

Implementation Planning: Generating Programmatic Activity Ideas

****DISCUSSION DRAFT****

The Education Council decided the Implementation Plan to accompany the NOAA Education Strategic Plan will include both PROGRAMMATIC activities and COUNCIL-WIDE activities. Since this is the first time we will be including existing programmatic activities as part of the Implementation Plan, we should expect an iterative process where the Council will refine its thinking about what an appropriate activity for this purpose might be.

GENERATE IDEAS: Council members suggest PROGRAMMATIC activities already occurring within your programs that may be appropriate to include in the Implementation Plan.

REVIEW IDEAS: Council members will look across the collection of potential activities, refine its thinking of what is appropriate for the Implementation Plan, and ultimately decide on the suite of activities to be included in the plan. Much of this process will be completed outside of the Implementation Retreat where we will primarily focus on Council-wide activities.

(Suggest opening this survey for two weeks from January 26 - February 6, 2015. This avoids overlapping with the Strategic Plan review period and gives us time to utilize the information for the retreat if helpful.)

1. Education Council Administrative Unit

Mark only one oval.

- NESDIS - At Large
- NMFS - At Large
- NMFS - TAS
- NOS - At Large
- NOS - OCM
- NOS - NERRS
- NOS - ONMS/Nancy Foster
- NWS - At Large
- NWS - WCM
- OAR - At Large
- OAR - CPO
- OAR - OER
- OAR - SG
- OED - K-12 & Informal Ed
- OED - B-WET
- OED - Higher Ed/Hollings

Programmatic Activity

Council members are welcome to submit any existing activity, understanding we will later review them against the following criteria:

- 1) Clearly maps to one or more Objectives in the Strategic Plan
- 2) Progress it will make towards the Objective(s) can be articulated
- 3) Be an activity of substance* in terms of reach, effectiveness, and/or impact. (relevance, response, results?)

*The absolute and relative magnitude of progress made toward the Objective(s) will be considered. For example, an activity may be a niche activity with a small reach, but could be demonstratively effective at causing desired behavior change. Alternatively, an activity may be weak on tying back to progress, but may be substantive due to the proportionately large number of people reached.

The draft Strategic Plan framework can be accessed here: <http://goo.gl/UPjYOp>

(For discussion: Reaction to criteria? Remembering this is a 2-year implementation plan, what level makes sense? Sustained activity - not one-off workshops? Discuss examples.)

2. Name of candidate programmatic activity for the Implementation Plan

.....

Connection to the Strategic Plan

All programmatic activities to be proposed for inclusion in the Implementation Plan should clearly advance us toward Objectives in the Strategic Plan. Please be SELECTIVE and include only the Objectives you can strongly articulate linkage.

The draft Strategic Plan framework can be accessed here: <http://goo.gl/UPjYOp>

3. Which Goal 1 Objective(s) does the activity advance?

Check all that apply, if any.

Check all that apply.

- 1.1 Youth and adult audiences from all sectors of society have increased understanding of NOAA-related sciences from participation in formal and informal learning opportunities.
- 1.2 Formal and informal educators integrate NOAA-related sciences into their teaching, curricula and interpretive products and programs.
- 1.3 Formal and informal education organizations integrate NOAA-related science content in, and collaborate with NOAA scientists on the development of exhibits, media, materials and programs that support NOAA's mission.

4. Which Goal 2 Objective(s) does the activity advance?

Check all that apply, if any.

Check all that apply.

2.1 Youth and adults from all sectors of society are knowledgeable of conservation and stewardship practices and skilled in applying them to address local, regional, national and global issues related to NOAA's mission.

2.2 Formal and informal educators increase the integration of NOAA-related conservation and stewardship concepts and supporting activities in education programs, materials and curricula.

2.3 Formal and informal education organizations establish guidance and provide support towards increasing participation of education audiences in stewardship activities that advance conservation, protection and restoration of natural and cultural resources related to NOAA's mission.

5. Which Goal 3 Objective(s) does the activity advance?

Check all that apply, if any.

Check all that apply.

3.1 Youth and adults from all sectors of society are aware of, prepare for and appropriately respond to environmental hazards that impact health, safety and the economy in their communities.

3.2 Formal and informal educators utilize and produce education materials and programs that integrate and promote consistent science-based messaging on hazards, impacts and societal challenges related to water, weather and climate.

3.3 Formal and Informal education institutions integrate water, weather and climate hazard awareness, preparedness and response into exhibits, curriculum and programs that create learning opportunities for youth and adults.

6. Which Goal 4 Objective(s) does the activity advance?

Check all that apply, if any.

Check all that apply.

4.1 Students, particularly from underrepresented groups, consider education and career pathways in disciplines that support NOAA's mission.

4.2 NOAA and partner institutions leverage federally funded assets to provide postsecondary students with experiential learning, research and scholarship opportunities.

4.3 Postsecondary students, particularly from underrepresented groups, pursue and complete degrees in disciplines critical to NOAA's mission.

4.4 Graduates completing NOAA-supported student opportunities continue education and/or enter careers in disciplines that support NOAA's mission.

7. Which Goal 5 Objective(s) does the activity advance?

Check all that apply, if any.
Check all that apply.

- 5.1 Leaders internal and external to NOAA recognize and support education investments as a way to achieve Agency mandates, mission and goals.
- 5.2 NOAA's education community develops and implements Agency education priorities informed by constituent needs and national initiatives.
- 5.3 NOAA educators and partners collaborate at local, regional and national levels to coordinate efforts and better serve educational audiences.
- 5.4 NOAA and partner organizations utilize effective evaluation, performance monitoring and evidence-based approaches in the design and management of educational programs, products and services.
- 5.5 NOAA develops and supports a coordinated portfolio of products, programs and partnerships that improves education opportunities in NOAA-related content areas for underserved audiences.

8. Provide a short description of this activity in the context of the Objective(s) you selected.

Consider the Evidence of Progress and the Strategies in the Strategic Plan when describing the activity and its purpose.

.....

.....

.....

.....

.....

Available Data (Tracking Progress)

In articulating how the activity results in progress toward the Objective(s) you selected, consider
- Evidence of Progress statements and
- Strategies
in the Strategic Plan.

The draft Strategic Plan framework can be accessed here: <http://goo.gl/UPjYOp>

(Assumption here is that having the context and articulating how a program will make progress is more important than merely having a lot of measurements/data points.)

(For discussion: What do members think of as "progress"? What kind of data might you provide?)

9. What progress will your program make towards Objective(s) you selected above?

"Progress" can be descriptive statements which can include targets. Progress statements will be collected annually during the Unified Data Call.

.....

.....

.....

.....

.....

10. How will you measure and report this progress on an annual basis?

Data will be collected annually during the Unified Data Call.

.....

.....

.....

.....

.....

