we hope to hang strategies on this that are more responsive to our current efforts and directions. We have 2 pieces to discuss today. The definition of Environmental Literacy and I would also like to discuss the goal framework, which I need your feedback on. The purpose of this goal framework is to create shared vision of our internal priorities but also to engage our external audiences; provide the objectives for monitoring and evaluation to build a framework that we can weigh our evaluation against; and to communicate our vision to stakeholders. I've provided a style guide that you're welcome to look at but the overall hierarchy is: mission, vision, goal, and objectives. Strategies will be the next level down and we'll work on those in the coming

months. I'm to the point in the writing where I would like everyone to look at the language. I've got feedback from a lot of you already but now I need some comments on everything I've done collectively.

- If you're online there is a comments document on the secure site that you can check out. I'm also passing around a paper copy of that today. The folks on the CoCom, this is a different version than the 7/8 version, so make sure you have this newer 7/11 version. Please comment on what you can. Note there are 5 goals now, not just 2. And if the goal does not pertain to your work then you don't have to comment on it unless you want to. In the review document there are blank tables; those are where I am looking for comments. If you want to use track changes or comments on Word, feel free to use that too. There are questions in some of those blocks: applies, investments, and evaluation. At this goals and objectives level I'm looking to find out if this applies to your administrative unit, is this something you do. Yes/No and are they major or minor components. In the evaluation component, are you measuring or evaluating something that you feel contributes to this goal or objectives.
  - PKC – When you say do we have a component of evaluation that contributes to one of these, are you talking about education?
  - SSt – Yes, everything in this strategic plan deals strictly with education.
- FN – Does this also apply to monitoring? Because these two are different things.
  - SSt – I mean both monitoring and evaluation.
- PS – As for this “trophy,” I just want to say that I really like this. It includes everything that we do in a nutshell.
- SSt – As for all these mission statements, I like them all. I want to hear your feedback and feel free to add a seventh.
  - KT – When you're in an elevator, can you say the long versions?
  - SSt – I personally like the shorter ones because I can remember what those are.
- PS – Question. The intent for the mission statement is what? Is this really for our stakeholders in addition to us?
  - SSt – Yes and after our last mission statement came out we immediately had questions about the environmental literacy component. Is that really what we are all about? This is the first thing everyone will see and it is essentially our flag or our banner. That's why I couldn't narrow it down from these 6.
- KT – Are we ranking these?
  - SSt – Please pick two that you really like. If you want to bail on the existing ones and write a new one that is fine too.
  - FN – If we choose the bail option can we take some language from these others?
  - SSt – Correct. John Baek pointed out that each of these has a start and an end; they begin with a banner-waving introduction of leading, being a catalyst, or leveraging assets. Then they have a defining piece, whether it is a list of items or something like “advancing the mission of NOAA.”
  - FN – One important aspect of this is the NOAA mission in relation to our mission. What is the status of the revision of the strategic plan for NOAA? But Lisa may be able to comment on that.
  - LI – The plan for the revised strategic plan, as I understand it, is that they are doing a light touch up. They are not changing the goal and objective level language, but they are tweaking the evidence of progress toward those objectives.
- CB – In these first three mission statements when you mention advancing NOAA's mission, does that encompass workforce development efforts?
  - SSt – If you look at the agency's strategic plan you'll see that there is little mention of workforce development. But in order to have a continuity of science they need a workforce to support that. In the goals and objectives levels we see that language.
- SB – What is the threshold of major vs. minor investments?
  - SSt – That is up to you guys. The question there is whether or not you think it reaches the level of a goal or objective in this strategic plan. If it is something minor and not something you want to express explicitly to stakeholders, then please note so.
- SSt – The vision statement is slightly revised from our last strategic plan. However instead of everyone having a comprehensive understanding we prefer people to use credible information. We left out environmental decisions last time but I've included it here. We left it out last time for fear that it might draw a target on our back but it is a major point of our efforts and therefore our strategic plan.
  - KT – I'm wary of using credible. I understand where you are going but what or who defines credible?
  - SSt – It is some of the materials from the climate office, it is in their strategic plan, and I've also seen it from the weather service. I can see where you're going.
  - KT – I could see NASA asking if we are more credible than they are. Another potential issue is that it does not specifically mention NOAA, it just says credible sources.
  - FN – The Climate Literacy guide also has a bullet stating that people should be able to assess scientifically credible information and that was approved by the White House.
  - LK – Why did you add that part?

- FN – One of the issues for the public is that people struggle with climate information that sounds credible but may not come from a credible source.
- KT – How does the public know that NOAA is providing credible information? It is such a new area in science and that is why I have the issue.
- SSt – If we take it out most people will not know it's there but how do you send people to the credible information sources?
- KT – I don't think it should mention the word credible or not.
- SSt – If you have issues with this please just include them in your comments on this survey.
- SSt – Again, we don't all have to do all of these. Look at Environmental Stewardship
- FN – In the objective sets, are you open to reordering them?
- SSt – Yes
- SSt – This last one is an outlier but an important one in most of your concept maps: safe seafood.
  - MH – I'm not sure if it rises to the level of the others
  - CB – I agree.
  - SSt – Maybe the wording isn't right but it needs to end up at that level. It showed up in fisheries materials and Sea Grant and a couple other places. FN – It may be a stretch but there are some health hazard components that Weather Service and Climate could provide which we bin all things "health" under. It may not directly call out seafood but it would fit under there.
    - LK – That could work.
    - RG – Yes, there is a lot of "health" aspects that we deal with.
  - AI – With this one it seems like we're opening ourselves up to a different target audience than our previous workplan which focused on teachers and students, formal and informal. Are we going to be consistent on audience across all these goals or is this just specific for safety and preparedness?
    - SSt – We don't particularly mention K-12 on this and this one is more on the community level. We definitely don't focus on that audience in some of the other goals. There may be some inconsistency there.
    - LK – Atziri, are you raising the issue of the role of education in helping communities have functional emergency plans? That may be moving beyond education into extension training.
    - AI – That was my focus on that one in particular. In the NERRs training aspect, these folks would then be responsible for reporting on these measures as well. Are we not broadening it to include training?
    - CB – This aspect also included in Sea Grant but it is considered extension/outreach. The education component is introduced with the development of materials but the action we are seeing outlined here are more extension based.
    - KT – Same with us and the CSCs, educators are involved with those but it is not an education program, it is a response and restoration type of program.
    - SSt – Maybe I missed it with the wording, but there are some activities that we do in K-12 and informal science centers. Some of the ELG grants have a huge investment in this area. Maybe the language does not reflect this well here.
    - FN – While this may be true, one of the things that we're trying to do as a group is strengthen the unique NOAA niche and training/extension is a strong role we play. I know we've discussed this within the council whether to include training.
    - LK – The current position, because we've made a decision on this, is that training and extension are outside of the council. I know of no effort to reconsider this at this time.
    - FN – I'm not asking that, but the fluidity which Sea Grant agents move between informal education and extension exists. So there is a fuzzy space here where we transfer between each aspect.
    - LK – I agree and we can reconsider this at some point but for now we need to work within the current framework.
    - SSt – There are strategies within this goal area that are more familiar territory within education. We may need to develop strategies that are stronger in these areas. For instance, there is funding for Tsunami education, we're partnered with the Council On Disaster Education (CODE), as well as Boy Scouts, the Weather Channel, American Red Cross, and FEMA.
    - LK – There is no question that this goal is a huge improvement and I am hearing people agree with this but this wording is really just refinements.
    - KT – We need to figure out what strategies WE need to take to meet those objectives, is my concern.
    - LK – And those can be refined.
    - SSt – Much appreciated.

- AI – Do you want feedback from all of us with our own perspectives or do you want our response in terms of our office?
  - SSt – I would like everyone to give their “gut feel” feedback but also provide official views from your standpoint in your office on how the external world will see this.
- SSt – Lastly I want to look at the Environmental Literacy definition, something that we were tasked directly with. Is there any discussion or encouragement to integrate this definition?
  - FN – I highly encourage us to use this.
  - PKC – I second that.
  - LK – Any comments of concern? Steve, do you have any concerns?
  - SSt – I have none, the challenge however will be how we apply it in our discussions but we have a way forward with that as well.
  - PS – My only concern is that it does not mention “using science to come to a decision.” Now I’m playing devil’s advocate but you could say that people can come to all kinds of decisions but not science based.
  - SSt – Our contribution is primarily the science and the people that wrote this came to us and said that this is our primary contribution.
  - JB – You also only have the first part of the definition in your first slide. I don’t recommend separating the two.
  - LK – Any other issues?
  - MH – The last part which mentions, participates in civic life. Can we encourage this? Is it advocacy?
  - SSt – That feels funny to me too.
  - SS – We had a best practices workshop last year and this came out strongly in their recommendations of our definition of a meaningful watershed educational experience (MWEE). It is necessary for those individuals to understand how their decisions can be applied in the realm of decision making, both individual and in their civic engagement. They had strong feelings about this in that community, whether we adopt it is another thing.
  - MH – I agree that it is important but perhaps just the wording is odd.
  - SSt – We had it in our previous definition as well, just with different wording.
  - FN – The climate literacy guide clearly calls out the importance of participating in civic life, but the wording is slightly less direct than what we see here. Overall, this hasn’t raised any flags.
  - SSt – It would be nice if we could have a definition that we don’t have to debate again later and that is recognized internationally, so I want to know if this raises any flags?
  - MH – It isn’t a big flag, especially if we’ve integrated that civic aspect in other areas and it hasn’t yet been an issue.
  - PS – I agree with Molly though, making informed decisions on a personal level is very different from engaging in civic activities.
  - LK – I’m hearing enough discussion about this so I think the plan to hold this vote virtually and think through the civic piece is the best way forward. You’ve made a good point here Steve that if we want the international recognition of this definition, we aren’t able to carve certain sections out.
  - SSt – While this is the definition, we also are able to describe how we do these things in our discussion section that will follow in the Strategic Plan. That can be our own, NOAA specific section.
  - PKC – I was a member of that group and we put a lot of time into that definition, particularly struggling through it. I’m not sure how much more time we can put into it and change that.
  - LK – Let’s go ahead and do this virtually.
- SSt – Thank you all and I greatly value your feedback.
- LK – Thank you Steve and I see this as a tremendous gain for all of us. This work you’ve done much more accurately reflects the work we do. One of the major concerns of the Academy is that each program needs to see what they do reflected in the plan and you’re doing a great job of striving for that.

**ACTION:** All Education Council Members, please complete the Strategic Plan Survey and return to Steve Storck by Aug. 8<sup>th</sup>.

**ACTION:** Steve Storck will send out a virtual vote to determine the definition adopted for Environmental Literacy.

**Ocean Health Index Initiative (Input requested) - Debra Zeyen and Steven Katona/sponsor Louisa Koch (20 min presentation/ 10 min discussion)**

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- Deb - We're here to present in the Ocean Health Index and also to ask input from you on how to overcome some of the hurdles that you all have experienced with implementing some of your education programs. This will be a whirlwind tour to show you the expanse of the tool and hopefully you can provide some feedback on how to turn it into a more expressive and educational project.

See presentation.

- Deb - So that is the quick tour of the OHI and I wanted to open up the discussion. The issue that we face is that we have a finite set of project money, we have the opportunity to make an interactive tool, and our primary target is policy makers. Our secondary target is the public because they are the underpinning of policy. So we want to make it educational and informational while also serving its primary purpose.
- KT - I could see this dashboard used in multiple education programs. Students would have the opportunity to ask questions and become the policy makers. We could also use it to look at the OHI around sanctuaries. It would be great if you could present to our sanctuaries educators as a whole because this is very neat.
  - Steven - MPAs are included in several areas of the OHI as are several of the species that you all work on.
- FN - There are a lot of connections that we could make with from the climate perspective. There could be some cross indexing using the climate.gov initiative. The other component is the work we've done within the zoos and aquariums. I see that the New England Aquarium is one of your partners and they are a current grantee of our climate change education grants where they are connecting that climate ocean component. There could be a lot of potential in using this OHI in zoos and aquariums around the world. I'm not sure if you know John Anderson there but I'm happy to connect you there if you like.
  - Deb - We've worked with John on some of this.
  - Steve - I also had the chance to work with John on some of that climate education material.
- PS - We have learned a lot of lessons in creating the climate portal and would be happy to share especially when connecting to people at the 5th grade level. I understand your primary audience is the managers but the folks that worked on the Climate Portal should have some great lessons on breaking down the material. Also, when you're parping this out, think global. Lastly, if you want educators to use this it would be great to think up lesson plans with uses or challenges where the educators could use this as a tool to solve problems in the classroom. You could even turn this into a game.
- SHa - I'm glad you mentioned that Peg and I was wondering if it had an interactive or situational component, where you can adjust how different management strategies like MPAs might affect the score and on the same note, how an individual's actions, such recycling or proposing plastic bag bans, could affect the score. Is there anything like that built in?
  - Deb - No but that sounds really cool.
  - FN - The next time you're at the Koshland Museum downtown, check out there interactive climate tool. People can find out what actions move the scale on climate and which ones don't make a difference. It's a very powerful and empowering tool, I'm happy to connect you to them if you like.
- Steven - we would like to build on the interactive component to have people report on the sense of place goal. There are no lists of the most cherished places or the most iconic species, so we have to rely on people for that. We want to ask, what places or animals or plants are important to your culture and why?
- PS - I'm on a federal games working group and there are some people there that you might want to talk to, people from the Wilson Center, USAID, and others. They're working on international gaming and an important thing to note is that most games are going to be more widely used on a mobile device than a computer when we are looking at the global context.
- SHa - Are you familiar with the Ocean Project?
- LK - They conducted one of the largest market studies of the public's perceptions on the ocean.
- SHa - One of the things they found is that the public is immediately engaged and open to information on the oceans when they walk into an aquarium. It would be really interesting if you could have your OHI tool accessible, perhaps in a kiosk at the aquarium, for folks to interact with. They could ask what they were doing to help improve the health of the oceans.
- LK - Just to piggy back on that, NOAA supports the Oceans Today Kiosk. An introduction video to the OHI would be great if you could put one together. If that becomes a worthwhile investment then several other factors of the OHI, such as the sense of place investigations, could be included on that kiosk.
- Deb - We have a great 3 min video with Harrison Ford that could work.
- LK - 3 minutes is right at the max so you should be able to submit that.
  - Deb - That sounds great, I'd be happy to work with whoever is in charge of that.
- PS - We can work with you on that.

- JMc - There are some interesting stories that you can tell with the positive aspects of ocean health as well. Those stories where the ocean is getting better and it would be great to tell folks why they're getting better, what changes in action have been made.
- Deb - We have a 30 min video that highlights people that have found solutions to some of the great problems. We don't want to be doomsayers.
- LK - One other thing that NOAA works on is the Science on a Sphere. I'm not sure if you want to tell a spherical presentation but the ocean health is a great to be told on a spherical display.
- Deb - I think we could do something great with that.
- BM - With the focus on the policy makers, is there any translation of this data into an economic aspect, monetary values? My second question relates to your map projections of the coastal counties, but I was wondering if you have included the inland counties, as most of us know those locations can have huge impacts on the health of the oceans.
- Deb - Nutrient pollution will show up based on the impacts of inland populations but we have not yet portrayed it in the index. And I'm glad you mention this because the lessons you all have learned will be very important to us. Adding several of these features seems easy but it can be very expensive and those lessons you've learned are invaluable to us. We want each investment to get the most bang for our buck on material.
- LK - If it's ok with you, Lisa will share your contact information with the Ed Council and people can be responsible for sending you their individual comments. John M, will you represent Science on a Sphere?
- JMc - Yes.
- KT - I would also like to have you on one of our educator calls with Sanctuaries.
- Deb - Thank you all for this, it is exactly the kind of feedback we wanted to hear.

**ACTION:** Lisa Iwahara will share Deb Zeyen's contact information with the Education Council.

**Sponsor NOAA National Education Interpretation award to be presented at National Association for Interpretation (Input requested) - Kate Thompson and Steve Storck (10 min presentation/10 min discussion)**

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- SSt - We've been talking for a few years about this and I wanted to give you an update on this as we have been asked again on whether we want to participate.

See presentation

- SSt - This award in other agencies has also been given to educators or staff that create or promote effective partnerships.
- PS - All of these groups have awarded people in their own agencies.
  - SSt - That is exactly what all of these are, recognizing internal employees. In the characteristics of the award I mention program management but I should instead have project management. It isn't really designed for those of us that manage programs at the administrative level unless you're involved in creating a project that has most of these characteristics.
- SSt - We could do this with a shortened nomination period this year and move to have a longer period next year.
- KT - Sanctuaries already going to participate in this. Our director supports it and we're going to develop criteria for sanctuary wide. We'll run the process and choose an awardee. If and when NOAA chooses to jump on board we would feed into that.
- SSt - If this is something we would do, is everyone interested and if so should it happen this year?
- FN - If sanctuaries is already moving forward this year should we have the award be under the NOAA umbrella but only nominate folks from sanctuaries?
  - KT - That's what we're looking at now with folks in the regions or line offices running it but having the NOAA name at the top. The single chosen awardee would be recognized by NOAA. It all depends on what we decide. The other thing is what we want to call it.
- JMc - For now I think we also need to look at how many people will be attending the "ceremony" and what kind of reviews that will trigger with travel issues.
  - SS - That's a good point.
  - KT - I think it should be limited to the awardee.
- RP - What about eligibility, does NOAA only mean federal or does it include contractors?
  - SS - We're more complex, it would not be as narrow as the other agencies. We might even include volunteers or state employees at NERRs or university employees at Sea Grant.
- AI - I like the idea but would not want to rush the idea. This is really cool and we want to do it right.

- SSt - Is there general agreement around doing this together in 2014? We could put together a group to work on this and everything would have to be in place by February to have a good long nomination period.
- LK - This sounds good, sanctuaries can report out and we can raise the question again in the December or January timeframe. It would be good to know the workload involved, the cost involved, the process that was used and how well it worked.
- FN - Kate, are you on track to hit the 2013 mark for the award?
  - KT - Yes, we're going to try. For our nomination we're looking at 3 weeks but for the NOAA wide version we would like 3 months.
- SSt - The other agencies start the nominations in May and it is open for 3 months. Do we need to take a vote on it?
- LK - Everyone seems in agreement so if there are no objections I say let's move forward.
- SSt - In that case November would be the best time to put it back on the Ed Council agenda.
  - KT - I would say December.
- BM - Do you think that in October, a very preliminary update presentation on your efforts would be good?
  - LK - I would prefer a single presentation for the December.

**ACTION:** Kate Thompson will present in December on the process that Sanctuaries used in the National Education Interpretation Award.

**DECISION:** The Education Council agrees to explore participating in a NOAA-wide interpretation award at the 2014 National Association for Interpretation Conference based on Kate Thompson's presentation at the December Council meeting.

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**Climate Literacy and Energy Awareness Network (CLEAN) and NOAA's Climate.gov Portal (Informational) - Tamara Ledley, Susan Buhr Sullivan, Anne Gold/ sponsor Frank Niepold (20 min presentation/ 10 min discussion)**

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- FN - Thank you, this is an in depth analysis and tour of CLEAN. We have Tamara Ludley from TERC, Susan Burr, and Anna Gold both from CIRES, one of our cooperative institutes. We wanted to update you on the CLEAN.gov partnership and we're looking for extensions here. We wanted to share with you the process not just the product. We also want to explore this transitions concept between an experimental research grant to an operational product within the context of education. We do this with science and I have done it before in the context of education.
  - Tamara - Thanks to the Education Council for hosting us.

See presentation

- FN - During the review process, the 4-hour virtual model that we used vs. the traditional face-to-face model, greatly increased our cost efficiency.
  - Tamara - Several people considered this professional development and were happy to help. You can see these reviews as similar to reviewing scientific proposals, most people don't get paid for those either but are happy to help.
  - PS - This is very similar to the reviews at NASA and I think it was very streamlined. A great experience that I suggest.
- AI - In terms of support you provide, can you talk more about that?
  - FN - On the website the review criteria is more detailed. If you are a developer that is working specifically on this sort of material, all of the criteria is there. Also, the review process is also available there and you can follow that process to submit a draft of a resource with a last step of getting feedback from the review panel. The model is moving greatly towards this process to fill in the gaps of the literacy framework. The process itself is evolving in the right direction. The process is very transferable to our area of ocean and atmospheric education.
- JB - We have resources that people find on their own, not through the portal. Is there a link or badge that they can see that lets them know it is related to the portal?
  - Tamara - There is a CLEAN logo that links that material. We've also heard from some of the resource managers that there has been increased web traffic because their material is linked to CLEAN. Those individuals have then approached us to work on a new partnership.
- LK - Thank you for this international presentation and this is an impressive process and product both.

## Updates and announcements

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- RP - We had a great NOAA event at the Exploratorium with the Bell Shimada. Some fisheries folks came in and gave talks. It sounds like all the scientists that participated enjoyed it.
- KT - Michiko is back. Also, I would be glad to report out on the Oceans for Life program in the near future. GLOBE was a huge partner on this and it went very well.
- PS - We'll host our workshop on NGSS and oysters. We'll come up with some learning sequences for K-12, so come on down if you're interested.
- SSt - I'm working with the Lego League robotics competition and this year's theme is nature's fury. It kicks off August 27th and we're working with them on local disasters. They need mentors and information on that, I'll send out an announcement on that soon.
- BM - We've had a great series of webinars with Planet Stewards the last few weeks. We also have a closing date for the mini-grants. We need reviewers for that so please let me know.
- FN - The Made Clear climate academies are going on now in Delaware. They have some great products there and it is going along smoothly. The president also released his Climate Action Plan.
- CB - NMEA is next week and before that we have our business meeting with the Sea Grant Education networks.