

NOAA Response to:

FINAL REPORT
Engaging NOAA's Constituents

A Report to the NOAA Science Advisory Board

October 2009

By the
NOAA Executive Committee on Engagement

Introduction

In March 2008, the Science Advisory Board (SAB) delivered a report to NOAA's Administrator's calling for NOAA to more effectively engage its constituents. Through this report "*Engaging NOAA's Constituents: Putting the Pieces Together to Create Impact*"¹ the SAB provides eight findings and a comprehensive set of 33 recommendations to NOAA for engaging its constituents and presenting an understandable vision to its clientele. The SAB looked at NOAA's various opportunities and challenges and made recommendations on actions NOAA should take to increase, improve, and refine its extension, outreach and education activities.

As a result of the SAB Report, NOAA created the Executive Committee on Engagement (ECE) comprised of the Chair of the Education Council, the Director of Communications, the Chair of the Regional Collaboration Executive Oversight Group and the Chair of Extension and Training Services Committee. It is intended that the ECE will provide corporate guidance and recommend actions to the NOAA Executive Panel (NEP) to promote a strong dialog and two-way relationship with society that enables NOAA to identify, develop and improve products and services to meet society's needs.

In order to foster collaborative planning across the range of NOAA engagement activities and programs, the ECE is:

- Coordinating the engagement activities of NOAA's Education Council, Office of Communications and External Affairs, Regional Collaboration Executive Oversight Group, and Extension and Training Services Committee;
- Developing and implementing NOAA's Engagement Strategy to help ensure integration across NOAA's engagement activities;
- Being responsive to national issues/topics raised by NOAA leadership and the field that require integrated engagement activities across the agency;
- Serving as a mechanism for coordination of engagement activities and information exchange from the grass roots level to NOAA leadership; and
- Ensuring the development and incorporation of assessment and evaluation policies within NOAA engagement activities and programs.

This document is intended to provide an overview to the NOAA SAB of efforts undertaken to address the SAB recommendations and a path forward towards achieving effective engagement with our constituents.

Executive Summary

NOAA leadership is committed to engaging its constituents in order to become a fully engaged agency that is more connected to its consumers and clients. NOAA believes it has the responsibility to provide leadership for this country's extension, training, communication and education programs regarding issues related to oceans and atmosphere. Furthermore, NOAA

Engaging NOAA's Constituents: Putting the Pieces Together to Create Impact.
http://www.sab.noaa.gov/Reports/SAB/SAB_Final_Report_03_20_08.pdf

agrees with the SAB that by properly engaging its constituents, NOAA's contribution to overall competitiveness will be more efficient and effective, increasing the overall value of NOAA to society.

Engagement includes the following elements:

Communications: The process of using internal communications, external relations and media affairs, to deliver messages and other information in support of NOAA's strategic goals.

Education: Education is the process by which individuals develop knowledge, values, and skills. Education encompasses both teaching and learning.

Extension and Training:

Extension - Sustained interaction with specific audiences using communication and education techniques to transfer science-based information or skills that inform decision-making and/or change behavior.

Training - A process of transferring knowledge and skills using standardized instructional methods and techniques to targeted professional audiences for the purpose of developing and enhancing professional competencies.

NOAA's Regional Collaboration: A flexible network established to support integrated, regionally-tailored implementation of NOAA-wide programmatic priorities. The collaboration process provides a more systematic approach to both internal and external communications and multi-disciplinary planning and execution on the highest priority regional needs, mobilize knowledge and capabilities across the agency, and engage its stakeholders to improve NOAA's productivity and value to its customers.

Below we provide the summary recommendations of the SAB, progress to date, and comments and recommendations on the path forward associated with recommendations not yet fully considered. The NOAA Response to the Recommendations includes the lead NOAA offices responsible for addressing that particular Recommendation.

This document includes, as appendices, *An Engagement Strategy for NOAA* and ECE Terms of Reference.

Summary of the SAB Recommendations

The 33 recommendations, taken together, fall into three broad areas: 1) a need for a public engagement strategy; 2) a need for a coordinating body and resources to implement a public engagement strategy; and 3) a need for better utilization of partnerships in engagement and greater public accountability. Below is a listing of the recommendations followed by a table including progress to date on each of these recommendations.

NOAA Progress to Date in Response to the SAB Engagement Recommendations:

Recommendation	Progress to Date	Responsible Parties
<p>1.1 NOAA should review and revise its strategic plan, mission, and vision statements to include the importance of an informed and engaged public consistent with the new authorization language. There needs to be a shift in focus to a more engaged organization providing products and services, as well as science, to the American people. NOAA must work to change the organizational culture as well as its process and procedures to encourage, promote, and reward engagement.</p>	<p><i>Steps taken to date include:</i></p> <p>NOAA’s Office of Program Planning & Integration (PPI) is leading the development of the Next Generation Strategic Plan (NGSP), to be completed in early 2010. The effort to develop the NGSP will be a 9-12 month iterative process of data gathering, both internally and externally, including regional stakeholder meetings to get input, analysis, revision, and vetting of those things that are most fundamental to the work of the agency: its corporate mission and vision for the future, its top-level goals and desired outcomes for society, as well as near-term, concrete objectives and strategies. A key outcome of the planning process will be a determination whether the current strategic construct will serve NOAA well in the plan years FY 2013-2017.</p>	<p>PPI</p>
<p>1.2 NOAA should develop a strategy for public engagement that provides a roadmap for coordination of all extension, outreach, and education programs in the agency.</p>	<p><i>Complete</i></p> <p>The NOAA Engagement Strategy was completed in December 2008. A copy of the Engagement Strategy is provided in Appendix A.</p>	<p>ECE</p>
<p>1.3 NOAA should develop a coherent set of informational products and tools, including appropriate evaluation strategies, for use by all NOAA employees when engaging their stakeholder communities. NOAA also should acknowledge the importance of the involvement of NOAA employees in engagement, and this should be communicated and rewarded at all levels of NOAA management starting in the highest administrative offices.</p>	<p><i>Steps Taken to Date Include</i></p> <p>A coherent set of climate products and tools is under development as part of the overall NOAA Communications Plan and the Climate Services Portal. A Kellogg based engagement evaluation rubric has been developed to help NOAA employees assess how well they are engaging their constituents. The rubric is based on the seven characteristics identified in the Kellogg Commission Report: 1) Responsiveness; 2) Respect for partners; 3) Academic neutrality; 4) Accessibility; 5) Integration, 6) Coordination; and 7) Resource partnerships are useful for understanding the kind of behavior needed for effective engagement.</p>	<p>Office of Communications, ECE</p>

	<p>NOAA has developed a rubric based on the seven characteristics that describes ranges of behavior for each characteristic, so that NOAA programs can start to assess their engagement efforts. The agency is also developing a set of communications plans based on strategic priorities expressed in the NOAA Annual Guidance Memorandum. Informational products will be some of the deliverables within those plans in the near future. We are considering adjusting elements of the Senior Executive Service plans to address the need for assessing engagement efforts throughout NOAA.</p>	
<p>1.4 NOAA should include a climate science component for non-coastal programs to deal with atmospheric and climate change issues.</p>	<p>Steps taken to date include:</p> <p>NOAA is involved with non-coastal programs that deal with atmospheric and climate change issues. For example, all 122 Weather Forecast Offices (WFO) have a climate focal point within each of the WFOs. These climate focal points and the NOAA regional climate collaboration teams, work together in developing climate, training and providing climate information non-coastal constituents.</p>	<p>ECE, Regional Teams, Line Offices</p>
<p>2.1 NOAA should expand the mission and membership of the current Education Council to become an Engagement Council, chaired by the NOAA Education Director, to administer a NOAA-wide program of extension and outreach. The expanded Council must be given appropriate administrative and budgetary authority, and leaders of NOAA programs in extension, outreach, and education, as well as the Office of Communications, should be represented on the Council. For example, the National Sea Grant Extension Leader should be a member. The Council should have as its mission to seek ways to combine strengths, leverage as appropriate partnerships established by any NOAA activity for the benefit of all, and refine and modify NOAA engagement programs as needed to address national and/or regional needs.</p>	<p>Steps taken to date include:</p> <p>The Executive Committee on Engagement (ECE) was created. The mission of the ECE is to ensure all NOAA engagement activities are conducted with a commitment of service to society through a partnership based on reciprocity and sharing of goals, objectives, and resources.</p> <p>Membership:</p> <ol style="list-style-type: none"> 1) Chair: Director of the Office of Communications 2) Assistant Administrator for Program Planning and Integration 3) Director of Education; and 4) Chair of the NOAA Extension and Training Services (NETS) <p>In addition, a NOAA Administrative Order (NAO 216-201) established a NOAA Extension and Training Committee. Of note, the National Sea Grant College Program is a member of the NOAA Extension and Training</p>	<p>ECE, Education Council</p>

	<p>Committee.</p> <p>Many of the functions described in this Recommendation are performed by the NOAA Regional Collaboration effort directed by Regional Collaboration's Executive Oversight Group (EOG).</p>	
<p>2.2 The Engagement Council should be charged with development of the NOAA engagement strategy.</p>	<p>Complete</p> <p>The NOAA Engagement Strategy was completed in December 2008. A copy of the Engagement Strategy in provided in Appendix A.</p>	ECE
<p>2.3 The Engagement Council should maintain an inventory of all extension, outreach, and education activities across NOAA. The Council should review NOAA's engagement with consumers and clients with the aid of the engagement test prepared with support from the Kellogg Commission. The Council should also establish guidelines for best management practices in all NOAA extension, outreach, and education programs. The Council should also define metrics for success and ensure that the required data are collected.</p>	<p>Steps taken to date include:</p> <p>Environmental literacy is a cross-cutting priority in NOAA's Strategic Plan and consequently is an essential strategic planning element for each of the four mission goals' annual planning activities. The NOAA Education Council is charged with development of policy and direction with overseeing the Agency's progress toward environmental literacy. Toward that end, the Education Council conducts an annual strategic assessment of NOAA's environmental literacy activities analogous to program planning and goal strategic portfolio analysis phase of the Planning, Programming, Budgeting and Execution System (PPBES) Planning process. The Council reviews all relevant requirement drivers, examines current resource capacity (based on Programs reporting through the POPs), evaluates 100% requirement (based on Program reporting and Agency level need), assesses proposed alternatives, and recommends to NOAA's Planning, Programming & Integration (PPI) and NOAA's Policy, Analysis and Evaluation (PA&E) offices options that represent strategic opportunities that leverage partnerships and maximize benefit. Expansion of this review to include communication, extension and training is under review.</p> <p>The ECE is establishing guidelines for best practices in some areas, for example: improve responsiveness, provide intellectual and scientific neutrality, enable integration,</p>	ECE, Education Council

	communicate access points, increase coordination, leverage partnerships, and maintain respect for partners.	
2.4 The Engagement Council should report annually to the NOAA Administrator and, when appropriate, to the Science Advisory Board (SAB) to provide an update on progress of programs of engagement, an assessment of their effectiveness, challenges, and plans for the future.	Steps taken to date include: The ECE reported to the NOAA Executive Panel in December 2008 and will report to NOAA leadership again on September 2009. The ECE briefed the SAB in March 2009.	ECE
3.1 The SAB Report recommends that at least 10% of the NOAA budget be committed to engagement. This funding recommendation was based on percentage of funding spent on extension, outreach, communication and education in NOAA programs that the Working Group determined to have strong engagement programs (including Sea Grant and National Marine Sanctuaries Program, which spend 36.3% and 20% respectively), (Figure 2). The proposed Engagement Council should periodically evaluate the adequacy of the 10% funding recommendation. Efforts to enhance NOAA's extension, outreach, communication and education programs are too critical to wait for new money.	Steps taken to date include: Steps are being taken to coordinate existing programs to maximize and leverage the efficiency and effectiveness of base program funds. Additional funds are being requested through the PPBES process. Additional funds are being made available for engagement activities. For example, funds have been allocated to the NOAA Regional Teams for engagement activities through a mini-grant process in FY 09. The recipients were: <i>“Climate Change and Adaptation in the Pacific: Linking Communities with Information” (Pacific),</i> <i>“Regional Ocean Governance: NOAA Support to the Governors’ South Atlantic Alliance” (Southeast and Caribbean Regional Team),</i> <i>“NOAA Climate Sciences and Services Storytellers Workshop” (Central Regional Team),</i> <i>“NOAA Gulf of Mexico Regional Coordinating Team Stakeholder Engagement Mini Grant Proposal” (Gulf of Mexico),</i> <i>“Communicating Uncertainties of Climate Change in the Great Lakes: Striving for a Carbon Neutral NOAA Engagement” (Great Lakes)</i> The recipients are making progress on their respective proposals. <i>Additional funds are also being made available through Sea Grant in FY10.</i>	ECE, PPBES
3.2 NOAA’s program managers, researchers, and other employees, where appropriate, should have, as a starting point, a commitment of 5% of their	Steps taken to date include: NOAA is considering focusing 15% of	ECE, Line Offices,

<p>time to engagement in their position descriptions, performance plans, and programs. The NOAA Engagement Council should assist NOAA employees in engaging the public. NOAA employees and associates should be given basic information about NOAA science and services and points of contact within the organization to allow them to get additional information on topics of interest. This will allow NOAA employees to acquire and present a broader and more integrated view of NOAA. The Engagement Council should highlight activities that allow NOAA employees to discuss their research or programs with the general public, policy makers, community groups, school groups. The Council also should highlight events where NOAA programs are focused on such as beach clean-ups, lectures, and storm watcher training. Identifying the best practices in this area will help improve and expand these efforts. The Engagement Council should reach out to individuals across NOAA to sponsor the development of communications materials that provide insightful visual material (videos, search engines, or data displays) or compelling written descriptions of NOAA issues.</p>	<p>SES performance plans on engagement. Additional performance plan requirements will be implemented as appropriate. A NOAA 101 introductory course is in the process of being updated and will be used as a part of the Commerce Learning Center Module program. NOAA management intend to make this course mandatory for all new NOAA employees.</p>	
<p>4.1 Should review their operational plans to ensure that they include the “one NOAA” vision and expectation that extension, outreach, and education are essential components of, and expectation for, success and performance.</p>	<p><i>Steps taken to date include:</i> OneNOAA materials (e.g., climate toolkit) are being developed and distributed to NOAA programs. An internal and external climate training and education framework has been developed as a near-term opportunity for climate services.</p>	<p>ECE, Office of Communications</p>
<p>4.2 Should identify resources to allow them to consistently implement NOAA strategies identified in the engagement plan to integrate extension, outreach, and education in the delivery of their products and services, and in their interaction with consumers and clients.</p>	<p><i>Steps taken to date include:</i> Resource expectations for programs are evolving with the development of “oneNOAA” materials and cross-cutting strategies.</p>	<p>ECE, Office of Communications</p>
<p>4.3 Should establish an agency-wide engagement training program for all current and future employees. More extensive training programs in translational science should be developed for the 600 extension, outreach, and education professionals to equip them to be the interface between NOAA’s scientists and its consumers and clients.</p>	<p><i>Steps taken to date include:</i> A NOAA 101/TeamNOAA training module is in the process of being updated and used as a part of the Commerce Learning Center Plans for agency-wide climate training. An internal and external climate training and education framework has been developed as a near-term opportunity for climate services.</p>	<p>ECE, Office of Communications, CPO</p>
<p>4.4 Should consistently incorporate performance benchmarks, indicators of performance or other similar means of establishing the expectation</p>	<p><i>Steps taken to date include:</i> A Kellogg based evaluation rubric has</p>	<p>ECE</p>

<p>across all programs and personnel that the successful implementation and incorporation of engagement is important to NOAA management, and to achieving NOAA’s mission and vision.</p>	<p>been developed and is undergoing testing.</p>	
<p>5.1 Extension, outreach, communication and education efforts need to be coordinated across organizations to assure that the results will be greater than the sum of their parts. The public should easily be able to identify services, products, and programs funded by or associated with NOAA; all services, products, and programs should display the NOAA logo.</p>	<p>Steps taken to date include:</p> <p>The Executive Committee on Engagement (ECE) was established to coordinate extension, outreach, communication and education efforts. Additionally, NOAA established the regional collaboration effort to support integrated, regionally-tailored implementation of NOAA-wide programmatic priorities and provide a more systematic approach to both internal and external communications. The overarching purpose of regional collaboration is to improve NOAA’s productivity, visibility, and value to customers.</p>	<p>ECE</p>
<p>5.2 NOAA should establish a mechanism to regularly monitor public awareness, knowledge, and use of its services, products, and programs.</p>	<p>Steps taken to date include:</p> <p>NOAA engaged Harmonics Inc. who conducted a baseline survey to assess public awareness and knowledge of NOAA’s products and services. The survey is intended to provide indicators for assessing the effectiveness of NOAA’s public outreach programs. The system aggregates, annotates and analyzes large samples of Web content from multiple sources, including sites from NOAA, its partner organizations, news media outlets, and Web blogs relevant to NOAA’s core activities.</p>	<p>ECE, Office of Communications</p>
<p>6.1 NOAA should recognize that while it currently has many very valuable national audiences, consumers and clients that it must continue to foster, its greatest growth potential is in further development of, and engagement with, local audiences, consumers and clients.</p>	<p>Steps taken to date include:</p> <p>NOAA has significantly expanded its focus on regional collaboration in order to put more focus on regional, state and local customers and clients. <i>The expansion of the regional effort includes placement of a full time coordinator on all 8 regional teams, additional funds provided for regional engagement efforts and climate specific engagement efforts as well as increased involvement by many of NOAA’s regional networks, e.g., Sea Grant, the National Estuarine Research Reserve System, the Coastal Services Center and the IOOS Regional Associations. In addition, NOAA is exploring innovative methods of</i></p>	<p>ECE, Regional Teams</p>

	<p><i>communications (e.g., podcasts and meetings in the virtual world) to better connect with local audiences, consumers and clients.</i></p>	
<p>6.2 NOAA should utilize its newly formed regional collaboration structures to create opportunities to become fully engaged with local consumers and clients on national issues. While the majority of extension, outreach and education specialists in NOAA reside in Sea Grant, in many regions it is not clear how fully these capabilities are being leveraged by NOAA teams. For example, the Gulf of Mexico Region may be a leader in including Sea Grant and other partners in regional activities and thereby leveraging the power of those organizations. The proposed pilot project with Sea Grant in the Gulf of Mexico (see Appendix IX) could be a good test case for expanding this synergy.</p>	<p>Steps taken to date include:</p> <p>Through the NOAA Extension and Training Services Committee, NOAA is coordinating all of its extension and training assets. This includes assets in Sea Grant, National Estuarine Research Reserve System, Coastal Services Center, Climate Program Office, NWS Warning Coordination Meteorologists, and the National Marine Fisheries Service.</p> <p>In addition, the NOAA’s Regional Collaboration effort is focused on strengthening engagement. NOAA’s 2nd Annual Regional Collaboration Workshop held March 31-April 2, 2009, included a session on “Engagement and Lessons Learned”. The main objectives of that session were to: 1) gain an understanding of NOAA’s engagement strategy and how it is relevant to regional; 2) share cross-team experiences including current methods and lessons learned in engagement; and 3) develop a list of findings and recommendations on best practices for improving effectiveness in engagement.</p> <p>All 8 regional collaboration teams have undertaken efforts to strengthen NOAA engagement. For example:</p> <p>1) The Alaska Region recently completed an Integrated Services Plan which was compiled exclusively through a stakeholder and customer engagement process.</p> <p>2) The Gulf Extension, Outreach and Education (ECE), pilot was recently funded by Congress. In FY 09, Congress added \$500K to partially fund the Extension, Outreach and Education pilot project recommended by the SAB report.</p>	<p>ECE, Regional Teams</p>

<p>6.3 NOAA should coordinate its existing extension, outreach, communication and education networks at the national, regional, and local levels to better engage consumers and clients at all levels. At the national level this coordination should be through the proposed NOAA Engagement Council (See Finding #2).</p>	<p><i>Steps taken to date include:</i></p> <p>The Executive Committee on Engagement (ECE) is responsible for coordinating across NOAA’s extension, outreach and education networks.</p>	<p>ECE</p>
<p>6.4 NOAA should assure that it’s newly created regional structures, and those of NOAA Sea Grant, are well integrated and coordinated. Local engagement should be accomplished by nationally and regionally coordinated programs inside and outside of NOAA, including Sea Grant, NERRS, NWS, Coastal Zone Management, Coastal Services Center, National Centers for Coastal Ocean Science, museums, aquariums, etc. This would also address recent requests for better coordination of coastal programs from the Office of Management and Budget (OMB).</p>	<p><i>Steps taken to date include:</i></p> <p>Interaction and coordination between the Regional Collaboration Teams and Sea Grant, National Estuarine Research Reserves, National Weather Service, Coastal Zone Management, Coastal Services Center, National Centers for Coastal Ocean Science, museums, aquariums is increasing. Creation of the NOAA Extension and Training Services Committee will accelerate the interaction and coordination. For example, at the NOAA’s 2nd Annual Regional Collaboration Workshop held March 31-April 2, 2009, a session on “Improving Regional Team Networks to Meet Regional Collaboration Goals” was held. The objectives of that session were to: 1) understand the existing “lineage” of the regional teams and assess diversity and representation with respect to the larger NOAA – are there patterns of program representation that we can further leverage? Are there missing pieces that we need to fill in?; 2) document existing connections to other federal agencies, states, academic partners and others and discuss strategic advantages and limitations of such partnerships; 3) develop an approach for managing “hybrid” team members’ participation on internal NOAA business such as pre-decisional budget formulation discussions; and 4) develop a list of findings and recommendations on the type of team members and partners that make regional teams more effective in advancing Regional Collaboration Goals.</p> <p>In addition, Sea Grant is sponsoring a NOAA Regional Team Climate Engagement Mini-Grant Program to: 1) encourage Sea Grant programs to interact and work with their NOAA colleagues in the region and vice</p>	<p>ECE, NETS, Regional Teams</p>

	<p>versa; and 2) further jump-start regional scale climate engagement with key NOAA constituencies.</p> <p>NOAA Extension and Training Services (NETS) is working with the National Environmental Education Federation to make available and encourage all NOAA NETS personnel to complete the recently released on-line climate change training module: <i>Climate Change: Fitting the Pieces Together</i>.</p>	
<p>6.5 NOAA should use its regional structures to address pressing issues, such as climate and energy, through its extension, outreach, communication and education programs in both coastal and non-coastal states with a variety of partners (e.g. universities, K-12 education, and professional associations).</p>	<p><i>Steps taken to date include:</i></p> <p>The 8 NOAA regional teams have each identified high priority issues for their regions. NOAA is increasing the use of its regional structures to address pressing issues, particularly climate.</p>	<p>ECE, Education Council, Regional Teams</p>
<p>7.1 Funding regional pilot projects (see Finding #6) with selected partners to learn how broad engagement activities, representing all of NOAA and clearly identified as NOAA, could take place.</p>	<p><i>Steps taken to date include:</i></p> <p>NOAA is supporting many new and exciting regional pilot projects, for example the FY09 Gulf of Mexico Engagement Pilot. The goal of the pilot is to “strengthen, organize and improve” the agency’s ability to engage constituents. The pilot hopes to serve as a national engagement model for replication in other U.S. coastal regions.</p>	<p>Regional Teams</p>
<p>7.2 Funding similar regional pilot projects with universities, informal science education institutions, the weather and climate enterprise partners, and others that are not currently NOAA partners, to learn how new partners can be enlisted in the most cost-effective manner.</p>	<p><i>Steps taken to date include:</i></p> <p>NOAA is supporting regional pilots that expand our partner network. For example, NOAA’s support of the Science on a Sphere User’s Group and the Coastal America Learning Center network. In addition, NOAA is exploring a partnership with informal science centers, universities and climate interested stakeholders to assist communities grapple with local implications of climate scenarios.</p>	<p>Regional Teams, Education Council</p>
<p>7.3 Continuing and expanding diagnostic assessment activities to learn which of these partnerships produces the largest return on investment. Those findings in turn can be used by NOAA to decide where future pilot and implementation projects should be undertaken. The evaluation of “Science on a Sphere” is a good example of such assessment practices.</p>	<p><i>Steps taken to date include:</i></p> <p>Diagnostic assessments of NOAA's regional efforts are continuing and expanding. One resource for improving NOAA's ability to conduct these assessments is the Kellogg Commission on the Future of State and Land Grant Universities.</p>	<p>SGPA Team, PPBES</p>

	<p>The Kellogg report identifies seven characteristics that are central to conducting effective engagement: 1) Responsiveness; 2) Respect for partners; 3) Academic neutrality; 4) Accessibility; 5) Integration, 6) Coordination; and 7) Resource partnerships are useful for understanding the kind of behavior needed for effective engagement.</p> <p>NOAA has developed a rubric based on the seven characteristics that describes ranges of behavior for each characteristic, so that NOAA programs can start to assess their engagement efforts. The Kellogg rubric was the focus of a NOAA engagement workshop held in Mobile, Alabama in August 2008. Revisions to the rubric were made based on the outcome of this workshop. In 2009, an engagement pilot was funded by Congress to further explore the concept of engagement in the Gulf of Mexico.</p> <p>The Kellogg rubric is being used in the evaluation of the Gulf of Mexico Engagement pilot. Broader use of the Kellogg rubric as the basis for diagnostic assessments of the engagement efforts of the regional teams is under consideration.</p> <p>In addition, NOAA, in partnership with the Institute for Learning Innovation a premier evaluator of informal education, is undertaking a rigorous study of the public learning impact of the unique visualization technology used in Science on Sphere. This evaluation effort is in its early stages. This evaluation will be used in the future to help decide where future pilot and implementation projects should be undertaken.</p>	
<p>7.4 Documenting the value of partnerships (for NOAA, OMB, and the Department of Commerce) by recognizing cost-share coming from partners, both cash and in-kind, including volunteered hours by paid NOAA staff.</p>	<p><i>Steps taken to date include:</i></p> <p>Increased engagement between NOAA and external stakeholders has identified and paved the way for new partnership opportunities which leverage strengths and available resources of NOAA with that of our partners. For example, NOAA in the Pacific Islands Region has partnered with the State of Hawaii,</p>	<p>ECE</p>

	<p>NGOs and local businesses on collaborative outreach events to promote environmental literacy. These events have generated multi-media attention throughout the region, resulting in approximately \$140K worth of media exposure and reach nearly 5 million individuals with a NOAA contribution of \$10K and staff time. The Southeast and Caribbean Region has leveraged their funding of \$50K, by a factor of 6:1 across four major regional workshops and four major projects such as the NOAA Data Explorer Pilot to make the geospatial data holdings across the agency accessible through a single interface.</p>	
<p>7.5 Deepening existing partnerships by listening to partners, soliciting regular feedback from them on the partnership, and demonstrating that their ideas and concerns are heard, appreciated, and acted upon whenever possible.</p>	<p><i>Steps taken to date include:</i></p> <p>NOAA has embarked on development of its next generation strategic plan through a process focused on listening to partners, and reflecting that input in the final plan. Regional forums to gather feedback from partners have been held in many locations including:</p> <p>Alaska Region 2/5/09: Alaska Forum on the Environment 6/3/09: NW Pacific Regional Fisheries Council Meeting</p> <p>Southeast & Caribbean Region 5/13/09: Southeastern Coastal Ocean Observing Regional Association 5/20/09: Southeastern Regional Partnership for Planning and Sustainability 6/15-17/09: Hydrometeorological Testbed – SE Science Plan Workshop</p> <p>Great Lakes Region 5/18/09: International Association of Great Lakes Research Conference</p> <p>North Atlantic Region 3/6/09 ME Fisherman's Forum (Rockport, ME) 3/24/09 Ecosystem Management Conference (Baltimore, MD) 3/25/09 Gulf of Maine Council (Portsmouth, NH)</p> <p>Gulf of Mexico Region 5/19/09 Northern Gulf Institute annual</p>	<p>Program Planning and Integration,</p>

	<p>conference 8/6/09: Gulf of Mexico Alliance annual meeting</p> <p>Central Region 6/24/09: University of Colorado, Boulder, CO 7/22/09: University of Oklahoma, Norman, OK</p> <p>Pacific Region 7/30/09: Hawaii Conservation Alliance annual meeting 8/20/09 Western Pacific Regional Fishery Management Council 8/27/09: American Samoa 9/09: Guam</p> <p>Western Region 6/30/09 Governing Board of the Northwest Association for Networked Observing Systems annual meeting 7/14/09 Exec Committee for the West Coast Governors' Agreement on Ocean Health (WebEx) 8/14/09 Western States Water Council and Western States Federal Agency Support Team (GoTo/in person) 8/27/09 National Federation of Regional Associations for Coastal and Ocean Observing annual meeting</p>	
<p>7.6 Taking leadership to include environmental issues in the next generation of science education standards through working with formal education partnerships.</p>	<p><i>Steps taken to date include:</i></p> <p>NOAA is working with the National Science Teachers Association, the Board of State Science Supervisors, and the National Assessment of Educational Progress to increase focus on environmental issues, particularly those related to climate and ocean. NOAA has developed a number of products and programs to support this effort, including the ocean and climate science literacy guides, Estuaries 101 curriculum and estuaries.gov website, teacher professional development workshops in partnership with the American Meteorological Society, and the Bay Watershed Education and Training Program.</p>	<p>Education Council</p>

<p>8.1 NOAA should establish a program to determine (1) baseline public understanding and recognition of NOAA, its mission, products, and services; (2) baseline public understanding of core STEM principles upon which NOAA's work is based; (3) NOAA-wide outputs, that is, numbers of people being reached in various segments of the population, and descriptions of the duration, topics, and depth of that outreach; and finally, (4) impact evaluations on the baseline measures of samples of NOAA-operated or NOAA-supported activities in extension, outreach, and education. This program of data collection, which should use both qualitative and quantitative methods as appropriate, should also be used to provide direction to NOAA staff and partners in designing public engagement activities that are responsive to the perceived needs of key audiences and stakeholders.</p>	<p><i>Steps taken to date include:</i></p> <p>(1) Harmonics International has conducted a baseline survey for NOAA to assess the current level of public understanding and recognition of NOAA, its mission, products and services; (2) NOAA is funding the Ocean Project to update its assessment of ocean literacy and through the National Middle School Assessment Project, levels of environmental literacy will be assessed; (3) common output metrics for education are planned for development as part of the NOAA Education Implementation Plan; and (4) NOAA contemplates using the baseline measures from the Ocean Project Survey and the Middle School Assessment Project once they are completed as the baseline for future impact evaluations.</p>	<p>ECE, Office of Communications</p>
<p>8.2 These measures should reflect national focus, regional direction and local relevance. NOAA should also consider a performance evaluation system that rewards senior NOAA managers and field workers for effective impacts, yet reward systems must be very carefully developed to avoid skewing the portfolio toward impacts that are most easily quantified and measured.</p>	<p><i>Steps taken to date include:</i></p> <p>The Ocean Project Survey and the Middle School Assessment Project both reflect national focus, regional direction and local relevance. NOAA contemplates using the baseline measures from this Survey and Assessment once they are completed as the baseline for future impact evaluations.</p>	<p>ECE, Education Council</p>
<p>8.3 Impact evaluation should be developed with the full participation of NOAA staff or NOAA-supported staff.</p>	<p><i>Steps taken to date include:</i></p> <p>NOAA is working to improve its ability to evaluate the impact of its engagement efforts. The “Kellogg Commission on the Future of State and Land Grant Universities” provides helpful insight for this effort. In particular, the seven characteristics identified in the report 1) Responsiveness, 2) Respect for partners, 3) Academic neutrality, 4) Accessibility, 5) Integration, 6) Coordination, and 7) Resource partnerships are useful for understanding the kind of behavior needed for effective engagement. NOAA has developed a rubric based on the seven characteristics, that describes ranges of behavior for each characteristic, so that NOAA programs can start to assess their engagement</p>	<p>NOAA Programs</p>

	<p>efforts. The Kellogg rubric was the focus of a NOAA engagement workshop held in Mobile, Alabama in August 2008. Revisions to the rubric were made based on the outcome of this workshop.</p> <p>In 2009, an engagement pilot was funded by Congress to further explore the concept of engagement in the Gulf of Mexico.</p> <p>In addition to these efforts to broadly evaluate NOAA's engagement efforts, NOAA has undertaken more focused efforts to assess the impact of specific programs. The NOAA Education Council has established an Evaluation Working Group that is compiling and inventory of current program evaluation efforts and developing an agency-wide education monitoring and evaluation system. The evaluation approaches of three of the programs involved in this effort are described below:</p> <p>The Educational Partnership Program has a well developed logic model and a systematic review process. They have an excellent student tracking system and can demonstrate significant impacts in terms of the number of students supported, the number of degrees granted and the number of NOAA employees recruited.</p> <p>The National Estuarine Research Reserve System Education Program has established system-wide education products with a common evaluation framework for front-end, remedial and summative evaluation providing comparable metrics for both program outputs and intermediate outcomes (attitudes and behavioral intention).</p> <p>NOAA, in partnership with the Institute for Learning Innovation a premier evaluator of informal education, is undertaking a rigorous study of the public learning impact of the unique visualization technology used in Science on Sphere. This evaluation effort is in its early stages. A recently completed evaluation of the Science on</p>	
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	<p>a Sphere performed by the Smithsonian Museum as part of its evaluation of the Ocean Hall found that the Sphere was identified by visitors as one of the most enjoyable exhibits in the Hall. The Science on a Sphere was also identified in the report as an area where a significant amount of conceptual learning took place.</p>	
<p>8.4 Baseline data and output information should be collected across NOAA's programmatic efforts.</p>	<p>Steps taken to date include:</p> <p>Baseline data and output information are being collected across NOAA's programmatic efforts (see Program Operating Plans).</p>	<p>PPBES</p>
<p>8.5 NOAA should use established best practice techniques for overall planning and evaluation of its extension, outreach communication and education programs. These techniques include the use of "logic models" and "backward-design strategies," specific to each program, because individual programs will have their own target audiences and desired impacts.</p>	<p>Steps taken to date include:</p> <p>NOAA is using logic models and backward design strategies to enhance program planning and evaluation, logic models have been developed for education, outreach, communication and engagement. NOAA's Education Council has adopted the Bennett TOPP Model to enhance planning and evaluation. In addition, NOAA's Education Council has established a system to identify and disseminate best practices in education where appropriate.</p>	<p>Education Council, PPBES</p>
<p>8.6 NOAA should use the most rigorous practical methodology to provide the best data on project and overall program effectiveness.</p>	<p>Steps taken to date include:</p> <p>NOAA is striving to use the most rigorous practical methodologies possible to evaluate program effectiveness. The following are the key components required in a NOAA business case:</p> <p><i>Partner and customer demand is high for a new or improved product or service.</i> What type of product or service is needed? Who needs it? How will they apply it? How have customers and partners been engaged to determine this?</p> <p><i>NOAA has clear responsibility, authority, and distinction to meet the demand.</i> Who is telling the agency that it must, could, or should perform these duties?</p> <p><i>NOAA and its partners have a solid foundation of capabilities upon which to build a solution.</i> How ready is NOAA to execute a possible solution?</p>	<p>PPBES</p>

	<p>What elements of a solution are already in place, both within the agency and externally?</p> <p><i>A clear solution details how to fill the gap between existing and proposed capabilities.</i> What capabilities are currently missing? What capabilities must be added? If the solution were executed, how would all the pieces fit together? What scientific or technical improvements to operational performance would result?</p> <p><i>Social, economic, and environmental impacts of the NOAA solution would be high.</i> How would the product and service outputs of this solution directly benefit partners and customers? How would they improve public health and safety, reduce economic costs, have socio-cultural benefits, or increase environmental sustainability? What would be the consequences if NOAA failed to act?</p> <p><i>Technical, organizational, and fiscal risks of the NOAA solution would be manageable.</i> What might be the potential challenges to implementing the plan as envisaged — on schedule and within budget? How might they be overcome? Are we accepting an appropriate level of risk?</p>	
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Summary

The SAB report provides a comprehensive set of recommendations for NOAA to evolve into a more “*fully engaged agency that is more connected to its consumers and clients, fostering enhanced partnerships and leveraging programs.*” Through implementation of the Engagement Strategy, NOAA is working towards presenting a clear vision to the public and engaging with its partners and the public in a clear and consistent manner.

NOAA leadership is committed to engaging its constituents in order to become a fully engaged agency that is more connected to its consumers and clients. NOAA believes it has the responsibility to provide leadership for this country extension, training, communication and education programs regarding issues related to oceans and atmosphere. Furthermore, NOAA agrees with the SAB that by properly engaging its constituents, NOAA’s contribution to overall competitiveness will be more efficient and effective, increasing the overall value of NOAA to society. NOAA has made some progress in implementing some of the SAB recommendations,

and is committed to an open, transparent and collaborative process in achieving the goals of the SAB Report, and more broadly those of its stakeholders and the public.

Finally, President Obama recently renamed the White House Office of Public Liaison to the White House Office of Public Engagement. NOAA's engagement commitment is closely aligned with White House priorities and tied to multiple NOAA activities, many of which are outlined above. This new type of governance and culture will better link NOAA's expert knowledge and the information required by our stakeholders.

APPENDIX A

NOAA Engagement Strategy

Approved by the NOAA Executive Panel on 12/19/08

An Engagement Strategy for NOAA

I. Introduction and Overview

NOAA is a world leader in understanding the oceans, atmosphere, and climate change – and how they affect our health, our economy, and our future. With a total workforce of nearly 13,000 federal employees and more than 4,000 contractors, NOAA conducts original scientific research and provides products and services to government, commercial, educational and other end-users domestically and globally.

With such a broad portfolio, the list of NOAA stakeholders is substantial, as is the need to develop and maintain strong two-way relationships with those customers. As an environmental service agency, NOAA has considerable interaction with its users. NOAA has advanced a number of initiatives in recent years to improve those relationships including the establishment of NOAA Regional Teams, a reorganization of NOAA communications, and a focus on education through new and existing statutes and programs. This effort is needed to transform NOAA from a science agency that provides service to a service agency based on science.

In August 2007, Congress passed the “America COMPETES Act” that requires the Administrator of NOAA to “conduct, develop, support, promote, and coordinate formal and informal educational activities at all levels to enhance public awareness and understanding of ocean, coastal, and atmospheric science and stewardship by the general public and other coastal stakeholders...” This language gives NOAA much needed authority to enhance and integrate activities in education, communications, outreach, extension and training.

In March 2008, NOAA’s Science Advisory Board (SAB) provided NOAA with a report that calls for NOAA to “dramatically change its way of doing business if it expects to engage and serve its consumers and clients.” Central to the SAB recommendations is the need for NOAA to have an Engagement Strategy and a coordinating body to carry out that Strategy.

II. Engagement

What is Engagement?

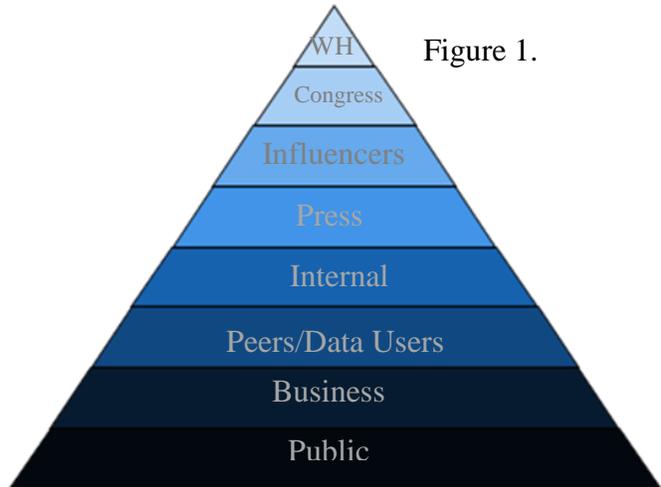
As defined by the Kellogg Commission, which introduced the term, engagement is a two-way relationship between a service provider and society. It implies a commitment of service through a partnership based on reciprocity and sharing of goals, objectives, and resources between NOAA and the society it serves. Implicit to engagement is a respect for each partner that involves listening, dialog, understanding, and mutual support.

What does engagement mean for NOAA?

For NOAA’s purpose, engagement is meant as an umbrella term for the following elements within NOAA:

- **Communications:** The process of delivering a message or other information through different media. Communications provides information about NOAA and its products and services to the news media, government officials, constituents, and the public.

- **Education:** Education is the process by which individuals develop knowledge, values, and skills. Education encompasses both teaching and learning.
- **Extension and Training:**
 - Extension* - Sustained interaction with specific audiences using education techniques to transfer science-based information or skills that inform decision-making and/or change behavior.
 - Training* - A process of transferring knowledge and skills using standardized instructional methods and techniques to targeted professional audiences for the purpose of developing and enhancing professional competencies.
- **Regional Collaboration:** A flexible network established to support integrated, regionally-tailored implementation of NOAA-wide programmatic priorities and provide a more systematic approach to both internal and external communications.



While each of these elements within the pyramid focuses on different audiences, collectively they respond to, and serve, the range of audiences shown in Figure 1.

What is NOAA’s engagement goal?

A strong dialog and two-way relationship with society that enables NOAA to identify, develop and improve products and services to meet society’s needs.

III. Coordination and Oversight by the Executive Committee on Engagement (ECE)

NOAA currently conducts a wide range of engagement activities in communications, education, extension and training, and regional collaboration. To better coordinate these activities and ensure resources are leveraged to the maximum extent, while maintaining the unique role and responsibility each element routinely employs, NOAA has created an Executive Committee on Engagement (ECE). The ECE membership is composed of the Chair of the Education Council, the Director of Communications, the Chair of the Regional Collaboration Executive Oversight Group and the Chair of the Extension and Training Services Committee.

The ECE will provide corporate guidance and recommend actions to promote a strong dialog and two-way relationship with society that enables NOAA to identify, develop and improve products and services to meet society’s needs. In order to foster collaborative planning across the range of NOAA engagement activities and programs, the ECE will:

- Coordinate the activities of NOAA’s Education Council, Communications Committee, Regional Collaboration Executive Oversight Group, and Extension and Training Services Committee;
- Develop and implement NOAA’s Engagement Strategy to help ensure integration across NOAA’s engagement activities; and

- Be responsive to national issues/topics raised by NOAA leadership and the field that require integrated engagement activities across the agency;
- Serve as a mechanism for coordination of engagement activities and information exchange from the grass roots level to NOAA leadership; and
- Ensure the development and incorporation of assessment and evaluation policies within NOAA engagement activities and programs.

ECE members are responsible for ensuring that ECE decisions are communicated to, and supported by, their respective communities. The 4 relevant coordinating bodies are described below:

- **Communications Committee:**

NOAA's Communications Committee serves as a mechanism to bring together public affairs representatives and communications professionals from across the agency. The Communications Committee is chaired by NOAA's Director of Communications, with membership including senior public affairs and communications staff throughout the agency. The Communications Committee provides corporate communications guidance and recommends action as necessary to ensure that NOAA communications activities are linked directly to the agency's top priorities, represent one-NOAA, take advantage of the full range of agency assets, and are executed efficiently. The mission of the Communications Committee is to ensure that all corporate NOAA communication activities are conducted in a consistent manner, with a commitment of service to society. The Communications Committee meets twice monthly, or at the request of the Chair.

The Communications Committee:

- Provides communications guidance to the agency, including corporate messages;
- Ensures consistency of message and integration across communications activities; and
- Identifies national issues/topics that require integrated communications activities.

- **Education Council:**

NOAA's Education Council consists of senior representatives from NOAA's Line, Program and Staff Offices with education responsibility. The Council's primary responsibility is to serve as a NOAA forum for the discussion of ideas and proposals regarding formal and informal education and make recommendations to NOAA management on all aspects of NOAA's education activities. Council members represent their respective education interests and activities and serve as the key contact on all issues affecting their organizations' interests. The Education Council is staffed by NOAA's Office of Education and meets monthly.

Education is a cross-cutting strategic planning priority used to address NOAA's environmental literacy goals. The Education Council provides input into NOAA's goal teams and helps to monitor achievements associated with the implementation of NOAA's Strategic Plan and specifically NOAA's Education Plan goals. As support for environmental literacy continues to increase in importance to our society, members of the NOAA Education Council serve an important role in shaping NOAA's education efforts.

- **Extension and Training Services**

NOAA's Extension and Training Service (NETS) capabilities encompass a broad range of programmatic and geographic assets that, when employed in a coordinated manner, will assist NOAA in its efforts to fully engage its constituents. What is required is an integrated national coordination function of NOAA's sizable and locally placed extension and training assets nation-wide. This will help underpin NOAA's Regional Collaboration structure, with a focus on bringing together NOAA assets on the ground in a coordinated manner. As such, a new approach is needed that will enable the full range of NOAA's extension and training assets to focus on thematic priorities identified by NOAA leadership or by local or regional stakeholders and constituent feedback. The principles underlying this new approach include; national guidance and coordination, regional planning and strategy development, flexible regional, state and local implementation and accountability through collection and analysis of national extension and training metrics. The NETS has been endorsed by NOAA and has been formalized as a NOAA Administrative Order 216-102. The NETS administrative order can be found at the following web site;
http://www.corporateservices.noaa.gov/~ames/NAOs/Chap_216/naos_216_102.html

- **Regional Collaboration**

NOAA's Regional Collaboration network was established to facilitate multi-disciplinary planning and execution on the highest priority regional needs, mobilize knowledge and capabilities across the agency, and engage its stakeholders to improve NOAA's productivity and value to its customers.

A NOAA-wide geographic framework was designed to provide a basis for regional-scale stakeholder and partner engagement, and provide an organizing principle to encourage cross-NOAA integration. This framework consists of the following eight regions: Alaska, Central, Gulf of Mexico, Great Lakes, North Atlantic, Pacific, Southeast & Caribbean, and Western.

NOAA's Regional Collaboration effort operates through existing authority, accountability, and organizational structures. NOAA is advancing this effort through collaborative teams that link NOAA's Goal Teams and Line Offices on a regional and national basis. Some coordinating bodies have been established, however, to advance the effort. The lead teams responsible for the implementation of Regional Collaboration include the:

- Executive Oversight Group, consisting of NOAA leaders in the corporate and operating branches, which provides overall guidance and is responsible for the overall success of this effort;
- Office of Program, Planning, & Integration, which chairs and staffs the Executive Oversight Group, and serves as the organizational focal point for the effort.
- Regional Collaboration Teams, which are inter-Line Office collaborative groups that facilitate interactions between regional stakeholders and corporate NOAA to improve NOAA services and visibility in the region. Regional Collaboration Teams work within the execution structure of NOAA to improve the Line Offices' ability to meet the agency's mission, and are led by senior NOAA

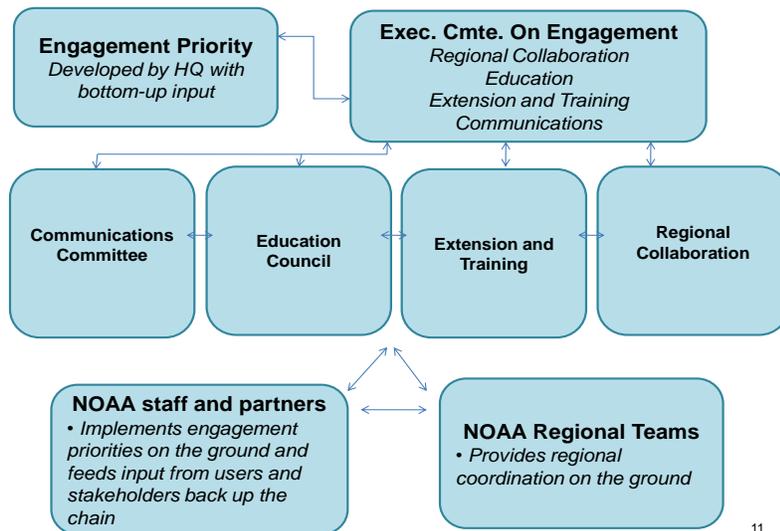
leadership in the regions. Regional Collaboration Teams are responsible for knowing the stakeholder needs in their regions and promote internal NOAA communication on regional issues.

- Priority Area Task Teams are responsible for advancing the regional-scale priorities of Goal Teams at the national level. The current Priority Area Task Teams are: Hazard Resilient Coastal Communities, Integrated Ecosystem Assessments, Integrated Water Resource Services, and Outreach and Communications. In particular, the Outreach and Communications Priority Area Task Team, and its Regional Communications Working Group, serves as an internal link between the Executive Oversight Group, the NOAA Office of Education, the Office of Communications and the eight Regional Teams

IV. Process for Coordination of Engagement Activities

The ECE serves as the venue where NOAA engagement activities come together, share progress and challenges, and develop the best path forward for the agency. The process for coordinating these engagement activities is meant to facilitate information flow as follows:

Figure 2. ECE Information Flow



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The main functions of the ECE are as follows:

Gather input from stakeholders

- Extension and Training and Education work with end-users on the ground to identify topics/needs for products and provide capacity building for the use of NOAA products and services (e.g. specific climate information.)
- Regional Collaboration coordinates NOAA regional assets on the ground to also better communicate with end-users and solicit user input.
- Collective stakeholder input is incorporated into strategic planning process, and helps inform NOAA decisions about priorities.
- Communications also conducts or contracts user group surveys to identify issues that resonate with the public and where NOAA is poised to fill a perceived gap.

National priorities are identified

- ECE and NOAA leadership identify engagement priorities based on NOAA’s capability, strategic priorities, and user needs (e.g. climate.)

Relevant materials are developed and distributed

- Communications has the lead on development of corporate messages, accompanying talking points, internal and external communications toolkits, etc.
- Education Council, Extension and Training, and Regional Collaboration have the lead on development of materials relevant to their specific audiences.
- ECE serves as the venue to share those corporate messages and resources.
- All ECE members work with their networks to tailor and distribute relevant materials, messages and tools.

Feedback helps to tailor next generation of products

- ECE member networks utilize their relationships with communities on the ground to gather feedback from the end-users (“pull” information in) in order to tailor the next generation of products and services to better meet societal needs. Those needs are then reflected in NOAA’s future priority setting to ensure that NOAA’s research and education activities are continuously appropriate for society’s needs.
- ECE member networks assess and evaluate NOAA engagement activities and use these assessments to demonstrate accountability and improve performance.

How will each element contribute?

The ECE will serve as a coordination and guidance body for engagement activities. The specific implementation of this Strategy remains the responsibility of the Communications Committee, Education Council, Regional Collaboration Executive Oversight Group, and the NOAA Extension and Training Services Committee. Those four mechanisms will continue to provide national leadership for their own element while fostering flexible regional, state and local implementation and feedback to the ECE.

NOAA Communications Committee’s principal contribution to engagement is strategic, agency-wide communications, and the attached Communications Plan (Supporting Document 1) specifies the communications role in implementing its part of the Engagement Strategy. The NOAA Education Plan (Supporting Document 2) outlines the role of education as part of engagement. In addition, the Terms of Reference for Regional Collaboration (Supporting Document 3) outline the contribution that the regions will take to work agency-wide and address specific engagement priorities on the ground. Finally, the newly-formed NOAA Extension and Training Services Committee will also take specific action to coordinate activities and further the transfer of information to end-users. Their coordination process is described in a NOAA Administrative Order and proposed operating guidelines (Supporting Document 4). Over time these documents will evolve to reflect a greater coherence of approach.

V. Performance Measures and Evaluation

The ECE will review various approaches to evaluation (e.g., Kellogg Test) and select the model(s) best suited to evaluating engagement by NOAA. The Kellogg Test provides a framework for self-assessing NOAA’s work with partners in seven areas:

- Responsiveness

- Respect for partners
- Academic neutrality
- Accessibility
- Integration
- Coordination
- Resource partnerships

NOAA is in the process of evaluating the Kellogg Test to examine its utility and possible applicability for agency use. A preliminary examination of the viability of the Kellogg test at the regional scale suggests that the Kellogg rubric identifies appropriate, broad categories for assessing NOAA's engagement capabilities, but needs additional specificity in order to be useful for evaluation. NOAA will continue to evaluate the Kellogg test and other performance frameworks in order to identify an appropriate agency-wide mechanism for assessing engagement performance.

In addition, individual performance measures remain the specific responsibility of each NOAA entity. As such, each element will be responsive to their individual performance measures as outlined in their Annual Operating Plans, and as part of the implementation of this Plan, each element will also undertake specific quantifiable actions as outlined in the relevant supporting documents.

VI. Resources

The ECE will rely largely on the existing strength of the Communications Committee, Education Council, Extension and Training, and Regional Collaboration structure. Currently, staff time from these existing networks will be required to assist with ECE meeting and business conduct, but additional resources may be required to fully implement the Engagement Strategy.

VII. Links to Supporting Documents

https://www.intranet.noaa.gov/nei/nep/agenda_2008.html

APPENDIX B

Executive Committee on Engagement (ECE) Terms of Reference

Purpose:

The Executive Committee on Engagement (ECE) was formed in response to the NOAA Science Advisory Board (SAB)'s Extension Outreach and Education Working Group (EOEWG) report "*Engaging NOAA's Constituents: Putting the Pieces Together to Create Impact.*" The mission of the ECE is to ensure all NOAA engagement activities are conducted with a commitment of service to society through a partnership based on reciprocity and sharing of goals, objectives, and resources. The ECE provides corporate guidance and recommends action to promote a strong dialog and two-way relationship with society that enables NOAA to identify, develop and improve products and services to meet society's needs.

Membership:

- Chair: Director of the Office of Communications
- Assistant Administrator for Program Planning and Integration
- Director of Education; and
- Chair of the NOAA Extension and Training Services (NETS)

Roles and Responsibilities:

- Ensuring NOAA's engagement activities are linked directly to needs in the field, reflecting the agency's top priorities, representing one-NOAA, and taking advantage of the full range of Agency assets;
- Providing guidance, input, review and approval of a NOAA Engagement Plan to help ensure integration across engagement activities;
- Identifying national issues/topics that require integrated engagement activities;
- Serving as a mechanism for coordination of engagement activities and information exchange;
- Formulating and recommending guidance on the development and execution of engagement activities for key national issues and for SES employee plans;
- Monitoring performance measures for engagement;
- Ensuring NOAA's investment in engagement follows best practices and is applied consistently.

Decision-Making Process:

The ECE will meet at least quarterly, or at the request of the Deputy Under Secretary or a fellow member of the ECE. Since the ECE membership is comprised of chairs from existing entities, the ECE will officially report to the Deputy Under Secretary. To the extent possible, decisions will be reached by informed consensus. If consensus cannot be reached, a simple majority of the votes will carry the issue(s). If there is a tie, the Chair will cast the tie-breaking vote.