

**Conservation Education Coordinators National Meeting
July 14-15, 2009**

Purpose of meeting

- Identify common outcomes for CE community.
- Identify strategies and tools to strengthen our community.

Participant Objectives:

Ideas to improve Natural Inquirer

Feedback on questionnaire process.

Easy way to tell our story and accomplishments.

Budget.

Maintain legitimacy of CE.

How can we help each other?

Recharge batteries.

How can WO support field?

Inside scoop on Quartet.

Strengthening/building partnerships, internal and external.

National/WO perspective on programs and planning.

Networking

Strategies for planning CE

Tools to help field.

Learn about CE program.

Set up planning for next meeting.

How can we work better with state environmental education?

Strategies to involve Research and Development more.

Tuesday, 8:30-9:30 – Youth and the Forest Service and the Quartet

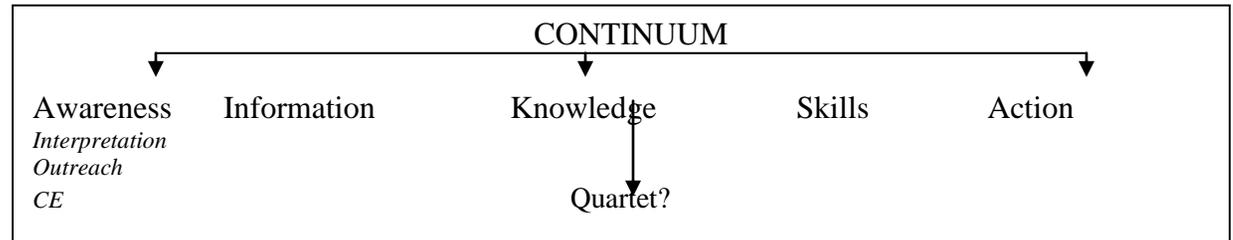
Safiya presented information about Quartet-background, purpose.

Participants' Reaction to Quartet

- How will this effort work compared to past efforts? Quartet Directors very committed. New Department of Recreation is big Conservation Education supporter
- DOI comparison: NPS has more CE resources; NOAA, EPA too; Opportunity for collaboration
FS has new LA resources

✳ **Want other Directors to share information about Quartet with their staffs, RFs, Station Directors**

- Disappointment R&D is not in Quartet
 - Add science quality services
 - Safiya to follow up
- Comments other than on Quartet
 - Feedback that evaluation is important – but costs!
 - Helps with marketing
 - MEERA was helpful
 - Need more training for evaluations
 - Emphasizes need for R&D
 - Ex. of Eugene Tool



Tuesday, 10:30-12:00 – Defining and Positioning our Role in the Agency and the Department – Determining Key Outcomes

Notes below are from Barbara grouping the outcomes generated with the CE Logic Model. **Question: Will these additions be addressed in the January 2007 CE logic model, e.g. Means and Strategies and Measurable Outputs?**

Desired Outcomes, paired with CE Logic Model Elements

1.1.3 Support training and professional development in conservation education for the Forest Service personnel, volunteers, informal educators and teachers

- Identify agency competencies to contribute to changes attitudes related to environmental education
- Identify core competencies for conservation education

1.2.1 Disseminate Forest Service educational materials and information through educational and scientific organizations

- Greater distribution of Natural Inquirer (reach 5% of students)
- Define toolbox of conservation education tools
- Increase FS participation in NAAEE

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1.3.1 Identify basic competencies appropriate at each level and position description and develop a comprehensive conservation education training program for Forest service employees

- Successfully use opportunities of conservation education to improve morale (people who do conservation education are happy)
- Identify agency competencies to contribute to changes attitudes related to environmental education
- Identify core competencies for conservation education
- Ensure continuity with Natural Inquirer after Babs
- Identify conservation education as means for technology transfer
- Expand recognition for conservation education work in the field (have subteam examine this, address lack of nominations, ways to improve nomination process for Pinchot Award)
- Maintain conservation education capacity (do transition planning, mentoring new employees)

1.3.2 Provide long-term professional development opportunities for conservation education staff within the Forest Service

- Ensure continuity with Natural Inquirer after Babs
- Maintain conservation education capacity (do transition planning, mentoring new employees)

1.3.3 Develop tools to improve communications and networking among conservation education staff and all branches and levels of the Forest Service

- Change FS culture

2.1.1 Achieve a clear, coordinated message about Conservation Education's role in achieving the agency mission

- Have WO identify high priority projects and programs
- Review of logic model and how far we've come
- Focused general management review on key Conservation Education points, use sample units; capture diversity of program areas

2.1.2 Demonstrate leadership support for conservation education by the Chief and other Agency leaders in high-profile conservation education efforts...

- Focused marketing plan for Natural Inquirer
- Have WO identify high priority projects and programs
- Identify a few conservation education programs that are FS branded (like Smokey)

2.1.5 Develop peer-to-peer leader champions who demonstrate how conservation education improves program outcomes and helps achieve the Agency's mission

- Identify support of Conservation Education and outside direct child/teacher contact outside Conservation Education staff

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2.2.1 Develop and implement a staffing strategy for WO conservation education staff

- Review of logic model and how far we've come
- Focused general management review on key Conservation Education points, use sample units; capture diversity of program areas
- Maintain conservation education capacity (do transition planning, mentoring new employees)
- Develop capacity and flexibility to better work with partners for mutual goals

2.2.2 Identify staffing needs and roles and develop standardized position descriptions for professional specialists at all levels of the Agency

- Review of logic model and how far we've come
- Focused general management review on key Conservation Education points, use sample units; capture diversity of program areas
- Maintain conservation education capacity (do transition planning, mentoring new employees)
- Develop capacity and flexibility to better work with partners for mutual goals
- Increase Forest Service participation in NAAEE

2.2.3 Identify resource needs and potential sources, including grants and agreements, to deliver a more effective conservation education program

- Review of logic model and how far we've come
- Focused general management review on key Conservation Education points, use sample units; capture diversity of program areas
- Budget analysis of Conservation Education investment (value produced by dedicated personnel)
- Conservation education expanded budget line item (disagreement on this. Some feel EBLI inhibits integration, some feel regional funding allows flexibility)
- Make Conservation Education part of performance appraisals and/or performance elements (R10 has examples of this)
- Research and Development performance review (panel) recognize conservation education

2.2.4 Advocate incorporation of conservation education into program direction at the station, area, and regional levels and into NFS planning efforts

- Research Stations see education as a valid technology transfer
- Make Conservation Education part of performance appraisals and/or performance elements (R10 has examples of this)
- Research and Development performance review (panel) recognize conservation education
- Demonstrate change in public attitude, especially youth, about natural resources
- Quantify difference conservation education makes and how it improves environment and changes attitudes

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- Identify a few conservation education programs that are FS branded (like Smokey)

2.3.1 Identify practical output and outcome evaluation models to measure program results and provide support to increase their use at all levels of the agency

- Individual projects have a strong evaluation component showing changed attitudes and/or action
- Implement EUGENE as an evaluation tool
- Demonstrate change in public attitude, especially youth, about natural resources
- Quantify difference conservation education makes and how it improves environment and changes attitudes
- Use EUGENE to evaluate Natural Inquirer

2.3.2 Coordinate reporting system revision and data entry with internal partners

- Concrete, complete reporting at a national level

2.3.3 Provide examples of Forest Service employee performance evaluation in conservation education for use in appropriate line and staff work plans

- Research Stations see education as a valid technology transfer
- Make Conservation Education part of performance appraisals and/or performance elements (R10 has examples of this)

2.3.4 Engage scientists and educational experts to develop assessment and evaluation tools for conservation education programs and materials

- Demonstrate change in public attitude, especially youth, about natural resources
- Quantify difference conservation education makes and how it improves environment and changes attitudes
- Research and Development performance review (panel) recognize conservation education

3.1.1 Develop criteria for selecting appropriate partnerships that can assist in the achievement of the conservation education strategic plan

- Identify support of Conservation Education and outside direct child/teacher contact outside Conservation Education staff

3.1.2 Participate in development and distribution of partner programs and materials

- Increase Forest Service participation in NAAEE

3.1.3 Support conservation education research efforts of partners

- Increase Forest Service participation in NAAEE

Tuesday, 1:00-2:00 More Kids in the Woods

Timeline for More Kids in the Woods Challenge Cost Share Agreement Process Note: this timeline has been further defined and added to the Inter-Deputy Team's staffing for the 2010 MKIW process.

Current timeline	Action	proposed timeline for 2009/10
Time varies	WO decides on funding level	
Late Nov/early Dec	RFP goes out	mid August
Feb 15	Deadline to submit proposals to WO	mid Oct
Early March	Enterprise Team reviews proposals to ensure they're complete; then submits out to RSA.	October 15-30
March	RSAs set up review teams and rank proposals - RSA teams make their own criteria	mid Oct-Nov
Early April	Reviewed proposals back to WO	Dec 15
April	Inter-deputy team reviews RSA recommendations and makes recommendation to Quartet	
	Quartet reviews proposals; Pose any remaining questions; Quartet makes recommendations to Associate Deputy Chiefs.	
	ADC reviews Quartet recommendations and	

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Project Criteria:

- Problem with unknown criteria. Previously funded projects or forest got excluded, but this was not a known criteria.
- Need to make criteria clear.
- Some surprise in group that there isn't a set of national criteria for evaluating proposals.

Advice to RE Coordinators:

- let potential applicants know if you don't think their proposal will get funded.

Scoring Proposals:

- Need to use additional funds to evaluate the MKIW projects.

Focusing the scope of MKIW:

- In RFP pick some specific project types to focus on. Would give more clarity to the process.
- BUT we want to maintain room for innovation in the proposals.
- Is there a focus age group?
- Have RFP specify that project is not for buying equipment or building
- Tighten list of things that won't be funded
- How much salary can be funded through MKIW \$?
- Safiya sees no limitation on funding salary to bring kids to the woods; limitation on salary for developing a program.
- NA has told people to match proposal to a specific R&D or national forest project
- Overall, clarify what the criteria for funding will be. RSA wants to know how WO is evaluating the proposals.
- Possible: letter from WO with the RFP or later.

Misc. Changes:

- RFP letter, application form and evaluation don't all match. Need to make them match for 2010.
- Regions would like critique from WO on why certain cost shares were not funded.
- RFP would mimic NAAEE guidelines.
- Need to assign someone to yard up the stories/successes generated from MKIW – involve Office of Communications
- Need a more cohesive way to send out MKIW RFP – hit or miss, get 15-18 copies of call letter or missed all together

Tuesday, 2:15-3:00 Climate Change Education update

Safiya gave overview of Climate Strategy

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Babs presented work of Climate Change Education Committee.

They've developed their report for Climate Team. Recommendations include:

- Go beyond K-12
- Focus on effects of climate change on Forests and Grasslands
- Develop Climate Change Resource Center
 - Place to go for Climate Info
 - Maintained by PNW
- *Natural Inquirer* on Climate Change

Questions on Climate Change Education:

- Can we weave Climate Change into MKIW?
- Teachers request usable data sets on climate change.
 - So students can use and interpret raw data
- What role does agency want to play in education?
- What story to share? Should be clear.
- What's the specific message?
- Comp. Evaluation Rep. for climate change are out in R!
- Greater Yellowstone Climate Change Carbon report done
 - Will be national model
 - Will include education component
- Western sustainable ops
 - Given \$1 million pot
 - Includes education component
 - Using extreme makeover DVD

Safiya looking for volunteers for Advisory Team for Job Corps Conservation Education program.

Tuesday, 3:00-4:00 Core Concepts of Conservation Education (originally called agency Key Messages) to address the question, "What is CE?"

Core Concepts:

- Conservation Education is a profession based on standards and guidelines
- Conservation Education is a continuum from Awareness to Action.
- K-12 is the future. Through conservation education we reach our future leaders.

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- We protect what we love. Love what we understand.
- Conservation education gives students (and people in general) a context for what the Forest Service does
- Forests are places to learn.
- Conservation Education provides the opportunity to teach critical thinking skills
- Conservation Education makes people physically healthier
- Learning takes place outside.
- Environmental Learning should be place based.
- Conservation Education is an integrating concept.
- Education assists us in breaking barriers internally and externally.
- Conservation Education is the opportunity to show cultural diversity
 - Highlight diverse communities' connection to the land
- Conservation Education is science based, unbiased and interdisciplinary.
- Conservation education leads to actions.
- Conservation Education disseminates FS principles and practices.
- Conservation Education includes interpretive services.
- Conservation education is delivered in both formal and nonformal settings.
- Conservation education is important because people depend on the land and the land depends on people.
- Conservation education reflects the values of good citizenry.

Wednesday, 8-8:30 Conversation with John Phipps, Associate Deputy Chief

Action Item: **WO CE should look at setting up a meeting with all agencies in USDA that relate to CE**

Thoughts from John Phipps:

- De-centralized culture of FS. Need to be able to harness power of de-centralized agency to accomplish common, corporate goals.
- All the Forests and Stations ought to be paying attention to Conservation Education.
 - Here's our corporate strategy
 - Not in a way to decrease creativity, but increase capacity

Power of Smokey Bear

- Got kids excited to go to the Forest. Excited about the Forest Service
- How could we repeat that?
- Even though we give attention to connecting kids to nature, there still isn't that overall engagement.

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Need to get community as a whole involved.

Kids can be a mechanism to get community involved.

Problem of parents being “scared” of the Forest. Worried about safety.

Conservation Ed has tremendous power to increase morale. Big white hat exercise.

Steve: Challenge we have is that education is traditionally a local issue. Our units know how to engage at the local level. We want whatever we do corporately to support that, not hinder it.

John Phipps: Want to have a common approach to be delivered at a local scale.

Sharing information about what FS does is a morale booster. This brings us to talking about what an honor it is to serve the people and the land. A huge morale booster.

Right now the agency investment in conservation education is inconsistent.

Safiya:

- CE community needs meaningful support. Need resources.
- Support is now inconsistent across the regions.
- Conservation Education is place based education. It’s important that the content be de-centralized.
- But corporate policy needs to deliver meaningful support across all Regions.

Does CE happen because of leadership or in spite of leadership?

- Right now, often happens in spite of leadership.

John Phipps:

- To get more corporate support, he suggests establishing a set of common expectations across the Regions.

Julie:

- No FS employee should feel guilty for investing time in CE
- Because people are so overworked, and CE doesn’t get dedicated funding, people often feel they should work on other duties instead.

It diminishes our credibility when we aren’t able to contribute at level of other partners.

Example of
Why We Need Priorities
“June is National Hell Month”

- National Fishing and Boating Week
- Great Outdoors Month
- Great Outdoor Week
- National Trail Day

Wednesday, 10:00-12:00 How do Regions currently set priorities? How could WO Help?

Priority Setting:

Discussion while in groups:

• **What (or who) determines your priorities?**

Analogy – throw CE opportunities at the “velcro-board” of the CE strategic plan. They all stick.

Don’t use the plan to set priorities, but projects are congruent with plan.

Work is often set by things set by national office – Get Outdoors Day, etc.

Region 5:

- Have one person. Often does the Velcro approach as well – take advantage of opportunities that arise. Use Woodsy program – example of a resources that’s available. Try to stay flexible so that as opportunities arise, he can take advantage.

R10:

- Have an Interpretive Team that came up with a CE Strategic Plan, tiered off National CE Strategy, FS Strategic Plan, and Interpretive Strategic Plan. Tongass is having District employees set CE goals. Also using the results of a survey of teachers, which identified delivery deficiencies.

• **Do you specifically work to align priorities w/FS strategic plan, CE strategic plan, etc?**

R5 does have a CE Strategy, but hasn’t been used much. He wasn’t involved in developing it.

NA working on a Strategic Plan.

• **Is there cohesion (across Regions and the WO) in the way Coordinators choose priorities?**

NA

- Working on strategic plan tiered to NA Business Plan Priorities (National CE Plan)
- Focus on value- added -- largest impact for least input. . Lots of focus on teacher training.
 - Institutes- New York training watershed
- Lots of coordination with the States. States- PLT
- Not much Woodsy- states do Smokey (**need cheap ABC’s book & hard cover**)

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- Make largest impact- conferences (not in classrooms – limited capacity)

NRS

- Starting strategic plan – 5 themes, CE plans (share across NA/ NRS)
- Gets a lot of leadership input. Michael Raines, Mark Twery- input from Directors and project leaders office – largely self-directed
- looking for national priorities
- MKLW- helped develop focus

R5 R5 has contact with other Regions but don't do that much coordination. R5 finds many Forest activities occur without much Regional coordination. Once he gets a position change, plans to take on more of a coordination tool.

R9

- Fluid process- look at national direction
- Good regional planning process annual emphasis areas – programs urban connections
- Talking with Director
- Regular conf. calls with forests – get input
- Timely calls with NA & NRS – helpful
- Be flexible to take advantage of opportunities
- Coordination among 3 branches is key! Powerful!

R8

- No Regional CE Coordinator
 - LBL helps – point of contact
- LBL wrote valuable plan – tiered to CE
- On Forests, capacity varies greatly
- MKLW led by WFW projects- R8 was able to fund some unfunded projects with carry over
- Lots going on- not all on radar screen

• Are there ways the WO can better support field office efforts to prioritize?

- Project has national implications/applications or strong potential
- Involves a national partner or local affiliate of national partner
- Involves a unique/innovative partner that brings opportunities not normally available to use (eg: Nickelodeon, PBS, NAACP, etc)
- Includes solid/strong/valid evaluation tools
- Includes sharing/replication component
- Cross deputy involvement

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- Relevancy to the field
 - Recognize diversity of the “field”_(NF, UF, partner locations)
- Connection to CE and FS strategic plan
- Education partner (Dept. of Ed. Curriculum partner)
- Follow NAAEE guidelines
- Connected to current education practices
- Tools – use state of arts methods and practices
- CE conference calls specific theme
- Requests for input/help from WO CE to field
- Ensure projects – managed and implemented at appropriate level, location and program area
- Clarify CE, IS, Nature Watch plans
- Clarify national roles
 - WO CE is portal of CE inquiries
 - Role within Education world
 - Role as we work/collaborate with sister agencies USDA, DOI, EPA, NOAA
- Need to be conduit/network to field but field CE not in direct line of communication

Need help from WO

- CE budget advice! –words **Blee page direction**
- A few key priorities from national level
- Marketing plan- focused plan – branding
- R5 Cons Ed Strategy is mirrored after National Strategy. He uses WO as a resource a lot. Finds the WO very supportive in answering questions, providing materials.
- R3 also finds WO support very helpful.
- R10 has found evaluation training very helpful.

R1/RMRS/R3 – All focus on low-hanging fruit

- NAT’L exhibits that could travel from region/ station
- Note: 15% of S&PF \$ that goes to states is competed

- Why do we do the work in this place and why are we doing it now?
 - Share resources
 - Work across boundaries
 - Align with Nat’l Agency- wide strategic plan
 - Place – based approach
 - Project/issue based

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- (R1) Forest/ PMPS/ CAHART- grasslands/ & every staff area
- CE Council sometimes set priorities

How can WO help with priority setting?

- National exhibit that travels from Region to Region
- Continue to provide training
- In the National Budget Advice, want to have direction to conduct CE. Needs to be a stronger funding statement up front. Not in the S&PF section only **Safiya will follow up on this. Done: 7/20/2009**
 - Actually, current language already does encourage people to use any type of funding for CE.
 - Many in group unaware of this, points to need to make this more accessible and visible in the Budget Advice.
- Group discussions on the importance of having Budget Personnel understand the CE program and how it's funded.
 - **Iris can send gifts to help with this ☺**
- Helpful to have a few key priorities from the WO – perhaps incorporated into the Budget Advice
- Helpful to have a Marketing Plan developed at the National Level.
- Region 8: Suggests WO Review of CE
- Annual Report and Summary Document on CE – There's interest in having a concise handout that explains CE
 - Breakdown Region by Region of what was reported.

Budget Picture:

CE relies on 20+ jobcodes.

Yes, funds for 2010 MKIW available, \$ for Greenworks, Forests for Every Classroom.

Of \$80 million est. for all CE, only \$18 m in NICE database.

Wednesday, 1:00-1:30 UN Year of Forests

Safiya described that FS has started to participate in interagency meetings on the United Nations 2011 *International Year of Forests*

- Multiple agencies interested.

Videos – R1 has capacity

Use Natural Inquirer World Forests Education

PLT Forests of the World

R1 video on nurseries and reforestation

2011 Centennial of Weeks Act

Key issues: eastern urbanization

Have clear direction soon on Year of the Forests from WO

Have core principles logo/branding developed soon. Identify target audiences.

Establish a theme for community events.

Partner with State Department on biosphere project.

Envirothon?

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Build logic model,

Use existing events. Year of Forests becomes umbrella.

Take advantage of existing activities.

Work with partners; bring into loop sister forests.

Volunteers (hrs?): Barbara McGuiness, Tim Williams, Susan Cox, Iris Velez

Wednesday, 1:30-3:00 Hot Topics

Next Annual Meeting

- Fall of 2010 (Promise of Place Conf in VT, or tie into other meetings: NCYC, Arbor Day, camps, campus at Lake Tahoe)
- Audience = field, partners, US and the World (Big- Like Madison '07)
- Connect with NAAEE; possibly Buffalo for meeting location
- Panel of non "US" formal educators re: science, delivery, methods to improve our CE
- Fun stuff, field trip in pm or am only
- Lets hear from the next generation; include in Planning Committee
- Minimize the "welcome, blah, blah speeches"
- Inspirational, out of the box speakers, "avant garde"
 - o Sponge Bob
- "Lets Get Physical"
 - o Do active things during the meeting
- Welcoming Committee to be fun and mix groups; creative
 - o Break normal working groups up
 - o Karaoke Night
 - o Local music group

NOT to haves:

- 8 hrs of sitting; mix it up
- long speeches
- No usual suspects; abnormal people only!

TO Have

- Set up like ICS
- Training
 - o E.g. how to put together a program budget
- Guest list committee

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- So that all key parties are invited, e.g. budget and G&A people
- Webinar some sessions.
- Movie and discussion with director or producer
 - Missoula Children's Theatre
- Establish timeframes for finalizing agenda
- Policies relate to FS-CE

Follow-up

- Send place ideas to Sue Cummings
- Set up committees to deal with particular parts of planning; set up like ICS structure
 - Sue to handle logistics
 - Other committee members:
 - Iris Velez
 - Julie M
 - Sharon W
 - Jean S
 - Rita B

State Environmental Literacy Plans and State Environmental Education Associations

Actions Needed:

- Connect with State Forestry Agencies
- Connect with State Depts. of Ed
 - Science supervisors

What plans already exist?

- MN and MA current
- AZ needs update
- Working on plans: MD, RI, NH, ME, VT, CT, VA

NAAEE provides guidance for developing a plan

FS – What do we want included in the plan

- Use forests for study site – place based
- Include benefits of forests
- Contact with NASF and have them help to advocate for forests.
- When/if legislation passes – message to RSAs to encourage involvement

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- Time?
- Share new info among CE network
- Coalition network – keep in touch with partners to carry forward FS initiatives
- Congressional staffers need to know FS does CE briefing – Hill visit. Presidential Fellow (Harald) will develop briefing papers with core concepts on conservation education and will work on planning congressional visits, in the WO and in the field (coordinate MOC visiting forests in the field).
 - o Briefing paper – internal and Hill
 - o Position paper for partners
- What can WO do to help (?) Ask field about needs

Also want to work with partners who have a strong Leg Affairs program. They can provide information on environmental education in FS.

Plan Congress field trips

Listen – we do a lot, could do more.

Needs assessment – fill vacant niches; quarterly assessment

Plan your work – work your plan

Evaluate efforts – outcomes

Pay attention to our strategic plan and agency plan

Listen to field – respond to field’s needs (yearly meeting of 12 -15 member team that changes from year to year).

Review of operation (what’s working?)

New products

Retain flexibility to respond to new information (e.g. Woody’s Weeds and Bugs)

Grants and Agreements

Most used authorities for CE Program delivery (NFS) are

- Coop Funds Deposit Act of 1976
- Mutual Benefit Authority (2008 approp bill)
- Cost Share authority

Instruments Used:

- participating agreements
- cost share agreements
- collection agreements

Issue: G&A community is considering “treating” all these arrangements as federal financial assistance –

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If this happens then Cons Ed Grants would be:

- Advertised through e.gov – Grants.Gov
- Be posted with CFDA.gov
- Related OMB regulations and circulars would apply

If everything is treated as federal financial assistance

- Would lose ability to select your partners because you have to go with the best value determination.
- If partnerships are counted as “federal financial assistance” then it changes nature of relationship – stops being a cooperative venture, becomes based on best value.

Question: What’s driving this?

- Department wants to standardize things.
- Turnover in G&A staff has ended up with a contract focused group – don’t have knowledge of FS specific authorities, etc.

Solution:

- Directors of CE, NPO, Recreation, and Wildlife meet with Branch Chiefs of G&A to explain the different authorities cited for CE and Interpretation and Partnership and the need to treat these agreements differently than federal financial assistance.
- Make sure program directors and project implementers understand the difference and basis for CE-IS-Partnership authorities and instruments.
- Turnover in Partnerships Office means right people aren’t at the important discussions.

- **ACTION ITEM: Have AQM meeting as soon as possible.**
 - Safiya to follow up with Quartet on this.

Formal and nonformal education certification—no report.

Wed. 3:30 Session – Strategies for Improving CE

- CE calls are good
 - They are better than they used to be but could be better
- Discussion of regional/national niches
 - Not every region needs to do every national initiative, i.e. Denver had a great *Get Outdoors Day* program so we just went down and participated
- WO clarifying with partners what their desired outcomes are to focus initiatives

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- E.g.: Get Outdoors Day: Derek Crandall said he wanted urban settings, so this dropped Region 1 and 10 planning a big initiative is much bigger than a smaller, local event
- We need to spread out things. California gets slammed
- It would be nice to have a complete list of all the national initiatives (days, weeks)
- A list of what WO CE has done – to tell people in the field who only see it when their office gets money
 - Include products in the list
- Also an easy place to see what other CE offices are doing
- There was a CE clearing house many years ago on the CE DataBase
- Do we have a clear definition of the niche that FS CE can fill?
 - ie: Within Climate Change, we discuss the effect of Climate Change on forests
- We are not very good at asking for help
 - Why reinvent the wheel when the F&W does great fishing stuff
- Smokey, Woodsy, JFR, Fireworks, are our niche
- What is the niche that FS quartet staff can fill?
- How can the WO quartet translate down to regional folks? WO needs to assist the field in making education OK for staff to do
- Not everyone seems like they want to work with kids, but many might end up enjoying it.
- How can we develop criteria for
 - ➔ Filter for what is truly urgent for what the field needs to know.

Larger group discussed: The importance of saying no!

Strategies for succeeding with this is:

- Connect person asking with another appropriate partner
- Have a set of clear core concepts for FS CE that makes it more clear when to say no.

Parking Board

- Agreements/ Federal Financial Assistance (Covered in meeting!)
- Share EUGENE (Presented at meeting!)
- CE/ E.E. or place- based approaches?
 - Needs more emphasis in strategic plan
- Web work?
- ICE plans and budget
- Check outcomes with logic model (Barbara added to Outcomes column of model!)
- Environmental Literacy is a fairly new concept – need to develop message/education
- Avoid confusing urgent with important

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- Have position paper ready with core concepts and compare request to concepts. “Sorry doesn’t fit”
- Find us a partner to supply a gift certificate for NICE Reporting.
- Push back: Just say “NO”