

NOAA Education Council Meeting

Date/Time: April 15, 2015 / 1:00–4:00 pm
Location: SSMC3, Room 14836
Dial-in: 866.901.0711
Passcode: 8134683
Contact: Lisa Nakamura (202) 482-3139, Patrick Drupp (202) 482-9183

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

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http://www.oesd.noaa.gov/council/Audio_AdobeConnects.pdf

AGENDA

- 1:00 Welcome/Opening remarks
- 1:15 Strategic Plan Update (*Informational*) - Marissa Jones (20 min presentation/ 10 min discussion)
- 1:45 Implementation Retreat: Turning Council Input into Implementation Actions (*Input Requested*) – Lisa Nakamura and Education Council Support Group (15 min presentation/ 30 min discussion)
- 2:30 Break (15 min)
- 2:45 Implementation Retreat: Continued (45 min discussion)
- 3:30 Updates and announcements

ATTENDANCE

In person (15): Christos Micholopoulos (CM), Marissa Jones (MJ), Lisa Nakamura (LN), Patrick Drupp (PD), Dan Pisut (DP), Meagan Dunphy-Daly (MDD), Julia Galkiewicz (JG), Jon Lilley (JL), Kristen Jabanoski (KJ), Rochelle Plutchak (RP), Louisa Koch (LK), Peg Steffen (PS), Nina Jackson (NJ), Marlene Kaplan (MK), Ron Gird (RG)

On phone/chat (11): Tanja Fransen (TF), Lisa Hiruki-Raring (LHR), John Baek (JB), Stephanie Bennett (SB), Shannon Sprague (SS), Jennifer Hammond (JH), Atziri Ibanez (AI), Tracy Hajduk (TH), Ambrose Jearld (AJ), Judy Koepsell (JK), Jenn Bennett-Mintz (JM)

Summary of Action Items and Decisions

- **Action:** Lisa will send a an email invitation and written reminder to RSVP for the Implementation Retreat
- **Action:** MJ will send out a request for photos for use in the strategic plan.
- **Decision:** The Council agreed that reviewing the proposed responses to public comment and revising the Strategic Plan, concurrently, was the best course of action.
- **Decision:** The Ed Council agreed that it was appropriate to post responses to public

comments on the Strategic Plan online. Reviewers will have the opportunity to request that we anonymize or omit their comments in this document.

Opening Remarks from Louisa:

- Introduced Meagan Dunphy-Daly, 2015 Knauss Fellow in Office of Legislative Affairs and OLIA's new Council representative
- Leslie Albright from the House Appropriations Committee is no longer handling NOAA; Ashley Schiller will be taking on the NOAA accounts
- FY2014 NOAA Education Accomplishments Report update – deadline for comments and revisions is Friday 4/24/2015.
- Please respond to the Implementation Retreat invitation – ***ACTION: Lisa will send a written reminder.***

Strategic Plan Update - Marissa Jones (20 min presentation/ 10 min discussion)

- Comments from a wide range of organizations - about 50% were from NOAA
- Comments were generally thoughtful, positive, and constructive comments, no “show stoppers”
- MJ: Should we post our responses online?
 - PS: We should let people know before we would do that.
 - CM: We would not have to attribute each comment.
 - RP: Are you asking reviewers for permission to use positive comments in other documents?
 - ***DECISION: (see above)***
- MJ: We plan to review proposed responses and the revised plan concurrently
 - ***DECISION: The Council agreed on this plan.***
- ***ACTION: MJ will send out a request for photos for use in the strategic plan.***
- The timeframe for the final submission of the project is middle to end of June.

Implementation Retreat: Turning Council Input into Implementation Actions – Lisa Nakamura and Education Council Support Group (15 min presentation/ 30 min discussion)

- Purpose of the retreat is to decide on a set of Council actions for the implementation plan
- The retreat will focus on Council actions, not programmatic actions.
- There were 56 requests in the network presentations.
- Groupings are on slide 11 of the IP presentation (can be found on the intranet site)
- The following discussion focused on “Are your major ideas from the working group and network presentations reflected in these groupings?” We can raise new ideas at the retreat but we want to make sure that these reflect what you have already said.
- LN: What resonates with you all in these groupings?
 - JG: “Learn from peers” came up over and over again, e.g. Sea Grant is talking amongst itself but not with Sanctuaries
 - LHR: There seems to be some overlap, “exchange information” is very important. Fisheries would like to cooperate regionally with other educators. “Convince leaders”, “learning from peers” are very important to us as well. We wanted to put emphasis on diversity and workforce demographics.
 - PS: “Reach diverse audiences” is a good action. My concern is based on comments (in strategic plan) that we were getting about underrepresented groups and what I kept hearing at the Council of State Science Supervisors

(CSSS) about the importance of retooling materials so they are culturally relevant, I wonder if there is some way to expand this and included in more things. It needs to be more pervasive. At CSSS the keynote was emphasizing that we will never get learning incorporated into students unless it becomes culturally relevant so they can make a local or regional connection. What is created for New York urban doesn't work in Kansas, etc. We must be creative about developing materials that speak to a specific audience, more about strategy and less about the content. We need to develop mechanisms as well as products

- CM: Everything we do should have a component or strategy to reaching underrepresented groups. This needs to be pervasive through everything rather than just one objective.
- RP: "Reach diverse audiences" should filter it into all these groupings.
- MJ: Similar to how the idea of evaluation is spread throughout all objectives.
- LK: We don't have to choose between ensuring we're addressing diverse audiences through these groupings and having a single focus on having diverse audiences. I think we can and have to do both.
- TF: Make more stuff and update products to education standards are important to improving/expanding the NWS suite of weather, climate, and water education materials. I do agree we need to convince leaders of some of these priorities.
- LN: Are any of the categories confusing?
 - PS: "Make more stuff" – It is make more stuff but it is also developing a more robust network. We want to be able to deliver more stuff as well by building capacity.
 - SB: In developing a product there are two elements; the product development, the actual development, delivery, and maintenance is one aspect. There is also the "building capacity" and professional development – the training around the product that is being developed.
 - NJ: One thing I don't see is a marketing aspect, because we don't market our products and our things well.
 - KJ: That could be merged with "improve visibility of NOAA products."
 - AI: Marketing is extremely important. This is definitely an area we need to work on.
 - LN: This will get a lot more detailed and unpacked as we go along, each of these could be made very specific.
 - PS: "Visibility and dissemination:" some of the NERRS, M&E, and Data in the Classroom were grouped in "learn from peers" when actually it's not peer to peer, it's outside – training of teachers. A seal of approval for teacher training is not learning from peers. Learn from peers is more internal. It's missing the dissemination of our products to the outside world.
 - JG: We really need to clarify what peer to peer means, because it is different to a lot of us.
 - LK: Having communities of practice is one thing and different from teaching people how to use our topics. "Learning from peers" does not capture experts coming in and teaching us something.
 - AJ: I also think of peer to peer as looking at another mission oriented government agency. What are their best practices? This is in addition to what we do on a regional basis. It is both internal and external.
 - PS: Learn from peers is our own community. When interacting with the public we are the experts, and that is more disseminating information.
 - DP: There are a couple things on here that are actions and others that are cross-

cutting. You don't want to construct this in a way that you have to pick an action vs. a cross-cutting.

- Potentially have different categories of action – some of which are best practices while others are related to creating new products
- KJ: “Make more stuff” - a lot of these are about adapting products we already have. “Make more stuff” does not really fit in with the rest of them.

Implementation Retreat, continued (45 min discussion)

- LN: The network presentations were NERRS, Sea Grant, Warning Coordination Meteorologists (WCMs), Sanctuaries, B-WET, NMFS
- Working groups were Next Generation Science Standards (NGSS), M&E, Data in the Classroom, Partnerships, Distance Learning, Diversity and Professional Advancement, Regional
- LN: Which groupings cover your network needs and working group suggestions? Are there comments from the network and working groups that are not captured in these groupings?
 - AI: These groupings still seem very broad. Would there be a working group on “learning from peers” or “learning from demographics,” for example? There are a lot of groupings to have a working group for each.
 - CM: This is just the input (wish list) we received. At the retreat we will compare things and prioritize the top 3 or top 5.
 - LN: Data in the Classroom working group, do you see the needs you commented on in the presentations? Are they reflected here?
 - DP: A lot of these elements would be incorporated into any kind of plans for Data in the Classroom.
 - JG (for Sea Grant): The biggest issue is “learn from peers.” There is professional development, dissemination, community practice; “peers” does not cover everything.
 - TH (ONMS): I want to reiterate that diversity definitely needs to be pervasive through everything we do. For sanctuaries priorities keeping up to date with emerging technology and how students are learning (iPad, iPhones, collecting data) is very important, and I don't really see that in any of the groupings. We need to make sure we are aware of these techniques so when we make products we can tie that in and not lag behind what educators are using in their classroom.
 - TF (WCM): Not much to add other than the wordsmithing. We don't have the educational formal training as everyone else so when we make stuff we want to make sure it meets educational standards.
 - SS/SB (B-WET): This covered our concerns fairly well.
 - LHR (NMFS): Most of the fisheries priorities were covered, but sometimes they were put in different categories. “Exchange information” might be better worded as “regional and national networking between educators.” It doesn't indicate who is exchanging information. “Learn from peers” is a very general category and we had talked about breaking it into professional development, peer to peer, and it seems like best practices might be another category within that. Networks focused more on how the Council wide could help the networks, and the WG's were focused on a subject area. WG's were what can we do to push forward this subject area.
 - JB (M&E): Categories are fine from the data team perspective.
 - JB (Partnerships): We presented a number of actions for the council to consider, it looks like a few of them did make it but not everything. They fit in under some

of these things but none of them rose to the level of a grouping.

- RP: A lot of that ended up under “research to provide guidance”, which maybe should have been put in different places and taken out that specific category.
- MK (Diversity): These reflect what the WG is focusing on.
- PS (NGSS): NGSS wanted additional training and support for NOAA staff which fits with “learn from peers”, but where does disseminating a sample to the outside world fit? If you put “consistent messaging” with “improve visibility” and group “make stuff” and “products” together then we are down to ten actions.
- PS (Distance Learning): It is really not “making more stuff,” it’s developing a dissemination strategy. It’s different from “improve visibility,” you have to have a system in place before you can distribute it. Part of that is improving coordination with Federal partners.
- RG: “Make more stuff” could be strengthened by turning it around and focus it on what teachers ask for. “Staying relevant to the education community” - base it on what the teachers tell us they want or need.
- LN: We have to think about how everything relates to the strategic plan. Keep thinking about what is the end game. Which objective in the plan does this action address?
- LN: We’ll work on modifying these groupings.
- RP: What would be considered an action?
 - LN: For example, “convince leaders” (slide 20) grouping we thought about the objective it served. Part of the strategy is to collect and present to key decision makers. Perhaps an action might look like “develop products and briefing skills to better communicate the value of NOAA education efforts to decision makers who affect resource allocation.”

Updates and announcements

- JL: Next week is the second call with the Coastal Ecosystem Learning Center (CELC) directors. The Office of Education is taking over organizing the CELC network from NOS.
- KJ: 150 Hollings Scholars have accepted and 12 EPP have accepted. Senator Hollings will be video-recording an introduction and opening statements to celebrate the 10th year of the program for the orientation.
- RG: In two months we’ll have a brand new education facility in the DC area - the Children’s Science Center at Fair Oaks Mall in VA. The lab will open the end of June and a summer camp is organized for kids (“Water, Water, Everywhere” is the topic). We will be giving a tour of the NWS Sterling office to the camp.
- MJ: I will email you all about photos for the Strategic Plan.
- PS: We had a successful Climate Stewards webinar on Monday night on traditional environmental knowledge and how to weave in culturally relevant material. Over 100 people participated. There are a series of workshops coming up, so please forward to your networks. One workshop is in Silver Spring at the Science Center. Others are in Boulder, CO and St Petersburg, FL.
- NJ: Wanted to thank the Educational Partnership Program for Crest Day yesterday. Dr. Volz enjoyed his visit and was very impressed.
- DP: There is Science On a Sphere training on the 30th for presentation and content development (2 separate modules).
- RP: Check out the *Okeanos Explorer* feed, which will be going for another two weeks. Tomorrow (4/16), the scientists are doing a Reddit AMA.
 - On May 9th, the Natural History Museum is hosting an Arctic related festival.

- Climate.gov new maps and data section are great, please check them out.
 - Climate.gov and Climate Toolkit were nominated for Webby Awards.
- JG: Received 121 Knauss applications, which is the largest pool ever. The panel will be the last week of April.
 - Our panels for the Marine Resource Economics and the Population Dynamics Fellowships (NMFS-Sea Grant) had a record number of applicants. The panels will be next week.
 - NMFS Sea Grant liason – Jim Burkson working in the office now, coordinating yearly NMFS Sea Grant fellowship meeting.
- CM: Regarding the management of CELC network: we are doing this on behalf of all of you, not just OEd. We have devoted the first month to get to know the network and some of the issues they would like to see addressed. We will be turning to the Council to see how to use the 20+ million Americans in the network for conveying NOAA's messages.
- LN: Four people have volunteered to give us data on the programmatic actions that will go into the Implementation Plan. We should have some sample data before the retreat.
 - Expect an email from me about the retreat, so please respond to the calendar invite.
- TH: In May after the retreat, we have our Sanctuaries Education team meeting. We will have all our educators, and those in the Sanctuaries system. We are up to 35 people and some external partners.
 - Nancy foster: We've recommended four applicants (three in the past) to GMD.
- TF: It is a busy season for WCM's. Skywarn training is being done nationally right now. Last week we worked with Bureau of Land Management, US Fish and Wildlife Service, and Montana DNRC to host a wildfire education day to learn how weather impacts wildfires. 190 students participated. We have an Earth Day event next week. It is 800 kids over 2 days.
- SB:
- LHR: On the last Fisheries education call we had a discussion about projects that reach out to underserved communities. This is all in preparation for a call I had with June Teisan (OEd Einstein Fellow). I have a Google doc to share if anyone is interested in what we discussed.
 - In Miami at Southeast Fisheries Science Center, the AOML NOAA Open House in mid-May is expecting 1200-1400 people over 3 days. It is the 50th Anniversary of Fisheries in Miami.
 - In Seattle we are hosting a Climate Stewards education workshop next Thursday and Friday (4/23-4/24). It is a two day workshop for educators and is at about half capacity right now. Speakers will be from PMEL, NWS, UW-Climate Group, and Fisheries talking about climate change effects on seals, salmon, etc. There will be tours of local labs, PMEL, Seattle forecast office, and marine mammal research collection.
- JB: NOAA Educators Network has kicked off a book club on Fostering Sustainable Behavior. We'll have our first discussion call on April 29.
- AI: Last year we had 19 teachers at the Estuary Workshop. Now that it's become a national program, this summer we have scheduled 21 teachers.
 - Going to redo the entire estuaries.noaa.gov site.

Upcoming Council Meetings:

All agenda items are tentative

May 12-14, 2015

- Implementation Retreat – No council meeting

June 17, 2015
July 15, 2015
August 19, 2015
September 16, 2015
October 21, 2015
November 18, 2015
December 16, 2015