NCA Education Affiliate CLEAN Call
March 18, 2014

Link to Previous Meeting
Link to Draft Flyer for Teachers about NCA from Frank Niepold at NOAA

Will Steger Foundation Webinars including NCA on April 16

Attendees (please sign in)
Minda Berbeco, National Center for Science Education
Mark McCaffrey, National Center for Science Education
Jessica Brunacini, PoLAR Partnership
Stephanie Pfirman, PoLAR Partnership
Tamara Shapiro Ledley, TERC
Ingrid Zabel, Paleontological Research Institution
Karen Hollweg, NAAEE
Juliette Rooney-Varga, UMass Lowell
Andrea Gingras, CCEP Alliance Office
Scott Carley, College of Exploration
Alan Gould, Lawrence Hall of Science, UCB
Frank Niepold, NOAA
Jean MacGregor, Curriculum for the Bioregion, The Evergreen State College
Mona Behl, Texas Sea Grant
Don Duggan-Haas, PRI, its Museum of the Earth & Cayuga Nature Center
Jim Egged, Michigan Sierra Club.

Question: How do people mute their phone? “Star 6” is the way to mute

DRAFT Agenda

1) Updates on NCA launch and plans for NSTA Flyer (Emily and Frank)

- Long sentences on page 2 problematic
- Center headlines at top
- Link urban and rural
- If you’re looking for places to cut, you could delete the entire paragraph # 2 (the one that starts “The NCA will present a comprehensive…” because it’s redundant with the text, map, and bulleted list in the 2nd column.
- Header on top of page 2 is a question without a question mark.
● Alan: On p.1 Heading in column 1 "NCA key objectives, including" delete ", including" --- I know that "including" makes more technically correct, but move toward simplicity in this document.
● Shorten heading in right column so that it's one line. E.g. "What topics does it cover?"
● on backpage - the top section heading is a question - i.e., needs punctuation; there are four points in that section - the last point ends with "specific grades, courses, or" and then stops.
● Define abbreviation NCA in the first sentence
● Questions on page 1 and 2 are in different formats
● Pointing out to sustained assessment?
● Leading teachers to the next step -- how can teachers contribute to the NCA?
● Change top line to include the words National Climate Assessment and maybe highlight.
● Karen: Top paragraph: "This is a resource to help you learn about climate change in your region." Emphasis on regionalizing the resource.
● Good job Frank! (Jim E. and Mona) Thanks!

2) Post-launch plans, including crowd-sourcing who to send flyer and/or related information --Marketing says need to hit people eight times before it sticks

Send announcement out just after release and then again in mid-August

● NSTA (lists)
  ○ Environmental list (Alan)
  ○ NSTA Reports! publication- center pull out section
  ○ NSTA Magazines -- contact NSTA editors
  ○ Earth science list (Don)
● Tri-Agency Climate Change Education PIs (Tamara)
● ESPRIT Earth science teacher list (Don)
● NASA NICE - projects (Tamara)
● CCEP-Alliance and Partnerships (Tamara)
● CLEAN Network (Tamara)
● CLEAN Facebook page (Tamara)
● Council of State Science Supervisors (http://www.csss-science.org/members/) (Tamara-I am an affiliate member and have access to the listserv)
● NAAEE EE-News (Karen - send me the blurb, ready to print and the link for readers to get there)
● National Association of Geoscience Teachers (NAGT) - Tamara
● NESTA National Earth Science Teachers Association (Tamara)
● AGU?? / GSA ??
● National Sea Grant College Program (Mona)
● Earth to Sky Community (Anita Davis); possibly National Association for Interpretation also
Will Steger Foundation listserc (Kristen Poppleton)

3) Regional/Thematic sections (from previous meetings)

Ideas on what regional leaders can do:
--Ideas on how teachers can use NCA
--Summarize some good examples of things in NCA, especially ones pertinent to a given region or theme.
--Identify and set up collaborations with organizations in given regions.

How long should this regional/thematic resources page be?? decide after NCA3 released? 1 pager? - in addition to a national 1-pager

- Coastal (Mona)
  Polar/Arctic/Alaska (Jessica with POLAR)

DRAFT- Shared elements for one-pagers/website

- Regional Partners:
- Contact:
- Observed Trends: From report and/or summary documents
- Future Climate Scenarios:
- Implications for Region:
- Informed Decision-Making and Know-How:
- Key Figures (http://scenarios.globalchange.gov/regions/)
- Key Regional Documents / Websites
- Teaching Notes (region specific)
- Links to NGSS: can add additional grades/grade bands-- can be used across regions
HS Weather and Climate

HS Human Sustainability

- Links to Common Core (English Language Arts, Mathematics) and Social Sciences
- Links to CLEAN Resources

From Alan: Have you seen the AAAS release "What We Know"?
There is NY Times article about it:
...and the site itself is
http://whatweknow.aaas.org/
There are some pretty good videos in it.