EDUCATION WORKING GROUP
Chair: Kellie Tharp (AZ)
Monday, September 12, 2017
8 am - 10 am

Meeting Minutes
Attendees: 24

Agenda:
- Welcome and Introductions
  - Most important thing to talk about today is sharing
  - What innovative things are you doing in your state
- NA Conservation Education Strategy Webinar Series
  - Been going on for a couple years
  - We have our own gotowebinar channel where they are archived
  - https://webinar.com/channel/2516590068363589893
  - Covers a large number of topics
  - Looking for leads for webinars that will benefit our state agencies outreach and communications
  - Should sign up for our email to get notified of upcoming webinars
  - Questions: what topics do you want to see?
    - Nature of America study → presentation on that research
    - Continued discussion on diversity
      - How we can do we in our everyday programs make them more accessible; more in the inclusion side
    - Revisit the CE Strategy toolkit; update and do a webinar; how are people continuing to use those tools today → that way we can keep things as up to date and relevant as possible
    - Connecting current programs to CE Strategy (ex. Project WILD, NASP, etc)
    - Message testing on a shoestring budget
    - Showing the difference between education and outreach; how can they work together but how they are different and their different approaches
    - How to align programs to NGSS; what programs are already aligned
    - Aligning current programs to STEM
- NAAEE—outreach community guidelines
- How are people incorporating R3 into communication/education plans
- We need to think boarder; outside of just hunters and anglers (RE: Natural Pathways project)
- Approaching R3 from a marketing standpoint
- How are other states measuring return on investments with outreach and education programs
- Ways to gather qualitative data on a shoestring budget
- What are sound education methodologies
- Citizen science as a tool to engage your audience (connect to STEM)
  - What is citizen science and what is the value to state agencies
  - Connecting them to our goals
- The use of real data in programs (in classrooms, outdoor education, etc)
  - Data literacy- teaching students how to use data
- Geospatial arena; building off of ex. Trout in the classroom and tracking those fish after they’re released
- Overview of the National Survey
  - We need to find people to do these webinars ➔ please let Kellie know if you know who may be good to present on these topics
  - Creating a panel with some of the work in relation to the NCO strategy; making that connecting between NCO and CE Strategy

- CE Strategy Monarch Education Project
  - Originally planning on developing a resource to help agencies with pollinator education
  - After seeing how much curriculum was available on the internet, decided to a best practices guide of the curriculum available for state agencies to use
  - There are a lot of different kinds of resources available (discussion)- what do we want to focus on (symbolized by an *):
    - Classroom (pre K – 12) curricula *
    - Non-formal lessons (lump in with classroom curricula)
    - Background info (reports)
    - State-specific resources/plans
    - Monarch (live) in classroom *
    - School butterfly gardens* (with a habitat focus)
    - Citizen science monitoring*
    - Milkweed action plans *
    - Books (should make some recommendations)
    - Props (should make some recommendations)
    - Movies/videos
    - Websites about butterflies
Audience for this document = the state agency educators; formal/informal educators are the secondary audience

Question: should we be recommending resources that they may have to pay for
- We should probably but state that this is not an endorsement but does contain accurate information, etc; make them optional
- Need to have the agency staff work with their state curriculum directors to get some of these resources on the list of things they can use

Question: what age level should we be focusing on
- All age groups; maybe with focus on the lower levels
- Focus on preK-12; and not the public side (too big)

We need to make sure the resources we recommend are easily accessible

Question: do we evaluate what curriculum is found on Pinterest
- There are too many on there to evaluate
- Perhaps we create a Pinterest page with our information/best practices → but who would manage it

Create tips of how people can find their own reputable resources online

We need to look at how to align these curricula to NGSS standards; is that something we should do are ask the states to do it or provide guidance to the states how they can create this alignment themselves

This project is set to be completed (research) by the end of the year, then going to the graphic designer to make final product.

Will be sending info to reviewers soon

- **Natural Pathways Project**
  - We’ve encountered a problem with our contractor not fulfilling the obligations of the contract
  - 6 pilot projects conducted with only 4 reports done out of the 6
  - Our EOD Chair is working with the contractor to come to a resolution
  - What is the Natural Pathways Project
    - Pilot project where states participated in creating programs with a progression of learning that would take the participants to either hunting, shooting, or angling.
    - Each participating state tracked them over time and followed up afterwards to see if they became a hunter, shooting sports, or angler; evaluation with how/why it worked or didn’t work
    - NH, FL, IA, AZ, WY, NE were the states that participated in the pilot program (missing the synthesized data from NH and FL); all states did submit their data
    - Another option is that we will do the final synthesis with only the 4 reports submitted by contractor

- **Work Plan**
  - Overview
  - We are working on finalizing the projects currently underway, then we’ll reevaluate to see where we go from there
- We haven’t decided what or if what future grants we may try for; TBD
- Q: Are we going to look at adding outdoors skills (ex. Project wILD) into the states R3 plans?
  - Looks like that is state by state

- **Lightening Round**
  - Tabbi Kinion (CO)- 4 years ago we started a program with a focused approach on kids with multiple touch points (sent around school year wrap up handout with additional info)
  - Elena/Marc (AFWA)- new revised PW guide coming out; will be coming out 2018
  - Lindsay (NE)- trying to reach a broader audience focused on ecological conservation
    - Nebraska Bird Month ➔ reach out to every organization they know and ask them to do a program and NE Game & Parks will provide resources for them to do programs for free
  - Kellie (AZ)- (Eric Proctor) building teacher ambassadors; receiving continuing education units; moving to yearlong continued learning and developing resources for this
    - Building relationship with our biologist with these teachers
  - Chris (NV)- looking at youth influencers to increase social media presence; working on a fishing campaign concentrated in the south; working with Sin City Outdoors (youth influencer) ➔ they have a YouTube page and are using them with angling from field to table
    - Looking to create a ‘wildlife in the schools’ program bringing wildlife education into the formal school system
  - Johnnie (TX)- partnering with TX health services; showing direct correlation with outdoor play and exposure to positive health benefits; working at creating 3 natural play environments at day care centers ➔ early experience in a natural setting; middle/high school curriculum was developed and working on getting them introduced to schools- also reaching out to informal educators (nature centers, zoos, etc) with these programs
  - Barbara (IA)- have 6 new STEM coordinators; aligning programs with programs; teaching how people can align programs to STEM; created a partnership with a non-profit (Friends of) groups to fund projects
  - Kristen (MI)- partnered with the Detroit River Front ➔ with a festival ➔ bring our education staff in and do programs during the festival; reaching people we’ve never reached before; looking to partner with City of Grand Rapids to do something similar there as well; partnered with some churches to provide equipment for day-camps for programs ➔ eliminating the barrier of transportation to these programs