

NOAA Education Council Meeting

Date/Time: June 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/>

****Important Note Regarding Audio:** Unless you have a PC headset with a microphone, please remember to mute or turn off your computer speakers when you call in to avoid sound interference. If you have a PC headset, you will be able to connect directly through your computer and participate in the meeting as normal, without needing to dial the number above through your phone. Detailed instructions on how to set up your audio in Adobe Connects are available here:

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

AGENDA

- 1:00 Welcome/Opening remarks - Louisa Koch (10 min)
- 1:10 M&E WG: 2013 Unified Data Call (*Decisional*) - John Baek and Lisa Iwahara (15 min presentation/20 min discussion)
- 1:45 NGSS WG: Progress report on NGSS demo projects, guide for NOAA, and training (*Informational*) - Peg Steffen and Molly Harrison (15 min presentation/10 min discussion)
- 2:10 B-WET Evaluation System Update (*Informational*) – Seaberry Nachbar and Bronwen Rice (15 min presentation/ 10 min discussion)
- 2:35 Break (15 min)
- 2:50 Planet Stewards Update (*Informational*) - Peg Steffen (15 min presentation/ 5 min discussion)
- 3:10 Oceans Live and other distance learning initiatives (*Informational*) – Kate Thompson (15 min presentation/5 min discussion)
- 3:30 Updates and announcements
- 4:00 Adjourn

Attendance

In person: Louisa Koch (LK), Bronwen Rice (BR), Bruce Moravchick (BM), Chelsea Berg (CB), Christos Michalopoulos (CM), Emily Susko (ES), Frank Niepold (FN), John Baek (JB), Kate Thompson (KT), Lisa Iwahara (LI), Molly Harrison (MH), Peg Steffan (PS), Ron Gird (RG), Sepp Haukebo (SHa), Steve Storck (SSt), Victoria Dancy (VD)

On the phone/chat: Amy Clark (AC), Britta Culbertson (BC), Carrie McDougall (CMc), Christopher B. Nelson (CBN), John McLaughlin (JMc), Judy Koepsell (JK), Maria Murray (MMu), Osaretin Obaseki (OO), Paula Keener-Chavis (PKC), Rochelle Plutchak (RP), Sarah Schoedinger (SSch), Seaberry Nachbar (SN), Shannon Sprague (SS), Tracy Hadjik (TH)

Presenters/guests: Kwame Macintosh (Kwame) – Evaluation Intern in the Office of Education, Maria Arnold (Maria) – DOI, Jim Brey (Jim) AMS DataStreme

Welcome/Opening Remarks (LK)

- A brief update on the STEM consolidation: the federal coordinating committee meets this Friday for the first time since the plan has been made public. They wanted to say that the Co-STEM report and the education consolidation proposal are different, and we need to keep working together in an interagency fashion through the Co-STEM. In the final Co-STEM plan, Holdren pulled the consolidation proposal language out of the plan in large part and made clear that the Co-STEM did not develop the consolidation proposal. In effect he said that although Co-STEM work may have been used to inform the proposal, the Co-STEM did not directly develop the proposal.
- CM – You have been involved with this since the beginning. OSTP modified the final strategic plan far beyond what the Co-STEM had done. Is that an issue that will undermine the ability of the agencies to work together?
- LK – There’s no question that Co-STEM leadership, and NSF is the second largest beneficiary of this proposal. NIH was hit the hardest with almost a complete elimination of K-12 and informal. There is huge damage being done by this proposal. OSTP has taken a hit. Supra Saresh who was the head of NSF and stated that Co-STEM will not oppose this proposal, has left. The director of OMB has left and been replaced by someone that is much more thoughtful.
- We can still participate in the interagency STEM education dynamic, because we have to. We will keep moving forward as best we can. Christos and I met with OMB last Friday and the branch chief for education, who has led this effort within OMB, was clearly concerned that they had cut NOAA too deeply. She offered to send a statement that NOAA has a significant role in STEM education. She said, however, that it doesn’t mean we are going to back away from all the cuts. The fact that she recognizes the value of NOAA in STEM education is a good thing. She has just been immersed in the STEM issue from the Department of Education perspective so her focus is not on content. When we briefed her on the programs we have she told me they weren’t STEM at all. For whatever reason we have been an important voice in refining these proposals. It has been difficult but educating this woman is an important thing to do. Her name is Mary Caselle and she has been with OMB for some time.
- There are proposals on the Hill that would prohibit OMB from touching NASA STEM. There is also interest on the Senate side and talk of including NOAA and other agencies. Congress has expressed a lot of concern about this and OMB has even said they may have gone too far, at least with NOAA. Smithsonian is holding a meeting and Christos will attend to see what their plan is and how they will approach it. They are the least likely to get additional funds but if they want to bring us into their database with or without money we want to look into it. Department of Education is also having its first meeting. Peg and Shannon are going with me and they both hope to pull together ideas on how they can work with us at NOAA. The Knauss fellows are continuing to do great work, this is their class project I’m sure of it. We need to keep participating in these sorts of discussions as much as possible.
- SN – I would like to hear what some of these ideas are.
 - LK – Absolutely, I would be happy to share these. We pulled together a very short list in a short amount of time but I will send these out to Ed Council. The STEM lead at Department of Education (ED) is Camsie McAdams and she is trying to get support from the other leadership in education to determine what changes can ED and their grantees make to better leverage the assets of the science agencies. I say science agencies over science mission agencies because NSF wants to be involved too. We tried to look at recipients of ED money (Race to the Top, Math Science Partnership, I3, and similar programs) and determine how they can use NOAA as a resource or partner in these programs. One example is to name federal science agencies explicitly as partners, it is a simple thing to do and the grantees would get acknowledged for those partnerships.
- PKC – This last weekend I was in Pittsburgh and asked to speak on the role of informal science in NGSS through the lens of federal agencies. It was very well received with the audience and they represented 42 state teams that had been involved in writing NGSS. I also wanted to ask, has nothing changed with the president’s budget plan?
- LK – We now know that the plan is for Senate CJS to mark up in July. The House process will also happen in July. There will be a lot of pressure to implement some of this effort. To walk away from such a large consolidation effort, that has been so visible, without any effects is unlikely. To be fair, this was serious enough that a lot of people are engaged in this conversation.

Action: Lisa will share the initial list of the ideas that Louisa has put together to help with initial discussions with the Department of Ed.

– Action Complete -

M&E WG: 2013 Unified Data Call (Decisional) - John Baek and Lisa Iwahara (15 min presentation/20 min discussion)

- LI – We would like to get a decision from the council on the timing of this year’s data call.

See presentation.

- LI – We used the information from last year’s data call heavily in Louisa’s 20+ briefings on the hill.
- LK – The data we provided them outlined NOAA’s contribution to education and during those briefings it definitely had an impact on people. These programs have a significant impact when you put them all together.
- SS – Is there anyone today that needs a reminder of what those measures are?

Action: Lisa Iwahara will share link to performance measure manual and a list of the 8 common measures.

– Action Complete -

- LK – Before we go to voting, can we hear from everyone on what dates work best for you?
- CB – Placement week for the Knauss fellows in November 3 – 8th so the early dates will not work for me.
- KT – This is a lot of information for the programs to fill out, we try to get the data back from each sanctuary by the end of October. There is no way we can have a clean version to you on those first dates. The later the better for us.
- SN – A lot of the work is going back into the system and cleaning up the data, making sure they used the right budget numbers. There is a lot of validating. The issue is that the education coordinators are also wrapping up other work associated with the end of the fiscal year.
- LK – Based on this information it looks difficult to even consider the earlier date associated with Proposal 1.
- SN – Lisa, your preference is for the earlier date in case you need information for a data call early in the fiscal year?
 - LI – The reason we pushed it back last year was to accommodate people that might be able to report on actuals but it seemed like we still ended up using a lot of estimates anyways.
 - KT – A lot of the estimates come from the institutions, no matter when we run it we won’t get actuals from them. It’s like pulling teeth to get those numbers from them. Most of the smaller institution don’t know their actuals or they don’t like to publish them for fear that their competition might see what they have.
- LK – Do we know that some data calls will come early or is this theory?
 - LI – There are two events that happen early in the fiscal year. The first is the balanced scorecard. We are discussing with budget that the measures we have are not the kinds of data that DOC needs to perform quarterly performance management. We also heard that they are trying to reduce the numbers of balanced scorecard measures. The bin that we are in currently might be eliminated
 - CM – We only have one now and that is the higher ed piece and that one may be eliminated
 - LI – The second is the draft AOPs but we can use last year’s numbers on most of those. The third event relates to the SEE process but I think the fact that we trying to get our act together so early, we can provide our numbers on the later dates.
- LK – Thanksgiving is the 28th.
- LI – Veteran’s Day is the 11th so we would start this on the 12th. Two weeks might be two long so we agreed on a week and a half. It sounds like proposal 2 is the preferred option. Those that support this?

Decision: The data call will be run November 12 – 20 for 2013.

- CB – One of the things I did not like about the way we ran the call last year was that we did not get a copy of what was submitted, after we submitted it.
 - JB – Google added that option so it will now email you after you submit it.
- CB – As for the readiness survey, is anything different than last year?
 - LI – It will be helpful to know when your 2013 actuals will be available and which measures you plan to contribute to.
- LK – Is it possible for people to see the numbers they submitted last year so they can check those?
 - LI – Yes I will share those.

Action: John Baek will share the data that everyone submitted last year.

- JB – For the M&E group we can do a data dive and go over those.

NGSS WG: Progress report on NGSS demo projects, guide for NOAA, and training (Informational) - Peg Steffen and Molly Harrison (15 min presentation/10 min discussion)

- PS – We have an active group and have some good action items we're working on.

See presentation.

- PS – While NGSS is important, we want to work on the framework – the science and engineering practices and the cross cutting concepts – and that is where the teachers are going to need professional development. What is the process and what should be the outcome of developing sequence of learning activities. This is no longer developing lesson plans that focus on one thing. We should set up an entire sequence of lessons, from elementary to high school, to develop a concept over time. We have not done this at NOAA, though we do have lesson libraries that are intended for 1 or 2 periods. We're trying to develop a framework where we can build those individual lesson plans into a sequence of lessons. The performance expectations are there in the lesson for the evaluation, but really these cross cutting concepts, building on a sequence of lessons, are the goal.
- KT – We all have these libraries of materials; do we throw them out and start over?
 - PS – We'll start with this oyster project and develop a structure for other learning modules on other NOAA focus areas, for instance with corals.
- FN – So each individual lesson of ours can no longer meet an entire standard but the alignment process helps you pair several lessons with these cross cutting themes into a sequence of lessons.
 - SS – There is a movement in Maryland to look at environmental literacy at the high school level with emerging interest on Made Clear, with other partners like Sea Grant, working to develop watershed education that links lessons all the way from K-12.
 - LK – My question is who is the audience? If you build this series of lessons then we need to look at a state adopting it.
 - SS – In the state of Maryland we're trying to connect this to the broader work. The Chesapeake Bay Foundation is working with Maryland Environmental Literacy Project (MELP) and they have 10 school divisions on board, trying to use this oyster work with high school students and working the material all the way into the K level.
- PS – Following the discussions of state supervisors the biggest need right now is for teachers to understand the framework and underpinnings that NGSS is based upon the need to work more with the grades above and below their own grade level. We are developing this oyster model that will show teachers how they can make these connections with any focus. How we will put this online, though is another story.
- LK – I imagine a teacher would find this overwhelming; their major focus has not traditionally been on how to work with other teachers up and down the chain.
 - SS – That is correct and here in Maryland they will adopt the NGSS at the next board meeting. After that the next step is for local education agencies will open up their curriculum to begin putting together lesson plans and integrating environmental literacy components.
 - LK – Very neat. It makes me wonder if we have enough depth to get someone thinking through the rest of the areas. This example is a very Maryland specific example, which is great, but are there other states or another region where we want to think of another example for?
 - SSch – There is a group based at Lawrence Hall of Science working with the state of Washington on this type of NGSS framework.
 - LK – Are they taking the same approach as us?
 - SSch – Slightly different, they're leveraging the curriculum that they developed with ELG funds and incorporating NGSS into that curriculum.
 - LK – Are you involved in that? Cause it might be nice to have a crosswalk discussion between these two efforts.
 - SSch – I'm not currently in that discussion but I'm happy to establish one. I'll take that as an action.

Action: Sarah Schoedinger will coordinate discussion between the Lawrence Hall and the NGSS working group.

- MH – The oyster project is the first of its kind and we hope the NGSS will take lessons learned from this example and we apply them to a very NOAA topic, such as corals. The most important part of our work with this larger group is to get our hands dirty and learn some lessons and incorporate best practices into our own NOAA product.

- SS – I understand it is complicated to add a large amount of partners but the power of this particular project is leveraging our partnerships and their local connections.
- SN – This question is more directed at the grants people on Ed Council, how do we start to incorporating and emphasizing this into our funding announcements?
 - SSch – We contemplated addressing this in our last funding announcement but because of the timing of the release of NGSS were not determined. Right now though is the right time to start talking about this but there is so much uncertainty as to what kinds or if we can fund projects next year. B-WET could be a good group to take the lead on that.
 - SN – That is what I was hinting at but I'm not sure if there had been any others starting that work.
 - PS – If you aren't comfortable tying it to NGSS you can go straight to the framework.
- JM – This has also been one of the large efforts of GLOBE, at the annual meeting they identified this as a top priority. GLOBE has submitted a proposal to NSF to fund a similar effort, looking to connect framework and standards with existing GLOBE materials.
 - LK – If that gets funded please let us know.
- PS – As for the July event everyone is welcome, just let us know if you want to attend and we will send you information.
- MH – We also wanted to discuss this NGSS guide we are developing and hope to place on the Ed Council site. It will include best practices, NGSS demo modules, and resources for others to use.
 - LK – I hope we can look around at the external resources and see what is useful to us.
- JB – For the teachers participating in those workshops, are they planning on piloting the materials in their classrooms?
 - PS – Yes and they're getting a stipend through Bart Merrick. These teachers are already involved in oyster education. They are mostly middle and high school teachers.
 - JB - They could be good candidates for the PD measures.
 - PS – Come along and give it a try.
- PS – As a final update: Michigan voted down the NGSS, Rhode Island is in, other states are voting. This will be a decade long process of adopting and implementing these standards.

B-WET Evaluation System Update (Informational) – Seaberry Nachbar and Bronwen Rice (15 min presentation/ 10 min discussion)

- SN – We wanted to provide information on where we stand with the national B-WET evaluation.

See presentation

- SN – This has been a good process to go through to everyone on the same page at a national level.
- BR – The evaluation information is all available on the secure sight and we are happy to discuss any of that with you.
- LK – Thank you both, very well put together.

Oceans Live and other distance learning initiatives (Informational) – Kate Thompson (15 min presentation/5 min discussion)

See presentation

- KT – Even with this work we are still learning telepresence, all of my educators have cameras on their computer.
- CM – This is amazing and it's great to see how far this has come. It's obvious that Sanctuaries is paving the way and that this is the direction we need to be heading.
- KT – The nice thing is that we have the expertise within NOAA to make this happen, this is just a great opportunity to get our work into our partners networks.
- RG – What about the weather channel? We have an MOU with them and this may take some tweaking but it is a real option. On a given night they reach 90 million homes.
 - KT – If we could make an amendment to the agreement and could get our work on that network would be incredible.
 - FN – In the international polar year we did this kind of work on the Arctic, but it was a lot of time commitment and a serious cost.

- KT – Everything you see here has been brought in by outside partners and funders.
- JM – Do we want to consider providing the network cloud with some footage of the SOS installation here in Silver Spring? How neat would it be to have live programming from the sphere with events like hurricanes?
 - KT – That’s great it could be very neat.
- SSt – If this is something we want to do on a Ed Council wide level then it needs to make it into our next 5 year Education strategic plan, especially if this is something that the distance learning working group is interested in.
 - KT – We can do all sorts of work with this from classroom to informal science centers.
- LK – Thanks Kate, lots to do here and very interesting.

Planet Stewards Update (Informational) - Peg Steffen (15 min presentation/ 5 min discussion)

- PS – Lots of things cooking up here, thanks to all who lent their expertise.

See presentation

- CM – Who paid for the grant?
 - PS – It was through the Macarthur Foundation and several of the grantees did not finish their badge development. One of the reasons that we did is because we partnered with Boise State who already had a platform that was well tested. We just needed to dump in the material.
- LK – Macarthur funded a conference on the future of education at the Department of Education and these badges played a major role, people were calling them the resumes of the future. Instead of stating where you worked you just line up your badges. Colleges were there and many of them are already accepting badges for college credit. There were all kinds of conversations about who authorizes the badges and the knowledge learned. This has the potential to explode and Macarthur is very interested in funding more of these opportunities. What is the July teacher boot camp?
 - PS – They will learn how to use the 3D game lab system and learn how to take the quest to put into their own system. They will learn about NOAA resources. They will get a NOAA teacher badge at the end. The nice thing about these badges is that there is more information behind a badge than there is behind a resume that just states where they worked.
- SN – Is this all knowledge based or are there any hands on components?
 - PS – There are both. The fact that the badges are digitally based does not mean that the experiences are digital. Students could come back from a MWEE and pass a test run by the teacher for their own badge.

Updates and announcements

- RG – We have an influx of summer students at the Weather Service. We have also been asked by the Chesapeake Bay Office to host a climate and weather workshop with the Audubon Naturalist Society and that will take place in October.
- PS- Project Maury teachers will be here July 17th. We’re looking for 5-10 minutes from people who want to talk with them, that will happen in the library.
- FN – Don’t forget to fill out your partnership survey. Despite questions from others it is not related to STEM partnerships. That single question does not represent the rest of the survey.
- LK – We will not have an Ed Council meeting in August.
- PKC – We have expeditions out right now and you can let your educators know where to find the information on that, just direct them to our listserv.
- SS – It looks like No Child Left Inside legislation will be introduced by Reed tomorrow.
- SN – The Ocean Ready School program which recognizes schools as ocean guardians has just wrapped up and we have selected 25 schools. I approached a local school district and they are excited to become the first Ocean Guardian district in the state and that includes conducting and environmental stewardship activity throughout the district.
 - LK – You need to hook up with Sarah and make sure that what is offered to the people in Washington through the NGSS is also offered to your Ocean Guardians.
- RP – On June 30th the Exploratorium is hosting their NOAA day to recognize the partnership.
- JM – Thanks to all for the feedback on the citizen science community of practice. We had 50+ people write back and we will keep you posted with information as we continue to develop this community.